

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
Consultant to produce core teaching and learning materials (TLM) package for or Foundational Literacy and Numeracy in Basic Education (Nigeria)	Non-Grant (RR)	Consultant – Deliverable based	Remote

Background and Purpose of the Assignment

With a population of 206 million, 43% of whom are below 14 years of age,¹ Nigeria is considered young. At the current population growth rate of 2.5,² Nigeria has the potential to reap a demographic dividend if young people are healthy, educated, connected to communities, and have opportunities for decent work and livelihoods. Over the last two decades, Nigeria has made great strides in improving access to education which has increased junior secondary school enrolment and closed gender gaps, namely in primary school.

However, progress in enrolment is threatened by high out-of-school rates, dropout and persistent inequality as more than 10 million children remain out-of-school at the primary level and another 8 million at the junior secondary level³, making Nigeria the country with the largest number of out-of-school children worldwide. Only 38 per cent of children ages 3-5 attend early childhood education programmes, and just 68 per cent of primary school-aged children regularly attend school⁴. It is thus unsurprising that the transition rate from primary to junior secondary school remains low at 84 per cent, while the percentage of children age 7 to 14 demonstrating foundational literacy and numeracy remains low at just 27 and 25 per cent, respectively⁵. School closures of seven months in 2020 for 50 million children have halted and, in some cases, reversed gains in access to education and resulted in learning loss. This is exacerbated by the recent uptick in attacks on schools, in some cases for ideological reasons (Northeast) and in others for ransom (Northwest).

The UNICEF NCO programme priority “Every Child Learns” emphasizes the need to focus more clearly on learning, in line with UNICEF’s global and regional shifts towards the right to learn. Available evidence indicates that even when children attend school, they are often not attaining basic literacy and numeracy skills, with poor quality education leading to poor learning outcomes. The barriers that contribute to the challenge of poor learning outcomes are many, but on the supply side, they range from high pupil-teacher ratios and the lack of conducive learning environments to inadequately prepared teachers and a lack of quality teaching and learning materials (TLMs) which are aligned with the curriculum, differentiated

¹ The World Bank. (2020). *Population, total - Nigeria*. Retrieved from <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG>

² The World Bank. (2020). *Population ages 0-14 (% of total population) - Nigeria*. Retrieved from <https://data.worldbank.org/indicator/SP.POP.0014.TO.ZS?locations=NG>

³ UBEC. (2018).

⁴ National Bureau of Statistics (NBS) and United Nations Children’s Fund (UNICEF). *2017 Multiple Indicator Cluster Survey 2016-17, Survey Findings Report*. Abuja: National Bureau of Statistics and United Nations Children’s Fund.

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according to children's learning levels and supportive of diverse learning needs. The consultant is expected to provide support and technical guidance to address this lack of quality TLMs.

Scope of Work:

Under the supervision of Chief Education, the consultant will be responsible for the following over the course of the 4 month contract:

- Collating all TLMs identified by Field Office staff which are used by UNICEF for procurement and distribution across pre-primary education through junior secondary education;
- Reviewing relevant guidance (including but not limited to the Nigerian curriculum, international guidelines and guidance from programmes such as RANA and TaRL which are currently implemented in Nigeria) to develop a checklist of criteria for selecting quality, relevant TLMs which are age- and developmentally appropriate, gender transformative, disability inclusive culturally relevant and contextualized;
- Mapping all of the collated TLMs against this checklist to identify whether each meet the required quality standards and to identify gaps where further materials may need to be identified;
- Working with FO and NCO colleagues to identify relevant materials as needed to fill the identified gaps;
- Curating core TLM packages based on the identified materials which:
 - cover different age/grade groups (pre-primary education, primary 1-3; primary 4-6; and junior secondary)
 - are differentiated for use by the whole class, small groups and individuals
 - are differentiated according to learners' diverse needs and can accommodate disabilities and special educational needs
 - are available in mother tongue and English as relevant by grade level
- Meeting with Field Office colleagues to review the curated packages and revise them as necessary based on at least one round of FO feedback;
- Developing a cover-page note for each package to guide teachers and school personnel with how to use them; and
- Developing a brief guidance note for UNICEF FO colleagues to guide their procurement and distribution of the packages.

Child Safeguarding

Is this project/assignment considered as "[Elevated Risk Role](#)" from a child safeguarding perspective?

YES NO If YES, check all that apply:

Direct contact role YES NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

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Child data role YES NO If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos): More information is available in the Child Safeguarding SharePoint and Child Safeguarding FAQs and Updates
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Budget Year: 2023	Requesting Section/Issuing Office: <i>Education/Abuja</i>	Reasons why consultant cannot be done by staff: UNICEF's focus increasingly shifts toward learning quality in Nigeria, the Education section requires significant technical capacity and expertise on relevant topics for learning. The consultant will develop teaching and learning materials packages, which requires concrete deliverables based on technical expertise on this specific theme.	
Included in Annual/Rolling Workplan: Yes No, please justify:			
Consultant sourcing: National International Both Consultant selection method: Competitive Selection (Roster) Competitive Selection (Advertisement/Desk Review/Interview)		Request for: New Individual Contract Extension/ Amendment	
If Extension, Justification for extension:			
Supervisor:	Start Date:	End Date:	Number of Days (working)

Deliverables/Outputs (monthly payment):	Timeline
1. SharePoint library developed which collates all TLMs used by Field Office staff by education level (pre-primary education through junior secondary education) and subject. This library should also collate materials from	By 24 March 2023

government partners, development partners, NGOs, CSOs and others as relevant. Inception report developed.	
2. Checklist of criteria developed for selecting quality, relevant TLMs which are age- and developmentally appropriate, gender transformative, disability inclusive culturally relevant and contextualized. Checklist must be based on the review of relevant guidance with clear links through citations to key documents including the Nigerian curriculum, international guidelines and guidance from programmes such as RANA and TaRL which are currently implemented in Nigeria.	By 3 April 2023
3. Mapping developed of all of the collated TLMs against this checklist's criteria to identify whether each meet the required quality standards. The mapping must also identify gaps where further materials may be needed. Relevant materials identified to fill the gaps.	By 28 April 2023
4. Four core TLM packages curated (for pre-primary education; primary 1-3; primary 4-6; and junior secondary education) with each to have: <ul style="list-style-type: none"> A set of materials for teachers, for the classroom (whole group) and individual learners 3 tiers (minimum set, model set, resource center set) sub-groupings of materials within each by subject organization/categorization based on differentiation to support learners' diverse needs and accommodations for disabilities and special educational needs grouping by language (mother tongue and English as relevant by grade level) 	By 9 June 2023
5. Pilot testing conducted in identified schools and workshops facilitated (one with FO staff, one with government counterparts and one each per package with intended users / teachers) to review and receive feedback.	By 23 June 2023
6. Packages finalized based on Field Office feedback and suggested revisions, with a cover-page note for each to guide teachers and school personnel with how to use them and a brief guidance note for UNICEF FO colleagues to guide their procurement and distribution of the packages. Final package will also include a set of training materials (script and powerpoint presentation) developed to conduct stakeholder orientation on the materials, as well as a brief report outlining the approach taken and describing the final set of products to get government and stakeholder buy-in.	By 7 July 2023

Estimated deliverable fees			
1. TLMs collated in SharePoint folders.			9%
2. Checklist of quality standards developed.			9%
3. Mapping of TLMs and gaps identified.			24%
4. Four core TLM packages curated following above guidance.			30%
5. Pilot testing and workshops facilitated			10%
6. Packages finalized based on feedback and complete with guidance notes.			18%
Travel International (if applicable)			n/a



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Travel Local (please include travel plan)			n/a
DSA (if applicable)			n/a
Total estimated consultancy costsⁱ			TBD

<p>Minimum Qualifications required:</p> <p>Bachelors Masters PhD Other</p> <p>Enter Disciplines – Primary and/or Secondary Education/Pedagogy, Education Development, Education Policy, Social Policy, International Relations, or related field</p>	<p>Knowledge/Expertise/Skills required:</p> <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> • A minimum of 10 years of experience in education sector policy, with a focus on learning quality, including education sector plan development and implementation and education policy • A minimum of 8 years of experience on improving learning quality, ideally with a focus on curriculum or learning materials development, teacher professional development, quality pedagogy and teaching and learning approaches in basic education • Demonstrable experience supporting the development, implementation and scale-up of effective approaches for improving learning quality, ideally focused on developing and rolling out quality, curriculum-aligned content for basic education focused on foundational literacy and numeracy • A minimum of 5 years working experience working in or as a direct consultant for UN organizations and/or Ministries of Education • Strong working knowledge of key international guidance on curriculum and teaching/learning content development • Strong knowledge of the Nigerian (or at least other developing countries) context and understanding of international development
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	<p>issues, including the status of the humanitarian-development nexus nationally and at the state level in Nigeria, particularly as it relates to education for girls and marginalized populations.</p> <p><u>Other skills and attributes:</u></p> <ul style="list-style-type: none"> • Experience working in Nigeria, West and Central Africa region, or other similar development contexts • Strong knowledge of the Nigerian political landscape and recent developments in education • A good understanding of UNICEF's programmatic areas, namely Education (especially Education in Emergencies), social policy and child protection • Excellent written and oral communication skills, with experience translating evidence for and communicating with a broad range of actors (including government) on sensitive issues • Ability to present ideas concisely for diverse audiences and to give practical, actionable advice grounded in evidence <p><u>Language requirements:</u></p> <ul style="list-style-type: none"> • Fluency in English is required.
<p>Administrative details:</p> <p>Visa assistance required:</p> <p>Transportation arranged by the office:</p>	<p>Home Based Office Based:</p> <p>If office based, seating arrangement identified:</p> <p>IT and Communication equipment required:</p> <p>Internet access required:</p>

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<p>TOR prepared by</p>  <p>Sarah Fuller, Education Consultant, UNICEF Nigeria</p> <p>Supervisors signature</p>  <p>21/02/23</p> <p>John Ekaju, Education Manager (stretch), UNICEF Nigeria</p> <p>Request Authorised by Section Head</p> <p>24/02/2023</p> <p>Saadhna Panday-Soobrayan, Chief Education UNICEF Nigeria</p>	<p>Approved by</p> <p>Aboubacry Tall Deputy Representative, a.i. UNICEF Nigeria</p>	<p>Request Verified by HR:</p>
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ⁱ Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

Text to be added to all TORs:

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.