

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
Consultancy for management of programmes on equitable access to quality education	Non-Grant (RR)	Consultant	Abuja, Nigeria
<p>Background and Purpose of the Assignment</p> <p>Nigeria is home to approximately 206 million people¹, 43 per cent of whom are below 14 years of age². By 2030, there will be close to 126 million children in Nigeria³. Rapid population growth and the swelling child population will place significant pressure on the education system, including its infrastructure and resources⁴. At the same time, Nigeria has the potential to reap a dividend from the impending youth bulge, but this will require significant investments in children's and adolescents' education and well-being⁵. The country has developed policies that guarantee free and compulsory basic education and has seen increasing access to education in recent years.</p> <p>Nigeria is committed to achieving the Sustainable Development Goals, as reflected in current education policies, which guarantee free and compulsory basic education and which position quality of learning outcomes at the centre of the country's education agenda. The Education Sector Strategic Plan (ESSP) (2016-2019) and the Ministerial Strategic Plan (2018-2022) prioritize education access, learning quality and systems strengthening. A recent analysis of the country's progress toward Sustainable Development Goal target 4.1 revealed evidence of initiatives in all states that aim to improve children's access to quality education⁶. These efforts have been met with increasing enrolment in recent years. However, there remain challenges in high out-of-school rates, dropout and persistent inequality.</p> <p>Nigeria has approximately 10.2 million children who are out of school (OOS) at the primary level⁷, and accounts for 15 per cent of the total number of out of school children globally. Overall, 1 in 3 children are OOS in Nigeria⁸, with 12.4 million having never attended and 5.9 having left school early. Two-thirds (66 per cent) of all OOS children are in the North-east and North-west, 86 per cent are from rural areas and 65 per cent are from the poorest socioeconomic quintile⁹. More than 50 per cent of girls are not attending school at the basic education level, and only 1 in 3 adolescents eligible for senior secondary education are attending¹⁰. Despite the efforts over the past years, both from the Government of Nigeria as well as its development partners, to strategically address the challenge of out-of-school children (OOSC), and to ensure that all children are in school and learning, progress in reducing the number of OOSC is not keeping pace with the growing child and youth population of Nigeria.</p> <p>Unfortunately, learning poverty remains an equally important challenge as well. More than 70 per cent of children of primary school age cannot read with understanding or solve simple math problems¹¹, and</p>			

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

² The World Bank. (2020). Population, total - Nigeria. Retrieved from <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG>

³ UNICEF. (2017). *Generation 2030 Africa 2.0. Prioritizing investments in children to reap the demographic dividend*. New York: UNICEF.

⁴ *Ibid.*

⁵ UNICEF. (2017). *Generation 2030 Africa 2.0. Prioritizing investments in children to reap the demographic dividend*. New York: UNICEF.

⁶ Alegre Associates and Ed Intersect. (2021). *Independent evaluation of the effectiveness and impact of Sustainable Development Goal 4.1 (Education) in Nigeria. Final report*. Abuja: UNICEF.

⁷ UBEC Personnel Audit and Digest of Basic Education Statistics in Nigeria, 2018

⁸ UBEC (2019). *Personnel Audit and Digest of Basic Education Statistics in Nigeria 2018*

⁹ Cambridge Education. (2021). *Investment Case for Out-of-School Children in Nigeria*. Cambridge: UNICEF

¹⁰ Cambridge Education. (2021). *Investment Case for Out-of-School Children in Nigeria*. Cambridge: UNICEF.

¹¹ National Population Commission. (2016). *2015 Nigeria National Education Data Survey (NEDS)*.

50 per cent of students in primary education on average cannot read or write¹². These gaps in foundational skills are cumulative across the lifecycle, increasing learners' risk of dropping out and impeding their ability to acquire the skills they need to thrive in the workforce, to be actively engaged citizens and to nurture healthy and prosperous families.

UNICEF Nigeria Country Office (NCO), in its Country Programme Document (CPD) 2023-2027, aims to leverage its strategic partnership with the federal and state governments and other development partners to achieve the outcome, "by 2027, more children, including adolescents, particularly the most disadvantaged, participate in quality education, learn, and acquire skills for the future". This will be realized by addressing three output areas: Education systems (output 1); access (output 2); and learning (output 3). For the output 2, NCO aims to improve equitable access to quality education from pre-primary to secondary education in both development and humanitarian contexts, by strengthening the capacity of governments, schools, communities and other partners to make education and learning accessible and inclusive for all children.

UNICEF NCO seeks a consultant to manage the education programmes for the output 2. The consultant will work with and provide support to counterpart governments (e.g., the Federal Ministry of Education, Universal Basic Education Commission, National Commission for Mass Literacy, Adult and Non-Formal Education) and education teams in UNICEF NCO and Field Offices to design, implement, and monitor education programmes and activities on expanding access to quality learning opportunities in Nigeria.

Scope of Work:

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

1. Work with Federal Ministry of Education, Universal Basic Education Commission (UBEC) and National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) to develop a national strategy for implementation of Almajiri/Tsangaya schools in Nigeria.
2. Work with UBEC and UNICEF Field Offices (FOs) to operationalize the National Framework of Action on Reducing the Number of Out of School Children in Nigeria by providing support for the organization of regional meetings and the development of state specific costed action plans.
3. Provide technical guidance and assistance to other consultants to review 1) Girl-4-Girl strategy documents, 2) draft re-entry guideline for adolescent girls, and 3) draft national strategy on transition, retention and completion for adolescent girls in secondary school.
4. In collaboration with other colleagues, provide support for:
 - i) review of the existing framework for climate literacy education
 - ii) drafting a set of curriculum standards for basic education (pre-primary, primary and junior secondary school),
 - iii) development and review of state policy/standards for implementation of inclusive education in selected states.

¹² Alegre Associates and Ed Intersect. (2021). *Independent evaluation of the effectiveness and impact of Sustainable Development Goal 4.1 (Education) in Nigeria. Final report.* Abuja: UNICEF.

5. Support situation analysis of alternative learning pathways and distance learning opportunities, including the development of a draft strategy on alternative learning pathways for Nigeria, which is led by another consultant.

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:

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](#)

Budget Year: 2023	Requesting Section/Issuing Office: <i>Education/Abuja</i>	Reasons why work cannot be done by staff: The role requires specific technical capacity and expertise on equity and inclusion in education and understanding of the out of school context, and adolescent girls programming in Nigeria.	
Included in Annual/Rolling Workplan: <input checked="" type="checkbox"/> No, please justify:			
Consultant sourcing: <input checked="" type="checkbox"/> National <input type="checkbox"/> International <input type="checkbox"/> Both		Request for: New Individual Contract	
Consultant selection method: Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/Desk Review/Interview)			
If Extension, Justification for extension:			
Supervisor: Azuka Menkiti Education Specialist	Start Date: 29 May 2023	End Date: 4 August 2023	Number of Days (working) 50 days

Deliverables/Outputs (monthly payment):	Timeline
Activity 1 <ul style="list-style-type: none"> Draft national strategy for implementation of Almajiri/Tsangaya Schools in Nigeria 	28 June 2023
Activity 2 <ul style="list-style-type: none"> Finalized National Framework of action on Reduction of Out of school Children in Nigeria and 12 states operationalization Plan 	
Activity 3 <ul style="list-style-type: none"> Revised Girl-4-Girl strategy documents Revised draft re-entry guideline for adolescent girls Revised draft national strategy on transition, retention, and completion for adolescent girls in secondary school 	
Activity 4 <ul style="list-style-type: none"> Reviewed framework for climate literacy education Draft curriculum standards for basic education (pre-primary, primary and junior secondary school) Draft state policy/standards for implementation of inclusive education in selected states (Borno and Zamfara states). 	4 August 2023
Activity 5 <ul style="list-style-type: none"> Draft report on situation analysis of alternative learning pathways and distance learning opportunities, including a draft strategy on alternative learning pathways for Nigeria. 	

Activity 1 <ul style="list-style-type: none"> Draft national strategy for implementation of Almajiri/Tsangaya Schools in Nigeria 	50%
Activity 2 <ul style="list-style-type: none"> Finalized National Framework of action on Reduction of Out of school Children in Nigeria and 12 states operationalization Plan 	
Activity 3 <ul style="list-style-type: none"> Revised Girl-4-Girl strategy documents Revised draft re-entry guideline for adolescent girls Revised draft national strategy on transition, retention, and completion for adolescent girls in secondary school 	
Activity 4 <ul style="list-style-type: none"> Reviewed framework for climate literacy education Draft curriculum standards for basic education (pre-primary, primary and junior secondary school) Draft state policy/standards for implementation of inclusive education in selected states (Borno and Zamfara states). 	50%
Activity 5 <ul style="list-style-type: none"> Draft report on situation analysis of alternative learning pathways and distance learning opportunities, including a draft strategy on alternative learning pathways for Nigeria. 	
Travel Local (n/a)	n/a
DSA . No travels	

Total estimated consultancy costsⁱ in lumpsum	TBD
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<p>Minimum Qualifications required: Bachelors Masters PhD Other</p> <p>Enter Disciplines – 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 5 years of experience in education programming, documentation, and reporting. • A minimum of 3 years working experience with using education data to inform evidence-based decision-making to develop strategies for out of school children/adolescents. • Strong knowledge of the Nigerian context and understanding of international development issues, including issues around alternative pathways to learning global best practices and out of school children in Nigeria. <p><u>Other skills and attributes:</u></p> <ul style="list-style-type: none"> • Experience working with UN agencies or other international development agencies. • A good understanding of UNICEF’s programmatic areas. • Excellent written and oral communication skills, with experience translating evidence for and communicating with a broad range of actors (including government) on sensitive issues. <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: Transportation arranged by the office:</p>	<p>Home Based Office Based:</p> <p>If office based, seating arrangement identified: IT and Communication equipment required: Internet access required:</p>