

**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS**

Title	Funding Code	Type of engagement	Duty Station:
Support to basic education programme	Non-Grant (RR); SC189904 (Thematic)	Consultant Individual Contractor Part-Time Individual Contractor Full-Time	Remote
<p><b>Background and Purpose of the Assignment:</b></p> <p>As home to approximately 206 million people<sup>1</sup>, Nigeria is the most populous country in Africa, and the population is continuously growing. According to current projections, by 2050, 1 of every 13 births globally will take place in Nigeria<sup>2</sup>. The country has developed policies that guarantee free and compulsory basic education and has seen increasing access to education. Progress in enrolment, however, is threatened by high out-of-school rates, dropout and persistent inequality as more than 18 million children remain out-of-school in Nigeria at the primary and junior secondary levels<sup>3</sup>, making Nigeria the country with the largest number of out-of-school children worldwide. Only 36 per cent of children ages 3-5 attend early childhood education programmes, and just 61 per cent of primary school-aged children regularly attend school<sup>4</sup>. While 6 million children enter Primary Level 1 each year, only 3.6 million remain in the system by the end of Junior Secondary Level 3, with 11 per cent on average dropping out at each grade level. It is thus unsurprising that the transition rate from primary to junior secondary school remains low at 59 per cent.</p> <p>Girls, and especially marginalized populations in the North, remain particularly disadvantaged and increasingly so after primary school. Location, belonging to internally displaced populations, poverty, and disability compound gender inequality. For example, 25 per cent of boys in rural areas complete junior secondary school, compared to 9 per cent of girls. On average, boys complete one more full year of school (7.6 years) than girls (6.5 years). Moreover, the gender gap in learning outcomes, measured by gender parity in literacy and numeracy at the end of Primary 2 and Primary 4, is growing wider<sup>5</sup>.</p> <p>Recent analyses supported by UNICEF indicate multiple barriers to addressing school dropout and ensuring on-time enrolment, transition, and completion of education for all children in Nigeria. On the supply side, these range from insufficient capacity for evidence-based policy and planning, low budget allocation and inefficient release of capital funds to inadequate and unsafe infrastructure, a lack of materials and poor teaching quality. On the demand side, barriers include sociocultural beliefs and practices, safety and health concerns, reliance on children for income generating activities and household chores, and especially poverty. Particularly in the North, these barriers further marginalize girls, whom social norms relegate to domestic roles, as shown by high rates of early marriage and the lack of female teachers, and for whom inadequate economic power remains a significant challenge. Poor maintenance of water, sanitation and hygiene (WASH) facilities and, especially, the absence of private toilets and sanitary facilities for girls,</p>			

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

<sup>2</sup> UNICEF. (2017). *Generation 2030 Africa 2.0. Prioritizing investments in children to reap the demographic dividend*. New York: UNICEF.

<sup>3</sup> UBEC. (2018).

<sup>4</sup> 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.

<sup>5</sup> 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.

further increase the likelihood that they will be absent from school or drop out due to a lack of safe menstrual hygiene management. On the other hand, school dropout and failure to transition to secondary education has become an area that requires significant attention, particularly in the South of Nigeria, as boys face pressure to join the economy as soon as possible and thus drop out of school to partake in economic and commercial activities<sup>6</sup>.

Prioritizing quality education provision, increasing the volume and efficiency of education financing, and strengthening the system's capacity to plan, budget, and monitor education delivery is critical for Nigeria to achieve the Sustainable Development Goals (SDGs), particularly SDG 4, and to uphold its commitment to ensuring equitable and inclusive quality education for all children in the country. Accordingly, UNICEF's 10-Year Programme prioritizes equitable access to learning opportunities; improved learning and skills for all; and improved learning and protection for children in emergencies and fragile contexts. UNICEF is seeking a full-time consultant to support the basic education programme in Nigeria for the achievement of these priorities. The purpose of this consultancy is to provide technical support for studies, evaluations, reports, concept notes, policy briefs, strategies, proposals, and knowledge products developed by UNICEF Nigeria Basic Education Section. In addition, technical support is needed in the areas of skills development, public financing, and alternative learning. To achieve this purpose, UNICEF is soliciting the services of a consultant with experience in report writing, skills programming, the development and evaluation of alternative (including remote) learning programmes, and education financing (economics of education, budget analysis, resource allocation, value-for-money analysis).

**Scope of Work:**

Under the supervision of Chief Education, the consultant will be responsible for the following:

- Manage the consultancy to consolidate and improve the scope and quality of skills development programming, specifically on employability skills for in- and out-of-school children, technical and vocational education, and school-to-work transition;
- Support the plan to provide capacity strengthening and technical guidance to the government on public financing of education, including through the planning and coordination of events and development of knowledge management materials (e.g., advocacy, investment cases, reports);
- Strengthen and consolidate the work on alternative learning pathways, including managing a consultancy on the evaluation of alternative learning in Nigeria;
- Support the plan to strengthen learning assessment, education management information system (EMIS), and the use of data for developing early warning systems and costed, equity-based education sector plans;
- Support knowledge management through documentation of effective practices, lessons learned and remaining gaps, event preparation (talking points, Ppts, etc.), and supporting knowledge exchange;
- Support quality reporting (review donor reports at technical level); and
- Support in resource mobilization (drafting of concept notes, grants etc.)

**Child Safeguarding**

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

YES  NO  If YES, check all that apply:

<sup>6</sup> Ibid.

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**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):

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More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

<p><b>Budget Year:</b></p> <p>2022</p>	<p><b>Requesting Section/Issuing Office:</b></p> <p>Education/Abuja</p>	<p><b>Reasons why consultant cannot be done by staff:</b></p> <p><i>Due to Nigeria County Office Basic Education Section's numerous donor and partner requirements in addition to requests from HQ and regional office, there is huge demand for the section to write reports, proposals, conduct studies, concepts notes, strategies and other high-quality visibility and knowledge products. While technical specialists continue to hold primary responsibility and accountability for drafting the reports, proposals, frameworks, concept notes, studies and Human Interest Stories, additional technical support is needed when these relate to the areas of skills development, alternative learning, and education financing to ensure a rigorous review, fact-checking, and quality assurance of the content and completion of the report/proposal/concept note/strategy/study/HIS/newsletter against its purpose/objectives as well as formatting for consistency in writing style according to UNICEF's style guide.</i></p> <p><i>With on average 4 reports per month, on top of additional development of concepts note and proposals, program monitoring activities in the field and supporting the field offices in high level advocacy activities, there is a high risk that the demanding workload will result in a decrease in quality of reports and proposals; therefore, there is a need for consultancy support to the sections in the areas of substantive writing support, fact-checking, and knowledge management, particularly on areas where UNICEF aims to scale up its programming, including in education financing, skills development and alternative learning. An understanding is needed of the education landscape in these areas and opportunities to grow UNICEF's contribution to alternative and remote learning, skills development and system strengthening through improved public financing.</i></p>
<p><b>Included in Annual/Rolling Workplan:</b> Yes <b>No</b>, please justify:</p>		
<p><b>Consultant sourcing:</b></p> <p>National <b>International</b> Both</p>		<p><b>Request for:</b></p>

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<b>Consultant selection method:</b>  Competitive Selection (Roster)  <b>Competitive Selection</b> (Advertisement/Desk Review/Interview)		<b>New Individual Contract</b>  Extension/ Amendment	
<b>If Extension, Justification for extension:</b>			
<b>Supervisor:</b> Saadhna Panday-Soobrayan, Chief of Education	<b>Start Date:</b>	<b>End Date:</b>	<b>Number of Days (working)</b>

<b>Deliverables/Outputs:</b>	<b>Timeline</b>
<ul style="list-style-type: none"> <li>• ToR developed for consultancy to review work on employability skills and skills-to-work transition programming to-date and to develop a plan with recommendations for the way forward to improve programming.</li> <li>• Education events support provided (e.g., Ppts, talking points, materials, etc.)</li> <li>• Donor reports reviewed</li> <li>• Support to resource mobilization (e.g., grant proposals) provided</li> </ul>	August 2022
<ul style="list-style-type: none"> <li>• Consultant hired for reviewing work on employability skills and skills-to-work transition programming to-date, and all paperwork submitted (candidate evaluation matrix, reference checks, etc.)</li> <li>• Support provided to develop the ToR for evaluation of alternative learning pathways/programming and recruitment</li> <li>• Proposals, cheat sheets, and technical materials preparation supported</li> </ul>	September 2022
<ul style="list-style-type: none"> <li>• Consultancy managed for reviewing work on employability skills and skills-to-work transition programming, including the review of all deliverables, coordination of consultation meetings with stakeholders as needed, and development of knowledge management products (e.g., Ppt presentations, briefs)</li> <li>• Recruitment of consultant for evaluation of alternative learning completed and support provided for the submission of all paperwork (candidate evaluation matrix, reference checks, selection report, etc.)</li> <li>• ToR developed and consultant recruited for education financing technical support, including the review of reports and research, mapping of work on education financing across national and state level governments (including policies, work to date and remaining gaps) and best practices from other countries (including Nigeria's peers)</li> <li>• Support provided to review reports, develop proposals, and coordinate events</li> </ul>	October 2022

<ul style="list-style-type: none"> <li>• Comprehensive implementation plan developed, together with the consultant, to consolidate, improve the scope and quality, and integrate ongoing skills development initiatives, with a focus on employability skills and TVET entry points, including for out-of-school children</li> <li>• Support (e.g., on monitoring and reporting) to Abuja and FO provided for implementing plan to strengthen work on skills development across programmes</li> <li>• Support, oversight and guidance provided to manage the consultancies on the evaluation of alternative learning and education financing</li> </ul>	November 2022
<ul style="list-style-type: none"> <li>• Support (e.g., on monitoring and reporting) to Abuja and FO provided for implementing plan to strengthen work on skills development across programmes</li> <li>• Continued oversight, guidance and management of consultancies, with feedback to consultants on deliverables</li> <li>• Strategy, cheat sheets, powerpoint and other related materials developed on UNICEF's support to federal and state governments on public financing for education (including for the government's development and implementation of a concrete education financing roadmap, benchmarks, indicators and monitoring frameworks) based on the recommendations and necessary actions emerging from the review</li> <li>• Knowledge management and advocacy and communications materials developed (e.g., investment cases, briefs, status reports)</li> </ul>	December 2022
<ul style="list-style-type: none"> <li>• Support to Abuja Education section to implement education financing strategy, develop results matrices, indicators and reporting tools for monitoring education financing</li> <li>• Support for event preparation around education financing, alternative learning pathways, and other related events with government</li> <li>• Programming and donor reports reviewed, with particular attention to strengthening reporting on skills development and learning outcomes and alternative learning pathways</li> </ul>	January 2023
<ul style="list-style-type: none"> <li>• Support (e.g., on monitoring and reporting) to Abuja and FO provided for implementing plan to strengthen work on skills development across programmes</li> <li>• Support in knowledge management, including documentation of lessons learned to date, development of knowledge and advocacy products (e.g., related to skills development, education financing, alternative learning, etc.)</li> <li>• Support to education section on event preparation on skills development and/or other relevant events provided</li> <li>• Support to resource mobilization (e.g., grant proposals, pitch decks) provided around education financing and skills development</li> </ul>	February 2023
<ul style="list-style-type: none"> <li>• Support to education section provided to strengthen the strategy for supporting the government to use data for decision making (e.g., for developing early warning systems or costed, equity-based education sector plans)</li> </ul>	March 2023

<ul style="list-style-type: none"> <li>• Support to Abuja Education section to implement strategies to support the government on learning assessment, data collection and use for evidence-based decision-making</li> <li>• Knowledge management and advocacy products (e.g., documentation of lessons learned, briefs, presentations, investment cases) developed related to learning assessment and the use of data</li> <li>• Support to event preparation, resource mobilization (e.g., grant proposals) and reporting provided</li> </ul>	
<ul style="list-style-type: none"> <li>• Rigorous review and quality control of deliverables for ongoing consultancies</li> <li>• Support to the development of knowledge and advocacy products, including evidence-based briefs, communications materials and presentations</li> <li>• Event coordination (e.g., planning, material development) supported for the dissemination of the results/reports</li> <li>• Resource mobilization, advocacy and knowledge management supported through review of donor reports, proposals, and knowledge products</li> </ul>	April 2023
<ul style="list-style-type: none"> <li>• Strategy on alternative learning pathways/programming, including concept note, cheat sheet, and Ppt presentation, developed to guide UNICEF programming on this topic, based on and integrating the findings from the evaluation</li> <li>• Support to Abuja and FO provided for reviewing ongoing and upcoming work on alternative learning to integrate the findings of the evaluation and to align with the strategy</li> <li>• Plan for coordination with other partners on alternative learning, employability skills, skills-to-work transition and TVET shared to guide and integrate future work</li> </ul>	May 2023
<ul style="list-style-type: none"> <li>• Support to Abuja and FO provided for resource mobilization and donor reporting</li> <li>• Budget expenditure tracking supported</li> <li>• Lessons learned documented based on evidence from the field as skills programming, learning assessment, alternative pathways and education financing support are strengthened and scaled up</li> </ul>	June 2023
<ul style="list-style-type: none"> <li>• Support for development of results matrices, indicators and reporting tools</li> <li>• Development of knowledge products (e.g., consolidated roadmap based on consultation with government, investment cases, presentations, effective practices, etc.), event preparation, grant proposals and reports supported as needed</li> <li>• Support provided to the mid-year review process on topics related to alternative learning, skills development, education financing, and other areas on which the consultant has worked</li> </ul>	July 2023

<b>Estimated consultancy fee</b>			
Travel International (if applicable)			n/a

Travel Local (please include travel plan)			n/a
DSA (if applicable)			n/a
<b>Total estimated consultancy costs<sup>1</sup></b>			

<p><b>Minimum Qualifications required:</b>          Bachelors <b>Masters</b> PhD Other</p> <p>Enter Disciplines – Education Development, Education Policy, Social Policy, International Relations, or related field</p>	<p><b>Knowledge/Expertise/Skills required:</b></p> <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> <li>• A minimum of 5 years of experience in education research, including quantitative and qualitative methods, in development and/or humanitarian contexts, with demonstrated experience in gender analysis.</li> <li>• A minimum of 3 years working experience with using education data to inform evidence-based decision-making to address key barriers to education access for marginalized populations.</li> <li>• Strong working knowledge of key data sources on education data (MICS, DHIS, UIS, NEDS in Nigeria, and others) is an asset</li> <li>• Experience in mapping data against key policy and international priorities.</li> <li>• Strong knowledge of the Nigerian context and understanding of international development 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.</li> </ul> <p><u>Other skills and attributes:</u></p> <ul style="list-style-type: none"> <li>• Experience working with UN agencies or other international development agencies</li> <li>• Strong knowledge of the Nigerian political landscape and recent developments in education</li> <li>• A good understanding of UNICEF’s programmatic areas, namely Education (especially Education in Emergencies), social policy and child protection</li> <li>• Excellent written and oral communication skills, with experience translating evidence for and communicating with a broad range of actors (including government) on sensitive issues</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ability to present ideas concisely for diverse audiences and to give practical, actionable advice grounded in evidence</li> </ul> <p><u>Language requirements:</u></p> <ul style="list-style-type: none"> <li>• Fluency in English is required.</li> </ul>
<p><b>Administrative details:</b>          Visa assistance required:          Transportation arranged by the office:</p>	<p><b>Home Based</b> Office Based:          If office based, seating arrangement identified:          IT and Communication equipment required:          Internet access required:</p>

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