

TERMS OF REFERENCE

**Request for proposal:** Technical support in establishing in Nigeria National Assessment of Learning Achievements in Basic Education

<b>Location:</b>	Abuja
<b>Duration:</b>	Two years
<b>Estimate number of working days:</b>	500 days
<b>Start date:</b>	15 October 2021
<b>End date:</b>	14 March 2023
<b>Reporting to:</b>	UNICEF Education Programme Manager
<b>Closing date for proposals:</b>	17th september 2021 by 2:00pm (Nig. time)

## 1. JUSTIFICATION/BACKGROUND

Nigeria is facing a new reality in the form of spiraling demand for quality learning with over 40 per cent of the 190 million-strong population being under the age of 15. Even though majority of children are in school, a large proportion of learners are not acquiring foundational language and numeracy skills. This is the leading edge of a learning crisis that threatens Nigeria's efforts to build human capital and achieve the Sustainable Development Goals (SDGs). Without foundational learning, students often fail to thrive later in school or when they join the workforce. They don't acquire the human capital they need to power their careers and economies once they leave school, or the skills that will help them become engaged citizens and nurture healthy, prosperous families. Sustainable Development Goal 2030 sets an ambitious target to provide inclusive and quality education for all. The first step in this quest is identifying those left behind in accessing quality education and reasons for their exclusion. However, Nigeria lacks robust and universal learning assessment at the national and sub-national levels to measure progress of learning outcomes that is academically relevant and aligned with Goal 4 of SDG.

Developing and implementing a national educational assessment system for monitoring and supporting quality of education is a key investment for ensuring that quality goals of Nigerian education will be reached as planned. An effective testing system aligned with national educational standards promotes greater transparency and accountability at every level of the system. It also provides vital diagnostic and formative information for improving instruction and student learning. Proper implementation of the testing system will

greatly contribute toward preparing Nigerian children to face the challenges of work and citizenship in a global economy.

## 2. OBJECTIVE AND SCOPE OF THE WORK

This consultancy engagement aims at establishing a responsive and robust learning assessment system for Nigeria. The learning assessment system includes:

### A. Development of a national learning assessment framework for Nigeria

- Scope and understand the types of assessments taking place in Nigerian school system
- Identify gaps in current learning assessment practices and feedback loop
- Drafting of the learning assessment framework
- Validation and finalization of assessment framework

### B. Provide technical support in implementing sample based large scale learning assessment in Nigeria

- Development of assessment framework, guiding UBEC and Technical committee on development of cognitive test items, questionnaires, rubrics and final test design
- Item analysis from pilot survey and validation of test Instruments and item analysis
- Validating the sampling procedure and calculate the sampling weight
- Validating operational guidelines and manuals
- data management, analyzing assessment data using modern psychometrics techniques such as Item Response Theory
- proficiency standards
- Multi-stakeholders' reportings, policy briefs

### C. Support 10 states in development of capacity in designing and conducting school-based and large scale learning assessment

Develop capacity of education functionaries, teacher educators and assessment practitioners in designing, implementing school-based assessment and large-scale assessment and use of data in educational policy, planning and teaching learning practices. The capacity development includes

- Design and management of learning assessment system; both large scale and school based
- Orientation to states on high quality assessment instruments in Language and mathematics—assessment frameworks and competency item developments;
- Development of proficiency level and standard setting
- Reporting and use of assessment data for educational policy, planning and programming (all together 20 days for all states)

## 3. TARGETS

This consultancy is intended to cover all 36 states, FCT, all the LGAs in Nigeria (764). The assessment will be conducted in Primary 3, Primary 5 and Junior Secondary 2 with children from both public and private schools. This assessment covers:

- Core curricular areas
  - a. Mathematics (Number, geometry, data, Measurement) Primary 3, Primary 5 and Junior Secondary 2
  - b. English Language (Reading Comprehension, Vocabulary, Grammar) Primary 3, Primary 5 and Junior Secondary 2
  - c. Basic Science and Technology (P3 and P5)

- d. Basic Science (JSS2)
- e. Basic Technology (JSS2)
- Focus will be on 21st century and transferable skills – problem solving, critical thinking
- In addition to cognitive tests, contextual questionnaire such as pupil and parents and institutional questionnaires such as school and teachers will be administered to understand the key association and/or determinants of learning

#### 4. EXPECTED DELIVERABLES

##### Description of task and deliverables

UNICEF seeks proposal from qualified institutions to provide high end technical support in 1) Development of a national learning assessment framework for Nigeria; 2) implementing sample based large scale learning assessment in Nigeria; and development of capacity in designing and conducting school-based and large scale learning assessment in 10 states.

##### Key expected deliverables:

Sl. No.	Activities to be completed	Deliverables	Timeline	Payment schedule
A. Development of a national learning assessment framework for Nigeria				
1	a) Inception report- assess, analyze and understand the need, user requirements and partnership needed for the learning assessment with UBEC, FMoE and UNICEF	Inception report	October 2021	
	b) Scope and understand the types of assessments taking place in Nigerian school system	National Learning Assessment framework	December 2021	
	c) Identify gaps in current learning assessment practices and feedback loop			
	d) Drafting, validation and finalization of the learning assesement framework			
B. Provide technical support in implementing sample based large scale learning assessment in Nigeria				
2	a) Development of assessment framework, guiding UBEC and Technical committee on development of cognitive test items, questionnaires, rubrics and final test design	Assessment framework, Cognitive assessment test items, questionnaires	October 2021	
	b) Validating the sampling procedure	Sampling procedure and sampling list	November 2021	
	c) Item analysis from pilot survey and validation of test Instruments and item analysis	Item analysis report, final test booklets	December 2021	

	d) Validating operational guidelines and manuals	Field operation Manuals and guidelines	January 2022	
	e) data management, analyzing assessment data using modern psychometrics techniques such as Item Response Theory, calculate the sampling weight	Cleaned data and analysis files	May 2022	
	f) proficiency standards g) Multi-stakeholders' reportings, policy briefs	Proficiency standards and final reports	September 2022	
<b>B) Support 10 states in development of capacity in designing and conducting school-based and large scale learning assessment</b>				
5	Two capacity development orientation training on: - Designing school- based and large assessments - Preparation of competency based items - Development of user friendly reports - Utilisation of assessment data for educational policy, planning and teaching learning process	Capacity assessment report on psychometrics analysis	October 2022	

**5. OFFICIAL TRAVEL INVOLVED:** Yes- But depends on Covid-19 situation. Cost as per actual

**6. DESIRED QUALIFICATIONS, SPECIALIZED KNOWLEDGE OR EXPERIENCE**

The agency should have,

- Expertise of conducting capacity development programme, developing assessment tools, psychometrics analysis, and survey reporting and use of data. The agency must have at least 15 dedicated member team on test development (8), psychometrics (4) and reporting (3)
  - The team leader must have at least 10 years of experience in managing capacity development programme at national and international level.
  - The assessment manager must have at least 5 years of experience in test development and managing test development team
  - The psychometrics team must have certified courses on Psychometrics and have at least 5 years of experience in analysis of learning data including item calibration, scaling and equating
- At least 3 projects undertaken by them to demonstrate capacity for establishing robust learning assessment system
- Must have work experience with government and UN organisations
- At least 3 projects undertaken by them to demonstrate analytical skills in learning assessment e.g. Item response theory (IRT), multi variate analysis, multiple regression.
- Resource persons to communicate effectively in both English and regional languages

**7. FREQUENCY OF PERFORMANCE REVIEWS:** Quarterly

## 8. UNICEF RECOURSE IN CASE OF UNSATISFACTORY PERFORMANCE

The deliverables and progress will be evaluated quarterly by the core team consist of UBEC, FMoE and UNICEF representatives. The reported unsatisfactory work will lead to stop payment for the deliverables and will be blacklisted for further consideration in the contracting process.

## 9. REQUEST FOR PROPOSAL EVALUATION AND WEIGHTING CRITERIA

70% technical + 30% financial = 100% total

A two-stage procedure shall be utilized in assessing the proposals, with assessment of the technical proposal being completed prior to any price proposal being compared. Applications shall therefore contain the following required documentation

### Technical Evaluation Criteria

• Proposed workplan and timeline.	5
• Alignment of the technical proposal with expected deliverables and objectives	10
• Creativity and strategic approach of the proposal	10
• Prior experience and demonstrated successes in providing similar services	20
• Proposer's organizational capacity, the profile of the team being proposed for the assignment, profiles of the individual team members, and experience of this particular team in providing similar services	10
• The ability of the proposer to grasp the concepts that will constitute the focus of this project and reflect this within the proposal	10
• Presentation and accuracy of the proposal	5
<b>Total Technical</b>	<b>70</b>
<b>Minimum Score 70% X70</b>	<b>49 points</b>

Submitted proposals will be assessed using Cumulative Analysis Method. All request for proposals will be weighed according to the technical (70%) and financial considerations (30%). Financial proposals will be opened only for those application that attained 60% or above on the technical part.

### Financial Proposal: 30 points

A financial proposal with a breakdown of all costs that are to be charged to UNICEF. This includes the cost of supplies and all other related costs.

## 14. Other Clauses: PSEA Language

Consistent with the UN Secretary General's Bulletin related to "Special measures for protection from sexual exploitation and sexual abuse" (ST/SGB/2003/13), entities and individuals entering into cooperative agreements with an agency of

the United Nations are obligated to “take preventative measures against sexual exploitation or abuse, to investigate allegations thereof, or to take corrective action when sexual exploitation or sexual abuse has occurred.” Failure to do so “shall constitute grounds for termination of any cooperative arrangement with the United Nations.” The Contractor is expected to have in place explicit policies related to the prevention of sexual exploitation and abuse of beneficiaries, including commitment to the IASC 6 Core Standards (IASC/2002), and the investigation of such cases. Where the contractor does not have enough capacity for the investigation of such cases, it should request the support of UNICEF. Reasonable suspicion of sexual exploitation or abuse of beneficiaries may be reported by any individual to UNICEF if the complainant so prefers.

## 15. CONDITIONS

- The contractor will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. **The contractor’s fee shall be inclusive of all office administrative costs**
- The contractor’s fee should be **inclusive of all travel cost**.
- Please also see UNICEF’s Standard Terms and Conditions attached.