

## TERMS OF REFERENCE FOR SERVICE CONTRACTING

### 1. Justification and background

#### Education in Nigeria

Nigeria is composed of six geographical zones, consisting of 36 states. It is the most populous country in Africa with approximately 213 million people, half of whom were below 18 years of age in 2021.<sup>1</sup> The country's population is growing at 2.5% per year on average. Nigeria has strived to provide quality inclusive education to the increasing number of children under Sustainable Development Goal 4 (SDG4) but falls short of meeting the goal. There are 10.2 million children of primary school age and 8.1 million children of junior secondary school age who are out of school for various reasons, although basic education is free and compulsory.<sup>2</sup> Even when children are in school, many are not learning. Of those children that attend school and reach Grade 6, the last grade of primary education, about 60% of them do not develop the basic skills.<sup>3</sup> At the primary level, more than 70 percent of children cannot read with understanding or solve simple math problems<sup>4</sup>. Overall, approximately 50 percent of students on average cannot read or write<sup>5</sup>. This continues across the course of children's lives, as gaps in foundational skills are cumulative across the lifecycle. According to the Multiple Indicator Cluster Survey (MICS) implemented in Nigeria in 2021, about 75% of children aged 7–14 do not acquire foundational literacy and numeracy (FLN) skills that serve as critical foundations for further learning and skills development. Among other compounding factors, the learning crisis has been exacerbated by COVID-19 related school closures, which lasted seven months in 2020 and affected 50 million children, at the same time Nigeria has experienced increased insecurity due to protracted conflict, attacks on schools, banditry, and communal clashes especially in the northwest and east parts of the country.

#### Insecurity in Nigeria: North-West, North-East and North-central Contexts

Protracted conflict in the Northeast and growing insecurity in the Northwest affect an estimated 12.8 million people, including eight million children<sup>6</sup>. Over 2.3 million people are displaced, and one million are living in inaccessible areas. In the Northwest, the security situation has deteriorated significantly since the beginning of 2020, with the epicenter in Zamfara State. This has led to the displacement of more than 400,000 people, more than half of whom are children, in Zamfara, Sokoto, and Katsina States, with less than 20 percent of IDPs residing in camps<sup>7</sup>.

In 2021 alone, at the minimum 25 schools were attacked, directly impacting 1,446 learners and 24 personnel. Seventy-six percent of the attacks took place in the Northwest. Kaduna was the most frequently attacked (8 out of 25 attacks). Katsina (344 learners) followed by Zamfara states (327 learners) reported the highest number of abductees taken in a single abduction.<sup>8</sup> As a precautionary measure, in the 2020/21 academic year, over 11,000 schools were closed for 4 months, significantly disrupting the education of 1.3 million children.<sup>9</sup>

Niger State shares border with Kaduna, Zamfara and Kebbi states which are prone to insecurity. **At least 1,552 individuals were killed in violent attacks in Niger state between January 2022 and June 2023.** Within the same period, about 1,044 others were kidnapped. 1,176 deaths were documented in 90 insecurity-related attacks in 2022. *This means that an average of three people were killed daily from violent attacks in 2022, given that the year had 365 days divided by 1,176, averaging 3.2.* Shiroro, Mariga, Munya, Magama, Gurara, Suleja, Rafi and LGAs were mostly affected.<sup>10</sup> In May 2021, BBC confirmed an attack on Tegin town in Niger state, with about 200 students abducted. Tegin town is closer to Kagara, where 27 students were abducted in February 2021 kaduna state.<sup>11</sup>

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<sup>1</sup> United Nations. (2022). The World Population Prospects 2022.

<sup>2</sup> UBEC (2019). Personnel audit and digest of basic education statistics in Nigeria 2018.

<sup>3</sup> National Bureau of Statistics & UNICEF (2022) Report/Nigeria Multiple Indicator Cluster Survey (MICS) 2021.

<sup>4</sup> *Ibid*

<sup>5</sup> *Ibid*

<sup>6</sup> UNICEF. (2021). Nigeria Humanitarian Situation Report No. 12. 2021 Final SitRep. Available at <https://www.unicef.org/media/116521/file/Nigeria-Annual-Humanitarian-SitRep-31-December-2021.pdf>

<sup>7</sup> *Ibid*

<sup>8</sup> SB Intelligence Report (2021) *Attacks on Education in Nigeria 2020-2021*.

<sup>9</sup> Ministry of Education Kaduna, Zamfara, and Sokoto. (June 2021). *State Governor's close schools due to attacks*.

<sup>10</sup> ICIR October 5, 2023 report <https://www.icirigeria.org/insecurity-3-people-killed-daily-in-niger-state/>

<sup>11</sup> <https://www.bbc.com/news/world-africa-57300643>

A report from the Niger State Emergency Management Agency (SEMA) in 2023 has reported dire circumstances: hundreds of schools have been either occupied by internally displaced persons (IDPs) or closed due to armed attacks, severely disrupting the education of tens of thousands of children. Specifically, in the Local Government Areas (LGAs) of Shiroro, Munya, and Paikoro, 36,057 children have been displaced and are unable to attend school. In 2022 alone, 476 schools were forced to shut down across various LGAs, including Rafi, Kontagora, Bosso, Mariga, and Wushisi, due to armed attacks<sup>12</sup>

The fragile security and its unpredictability, including the abduction of students, continue to discourage parents from sending their children to school and is contributing to low attendance and increasing dropout, particularly among girls, due to exposure to and the potential threat of violence.<sup>13</sup> In addition to limited education access and poor learning outcomes, inequality is a significant challenge in conflict-prone areas. Girls remain disadvantaged and increasingly so after primary school. Children with disabilities, children from the poorest families, and those living in rural areas remain left far behind. Approximately 63 percent of children in rural areas and 84 percent of children from the poorest families cannot read at all<sup>14</sup>.

Notably, the gap in foundational literacy and numeracy skills is widening between children from the lowest socioeconomic quintile and those from the highest quintile, from 57 percentage points in 2004 to 73 percentage points in 2015<sup>15</sup>. Moreover, many children experience intersecting vulnerabilities, such as location, belonging to internally displaced populations, poverty, being in a perpetual state of insecurity, and disability also further compound gender inequality.

Arguably, insecurity takes away children's right to education. The right to education remains unrealized as children are kept at home out of fear of attacks on schools or as their schools are shut down due to precautionary school closures taken by states considering growing security incidents. Equality is far from being realized, as these children's educational trajectories are prematurely interrupted, creating cycles of exclusion with negative consequences on their health, access to the labor market, earning potential, effective citizenry, and overall well-being throughout the rest of their lives. Finally, the right to a social order in which these and other rights and freedoms can be realized is impeded by the breakdown of community relations, inadequate response, weak governance, and increasingly scarce resources.

### **Bottlenecks to providing access to quality education in North-west and North-central Nigeria.**

UNICEF aims to create a safe learning environment for all children in school, with the goal of increasing access to quality learning through formal and non-formal education and promoting retention and transitions. Realizing this goal however remains a huge challenge as insecurity in any community has negative, far-reaching effects on the education ecosystem, with schools bearing the worst of the outcomes due to the discontinuation of learning that come with closures. Frequent insecurity and attacks on schools also mean disruptions to the school calendar, and schools that cannot guarantee continuity of learning. Where schools remain open, learners frequently find it difficult to concentrate on their studies and may withdraw, feel anxious, or even become depressed when they feel unsafe or insecure. Moreover, perpetual threats to schools create unstable conditions that can result in poor academic performance, a rise in disciplinary issues, and a general decline in the spirit of schooling (decline in demand for education). Insecure communities and school environments may also make recruiting and keeping top-notch teachers harder since they may not feel supported or safe working in high-risk environments.

Insecurity coupled with the COVID-19 pandemic, and the associated school closures, have presented arguably one of the most critical twin educational emergencies in Nigeria in the last five years. About COVID-19, UNESCO has generated evidence regarding the adverse effects prolonged school closures had on fundamental learning in Nigeria, but little is critically analyzed regarding the impact of insecurity on learning. This information is critical for education systems to develop strategies to help children recover from lost learning. For this reason, it is necessary to know in greater detail how much has been lost, how much more is being lost, and how far behind children will be when they eventually return to school.

## **2. Objective**

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<sup>12</sup> Niger state Emergency Management Agency Community displaced report 2023

<sup>13</sup> UNFPA. (2017). *Recovering from the Ebola virus disease: Rapid assessment of pregnant girls in Sierra Leone, United Nations*. Retrieved from <https://sierraleone.unfpa.org/sites/default/files/pub-pdf/Rapid%20Assessment%20of%20Pregnant%20-Adolescent%20Girls.pdf>

<sup>14</sup> National Bureau of Statistics & UNICEF (2022) Report/Nigeria Multiple Indicator Cluster Survey (MICS) 2021

The objective of this study is to support the State governments of Katsina, Zamfara and Niger states to provide quality, and inclusive education for children in the context of protracted conflict, attacks on schools, banditry, and communal clashes. The objective will be achieved by a better understanding of the dynamics of the conflict, efforts to safeguard education, lessons learned from community resilience to shocks, and viable mitigation plans to ensure continuity of learning.

### 3. The purpose of the study

The purpose of this study is to document through both primary and secondary data sources the extent to which various forms of communal conflict and criminal activities have impacted access to quality learning and how the education system has responded to ensure continuity of learning in Katsina, Zamfara and Niger states.

### 4. Key Study Questions

1. What has been the frequency and scale of banditry activities, attacks on schools, and communal clashes in the last five years in Katsina, Zamfara and Niger state in general and in the 9 study LGAs in particular?
2. What are the identified drivers of insecurity that have impacted schools in the 9 study LGAs in Katsina, Zamfara and Niger states?
3. To what extent have banditry activities, communal clashes, and attacks on schools affected access and learning?
4. To what extent have banditry activities, communal clashes, and attacks on schools affected educational opportunity and learning outcomes/learning gains in the last five years?
5. What have been the Federal, State, LGEA, and community actions to (a) prevent and (b) mitigate against banditry activities, attacks on schools, and communal clashes? And how effective have these actions been?
6. What do LGEA authorities, community leaders, families, and teachers perceive as the best available options to ensure continuity of learning under the current circumstances?
7. What actions have communities taken to ensure continuity of learning amidst banditry activities, attacks on schools, and communal clashes? How effective have these actions been in supporting learning continuity?
8. What is the gender face of banditry activities, attacks on schools, and communal clashes and how do they disproportionately impact teachers (male and female), children (boys and girls), and particularly those with disabilities?

### 5. Scope of the work

This consultancy focuses on the impact of protracted conflict, attacks on schools, banditry, and communal clashes on education and the education supply and demand in Katsina, Zamfara and Niger States. The study will be conducted in nine of the worst affected Local government areas by insecurity in Katsina, Zamfara and Niger States namely, Kankara, Batsari, and Faskari LGAs in Katsina, Maru, Shinkafi and Tsafe LGAs in Zamfara state and Shiroro, Munya, and Paikoro in Niger States. These LGAs have been purposefully selected for the study because they have had the highest number of reported incidences of attacks on schools in the last 3 years and some schools remain closed to date. The data collection and analysis will cover both public and private schools and their surrounding communities in both formal and non-formal settings.

#### Component 1: Development of inception report

##### Activity 1-1: Agree on workplan and timeline.

Develop a draft inception report, which includes a work plan and timeline for the study of the impact of protracted conflict, attacks on schools, banditry, and communal clashes on access to education in Katsina, Zamfara and Niger states. The selected consultancy firm/institution will discuss with UNICEF education staff and the State governments of

Zamfara, Katsina and Niger (e.g., the Ministry of Education and State Universal Basic Education Board) to finalize the inception report.

The inception report includes a data collection framework. A proposed list of data/information to be collected is found below. Bidders are welcome to suggest other published data and information sources that are considered legitimate and referenceable to inform the study.

**Table 1: Proposed data and information to be collected in the literature review exercises.**

Areas	Data/Information to be collected and examined
1. Assess drivers of conflict, banditry activities, and attacks on Schools in Katsina, Zamfara and Niger States	<ul style="list-style-type: none"> <li>Genesis, drivers, and incentives for the conflict in Zamfara, Katsina and Niger states through review of documented literature as well as from audio, oral, or electronic sources.</li> <li>Socio-political economy profiles and situation analysis of Zamfara, Katsina and Niger states provide key information on the rapidly changing social and economic contexts because of insecurity.</li> <li>Analysis of the impact of insecurity on livelihoods, job markets, and earnings and how these in turn affect the demand and supply of education</li> </ul>
2. The scale of the problem	<ul style="list-style-type: none"> <li>From state reports, academic, and media articles and publications, examine documented major incidences of attacks on schools, communal attacks, and banditry attacks, including kidnappings that lead to disruption to learning in the last five years in Nigeria, but focusing on the study areas.</li> <li>Analyze the frequency of these incidences occurring in the study LGAs- at least in the last 5 years</li> </ul>
3. Impact of Insecurity on Education	<ul style="list-style-type: none"> <li><b>Assess</b> the impact of insecurity caused by communal clashes, attacks on schools, and banditry activities on: <ul style="list-style-type: none"> <li><b>The demand for education</b>- Communities, families, and children's willingness to continue sending their children to school in the context of conflict, communal attacks and banditry activities.</li> <li><b>The supply of education</b>- ensuring schools remain open and provided with necessary requisites to continue providing services (teachers, and school requisites to facilitate learning)</li> </ul> </li> <li><b>Estimate</b> in both qualitative and quantitative terms, <b>the opportunity cost in education loss to learners</b>, families, and communities because of insecurity at least in the last five (5) years using: <div data-bbox="325 1176 735 1319" data-label="Equation-Block"> <math display="block">\text{Opportunity Cost} = \text{FO} - \text{CO}</math> <p>where: FO=Return on best-forgone option CO=Return on the chosen option</p> </div> <ul style="list-style-type: none"> <li>Other alternative formulae or a combination of formulae can be suggested and agreed with UNICEF.</li> </ul> </li> </ul>
4. The cost Insecurity to Learning loss	<ul style="list-style-type: none"> <li><b>Estimate</b> in quantitative terms the loss in school hours because of disruption to learning (premature school closures) caused by incidences such as attacks on schools, communal attacks, and banditry attacks, including kidnappings.</li> <li><b>Calculate</b> for each state and the average for all three states the <b>learning loss</b> because of school closure</li> <li><b>Assess</b> the impact of insecurity on both attendance and learning. School attendance records and termly performance scorecards, can be a good source of secondary collaborative data.</li> <li><b>Document changes</b> in observable education outcomes at the level of the learner: For example, learning outcomes, participation in learning (school attendance rates); transitions, and completion for boys and girls at least for the last five (5) years.</li> </ul>
5. Government and other stakeholders' Response to Insecurity	<ul style="list-style-type: none"> <li><b>Assess</b> the adequacy of the Federal, State, and Local government's prevention and response mechanisms in protecting education, ensuring continuity of learning in safe and protective environments- critically examining what worked and what didn't work.</li> <li><b>Examine</b> the roles of other stakeholders, civil society organizations, and the religious leadership</li> </ul>
6. Community Resilience	<ul style="list-style-type: none"> <li><b>Review literature</b> on community well-being, socioeconomic profiles, and expenditure patterns and document resilience through the literature on the affected community's response or coping mechanisms to all forms of insecurity especially attacks on schools, and how they have ensured the continuation of learning for their children at all levels (primary, JSS, SS, and tertiary levels)</li> <li><b>Document changes</b> in observable/reported psycho-social well-being of teachers, school children (boys and girls including those with disabilities and those who have been directly affected through school attacks or kidnappings), and parents in the context of the raging banditry activities, attacks on schools, and increased general insecurity in communities</li> </ul>

## Component 2: Collection and Review of data on the impact of insecurity on education

The selected contractor will conduct a desk review nationally and field visits to three LGAs in Katsina, three LGAs in Zamfara and three LGAs in Niger states to collect both primary and secondary data and develop an analytical report on the impact of protracted conflict, attacks on schools, banditry, and communal clashes on education. This includes visits to sampled schools in the study LGAs and conducting meetings with different members from a cross-section of the community, among others as will be determined, SBMC members, LGA Education Authorities, security personnel, community, and religious leaders. While the desk review aims to collect administrative data from the two states and where possible, the federal capital territory, the in-depth data will be collected from the 9 LGAs for the last 5 years for analysis of various parameters in terms of trends, patterns, disruptions, etc.

### Activity 2-1: Conduct a desk review

Review existing studies, documents, and data on the impact of insecurity on education (e.g., report publications, administrative instructions, regulations, effected laws and by-laws, decrees-e.g., restriction of movements, closure of schools, etc., and administrative data from the States, LGAs, and schools). This should include among others, teacher and learner attendance, teacher effectiveness, and learner performance across the study time frame to understand the changes in the education system practices and performance during the height of insecurity and be able to draw trends, patterns, and disruptions from the data. As much as possible, the contractor is expected to use the existing data from the Annual School census, and sector performance analysis reports to save time to collect and analyze new data and information. Triangulating data sources from other social sector reports during the same period is highly encouraged, for example, the social-economic trend reports, relevant studies, and state security reports, among others.

### Activity 2-2: Conduct an in-depth study with field visits.

Develop and agree on the in-depth study design and instruments for conducting interviews at the state, LGA, school, and community levels and rationalizing the formulae for calculating and costing the loss in learning because of insecurity and the cost of the missed opportunity.

#### *1) Visits to state-level stakeholders*

Conduct interviews with the state partners in Katsina, Zamfara and Niger States (e.g., SAME, MoE, Qur'anic Education Council/Boards and SUBEB) to collect data and information on insecurity and how it has affected access to learning that is not identified in the desk review and other previously reviewed data sources. In addition to the information on insecurity in the state and how it has affected access to learning, the contractor will collect and examine related data from other Civil Society organizations, Academic Institutions, and other government departments such as the Department of Civil Defense and Security, and the National police.

#### *2) Visits to the focused LGAs and schools*

Building on the findings of the desk review and interviews with the state partners, conduct field visits and interview surveys in the 6 focused LGAs to collect additional collaborative data and information from education officers and teachers at LGAs and school level to understand how communal conflict and criminal activities have impacted access to quality learning and how the education system has responded to ensure continuity of learning across the 6 LGAs and 120 schools selected. Most important gather opinions of SBMCs, CBMCs, MAs, and Community Security Watch Groups on the drivers of insecurity and how the situation has impacted education from the community point of view, but also how community actions or inactions have contributed to the status quo.

**Table 1:** Proposed number of LGAs and schools for field visits

States	LGAs	Schools
Katsina	3 LGAs (Kankara, Batsari, and Faskari)	40 schools (10 primary, 10 JSS, 10 Islamic Schools, and 10 Senior Secondary per LGA)
Zamfara	3 LGAs (Maru, Shinkafi and Tsafe)	40 schools (10 primary, 10 JSS, 10 Islamic Schools, and 10 Senior Secondary per LGA)
Niger	3 LGAs (Shiroro, Munya, and Paikoro)	40 schools (10 primary, 10 JSS, 10 Islamic Schools, and 10 senior secondary per LGA)
Total	9 LGAs	120 schools

Within each of the 9 LGAs stated in Table 2 above, UNICEF, the state government, and the contractor will select schools that have different characteristics (e.g., urban/rural; large/small population; wealthy/poor). The selection also will prioritize schools that were directly affected or indirectly affected by attacks, kidnappings, banditry, or communal classes. As much as possible, schools that participated in the National Assessment of Learning Achievement in Basic Education (NALABE) 2022 should be purposefully included in the sample to allow us to compare the learning outcomes of schools affected by conflict versus those that were not.

**Activity 2-3: Develop an analytical report on the impact of insecurity on education.**

Using data and information collected through the desk review and in-depth study, the contractor will conduct an analysis of both quantitative and qualitative nature to establish relationships between insecurity and access to learning, participation in learning, and learning outcomes in the last five years. The analysis will also be done across gender and socio-economic profiles and how insecurity has affected teachers and learners, especially those with disabilities. The analysis should also delve into how the demand for education by parents has evolved in the face of insecurity showing evidence of parental choices or options for the education of their children and more important their perceptions on the importance of education.

Using the analytical results, develop a report on the impact of insecurity on education in Katsina, Zamfara and Niger states which will answer all the study questions listed (more may be added) using the data and information gathered and make informed recommendations to influence behaviors and practices and in developing key advocacy messages. The selected contractor will include in the inception report, methods of data analysis based on the types of data expected and may change based on data available- a flexibility that UNICEF expects the contractor to demonstrate. The contractor will develop a set of PPT slides that summarize the analytical report's key findings and recommendations.

Table 2: Structure of the report

***The full final study report shall be structured as follows:***

- *Table of Contents including List of Tables and List of Figures*
- *Executive Summary (covering all main sections of the report: background, methodology and process, main findings and recommendations, lessons learned)*
- *Acknowledgements (all who supported the study and provided strong cooperation and collaboration during the process- e.g., the police/military escorts, LGA officials, etc.)*
- *List of abbreviations and acronyms*
- *Introduction (objective of the study, study purpose, scope, intended uses, and users)*
- *Study context*
- *Methodology, including data collection methods, sampling strategy, and data analysis methods*
- *Findings of the Study (criterion – each individual question will need to be answered)*
- *Conclusions (given that all findings will be numbered, each conclusion will need to clearly indicate the specific findings and corresponding paragraph numbers on which it is based)*
- *Lessons Learnt*
- *Recommendations (strategic and operational)*
- *Annexes (ToRs; List of persons interviewed, and sites visited; List of documents consulted; sampling frame, data collection instruments, details of their reliability and validity; Assessment matrix and evaluator's biodata and/or justification of team composition;)*

**Activity 2-4: Support the development of advocacy, communication, and stakeholder engagement plan**

Based on the findings of the analytical report, the contractor will support UNICEF to draft an advocacy and communication plan to engage key stakeholders at the state and LGA levels to develop a roadmap that provides best-



localized solutions and or options for education continuity in the face of protracted conflict, communal attacks, and attacks on schools within the broader context of the safe school's initiative.

## 6. The Kano, Sokoto and Niger Study Steering Committee

Table 3: The Study Committee

	MDA/Sector or Institution	Representatives
1	State Security Team on Banditry- Office of the Secretary to the State Government, Katsina, Niger and Zamfara:	03
2	<ul style="list-style-type: none"> <li>Ministry of Education</li> <li>State Universal Basic Education Board</li> <li>Local Education Authority (9 focus LGAs)</li> </ul>	06 06 02 each LGA
3	State Emergency Management Agency	03
4	Ministry of Local Government and Chieftaincy Affairs:	03
5	Association of Persons Living with Disabilities	03
6	<ul style="list-style-type: none"> <li>Nigeria Civil Defence Corp</li> <li>Nigeria Police</li> <li>Nigeria Army</li> </ul>	03 03 03
7	High Level Women Advocates	03
8	Issa Kaita College of Education (IKCO)	02
9	AL Qalam University of Katsina (ALU)	02
10	Zamfara State UNIVERSITY (ZAMSU)	02
13	UNICEF	05
14	Niger state college of Education	02
	<b>Total</b>	<b>67 members</b>

## 7. Duration

The total duration of the contract is 4 months, effective from the date of signing the contract.

## 8. Expected deliverables and delivery dates.

Table 4: Deliverables and Expected Timeframes

		Time Bound Deliverables	Time Frame	Payments
1	Activity 1-1: Agree on workplan and timeline.	<ul style="list-style-type: none"> <li>Approved Inception Report (10 pages Max), with work plan, timeline, and data collection framework, including all data collection tools as annexes.</li> <li>Ethics Protocol submitted to the Research Ethics Review Board</li> </ul>	Week 3 after Contract Signing	10%
2	Activity 2-1: Conduct a desk review	<ul style="list-style-type: none"> <li>A well-referenced Report of Literature Reviewed</li> </ul>	Week 4 after Contract Signing	
3	Activity 2-2: Conduct an in-depth study with field visits to Katsina, Zamfara and Niger states- Start developing/writing an analytical draft report	<ul style="list-style-type: none"> <li><b>Draft0</b>-Study Report- word version reviewed and commented on by UNICEF &amp; Katsina Sokoto Study Steering Committee (KSSSC).</li> </ul>	Week 8 after Contract Signing  Week 11 after Contract Signing	20%

4	Activity 2-3: Report review-incorporating comments from the committee	<ul style="list-style-type: none"> <li>○ <b>Draft1</b>-Study Report-word version revised and submitted to KSSSC through UNICEF.</li> <li><b>Draft2</b>-Revised Draft Study Report submitted to KSSSC through UNICEF.</li> </ul>	Week 12 after Contract Signing	
4	Activity 2-4: Finalize writing the in-depth analytical report	<ol style="list-style-type: none"> <li>1. Submit the Final Report</li> <li>2. PowerPoint presentation to be presented at the Official Dissemination of Findings Event: <ul style="list-style-type: none"> <li>• Study Objectives</li> <li>• Methodology</li> <li>• Scope of the study</li> <li>• Limitations of the study</li> <li>• Findings of the study</li> <li>• Recommendations from the study</li> </ul> </li> </ol>	Week 13 after Contract Signing	40%
5	Activity 3-1: Support the development of advocacy, communication, and stakeholder engagement plan	A 4-page Summary Brief highlighting the main findings and key messages (recommendations) specific to decision-makers, education sector actors at Federal, State, and local government, community actors, and parents	Week 14 after Contract Signing	
6	Activity 3-2: Support the development of the Draft Implementation Action Plan	A draft action plan for the implementation of the main recommendations of the Study- to be finalized in a participatory manner at the validation workshop- contractor to Rapporteur	Week 15 after Contract Signing	
7	Activity 3-3: Raw Data management, storage and handover	Raw Collected e-Database for the study shared with UNICEF ( <i>all data visuals in the report must be shared in an organized Excel file clearly labeled with table/figure numbers corresponding to the report</i> )	Week 16 after Contract Signing	30%
		Total	<b>16 Weeks</b>	<b>100%</b>

#### 9. Official travel involved.

This assignment is home-based with travels to the target states for the surveys and capacity building. Travel to states and selected LGAs is a must. Bidders are requested to propose the number and duration of field visits required to complete the assignments.

#### 10. Desired qualifications, specialized knowledge, or experiences

The contractor shall be an international institution with expertise and experience in supporting the education system strengthening, particularly in education emergence. These include the capacity and experience in designing and conducting education impact studies, supporting education in emergency dialogue, and developing key advocacy messages around education continuity in emergencies anywhere in the world and or in Nigeria.

#### 11. Local Partnership

The international contractor shall be required to work with a local institution with requisite expertise and experience in supporting the education system strengthening, particularly in education emergence. Must have working institutional knowledge of the evolution of the emergency crisis in Nigeria, particularly in the Northwest, east, and central territories. The team must be willing and able to meet and converse with government, non-government actors, and members of the community in the study areas. Security measures for study areas, safety, and insurance of staff involved in the study must be arranged by the contractor.



## 12. Contract supervision

The education section of UNICEF Nigeria Country Office (CO) is responsible for the overall management of the contract. The task team led by the senior education specialist in the Kano Field Office, officers in UNICEF NCO, and Field Offices (FOs) will provide advisory guidance throughout the assignments. Overall contract supervision and responsibility oversight shall be led by the Chief of Education, UNICEF Nigeria.

Key government partners include, but are not limited to:

- FME, and UBEC
- State Ministries of Education, and State Universal Basic Education Board
- Local Government Education Authorities in the target LGAs
- Schools and School-Based Management Committee (SBMC) in the target schools
- State Qur'anic Schools Boards/Associations
- SAME

## 13. Performance indicators for the evaluation of results

The consultancy work is evaluated based on 1) planning and implementation of activities on time, 2) submission of deliverables on time, and 3) quality of services and deliverables.

## 14. Frequency of performance reviews

Bi-monthly performance/progress monitoring and reviews will be conducted.

## 15. UNICEF recourse in case of unsatisfactory performance

Considering the consultancy is only for four months, the deliverables and progress will be evaluated bi-monthly by UNICEF. Revisions due to poor quality of work will be done at the contractor's cost. The reported unsatisfactory work will lead to stop payment for the deliverables.

## 16. Request for proposal, evaluation, and weighting criteria

Each proposal will be assessed first on its technical merits and subsequently on its price. In making the final decision, UNICEF considers both technical and financial aspects. The Evaluation Team first reviews the technical aspects of the offer, followed by a review of the financial offers of the technically compliant vendors. The proposal obtaining the highest overall score after adding the scores for the technical and financial proposals, which offers the best value for money, will be recommended for the award of the contract. Proposals with all supporting documents and any inquiries should be addressed to: UNICEF Nigeria Country office Bids [ngrsupply@unicef.org](mailto:ngrsupply@unicef.org).

### 1) Technical proposal (Score weight: 70%)

The technical proposal should include:

- Institution's legal status
- Institution's profile with a list of projects relevant to this project
- Team composition
- CV of a team leader
- CV of other members
- Proposed methodologies
  - o Methodology corresponding to the activities.
  - o Quality assurance measures
  - o Workplan with a timeline

Technical proposals will be graded according to the following criteria.

Criteria	Max. score
<b>Company profile</b>	<b>20</b>
- Experience and expertise in conducting education in emergency impact studies/evaluations	10

- Experience working for UNICEF, UN agencies, or other international organizations in the field of education/education in emergencies	5
- Experience of working in Nigeria, especially in the Northeast/Northwest/Northcentral Nigeria and or other African countries with similar contexts for education research and projects.	5
<b>Team profile</b>	<b>25</b>
Organization of the team and their roles and responsibilities to undertake the assignments.	5
<b>Team leader:</b> - Advanced university degree in education, education in emergency, sociology of education, education management, or other related fields. - Experiences and expertise in managing medium to large-scale international development projects. - Experiences and expertise in education in emergencies, advocacy, capacity building, and/or reform.	10
<b>Team members:</b> - Experiences and expertise in their assigned role in the proposal. - At least one member with experience and skills to conduct data collection, analysis and training of enumerators	10
<b>Responses and methodology</b>	<b>25</b>
- Understanding of the assignments, and completeness of responses.	5
- Relevance, quality, and feasibility of the proposed methodology for completing the assignments.	20

## 2) Financial proposal (Score weight: 30%)

Bidders are expected to submit a lump sum financial proposal to complete the entire assignment based on the terms of reference. The lump sum should be broken down into resource costs and any other costs (if any).

- Resource costs
- Any other costs (if any): indicate nature and breakdown.

### 17. Conditions

- The contractor will work on its computer(s) and use its office resources and materials in the execution of this assignment. The contractor's fee shall be inclusive of all office administrative costs.
- Local travel and airport transfers (where applicable) will be covered by UNICEF's rules and tariffs.
- Flight costs will be calculated at an economy-class rate as per UNICEF policies.
- Please also see UNICEF's Standard Terms and Conditions attached.
- **For any meetings related to the assignment, the cost of renting a venue and trainees' travel, daily allowance, and accommodations will be covered by UNICEF or the counterpart governments.**
- All deliverables must be formatted and copy-edited before submission.
- Data collected, process documents, and deliverables belong to UNICEF. Prior written consent is required for the contractor to use, disseminate, and publish any of the project work outside of the contract.

Instructions to bidders:

1. All completed proposals should be submitted to this email address: [ngsupply@unicef.org](mailto:ngsupply@unicef.org) with the RFP reference number: 9188874. Your proposals will not be considered nor opened on failure to quote the RFP number on your forwarding email.
2. Deadline for submission is 31<sup>st</sup> March 2024
3. Proposal should have contact details of the company representative for this RFP clearly written on the first pages of both documents