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TERMS OF REFERENCE

ACCESS Lagos- National Education Programme Consultants

CONTRACT MODALITY	Individual Consultancy
DUTY STATION	**Lagos, remote+ travel to schools, communities, project sites, state-level coordination meetings**
DURATION OF CONTRACT	12 months

Purpose of Assignment

Nigeria is in the depths of a twin crisis in education, a high number of out-of-school children on one hand and a learning crisis on the other hand. Approximately, 3 out of 4 children in Nigeria cannot read with meaning or solve simple math problems.1 Fewer than 1 in 20 of the poorest children & 1 in 7 children in rural areas have foundational skills.2 The lack of foundational literacy and numeracy skills affects children's ability to learn higher-order skills and increases their risk of repeating classes or dropping out, thereby fuelling the out-of-school phenomenon. This is further reflected in national literacy rates where the average national literacy rate for Nigeria is 62% - nearly half of women (47%) and nearly one-quarter (29%) of men cannot read or write.[3]

Lagos State carries one of the highest concentrations of out-of-school children (OOSC) in urban Nigeria. UNICEF Nigeria has secured a funding proposal to the Education Outcome Fund (EOF) for "ACCESS in Lagos: Advancing Children's Continuous Education and School Success", an outcomes-based programme that will enroll and retain OOSC across up to three lots covering an estimated 259 to 494 eligible schools and improve their foundational literacy and numeracy (FLN) outcomes over a two-to-four-year period.

The LEAF ACCESS Programme is a strategic educational intervention aimed at improving equitable access to quality learning opportunities for children and adolescents, particularly those who are marginalized and underserved. The programme seeks to strengthen education systems, improve learning outcomes, support teacher development, enhance school-community engagement, and promote inclusive and safe learning environments.

The programme will be implemented in seven Local Government Areas (LGAs) in Lagos State through close collaboration with the Lagos State Universal Basic Education Board (LASUBEB), Local Government Education Authorities (LGEAs), schools, communities, and other key stakeholders. To ensure effective implementation, coordination, monitoring, and achievement of programme results at the LGA level, the ACCESS Programme requires ten Education Programme Consultants to lead and oversee programme implementation within the assigned LGA.
UNICEF seeks to engage Education Programme Consultants who will lead the ACCESS programme across a designated number of schools (approximately 10 schools per consultant) within the allocated LGAs. Each education consultants will provide technical, operational, and community-level leadership to ensure effective implementation of programme activities and achievement of enrolment, retention, transition, and learning outcome targets.

The consultant is expected to demonstrate deep knowledge of education, particularly in working with schools, headteachers and teachers. They need to understand and work closely with communities surrounding the schools to lead the identification of OOSC and support children coming back to school. The consultant also needs strong, local contextual knowledge, and working knowledge of the language of the environment, excellent community mobilisation skills, and the ability to work effectively in challenging and diverse environments.

Scope of Work

Under the overall supervision of the Chief of Education, the consultant will report directly to the UNICEF Education Manager (Lagos) and will be responsible for working closely with schools and communities, in particular

headteachers, community leaders, LGA stakeholders and LASUBEB. The main roles will be to coordinate, implement, monitor and support the delivery of the ACCESS programme at LGA level including supporting the :

1.identification and enrollment of out-of-school children with the school mobilization teams, schools and communities.
2.improvement of school attendance and retention with schools
3.transition of OOSC between education levels with schools and parents/caregivers.
4.Enhancement of foundational literacy and numeracy outcomes with schools.
5.community engagement, ownership and social mobilization with all relevant stakeholders
6.schools, headteachers and teachers to improve learning quality.
7.sustainable community-based systems that support children's continuous education and learning success.
8.Monitoring, Evaluation and Learning, including ensuring all data is collected, analyzed and used in a cyclical manner to improve enrolment and learning of all children in the selected schools

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Work Assignments Overview	Deliverables/Outputs	Delivery deadline to complete the deliverable
Programme Inception	**Deliverable 1** Inception report including LGA implementation strategy, stakeholder mapping, workshops and meetings conducted and workplan	15.12.2026
Out-of-School Children Identification and Enrolment	**Deliverable 2** • Community identification of OOSC and OOSC database established and updated • Enrolment strategies identified with the schools and communities and implemented by them with oversight from the consultant • OOSC targets reviewed weekly with plans adapted if targets not met	31.07.2027
Retention and Transition Support	**Deliverable 3** • Retention plans developed and implemented • Attendance monitoring and progression records of programme beneficiaries established. • Early warning systems for absenteeism and dropout adapted and implemented • Follow-up visits for children at risk of dropping out carried out by the community with support from the consultant • Transition of learners across grade levels supported.	31.03.2027

Community/ Stakeholder Engagement and Social Mobilisation	**Deliverable 4** • Community mobilization and engagement activities conducted • Regular coordination meetings between the schools and the communities facilitated	30.04.2027
Learning and School Improvement	**Deliverable 5** • Learning support interventions discussed, agreed and implemented by the schools and monitored by the consultant • Early learning (Learning through play) and parental Engagement trainings implemented by the schools and monitored by the consultant • STPD established in the schools by the STPD team and monitored and supported by the consultant training and implementation completed • Head teachers' leadership training completed and implemented • Coaching, mentoring, and supportive supervision activities undertaken and continuously implemented • Learning performance data and recommended improvement actioned. • Remedial and accelerated learning interventions implemented by the schools with oversight from the consultant	30.04.2027
Stakeholder Coordination	**Deliverable 6** • Monthly meetings among all relevant stakeholders coordinated • Alignment of implementation activities with state and programme priorities completed.	30.11.2027

Monitoring, Evaluation and Learning / Knowledge Management	Deliverable 7 • Programme database maintained by the schools using the DNEMIS platform (including the collection, verification, and analysis of programme data; tracking of programme targets and key performance indicators) with oversight from the consultant • Monthly, quarterly, and annual reports submitted on the progress of EOF in the selected schools • Documentation of lessons learned, best practices and implementation challenges. (Minimum of two case studies and four learning briefs annually)	31.05.2027

Payment Schedule:

Payment will be made on submission and acceptance of 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.

Important Notes

- 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.
- Contracts are conditional upon the selected candidate's willingness to comply with any current or future vaccination requirements that may be established by UNICEF, where applicable. Failure to comply with applicable vaccination requirements, where required and without an approved medical exemption by UNICEF, may result in the withdrawal of the consultancy offer or termination of the contract in accordance with the General Terms and Conditions of Contract.
- UNICEF offers reasonable accommodation for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.

QUALIFICATIONS / SPECIALIZED KNOWLEDGE / EXPERIENCE/ COMPETENCIES (CORE/TECHNICAL/FUNCTIONAL) / LANGUAGE SKILLS REQUIRED FOR THE ASSIGNMENT

- Minimum requirements:
- Education: Bachelor's degree in education development, Foundational Learning, Sustainable development, Education Policy, Teacher Training, and any other educational fields
- Work Experience:
  Minimum eight (8) years of progressively responsible experience in education programming, including:
  - School-based programmes including headteacher training and school improvement plans
  - Education programme implementation.
  - Community-based education interventions.
  - Out-of-school children programming.
  - School enrolment and retention initiatives.
  - Stakeholder engagement and partnership management.
  - Monitoring, evaluation and reporting.
  - School-based professional development programmes
  - Working with government education systems in Nigeria.

  Preferred:
  - Experience working in Lagos State with LASUBEB and LGEAs.
  - Experience implementing donor-funded programmes.
  - Experience working with UNICEF, UN agencies or international NGOs.

- Skills :
- Demonstrated expertise in education, out-of-school children programming, Community mobilisation , foundational literacy and numeracy, data analysis and reporting, and Social and behaviour change approaches
- Excellent written and oral communication skills, with experience translating evidence for and communicating with a broad range of actors (including government) on sensitive issues.
- Strong writing skills in English
- Coaching and mentoring skills with headteachers and teachers and community leaders
- Stakeholder relationship collaboration
- Proven experience of the OOSC and FLN landscape , ideally in Sub-Saharan Africa and Nigeria specifically
- Language Requirements: Fluency in English and Yoruba (is preferred). Ability to communicate effectively in additional local languages spoken in Lagos communities
- Desirables:
- Knowledge of the Nigerian political landscape and recent developments in education.
- Familiarity with the Nigerian education context
- Ability to present ideas concisely for diverse audiences and to give practical, actionable advice grounded in evidence.