

TERMS OF REFERENCE OF STUDY ON LANGUAGE IN EDUCATION IN NIGERIA REQUEST FOR INSTITUTIONAL SERVICES CONTRACT

Period of Consultancy: August-December 2019

Programme Area and Specific Project involved: Education Programme; Output 5.2 on more teachers have core knowledge and competencies to use proven teaching methodologies to deliver appropriate quality education.

Summary

Title	Study on language in education in Nigeria
Purpose	UNICEF Nigeria is seeking a consultancy to design and undertake research on language in education which has a specific research focus on language transition models in the education system.
Location	Abuja
Duration	August-December 2019
Reporting to	Miki Koide, Education Specialist

1) Scope of Work

Background

Nigeria is a country with diverse ethnic/linguistic groups. While there are no accurate statistics it is estimated that more than 450 languages are spoken in the country (Adegbiya, 2004)¹. Among them, there are three ethno-linguistic groups, each of which dominates each of the three divided regions: Hausa (North), Yoruba (South West), and Igbo (South East). However, English is the official language of Nigeria and English is also considered as the language that unites these diverse ethnic and linguistic groups. All textbooks are written in English except for the subjects of language teaching of the three dominant languages. For these subjects, textbooks in Hausa, Yoruba and Igbo are available. Various major local languages are being used as the medium of instruction in lower primary grades in Nigeria; but in a limited and informal way, nor they have textbooks in these languages. Anecdotal evidence suggests that children get punished or even fined if they speak in their mother tongues in some schools, especially in junior secondary schools.

Indeed, while there is a national policy stipulating the importance of mother tongue-based education and the need for schools to teach in students' language of their immediate environment at early primary grades (P1 to P3), in reality due to the lack of orthographies as well as resources and political commitment, this policy is not well implemented. As English and three regional languages (Hausa, Yoruba and Igbo) continue to be dominant, many minority languages all over the country, including the North, are diminishing rapidly as a result, under the strong hegemony of English and Hausa. As languages and cultures are closely tied to each other, there is strong concern that cultural continuities of various ethnic groups are facing immediate danger (Adegbiya, 2004).

Simultaneously, due to the dominance of these languages both in media as well as business, it is said that there are many parents who prefer that their children are educated in the dominant languages, rather than their mother tongue. According to the phase one of the study on the language in education, conducted jointly with the British Council (Trudell, 2018)², parents want their children to master the official language, or the language of wider communication (LWC), early in the education process. Furthermore, there is a widespread misconception that African languages are not equipped to deal with scientific and technical concepts.

¹ Adegbiya, E. (2004). Language Policy and Planning in Nigeria. *Current Issues in Language Planning*, 5 (3), 181-246.

² Trudell, B. (2018). *Language and Education in Nigeria*.

To effectively advocate for policy makers to address these issues in the language of instruction in classrooms in support for implementation of the National Education Policy (NEP) in a cohesive and systemic manner, the need to conduct a study to highlight various issues/opportunities available in the country on language in education has been identified. At the same time, several related studies have already been conducted on the medium of instruction. Thus, in early 2018, UNICEF's Education Section and the British Council decided to work together in conducting a two-phased study. First, it was decided to conduct a literature review to clarify the research gaps in order to enable both organizations to strategically develop research questions to contribute to the advocacy for the implementation of the language of instruction in the NEP. The first phase of the study an extensive literature review covering more than 100 published works about language and learning in Nigeria, was conducted with the technical support of an international consultant between July and November 2018. The literature review which included Focus Group Discussions with 40 experts and practitioners, resulted in the following:

- clarifying the current language policy environment in Nigeria
- provided a summary of prior scholarly works and related pilot programmes
- identified research gaps and recommendations for conducting further studies in selected areas

UNICEF's Education Section and the British Council discussed the possible areas for further researches recommended in the literature review and agreed to conduct a further study on "transition models in the education system." This study will examine programmed interventions using Nigerian language/s and English in the classroom, and how it could support an effective bilingual/multilingual model of learning and teaching. While the focus is on transition models, this study will also address code-switching in the classroom. Code-switching is an effective strategy for transition of instructional languages, if conducted effectively, which is often not the case as has been observed in the field in many instances.

In this proposed study, interventions/programmes that could serve as transition models alongside current practice will be identified from the literature review as well as by other means, potentially including administering questionnaires to experts in the field. Following the identification of a select transition models, in-depth qualitative research will be conducted on these models. Alternatively, allusions will be made to practice in other countries. Data will be collected through document analysis, observations, individual interviews and focus group discussions with major stakeholders including project staff, head teachers, teachers, students, parents, communities and state/LGEA officials.

Purpose and objective of the Study

a) Purpose:

This study, composed of phase one and phase two, aims to enable UNICEF, British Council and partners to effectively advocate for policy makers to address issues in the language of instruction in classrooms in support for implementation of the National Education Policy (NEP) in a cohesive and systemic manner. Findings from this second phase of the study will be specifically looking at the "transition models in the education system" as it was the identified critical research gap from the phase one of the study.

b) Objective

Specific Objective of this study is to examine programmed interventions using Nigerian language/s and English in the classroom, and how it could support an effective bilingual/multilingual model of learning and teaching. While this study will look at the effective ways for transition in general, as the most major transition strategy, this study will also pay special attention on how to address the challenges and issues happening within the code-switching in the classroom.

Focus and Scope of the Research

The research will involve four key phases: 1) inception, 2) design and field work, 3) data analysis/report writing and 4) dissemination. The details of each phase are outlined under major tasks and steps of the consultancy. The research will cover three states in northern Nigeria.

The assignment will require the contractor to investigate at least the following research questions:

Bilingual/multilingual model of learning and teaching

- 1) “What are the costs and benefits to children and parents of mother tongue-based medium of instruction in comparison to other language medium of instruction (e.g. English)?” *Can such “transition models” be replicable in other contexts/language settings? If not, why and what sort of adjustments could make these models replicable in other contexts/language settings?*
- 2) In a context where L1-medium is used only for teaching reading and the L1 subject, how does the transitioning model differ from the context where L1-medium is used for all the subjects in the curriculum?
- 3) Where has the L1 to L2 transition process in primary grades been documented? What models have emerged from successful classroom practice?
- 4) “What are the driving factors of success or failure of existing language transition models?”
- 5) *What elements of these transition models have enabled them to grow into “models”?*

Code-switching

- 1) What role could code-switch and other language supportive-strategies have in facilitating transition? How could such approaches be modified from their current practice in Nigerian classrooms?

Methodology

Details of methodology and sampling will be developed by the contracted consultancy firm within the Inception Report for review and building consensus with stakeholders.

The research method will involve a mix of quantitative and qualitative approaches, with data collected from primary and secondary sources. Primary data collection will be conducted through a participatory and consultative process involving stakeholders at community and school levels in **three states**³. A desk review will be undertaken to examine relevant literatures.

The contractor will produce a data collection and analysis plan that will include:

- An analysis of language supportive strategies for Mol transition documented in the literature, including those used in Nigeria
- Criteria for the selection of “transition models” to present as best practice
- Sample size, sampling technique
- Clearly defined criteria for selecting respondents
- Approaches and methods of data analysis

³ While the selection criteria of the states for data collection will be finalized after the selection/consultation with the consultancy firm, it is expected that the criteria will include i) if a state has any school/intervention that has introduced bilingual/multilingual teaching methodologies in structured way for transition; ii) geographical criteria (north and south for comparison); iii) types of languages (in addition to the dominant regional languages, states that promote Mol using minority languages).

Specific Tasks for Institutional Consultancy

UNICEF Nigeria would like to engage with a contractor to do the followings:

- 1) Desk Review and Context Analysis: Examine literature around the transition models in the education system. Collect related official documents, publications/literature and data from national governments, universities, language/reading associations, and development partners. If relevant, have a consultation meeting with relevant individuals.
- 2) Identification of Transition Models: Develop selection criteria for “transition models” and select appropriate models in line with the developed criteria from the available programmes/interventions in country.
- 3) Planning of the overall research process, methodology and approach, and development of an Inception Report: Plan an in-depth qualitative research process, appropriate methodology and field work and data collection approach, including semi-structured interviews, focus group discussions, field observations, while quantitative methodology can be also integrated as appropriate. A draft inception report will be produced for UNICEF and British Council’s review and approval after which it will be finalized (final inception report).
- 4) Planning of the data collection and field work timetable and process in Abuja and states: In line with the agreed Inception Report, suggest data collection approach, methodologies, timetable and locations for the field work, including states and LGEAs. This planning will include development of a final data collection and field work plan and schedule.
- 5) Developing data collection instruments and interview guides and protocols, and conduct data collection and data analysis: Ensure that the tools and guides are appropriate for the data collection and develop them in advance of the field work. Testing of the instruments is also important to ensure they are suitable. Data analysis will follow from the field work and data collection.
- 6) Preparation of the draft report: A draft report will be prepared and presented to UNICEF, British Council and DFID for comments and necessary adjustments will be made in the report based on the feedback.
- 7) Validation of the draft final report with stakeholders: Organize an appropriate exercise for validation of the research findings, e.g. through national and state-level meetings with the key stakeholders.
- 8) Preparation of the final report: The final report will be prepared based on comments from UNICEF, British Council and DFID and various stakeholders through review and the validation exercise. The final report will include fact sheets and key recommendations for advocacy.
- 9) Presentations of the final report with key findings and recommendations in a national forum: This includes preparation of the PowerPoint presentation based on the final report, its key findings and recommendations that will be shared with UNICEF and British Council in advance and which final version will be deposited with UNICEF and British Council for further use, as needed.

2) Work Schedule

No	Activity/Output	Deliverables	Proposed number of days	Dates	Payment
1	Examine the literature on language transition models in the education system including available policies and practices Collect related official documents, publications/literatures and data from national governments, universities, language/reading associations, and		12 days	1 August-16 August	

	development partners.	Selection criteria for successful Medium of Instruction (Mol) “transition models”				
2	<p>Select appropriate Mol transition models in line with the developed criteria from the available programmes/interventions in country.</p> <p>Have a meeting with UNICEF and British Council to finalize the selection of effective Mol “transition models”.</p>	A list of “transition models” in country	5 IC days	17-23 August	1 st payment (20%)	
3	<p>Plan an in-depth qualitative research process, appropriate methodology and field work and data collection approach, including semi-structured interviews, focus group discussions, field observations with a focus on classroom observations but not limited (with possible integration of quantitative methodologies).</p> <p>Produce a draft inception report and have the draft report reviewed by UNICEF and British Council.</p> <p>Present the content of the inception report at a Language Policy Dialogue meeting with key government stakeholders and obtain their feedbacks/inputs for the finalization of inception report (final inception report).</p>	Final inception report	10 IC days	25 August - 6 September	2 nd payment (20%)	
4	<p>In line with the agreed Inception Report, mapping out approved data collection approach, methodologies onto a specific timetable and locations chart for the field work, including states and LGEAs.</p> <p>Develop final data collection and field work plan and schedule.</p>	Data collection and field work plan and schedule.	5 IC days	9-13 September		

5	Develop data collection instruments. Conduct data collection in the field, clean the collected data and conduct data analysis. Prepare a draft report, present it to UNICEF, British Council and DFID for comments and necessary adjustments.	Data collection instruments Draft report	35 IC days	16 September -1 November	3 rd payment (30%)
	Organize an appropriate exercise for validation of the research findings, e.g. through a national and state-level meeting with the key stakeholders involved in the data collection/transition models, while also involving the Language Policy Dialogue group.	A report from a stakeholder meeting.	5 IC days	4-8 November	
	Finalize the report reflecting comments from UNICEF, British Council and DFID and various stakeholders through review and the validation exercise. Develop fact sheets and key recommendations for advocacy.	Final report Fact sheets/advocacy brief with recommendations for advocacy	10 IC days	11-22 November	4 th payment (30%)
5	Present the final research paper with key findings and recommendations (PowerPoint presentations) to the high-level government officials/Ministerial Technical Committee on Nigerian Language Policy.	PowerPoint presentation materials of the final research report with its key findings and recommendations.	3 IC days	25-27 November	

3) Reporting Relationship

The contractor will report directly to the Education Specialist Quality Education for all agreed deliverables and will also be guided overall by the GEP3 Manager and Section Chief as needed. The Evaluation Manager will ensure oversight quality assurance. At the same time, the contractor will maintain close engagement and communication with British Council and government stakeholders at various levels being accountable to them and meeting their expectations and needs. The contractor will also collaborate with the UNICEF Field Offices and GEP3 teams in the states where data is being collected, as needed.

4) National Ownership

Language Policy Dialogue has been convened by the British Council for these years, and various themes around the language of instruction have been discussed with the participation of key stakeholders, including members of Ministerial Technical Committee on Nigerian Language Policy, government agencies (i.e. NCCE, NERDC, UBEC, NMEC), donors (USAID, DFID) and NGOs (FHI360, Save the Children, NEIPlus etc). UNICEF has been an active member of this group as well. These stakeholders are highly influential in enabling the political buy-in and implementation of the recommendations from the study. Thus, it is intended that these stakeholders will be involved in various key phases of this study, especially before the finalization of an inception report, and for the validation of findings/final report through a national validation workshop.

5) Qualifications or Specialized Knowledge/Experience Required

This assignment requires a team of a minimum of one international consultant, who will be the team leader. The team will be led by the team leader in charge of managing the team and providing the methodological framework and support and guidance. The team is required to complete the full assignment (all phases) as detailed in this TOR. The composition of the team would need to combine the following expected profiles and experience:

- Advanced degrees in the areas of education, social sciences, anthropology, child rights or other related field;
- Skills and expertise in qualitative and quantitative research, particularly focusing on education, languages, from the perspectives of the disadvantaged/minorities.
- Team leader with at least 10 years of experience in the area of education and other social science researches across multiple development contexts;
- Team members with at least 5 years of experience in the area of education and other social science researches across multiple development contexts;
- Proven experience and ability in qualitative research focusing on education and language issues;
- Strong organizational and planning skills, inter-personal and communication skills;
- Experience of related assignments in Africa, especially in Nigeria, is an advantage;
- Fluency and excellent writing skills in the English language are essential;
- Previous working experience with UNICEF is an advantage.

It must be clear to which activities each consultancy team member is assigned.

7. Criteria for Technical Review of Proposals

Technical Criteria	Technical sub-criteria	Maximum points
Overall response	Completeness, organization and presentation of proposal	5
	Overall concord between RFP requirements and proposal	5
	Maximum Points	10
Consultancy firm and key personnel	Range and depth of experience with similar assignments	10
	Client references	5
	Key personnel: relevant experiences and qualifications	10
	Maximum Points	25
Strength of technical proposal	Understanding of objectives of consultancy	15
	Technical quality and relevance of the proposal to the TOR; proven experience of the proposed team on formative research in the area of education and languages.	15
	Knowledge of Nigerian socio-cultural environment	5
	Maximum Points	35
Total Maximum Points		70

8. Administrative Issues

- Education Specialist responsible for Quality Education will support the consultancy firm throughout the assessment and will help facilitate the contacts with national stakeholders and key ministries at Abuja level, while Education Specialists/Officers will provide the same support in state-level activities.
- The assignment will be combination of desk-based and field work, with frequent consultations, meetings and site visits in states.
- The consultancy team will be expected to travel to states to complete the assignment.
- The contractor will be responsible for identifying and hiring and training the required national researchers, data collection team, and translators and for ensuring international experts lead each process. The contractor will also be responsible for arranging all logistics. The contractor is expected to involve key government agencies in identifying appropriate national researchers. For the local travels, UNICEF may support providing list of recommended transportation companies and UNDSS approved hotels.
- The contractor will be responsible for coordinating and conducting the data collection process and arranging FGDs and key informant interviews. UNICEF will be responsible for coordinating the process with government counterparts as appropriate.
- The consultancy team is expected to work independently, although UNICEF and relevant ministries/agencies will assist within reasonable parameters to ensure the smooth running of the assignment.
- The consultancy team will organize their own transportation for field visits and local level consultations with UNICEF support as required.
- The contractor is required to provide his/her own computer and communication equipment (laptops, telephones, etc).
- The consultancy team is not entitled to payment of overtime; remuneration must be clearly described in the contract agreement.
- No contract may commence unless the contract is signed by both UNICEF and the consultancy team.
- The institutional contract is expected to start on 1 August and end on 20 December 2019.

9. Duty Station

Duty station for the first activity (literature review) will be home-based, while the other activities will be in Abuja with travel to 3 states.

10. Estimated time of consultancy and deadline for submission of end product:

This consultancy is expected to cover the period of 1 August – 20 December 2019.

11. Official Travel involved:

Approximately 20 days travel to states for conducting qualitative data collection in 3 states.