Government of Ogun State
Ministry of Education, Science and Technology

June 2018

Consultancy Services to Inform Further State Activities in Support of Non-formal and Informal Skills Development in Ogun State

Terms of Reference

1 Background

The Education sector is a top priority of the current Ogun State Government and about 20% of the state budget is spent on education. While Ogun is one of the states with the highest levels of literacy in the country, substantial challenges remain, which are being addressed in the *State Education Sector Plan* (SESP) up to 2030 and the *State Education Operational Plan* (SEOP) 2018 to 2020.

Of particular concern to the Government is also the poor performance of the state's skills development eco-system. The formal TVET sector requires a re-engineering and shift towards demand-orientation to meet the skills needs in the labour market. Overall, the public TVET institutions in the state provide a poor learning environment. Technical teachers are not sufficiently available and largely not conversant with up-to-date technologies and training methodologies. Industry linkages of public TVET institutions are weak, if at all existing.

On the other hand, non-formal training and educational programs provide opportunities for employment-oriented skills development to target groups without access to the formal TVET or education system, but the different provider systems need to be coordinated to achieve synergies and impact. A considerable array of non-formal skills training programs is offered by different state and federal stakeholders, including the Agency of Mass Education, Industrial Training Fund (ITF), the National Department of Employment (NDE), as well as the state ministries of agriculture, women affairs and social welfare, commerce and industry, among others, and by non-governmental stakeholders. It is assumed that programs and approaches are often not based on labour market assessments and partly duplicate each other in terms of target groups and program design. Some target groups are not catered for, notably farmers many of whom are illiterate and urgently require foundational skills development to keep pace with the dynamics of a modernizing agriculture sector. There is no systematic and institutionalized cooperation and information sharing between the

different providers and program stakeholders preventing lessons learning and scaling-up of successful approaches.

Furthermore, apprenticeship training in the informal sector leading to informal sector employment and self-employment provides skills development for youth from poor households and with low educational attainment. No reliable data exist on the extent and structure of the so-called "traditional apprenticeship training" system in the state, but it is generally assumed that throughout Nigeria, traditional apprenticeship represents the most important training sub-system in terms of number of youth catered for, and the most accessible skills development option for poor young Nigerians. The traditional apprenticeship system is self-financing and self-regulated, and to a certain extent overseen by local artisan associations. However, as experience elsewhere shows, traditional apprenticeship training is trapped in a vicious circle of low productivity and low quality of skills development. As experience in many other African countries show, the quality and recognition of traditional apprenticeship training can be enhanced through training of mastercraftspersons, provision of additional classroom training for apprentices and introduction of assessment and certification options.

To address some of the multiple challenges related to skills, the Ogun State Government has requested support from the World Bank to overhaul the state's skills development system, specifically to increase access to skills training, to enhance the quality and market relevance of skills programs and to improve Science, Technology, Engineering and Mathematics teaching in secondary schools. Expected results of the planned interventions include:

- Industry is fully participating in the planning, management, monitoring, delivery and funding of skills development initiatives in the state
- Quality and market-relevance of skills development in Ogun State has increased, resulting in an increased rate of employment and self-employment among completers and graduates from skills development institutions (both formal and non-formal)
- An increasing number of young women access market-relevant skills development through both formal and non-formal education and training programs
- Access by vulnerable population groups, including people with disability, to employment-oriented skills development, based on local market needs, is steadily increasing
- Farmers are equipped with better foundational skills resulting in increased productivity of farm activities and agriculture-based value chains
- Youth undergoing apprenticeship training with mastercraftspersons in the informal sector benefit from improved training quality.

- Increased efficiency in the formal TVET provision, through an expansion of dual apprenticeship training and improved management of Technical Colleges
- Improved teaching of STEM subjects in schools encourages more youth to enroll in skills development programs in Technical Colleges and Polytechnics, and to study engineering subjects
- Better match between supply and demand of skills in the labour market as a result of a coherent policy framework and improved public management capacities

The envisaged skills program aims to broaden and improve employment-oriented skills development specifically for vulnerable youth and populations through (1) accelerating and incentivizing the emergence and further development of non-formal skills development offers targeting farmers, school drop-outs, unemployed and other population groups in need of skills development for employment; and through (2) improving, on a pilot basis, the quality of traditional apprenticeship training in informal sector clusters.

2 Objective of the Consultancy

The objective of this consultancy assignment is to inform the further detailed planning of the State Government's skills program in the field of non-formal and informal training through two studies:

A Baseline study of non-formal skills development in Ogun State, including an assessment of capacities of existing non-formal training providers and identification of appropriate support mechanisms for non-formal training providers operating in the state to improve quality and increase intake capacities.

B Baseline and design study for a pilot projects to improve traditional apprenticeship training in a heavy vehicle mechanic cluster in Abeokuta.

In addition to the baseline studies, develop a data bank and have all data collected deposited in one central location.

3 Specific Tasks

Specific tasks for each of the two studies are listed below:

A - Baseline study of non-formal skills development in Ogun State

1) Identify all public (federal, state and local) and private (NGO, religious, private commercial and other) non-formal skills development (training) providers in Ogun State. This also includes institutions and organizations who provide mainly other

services and offer non-formal skills development as a secondary or side-activity, such as TVET institutions (Technical Schools, Technical Colleges, Polytechnics, Universities, etc) that offer non-formal training in addition to core formal TVET programs, or business development organizations that also offer business training, etc. The aim is to obtain a comprehensive overview about current and potential non-formal training activities.

2) Visit all identified non-formal training institutions and interview key staff to obtain detailed information about the following aspects:
    a. Base data such as year of establishment, ownership, working in rented or owned building, etc.
    b. Available facilities, including state and quality of these facilities, and land
    c. Workshops and equipment available for training (incl. age of equipment, whether it is working, and other information that determines its functionality)
    d. Number and profile (qualification) of management and teaching staff
    e. Target group(s) and intake capacity
    f. Whether the institution is currently operating at full capacity or not
    g. Programs offered at the moment, and during the last three years. Required information on programs include:
        i. Trade and level
        ii. Target group
        iii. Duration, full-time/part-time, number of hours (if appr.)
        iv. Number of students enrolled (incl. by gender)
        v. Number of completers (by gender)
        vi. Type of certificate awarded, if any
    h. Cost of training (unit cost per defined duration)
    i. Any follow-up support to completers
    j. Mechanisms of tracing students after course completion, including detailed description of methods to trace students, and results
    k. Is non—formal training the only or main activity? What other activities are undertaken or services provided?
3) Assess training providers' perception about non-formal training needs in Ogun state in terms of economic sectors, trades, target groups, levels, duration, teaching methodologies, linkages to other services, etc.
4) Assess training providers' perception about the best ways to support an increase in the supply of non-formal training (e.g. investment capital, subsidized fees, scholarships, etc)
5) Submit and discuss with the reference group an inception report outlining the research methodology, instruments and hypotheses;
6) Prepare a report which includes, at least, the inventory of non-formal training providers, a summary description of the nature and growth potential of the non-

formal training landscape in Ogun State, as well as a discussion, based on the training provider perceptions, of the non-formal training needs in the state and preferred mechanisms to support non-formal training provision.

B - Baseline and design study for a pilot projects to improve traditional apprenticeship training

1) Conduct – through appropriate methods including focus group discussions, survey of enterprises, field observation, key informant interviews, and other - a comprehensive assessment of the Onijogojogo mechanic village including
    a. Number of enterprises operating in the cluster by specialization, size, age, ownership structure and other suitable characteristics
    b. Number of artisans working in the cluster
    c. Educational background and training background of artisans
    d. Profile of the business environment and business prospects of enterprises in the cluster
    e. Characteristics and role of cluster organization / business association in the operations of the cluster
    f. Any ongoing, completed or planned development initiatives in the cluster
    g. Major issues and problems affecting the operation and growth of the cluster and its member enterprises
2) Conduct through appropriate means a comprehensive assessment of traditional apprenticeship training practice in the cluster, including (but not limited to):
    a. Number of apprentices learning in the cluster
    b. Basic characteristics of traditional apprenticeship practice included, but not limited to,
        i. Average/typical number of apprentices per mastercraftspersons (MCP)
        ii. Special characteristics of MCPs, if any, in terms of seniority, education and training background, proficiency, workshop characteristics
        iii. Contractual arrangements guiding the apprenticeship (oral or written contract, contents of contract)
        iv. Average/typical duration of apprenticeship
        v. Typical/average characteristics of apprentices in terms of age, education background, family relationship to MCP if any, social status, aspirations
        vi. Financial arrangements in the apprenticeship (who pay whom, when and how much)
        vii. Characteristics of learning, learning contents, description of teaching/learning process

viii. Finalization of apprenticeship: Who decides when an apprenticeship ends; what liberation/"freedom" arrangement are practiced; any form of assessment, and certification?

ix. Typical career of apprenticeship completers after the end of the apprenticeship period? (further learning with other MCPs; employment with MCPs in the cluster or outside; self-employment within/outside the cluster; possibilities to open an own shop within the cluster or outside)

x. Any other information that is relevant to understand patterns and dynamics of traditional apprenticeship training in the Onijogojogo mechanic village.

c. Identification and assessment of any activities, means, and methods, whether regular or through one-time projects, to improve the skills of MCPs or apprentices

d. Role of cluster organization/business associations in the apprenticeship training system

e. Any issues, challenges and opportunities affecting the performance and growth of apprenticeship training in the cluster

3) Assess and describe the cluster development initiative undertaken by the state ministry of Trade, Commerce and Industry, including assessment of the physical infrastructure, the project approach, achievements so far and other issues relevant to understand the performance, achievements and challenges of the project

4) Propose a comprehensive and holistic approach to strengthen and modernize apprenticeship training in the cluster; the proposal should be inspired by good practice in other African countries and within Nigeria, e.g. Mafita in Northern Nigeria and other approaches

5) Identify suitable options for implementation arrangements for the proposed pilot project, including implementation responsibilities, resources needed, etc.

6) Submit and discuss with the reference group an inception report outlining the research methodology, instruments and hypotheses

7) Prepare a full report which includes, at least, a detailed characteristic of the cluster and its traditional apprenticeship activities, shortcomings in the current way apprenticeship training is implemented, proposed outline for a project that aims at holistically improve traditional apprenticeship training in the cluster, any other further need for research and analysis, as well as a draft outline of implementation arrangements.

4 Deliverables

- Inception report, for each of the two studies, three weeks after commencement of work
- Presentations of interim findings to the reference group upon agreement
- Draft report, separately for each of the two studies
- Presentations of the findings at a stakeholder workshop
- Final report, separately for each of the two studies, four weeks after submission of comments to the draft report.
- Design, develop and implement a Management Information System (MIS) that can be scaled up to be used by all sectors of the State government.

5 Payment Schedule

The payment of the consultant will be based on sign off of deliverables by the Ogun State Ministry of Education, Science and Technology and following the payment schedule below:

Progress Target	Payment Percentage
Contract signature (mobilization)	10
Inception Reports	10
Interim Reports & Presentation of design for MIS	20
Draft of final reports & Input of 70% data into system	40
Approval of final Reports & MIS system	20
Total	**100**

6 Time Frame

The assignment should be completed within five months.

7 Organisational Reporting

The consultant will report to the Ogun State Ministry of Education, Science and Technology and will be supervised by a technical team to be appointed by the Honourable Commissioner of Education, Science and Technology of Ogun State. The Ministry will submit all relevant information available to the consultant. However, overall it remains the sole responsibility of the consultant to search for and collect all required information.

The consultant will organize all necessary travel and other resources by himself, subject to reimbursement as stipulated in the contract. Reimbursable expenses must be included in the proposal.

8 Expected Profile of the Consultant/consultancy Company

The consultancy firm to be contracted must have a proven track record in analyzing and supporting non-formal training and specifically traditional apprenticeship training. The proposed experts for this assignment must have the following profile and combined expertise:

- The Team Leader must have master degree in education, social science, economics or other relevant discipline, and at least 8 years of relevant work experience, with at least three years in research-related assignments;
- The other key staff members are required to possess a Bachelors degree in technical education, or any other field relevant to this assignment;
- Support experts must have at least a relevant degree, and several years of relevant work experience and preferably research experience
- In-depth knowledge about TVET/skills development;
- Good knowledge about employment promotion policies;
- Proven experience in working in projects to develop informal / traditional apprenticeship training in Africa, preferably in Nigeria
- Experience in conducting qualitative research
- Experience in conducting and analysing surveys
- Proven report writing skills;
- Good analytical and communication skills.

The following represents a tentative staffing schedule for key consultants. However, the consultancy firm may suggest another staffing arrangement and quantity structure for key staff appropriate to accomplish the required tasks.

Position	Main tasks	Minimum qualification	Estimated person-months
Team Leader	• Overall coordination • All communication with government and stakeholders • Responsibility for timely submission of all deliverables • Overall guidance in the two assignments, and overall supervision of staff involved	Master's Degree in any discipline relevant to the assignment; At least 8 years of professional experience, including in team leading positions.	5
Lead consultant baseline study non-formal skills development	• Leading the baseline study non-formal skills development • Development and piloting of data collection instrument	Bachelor Degree in technical education, or any other field relevant to this	2

	• Data collection, and visits to non-formal skills providers • Analysis and report drafting	assignment; At least 5 years of professional experience, preferably including research experience	
Consultant baseline study non-formal skills development	• Participation in baseline study on non-formal skills development • Support in the development and piloting of data collection instruments • Data collection and analysis	Bachelor Degree in technical education, or any other field relevant to this assignment; At least 3 years of professional experience, preferably including research experience	2
Lead consultant baseline and design study informal apprenticeship training	• Leading the baseline and design study on informal apprenticeship training (IAT) in one cluster • Development of research methodology • Data collection and analysis • Report drafting • Close liaison with cluster organizations and other relevant business organisations	Bachelor Degree in technical education, or any other field relevant to this assignment; At least 5 years of professional experience.	2,5
Consultant baseline and design study informal apprenticeship training	• Participation in the baseline and design study on IAT in one cluster • Support in the development of research methodology • Data collection and analysis	Bachelor Degree in technical education, or any other field relevant to this assignment; At least 3 years of professional experience.	2,5
Total			14

The consultant's team should include those who have demonstrable experience in informal apprenticeship promotion programs in Nigeria or other African countries or who have ample experience working in the Nigerian skills sector.