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TERMS OF REFERENCE

TITLE – *Academic Coordinating Consultant – Foundational Learning*

CONTRACT MODALITY	Individual Consultancy
DUTY STATION	Kathmandu, Nepal (Remotely)
DURATION OF CONTRACT	12 Months

Purpose of Assignment

Under the supervision of the Education Specialist, the consultant will provide technical and implementation support to strengthen the quality of teaching and learning in participating schools.

The consultant will work directly with teachers, school leaders, local governments, and implementing partners to improve classroom practices and support the effective implementation of the integrated curriculum, multilingual pedagogies, child-friendly teaching and learning approaches and the appropriate use of educational technology (EdTech).

The consultant will focus on improving foundational literacy, numeracy, and social-emotional learning outcomes through sustained classroom support, coaching, capacity strengthening, and the facilitation of training sessions, when required.

The assignment will support UNICEF's contribution to the School Education Sector Plan (SESP) and national priorities on foundational learning.

Scope of Work

Despite improvements in access to education, many children continue to face challenges in achieving foundational learning outcomes. Teachers often require ongoing support to effectively implement learner-centered approaches, multilingual pedagogies, and the integrated curriculum in diverse classroom contexts.

While training opportunities exist, there remains a need for continuous classroom-based coaching and professional support to translate knowledge into improved teaching practices and student learning outcomes.

UNICEF seeks to strengthen teaching quality and foundational learning through a combination of classroom support, teacher professional development, peer learning, and technical assistance.

The consultant will undertake the following key responsibilities:

1. Classroom-Based Academic Support

• Provide regular classroom observation, coaching, mentoring, and follow-up support to teachers.

• Support teachers in the effective implementation of the integrated curriculum using multilingual strategies.

• Demonstrate and model child-friendly, learner-centered, and inclusive pedagogical practices.

• Support teachers to improve lesson planning, classroom management, student engagement, and formative assessment practices.

• Support teachers to effectively integrate age-appropriate digital learning resources and EdTech tools into classroom instruction.

• Support teachers in selecting and using curriculum-aligned digital content and learning materials.

• Build teachers' confidence and capacity to use digital tools, online resources, and technology-supported assessment approaches.

• Contribute to strengthening local and school-level academic support systems and mentoring mechanisms.

2. Facilitation of Professional Learning Communities (Communities of Practice)

• Establish and facilitate virtual Communities of Practice (CoPs) for teachers and school leaders using appropriate digital platforms.

• Organize regular peer-learning sessions, webinars, coaching clinics, and reflection meetings.

• Promote collaborative problem-solving and sharing of promising classroom practices among teachers.

• Curate and disseminate digital learning resources, recorded demonstrations, teaching aids, and practical tools through CoP networks.

• Promote peer mentoring and continuous professional development through online discussion forums and collaborative learning opportunities.

• Track participation, engagement, and learning outcomes from CoP activities.

3. EdTech Integration and Digital Learning Support

• Provide technical guidance on the use of digital learning resources, including Akelius, that support foundational literacy and numeracy.

• Support schools and teachers to maintain and use digital learning labs to improve teaching and learning.

• Promote the use of technology-enabled formative assessment and learner progress monitoring tools where available.

• Document effective practices, innovations, and lessons learned regarding EdTech-supported learning.

4. Technical Support for Foundational Learning

• Provide technical assistance to schools and local education authorities to improve foundational literacy and numeracy outcomes.

• Support the use of assessment data to inform instruction and targeted support for learners.

• Support teachers to identify and address learning gaps through differentiated instruction and targeted interventions.

• Assist in the development and implementation of school improvement plans related to foundational

learning.

• Monitor progress and recommend strategies to strengthen foundational learning performance.

5. Monitoring, Documentation and Knowledge Management

• Document promising practices, success stories, innovations, lessons learned, and implementation challenges.

• Prepare periodic technical reports and recommendations.

• Support monitoring of teacher performance, classroom practices, EdTech integration, and student learning outcomes.

• Generate evidence and learning products to inform programme implementation and scaling.

• Support dissemination of knowledge products and good practices among stakeholders.

• Frequent travel to schools for support.

Work Assignment Overview	Deliverables/ Outputs	Delivery deadline	Planned Travel
Inception and planning	- **Inception report including detailed workplan, methodology, monitoring framework, teacher support strategy, CoP plan, and approach for integrating multilingual pedagogies, child-friendly teaching practices, foundational learning, and EdTech.**	**28 February 2027**	**NA**
Teacher Capacity Assessment and Baseline	- **Assessment report identifying teacher strengths, challenges, and priority support needs related to integrated curriculum implementation, multilingual education, foundational literacy and numeracy, child-friendly pedagogies, and use of technology for learning.** - **Plan of support to address needs**	**15th April 2027**	**NA**
Classroom Coaching and Academic Support – part A	- **Regular classroom observation and coaching reports, teacher mentoring records, action plans, and recommendations for improving instructional practices and learner engagement.** - **At least one virtual Community**	**10th July 2027**	**6 days field travel to local schools either inLumbini and Madhesh.**

	of Practice session conducted monthly; session reports, attendance records, curated resources, and action points shared with participants. - **Guidance materials, demonstration lessons, classroom support tools, and documentation of promising practices for multilingual and child-friendly teaching.** - **Technical support provided to teachers and schools; resource materials developed/adapted; documentation of effective curriculum implementation practices and challenges.**		
Classroom Coaching and Academic Support – part B	- **Report of progress, follow up support provided, further needs identified and plans in place** - **Continue virtual Community of Practice session conducted monthly; session reports, attendance records, curated resources, and action points shared with participants.** - **Technical support provided to teachers and schools; resource materials developed/adapted; documentation of effective curriculum implementation practices and challenges.**	**30th Nov 2027**	**6 days field travel to local schools either in Lumbini and Madhesh**
Evidence Generation	- **Case studies and evidence of learnings** - **Final report with recommendations**	**30th Dec 2027**	**NA**

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:

Advanced university degree (master's degree or higher) in Education, Curriculum Studies, Teacher Education, Educational Leadership, Educational Technology, or teaching qualifications like CELTA.

Work Experience:

• Minimum 7-10 years of progressively responsible experience in education programmes, teacher professional development, or school improvement initiatives.

• Demonstrated experience in classroom observation, instructional coaching, mentoring, and teacher support.

• Experience supporting implementation of integrated curricula and competency-based teaching approaches.

• Strong experience in multilingual education and inclusive pedagogical approaches.

• Proven experience in foundational literacy and numeracy programmes.

• Experience designing and facilitating teacher training and professional development initiatives.

• Experience facilitating Communities of Practice and virtual learning networks.

• Experience supporting the integration of EdTech and digital learning solutions to improve teaching and learning outcomes.

• Experience working with government education systems, schools, and development partners in Nepal.

Language Requirements:

Excellent spoken and written skills in both Nepali and English

Knowledge/Expertise/Skills:

Strong knowledge and understanding of:

• Foundational learning and early grade education.

• Integrated curriculum implementation.

• Multilingual and mother-tongue-based pedagogies.

• Child-friendly, inclusive, and learner-centered teaching approaches.

• Classroom observation, instructional coaching, and mentoring.

• Teacher professional development and Communities of Practice.

• Educational technology and digital learning solutions.

• Use of online platforms for teacher support, collaboration, and professional learning.

• Monitoring learning outcomes and supporting continuous school improvement.

Desirables:

• Prior work experience with UNICEF or other UN organizations is an asset.

• Experience developing digital learning resources or supporting technology-enabled learning programmes.