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TERMS OF REFERENCE

International Consultant for the development and implementation of the school-Based Teacher Professional Development Model

CONTRACT MODALITY	Individual Consultancy
DUTY STATION	Abuja, Hybrid: Remote with frequent travels to Nigeria
DURATION OF CONTRACT	12 months

Purpose of Assignment

Nigeria is home to approximately 206 million people, 43 per cent of whom are below 14 years of age. By 2030, there will be close to 126 million children in Nigeria. The growing child population places significant pressure on the provision of schooling and the delivery of education services. Despite progress in recent years, 10.2 million children of primary school age and 8.1 million of junior secondary school age remain out of school. Due to the limited access to schooling and poor quality of education, about 75 per cent of children aged 7–14 do not develop foundational literacy and numeracy skills, which are critical building blocks for continued learning and acquisition of advanced skills. Insecurities such as armed conflicts and natural hazards in the North East and North West of Nigeria pose additional challenges in securing and expanding access to quality, inclusive education for children in Nigeria.

Teachers play a pivotal role in ensuring children learn. To facilitate this, UNICEF initiated an innovative school-based professional learning model for teachers in Nigeria, in conjunction with UBEB and SUBEBs. Following the piloting phase of the programme, UNICEF is supporting UBEC in scaling up this model across Nigeria. The model is a learning lab approach, with teachers working collaboratively at school level to develop their teaching practices in response to student learning needs. Teachers use student learning data to assess needs, develop responses to challenges, practice innovative and new ways of teaching, reflect on their teaching and receive coaching and feedback from School Support Officers and head teachers. As part of the programme, School Support Officers and headteachers receive training and coaching on instructional leadership to be able to mentor and coach teachers. There are some areas of the approach that need developing, specifically learning modules to provide input to teachers, and a model that can be scaled up across Nigeria.

The selected consultant will work with a team of consultants, international and national consultants employed to undertake this work.

Therefore, UNICEF seeks an international consultant to work with other members of the technical team, drawn from international and national consultants, UNICEF teams, and UBEC, to refine and scale up this school-based teacher professional development model.

This work will contribute to UNICEF's country programme for 2026 – 2027.

Scope of Work

Scope of Work:

Under the overall supervision of the Chief of Education, the consultant will report directly to the Education Manager (Learning) and will be responsible for:

1.Support refinement of the STPD handbook and the Headteacher and Teacher manuals

2.Supporting the STPD technical group to undertake the following:

a.The development of a series of pedagogical modules to support learner-centered teaching and learning. These could include (but are not restricted to) learner-centered methodology, activity-based learning, summative assessment, planning lessons, using the data to support student learning, and so on. These will be facilitated at the school level by School Support Officers or expert teachers, or peer learning sessions by and with teachers. It is expected that these will eventually be online modules that teachers can access from a menu for self or peer learning.

b.The development of other tools and templates to support teacher professional learning, such as self-assessment rubrics for teachers on their learning, learning walk, and observation templates (developed as online tools)

c.The development of any other emergent tools, templates, programme documents to support teachers in developing 21st Century pedagogical skills

3.Conducting, together with the technical team, train-the-trainer workshops for master trainers on the head teacher and teacher manuals and Support the Master trainers when they conduct downstream Instructional Leadership teams

4.Providing input and content for the online portal including pedagogical modules and other related resources (such as short videos of good classroom practice and reflection questions)

5.Provide up-to-date ideas, teaching practices, and models for the technical group throughout the consultancy

6.Conduct one knowledge-sharing workshop and provide regular ongoing technical support to States that are implementing STPD.

7.Co-leading the technical engagements with the government agencies during the course of the consultancy.

8.Provide strategic and project management input

Work Assignments Overview	**Deliverables/Outputs**	**Delivery deadline to complete the deliverable**
Support refinement of the STPD handbook and the Headteacher and Teacher manuals	**Deliverable 1** Revised STPD Handbook and Headteacher and Teacher Manuals	04.12.2026
a. The development of a series of pedagogical modules to support learner-centered teaching and learning. These could include (but are not restricted to) learner-centered methodology, activity-based learning, b. The development of other tools and templates to support teacher professional learning, such as self-	**Deliverable 2** Agreed drafts and finalized pedagogical modules for three modules submitted Templates submitted	30.12.2026

assessment rubrics for teachers on their learning, learning walk, and observation templates (developed as online tools) c. The development of any other emergent tools, templates, programme documents to support teachers in developing 21st Century pedagogical skills		
Conducting, together with the technical team, train-the-trainer workshops for master trainers on the head teacher and teacher manuals	**Deliverable 3** One TOT conducted and summary report share	31.01.2027
Provide regular ongoing technical support to States who are implementing STPD (at least three knowledge sharing sessions)	**Deliverable 4** Summary report of outcomes of monitoring visits and recommendations	31.03.2027
Content development and resources for online portal including liaising with NGOs on content, development of storyboards and instructions/activities for teachers	**Deliverable 5** Content and resources uploaded	30.06.2027
Conduct two out of four knowledge sharing sessions	**Deliverable 6** Knowledge sharing plan (2 out of 4) and materials submitted	30.09.2027
Provide up-to-date ideas, teaching practices, and models to the technical group throughout the consultancy	**Deliverable 7** Five (out of ten) articles, models, resources submitted	30.09.2027
Co-lead the technical engagements with the government agencies as may be necessary during the course of the consultancy	**Deliverable 8** Meeting reports submitted	15.10.2027
Develop a lessons learned report including a high level technical workshop with the FME and States to review the programme	**Deliverable 9** Lessons learned report	15.11.2027

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: Master's degree in education development, Foundational Learning, Sustainable development in education, Education Policy, Teacher Training, Teacher professional learning, or related field
- Work Experience:
- At least ten years of working in teacher education with Ministries of Education globally
- At least ten years in team leadership and management of multi-cultural teams
- At least ten years of experience in writing teacher professional learning materials.
- At least five years of experience in conducting and supporting school-based teacher professional learning.
- Demonstrated expertise and experience in facilitating workshops, providing training and coaching to government officers in low- and middle-income countries on teacher education
- Fluency in English with strong written and oral skills.
- Skills:
- Formal teaching qualification (it is essential that you have been a teacher is a Govt system)
- Demonstrated expertise in teacher professional development, particularly in Nigeria or a similar context.

- Excellent written and oral communication skills, with experience translating evidence for and communicating with a broad range of actors (including government) on sensitive issues.
- Proven experience of the FLN landscape ideally in Sub-Saharan Africa and Nigeria specifically.
- Familiarity with competency-based education standards and instructional design in low-resource or multilingual settings
- Language Requirements: Fluency in English
- Desirables:
- Knowledge of the Nigerian political landscape and recent developments in education.
- Familiarity with the Nigerian education context will be considered an asset.
- Experience working with UN agencies or other international development agencies.
- A good understanding of UNICEF's programmatic areas.
- Ability to work to tight timeframes and flexibility to adjust to the needs of government and UNICEF
- Ability to present ideas concisely for diverse audiences and to give practical, actionable advice grounded in evidence.
- Strong writing skills