unicef | for every child

TERMS OF REFERENCE

TITLE – *Assessment in Emergencies - Consultant*

CONTRACT MODALITY	Individual Consultancy
DUTY STATION	Kathmandu, Nepal (Remotely)
DURATION OF CONTRACT	8 Months

Purpose of Assignment

Under the supervision of the Education Specialist (Safe Schools), the consultant will review, revise, and adapt existing learning frameworks and diagnostic assessment tools to ensure they are fit for use in emergency and post-emergency contexts, while maintaining alignment with the national curriculum, foundational learning priorities, and inclusive education principles.

The consultant will:

- Review existing learning frameworks, competency progressions, and diagnostic assessment tools.
- Identify adaptations required for use in emergency and post-emergency contexts.
- Integrate considerations for learning recovery and accelerated learning.
- Strengthen inclusion of children with disabilities and multilingual learners.
- Develop practical guidance for implementation in resource-constrained and emergency settings.
- Build stakeholder capacity to understand and utilize the revised frameworks and tools.

Scope of Work

Nepal is highly vulnerable to natural hazards, including floods, landslides, earthquakes, and other climate-related emergencies that frequently disrupt children's access to education. Recent emergency events have highlighted the need for education systems to rapidly identify learning needs, support learning recovery, and ensure continuity of learning for all children.

While existing learning frameworks and diagnostic assessment tools provide valuable guidance for assessing foundational learning, these were primarily developed for stable learning environments. Their application in emergency settings requires adaptation to account for interrupted schooling, psychosocial stress, multi-grade teaching arrangements, learning loss, student displacement, and challenges related to inclusive education.

Particular attention is required to ensure assessment approaches are appropriate for children with disabilities, children from diverse linguistic backgrounds, and those experiencing prolonged learning disruption.

Strengthening emergency responsive learning frameworks and diagnostic tools will support evidence-based planning, targeted learning support, and improved learning recovery efforts at national and

subnational levels.

The consultant will undertake the following tasks -

1. Desk Review and Situational Analysis

• Review relevant policies, frameworks, assessment tools, and guidance documents.

• Review national curriculum requirements and foundational learning priorities.

• Review global Education in Emergencies, learning recovery, and formative assessment guidance.

• Analyze challenges in assessing learning during and after emergencies in Nepal.

2. Review Existing Learning Frameworks

• Review current learning assessment frameworks and competency descriptors.

• Assess suitability for interrupted learning and learning recovery contexts.

• Identify areas requiring simplification, prioritization, or adaptation.

3. Revise Learning Frameworks for Emergency Contexts

• Develop guidance on essential and prioritized learning competencies.

• Adapt frameworks to support learning continuity, learning recovery, multi-grade, multi-level and temporary learning environments and accelerated learning approaches

4. Review and Adapt Diagnostic Assessment Tools

• Review existing numeracy and literacy diagnostic tools and assess technical quality, usability, and appropriateness for emergency contexts.

• Revise tools to identify learning loss, diagnose foundational learning gaps, support instructional decision-making and facilitate rapid administration in emergency settings

5. Strengthen Inclusion

• Ensure revised frameworks and tools are responsive to children with disabilities, children from linguistic minority groups, displaced and marginalized learners, gender-related barriers to learning

• Provide recommendations on accommodations, accessibility features, and multilingual adaptation considerations.

6. Field Testing and Validation

• Facilitate stakeholder review processes.

• Support piloting of tools where feasible.

• Analyze feedback and refine products.

7. Capacity Building

- Develop orientation materials and user guidance.
- Train roster trainers on the tool
- Conduct workshops with government, development partners, and implementing agencies.
- Support validation and endorsement processes.

Work Assignment Overview	Deliverables/ Outputs	Delivery deadline	Planned Travel
Inception Report	**The report shall include:** • **Methodology and review framework** • **Workplan and timeline.** • **Stakeholder consultation plan.**	**2nd December 2026**	**NA**
Review Report	**The report shall include:** • **Findings from desk review and gap analysis**	**30th December 2026**	**NA**
Emergency responsive learning assessment framework	**The revised learning assessment framework(s) should –** • **identify prioritized foundational literacy and numeracy competencies for emergency and learning recovery contexts.** • **include learning progressions, minimum learning expectations, guidance on prioritization of competencies, alignment with the curriculum, and recommendations for use in multi-grade, temporary learning, and accelerated learning settings.**	**5th January 2027**	**NA**
Diagnostic Assessment tools package	**The package should include –** • **revised diagnostic assessment tools for foundational literacy and numeracy, including assessment instruments, scoring guides, administration protocols, learner recording sheets, interpretation guidance** • **recommendations for identifying learning gaps and grouping learners for**	**5th February 2027**	**NA**

	targeted support. • **inclusive and emergency-responsive assessment considerations.**		
Capacity Building Package	**The package should include -** • **Framework implementation guidelines** • **user manuals, facilitator guidance, training materials, orientation presentations, sample and training agendas** • **recommendations for integration into existing assessment, learning recovery, and Education in Emergencies systems.** • **guidelines to support capacity development at federal, provincial, and local levels.**	**15th April 2027**	**1. Four-day trip to Madhesh** **2. Four-day trip to Karnali**
Final report	**The final report shall include:** • **Piloting report** • **Consolidated summary of activities undertaken, methodology used, key findings, revisions made, stakeholder engagement processes** • **final recommendations, lessons learned, and proposed next steps for institutionalization and scale-up.**	**28th June 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.

- The selected candidate is solely responsible for ensuring that the health insurance (and visa if applicable) required to perform the duties of the contract are valid for the entire period of the contract. Selected candidates are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.
- 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

Education:

Advanced university degree (Master's level or higher) in one or more of the following:
Education
Educational Assessment and Measurement
Curriculum and Instruction
Education in Emergencies
Inclusive Education
International Development

Work Experience:

Minimum 15 years of experience in education sector programming, with focus on assessments and education in emergencies.
Demonstrated expertise in learning assessment and foundational learning.
Experience developing or adapting diagnostic assessments.
Experience in Education in Emergencies and learning recovery programming.
Experience integrating disability-inclusive and multilingual approaches into assessments.
Proven experience working with government education systems.
Experience in Nepal or South Asia is highly desirable.

Language Requirements:

Excellent spoken and written skills in both Nepali and English

Knowledge/Expertise/Skills:

Demonstrated knowledge and expertise in -
Strong knowledge of foundational literacy and numeracy assessment.
Understanding of competency-based curricula and learning progressions.
Experience in assessment and learning systems strengthening.
Familiarity with EiE Minimum Standards and learning recovery approaches.
Knowledge of accommodations for children with disabilities.
Strong analytical and report-writing skills.
Excellent facilitation and stakeholder engagement skills.

Desirables:

Experience supporting Education Review Office and similar institutions

Knowledge of Comprehensive School Safety Minimum Package and its implementation
Experience in inclusive education, disability-inclusive programming, multilingual education, gender responsive education, and education in emergencies.
Previous experience working with UNICEF, development partners, or government institutions in Nepal.