

**Call for a national Consultant**

Supporting the development of teacher trainers' resources

Overview of the British Council

We support peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide.

We uniquely combine the UK’s deep expertise in arts and culture, education and the English language, our global presence and relationships in over 100 countries, our unparalleled access to young people and influencers and our creative sparkle.

We work directly with individuals to help them gain the skills, confidence and connections to transform their lives and shape a better world in partnership with the UK. We support them to build networks and explore creative ideas, to learn English, to get a high-quality education and to gain internationally recognised qualifications.

We work with governments and our partners in the education, English language and cultural sectors, in the UK and globally. Working together we make a bigger difference, creating benefit for millions of people all over the world.

We work with people in over 200 countries and territories and are on the ground in more than 100 countries.

**Background**

The British Council, through its global programme *School Systems*, supports the sustainable improvement of the quality of basic education in schools for all. In partnership with the Government of Nepal, we work to strengthen both policy-making and implementation. Our focus is on embedding sustainable initial teacher preparation and continuing professional development (CPD) within education systems, through a dedicated offer for the development of Teacher Educators, underpinned by the CPD Framework for Teacher Educators.

Various studies have highlighted that the role of teacher educators is critical in providing the professional development support that teachers need to enhance their teaching practice. This has also been emphasised in research jointly conducted by the British Council, the Ministry of Education, Science and Technology (MoEST), and the Centre for Education and Human Resource Development (CEHRD). The study identified several significant gaps in the professional development of teacher educators within Nepal’s education system. Although the School Education Sector Plan (SESP) 2021–2030 recognises the importance of teacher educators, limited progress has been made in establishing systematic training programmes and developing competency-based materials. These gaps must be addressed to ensure that teacher educators are adequately prepared to support teachers effectively. Based on the findings of the research, in 2024, the British Council supported CEHRD to develop a comprehensive Competency Framework for Teacher Trainers.  It is now necessary to develop self- assessment tool and high-quality Training of Trainers (ToT) curriculum and training resources based on the framework. So, the British Council aims to extend its technical support to CEHRD by supporting to create high-quality training materials.

To enable this, we are looking for a national consultant who will work closely with an international consultant, the taskforce formed by CEHRD, and the British Council team in Nepal to develop these resources. The consultant will be responsible for taking the framework and transforming it into a self-assessment tool, as well as developing practical training modules appropriate for Nepal's teacher trainers, in collaboration with the international consultant, the taskforce, and the British Council team in Nepal.

 **Objectives**

To support the Government of Nepal in developing a self-assessment tool and practical training modules appropriate for Nepal's teacher trainers, based on the newly developed competency framework prepared by the Government of Nepal with technical support from the British Council.

**Scope**

The national consultant is expected to support the international consultant and play a key role in contextualising the resources for Nepal’s education system.

The main scope of this assignment includes:

* reviewing existing resources, British Council’s CPD framework for teacher educator and approved teacher educator competency framework and analysing the current status of teacher educators based on the latest research jointly commissioned with CEHRD,
* collaborating with the Government of Nepal’s task force, national consultant and the British Council English and School team in Nepal to develop self-assessment tool, curriculum and ToT modules and
* co-leading the dissemination of developed resources and training materials.

**Specific tasks:** The detailed tasks under this assignment are:

1. Inception phase
* Attend an inception meeting with the British Council to agree on the assignment requirements, scope and expected outputs.
* Work with the international consultant and task force to develop a brief inception report outlining the agreed scope of work, timeline, and delivery plan.

2. Review and familiarisation

* Review the approved Teacher Trainers’ Competency Framework and relevant Government of Nepal (GoN) policies and practices and available training curriculum and resources.
* Review international good practices related to teacher educator resource materials and competency frameworks.
* Familiarise with the British Council's CPD frameworks for teachers and teacher educators.

3. Resource development

* Collaborate with the task force and the international consultant to design and develop comprehensive training curriculum, modules and self-access tools.
* Ensure iterative input and active task force participation and feedback at each stage.

4. Dissemination

* Co-lead the dissemination of the finalised training modules and resource materials through appropriate platforms or events, as agreed with the stakeholders.

Note: Both consultants will ensure that all resources are finalised in consultation with CEHRD and the British Council and submit a final report detailing the development process, key insights, and recommendations for future implementation.

*These deliverables are a starting point and may need to be customised based on the specific requirements and guidelines provided by CEHRD and the British Council.*

**Consulting inputs**

The British Council will recruit following consultants for the study:

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| **Consultant**  | **Tentative Input** | **Qualification** |
| National consultant  | Maximum 40 Days Remote working but will require travel inside Nepal. | The ideal candidate should possess a postgraduate degree in Education, Social Sciences, or a related field, with substantial experience in writing resources for teachers / teacher trainers in Nepal. |

NB: The British Council will recruit an international consultant separately who will lead the task and work in close collaboration with the national consultant.

**Consultant specifications**

* University-Degree in a relevant field (e.g. education, economics or other social science)
* Demonstrable experience in managing/supporting similar projects in the field of education or teacher education. The consultant should have experience working with the government of Nepal in the area of teacher and teacher educator CPD.
* Proven experience in developing training materials for teacher trainers.
* Expertise and knowledge in teacher education, education policy, or related areas.
* Strong communication, interpersonal skills and experience in engaging with a range of external actors
* Familiarity with the Nepal education context is a must.

**Implementation arrangement**

British Council will hire an international consultant who will be leading this task and an national consultant for close coordination with the taskforce members. A project manager from the British Council will be assigned to monitor the progress.

**Cost and financing**

The British Council will finance the recruitment of the consultants and other cost associated with the assignment.

**Duration of assignment**

The task will be implemented from 15 May 2025 till 30 November 2025

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| **Activities** | **2025** |
| April | May | June | July | August | Sept | Oct | Nov |
| Call for application for National and International consultant. |  |  |  |  |  |  |   |   |
| Consultant(s) selection |  |  |  |  |  |  |   |   |
| Task force formation |  |  |  |  |  |  |   |   |
| Inception report |  |  |  |  |  |  |   |   |
| Initial consultation |  |  |  |  |  |  |   |   |
| Resources development  |  |  |  |  |  |  |   |   |
| Final consultation  |  |  |  |  |  |  |   |   |
| Resources Submission |  |  |  |  |  |  |   |   |
| Dissemination |  |  |  |  |  |  |   |   |

**How to Apply**

Interested and eligible applicants should submit a cover letter outlining their availability, key competencies required for the role, daily rate, and a CV to consultant@britishcouncil.org.np by 14 May 2025.