Ai4Ed Nepal: Quality Education Service Delivery through Innovation

Terms of Reference

Consultant (1-Position)- Super Mentor for Action Research

25 February 2026

1. About British Council

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. Through our arts, education and English programmes, we give opportunities to hundreds of millions of people worldwide each year. We are on the ground in six continents and over 100 countries. The British Council has been operating in Nepal since 1959.

The British Council's education work is far-reaching and covers nearly all 110+ countries in which we do business. Our education programmes, which are core to our charitable purpose, are built to give people opportunities, make connections to the UK and ultimately engender trust. The British Council believes that by delivering education programmes that are mutually beneficial to the UK and other countries, we will create more understanding and links between people, making a brighter future for all of us.

Education priorities for British Council Nepal are guided by the Nepal Government's National Education Policy 2019, School Education Sector Plan (SESP) priorities, and strategic priorities of the British Council

2. About the Project

The overall objective of Ai4Ed project (full project title: Ai4Ed Nepal: Quality Education Service Delivery through Innovation) is to contribute to strengthening the quality of basic education service delivery in Nepal through the responsible and effective implementation of AI technologies.

The project has been designed in two phases. **Phase One** will establish the foundation for AI-enabled education in Nepal by combining rigorous research, teacher-led innovation, and structured policy dialogue. It will include a mixed-method national study to map AI literacy, usage, opportunities, and barriers across Nepal's basic education system, ensuring participation from all tiers of government and diverse stakeholders, with a strong gender-sensitive approach. In parallel, a cohort of teachers will undertake classroom-based action research, supported through a structured mentoring model adapted from the British Council's ARMS approach, to generate practice-based insights into the meaningful use of AI for teaching and learning. Evidence generated from these activities will inform a series of provincial and national roundtables and an international conference, fostering inclusive dialogue and building consensus for equitable AI in education standards, policies, and Phase Two planning.

Phase Two will be informed by the evidence and recommendations emerging from Phase One, with an anticipated focus on system strengthening, teacher capability, and sustainable innovation. Expected interventions include co-developing national standards for AI in school education with MoEST, grounded in the SESP and the TPD Framework 2080, and developing AI literacy pathways and tailored resources for teachers, addressing any gender disparities identified. Phase Two may also include developing AI-enabled assessment tools, strengthening the mentoring ecosystem through AI-supported platforms and capacity-building for mentors, and continuing to promote teacher-led action research to sustain local evidence generation on AI integration in teaching and learning.

Main deliverables for Phase One are as follows:

1. Research on AI in Basic Education in Nepal
2. Action research on AI in classrooms
3. Thematic and geographical roundtables on AI in basic education
4. International conference on AI in Education
5. Learning notes and recommendations for standards for AI in basic education

Note: This consultancy role relates to 'Action Research on Ai in Classrooms' of Phase One only.

3. Action Research and Mentorship Scheme (ARMS)

Action research is a cornerstone of Phase One of the AI4Ed project, designed to work in tandem with a broader national mixed-methods study. While the national study provides a breadth of evidence through large-scale surveys and interviews, action research provides the necessary depth by documenting sustained, systematic inquiries conducted by teachers within their own classrooms.

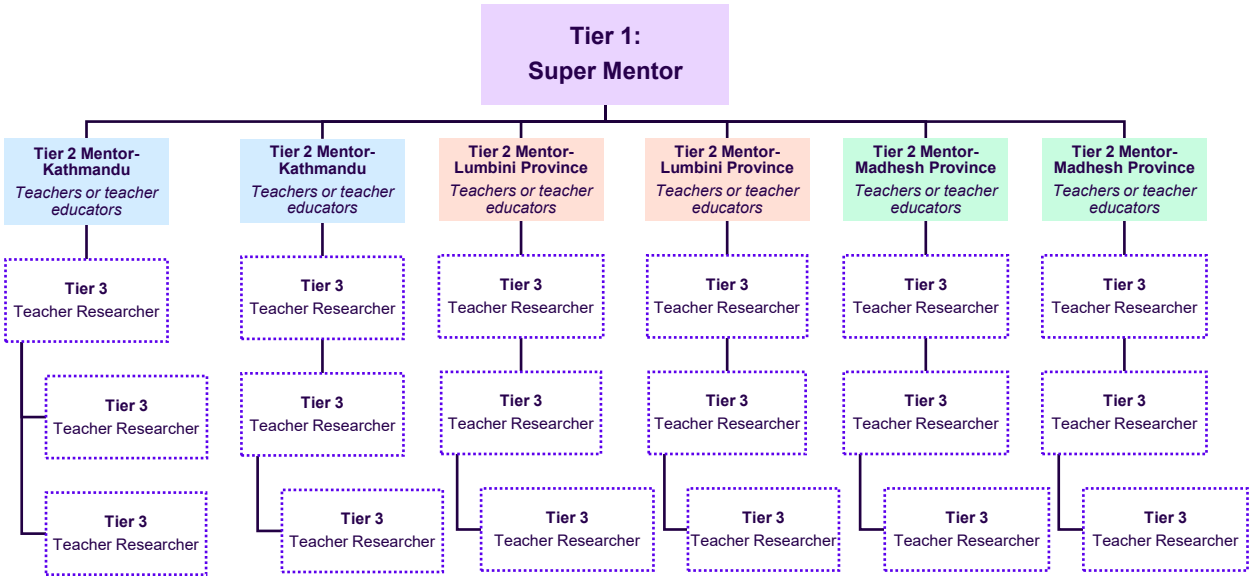
This action research is based on British Councils **Action Research and Mentorship Scheme (ARMS)**. The Ai4Ed project applies the ARMS framework to structure teacher-led action research; to investigate how artificial intelligence can/or cannot enhance basic education in Nepal. This component position AI as a tool to support teachers in preparing for classroom teaching. The emphasis is on strengthening lesson preparation and improving teaching practice. The aim is to support teachers' professional development and help them become more effective educators. The component does not promote the use of AI by students in the classroom and does not seek to replace teachers with AI. Instead, it explores how teacher can use AI tools to support their pedagogy to enhance the quality of teaching.

The **teacher-led action research** serves three critical purposes in this project:

- **Teacher Agency and Professional Development:** It positions teachers as researchers, building their confidence and skills to make informed, reflective decisions about AI pedagogy.
- **Practice-based evidence generation:** It aims to capture nuanced insights that large-scale studies often miss, such as how specific AI tools perform in **resource-constrained environments** and what adaptations are required for success.
- **Contribution to national evidence base:** The findings from the 18 teacher inquiries provide illustrative case examples that bring statistical trends to life. These insights directly inform national AI standards and provide a roadmap for scaling and adaptation in Phase Two of the project

The ARMS employees a **three-tier cascading mentorship structure**. This is to ensure no teacher conducts inquiry in isolation while maintaining feasibility, quality assurance, and scalability with Nepal's contextual constraints. The Super Mentor sits at the top of this tier holding distinct level of expertise and capacity for mentorship.

Figure 1: Mentorship Model Overview



4. Specific Scope of Work for the Super Mentor

4.1. Role Overview

The **Super Mentor** is a high-level expert responsible for methodological oversight, mentor capacity-building, and the strategic synthesis of findings across the entire action research component. This role ensures that the 18 teacher inquiries provide rigorous, grounded evidence that complements the broader national study.

4.2. Key Responsibilities

1. **Design and deliver mentor training:** Conduct 2-day intensive training for six Tier-2 mentors in late February 2026, covering ARMS methodology, inquiry cycle principles, mentoring techniques, use of the three action research tools, and strategies for troubleshooting common challenges
2. **Provide ongoing mentor support**: Maintain regular communication with all six mentors through fortnightly group meetings and individual check-ins as needed; address escalated issues that mentors cannot resolve independently; ensure consistency in mentoring approach across groups. Mentorship will be delivered primarily online, with a limited number of face-to-face engagements required. Please refer to Section 4.5 for further details
3. **Quality assurance:** Conduct spot-checks of inquiry quality by reviewing selected planning sheets and reflection journals; provide formative feedback to mentors on supporting teacher inquiry; ensure ethical standards are maintained across all inquiries
4. **Synthesis and documentation:** Collect and analyse all 18 teacher reflection journals and evidence; identify common themes, surprising insights, and illustrative cases; draft action research section for Phase One report; integrate findings with national study analysis

5. **Facilitate national sharing:** Organise and moderate national action research sharing event in July-August 2026; support teacher presentations to policy stakeholders; document lessons learned for Phase Two planning
6. **Ensures alignment with British Council resources**: Verify that mentor training and teacher support explicitly reference and utilise the AI Guidelines for Teachers and AI Activities and Resources pack as foundational documents. Model how to use these resources during mentor training and spot-checks that mentors are guiding teachers to consult them during intervention design.
7. **Escalation Management:** Resolve technical, methodological, or ethical issues escalated by mentors.
8. **Maintain Open Communication:** Open communication is maintained across all mentors and share brief monthly updates with the British Council research team to ensure alignment with the national study.

4.3. Qualifications and Expertise

The Super Mentor is responsible to act as a guide and co-learner, not a supervisor, nor an evaluator. The Super Mentor creates a safe space for honest reflection, experimentation and gradual progress. The Super Mentor monitors mentoring practice to ensure it remains empowering and focused on teacher development.

The Super Mentor should have the following qualifications and expertise:

Criteria	Essential	Desirable
Academic Qualification	Master's degree or higher in Education, Educational Research, Educational Technology, or related field	PhD in relevant discipline
Action Research Expertise	Proven experience designing or overseeing action research	**Experience applying ARMS** or similar structured frameworks
Research and Analysis	Strong qualitative analysis and synthesis skills; experience drafting research reports	Experience linking small-scale inquiry to national/system-level research
Teacher Professional Development	Demonstrated experience delivering teacher training and mentoring educators	Experience mentoring mentors or managing tiered mentoring structures
AI in Education	Understanding of AI applications in supporting teaching and pedagogy	Strong understanding of AI applications in education
Leadership and Coordination	Experience providing methodological oversight and resolving technical or ethical issues	Experience in providing methodological oversight and resolving technical or ethical issues in national-level education reform initiatives
Communication	Excellent facilitation and stakeholder engagement skills	Experience facilitating national dissemination events

4.4. Deliverables and Timeline

Working with Deputy / Team Leader, National Ed Tech Expert, Project Manager and the British Council colleagues, the Super Mentor must deliver the following outputs for Phase One of the AI4Ed Nepal project.

S.N.	Deliverables	Timeline
1	Design and deliver mentor training- Facilitators Report	Final Week of March 2026
2	Provide ongoing mentor support- Mentorship Report	April 2026 until June 2026
3	Synthesis and documentation report (Periodic)	18 May 2026 and 29 June 2026
4	Action research report (Final)	Late April 2026 until July
5	Facilitate National Sharing- Facilitators Report	July 2026 until August 2026
6	Timesheet	End of each month until August

4.5. Consultants Level of Effort and Duration of Engagement

The Super Mentor will provide up to **25 working days** between **March 2026 and the end of August 2026**.These days will be delivered on an intermittent basis across the contract period, not consecutively. One working day is defined as 7.5 hours of input.

The Super Mentor will be required to travel at least once to each of the target provinces, Madhesh and Lumbini. The British Council will cover reasonable cost of travel and accommodation in line with its standard policies, with prior approval.

5. How to Apply

Interested candidates should email items listed below at **consultant@britishcouncil.org.np** by **23.59 Nepal Standard Time** on **09 March 2026**. Please include "**Application for Super Mentor**" in the title of the e-mail and your **expected daily fees**, along with the following attachments:

- A **Statement of Interest** (maximum 600 Words) outlining why you are interested in the research, your motivation for the role, experience and comfort using AI *(ChatGPT, Claude, Gemini, among others)*, and highlighting other relevant experience and Essential/Desirable criteria listed in Section 4.3. Also state your availability for the assignment period.
- An up-to-date **Curriculum Vitae (CV)** detailing qualifications, relevant professional experience, and key assignments undertaken.