

**Ai4Ed Nepal:** Quality Education Service  
Delivery through Innovation

# Grant Application Guidelines

**Action Research and  
Mentorship Grants** for  
Teachers and Teacher Educators  
**(6-Grants):**

Tier-2 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 Classroom' for Phase One only.*

### 3. Action Research and Mentorship Scheme

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 enhance basic education in Nepal. This component positions 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. It does not seek to replace teachers with AI. Instead, it explores how AI can support teaching pedagogy and enhance the quality of teaching.

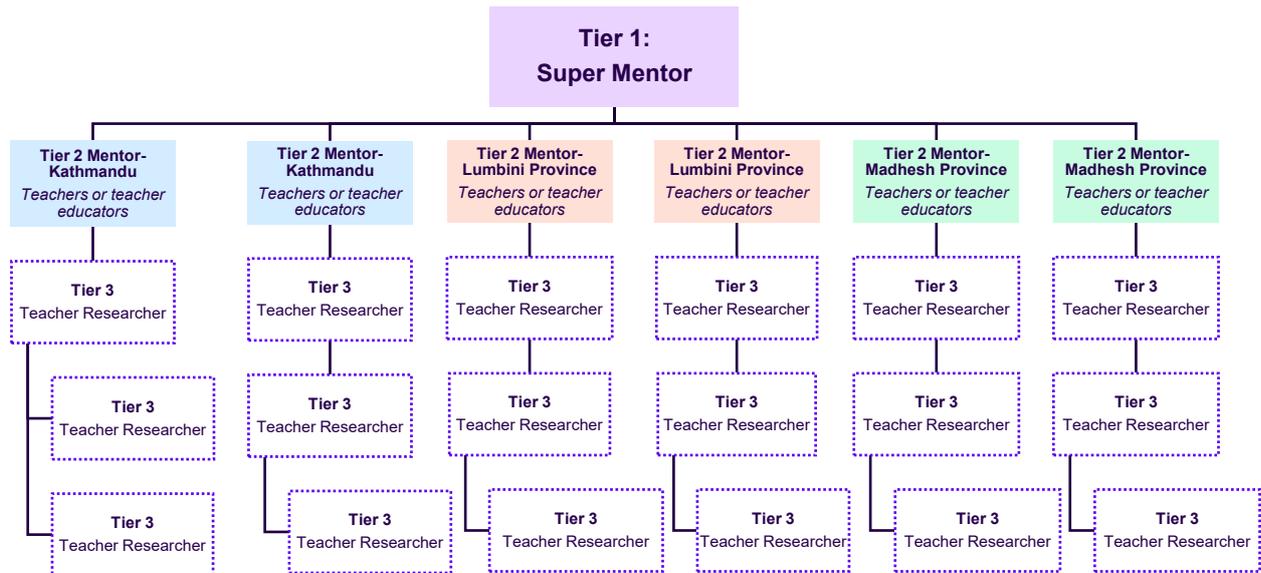
The **teacher-led action research** serves three critical purposes in this project:

- **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 employs 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.

The action research will focus on **Lumbini Province, Madhesh Province, and Kathmandu Valley**. Please refer to Section 4.3 for minimum geographic coverage requirements and rationale for selection of teacher-researchers.

Figure 1: Mentorship Model Overview



## 4. Specific Scope of Work for the Tier-2 Mentors

### 4.1. Role Overview

The **Mentors** are experienced educators who provide direct, practical support to classroom teachers. Each mentor is responsible for a small cohort of 3 teacher-researchers, facilitating their 6-8-week inquiry cycles and ensuring they do not conduct research in isolation study.

Tier-2 Mentors are the primary implementers of the action research component and will receive grant funding to carry out this role. Interested mentors will apply for the grant and, as part of their proposal, identify a pool of teacher researchers, participating schools and confirm the proposed geographic coverage. (Section 4.3 outlines the minimum coverage requirements for teacher researchers)

Once appointed with the grants, Tier-2 Mentors will coordinate and guide the action research conducted by the selected teacher-researchers. They will act as the main point of support to ensure that inquiries follow the agreed methodology and timelines.

The mentors will receive structured oversight and capacity-building support from the Tier-1 Super Mentor. This will include formal action research training, ongoing mentoring from Super Mentor, and the use of approved tools aligned with the Action Research Guide and Mentorship Plan. A technical pool of research experts will provide additional support where required.

## 4.2. Key Responsibilities

1. **Support inquiry planning:** Select a real classroom challenge to investigate using AI tools; ensure the question is specific, actionable, and personally meaningful Support inquiry planning: Work collaboratively with each of their 3 teachers to complete the Inquiry Planning Sheet; help teachers refine research questions, select appropriate AI tools, design realistic interventions, and identify evidence collection methods.
2. **Conduct bi-weekly check-ins:** Meet with each teacher individually every two weeks during the 8-week implementation phase; review reflection journal entries; discuss challenges, surprises, and emerging insights; provide encouragement and troubleshooting support
3. **Facilitate peer learning:** Organise monthly peer learning sessions where their 3 teachers share experiences and support one another; create a safe space for honest discussion of challenges and failures; identify common themes within the group
4. **Monitor inquiry quality:** Ensure teachers are maintaining weekly reflection journals; check that evidence is being collected systematically; escalate serious issues to Super-Mentor when needed
5. **Support reflection and sharing:** Help teachers prepare findings summaries at inquiry conclusion; facilitate peer sharing sessions within mentor groups; provide feedback on presentation materials for school-level and national sharing events
6. **Guides the use of British Council resources:** Helps teachers locate and adapt relevant activities from the AI Activities and Resources pack during planning meetings. Ensures teachers understand how proposed interventions align with the six AI Guidelines principles and can articulate this alignment in their Inquiry Planning Sheets
7. **Maintain Open Communication:** Maintained open communication with Teacher Researchers and Super-mentors and share bi-weekly updates with the Super-Mentor and research team to ensure alignment with the national study.

## 4.3. Specification for proposed Cohort of Teacher Researchers

Applicants are required to propose a diverse and representative pool of **6 basic education teachers** (Grade 1 to Grade 8) within their grant application. This pool should reflect **balanced representation across municipalities, gender and inclusion priorities, and both public and private schools**. Applicants are also encouraged to consider teachers' prior experience with action research frameworks, although not mandatory. From the pool of 6 teachers submitted, the British Council will select the final three teacher researchers. Selection will be made in consultation with the successful applicant and will ensure appropriate geographic spread, diversity, and alignment with project priorities.

As most mentoring will take place online, mentors should ensure the teacher researchers have basic capacity and access to usage of online mediums of communication and use of AI tools. Limited travel to targeted local levels may be required where necessary and should be planned in the proposed budget.

Applicants are advised to assess the availability and commitment of their proposed teacher researchers in advance to minimise the risk of attrition or withdrawal during the assignment.

## 4.4. Engagement Overview and Timeline

Working closely with the Deputy/Team Leader, National EdTech Expert, Project Manager and British Council colleagues, the Mentors will carry out their duties and responsibilities across the following areas during Phase One of the AI4Ed Nepal project.

S.N.	Key Engagement Overview	Timeline
1	Attend mentor and action research training	Late March 2026
2	Lead weekly update meetings and check-ins with cohort of Teacher Researchers  (also create designated office hours for teacher researchers to contact mentors and super-mentors)	One every week from April 2026 until June 2026
3	Support teachers' researchers in preparing weekly journals	April 2026 until June 2026
4	Maintain notes from check-ins and peer learning sessions	
5	Provide ongoing support to teacher researchers with the support of Super-mentor	
6	Support teachers prepare finding summary (1-2 pages) that will be presented by teachers to peer groups and school colleagues at the end of the assignment	
7	Attend fortnightly monthly group meeting with Super Mentor	
8	Facilitate National Sharing	July 2026 until August 2026
9	Submission of Final Action Research and Mentorship report	July 2026

The timeline for implementation of Grant will be from **March 2026 and the end of August 2026**. These days will be delivered on an intermittent basis across the contract period, not consecutively. (Minimum 1 hour a week per teacher for mentoring support is anticipated)

The Mentor may be required to travel at least once to each Kathmandu for International Conference in 'AI in Education' (in the month of August 2026). The British Council will cover all approved travel and accommodation costs with prior approval in line with its standard policies.

Additional travel to their mentees/teacher researcher may be required. Any such travel should be planned within the proposed grants budget.

## 5. Required Qualifications and Expertise

The 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 Mentor should have the following qualifications and expertise:

Criteria	Essential	Desirable
<b>Academic Qualification</b>	Bachelors' degree	Masters's Degree or higher in Education, Educational Research, Educational Technology, or related field
<b>Professional Experience</b>	Experience working in Education across multiple schools or local levels	Experience working in Educational or Interest working in Education Research
<b>Action Research Expertise</b>	Proven experience designing or overseeing action research	<b>Experience applying Action Research and Mentorship Scheme (ARMS)</b> or similar structured frameworks
<b>Teacher Mentoring</b>	Experience mentoring teachers, facilitating peer learning, or supporting professional development	Mentoring experience related to use of education technology
<b>AI in Education</b>	Basic understanding of AI (ChatGPT, Claude, Gemini, among other) in teaching, learning and administrative processes.	Experience piloting or experimenting with AI in teaching contexts and wider education pedagogy
<b>Facilitation Skills</b>	Experience facilitating structured reflection processes. Ability to conduct regular one-to-one check-ins and facilitate small group discussions	-
<b>Monitoring and Quality Assurance</b>	Ability to review reflection journals, support systematic evidence collection, and identify emerging issues	-
<b>Communication</b>	Regular and Prompt communication: Familiarity with online communication mediums, available for weekly meetings online, comfort using instant messaging applications and informal communication channels like social media in addition to emails.	-

## 6. Available Budget

The total value of each grant is **NPR 350,000**, and application must not exceed this amount. Applicants may submit **one application only**.

In the interest of value for money and strengthening local ownership, applicants are strongly encouraged to apply for the province in which they are based.

A total of **six grants** is available:

- Two in **Madhesh Province**

- Two in **Lumbini Province**
- Two within the **Kathmandu Valley**

Applicants must ensure that all anticipated costs associated with delivering the action research are fully reflected in the application and presented using the prescribed budget template (attached).

This project provides recognition and professional development opportunities rather than financial compensation for teacher participants. Benefits include professional recognition, opportunities to present findings, contributions to policy dialogue, structured professional learning, and participation in peer networks.

## 7. How to Apply

Interested candidates should email items listed below at [consultant@britishcouncil.org.np](mailto:consultant@britishcouncil.org.np) by **23.59 Nepal Standard Time on 09 March 2026**. Please include “**Grant Application for Tier-2 Mentor**” in the title of the e-mail with the following attachments:

- A filled **Grant Application Form** (attached) outlining the suitability for the role, highlighting your relevant experience and Essential/Desirable criteria listed in Section 5. of this document
- An up-to-date **Curriculum Vitae (CV)** detailing qualifications, relevant professional experience, and key assignments undertaken.
- Up-to-day **Curriculum Vitae (CV)** of 6 proposed Teacher Researchers
- Proposed Budget in prescribe template (attached)