

Call for an international Consultant

Supporting a teacher educator
competency framework

Remote working



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

We support the Ministry of Education Science and Technology (MoEST) for high-quality education systems for the teaching, learning and assessment of English through our global programmes. To deliver our global programmes, teacher educators are our key audiences. Teacher educators hold a critical role in the professional growth of teachers. However, we currently lack insight into the selection process for teacher educators, their pathways to becoming teacher educators, the necessary competencies for recruitment, the provision of Continuing Professional Development (CPD) opportunities, and the challenges they encounter when supporting teachers. These gaps in knowledge impede our ability to effectively address their needs.

Although the School Education Sector Plan (SESP) for 2021-2030 recognizes the vital role of teacher educators and emphasises the importance of their continuous professional development, little attention has been given to the professional development of teacher educators. Particularly, there is currently no established competency framework for teacher educators. In 2023, a research initiative was jointly undertaken by the British Council and the MoEST / Center for Education and Human Resources Development (CEHRD) to explore the practices, perspectives and professional needs of in-service teacher educators in Nepal.

The [research](#) has strongly recommended that it is important to formally recognise the important role that in-service teacher educators play in an educational system, and one way of contributing to this is to establish a framework for teacher educators professional standards.

As a result of the research finding the British Council is working together with CEHRD to develop a competency framework for teacher educators in Nepal which will define the competences – skills, knowledge, attributes – that effective in-service teacher educators require

and which will provide the basis for the development of updated teacher educators preparation courses that address these competences.

Objectives

Building on our work in the field of teacher educator CPD, the British Council is looking to support the development of a competency framework for teacher educators with the Government of Nepal (GoN).

Deliverables

The international consultant is expected to lead the technical aspect of the overall process to develop a final competency framework for teacher educators in Nepal and in the process will liaise with the 3 government task force members, the national consultant and the British Council project team.

The main scope of this assignment is to

- review the [latest research](#) report jointly commissioned with the CEHRD
- work together with the national consultant and the task force members to develop a draft teacher educator's competency framework for the Government of Nepal and submit it to the British Council
- quality assure the final output and ensure international and/or relevant best practices are embedded.

Detailed tasks include:

1. Conduct an inception meeting with the British Council to confirm the requirements and clarify the final output
2. Working in collaboration with the national consultant and task force members, share a brief inception report outlining the agreed scope of work, timeline and final delivery plan for the development of the final output
3. Familiarise oneself with the British Council's [teacher](#) and [Teacher Educator](#) CPD frameworks
4. Collaborate with the task force and national consultant to develop a draft teacher educator competency framework for Nepal incorporating suggestions and feedback from the task force and the British Council
5. Attend review and feedback meeting(s) with task force members along with the national consultant on a monthly basis or as and when required
6. Submit the final draft of the competency framework to the British Council.

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

Consulting inputs

Consultant	Tentative Input	Qualification
International consultant	Maximum 25 Days (Remote working)	The ideal candidate should possess a post-graduate degree in Education, Social Sciences, or a related field, with a strong emphasis on research methods and education policy. Familiarity with South Asia / Nepal context would be an advantage.

NB: The British Council will recruit a Nepali national consultant separately for supporting the coordination with the task force members and supporting the international consultant.

Consultant specifications

Essential

- Demonstrable experience in leading and managing similar projects in the field of education or teacher education. The consultant should have experience working with the government in the area of teacher and teacher educator CPD
- 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 South Asia education context
- Flexibility to work in dynamic environments and adapt work plans as needed

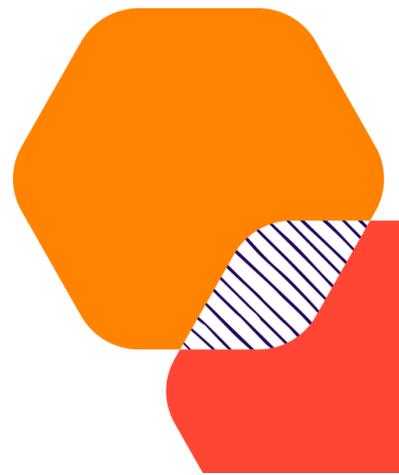
Implementation arrangement

The British Council will hire a national consultant who will be responsible for close coordination with the task force members. A project manager from the British Council will monitor the progress. The task force consists of 7 members as below

1. Deputy / Director General, CEHRD
2. Director, Teacher training section, CEHRD
3. Technical Officer, CEHRD
4. International Consultant
5. National Consultant
6. Head of English Programmes, British Council
7. English Programmes Manager, British Council

Cost and financing

www.britishcouncil.org



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 2024 till 30 December 2024

How to Apply

Interested eligible applicants should submit necessary documents as mentioned in the request for proposal (RFP) document to sudarshan.subedi@britishcouncil.org

