

# Full List of Education and ELT Consultancies

This is a detailed overview of all the education and ELT consultancies which I have done over a freelance career spanning nearly 15 years. They have been categorised using broad thematic headings, but inevitably there are many crossovers between many of these consultancies. Work which has been published, and which is publicly available, is hyperlinked.

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## Teacher and Teacher Educator Professional Development

### Lithuania | Multicultural Education Learning Design Workshop | Kūrybinės jungtys | 2025-2026 | Workshop Designer & Educational Consultant

*Context:* Commissioned to design and deliver a workshop for creative practitioners working in multicultural education contexts in the Municipality of Vilnius. The focus was on equipping participants with a strong theoretical foundation and core learning design principles to support co-creation with teachers and the development of practical guidelines for multicultural education initiatives.

*My contribution:* I designed and delivered workshops centred on conceptual grounding, educational philosophy and process design. The session explored key theoretical foundations and relevant literature, synthesised strategies and process models commonly used in multicultural and multilingual educational environments, and articulated core learning design principles with applied examples. Emphasis was placed on enabling participants to translate theory into context-sensitive implementation rather than replicate fixed exercises. Follow-up support and mentoring was also provided.

### Global | “Teaching English with the British Council” – Three-Season Educational Podcast Series | British Council | 2022-24 | Lead Education Consultant / Podcast Host / Executive Producer

*Context:* Commissioned to design and deliver a global, practitioner-focused [podcast series](#) supporting English language teachers worldwide. The series provided accessible guidance, classroom ideas and professional insight, drawing on research evidence, expert perspectives and lived teaching experience.

*My contribution:* I led end-to-end podcast production across three seasons (30 episodes), including concept development, episode planning, hosting and interviewing, editorial direction and development of supporting learning resources. The series was designed to strengthen professional practice and support continuous development for a global teacher audience.

**Sub-Saharan Africa | ELT Materials Editor – Sub-Saharan Africa Regional Teacher Development Website | British Council (English for Education Systems) | 2020-2021 | Consultant: Materials Editor / Content Lead**

*Context:* Commissioned as part of a writing team to develop and adapt teacher development materials for a [website](#) created specifically for English language teachers and teacher educators in SSA. The work supported the British Council's commitment to widening equitable access to professional development, particularly in Sub-Saharan Africa, including the development of a dedicated regional website and resources for early-career teachers and those navigating remote teaching during the COVID-19 pandemic.

*My contribution:* I reviewed, reversioned, wrote and quality assured materials for digital publication, and developed new text-based and multimedia resources aligned to British Council quality, design and style guidelines. Topics included adapting the textbook, working with low resources, boardwork skills, developing teachers' digital skills, supporting basic literacy, and promoting inclusive education in English language classrooms. Materials were designed as practical, accessible guidance for teachers working in low-resource and disruption-affected contexts.

**United Kingdom | NATECLA Scotland Bite-Sized CPD Series | Cambridge University Press | 2021 | ESOL CPD Presenter**

*Context:* Commissioned to deliver 20-minute "bite-sized" CPD sessions supporting ESOL teachers working in community and refugee contexts across Scotland, followed by extended blog content and wraparound support.

*My contribution:* I designed and delivered specialist sessions including "Effective Differentiation in an ESOL Classroom," "Using L1s in the ESOL Classroom," and "Working with Refugees & Asylum Seekers in an ESOL Classroom." Sessions combined research-informed pedagogy with practical strategies tailored to multilingual, mixed-level and displacement-affected learning environments, with emphasis on inclusion, learner agency and trauma-aware practice.

**Tunisia | Teaching for Success (Online Teacher Training Delivery) | NILE (Norwich Institute for Language Education) | 2020 | Training Consultant / Online Tutor**

*Context:* Contracted by NILE to deliver a British Council Teaching for Success online course to Tunisian primary teachers using provided materials and platform across several intensive teaching blocks.

*My contribution:* I facilitated live online training on a wide range of ELT teaching methodologies to two groups per day, prepared sessions in coordination with a local Teaching Advisor / Inspector, and provided formative feedback on learning logs to support reflection and classroom transfer. I was also heavily involved in the initial onboarding of local inspectors, and provided ongoing support to the other tutors.

**Nigeria | KaLMA (Kano Literacy & Maths Accelerator) | British Council Nigeria, Ministry of Education and State Education Authority | 2019-2020 | Head Trainer & Technical Writer**

*Context:* A [major FCDO-funded programme](#) in Kano State, working directly with national and state educational authorities, supporting foundational literacy/numeracy through a TaRL (Teaching at the Right Level) approach. The Foundational Skills in English strand focused on oral English and bridging from L1 literacy to L2 reading.

*My contribution:* I designed and delivered English-component training of trainers for Master Trainers in Kano and was at the top of the cascade model. These sessions, with highly-experienced practitioners, focused on developing the competencies required to upskill thousands of teachers across the state. Following the initial training, my scope expanded to mentor support, reflections on practice classes, and strengthening the English sections of facilitation guides (pedagogy, activity rationale, progression, classroom management and clarity).

## **Global | Language for Resilience & Teacher Development | British Council | 2020 | E-Moderator & Digital Engagement Consultant**

*Context:* Commissioned to support online teacher communities linked to British Council professional development programmes, including the [Language for Resilience](#) Facebook group (2,000+ global members) and regional initiatives coordinated through the Amman office.

*My contribution:* I provided structured forum moderation and digital engagement support, maintaining constructive discussion, responding to participant queries and sustaining participation across programmes such as *Teaching with Minimal Resources* and *Developing Core Skills in Your Context*. I collaborated with moderation and marketing teams to plan and deliver Facebook Live promotional events, and produced weekly engagement summaries identifying recurring themes, emerging needs and areas for follow-up.

## **China | Unlock Bespoke Teacher Training Programme | Cambridge University Press | 2018 | Lead Trainer & Course Designer**

*Context:* Commissioned to prepare and deliver a bespoke five-day *Unlock* training course for 30 teachers in Beijing. The programme was designed around the methodology, pedagogy and underlying principles of the *Unlock* series, incorporating specific client requests identified during the design phase.

*My contribution:* I designed and delivered the whole programme, integrating theoretical grounding with practical classroom application aligned to the *Unlock* framework. The course addressed academic skills development, critical thinking integration and principled materials use. I collaborated with a co-trainer during the initial sessions to support interactive, practice-oriented delivery. Preparation included full course design, materials development and international coordination, ensuring the training responded directly to client needs while maintaining Cambridge pedagogical standards.

## **Education Policy Advisory Work and Systems-Level Reform**

### **Mongolia | Education Policy Advisory and Systems-Level Workshops | Ministry of Education, Mongolia | 2024 | Policy Consultant / Workshop Facilitator**

*Context:* Commissioned to support national-level education reform discussions through in-person workshops with ministry officials and senior education stakeholders, focusing on system-level challenges within the Mongolian education context.

*My contribution:* I designed and facilitated structured policy workshops addressing multi-shift schooling, curriculum implementation and teacher professional development. I guided participants through collaborative systems analysis, supported identification of institutional constraints and reform priorities, and contributed evidence-informed recommendations linking policy objectives, teacher development strategy and classroom-level practice.

### **Türkiye | English Together Project: Teacher Development Materials (Türkiye) | British Council Türkiye / Ministry of Education Türkiye | 2022 | Consultant: Materials Developer**

*Context:* Commissioned to develop [new and adapted teacher development content](#) to support 80,000 English language teachers across Türkiye.

*My contribution:* I reviewed, adapted and created practical, classroom-relevant materials aligned to project priorities and quality expectations for this major initiative to upskills English language teachers across the country.

## **United Kingdom | Senior Policy Adviser Education | The Royal Society | 2022 | Senior Policy Adviser**

*Context:* Appointed on a full-time, short-term contract to contribute to national education policy work at the [Royal Society](#), the UK's independent scientific academy. My team's remit focused on advocating for a broad and balanced curriculum in the UK, integrating stronger systemic attention to climate and sustainability, and promoting high-quality science and mathematics teaching.

*My contribution:* I led policy analysis and strategic advocacy work, managing a small team of three. I contributed to policy positioning on curriculum reform, climate integration and subject balance, synthesising research evidence and stakeholder input into briefings and recommendations. My role involved engagement with policymakers, parliamentary select committees, sector organisations and education leaders to support evidence-informed approaches to science, mathematics and sustainability within national curriculum debates.

## **Thailand | Inclusion, Mobility and Multilingual Education Conference | UNESCO Bangkok & British Council Thailand | 2019 | Consultant: Knowledge and Communications Lead**

*Context:* Commissioned to lead digital knowledge capture and strategic communications for a major international education conference focused on inclusion, mobility and multilingual education, including a high-level policy forum.

*My contribution:* I supported programme positioning and content strategy prior to the event and led real-time knowledge capture during the conference. This included synthesising key themes, amplifying policy-relevant insights and facilitating digital engagement. Post-conference, I curated and edited multimedia outputs and produced [concise proceedings](#) and analytical pieces to extend the event's impact and ensure sustained dissemination of its core messages.

## **Education Research, Insight, Monitoring, Evaluation and Learning**

### **Global | Generation and Use of Evidence (GUE) – Qualitative Data Analysis | British Council | 2026 | Qualitative Research Consultant**

*Context:* Commissioned to analyse 100,000+ words of qualitative data from focus groups and key informant interviews examining how the English and School Education team generates, uses and shares evidence across projects and programmes.

*My contribution:* I conducted thematic analysis of the large dataset, using appropriate qualitative methodologies and software. Deliverables include an internal analytical report with executive summary, methodology overview and structured findings linked to research questions, supported by illustrative quotations to inform future programme design and organisational learning.

### **Nigeria | PLANE Accelerated Learning (PAL) – Qualitative Analysis of Radio and Home-Based Learning | British Council Nigeria | 2023 | Consultant: Qualitative Data Analyst & Insight Writer**

*Context:* Commissioned to support programme learning within the PAL initiative in Kano State, analysing both weekly live radio phone-in feedback linked to learning-by-radio broadcasts (Hausa, English and Maths) and focus group discussions exploring home-based learning interventions (SD cards and worksheets).

*My contribution:* I conducted thematic analysis of 20 transcribed radio feedback sessions and 17 translated FGD transcripts (pupils, parents and volunteer teachers), triangulating findings with broadcast reports where relevant. I coded responses by participant type, identified recurring themes, perceptions of usefulness, engagement patterns and barriers to access, and translated insights into clear, actionable recommendations to inform programme refinement and future delivery models.

**Pakistan | EDGE (English and Digital for Girls' Education) | British Council Pakistan | 2022-2023 | Consultant: Editorial Lead / Report Rewriter**

*Context:* Short, rapid-turnaround assignment to heavily edit and reversion a major report on the EDGE project in order to make it appropriate for clearer stakeholder-facing presentation.

*My contribution:* I rewrote the original report to ensure clarity, flow and internal consistency, then remodelled content into the required structure while preserving evidence and key messages.

**Nigeria | KaLMA (Kano Literacy & Maths Accelerator) – Qualitative Data Analysis (Multiple Workstreams) | British Council Nigeria | 2021 | Consultant: Qualitative Data Analyst & Report Writer**

*Context:* FCDO-funded pilot in Kano State supporting foundational skills through hybrid delivery (in-school TaRL-style delivery plus radio/SMS/worksheets and pilots such as SD cards and neighbourhood learning groups).

*My contribution:* I conducted rapid qualitative analyses across five datasets: weekly radio phone-in feedback; interviews/FGDs on worksheet use; analysis of end-of-course teacher survey and FGDs; SD card pilot interviews/FGDs; and neighbourhood learning group interviews/FGDs. I coded and synthesised themes, disaggregated where possible by respondent type, and translated findings into practical recommendations for programme improvement.

**Rwanda | Building Learning Foundations (BLF) Rwanda: Radio Lessons M&E Analysis & Reporting | British Council Rwanda (for FCDO) | 2020 | Consultant: Data Analyst & Research Report Writer**

*Context:* During COVID-19 school closures, partners produced and broadcast weekly P1–P3 radio lessons in English and Mathematics. This consultancy supported monitoring and evaluation by analysing interview datasets on families' experiences of learning by radio.

*My contribution:* I analysed mixed-method data from telephone interview surveys, synthesising quantitative patterns (access, listenership and differences by gender/location) and qualitative themes (motivation, engagement, perceived usefulness and improvement ideas). I presented findings in visually appropriate formats and incorporated stakeholder feedback through revision cycles.

**Global | Monitoring and Evaluation Analysis and Reporting – TeachingEnglish Events and Webinars | British Council | 2023-2024 | Monitoring and Evaluation Consultant**

*Context:* Commissioned to analyse and report on data collected under TeachingEnglish's revised Theory of Change and monitoring and evaluation framework. The work covered regional events across South Asia, MENA, East Asia, Sub-Saharan Africa and the Americas, as well as global TeachingEnglish activities.

*My contribution:* I analysed aggregate and disaggregated quantitative and qualitative data, including participation metrics (Google Analytics, Zoom, LMS, Meta insights) and survey responses. I conducted thematic analysis of open-response data to identify depth and categories of pedagogical change. I designed visual data displays, produced regional information cards, and wrote concise analytical reports assessing progress against outcome indicators, providing transparent accounts of methodology and actionable recommendations for programme development and future M&E refinement.

## **MENA | Research: Online & Face-to-Face Teacher Networks | British Council | 2018 | Research Consultant**

*Context:* Commissioned research to understand how teachers and teacher educators engage in formal and informal networks (face-to-face and online) and how technology supports continuous professional development, focusing in particular on Algeria, Bahrain, Egypt, Jordan, Morocco and Palestine.

*My contribution:* I refined research questions with the team and conducted a mixed-method study, combining desk research and literature review with surveys/interviews/focus groups. I analysed education policy and attitudes to teacher networks, mapped existing networks in MENA and comparable practice elsewhere, and reviewed online platforms and tools that could support communities of practice.

## **Education in Crisis, Displacement and Refugee Contexts**

### **Palestine | SARD – Stories of Adversity, Resilience and Determination: MEL Synthesis Report | British Council | 2025-2026 | MEL Consultant**

*Context:* Commissioned to produce a reflective MEL synthesis report for five Language for Resilience partner projects implemented in Palestine under exceptionally complex and fragile conditions. The work aligns with the British Council's Empowerment Theory of Change and MEL indicators, integrating both quantitative endline data and creative project outputs as part of the evidence base.

*My contribution:* I produced a participatory, human-centred synthesis report which integrates survey data, partner reports, interviews, multimedia outputs and creative artefacts to analyse empowerment outcomes, contextual adaptation and resilience practices in war-affected learning environments. The work combines rigorous analysis with narrative storytelling to surface policy-relevant insights and programme learning.

### **Global | Teaching English to Refugees and Migrants Course | NILE (Norwich Institute for Language Education) | 2026 | Online Tutor / Training Consultant**

*Context:* Appointed to tutor on the [NILE Online TERM NW January 2026 course](#), delivering structured online professional development via the Brightspace platform over a ten-week period.

*My contribution:* I was responsible for preparing and facilitating weekly course units, moderating discussion forums, delivering live sessions, providing formative feedback on assignments and marking final submissions.

### **Poland / Romania / Lithuania | Teaching and Learning in Difficult Times – Trauma-Informed Pedagogy Programme | British Council Ukraine | 2022–24 | Co-Creator, Lead Trainer & Sector Expert**

*Context:* As a result of my extensive work in *Language for Resilience*, I was commissioned to co-create and lead delivery of a 3.5-day trauma-informed pedagogy course entitled [Teaching and Learning in Difficult Times](#) which was designed for the primary use of Ukrainian English language teachers affected by war and displacement. The course was delivered to more than 1,000 Ukrainian teachers across ten cohorts, including educators displaced across Europe and those travelling from Ukraine, with training held in multiple locations in Eastern Europe.

*My contribution:* I co-designed three core modules of the programme, and the substantive wraparound, support and extension materials: (1) understanding trauma and its classroom impact; (2) responding to very challenging behaviour; and (3) making the classroom a psychologically safe space. At the start I delivered and was heavily involved in the delivery, but as the programme matured, I trained a cadre of Ukrainian Master Trainers who took on the delivery. I mentored and supported them during this process and was responsible for the overall quality assurance of the programme.

**Global | Language for Resilience: Lessons Learned Review | British Council (English Programmes) | 2023 | Consultant: Desk-Based Evaluator & Synthesis Writer**

*Context:* Desk-based “lessons learned” evaluation of the L4R portfolio in response to the Syria crisis and expanded across multiple regions, aiming to consolidate evidence and strengthen future programme design.

*My contribution:* I reviewed documentation and conducted stakeholder interviews. Starting from an agreed shortlist of projects and their reports/evaluations, I developed cross-cutting analytic categories and produced comparable thematic analyses by project. I then synthesised portfolio-level lessons, risks and opportunities into practical recommendations.

**Global (Ukraine Focus) | Supporting Displaced Learners and Teachers & Teaching in Challenging Circumstances Webinar Series | Cambridge University Press & Assessment | 2022 | Initiator, Webinar Host & Academic Lead**

*Context:* In response to the invasion of Ukraine by the Russian Federation, I initiated and helped shape two major [online professional support initiatives](#) for Ukrainian teachers and learners, both within Ukraine and across host countries. Hundreds of teachers participated, engaging directly with expert speakers and sharing first-hand experiences of teaching amid displacement and disruption.

*My contribution:* I proposed and helped conceptualise the initiatives, served as host and academic lead for the webinar series, and contributed as a featured speaker at the conference alongside international experts. I shaped the thematic focus around trauma-sensitive pedagogy, self-care for teachers, normalising learning in crisis, remote teaching, lesson adaptation, relationship-building, and creative techniques such as storytelling and role play. Drawing on my book *Teaching in Challenging Circumstances*, I curated expert contributors and structured sessions to balance research insight with immediately applicable classroom strategies.

**Global | Language for Resilience – Academic Leadership and Programme Development | British Council | 2018 | Academic Lead / Thought Leader**

*Context:* *Language for Resilience* was the British Council’s flagship programme promoting language learning as a mechanism for strengthening resilience among refugees and host communities. Since its inception in 2016, the programme has explored how language supports access to education, training, employment and social integration across displacement-affected contexts.

*My contribution:* I served as the academic lead for the “access to education, training and employment” strand of the publication *Language for Resilience: Cross-disciplinary Perspectives on the Role of Language in Enhancing the Resilience of Refugees and Host Communities*. In this role, I shaped the conceptual framing of language as a cross-sector resilience mechanism, synthesised interdisciplinary research, and helped articulate policy-relevant insights linking language provision to long-term socio-economic participation and recovery.

**Lebanon | Teacher Training and Trauma-Sensitive Curriculum Co-Development | Multi-Aid Programs | 2018-22 | Teacher Trainer & Curriculum Developer**

*Context:* Across four in-country voluntary visits over several years, complemented by sustained remote support, I worked with this Syrian NGO to strengthen English language provision for displaced learners. The work focused on building teacher capacity in low-resource, displacement-affected educational settings.

*My contribution:* I designed and delivered teacher training workshops tailored to the organisation’s context, combining methodology input with structured classroom observation and individualised feedback. Alongside professional development delivery, I collaborated with teachers to co-create and adapt curriculum materials embedding trauma-sensitive principles, ensuring that pedagogy, task design and classroom interaction supported learner wellbeing as well as language development.

**United Kingdom | Community-Based ESOL Trainer Development Programme | Bath Welcomes Refugees & Julian House | 2020–2021 | Programme Creator & Teacher Trainer**

*Context:* Commissioned to design and deliver a community-based ESOL initiative aimed at strengthening local language support provision for Syrian refugees. The programme focused on building sustainable, peer-led capacity within the refugee community.

*My contribution:* I created and delivered a structured training programme to upskill Syrian refugees to provide language support to other Syrians in the area. The course combined practical ESOL methodology, materials development and classroom management strategies with ongoing mentoring and pedagogical support. Through observation, feedback and coaching, I supported participants to develop confidence, teaching competence and sustainable community-based language provision.

**Jordan | Language for Resilience Research Hub: Perceptions of Language in Jordan | British Council Jordan | 2019 | Consultant: Participatory Researcher & Report Writer**

*Context:* Commissioned [research to explore perceptions of language among refugee and host community youth in Jordan](#), and what language enables or blocks in terms of pathways/opportunity and psycho-social support, with outputs intended for open dissemination.

*My contribution:* I conducted desk research and worked with displaced and marginalised youth to refine the research question and agree participatory, mixed-method data collection. I designed replicable tools and consent processes, then carried out field research inside and outside Amman (and potentially in camps), engaging youth (16–34) and teachers working with displaced/marginalised groups.

**Language for Resilience (L4R) Teacher Training Materials + Syria Stakeholder Event | British Council Jordan (regional L4R team) | 2019 | Consultant: Materials Developer & Event Rapporteur**

*Context:* Commissioned to develop modular teacher training content aligned to L4R “Professional Practices” for educators working in contexts of displacement, designed for online and offline use, with additional scope to support a regional stakeholder event.

*My contribution:* I reviewed L4R literature, aligned learning outcomes and activities to the Professional Practices, and drafted and revised module content through structured feedback cycles. Deliverables included 4 x trainer and trainee packs: the two for managers were entitled *measuring student progress* and *understanding core management practices* while the two for teachers were *ways of making the classroom a safer space* and *ways of understanding progress*. I also designed and supported delivery for the Language for Resilience Syria Stakeholder Event (Beirut, 22 Feb 2019) and produced a written findings report.

**Global | Research and Content Contribution on Language Education in Crisis Contexts | Cambridge Partnership for Education / UNICEF | 2019 | Research Consultant**

*Context:* Commissioned to contribute [research and technical input](#) on language education challenges affecting refugees, internally displaced people and migrants across multiple education-in-emergencies contexts.

*My contribution:* I analysed language-in-education challenges in EiE settings, with particular attention to curriculum mapping, language of instruction and materials suitability. I contributed sections examining curriculum alignment, appropriateness of teaching resources, and implications for policy design and classroom practice in displacement-affected education systems.

## **Türkiye | Speaking Skills Lesson Plan Pack for Informal Education Hubs | British Council (Türkiye) | 2016 | Consultant: ELT Materials Developer**

*Context:* Commissioned to develop practical, classroom-ready speaking lessons for use in informal education hubs, supporting Syrian refugee teachers delivering face-to-face English classes with limited resources.

*My contribution:* I designed a full suite of [communicative speaking lessons](#), ensuring socio-cultural appropriateness and accessibility for mixed-experience teaching contexts. I prioritised authentic spoken/visual texts, tasks promoting real-world language use, and clear scaffolding with recycling and reinforcement. I produced all required in-class materials and wrote step-by-step instructions and teacher notes aimed at inexperienced teachers, aligning content to British Council quality expectations (including safeguarding and EDI).

## **Curriculum, Materials and Content Development**

### **United Kingdom | Empower Second Edition – ESOL Worksheets and Teaching Notes | Cambridge University Press | 2021-2022 | Materials Writer (ESOL Adaptation)**

*Context:* Commissioned to develop supplementary ESOL worksheets aligned with the UK ESOL Curriculum for use alongside the CUP textbook *Empower Second Edition*. The materials were designed to support immigrants and refugees residing permanently in the UK, expanding on objectives mapped in the curriculum but not fully addressed in the Student's Book.

*My contribution:* I authored worksheet sets ensuring alignment with mapping documents and Student's Book content while extending coverage of priority ESOL objectives. I adapted tasks to reflect real-life UK communicative needs, embedding contextual relevance for learners managing everyday life in the UK. I also produced general notes to support teachers in delivery.

### **Various Countries | Combined English Syllabus Mapping (Lower Secondary) | British Council (English for Education Systems) | 2020 | Consultant: Curriculum Mapper & Syllabus Writer**

*Context:* Commissioned to support the development of audio English lessons for low-resource contexts by producing combined syllabi derived from multiple national curricula (specifically Afghanistan, Ethiopia, Morocco, Nepal, Rwanda and Uzbekistan).

*My contribution:* I led the lower secondary work package (Secondary 1–3), collating national syllabus documents with in-country support and conducting structured comparisons across grades. I mapped themes, learning outcomes, functions and target lexis, identified common elements, and produced combined syllabi for each grade in weighted “blocks”. I annotated decisions to make the outputs transparent and usable for scriptwriters.

### **India | 70 Words from India | British Council (India/UK) | 2018 | Consultant: Content Writer & Project Manager**

*Context:* Commissioned as part of the British Council's 70<sup>th</sup> anniversary programme in India, this project spotlighted [the influence of Indian languages on global English](#) through a digital campaign.

*My contribution:* I helped shape the concept and delivery plan, advising on a final shortlist of 70 Indian-origin words still in everyday English. I researched etymologies and usage, and wrote concise, audience-friendly descriptions for each word, including interesting facts and examples. I supported stakeholder and contributor management by helping identify potential “key personalities” to feature, and coordinated the collection and compilation of their inputs (text and audio-visual).

**Egypt | EMI Teacher Activity Group (TAG) Materials for Maths & Science Teachers | British Council Egypt | 2018 | Consultant: Materials Developer (EMI/CPD)**

*Context:* Commissioned to develop [professional development materials](#) for primary maths and science teachers using English as the medium of instruction, designed for monthly Teacher Activity Groups within Egypt's National Teacher Training Programme.

*My contribution:* I adapted and created a set of TAG-ready activities, ensuring usability for teachers with differing levels of English. I aligned content to the CPD framework and local context, linking examples explicitly to maths/science classroom realities. I produced clear worksheets and facilitator guidance, iterating drafts quickly through British Council feedback cycles.

**India | EDGE (English and Digital for Girls' Education) Extension Phase Materials | British Council (India) | 2018 | Team Leader: English & Digital Materials Development**

*Context:* The EDGE project required a new Extension Phase syllabus and a [full suite of club-based learning content](#) (c. 120 hours) integrating English, digital skills and gender-sensitive livelihoods aims.

*My contribution:* I led the end-to-end design and development cycle, drawing on needs analysis, baseline/midline findings, literature review, prior materials evaluations, and livelihoods research. I audited existing/third-party content, created and finalised the Extension Phase syllabus, and coordinated inputs from a tech partner and gender specialists to ensure safeguarding, EDI and environmental alignment. I recruited and onboarded a writing team, planned and led a writers' workshop in India, and oversaw drafting, revision and quality assurance against style guidance and designer specifications.

**Sudan | EUR (English as a University Requirement) Course Editing | British Council Sudan & Ministry of Higher Education | 2017 | Consultant: Curriculum Editor (Academic English/Reading)**

*Context:* Commissioned to rewrite an A2-level academic English reading course for piloting at the University of Khartoum, a project which required targeted editing to ensure suitability for local context, teacher experience, and learner level.

*My contribution:* I reviewed the Teacher's Book, Activity Book, and Student's Book for level consistency and clear progression. I proofread course text, simplified rubrics and instructions, removed ambiguity in answers, and strengthened coherence across units to improve classroom usability.

**India | Andhra Pradesh Higher Education Project: Face-to-Face Materials (A1–B1) | British Council India | 2017 | Consultant: Materials Writer (ELT/Employability)**

*Context:* A higher education programme aimed to improve students' English proficiency and employability skills while building institutional capacity via a cascade training model. Face-to-face learning materials needed to complement the Learn English Select online course and support learner-led English Clubs.

*My contribution:* I collaborated remotely with a writing team to develop culturally aligned, classroom-ready materials that balanced local relevance with exposure to international varieties of English. I designed integrated lesson sequences targeting workplace English and transferable skills (e.g., confidence, CVs, interviews), aligned to programme outcomes and quality standards. I participated in review cycles and contributed to a quality assurance framework for pre-, in-, and post-use evaluation.

## **India | Madhya Pradesh Secondary Learner Course Adaptation & Formative Assessment Design | British Council India | 2017 | Consultant: ELT Materials Adaptation & Assessment**

*Context:* Revisions were required to an existing A1 face-to-face learner course and teacher notes to better fit secondary learners (14–18) in large, time-constrained classes in a low-resource environment, with stronger skills focus and more realistic teacher guidance.

*My contribution:* I rewrote learning outcomes using measurable verbs, standardised terminology, and redesigned assessment to emphasise formative speaking tasks with simple grading. I incorporated learner self-assessment (“can-do” statements), broadened themes from narrow employability references to wider life skills, removed references to specific online courses, and strengthened teacher notes with practical routines and low-tech/high-tech alternatives.

## **Education and Sustainable Development**

### **Germany | Teacher Professional Development on SDGs and Global Citizenship | State Teacher Education Institutes | 2023-26 | Plenary Speaker / Workshop Facilitator**

*Context:* Commissioned to support teacher professional development on five separate occasions across Germany through a series of events focused on integrating sustainability and global citizenship education into language teaching.

*My contribution:* I designed and delivered plenary sessions and interactive workshops linking the Sustainable Development Goals to classroom pedagogy. Sessions explored practical strategies for embedding sustainability themes, critical global awareness and citizenship-oriented learning into everyday language teaching practice.

### **Global | “The Climate Connection” – Ten-Episode Educational Podcast Series | British Council | 2020-21 | Lead Education Consultant / Podcast Host / Executive Producer**

*Context:* A global [podcast series](#) showcasing innovations integrating environmental sustainability into English language teaching, aligned with wider COP26 programming and aimed at teachers and policy stakeholders.

*My contribution:* I shaped the series concept and episode themes, researched and sourced a diverse set of interviewees, planned and recorded interviews, and edited audio into publish-ready episodes through British Council feedback cycles. I produced episode summaries/notes with links to featured innovations and advised on hosting, launch and promotion, including participation in a launch event.

## **Core / 21<sup>st</sup> Century Skills Development**

### **Global | Integrating and Accentuating Core Skills within Teacher CPD | British Council | 2025-2026 | CPD and Core Skills Consultant**

*Context:* Commissioned to strengthen integration of core skills within the British Council’s global CPD framework for teachers of English and other subjects taught through English.

*My contribution:* I am tasked with analysing current integration of core skills within the CPD framework, revising the 21<sup>st</sup> century skills professional practice descriptor, and producing guidance materials and presentation resources for global country teams. The consultancy includes recommendations for existing CPD pathways linked to creativity, critical thinking, collaboration, citizenship, digital literacy and learner leadership, as well as emerging skills such as artificial intelligence, digital ethics and climate-related competencies.

**Palestine and Jordan | 21st Century Skills for Higher Education | British Council Palestine | 2019 | Consultant: Module Designer, Trainer & Research Lead**

*Context:* A programme to help university English teachers integrate 21<sup>st</sup> century skills and digital teaching skills into existing courses, strengthening the relevance and quality of higher education English provision linked to the digital economy. The programme took place in Jordan (for teachers from Gaza), Ramallah and online.

*My contribution:* I conducted desk research and needs analysis across university English departments to map current methodology, technology use and approaches to 21st century skills. I synthesised findings into a recommendations note guiding module focus, contributed to development of up to four online modules combining self-access learning with synchronous facilitation and peer interaction, and supported planning and delivery of an in-country introductory workshop. I also contributed to an iterative pilot with HE English teachers, refining content via feedback loops.

**Global | Unlock 2nd Edition - Critical Thinking Teacher Development Authoring | Cambridge University Press | 2018 | Teacher Development Author**

*Context:* Commissioned to write teacher development content all 80 units of the *Unlock Second Edition Teacher's Manual and Development Pack*, focusing on the systematic integration of critical thinking within academic English instruction.

*My contribution:* I authored structured teacher development material across levels A1–C1 (Listening & Speaking; Reading & Writing), aligned to a phased submission schedule. Each unit included seven pedagogically coherent components designed to deepen teachers' understanding of critical thinking pedagogy while supporting practical classroom adaptation. There was also a significant online and face-to-face training component associated with this consultancy.

## **English for Specific Purposes**

**United Kingdom | Bespoke EAP Training Programme Linked to Academic Skills Materials | Two Chinese Education Organisations | 2025-26 | EAP Trainer / Programme Designer**

*Context:* Commissioned to design and deliver a face-to-face English for Academic Purposes (EAP) training programme supporting teachers to strengthen academic skills provision aligned with established academic skills frameworks.

*My contribution:* I designed and delivered a bespoke EAP training course explicitly linked to Cambridge University Press's *Unlock* series, drawing on my experience as writer and editor. The programme connected academic skills development, critical thinking and language use with practical classroom implementation, enabling teachers to integrate framework-informed pedagogy into their own EAP contexts.

**China | English Language, STEM and CLIL Curriculum Development & Teacher Training | Kingswood Schools International | 2017-2018 | English Language, STEM & CLIL Consultant**

*Context:* Supporting the development and implementation of a STEM/CLIL curriculum used across international school contexts in China, integrating English language development with subject-based learning.

*My contribution:* I wrote 100+ units of content aligned to STEM and CLIL principles, ensuring integration of language objectives with subject content and progression across levels. I also designed and delivered teacher training to support effective implementation, including in-service professional development for teachers in China. Training focused on CLIL methodology, language scaffolding, classroom interaction and practical strategies for embedding subject-specific language development within STEM teaching.

## **Somaliland | Medical English Research and Online Materials Development | Tropical Health and Education Trust (THET) | 2014-2015 | Researcher & Materials Writer**

*Context:* Following a research visit to Somaliland examining the role of English in medical education and professional practice, I was commissioned by the international health charity Tropical Health and Education Trust to contribute to the development of specialist language support resources.

*My contribution:* I conducted field-based research into medical English needs within local healthcare and training contexts and produced a report outlining key linguistic and pedagogical challenges. Building on these findings, I wrote online materials designed to support healthcare professionals and trainees, ensuring alignment between medical content, communicative competence and contextually appropriate language use.

## **Additional Roles**

### **Director / Chair of Trustees, Global Action Nepal (1996-Date)**

Since founding Global Action Nepal (GAN) in 1996, it has developed from being a tiny start-up NGO into an organization with an annual income of a million pounds. I have been both the educational and administrative head of the organisation, driving projects and programmes across the board and leading teams working in Nepal. It is now one of the best respected educational organizations in Nepal, and played a major role in post-earthquake redevelopment. From 2014-6 I was the part-time UK Director, and from 1999-2001 Nepal Director. Outside those times I have been the voluntary chair of trustees. Some specific achievements are as follows:

- Developing and managing a range of successful and innovative educational programmes in the formal, non-formal and informal sectors, which have directly benefited >100,000 people in Nepal. These programmes focus on providing support to marginalised communities and groups, working in areas such as gender, access, governance, curriculum development and materials development.
- Leading GAN's post-earthquake response which included developing relationships with specialist NGOs, funders, governmental agencies and media. This included delivering a major strategic shift in the way the organization operates whilst maintaining our core programmes;
- Spearheading GAN's takeover / merger with two other UK NGOs working in Nepal, being responsible for all the legal, financial and administrative due diligence processes;
- Developing partnerships with major donors like the British Council, VSO/DfID and Big Lottery;
- Developing / maintaining relationships with key players in the educational & international development field, including major organisations, key government ministries and world experts;
- Developing and leading a strong trustee team;
- Developing and delivering many teacher training course for teachers of English in Nepal.

## **Selected Publications**

**“We are called upon to do what it takes to sustain a sovereign nation.” The role of education in the development of statehood in South Sudan, with particular regards to its language-in-education policy.”**  
**[| Doctoral Thesis](#), University of Bath | 2024**

*Overview:* The world's newest nation state, South Sudan, gained its independence in 2011, following a long, violent and highly contested relationship with Sudan. This thesis examines the approach taken by the newly-installed government towards its education system in general, and its language-in-education policy in particular. In addressing the central research question - *What does an analysis of the second general education strategy plan tell us about the educational priorities of the government of South Sudan upon independence, with particular regard to language-in-education?*

## **Teaching in Challenging Circumstances | Cambridge University Press | 2021**

*Overview:* An essential resource for teachers who work in challenging circumstances, which might include formal education systems in the developing or developed world and informal or non-formal teaching in areas with growing numbers of refugees or displaced people. It draws on academic and professional research to provide practical advice that will help teachers address concerns including teaching large classes, working with limited resources and supporting learners who have experienced interrupted education and who may be suffering from trauma. It offers suggestions for creating a positive learning environment and implementing effective teaching practice and discusses the importance of resilience and wellbeing

## **Unlock (Level 4) | Cambridge University Press | 2021**

*Overview:* A 6-level, paired skills academic-light English course from Cambridge University Press and Discovery Education designed to build critical thinking and language skills (CEFR Pre-A1 to C1)

## **50 Steps to Improving Your Academic Writing | Garnet Education | 2012**

*Overview:* [A self-study book](#) which addresses the challenges facing every student beginning a programme of academic study. This comprehensive guide gives you everything you need to write well-constructed academic essays. It is packed full of information that is critical to attaining better marks, including: -how to apply critical thinking skills -how to strengthen your arguments -how to include paper referencing -how to avoid plagiarism 50 Steps has been developed to mirror best practice in academic essay writing: researching, planning, writing and then proofreading an essay.

## **50 Steps to Improving Your Grammar | Garnet Education | 2016**

*Overview:* [The step-by-step guide](#) is packed full of information critical to achieving grammatical accuracy, including: - building on existing knowledge of grammar - the most important areas of grammar that help to communicate more effectively in English - checking understanding of key areas of grammar with clear activities and exercises - demonstrating that English grammar is not as difficult as people think. The book is designed so that students can either work through the steps in order or can focus on known areas of weakness. Each step should take approximately one hour to complete.

## **Cambridge Academic English (multiple levels) – Teachers' Notes | Cambridge University Press | 2012**

*Overview:* A three-level (B1+ to C1) integrated skills course for higher education students at university or on foundation courses. Designed specifically for students preparing for university, this integrated skills course develops the language and real academic skills essential for successful university studies across disciplines. The Teacher's Book provides extensive teacher support including teaching notes and additional worksheets for the classroom.

## **Selected Plenaries, Keynotes, Presentations and Workshops**

### **"Strategies for Making Your Teaching More Inclusive, Learner-Centred and Democratic" | University of Iasi, Romania (online) | 2023 | Keynote address**

*Brief Abstract:* This keynote explored trauma-informed inclusion, learner-centred pedagogy and democratic classroom practice, addressing seating, media use, technology choices, multilingualism and Freirean critical consciousness in ELT.

**"Teaching in Challenging Circumstances" | Hands Up Project Conference | Belfast, UK | 2022 | Plenary presentation**

*Brief Abstract:* This plenary addressed widening educational inequality post-COVID, positioning teachers as agents of change and exploring inclusive classrooms, large-class strategies, textbook critique, local environments and teacher resilience.

**"Language for Resilience: Teaching English in Conflict Contexts" | British Council Ukraine | 2022 | Keynote address**

*Brief Abstract:* This keynote explored language learning in conflict settings, examining resilience, multilingualism, trauma-informed pedagogy, teacher agency and practical adaptations for English teaching during wartime disruption.

**"We Need Some Space: Grasping for the COVID Dividend in Education" | DU ELT Conference (Oman) | 2022 | Plenary address**

*Brief Abstract:* This plenary examined physical, mental, emotional and epistemic "space" in post-pandemic education, challenging entrenched systems and proposing humane, reflective, digitally integrated classroom futures.

**"What Paulo Freire Can Teach Us About Contemporary ELT" | BBELT | 2022 | Keynote**

*Brief Abstract:* This keynote applied Freirean critical pedagogy to contemporary ELT, examining assessment, curriculum, language policy and research, and proposing a ten-point agenda for socially transformative practice.

**"Lessons from – and within – The Climate Connection" | Moldova English Language Teachers Association | 2021 | Plenary presentation**

*Brief Abstract:* Drawing on a ten-part British Council podcast series, this plenary explored climate literacy, youth agency, materials design, ecolinguistics and social justice in language education.

**"Rethinking Assessment: Towards More Equitable and Meaningful Alternatives" | Palestine Polytechnic University | 2020 | Keynote**

*Brief Abstract:* This session interrogated purposes of assessment, balancing stakeholder interests, formative versus summative cultures and principles for designing more equitable, democratic language evaluation systems.

**"Teaching English Africa: What, Why, Where, When, How?" | British Council Teaching English Africa Webinar | 2020 | Conference presentation**

*Brief Abstract:* This webinar introduced the Teaching English Africa platform, demonstrating practical classroom resources, teacher development pathways and inclusive professional learning across diverse African contexts.

**"'Emergency English' Research with Refugees and Host Communities in Jordan" | IATEFL Annual Conference | 2020 | Conference presentation**

*Brief Abstract:* Reporting British Council Language for Resilience research in Jordan, this talk analysed language provision, attitudes and access pathways, proposing decentralised teacher development and multilingual certification reforms.

**"Reimagining the Cambridge Framework for Life Competencies in Refugee Contexts" | IATEFL Annual Conference (with Cambridge University Press) | 2019 | Conference presentation**

*Brief Abstract:* This presentation examined how the Cambridge Framework for Life Competencies could be embedded in refugee education, linking competencies, resilience, multilingual practice and materials design in crisis contexts.

**"How Sustainable Development Goal 4 Fails Minority Language-Speaking Children" | IATEFL Annual Conference | 2018 | Conference presentation**

*Brief Abstract:* This paper critiqued SDG 4's neglect of multilingual realities, arguing that education policy ignoring minority languages entrenches inequality and undermines inclusive, lifelong learning.

**"Making English Work for the World's Most Marginalised People" | IATEFL Annual Conference | 2021 | Conference presentation**

*Brief Abstract:* Arguing for an "ELT for All" approach, this presentation critiqued English as elite capital and outlined the SPINACH framework to advance equitable, socially transformative pedagogy aligned with SDG 4 (Supportive, Process-focused, Integrated, Notional-functional, All-inclusive, Co-constructed, Heuristic).

**"A Critical Evaluation of the Position of Critical Thinking within UK Higher Education Institutions" | English UK Academic Conference | 2019 | Conference presentation**

*Brief Abstract:* Analysing how UK universities conceptualise, teach and assess critical thinking, questioning institutional contradictions in language testing, EAP positioning and performative assessment practices.

**"Language for Resilience: Multilingualism, Access and Opportunity in Refugee Contexts" | ANGEL Conference (Academic Network on Global Education & Learning) | 2019 | Conference presentation**

*Brief Abstract:* Examining language's role in refugee access to education, training and employment, this paper highlighted multilingualism as a transformative mechanism for resilience in host communities.

**"Education Provision in Refugee Camps: Rethinking Purpose, Quality and Language of Instruction" | University of Bath Conference | 2017 | Conference paper**

*Brief Abstract:* This paper examined education provision in protracted refugee camps, proposing innovative strategies to improve quality, empower learners, support non-specialist teachers and strengthen resilience through language policy.