Global Gateway

FACILITY FROM THE REGIONAL TEACHER INITIATIVE FOR AFRICA

TERMS OF REFERENCE
DEVELOPMENT OF A TEACHERS' MENTAL HEALTH AND WELLBEING POLICY
GHANA
Expertise: National consultant

SUMMARY TABLE

Corresponding CAP technical area	*Teachers' governance* Policy on teachers' mental health and well-being
Corresponding CAP main action and activity	Development of a teachers' mental health and well-being policy
Impacted CAP indicator	Compact 2.1 institutionalizing psychosocial support for teachers and school leaders
Impacted Facility indicator	Outcome 1: Country implementing new or revised policies, processes or tools related to teacher governance or management, aligned with national education policies Outcome 1.7: % of teacher unions, teacher association and civil society representatives engaged in RTIA supported actions who agree they were able to participate in policy making decisions regarding teachers
Intended period of implementation	November 2025 – July 2026
Total expected number of days	21 days
Expected key deliverables	The deliverables 1, 2, 3, 4 and 5 will be co-developed with an international expert. 1. concept note on policy development process 2. policy 3. policy implementation plan 4. policy guidelines targeting the different stakeholders 5. capacity building modules for identified groups 6. concept note on a pilot of selected policy components 7. technical note documenting the pilot findings
National implementing partner (Unit in charge of interaction with the experts)	The National Teaching Council (NTC)

THE REGIONAL TEACHER INITIATIVE FOR AFRICA

The Regional Teacher Initiative for Africa (RTIA), a programme funded by the EU/EC via the Education section (G3) of DG INTPA aims to improve learning outcomes and the socio-emotional development of children in Africa, by having a more competent, motivated and inclusive teacher workforce in basic education.

The RTIA will especially seek to achieve the following outcomes over the next 6 years:

1. Improve the governance, management, attractiveness, and gender balance of the teaching profession, with a strong focus on increased digitalisation and innovation.
2. Enhance the quality, relevance, and effectiveness of initial and continuous teacher professional development, notably through digital education, peer-to-peer learning approaches and regional collaboration.

Within RTIA, the Regional Facility for Teachers in Africa (RFTA) will support teacher policy and improve teacher education and professional development systems by i) providing capacity building at country level through technical assistance, ii) promoting innovation and scaling of effective teaching solutions; iii) increasing the production and use of data and evidence, and iv) promoting the use of regional frameworks, evidence-based practices, and joint learning at regional level.

The Regional Facility for Teachers in Africa (RFTA) will reach the above-mentioned objectives through 3 types of instruments or “windows”: i) a window to deliver technical assistance on teacher governance and teacher education and professional development based on the demand from eligible partner countries, ii) a window on testing and scaling effective programs for teacher education and professional development in the thematic areas of digital skills, gender, green skills, and pedagogical skills, including in the context of refugees and displaced population, iii) a research window to create new evidence and support the integration of evidence in the policy making process and in the design of teacher education and professional development programs.

In addition to these windows the Facility’s knowledge management and communication activities will further contribute to the sharing of knowledge, evidence, and best practices related to the overall Initiative outcomes.

The Facility is funded by the European Union and co-implemented by the Partnership formed by three-member state agencies: Expertise France for France, Enabel for Belgium, EDUFI for Finland. Expertise France has been designated the Coordinating Agency for this Partnership. With the Facility governance scheme serving as the Initiative's governance scheme, it is expected that the Partnership will work closely with UNESCO and UAC, in charge of the other 2 components of the EU Initiative.

The duration of the action is scheduled from 01.02.2024 to 31.01.2027 (36 months) with a budget of 46.000.000 EUR.

GENERAL CONTEXT IN THE COUNTRY

The 2021 Population and Housing Census estimates Ghana’s population at 30,832,019 people with 46% (14,238,933) of Ghanaians within the school-going age of 4-18 years from pre-primary to secondary level. Ghana made the transition to lower middle-income status economic growth but is now facing difficult macro-economic conditions that have implications on education financing.

Despite progress in access to basic education, there are about 1.2 million children who are out of school.

185 000 elementary teachers and 147 000 JHS teachers are delivering education in public and private schools. A 2021 UNICEF study found that on average 11% of teachers are absent from school across all levels, including 15% at the pre-primary level and 10% at the primary level. The teaching profession in Ghana, like in many parts of the world, is becoming increasingly demanding. Teachers experience emotional stress, professional burnout, and psychosocial challenges that significantly impact their well-being and job performance. Many teachers in Ghana mention workload, limited support systems, and lack of professional counselling as key stressors.

Ghana is advancing teacher policy and governance through targeted reforms. The National Teachers’ Standards (NTS) (2017) set competencies for pre-tertiary teachers, emphasizing digital and inclusive pedagogies. The Ghana Teacher Licensure Examination (GTLE), managed by the National Teaching Council (NTC), ensures professional standards. The Pre-Tertiary Teacher Professional Development

and Management Policy (2012) supports licensing, career progression, and continuous professional development (CPD) for basic and secondary education teachers.

In terms of teacher education and professional development, the 4-year Bachelor of Education (B.Ed.) program (2018) targets pre-service teachers in Colleges of Education. The National Teachers' Standards (NTS) guide training, emphasizing literacy, numeracy, and digital skills. In-service training, managed by the National Teaching Council (NTC), includes Continuous Professional Development (CPD) workshops organized by CPD providers. The Transforming Teacher Education and Learning (T-TEL) program integrates gender inclusion in pre-service training.

Several agencies are sharing responsibilities in the education system in Ghana. The National Council for Curriculum and Assessment (NaCCA) is an agency of the Ministry of Education, mandated by the Education Regulatory Bodies Act, 2020 (Act 1023), to develop national curriculum and assessment standards for pre-tertiary educational institutions. The National Teaching Council (NTC) is an agency of the Ministry of Education mandated by the Education Regulatory Bodies Act, 2020 (Act 1023) to promote teacher professionalism in Ghana. Its key mandates are to license and register teachers, maintain an up-to-date database of teachers, develop and periodically review professional standards and the code of ethics, conduct the Teacher Licensure Examination, and provide a framework for the Continuous Professional Development (CPD) of teachers.

The NaCCA and the NTC collaborate to enhance teachers' skills and capacities to develop and deliver the curriculum, through the development of tools, toolkits, training modules and provision of CPD.

CAP CONTEXT – ARTICULATION WITH PREVIOUS WORKS

The Ministry of Education in Ghana, through NaCCA and the NTC, sent a request for technical assistance to the RTIA Facility in May 2025. Following the approval of the request, 2 experts from the RTIA Facility went to Accra in June 2025 to co-develop the Country Action Plan (CAP) with directors and technicians of NaCCA, the NTC and representatives of other agencies and directions in the Ministry of Education. During this mission, the technical areas and the thematics presented in the request were confirmed. One component of the CAP will focus on green skills, looking at enhancing teachers' knowledge, skills and capacities in environmental education and protection; the other component will aim at developing a policy for teachers' mental health and wellbeing. Though unrelated in subject matter, the CAP development process fostered collaboration between NaCCA and the NTC; and it was decided to continue the collaboration for the CAP implementation.
The experts' recruitment process takes place after the validation of the CAP by the Ministry of Education and the Facility management.

MAIN OBJECTIVES

The CAP is addressing both the area of teachers' governance and teachers' education and professional development. The two components target teachers from KG to senior high; as both the green skills framework and the mental health and wellbeing policy include generic components for all teachers.

The policy for teachers' mental health and well-being requires a large buy-in from the education stakeholders. The planned process includes multiple and continuous consultations with teachers' Unions, representatives of different education personnel, as well as intermediate validations by the authorities.

Understanding teachers' perspectives is essential for this policy to respond to their needs, as well as to contribute to the following strategic objectives and priorities:

Strategic Priority 2 of the ESP: "Improved quality of teaching and learning at all levels," through Sector Outcome BE 2.3: "Improved learning environments, including health and sanitation, child protection, and guidance and counselling."

Inclusive Education Strategy 2.4, which promotes the orientation and sensitization of educational personnel and communities on inclusive practices.

In the Ghana Partnership Compact, **Output 2.1**: "Safe and violence-free schools," and **Output 3**: "Better school and community governance," particularly through the provision of psychosocial support and counselling for teachers and school leaders.

Specific objectives

Before starting the development of the policy, it was decided to carry out a study, based on a small-scale opinion research, to collect qualitative data from teachers; and a benchmark of similar initiatives/ policies in Africa. This study will inform the technical discussions of the taskforce working on the policy development, as it collected teachers' views on their different realities and their perceptions about their wellbeing, looking at contributing and alleviating factors to stress.

A team of international and national experts will work together to bring the relevant expertise in the areas of education policies, MHPSS, capacity building of education actors and communication. A core team of 2 experts (one international, one national) will collaborate along the whole mission.
If the main outcome of this consultancy is the policy itself, its development process should be designed carefully, to ensure relevance and ownership of national stakeholders. Implementation considerations should be embedded in this process from the very beginning, and a realistic implementation plan developed.

As such, the mission aims at providing technical assistance for both
- the development of a teachers' mental health and wellbeing policy
- and the teachers' mental health and wellbeing policy's implementation.

STAKEHOLDERS

The NTC will be the lead implementing national partner for the component on teachers' mental health and wellbeing policy.
The main stakeholders involved in the study will be the Ghana Education Services, the decentralised education authorities, the teachers' Unions, the teachers themselves, as well as the school directors and supervisors. Other stakeholders might include mental health specialists and counselling units representatives.

MAIN DELIVERABLES

The main deliverables for this consultancy work are as follows

1- Inception report - methodology note (lead : international expert) including an outline of the work to be carried out (no longer than 2-3 pages). The national expert will agree with the international expert on respective tasks and responsibilities to be included in this report.
2- Concept note on policy development (lead: international expert)
This concept note is designed for presenting for validation to the authorities the proposed process for policy development, including task force/ technical committee's members, roles and responsibilities, ways of working, format and structure of the policy, validation process (including intermediate validation).
3- Teachers' mental health and wellbeing policy (lead: international expert)
This is the main product resulting from the technical working sessions, based on the validated format. The contents will be designed with the technical groups involved in the design. The national expert will define with the international expert the components he/she will be leading.
4- Policy implementation plan
This plan will include milestones, timeline, roles and responsibilities, resources needed for the policy implementation. It will also include a monitoring system and the corresponding tools for monitoring the policy implementation.
5- Policy guidelines targeting the different stakeholders (lead: international expert)
This deliverable (based on the policy implementation plan) will include guidelines for stakeholders involved in the policy implementation (e.g. heads of schools, school supervisors, SMCs, PTAs, teachers…) comprising milestones, timeline, roles and responsibilities in policy implementation, resources needed, and consequences for non-compliance. The national expert will define with the international expert the components he/she will be leading.
6- Capacity building modules for identified groups (lead: international expert)
Based on the implementation plan, these modules might target teachers, heads of schools, SMC, school supervisors… The main objective of these modules is to raise awareness on the

policy, to foster ownership, and to clarify expectations, roles and responsibilities in implementation.

7- Concept note on a pilot of selected components of the policy (lead: national expert)
8- Technical note documenting the pilot findings (lead: national expert)
9-

The policy communication plan will be developed in country, with the relevant departments of the Ministry of Education. The policy annual review will also be carried out by the NTC and identified stakeholders.

GENERAL APPROACH AND METHODOLOGY

The general approach and methodology described below are indicative and non-exclusive. The expert must develop the methodology he/she intends to use in his/her application.

General approach:

The national expert will work closely with the NTC and an international expert. Consultation and coordination between the two experts will be expected throughout the consultancy, to define the division of tasks, harmonise schedules and joint interaction with national counterparts in the NTC and other MoE departments, services or agencies. If collaboration and co-development are expected for producing the different deliverables, it is suggested that each expert takes the lead on specific components building on their expertise and previous experience.

A participatory approach with the NTC partners is essential, to ensure that what is proposed is in line with their needs. They will be the ones guiding the process, identifying and involving relevant stakeholders, and taking responsibility for the validation processes.

Methodology:

To carry out this work, the expert recruited must:

- Review the main policy documents of the Ghanaian education system (in particular the sector strategy and teaching policy).
- Take into account the findings of the study done in preparation to the policy development on teachers and stakeholders' perceptions
- Participate in a scoping meeting with the NTC focal points, the international expert and the Facility. Following this meeting, the national expert will work with the international expert on a brief note describing the work to be carried out, including the methodology and an updated timetable taking into account logistical constraints, particularly those related to travel. This note will describe precisely the specific and respective responsibilities of the national expert and the international expert.
- Co-facilitate with the international expert working sessions with national stakehoders with the objective to define the policy development process
- Work with the international expert on a concept note on the process, for validation of the education authorities
- Based on the validated process, co-facilitate with the international expert working sessions with the identified task force/ technical committee to develop the policy format and components
- After validation by the education authorities, co-facilitate with the international expert working sessions with the NTC and relevant stakeholders on the policy implementation plan.
- Define with the NTC and relevant stakeholders a pilot of some policy components, and collect information during the pilot implementation.
- Present the pilot findings to the NTC.

The whole process aims at being owned by the NTC and the national stakeholders. Consultations, technical exchanges and feedback take place before the finalization and submission of the deliverables. Even if a consensus among stakeholders might not be reached at each step, creating a safe space for discussion is key to ensure national ownership of both the process and the final product.

Throughout the consultancy, the two experts are expected to have technical discussions with the Facility. The deliverables will be validated by the NTC and the Facility.

ROLES AND RESPONSIBILITIES

The NTC is responsible for:
- Providing all the documentation required for the desk review and the preparation of the field work
- Facilitating the organization of meetings with relevant stakeholders
- Facilitating the validation process by the national authorities
- Commenting on and approving deliverables.

The RTIA Facility is responsible for:
- Contracting and facilitating the integration of the expert by providing all available documents and resources
- Supporting and monitoring the expert's work from start to finish
- Acting as the expert's main resource person
- Ensuring quality control of deliverables in collaboration with the NTC's focal points
- Acknowledging final validation of deliverables by all parties
- Evaluating the expert's overall performance under this mandate.

The expert is responsible for:
- Reviewing and commenting on these Terms of Reference (ToR)
- Ensuring that all deliverables comply with the guidelines set out at the scoping meeting, in line with the agreed timetable
- Informing the Facility immediately of any difficulties encountered in implementing the mission
- Ensuring that stakeholders are consulted throughout the assignment
- Behaving with the highest level of personal integrity and committing to the required standards of conduct.

EXPERTS' PROFILES

Academic qualification:
Advanced degree in Education policy, Public Policy, or related field
General work experience:
Minimum of 10 years of experience in education policy and/or teachers' governance
Specific work experience:
Experience in/ knowledge of MHPSS, specifically in initiatives, programmes or strategies promoting teachers' mental health and well-being
Language Proficiency:
Excellent proficiency in English (both written and spoken);
Interpersonal and soft skills and experience
Excellent communication and presentation abilities
Ability to work collaboratively with stakeholders from various backgrounds, including government officials, educators, and technical experts
High adaptability and flexibility in dynamic environments

ESTIMATED NUMBER OF DAYS & GENERAL TIMELINE

The total number of days for this consultancy will not exceed 21 days.

	Preparation **Inception report**	**On-site work**	**Distance work** (including drafting deliverables)	**Total**
National expert	**1**	**20 (including pilot)**	**-**	**21**
International Expert	2	15	30	47
Total experts	3	30	35	68

Deliverable	Planned Completion date
#1: Inception report	25 November 2025
#2: CN on policy development (process)	20 December 2025
#3: Policy	1 February 2026
#4: Policy implementation plan	15 February 2026
#5: Policy guidelines	15 March 2026
#6: capacity building modules	15 March 2026
#7: CN on policy pilot	15 March 2026
#8: technical note on pilot findings	15 July 2026
#9 : Final report	30 July 2026

HOW TO APPLY & SELECTION PROCESS

To be considered your application must include the following:

- your **CV** (following Europass template) and
- a **technical note** explaining the assignment, detailing the methodology used and a description of the implementation (maximum 10 pages). It should include a proposed distribution of roles and responsibilities between the national and the international experts, the expected added value of each expert and the coordination arrangements. It must be written in English, and should be presented in A4 format, Times New Roman 12 font, 1.5 line spacing and sent in Word format.
- If possible, please attach a **sample of previous works** (1 to 3 pieces) that you might have performed and that are similar to the above assignment. In each case, you should specify your role (main author, major contributions, minor contributions, etc.)
- Please note that the Facility applies its own daily rate in accordance with the current compensation grid. In this respect, fees will be calculated on the basis of the candidate's status and experience.

Deadline for applications: 26/10/2025, click here to apply

The evaluation of the tenders received will be based in particular on the following criteria: (i) the candidate's diploma (ii), the candidate's experience in carrying out assignments that are relevant or similar to those specified in this call for applications, (iii) the candidate's understanding of the expectations of the assignment and the proposed intervention methodology.

"At Facility of the RTIA we value all experts as unique individuals, and we welcome the variety of experiences they bring to the Facility. As such, we have a strict non-discrimination policy. We believe everyone should be treated equally regardless of race, sex, gender identification, sexual orientation, national origin, native language, religion, age, disability, marital status, citizenship, genetic information, pregnancy, or any other characteristic protected by law. If you feel that you have been discriminated against, please let the Facility team know as soon as possible. Every complaint will be appropriately investigated"