

FACILITY FROM THE REGIONAL TEACHER INITIATIVE FOR AFRICA

TERMS OF REFERENCE

Capacity building of teachers and education personnel on environmental education
GHANA

Expertise: National Consultant

SUMMARY TABLE

Corresponding CAP technical area	<i>Teachers' professional development</i> Environmental education
Corresponding CAP main action and activities	Capacity building of teachers and education personnel on environmental education Teacher toolkit and training manual on environmental education; training modules for trainers of trainers; guidelines for headteachers and schools' supervisors
Impacted CAP indicator	2.2.2: ensuring that environmental, social, and sustainability goals are integrated into all levels of education
Impacted Facility indicator	Outcome 1. # of RTIA engaged countries implementing new or revised policies, processes or tools related to teacher governance or management
Intended period of implementation	September 2026 – December 2026
Total expected number of days	34 days
Expected key deliverables	Deliverable 1: Teacher toolkit Deliverable 2: Teacher training manual Deliverable 3: Training modules for master trainers in charge of teachers' CPD Deliverable 4: Training module for trainers in teacher training institutes (TTI) Deliverable 5: Guidelines for heads of schools Deliverable 6: Guidelines for school supervisors
National implementing partner (Unit in charge of interaction with the experts)	The National Council for Curriculum and Assessment (NaCCA)

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 Facility 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 RTIA Facility 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 and ESTDEV for Estonia. 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 31.01.30.

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 go through emotional stress, professional burnout, and psychosocial challenges that significantly impact their well-being and job performance.

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 PreTertiary 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.

Ghana's commitment to integrating environmental sustainability into education is in the Education Strategic Plan (ESP) 2018–2030, particularly under Policy Objective 2.2.2, which calls for “ensuring that environmental, social, and sustainability goals are integrated into all levels of education”. Despite this policy commitment, critical gaps remain in equipping teachers with the skills, tools, and frameworks necessary to deliver green education effectively.

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 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 the NaCCA and the NTC, sent a request for technical assistance to the RTIA Facility in May, 2025. Following the approval of the request, two experts from the RTIA Facility went to Accra in June 2025 to co-develop the Country Action Plan (CAP) with directors and technicians of the 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. Despite the fact that the two components are not related, the CAP development process provided an opportunity for the NaCCA and the NTC to work together; and it was decided to continue the collaboration for the CAP implementation.

This process of experts' recruitment starts after the CAP has been validated 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 policy for teachers' mental health and wellbeing include generic components for all teachers.

Discussions during the CAP development enabled to define a broader ambition for the green skills framework. The objective is not only to enhance teachers' green skills and capacities to deliver on green components embedded in the curriculum, but also to raise their awareness on environmental issues and the necessity to act for the protection of the environment. By transforming teachers into activists, it is hoped that they will also contribute to sensitize and motivate the young generations to act for reducing the environmental damages in their immediate environment. The inclusion of a green schools' benchmark is a first step for identifying concrete actions to implement in the school environment.

Overall, the CAP first component (“green skills”) responds to the implementation gaps of **Policy Objective 2.2.2**, which calls for “ensuring that environmental, social, and sustainability goals are integrated into all levels of education”, by aiming at equipping teachers with the skills, tools, and frameworks necessary to deliver green education effectively.

Specific objectives of the technical assistance

The technical assistance aims at facilitating and supporting the development and implementation of a green skills competency framework that includes different components defined with NaCCA on expected knowledge, abilities, values and attitudes to be built within the teaching profession for delivering the green components of the curriculum, but also, more broadly, for supporting a sustainable society and motivating children and youth to do so.

The process so far included two main steps: 1- a study has been carried out to identify past and current green initiatives in the education sector in Ghana; as well as a benchmark of similar initiatives in the continent and globally. It also included consultations of teachers to get an insight of their level of knowledge and of interest for environmental protection. 2- the co-development of the Green skills competency framework finalised in June 2026.

The technical assistance is currently supporting the co-development of the framework operationalisation plan, of a monitoring system, as well as an advocacy note to promote fundraising and relevant public private partnerships, especially for the green schools' initiatives.

This consultancy focuses on the actual implementation of the green skills competency framework in schools and classrooms. As such, its main objective is **to equip teachers, headteachers and school supervisors with the necessary knowledge and skills, through the development of a toolkit, training manuals and guidelines.**

The expert recruited will work with two other experts (one international, one national) who participated in the co-development of the green skills competency framework. These experts are still working on the operationalisation plan, the advocacy notes and the design of a pilot. Coordination and collaboration are key to the success of the mission. More specifically, for this component, the expert recruited will have to collaborate with the international expert on the co-development of the teacher toolkit, the teacher training manual and the training modules (see below deliverables).

STAKEHOLDERS

The NaCCA is the lead implementing national partner for the component on green skills framework and environmental education.

The main stakeholders involved will be representatives of different directions and agencies of the ministry of Education, such as the NTC, Ghana Education Services and the University of environment and sustainable development. Representatives of the decentralised education authorities, teachers school directors and supervisors will also be consulted and involved in the process. Other stakeholders might include environmental specialists and organizations.

MAIN DELIVERABLES

The main deliverables for this consultancy work are as follows:

- 1- Inception report/ note 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 for this component on environmental education (to be included in this report).
- 2- Teacher toolkit (lead: international expert) : The contents of the teacher toolkit will be defined, based on the structure and contents of the framework. The toolkit objectives are to raise awareness of teachers around environmental issues, to equip them with strategies enabling to raise awareness among students and to mobilise students to act for the environment in their daily life. The toolkit will include concrete examples of green activities to be implemented in schools for KG, primary, junior and senior high.
- 3- Teacher training manual (lead: national expert): The teacher training manual will focus on strengthening teachers' capacities to deliver the green components of the curriculum, using the same approach targeting awareness, knowledge, skills and practices.

- 4- Training module for master trainers in charge of teachers' CPD (lead: national expert) This deliverable aims at strengthening capacities of master trainers to train and support in-service teachers to deliver on green components of the curriculum and implement practical green activities with their students.
- 5- Training module for trainers in teacher training institutes (lead : national expert) This deliverable aims at strengthening capacities of trainers in TTI to train and support pre-service teachers to deliver on green components of the curriculum and implement practical green activities with their students.
- 6- Guidelines for heads of schools (national expert only) This deliverable aims at supporting heads of schools to supervise and support teachers' green activities, as well as to take actions to make their school green.
- 7- Guidelines for school supervisors (national expert only) This deliverable aims at guiding school supervisors to evaluate teachers' green activities, as well as green schools.

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 NaCCA team and the international expert and collaborate with the other national experts working on the pilot.

Consultation and coordination between the experts in charge of environmental education will be expected throughout the consultancy, to define the division of tasks, roles and responsibilities and ensure coordinated interactions with national counterparts and stakeholders. If collaboration and co-development are expected to produce the different deliverables, each expert has the lead on specific components (see deliverables above).

A participatory approach with the NaCCA is essential, to ensure that what is proposed is in line with their needs and promote ownership. Regular working sessions with technicians of the NaCCA should take place, as well as regular validation of proposed contents by the core technical group.

Methodology :

The expert recruited must :

- Review the main policy documents of the Ghanaian education system (in particular the sector strategy and teaching policy).
- Participate in a scoping meeting with the NaCCA focal points, the international expert and the Facility. Following this meeting, the national expert will develop a brief note describing the work to be carried out, including the methodology and an updated timetable (with inputs from the international expert). This note will describe precisely the specific and respective responsibilities of the national expert and the international expert, and how they will coordinate their work.
- Co-facilitate with the international expert working sessions with (a) technical group(s) to develop the teacher toolkit, teacher training manual and training modules for master trainers (CPD) and TTI trainers (different technical groups might be created for these different deliverables, to be confirmed with NaCCA)

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

ROLES AND RESPONSIBILITIES

The NaCCA is responsible for :

- Providing all the documentation necessary to the co-development of the deliverables (including examples of existing toolkits; teacher training manuals, training modules)
- Facilitating the organization of meetings with relevant stakeholders and of working sessions with the core technical group
- Commenting on and approving deliverables.

The RTIA Facility is responsible for :

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

The expert is responsible for :

- Reviewing and commenting on this 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' PROFILE**Academic qualification:**

Advanced degree in Education, Specialist in teacher continuous professional development

General work experience:

Minimum of 10 years of experience in education; proven track records of developing capacity building programs for teachers; experience in consultancy for government or international organizations

Specific work experience:

Experience in/ knowledge of environmental education and programmes or strategies promoting schools and community engagement in green activities

Experience in developing teachers' training manuals and training modules for trainers of trainers

Skills in facilitation and coordination

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

Additional assets

Familiarity with the education context and policies of Ghana

Familiarity with the green initiatives and policies of Ghana

ESTIMATED NUMBER OF DAYS & GENERAL TIMELINE

The total number of days for this consultancy is 34 days.

	Preparation Inception report	On site work	Distance work	Total
National expert	1	33	-	34
International Expert	-	21	7	28
Total experts	1	54	7	62

Deliverable	Planned Completion date
#1: Inception report	28 September 2026
#2: Teacher toolkit	30 October 2026
#3: Teacher training manual	16 November 2026
#4: Training module for master trainers in charge of teachers' CPD	30 November 2026
#5: Training module for trainers in teacher training Institutes (TTI)	30 November 2026
#6: Guidelines for heads of schools	15 December 2026
#7: Guidelines for School Supervisors	15 December 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 5 pages). It should include a proposed distribution of roles and responsibilities between the national and the international experts, the expected added value of each consultant, 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.
 - Please click on the following link to apply: <https://expertise-france.gestmax.fr/apply/15820/1/25-03-gha-1-b-b-1-01-04-capacity-building-on-environmental-education-national-consultant-h-f>.
 - **Deadline for applications: 10 August 2026**

The evaluation of applications 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"