



Ministry of Education
REPUBLIC OF GHANA



National Schools Inspectorate Authority
Enforcing Standards, Ensuring Quality

FINAL

**SCHOOL ESTABLISHMENT AND INSPECTION
POLICY (SEaIP)**

SCHOOL ESTABLISHMENT AND INSPECTION POLICY FOR ALL PUBLIC AND PRIVATE PRE-TERTIARY EDUCATIONAL INSTITUTIONS

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Contents

List of Abbreviations and Acronyms.....	iv
Terms and Definitions	vi
Foreword.....	ix
Acknowledgements.....	x
Chapter 1: Background to the School Establishment and Inspection Policy	1
1.1 Introduction	1
1.2 Status of guidelines on establishment of schools in Ghana	2
1.3 Status of guidelines on inspection of schools in Ghana	4
1.4 Rationale, goal and core values.....	6
1.4.1 Rationale.....	6
1.4.2 Goal.....	6
1.4.3 Core values.....	6
1.5 Objectives	7
1.6 Policy Basis	7
1.7 Overview of the Ghanaian education system	8
1.8 Order of Presentation of the Policy Areas	9
Part A: Establishing Pre-tertiary Schools in Ghana.....	10
Chapter 2: Establishing Public and Private Ghanaian Kindergarten Schools	11
2.1 Preamble	11
2.2 Policy Goal	11
2.3 Policy Statements	11
Chapter 3: Establishing Ghanaian Public and Private Primary, Secondary and Technical and Vocational Education and Training (TVET) Institutions and Specialised Schools	13
3.1 Preamble.....	13
3.2 Policy Goal	13
3.2 Policy Statements	13
Chapter 4: Establishing Pre-Tertiary International Curricula Schools	15
4.1 Preamble.....	15
4.2 Policy Goal	15
4.3 Policy Statements	15
Part B: Inspecting and Evaluating Pre-Tertiary Schools in Ghana	17
Chapter 5: Whole School Inspection	19
5.1 Preamble.....	19
5.2 Policy Goal	19
5.3 Policy Statements	19
Chapter 6: School Performance Inspection	21
6.1 Preamble.....	21
6.2 Policy Goal	21

6.3 Policy Statements	21
Chapter 7: Compliance Inspection	22
7.1 Preamble	22
7.2 Policy Goal	22
7.3 Policy Statements	22
Chapter 8: Investigative Inspection	23
8.1 Preamble.....	23
8.2 Policy Goal.....	23
8.3 Policy Statements	23
Chapter 9: Licensing of NaSIA Inspectors	24
9.1 Preamble.....	24
9.2 Policy Goal.....	24
9.3 Policy Statements	25
Chapter 10: Collaboration with Unions, Associations and Stakeholders of Public and Private Schools	26
10.1 Preamble	26
10.2 Policy Goal.....	26
10.3 Policy Statements.....	26
Chapter 11: Implementation Arrangements	28
11.1 Introduction	28
11.2 Legal Status of the Policy.....	28
11.3 Roles and Responsibilities of Key Stakeholders	28
11.3.1 The Ministry of Education	28
11.3.2 The Ministry of Local Government and Rural Development.....	28
11.3.3 The National Teaching Council	29
11.3.4 The National Council for Curriculum and Assessment	29
11.3.5 The Ghana Education Service	29
11.3.6 Commission for Technical and Vocational Education and Training (COMTVET).....	29
11.3.7 Mission Schools	30
11.3.8 The Coalition of Non-State Actors in Education	30
11.3.9 Teacher Unions	30
11.3.10 Other Pre-tertiary School Associations	30
11.4 Cost and Financing of the Policy	31
11.5 Operationalisation and Review Clause	31
Bibliography	32

List of Abbreviations and Acronyms

ATAG	All Teachers Alliance Ghana
CCT	Coalition of Concerned Teachers
CHASS	Conference of Heads of Assisted Secondary Schools
CHOPSS	Conference of Heads of Private Second-Cycle Schools
CNTP	Comprehensive National Teacher Policy
COHBS	Conference of Heads of Basic Schools
COHESS	Conference of Heads of Special Schools
COMEU	Conference of Managers of Education Unit
FERD	Foundation of Education Research & Development
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
GPE	Global Partnership for Education
GTTF	Ghana Teacher Task Force
ICS	International Curricula School
IDES	Inspectorate Department of Education and Skills
IEF	Inspection Evaluation Framework
IGS	Inspector-General of Schools
ILO	International Labour Organisation
IP	Inspection Panel
LMS	Learning Management System
MoE	Ministry of Education
MONTAG	Montessori Alliance of Ghana
NAB	National Accreditation Board
NABPTEX	National Board for Professional and Technician Examinations
NaCCA	National Council for Curriculum and Assessment
NAGRAT	National Association of Graduate Teachers
NaSIA	National Schools Inspectorate Authority
NCTE	National Council for Tertiary Education
NEI	National Education Inspectorate
NIB	National Inspectorate Board
Norad	Norwegian Agency for Development Cooperation
NPTCF	National Pre-Tertiary Education Curriculum Framework
NTC	National Teaching Council
NTI	Norwegian Teacher Initiative
NTS	National Teachers' Standards
Ofsted	Office for Standards in Education, Children's Services and Skills
PSTI	Primary, Secondary and TVET Institutions
PTA	Parent Teacher Association

PTEI	Pre-Tertiary Educational Institution
SDG	Sustainable Development Goals
SDG 4	Sustainable Development Goal 4
SEaIP	School Establishment and Inspection Policy
TLR	Teaching and Learning Resources
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissioner for Refugees
USA	United States of America
WB	World Bank

DO NOT CIRCULATE

Terms and Definitions

Authorisation

The status that grants a public or private pre-tertiary school permission from NaSIA to establish and operate after going through the establishment and licensing process.

Category of concern

A classification of pre-tertiary schools rated *Unsatisfactory* in NaSIA's School Inspection using a four-point rating scale

Core Subjects

Subjects that all learners at a given level of education are expected to study as part of the requirements for completing a course or programme of study

Elective Subjects

Subjects that learners at a given level of education select (additionally) to study as part of the requirements for completing a course or programme of study

Four-Point Rating Scale

This refers to NaSIA's scoring system used to assess the quality of educational standards in pre-tertiary schools. The Four-Point Rating Scale ranges from 4-Outstanding, 3-Good, 2-Satisfactory, 1-Unsatisfactory on Part A of the IEF, and 4-Exceeds, 3- Fully meets, 2- Partially meets, 1- Fails to meet on Part B of the IEF

Full Licensing

The process by which a public or private school is granted full Authorisation to operate after it has been adjudged at least 'Good' on NaSIA's four-point rating scale from a Whole School Inspection (WSI)

Induction Teacher

A newly qualified teacher who has been issued a provisional license to undertake on-the-job training that leads to the acquisition of a full license

International Curricula School

Any pre-tertiary school that offers an internationally accredited curriculum

Minimum requirement

The least set of criteria (pertaining to educational standards and infrastructure) a school must satisfy in order to be authorised by NaSIA to operate.

Parent Teacher Association (PTA)

A body or entity that consists of learners' parents (or their legal guardians) and teachers with the aim of supporting school activities

Pre-Tertiary Educational Institution (PTEI)

An institution that provides education for learners within any of the five Key Levels and type of pre-tertiary education (Kindergarten, Primary, Junior High School and Senior High School, TVET Institution). The term also applies to Specialised Schools.

Primary School

The first level of education, and comprises lower primary (B1 to B3) and upper primary (B4 to B6)

Private School

A pre-tertiary school owned, operated and financed by non-government providers

Probationary Teacher

A licensed teacher whose competencies are being assessed for a period of time after gaining employment in order to determine whether they should be allowed to practise in the school where they are being assessed.

Provisional Licensing

The process that recognises that a public or private pre-tertiary school meets the minimum requirements on NaSIA's four-point rating scale and is subsequently given initial authorisation by NaSIA to operate

Public School

A pre-tertiary school owned, operated and financed by the Government of Ghana

School Inspection

Any activity in a school that involves the use of all or any part of NaSIA's Inspection Evaluation Framework (IEF). The activity is conducted by an Inspection Panel (IP) set up by the Inspector-General of Schools (IGS) to gather evidence on the school's performance relating to the purpose of the inspection and make informed judgements. Currently, the four types of inspection conducted by NaSIA, each reflecting the purpose of inspection are:

1. **Whole School Inspection** which is comprehensive and employs both Parts A (on School Performance) and Part B (on School Compliance) of the Inspection Evaluation Framework (IEF) to evaluate a school's overall performance
2. **School Performance Inspection** which employs only Part A of the IEF to assess a school's performance
3. **Compliance Inspection** which employs only Part B of the IEF to evaluate Ministry of Education compliance requirements
4. **Investigative Inspection** which can employ any part of the IEF

School Leadership

A group of people who are authorised to manage or oversee the day-to-day administration of a school

School Registration

The process by which a public or private school acquires Authorisation from NaSIA to operate, in accordance with Section 98 subsections 2 and 3 of the ERBA, 2020 (Act 1023). It involves processing Applications for initial Authorisation, Provisional Licensing and *full* Licensing

School Self-evaluation

A process of internal school review using NaSIA's Inspection Evaluation Framework

Specialised school

An Institution that operates outside the five key phases of the National Pre-Tertiary Education Curriculum Framework (NPTCF) but not operating/recognised as a Tertiary Educational Institution

Virtual learning

Acquiring knowledge through the utilisation of electronic technologies to access educational curriculum outside of a traditional classroom. This is normally done through a Learning Management System (LMS) either hosted by the school or free-to-use sites on the internet

Foreword

Nations all over the world recognise that education is a tool for modern scientific and technological development, an important means of communication, and a vehicle for economic transformation. Yet, these benefits cannot be achieved without quality education which makes it imperative that concerted efforts are made in order to achieve quality education.

The determination of the Government of Ghana to improve both quality access to education and learning outcomes in schools has led to the introduction of various educational reforms in the country. To this end, the National Schools Inspectorate Authority (NaSIA) has been charged with ensuring that Pre-Tertiary Educational Institutions (PTEIs) in Ghana are fit for purpose, particularly, in terms of their resources to support quality teaching and learning.

One of the goals of the School Establishment and Inspection Policy (SEaIP) is to provide guidelines for the establishment of well-equipped schools which can continually improve learning outcomes to meet the needs of each learner irrespective of their socio-cultural and economic background. Such schools will enable all learners to achieve their potential and become critical thinkers, problem solvers and creative citizens.

Another goal is to ensure that school inspections support quality school leadership and governance in order to maintain educational standards. In this regard, school inspections, on the one hand, provide guidance and support to District Assemblies on the maintenance of academic and educational management standards and, on the other, empower District Education Offices to implement such standards.

Inspection programmes in the country have moved away from pursuing purely summative school evaluations as an overall assessment of school performance used for accountability purposes and in making decisions on sanctions. Instead, much of the work NaSIA does is concerned with evaluating the quality of education provided for learners at early years, primary and secondary levels. As the Inspectors carry out these evaluations, they make judgements about the quality of provision and practice, bearing in mind how these factors impact on learning outcomes. This model of inspection accepts professional behaviour as self-regulating and, as a result, provide opportunities for schools to do self-evaluation and

develop their own intervention schemes to address issues identified through such school self-evaluation.

The School Establishment and Inspection policy will help NaSIA to focus on the quality of leadership and management, teaching and learning, facilities, assessment systems and levels of scholarship attained in both public and private PTEIs in Ghana.

Hon. Dr. Yaw Osei Adutwum, MP
Minister of Education

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Chapter 1: Background to the School Establishment and Inspection Policy

1.1 Introduction

The National Schools Inspectorate Authority (NaSIA) is an autonomous body established by the Education Regulatory Bodies Act (ERBA, 2020 (Act 1023)) to develop, publish, promote and enforce the highest quality standards and guidelines for quality education in public and private Pre-Tertiary Educational Institutions (PTEIs). NaSIA is the agency of the Ministry of Education that ensures that all schools that operate at the pre-tertiary level of education in Ghana, including newly established public and private PTEIs, have the minimum quantity and quality levels of facilities and resources required for the operation of such schools. It is the body responsible for inspecting schools to ensure standards are maintained in the delivery of their curricula as appropriate. It also ensures that the establishment of new schools is in line with regulations governing that activity.

The key functions of NaSIA include the following:

- a) to register (that is to process Applications for Authorisation, Provisional Licensing and Full Licensing) of all public and private pre-tertiary schools.
- b) to keep and maintain a register of pre-tertiary schools.
- c) to develop, publish, promote and enforce the highest quality standards and guidelines to be observed in pre-tertiary schools.
- d) to monitor school-based assessments, end of course examinations and external assessments at the pre-tertiary level
- e) to publish the school effectiveness standards and guidelines developed for public and private PTEIs and periodically review the standards and guidelines;
- f) to publish reports and findings on the performance of public and private pre-tertiary schools; and
- g) to prescribe disciplinary measures for a public and private pre-tertiary school that fails to comply with the standards and guidelines issued by the Authority.

In carrying out NaSIA's objectives, the Inspector-General of Schools (IGS) sets up Inspection Panels (IPs) for the periodic inspection of schools or for a follow-up inspection to verify whether a school has implemented recommendations made at a last inspection or following a need for investigative inspection to address specific issues. NaSIA's Inspection Panels perform their duties within the guidelines as enshrined in the *Revised Handbook for the Inspection of Public and Private Pre-tertiary Schools in Ghana (2019)*. The IPs collect data based on the Inspection Evaluation Framework (IEF) and under a strict Code of Conduct to provide

an independent external evaluation of the quality of teaching and learning in pretertiary schools across the country, in response to any of the inspection objectives. The evaluation is carried out on the certainty that the quality of learning is generally influenced by the quality of the leadership and teachers in the school, what goes on in the classroom and the overall culture and learning environment of the school. By and large, NaSIA's inspections evaluate the following key areas:

- a) the quality of
 - i) leadership and management of public and private pre-tertiary schools;
 - ii) teaching and learning provided in public and private pre-tertiary schools;
- b) levels of scholarship attained by public and private pre-tertiary schools;
- c) facilities available in public and private pre-tertiary schools;
- d) system of internal and external examinations in place in public and private pre-tertiary schools;
- e) values including community service emphasised and embedded in the culture of public and private pre-tertiary schools; and
- f) statistical data of the public and private pre-tertiary schools, including any tracer studies tracking the achievement of past students.

NaSIA has the mandate to set and enforce standards at the pre-tertiary educational level. The standards range from those relating to the quality of school infrastructure as governed by the *Ghana Building Code GS1207* (GSA, 2008), through teaching standards in the *National Teachers' Standards for Ghana* (MoE, 2017), to standards about school leadership and governance. These standards are guided by specific legislation and can be found in different documents in different ministries and government agencies. The ERBA, 2020 (Act 1023) provides the framework for enforcing the standards through District Assemblies and District Education Offices. For example, NaSIA supports District Education Offices in the implementation of academic and educational management standards and ensures that reports on monitoring assessments, school-based assessments and end-of-course examinations are sent to the National Council on Curriculum and Assessment, the Ghana Education Service and Technical and Vocational Education for inputs and recommendations on the examinations and any other recommendations to improve teaching and learning in PTEIs. A policy on the establishment and inspection of schools will empower NaSIA to discharge its functions effectively and efficiently.

1.2 Status of guidelines on establishment of schools in Ghana

The establishment of schools in Ghana by private individuals and organisations began in 1529 when the Portuguese and other European traders from Denmark, Netherlands and Britain established schools in Castles in Elmina, Cape Coast and Accra to educate mixed race children of African wives and European traders as well as children of wealthy Africans and important chiefs (Graham, 1971). The Castle Schools, as they were referred to, were funded by the European merchant companies who supplied textbooks and other relevant materials. Following the Castle Schools were the Missionary Schools which were established by the

various missions from 1838. Most of these schools were abandoned when their infrastructure deteriorated as a result of lack of funding (Graham, op. cit). Both private and public schools have been established since the 1900s and this continues to be the case in Ghana till date. The conditions in which learning takes place in some of these schools, however, are not always conducive.

All over the world, school inspectors have paid attention to the conditions under which learning takes place in institutions of learning. While there are several factors that both Government and would-be school proprietors need to consider prior to opening a school, it is imperative that certain basic conditions are met in a school before it can be operational. This means that any school that has been granted license to operate as such would have provided evidence of suitable accommodation including classrooms with appropriate furniture, laboratories with appropriate equipment and furnished offices as well as adequate and qualified teaching staff, administrators, non-teaching academic support staff, learning resources and policies governing their operations.

There is no gainsaying that teachers constitute the most important resource in educational delivery. Indeed, any education system is as good as the teachers in it. This implies that the foremost consideration for improving learning in any education system is to improve the quality of its teaching. Yet, quality teaching and learning can only occur in conducive environments with adequate infrastructure as well as relevant facilities and resources.

Consequently, adequate infrastructure and facilities are among the key factors NaSIA considers when assessing the suitability of school premises for teaching and learning. In this regard, both existing and future school premises are required to have a basic minimum level of infrastructure that can support teaching and learning effectively. The Authority uses a school Registration instrument (i.e. School Registration Checklist – see Appendix 1) to assess and grade a school that *exceeds expectations*, *meets expectations*, *partially meets expectations*, or *fails to meet expectations*, depending on the observation, evidence and judgement of the IP. This is more so in the case of an institution applying to be licensed to operate as a school. In addition to infrastructure, the Authority considers relevant facilities and resources, health and safety issues, relationships with relevant stakeholders such as Parent Teacher Associations (PTAs) as well as qualifications of teaching and non-teaching staff.

Also, in order to ensure the endurance of newly established institutions, the Authority requires public and private school owners to demonstrate their ability to continuously run the institution by completing annually the *Academic Year Update Form (AYUF)* (Appendix 2), one month on or before the start of every academic year. The data gathered through the completion of the form provides information about the legal title to the land on which the buildings of the school sit, sources of funding to ensure continuity of activities, estimated enrolment figures for three (3) years into the future, among others. The list is not exhaustive because of the changing needs of society. Indeed, the world has become a global

village where a change in one part affects activities in other parts. Therefore, there is a need for a robust policy that can stand the test of time and at the same time flexible enough to make it possible for institutions to make the necessary reasonable adjustments to meet changing requirements for various activities in pre-tertiary education in Ghana. A robust policy will ensure that before any institution at this level is licensed to run as an institution of learning, it is adjudged capable of meeting *the minimum requirements* in all areas of its operations. It must be added that as far as infrastructure and resources are concerned, the minimum requirements for establishing a new school may not be significantly different from those that are required to operate an existing school successfully. Therefore, the communication between school establishment and school inspection will be highlighted severally in this document by making cross reference to it.

1.3 Status of guidelines on inspection of schools in Ghana

Until the *Education Act, 2008 (Act 778)* established the National Inspectorate Board (NIB), which has now been redesignated as the National Schools Inspectorate Authority (NaSIA), school inspections were conducted by the Inspectorate Division of the Ghana Education Service. The Inspectorate Division was committed to introducing, promoting and encouraging professional innovations in education, and giving guidelines on methodology and content of syllabuses in the various subject areas (Gokah, 1993). Literature on teacher appraisal and school inspections in Ghana (e.g. Fletcher, 2001) indicates that the appraisal system and the inspections system then were fused and designed to serve both formative and summative purposes. This dual role of the appraisal system was confirmed by the Ministry of Education (MoE): “For there to be improved learning, teachers must be made to feel accountable (sic)... The first responsibility for this lies with the school headteacher and at the next level, with circuit supervisors and district officials. What is needed are management and supervisory methods which on one hand strengthen the hand of discipline against headteachers and teachers who are not performing, and on the other hand, recognise, support and develop those headteachers and teachers who are doing well” (MoE, 1994, p.18). The dual role of the appraisal-cum-inspection system has been modified in recent times in such a way that there is now a body responsible for teacher appraisal systems and another responsible for school inspections.

The *Education Act, 2008 (Act 778)* and the *ERBA, 2020 (Act 1023)* mandate the NaSIA to set and enforce quality standards in pre-tertiary schools by setting up Inspection Panels to undertake inspection and to evaluate teaching and learning periodically. The Inspection Panels provide independent external evaluation of the quality and standards in pre-tertiary schools by focusing on:

- The quality of leadership and management of the school
- The quality of teaching and learning and the standard of academic attainment

- Facilities available in the school
- The relationships between the school and relevant stakeholders

Inspection of schools in Ghana serves several purposes including:

- Promoting educational improvement by providing each school inspected with a clear indication of its strengths and weaknesses, which it can then use to help plan and implement recommendations for improvements
- Providing the MoE with reliable, evidence-based data, which can be used to review performance, develop policy, target resources and offer appropriate support

It can be inferred from the above purposes of inspection in Ghana that current practices in school inspections are significantly different from what existed before 2008. The organisation and delivery of school inspections in the past have been replaced due to a recognition that the inspection agenda should be an essential element for whole school development and improvement. School inspections are now seen as a process of supporting schools to address and respond to the diverse needs of all learners through the processes of quality assurance and quality improvement (Findlater, 2015). NaSIA's activities are geared towards the realisation of the foregoing and are all designed principally with the learner in mind. Several Acts of Parliament as well as various frameworks and policy initiative documents have informed the design and structure of NaSIA's activities. They include the following:

1. Education Act, 2008 (Act 778) as amended by the Education Regulatory Bodies Act 2020 (Act 1023)
2. Ghana Education Service Act, 1995 (Act 506) as amended by the Education Regulatory Bodies Act 2020 (Act 1023)
3. COTVET Act, 2006 (Act 718) as amended by the Education Regulatory Bodies Act, 2020
4. National Accreditation Board, 2007 (Act 744) as amended by the Education Regulatory Bodies Act, 2020 (Act 1023)
5. Child and Family Welfare Policy, 2015
6. Domestic Violence Act, 2007 (Act 732)
7. Human Trafficking Act, 2005 (Act 694)
8. Persons with Disability Act, 2006 (Act 715)
9. Children's Act, 1998 (Act 560)
10. Juvenile Justice Act, 2003 (Act 653)
11. Revised Handbook for the Inspection of Public and Private Pre-tertiary Schools in Ghana, 2019
12. National Pre-tertiary Education Curriculum Framework, 2018
13. National Teachers' Standards for Ghana, 2017

14. Inclusive Education Policy, 2015

Each of these documents has contributed to the delivery of school inspections one way or the other. Nonetheless, the ERBA, 2020 (Act 1023) provides a more comprehensive underpinning for the delivery of inspections of public and private PTEIs in Ghana.

1.4 Rationale, goal, core values, and objectives

1.4.1 Rationale

The School Establishment and Inspection Policy (SEaIP) seeks to achieve the minimum standards for establishing and operating pre-tertiary schools to meet the learning needs of all learners. This will be achieved by synchronising all directives and practices in the establishment and inspection of schools in Ghana into a single document with legal backing to drive the core activities of the Authority, while addressing the gaps identified by the country analysis of the factors that affect teachers' ability to deliver the various school curricula in Ghana successfully. Some of the issues raised in the analysis bordered on the absence of clear guidelines to ensure teaching standards are consistently adhered to for improved learning outcomes. The ERBA, 2020 (Act 1023) seeks to address issues that border on quality education and provides the needed legal backing for the policy. For example, the Act required NaSIA to enforce the inspectorate authority standards of education and prescribe penal measures for a pre-tertiary school that fails to comply with the standards set by the Authority.

1.4.2 Goal

The goal of the Policy is to ensure the upholding and maintenance of standards in the establishment and operation of pre-tertiary schools to achieve quality education in public and private pre-tertiary schools.

1.4.3 Core values

The core values of the policy are:

- 1.4.3.1 **Respect:** School establishment and inspection processes and issues will be handled with utmost decorum to reflect the professional interests of all the parties concerned
- 1.4.3.2 **Inclusion:** School establishment and inspection decisions will be informed by the learning needs of all learners
- 1.4.3.3 **Fairness:** Processes and issues regarding school establishment and inspections will be followed evenhandedly
- 1.4.3.4 **Objectivity:** Decisions regarding school establishment and inspections will be undertaken by applying rules and regulations with absolute neutrality
- 1.4.3.5 **Dual Professionalism:** Duties of school establishment and inspections will be carried out in a way that reflects good

professional knowledge and personal conduct of the personnel involved

- 1.4.3.6 Confidentiality:** School establishment and inspection activities will be characterised by the protection of privacy as appropriate
- 1.4.3.7 Excellence:** All NaSIA staff and contractors will strive for distinction in all activities related to the policy
- 1.4.3.8 Efficiency:** School Inspection will be carried out in a timely manner with all skillfulness and adeptness as to achieve the highest possible result from resources
- 1.4.3.9 Transparency:** School Establishment and Inspections will be publicly disclosed and open to scrutiny
- 1.4.3.10 Collaboration:** NaSIA shall carry out all activities related to establishment and operation of public and private educational institutions in the spirit of co-operation with other stakeholders

1.5 Objectives

The objectives of the policy are to:

- 1.5.1 Provide guidelines for the establishment and inspection of pre-tertiary schools in Ghana
- 1.5.2 Set and enforce standards in a supportive manner to ensure compliance in the Ghanaian pre-tertiary educational sector
- 1.5.3 Support School Leadership to drive up the standards
- 1.5.4 Improve teaching and learning to enhance learning outcomes
- 1.5.6 Enhance inclusive delivery of school curricula
- 1.5.7 Promote self-evaluation by schools
- 1.5.8 Promote teacher accountability through supportive teacher appraisal systems

1.6 Policy Basis

The SEaIP hinges on the 1992 Constitution of Ghana and the ERBA, 2020 (Act 1023). It has been developed in line with Ghana's vision of achieving quality education for all citizens irrespective of their socio-cultural and economic background. Thus, it responds to the Sustainable Development Goal 4 (SDG 4), the Education Strategic Plan 2018-2030, the President's Coordinated Programme of Economic and Social Development Policies (2017-2024), the Africa Agenda 2063 and the Continental Education Strategy for Africa 2016-2025, all of which emphasise quality education. Achieving the SDG4 is a collective endeavour because "ensuring inclusive, equitable and good-quality education requires all actors to make a concerted effort to meet their responsibilities" (GEM, 2018, pxii). The SEaIP will therefore deepen the collaboration with all stakeholders in education and provide direction for setting and enforcing standards to be observed in public and private pre-tertiary schools in Ghana, with the view to ensuring quality education in all schools

1.7 Overview of the Ghanaian education system

In Ghana, education begins with a two-year Kindergarten (KG) education. This level of education covers the age range of 4 years to 6 years. It is made up of 24 months of pre-primary education, which is free (in the public sector) and compulsory. The KG schools are part of the basic school system largely run in the public sector but some of them are run by private individuals and organisations under the supervision of NaSIA.

From the age of 6, children receive 6 years primary education and 3 years Junior High School (JHS) education as part of the basic education, which is free (for Public Schools) and compulsory for all children in Ghana. With the redefining of basic education to include Senior High Schools (SHS) and the introduction of free public SHS in Ghana, learners from JHS proceed to the SHS and TVET where they study courses put in seven study areas. These study areas are:

1. General Arts Courses
2. Science Courses
3. Technical and Vocational Courses
4. Visual Arts Courses
5. Agricultural Courses
6. Home Economics Courses
7. Business Education Courses.

Each of these courses is examined by the West African Examinations Council (WAEC) in the West African Senior School Certificate Examinations (WASSCE) and the National Board for Professional and Technician Examinations (NABPTEx). Successful candidates who obtain the minimum entry requirements for tertiary education are admitted into programmes at the tertiary level. The tertiary education programmes are run by universities, polytechnics, colleges of education, nursing training colleges and other professional institutions. The Structure of Ghana's Pre-tertiary Educational System is summarised in Table below.

Table 1: The Structure of Ghana's Pre-tertiary Education System (NaCCA, 2018)

Phase	Period (Years)	Age		Level	Programmes/Subjects
5	3	17-18	Commitment of Government	BASIC	SENIOR HIGH SCHOOL
	2	16-17			Specialisations in: 1. General Arts Courses 2. Science Courses 3. Technical and Vocational Courses 4. Visual Arts Courses 5. Home Economics Courses 6. Business Education Courses. 7. Agricultural Courses
4	3	14-15			JUNIOR HIGH SCHOOL

	2 1	13-14 12-13			1. Literacy [Ghanaian Language, English Language, Arts, French or Arabic] 2. Mathematics 3. Science 4. History 5. Geography 6. Our World & Our People (*Religion and Moral Education, Civics, Agriculture and Geography) 7. Creative Design and Technology (Visual Arts, Home Economics, Pre-Technical Drawing) 8. Computing (with emphasis on Application) 9. Physical Education
3	6 5 4	11-12 10-11 9-10			UPPER PRIMARY 1. Literacy (with Ghanaian Languages as subject and English Language as both medium of instruction and subject and French as a subject) 2. Mathematics 3. Science 4. Creative Arts (Integrated Themes: Music, Arts, Financial Literacy, Dance, Drama, Visual Arts) 5. History 6. Our World & Our People (Integrated Themes: Religion and Moral Education, Agriculture, Geography, Civics), 7. Computing (with emphasis on Application) 8. Physical Education
2	3 2 1	8-9 7-8 6-7			LOWER PRIMARY 1. Language and Literacy (using dual immersion approaches) 2. Numeracy 3. Creative Arts 4. Our World & Our People (Integrated Themes: History, Religion and Moral Education, Geography, Science, Physical Education [PE])
1	2 1	5-6 4-5			KINDERGARTEN Language and Literacy (using dual immersion approaches) 2. Numeracy 3. Creative Arts 4. Our World & Our People (Integrated Themes: History, Religion and Moral Education, Geography, Science, Physical Education [PE])

1.8 Order of Presentation of the Policy Areas

For each chapter, there are three sections covering a brief preamble, a policy goal and policy statements. The preamble puts the chapter into context by way of introduction and why the chapter is related to the policy under consideration. The policy goal provides the direction of the policy and informs the statements that in turn drive the implementation of the policy.

Part A: Establishing Pre-tertiary Schools in Ghana

The impact of the quality of infrastructure and facilities (such as school buildings and equipment) in educational institutions on teaching and learning has been widely discussed in recent years and revisited severally in this policy. The SDGs which direct the development agenda for all countries, require the latter to build and upgrade education facilities that are child, disability and gender sensitive, and provide safe, non-violent, inclusive, and effective learning environments for all. There is no gainsaying that quality teaching and learning cannot take place in poor learning environments. This implies that the quality of physical infrastructure in any institution of learning is the foundation for teaching and learning in that institution (Shirrell, Hopkins & Spillane, 2019). Establishing any type of educational institution in Ghana therefore requires the provision of suitable infrastructure as well as adequate quality human and other resources. In general, every school should be equipped with safe buildings, safe classrooms, potable water, toilets, chairs, tables, computer room(s), library, playing grounds, science laboratories for experiments, and electricity. Without such basic infrastructure, a school cannot function properly. Indeed, any private pre-tertiary institution without these basic requirements may not be licensed to operate.

Chapters 2 -4 describe the processes for establishing schools at the various pre-tertiary levels.

Chapter 2: Establishing Public and Private Ghanaian Kindergarten Schools

2.1 Preamble

Establishing a Kindergarten (KG) school requires quality bespoke physical infrastructure and resources to meet the local learning needs of young children and sustain their interest in learning activities. Young children need environments that will maximise their concentration levels and minimise distractions. It is therefore important to provide classrooms that allow children to learn in a playful manner without any barriers. Such classrooms should be high quality learning environments with sufficient daylighting, natural ventilation, temperature, adequate space and acoustics and have teaching and learning materials including age appropriate games, puzzles, hand instruments and rubber blocks for building shapes. The classrooms should be complemented by outdoor teaching areas, washrooms/restroom, sick-bay, sleeping area, kitchen, staff rooms as well as administration/reception/General office. Such facilities would provide self-contained, functional education complex with teaching spaces in line with international best practice as appropriate, not least because it is widely recognised by educationists and policy makers that the early education years have the greatest impact on how a child performs at school, and the kind of adult they grow into (Shaughnessy & Kleyn, 2012). A public or private KG school without these basic requirements may not be licensed to operate as such.

2.2 Policy Goal

To create an inclusive learning environment that supports the learning of young children

2.3 Policy Statements

1. There shall be a process of registration for authorisation to establish a new Specialised and non-specialised KG school
2. The authorisation shall entitle the applicant to set up a governance structure for the school and commence preparation towards meeting standards relating to curricula, syllabi and the facilities per the NaSIA requirements with regard to the physical, academic and other facilities for the operations of the institution
3. The operation of a KG school shall conform to the national policies on minimum MoE requirements for the operation of such institutions of learning in Ghana
4. All new and existing KG schools shall make provisions for learners with Special Educational Needs (SEN) (*Inclusive Education Policy - Appendix 3*)
5. There shall be national virtual learning guidelines for KG schools in Ghana
6. KG schools intending to operate curricula to be delivered in a virtual mode shall seek additional written approval from NaSIA
7. All new and existing KG schools shall keep up to date records of all employees including their photos and fingerprints

8. All new and existing private KG schools shall submit their school fee structure to NaSIA for approval
9. All school-related charges including school fees must be quoted, published and paid in Ghanaian currency
10. Any KG school that seeks to cease operation or transfer ownership shall file Notice of Intent to Cease Operations to NaSIA one academic year prior to closure or transfer
11. Any private KG school that seeks to be absorbed by the government shall file Notice of Intent to be Absorbed to NaSIA one academic year prior to the time of intended absorption

DO NOT CIRCULATE

Chapter 3: Establishing Ghanaian Public and Private Primary, Secondary and Technical and Vocational Education and Training (TVET) Institutions and Specialised Schools

3.1 Preamble

The process of establishing Primary, Secondary and TVET Institutions (PSTIs) and Specialised Schools in Ghana is not significantly different from the one used when establishing KG schools. However, the infrastructure, facilities and resources required may differ in many ways not least because the number of subjects taught at the PSTI and specialised levels are more than those taught at the KG level. Also, the levels of funding needed for establishing PSTIs and Specialised schools could be higher than those needed for establishing KG educational institutions.

3.2 Policy Goal

To ensure that newly established or already existing PSTIs and specialised schools meet NaSIA's requirement in providing an inclusive quality education and training .

3.3 Policy Statements

1. There shall be a process of registration for authorisation to establish a new PSTI or specialised school
2. The authorisation shall entitle the applicant to set up a governance structure for the institution and commence preparation towards meeting standards relating to curricular and syllabi and the facilities set by the Ministry of Education and NaSIA with regard to the physical, academic and other facilities and requirements for the operation of the institution
3. The operation of PSTIs and Specialised Schools shall conform to the national policies on MoE minimum requirements for the operation of such institutions of learning in Ghana
4. All new and existing PSTIs and Specialised Schools shall make provisions for learners with special Education Needs (SEN)
5. Schools intending to operate curricula to be delivered in a virtual mode shall seek additional approval from NaSIA
6. All new and existing PSTIs and Specialised Schools shall keep up to date records of all employees including their photos and fingerprints
7. All new and existing private PSTIs shall submit their school fee structure to NaSIA for approval
8. All school-related charges including School Fees must be quoted, published and paid in Ghanaian currency
9. Any PSTI and Specialised School that seeks to cease operation or transfer ownership shall file Notice of Intent to Cease Operations to NaSIA one academic year prior to closure or transfer

10. Any private PSTI or Specialised School that seeks to be absorbed by the government shall file Notice of Intent to be Absorbed to NaSIA one academic year prior to the time of intended absorption

DO NOT CIRCULATE

Chapter 4: Establishing Pre-Tertiary International Curricula Schools

4.1 Preamble

There are various International Curricula Schools (ICSs) in Ghana serving communities who are mainly children and wards of multinational corporation executives, diplomats and Non-Governmental Organisation staff as well as children and wards of Ghanaians. The schools usually have suitable and adequate infrastructure, and follow curricula from the United Kingdom (UK), United States of America (USA) and France, among others. The primary medium of expression in the schools is mainly English or French. International Curricula Schools generally provide comparable standards of education around the world, thus making it easy for learners to transition between schools wherever they are in the world. Some of the ICSs provide internationally recognised programmes such as the International Baccalaureate (IB), Common Core, Cambridge Assessment International Education (CAIE), British National Curriculum and such other similar international programmes.

The ERBA, 2020 (Act 1023) makes NaSIA the body responsible for registering, licensing and supervising all ICSs in Ghana. Thus, the School Establishment and Inspection Policy covers ICS because they will now be supervised by NaSIA. This means that the policy will govern the establishment and operations of ICSs at the pre-tertiary level of education in Ghana.

4.2 Policy Goal

To ensure that International Curricula Schools (ICSs) are established and operate within the rules and regulations governing schools in Ghana and to establish a working relationship between NaSIA, the schools, and their foreign accreditation bodies.

4.3 Policy Statements

1. NaSIA shall be responsible for the regulation and supervision of all new and existing pre-tertiary ICSs
2. There shall be a process of registration for authorisation to establish a new pre-tertiary ICS
3. The authorisation shall entitle the applicant to set up a governance structure for the institution and commence preparation towards meeting standards relating to curricular and syllabi and the facilities set by the Ministry of Education and NaSIA with regard to the physical, academic and other facilities and requirements for the operation of the institution
4. The pre-tertiary ICS shall conform to the national policies on MoE minimum requirements for the operation of such institutions of learning in Ghana
5. All new and already existing pre-tertiary ICSs shall make provisions for learners with Special Educational Needs (SEN)
6. Pre-tertiary ICSs intending to operate curricula to be delivered in a virtual mode shall seek additional written approval from NaSIA

7. International Curricula Schools shall meet Ghanaian labour and immigration law requirements regarding the proportion of teaching and non-teaching staff who should be Ghanaians
8. International Curricula Schools shall meet Ghanaian law requirements regarding permission for non-Ghanaians to work in Ghana
9. International Curricula Schools shall have an appropriate local content in their curricula as approved by NaCCA
10. All new and existing ICSs shall submit their school fee structure to NaSIA for approval
11. All new and existing ICSs shall keep up to date records of all employees including their photos and fingerprints
12. All school related-charges including School Fees shall be quoted, published and paid in Ghanaian currency
13. International Curricula Schools that seek to cease operation or transfer ownership shall file Notice of Intent to Cease Operations to NaSIA one academic year prior to closure or transfer
14. International Curricula Schools that seek to be absorbed by the government shall file Notice of Intent to be Absorbed to NaSIA one academic year prior to the time of intended absorption

Part B: Inspecting and Evaluating Pre-Tertiary Schools in Ghana

Inspections are carried out using the two parts (Parts A and B) of the *Inspection Evaluation Framework* (IEF) provided in the *Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana* (2019). Part A of the IEF evaluates the quality of School Leadership, Teaching and Learning, and External Assessment Results. Part B evaluates compliance with NaSIA's requirements relating to the quality of school infrastructure as governed by the Ghana Building Code GS1207 (GSA, 2008). It also evaluates compliance to quality environmental standards as described by the Environment Protection Agency Act, 1994 (Act 490) and issues related to the quality of health and safety as stipulated by the Ghana Health Service/Ministry of Health, 1996 (Act 525). Additionally, the Part B evaluates the level of inclusion of all learners as defined by the Inclusive Education Policy, 2015 among others. School Inspections vary. The type of inspection carried out in a school reflects the purpose of the inspection. Currently, the four types of inspection conducted by NaSIA are:

5. **Whole School Inspection** (WSI) which is comprehensive and employs both Part A (on quality of performance) and B (on compliance requirements) of the Inspection Evaluation Framework (IEF) to evaluate a school's overall performance
6. **School Performance Inspection** which employs only Part A of the IEF to assess a school's performance
7. **Compliance Inspection** which employs only Part B of the IEF to evaluate Ministry of Education compliance requirements and includes verification inspection
8. **Investigative Inspection** which can employ any part of the IEF

Table 2 shows the types of inspection and their purposes, durations, and cycles.

Table 2: Inspection Types and Purposes

Type of Inspection	Purpose	Schools targeted	Duration	Cycle
Whole School	To evaluate all aspects of a school including its culture	All schools	5 working days	Every three years
School Performance	To evaluate school leadership, lessons and internal and/or external assessment results to determine the academic achievements of a school	All schools	2 working days	Variable
Compliance	To ensure that schools follow basic Ministry of Education requirements and/or a school has implemented recommendations	Schools reported/known to have breached any relevant MoE	3 working days	Variable

	made by Inspectors during the last inspection of the school	requirement or NaSIA directive		
Investigative	To ascertain the validity of a reported incident in, or a complaint about a school	Schools reported/known to have breached any relevant rule or regulation or have been involved in any criminal activity	Variable	Variable

Inspections targeting all schools may

- involve a statistical random sampling of a range of schools (as a representative of the relevant school population) to gain an understanding of the standards and quality of education provided, either across Ghana as a whole or in a particular region or district
- involve purposively sampled schools where evidence suggests that they are providing either an outstanding quality of education or an unsatisfactory quality of education.

These inspections may be triggered by any of the following: Analyses of external assessment results; the outcomes of any informal visits by Inspectors or Ministry of Education personnel or Agencies; requests from district and regional directorates; feedback from parents; a request from a school and other stakeholders in education with action plans designed to address particular issues; and any other significant evidence that is brought to the attention of NaSIA.

Chapter 5: Whole School Inspection

5.1 Preamble

Whole School Inspection is the most comprehensive of all inspections as it involves all aspects of the school and staff. It begins with school self-evaluation with action plan for intervention and ends with recommendations to address issues identified in both self-evaluation and external inspection by inspectors.

Whole School Inspections provide an external viewpoint on the work of each school so inspected and the ensuing reports providing directions as to how improvement can be achieved or how gains made can be sustained. The reports also assist in affirming the aspects of practice that are working well and assist in confirming the school's own judgement about its strengths and areas for improvement. Through the process of complementing school self-evaluation reports with inspection reports, the school gains experience in conducting better self-evaluations. Thus, WSIs can enhance and stimulate positive change in schools as they provide opportunity for schools to reflect on the quality of their teaching and learner achievement and consequently find ways to improve on their performance. Also recommendations in both self-evaluation and inspection reports provide important direction for the school community as they seek to bring about continuous school improvement. A policy that encourages continuous school self-evaluation as a way of engaging schools in WSIs will go a long way to generate a culture of continuous school improvement. Furthermore, such a policy will cover all other types of inspections as each other type is subsumed in WSI. The implication is that reference will be made to WSIs in discussing other types of inspection.

5.2 Policy Goal

To provide schools and stakeholders, including parents, decision makers and policy makers, with accurate evidenced-based information on every aspect of the school for making decisions towards continuous school improvement

5.3 Policy Statements

1. Whole School Inspection (WSI) shall be conducted in every Pre-tertiary school every three years and shall be preceded by school self-evaluation with action plan to address concerns
2. The specific timing of a WSI may be influenced by the reports of Performance Inspection and shall be determined by the Inspector General of Schools
3. Inspectors shall make judgements about School Performance and School Compliance using NaSIA's approved and published indicators (NaSIA's IEF)
4. Inspectors shall be subject specialists in the lessons they observe in WSI
5. Inspectors shall inspect lessons in any nationally approved subject as appropriate

6. Inspectors shall assess the level of mentoring support that induction and probationary teachers receive for addressing their own learning needs
7. School Leadership shall put in necessary measures to ensure safe and supportive learning environment that will support the learning of all groups of learners, including those with Special Educational Needs (SEN)
8. Inspectors shall pay particular attention to facilities in institutions that provide Kindergarten (KG) education as the style of learning approved (recommended) by the National Council for Curriculum and Assessment (NaCCA) is activity-based and involves learning through play and safeguarding
9. Inspection of virtual learning activities shall be conducted in a manner analogous to the procedure used for Lesson Observation in the traditional classroom setup
10. Inspectors shall make use of technology as appropriate in the inspection of all school types
11. Schools offering virtual learning shall provide NaSIA's Inspectors access to their virtual learning platform for inspection
12. NaSIA shall make available to the school a comprehensive report of all the findings and recommendations of the inspection
13. NaSIA shall submit copies of the inspection reports to MoE
14. NaSIA shall facilitate appropriate follow-ups after inspection of schools to ensure that schools implement suggested recommendations for continuous improvement
15. A school whose overall rating is adjudged to be Unsatisfactory shall be deemed to be in a formal category of concern
16. A school rated Unsatisfactory, shall be supported by NaSIA to implement a plan of action to come out of the formal category of concern
17. A school in the formal category of concern shall be re-inspected within a specified time after the publication of the inspection report
18. NaSIA shall issue warning letters to schools that do not implement inspection recommendations after a specified period of time
19. Schools that fail to improve after three warning letters will be sanctioned according to NaSIA's regulations
20. When a school that was in a category of concern is adjudged by an Inspection Panel to have met the minimum requirements, NaSIA shall communicate the information to the school and place the school in the appropriate category
21. All inspection reports shall be submitted to both the Ghana Education Service and the leadership of private schools
22. All inspection reports shall be published on the NaSIA's website and disseminated across the country
23. The cost of WSI shall be borne by the Schools inspected

Chapter 6: School Performance Inspection

6.1 Preamble

School Performance inspection is arguably one of the most valuable tools that can be used to support schools to improve teaching and learning. It also provides decision makers as well as policy makers with accurate evidence-based information about the current situation in specific institutions. In Ghana, this type of inspection targets the evaluation of School Leadership, Lesson Observation (currently in English, Mathematics and Science) and External or Internal Assessment Results as appropriate.

All the three subjects currently observed during Lesson Observation are core subjects that everyone in the Ghanaian pre-tertiary school must study. The number of subjects and areas that are covered in this inspection may change in future. There is therefore a need for a policy that can extend these delimitations to other areas that may become relevant in future.

6.2 Policy Goal

To provide schools and stakeholders, including parents, decision makers and policy makers, with accurate evidence-based information about the quality of School Leadership, teaching and learning and academic achievement in pre-tertiary schools

6.3 Policy Statements

1. The School Leadership shall provide access to the school as well as the relevant resources that will facilitate the inspection process
2. Inspectors shall hold separate meetings with stakeholders during the inspection, including learners selected from all year groups and parents, to obtain their views about teaching and learning and management of the school, among others
3. Inspectors shall collect evidence using indicators as specified in Part A of NaSIA's IEF (on quality of school performance)
4. Lesson Observation shall be given a great deal of emphasis in School Performance Inspections to ensure that schools consider the learning needs of all learners in curriculum delivery
5. Inspectors shall be subject specialists to evaluate key subject areas and shall have an awareness of the teaching and learning needs in the classroom
6. Inspectors shall evaluate and assess objectively with integrity, respect, sensitivity and ensure confidentiality in relation to individual teacher's information
7. Inspectors shall provide oral and written feedback on any lesson observed to the teacher and School Leadership
8. School Leadership shall ensure that agreed recommendations to improve the performance of the school are implemented
9. The cost of School Performance Inspection shall be borne by the Schools inspected

Chapter 7: Compliance Inspection

7.1 Preamble

The main objective of a compliance inspection is to ensure that schools follow the basic MoE requirements in educational delivery. Compliance inspection can also be a follow-up inspection to find out whether a school has implemented recommendations made by NaSIA during the last inspection of the school. Making room for Compliance Inspection in the SEaIP provides opportunity for stakeholders to hold schools accountable for their work.

7.2 Policy Goal

To make evidence-based judgements about how compliant a school is with basic requirements stipulated by the Ministry of Education or any of its agencies, or as subsequently directed by NaSIA to be implemented by the school

7.3 Policy Statements

1. NaSIA shall initiate or respond appropriately to requests regarding the validation of the compliance status of a school
2. The School Leadership shall provide Inspectors access to the school as well as relevant resources that will facilitate the inspection process
3. Inspectors shall make judgements about the extent to which the school has conformed to or breached compliance and make appropriate recommendations
4. School Leadership shall ensure that agreed recommendations to improve the performance of the school are implemented
5. The cost of Compliance Inspection shall be borne by the Schools inspected

Chapter 8: Investigative Inspection

8.1 Preamble

As the name suggests, the main objective of Investigative Inspection is to ascertain the validity of incidents in or complaints about a school. Investigative inspection can employ any part of NaSIA's IEF and can take the form of School Performance Inspection or Compliance Inspections or both. It could be used to investigate an aspect of administration in the school such as allegation of fraud or learner abuse. Making room for Investigative Inspection in the SEaIP provides opportunity for stakeholders, including learners, to identify and address issues that otherwise would undermine the school's credibility and work against the attainment of set goals and objectives.

8.2 Policy Goal

To establish the authenticity of a suspicion, complaint or report on issues of irregularities in a school; as basis for conducting an inspection to collect evidence to take necessary action to forestall any adverse effect on teaching and learning.

8.3 Policy Statements

1. Investigative inspection shall take place as soon as valid and evidence-based complaints are established
2. The School Leadership shall provide Inspectors access to the school as well as relevant resources that will facilitate the inspection process
3. Inspectors shall make judgements about the extent to which the school has breached any rule or regulation and make appropriate recommendations
4. School Leadership shall ensure that recommendations to address the irregularities identified in the school are implemented
5. The cost of investigative Inspection shall be borne by the Schools inspected

Chapter 9: Licensing of NaSIA Inspectors

9.1 Preamble

The inspection of public and private pre-tertiary schools is the process by which NaSIA assesses the quality and/or performance of the schools. This process is multifaceted and involves professional judgement based on sound evidence. There is therefore the need for NaSIA to recruit and train Inspectors who are knowledgeable and have the skills required for the inspection. As indicated earlier, the IGS empanels a team of Inspectors to carry out inspections. The empanelling of Inspectors for school inspection has to be carried out on a **rotational** basis following rigorous statistical processes to ensure that the same IP does not visit the same institution(s) within an inspection cycle. The *Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana* (2019) prescribes the following to guide the conduct of Inspectors during an inspection:

- i. **Professionalism:** Inspectors must at all times: 1) demonstrate the highest standards of personal conduct in everything they say and do; 2) evaluate objectively and impartially, basing all judgements on clear and robust evidence to ensure that they are valid, fair and reliable; 3) respect the confidentiality of the information they receive, particularly about schools, individuals and their work; 4) not disrupt lessons in any way and should only intervene if there is a risk to the health and safety of any learner or teacher; and 5) maintain purposeful and constructive dialogue with all those in a school, testing out and communicating judgements clearly but sensitively.
- ii. **Courtesy:** Inspectors must always: 1) act with the best interests and wellbeing of learners and school staff in mind; 2) establish effective working relationship with the staff of the school, based on respect for their concerns and the circumstances in which they work; 3) endeavour to calm any worries and anxieties among the staff of the school throughout an inspection; and 4) respond appropriately and considerately to reasonable requests.

The Licensing of Inspectors will ensure that Inspectors are in good standing and fulfil NaSIA's requirements for inspection. Details of the supporting documentation required for Licensing and the examination procedure are set out in Appendix xxx.

9.2 Policy Goal

To ensure that NaSIA's Full-time and Contract Inspectors have the necessary credentials and demonstrate the ability to perform their tasks to the highest level of quality standards.

9.3 Policy Statements

1. NaSIA shall undertake the Licensing of all persons whom it employs as Inspectors
2. The process of Licensing shall involve applications from qualified individuals who shall write Examinations for Inspectors and attend in-person Interviews for final selection and eventual Licensing as NaSIA's School Inspectors
3. Only Licensed Inspectors shall be permitted to inspect schools to ensure quality service delivery
4. Licenses shall be absolutely non-transferable to other individuals for any inspection task, a breach of which shall constitute a criminal offense and shall attract prosecution

DO NOT CIRCULATE

Chapter 10: Collaboration with Unions, Associations and Stakeholders of Public and Private Schools

10.1 Preamble

Unions and associations operating as organised labour in education are legally constituted to play a vital role in the delivery of quality education. The importance of the role of such unions and associations in the establishment and inspection of schools cannot be overemphasized. Indeed, the support of any duly constituted union or association of stakeholders in education is desirable. NaSIA recognises the vital role unions, associations and stakeholders play in the process of establishing schools, supporting teachers and other educational workers to improve teaching and learning in schools. As a result of this recognition, NaSIA collaborates with unions and associations representing both public and private schools whose activities are directly linked to the activities of NaSIA. Currently, the Authority is collaborating with the following unions and associations: Ghana National Association of Teachers (GNAT), the Coalition of Concerned Teachers (CCT), the National Association of Graduate Teachers (NAGRAT), All Teacher Alliance Ghana (ATAG), Ghana National Association of Private Schools (GNAPS), Ghana National Council of Private Schools (GNACOPS), Conference of Heads of Private Second-Cycle Schools (CHOPSS), Conference of Managers of Education Unit (COMEU), and the Foundation for Education, Research and Development (FERD). NaSIA will continue to collaborate with all unions and associations that are duly constituted and appropriately certified.

10.2 Policy Goal

To promote effective dialogue and collaboration between NaSIA and unions and associations of both public and private pre-tertiary schools as well as other stakeholders including parents, development partners (dps) and NGOs, leading to quality delivery of education at the pre-tertiary level in Ghana.

10.3 Policy Statements

1. NaSIA shall recognise the constitutional rights of new and existing unions and associations as well as NGOs related with pre-tertiary education in Ghana, duly certified with the appropriate regulatory agency
2. NaSIA shall, when necessary, dialogue with unions and associations of pre-tertiary schools as well as NGOs to discuss and address issues affecting the quality delivery of the various curricula at the pre-tertiary level of education
3. NaSIA shall engage in dialogue with representatives of unions and associations who are duly appointed or authorised
4. As and when appropriate, NaSIA may, involve other stakeholders, such as Parent Teacher Associations of private schools in dialogues with private school unions and associations
5. NaSIA's social dialogue with unions, associations and other stakeholders like NGOs shall include all forms of information sharing, consultations and negotiations

DO NOT CIRCULATE

Chapter 11: Implementation Arrangements

11.1 Introduction

The implementation of a policy is equally as important as its formulation. This chapter looks at how the SEaIP will be implemented. It provides information on the legal status of the policy. It also identifies various stakeholders whose activities are relevant in the implementation process and how their roles and responsibilities may impact on the policy and its implementation.

11.2 Legal Status of the Policy

The SEaIP derives its legal status from the Education Act, 2008 (Act 778) as amended by the ERBA, 2020 (Act 1023) and shall have statutory force. It provides activities in line with the appropriate Sections of both Acts and shall supersede all earlier circulars, administrative directives, and policies on the establishment and inspection of schools.

11.3 Roles and Responsibilities of Key Stakeholders

The implementation of this policy shall be the collective responsibility of all stakeholders of education. NaSIA collaborates with key government agencies, bodies and other non-governmental organisations and associations in discharging its functions. The roles and responsibilities of these entities are briefly presented below:

11.3.1 The Ministry of Education

The Ministry of Education (MoE) oversees all activities in education in Ghana. It plans and formulates all major educational policies and programmes and is, as a result, the custodian of every national policy in education in the country. As such, it has the overarching responsibility over the implementation of all policies of any of its agencies. The Ministry maintains an efficient Educational Management Information System (EMIS) to meet local and international standards and needs. EMIS provides information for the selection of schools for inspection. Besides, the Ministry oversees quality assurance and supervision of schools. The Ministry of Education shall therefore receive and keep records of all relevant reports on school inspections.

11.3.2 The Ministry of Local Government and Rural Development

The Ministry of Local Government and Rural Development oversees the infrastructural development of District/Municipal/Metropolitan Assemblies. It provides guidelines on governance and balanced rural-based development. The Ministry also facilitates the allocation of resources for local level development including the construction of schools and recreational facilities by Assemblies. It promotes participation of civil society in administration and development through community action including providing communal labour to support school activities and teachers such as providing schools with suitable teacher accommodation and basic amenities. The Ministry of Local Government and Rural

Development shall be provided with relevant information as appropriate to facilitate recommendations by NaSIA after school inspections.

11.3.3 The National Teaching Council

The National Teaching Council (NTC) deals with all matters relating to teacher training and development and is responsible for the licensing and certification of teachers. NTC is the custodian of the National Teachers' Standards for Ghana and the Comprehensive National Teacher Policy. As the body that provides, maintains, promotes, and reviews standards of professional practice and ethical conduct of teachers, NTC provides NaSIA with the criteria for judging the effectiveness of teachers' work. This is reciprocated by NaSIA in ensuring that teachers teach to the standards set by NTC. The Council shall share information about changes in professional standards with NaSIA to facilitate the enforcement of teaching standards in schools.

11.3.4 The National Council for Curriculum and Assessment

The National Council for Curriculum and Assessment (NaCCA) is the body responsible for developing national curriculum and assessment standards for pre-tertiary schools. NaCCA collaborates with both NTC and NaSIA because the teachers who deliver the curriculum are trained by NTC while NaSIA provides information on the delivery of the curriculum. NaCCA shall share updates on curriculum reviews and percentage of local content in international curricula with NaSIA to facilitate the enforcement of curriculum delivery in schools. NaSIA shall inform NaCCA when pre-tertiary schools offering non-Ghanaian curricula apply for and receive Provisional License and *full* License, identifying the specific curriculum offered by each ICS and collaborate in the process of evaluating any such curriculum.

11.3.5 The Ghana Education Service

The Ghana Education Service (GES) is the government agency responsible for implementing all MoE policies relating to the management and operations of public pre-tertiary schools in Ghana. In order for NaSIA to raise standards in schools, GES shall provide NaSIA with relevant information on teacher deployment, including information on induction and probationary teachers, to facilitate the implementation of the SEaIP.

11.3.6 Commission for Technical and Vocational Education and Training (COMTVET)

The Commission for Technical and Vocational Education and Training (COMTVET) formulates national policies on skills development across the pre-tertiary and tertiary levels of education, in both the formal and informal sectors of the economy. COMTVET also coordinates, harmonizes and supervises the activities of pre-tertiary public and private Technical and Vocational Education and Training (TVET) providers. The Commission is responsible for ensuring quality in the delivery of and equity in access to technical and

vocational education and training. By provisions of the ERBA, 2020 (Act 1023), COMTVET shall receive reports on school inspections with recommendations for the improvement of learning outcomes in the TVET institutions.

11.3.7 Mission Schools

Mission schools are managed by the various religious bodies who established these schools before going into partnership with Government in the running of the schools. As managers of faith-based public schools, Education Management Units shall provide NaSIA with relevant information on teacher deployment, including information on induction and probationary teachers, as expected in all public schools, to facilitate the implementation of the SEaIP in the mission schools.

11.3.8 The Coalition of Non-State Actors in Education

The Coalition of Non-State Actors in Education (including Non-Governmental Organisations and Civil Society Organisations) supports the dissemination of information about activities on various aspects of teachers' work. The coalition complements the support of Government to teachers in various areas such as teacher professional development. The Coalition of Non-State Actors in Education shall provide NaSIA with information on projects that impact on teacher deployment, teacher performance, teacher mobility and other forms of teacher support to enable NaSIA to prioritise the implementation of the SEaIP.

11.3.9 Teacher Unions

Teacher Unions and Associations serve as umbrella bodies that seek to protect and enhance the welfare of its members. The Union Leaders embark on dialogue with relevant government agencies whose activities have a direct bearing on the welfare of its members and also in the quest for quality education. In some instances, such Unions conduct professional development activities for its members so that they are abreast with current educational policies and instructional practices likely to improve on the quality of education delivery in Ghana. Teacher Unions and Associations whose activities impact directly on the establishment and inspection of pre-tertiary public schools include Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT), Coalition of Concerned Teachers (CCT) and All Teachers Alliance Ghana (ATAG). These entities represent different categories of teachers and are key stakeholders in all activities involving teachers. They advocate with evidence-based research to influence policies affecting teachers. Teacher Unions and Associations shall collaborate with NaSIA to sensitise teachers about the SEaIP and its implementation.

11.3.10 Other Pre-tertiary School Associations

In Ghana, there exists a number of other School Associations which are formed with the aim of supporting the delivery of quality education. The various Associations exist for diverse reasons such as those for only heads of government-assisted schools, those for private

school operators and mission school managers. These other associations related to pre-tertiary education in Ghana include Ghana National Association of Private Schools (GNAPS), Ghana National Council of Private Schools (GNACOPS), Conference of Heads of Private Second-Cycle Schools (CHOPSS), Conference of Heads of Assisted Secondary Schools (CHASS), Conference of Managers of Education Units (COMEU), Foundation of Education Researchers and Development (FERD), Conference of Heads of Basic Schools (COHBS), Montessori Alliance of Ghana (MONTAG) and Conference of Heads of Special Schools (COHESS). This list may include any future school associations that are recognised in the NaSIA and/or the Ministry of Education. NaSIA shall engage in social dialogue with any association(s) as and when found necessary. NaSIA also may inform the associations of issues related to the establishment status and inspection outcomes of member schools as may be needed.

11.3.11 Regulatory Bodies/Other Institutions

In the performance of its work, NaSIA may collaborate and share best practice with regulatory bodies and other institutions such as Health Facilities Regulatory Agency (HeFRA) for the regulation of infirmaries in pre-tertiary schools, Food and Drugs Authority (FDA) for food safety, Ghana National Fire Service (GNFS) for fire safety, Ghana Police Service for security and law enforcement, Registrar General's Department (RGD) for business registration of pre-tertiary schools, Environmental Protection Agency (EPA) for environmental safety, the Ghana Institution of Engineers (GhIE) and Ghana Standards Authority (GSA) for compliance with building codes and the Local Authority for the enforcement of by-laws. Also, NaSIA may co-opt members from these agencies for purposes of inspection as and when necessary.

11.4 Cost and Financing of the Policy

The Government of Ghana shall be responsible for the provision of the required funding for the implementation of the policy.

11.5 Operationalisation and Review Clause

The School Establishment and Inspection Policy shall become operational on the date it is approved by the appropriate government machinery. There shall be periodic monitoring of the implementation of the policy. The policy shall be reviewed as appropriate by NaSIA in collaboration with the relevant stakeholders.

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Ministry of Education
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This policy has been developed by the Government of Ghana through National Schools Inspectorate Authority, an agency under the Ministry of Education.



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