



**Ministry of Education
REPUBLIC OF GHANA**



National Schools Inspectorate Authority
Enforcing Standards, Ensuring Quality

SCHOOL LICENSING POLICY (SLiP)

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

30TH APRIL 2021

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Contents

List of Abbreviations and Acronyms	v
Definitions of terms	vii
Foreword.....	x
Acknowledgements	xi
Chapter 1: Background of the School Licensing Policy	1
1.1 Introduction	1
1.2 Status of Guidelines on Licensing of Schools in Ghana.....	2
1.3 Rationale, Goals, and Core Values	3
1.3.1 Rationale	3
1.3.2 Goal	3
1.3.3 Core values.....	4
1.4 Objectives.....	4
1.5 Policy Basis	5
1.6 Order of Presentation of the Policy Areas	5
Chapter 2: NaSIA’s Requirements for Licensing Public and Private Pre-Tertiary Educational Institutions (PTEIs)	7
2.1 Preamble.....	7
2.2 Policy Goal.....	7
2.3 Policy Statements - Provisional Licensing	7
Policy Statements – Full Licensing	8
Chapter 3: Licensing of Public and Private Kindergarten Institutions Operating Ghanaian Curriculum	10
3.1 Preamble.....	10
3.2 Policy Goal.....	10
3.3 Policy Statements - Provisional Licensing	10
3.4 Policy Statements - Full Licensing	11
Chapter 4: Licensing of Public and Private Ghanaian Curriculum Primary, Secondary and TVET and Specialised Institutions (PSTIs).....	13
4.1 Preamble	13
4.2 Policy Goal.....	13
4.3 Policy Statements - Provisional Licensing	13
4.4 Policy Statements - Full Licensing	14
Chapter 5: Licensing of International Curricula Schools	16
5.1 Preamble.....	16
5.2 Policy Goal.....	16

5.3 Policy Statements - Provisional Licensing	16
5.4 Policy Statements – Full Licensing	17
Chapter 6: Health and Safety in Public and Private Pre-Tertiary Educational Institutions.....	18
6.1 Preamble.....	18
6.2 Policy Goal.....	18
6.3 Policy Statements.....	18
Chapter 7: Classification of Public and Private Pre-Tertiary Educational Institutions.....	20
7.1 Preamble.....	20
7.2 Policy Goal.....	21
7.3 Policy Statements.....	21
Chapter 8: Suspension and Revocation of Licenses of Offending Public and Private Pre-Tertiary Education Institutions (PTEIs)	22
8.1 Preamble.....	22
8.2 Policy Goal.....	22
8.3 Policy Statements.....	22
Chapter 9: Appeal Process	24
9.1 Preamble.....	24
9.2 Policy Goal.....	24
9.3 Policy Statements.....	24
Chapter 10: School Licensing Committee	25
10.1 Preamble.....	25
10.2 Policy Goal.....	25
10.3 Policy Statements.....	25
Chapter 11: Collaboration with Unions, Associations and Stakeholders of Public and Private Schools	27
11.1 Preamble.....	27
11.2 Policy Goal.....	27
11.3 Policy Statements.....	27
Chapter 12: Implementation Arrangements	29
12.1 Preamble.....	29
12.2 Legal Status of the Policy	29
12.3 Policy Goal.....	29
12.4 Roles and Responsibilities of Key Stakeholders.....	29
12.4.1 The Ministry of Education (MoE)	29
12.4.2 The Ministry of Local Government and Rural Development	29
12.4.3 The National Teaching Council.....	30

12.4.4 The National Council for Curriculum and Assessment.....	30
12.4.5 The Ghana Education Service	30
12.4.6 The Commission for Technical and Vocational Education and Training (COMTVET)	31
12.4.7 Mission Schools.....	31
12.4.8 The Coalition of Non-State Actors in Education	31
12.4.9 Teacher Unions	31
12.4.10 Other Pre-Tertiary School Associations	32
12.4.10 International Accreditation Bodies	32
12.4.11 Regulatory Bodies/Other Institutions.....	32
12.5 Cost and Financing of the Policy	33
12.6 Operationalisation and Review Clause	33
Bibliography	34

List of Abbreviations and Acronyms

ASIS	Association of International Certification Schools
ATAG	All Teacher Alliance Ghana
AYUF	Academic Year Update Form
CAIE	Cambridge Assessment International Education
CCT	Coalition of Concerned Teachers
CHOPSS	Conference of Heads of Private Second-Cycle Schools
CHASS	Conference of Heads of Assisted Secondary Schools
CNTP	Comprehensive National Teacher Policy
COHBS	Conference of Heads of Basic Schools
COHESS	Conference of Heads of Special Schools
COMTVET	Commission for Technical and Vocational Education and Training
COMEU	Conference of Managers of Education Units
EMIS	Educational Management Information System (EMIS)
EPA	Environmental Protection Agency
EPG	Education Partnership Group
ERBA	Education Regulatory Bodies Act
FDA	Food and Drugs Authority
FERD	Foundation for Education, Research and Development
GES	Ghana Education Service
GhIE	Ghana Institution of Engineers
GNAT	Ghana National Association of Teachers
GNACOPS	Ghana National Council of Private Schools
GNFS	Ghana National Fire Service
GoG	Government of Ghana
GPE	Global Partnership for Education
GSA	Ghana Standards Authority
HeFRA	Health Facilities Regulatory Agency
HSWI	Health and Safety Workplace Inspections
IEF	Inspection Evaluation Framework
ICS	International Curricular Schools
IGS	Inspector-General of Schools
IB	International Baccalaureate
IP	Inspection Panel
KG	Kindergarten
MoE	Ministry of Education
MONTAG	Montessori Alliance of Ghana
NEA	National Education Assessment
NAB	National Accreditation Board
NaCCA	National Council for Curriculum and Assessment
NAGRAT	National Association of Graduate Teachers
NaSIA	National Schools Inspectorate Authority
NCPTF	National Pre-Tertiary Education Curriculum Frame Work
NCTE	National Council for Tertiary Education
NIB	National Inspectorate Board

NEI	National Education Inspectorate
NTC	National Teaching Council
NSMQ	National Science and Math Quiz
PTEI	Pre-Tertiary Educational Institution
PTA	Parent Teacher Association
PSTI	Primary, Secondary and TVET Institutions
RGD	Registrar General's Department
SDG	Sustainable Development Goal
SDG 4	Sustainable Development Goal 4
SEN	Special Education Needs
SEaIP	School Establishment and Inspection Policy
SLiP	School Licencing Policy
TVET	Technical and Vocational Education and Training
WSI	Whole School Inspection

Definitions of terms

Authorisation

The status that grants a public or private Pre-Tertiary Educational Institution permission from NaSIA to operate after going through the licensing process.

Application for Authorisation

This refers to the process by which a public or private Pre-Tertiary Educational Institution completes and submits an *Application for Authorisation* Form on NaSIA's website or in-person. It is the first stage in the process of seeking Authorisation to operate a public or private Pre-Tertiary Educational Institution in Ghana

Category of concern

A classification of Pre-Tertiary Educational Institutions rated *Unsatisfactory* in NaSIA's School Inspection using a four-point rating scale

Classification

The process of grouping public and private pre-tertiary schools into classes based on their overall performance per NaSIA's pre-determined criteria. The criteria cover a range of indicators such as a School's Rating on NaSIA's Four-Point Scale, Academic Performance (over the past four years), Quality of School Leadership, Gender Equality and Social Inclusivity, among others.

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 PTEI 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)

International Curricular School

A 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 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 Educational Institution owned, operated, and financed by non-government providers.

Public School

A Pre-Tertiary Educational Institution owned, operated, and financed by the Government of Ghana.

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.

School Inspection

Any activity in a school that involves the use of all or any part of NaSIA's Inspection Evaluation Framework. 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:

- a. **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.
- b. **School Performance Inspection** which employs only Part A of the IEF to assess a school's performance.
- c. **Compliance Inspection** which employs only Part B of the IEF to evaluate Ministry of Education compliance requirements.

d. **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 Self-evaluation

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

School Registration

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

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

World-class Standards

This refers to a public or private pre-tertiary educational institution that has been adjudged to provide quality education as defined in Part A of NaSIA’s IEF. It includes indicators such as School Leadership, Quality Teaching, Community-engagement and External Assessment Results and any other indicators of quality teaching and learning the Authority may prescribe.

Foreword

Nations all over the world recognised 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 Licensing Policy (SLiP) is to ensure that pre-tertiary schools meet certain basic minimum standards in terms of their infrastructure, general school environments, as well as human resources to enable them continually improve learning outcomes to address the needs of learners irrespective of their socio-cultural and economic background, religious affiliation, geographical location, gender, or ethnicity. Such schools will afford all learners the opportunity to achieve their potential and become critical thinkers, problem solvers and creative citizens.

Another goal is to encourage licensed pre-tertiary schools to sustain excellent delivery of quality education for their learners and to continue to meet school policy, legislation and regulatory requirements. The need to maintain their licensed status will serve as a source of motivation for the leadership and management of the schools to work hard to keep educational standards and to improve on them.

The requirements in the registration process for authorisation and licensing also serve as a guide for ascertaining whether schools have the requisite resources, capacity and expertise to offer education of the expected quality. This will enable the schools to do constant self-check to ensure that their operations are in line with the expected minimum standards. This will provide a clear basis for imposing punitive sanctions against persistent defaulters so that learners will not unduly suffer at the hands of quacks and pretenders anywhere in the country and thus ensure a level playing field for all learners to have their learning needs adequately met.

The School Licensing Policy will indeed help NaSIA to focus on the quality of school leadership and management, teaching and learning, facilities, assessment systems as well as levels of scholarship attained in both public and private pre-tertiary schools in Ghana.

Hon. Dr. Yaw Osei Adutwum, MP

Minister for Education

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Haggard Hilda Ampadu, PhD

The Inspector-General of Schools

National Schools Inspectorate Authority

Chapter 1: Background of the School Licensing 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 standards 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 ensuring the maintenance of standards in the operation, including curriculum delivery, of both public and private pre-tertiary schools in Ghana. The Authority carries out its mandate through the process of Registration which encompasses processing Applications for Authorisation, Provisional Licensing and Full Licensing.

The key functions of NaSIA include the following:

- a) to register (that is, process Applications for Authorisation, Provisional Licensing and Full Licensing of) all public and private PTEIs.
- b) to keep and maintain a register of PTEIs.
- c) to develop, publish, promote and enforce the highest quality standards and guidelines to be observed in PTEIs.
- 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 findings and reports on the performance of public and private PTEIs and
- g) to prescribe disciplinary measures for a public or private PTEI that fails to comply with the standards and guidelines issued by the Authority.

NaSIA's activities are all informed by several Acts of Parliament and various frameworks and policy documents such as the SEaIP which defines the processes for the establishment and inspection of public and private pre-tertiary schools in Ghana. In addition to the SEaIP, the following also informed the development of the School Licensing Policy (SLiP):

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 (Act 1023)

4. National Accreditation Board Act, 2007 (Act 744) as amended by the Education Regulatory Bodies Act, 2020 (Act 1023)
5. Child and Family Welfare Policy, 2015
6. Early Childhood Education Framework 2020
7. Domestic Violence Act, 2007 (Act 732)
8. Human Trafficking Act, 2005 (Act 694)
9. Persons with Disability Act, 2006 (Act 715)
10. Children's Act, 1998 (Act 560)
11. Juvenile Justice Act, 2003 (Act 653)
12. Right to Information Act, 2019 (Act 989)
13. Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana, 2019
14. National Pre-Tertiary Education Curriculum Framework, 2018
15. National Teachers' Standards for Ghana, 2017
16. Inclusive Education Policy, 2015

The work of NaSIA, as can be inferred from the numerous documents listed, not only requires an interagency collaboration but also opens up the need for a single document that captures the processes of Registration. The School Licensing Policy, therefore, provides a more comprehensive underpinning for the Registration process which encompasses, Processing Applications for Authorisation, Provisional Licensing and Full Licensing of public and private pre-tertiary schools in Ghana.

1.2 Status of Guidelines on Licensing of Schools in Ghana

Prior to the setting up of NaSIA, the then Inspectorate Division of the Ghana Education Service (GES) was mandated to work towards ensuring quality education delivery in pre-tertiary schools in the country through the maintenance of minimum educational standards.

The full requirements and standards for public and private pre-tertiary schools are set out in the *Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana* (2019). The decision to grant a school the authorisation to operate depends to a large extent on the outcome of inspections carried out on the particular school. Inspections are carried out using the two parts (Parts A and B) of the *Inspection Evaluation Framework* (IEF) provided in this Handbook. 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. Following the setting up of NaSIA, it became necessary for the Authority to develop a policy that regulates its activities in the Registration (which encompasses Processing Applications for Authorisation, Provisional Licensing and Full Licensing) of all pre-tertiary schools

1.3 Rationale, Goals, and Core Values

1.3.1 Rationale

The School Licensing Policy seeks to achieve the highest educational standards as and to pursue consistent processes leading to the Provisional Licensing and Full Licensing of all public and private pre-tertiary schools in Ghana. The policy draws on international best practices and relevant experiences including regulations and guidelines for Licensing Public and Private PTEIs.

The School Licensing Policy offers an opportunity to produce comprehensive documentation that consolidates and develops new guidelines on the Provisional Licensing and Full Licensing of Public and Private PTEIs. The policy addresses the gaps identified as a result of desk review and empirical research, such as the lack of regulations on Registering (Processing Applications for Authorisation, Provisional Licensing and Full Licensing) new and existing Public and Private PTEIs. The ERBA, 2020 (Act 1023), provides the needed legal backing for the School Licensing Policy while it's seeks to address issues concerned with the Registration, that is, Processing Applications for Authorisation, Provisional Licensing and Full Licensing of Public and Private PTEIs. Furthermore, this Policy provides guidance on NaSIA's power to sanction any Public or Private PTEI that fails to comply with the standards and directives it may issue including suspension and revocation of a Public or Private PTEI's License. In summary, the Policy is expected to:

- provide a basis for Registration of Public and Private PTEIs.
- provide procedures for assessing whether a Public or Private PTEI has the resources, capacity and expertise to offer education of the required high quality;
- encourage licensed Public and Private PTEIs to continue to meet the requirements of legislation, policies and regulations;
- provide a mechanism to suspend and revoke the licenses of Public and Private PTEIs that fail to meet the requirements of legislation, policies and regulations.

1.3.2 Goal

The goal of the School Licensing Policy is to ensure that all new and existing Public and Private PTEIs meet the requirements for Registration (i.e., Processing of Applications for

Authorisation, Provisional Licensing and Full Licensing) and also provide and sustain excellent delivery of quality education for their learners irrespective of socio-cultural and economic status, geographical location, gender, religious affiliation, ethnicity and type of school.

1.3.3 Core values

The core values of the policy are as follows:

- 1.3.3.1 Respect:** School Registration processes and issues will be handled with utmost decorum to reflect the professional interests of all the parties concerned
- 1.3.3.2 Inclusion:** School Registration decisions will be informed by the learning needs of all learners
- 1.3.3.3 Fairness:** Processes regarding School Registration will be conducted even-handedly
- 1.3.3.4 Objectivity:** Decisions regarding School Registration will be undertaken by applying rules and regulations with absolute neutrality
- 1.3.3.5 Dual Professionalism:** School Registration duties will be carried out in a way that reflects the good professional knowledge and personal conduct of the personnel involved
- 1.3.3.6 Confidentiality:** School Registration will be characterised by the protection of privacy as appropriate
- 1.3.3.7 Excellence:** All of NaSIA's activities related to this policy will reflect the highest form of distinction
- 1.3.3.8 Efficiency:** School Registration will be carried out in a timely manner with all skilfulness and adeptness as to achieve the highest possible result from resources
- 1.3.3.9 Transparency:** School Registration will be publicly disclosed and open to scrutiny.
- 1.3.3.10 Collaboration:** NaSIA shall carry out all activities related to registration of Public and Private educational institutions in the spirit of co-operation with other stakeholders

1.4 Objectives

The objectives of the policy are to:

- 1.4.1 specify the requirements expected of all new and existing public and private pre-tertiary schools
- 1.4.2 set out the processes leading to the issuance of a Provisional license to begin or continue to operate a pre-tertiary school in Ghana;
- 1.4.3 delineate the processes involved in granting Licenses to existing public and private pre-tertiary schools that fully meet the requirements and achieve good standards;

- 1.4.4 detail how licensed public and private pre-tertiary schools maintain their licenses by continuing to comply with the requirements of the Act, Policies, and Regulations;
- 1.4.5 prescribe what processes to be followed if a public or private pre-tertiary school fails to meet the requirements, leading to the suspension and revocation of its license.

1.5 Policy Basis

The development of the School Licencing Policy (SLiP) has the underpinning of the 1992 Constitution of Ghana and the ERBA, 2020 (Act 1023). The policy is consistent with Ghana's vision of achieving quality education as defined in NaSIA's *Revised Handbook for the Inspection of Public and Pre-tertiary Schools in Ghana* (2019) 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 policy also builds on the School Establishment and Inspection Policy (SEaIP), which "seeks to achieve the requisite standards for establishing and operating pre-tertiary schools to meet the learning needs of all learners" (p.6) The School Licencing Policy (SLiP) focuses on the processes leading to Registration which encompasses Processing Applications for Authorisation, Provisional Licensing and Full Licensing of all pre-tertiary schools in Ghana. Both the SEaIP and the SLiP are aimed at deepening the collaboration with all stakeholders in educational delivery and provide direction for setting and enforcing the standards to be observed in pre-tertiary schools in Ghana. Ultimately, the two policies are both geared towards ensuring quality education in public and private pre-tertiary schools.

1.6 Order of Presentation of the Policy Areas

For each chapter, there are three sections: a brief preamble, a policy goal and policy statements. The preamble puts the chapter into context by way of introduction and shows how 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.

Chapters 2 to 11 describe the steps for Processing Applications for Authorisation, Provisional Licensing and the *full* Licensing of schools at the various pre-tertiary levels.

Chapter 2: NaSIA's Requirements for Licensing Public and Private Pre-Tertiary Educational Institutions (PTEIs)

2.1 Preamble

NaSIA provisionally licenses a public or private pre-tertiary school after it has been adjudged at least 'Satisfactory' in a Compliance Inspection on NaSIA's four-point rating scale in relation to the quality standards. The Authority issues a License to a pre-tertiary school after a Whole School Inspection (WSI) has been conducted and the school is adjudged to be at least 'Good' on NaSIA's four-point rating scale. The first stage in the process of Registration is for the public or private pre-tertiary school to apply for Authorisation with NaSIA.

NaSIA's License is valid for four (4) years from the beginning of the academic year, subject to biennial renewal.

2.2 Policy Goal

To ensure that all new and existing public and private pre-tertiary schools meet NaSIA's requirements, provide an inclusive education of good quality and have the capacity to sustain their operation, so that all learners in the public or private pre-tertiary schools will be well prepared for the next stage of their education.

2.3 Policy Statements - Provisional Licensing

1. There shall be a process of registration for authorisation to operate public and private pre-tertiary schools
2. Initial Authorisation shall be given for a specified period and shall be renewable yearly till licensed
3. NaSIA shall be responsible for the Provisional Licensing of all new and existing public and private pre-tertiary schools
4. There shall be a process of Provisional Licensing for all new and existing public and private pre-tertiary schools
5. There shall be a process of Provisional Licensing for all new and existing specialised and non-specialised schools
6. There shall be a process of Provisional Licensing for all new and existing schools intending to offer curricula to be delivered in a virtual mode
7. All Public and Private pre-tertiary schools in existence prior to the coming into force of this policy shall be required to pay a fee upon submission of the completed *Application for Authorisation Form*
8. Existing public and private pre-tertiary schools shall be required to complete a *Notice of Intent to Operate (NoI) Form*
9. NaSIA shall conduct a Compliance Inspection of public and private pre-tertiary schools

10. Public and private pre-tertiary schools that fully meet NaSIA's requirements after the Compliance Inspection shall in the first instance be issued a Provisional License valid for a year
11. NaSIA may renew a Provisional license of a pre-tertiary school annually for a maximum of four (4) consecutive years
12. A private or public PTEI that is adjudged 'Unsatisfactory' in relation to the quality standards shall not be issued a Provisional license and shall be placed in the status of *Formal Category of Concern* (Appendix xxx). Such a school shall not have the Authorisation to operate and shall have up to four (4) years to attain at least 'Satisfactory' and be granted a Provisional license to operate
13. NaSIA shall, subject to approval from the Ministry of Finance and Parliament, determine any fees private and public pre-tertiary schools would have to pay towards the procedures of processing Applications for Authorisation and Provisional Licensing and Full Licensing
14. Proprietors that do not register their schools after the 3 warning letters; such schools will be published in the newspapers and online media as illegal schools. After which enforcement actions will be brought against the school as appropriate
15. All duly licensed schools will be required to fully display their Licensed by NaSIA plaque. Schools found in violation will be sanctioned

Policy Statements – Full Licensing

1. NaSIA shall be responsible for Full Licensing public and private pre-tertiary schools
2. There shall be a process of Full Licensing all public and private pre-tertiary schools, including the specialised
3. There shall be a process of Fully Licensing all schools intending to offer curricular to be delivered in a virtual mode
4. NaSIA shall conduct a Whole School Inspection which will employ Part A and B of the IEF leading to the possible issuance of a License
5. Public and private that are rated at least 'Good' on NaSIA's four-point rating scale shall be issued a License valid for a period of four (4) years, renewable biennially at least three months before the start of a new academic year
6. All Public and private pre-tertiary schools that are rated at least 'Good' and 'Partially Meets' shall submit School Self-Evaluation Reports to NaSIA biennially
7. A licensed pre-tertiary schools that does not meet NaSIA's requirements for the biennial renewal shall be given a specified period to rectify issues and request for a follow-up Inspection at a fee
8. A Fully licensed pre-tertiary school that does not meet NaSIA's requirements for the biennial renewal after the follow-up Inspection shall have its License suspended or a penalty imposed on it and shall be required to restart the Provisional Licensing process

9. A demoted public or private pre-tertiary school that once again fully meets NaSIA's requirements after the Compliance Inspection shall be issued a Provisional License valid for a year
10. Any private or public pre-tertiary school that consistently fails to meet NaSIA's requirements for two years, shall forfeit its License and NaSIA shall issue a 'Notice of Closure' (see Chapters 8 and 9)
11. All pre-tertiary schools irrespective of filing status shall complete and submit an *Academic Year Update Form (AYUF)* annually indicating any changes since the previous academic year
12. NaSIA shall, subject to approval from the Ministry of Finance and Parliament, determine any fees private and public pre-tertiary schools would have to pay to cover costs in the procedure of processing Applications for leading to their initial Authorisation, Provisional Licensing and *full* Licensing.

Chapter 3: Licensing of Public and Private Kindergarten Institutions Operating Ghanaian Curriculum

3.1 Preamble

Education in Ghana begins with a two-year Kindergarten (KG) education. This level of education covers the ages of 4 and 5 years and it is made up of 24 months of pre-primary training. NaSIA has the mandate to ensure that practitioners in KG schools promote the learning outcomes in children as proposed by the National Pre-tertiary Education Curriculum Framework (2019) and address the need for seamless transitions of these children as they progress through those early years into primary education.

Equitable access to high quality, developmentally appropriate early childhood education and care can strengthen the foundations of lifelong learning for all children and support the broad educational and social needs of families and the nation (OECD, 2001). The policy, therefore, sets out the actions and the minimum standards KG schools are to take and meet respectively in order to be provisionally licensed and *fully* licensed. The requirements reflect those set out in the ERBA, 2020 (Act 1023), Children's Act, 1998 (Act 560), Inclusive Education Policy (2015), National Teachers' Standards for Ghana (2017) and the Ghana Building Code, GS1207 of 2018. A KG school must meet specific requirements relating to infrastructure, curriculum, assessment, teaching scheduling, school structure and governance and any other requirements set out in national policies by the Ministry of Education (MoE) for the operation of such an institution of learning in Ghana. All KG schools must actively acknowledge and promote Ghanaian culture and principles in their teaching and the school organisation. In addition to their School Establishment, Provisional Licensing and Full Licensing obligations, KG schools have a legal duty to take reasonable steps to protect learners in their care from risks of injury that are rationally predictable.

3.2 Policy Goal

To ensure that all new and existing public and private KG schools meet NaSIA's requirements, provide an inclusive education of good quality and have the capacity to sustain their operation, so that all KG learners will be well prepared for the next stage of their education.

3.3 Policy Statements - Provisional Licensing

1. NaSIA shall be responsible for the Provisional Licensing of all new and existing public and private KG schools
2. There shall be a process of registration for authorisation to operate a public or private KG school including the specialised Pre-Tertiary School
3. Initial authorisation shall be given for a specified period and shall be renewable yearly till licensed

4. There shall be a process of Provisional Licensing for all new and existing KG schools intending to operate curricular to be delivered in a virtual mode
5. Existing KG schools shall be required to complete a *Notice of Intent to Operate (NoI) Form*. (Appendix xxx)
6. All KG schools in existence prior to the coming into force of this policy shall be required to complete an *Application for Authorisation Form*
7. NaSIA shall conduct a Compliance Inspection of KG schools
8. A KG school that fully meets NaSIA's requirements after the Compliance Inspection shall be issued a Provisional License valid for one academic year
9. The Provisional License issued to a KG school may be renewed annually by NaSIA for up to a maximum of four (4) years.
10. A KG Institution that is adjudged 'Fails to Meet' in relation to quality standards shall not be issued a Provisional license and shall be placed on the status of Formal Category of Concern (Appendix xxx). An institution placed on the Formal Category of Concern cannot operate and shall have up to four (4) years to attain at least 'Partially Meets' to be granted a Provisional license.
11. All KG schools irrespective of filing status shall complete and submit an *Academic Year Update Form (AYUF)* annually indicating any changes since the previous academic year
12. Appropriate fees shall be paid by KG schools to cover costs incurred during the process of Provisional Licencing
13. Proprietors that do not register their schools after the 3 warning letters; such schools will be published in the newspapers and online media as illegal schools. After which enforcement actions will be brought against the school as appropriate
14. All duly licensed schools will be required to fully display their Licensed by NaSIA plaque. Schools found in violation will be sanctioned

3.4 Policy Statements - Full Licensing

1. NaSIA shall be responsible for Full Licensing KG schools
2. There shall be a process of Full Licensing of all KG schools
3. There shall be a process of Full Licensing all specialised and non-specialised KG schools
4. There shall be a process of Full Licensing all KG schools intending to operate curricula to be delivered in a virtual mode
5. NaSIA shall conduct a Whole School Inspection which will employ Parts A (on quality of performance) and B (on compliance requirements) of the IEF leading to the possible issuance of a Full License
6. A KG school that is rated at least 'Good' and 'Partially Meets' on NaSIA's four-point rating scale shall be issued a License valid for a period of four (4) years, renewable biennially at least three months before the start of a new academic year
7. All Fully licensed KG schools shall submit a *School Self-Evaluation Report* to NaSIA biennially

8. A Fully licensed KG school that does not meet NaSIA's requirements for the biennial renewal shall be given a specified period to rectify issues and request for a follow-up Inspection at a fee
9. A Fully licensed KG school that does not meet NaSIA's requirements for the biennial renewal after the follow-up Inspection shall have its License suspended and shall be required to restart the Provisional Licensing process
10. A KG school whose Full License is suspended may be supported by NaSIA to meet the requirements for Provisional Licensing
11. All KG schools irrespective of filing status shall complete and submit an *Academic Year Update Form (AYUF)* annually indicating any changes since the previous academic year
12. Appropriate fees shall be paid by KG schools to cover costs incurred during the process of Full Licencing
13. Proprietors that do not register their schools after the 3 warning letters; such schools will be published in the newspapers and online media as illegal schools. After which enforcement actions will be brought against the school as appropriate
14. All duly licensed schools will be required to fully display their Licensed by NaSIA plaque. Schools found in violation will be sanctioned

Chapter 4: Licensing of Public and Private Ghanaian Curriculum Primary, Secondary and TVET and Specialised Institutions (PSTIs)

4.1 Preamble

The Education Act, 2008 (778) as amended by the ERBA, 2020 (Act 1023) stipulates that NaSIA develops and enforces the highest quality standards and guidelines for public and private. According to the NPTCF, PTEIs include two years of kindergarten, six years of primary education and six years of secondary education (made up of three years Junior High School (JHS) and three years Senior High School (SHS)) which comprises general science, technical, general and visual arts, vocational and business education. NaSIA, therefore, seeks to implement consistent systems for Provisional Licensing and Full Licensing of primary, secondary and TVET institutions (PSTIs) operating Ghanaian curricular. NaSIA believes that executing a robust Provisional Licensing and Full Licensing system will provide the public with confidence in the outcomes of PSTIs and contribute to increased public participation in this sector. The application and inspection processes leading to Provisional Licensing and Full Licensing can be seen as a quality assurance measure and a management tool for continuous improvement in PSTIs and their programmes. The major purpose of introducing Provisional Licensing and Full Licensing as part of the Registration process of PSTIs is to maintain the confidence of stakeholders in the high expectations and standards of quality in all public and private pre-tertiary schools in Ghana.

4.2 Policy Goal

To ensure that all new and existing public and private Primary, Secondary and TVET Institutions (PSTIs) meet NaSIA's requirements in providing an inclusive education of good quality and have the capacity to sustain their operations, towards preparing all learners in PSTIs sufficiently for the next stage of their education and livelihood.

4.3 Policy Statements - Provisional Licensing

1. NaSIA shall be responsible for the Provisional Licensing of all new and existing public and private PSTIs
2. There shall be process of registration for authorisation to operate public and private pre-tertiary school
3. Initial Authorisation shall be given for a specified period and shall be renewable yearly till licensed
4. There shall be a process of Provisional Licensing for all new and existing specialised a public and private PSTIs
5. There shall be a process of Provisional Licensing for all new and existing public and private PSTIs intending to operate curricula to be delivered in a virtual mode
6. Existing public and private PSTIs shall be required to complete a *Notice of Intent to Operate (NoI) Form*.

7. All PSTIs in existence prior to the coming into force of this policy shall be required to complete an *Application for Authorisation Form*
8. NaSIA shall conduct a Compliance Inspection of public and private PSTIs
9. A PSTI that is rated at least 'Satisfactory' after the Compliance Inspection shall be issued a Provisional license valid for one academic year
10. The Provisional License issued to a PSTI may be renewed annually by NaSIA for up to a maximum of four (4) years
11. A PSTI that is adjudged 'Unsatisfactory' or 'Fails to Meet' in relation to quality standards shall not be issued a Provisional license and shall be placed on the status of *Formal Category of Concern* (Appendix xxx). An institution placed on the Formal Category of Concern **cannot** operate and shall have up to four (4) years to attain at least 'Partially Meets' be granted a Provisional license
12. All PSTIs irrespective of filing status shall complete and submit an *Academic Year Update Form (AYUF)* annually indicating any changes since the previous academic year
13. Appropriate fees shall be paid by PSTIs to cover costs incurred during the process of Provisional Licensing
14. Proprietors that do not register their schools after the 3 warning letters; such schools will be published in the newspapers and online media as illegal schools. After which enforcement actions will be brought against the school as appropriate
15. All duly licensed schools will be required to fully display their Licensed by NaSIA plaque. Schools found in violation will be sanctioned

4.4 Policy Statements - Full Licensing

1. NaSIA shall be responsible for Full Licensing public and private PSTIs
2. There shall be a process of Full Licensing of all public and private PSTIs
3. There shall be a process of Full Licensing all specialised public and private PSTIs
4. There shall be a process of Full Licensing all public and private PSTIs intending to operate curricular to be delivered in a virtual mode
5. NaSIA shall conduct a Whole School Inspection which will employ Part A (on School Performance) and B (on Compliance requirements) of the IEF leading to the possible issuance of a Full License
6. Public and Private PSTIs that are rated 'Good' and 'Partially Meets' on NaSIA's four-point rating scale shall be issued a Full License valid for a period of four (4) years, renewable biennially at least three months before the start of a new academic year
7. All Fully licensed PSTIs shall submit a *School Self-Evaluation Report* to NaSIA biennially
8. A Fully licensed PSTI that does not meet NaSIA's requirements for the biennial renewal shall be given a specified period to rectify issues and request for a follow-up Inspection
9. A Fully licensed PSTI that does not meet NaSIA's requirements for the biennial renewal after the follow-up Inspection shall have its License suspended and shall be required to restart the Provisional Licensing process
10. A public or private PSTI whose License is suspended may be supported by NaSIA to meet the requirements for Provisional Licensing

11. All public and private PSTIs irrespective of filing status shall complete and submit an *Academic Year Update Form (AYUF)* annually indicating any changes since the previous academic year
12. Appropriate fees shall be paid by PSTIs to cover costs incurred during the process of Licencing
13. Proprietors that do not register their schools after the 3 warning letters; such schools will be published in the newspapers and online media as illegal schools. After which enforcement actions will be brought against the school as appropriate
14. All duly licensed schools will be required to fully display their Licensed by NaSIA plaque. Schools found in violation will be sanctioned

Chapter 5: Licensing of International Curricula Schools

5.1 Preamble

The ERBA, 2020 (Act 1023) mandates NaSIA to register all International Curricular Schools (ICSs) in Ghana to ensure that they operate within the regulations and standards governing schools in Ghana and to establish a working relationship among the schools, their accreditation bodies and NaSIA. All ICSs must actively acknowledge and promote the Ghanaian culture in their teaching and learning, and in the school organisation.

5.2 Policy Goal

To ensure that all new and existing ICSs meet NaSIA's requirements in providing an inclusive education of good quality and have the capacity to sustain their operation for at least three years, towards preparing all learners in ICSs sufficiently for the next stage of their education and training.

5.3 Policy Statements - Provisional Licensing

1. NaSIA shall be responsible for the Provisional Licensing of all new and existing ICS
2. There shall be process of registration for authorisation to operate public and private ICSs including the specialised
3. Initial Authorisation shall be given for a specified period and shall be renewable yearly till licensed
4. There shall be a process of Provisional Licensing for all new and existing specialised ICSs
5. There shall be a process of Provisional Licensing for all new and existing ICSs intending to operate curricula to be delivered in a virtual mode
6. Existing ICSs shall be required to complete a *Notice of Intent to Operate (NoI) Form* (Appendix xxx)
7. All ICS in existence prior to the coming into force of this policy shall be required to an *Application for Authorisation Form*
8. Existing ICSs shall be required to submit evidence of accreditation with the relevant body
9. NaSIA shall conduct a Compliance Inspection of ICSs
10. An ICS that meets NaSIA's requirements after the Compliance Inspection shall be issued a Provisional license valid for one academic year
11. The Provisional license issued to an ICS may be renewed annually for up to a maximum of four (4) years
12. An ICS that is adjudged 'Unsatisfactory' or 'Fails to Meet' in relation to quality standards shall not be issued a Provisional license and shall be placed on the status of *Formal Category of Concern*. An institution placed on the *Formal Category of Concern* **cannot** operate and shall have up to four (4) years to attain at least 'Partially Meets' to be granted a Provisional license

13. All ICSs irrespective of filing status shall complete and submit an *Academic Year Update Form (AYUF)* annually indicating any changes since the previous academic year
14. Appropriate fees shall be paid by ICSs to cover costs incurred during the process of Provisional Licencing
15. Proprietors that do not register their schools after the 3 warning letters; such schools will be published in the newspapers and online media as illegal schools. After which enforcement actions will be brought against the school as appropriate
16. All duly licensed schools will be required to fully display their Licensed by NaSIA plaque. Schools found in violation will be sanctioned

5.4 Policy Statements – Full Licensing

1. NaSIA shall be responsible for Fully Licensing all ICSs
2. There shall be a process of Fully Licensing all ICSs, including the specialised
3. There shall be a process of Fully Licensing all ICSs intending to operate curricula to be delivered in a virtual mode
4. NaSIA shall conduct a Whole School Inspection which will employ Part A (on quality of school performance) and B (on compliance requirements) of the IEF leading to the possible issuance of a Full License
5. An ICS that is rated at least ‘Good’ and ‘Partially Meets’ on NaSIA’s four-point rating scale shall be issued a Full License valid for a period of four (4) years, renewable biennially at least three months before the start of a new academic year
6. All Fully licensed ICS shall submit a *School Self-Evaluation Report* to NaSIA biennially
7. A Fully licensed ICS that does not meet NaSIA’s requirements for the biennial renewal shall be given a specified period to rectify issues and request for a follow-up Inspection
8. A Fully licensed ICS that does not meet NaSIA’s requirements for the biennial renewal after the follow-up Inspection shall have its License suspended and shall be required to restart the Provisional Licensing process
9. An ICS whose Full License is suspended may be supported by NaSIA to meet the requirements for Provisional Licensing
10. All ICSs, irrespective of filing status shall be expected to complete and submit an *Academic Year Update Form (AYUF)* annually indicating any changes since the previous academic year
11. Appropriate fees shall be paid by ICSs to cover costs incurred during the process of Full Licencing

Chapter 6: Health and Safety in Public and Private Pre-Tertiary Educational Institutions

6.1 Preamble

Sustained and equitable access to Health and Safety services is critical for progress on learner survival and gender equality. Access to health care and safe environment is routinely identified as a priority by NaSIA. Investment in this area produces tangible and measurable results for learners in pre-tertiary schools. Sustainable management of health and wellbeing, and protection of the school environment from dangerous objects and organisms protect learners in PTEIs from diseases and crises.

6.2 Policy Goal

To ensure that basic Health and Safety Standards (HSS) are adhered to in pre-tertiary Schools.

6.3 Policy Statements

1. All public and private pre-tertiary schools shall always operate in secure and safe building structures to ensure that the staff and learners are not exposed to significant risks to their health and safety
2. Public and private pre-tertiary schools shall make provision for clean toilet and hand washing facilities with soap and running water
3. Public and private pre-tertiary schools shall have identifiable physical spaces that are designated as emergency meeting points
4. Public and private pre-tertiary schools shall follow strictly all public health control measures and waste management protocols
5. Public and private pre-tertiary schools shall ensure that health and safety documents are in place, kept up-to-date and regularly reviewed, as part of ongoing monitoring and review exercise
6. Public and private pre-tertiary schools shall undertake specific risk assessments in areas where there is a greater element of risk particularly and put in place necessary preventive measures
7. Public and private pre-tertiary schools shall ensure that staff are given a regular and appropriate health and safety training for their job
8. NaSIA shall undertake Health and Safety Workplace Inspections (HSWI) as part of its periodic institutional inspections. These inspections shall cover all internal and external areas of the school
9. Public and private pre-tertiary schools shall ensure that challenging behaviour is properly managed within school settings to guarantee the safety and wellbeing of learners, employees and other stakeholders who may be affected. Where challenging behaviour is presented, a risk assessment shall be undertaken to help identify supportive strategies
10. Public and private pre-tertiary schools shall ensure they have sufficient, competent first aid provision for learners and staff.

11. All learners and staff in KG schools shall have appropriate vaccinations as part of the requirements towards school registration with school management ensuring that staff and pupils without these vaccinations given only probationary appointment and admissions until they have taken those vaccinations.

Chapter 7: Classification of Public and Private Pre-Tertiary Educational Institutions

7.1 Preamble

This chapter sets out the basis for classifying public and private PTEIs in addition to NaSIA's four-point rating scale. Whereas the issuance of a License is dependent on scoring 'Good' and 'Partially Meets' on NaSIA's four-point rating scales, the classification of pre-tertiary schools (specifically Category 'A' Schools and ICSs) takes into consideration a host of factors for measuring the quality, efficiency, and reputation of school systems. Public and private pre-tertiary schools may be classified as Category 'A', 'B' or 'C' following an inspection by NaSIA. Such a classification has the potential to inform various stakeholders about the relative quality of education being offered and the physical facilities available in an institution. Through the adoption of a ranking of public and private pre-tertiary schools on some pre-determined criteria, institutions having similar facilities and providing similar educational outcomes are categorised by the NaSIA as appropriate. Globally, school rankings are a good indication of the quality of schools beyond academic performance and infrastructure. The classification of public and private pre-tertiary schools shall include but not limited to the following criteria:

- i. A school's rating on NaSIA's four-point scale
- ii. Academic Performance (over the past 4 years)
- iii. Quality of School Leadership
- iv. Teacher-Learner Ratio
- v. Financial Stability/Business Continuity and Risk Management Plan
- vi. Gender Equality and Social Inclusivity
- vii. Scholarship opportunities for learners
- viii. Strong Involvement/engagement of PTAs and Alumni Networks
- ix. Provision for Persons with Special Needs and Disabilities
- x. Success of Alumni
- xi. Teacher Satisfaction and opportunities for professional development
- xii. Quality of infrastructure and school facilities
- xiii. Impact of Community Service Projects
- xiv. Positive School Culture (Discipline, Excellence)
- xv. Achievements in Co-curricular activities such as Sports, Culture, National Mathematics and Science Quiz (NMSQ) and other educational contests
- xvi. Exchange Programmes
- xvii. Promotion of SDGs

The Classification of public and private pre-tertiary schools takes place in the context of NaSIA's Classification and assessment of public and private PTEIs. While the processes of Provisional Licensing and *full* Licensing grants new and existing public and private pre-tertiary schools Authorisation to operate or continue operation, the Classification of

institutions provides a mechanism for ranking pre-tertiary schools and to further hold School Leadership accountable to excellent world-class standards.

7.2 Policy Goal

To provide a clear, fair and objective basis for classifying public and private pre-tertiary schools in line with international best practices of school standards beyond academic performance and infrastructure.

7.3 Policy Statements

1. NaSIA shall be responsible for the classification of all public and private pre-tertiary schools.
2. Classification shall be carried out every four (4) years and in accordance with NaSIA's Criteria for Classifying public and private pre-tertiary schools
3. If a school realises that it has made significant improvement within the four year period, the school Proprietor can request for a re-evaluation at a fee
4. Public and private pre-tertiary schools shall be incentivised to improve on their rating and ranking on NaSIA's Classification

Chapter 8: Suspension and Revocation of Licenses of Offending Public and Private Pre-Tertiary Education Institutions (PTEIs)

8.1 Preamble

All over the world, major concerns of educational authorities are to ensure access to educational opportunities and to improve educational outcomes. To this end, direct educational providers, whether in the public or private sector, have the obligation to provide services that meet the needs and aspirations of the learners and in accordance with certain basic requirements and expectations in respect of curriculum, and other human and material resources, particularly as outlined in the ERBA, 2020 (Act 1023). Any contravention of these requirements and expectations will not only be inimical to the progress and wellbeing of the learners, but will work against the national development agenda, in the long run. In extreme cases, some of such breaches may have implications for the peace and security of the country. There is, therefore, the need for the early identification of institutions that may be failing learners or are non-compliant in some other ways and call them to order, and in some instances, suspend or even revoke their Licenses to operate.

The ERBA, 2020 (Act 1023) grants NaSIA, in consultation with the Minister of Education, Regional Education Directorate and/or District Assembly concerned, the power to sanction, suspend or close down any public or private pre-tertiary school whose performance is not in compliance with the various stipulations, standards and guidelines issued by the Authority, or in contravention of the national Constitution or international laws. The suspension or closure of a school, or the suspension or revocation of its License to operate, may be occasioned by a number of factors. The policy statements in this chapter outline the conditions calling for such decisions to be taken by NaSIA and the processes and procedures to follow.

8.2 Policy Goal

To ensure the appropriate imposition of sanction on, or the suspension/closure, or the revocation of the licence of an offending public or private pre-tertiary school or that fails to meet NaSIA's requirements

8.3 Policy Statements

1. NaSIA shall impose a sanction as deemed appropriate on a public or private pre-tertiary school, including suspending its Licence, when the school is found to be non-compliant regarding NaSIA's requirements
2. NaSIA shall suspend or revoke the License of a public or private pre-tertiary school when the school continually breaches its Licensing obligations over a period of time
3. NaSIA shall impose appropriate penalty(ies), as may be determined by the Authority, on a public or private pre-tertiary school found operating without authorisation in the form of either a Provisional License or a *full* License.

4. NaSIA shall suspend or revoke the License of a public or private pre-tertiary school some of whose activities are found to be in contravention of the national constitution, human rights and other international laws
5. A public or private pre-tertiary school whose Provisional License or License has been suspended or revoked, or imposed with other punitive sanctions, shall have the right of appeal to NaSIA for a review of its case, if deemed necessary (see Chapter 10).

Chapter 9: Appeal Process

9.1 Preamble

NaSIA's work is intended to be formative and supportive of the entire pre-tertiary education system, with punitive measures being instances of last resort. For this reason, decisions such as the suspension or revocation of a school's License shall be guided by NaSIA's core values. Notwithstanding these, a public or private pre-tertiary school whose License has been denied, suspended or revoked, or struck with any other punitive sanction, if so desires or deems it necessary, shall be given the opportunity by NaSIA to appeal for a review of the case.

9.2 Policy Goal

To establish a clear and objective process for handling appeals of public and private pre-tertiary schools whose Provisional license or Full License has been denied, suspended, or revoked, or imposed with other punitive sanctions.

9.3 Policy Statements

1. Public and private pre-tertiary schools shall have the right to appeal to NaSIA after the denial, suspension or revocation of their provisional license or Full license, or the imposition of other punitive sanctions on them
2. There shall be a formal appeal process for public and private pre-tertiary schools to contest the denial, suspension or revocation of their licenses, or the imposition of other punitive sanctions, which they consider undeserving
3. There shall be an Appeal Committee set up by NaSIA to review appeal cases of denial, suspension and revocation of licenses, or imposition of punitive sanctions, and make appropriate judgement on them
4. A public or private pre-tertiary school which is acquitted in the judgement following the appeal shall be reissued the License or have the punitive sanction lifted, while one whose case is found to be of a magnitude much less than the sanction imposed shall have the punishment mitigated

Chapter 10: School Licensing Committee

10.1 Preamble

The importance of the Registration process cannot be gainsaid, as it ensures that all providers of pre-tertiary education in Ghana are officially recognised, they operate in safe environments and with the requisite basic resources and run curricula that meet the needs and levels of the learners and are approved. Such recognition is marked by the issuance of a license to the particular pre-tertiary school after it has successfully gone through various stages of the Registration process. To ensure fairness and rigour in the School Registration process, therefore, there is a need for a body that will be responsible for overseeing the implementation and management of the process at the various stages. The School Licensing Committee serves this purpose. This chapter-provides a policy perspective for the School Licensing Committee and gives information on the aim for its establishment and structure, its membership, and its functions.

10.2 Policy Goal

To ensure the establishment of a committee responsible for the review and validation of documents and information and recommend for Authorization of a public and private pre-tertiary schools to operate.

10.3 Policy Statements

1. There shall be a School Licensing Committee which will be responsible for the processing and management of applications for school Registration leading to the issuance of Provisional and *full* License.
2. The Committee shall be responsible for the review of all matters related to the Provisional Licensing and Licensing of pre-tertiary schools.
3. The Committee shall be a sub-committee of the NaSIA Board and shall be accountable to it in its operations.
4. The Committee shall be made up of 11 members constituted as follows:
 - I. Inspector-General of Schools who shall be the Chairperson
 - II. Deputy Inspector-General of Schools who shall be the Vice-chairperson
 - III. Head, Inspection and Supervision (Structures and Facilities) - SFA
 - IV. Head, Curriculum and Assessment – RMED
 - V. Head, Quality Assurance – OQCD
 - VI. Head, Finance and Administration – FA
 - VII. Head, Ghana Library Authority (GhLA)
 - VIII. An Inspection Panel Member
 - IX. Representative, MoE
 - X. Representative, School Health Education Programme Unit
 - XI. An Executive Officer elected from NaSIA

5. The Executive Officer to be elected from NaSIA shall be a serving officer in the Authority not below the rank of a Director and shall perform the following key roles:
 - Convene
 - meetings of the School Licensing Committee indicating dates and venues
 - Take minutes
 - Prepare and circulate meeting related documentation
 - Circulate minutes and communicate to relevant bodies or people the conclusions from meetings.
 - Brief the Chair on issues arising from the meeting including the assessment of:
 - application for Provisional Licensing and Licensing of a school
 - case for de-licensing
 - request for renewal of License
 - application for change of name of a school
 - application to change school structure or grade level (if applicable)
 - request for voluntary closing of a school
 - any other matter related to Provisional Licensing and Licensing
6. An Early Childhood Education representative shall be invited when early childhood facilities are to be discussed
7. Where substantive Members are not able to attend meetings, equally qualified members of their work unit may be delegated to attend on their behalf
8. All resolutions from the committee in matters related to authorisation to start a school up to Provisional Licensing shall be endorsed by the Inspector-General and the NaSIA Board duly informed.
9. All resolutions from the committee in matters related to *full* Licensing of a school shall be presented to the NaSIA Board for final approval and endorsement
10. The Inspector-General of Schools shall inform all relevant Units within NaSIA (ISD, RMED, OQCD, and any other relevant division established by the Authority) of its key decisions such as Provisional Licensing, Licensing, de-licensing and the imposition of other punitive sanctions on offending schools
11. The School Licensing Committee shall oversee Licensing Register which shall be kept by a designated officer in NaSIA.
12. The Committee shall provide the NaSIA Board with a report and copy of the Register of all authorised pre-tertiary schools in Ghana in March of each academic year.
13. The quorum for a meeting shall be seven members and shall include either the Chair or Deputy Chair.

Chapter 11: Collaboration with Unions, Associations and Stakeholders of Public and Private Schools

11.1 Preamble

Unions and associations operating as organised labour in education are legally constituted to play a vital role in the delivery of quality education as defined in NaSIA's *Revised Handbook for the Inspection of Public and Private Pre-Tertiary Schools in Ghana* (2019). 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 and 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 Heads of Assisted Secondary Schools (CHASS), Conference of Managers of Education Units (COMEU), Association of International Certification Schools (ASICS), 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.

11.2 Policy Goal

To promote effective dialogue and collaboration between NaSIA and unions and associations as well as other stakeholders including parents, Development Partners, and NGOs leading to quality delivery of education at the pre-tertiary level in Ghana

11.3 Policy Statements

1. NaSIA shall recognise the constitutional rights of existing unions and associations as well as Development Partners, and NGOs duly certified with the appropriate regulatory agency.
2. NaSIA shall, when necessary, dialogue with unions and associations of pre-tertiary schools as well as Development Partners, and 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. When dialoguing with private school unions and associations, NaSIA may, when appropriate, involve other stakeholders, such as Parent Teacher Associations (PTAs) of private schools
5. NaSIA's social dialogue with unions associations and other stakeholders like Development Partners, and NGOs which shall include all forms of information sharing, consultations and negotiations

Chapter 12: Implementation Arrangements

12.1 Preamble

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

12.2 Legal Status of the Policy

The School Licensing Policy 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 Provisional Licensing and Licensing of Public and Private PTEIs.

12.3 Policy Goal

To establish the legal basis for the School Licensing Policy and specify the role various stakeholders in education delivery in Ghana have to play for the successful implementation of the Policy.

12.4 Roles and Responsibilities of Key Stakeholders

The implementation of this policy shall be the collective responsibility of all stakeholders. 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.

12.4.1 The Ministry of Education (MoE)

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. Besides, the Ministry oversees quality assurance and supervision of schools. The Ministry also 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. The unique code issued by NaSIA when pre-tertiary schools register with it will be incorporated in the EMIS.

12.4.2 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 the 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 inform NaSIA when it intends to establish and operate new pre-tertiary schools for NaSIA to offer any necessary guidance or collaboration in their construction. On the other hand, NaSIA shall inform the Ministry when public and private pre-tertiary schools register with it, when they receive Provisional License or Full License, and when any of the schools have their Provisional Licenses or Licenses suspended or revoked, or are imposed with any punitive sanction.

12.4.3 The National Teaching Council

The National Teaching Council (NTC) deals with all matters relating to teacher training and development and is responsible for the certification and licensing of teachers. NTC is the custodian of the National Teachers' Standards for Ghana and the Comprehensive National Teacher Policy. As part of the process of provisionally Licensing or fully Licensing public and private pre-tertiary schools, NaSIA checks that the Principals and Teachers of these schools are licensed by the NTC. The NTC shall furnish the NaSIA with information about all Probation and Licensed Teachers.

12.4.4 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 curricular 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.

12.4.5 The Ghana Education Service

The Ghana Education Service (GES) is the government agency responsible 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 School Licensing Policy. NaSIA shall inform GES the Licensing status of all public pre-tertiary schools in Ghana. NaSIA shall also share with GES, through its inspection reports, the details of any public

pre-tertiary school that does not meet the minimum requirements for the renewal of the Provisional License or License.

12.4.6 The 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, harmonises, 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), NaSIA shall inform COMTVET about the Licensing status of all pre-tertiary TVET providers, while COMTVET shall inform NaSIA of any new pre-tertiary public and private TVET providers it becomes aware of.

12.4.7 Mission Schools

Mission schools are managed by the various religious bodies who established these schools before going into partnership with the Government in the running of the schools. As managers of faith-based public schools, Education Management Units shall provide NaSIA with information about any plans to operate new schools and may submit *Academic Year Update Form (AYUF)* on behalf of their schools. NaSIA shall furnish managers of Mission Schools with information about the Licensing status of all pre-tertiary schools under their management, while the Managers shall inform NaSIA of any new pre-tertiary institution they become aware of.

12.4.8 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 the 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 School Licensing Policy.

12.4.9 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 inspection of public and private pre-tertiary schools include Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT), Coalition of Concerned Teachers (CCT) and All Teacher 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. NaSIA shall continue to collaborate with these Unions and Associations with the goal of improving learning outcomes in all the public and private pre-tertiary schools.

12.4.10 Other Pre-Tertiary School Associations

In Ghana, there exist 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), Association of International Certification Schools (ASICS) and the Foundation for Education, Research 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 Pre-Tertiary School Associations that are recognised by 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 the Licensing status of member schools as may be needed.

12.4.10 International Accreditation Bodies

For private pre-tertiary schools that offer international curricular such as the International Baccalaureate (IB) and Cambridge Assessment International Education (CAIE), there is the need for a formal relationship between NaSIA and the relevant international accreditation body. Prior to the start of every academic year, NaSIA, shall publish schools provisionally licensed and full licensed to run international curricular in Ghana. Also, NaSIA shall verify that all ICSs are in good standing with their accreditation bodies.

12.4.11 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.

12.5 Cost and Financing of the Policy

The Government of Ghana shall be largely responsible for the provision of the required funding for the implementation of the School Licensing Policy. However, appropriate fees shall be paid by institutions for the various services rendered to them by NaSIA to augment the funds provided by government.

12.6 Operationalisation and Review Clause

The School Licensing 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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