

Full list of recommendations from NESAR

	Goal or issue	Recommendation	Included in AM?
BASIC EDUCATION			
1.	Improve learning outcomes	Strengthen monitoring and supervision of teachers for increased time on task in order to improve learning outcomes	Yes
2.		Ensure SPAM takes place at school, circuit level and district level to appraise the performance of the school. Disseminate learning results through SPAM to PTAs/SMCs and ensure parents/community members understand and support learning in the home.	Yes combined with above
3.		Review current pool of teachers available to teach local language and identify gaps. Place lower grade teachers with appropriate language skills in areas where they are required for effective teaching of early grade literacy. Making Ghanaian language compulsory at SHS	Yes – make language a criteria for recruitment
4.		Ensure that all trainees and teachers are provided the approved syllabus for schools and that college trainees and in-service teachers are adequately trained on their use.	No – large funding requirement
5.		Ensure that schools are adequately resourced with TLMs including supplementary books at KG and primary for reading	No – large funding requirement
6.	Reduction in the number of out of school children and student drop outs	OOSC children research and cohort analysis. Profile the out of school using the new household data Review EMIS instrument to capture dropouts and repeaters to ensure that a cohort analysis can be done.	No – Research already exists on OOSC in Ghana, and EMIS already collects repeaters and drop-outs
7.		Adopt the CBE policy and allocate funding.	Yes
8.		Facilitate collaboration between GES and NSS to ensure participation of national service personnel	Yes – but also work with NFED
9.		Finalize and adopt the IE policy	Yes
10.		Ensure screening for disabilities and impairments for all children in KG to basic 6. Establish district/regional assessment centers	No – this is part of the IE policy anyway
11.		Facilitate sensitization and enforce girl-child protection laws/community by laws	No –not discussed on business day
12.		Ensure provision of gender friendly facilities in schools (provision of separate girl toilets and changing room)	No –not discussed on business day
SECONDARY EDUCATION			
13.	Increase Efficient Options for	Subsidy Review: Increase, Reduction, target, removal or redistribution of general subsidies or boarding subsidies	Yes – Public expenditure review and

	Financing Secondary Education		research on subsidies	
14.		Improve Targeting of public resources to needier schools	No – vague	
15.		Better collection of taxes and ensuring allocations to education	No – out of MOE scope	
16.		Expansion rather than new construction	No	
17.		Review of policy on Boarding vs. Day school	No	
18.		Reinforce regulations that require District Assemblies to support education and financing of disadvantaged students as per Constitution	No	
19.		Improve GETFUND allocation and distribution	No	
20.		Seek out public private partnerships (charter school approach)	No	
21.		Improve Performance in SHS	Review curriculum load and relevance to increase efficiencies	Yes
22.			Remedial measures to assist weak students in specific areas.	No
23.	Review current admissions schedule to increase time on task		No	
24.	Open up information on WAEC chief examiner report		No	
25.	Improve Teacher subject knowledge and recruitment		No	
26.	Increase capacity for science education		No	
27.	Efforts to increase interest in Science/Math		No	
28.	Review options for incentives to students to study Math and Science and incentives for Teachers to choose these subjects for pre-service education.		No	
29.	Performance contracts between Head Teachers and Teachers		No	
30.	Reinvigorate the roles and engagement of subject associations to support school demanded INSET		No	
31.	Increase Equitable Access To SHS	Sensitization, advocacy and outreach to communities and evaluation of effectiveness	No	
32.		Expand bursary for disadvantaged girls, disadvantaged or disabled students (well targeted)	No	
33.		Review placement process to ensure increase in quotas for more equitable placement	No	
34.		Collect more information on disabled	No	
35.		New school construction comply with national and international disability acts-	No – already happens	
36.		Rehabilitate institutions to comply with guidelines	No	
37.		Affirmative action to recruit more female teachers at SHS	No	
38.		Introduce mentorship programs for female students	No	
TERTIARY EDUCATION				
39.	Lack of coherent	Develop National policy to support equity in tertiary education and provide special admission	Yes	

	national policy on equity in tertiary education to foster the enrolment of females , students from low income households and physically-challenged students.	dispensations for students from low income households, female students, students and with disability—NCTE	
40.		Institute a quota e.g. 10% enrollment for the students from deprived communities/low income households, students with disability; and create awareness—NCTE, Institutions	- Could be part of policy
41.		Tertiary institutions to strengthen support (financial, special needs counselling, etc.) for students from low income households, female students, students with disabilities and students offering science—Tertiary Institutions	Could be part of policy
42.		Tertiary data should be disaggregated by low income households, students with disability—NCTE	No
43.		Tertiary institutions should declare the number of students from the target groups	Could be part of policy
44.	Inadequate facilities to support the education of students with disability.	Tertiary institutions must provide disability friendly facilities (library and information facilities) and resources e.g. UCC gives each visually impaired student a recorder and pays for resource persons —enforce the Disability Law; and more facilities for science and technology.	Could be part of policy
45.		Provision of physical and technological inputs: The need for institutions to make all facilities disability-friendly by the year 2016 in accordance with the Disability Act, 2006)--Institutions	No
46.		Institutions should explore the possibility of collaborating on the use of resources for quality Distance Learning/Massive Open Online Courses (MOOCs)	Yes
47.		Develop partnerships with relevant MDAs on ODL/MOOCs e.g. with Ministry of Communications and other private partners e.g. Google—MOE should invite to NESAR	No
48.		Criteria for accreditation of off-site facilities to include resources to address the needs of the targeted groups--NAB	Could be part of policy
49.		New tertiary institutions should be properly resourced to enable them admit all categories of students especially students in science and technology, from low income households, female students and students with disability—NCTE, MOE	Could be part of policy
50.		Existing tertiary institutions should take steps to expand and improve facilities and human resources taking into considerations access to target groups—Tertiary Institutions	Could be part of policy
51.		Prior to accreditation or re-accreditation institutions must demonstrate support for persons with disability e.g. paying for resource persons, providing a resource center –convert lecture recordings to braille, complete assignments etc.	Could be part of policy
52.		Ensure the provision of shuttle services for	Could be part

		persons with disability—Institutions, NAB	of policy
53.	Lack of innovative mechanisms to promote enrolment of students to science and technology programmes.	Organize remedial courses for students with weak grades in science and technology to enhance enrollment in science and technology courses— Institutions	No
54.	Funding mechanisms do not support policy initiatives on enrolment of science and technology students and females.	Formula for resource allocation to tertiary institutions (non salary budget) should include parameters like proportion of students in science and technology, from low income households, female students and students with disability — NCTE	Could be part of policy
55.		MOE should collaborate with MOLRD to ensure that District Assemblies support tertiary students with disability; from low income households e.g. DACF	No
56.		Earmark portion of GETFund, IGF for tertiary institutions for infrastructure that supports science and technology, facilities for students with disability, students from low income households— NCTE, Institutions	No
57.		Monitor information/data on GETFund, IGF earmarked for science and technology, facilities for students with disability, students from low income households	No
58.	Sustainable financing and scope of tertiary education	Implement the policy review on sustainable funding and differentiation and diversification in Tertiary.	Yes
EDUCATION MANAGEMENT			
59.	Low teacher attendance	Develop and institute a reorientation program for change management/attitude change: <ul style="list-style-type: none"> Leadership/change management training developed for education managers (include value system and ethics of the teaching profession) Review other country efforts to do the same to gather promising or proven practices Social or medial marketing campaigns and messaging to encourage teacher attendance 	Not specifically but could be part of dissemination of the policy on absenteeism
60.		Promote the principle of respecting school and work hours regardless of where teachers lodge <ul style="list-style-type: none"> Expand activities to publicly acknowledge present and punctual teachers 	Yes – review policy on acceptable leave
61.		Address teacher professional development conflicts with teaching time <ul style="list-style-type: none"> Develop policy guidelines on sandwich 	Yes – align distance programmes

		<ul style="list-style-type: none"> and distance learning • Develop a plan to harmonize tertiary and pre-tertiary academic calendar • Organize INSETs during school breaks • Develop a way to track teachers participating in distance learning programs 	with basic school calendar
62.		<p>Effective implementation of the decentralization policy</p> <ul style="list-style-type: none"> • Once harmonized education bill passed, develop legislative instruments • Implement the decentralization plan • Collaborate with agencies to implement decentralization plan 	No
63.		<p>Use multi-dimensional system of monitoring (including SMCs)</p> <ul style="list-style-type: none"> • Review composition of the DEOC and SMCs/PTAs to ensure conformity with regulations • Develop teacher attendance monitoring tool and train DEOC and SMCs/PTAs to apply it • Organize peer to peer HT supervision practice sharing – to learn from each other 	Yes – NIB to develop tool to monitor time on task
64.		<p>Improve teaching force management</p> <ul style="list-style-type: none"> • Develop contingency plans for teachers needing to take extended leave 	Yes
65.	Sustaining teacher deployment and retention in rural areas	<p>Develop policy on teacher accommodation and transportation in rural areas</p> <ul style="list-style-type: none"> • Operationalise 20% incentive package for teachers • Revisit and disseminate policy on special packages for teacher posted to deprived areas • Explore transportation options and their feasibility (e.g. commuting buses) 	No
66.		<p>Revise teacher deployment approach</p> <ul style="list-style-type: none"> • Develop clear policy payment of transfer grant • Collaborate with Development Partners, NGOs and Other Stakeholder to support teacher deployment exercise • Implement findings of teacher rationalization exercise • Committee set up to come out with strategies for implementation Sept, 2014 	No – this is already happening
67.		<p>Address infrastructure deficits in key areas</p> <ul style="list-style-type: none"> • Map out and identify areas where new accommodation is critical /required due to location/geography of school • Map and develop data base of 	Yes – conduct mapping exercise as first step.

		<p>communities where teacher access is a challenge</p> <ul style="list-style-type: none"> • Initiate intersectoral dialogue between MOE, Mins of Communication, Works and Housing, Energy • Facilitate social investment in identified deprived areas 	
68.		Establish quota system on teacher postings based on PTRs	No – to some extent happening as part of rationalisation
69.		<p>Improve preparation of teachers posted to rural areas</p> <ul style="list-style-type: none"> • Organize orientation training to survive in deprived areas, liaising with volunteer-sending organizations for good practices, including gender sensitivity • Organize community sensitisation for teachers posted in rural areas 	No
70.		Enforce proper implementation of incentive system for deprived areas	No
71.		<p>Encourage supportive environment for teachers in deprived areas</p> <ul style="list-style-type: none"> • Establish periodic meetings to share best practices and experiences • Disseminate information on communities that qualify Ensure knowledge of guidelines • Promote District Assembly and Religious Groups support activities 	No
72.		<p>Encourage district-level teacher recruitment</p> <ul style="list-style-type: none"> • Enforce use of the District sponsorship scheme for teacher trainees 	No

TVET

Determinants		Identify factors affecting the objective		Solutions	Included in AM?
		Supporting the objective	Barriers to the objective		
Enabling Environment	Policy	<ul style="list-style-type: none"> There is a policy that mandates COTVET to coordinate all technical and vocational programs including apprenticeship in Ghana There is a National TVET qualification framework 	<ul style="list-style-type: none"> The legislative instruments of other TVET providers running parallel to the I.i of COTVET Inadequate information about opportunities, value, progression, and costs CSSPS doesn't favour TVET 	<ul style="list-style-type: none"> Legislative committee working on the harmonization of existing Acts/L.I /policies Strengthen the linkages between training and industry through a labour market surveys Strengthen public education on the opportunities that exist in the TVET sector Completion of the TVET guide Have two different placement cards one for technical and vocational institutions for JSS leavers 	No
	Social Norms/Cultural attitudes	<ul style="list-style-type: none"> Apprenticeship has a direct linkage to work/industry 	<ul style="list-style-type: none"> Value judgement and negative perception of TVET /apprenticeship Discrimination between technical/grammar education Linkage between training in the formal sector and industry is a challenge Gender stereotypes as to what trade male/female are capable of. Large numbers of apprentices are non-literate. 	<ul style="list-style-type: none"> Use existing structures (career guidance and counselling) to create awareness /sensitize students on opportunities in TVET Accelerate the pace of the role out of CBT Focus on the skills needs of beneficiaries and support apprentices to improve upon requisite skills Non-formal education and functional literacy activities be introduced to apprentices who are non-literate. Improve relationships between trades associations and TVET providers Existing TVET programmes should consider the interest of all vulnerable groups (i.e. Persons with disability) 	No, but have re-included changing names of TVIs

	Financing / Budget	<ul style="list-style-type: none"> Interest of GOG and Development Partners for TVET programmes and activities exist. 	<ul style="list-style-type: none"> High recurrent cost of training - consumables High infrastructure and equipment cost for TVET Difficulty in sustaining and scaling up TVET programmes. 	<ul style="list-style-type: none"> Cost sharing (beneficiary, industry, training institutions etc). Cost efficient/effective training – eg prioritising subsectors based on demand Different skills and TVET information from all sectors be co-ordinated from a common platform and measured by a common barometer. TVET/skills activities ought to be targeted; Government funds should be targeted. 	No
	Management	<ul style="list-style-type: none"> The legislative committee has been established at the MOE to harmonise existing legislature that seem to be conflicting 	<ul style="list-style-type: none"> Dispersed functions across sectors (TVET & apprenticeship) 	<ul style="list-style-type: none"> Achieve 70% harmonisation of dispersed functions. 	No
Supply	Availability of inputs	<ul style="list-style-type: none"> Existing infrastructure (workshop/equipment) available 	<ul style="list-style-type: none"> Inadequate consumable materials for training Some workshops have obsolete machines 	<ul style="list-style-type: none"> The financing of equipment, tools, consumables etc. should be based on service delivery. Infrastructure Training Equipment Materials etc. Input should match industry demand 	No
	Availability of human resources	<ul style="list-style-type: none"> Capacity training of Trainers, Assessors, Verifiers, Facilitators have started and ongoing. Availability of management personnel. 	<ul style="list-style-type: none"> Inadequate capacity building activities for TVET managers, trainers and Master crafts persons 	<ul style="list-style-type: none"> Institutionalise capacity building of TVET managers, trainers and Master craft persons 	Yes – expand training for master craft persons

	Geographical Access	<ul style="list-style-type: none"> • Appreciable spread of apprenticeship training. 	<ul style="list-style-type: none"> • Formal TVET is not wide spread 	<ul style="list-style-type: none"> • Allocate 10 of the 23 World Bank supported new SHS to TVET with consideration to deprived areas. • Programmes should be geographic specific and local skills needs and materials friendly. 	No
Quality of Service	Results and skills obtained	<ul style="list-style-type: none"> • Informal sector provides basic skills to become employable 	<ul style="list-style-type: none"> • Inadequate skills capacity of graduates of TVET. • Changes in technology affecting capacity of TVET facilitators and graduates. • Inadequate industrial experience for facilitators and graduates. 	<ul style="list-style-type: none"> • Retraining and upgrading of skills in specific trade areas. • Workplace learning for trainers be strengthened. 	No
	Opportunities after completing training	<ul style="list-style-type: none"> • Trainees from the informal sector are more likely to be self employed or get employed • Trainees from the formal institutions are also likely to get employed by industries 	<ul style="list-style-type: none"> • Inadequate information on opportunities for employment • Informal sector has little capacity to employ more. • Informal sector has little returns on investment on training. 	<ul style="list-style-type: none"> • Put together a mechanism to link demand to supply in TVET (internet or phone based platform for transmitting periodic information). • Resource more companies (SMEs etc) to absorb more TVET graduate. • Sustain SDF to support more companies to create jobs. 	No

NON-FORMAL EDUCATION: Increase adult functional literacy

Determinants		Identify factors affecting the objective		Solutions	Included?
		Supporting the objective	Barriers to the objective		
Enabling Environment	Policy (NFE Policy Document)	<ul style="list-style-type: none"> Adequate institutional capacity. Large non-literate population. Constitutional mandate established. Mapping of stakeholders completed. 	<ul style="list-style-type: none"> Out-dated policy. Low level of financial resources. 	<ul style="list-style-type: none"> Increase budget allocation. Sourcing funds from corporate institutions. Review and updating the current document to reflect current trends in NFE aspirations of Ghana and synchronise it with ESP document. 	No
	Social Norms/Cultural attitudes	<ul style="list-style-type: none"> Non-literates (potential beneficiaries) readiness to learn especially English. Adequate awareness on the existence of Non-Formal Education opportunities and gains created. Functionality component of the program design attractive to learners. Functional literacy is disability friendly (braille, sign language instructors trained across the 	<ul style="list-style-type: none"> Negative perception (waste) from the public. Domestic roles of women and youth. Social norms and practices that prevent some sexes from participating. 	<ul style="list-style-type: none"> Increase public awareness especially on English programme. Policy review and implementation strategies should consider the dynamics of cultural and religious norms, gender issues. 	No

		country).			
Financing / Budget	<ul style="list-style-type: none"> • Ghana's ratification of inclusion policies, commitment to EFA Goals. • Government of Ghana (G.O.G.) continue to sustain activities of the Functional Literacy Programme after the donors had withdrawn. • Constitutional mandate. 	<ul style="list-style-type: none"> • Irregular, untimely, and inadequate funding. • Functional literacy program not high on Development Partners list. • Lack of opportunities to mobilise internally generated funds. 	<ul style="list-style-type: none"> • Advocate for regular releases of funds from G.O.G. • Initiate process for legislative instrument that will mandate or allow the NFED to generate income internally. • Seeking alternative funding and support. (local and international). 	Yes – Agency status	
Management (Agency Status)	<ul style="list-style-type: none"> • High private sector interest. • Opportunities for expanding the scope of NFE. 	<ul style="list-style-type: none"> • No Act and no legislative instrument backing NFED. • Limited in its operations because it is a division of the Ministry of Education. • High staff turnover. 	<ul style="list-style-type: none"> • Continue the process of getting an Act established (Zero draft being prepared). • Map other providers and collaborate with them. • Liaise with PSC to ensure the completion of work on the Scheme of Service document. 	Yes	

Supply	Availabi lity of inputs	<ul style="list-style-type: none"> • The Division has technical human resource to develop curriculum and teaching/learning materials. • (Designers, Graphic Artists, Illustrators etc. 	<ul style="list-style-type: none"> • Inadequate teaching and learning materials. • Revision of curriculum (in 15 Ghanaian languages overdue). • Inadequate rewards for facilitators. 	<ul style="list-style-type: none"> • Ministry of Education should improve support for the production of learning and teaching materials. • Explore other avenues for the production, reproduction, and development of materials (private sector support. (MMDAs). 	No
	Availabi lity of human resourc es	<ul style="list-style-type: none"> • Adequate personnel. • Willingness of program staff to facilitate literacy classes. 	<ul style="list-style-type: none"> • Unmotivated volunteer facilitators. • Demand by facilitators for monitory reward. • Difficulty recruiting new volunteer facilitators. 	<ul style="list-style-type: none"> • Motivate volunteer facilitators through rewards. • Diversify motivational packages (scholarships). • Provide in- service training of staff. 	No – but included looking at using National Service Personnel
	Geogra phical Access	<ul style="list-style-type: none"> • Wide coverage of offices over the regions/districts. • Presence of other NGO's in the field of Literacy and NFE. 	<ul style="list-style-type: none"> • Unreached communities due to inaccessibility. • Inadequate mobility and other logistics. 	<ul style="list-style-type: none"> • Increase awareness on the benefits of literacy through public education in unreached communities. • Increase logistical support. 	No
Quality of Service	Results of NFLP	<ul style="list-style-type: none"> • Mechanism for learning outcome assessment institutionalised. • High reading ability of beneficiaries. • Evidence of increased standard of living for beneficiaries. 	<ul style="list-style-type: none"> • Low writing ability of beneficiaries. 	<ul style="list-style-type: none"> • Increase writing tasks in class. • Improve teaching methodology. • Refresher training for facilitators. 	No

Demand	Enrolment and attendance	<ul style="list-style-type: none"> • High demand for the programme. • Willingness of learners to attend classes. 	<ul style="list-style-type: none"> • Reduced class targets due to inadequate logistics. • Some element of absenteeism and drop outs due to adult roles • Reduction in income generation activities has affected enrolment. • Programme graduates not attached to any form of qualification framework 	<ul style="list-style-type: none"> • Provide adequate logistics to improve enrolment. • Explore other possibilities for reaching unreached areas (ICT, distance learning, radio programmes). • Introduce some flexibility and innovation (e.g. IGA for classes) into the programme • Improve relationships with other micro-credit/financial sources. • Create opportunity for learner qualification 	No
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