MINISTRY OF EDUCATION
NATIONAL EDUCATION WEEK – 2019
ROYAL LA PALM BEACH HOTEL, ACCRA, 6TH – 9TH AUGUST, 2019
AIDE MEMOIRE

Introduction

1. The National Education Week (NEW)\(^1\) organized by the Ministry of Education (MoE), is a forum of great importance for the Government of Ghana (GoG), Development Partners (DPs), the NGO community, Civil Society and key stakeholders.

2. The 2019 edition of the NEW was conducted successfully from 6th to 9th August, 2019 and under the theme: "Reforming the Education Sector for Effective Service Delivery: Embracing Innovations". It was well attended and people across all 16 regions and select districts participated. Representing key education stakeholders, participants included government officials, educationists, civil society, trade unionists and development partners (DPs). The stakeholders subjected the education sector to critical analysis and diagnosis over the course of four days.

3. The NEW started with the annual review, to appraise the education sector’s past year performance. The Ministry has ensured significant sector improvement over the year including: successful execution of the second year of the free SHS, improving teacher focused reforms and the development of the new standard-based curriculum. However, various challenges remain. Most pressing is the exclusion and low performance from early grades to SHS. Data indicates the challenges are linked to several factors such as children remaining out of school, children are enrolling but leaving school before gaining basic skills and the quality of and equity in education remains a pervasive problem. For the TVET and tertiary sub-sectors, the lack of alignment with the labour market demand remain.

4. The following day was the Evidence Summit, where academia and practitioners presented evidence and good practices that can be used to improve sector performance. The different themes for the paper presentations in the morning where on Early Childhood Education, Accountability in Education and Innovative Teaching Practices. The evidence presented through the papers were contextualised to the Ghanaian context by a policy respondent. In the afternoon, different panel discussions around the themes: Early Childhood Education; School Management and Accountability; Innovative Financing; and Better Data for Decision-making, allowed participants to discuss related best practices\(^2\).

5. The concluding two days involved technical discussions to inform strategies towards improved performance in the ensuing year using the Education Strategic Plan 2018-2030 (ESP) and the Aide Memoire as the guiding benchmarks. Informed by the sector review and the Evidence Summit, the event was split into four groups to discuss: Effective

\(^1\) Before 2018, the forum was referred to as the National Education Sector Review (NESAR)
\(^2\) Key outcomes from the Evidence day sessions are included in the NEW 2019 report
Delivery of Early Childhood Education; Accountability for Learning Outcomes; Ensuring Equitable Secondary Education; Skilling and Funding of TVET and Tertiary Education. The expected outputs from the technical groups were clearly specified and later presented in a plenary session.

6. At the conclusion of the 2019 NEW, participants produced concrete and sound recommendations to propel the sector forward in a bid to address key challenges that confront the system, particularly around low learning outcomes and weak accountability and coordination. These recommendations were reviewed and informed the 2019 edition of the Aide Memoire, which was mutually agreed upon by the GoG and DPs.

7. The Aide Memoire serves as the reference document to drive the commitments of our Government and DPs as well as to guide future policy implementations for the education sector. The document also serves as a reference point to identifying emerging priorities in education that would need support or assistance in the succeeding year.

8. This Aide Memoire contains crystallized recommendations teased from the outcomes of technical group discussions during the business meeting on the following themes: Basic Education, Second Cycle Education, Tertiary Education, Special and Inclusive Education, Non-Formal Education, and Finance and Management. The full thematic group outcomes as is are also attached to this Aide Memoire as an Appendix.
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| 1. Finalize ECE policy | ECE policy framework should include:  
- Approaches to increase infrastructure  
- Strengthen teacher management  
- Clarify language of instruction  
- Engage parents and teachers in play-based teaching methods  
- Right age enrolment | **ESP 2018-2030 & ESMTDP 2018-2021:**  
Under Basic Education, the relevant strategy for the recommendation is:  
- **BE 1.1:** Increased enrolment in basic schools, particularly in disadvantaged communities  
  - **BE 1.1.1** Improve appropriate-age enrolment in public KG, primary schools, and JHS, focusing on reducing under-age enrolment at KG and encouraging first-time over-age enrollees to attend primary rather than KG  
  The relevant activity under the strategy is to:  
  - Develop an early childhood policy that includes issues of right-age enrolment, use of an active learning pedagogy, and specialised training for KG teachers  
  The finalization of the ECE policy is part of the ESP 2018-2030 and ESMTDP 2018-2021 priorities and will be finalized before the NEW 2020. The policy will include the identified recommendations by the NEW 2019. | **Lead:**  
- GES (BED)  
- MoE (PBME)  
**Support:**  
- MoE  
- GES |

**Secondary Education**
## Recommendations and Specifications

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| 2. Finalize the review of ICT in education policy | ICT in Education Policy to include:  
- Guidelines on use of offline technology in schools  
- Implementation plan that ensure that SHS and TVET students have access to appropriate technology to use electronic resources | **ESP 2018-2030 & ESMTDP 2018-2021:**  
The use of ICT in education is part of the key reforms under the ESP: *Information and communication technology (ICT) in education reforms: Seeks to develop early desire and competences in children to use ICT, equip pre-tertiary learners with ICT skills, infuse ICTs into education management, and transform teacher development and tertiary education through technology-based training.*  
Under Education Management, the relevant strategy for the recommendation is:  
- EM 3.7: Improved ICT use in education at all levels  
  - EM 3.7.1: Strengthen ICT in education policy | Lead:  
- MOE  
- CENDLOS  
Support:  
- PBME  
- GES ICT |

| 3. Strengthen ongoing assessment system in SHS | To strengthen ongoing assessment systems in SHS:  
- Interventions to be included in the overall Learning Assessment Framework developed by NaCCA  
- The Assessment Framework should | **ESP 2018-2030 & ESMTDP 2018-2021:**  
Under Secondary Education, the relevant strategy for the recommendation is:  
- SE 2.3: Improved quality and relevance of SHS curriculum and enhanced delivery of curriculum and assessment framework  
  - SE 2.3.4 Strengthen assessment to inform instructional interventions | Lead:  
- NaCCA  
Support:  
- GES  
- MoE  
  Pre-tertiary |
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| define the implementation plan for the tracking and monitoring of student progress for necessary remedial action. | The relevant activities under the strategy are to:  
- Develop an assessment policy specific for secondary education, including reference to the timing of final exams in the calendar  
- Implement the assessment framework and ensure INSET in the instructional calendar covers how to use formative assessments effectively  
The strengthening of ongoing assessments in SHS will be part of the Assessment Framework developed by NaCCA and implementation of SHS assessment will be part of GES INSET. | NTC |

**Management and Finance/Cross-cutting**

| 4. Develop clear guidelines on voluntarily contributions to support schools and domestic resource mobilization framework | The guidelines should include:  
- Identification of the centralized funding to maintain equity and access  
- Reporting mechanism back to MoE to improve planning  
- Understand different avenues of contributions  
- Fundraising strategy for TVET and Tertiary education  
- Non-state resource mobilization strategy | **ESP 2018-2030 & ESMTDP 2018-2021:**  
Under Education Management, the relevant strategy for the recommendation is:  
- EM 3.3: Improved financial management and equity in resource allocation  
  - EM 3.3.3. Encourage national, regional, district, and institutional units to mobilise funds domestically to support basic education  
The relevant activities under the strategy are to:  
- Develop and implement domestic resource mobilisation framework for the national, regional, district, and institutional units of the MOE/GES  
- Map potential sources of funding and train staff to mobilise funding | Lead:  
- MoE  
- PBME  
Support:  
- GES Budget |
### Recommendations | Specification | Alignment with ESP | Agency
---|---|---|---
Organise stakeholder meetings to discuss and explore approaches to establishing and operationalising the Voluntary Education Fund (VEF)
The development of clear guidelines for voluntarily contributions to support schools is part of the ESP through policy priorities under Education Management. The recommendations from NEW 2019 will be part of the development of the mobilization framework.

5. Finalize Accountability Framework
Accountability framework to include:
- Specific assigned responsibilities
- Support systems and process
- Overall governance for the framework
- Standards for each school level

**ESP 2018-2030 & ESMTDP 2018-2021:**
Under Basic Education, the relevant strategy for the recommendation is:
- BE 3.2: Strengthened financial management, coordination, and accountability in basic education
  - BE 3.2.2 Design, cost out, budget for, and implement an accountability framework for basic education as part of the wider sector accountability
The relevant activities under the strategy are to:
- Develop and pilot a basic education sector accountability framework
- National Implementation of accountability framework involving NIB, NaCCA, NTC, GES, DEO, REO, head teachers, curriculum leads, circuit supervisors, and SMCs, including orientation on key performance indicators

Under Education Management, the relevant strategy for the recommendation is:

| Lead: | GES, NIB |
| Support: | PBME, All education stakeholders |
### Recommendations | Specification | Alignment with ESP | Agency
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- **EM 3.1**: Improved mechanisms for efficient teacher management  
  - **EM 3.1.1** Strengthen School inspection and supervision practices under the leadership of NIB

  The relevant activities under the strategy are to:
  - Develop, pilot, and implement an effective accountability framework focused at the school level, where all positions and/or agencies experience consequences for action and inaction. The framework should include key performance indicators, such as teacher attendance, time on task.
  - Accountability framework for the school level developed and implemented

  The finalization of the Accountability for Learning Framework is a key priority for the MoE and its agencies. It is a year 0 DLR for the GALOP and is to be finalized by December 2019. The recommendations provided from the NEW 2019 will be incorporated in the finalization of the framework.

6. **Development of an Integrated Data Management System linked with the Accountability Framework**

   The Integrated Data Management System should include:
   - Identification of data needs
   - Identification of data sources
   - Frequency of reporting

**ESP 2018-2030 & ESMTDP 2018-2021:**

Under Education Management, the relevant strategy for the recommendation is:

- **EM 3.8** Strengthened data systems and accountability throughout the education system to support the implementation of the reform agenda

**Lead:**
- PBME
- NIB

**Support:**
## Recommendations

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| • Identification and streamline data collection tools  
• Design of dashboard | | EM 3.8.1: Design, implement, and enforce an education accountability framework along the chain of education service delivery from MOE to school level  
EM 3.8.2 Strengthen M&E units and processes throughout the education system to improve EMIS | | All Divisions and agencies |

The relevant activities under the strategy are to:
- Design and pilot a sector-wide accountability framework to include formal performance reviews for administrators at all levels of the system
- Pilot and scale up where appropriate various accountability measures such as the mSRC and school mapping portal, among others
- Review and implement the accountability framework, including appropriate communication and training activities in roll-out
- Pilot a revised EMIS as a central data repository for education and linked to school inspection outcomes, a Student Information System and the teacher deployment system

The development of the Integrated Data Management System linked with the Accountability Framework is a key priority under the ESMTDP and ESP. The system will include an integrated dashboard informed by a data needs assessment and integration of existing data systems. It is a year 1 DLR for the GALOP and will be founded on the Accountability for Learning Framework.

Progress on the development of the system will be reported on by NEW 2020.
### Recommendations

7. **Review teacher deployment procedures**

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<td><strong>The review should include teacher policies related to:</strong></td>
<td><strong>ESP 2018-2030 &amp; ESMTDP 2018-2021:</strong></td>
<td><strong>Agency</strong></td>
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<td>• teacher recruitment, deployment, transfer and incentives;</td>
<td>Under Education Management, the relevant strategy for the recommendation is:</td>
<td>Lead:</td>
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<td>• merit-based selection of head teachers;</td>
<td>o <strong>EM 3.1: Improved mechanisms for efficient teacher management</strong></td>
<td>• GES HR</td>
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<td>• and review of the instructional calendar to include dedicated time for higher-quality CPD.</td>
<td>o <strong>EM 3.1.3: Strengthen teacher recruitment and deployment,</strong></td>
<td>• BED</td>
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<td>including by instituting a human resources policy</td>
<td>• NTC</td>
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<td><strong>The relevant activities under the strategy are to:</strong></td>
<td>Support:</td>
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<td>• Conduct a teacher rationalisation study to identify challenges in existing laws, regulations, and practices of teacher deployment, and propose solutions</td>
<td>• PBME</td>
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<td>• Develop real-time database and online platform to inform teacher distribution, appropriately linked with Student Information System and EMIS</td>
<td>• REO</td>
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<td>• Provide incentives for teachers deployed to rural and other deprived areas</td>
<td>• DEO</td>
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<td>• Develop and implement HR policy for teachers, with an emphasis on performance, performance appraisal and promotion. Policy will also include proper linking of pre-service training and INSET, as well as teacher subject specialism and subject taught, building on the reforms to teacher education</td>
<td>• NIB</td>
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<td>• Create teacher deployment system to anticipate future demand and rationalise current deployment based on PTR, local language, licensing, and subject taught, etc.</td>
<td>• EMIS</td>
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The review of teacher norms and deployment is part of the ESMTDP and the ESP. The review is part of the GALOP and is a year 0 DLR. The review is to be finalized by December 2019.