



FRAMEWORK

FOR GUIDANCE & COUNSELLING

SERVICES IN GHANA'S SECONDARY EDUCATION INSTITUTIONS

APRIL 2025 (Revised Version)



Ministry of Education
REPUBLIC OF GHANA



**Ghana Education
Service (GES)**

BACKGROUND

This document presents the revised Guidance and Counselling Framework for Secondary Education Institutions, developed following comprehensive piloting and evaluation of the initial framework implementation conducted across 31 GES schools and 17 GTVET institutions between June 2024 and April 2025.

Guidance and counselling play a vital role in secondary education by providing learners with the necessary support, resources and direction to navigate the challenges they face and make informed decisions about their academic, personal and career development.

A needs assessment carried out in June 2022 by the Guidance and Counselling (G&C) Unit of GES in the 12 SETP schools, along with emerging concerns about sexual harassment in educational institutions, highlighted the following critical issues:

- Some schools did not have full-time, professionally trained, and certified G&C Coordinators.
- G&C Coordinators had to combine their G&C duties with additional teaching responsibilities, resulting in heavy workloads that affected service delivery effectiveness.
- Limited or absent training for key stakeholders, including heads of schools, housemistresses/masters, teachers, and peer counsellors.
- Academic counselling overshadowed other crucial aspects, such as career guidance and emotional support.
- Inadequate systems for addressing sexual harassment and creating safe learning environments.

Consequently, the Ministry of Education (MoE), Ghana Education Services (GES) and the Ghana Technical and Vocational Education and Training Service (GTVET) identified the need to restructure Guidance and Counselling services to enhance the effectiveness of student support services by emphasising career guidance and aligning support with the evolving needs of the 21st-century learner.

This reform includes addressing sexual harassment through the effective implementation of the Guideline on Addressing Sexual Harassment in Secondary Education Institutions. An integral part of this effort is the appointment of Safe Space Focal Persons, who serve as the primary point of contact for both formal and informal reporting of sexual harassment cases.

FRAMEWORK REVISION BASED ON ENDLINE EVALUATION

This Guidance and Counselling Framework for Secondary Education Institutions has been revised following a comprehensive endline assessment conducted in May 2025, after piloting the initial framework across 48 schools (31 GES schools and 17 GTVET institutions). The endline evaluation gathered insights from guidance and counselling coordinators, school leaders, and students to assess the effectiveness of service delivery as informed by the Guidance and Counselling Framework and identify areas for improvement.

KEY FINDINGS INFORMING THE REVISION

The endline assessment revealed significant progress in establishing G&C infrastructure and services. Notable achievements included the establishment of dedicated G&C offices in 44 out of 48 schools, structured documentation systems in 40 schools, and formal collaboration with external professionals in 45 schools. Student awareness of G&C services reached over 80%, with approximately 60% of students accessing at least one service. However, the evaluation also identified critical areas requiring strengthening.

Key challenges included the need for full detachment of counsellors from teaching responsibilities (only 26 out of 48 counsellors were fully detached), insufficient weekly time allocation for counselling services, limited access to updated materials and professional development opportunities, and inconsistent feedback collection mechanisms in nearly half the schools.

Student feedback highlighted the need for improved service visibility, dedicated time slots for counselling, more frequent workshops on stress management and career planning, and reduced counsellor workload to ensure adequate availability. These findings have directly informed the enhanced framework structure, particularly the strengthened staffing requirements, integrated Safe Space Focal Person roles, and more comprehensive service delivery guidelines presented in this revised version.

VISION, MISSION, AND GOAL OF THE NEW G&C SERVICE

VISION

A well-structured guidance and counselling system with integrated safe spaces that supports the total development of all learners in harassment-free environments.



MISSION

To provide guidance and counselling services where all learners receive appropriate and differentiated support to meet their social, emotional, academic and career needs within safe, supportive spaces.



GOAL

Each secondary education institution in Ghana will have a fully operational guidance and counselling unit with designated Safe Space Focal Persons, operating in adherence to GES and GTVET Service guidelines on guidance and counselling and sexual harassment prevention.



THE ENHANCED G&C STRUCTURE WITH INTEGRATED ROLE OF THE SSFP

The restructured G&C framework is based on four foundational pillars, while integrating the role of Safe Space Focal Persons to ensure that:

ACADEMIC SUPPORT PILLAR focuses on support to learners in subject selection, remediation, and inclusive education:

- Identify students experiencing academic difficulties due to harassment or emotional distress.
- Provide safe consultation spaces for academic planning and career discussions.
- Facilitate confidential academic support referrals
- Monitor the academic performance impacts of psychosocial issues

CAREER AND TERTIARY EDUCATION PREPARATION PILLAR seeks to prepare learners for further studies and the world of work:

- Create safe mentoring environments for career exploration
- Address harassment concerns that may affect career aspirations
- Provide confidential career counselling services
- Support students in accessing internships and work experience opportunities safely.

PSYCHOSOCIAL SUPPORT AND SAFE SPACES PILLAR

addresses emotional, mental health, and safety needs:

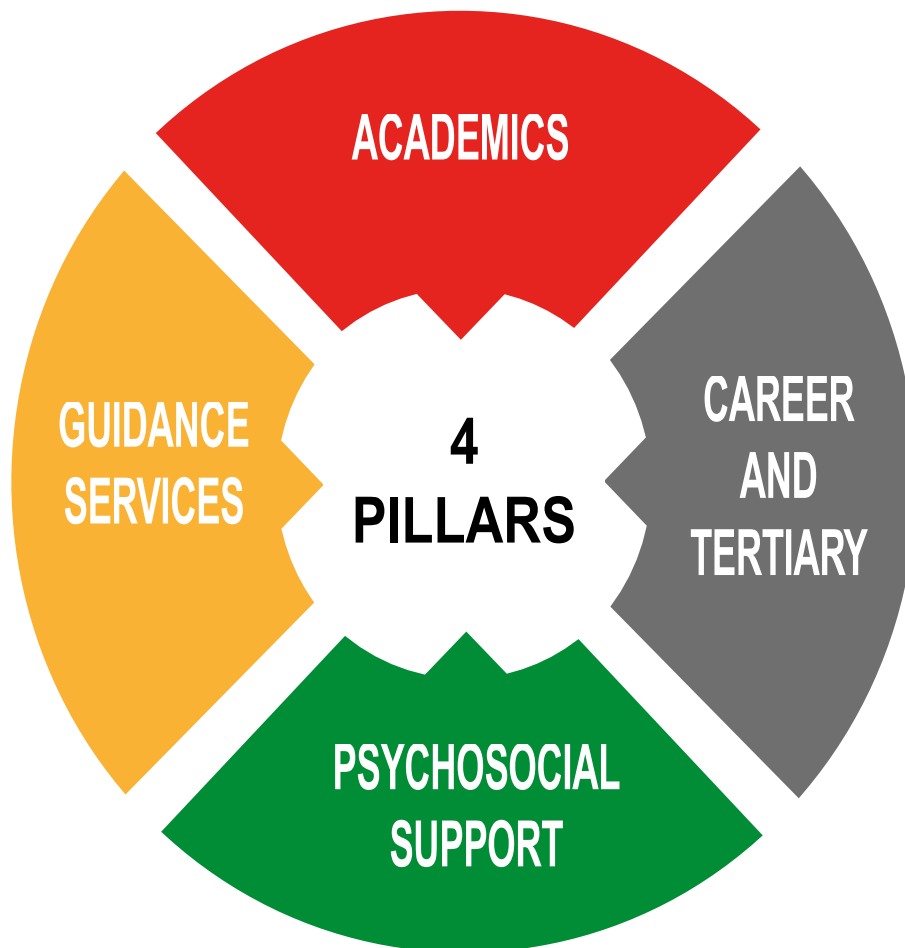
- Provide immediate emotional support and crisis intervention
- Conduct confidential assessments and safety planning
- Facilitate referrals to specialised support services
- Maintain safe, confidential spaces for student consultations
- Ensure cases of sexual harassment are addressed by trained Safe Space Focal Persons, who shall make referrals where needed.

GUIDANCE SERVICES AND SAFE ENVIRONMENT PROMOTION PILLAR

focuses on promoting a safe school environment and community engagement:

- Lead awareness campaigns on sexual harassment prevention
- Coordinate safe school environment initiatives
- Engage with parents and the community on safe space creation
- Organise training and capacity building on sexual harassment prevention through active collaboration with SSFPs.

THE NEW G&C STRUCTURE



STAFFING STRUCTURE

Core Leadership Team

1 Assistant Head (Academic or Domestic) – Unit Supervisor

2 Professional Counsellors (1 male, 1 female) – detached from teaching

2 Safe Space Focal Persons (1 male, 1 female) – first point of contact for harassment cases

G&C SUPPORT TEAM COMPOSITION IN SCHOOLS

ACADEMIC & CAREER TEAM	PSYCHOSOCIAL & GUIDANCE SERVICES TEAM
<p>Core Members: Assistant Head Professional Counsellors A SSFP A</p> <p>Support Members: Heads of Department ICT Personnel (Transcript-related assistance) Subject Teachers</p>	<p>Core Members: Assistant Head Professional Counsellors B SSFP BFramework</p> <p>Support Members: Housemistress/ Master Form Masters/ Mistresses School Chaplain/ Imam Health Personnel</p>

ROLES OF CORE TEAMS

ROLE OF THE G&C UNIT HEAD (ASSISTANT HEAD)

- Oversee the overall implementation of the G&C framework and ensure alignment with school policies
- Ensure G&C activities are incorporated into the School Improvement Plan (SIP), aligning G&C objectives with broader school development goals.
- Coordinate budget allocation and resource availability for G&C work
- Monitor G&C service delivery standards, conduct regular evaluations, and ensure compliance with the G&C Framework
- Bring G&C-related issues to the knowledge and attention of management
- Supervise the performance of counsellors and SSFPs, conduct regular team meetings, and facilitate professional development.

ROLE OF G&C COORDINATOR/ COUNSELLOR

- Provide specialised counselling services across all four pillars (academic, career/ tertiary education, psychosocial, and guidance services)
- Work collaboratively with school management and the G&C Unit Head (Assistant Head) to ensure full integration of G&C services activities into the School Improvement Plan and other school planning processes
- Conduct psychological assessments, develop intervention plans, and monitor student progress
- Respond to mental health crises and provide immediate therapeutic support in collaboration with internal and external experts

- Design and implement counselling programmes, workshops, and therapeutic interventions based on identified school needs and SIP objectives
- Train peer counsellors, SSFPs, and other support staff on counselling techniques and mental health awareness
- Facilitate referrals to external mental health professionals and specialised services when needed.
- Gather evidence on student needs and service outcomes to inform school planning and demonstrate G&C's impact on school improvement goals.

ROLE OF SAFE SPACE FOCAL PERSON (SSFP)

Primary Responsibilities:

- Serve as the initial, approachable contact for students and staff experiencing sexual harassment or safety concerns
- Provide immediate support and safety assessment for urgent cases
- Maintain strict confidentiality while offering emotional and practical support
- Document, track, and follow up on reported cases according to established protocols
- Work with the G&C Coordinators and team to create awareness on sexual harassment and advocate for a safe school environment, such as through orientations, campaigns, information dissemination, etc

In collaboration with the G&C Coordinators and Team, bridge communication between students, families, and support services.

INTEGRATION PROTOCOLS

REFERRAL PATHWAYS

1. Learner Support Services → G&C Counsellor
2. Victim (Complainant related to Sexual Harassment) → SSFP (First contact/ Informal response)
3. SSFP → G&C Counsellor (psychosocial support)
4. SSFP → Grievance Committee (formal response)
5. SSFP → External Services (specialised support if needed)

DEVELOPMENT OF THE G&C FRAMEWORK

A first step towards the success of this reform was the constitution of a Technical Writing Group (TWG) made of experts, practitioners, and key stakeholders to collaborate and develop this framework to introduce this reform. The TWG met in a residential workshop to develop a framework to guide SEIs in rolling out the G&C reform.

With a clear understanding of Ghana's education system and a good appreciation of how secondary education schools operate, the TWG set out to develop a comprehensive framework and a year's implementation plan for the restructuring of guidance and counselling services in secondary education institutions.

THE FRAMEWORK

The Guidance and Counselling (G&C) framework for SEIs presents a structured and comprehensive approach to supporting learners. This model focuses on the four thematic areas outlined above – academic, career & tertiary, psychosocial support, and guidance services. It provides a range of activities, services and resources aimed at helping learners make informed decisions about their academic and career paths, as well as their social and emotional well-being.

ACADEMICS

Overall Goal: Equip learners with effective study techniques and strategies that foster independent learning, critical thinking, and a lifelong commitment to academic growth.
Goal for Year 1 Learners: Build a strong academic foundation for all learners.
Goal for Year 2 Learners: Nurture learning skills and promote continuous development.
Goal for Year 3 Learners: Equip learners with the knowledge, skills, and support needed to successfully navigate academic and professional transitions.

Academics (For Year 1 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Expected Results (Measurement index or markers of achievement)	Means of Verification (Evidence required to ascertain the achievement of results including data sources)
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<p>1. Support all learners to have a clear understanding of the curriculum and their respective subject combinations.</p>	<p>a. Conduct orientation for all first-year learners on the programmes offered in the school and their various career pathways:</p> <ol style="list-style-type: none"> i. Carry out class-by-class presentation to explain the availability and nature of G&C services available ii. Develop a school specific subject combination information sheet for learners based on the NaCCA subject combination factsheet. <p>b. Conduct a students' satisfaction survey to ascertain from learners their understanding of the subject combinations offered in the school.</p>	<ul style="list-style-type: none"> • Workshop logistics • NaCCA Subject Combination Document • Survey tools. 	<p>Lead: Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Academic Assistant Administration HoD Form Heads/Advisor Housemaster/mistress Chaplain/Imam</p> <p>Collaborators: Professional Experts Alumni</p>	<p><i>Within the first semester</i></p>	<p>x% learners indicate that they have a clear understanding of courses and subject combinations offered in the school.</p>	<ul style="list-style-type: none"> • Activity report • Activity pictures and videos • Record of attendance • Survey report and survey instrument
<p>2. Support learners to develop strategies for self-directed learning.</p>	<p>a. Organize interactive class-level sessions to introduce learners to effective study habits, note-taking techniques,</p>	<p>Workshop logistics.</p> <p>Study timetable template.</p>	<p>Lead: Counsellor</p> <p>Support: ICT Head</p>	<p><i>Within the first semester</i></p>	<ul style="list-style-type: none"> • X% of learners apply self-directed learning strategies 	<ul style="list-style-type: none"> • Activity reports, picture and videos. • Samples of learners

	<p>and time management strategies.</p> <p>b. Organize class-level workshops on effective study techniques portfolio development (report cards, academic assessment papers, exercises, quizzes etc.), note taking, time management etc.</p> <p>c. Teach learners how to create personalized study schedules balancing classwork, homework, and revision and get them to draw up their study timetable.</p> <p>d. Assist learners to form study groups with study timetable to help with their study:</p> <p>i. Groups should include learners with varying strengths and backgrounds to promote peer learning.</p> <p>ii. Group size should be within 3-5 members to keep discussions focused and productive.</p>	<p>Guideline for mentorship support. Award badges and certificates Honour roll displays.</p> <p>Incentives and reward, eg books, stationery, recognition letter.</p>	<p>Assistant Domestic Assistant Academic Assistant Administration HoD Form Heads/Advisor Housemaster/mistress Chaplain/Imam</p> <p>Collaborators: Industry Experts Alumni</p>		<p>as observed by teachers and G&C team.</p> <ul style="list-style-type: none"> • X% of learners indicate that they confidently apply self-directed learning strategies, as indicated by a self-assessment survey. 	<p>timetables and study plans.</p> <ul style="list-style-type: none"> • Samples of learners' portfolios • Observation reports • Survey reports and tools • Evidence of awards and motivation
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	<ul style="list-style-type: none"> iii. Groups should have members who have similar academic goals. iv. Groups to set specific objectives to guide their studies. v. Regularly meet with groups to track progress and address any challenges they may have. f. Institute class-level academic motivational systems: <ul style="list-style-type: none"> a. Award badges to learners who meet specific targets or milestones. b. Introduce monthly honour roll systems. c. Special mentions during school gatherings for little achievements, etc g. Observe learners study behaviour and performance to assess impact of intervention. h. Conduct self-assessment surveys to ascertain if 					
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	learners find these interventions helpful to their studies.					
3. Strengthen foundational literacy and numeracy skills for learners who need support in line with the implementation of the new SHS curriculum.	<p>a. Collaborate with the academic team to assess learners' literacy and numeracy skills, identifying those who require enrollment in literacy and numeracy intervention programs as mandated by the new curriculum.</p> <p>b. Give feedback to learners who are identified to need numeracy and literacy intervention – explain the programme, the expectations, and benefits of the intervention to them.</p> <p>c. Assess learners progress through observation of class participation, interest, and assessment outcomes.</p> <p>d. Analyse academic records to assess progress.</p> <p>e. Conduct learners' confidence survey in their</p>	<p>Standardised numeracy and literacy assessment test – in line with the curriculum.</p> <p>Reading and comprehension exercises.</p> <p>Maths exercises.</p> <p>Learners Information Form (to record learners' strength and weaknesses)</p> <p>Information sheet on intervention programme.</p>	<p>Lead: Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Academic Assistant Administration HoD Form Heads/Advisor Housemaster/mistress Chaplain/Imam Subject Teachers</p>	<i>Within the first year</i>	<ul style="list-style-type: none"> At least X% of supported learners demonstrate measurable improvement in literacy and numeracy skills, as assessed through periodic and end-of-semester assessment. X% of learners report increased confidence in reading, writing, and numerical skills, as 	<ul style="list-style-type: none"> Assessment reports and test scores/script. Observation reports. Assessment reports. Analysis report of academic records. Survey reports and tools.

	literacy and numeracy skills.	Observation tools. Monitoring tools and template. Survey tools			measured through self-assessment surveys.	
4. Assess cognitive abilities and identify learning styles and preferences of learners to provide them with the requisite support.	<p>a. Define the purpose of the assessment</p> <p>b. Select or develop the appropriate psychometric tools needed.</p> <p>c. Conduct training for counsellors and G&C team on how to administer and analyze the assessment tools.</p> <p>d. Conduct a post-training evaluation to assess the capacity of those who received the training in administering the tools effectively.</p> <p>e. Conduct the assessment using the chosen/developed tool.</p> <p>f. Analyze the results</p> <p>g. Provide feedback to learners and stakeholders</p>	<p>Psychometric assessment tools.</p> <p>Expert in educational psychology and psychometric assessment</p> <p>Academic interest interview guides,</p> <p>Academic performance report template</p>	<p>Lead: Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Academic Assistant Administration HoD Form Heads/Advisor Housemaster/mistress Chaplain/Imam</p> <p>Collaborators: Educational Psychology and Psychometric</p>	<i>Within the first semester</i>	<ul style="list-style-type: none"> • X% of learners' complete cognitive ability and learning style assessment , providing information needed for personalized support. • X% of learners receive specialized support based on their assessed cognitive 	<ul style="list-style-type: none"> • Training report • Post-training evaluation report • Psychometric tools • Psychometric assessment report • Evidence of invitation and engagement with parents where applicable • Meeting reports • Data on learners performance

	<p>– teachers, parents etc where required.</p> <p>h. Propose targeted interventions to the school and work with stakeholders to ensure implementation.</p> <p>i. Track improvements through periodic assessments.</p> <p>j. Conduct follow-up meetings with learners, teachers, and parents where applicable to monitor progress.</p> <p>k. Document these records and analyze data to measure progress.</p>	Workshop logistics	Expert – where possible		abilities and learning style assessments	
5. Guide learners to efficiently obtain their academic transcripts.	<p>a. Organize informational sessions on the importance of transcripts under the new curriculum, including the process for requesting them, and disseminate this information at the class level.</p> <p>b. Provide step-by-step guideline outlining the transcript acquisition process.</p>	<p>Information flyer on transcript system where possible</p> <p>Guest speakers where possible</p> <p>Written Guideline on</p>	<p>Lead: Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Academic Assistant Administration HoD Form Heads/Advisor</p>		<ul style="list-style-type: none"> • X% of learners successfully obtain their academic transcripts/incomplete transcript within the standard processing time. 	<ul style="list-style-type: none"> • Workshop reports • Transcript acquisition guideline • Survey report and tools

	<p>c. Work with the assistant head of academic to streamline transcript processing for easy access of learners.</p> <p>d. Train learners on how to properly store and duplicate transcripts for future use.</p> <p>e. Conduct a learners' feedback survey to ascertain whether they find the ongoing transcript process accessible and effective.</p>	<p>Transcript System.</p> <p>School Portal (where applicable) for access to the Guideline.</p> <p>Feedback tracking sheet.</p> <p>Observation tools.</p>	<p>Housemaster/mistress</p> <p>Chaplain/Imam</p>		<ul style="list-style-type: none"> X% of learners report satisfaction with the accessibility and efficiency of the assessment and transcript system, as measured through a learners' feedback survey. 	
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Academics (For Year 2 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Expected Results (Measurement index or markers of achievement)	Means of Verification (Evidence required to ascertain the achievement of results including data sources)
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<p>1. Provide appropriate academic interventions for learners who need support.</p>	<p>a. Collect and analyze learners' performance and assessment records (including semester exams, test scores, projects, and continuous assessments) to identify those in need of additional support and intervention.</p> <p>b. Give feedback to learners and guardians (involve guardians where necessary) on their academic performance.</p> <p>c. Work with guardians (where necessary) to agree on a support plan for the learner.</p> <p>d. Design academic interventions to address areas of needs, such as:</p> <p>i. Intervention classes for the various subjects' learners need support in.</p> <p>ii. Peer tutoring/ support at scheduled times by training and forming a network of peer tutors and</p>	<p>Learners' academic records.</p> <p>Learners Academic Progress report.</p> <p>Communication tool with parents (letters, emails, SMS notification)</p> <p>Peer Tutors Roaster and teaching timetable.</p> <p>Recognition System for Peer Tutors - certificates, letters etc.</p> <p>Teacher Mentorship Guideline and Role Expectations</p>	<p>Lead: Academic Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Assistant Administration HoD. Form Heads/Advisor Housemaster/mistress Chaplain/Imam Peer counsellors</p> <p>Collaborators: Parents/ Guardians</p>	<p>Entire year.</p>	<p>X% of learners receiving academic interventions show measurable improvement in their performance based on analysis of their academic records and performance.</p>	<ul style="list-style-type: none"> • Analysis report on learners' academic records and performance • Evidence of engagement with parents where applicable • List of peer tutors and teaching timetable • List of teacher mentors and assigned learners • Observation reports. • Psychometric assessment report
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	<p>assigning them to classes across the board.</p> <p>iii. Institute cooperative learning so learners can support each other.</p> <p>iv. Implement a teacher-learner mentorship program where assigned teachers provide guidance and support to learners in their academic work.</p> <p>f. Continue to monitor learners' performances through regular observation of learners' interaction, engagement, problem solving skills and general interest in academic work. Where applicable, use Learning Management System (LMS) to track learners' progress.</p> <p>g. Conduct psychometric assessment of learners, give them feedback and</p>	<p>Classroom Observation Tool.</p> <p>Learners' Tracking Tool.</p> <p>Standardised Psychometric Tool.</p> <p>Special Educ Needs Assessment Tool.</p> <p>Individualised Educ Plan template</p> <p>Badges & Certificates</p> <p>Student Assessment Portfolio</p> <p>Trained Counsellors.</p>				
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	<p>work out an implementation plan where required.</p> <ul style="list-style-type: none"> h. Identify learners with special needs and learning difficulties and provide inclusion support service. E.g. Develop and Implement Individualised Educational Plan (IEP) i. Institute class-level academic motivational systems: <ul style="list-style-type: none"> a. Award badges to learners who meet specific targets or milestones. b. Introduce monthly honour roll systems. c. Special mentions during school gatherings for little achievements, etc i. Assess learners' academic progress by analyzing their academic records and performance. 					
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<p>2. Guide learners to sustain effective learning skills.</p>	<p>a. Organise class-level workshop on study techniques & time management.</p> <p>b. Supervise learners' independent studies.</p> <p>c. Get learners involved in clubs and related activities to promote critical thinking & problem-solving skills</p> <p>d. Assist learners to set or revise academic goals and adopt self-reflection journalling.</p> <p>e. Sustain continuous assessment & feedback to learners and guardians.</p> <p>f. Conduct periodic learner assessments, observations, group sessions, and document findings to assess if learners are demonstrating consistent use of learning strategies.</p>	<p>Workshop logistics.</p> <p>Workshop materials.</p> <p>Guest speaker/ Expert where required.</p> <p>Study Technique Guides.</p> <p>Monitoring and Observation tools.</p> <p>Club Activities & Meeting space.</p> <p>Goal Setting Template.</p> <p>Self-Reflecting</p>	<p>Lead: Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Academic Assistant Administration HoD Form Heads/Advisor Housemaster/mistresses Chaplain/Imam Subject Teachers</p>	<p>Entire year.</p>	<p>X% of learners demonstrate consistent use of effective learning strategies, such as time management and active study time.</p>	<ul style="list-style-type: none"> • Workshop report • Club reports, pictures, videos etc • Assessment and observation reports.
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		Journals of possible. Parent-Teacher Communication Tool (emails, meetings etc). Observation and Assessment tools.				
3. Ensure that learners can efficiently obtain their academic transcripts.	<p>a. Conduct informational sessions on the importance of transcripts and how to request them and share similar information at class levels.</p> <p>b. Provide step-by-step guideline outlining the transcript acquisition process.</p> <p>c. Work with the assistant head of academic to streamline transcript processing for easy access of learners.</p> <p>d. Train learners on how to properly store and</p>	<p>Workshop materials and logistics.</p> <p>Checklist for Transcript Acquisition Process.</p> <p>Survey Tool.</p> <p>Interview Guide.</p> <p>Feedback Guide.</p>	<p>Lead: Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Academic Administration HoDs Form Heads/Advisor Housemaster/mistress Chaplain/Imam Subject Teachers</p>	Entire year.	X% of learners successfully obtain their academic transcripts within the expected processing time, as measured by a learners' feedback survey.	<ul style="list-style-type: none"> • Workshop reports • Transcript acquisition guideline • Survey report and tools

	<p>duplicate transcripts for future use.</p> <p>e. Conduct a learners' feedback survey to ascertain whether learners find the ongoing transcript process accessible and effective.</p>					
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Academics (For Year 3 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Expected Results (Measurement index or markers of achievement)	Means of Verification (Evidence required to ascertain the achievement of results including data sources)
1. Equip learners with the knowledge, skills, and strategies needed to excel in the standardized exams (WASSCE) and	<p>a. Organise seminars for learners on preparation for the final examination; time management, effective study technique, test-taking skills etc</p> <p>b. Conduct at least three (3) mock examinations and</p>	<p>Past Exams Questions.</p> <p>Peer Mentoring Programme.</p> <p>One-on-one tutoring schedule</p> <p>Motivational tools –</p>	<p>Lead: Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Academic Assistant Administration HoD. Form Heads/Advisor Housemaster/mistress Chaplain/Imam Peer counsellors</p>	First semester of year 3	<p>X% of learners report feeling well-prepared for the WASSCE and tertiary education, as measured through self-assessment surveys.</p> <p>X% of learners demonstrate that they are well-</p>	<ul style="list-style-type: none"> • Activity reports, pictures and videos • Mock exam reports • Evidence of visits from Higher Institution visits • Evidence of awards and

<p>transition smoothly into tertiary education.</p>	<p>discuss feedback with learners.</p> <p>c. Carry out continuous intervention program for learners who need assistance.</p> <p>d. Track learners academic progress and preparedness for the exams.</p> <p>e. Learners conduct self-assessment and self-reflection on academic progress to identify areas of improvement.</p> <p>f. Learners to peer review their academic progress and give each other feedback.</p> <p>g. Compare learners' test scores over time to identify progress trends and identify weak areas for direct intervention.</p>	<p>certificates, badges.</p> <p>Survey and Assessment Tools.</p>	<p>Collaborators: Higher Educational Institutions representatives</p>		<p>prepared for the WASSCE through their mock exam performance.</p>	<p>learners' motivation</p> <ul style="list-style-type: none"> • Survey reports and tools.
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	<p>h. Invite representatives from Higher Education/ Training Institutions to share information on the programmes they offer, the career prospects and entry requirements.</p> <p>i. Institute class-level academic motivation systems:</p> <p>i. Award badges to learners who meet specific targets or milestones</p> <p>ii. Introduce monthly honour roll systems.</p> <p>iii. Special mentions during school gatherings for little achievements</p> <p>iv. Give special incentives such as letters,</p>					
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	<p>certificates etc</p> <p>j. Conduct survey to assess students' confidence level and preparedness for the upcoming exams.</p> <p>k. Analyse learners' mock exams results to assess their level of preparedness for the WASSCE.</p>					
2. Ensure that learners can efficiently obtain their academic transcripts	<p>a. Conduct informational workshops on the importance of transcripts and how to request them and share similar information at class levels.</p> <p>b. Provide step-by-step guideline outlining the transcript acquisition process.</p> <p>c. Work with the assistant head of academic to streamline transcript</p>	<p>Seminar materials and logistics</p> <p>Checklist for Transcript Acquisition Process</p> <p>Survey Tool</p> <p>Interview Guide</p>	<p>Lead: Counsellor</p> <p>Support: ICT Head Assistant Domestic Assistant Academic Assistant Administration HoD Form Heads/Advisor Housemaster/mistress Chaplain/Imam</p> <p>Collaborators: Resource Persons from WAEC where applicable.</p>	Entire academic year	X% of learners successfully obtain their academic transcripts within the expected processing time, as measured by a student satisfaction.	<ul style="list-style-type: none"> • Workshop reports • Transcript acquisition guideline • Survey report and tools

	<p>processing for easy access of learners.</p> <p>d. Train learners on how to properly store and duplicate transcripts for future use.</p> <p>e. Conduct a learners' feedback survey to ascertain whether learners find the ongoing transcript process accessible and effective.</p>					
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CAREER AND TERTIARY

Overall Goal: Prepare and assist learners for tertiary education and the world of work.
Goal for Year 1 Learners: Identify interests and potentials of learners.
Goal for Year 2 Learners: Nurture interests, potentials, and competencies of learners.
Goal for Year 3 Learners: Prepare learners for successful transition into tertiary education and the world of work.

Career and Tertiary (For Year 1 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
1. To guide learners to explore and identify their interests and potentials.	<p>a. Conduct training for school officials in administering, scoring and interpreting results of various interest assessment tools.</p> <p>b. Conduct interest assessments</p>	<p>Interest survey instruments, (OIP, Career Genome etc)</p> <p>Performance monitoring spread sheet</p> <p>Logistics for career fairs</p>	<p>Lead: External resource persons</p> <p>Academic /Career counsellors</p> <p>Support Team: ICT Head Assistant Domestic Assistant Academic /Vice principal Form Heads</p>	<p>Before the start of the first semester</p> <p>Within the academic year</p>	<p>x% of school officials demonstrate ability to correctly administer, score and interpret results of interest assessment tools</p> <p>x% of learners indicate that</p>	<p>Training outcome reports, sample tools administered, scored and interpreted by trained officials</p> <p>Learner survey reports, G&C observational reports</p> <p>Interest assessment tool reports</p>

	<p>(personality, aptitude and values) with learners and give feedback.</p> <p>c. Observe learner attitudes and participation in subject areas and extra-curricular activities and refer where necessary.</p> <p>d. Form career/subject interest clubs with assigned patrons.</p> <p>e. Organise career fairs/career or tertiary program information sessions.</p>	<p>Personality, aptitude, interest & values testing, Batteries/instruments</p> <p>Observation journals</p>	<p>Subject teachers/Instructors Liaison officers</p> <p>Collaborators: Liaison officers Industry resource persons Parents/guardians Alumni as mentors</p>		<p>they have been able to identify their interests, abilities, career and tertiary education preferences and are motivated to pursue them</p>	<p>Learner satisfaction survey reports</p>
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Career and Tertiary (For Year 2 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
1. To guide learners to develop their identified interests/potentials and competences.	a. Organise individual and group career/tertiary education guidance sessions. b. Guide learners to start building a portfolio of interests and tertiary preferences. c. Organise career trips/industry/tertiary campus visits. d. Arrange internships/attachments using personal and institutional networks: <ul style="list-style-type: none"> • Initiate and build industry networks for internship opportunities 	Performance monitoring spread sheet, Work Readiness Manual, Logistics for career clubs, career trips, internships and liaison activities.	Lead: Career/academic counsellor Supporting Team: Program heads/HOD Subject teachers/ Instructors Liaison officers School Club Coordinators Collaborators: Industry resource persons Parents / caregivers Alumni	First semester	x% of learners indicate satisfaction with progress on their identified tertiary/career interests and willingness to keep working on them x% of learners demonstrate their increased interest through regular attendance and	Learner satisfaction survey reports Observation reports, activity logs, pictures, videos, portfolio inspection

	<ul style="list-style-type: none"> ● Provide internship introductory letters ● Develop and dispatch internship assessment forms/reports. <p>e. Organise “day-in-the-life” of a professional (virtual/in person engagement)</p> <p>f. Organise financial literacy/entrepreneurship workshops.</p> <p>g. Observe and record learner attendance/participation levels in interest-related activities.</p>				<p>participation in interest-related activities</p>	
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Career and Tertiary (For Year 3 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
1. To Equip learners with practical skills and competences for smooth transition to tertiary space/world of work.	<p>a. Organize soft skills training workshops and give feedback:</p> <p>Workshop 1 job search & application, CV writing & and interview preparation, email writing and official communication.</p> <p>Workshop 2 entrepreneurship & business pitching, virtual & Social media branding and profiling, volunteering & giving back.</p>	Career resource pack, Tertiary partnerships, Logistics for fairs, workshops, master classes.	<p>Lead: Career counsellor</p> <p>Supporting Team: Academic counsellor ICT Teacher Assistant Academic /Vice principal HoDs Subject teachers/Instructors Entrepreneurship teachers</p> <p>Collaborators: Academic counsellor Industry resource persons Alumni</p>	First or second semester	x% of learners demonstrate satisfactory soft-skill levels, key entrepreneurial skills, and clear intent on preferred tertiary level courses/career paths	<p>Observational reports, assessment records, internship reports, learner-developed CVs and business plans, skill demonstration or simulation n reports, videos</p> <p>Colour index/matrix</p>

	<p>Organise university/tertiary admission application/courses information sessions.</p> <p>Form Leadership Incubator/Master-classes to equip learners with basic leadership competences.</p> <p>Conduct skill demonstration sessions to assess learner gains from the various workshops and indicate competence levels with colour index or matrix.</p>					
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PSYCHOSOCIAL SUPPORT

Overall Goal: Help learners develop a positive sense of self-worth, resilience and good interpersonal/community relations
Goal for Year 1 Learners: Support learners to develop an enhanced sense of self-awareness and adaptability skills within the school environment.
Goal for Year 2 Learners: Train learners to develop assertive skills, resilience and the ability to handle developmental crises.
Goal for Year 3 Learners: Guide learners to a holistic maturity and help them develop mental toughness in readiness for examinations, further studies and the world of work.

Psychosocial Support (For Year 1 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
2. Guide learners to develop inner resilience/sense of self-worth.	a. Organise a seminar on inner resilience and self-worth for learners. b. Train persons responsible for providing psychosocial support on how to administer, score and interpret the Hospital Anxiety Depression Scale, General Self-	Standard behaviour guide Students' code of conduct handbook	Lead School-Based Counsellors. Supporting Team Assistant Domestic Counselling Team, Teachers	First semester of Year 1	x% of learners indicate having developed inner resilience/sense of self-worth. x% of support staff have an understanding in using psychometric tools	Seminar Report. Attendance Sheet Observational Reports Psychological assessment tool records.

	<p>efficacy Scale, and Personality.</p> <p>c. Develop inventories and referral protocols for learners.</p> <p>d. Pair learners to write positive notes to each other highlighting strengths.</p> <p>e. Schedule a follow-up session to review learners' progress, identifying areas of improvement and growth.</p> <p>f. Conduct a survey to assess the enhancement of inner resilience/sense of self-worth of learners.</p>	<p>Psychological assessments tools</p> <p>Hospital anxiety depression scale</p> <p>General Self-efficacy Scale</p> <p>Personality Inventories</p> <p>Courtesy for boys and girls</p>	<p>Peer Counsellors</p> <p>Collaborators: Psychometrician District/Regional G&C Coordinators</p>		<p>in supporting counselling services.</p>	<p>Peer Feedback</p> <p>Journal Records</p> <p>Photos</p> <p>Videos.</p>
<p>3. Guide learners to understand behaviours of concern and navigate developmental crises.</p>	<p>a. Develop and administer a needs assessment to gather feedback, identify behaviours of concern/priority areas for intervention.</p> <p>Themes to consider in assessment: peer pressure, interpersonal relationships,</p>	<p>The ADCR Handbook</p> <p>Developmental Crises Resources</p>	<p>Lead School-Based Counsellors</p> <p>Supporting Team Counselling Team Form Masters. Peer Counsellors</p>	<p>First semester of Year</p>	<p>x% of learners indicate a stronger understanding of behaviours of concern and how to navigate developmental crises.</p>	<p>Seminar reports, pictures, Videos</p> <p>Observation report</p> <p>Satisfaction Report</p> <p>Reflective Journals</p> <p>Training reports, video footage of</p>

	<p>bullying, conflict management/resolution etc.</p> <p>b. Engage and consult with psychosocial experts, education partners, and parents/guardians in the expert fields on whole-school approaches to promote positive crisis management and learner wellbeing</p> <p>c. Develop a learner's support plan: In groups or individually, support learners in reflective exercises, self-assessments and short guided discussions to identify strengths, challenges, and support needs.</p> <p>d. Develop a plan to train a school support group, including the G&C team, Form teachers, Housemasters/mistresses etc. on how to support the management of</p>		<p>Collaborators Resource person.</p>			<p>ADCR training for school counsellors-support team and students.</p> <p>Observation/Incident report</p>
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	<p>behaviours of concern among learners.</p> <p>e. Conduct a survey to assess learner's understanding and ability to navigate developmental crises.</p>					
<p>4. Support learners in personal goal setting and strategies for improved life skills.</p>	<p>a. Organise a co-creation workshop where learners identify their current strengths, weaknesses, and personal growth areas. In the session: Guide learners through brainstorming short-term, medium-term, and long-term goals.</p> <p>b. Teach learners how to create SMART goals that are specific, measurable, achievable, relevant, and time bound.</p> <p>c. Prioritise key life skills such as time management, effective communication, and problem-solving.</p> <p>d. Introduce the utilisation of School-Life-Journal</p>		<p>Lead School-Based Counsellors</p> <p>Supporting Team Counselling Team Form Masters. Peer Counsellors</p> <p>Collaborators Resource person.</p>	<p>First semester of Year</p>	<p>x% of learners indicate that initiatives for personal goal setting and strategies for improved life skills is very useful.</p>	<p>Seminar reports, pictures, Videos</p> <p>Observation report</p> <p>Satisfaction Report</p> <p>Reflective Journals</p> <p>Training reports, video footage of ADCR training for school counsellors-support team and students.</p> <p>Observation/Incident report</p>

	<p>where learners will be encouraged to maintain a weekly progress to track their actions, successes, and personal challenges.</p> <p>e. Facilitate peer feedback sessions where learners share their goals and strategies and then provide constructive input.</p> <p>f. Conduct a review session where learners reflect on their progress, celebrate achievements, and plan their next steps.</p> <p>g. Conduct a survey to assess the usefulness of personal goal-setting and strategies.</p>					
5. Equip learners with strategies and approaches to mitigate examination anxiety.	<p>a. Equip learners with strategies and approaches to mitigate examination anxiety</p> <p>b. Organise an awareness session where learners explore common causes and effects of examination anxiety.</p>	<p>Relaxation technique materials.</p> <p>Audio equipment.</p> <p>Online resources on</p>	<p>Lead School-Based Counsellors/ICT Coordinators</p> <p>Supporting Team Counselling Team</p>	Middle of the semester/Term	<p>x% of learners demonstrate ability to develop Anxiety Coping Affirmations/Anxiety Coping Mantras</p>	<p>Report on Workshop</p> <p>Attendance records</p> <p>Samples Anxiety Coping Affirmations/Anxiety Coping Mantras</p>

	<p>c. Produce and disseminate a guide on:</p> <ul style="list-style-type: none"> ● relaxation exercises i.e. teach breathing and mindfulness techniques. ● goal setting to help learners break down their study material into manageable tasks. ● run a time management training where students create a personalized study schedule. <p>d. Lead learners to develop group or personalised Anxiety Coping Affirmations/Anxiety Coping Mantras or other stress-reducing statements to build confidence.</p> <p>e. Provide a peer discussion forum where learners share experiences and coping strategies.</p>	<p>mindfulness and relaxation</p>	<p>Peer Counsellors</p> <p>Collaborators District and Regional G&C Coordinators.</p> <p>School Improvement Advisors. (SIA's)</p>			<p>A report of activities of peer network groups</p> <p>Pictures Videos</p> <p>Satisfaction report</p>
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Psychosocial Support (For Year 2 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
1. Equip learners with basic skills for dealing with common life crises.	<p>a. Organise a talk and show video documentary to teach learners practical coping skills for dealing with common life crisis. Explore themes such as loss, grief/bereavement/abuse and neglect/financial crisis etc.</p> <p>b. Introduce role-playing exercises that simulate typical challenges, allowing learners to practice handling conflicts or setbacks in a safe environment.</p> <p>c. Organise a collaborative project where learners are supported to create a “Life Crisis Toolkit,” compiling resources and</p>	Psychosocial Support resources	<p>Lead School-Based Counsellors/ICT Coordinators</p> <p>Supporting Team Counselling Team Peer Counsellors</p> <p>Collaborators District and Regional G&C Coordinators. School Improvement Advisors. (SIA's)</p>	Middle of the semester/Term	x% of learners indicate that they have the “Life Crisis Toolkit”.	<p>Report on Workshop</p> <p>Attendance records</p> <p>Samples Anxiety Coping Affirmations/Anxiety Coping Mantras</p> <p>A report of activities of peer network groups</p> <p>Pictures Videos</p> <p>Satisfaction report</p>

	<p>strategies they can use in the future.</p> <p>d. Strengthen the capacity of Peer Counsellors to support learners dealing with common life crises.</p>					
<p>2. Institute systems to monitor learners' mental health for signs of suicidal thoughts, ideations, self-harm potential etc.</p>	<p>e. Work with dedicated groups of trained staff who regularly check in on learners' mental health and provide a clear point of contact for those in need, includes organising workshop to recognise warning signs of suicidal ideation and self-harm.</p> <p>f. Develop observational report template to report observed behavioural or emotional changes in learners for timely assessment and appropriate follow-up.</p> <p>g. Conduct periodic psychological well-being survey/testing to monitor learners' mental/psychological states and identify signs of self-harm risks</p>	<p>Ask suicide -screening questions (ASQ)</p> <p>Observation log</p> <p>A4 sheets</p> <p>Suggestion boxes</p>	<p>Lead School-Based Counsellors</p> <p>Supporting Team Counselling Team Peer Counsellors</p> <p>Collaborators District and Reginal G&C Coordinators. Mental Health Professionals Ghana Psychological Association School Improvement Advisors. (SIA's)</p>	<p><i>Periodic intervals throughout the academic year</i></p>	<p>Establishment of a suicide response team and helplines that provides continuous support for at-risk learners.</p> <p>x% of learners indicate they are aware of the concept of mental health and recognise signs of suicidal thoughts, ideations, self-harm potential.</p>	<p>Workshop report</p> <p>Progress Reports on ASQ</p> <p>Pictures and Videos</p> <p>Test records</p> <p>Learner's feedback</p>

	<p>h. Provide suggestion boxes for learners to anonymously share their feelings, reports concerns about others and themselves</p> <p>i. Organise individual and group counselling sessions where learners can discuss their challenges in a safe space.</p> <p>j. Conduct suicide screening question toolkit on learners to help identify individuals who may be experiencing suicidal thoughts or ideations.</p> <p>k. Conduct a survey to assess learners awareness of the mental health and recognise signs of suicidal thoughts, ideations, self-harm potential.</p>					
3. Foster strong parents and guardians to support learners' welfare and	a. Organise orientation session that highlights the importance of parental involvement in their learner's welfare,	Psychosocial Support resources	Lead School-Based Counsellors/ICT Coordinators Supporting	Middle of the semester/Term	x% of parents indicate that they are better equipped to handle and support	Report on Workshop Attendance records

<p>psychosocial well-being.</p>	<p>emotional and education.</p> <p>b. Organise regular meetings or open forums where parents can share their challenges and successes in supporting their learners.</p> <p>c. Provide resource materials, such as guides on health, safety, and emotional support, that parents can use at home.</p> <p>d. Facilitate family bonding activities on visiting days or collaborative community projects, to strengthen relationships.</p>		<p>Team Counselling Team Peer Counsellors</p> <p>Collaborators District and Regional G&C Coordinators. School Improvement Advisors. (SIA's)</p>		<p>learners' welfare and psychosocial well-being.</p>	<p>Samples Anxiety Coping Affirmations/Anxiety Coping Mantras</p> <p>A report of activities of peer network groups</p> <p>Pictures Videos</p> <p>Satisfaction report</p>
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Psychosocial Support (For Year 3 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
1. Enhance learners' self-awareness and sense of personal identity.	<ul style="list-style-type: none"> a. Organise a Personal Values Inventory development session for learners. b. As part of the session, guide learners to assess short-term, medium-term, and long-term goals set in Year 1 c. Support learners to assess the usefulness of the School-Life-Journal where learners will be encouraged to maintain a weekly progress to track their actions, successes, and personal challenges. 	Psychosocial Support resources	<p>Lead School-Based Counsellors</p> <p>Supporting Team Counselling Team Form Masters. Peer Counsellors</p> <p>Collaborators Resource person.</p>	First semester of Year	x% of learners demonstrate that they have acquired skills in the development of Personal Values Inventory	<p>Activity reports, pictures, Videos</p> <p>Observation report</p> <p>Satisfaction Report</p> <p>Sample Personal Values Inventory</p>

	<p>d. Facilitate peer feedback sessions where learners share their goals and strategies and then provide constructive input.</p> <p>e. Conduct a review session where learners reflect on their progress, celebrate achievements, and plan their next steps.</p>					
<p>2. Help learners develop positive use of power (How to use seniority to protect juniors / advocacy for people who are 'weaker').</p>	<p>a. Organise workshops/ video shows/skits on positive power relations/inspiring others instead of bullying them</p> <p>b. Train learners on Reporting Channels/mechanisms</p> <p>c. Establish a Senior to Junior Buddy System and pair them for support</p> <p>d. Follow up and conduct feedback sessions on the buddy system.</p>	<p>Mentorship program materials</p> <p>Computer</p> <p>Projector</p> <p>A4 sheet</p>	<p>Lead School-Based Counsellors</p> <p>Supporting Team Counselling Team Peer Counsellors Form Mistress Form mistress</p> <p>Collaborators District and Reginal G&C Coordinators</p>	<p>Beginning of Semester</p>	<p>x% of learners have knowledge of how to use their influence positively to support and protect others.</p>	<p>Reports on workshop</p> <p>Pictures</p> <p>Videos</p> <p>Reports on the feedback from the Buddy System</p>

			School Improvement Advisors. (SIA's)			
3. Continue support programmes to refresh and further build learner capacity to manage exam-related fear/worry and overconfidence in relation to final examinations.	<p>Organise seminar on Preparation for exams. The seminar should focus on time management, Mindfulness exercises and improved sleep to reduce exam fears.</p> <ul style="list-style-type: none"> Careful observation/monitoring of learner moods/behaviours to identify signs of anxiety and respond through Individual/Group counselling, referral. Train Peer group support to share their experiences and encourage one another 	<p>Mindfulness exercises to manage diverse fears</p> <p>Mental health experts to facilitate exam-related behaviour disorder</p> <p>Power point presentation by school-based counsellor and other experts</p> <p>Manila cards for posters.</p>	<p>Lead School-Based Counsellors</p> <p>Supporting Team Counselling Team Peer Counsellors Form masters Form mistress</p> <p>Collaborators District and Regional G&C Coordinators</p> <p>School Improvement Advisors. (SIA's)</p>	Ending part of the term/Semester	<p>x % of learners indicate high satisfaction in provided with personalised guidance to cope with extreme anxiety or overconfidence.</p> <p>x% of learners are able to use relaxation skills such as deep breathing, progressive muscle relaxation effectively.</p>	<p>Seminar reports,</p> <p>Peer Group feedback</p> <p>Pictures Videos</p>

GUIDANCE SERVICES

Overall Goal: Ensure awareness, dissemination, and effective utilisation of Guidance Services information to enhance learners' experience.
Goal for Year 1 Learners: Introduce learners to general guidance services to support their smooth transition into secondary education.
Goal for Year 2 Learners: Promote a safe and supportive school environment that enhances learners' experience.
Goal for Year 3 Learners: Equip learners with skills to successfully transition into tertiary education and the world of work.

Guidance Services (For Year 1 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
1. Introduce new learners to school systems (protocols & practice) to support integration into the school community.	a. Organise orientation sessions for new learners, on school systems (protocols and practice). Disseminate information on the school's broad vision & mission; school	School's foundational statements (vision & mission) School protocols and practice; rules and regulations	Lead: Counsellor Support: G&C team School management All teachers Form teachers, Matron, School Nurse, Other G&C	Within the first 3 weeks of reopening/reporting of learners	x% of new learners indicate that they have successfully integrated into the school system.	Orientation reports Survey reports Management Observations Classroom Behaviour Pledge Abridged/sharable versions of the

	<p>guidelines; rules & regulations; general G&C services; GES Code of Conduct for Learners and Professional Code of Conduct for Teachers.</p> <p>b. Develop supplementary materials to support the delivery of orientations: flyers/posters, information sheets etc.</p> <p>c. Conduct an assessment of the orientation sessions to assess their effectiveness in helping new learners, staff, and parents integrate into the school system.</p>	<p>GES Framework on Guidance and Counselling Services in SEIs</p> <p>GES Code of Conduct for Learners</p> <p>GES Professional Code of Conduct for Teachers.</p> <p>Guideline for PTA</p>	<p>Collaborators: External facilitators/ Resource persons, PTA and Organisations professionals/institutions.</p>			<p>school's foundational statements and relevant documents</p> <p>Videos, Pictures, Posters</p>
2. Support new learners to	a. Organise orientation	Essential Values for	Lead: Counsellor	Throughout the academic year	x% of school stakeholders	Weekly and monthly reports

<p>acquire essential values and character qualities through the roll-out of Essential Values for the Ghanaian Youth Handbook.</p>	<p>sessions for school stakeholders to sensitise them on Values Learning Community (VLC) Sessions.</p> <p>b. Develop guidelines on how stakeholders – learners, teachers, school management can support implementation of VLCs (to include information system dissemination).</p> <p>c. Identify and train Peer Guides to facilitate Values Learning Community (VLC) Sessions for Year 1.</p> <p>d. Roll out VLC Sessions- Essential Values</p>	<p>Ghanaian Youth Handbook.</p> <p>School Information Dissemination Guideline/Sy stems</p>	<p>Support: G&C team, Peer Guides, School management All teachers Form teachers, Matron, School Nurse, Other G&C</p> <p>Collaborators: External facilitators/ Resource persons, PTA and Organisations professionals/institutions</p>		<p>indicate that they are aware of the VLC sessions.</p> <p>x% of learners indicate that the VLC sessions have been helpful in enhancing their character qualities and shared Ghanaian values.</p>	<p>Survey/observation reports</p> <p>Assessment tools</p> <p>Videos, Pictures, Posters</p> <p>Student journal</p> <p>Peer guide interviews</p>
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	<p>for Ghanaian Youth Handbook for Year 1.</p> <p>e. Monitor effective implementation of the VLCs. (to include the assessment of the VLC sessions for Year 1).</p>					
<p>3. Facilitate the collection, analysis, and use of new learners' academic, career, and psychosocial data for remediation, placement, and support services.</p>	<p>a. Develop a data collection system to be completed by Year 1 learners upon reporting.</p> <p>b. Develop support plans for students in need based on data analysis.</p> <p>c. Work with form teachers to monitor, and report towards learner-support interventions</p> <p>d. Track the effectiveness of support/through an analysis of</p>	<p>Data collection tools (including paper or digital tools).</p> <p>Referrals to/from internal or external experts.</p>	<p>Lead: Counsellor & IT Officer</p> <p>Support: G&C team School management All teachers Form teachers, Matron, School Nurse etc.</p> <p>Collaborators: External facilitators/ Resource persons, etc.</p>	<p>Within the first term/semester.</p>	<p>Institutionalised and Coordinated Data Collection System (in filing or LMS) in place.</p> <p>x% of beneficiaries indicate that G&C support/interventions are relevant.</p>	<p>Data System (PAPI or CAPI) of Year 1 learners – Biodata, entry grade, health records, special abilities, general interests/learning styles, personality test results among others.</p> <p>Analyses report on Student support/interventions.</p> <p>G&C beneficiary assessment</p> <p>Student's support plan.</p>

	<p>cases on a termly basis.</p> <p>e. Conduct a survey among beneficiaries to assess the relevance of support/interventions.</p>					
<p>4. Introduce Year 1 learners to the tenants/concept of Safe Schools to promote a secure, inclusive, and supportive learning environment.</p>	<p>a. Constitute a Safe Schools Team to plan & implement introductory level engagement for all Year 1 learners. (refer to appendix a, who constitutes the team).</p> <p>b. Organise awareness/sensitization activities to introduce Year 1 learners to the Concept of Safe Schools (to include an introduction to the GES Guideline on Tackling Sexual</p>	<p>GES Safe School Policy (Draft, 2022).</p> <p>GES Guideline for Tackling Sexual Harassment for SEIs (2023).</p> <p>Training On Safe School Manual (2018).</p> <p>Teacher's Handbook on Safe Schools (2018).</p>	<p>Lead: School-based counsellor, Form teachers, House masters/mistress</p> <p>Support: G&C team School management All teachers Form teachers, Matron, School Nurse, Other G&C</p> <p>Collaborators: External facilitators/ Resource persons, PTA and</p>	<p>Once a term /Semester where applicable</p>	<p>x% of learners indicated their understanding of safe school concepts and guidelines</p> <p>x% of teachers indicate their understanding of GES Guidelines on Tackling Sexual Harassment</p>	<p>ToR for Safe School Team</p> <p>Sensitization Reports</p> <p>Posters/picture illustrations as positive reinforcements for good behaviour.</p> <p>Concepts on G&C Initiatives – Safe Schools Champions etc.</p> <p>Perception survey reports and questionnaires</p>

	<p>Harassment for SEIs).</p> <p>c. Institute Safe School's advocacy initiatives such as:</p> <ul style="list-style-type: none"> • designate class champions to lead and promote initiatives • establish clubs to promote positive behaviour (Anti-Sexual Harassment, Anti-Bullying, Respect, GESI Responsive Practices, Establishing Cleaning Practices – “Clean-As-You-Go” etc.) • leverage innovative 		<p>Organisations professionals/institutions.</p>			
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	<p>and practical approaches to strengthen awareness creation efforts—plays/storytelling, quizzes, peer/group presentations, debates, volunteerism, and community engagement</p> <p>d. Run perception surveys based on initiatives undertaken in Year 1 – E.g. A one-question survey: "Do you feel that your school is a safe, secure, inclusive, and supportive environment?" Yes or No</p>					
5. Support learners to understand the responsible use of	a. Administer a pre-questionnaire before the	Digital literacy and	Lead School-Based Counsellors/ICT	Middle part of the term/semester.	x% of learners indicate that they	Seminar reports Attendance sheet

<p>digital spaces to promote greater cyber safety awareness and practices.</p>	<p>seminar to access learners' prior knowledge and understanding.</p> <p>b. Organise a seminar on the risks and benefits of the digital space (betting scams, cyberbullying, sextortion, health and psychological effects of screen use).</p> <p>c. Administer a Post Questionnaire to assess learners' knowledge and understanding.</p>	<p>etiquette resources.</p>	<p>Coordinators</p> <p>Supporting Team</p> <p>Counselling Team</p> <p>Form Masters</p> <p>Peer Counsellors</p> <p>Collaborators</p> <p>Resource person</p> <p>District and Regional G&C Coordinators</p> <p>School Improvement Advisors. (SIA's)</p>		<p>understand the risks and benefits of the digital space.</p>	<p>Pre- and post-questionnaires</p> <p>Photos & videos</p>
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Guidance Services (For Year 2 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
1. Provide relevant, accurate, and timely information to learners to strengthen their social development.	a. Conduct a diagnostic assessment on social needs of learners – survey will seek to identify challenges, gaps, and strengths in learners’ social well-being and development. Consider these themes: <ul style="list-style-type: none"> ● Social Relationships ● Emotional Well-being ● Reproductive Health ● School Climate and Belonging ● Bullying and Peer Pressure ● Safe School – Hygiene and Accessibility ● Family and Home Environment ● Digital and Social Media Influence ● Other Extracurricular Interests 	GES Safe School Policy (Draft, 2022). GES Guideline for Tackling Sexual Harassment for SEIs (2023). School Rules and Regulations on Student Engagement, Anti-Bullying, Anti-Sexual Harassment etc.	Lead: Counsellor, G&C Team and IT Officer	Term-long based on outcome of needs assessment.	x% of learners indicate that initiatives have been useful in providing relevant, accurate, and timely information to strengthen social development.	Social needs assessment report Survey tools Safe schools’ checklist Initiative reports Class or School Guides/Procedures

	<p>[A Safe Schools Checklist may be developed and administered as part of the process.]</p> <p>b. Organise a stakeholder engagement to share insights with school stakeholders.</p> <p>c. Use outcome from stakeholder engagement and assessment of learners social needs to develop a term-long intervention plan tailored to address the highest-priority social needs of learners.</p> <p>d. Work with learners to develop/to strengthen Class or School Guides/Procedures on social support, inclusion, and student engagement.</p> <p>e. Proposed avenues for engagements could include</p> <ul style="list-style-type: none"> ● Workshops/seminars/school durbars ● Peer-to-peer mentorship programs ● Instituting <i>Buddy-Systems</i> on Safety ● Student-Led Awareness Campaigns ● Guest Speaker Forums 					
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	f. Conduct surveys to assess impact of initiatives to provide relevant, accurate, and timely information to strengthen social development of learners.					
2. Support learners to reinforce essential values and character qualities through the roll-out of Essential Values for the Ghanaian Youth Handbook.	<p>a. Validate; reappoint and organise refresher training for Peer Guides to facilitate Values Learning Community (VLC) Sessions for Year 2 learners.</p> <p>b. Roll-out Essential Values for Ghanaian Youth Handbook 2.</p> <p>c. Give learners practical assignments application on values through group projects, journaling, and real-life case studies.</p> <p>d. Use surveys, focus groups, or feedback forms to evaluate learner engagement and effectiveness of the Essential Values for Ghanaian Youth Handbook 2 at the VLCs.</p>	Essential Values for Ghanaian Youth Handbook.	<p>Lead: Counsellor</p> <p>Support: G&C team School management Peer Guides</p> <p>Collaborators: Form teachers, class teachers</p>	Academic Year	x% of learners indicate that their values and character qualities has been enhanced through the VLCs.	<p>Activity Reports</p> <p>Survey Reports</p> <p>Survey Tools</p> <p>Learner Project Reports</p> <p>Videos, Pictures</p>
3. Empower Year 2 learners to uphold Safe School principles.	<p>a. Facilitate interactive workshops on peer accountability and respectful behaviour. Themes to consider: Gender Based Violence, Sexual Harassment, Abuse, GESI, Positive Body Image etc.</p> <ul style="list-style-type: none"> ● Student-led dramas/plays ● Interactive theatre forum 	<p>GES Safe School Policy (Draft, 2022).</p> <p>GES Guideline for Tackling Sexual</p>	<p>Lead: Counsellor, G&C Team and IT Officer</p>	Term-long based on the outcome of needs assessment.	x% of learners indicate that initiatives have been useful in helping them uphold Safe School principles.	<p>Social needs assessment report</p> <p>Survey tools</p> <p>Safe schools' checklist</p> <p>Initiative reports</p>

	<ul style="list-style-type: none"> ● Empathy Wall ● Personal Pledges Ceremonies <p>b. Establish or strengthen student-led Safe School clubs or peer support groups.</p> <p>c. Train selected students as peer advocates or ambassadors for Safe School practices.</p> <p>d. Recognize and reward positive student behaviour that aligns with Safe School principles.</p> <p>e. Conduct feedback sessions to assess learners' understanding and involvement.</p>	<p>Harassment for SEIs (2023).</p> <p>School Rules and Regulations on Student Engagement, Anti-Bullying, Anti-Sexual Harassment etc.</p>				<p>Class or School Guides/Procedures</p>
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Guidance Services (For Year 3 Learners)

What (Objectives)	How (Strategies Activities needed to address gaps/challenges)	Resources & Tools (Instruments or systems that will facilitate the activities)	Who (Staff members or experts needed within the school)	When (Timelines)	Indicators (Measurement index or markers of achievement)	Verification (Evidence required to ascertain the achievement of results including data sources)
<p>1. Support learners to apply essential values and character qualities through the roll-out of Essential Values for the Ghanaian Youth Handbook.</p>	<p>a. Validate; reappoint and organise refresher training for Peer Guides to facilitate Values Learning Community (VLC) Sessions for Year 3 learners.</p> <p>b. Roll-out Essential Values for Ghanaian Youth Handbook 3.</p> <p>c. Give learners practical assignments application on values through group projects, journaling, and real-life case studies.</p> <p>d. Use surveys, focus groups, or feedback forms to evaluate learner engagement and effectiveness of</p>	<p>Essential Values for Ghanaian Youth Handbook.</p>	<p>Lead: Counsellor</p> <p>Support: G&C team School management Peer Guides</p> <p>Collaborators: Form teachers, class teachers</p>	<p>Academic Year</p>	<p>x% of learners indicate that their values and character qualities has been enhanced through the VLCs.</p>	<p>Activity Reports</p> <p>Survey Reports</p> <p>Survey Tools</p> <p>Learner Project Reports</p> <p>Videos, Pictures</p>

	the Essential Values for Ghanaian Youth Handbook 3 at the VLCs.					
2. Establish a support system to assist learners in navigating their transition to the next academic stage or career pathway.	<p>a. Organise periodic guidance sessions with learners i.e. Guidance Circles to check in on their academic progress, emotional well-being, and readiness for transition</p> <p>b. Schedule safe space for peer sharing, mentorship, and personalised support for learners in need.</p> <p>c. Create informal peer-guided group counselling sessions facilitated by Form Teachers and school counsellors</p> <p>d. Establish systems where students can anonymously submit questions or concerns into a “question box”</p>	-	Lead: Counsellor, G&C Team and Form Teachers	Term-long based on the outcome of needs assessment.	x% of learners indicate that they feel supported to transition successfully to the next academic stage or career pathway.	<p>Social needs assessment report</p> <p>Survey tools</p> <p>Safe schools’ checklist</p> <p>Initiative reports</p> <p>Class or School Guides/Procedures</p>

	<p>and engage in guided discussions that address common transitional worries or aspirations.</p> <p>e. Organise a Digital Profile Day – to update and finalise Year 3 learners’ records (contacts and address Info).</p> <p>f. Conduct feedback sessions to assess learners’ appreciation of initiatives.</p>					
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GUIDELINES FOR IMPLEMENTATION OF THE G&C FRAMEWORK

ACTION	APPROACH	STAKEHOLDERS/ COLLABORATORS
<p>1. Appoint Qualified Personnel/ Team Members to drive the G&C reform</p>	<p>Ensure that the G&C Counsellors/ Team have following qualifications:</p> <p>Recommended Qualification for Lead G&C Counsellor:</p> <ul style="list-style-type: none"> • M.Ed. in Guidance and Counselling with 4 years of practice experience • MPhil. in Guidance and Counselling with 2 years of practice experience • MPhil in Psychology with education background with 4 years of practice experience <p>Recommended Qualification for G&C Support Team Members:</p> <ul style="list-style-type: none"> • MA Guidance and Counselling with a Diploma in Education with 4 years practice experience • M.Ed. Guidance and Counselling with 2 years of practice experience • MPhil in guidance and Counselling with 2 years practice experience • M.Phil. In Psychology with diploma in Education and 2 years of practice experience • MA Guidance and Counselling with diploma in Education with 2 years of practice experience 	<p>GES and GTVET Headquarters and Regional Offices</p>

	<p>Work with GES and GTVET to undertake the following:</p> <ul style="list-style-type: none"> • Selection and recruitment of counsellors • Develop Job description for 2 G&C Counsellors • Conduct a School Needs Assessment - Surveys can be useful. • Consider existing G&C Counsellors and Officers for this role while the recruitment process for the counsellors continues 	
<p>2. Organise orientation/capacity building support for existing or newly appointed counsellors and supporting team members</p>	<p>Using the G&C framework, draw up an orientation programme/ capacity strengthening activities for the newly appointed SEI G&C Counsellors and Support Team members.</p> <p>Consider engaging G&C experts to support this process where possible</p>	<p>School Management Team, Regional/District Guidance and Counselling Coordinators, Partners – NGOs, University Affiliates, G&C Experts and Professionals.</p>
<p>3. Allocate a dedicated space for G&C purposes</p>	<p>SEIs should ensure that dedicated spaces/ offices are assigned for counselling support to ensure confidentiality, confidence, and trust.</p> <p>Multipurpose or shared spaces maybe considered in contexts where there are infrastructural constraints. SEI can consider such spaces with the condition that privacy is assured.</p>	<p>School Board, School Management Team, Regional/District Guidance and Counselling Coordinators, Partners – NGOs, University Affiliates, SRC and PTA</p>

<p>4. Develop School's G&C Action Plan</p>	<p>SEIs may constitute a G&C Committee to undertake the development and implementation of the School's G&C Action Plan using this G&C Framework as a guide.</p> <p>Conduct a needs assessment to understand the specific needs of learners and teachers with guidance and counselling and the findings should inform the G&C Action Plans.</p> <p>School G&C Action Plan must be disseminated and shared widely for all school community members input and recommendations.</p> <p>Note that the action plan timelines must span a period of an academic year.</p> <p>The implementation process: Compile a database of all learners using information from personal records and medical history.</p> <p>Introduce the use of appropriate assessment tools (psychometric tools) to assess learners (from Year 1) for further intervention.</p> <p>SEIs are encouraged to dedicate periods for G&C – group or individual counselling sessions must be integrated into school timetable.</p>	
	<p>SEI must develop a system of feedback on learner's general perception of G&C services rendered for the term, and experiences of students who have patronized G&C services.</p> <p>Semester/Annual G&C reports must be submitted to School Management and Guidance and Counselling Unit, HQ.</p>	

	G&C Committee, School Management Team, Regional/District Guidance and Counselling Coordinators, Partners – NGOs, University Affiliates, SRC and PTA	
5. Dedicate funding/ resources to implementation of G&C	SEIs must ensure consistent, sufficient, and dedicated funding to G&C activities. SEIs may solicit additional support including IGFs and from Civil Society Organizations, Development Partners etc.	School Board, G&C Committee, School Management Team
6. Develop robust Monitoring and Evaluation Framework for G&C to track progress and inform programming	Develop appropriate measuring tools and checklist for G&C in SEI. Institute quarterly/semester review meetings to discuss progress, challenges, and revision of Whole School G&C Action Plans.	G&C Committee, School Management Team

ANNEX 1: EXPERTS AND PRACTITIONERS AT THE GCC WORKSHOP

MoE/GES/GTVET Services

NAME	DESIGNATION	ORGANISATION
Nana Bafour Awuah	Director Pre-Tertiary	Ministry of Education
Mr Aaron Adarkwa	Council Secretary (Legal & Policy)	GES
Ms Gifty Mensah	Head of Guidance and Counselling Unit	Ghana TVET Service HQ
Ms Gifty Sekyi-Bremansu	Director, Guidance and Counselling	Guidance and Counselling Unit, GES, HQ
Mr Aaron Akwaboah	Director of Strategy and Innovation	Ministry of Education/T-TEL

Practitioners

NAME	DESIGNATION	ORGANISATION
Professor Eric Nyarko-Sampson	Vice Chancellor & Professor of Guidance and Counselling	University of Environment and Sustainable Development
Dr Kyeremeh Tawiah Dabone	Senior Lecturer/Trainer and Professional Counsellor	University of Cape Coast
Dr Hannah E. Acquaye	Senior Lecturer/Clinical Psychologist	University of Education, Winneba
Dr Ernest Darkwah	Senior Lecturer in Psychology	University of Ghana
Dr Cecilia Tutu-Danquah	Senior Lecturer/Licensed Counselling Psychologist	University of Ghana
Dr Gladys Maame Akua Setordzie	Senior Lecturer/ CEGENSA Affiliate	University of Ghana
Mr Cosmos Eminah	Former SHS Teacher/ SHS Curriculum Writing Team Member	University of Education, Winneba
Ms Flora Augusta Pufaa	Guidance & Counselling Coordinator	Bagabaga CoE Tamale (formerly with Bolgatanga SHTS)
Ms Alberta Agordah	Guidance & Counselling Coordinator	Madina Technical Institute, Accra
Mr Kenneth Adevu	Headmaster, Akatsi SHTS /Vice Secretary of Volta CHASS	CHASS Representative
Mr Ebenezer Teye Ocansey	Representative of the Deputy Director General of GES	Ghana Education Service
Mr Hanson Okoe Burgessson	Counsellor/ Mediator/ Trainer	Centre for Peace and Reconciliation

Mrs Diana Hopeson	Counselling Psychologist, Mediator, Deputy Director	Centre for Peace and Reconciliation
Mr Dennis Appiah Larbi- Ampofo	President	National Union of Ghana Students (NUGS)
Mr Philip Emmanuel Adjei	Pastoral Counselor with GPC	AGI
Mr Joshua Kpan	Tutor/Sexual Harassment Safe Space Focal Person	McCoy College of Education
Mr Kenneth Adevu	Headmaster, Akatsi SHTS/ Vice Secretary of CHASS, Volta Region	CHASS
Mr Mathew Adjardjah	Head, Professional Development Department	Ghana National Association of Teachers (GNAT)

T-TEL Team		
NAME	DESIGNATION	ORGANISATION
Mr Akwasi Addae-Boahene	Chief Technical Advisor	T-TEL
Ms Dinah Adiko	Key Advisor, GESI	T-TEL
Ms Betty Djokoto	Key Advisor, Secondary	T-TEL
Ms Marjorie Tackie	GESI Coordinator	T-TEL

