

## Concept Note

### Stakeholder opinion survey to support the development of Secondary Education Strategy.

#### 1. Introduction

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The Ministry of Education (MoE) has initiated the review of the current Education Sector Medium Term Plan (ESMTP) 2018-2021 of the Education Strategic Plan (ESP) 2018-2030 to inform the development of a new ESMTP for 2022-2025. The purpose of the review is to assess progress made against targets of the current ESMTP and to develop a strategy to ensure successful implementation of the ESP for the next four years (2022-2025). The first phase of the review process will focus on the Secondary Education section of the ESMTP. The ESP 2018-2030 lays out Ghana's vision and goals for the education sector up to 2030 as well as detailed strategies for how these goals will be achieved.

The changing global economic, technological and development context requires that Ghana adopts a new paradigm for its education system to allow Ghanaian youth to acquire the kinds of skills and competencies that will make Ghana's education system globally competitive. The education system should be made to prepare the youth the world of work and for further education. Secondary education particularly is faced with three main challenges:

1. **Increasing Participation and Equity:** providing open access to all without economic, social, cultural, religious, and social impediments.
2. **Improving the Quality of Students Achievements and Learning:** improved teaching and resources; and strengthened school management and leadership.
3. **Enhancing Relevance:** delivering a Curriculum prepares graduates with critical thinking and analytical skills for academic progression and the world of work of today will need to be prepared.

The Ministry of Education intends that the new ESMTP will address these challenges in a comprehensive manner so that educational success is no longer about producing content knowledge, but rather developing skills, competencies and about extrapolating from what we know and applying the knowledge creatively in new situations.

To initiate the review process, the MOE is seeking to conduct an opinion survey to solicit feedback and inputs into the secondary education strategy by gauging the perception of stakeholders on what they would like to see in the secondary education sector. The findings from the research which will feed into the development of the strategy will serve as a baseline for the next strategy review process.

#### **Overall Objective**

The objective of this survey is to provide additional evidence and public input into the development of the secondary education strategy. Overall, the survey seeks to ascertain what stakeholders would like to see in secondary education. Specifically, the survey, will ascertain:

- a. Stakeholders' perspectives on secondary education provision in Ghana (in terms of expectations regarding provision of resources - infrastructure, teaching and learning

materials, teachers; quality of teaching, learning and assessment; learning outcomes, and preparations for work and further studies).

- b. The set of skills and competencies stakeholders perceive are required for Ghanaian secondary school graduates to meet the demands of further education and the world of work.
- c. The training (professional and academic) stakeholders perceive teachers need to be able to prepare secondary school students to acquire the required competencies and skills.
- d. The governance and leadership practices in secondary schools across the country.
- e. The supervisory practices that are in place to ensure that students are performing to the best of their abilities.

### ***Justification for this study***

Stakeholders have high stakes in secondary education, and it is therefore important to harvest their views and input as part of crafting a new strategy for the delivery of secondary education. This study will provide inputs from the public to support the secondary education strategy. The findings from the survey will be used to inform future secondary education policy and will also serve as a benchmark against which implementation of future strategies will be reviewed.

## **2. Research Questions, Design, and Methodology**

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### *Research questions*

- a. What are stakeholders' views on secondary education provision in Ghana (in terms of expectations regarding provision of resources - infrastructure, teaching and learning materials, teacher; quality of teaching, learning and assessment; learning outcomes, and preparations for work and further studies)?
- b. What skills and competencies are required of secondary school graduates to meet the demands of further education and the world of work?
- c. What training (professional and academic) do secondary school teachers need to be able to prepare students to acquire the required competencies and skills?
- d. What are the governance and leadership practices in secondary schools across the country?
- e. What supervisory practices are in place to ensure that students are performing to the best of their abilities?
- f. What kinds of assessment and certification should be used in secondary schools to ensure improved learning outcomes?
- g. How should JHS and SHS education be aligned and connected to raise the status of JHSs into becoming lower part of secondary education?

### **Research Design**

Considering the nature of the research questions, a mixed method approach (quantitative and qualitative) will be used to collect and analyse data from the stakeholders listed below:

<b>Stakeholders</b>	<b>Details</b>
Students	Final year JHS Students, SHS Students, Tertiary Students (College of Education, Universities, Technical Universities and Polytechnics).
Teachers	JHS Teachers, SHS Teachers, University and Technical University Lecturers & College of Education Tutors
School Leaders	Head teachers from JHS and SHS, College Principals, Vice Chancellors (or their reps), (Conference of Assisted Secondary Schools (CHASS), governing boards, Private Education providers.
Parents	Parents of Students in JHS and or SHS
Community leaders	Opinion Leaders, Traditional Leaders, Religious Bodies
Alumni	Old Student Associations in SHSs
Employers	Association of Ghana Industries, Ghana Employers Association, Institute of Bankers,
Agencies and development partners	Heads of agencies such as NDPC, GES, NaCCA, NaSIA, NTC, GTEC, CTVET, development partners (FCDO, USAID, UNICEF, UNESCO, UNHCR, Mastercard Foundation etc.)
Unions	GNAT, NAGRAT, GTUC etc.
CSOs	CDD, GNECC,

The quantitative aspects of the mixed method will allow us to gather statistical/ numerical data and generalize findings across the different stakeholder groups. A quantitative questionnaire detailing questions that will provide answers to the research questions of the study will be designed and used to collect the needed data.

The qualitative leg of this study will use mainly interviews to help garner broad and deep insights into what stakeholders would like to see in a Secondary Education Strategy as well as the rationale for secondary education, among others. This will help complement results from the quantitative study. This approach is flexible, interactive, and allows for in-depth discussions into the subject.

*Key questions/themes*

<b>Questions</b>	<b>Who</b>	<b>How</b>	<b>Some specific questions</b>
<p>What are the views on secondary education provision in Ghana (in terms of expectations regarding provision of resources - infrastructure, teaching and learning materials, teachers; quality of teaching, learning and assessment; learning outcomes, and preparations for work and further studies)?</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Parents</li> <li>• Students</li> <li>• Tertiary Institutions</li> <li>• Community leaders</li> <li>• Alumni</li> <li>• Employers</li> <li>• Agencies</li> <li>• Unions</li> <li>• School leaders</li> <li>• Development partners</li> </ul>	<p>Key informant interviews (KII) / questionnaires</p>	<p>What is your general impression about secondary education in Ghana?</p>
			<p>With regards to the provision of resources for secondary school education in Ghana, what is your expectation?</p>
			<p>How will you describe the quality of secondary education in Ghana?</p>
			<p>What is your expectation with regards to quality of teaching, learning and assessment?</p>
			<p>What is your expectation with regards to learning outcomes in secondary education in Ghana?</p>
			<p>How do Senior High Schools assess students understanding of the syllabus?</p>
			<p>Does WASSCE provide an accurate assessment of students' learning outcomes?</p>
			<p>What should be changed or improved about the current assessment systems?</p>
			<p>What are your recommendations for improving secondary education in Ghana?</p>
<p>What skills and competencies are required of secondary school graduates to meet the demands of further education and the world of work?</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Parents</li> <li>• Students</li> <li>• Tertiary Institutions</li> <li>• Community leaders</li> </ul>	<p>Key informant interviews (KII) / questionnaires</p>	<p>What skills and competencies do secondary school graduates need to be competitive in the 21<sup>st</sup> century?</p>
			<p>How prepared do you think secondary school graduates are for the world of work and further studies?</p>

	<ul style="list-style-type: none"> <li>• Alumni</li> <li>• Employers</li> <li>• Agencies</li> <li>• Unions</li> <li>• School leaders</li> <li>• Development partners</li> </ul>		<p>To what extent are secondary school students aware of support services including careers advice, guidance, and counselling available to them?</p> <p>What level of help do secondary school students receive from support services including careers advice, guidance, and counselling?</p>
What training (academic, professional) do secondary school teachers need to be able to prepare students to acquire the required competencies and skills?	<p>Stakeholders</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Tertiary Institutions</li> <li>• Employers</li> <li>• Agencies</li> <li>• Unions</li> <li>• students</li> </ul>	Key informant interviews (KII) / questionnaires	<p>Who do you think is qualified to teach in a secondary school?</p> <p>How qualified do you think secondary school teachers in Ghana are in terms of content knowledge?</p> <p>How qualified do you think secondary school teachers in Ghana are in terms of pedagogical knowledge?</p> <p>What skills do secondary school teachers need to prepare secondary school students with 21<sup>st</sup> century skills?</p> <p>Do students think that their learning needs are being met through quality teaching?</p>
What are the governance and leadership practices in secondary schools across the country?	<p>Stakeholders</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• students</li> <li>• School leaders</li> </ul>	Key informant interviews (KII) / questionnaires	<p>Does your school have vision and mission statements?</p> <p>If it does, to what extent do the vision and mission of your schools focus on preparing students for the world of work, and further studies?</p> <p>Does your school have a governing board?</p> <p>What is the leadership practice of secondary schools?</p> <p>Who is responsible for creating a conducive learning environment in your school?</p>

			<p>What is the role of the school head in creating a conducive learning environment in your school?</p> <p>How are decisions made in secondary schools? In making decisions for secondary schools, who are involved?</p> <p>How do Governing Boards support in delivering quality education in your school?</p> <p>To what extent is your school accountable to the Governing Board?</p> <p>What role does the PTA play in supporting student performance in your school?</p>
<p>What supervisory practices are in place to ensure that students are performing to the best of their abilities?</p>	<p>Stakeholders</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Agencies</li> <li>• Unions</li> <li>• students</li> </ul>	<p>Key informant interviews (KII)/questionnaires</p>	<p>What is the nature of secondary school supervisory practice?</p> <p>How does the supervisory structure of secondary school look like?</p> <p>Who are the key stakeholders in secondary education supervisory practice?</p> <p>How often do the supervision officers from the relevant Ministry of Education agency visit your school?</p> <p>When supervisors visit your school, what do they do?</p> <p>How do education officers monitor teaching and learning in the secondary schools?</p>

### 3. Approach to Implementation of the Study

It is envisaged that the Pre-Tertiary Directorate of the MoE will lead in the activities needed to initiate this research; and T-TEL's Communications, Research and Learning team will provide technical, logistical, and financial support needed for implementation. For example, T-TEL's Research and Learning Coordinator will aim to provide the research design, leadership, training, and quality assurance for this study.

S/N	Activity	T-TEL responsibility	MoE Pre-Tertiary Directorate responsibility
1.	Communicate to agencies, schools etc. on the study's aims and research design	Draft letter and/or communications package to go to agencies, schools etc.	Review and make input into letter/communications package. Send letter/communication package to agencies, schools etc.
2.	Develop RFP for tendering	Draft criteria for selecting a research firm to undertake the study	Review and make input into criteria and contribute to final selection
3.	Tender RFP and select research firm	Tender the RFP and form a committee to evaluate proposals	Participate in the review of proposals and select a research firm.
4.	Implementation of the study	Work with research firm to develop research tools, data collection protocols, provide data collection training, implement/quality assure data collection, input into analysis and the research report.	Review and make input into research tools, data collection protocols, data collection, review and provide feedback on the research report.
5.	Dissemination	Organise an event to disseminate findings to MoE, agencies and educational stakeholders	Organise/Participate in the dissemination event

#### **Timeframe**

<b>28<sup>th</sup> June 2021</b>	Tendering of RFP
<b>12<sup>th</sup> July 2021</b>	Deadline for submission of proposals
<b>15<sup>th</sup> July 2021</b>	Selection of research firm
<b>23<sup>rd</sup> July 2021</b>	Submission of inception report
<b>2<sup>nd</sup> – 20<sup>th</sup> August 2021</b>	Data collection
<b>10<sup>th</sup> September 2021</b>	Draft report
<b>24<sup>th</sup> September 2021</b>	Final report
<b>TBD</b>	Dissemination

