



Ministry of Education
REPUBLIC OF GHANA



EDUCATION WEEK: Reforming the Education Sector for Effective Service Delivery

DAY 1: EVIDENCE DAY

AUGUST 6, 2018

IMPROVING ACCOUNTABILITY FOR BETTER LEARNING OUTCOMES IN GHANA:
EVIDENCE-INFORMED APPROACHES TO EDUCATION POLICY AND PRACTICE

INTRODUCTION

ACCOUNTABILITY AT EVERY LEVEL OF THE EDUCATION SYSTEM

Improving learning outcomes is a key policy priority in Ghana. To ensure that well-intentioned policy goals translate into improved learning outcomes, decision-makers are eager to: (1) evaluate the success of education programs through rigorous research; and (2) build sector-wide frameworks of accountability through improved monitoring and feedback mechanisms. Both forms of evidence are necessary for a strong education system.

The Ghana Education Evidence Summit will bring together policymakers, researchers, and practitioners to: a) share rigorous evidence about improving accountability and learning outcomes in education, in Ghana and internationally; b) identify ways in which evidence from evaluations can be used for better decision-making; and c) share monitoring and evaluation tools that can inform a framework of accountability for Ghana's education sector.

BACKGROUND

In recent decades, improving the education system has been a political priority in Ghana. Efforts to increase access to education have led to significant progress, especially at the primary level, which achieved national gender parity for the first time in 2015/16. Notwithstanding these achievements, education policymakers see the pressing need to improve in various areas including:

- Education quality, as learning outcomes are poor at both basic and secondary levels;
- Access to education for certain groups suffering geographic, demographic or socio-economic disadvantages;
- Education management, including: inefficiencies in teacher recruitment and distribution, coordination between teacher training, curriculum, and standards in pedagogy;
- Improved accountability at all levels to improve management and learning outcomes.

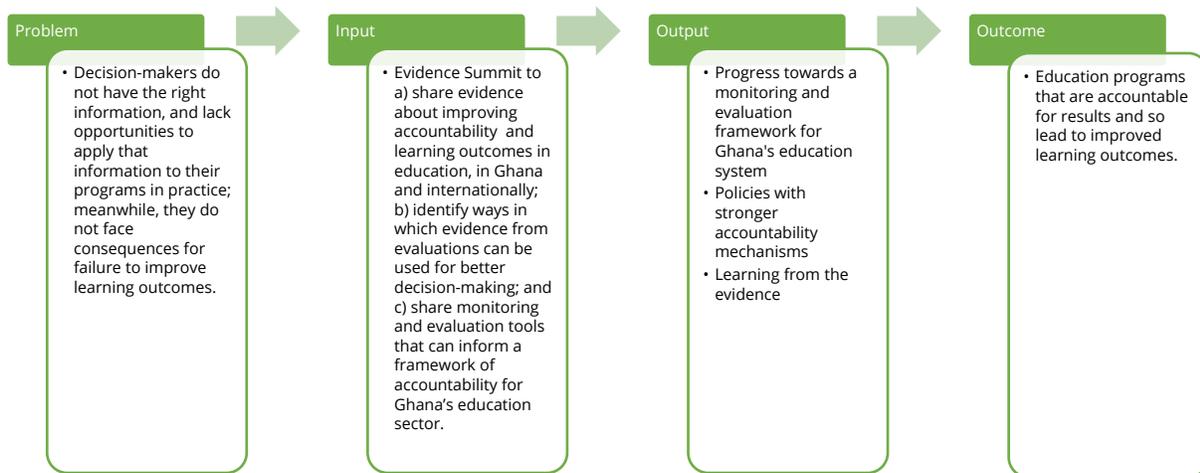
The Ministry of Education (MoE) and Ghanaian Education Services (GES) are committed to designing and implementing innovative, evidence-based programs in these areas. The MoE/GES formulates policies and liaises with a broad range of actors, including donors and civil society organisations, to design and implement interventions to address these issues.



Accountability is a growing priority for policymakers in the education sector. Strong accountability means that educators' roles and responsibilities are clear, and that information is accessible to those who need it, helping ensure that the quality of education and learning outcomes reflect the investment made in them. In order to ensure that the education system is accomplishing the goals it is intended to, it is vital for policymakers and implementers to have the right monitoring tools available to them—at the ministry level, the classroom level, and everything in between. Increasing the availability of good quality education data is key to strengthening accountability. Coupling newly-available information with strong feedback mechanisms may help to close the loop in accountability and enable educators to take informed action, with the ultimate goal of improving learning outcomes.

GHANA EDUCATION EVIDENCE SUMMIT

The Ghana Education Evidence Summit seeks to bring research to the fore to address knowledge gaps in existing evidence and its policy implications, according to the theory of change depicted in the following figure.



SUMMIT STRUCTURE AND GOALS

The summit will include plenary and panel presentations, roundtable discussions, and workshops to share knowledge on existing rigorous evidence in education, develop skills for identifying quality research and measurement and evaluation strategies, promote evidence-based policy decisions, and take steps towards an accountability framework for the education system in Ghana.

The specific goals of the summit are to:

- **Share results of high-quality research** on what works in education from researchers and academics doing work in Ghana and internationally
- **Develop knowledge of evaluation methods** and an understanding of when and how to apply them



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- Provide input in the ongoing process of **creating an accountability framework for the education sector**
- **Bring evidence on equity and inclusion to the forefront** of discussions of accountability

CALL FOR PAPERS

A Call for Papers will provide an opportunity to review an array of research being carried out across the country and identify studies to present at the summit. A Censor Panel of three to five members from MoE/GES, academia, and IPA will convene to review submissions. This panel will select high-quality studies and evidence for dissemination during the summit. This summit is focused on education at every level, from pre-primary to tertiary. Submissions should be at the level of basic education (including early childhood education), secondary education, technical and vocational education and training (TVET), and higher/tertiary education.

Research presented at the 2018 GEES will focus on issues of accountability, particularly around the cross-cutting themes listed below, and rigorous research covering the following research areas will also be considered. The summit will emphasize Ghanaian research, but is also open to international research that is especially relevant to the conference's cross-cutting themes.

THE RESEARCH AREAS FOR CONSIDERATION INCLUDE:

- Curriculum development and implementation (pedagogy)
- Early grade education
- Languages in education
- Science and mathematics education
- Technical and vocational education
- Tertiary education
- Teacher education and development

THE SUMMIT WILL BE BASED ON THE FOLLOWING **CROSS-CUTTING THEMES**:

- **Education management and leadership:** Establishing accountability mechanisms for leaders and managers and equipping them with the tools to evaluate the programs they oversee.
- **Teaching and learning in institutions:** Improving teaching and learning in schools, including incorporating (1) evidence-based education programs and (2) rigorous methods of monitoring in schools.
- **Equity and inclusivity:** Improving access, quality, and outcomes for all students, including the use of disaggregated monitoring and evaluation tools to address inequalities for students with different abilities and in different areas of the country.



PARTICIPANTS

Proposed participants for the summit will be drawn from across the education sector as follows:

