

# Guidance and Information for Improved Decisions in Education in Ghana

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# Guidance and Information for Improved Decisions in Education in Ghana – GUIIDE Outline

- Motivation
- Designing GUIIDE
- Evaluating GUIIDE
- Preliminary Results



# Secondary School Choice Process in Ghana

A basic overview

Each student

1. Submits ranked list of up to four Senior High Schools
2. Takes the Basic Education Certification Exam (BECE)
3. Is admitted to at most one school based on BECE score and ranked list



# Students Lack Information

Students lack information about SHS quality leading to...

- 40% of students switch to a school different than their official placement
- Students arrive after the first term, are not well matched with the school, eventually drop out
- Many students attend SHS but fail the WASSCE (certification exam)
- New and high performing schools are undersubscribed

**Can information lead to more efficient use of existing resources?**



# Designing GUIIDE

# How can we help students have better secondary school outcomes?

We asked

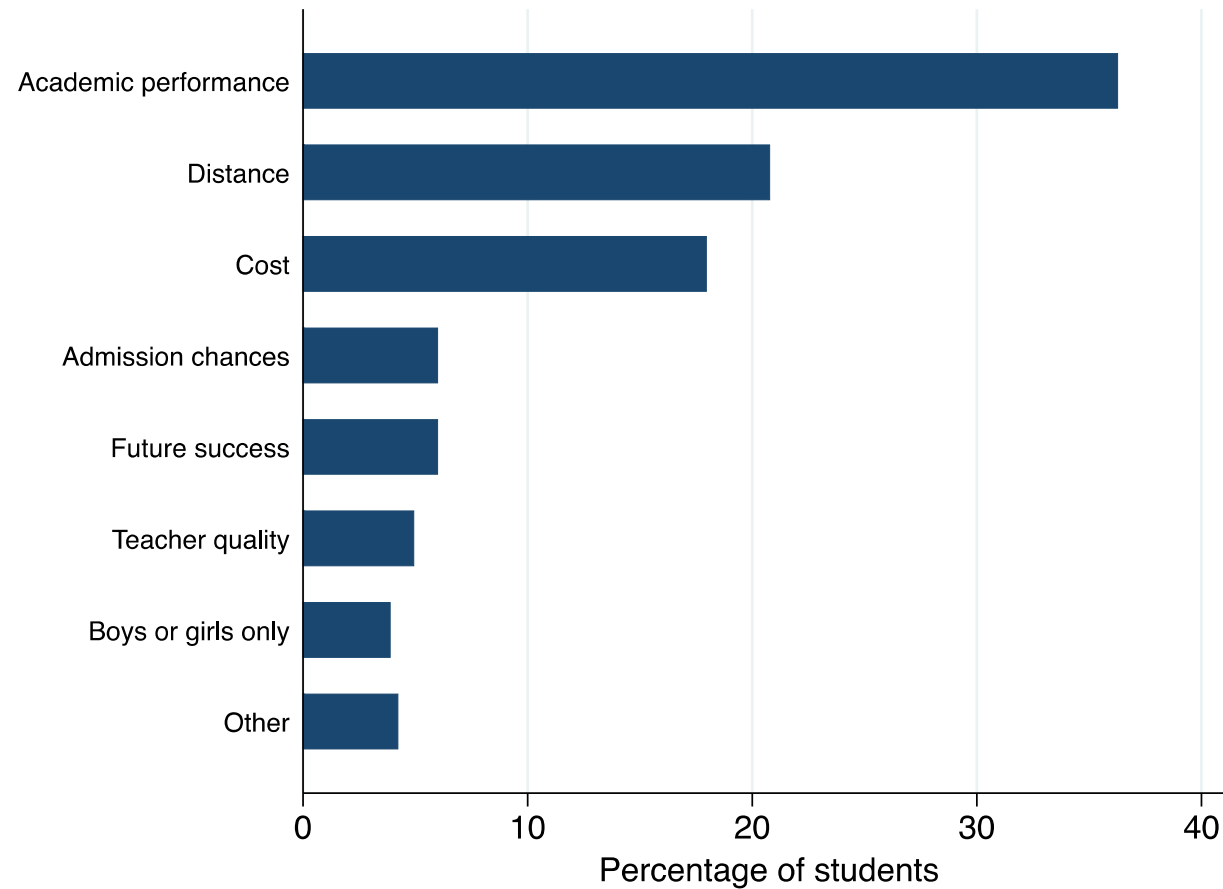
- Students
- Parents
- Teachers
- Head Teachers
- Government Partners

The result: **Guidance and Information for Improved Decisions in Education (GUIIDE)**



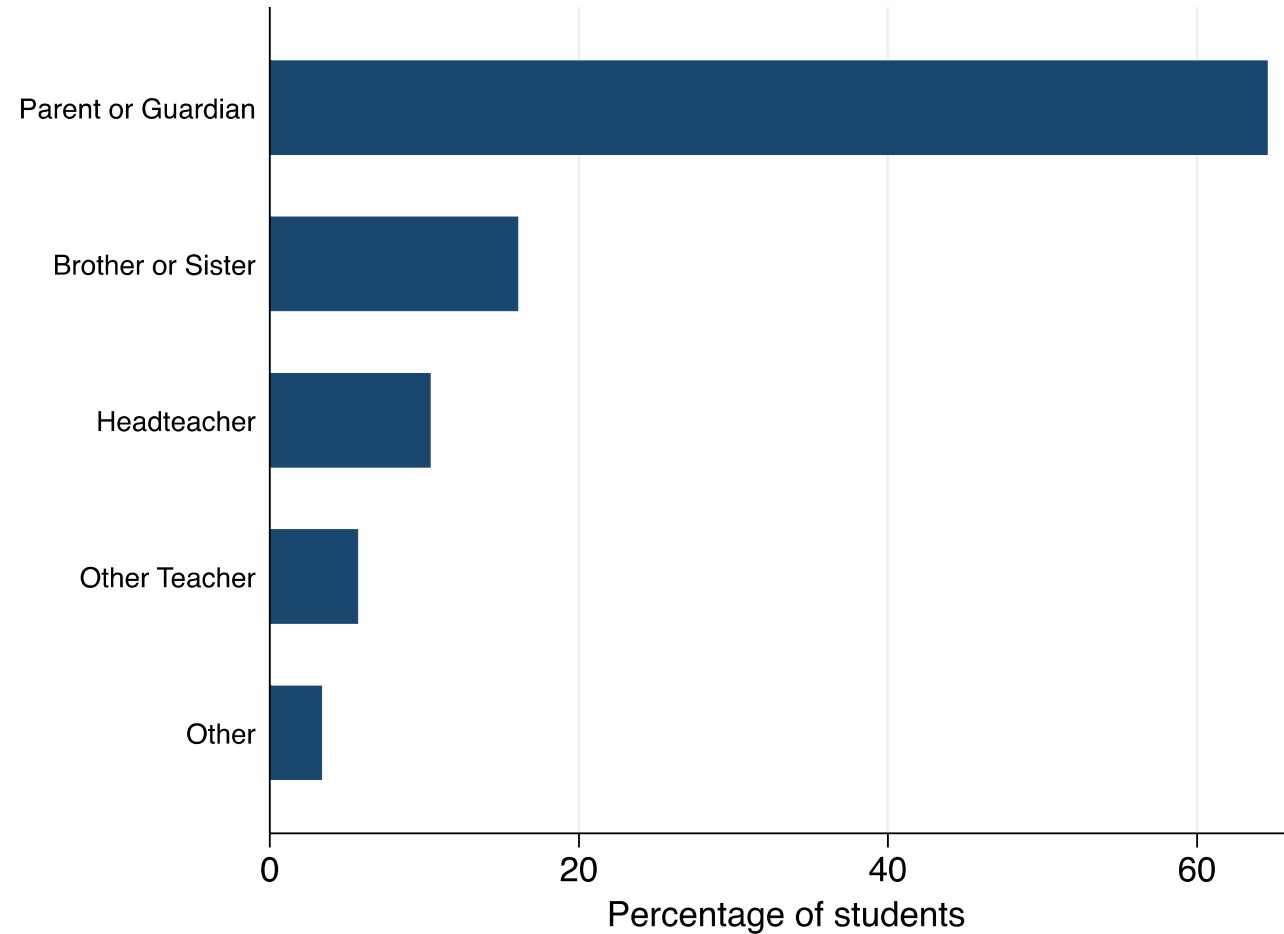
# What do students want to know?

Most important school characteristics when choosing where to apply to secondary school



# Who helps students choose?

Students' most helpful decision maker





# GUIDE

- **Booklet:**
  - Application strategies
  - Worksheet to estimate BECE scores
  - Historical admissions criteria and WASSCE outcomes for each SHS
- **Video** that dramatizes the admissions process
- **Question and answer session** with trained enumerator



# GUIDE

## Coversheet

Making **careful choices** is the best way to have a good secondary school experience

Many students choose schools they do not know much about and are then dissatisfied with their placement

How to make good secondary school choices:

1. Think about what is **important** to you and your family
2. Think about your likely **raw BECE score** (out of 600)
3. Pick schools you would actually like to attend



# GUIDE

## Worksheet on Raw BECE Scores

**In 2015, the highest raw score in the country was: 498 out of 600**

The **highest** raw score in your JHS was: 362

The **average** raw score in your JHS was: 297

The **lowest** raw score in your JHS was: 219

Now you can calculate your raw score based on your mock BECE exams.

On your **most recent mock BECE exam**, what score did you receive in the core subjects?

- Percentage in Mathematics \_\_\_\_\_ %
- Percentage in English \_\_\_\_\_ %
- Percentage in Social Studies \_\_\_\_\_ %
- Percentage in Integrated Science \_\_\_\_\_ %

What score did you receive in your two next best subjects?

- First best subject \_\_\_\_\_ Percentage \_\_\_\_\_ %
- Second best subject \_\_\_\_\_ Percentage \_\_\_\_\_ %

Add up the six percentages to calculate your **mock raw BECE score**. As you take more mock exams, you can update your mock score.

- Mock Raw Score \_\_\_\_\_ / 600



# GUIDE

## School Profiles

### How to use this booklet:

This booklet contains information on all senior high schools (OPTIONS 1-3 and the private senior high schools in OPTION 5).

Code	School Name	District	Gender	Status	Extra Fees Charged	Programmes	BECE Scores of Admitted Students	
							Average	Low
50601	Okomfo Anokye Senior High	Afigya Sekyere	Mixed	Day/Boarding		Agriculture Home Economics Visual Arts	328 359 352	239 309 320

These scores from students admitted in 2015 give you a rough guide of how likely you are to be admitted. If your BECE score is far below the low score, you have a small chance. If your score is close to or above the average, you have a high chance. Every year these scores change and you are never guaranteed admission.



# GUIDE

## The Video



# Evaluating GUIIDE

# Evaluating GUIIDE

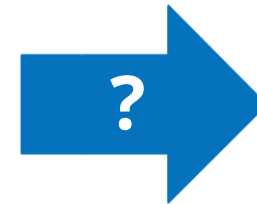
Give students and guardians information about secondary schools



Guardians more involved in choice decision



Students make more informed decisions about secondary school

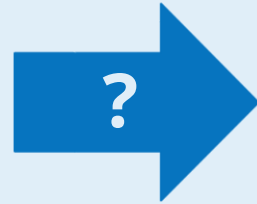


Better secondary school outcomes



# Evaluating GUIIDE

Give students and guardians information about secondary schools



Guardians more involved in choice decision



Students make more informed decisions about secondary school



Better secondary school outcomes





# Evaluating GUIDE

- Does it improve outcomes?
- Is it cost-effective?
- Can it be improved?

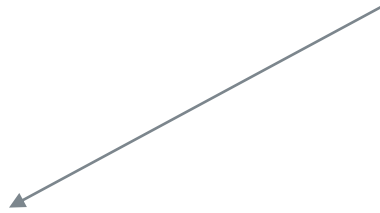


# Evaluating GUIIDE

900 Junior High Schools  
in Ashanti region



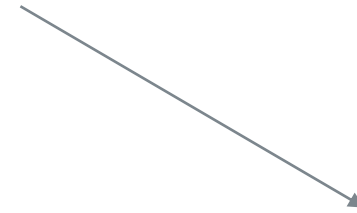
Randomly assigned to  
one of three groups:



Information to students



Information to students  
and parents



Comparison group: no  
information



# Data Sources

**Triangulate multiple sources of data to evaluate the effects of GUIDE**

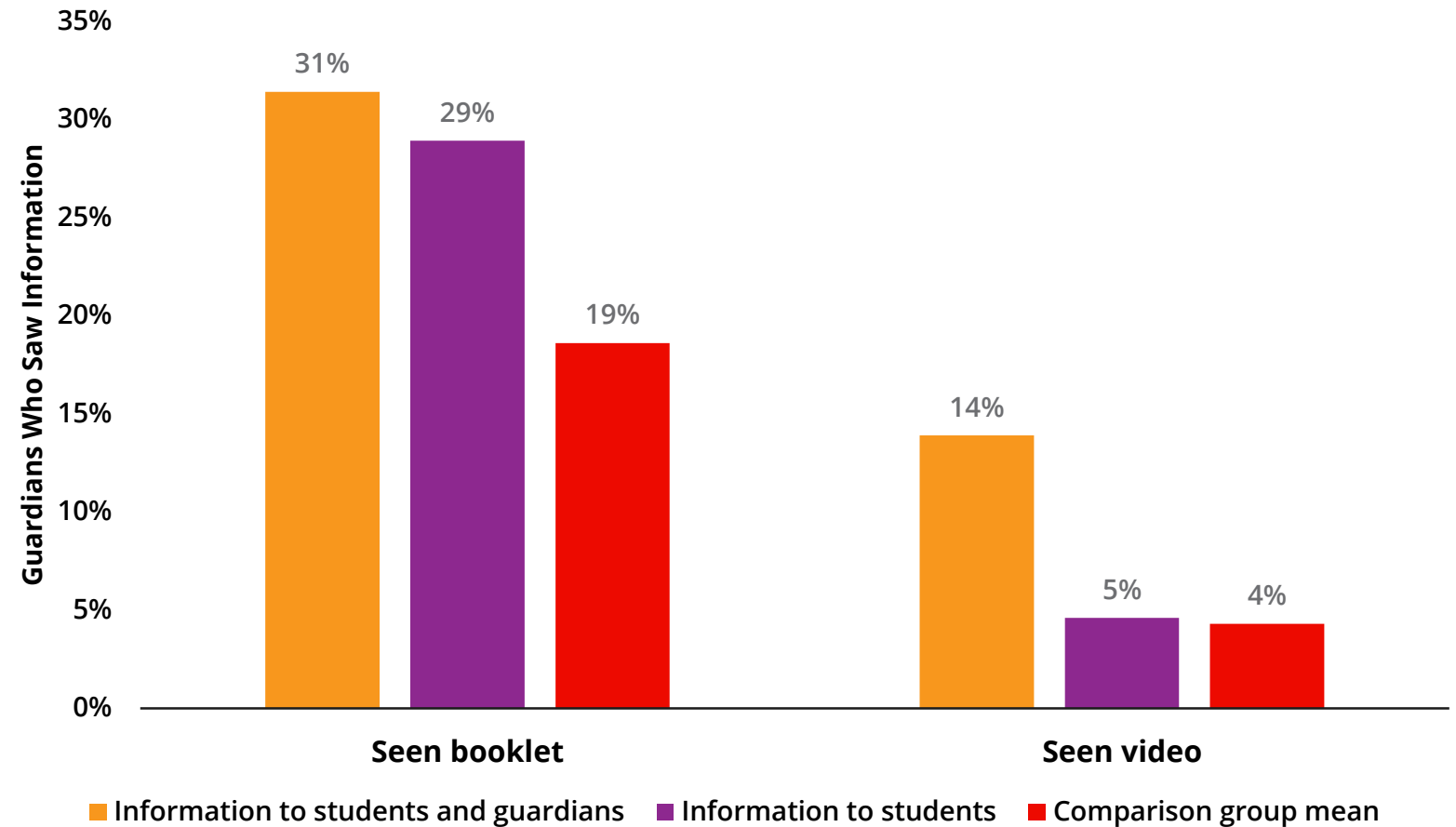
	<b>Use this...</b>	<b>To measure...</b>
<b>Guardian survey</b>	5,272 guardians from 433 JHS	Guardians' involvement in and knowledge about secondary school choice process
<b>Student survey</b>	13,034 students from 450 JHS	Students' knowledge about secondary school choice process Students' aspirations for university and careers
<b>Administrative data</b>	Approximately 43,000 students from 900 JHS	Students' enrollment in and completion of SHS The quality of SHS that students' attend Students' performance on WASSCE Students' likelihood of going to university



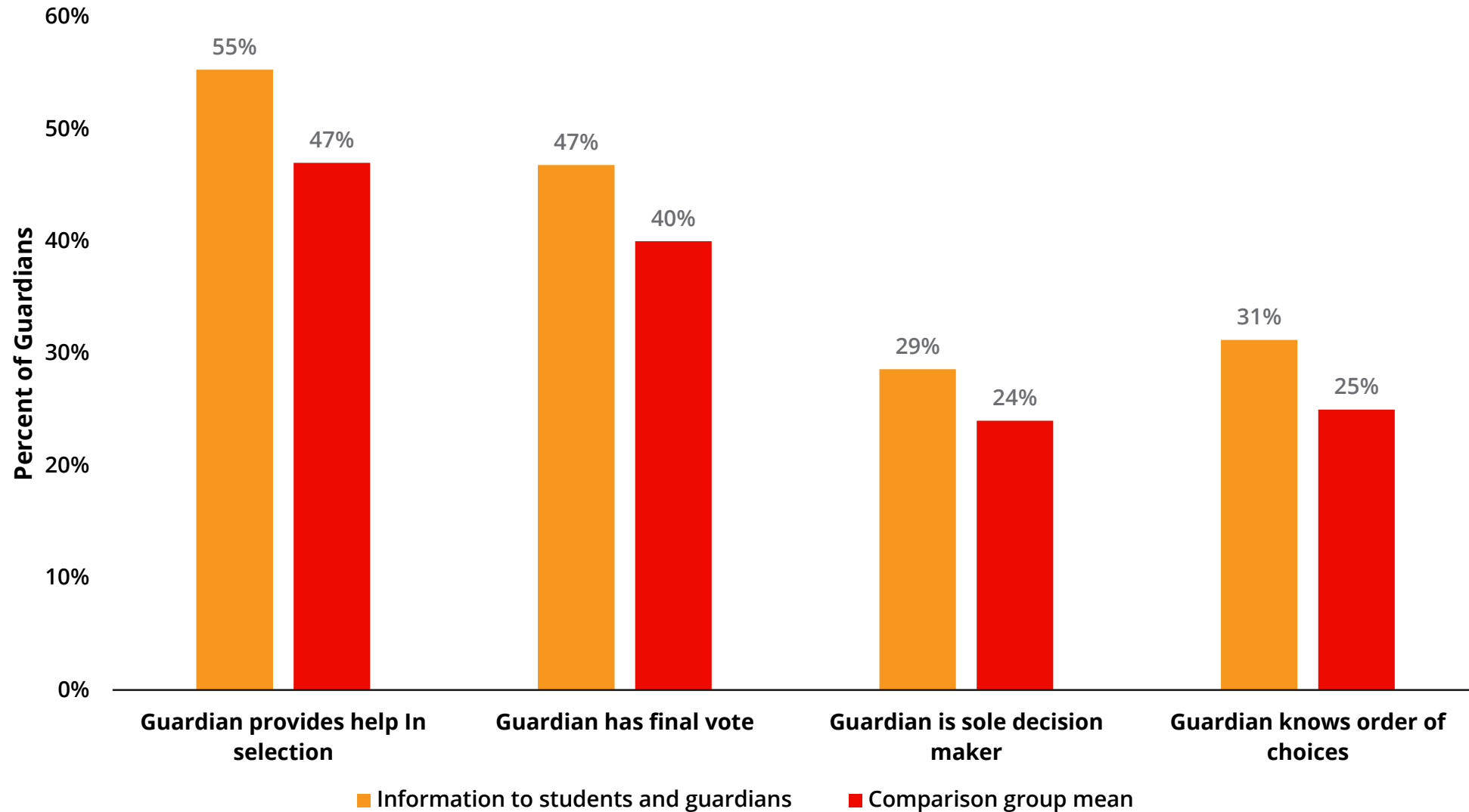
# Preliminary Results

# Information Reached Guardians

- Guardians in both information groups were more likely to have seen a booklet with information about the secondary school admissions process.
- Guardians in the information to students and parents group were more likely to have seen a video with this information.



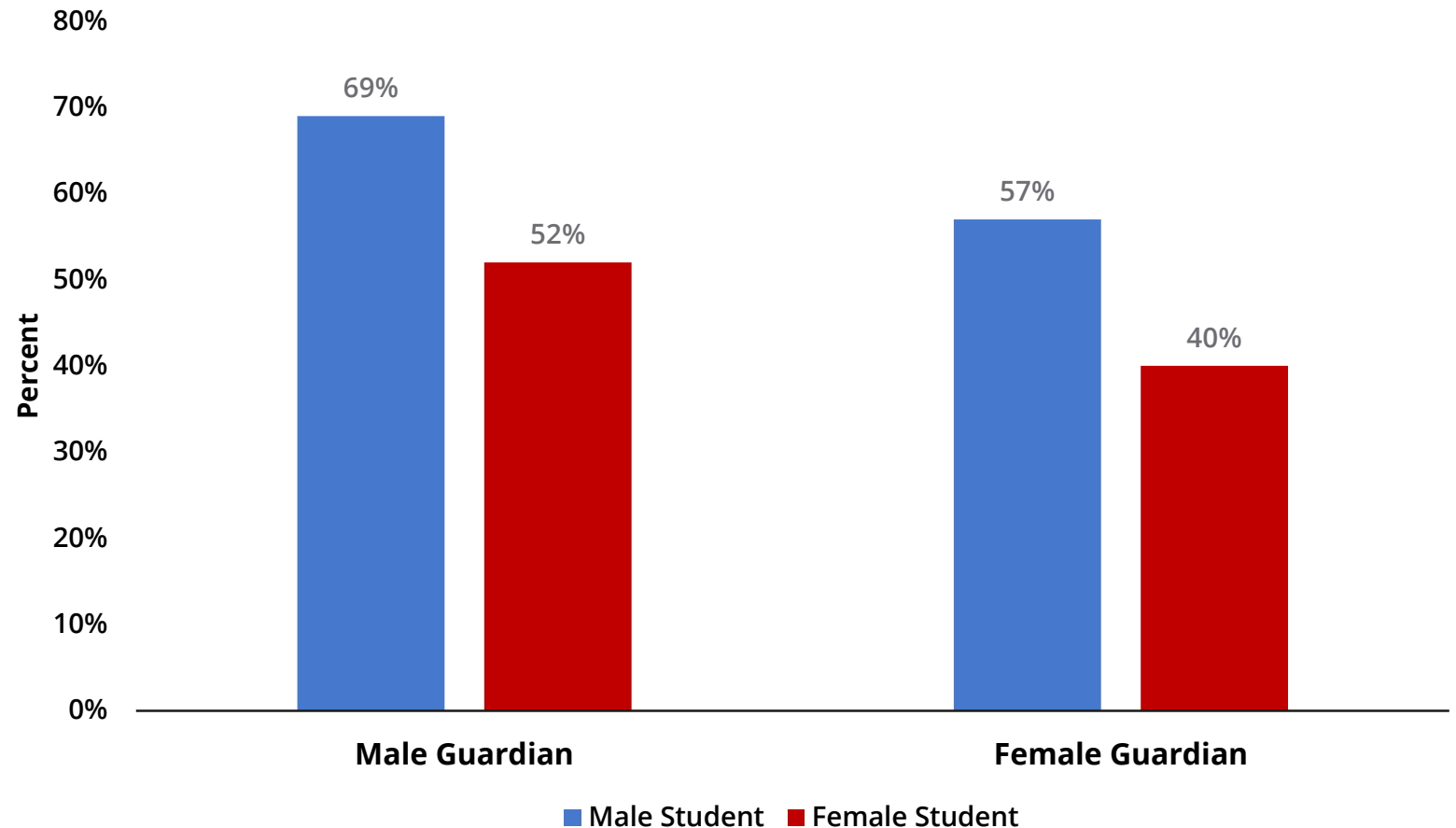
# Information Increased Guardians' Involvement



# Lower Likelihood of University Aspirations for Women

Lower reported ambition among female guardians (regardless of the gender of the student)

Lower reported ambition and on behalf of female students (regardless of the gender of the guardian)



# Takeaways

- Targeting guardians directly with information increases their involvement in the school choice process
- Does this improve student outcomes?
- Is it cost effective?
- Could the information be more useful?

