



Experimental Impacts of the ‘Quality Preschool for Ghana’ Interventions: Implications for System-level Reform

Presenter: Edward Tsinigo
Sharon Wolf, J. Lawrence Aber & Jere Behrman



Policy Context

- The 2012 GES report indicates that the 2004 KG curriculum is sound, but that teacher behavior has not adapted to reflect new pedagogy.
- Key priorities -
 - Train 27,000 untrained **teachers** in KG-specific pedagogy
 - Engage **parents** and raise their awareness of KG-specific pedagogy

The QP4G Project

- In partnership with **Ghana Education Service, National Nursery Teacher Training Center, University of Pennsylvania, New York University** and **Innovations for Poverty Action**:
 - Develop and test a *nationally scalable* model for teachers and parents with the goal of improving KG quality and children's school readiness
- Two main parts – **Teacher Training** and **Parental Awareness Interventions**

Intervention I – Teacher Training Program

In-service teacher training

- Led by the NNTTC trainers
- Five-day training at the start of the school year
- Refresher trainings 4 and 8 months later



In-classroom monitoring and coaching

- Led by the district education coordinators
- Classroom visits paired with monitoring / feedback

Intervention II – Parental Awareness Program



- 3 sessions of parental awareness meetings
- 1 per term
- implemented through PTA meetings
- Facilitated by district education coordinators



Video screening



Discussion with focus on:

- play-based learning,
- parents' role in child learning, and
- encouraging parent-teacher and parent-school communication

Research Design

School-randomized control trial

- 240 KG schools
 - Stratified by public and private KG schools
- Across 6 districts in the Greater Accra Region

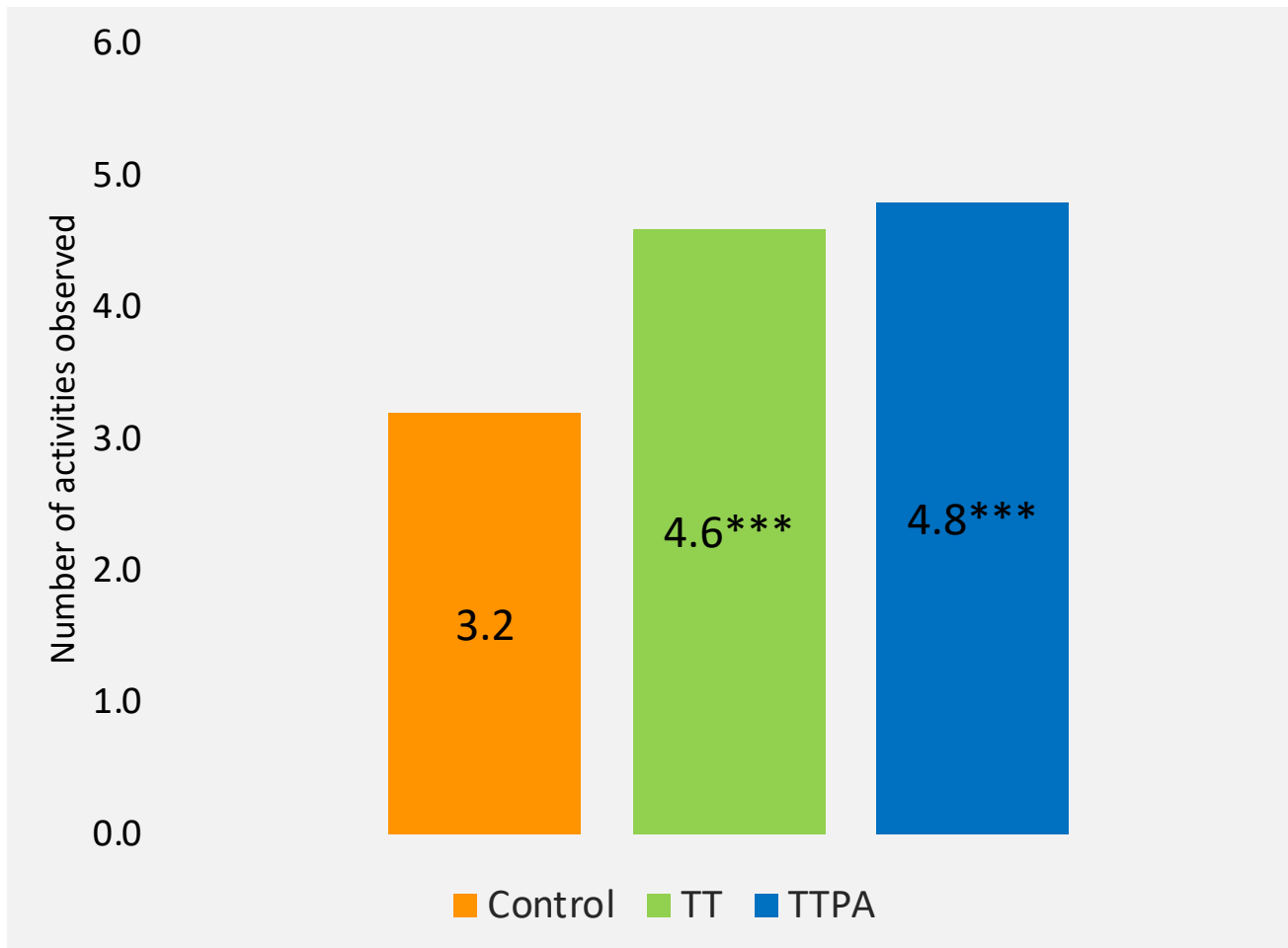
Randomly assigned to one group only

- Control group
- Teacher training program
- Teacher training plus parental awareness program

Participants

- 108 public and 132 private schools
 - 240 head teachers
 - 156 proprietors
 - 443 teachers
 - 3,435 children
 - 2,710 caregivers

Implementation: Are teachers integrating practices from the training in their classroom?

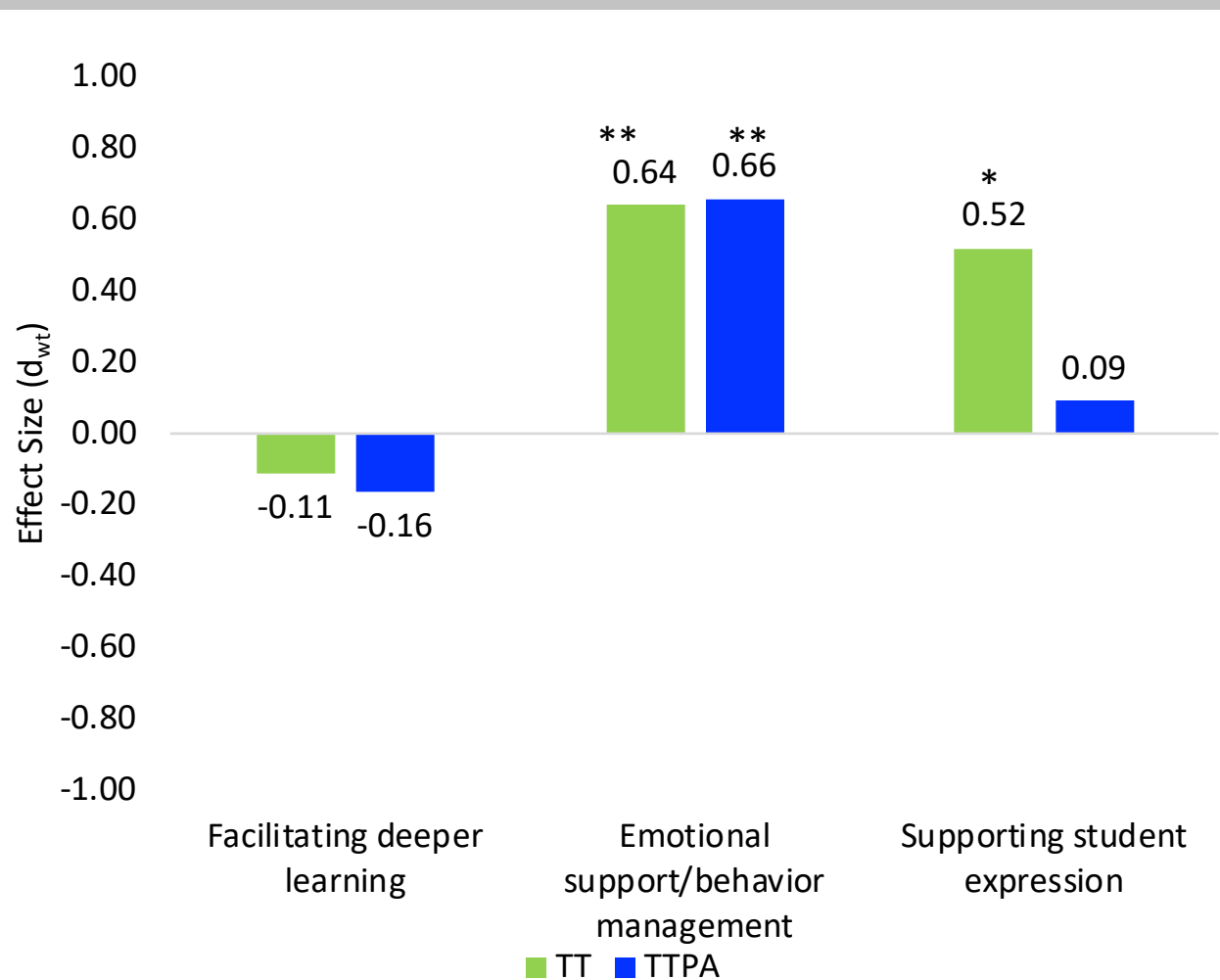


Teachers used **1.5 additional “developmentally appropriate” activities** during the lessons.

ES = 0.56 (TT), 0.61 (TTPA)

Classroom quality: Does QP4G improve the quality of teacher-child interactions?

9



YES

QP4G improves the quality of some teacher-child interactions:

- a. emotional support/behavior management, and
- b. supporting student expression

Teacher professional well-being: Does QP4G improve teacher well-being?

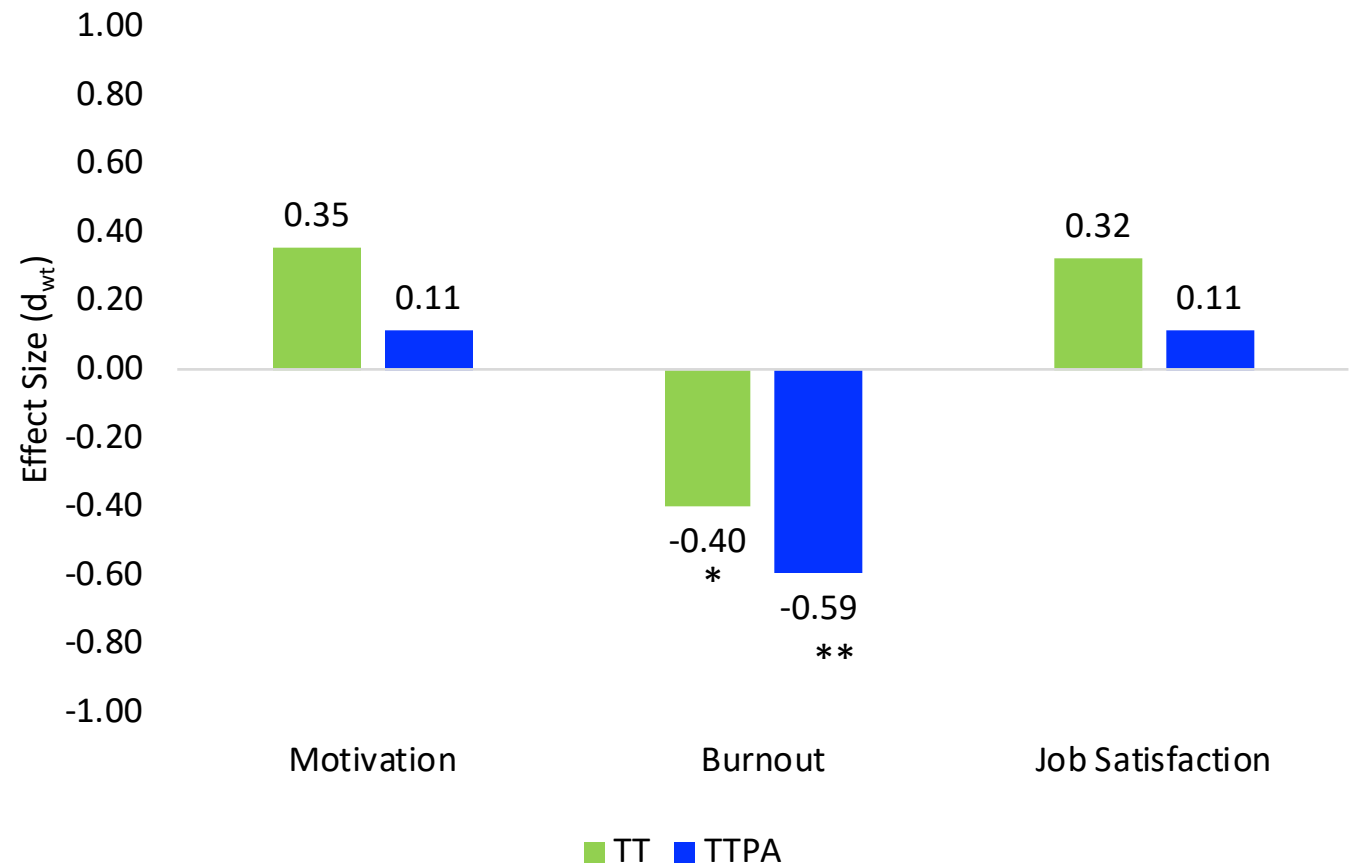
10

NO

No improvement in teacher motivation and job satisfaction.

YES

Large reductions in teachers' burnout

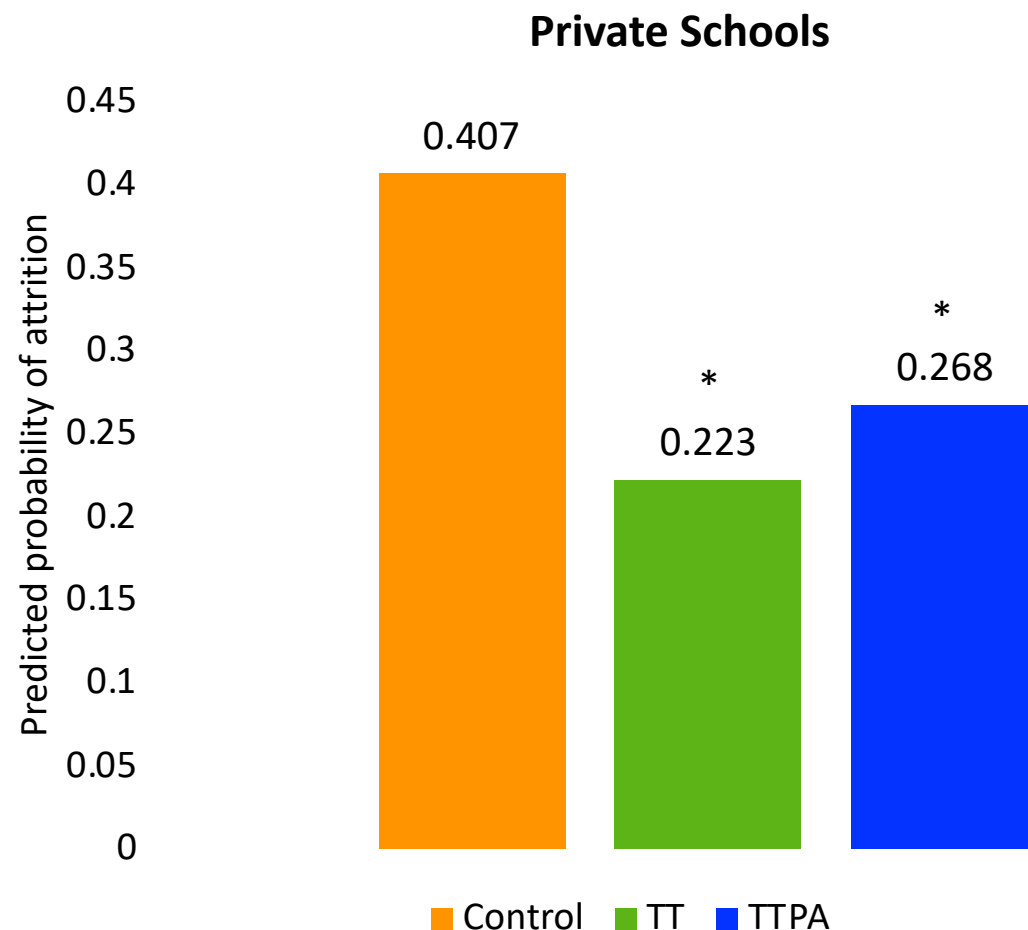


Teacher attrition: Does QP4G reduce the likelihood that teachers' leave the school mid-year?

YES

The probability of a teacher leaving the school in the private sector was reduced by **45%**.

Notably, the effects were larger in the **private sector**.

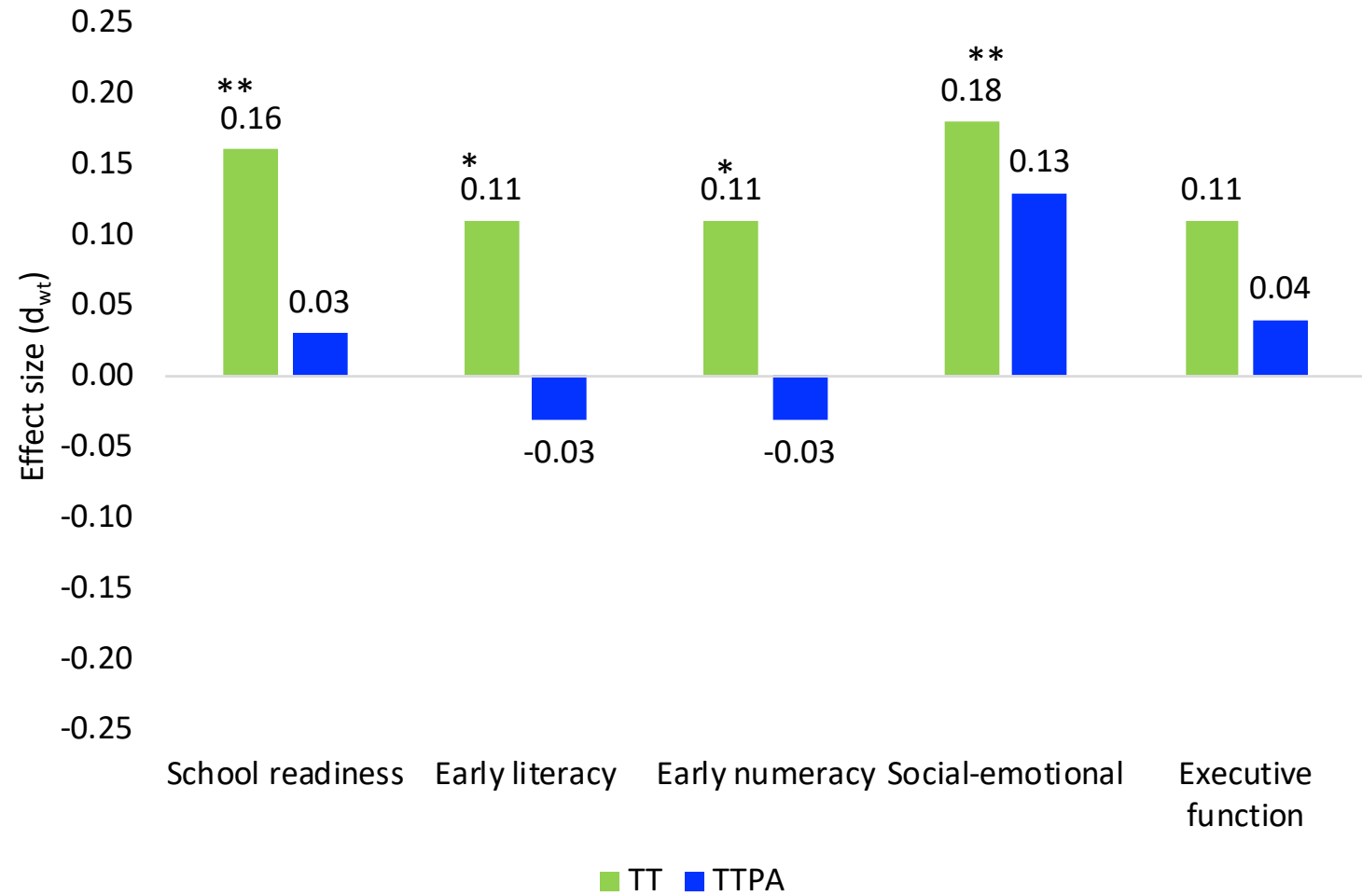


School readiness: Does QP4G improves children's school readiness? Which areas are impacts concentrated?

YES

Only the teacher training program improves overall **children's school readiness**

Impacts are concentrated on **academic** and **social-emotional outcomes**



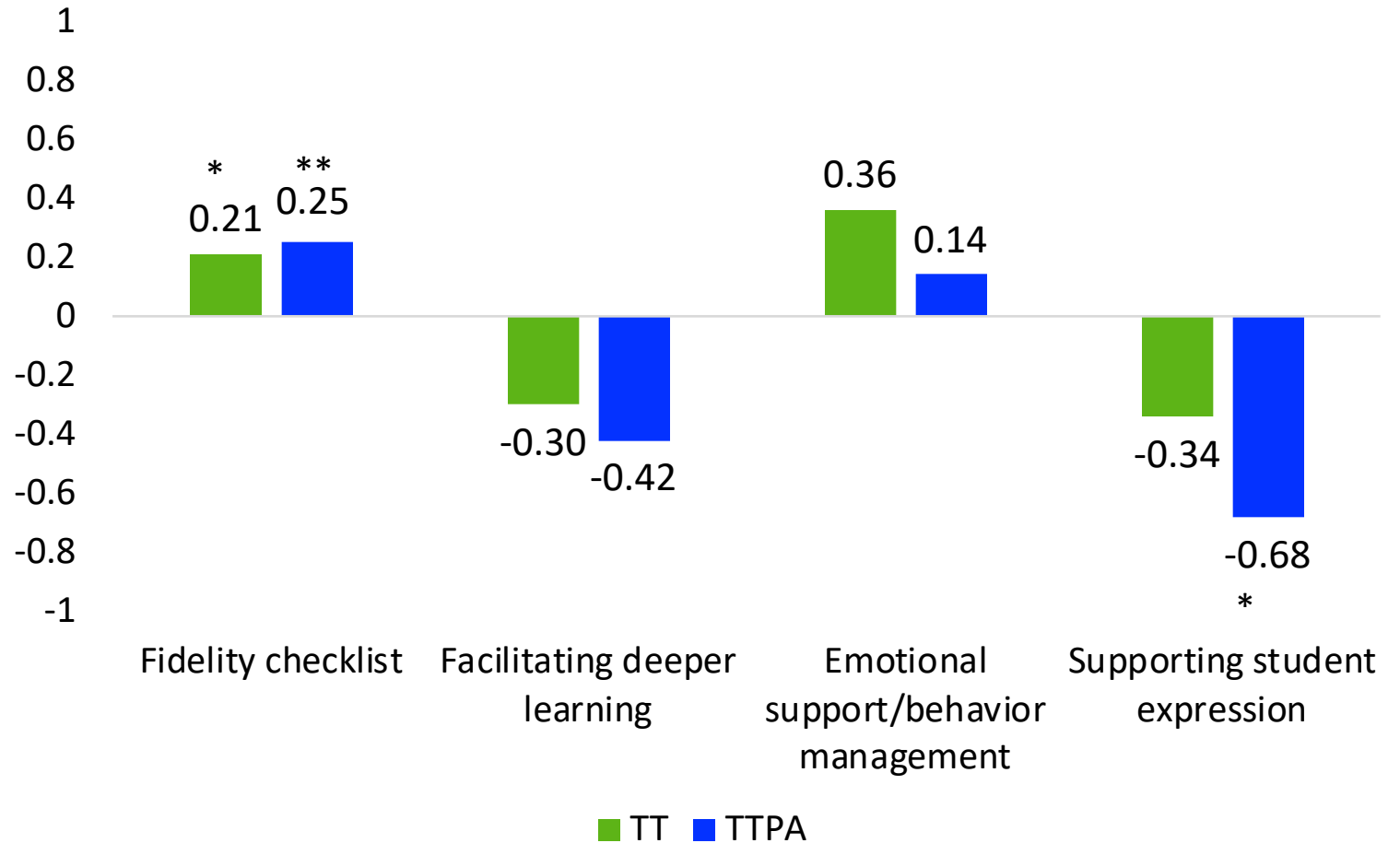
One year later: Are teachers still using the practices from the training? Does improvement in classroom quality still persist? 13

YES

Teachers are still using
some of the training
practices

NO

Improvements in
classroom quality have
faded out or become
negative



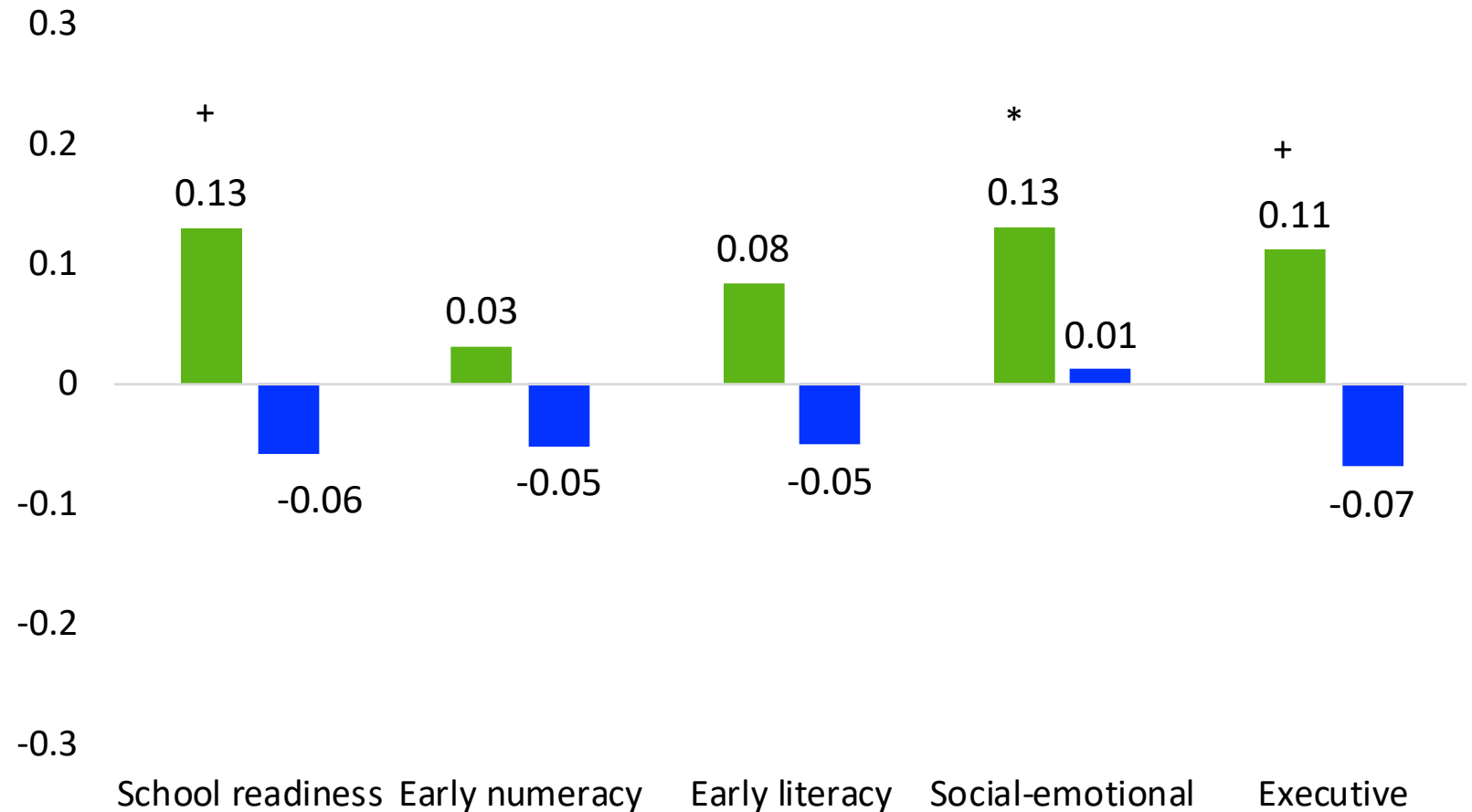
One year later: Are there sustained impacts of the QP4G program on children school readiness?

14

YES

Marginal impacts on
**children's school
readiness**

Positive impacts on
**children's social-
emotional skills persist.**



Policy Lessons for ECE in Ghana

- **Leveraging existing Government structures**
 - Maximize the use of existing government systems and structures when implementing a new policy

- **Structure Ongoing Professional Development of KG teachers**
 - Teacher training is critical
 - Teacher training cannot be one-off or ad hoc
 - Need to build in practice and **refresher training**
 - Ensure coaching/monitoring is in place and **reinforces the key messages** of the training

Policy Lessons for ECE in Ghana

- **Review of Pre-Primary Education Sector in Ghana**
 - QP4G evidence to inform the review of the ECE sub-sector
 - Lessons to inform the development of a new KG Operational Plan
- **Public vs. Private Schools**
 - No significant difference in impact in both public and private
 - ECE interventions should focus on improving teachers instructional practices and child interactions
 - Private sector school proprietors should invest in teacher training.

Thank you!

Partners: New York University, University of Pennsylvania, National Nursery Teacher Training Center (NNTTC), Ghana Education Service (GES), Sabre Charitable Trust

Funders: UBS Optimus Foundation, World Bank Strategic Impact Evaluation Fund, Early Learning Partnership

Support and guidance: QP4G Steering Committee

Research participants: All of the KG teachers and Head Teachers, and KG children and their caregivers that participated in this study.