

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

## Abstract

We assessed impacts on teacher professional well-being, classroom quality, and children’s school readiness after one and two years of a school-year-long teacher professional-development program for public and private kindergartens in the Greater Accra Region, Ghana. This cluster-randomized trial included 240 schools (teachers  $N = 444$ ; children  $N = 3,345$ ,  $M_{age} = 5.2$ ) randomly assigned to: teacher training (TT), teacher training plus parent awareness training (TTPA), control. The program incorporated training workshops and in-classroom coaching.

After one year, we found moderate impacts on some dimensions of teacher professional well-being (reduced burnout and reduced turnover in TT and TTPA), classroom quality (increased support for children’s expression in TT and TTPA, emotional support and behavior management in TT; e.s. 0.52-0.65), and improved school readiness (in TT; e.s.=0.16), including numeracy, literacy, and social-emotional development. One year after program implementation ended, results show sustained impacts of teacher-training on children’s school readiness in both private and public schools—specifically on social-emotional development (e.s.=.13), consistent with midline, as well as marginally significant impacts on executive function (e.s.=.11). Persistent negative effects of teacher training plus parental-awareness meetings varied by the literacy status of the male parent such that negative impacts were concentrated in children in households with non-literate male heads.

This is among the first studies to assess impacts of preschool teacher training on classroom quality and multiple domains of children’s school readiness in West Africa. The inclusion of private and public sector schools and practical approaches to in-service teacher-training and evaluation provide important implications.

In addition, the findings highlight the importance of the role of ongoing professional development (through refresher trainings and coaching visits by district coordinators) and have implications for any professional development training in education and other fields. Building on district government office structures to provide ongoing support can be a sustainable and scalable way to incorporate ongoing development opportunities.