



Ministry of Education  
REPUBLIC OF GHANA



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# The role of primary school contexts in supporting sustained long-term impacts of the “Quality Preschool for Ghana” interventions

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## National Education Week

Reforming the Education Sector for Effective Service Delivery: Embracing Innovations

Researcher: Sharon Wolf, University of Pennsylvania

Presenter:

Edward Tsinigo

Innovations for Poverty Action - Ghana

[etsinigo@poverty-action.org](mailto:etsinigo@poverty-action.org)



# Acknowledgements

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**Collaborators:** J. Lawrence Aber (NYU), Jere Behrman (Penn)

Teachers, head teachers, caregivers and children who participated in this study.

# Key Takeaways\*

- Quality Preschool for Ghana (QP4G): a scalable, in-service training and coaching program for kindergarten teachers
- In the short run, QP4G improved children's school readiness, including their early literacy, early numeracy, and social-emotional skills
- **Two years later, preliminary evidence** shows sustained gains in literacy, executive function, and behavioral regulation
  - Impacts on academic outcomes depend on the quality of the primary classroom and teacher burnout level

*\*The two-year follow-up results are preliminary and may change after further data collection and/or analysis.*



# Outline

- Policy Context
- The QP4G Interventions
- Research Design
- Results
- Conclusions and Implications

# 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.**
- Low quality of kindergarten instruction
- **Key priorities:**
  - Train 27,000 untrained teachers in KG-specific pedagogy
  - Engage parents and raise their awareness of KG-specific pedagogy

# The QP4G Program

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





## School-randomized control trial

- 240 KG schools
- Across 6 districts in the Greater Accra Region

## Each school randomly assigned to one group:

1. No program
2. Teacher training program
3. Teacher training plus parental awareness program

## Participants

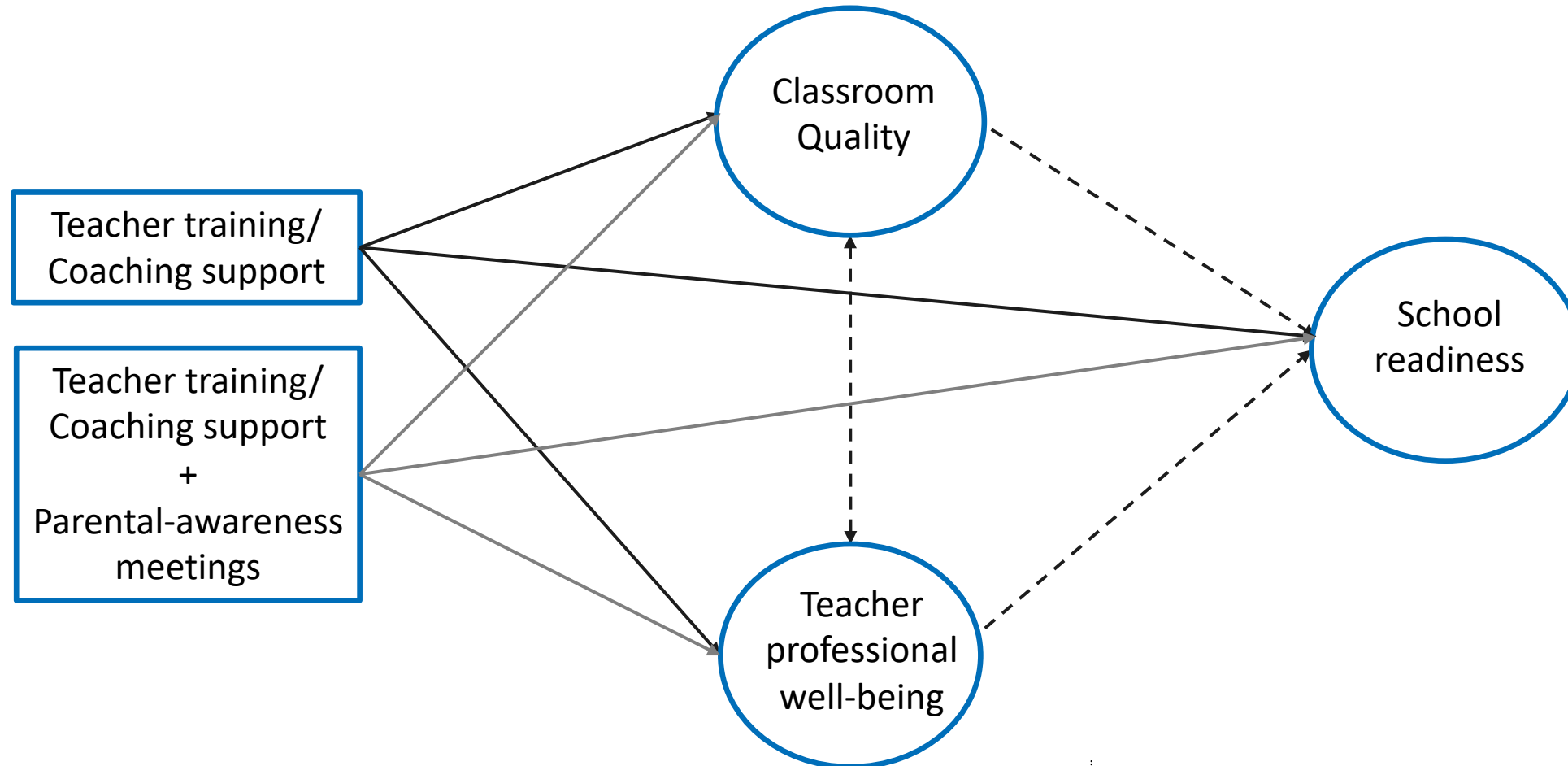
- 108 public and 132 private schools
  - 240 head teachers
  - 156 proprietors
  - 443 teachers
  - 3,435 children
  - 2,710 caregivers

# QP4G Theory of Change

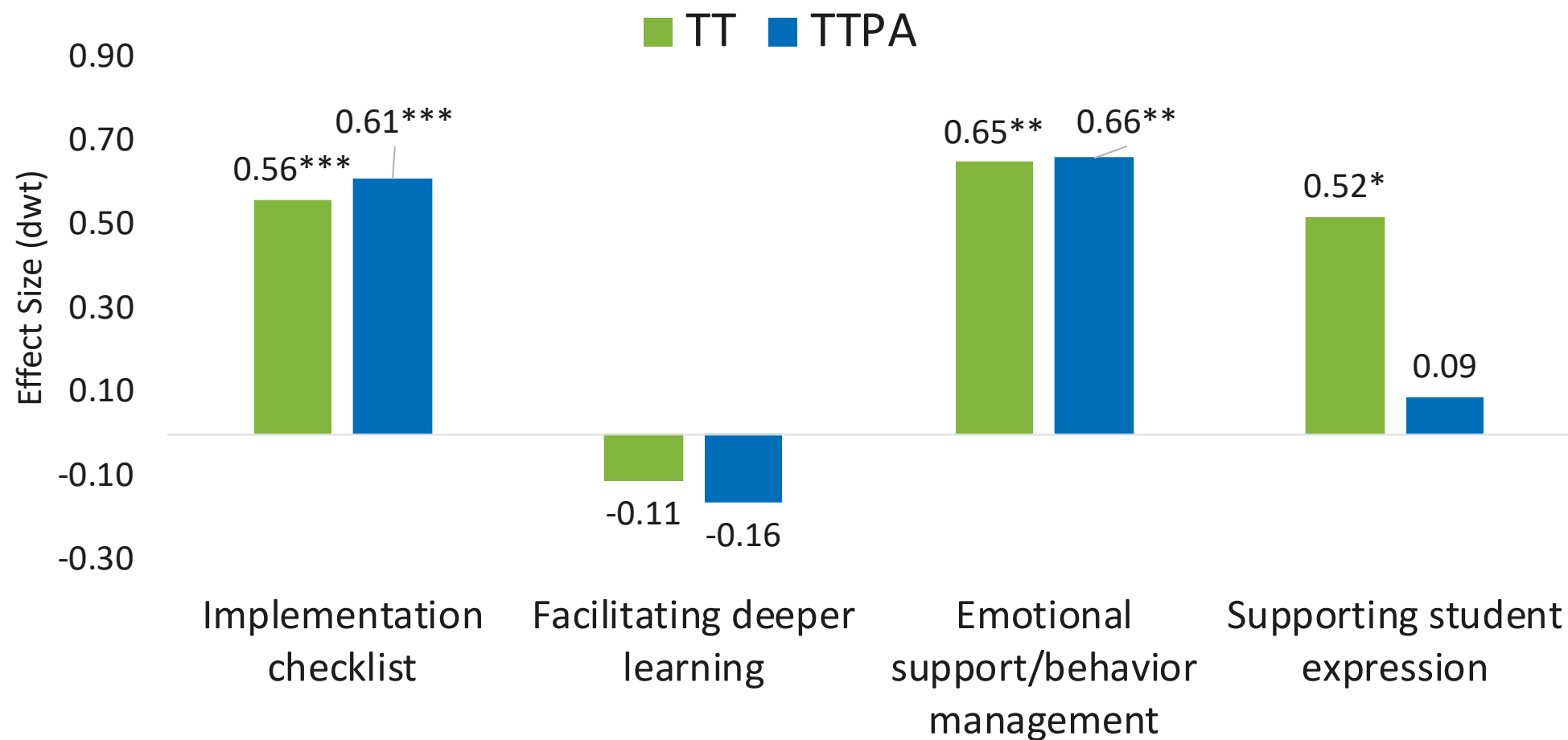
Interventions

Classroom-level mediators

Child outcomes



# Impact on Implementation and Classroom Quality



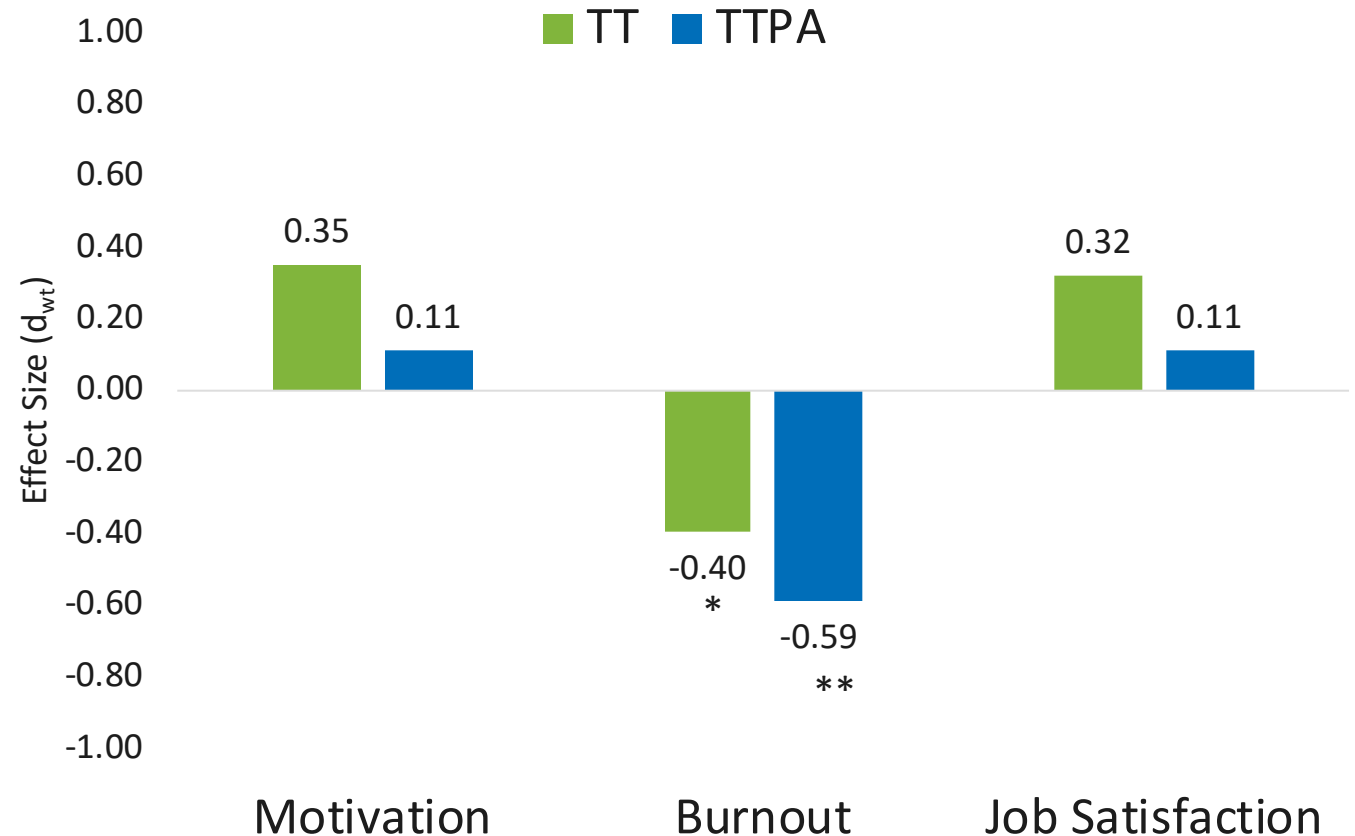
# Does QP4G improve teacher well-being?

**NO:**

**No improvement in  
teacher motivation and  
job satisfaction.**

**YES:**

**Large reductions in  
teachers' burnout**

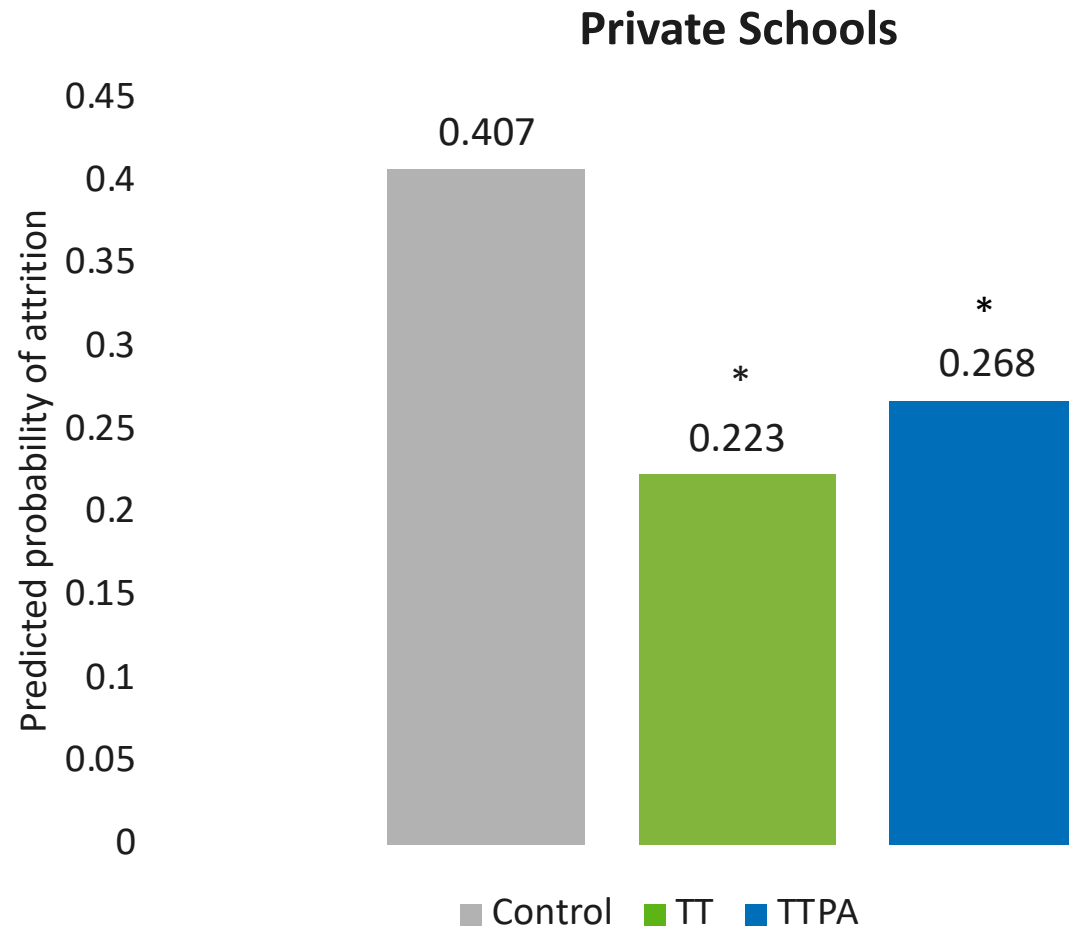


# Does QP4G reduced the likelihood that teachers leave the school mid-year?

**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**.

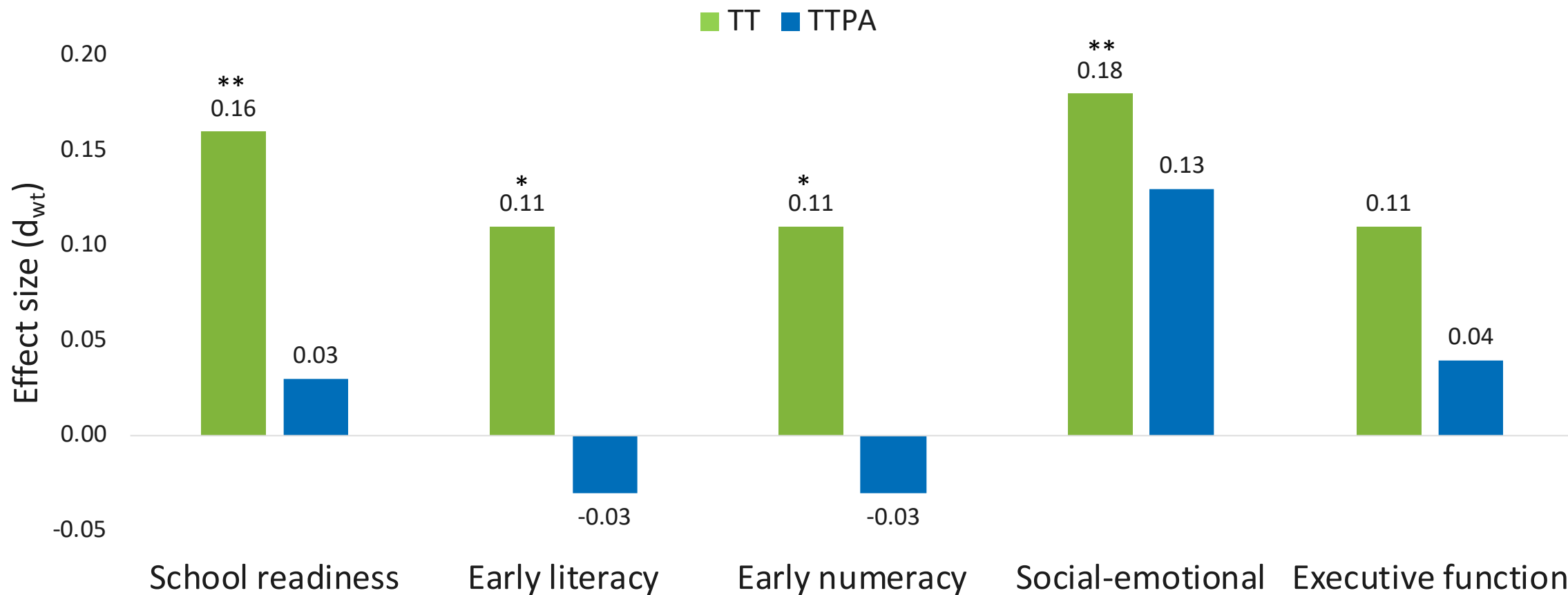


# QP4G improves children's school readiness, including academic and social-emotional development

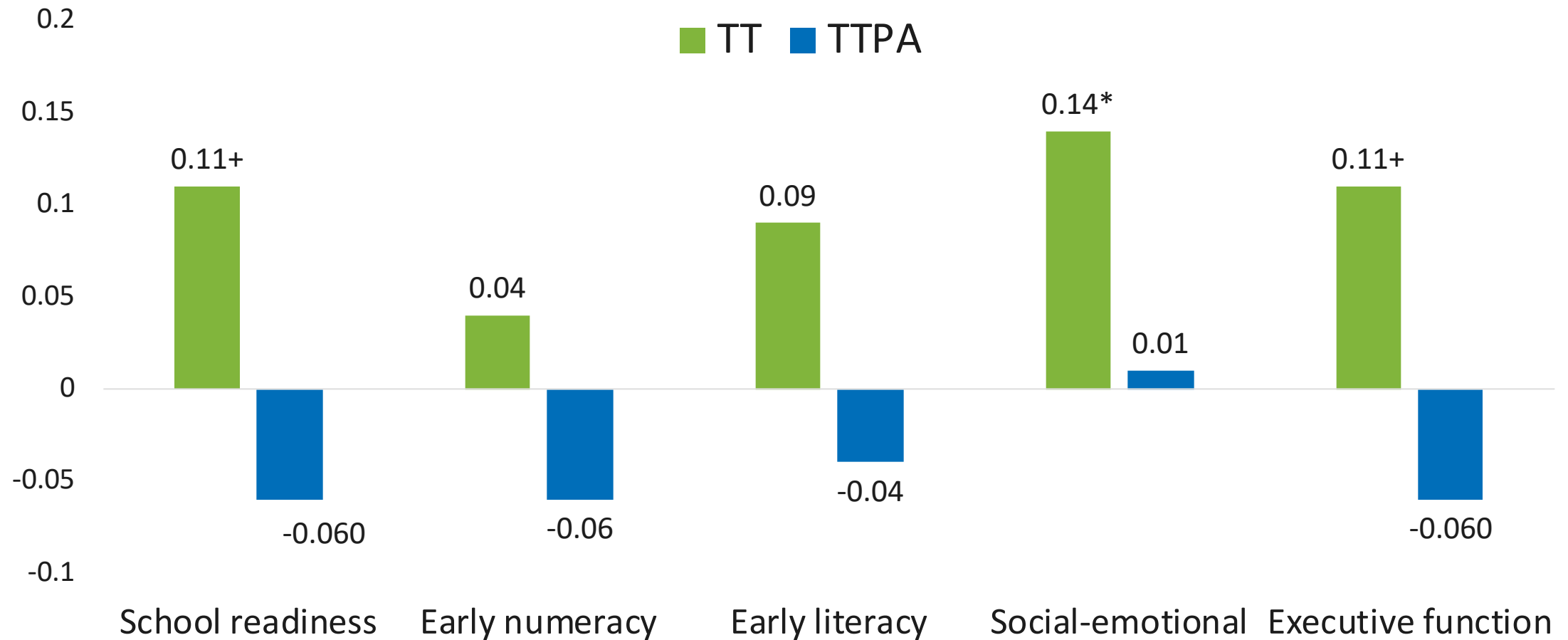
Only the teacher training program improves overall **children's school readiness**

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

# QP4G improves children's school readiness



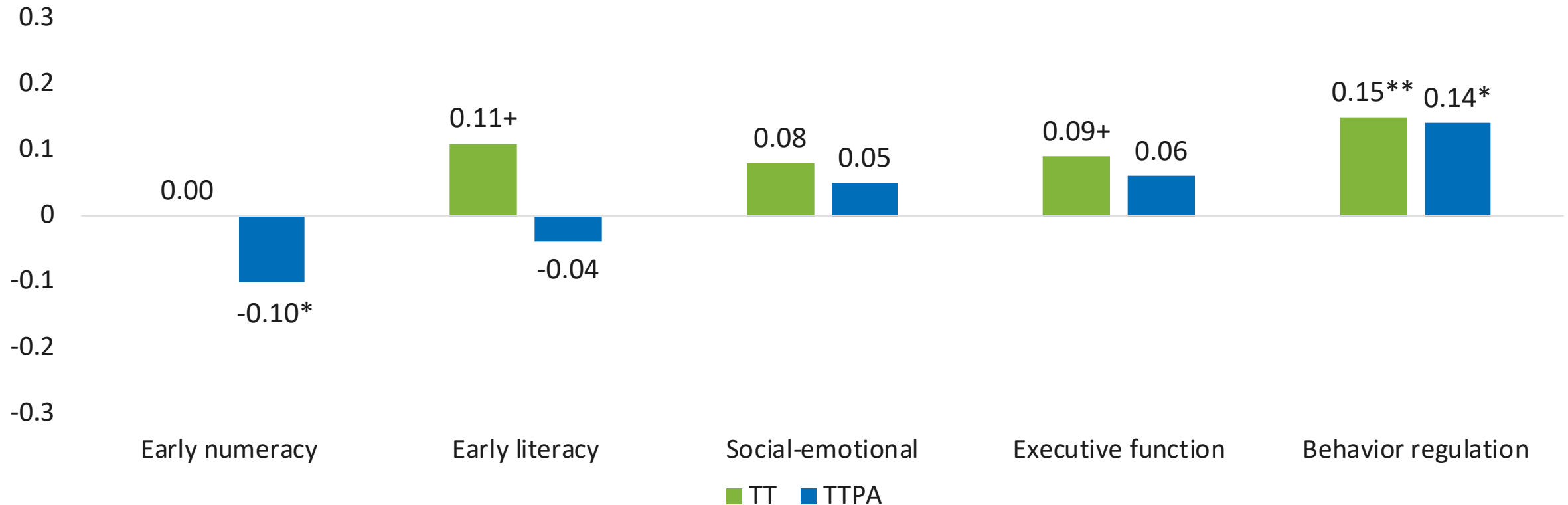
# One year later: Impacts on social-emotional outcomes sustained





# Two years later: Sustained impacts on some domains of development\*

Preliminary Results



*\*The two-year follow-up results are preliminary and may change after further data collection and/or analysis.*



# Two years later: Sustained impacts on some domains of development\*

Preliminary Results

**Sustained impacts on academic outcomes depend on the quality of the primary classroom and teacher burnout level.**

*\*The two-year follow-up results are preliminary and may change after further data collection and/or analysis.*



# Conclusions and Implications

- Brief, affordable **in-service, teacher training can be successful** if teachers are given ongoing support and messages are **reinforced throughout the year**.
- Cost estimates are **\$479.65 and \$19.19** per teacher and child, respectively.

# Conclusions and Implications

- Causal evidence that **activity-based, emotionally supportive classrooms with opportunities for play** improve preschoolers' development in this context.
- **Persistent impacts** on academic outcomes depend on subsequent school quality; persistent impacts on behavior regulation for all children.
- Positive impacts should not be assumed when engaging parents; **a more intensive approach may be needed.**

# For more information please contact:

**Edward Tsinigo**  
Research Coordinator  
[etsinigo@poverty-action.org](mailto:etsinigo@poverty-action.org)

**Shahana Hirji**  
Senior Policy & Communications Associate  
[shirji@poverty-action.org](mailto:shirji@poverty-action.org)



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# Thank you



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