



Experimental Impacts of the ‘Quality Preschool for Ghana’ Interventions on Teacher Professional Well-being, Classroom Quality, and Children’s School Readiness

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Outline of Presentation

- Context
- Video summary
- QP4G interventions
- Evaluation design
- Results
- Conclusions and policy lessons



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

Intervention II – Parental Awareness Program



3 sessions of parental awareness meetings (1/term) implemented through PTA meetings



Video screening



Discussion with focus on:
(1) play-based learning,
(2) parents' role in child learning, and
(3) encouraging parent-teacher and parent-school communication

Research Design

School-randomized control trial

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

240 KG schools

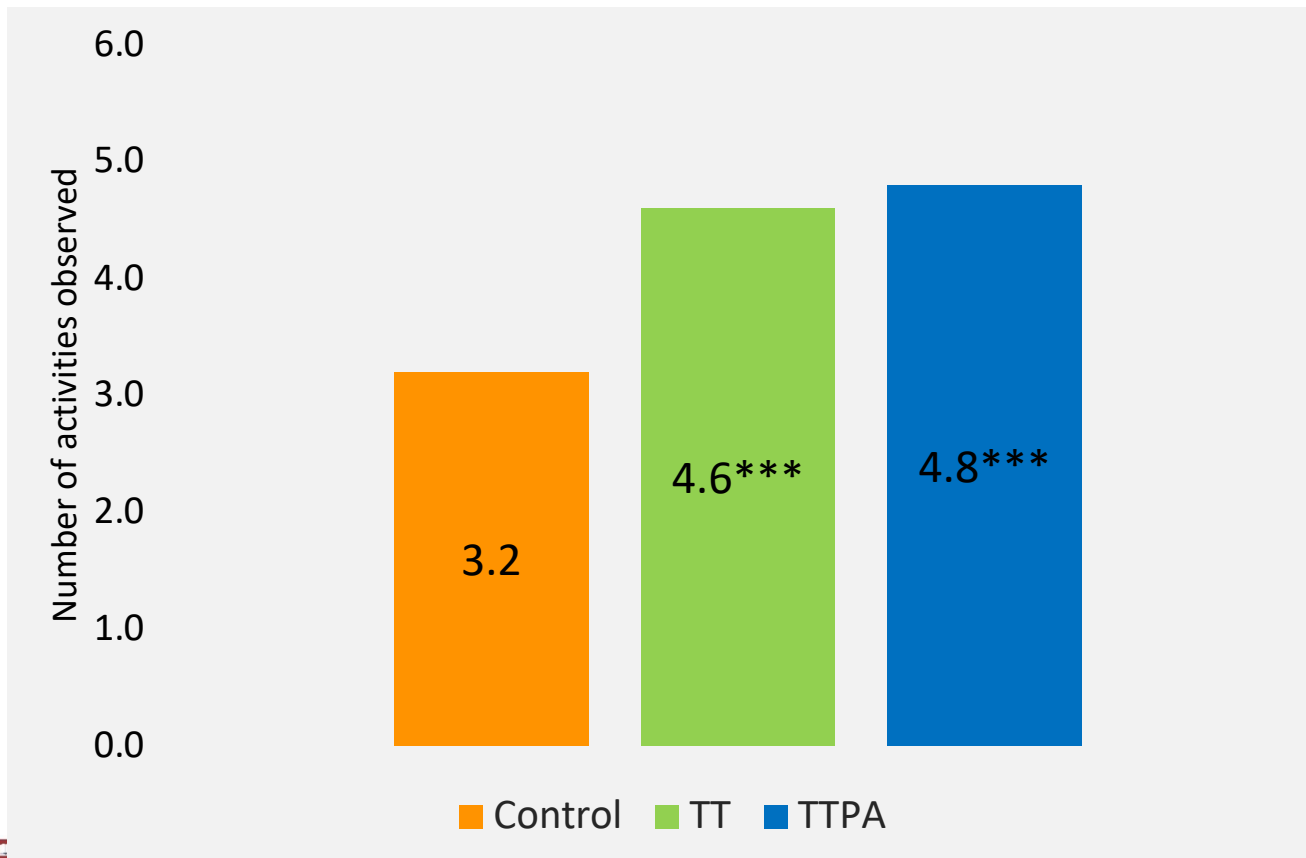
- 108 public
- 132 private

Randomly assigned to one group only:

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

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

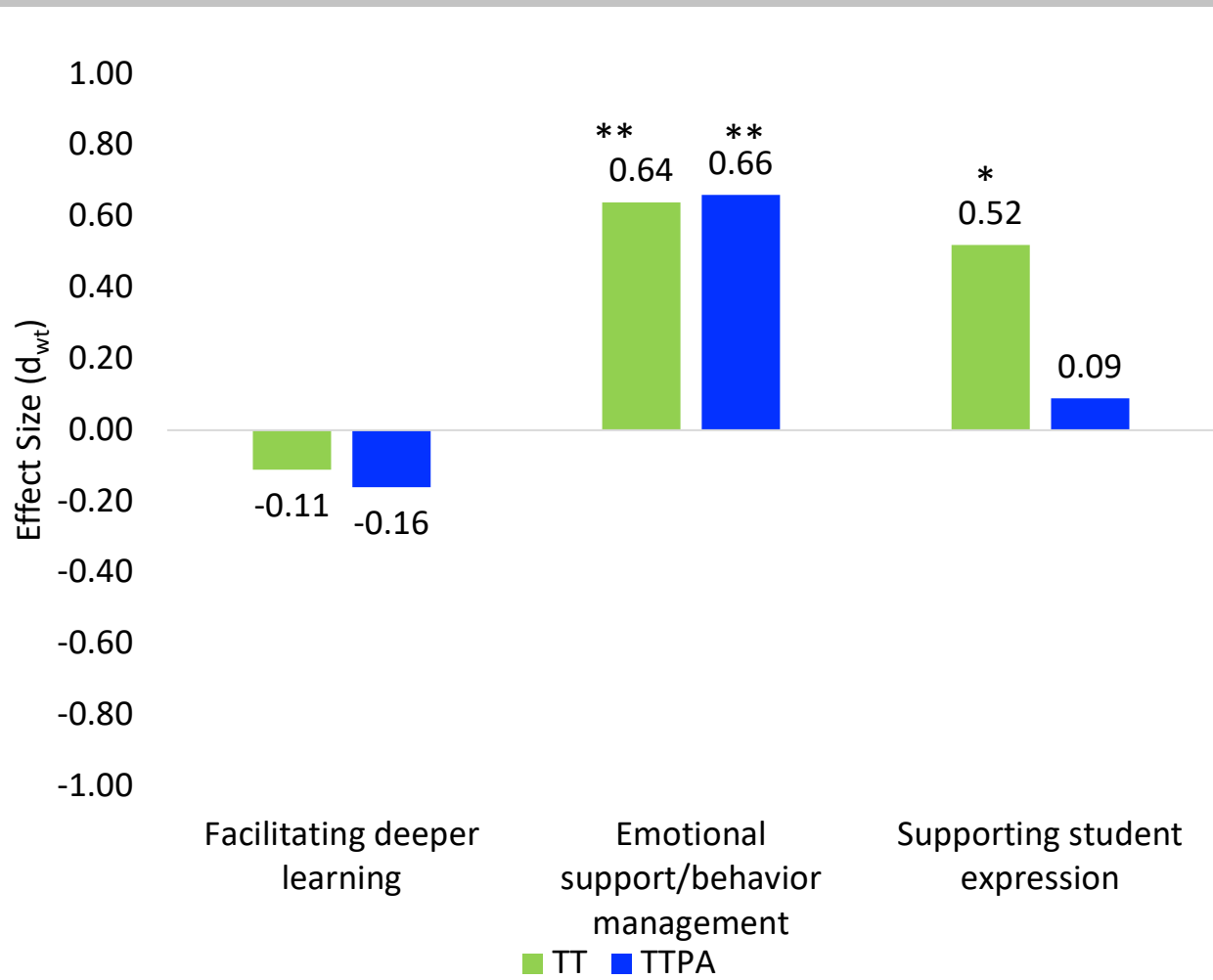
Checklist with 15 teaching practices that were in the training. Teachers were videotaped teaching for 30-45 minutes.



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?



YES

QP4G improves the quality of some teacher-child interactions:

- emotional support/behavior management, and
- supporting student expression

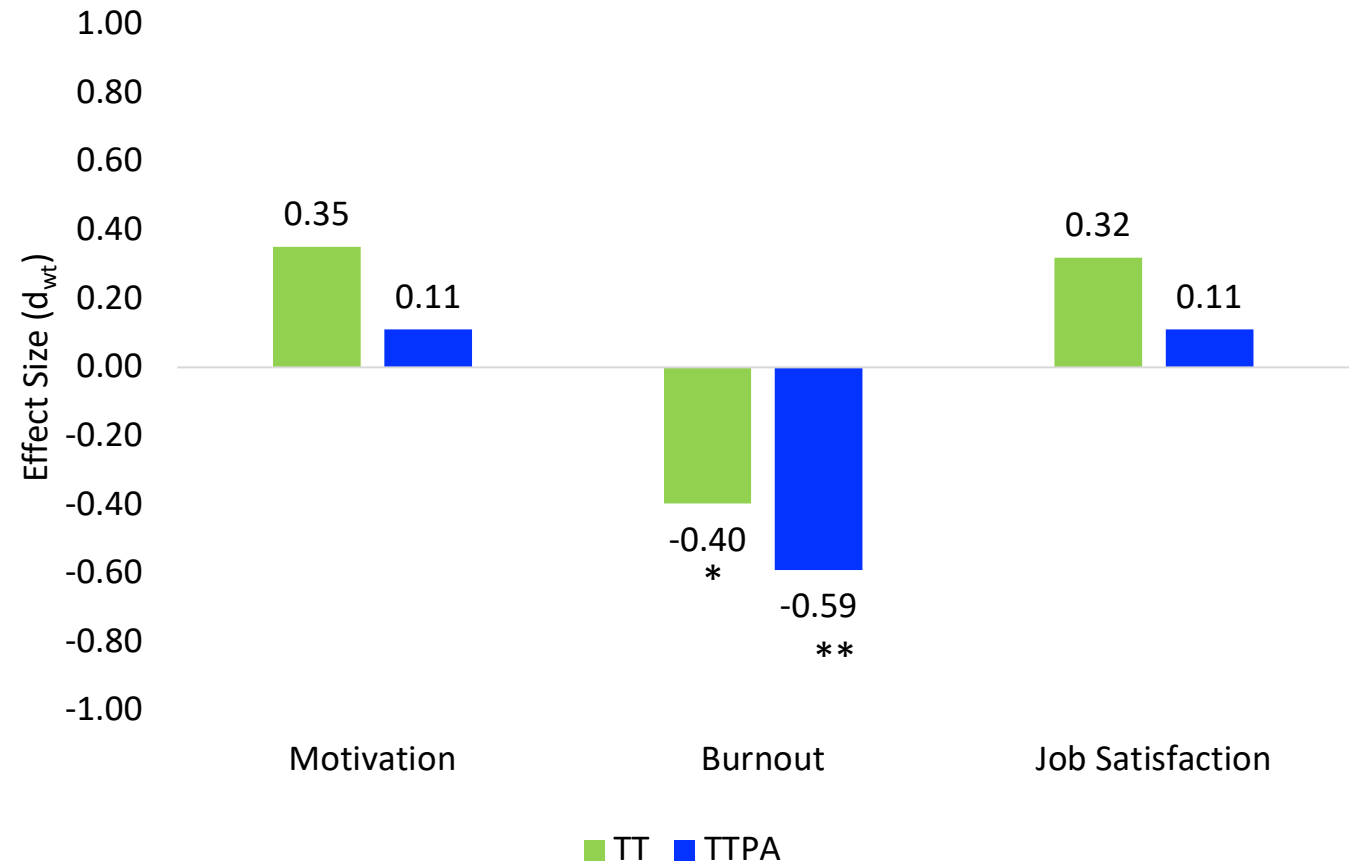
Teacher professional well-being: Does QP4G improve teacher well-being?

NO

No improvement in teacher motivation and job satisfaction.

YES

Large reductions in teachers' burnout

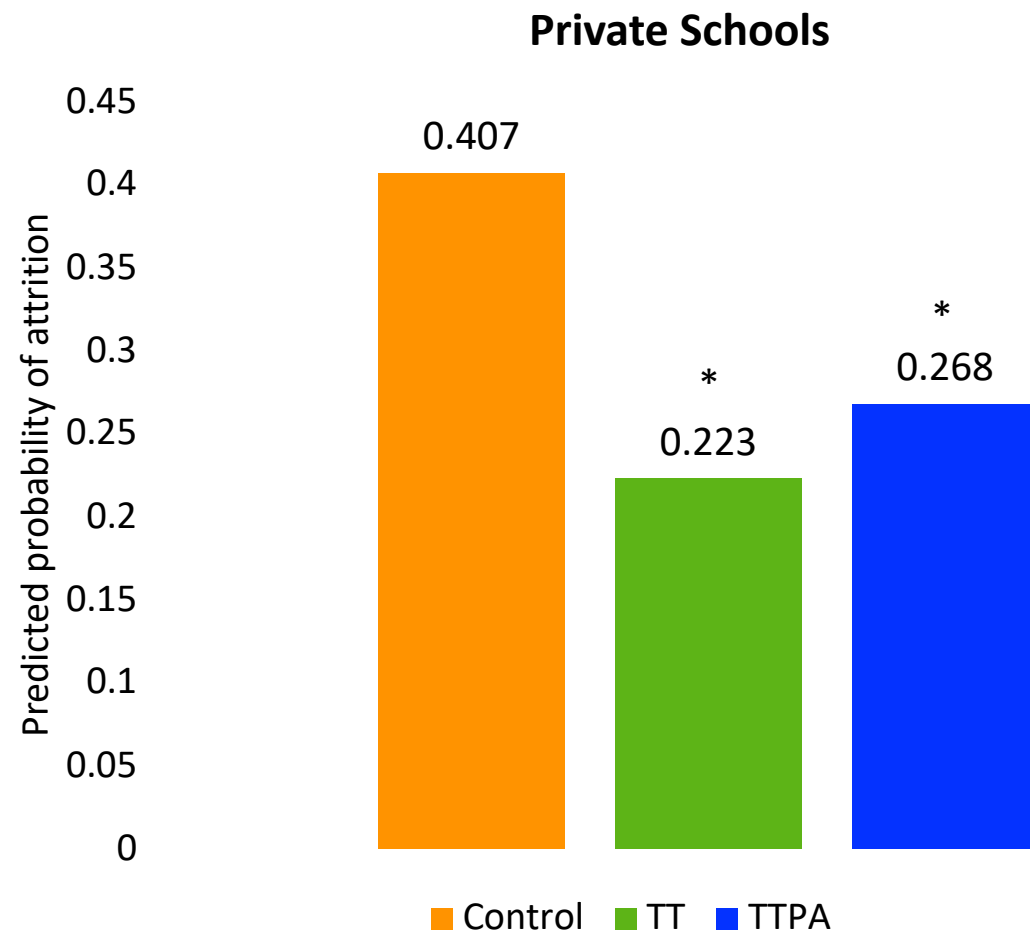


Teacher attrition: Does QP4G reduce the likelihood that teachers' leave the school mid-year?

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**.

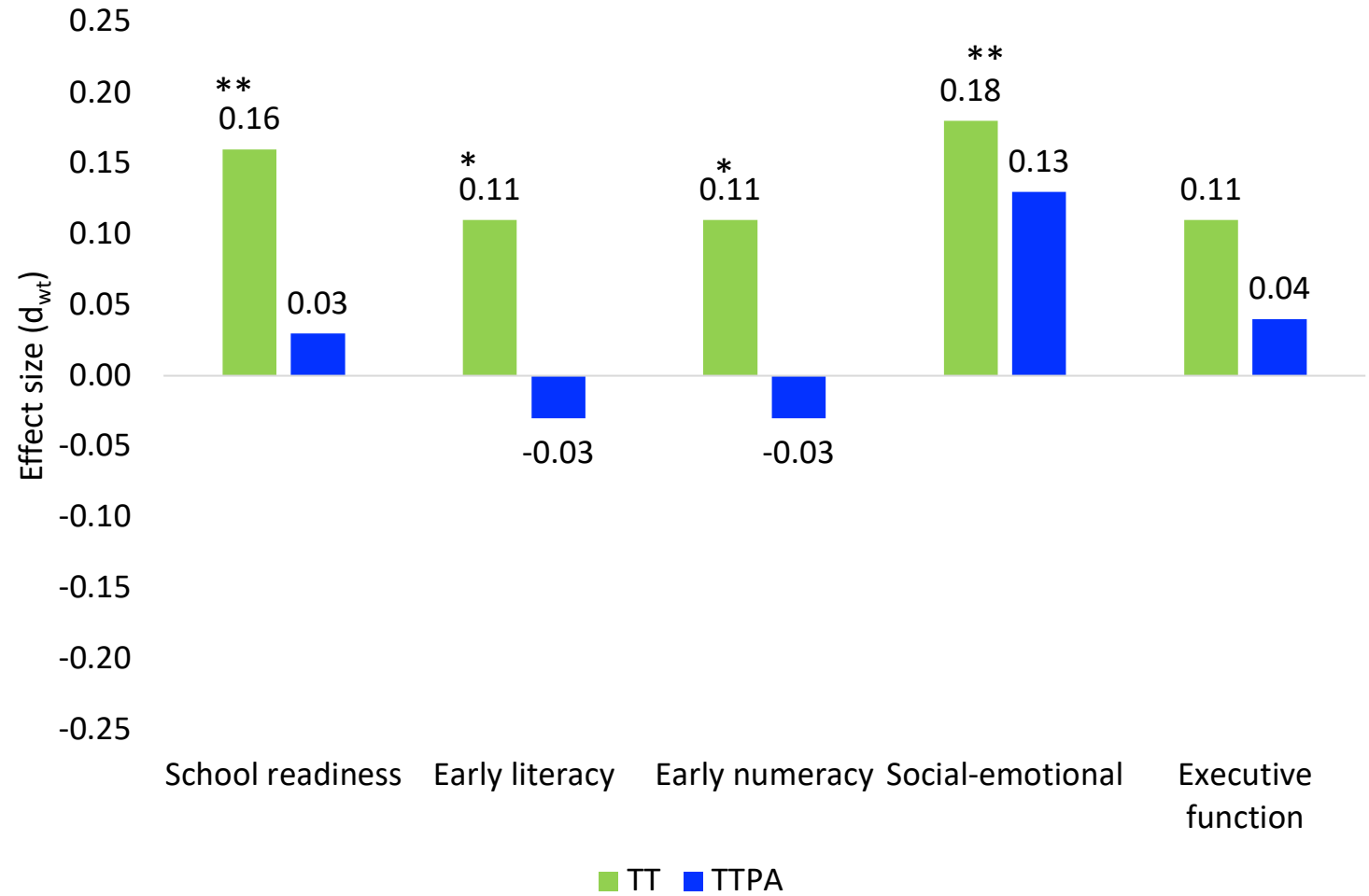


School readiness: Does QP4G improves children's school readiness? Which areas are impacts concentrated?

YES

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

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



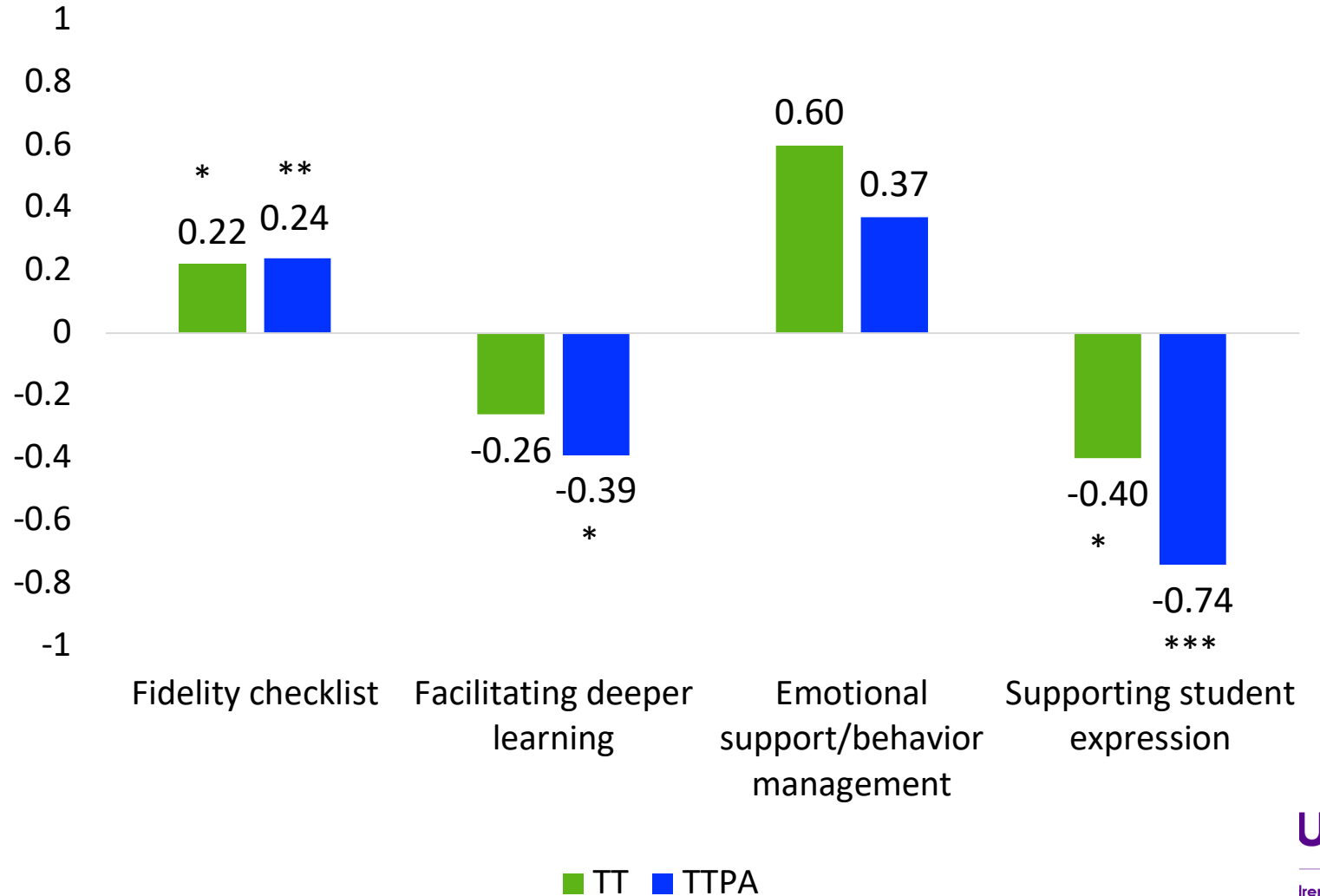
One year later: Are teachers still using the practices from the training? Does improvement in classroom quality still persist?

YES

Teachers are still using some of the training practices

NO

Improvements in classroom quality have faded out or become negative

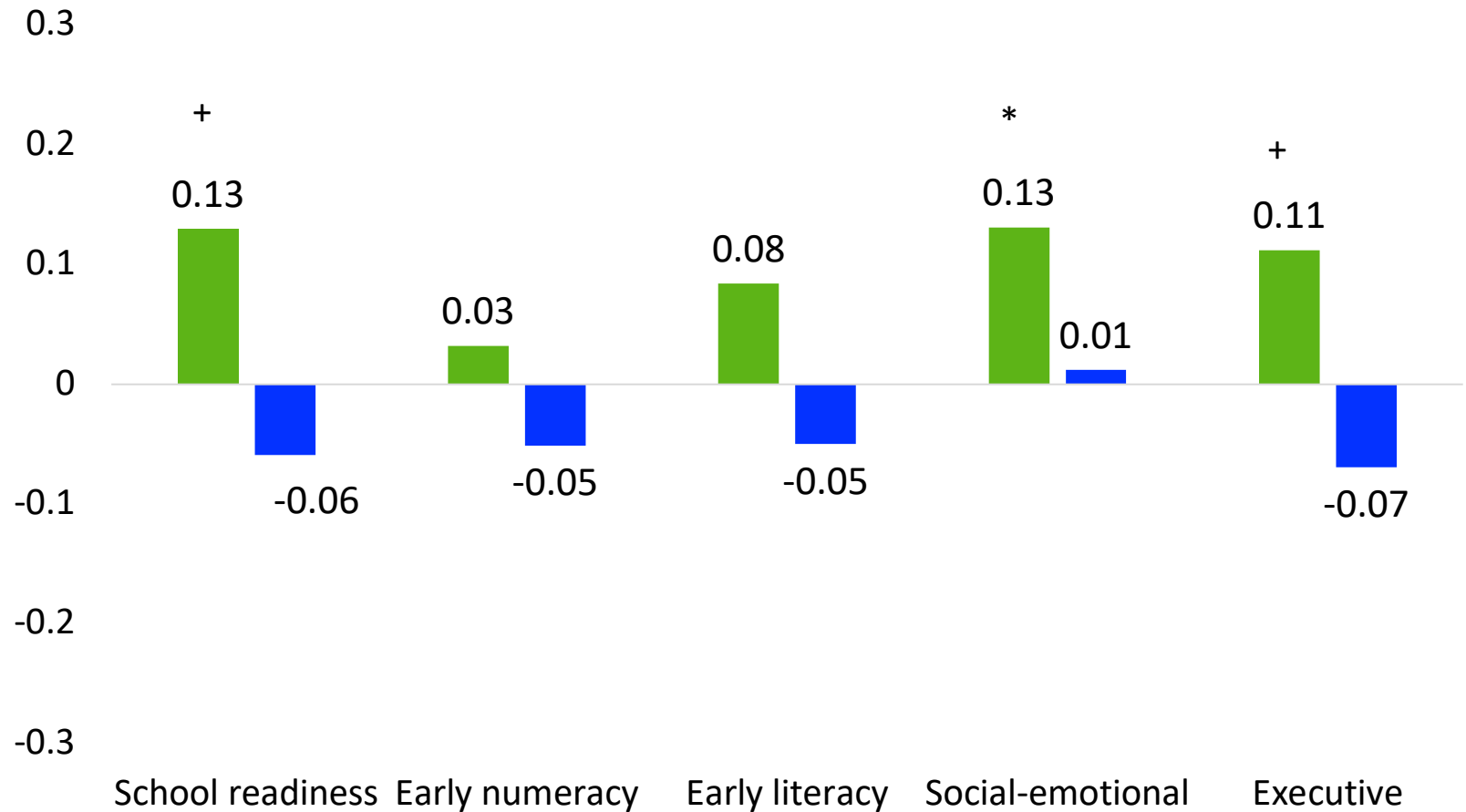


One year later: Are there sustained impacts of the QP4G program on children school readiness?

YES

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

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



Conclusions and Policy Lessons

- QP4G is one of the **first impact evaluations in sub-Saharan Africa** to show an in-service teacher training can improve KG quality and school readiness.
- The important role of **refresher trainings and coaching visits** is consistent with research in high-income country contexts.
- Findings are **consistent with related research**, which find medium to large effects on classroom process quality and a small effects on child outcomes.

Conclusions and Policy Lessons

- It would be important to assess **if these effects persist** to support children's transition to primary school.
- QP4G took place in the peri-urban communities. It is critical to consider if and how **different contexts** would require adaptations to ensure program success.

Thank you!

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