

Evidence in Education Innovations for Poverty Action: Ghana



Key Policy Takeaways from IPA Education Research

1. **Re-orienting teaching to the level of the student, rather than the expectations of the curriculum, has been shown to consistently improve learning outcomes in different countries, including Ghana.** Ongoing research in Ghana is investigating if stronger management support increases teacher compliance with these targeted instruction programs, which will inform how the approach can be effectively scaled in Ghana and beyond.
2. **A training program for KG teachers, which focuses on key principles of early childhood education and provides on-going mentorship and support, can improve classroom quality, instruction, and teachers' knowledge of the national pre-primary curriculum.** The program, Quality Preschool for Ghana, also improved children's school readiness. More research is needed on how best to scale the program, with promising results, especially in rural areas.
3. **School fees (rather than the opportunity cost of being in school) are a major barrier to educational attainment for youth, according to one study.** Removing that barrier produced large gains in educational attainment, skills, knowledge, and preventative health behaviors. Women also delayed childbirth and marriage relative to their peers who were not offered scholarships.

Bringing Evidence to Policy: Targeted Instruction

Since 2010, IPA has partnered with the Ghana Education Service to develop scalable ways to improve the quality of education in Ghana, using evidence to inform program design and testing solutions at scale. The results from an evaluation of a targeted instruction program, TCI (see details below), as affirmed results from studies elsewhere—that targeted instruction is an effective approach to improve child learning. However, that study also raised implementation questions about how the program can be more effective and cost-effective at a nationwide scale.

This partnership continues through the Strengthening Teacher Accountability to Reach All Students (STRASS) project (see below), in which researchers, with support from UNICEF and the World Bank have partnered with GES, The National Teaching Council (NTC), The National Council for Curriculum and Assessment (NaCCA), The National Inspectorate Board (NIB), to evaluate whether additional support from head teachers and circuit supervisors can increase the likelihood that teachers implement targeted instruction in their classrooms. The results will help inform Ghana's Ministry of Education on whether teacher-led targeted instruction can be replicated at scale in schools in Ghana.

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