

# Ghana Education Evidence Summit

August 2018

Improving Accountability for Better Learning Outcomes in Ghana: Evidence-informed Approaches to Education Policy and Practice  
Ministry of Education and Innovations for Poverty Action

## Building the Capacity of Low-Fee Private School Leaders in Ghana

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Edify Ghana & the University of San Diego



# Outline

- The Project
- Edify and the School Leadership Training
- The Two Research Studies
- Results
- Findings and Implications

**edify**



# What did we study?

- Edify works with low-fee private schools and wanted to know if the school leadership trainings they offer result in improved practices at the schools.
- So, we studied learning transfer from the training to the schools.
- Two studies: Total of 19 schools and 38 school leaders.



# The Project

This paper presents a synthesis of findings from two research studies conducted in Ghana and Burkina Faso with Low-Fee Private Schools which addressed the following questions:

1. What learning, if any, do training participants (proprietors and head teachers) transfer to their schools after completing the leadership training modules?
2. What barriers, if any, prohibited participants from transferring their learning to their schools?
3. How, if at all, does the use of technology after the training enhance learning transfer?

# Findings from the Three RQs

## Evidence of Changes Found for all 4 topics:

**Facilities and Safety—19 out of 19 schools** made at least one significant change with most schools making many improvements: walls painted, toilets improved; handwashing stations added/improved; age-appropriate furniture purchased; school gardens and plantings for beautification purposes; trash bins.

**Health and Nutrition—17 of 19 schools** showed evidence of changes: menus revised; hairnets for cooks; water improvements; healthy choices requested of outside vendors; handwashing stations w/soap added; etc.

**School Culture—18 of 19 schools** made changes (Parent communications; mission revised; inviting environment--learning/interest centers added; student work displayed; parent education programs/workshops added.

**Teacher Recruitment and Support— 13 of 19 schools.** Handbook created; teacher contract; PD plan; induction program; hiring committee created; interview questions.

# Findings from the Three RQs

- **Enhancers** of Learning Transfer:
  - training targeted for private school leaders
  - contextualized
  - used interactive pedagogy
  - included high quality training materials
  - motivated by testimonials by peers and the university certificate awarded
- **Inhibitors** to learning Transfer: Although there were six areas reported as inhibiting their learning transfer, the **two key inhibitors were lack of funding and time.**
- **There was *greater evidence of transfer related to infrastructure changes* and *less evidence of behavioral changes.***

# Background to Edify's Work

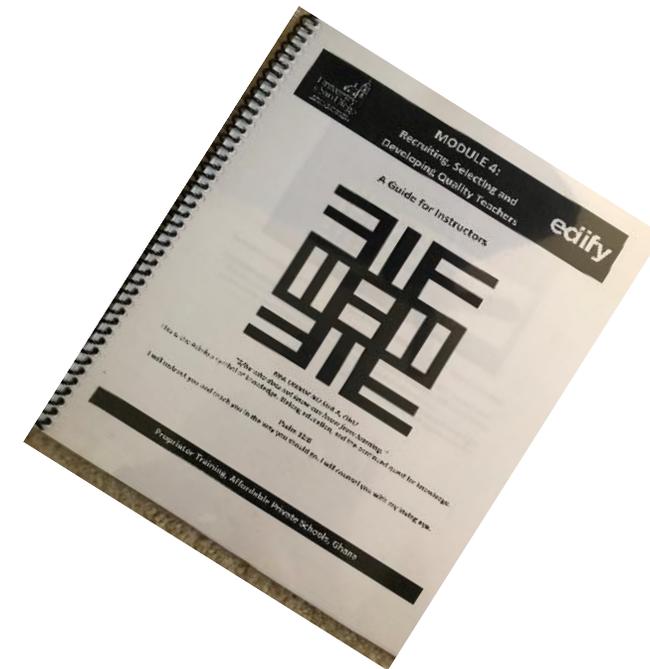
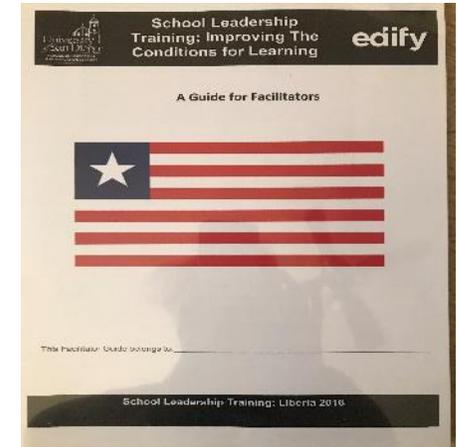
- Edify “partners” with over 600 low-fee private schools serving more than 180,000 students.
- Approximately 20-30% of the schools serve the ‘extreme poor.’
- Provides loan capital to local MFIs and they in turn loan to private schools.
- Partners with two universities: University of San Diego and Stanford University.
- Offers free financial, technology, and **evidence-based** educational trainings for school leaders, teachers and other staff.
- Provides an annual ‘Outcomes Map’ to each school including EGRA results.

Permission granted for all photos.



# Training Materials

- ✓ Developed over 3 years with hundreds of participants.
- ✓ Beta tested in eight countries (Ghana, Burkina, Liberia, Rwanda, Ethiopia, Uganda, Guatemala, Dominican Republic).
- ✓ Reviewed by local university faculty and practitioners.
- ✓ Adapted and contextualized for each country.
- ✓ Translated into French, Spanish and Amharic.



# Three School Leadership Modules

## 1. **School Leadership: *The Conditions for Learning*—3 days**

**Topics covered:**

- ✓ **School Culture**-- mission, vision, parents and families as partners
- ✓ **Health & Wellness**
- ✓ **Infrastructure**--Facilities and Safety
- ✓ **Recruiting, Selecting & Developing Quality Teachers.**

2. School Leadership: *Creating & Developing Early Childhood Programs*-2 days

3. School Leadership: *Leading for Learning*—2 days

# Trainer of Trainers Model

- ✓ Rigorous training process for trainers.
- ✓ Facilitator's Guide for all modules includes scripts and Pedagogical Guide.
- ✓ Participant's Guide for all modules.
- ✓ Highly interactive: role play, case studies, small group projects, gallery walks and development of a School Improvement Plan.
- ✓ Starting October 2018, all three training modules will be delivered by local staff or other part-time trainers (e.g., faculty from UCC and Winneba).



# Participants

As of August 2018:

- Total of 850 school leaders (Head Teachers, school proprietors, lead teachers) have been trained in at least one module—*Conditions for Learning*.
- 23 different school leadership training events representing 324 schools.
- Trainings have taken place in the following regions: Ashanti, Accra, Eastern, Central, and Western.



# Data Collection for the Two Studies

## Pre-Training

Basic School  
Information  
Survey  
Facilities Survey  
Health/Nutrition  
Survey

## During Training

Photos of School  
Improvement Plans  
Photos of Mission  
Statements

## Post Training

Interviews  
Documents  
Photographs  
Videos

# Research Question 1

1. What learning, if any, do participants (proprietors and head teachers) transfer to their schools after completing the school leaders' training module?



# Facilities & Safety

Evidence from Ghana

Before Training

Classroom



After Training

Classroom



“We now have age appropriate furniture that are colorful.”

# Findings

## Health & Wellness

Before Training

Hand washing station



After Training

Hand washing station



“Now we are using hand washing stations where water flows, so the water does not stay contaminated.”

# Findings

## Health & Wellness



“We asked our outside vendors to provide healthy foods instead of biscuits and candies and we monitor what they bring.”

# Findings (RQ1)

## Facilities & Safety

Before Training

Kitchen staff without hat



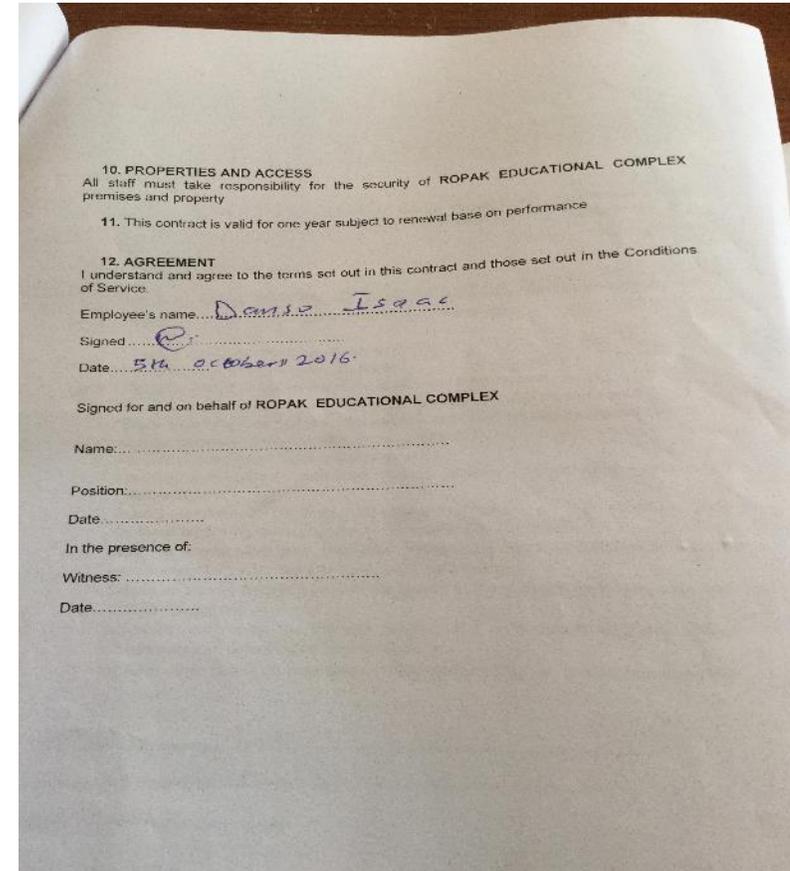
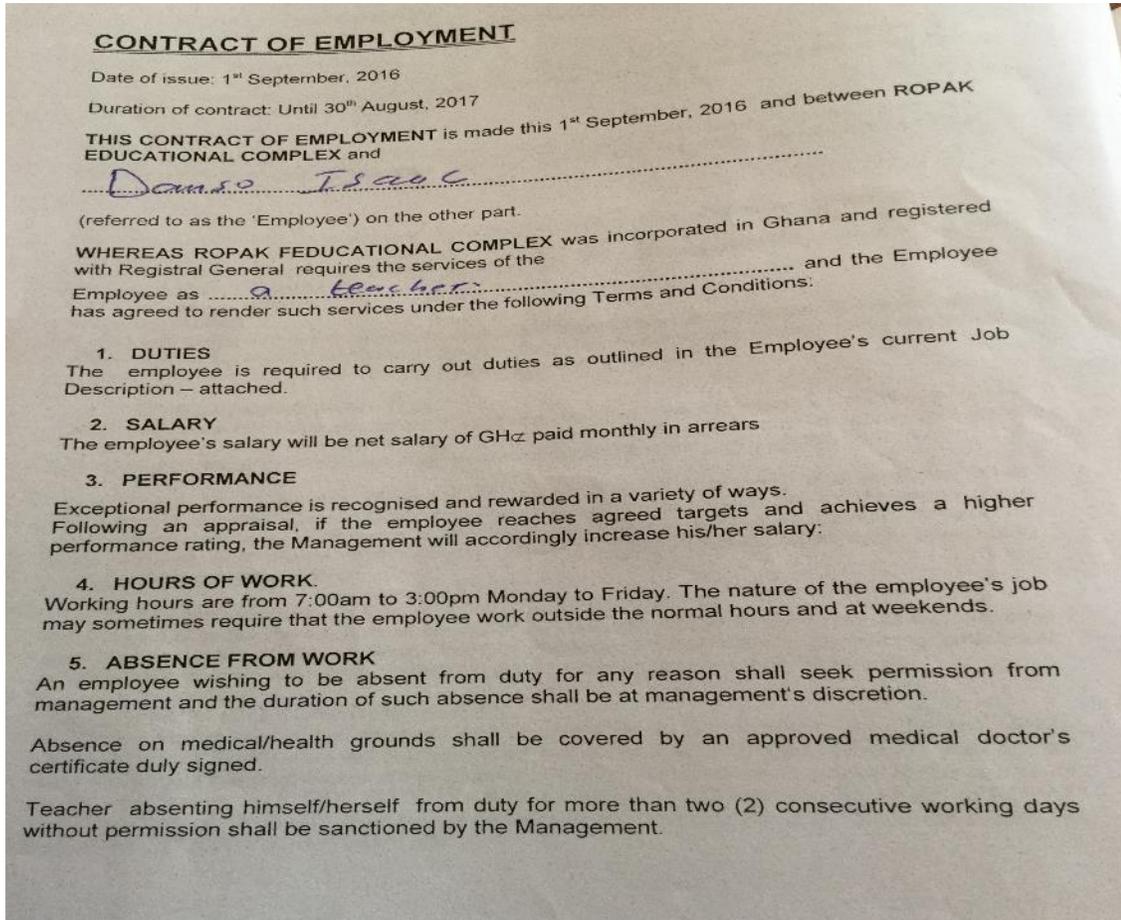
After Training

Kitchen staff with hat



“Everyone in the kitchen wears a uniform, with the ladies wearing a cap to avoid food contamination.”

# Teacher Recruitment and Selection



“We now have a contract that the teachers sign, before it was not documented.”

## RQ2: What facilitated learning transfer?

### Facilities



“When we left in the morning to come, we did not eat but we arrived at the hotel and we were fed allowing us to focus on learning.”

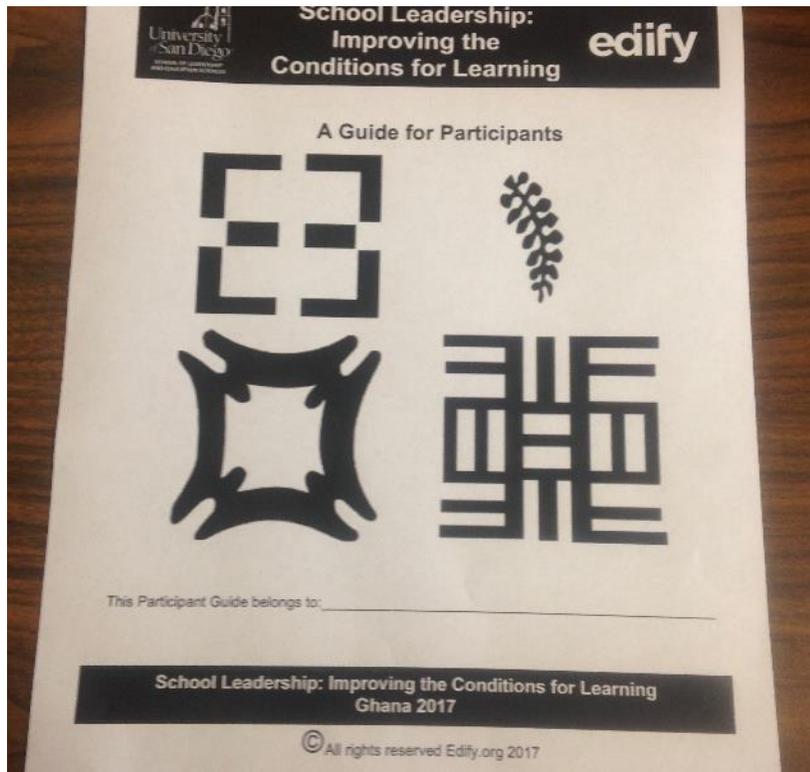
### Facilitation



“She made us feel like family, so we could share.”

# Materials and Pedagogy

## Materials



“You people hit all the points we need in the Guide.”

“The reality was there for us in the books”

## Pedagogy: Gallery Walk



“The SIP helped us to stick to what we told you we would do.”

# Testimonial and Certificate

## Testimonials

“It allowed us to concretely see how to put into practice the theory we learned.”

“These are all the things I’m proud of... I put my certificate on the wall.”

## Certificates



“You see now I have the certificate, that means I know something and need to show the others how to do it.”



## Summary of Findings

Supports/ Enhancers (RQ2)



Training Facilities



Module Facilitation



Training Materials



Pedagogy Used in Training



Testimonials & Certificates

# Inhibitors to Learning Transfer

## Financial

“With the loan we must repay, it is hard to find additional money to make some changes in the school.”

## Behavior Change

“It was hard for the cooks to first re-adjust to new rules, and wear their caps.”

## “Unfair” Competition

“Sometimes the competition is illegal competition because those private schools are not registered with the government and the government asked them to close in some instances but they would not listen and to date they are still operating.”

## Cultural

“I felt intimidated sometimes bringing up ideas to my superiors because they were far older.”

## Time (insufficient or Timing of Training)

“It’s only been six months since the training and we plan to do that [revise their hiring practices] for the next school year. We don’t have time this year.”

## Research Question #3: How, if at all, does the use of technology after a training enhance learning transfer?

“WhatsApp was brilliant, you should use it after each training and in fact I am now planning to use it with my teachers.”



# Findings from the Three RQs

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# Findings from the Three RQs

- Learning Transfer Enhancers/Supports
  - training targeted for school leaders
  - contextualized
  - used interactive pedagogy
  - included high quality training materials
  - motivated by testimonials by peers and the university certificate awarded
- Inhibitors to Learning Transfer: **two key inhibitors -- lack of funding and time.**
- Participants reported that using mobile phones for follow up after the training enhanced their learning and transfer.
- **There was *greater evidence of transfer related to infrastructure changes* and *less evidence of behavioral changes.***

# Policy Implications

- It's time to move beyond the ideology and politics of public versus private provision of education and demand quality across the entire educational system.
- We need to recognize the reality of a growing low-fee private school (LFPS) sector and adopt policies to support their improvement.
- The contexts of LFPSs are unique from government schools and training needs to address their contextual needs.
- Regardless of school context—if we want to increase transfer--professional development must be of high quality, evidenced-based with experienced trainers, using active pedagogy based on the adult learning research and 'take away' work products.

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