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

Presenter: Edward Tsinigo
Sharon Wolf, J. Lawrence Aber & Jere Behrman
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 public

**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.

$ES = 0.56 \text{ (TT), } 0.61 \text{ (TTPA)}$
Classroom quality: Does QP4G improve the quality of teacher-child interactions?

YES
QP4G improves the quality of some teacher-child interactions:

a. emotional support/behavior management, and
b. 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*

<table>
<thead>
<tr>
<th>Area</th>
<th>Effect size (dwt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early literacy</td>
<td>0.16</td>
</tr>
<tr>
<td>Early numeracy</td>
<td>0.11</td>
</tr>
<tr>
<td>Social-emotional</td>
<td>0.11</td>
</tr>
<tr>
<td>Executive function</td>
<td>0.18</td>
</tr>
</tbody>
</table>

TT  TTPA

The chart shows the effect size for different areas of children's school readiness. The teacher training program (TT) has a significant effect on early literacy and social-emotional outcomes, while the TTPA has a significant effect on executive function.
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

![Graph showing fidelity checklist, facilitating deeper learning, emotional support/behavior management, and supporting student expression with TT and TTPA data points.](image-url)
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!

**Partners:** New York University, University of Pennsylvania, National Nursery Teacher Training Center (NNTTC), Ghana Education Service (GES), Sabre Charitable Trust

**Funders:** UBS Optimus Foundation, World Bank Strategic Impact Evaluation Fund, Early Learning Partnership

**Support and guidance:** QP4G Steering Committee

**Research participants:** All of the KG teachers and Head Teachers, and KG children and their caregivers that participated in this study.