



Strengthening Teacher Accountability to Reach all Students (STARS)

Qualitative Study

Renaud COMBA
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Ministry of Education
REPUBLIC OF GHANA



ipa
INNOVATIONS FOR
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Acknowledgment

STARS Principal Investigators:

- Prof. Anne Fitzpatrick, University of Massachusetts
- Prof. Adrienne Lucas, University of Delaware
- Prof. Sabrin Beg, University of Delaware

Partners:

- UNICEF Ghana
- Ghana Education Service (GES)
- Ghana Ministry of Education (MoE) and its Agencies (NaCCA, NTC, NIB)

Evaluation Funder:

- World Bank SIEF

Outline

- Genesis of the STARS Project: Learning from TCAI
- STARS Qualitative Formative Research
- The STARS Study



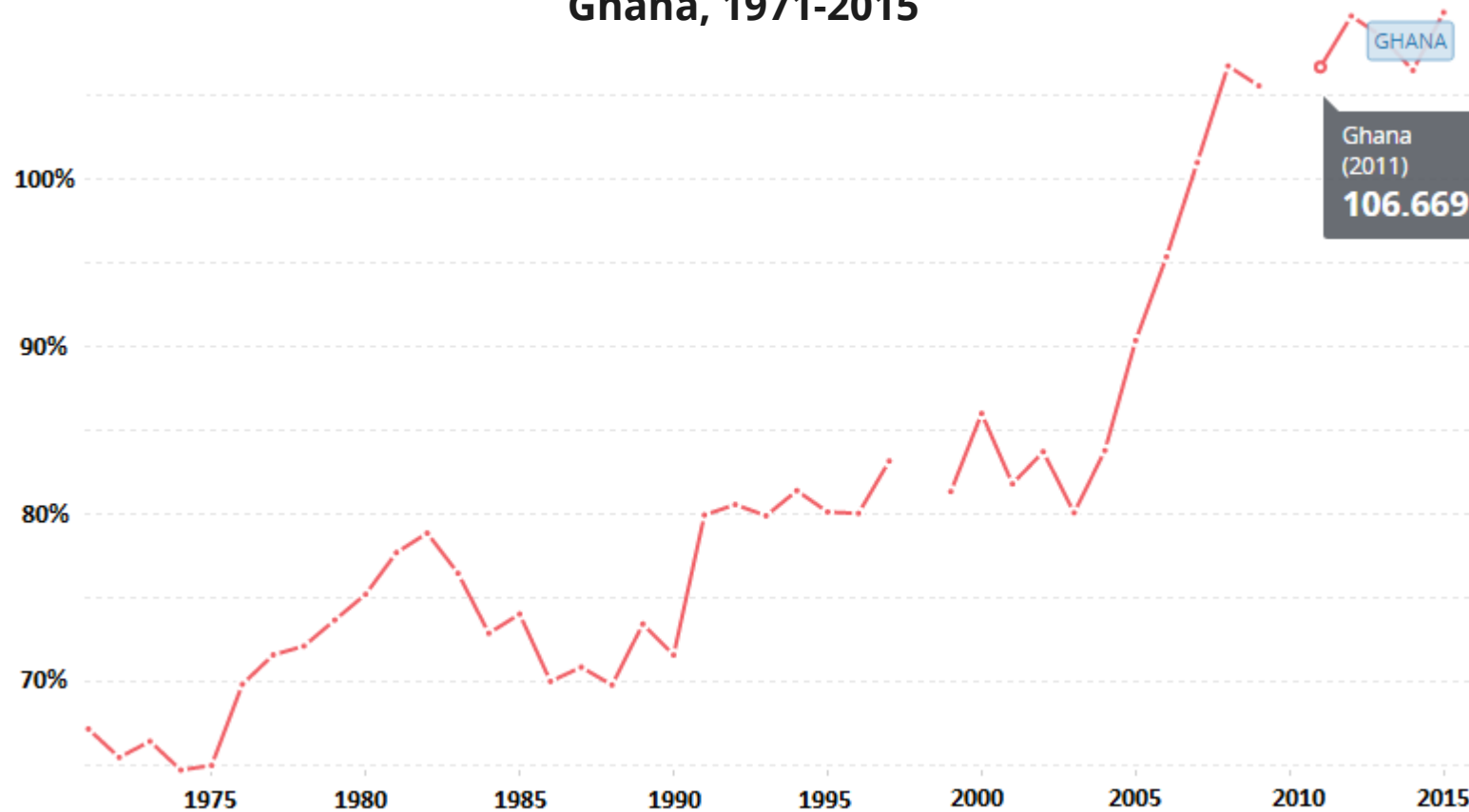


Genesis of the STARS Project

Learning from TCAI

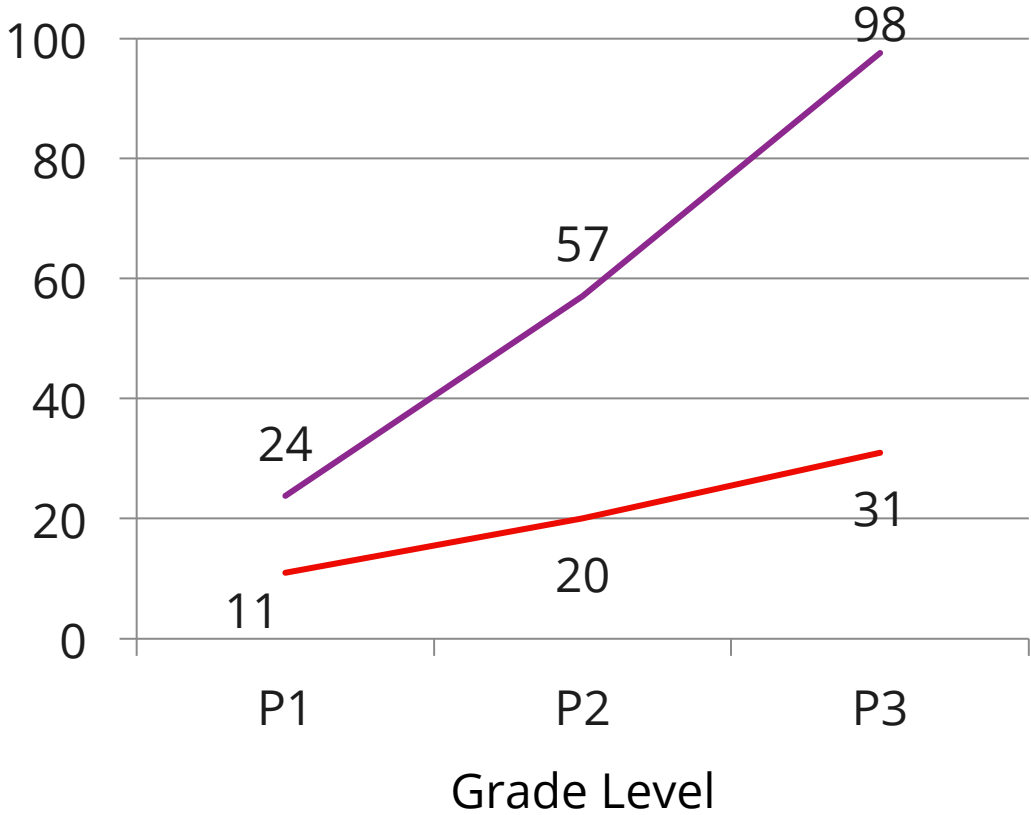
Improved Access to Primary School

Gross enrollment rate - primary school
Ghana, 1971-2015



Learning Gaps

English Test Scores



Expected score
TCAI baseline (2010)



TCAI Evaluation Design

500 schools
across 42 districts
in all 10 regions

Randomly allocated to :

Comparison
group

100 schools

Assistant-led
remedial
classes **during
school**

100 schools

Assistant-led
remedial
classes **after
school**

100 schools

Assistant-led
review for
**randomly
selected
students**

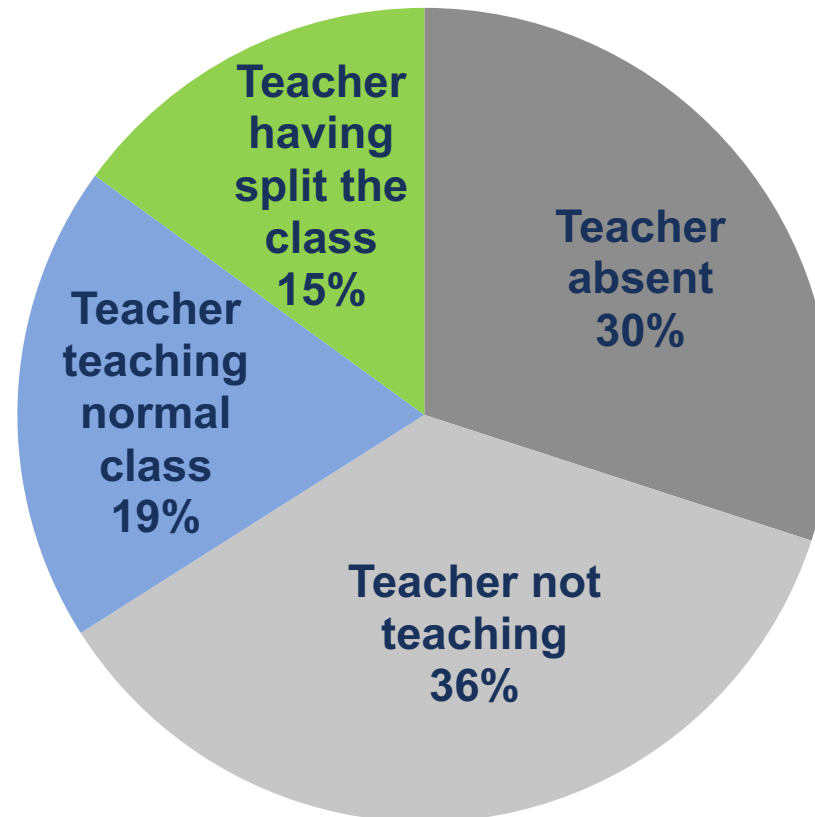
100 schools

**Teacher-led
targeted
instruction**

100 schools

Serious Implementation Issues

Teacher-led intervention: Teacher attendance and time-on-task





STARS Qualitative Formative Research

Introduction

The 5 Ws

- **Who:** IPA Ghana & UNICEF
- **Why:** To better understand the relationship between Circuit Supervisors (CSs) and District Directors, Head-Teachers, and Teachers
- **Where:** In 4 regions of Ghana: Northern, Middle Belt, Southern Ghana
- **What:** Asked up to 15 open-ended questions to (1) District Directors, (2) Circuit Supervisors, (3) Head-Teachers, and (4) Teachers
- **When:** Focus groups led in June/July 2017



Information About Respondents

Location	No. of Districts	Education Stakeholders
Southern Ghana	2 Districts (Non-Deprived)	DD Supervision & DDE
		CS
		HT
		T
Northern Ghana	3 Districts (UNICEF-Supported Districts)	DD Supervision & DDE
		CS
		HT
		T
Middle-Belt Ghana	2 Districts (Deprived Districts)	DD Supervision & DDE
		CS
		HT
		T
TOTAL	7 Districts	12 FGDs 114 Participants

Findings From District Directors

- Strong knowledge of Circuit Supervisors' roles and responsibilities
- Circuit Supervisors visit the same school three times during the term
- Circuit Supervisors face several logistical barriers and challenges: transportation, access to IT equipment, unwillingness to cooperate, accommodation/offices
- Difficulty implementing new policies
- Belief that pre-service training is more effective
- District Directors feel that circuit supervisors should receive training in separate modules with greater depth
- Ideal supervisor would have fewer circuits but same responsibilities



Findings from Circuit Supervisors

- Strong understanding of main responsibilities
- Schedule is organized on term basis with weekly themes
- Visit private and public schools (one is assigned to 12-15 public schools)
- Spend 6 hours on average in each school (1 school/day)
- Observation based on walking through the school campus
- Can't support teachers because: lack of expertise, time constraints and Circuit Supervisors seen as evaluators and not mentors
- Barriers and challenges: same as mentioned by District Directors
- Challenges implementing new policies: information flow, TLRs, policies not adapted to context
- Desire to be involved at early stages of new policy, increase school monitoring, and have fewer schools per circuits



Findings from Head-Teachers

- Head Teachers attend some trainings, but mostly focused on their position and not teaching methods
- Teachers' challenges in adopting new policies: TLRs, resistance to change, lack of monitoring (head teachers and circuit supervisors)
- Head Teachers to support teachers: in-service trainings, vet lesson notes, classrooms observations, TLRs
- Head teachers want: increased financial support, more workshops, external visits to support teachers. Circuit Supervisors should be the resource person.
- Circuit Supervisors visit the same school an average of three times per term. Visit classroom based on lesson notes, head teacher complaints, when a new policy is being implemented
- Circuit Supervisors should spend more time observing classrooms, organize forums for teachers in their circuits



Findings from Teachers

- Attending in-service training twice per term organized by Head Teachers and CL
- Some teachers complaining about too many trainings and various teaching techniques
- Challenges implementing new policies: TLRs, financial support, furniture, high pupil-teacher ratio, little supervision and monitoring
- Desire for more in-service trainings, more monitoring/supervision, TLRs, motivation (positive feedback and financial incentives)
- Inclusion methods
- Head teacher is crucial in advising the teachers; Circuit Supervisors not so much, because of time constraints, power to advise for demotion, overview of the school
- Circuit Supervisors visit same school 3 times/term, for 4 hours on average, but do not always bring up solutions



Interesting Findings

- **UNICEF-supported Districts** → Education stakeholders are more organized and more aware of what is expected of them
- **NGOs** → Too many programs with sometimes different teaching methods (cacophony)
- **Rural Districts** → Circuit Supervisors & Head Teachers/Teachers are very close





The STARS Study

About STARS

A partnership
between GES,
UNICEF and
IPA

Builds on the
teacher-led
model under the
TCAI study

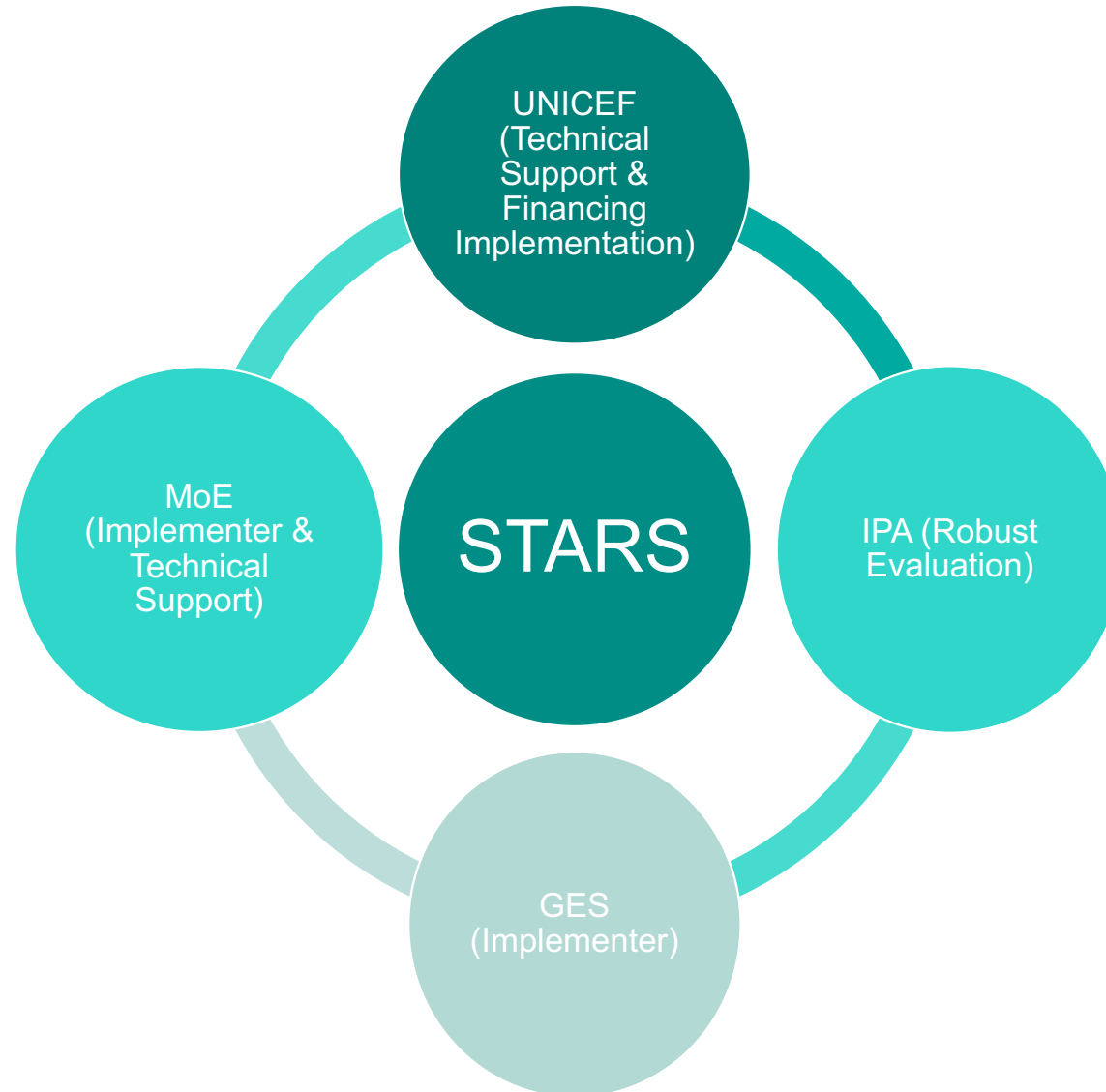
Intended to test
different ways
to encourage
fidelity of
implementing TI
approach

It focuses on
equipping
teachers to
teach at the
level of the child

A catch up
programme
targeting P4 –
P6 pupils in 20
UNICEF
focused
districts.

The Tripartite Partnership

GES/UNICEF/IPA



STARS Research Questions

- Does targeted instruction improve student test scores in upper primary grades?
- Can monitoring, managing, and coaching performed by existing circuit supervisors and head teachers increase the likelihood that teachers implement targeted instruction?
- Does the enhanced monitoring, managing, and coaching in supporting teachers to implement TI lead to significantly higher learning gains?
- What is the cost-effectiveness of targeted instruction alone as compared to targeted instruction with enhanced management training?



Evaluation Design

20 UNICEF-supported Districts
(142 Circuits)

No Intervention
(71 Circuits)

Enhanced
Management
Training HT/CS
(71 circuits)

Control Group
(71 schools)

Targeted
Instruction (71
schools)

Targeted
Instruction (71
schools)



STARS Interventions

Overview

Interventions /Activities	Trainings	Manuals & Materials	Text Messages	Help-Desk	Peer-Learning Activities
Targeted Instruction 142 Schools	X	X			
Enhanced Management 71 treatment circuits 71CSs	X	X	X	X	X



STARS Timeline Overview

Implementation & Evaluation

**Design/Preparatory
Work:** June 2017-
April 2018

Baseline: May - June
2018

Evaluation:
September 2018 -

**Pilot/Finalization
Interventions:** May-
August 2018

Interventions Start:
August 2018



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Thank You!

