Strengthening Teacher Accountability to Reach all Students (STARS)
Qualitative Study

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Acknowledgment

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• 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

Source: UNESCO Institute for Statistics
Learning Gaps

English Test Scores

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected score</td>
<td>11</td>
<td>20</td>
<td>31</td>
</tr>
<tr>
<td>TCAI baseline (2010)</td>
<td>24</td>
<td>57</td>
<td>98</td>
</tr>
</tbody>
</table>
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

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Serious Implementation Issues

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

- Teacher absent 30%
- Teacher not teaching 36%
- Teacher teaching normal class 19%
- Teacher having split the class 15%
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

<table>
<thead>
<tr>
<th>Location</th>
<th>No. of Districts</th>
<th>Education Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Ghana</td>
<td>2 Districts (Non-Deprived)</td>
<td>DD Supervision &amp; DDE CS HT T</td>
</tr>
<tr>
<td>Northern Ghana</td>
<td>3 Districts (UNICEF-Supported Districts)</td>
<td>DD Supervision &amp; DDE CS HT T</td>
</tr>
<tr>
<td>Middle-Belt Ghana</td>
<td>2 Districts (Deprived Districts)</td>
<td>DD Supervision &amp; DDE CS HT T</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7 Districts</td>
<td>12 FGDs 114 Participants</td>
</tr>
</tbody>
</table>
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

UNICEF (Technical Support & Financing Implementation)

MoE (Implementer & Technical Support)

GES (Implementer)

STARS

IPA (Robust Evaluation)
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)
- Control Group (71 schools)
- Targeted Instruction (71 schools)
- Enhanced Management Training HT/CS (71 circuits)
- Targeted Instruction (71 schools)
## STARS Interventions

### Overview

<table>
<thead>
<tr>
<th>Interventions /Activities</th>
<th>Trainings</th>
<th>Manuals &amp; Materials</th>
<th>Text Messages</th>
<th>Help-Desk</th>
<th>Peer-Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted Instruction</strong></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>142 Schools</td>
<td></td>
<td></td>
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<tr>
<td><strong>Enhanced Management</strong></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>71 treatment circuits</td>
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</tr>
<tr>
<td>71CSs</td>
<td></td>
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<td></td>
<td>X</td>
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</tbody>
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Ministry of Education

UNICEF
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
Thank You!