From Evidence to Action

Strengthening Teacher Accountability to Reach All Students (STARS) in Ghana

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IPA
INNOVATIONS FOR POVERTY ACTION
Outline

1. Challenge
2. TaRL Inspiration
3. Opportunity
4. The Model/s
5. Getting Started
6. Learning, iterating, adapting and growing
7. What’s next
8. Successes, lessons and outstanding questions
Challenge: The Learning Crisis
Primary enrolment rates in Ghana have increased substantially but students’ learning goals have not matched this progress.

Children are in school but most of them are not learning.
The Challenge: The Learning Crisis
Improved Enrolment but Low Achievement

The 2016 National Education Assessment (NEA): less than 25% of pupils in P4 and P6 were considered competent in mathematics and only about 37% were competent in English.

89% of children are enrolled in primary school
8% meet academic standards
Challenge: The Learning Crisis
A Quick Diagnosis

- Increasing levels of heterogeneity in classrooms
- Strict adherence to the official curricula which makes teachers desire to complete the syllabus and fail to pay attention to slow learners
- Learners without foundational skills cannot meet grade level expectations resulting in wide learning gaps over time
- Pupils complete grade level syllabus but fail to acquire the required competencies and skills
How do we bridge the learning gaps and ensure inclusive learning towards better education achievements for all?
One Possible Solution...

Targeted Instruction (TaRL)
Kenya: Adding Extra Teachers was most effective when class split by ability and with SMC monitoring.

Ghana: Teaching at the level of the child works with either a community assistant and classroom teacher (TCAI).

India: Remedial Education by community assistants during school hours was very effective (Pratham).

India: Community-based Volunteers running classes for low performing students in communities (Read India Program).
100 schools

Assistant-led remedial classes after school

Assistant-led remedial classes during school

Assistant-led review for randomly selected students

Teacher-led targeted instruction

500 schools across 42 districts in all 10 regions

Randomly allocated to:

Comparison group

Assistant-led remedial classes during school

Assistant-led remedial classes after school

Assistant-led review for randomly selected students

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

- Teacher having split the class: 15%
- Teacher absent: 30%
- Teacher teaching normal class: 19%
- Teacher not teaching: 36%
Lessons learnt from TCAI result

- Small but significant effects of teacher led targeted instruction.
- Larger impact if focusing on higher grades (P3-P4)
- Impact persist even after one year of intervention
- Teacher-led targeted instruction could see more impact with higher take-up
Opportunity

Government
Interested in finding innovative approaches to tackling low learning outcomes in schools
And was involved in the TCAI study implementation

Donor (UNICEF)
Who was interested in supporting government explore an evidence based approach to improving learning outcomes in schools
Willing to provide technical and funding support to make it happen

Research Organisation
(UNICEF & Affiliates)
Research Evidence
Willing to provide Technical Assistance to support program implementation
Evaluations to answer new questions on how to increase the fidelity of implementing the Targeted Instruction Pedagogy
The Model
The Model

About STARS

A catch up programme for P4, P5 and P6 pupils

Builds on the teacher-led model under the TCAI study

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

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

- 7 Regions
- 20 Districts
- 140 Circuits
- 210 Schools

The Model
The project seeks to explore how teachers can be motivated and empowered to implement new pedagogical approaches (TI) that have the potential to improve learning levels.

how management and supervision can be strengthened to provide coaching and mentoring support for teachers to implement new pedagogical approaches with fidelity.
About STARS

- Control: Normal school
- Treatment 1: Targeted Instruction
- Treatment 2: Targeted Instruction + Enhanced Management
... Equipping CS and HTs to undertake effective monitoring & supervision through coaching and mentoring support to Teachers implementing TI in schools

- Key Principles
  - School Management & Leadership
  - Effective Supervision
  - Coaching & Mentoring Support
## Enhanced Management

<table>
<thead>
<tr>
<th>Trainings</th>
<th>Manuals &amp; Materials</th>
<th>Text Messages</th>
<th>Help-Desk</th>
<th>Peer-Learning Activities</th>
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<tbody>
<tr>
<td>Comprehensive training on coaching and mentoring for CSs and HTs</td>
<td>A concise manual on how to best coach, monitor, mentor, and lead classroom observations</td>
<td>Reinforcement messages (tips on how to be a better mentor, coach, or how to perform effective monitoring) to HTs and CSs</td>
<td>Access help desk to clarify issues regarding Targeted Instruction, monitoring, coaching, and mentoring support</td>
<td>School learning at school level (CS, HT and Teachers)</td>
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At the beginning of the school year, all pupils in P4 – P6 will be assessed in Math and English using basic STARS ASER-type tool to group them into 3 levels.

**Frequency of Assessment**
- Beginning of Term 1
- Beginning of Term 2
- Beginning of Term 3
- End of Term 3
Teacher delivers TI in school

- During school hours
  - 1 hour per day
  - 4 days a week
  - 8-9 weeks a term

- Normal classes continues everyday beyond the 1 hour TI period
Monitoring Plan

Both CS and Head teachers:
- Trained to monitor schools implementing TI pedagogy

Head teachers:
- Provide on-going support to TI teachers throughout the term

Circuit Supervisors:
- Visit schools at least twice a term to monitor schools

District/Regional and Headquarters:
- Conduct spot checks to track FOI
Getting started

**Preparatory Phase**
- Stakeholder consultative meetings
- Qualitative Study
- Concept note finalized
- TI Materials and Resource Development
- Field testing of materials and revisions

**Pilot Phase**
- Piloted intervention in 10 schools from 2 Circuits in 2 Districts
- Intense monitoring over 5 weeks period
- Learning used to inform materials, resources and rollout of main intervention

**Implementation Phase - Next**
- Teacher Trainings
- SC and HT (Management) Training
- Implementation roll out in schools
- Monitoring, Evaluation and Learning
- Reporting
- Refresher Trainings in Terms 2 & 3
What’s next?

2018/2019 Academic year

STARS Implementation coupled with Evaluation in 210 schools

Based on results,
- Could be expanded all primary schools in the 20 UNICEF focused districts
Possibly, be scaled up in more schools beyond the 20 districts.
Successes, Lessons and Outstanding Questions

Greatest successes

• Committed Partners with strong collaboration

Learned so far

• Technical Assistance needed to translate the evidence into action is critical
• The implementing Partner needs to have the capacity at all levels to implement the intervention
• Always be mindful of the aim of the project – implementing within government system

What do you still hope to learn?

• How do we better monitor and track key indicators of the program?
• How can we simplify monitoring and reporting mechanisms?
• Will HT and CS support teachers to implement TI with fidelity?
Thank You!