

Baseline Results for the IDP Foundation, Inc. and Sesame Workshop's

# Techniques for Effective Teaching Program in Ghana

School instruction in Ghana is very teacher-centered and the use of traditional methods such as rote learning is widespread. At the same time, educators do not have access to professional development opportunities and resources to expand their skills.

Through the Techniques for Effective Teaching (TFET) program, the IDP Foundation, Inc. and Sesame Workshop aim to strengthen kindergarten and primary school teachers' capacity to practice pupil-centered learning. The program is currently providing training in relevant pedagogical practices to kindergarten and primary school teachers in 45 low-fee private schools in Accra and Central Region.

NORC at the University of Chicago is conducting an independent evaluation of the TFET program to assess:

- First, the degree to which teachers directly benefiting from the program effectively adopt and implement pupil-centered pedagogical principles
- Second, whether the program improves learning outcomes for pupils, based on the assumption that participating teachers enhance their teaching practices.

Baseline data was collected between February and March of 2018 from 1,431 KG2 and P2 pupils and 237 teachers in 80 low-fee private schools using pupil assessments and interviews, teacher and head teacher interviews, attendance records, and a school inventory.

## Key Baseline Findings



Current classroom practices do not encourage pupils to explore, experiment, and solve problems independently.



Despite being illegal for decades, corporal punishment of pupils appears to remain common. Caning is the most socially-accepted form of corporal punishment.

 **26%**

Teachers strongly agree that "pupils should be allowed to think of solutions to practical problems by themselves before the teacher shows the solution."

 **57%**

Teachers believe that caning is an effective way to discipline.

 **24%**


P2 pupils said the following statement was very true: "My teacher thinks it is okay to make mistakes."

 **51%**

P2 pupils said children are afraid to come to school for fear of punishment.



Pupil absenteeism is high, compounded by teacher absenteeism.

  
**31%-33%**

Range of pupil absenteeism for the past school year, according to school records.

**48%**

P2 pupils reported missing school at least one day in prior week.



  
**10%-19%**

Proportion of teaching days where KG2 and P2 teachers, respectively, were reportedly not at school.



**Female teachers and female pupils** hold more gender-equitable attitudes than their male counterparts.

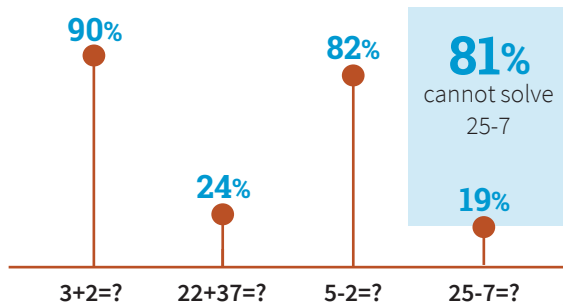


**Female vs Male Teachers** who agree that: "Boys are naturally better than girls at math and science."



**KG2 pupils perform well on number identification but show difficulties matching and sorting and putting a simple puzzle together, which are activities related to spatial reasoning and early math skills.** Similarly, P2 pupils tend to solve problems and operations using inefficient strategies such as tick marks or their fingers that impede them from solving more difficult addition or subtraction problems.

### Numeracy Task Scores among P2 Pupils

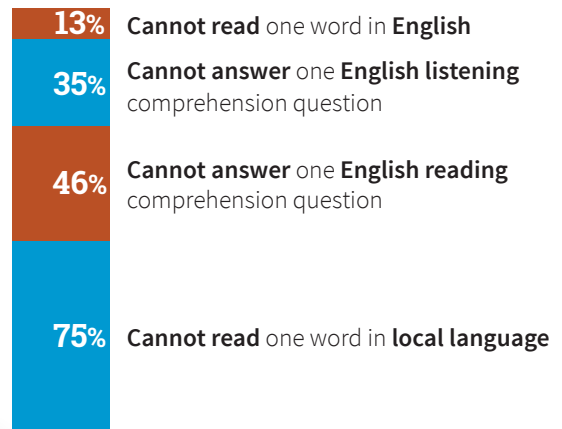


**59%** use inefficient strategies (tick marks or fingers) for advanced subtraction



P2 pupils perform much better than the national average for English literacy but show **very low levels of understanding for both listening and reading comprehension.** Among the emergent literacy tasks, KG2 pupils performed the worst on listening comprehension.

### Literacy among P2 Pupils



## What's Next?

The baseline findings show that pupils and teachers in this study face many of the same challenges - high teacher-centered beliefs and generally low pupil achievement - as their peers in other schools in Ghana. The evaluation will draw on key informant interviews, focus group discussions, classroom observations, and endline survey and assessment data to measure the impact of the TFET program on improving the learning environment and outcomes.

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