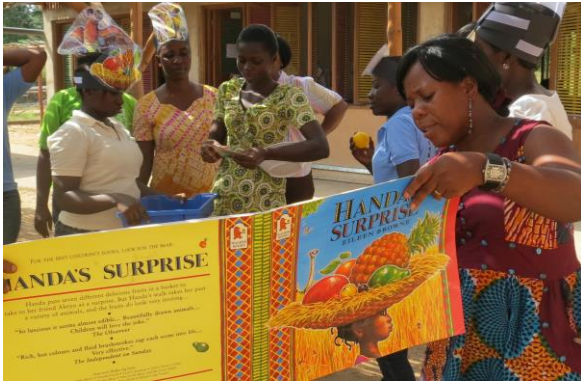


# Fast-track Transformational Training for Kindergarten Teachers in Ghana



**Sis. Elizabeth Amoako-Arhen**  
**Principal**  
**Our Lady of the Apostles**  
**College of Education**

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**Dominic Bond**  
**Managing Director**  
**Sabre Charitable Trust**



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# Presentation Summary

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1. **Background to Kindergarten in Ghana**
2. **Pre-Service Teacher Training for Kindergarten in Ghana**
3. **The Fast-track Transformational Teacher Training Programme**
4. **Impact of FTTT on Pre-Service Training at OLA CoE**
5. **Forward plans for the FTTT**

# Section 1

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## Background to Kindergarten in Ghana

# 1.1 KG in Ghana

## 2004 Education Reform:

Primary expanded to include 2 years of kindergarten – 4 & 5 year olds.

Policy enacted in 2007, and participation has increased dramatically:

- **2012/13 KG Gross Enrolment Rate: 114%**
- **Public:Private market share: 76%:24%**
- **GoG spend on KG increased six-fold between 2010 and 2012**

# 1.2 Challenges

**High participation masks significant challenges:**

**Net Enrolment Rate: 75% = 355,000 4 & 5 year olds not in school**

**Average class size: 61 pupils**

**Trained teachers: 39% = 27,500 untrained practising teachers**

**5,400 KG classrooms (27%) in need of major repairs**

**A rote-based approach to learning is endemic**

**Weak parental understanding of the value of KG**

# 1.3 The GES Ops Plan

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**2011-12 Ghana Education Service (GES) review of KG sector**

**Highly participatory and cross-sectorial**

**Resulting Operational Plan identifies key priorities for intervention and provides a costed implementation plan – USD \$433mn over 5 years**

**New pedagogy:**

**Thematic, Child-centred Learning with strong emphasis on Learning through Play**

**Highest priority: Teacher training (in-service and pre-service)**



# Section 2

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## Pre-Service Teacher Training for Kindergarten in Ghana

# 2.1 Pre-Service Training

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**College of Education network trains most teachers entering the profession**

**Of 38 Colleges, 7 are accredited to train kindergarten teachers through the Early Childhood Education Diploma**

**ECE Diploma:**

**Introduced in 2008, now in 6<sup>th</sup> year**

**2,252 students currently enrolled nationwide (years 1-3)**

**1,725 new KG teachers graduated since 2008**



## 2.2 Course Structure

**ECE Diploma – 3 year course**

**Years 1 & 2 – lecture based training in College**

**Year 3 – 1 year practical placement in classroom**

**Course curriculum provides foundation in early childhood development theory**

**Diploma content is high level and based on theory**

**The thematic approach and learning through play are not taught in the 2 College years**

## 2.3 Challenges for CoEs

Prior to the FTTT, the quality of the 3<sup>rd</sup> year placements was a big issue:

- Classrooms did not showcase thematic, child-centred learning
  - Teachers were not consistently present
  - Mentoring and coaching did not take place
- 

Course content needs rationalising and harmonising across all providers

Practical content of course needs to increase

On-campus Centres of Excellence are required

# Section 3



## The Fast-track Transformational Teacher Training Programme

# 3.1 The FTTT Approach

**FTTT: direct recommendation of GES Ops Plan**

**Programme combines pre-service training and in-service training**

**Creates a network of Model Practice Classrooms to provide high quality 3<sup>rd</sup> year placements for ECE diploma students**

**Success of FTTT based on GES commitment to:**

- **Remove over/underage pupils**
- **Restrict class sizes to 40 pupils**

**Buy in from GES officers, heads & teachers: vital**

## 3.2 Course Content

**Highly practical and based on GES curriculum:**

- **Positive classroom management**
- **Thematic approach to teaching**
- **Formative child assessment**
- **Use of phonics for pre-reading/writing**
- **Weekly & daily session planning**
- **Making teaching & learning resources**
- **Story sharing techniques**
- **Use of outdoor environment as learning space**



## 3.3 Unique Features

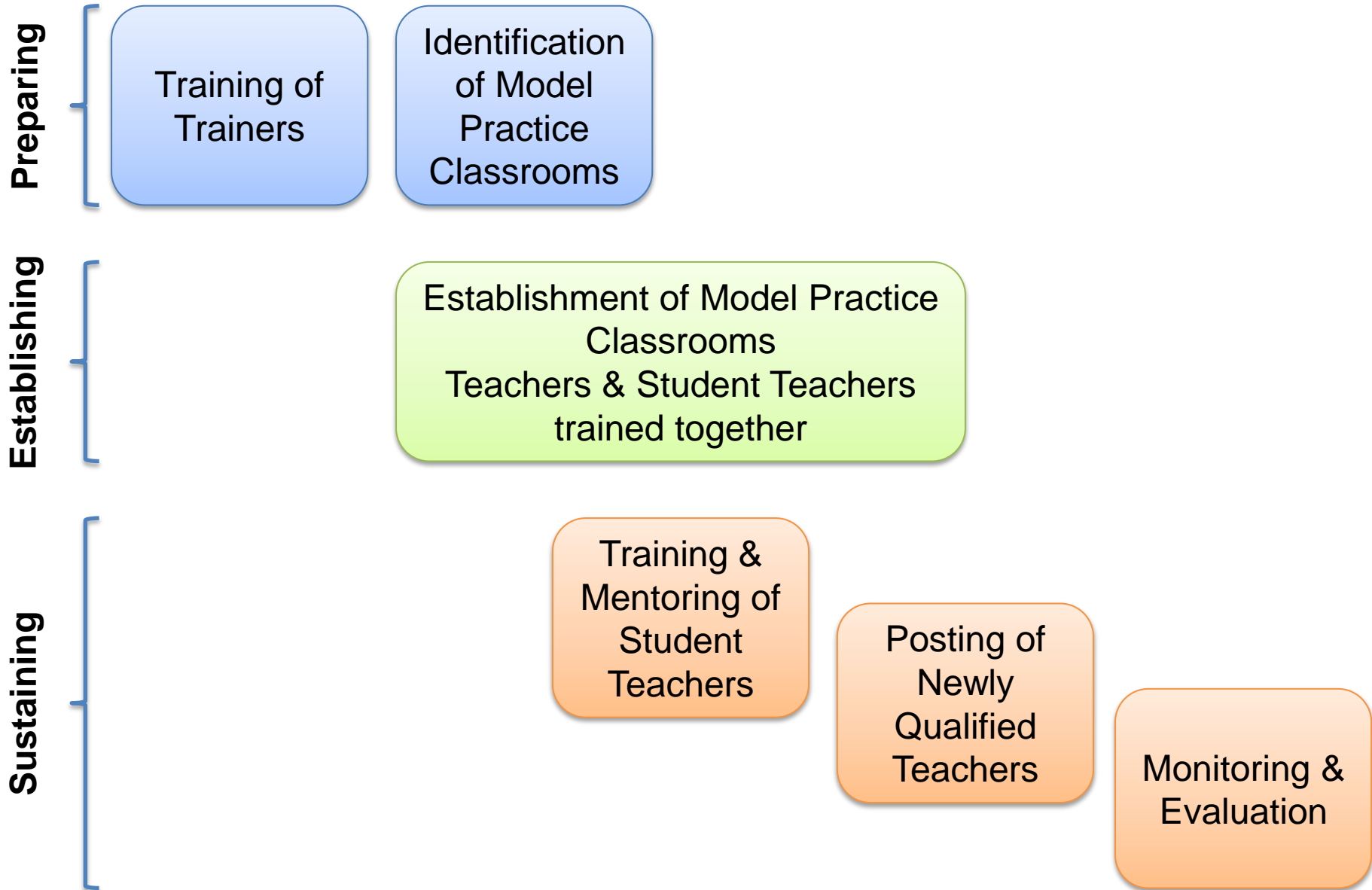
**Inclusive & Systematic**: Training includes all stakeholders involved in education provision and reaches parents via KG-PTAs & Open Days

**Intensive & Supportive**: Combines practical workshops in Model Schools with In Classroom Coaching

**Creative & Sustainable**: Supports teachers to make their own low-cost resources and is embedding lasting change

**Reflective & Responsive**: Adapts content & pace to needs of trainees through rigorous monitoring

# 3.4 Theory of Change



# 3.5 FTTT in numbers

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**2012/13 Pilot:**

**14 teachers & 28 student teachers**

**2013/14 Expansion:**

**53 teachers & 74 student teachers**

**Cost per trainee:**

**Student teacher (1 year): USD \$820**

**Teacher (2 years): USD \$1,640**

**Based on actual costs including overheads**

## 3.6 Key Learnings

**Lessons from first two years:**

**A local training team is more effective than using (inter)national trainers (BUT training of trainers)**

**KG teachers remaining with a class for 2 years improves transitions from KG1 to KG2**

**Effective training of trainers requires a significant time commitment**

**Head teachers buy-in is vitally important for implementation and school-based monitoring**

**Child assessment needs to be as easy to use and comprehensible as possible for teacher uptake**

# Section 4



**Impact of FTTC on Pre-Service  
Training at OLA CoE**



# 4.1 Impact on Trainees

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**54% of 2012/13 FTTT graduates gained Upper Second Class diplomas (top grade)**

**21% of 2012/13 non-FTTT graduates gained Upper Second Class diplomas (top grade)**

**Students selected at random, therefore project increased top grade achievement by 153%**

**Best ECD Student & Highest Grade – both FTTT graduates**

**FTTT graduates showed a demonstrable improvement in practical skills**

## 4.2 Impact on Trainers

**Trainers:**

**College Tutors / GES Officers / Teachers**

**FTTT strong emphasis on experiential content and practical learning is being taken back into lecture rooms and other training initiatives**

**Teacher involvement brings rich practical experience which enhances training content**

**Trainer Monitoring Tool – designed for reflective practice and moderation**

# Section 5



## Forward plans for the FTTC

# 5.1 Replicating FTTT

**2 years into the programme, FTTT in OLA College is showing strong results - GES is keen to expand programme to other Colleges**

**From Sept-2014 Sabre will begin working with Holy Child College in Western Ghana**

**5 year FTTT replication programme includes:**

- **1 year of trainer training and school sensitisation**
- **2 years of intensive training to establish Model Practice Classrooms**
- **2 years transition of management**

# 5.2 Replication Data

## Phase 1:

- Trains 18 trainers

## Phase 2:

- Establishes 72 Model Practice Classrooms
- Trains 72 Mentor Teachers & 288 Student Teachers

## Phase 3:

- Trains further 144 student teachers per year

Per teacher input costs (no overheads) reduce from USD \$650 to USD \$130 by Phase 3



## 5.3 Rigorous Evaluation

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**FTTT has been trialling new GES tools for  
Teacher Monitoring & Pupil Assessment**

**Sabre's own M&E findings are positive**

**Independent impact evaluation is key to  
empirically prove the programme's impact**

**Requirements of a randomised control trial vs.  
project criteria for success = a tricky balance**

**Key sustainability questions around success of  
Newly Qualified Teachers in embedding the new  
pedagogy in own classrooms**

## 5.4 Moving to Scale

**Next challenge – how to efficiently scale the approach to all 7 ECE colleges, and a further 13 new colleges...**

- **Can local trainers train other trainers?**
- **Partnerships between colleges to share practice?**
- **Is approach adaptable to different contexts?**
- **Other organisations to support implementation?**

**Lots of questions for GES and the Colleges to consider!**

# Thank you!

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Contact: [dominic@sabretrust.org](mailto:dominic@sabretrust.org) [lizamoako@gmail.com](mailto:lizamoako@gmail.com)