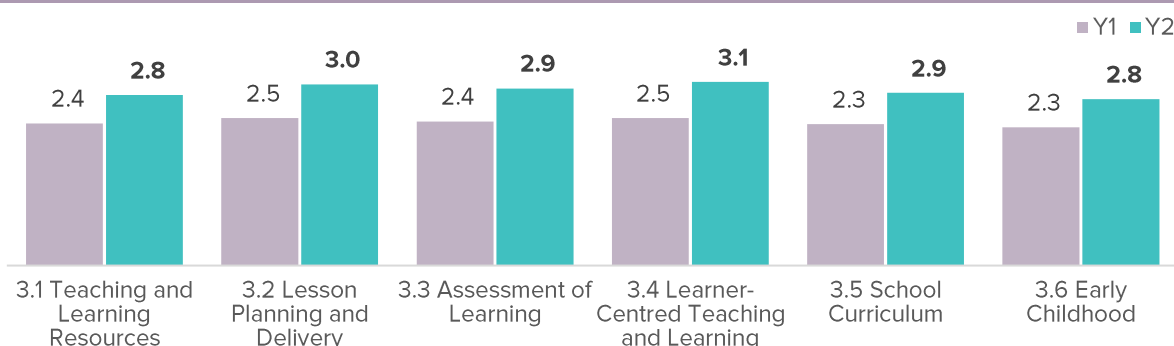


Assessment of Teaching & Learning

KEY INSIGHT: Evidence of promising improvements in teaching practices and lesson plan use, while formative learner assessments are still underutilized

Change in teaching practice has been positive, explicitly **situating the lesson within the curriculum**, and making more **real-life connections to learners' lived experiences**. While classroom observations found leaders over-estimate their teachers' regular use of lesson plans, teachers observed with prepared lesson plans in class increased from **22% to 43%** between Year 1 and 2. However, despite the role that formative assessments can play in adaptive teaching, only **15%** of leaders report teachers use **formative assessments**, indicating significant room for improvement in this area.

Changes in School Self-Assessment Scores – AREA 3. Teaching & Learning



KEY FINDING 1. Schools increased their Teaching & Learning domain scores an average of 0.5 points year-on-year (4-point scale)

These results are consistent with average improvements in the other two areas of quality. *Learner-Centred Teaching & Learning* had the highest point increase (0.6), while *Teaching & Learning Resources* and *Early Childhood* had the smallest point increases at 0.4.



Pathways to Excellence Annual School Self-Assessments

The Pathways to Excellence tool groups **18 education quality domains** under **3 areas**: school culture, school management, and teaching & learning. The diagnostic tool outlines clear criteria under **four (4) levels** of quality for each domain, with **Level 4 representing excellence**. This enables school leaders to review and mark the criteria that best describes their school, and then select the level (score) that is most aligned with their school's quality in each domain.

3 AREAS OF QUALITY:



1. School Culture



2. School Management



3. Teaching & Learning

- 3.1 Teaching & Learning Resources
- 3.2 Lesson Planning & Delivery
- 3.3 Assessment of Learning
- 3.4 Learner-centred teaching and learning
- 3.5 School Curriculum
- 3.6 Early Childhood

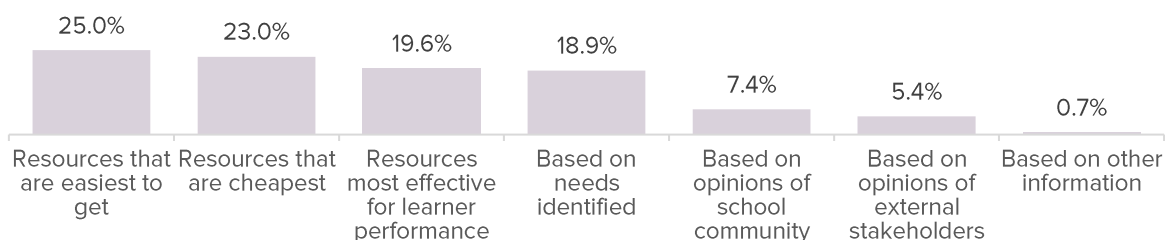


DOMAIN 3.1 TEACHING & LEARNING RESOURCES



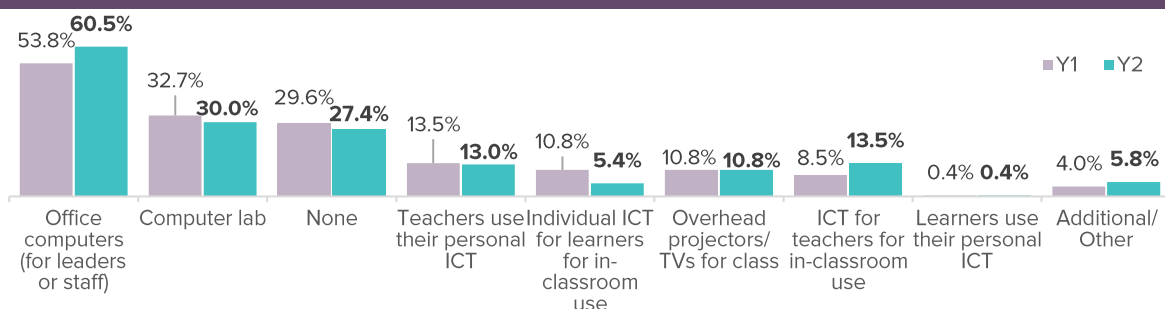
Resources are critical to quality education. Learners need access to basic resources such as **exercise books, pens and pencils**. School leaders can set quality standards for displays in classrooms that are conducted by teachers and they can allocate budgets for more advanced resources – such as science and ICT equipment/ extra-curriculars.

If you had a **limited budget**, how would your school decide which **teaching and learning materials to invest into**?



KEY FINDING 2. When faced with a limited budget, school leaders will most often source materials that are cheapest and most convenient. 25% of schools said they would source materials that are easiest to acquire, while 23% said they would get the cheapest. Further research is needed to better understand how teachers are using these materials in classrooms. Studies highlight that it is not materials on their own that contribute to learning – rather, **it is a teacher's ability to effectively use these materials.**¹ Cheap materials may be effective so long as teachers understand how best to integrate them in their teaching.

What kind of **ICT is available at your school** (either in the classroom or shared outside the classroom), if any?



KEY FINDING 3. More than 1 in 4 schools still do not have any ICT available, despite schools reporting 'no ICT available' decreasing from 30% to **27%**. The percentage of school leaders reporting ICT in classrooms for teachers to use (14%) is higher than what is witnessed in the Classroom Observation tool (see Section 3.4).

SEX-DISAGGREGATED DATA.

In Y2, **34%** of **female** leaders have **no ICT** compared to **21%** of **male** leaders.

1. Conn, 2017; Haßler et al, 2020; Ganimian and Murnane, 2016.

DOMAIN 3.2 LESSON PLANNING & DELIVERY

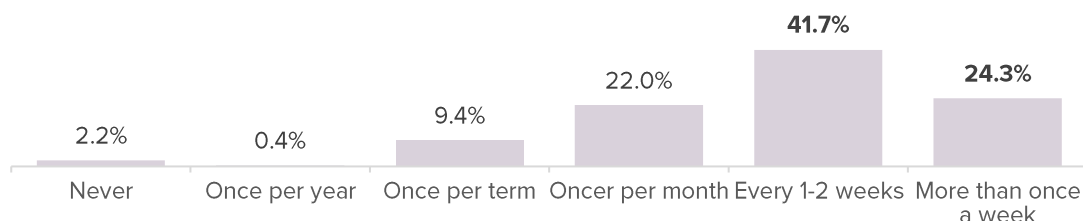


When teachers **prepare lessons in advance** and follow structured lessons plans during teaching, this has been found to produce **large gains in student learning**.² Studies also highlight the importance of classroom observation as an important element of teacher professional development that contributes to improved learning.³



KEY FINDING 4. 88% of leaders report their teachers *always* use lesson plans. This is up from 84% in Year 1, with only 0.4% of leaders reporting their teachers *never* use lesson plans. **However**, the percentage of leaders reporting their teachers use lesson plans is higher than what has been witnessed to date in the Classroom Observation tool (43%) (see Section 3.4).

How often is **each teacher observed** delivering their lessons in a classroom?



KEY FINDING 5. More than 95% of leaders claim to conduct regular classroom observations and 66% of schools observe teachers more than once a month.

Nearly 1 in 4 leaders (24%) selected the highest frequency of observations, *more than once a week*. This consistent commitment to classroom observation is a strong indicator of improved teacher quality that can lead to student learning.

What are characteristics of a successful lesson?

- 86%** ▶ Engaged learners
- 78%** ▶ Learners are gaining knowledge
- 61%** ▶ Lesson achieves set objectives

KEY FINDING 6. 61% of leaders perceive a lesson achieving its set learning objectives as a characteristic of a successful plan, up from 34% in Year 1. While 2 out of 5 leaders still do not identify this as a criteria for success, the significant increase is evidence more leaders are increasingly aware of the importance of a quality, structured lesson plan.



Using the Data. Regarding lesson planning, there is a discrepancy between leader **classroom observations and perceptions** and **M&E Specialist classroom observations**, which find prepared lesson plan use by teachers much less frequent than reported. Using this data, our EduSpecialists can advise leaders and teacher mentors of this misaligned perception, encouraging them to both observe and coach teachers on the importance of preparing plans in advance for all lessons.

2. Allier-Gagner et al, 2020; Angrist et al. 2020; Haßler et al, 2020; GEEAP, 2020.

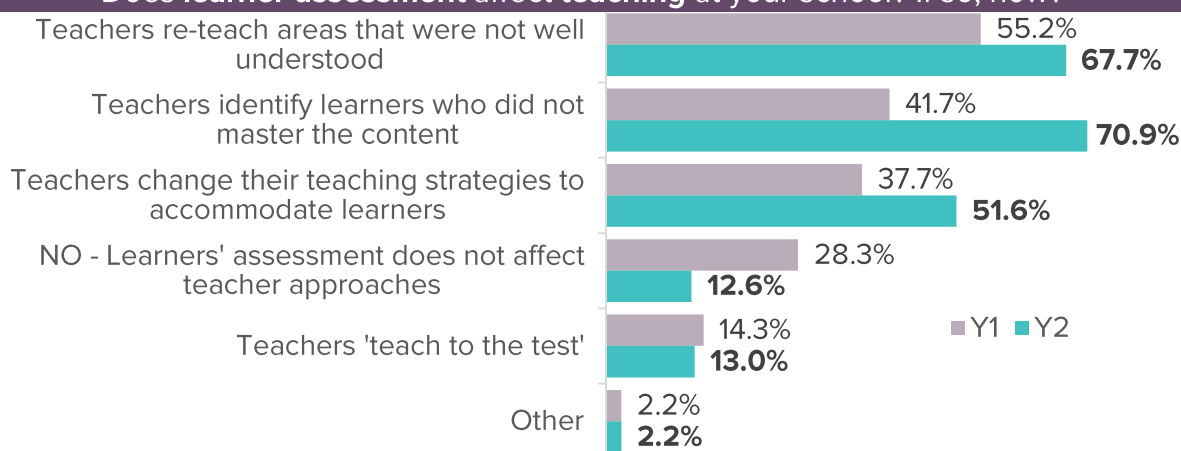
3. Bruns et al., 2018; Orr et al, 2013; Popova, 2018; Wilichowski and Popova, 2021.

DOMAIN 3.3 ASSESSMENT OF LEARNING



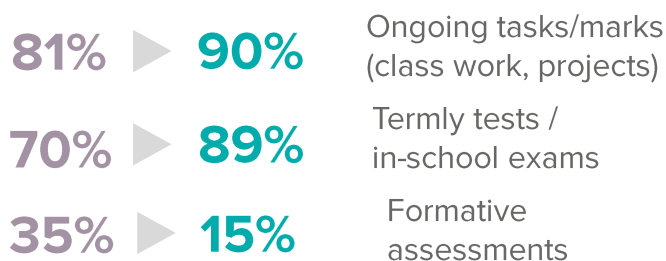
A teacher's ability to **adapt teaching to student levels** has been found to be one of the **most effective methods of improving learning**.⁴ Teachers who evaluate student progress on a **continuous basis** are better able to adapt to learning levels.⁵ Leaders should ensure all teaching staff are aware of the age-related performance expectations and use a range of **formative assessment methods**, ensuring marking is uniform, providing learner feedback and preparing learners for external assessments.

Does learner assessment affect teaching at your school? If so, how?



KEY FINDING 7. Leaders report increases in how learner assessments are being used for adaptive teaching, which has been shown to improve learning⁶. Of the teachers that use learner assessments, leaders claim that **71%** now use assessments to identify learners that did not master content, and that **68%** use assessments to inform whether to re-teach specific content, up from 42% and 55% respectively. Most teachers (**52%**) are now reportedly using assessments also change their teaching strategies to accommodate learners, though there is still room for improvement in this area. Schools that do not consider assessment results in teaching approaches also **fell from 28% to 13%**, a positive result.

Ideally vs. In-Practice: In what ways should/are learners assessed?



KEY FINDING 8. Despite the role formative assessments can play in adaptive teaching, only 15% of leaders say teachers use formative assessments. When asked how learners *should be assessed*, **35%** of leaders believe formative exams is an ideal assessment, revealing a persisting **gap between beliefs and practice**.

4. Angrist et al, 2020, Conn, 2017; GEEAP, 2020.

5. Piper and Korda, 2011; Ulla et al, 2017

6. Angrist et al, 2020, Conn, 2017; GEEAP, 2020.

DOMAIN 3.4 LEARNER-CENTRED TEACHING AND LEARNING



To develop a learner-centred approach to teaching and learning, focus should be on the **learners**, not the teacher. Teachers can do this by sharing learning objectives and giving learners time to assess their learning. **Teachers should reduce the amount of time they talk and use questions effectively to encourage learners to think, talk, and share their ideas.** Using group work and project work and adapting for different learning styles is key.

KEY FINDING 9. 43% of classes observed by M&E Specialists in Year 2 had a lesson plan, up from 22% in Year 1. Of the classes with a lesson plan, **93%** included a **learner centered activity**, **94%** included one **learner centered learning objective** and **75%** had at least one planned **assessment**. **However**, as noted under *Section 3.2*, **88%** of leaders say their teachers *always* use a lesson plan, revealing a discrepancy between perception and observation.



Teacher had a Lesson Plan

43%

Elements included in observed Lesson Plans

Learner centered activity

93%

Learner centered learning objective

94%

At least 1 planned assessment

75%

Marking record

29%

SEX-DISAGGREGATED DATA.

- In Year 2, **female** teachers were more likely to have a lesson plan (47%) than **male** teachers (38%). **Female** teachers were also more likely to **have every key feature recommended for a quality plan**, apart from a marking record.

Observed Classroom Desk Arrangements (Year 2):



In Small Groups

24%



Rows facing front

72%

KEY FINDING 10. Nearly 3 out of 4 classrooms observed still had their desks arranged in rows facing the front in Year 2. Rows of desks facing the front adhere to **teacher-centered** learning rather than **learner-centered** learning. Organizing learners into small groups of desks is a best practice that encourages collaboration. However, rearranging classroom set-up may be challenging for classes with long benches for desks or space constraints.

Note. The data source for this domain comes from the EduQuality Classroom Observation Tool, as it more directly addresses learner-centered teaching and learning

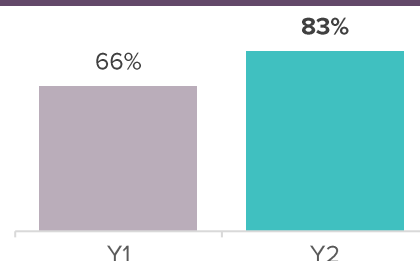
DOMAIN 3.5 SCHOOL CURRICULUM



To develop an effective curriculum, teachers can ensure the taught content relates to the **lived experiences of learners**. All subjects should be seen as **equally important for boys and girls**, and the curriculum should be integrated between subjects. As a best practice, **ICT should be used** across all subjects. Learners' interests should be encouraged with extra-curricular activities as well.

KEY FINDING 11. 83% of teachers are now situating the lesson within the context of the broader curriculum, up from 66% in Year 1. To do this, a teacher may refer to past or future lessons. For example, saying to learners *"This is the last lesson on multiplication. Tomorrow, we will begin practicing division."*

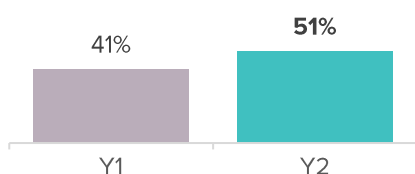
Lesson situated in curriculum



SEX-DISAGGREGATED DATA.

- **Male** teachers were more likely to **place the lesson in the context of the full curriculum** (87%) versus **female** teachers (79%) in Year 2.
- **Female** teachers saw a bigger increase in teachers placing the lesson within the context of the curriculum, from **58%** in Year 1 to **79%** in Year 2, indicating **significant improvement** in this teaching practice. (Male teachers - Year 1: 74% vs. Year 2: 87)

Real life connections



KEY FINDING 12. 51% of teachers are now making real life connections in lessons, increased from 41% in Year 1. Teachers must explicitly connect the lesson content to the real world in order to achieve 'yes' in this assessment. For example, *"Let's count how many busses will be needed to transport our class."*

KEY FINDING 13. ICT is only available in a small number of classrooms, with no significant change between Year 1 and 2. Access to technology continues to be a challenge for affordable non-state schools and the students' households.

ICT Availability	Y1	Y2
ICT available for individual learner use	1%	0%
ICT available for individual learner use – was used in observed lesson	1%	0%
ICT available for whole class use	2%	3%
ICT available for whole class use – was used in observed lesson	1%	2%

Note. The data source for this domain comes from the EduQuality Classroom Observation Tool, as it more directly addresses learner-centered teaching and learning

DOMAIN 3.6 EARLY CHILDHOOD



To provide an **effective early childhood learning experience**, schools offering early childhood should have its own **unique focus**. The curriculum needs to be broad and include **physical** and **social learning** with significant time allocated to **learning through play**. Classrooms and outdoor spaces that facilitate play are essential. Assessment of learners should be continuous and involve all staff. Finally, **parents** should be closely involved with their child's learning and continually supported with parent empowerment programmes.

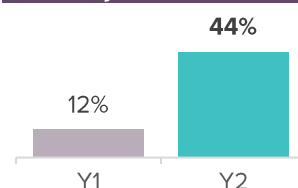
91%



Schools in EduQuality offering pre-primary education

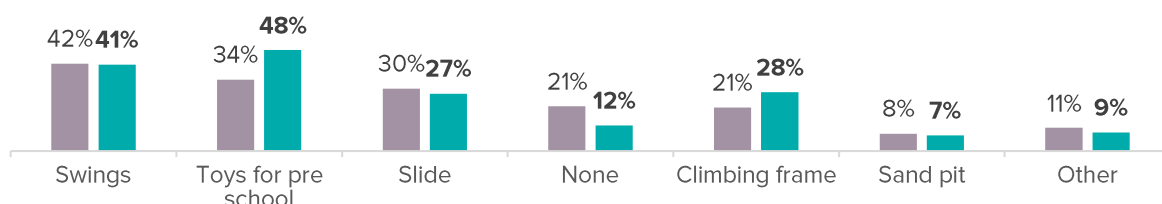
KEY FINDING 14. 44% of teachers observed in early childhood classes used hands-on learning objects with learners. This is an increase from 12% in Year 1 and indicates improved use of this teaching technique.*

Were hands-on learning objects used by Learners?



What outdoor play facilities are available at schools offering pre-primary classes?

■ Y1 ■ Y2



KEY FINDING 15. 48% of schools that offer pre-primary education provide dedicated toys for pre-primary learners. Between Year 1 and 2, there has been an **increase** in the provision of toys for pre-school and climbing frames. There has also been a **decrease from 21% to 12%** in the schools that offer **no outdoor play facilities**.*

Funding Playgrounds with School Improvement Loans	Y1	Y2
Schools that used their 1st loan for playground construction	4%	5%
Schools that used subsequent loans for playground construction	6%	20%

KEY FINDING 16. More schools are taking out School Improvement Loans to fund playground construction. 20% of schools that have taken a first loans report using a **subsequent loan** for playground construction.*

*The Early Childhood domain used a small sample size to measure like for like changes.

Note. The data source for this domain comes from the EduQuality Classroom Observation Tool, as it more directly addresses learner-centered teaching and learning

METHODOLOGY

As part of the EduQuality programme, Opportunity EduFinance supports school leaders in strengthening their **teaching and learning** practices. Leaders can ensure all **learners** have **basic resources** and **teachers** have chalk and blackboards. Supporting effective **lesson planning** helps ensure **learning objectives** are planned and achieved. Learning assessments, and specifically **formative assessments**, are a key tool for teachers to check for learner understanding. Ultimately, leaders should ensure lessons **center the learner** and not the teacher. **Curriculum** should relate to the lives and experiences of learners to be most effective. For schools offering **early childhood education**, curriculum should have a unique focus on this age group and include physical and social learning, allocating time for play. Over the past two years, EduQuality partner schools have agreed to be sampled for these purposes. This analysis demonstrates some of the improvements that have already been uncovered across the **six “Teaching & Learning” domains of quality**.

Why focus on Teaching & Learning?

School quality – of which ‘teaching and learning’ is key - is one of the primary determinants of whether children who attend school actually learn the **basic literacy and numeracy skills** they need to progress in their education. There are a wide range of indicators of school quality, ranging from tangible, measurable inputs such as pupil-teacher ratio or the availability of textbooks and materials, to more nuanced factors such as the ability of teachers to deliver content in a way that is inclusive towards students of different backgrounds and learning levels. All of these factors contribute to whether a child learns once in school.

What was the source of data?

The **Classroom Observation Tool (COB)** contains 87 questions in total, of which **30** relate to Teaching and Learning. The other assessment tools that were used for this analysis were the School Quality and Behaviors Tool (SQB), which had 8 questions pertaining to **Teaching and Learning**.

While the Monitoring and Evaluation team has collected over 1,000 responses to each these surveys, the analysis contains **595 (COB), 223 (SQB) and 211 (SLA)** of the responses are from schools that responded in the beginning of Year 1 and at some point, in Year 2. More longitudinal comparisons will be possible in coming months and years.

Why represent sex-disaggregated data?

EduFinance recognizes that sex-disaggregated data can be critical to providing further insights for learning to better adapt our programme and recognize that cultural gender norms and unconscious bias may impact partner experiences and responses. However, EduFinance recognizes that many cross-cutting factors may play a role, including but not limited to a respondent’s sex. Representation of sex-disaggregated data is used to show differences, when relevant, but not specifically attribute those differences exclusively to sex.

	Ghana	Kenya	Rwanda	Uganda	Zambia	Total
BOTH YEARS	4	55	25	76	63	223
Y1	34	93	42	110	76	583
Y2	71	83	47	350	141	694
COB						
Y1	173	117	62	80	163	595
Y2	68	20	39	155	142	424