Making play work in Ghana

In Ghana, demand for and the supply of early childhood education services are rising, but quality is generally weak and almost 70 percent of preschool teachers aren’t trained in education or childhood development. SIEF-supported researchers are measuring the impact of a program that provided eight days of training for teachers and made special video presentations for parents on children’s development and learning. Midline results of the study, which covers the 2015-2016 school year, have just been released, with information on changes in attitudes and behavior of teachers, children and caregivers. Read more here.

Researchers in print and online

World Bank senior economist Patrick Premand recently completed a SIEF-supported impact evaluation of a program in Niger seeking to improve child development by providing home visits and group meetings for mothers on child development. He co-authored a report published by the Bernard van Leer Foundation with Oumar Barr, from the Cheikh Anta Diop University in Dakar, Senegal, and Ali Mory Maidoka, from the Government of Niger's Safety Nets unit.

SIEF researchers, including the World Bank's Jishnu Das, wrote for VoxDev on work in Pakistan to test how to improve education, ranging from giving parents report cards for their children (read our Evidence to Policy note), to SIEF-supported work that is evaluating the best way to give private schools catering to low-income families access to money to improve.
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