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Introducing the Most Significant Change technique to support Leadership for Learning in Ghana

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Abstract

Background: The Most Significant Change (MSC) technique is a qualitative approach to monitoring and evaluation. It involves the collection of stories of "significant change", the sharing of these stories and feedback on the significance of change they represent. Leadership for Learning (LfL) is a professional development initiative that has operated in Ghana since 2009 with the aim of improving headteachers' leadership capacity. This report describes the introduction of MSC in the context of the LfL Ghana programme. Details of research conducted to-date and plans for future work are provided.

Project Aims: 1) To determine the effectiveness of a programme developed to provide participants with the skills and understanding required to use MSC. 2) To explore the applicability of MSC to the LfL and Ghanaian context. 3) To establish the potential for the expansion of MSC nationally.

Method: A two-day workshop was held to introduce MSC. This focused mainly on the collection of significant change stories. 13 participants were involved and are currently developing their understanding of MSC by using the technique with schools. Staff at the University of Cape Coast, in addition to circuit supervisors and existing LfL professional development leaders, are taking part. Participants will reconvene at a second workshop to select stories, provide feedback, review the process and plan possible expansion. Analysis of questionnaire and group discussion data was completed following the first workshop. Participants are currently keeping a reflective journal that documents their experience using MSC. An additional questionnaire, focus group and a currently unidentified research activity will be used to collect further data following completion of participants' fieldwork and the second workshop.

Results to-date: Initial responses to MSC were positive. The dynamic of the first workshop, in particular that it had a collaborative emphasis, was praised. Several participants reported that they learned new skills and improved existing ones. Participants were enthused by MSC and believe it is applicable to the context in which LfL Ghana operates. Questions remain, however, in relation to whether an initial two-day workshop prepares participants to use MSC.

Summary: Drawing on our experience and data collected to this point, we believe that the approach used to develop participants' understanding of MSC is effective. Collected evidence suggests that MSC is applicable to the Ghanaian context. Our research will continue so we offer a more comprehensive evaluation, and to establish the potential for the expansion of MSC nationally to support LfL in Ghana.

Cite this report as:

Table of Contents

1. Introduction

This report examines the introduction of the Most Significant Change (MSC) technique in the context of the Leadership for Learning (LfL) Ghana programme. Details of research conducted to-date and plans for future work are provided. It is anticipated that this will be the first of a number of papers describing the LfL Ghana MSC story.

LfL Ghana is one of several projects being undertaken at the Centre for Commonwealth Education (CCE) at the Faculty of Education, University of Cambridge. The CCE was established in 2008 and is funded by the Commonwealth Education Trust. The centre aims to make a long-term contribution to education, and to initial and continuing teacher education, throughout the Commonwealth. This project has also been supported financially by the Cambridge-Africa Alborada Research Fund[1].

1.1   The LfL Ghana programme

The LfL Ghana programme aims to improve the leadership capacity of headteachers and, in turn, the quality of students' learning. It is a professional development initiative based on a framework developed through an international project which has at its centre five principles for practice (MacBeath & Dempster, 2009): a focus on learning; conditions for learning; dialogue; shared leadership; and a shared sense of accountability. LfL Ghana has been conducted in partnership with the Institute of Educational Planning and Administration (IEPA) at the University of Cape Coast since 2009.

Starting with an initial group of 124 headteachers, and a cadre of 15 committed 'professional development leaders', LfL was premised on the need to build leadership capacity through collaboration with headteachers and monitoring bodies (circuit supervisors, district and regional officers) as well as the Ghana Education Service (GES). In 2013 the GES adopted the LfL framework as national policy and the principles were incorporated into the headteacher handbook issued by the GES. It is estimated that over 3,000 school leaders have attended sessions on LfL to-date (Jull et al., 2014). Details of the LfL Ghana programme have been disseminated in a number of papers (MacBeath et al., 2010; MacBeath et al., 2012; Swaffield & MacBeath, 2013) and are available online[2].

1.2   The rationale for using MSC in the context of LfL Ghana

In African countries there can be resistance to change from external agencies because initiatives are too often short term and without strong roots in the local culture. Change becomes significant when there is a sense of ownership and commitment over a sustained period, when it is seen as meeting the needs and priorities of those implementing it, and when it makes a real positive difference to the participants and local communities.

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[1] http://www.cambridge-africa.cam.ac.uk/initiatives/alborada-research/
[2] http://www.educ.cam.ac.uk/centres/cce/initiatives/projects/leadership/index.html

It is among African countries that the significance of intervention without change has been frequently exemplified. This may, in part, be explained by instability and frequent alterations of government but also by the well intentioned projects launched by universities, international agencies and charitable trusts unable to embed sustainable development. Ghana offers a paradigm case. While the country offers a rich field for research, and there is now a substantive school-related literature in Ghana, this has often been accompanied by a failure to engage and build capacity with the subjects or collaborators in such programmes.

At the core of LfL is an idea of self-evaluation that encourages school personnel to take an evidence-based approach to teaching and learning. To assist with the embedding of LfL principles, and in order for the programme to improve and become self-sustaining, there is a need for Ghanaian colleagues to effectively monitor and evaluate their LfL practice. After holding discussions with partners in Ghana, the potential of using MSC to facilitate a rigorous approach to inquiry-led self-evaluation was established.

1.3   The project to-date

In collaboration with the IEPA, plans were made for an introductory two-day workshop involving 13 participants who would go on to use MSC with schools. This was to be followed by participants reconvening at an additional two-day workshop. It was believed this approach would support high quality learning through initial consideration of the MSC technique, practical application in the familiar context of LfL and subsequent reflection (including story selection and possible expansion). Research staff at the University of Cape Coast, in addition to circuit supervisors and existing LfL professional development leaders, were identified by the IEPA and invited to take part. The first workshop was held in January 2014 while the second is planned for June 2014. This document (released in May 2014) is an interim report that describes our findings to this point.

1.4   Project aims

The project has several research aims:

1) To determine the effectiveness of a programme developed to provide participants with the skills and understanding required to use MSC.
2) To explore the applicability of MSC to the Ghanaian context.
3) To establish the potential for the expansion of MSC nationally.

The reminder of this report is organised as follows. In Section Two a review of the literature relating to MSC is provided while in Section Three the methodological approach is outlined. In Section Four the results of data collection activities to-date are reported. This is followed by a discussion in Section Five and a summary in Section Six.

2. Literature Review

In this section a summary of existing literature is presented.

2.1 Introducing the Most Significant Change (MSC) technique

MSC is a form of participatory monitoring and evaluation. It is a qualitative method that involves the collection and systematic selection of "stories" of significant change from the field (Dart & Davies, 2003). The approach is participatory as project stakeholders are involved in deciding the sorts of change to be recorded and in analysing the actual data collected (Davies & Dart, 2005). MSC can uncover unexpected findings and does not rely on pre-determined indicators (Choy & Lidstone, 2011). Collected stories provide an insight into what people value, and illustrate the way in which individuals make sense of situations (Fehring et al., 2006). The approach was originally devised to meet the challenges associated with the evaluation of a complex development programme in Bangladesh (Davies, 1998). MSC has ten steps (Davies & Dart, 2005):

1) **Starting and raising interest** [Optional]
   Introducing a range of stakeholders to MSC and encouraging participation.
2) **Defining domains of change** [Optional]
   Selected stakeholders defining the domains of change to be monitored.
3) **Defining the reporting period** [Optional]
   Deciding how frequently to monitor changes taking place in each domain.
4) **Collecting Significant Change (SC) stories** [Required/Fundamental]
   The actual collection of stories of significant change from participants.
5) **Selecting the most significant of the SC stories** [Required/Fundamental]
   Stories are analysed and filtered up through each level of authority. Each level reviews stories provided by the level below and selects the single most significant account of change within each domain.
6) **Feeding back the results of the selection process** [Required/Fundamental]
   Each time stories are chosen the selection criteria are fed back to stakeholders belonging to the level below.
7) **Verification of stories** [Optional]
   Taking steps to verify the content of collected SC stories.
8) **Quantification** [Optional]
   Possible through various means, both at the time of story collection and in retrospect.
9) **Secondary analysis and meta-monitoring** [Optional]
   Additional interpretation of data (e.g. looking at participants' past experience etc.)
10) **Revising the system** [Optional]
    Taking into account what has been learned as a direct result of using MSC.

Of those outlined only Steps 4, 5 and 6 are required. All others are discretionary and depend on the organisational context and reasons for using MSC (Davies & Dart, 2005). The academic rigour of the ten-step process consists in the grounds that MSC acknowledges, qualifies and

dignifies anecdotal evidence (Dart & Davies, 2003). To maintain research rigour it is recommended that MSC is used in conjunction with other research methods and that a triangulation strategy is adopted (Davies & Dart, 2005). The popularity of MSC has gradually increased over time and a number of adaptations have been made (Serrat, 2009).

2.2 Considerations before deciding to use MSC

A number of advantages have been associated with the use of MSC:

- MSC challenges participants to critically reflect and analyse the changes they experience in a manner not associated with traditional evaluation tools (Choy & Lidstone, 2011). MSC encourages learning and open questioning of what happened as a result of a project (Willetts & Crawford, 2007).
- MSC is non-threatening (as there are no correct or incorrect answers) and permits total acknowledgment and recognition of participants' (often culturally specific) perspectives (Choy & Lidstone, 2013).
- MSC helps to demystify approaches to monitoring and reflects the strong storytelling tradition that marks many non-western cultures (Sigsgaard, 2002).
- MSC is participatory at every level and emphasises the importance of analysis and not just information collection (Johnston, 2002).
- MSC allows rich material to be gathered that would likely not have been using traditional methods of evaluation (Johnston, 2009).
- MSC can help to engage school-based colleagues, and the wider school community, in meaningful debate (Le Cornu et al., 2003).
- Secondary analysis of data collected using MSC can reveal new insights and important findings (Le Cornu et al., 2005).
- Providing feedback is an integral part of MSC, enhancing downward accountability and building the trusting relationships upon which successful community interventions depend (Wilder & Walpole, 2008).
- MSC is malleable, non-proscriptive and can be adapted to fit a number of situations. As many negative as positive stories are produced using MSC (Wilder & Walpole, 2008).

MSC is, however, just one method for the collection and analysis of data and other approaches may be more effective in certain situations (Kotvojs & Lasasboum, n.d). Even when MSC is correctly applied the benefits it can offer may not be gained due to only partial use of available data, a lack of feedback being provided to stakeholders, or because it has only been used as a 'one-off' (Kotvojs & Lasasboum, n.d). It is recommended that MSC is not selected to (Serrat, 2009):

- Capture expected change.
- Prepare stories for public relations.
- Understand the average experience of stakeholders.
- Generate an evaluation report for accountability purposes.
- Conduct a quick evaluation.
- Conduct retrospective evaluation of a completed project or program.

The fact that the implementation of MSC requires a considerable investment of time, and that data are collected on the basis of exceptional circumstances (i.e. stories of significant successes or failures) must also be considered (Wilder & Walpole, 2008). MSC by its very nature requires the selection of stories which reveal the most significant change and necessarily this means stories, deemed less significant, are not selected (Henderson et al., 2013).

2.3 How has MSC been used to support similar initiatives?

The Australian-based Teaching Teachers for the Future (TTF) project seeks to bring together people concerned with learning, leadership and their interrelationship (Heck & Sweeney, 2013). TTF seeks to engage teacher educators, from around Australia, in a professional learning network that provides targeted professional development (PD). MSC has facilitated the collection of data to evaluate the TTF programme (Heck & Sweeney, 2013). The LfL Cambridge Network, of which the LfL Ghana project is one of several global initiatives, shares a number of similarities with TFF.

MSC has been utilised in the context of Teacher PD in Sub-Saharan Africa, specifically Rwanda (Hooker, 2009). The technique was used to encourage stakeholder narrative and reflection in regards to issues of Information and Communication Technology integration on a Teacher PD course. The use of a hybrid MSC and Activity Theory approach was selected, on the basis that it would be more participatory compared to techniques such as survey. Valuable information was collected and MSC allowed the active participation of stakeholders in the knowledge creation process.

Positive reflections on the use of MSC to evaluate a capacity building project in Malawi have been reported and participants felt that using a story-based approach was useful in understanding the impact of a programme (Wringly, 2006). Advantages of using MSC were its ability to capture and consolidate stakeholders' perspectives, and as it aided the understanding and conceptualisation of complex change. Potential constraints in meeting the needs of externally driven evaluation processes and dealing with subjectivity and bias were, however, highlighted. Concerns about the validity of data collection and analysis can be overcome by using techniques such as SC story verification, triangulation, transparent story selection and member checking (Dart & Davies, 2005).

MSC was used during the DfID Rural Livelihoods Programme in Ghana as a tool to complement traditional monitoring instruments (Johnston, 2002). A training workshop was held in Ghana which involved 19 participants. Following the workshop project staff agreed to apply the method for a set period. Whilst positives are reported (including MSC facilitating the collection of valuable anecdotal evidence in addition to being effective for capturing stories of unexpected change), a number of issues were encountered including: problems using an open "any other" domain of change; discussion of SC stories in a forum including the authors themselves proving uncomfortable; confusion over the interpretation of "most" significant change; a time delay between actual story collection and reporting.

2.4 How has MSC been evaluated?

Literature related to the application and evaluation of MSC is slowly growing, but is mostly limited to the grey literature (Willets & Crawford, 2007). The majority of work related to MSC reports on the use of the technique as a tool to collect qualitative data as opposed to offering an evaluation of the method itself. In particular, there is a lack of rigorous evidence that can be used to assess the complexities and challenges of applying the technique with integrity in the development context (Willets & Crawford, 2007).

Evaluations of MSC are predominately "lessons learned" accounts, where the author(s) provide anecdotal experiences using the technique, but offer no specific empirical evidence (e.g. Kotvojs & Lasambouw, n.d.; Sigsgaard, 2002; Wilder & Walpole, 2008; Wringly, 2006). A survey has, however, previously been used to determine the: most useful aspects of the MSC process; least useful aspect of the MSC process; how the MSC process could be improved; and whether participants had used MSC previously (Le Cornu et al., 2003). Results of this survey demonstrate how participants responded positively to the MSC process and that MSC was perceived to have considerable value as a means of promoting reflection and learning.

The originators of MSC have also evaluated MSC by collecting empirical evidence through the use of semi-structured interviews, a group interview and internet questionnaires (Dart, 2000; Dart & Davies, 2003). MSC was judged to be particularly valuable for improving programs with diverse stakeholder groups and can help to uncover important program outcomes not initially specified.

3. Methodological Approach

This section is divided into two parts. Details of a programme developed to provide participants with the skills and knowledge required to use MSC are outlined, followed by a description of the participants involved and the research approach selected.

3.1 A Programme to Introduce MSC

In Figure 1 a timeline for the introduction of MSC, which takes place over several months, is shown. This report has been disseminated in May 2014.
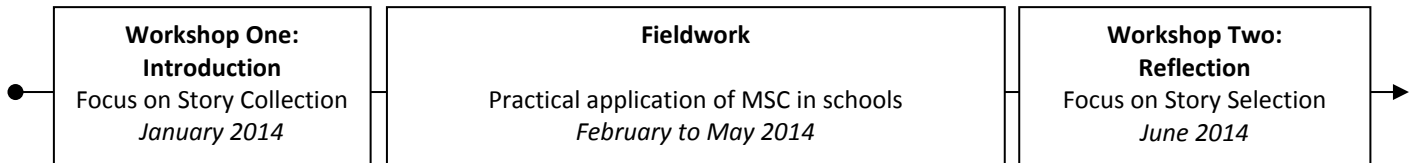
Workshop One: Introduction Focus on Story Collection *January 2014*	Fieldwork Practical application of MSC in schools *February to May 2014*	Workshop Two: Reflection Focus on Story Selection *June 2014*

Figure 1. The timeline for the programme designed to introduce MSC.

Workshop One was completed on January 8-9, 2014. Both days lasted for eight hours and were held at the University of Cape Coast, Ghana. The outline programme for Workshop One is shown in Table 1. Workshop content was developed after considering the guidelines produced by Rick Davies and Jess Dart (Davies & Dart, 2005). The workshop was delivered primarily by SS with support from LM. The focus of Workshop One was on *story collection*. Participants were provided with personal Audio Recorders to support the collection of SC stories.

Day One Content	Further Information
1. Introduction and overview	*Introduction to MSC and each other. LfL refresher.*
2. "Having a go"	*'Taster' session allowing an opportunity to become acquainted with the fundamental steps of MSC through an analysis of prepared example stories.*
3. Core of MSC	*Further consideration of the core MSC steps (Steps Four to Six - Collecting stories, Selecting stories, Feeding back).*
4. Effective interview skills	*Activities and discussion designed to promote effective interview skills.*
5. Recording stories	*Practicing undertaking interviews and recording of SC stories.*
Day Two Content	**Further Information**
1. Going deeper	*Reminder of key points along with detailed discussion.*
2. Further story collection	*Trios practising collecting stories, taking different roles in turn – story collector, role-play story teller, critical friend. Discussion of ethical issues.*
3. Planning fieldwork	*Planning the collection of SC stories.*
4. Resources and sources	*Providing details of on-going support and other information.*
5. Evaluation	*Completion of the post-workshop questionnaire and opportunity for discussion/clarification.*

Table 1. MSC Workshop One Format (January 2014).

Phase Two of the programme *("Fieldwork")* is currently underway. This involves participants applying their new knowledge in the field and *developing their understanding of MSC*. Story collection is taking place in a number of LfL schools. Participants are keeping records of the process and issues that arise, and contact with the Cambridge team is possible in case of difficulty.

The follow-up two-day workshop (*Workshop Two*) is scheduled for June 2014. The focus of Workshop Two will be on *story selection and feedback*. The workshop will again take place in Cape Coast and will allow an opportunity to select significant stories, make plans for providing participants with feedback, review the whole process, reflect on MSC, consider the potential for extension and plan possible expansion. Materials for Workshop Two are currently being developed.

Figure 2. Map of Ghana displaying the home location of participants.

3.2 Participants

Staff at the University of Cape Coast (*n.* 4), in addition to circuit supervisors and existing LfL professional development leaders (*n.* 9), were identified by the IEPA and invited to take part. In total, 13 participants were involved (7 male, 5 female). The majority are located in the Southern region of Ghana (Cape Coast or Accra) although 2 participants are based in the Northern regions of Tamale and Kasena-Nankana West. See Figure 2 and Table 2. Upon entering the workshop

Participant	Gender	Region	Prior Knowledge of LfL?
1	Female	Cape Coast	No
2	Male	Cape Coast	Yes
3	Female	Cape Coast	Yes
4	Female	Cape Coast	Yes
5	Male	Accra	Yes
6	Male	Tamale	Yes
7	Male	Cape Coast	No
8	Male	Kasena-Nankana West	Yes
9	Male	Cape Coast	No
10	Female	Cape Coast	Yes
11	Male	Accra	Yes
12	Female	Cape Coast	No
13	Male	Cape Coast	Yes

Table 2. Participant Details

venue participants were shown to a desk, read an information sheet (containing details about the research) and completed a consent form. An opportunity to ask questions was offered, and it was made clear that withdrawal from the study was possible at any time.

3.3 Data Collection and Analysis

Guskey's Framework for Professional Development Evaluation

Guskey's framework for professional development evaluation (2002) is useful in assessing the impact of MSC as introduced to the LfL Ghana programme. It is based on an earlier framework developed by Kirkpartick (1959), and is intended for the evaluation of staff development activities in education (Guskey, 2002). The framework was considered suitable because:

- It will encourage a systematic and rigorous evaluation of the MSC programme, and this will enable a valuable contribution to existing research.
- It is a well-known and widely used approach that can help to determine the value of PD activities related to education.
- It takes into consideration the effectiveness of professional development for participants, in addition to its impact on actual practice and outcomes.

According to Guskey, effective evaluations require the collection and analysis of five levels of information:

1. Participants' reactions
2. Participants' learning
3. Organisation support and change
4. Participants' use of new knowledge and skills
5. Results/outcomes

With each succeeding level the process of gathering evaluation information gets more complex. As each level builds on those that come before, success at one level is usually necessary for success at higher levels (Guskey, 2002). Guskey's framework influenced the data collection strategy as described in the next section.

Data Collection and Analysis Strategy

In Section 1.4 three aims for the completed project were established:

1) To determine the effectiveness of a programme developed to provide participants with the skills and understanding required to use MSC.
2) To explore the applicability of MSC to the Ghanaian context.
3) To establish the potential for the expansion of MSC nationally.

Evaluation tools including a questionnaire, reflective journals, a focus group and an additional questionnaire designed to determine impact have and will be used. Analysis of collected SC stories will act as extra data source. In this section completed data collection activities, in addition to those that are currently and will soon be undertaken, are described. The alignment of the data collection with Guskey's levels is shown in Figure 3. Table 3 provides further information on Guskey's Five Levels including details of how a data collection strategy may be aligned to address each level.

	Evaluation Level	What questions are addressed (examples)?	How information is gathered (examples)?	What is measured or assessed?	How will information be used (examples)?
1.	Participants' Reactions	Did they like it? Time well spent? Materials make sense? Will it be useful? Was the leader helpful?	Questionnaires at the end of the session.	Initial satisfaction with the experience.	To improve programme design and delivery.
2.	Participants' Learning	Did participants acquire the required knowledge and skills?	Simulations. Demonstrations. Participant reflections. Participant portfolios.	Participants' new knowledge and skills.	To improve programme content, format and organisation.
3.	Organisation Support and Change	What impact on the organisation? Did it affect organisational climate and procedures?	Structured interviews with district and senior staff. Questionnaires.	Organisational: advocacy, support, accommodation, facilitation and recognition.	To document and improve organisational support. To inform future change efforts.
4.	Participants' Use of New Knowledge and Skills	Did participants effectively apply their new knowledge and skills?	Questionnaires. Interviews. Portfolios. Observations.	Degree and quality of implementation.	To document and improve program content.
5.	Results/Outcomes	What was the impact on students? Did it affect student performance/achievement? Did student attendance improve?	School records. Questionnaires. Interviews with parents etc.	Student learning outcomes: cognitive, affective, psychomotor, performance.	To focus and improve all aspects of programme design and implementation. To demonstrate overall impact.

Table 3. Guskey's five levels of evaluation (adapted from Guskey 2002).

Completed data collection

A *questionnaire* was completed at the end of Workshop One to determine participants' initial reactions and satisfaction. This was devised to establish opinions on: workshop content and materials; the instruction method; workshop facilitation; participant motivation; relevance of the program; understanding of MSC; length of the workshop; workshop facilities; participants' overall evaluation; suggested improvements. The questionnaire consisted of a mixture of closed- (Likert-style) and open-questions. Responses to open questions can be used to corroborate those received for closed answer questions. Questionnaire data has been subject to quantitative and qualitative analysis. This includes the use of descriptive statistics, tabulation and figures. The post-workshop questionnaire is available in **Appendix 1**. Qualitative data collected through the audio recording of discussion sessions, and informal observations by the workshop leaders, has been used as an additional data source.

On-going data collection

Reflective journals are in the process of being completed by participants. Analysis of completed journals will help to determine whether intended knowledge and skills were acquired. Such an approach is less susceptible to self-censorship, inaccurate recall or exaggeration compared to evaluations such as interviews or focus groups. Journal entries can be in audio or written form. Whist participants are free to decide how to complete their journal entries, the following criteria have been suggested:

- Are you using MSC as it was outlined during the January workshop?
- If you are using MSC with some changes, what changes did you make and why?
- What do you feel are the benefits of using MSC?
- What do you feel are the challenges of using MSC?
- Please discuss other comments, observations or thoughts.

Planned data collection

Various data collection activities are planned including a *focus group* (during the June 2014 workshop)*,* a *questionnaire* designed to determine impact (to be distributed following the June 2014 workshop) and an as yet undecided *follow-up activity* later in 2014 by IEPA staff. In addition, analysis of data collected through participants' *MSC-related* activities will be undertaken.
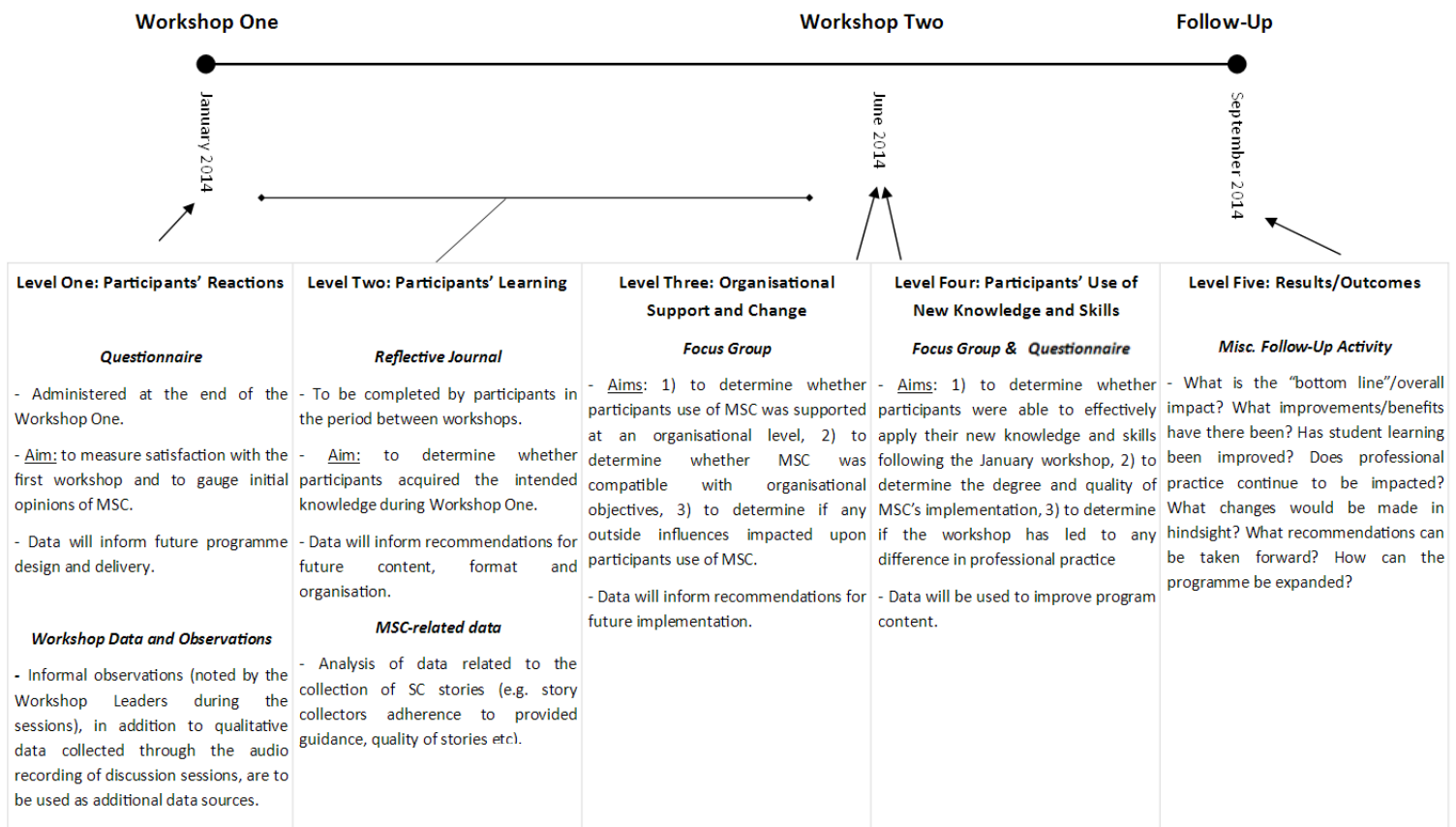

Figure 3. Details of how the data collection strategy has been aligned with Guskey's (2002) "Five Levels".

4. Data collected to-date

In this section details of data collected to-date are presented.

4.1 Post-Workshop Questionnaire

13 participants completed the workshop although only 11 submitted a questionnaire. This is because two participants had prior engagements which rendered them unable to attend the final 30 minutes of the workshop (when the questionnaire was completed).

Part One: Restricted-Response Questions

Part One of the questionnaire is comprised of eight restricted-response (Yes/No) items. An optional space for comments is also provided. See Tables 4 and 5 for collected data.

		Participant Responses	
Question		**Yes**	**No**
1. Had you encountered the MSC technique before the workshop?		0	11
2. Was the duration of the workshop (two days) about right to prepare you to use MSC?		8	3
3. Was the pace of the workshop about right for you?		9	1
4. Was there a clear focus on learning throughout the workshop?		11	0
5. Were the activities effective for learning to use MSC?		11	0
6. Were there appropriate opportunities for dialogue?		11	0
7. Were the materials provided during the workshop helpful?		11	0
8. Were the conditions conducive to learning?		11	0

Table 4. Participants' replies to restricted-response questions.

Question	*Optional Comments*
1. Had you encountered the MSC technique before?	[No responses]
2. Was the duration of the workshop (two days) about right to prepare you to use MSC?	• *"A week would have been good for the workshop"*
3. Was the pace of the workshop about right for you?	• *"To some extent"* • *"There was adequate time for participants to practice the MSC technique"*
4. Was there a clear focus on learning throughout the workshop?	• *"The focus on learning was much appreciated"*
5. Were the activities effective for learning to use MSC?	• *"The activities have promoted effective learning"* • *"More time is needed to digest most of the stuff"*
6. Were there appropriate opportunities for dialogue?	• *"The activities were participatory and dialogue was used throughout the session"* • *"The participants interacted with everyone - that is I worked with each member of the team"* • *"More time is needed to deliberate on issues"*
7. Were the materials provided during the workshop helpful?	• *"There were enough materials for the workshop and [these] were helpful too"*
8. Were the conditions conducive to learning?	• *"Serene environment - seating arrangement and method of presentation was helpful"*

Table 5. Optional comments provided by participants in addition to their restricted-response replies.

Part Two: Likert-Response Questions

Responses to four Likert-style questions are shown in Table 6. This information can be seen in graphical form in Figure 4.

Question ("On a scale of 1 to 5…")	No. of Participant Responses				
	1	2	3	4	5
9. How well do you feel you understood the workshop material? *1 = Did not understand any / 5 = Understood all*	0	0	0	9	2
10. How relevant do you feel the workshop content is to the LfL programme? *1 = Not at all relevant / 5 = Very relevant*	0	0	1	2	8
11. How confident are you now to use MSC? *1 = Not at all confident / 5 = Very confident*	0	0	1	5	5
12. What is your overall rating of the workshop? *1 = Poor / 5 = Excellent*	0	0	0	6	5

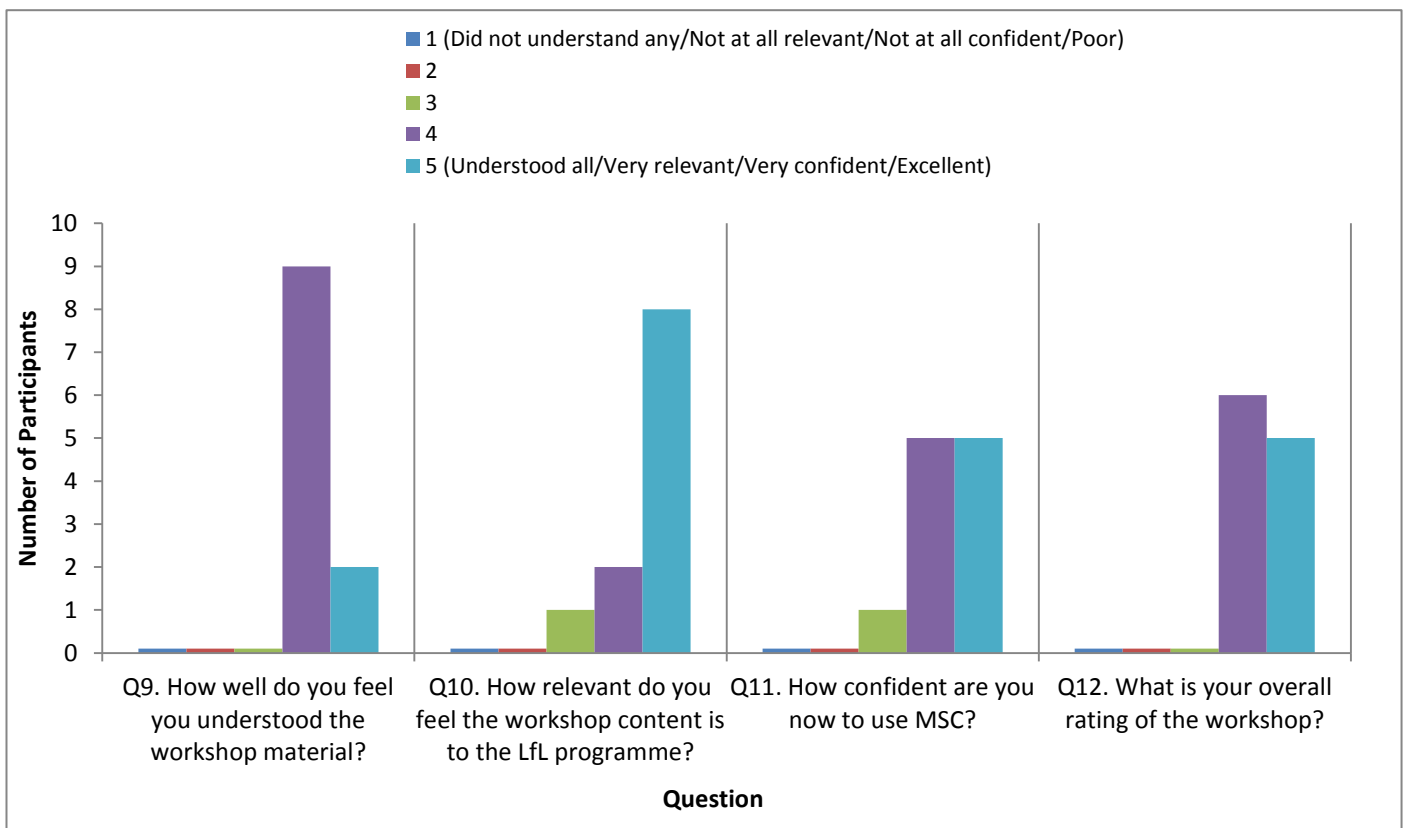**Table 6. Participants' replies to Likert-style questions.**

Figure 4. Chart showing participants' replies to Likert-style questions.

The mean scores for participants' combined responses to Questions 9 to 12 were as follows:

- **Q9 –** 4.18 out of 5.00
- **Q10 –** 4.64 out of 5.00
- **Q11 –** 4.36 out of 5.00
- **Q12 –** 4.45 out of 5.00

Part Three: Open-Response Questions

Five participants responded when asked to describe up-to three ways in which the workshop could be improved. Three participants outlined one way the workshop could be improved, one participant two ways and one participant three ways:

"Daily duration of workshop could be reduced"

"More time should be given to each activity"

"Provide timetable for the workshop in advance"

"1) More training days, 2) More practice with/of materials"

"1) More time is needed for interacting, 2) Facilitators need to be more than two, 3) There need to be school visits immediately after sessions"

4.2 Group Discussions

Two group discussion sessions took place during the workshop, facilitated by the workshop leaders. The discussions were audio-recorded, and key statements transcribed (see **Appendix 2**), providing an additional source of data that supplements the post-workshop questionnaire. This section provides summaries of the two discussions, supported by direct quotations.

Discussion One: Participants' initial reflections on MSC and Workshop One

The first discussion took place at the end of Day One. It involved all 13 participants around a conference table. Participants were asked to comment on their most significant learning during Day One of the workshop, in addition to their general opinions of MSC. Those involved reaffirmed how they had not encountered MSC previously, while participants' enthusiasm was evident in a number of comments. Factors related to professional/career development were discussed:

… I am interested in qualitative research. Today's activities have given me much more insight into some new ways of doing research.

Today's learning has added to the repository of knowledge each one of us has.

I had previously heard of significant change, but not most significant change! Today has added to my knowledge.

Participants' were also enthusiastic about the nature, dynamic and delivery of the workshop:

> I have learned a lot, but I am also impressed about the way we shared our stories. Each and every one of us came out with stories.

> I am very much impressed by the way the whole thing has gone on today, you have made everything so simple for us that I am eager to go out there and start doing the work.

> I am grateful for this opportunity to share learning, and for the social dimension of learning we have gone about today. I am also grateful for… the efforts of the Cambridge team.

> Most workshops we go to end in deadlock, after them we do not know what is happening. (Beforehand) I thought this workshop may be like normal workshops… But I am most grateful to gain an insight.

The fact that MSC was introduced in the context of LfL was commented on by those new to, and with existing knowledge of, the programme:

> I am happy to be part of the MSC programme, and to be introduced to LfL for the first time and finding out what it stands for. I am looking forward to using MSC to find out about the changes LfL has brought to our education system.

> I come from one of the furthest parts of Ghana… I have met the old LfL family again and this has excited me and made me feel very alive. All of the discussions here are very significant to me, especially because we will be going into the field once more (using MSC) to find out exactly how the LfL programme has had an impact. We have never done that before.

> I want to go out, collect, select and give feedback to see where LfL will reach in the future.

> Most importantly, the way we are going to collect the data is a most significant change (for me)… the fact that we are going to get stories from those who are practicing, and then give feedback, are good things.

Discussion Two: Participants' opinions of providing and collecting MSC stories

The second discussion took place mid-way through Day Two and again involved all 13 participants around a conference table. Participants were asked to reflect and comment on their experience providing (i.e. acting as the storyteller) and collecting (i.e. acting as the interviewer) MSC stories during a role-play session.

From the **storytellers' perspective** potential difficulties providing stories were established:

> It may be difficult for people to come out with a clear story straight away, especially in Schools.

> There may be instances when it may be difficult for the storyteller to identify the most significant stories and they may need time to think which story is the most significant.

> It is difficult to determine what the most significant story is.

It is possible that these observations may be due to participants being asked to provide a fictional story or one that they had heard from headteachers previously. Potentially this may have been difficult given that participants were not directly implicated in the story. Two strategies for overcoming potential issues eliciting information from interviewees were discussed:

> Is it possible to give prior knowledge to storytellers so they are able to prepare?

The interviewer could catalogue all stories a storyteller describes, then at the end of the interview the interview could say, "You have mentioned A, you have mentioned B, you have mentioned C… so among all of these, which one do you think is the most significant?"

The potential benefit of not providing interviewees with an opportunity to prepare MSC stories in advance, and how best to ask interviewees for their MSC stories were also considered:

… The element of surprise may bring out stories other than pre-prepared successful stories.

The statement, "What is the most significant change?" may need to become milder… it is quite strong.

I think the question, "What is the most significant change?", is not problematic. It depends on how the interviewer goes about asking it. It depends on how you pose the question.

From the ***interviewers' perspective*** potential difficulties eliciting stories were established, including that the interviewer may be preoccupied:

For qualitative interviews like this, the story collector does many things like recording, interviewing, elaborating, interviewing, taking notes, looking all at the same time. Some of the things like body language are very important in the analysis.

Mastery (familiarisation) of items… we need to take time to internalise what we are asking.

We had a problem with repetition… the collector repeated what the storyteller was saying.

The nature of the stories that would be collected was also highlighted:

These issues are not sensitive issues. We will not have that many problems with people withholding information.

The preliminaries are very important. If you can get a person to open up it is half of the story told.

4.3 Initial Reflective Journal Entries

Participants are currently keeping a reflective journal to document their experiences using MSC. Completed journals will be collected following the June 2014 workshop and analysis of these will help to determine whether participants acquired the intended knowledge during Workshop One. In the weeks following the January workshop seven participants shared their initial journal entries with the Cambridge research team via email. The length of entries ranged from under 100 words to several hundred words. In this section a summary of these entries, supported by relevant example extracts, is presented. See **Appendix 3** for further information.

Analysis of participants' initial journal entries supports information obtained by the post-workshop questionnaire and group discussions. This is partly because participants had little prior knowledge of MSC, and as it was believed the story collection process would afford an opportunity to evaluate the impact of LfL in Ghana:

Until I was invited to attend the MSC workshop… I had no idea nor used this technique. It was therefore very educative and exciting to me.

The workshop, on the whole, was very educative and informative. For the first time I was hearing of MSC.

(The workshop allowed) fulfilment of a long standing desire. This was/is because the workshop was an opportunity for me to get drafted into the LfL Ghana programme.

> Reflecting on the issues I realise LfL is making a great impact on pupils learning in Ghana. There is the need to establish this statement statistically, hence the need to collect data on MSC.

> I think that the workshop has deepened my knowledge and understanding of the LfL programme. Thus, I have now clearly understood the main aim of the programme, thereby, providing me with the roadmap or guidelines to the long term goals.

When reflecting on the positive aspects of their introduction to MSC the way in which the workshop enhanced participants' generic research skills was described:

> The workshop has improved and enhanced my research capacity enormously… I am more able now than before to conduct research interviews independently and to collect 'expected' feedback to help me answer my research purposes or objectives.

> I have learnt a lot in relation to the technique which is going to inform and improve how I gather my feedback information in the form of monitoring and evaluation of my training programmes in the schools under my care.

> The MSC technique has prompted me on ideal approaches in conducting research interviews… I really love the dialogic-story based approach to evaluate when conducting interviews.

The workshop atmosphere, in particular that it was conducive to learning, was also raised:

> The relaxed learning environment with practical peer interaction was one of the effective pedagogies that promote learning.

> The session was an interesting learning experience. The theoretical learning on the skills of conducting interview was made practical.

> My general impression about the organisation and facilitation of the workshop was good. The facilitators were simply fantastic.

> On the whole, the workshop was very productive and very, very educative… (I was impressed by the) teamwork and co-operation with which the LfL team members worked together.

In regards to the initial workshop, two participants identified issues associated with the workshop duration:

> I must admit that there was not enough time to practice on the use of the (audio) device. I therefore want to devote a few days before the start of the actual field work to practice more…

> I am of the view that the two days allocated for the workshop were woefully inadequate. In my view, five clear working days would have given me (as well as the other participants, I believe) ample time to practice and become versatile with the use of MSC technique.

Several participants commented on the impact of the workshop and identified their most significant learning(s):

> I am really feeling the impact of what was learnt at the workshop because… I was in the field last week visiting the four schools assigned to us. We are really making use of the details of MSC and it's lovely.

> The workshop and field sessions will offer me opportunity to gain practical experience on data collection techniques using qualitative approach like interview.

5. Discussion

This section includes a discussion based on data presented above, and a reflection on our experiences so far of introducing MSC. Whilst the project is ongoing, important observations can be made at this stage.

5.1 Data collected to-date

The post-workshop *questionnaire* was completed following Workshop One. In line with the first level in Guskey's framework ("Participants' Reactions"), analysis of questionnaire data helps to establish satisfaction with the introduction to MSC. None of the participants had encountered MSC prior to the workshop. There was a near unanimous positive response to the restricted-response questions related to the workshop's format and approach; the four negative responses (out of 77 relevant) concerned the duration and pace of the workshop. Of the 11 optional comments provided, only three were indifferent or negative. When asked to identify up to three ways in which the workshop could be enhanced, only five responses were offered (and of these only two participants identified more than one way the workshop could be improved). Collected data demonstrates how participants were confident to use MSC and the overall rating of the workshop is considered to be high. Questions remain, however, in relation to the length of the initial workshop and whether it effectively prepared participants. Indeed, several open-responses suggest additional time may have been beneficial.

The first *group discussion* corroborates post-workshop questionnaire data as it was established that participants' workshop experience and initial introduction to MSC was positive and enjoyable. The workshop dynamic, in particular that it involved collaboration, was praised. Both newcomers to LfL, and those with greater familiarity of the programme, highlighted their satisfaction with being involved in a project related to LfL. The discussion also demonstrated a belief that MSC is applicable to the context in which LfL operates. The *second group discussion* allowed an opportunity for participants to reflect on their experience providing and collecting MSC stories during a role-play session, and for the consideration of issues that arose. Several participants remarked how it may be difficult for interviewees to determine what their most significant story is, and to be able to consider significant changes without prior prompting. It will be interesting to revisit these issues following the actual round of story collection to see if such issues were encountered in reality.

Analysis of *reflective journal entries* likewise indicates that initial impressions of MSC and the workshop were encouraging, and that the session was educative and informative. The workshop appears to have developed a number of transferable skills related to general research practice (such as interview technique). Participants were enthused by MSC and believed it will effectively facilitate the collection of data that will help to determine the impact of LfL in Ghana.

5.2   Reflections on the introduction of MSC

Prior to the initial workshop the potential of using MSC to further improve the LfL Ghana programme, and in the process encourage it to become self-sustaining, was identified following discussions with our Ghanaian partners. This belief stems from the evidence-based approach to teaching and learning that is central to LfL, and as MSC has significant potential for enabling Ghanaian colleagues to monitor and evaluate their LfL practice. As outlined previously, MSC has been used to support initiatives which share similarities with LfL Ghana. These include the Australian Teaching Teachers for the Future Project (Heck & Sweeney, 2013) in addition to a Sub-Saharan African-based educational programme (Hooker, 2009). This research, coupled with our own experience to-date, increases confidence that the implementation of MSC will not be affected by issues such as cultural incompatibility.

Our introduction of MSC is gradual, taking place over a six month period. Whilst participants were introduced to all ten steps of MSC during the January workshop, the emphasis of the session was on story collection, in preparation for fieldwork. The second workshop will focus on story selection and feedback, using real stories from LfL Ghana collected in the interim.

Whilst not discussed in depth during this report it is envisioned that use of MSC in Ghanaian schools will facilitate the collection of important and rich data that will contribute to the evaluation of LfL. We hope to exploit the advantages that have been associated with the technique in particular that MSC recognises participants' perspectives, that it promotes critical reflection on practice and allows rich material to be gathered that would likely not have been using "traditional" methods. We anticipate MSC-collected stories will provide a valuable source of information as we reassess how to ensure the continued development of the LfL Ghana programme.

6.   Summary

This report describes the introduction of the Most Significant Change (MSC) technique in the context of the Leadership for Learning (LfL) Ghana programme. Details of research conducted and plans for future work have been provided. It is anticipated that this will be the first of several papers that described the LfL Ghana MSC story.

A two-day workshop was held (Cape Coast, Ghana - January 2014) to introduce MSC. 13 participants were involved and are currently developing their understanding of MSC by using the technique in schools. Staff at the University of Cape Coast, in addition to circuit supervisors and existing LfL professional development leaders, are taking part. Participants will reconvene at a second workshop (scheduled for June 2014) to provide feedback, review the process and plan possible expansion.

Analysis of post-workshop questionnaire and group discussion data was completed following the first workshop. Initial responses to MSC were very positive. The dynamic of the first workshop, in particular that it had a collaborative emphasis, was praised. Several participants reported that they learned new skills, were enthused by MSC, and believe it to be applicable to

the context of the LfL Ghana programme. Questions remain, however, in relation to whether a two-day initial workshop can effectively prepare participants to use MSC. Participants are currently keeping a reflective journal that documents their experience using MSC. It is planned that a questionnaire designed to assess impact, focus group and an additional research activity will be used to collect further data following the second workshop.

Drawing on our experience and data collected to this point, we believe that the approach used to develop participants' understanding of MSC is an effective one. Collected evidence also suggests that the MSC technique is applicable to the Ghanaian context. Our preparations will now continue so we can offer a more comprehensive and fuller evaluation. We believe that the systematic and rigorous evaluative approach we have outlined will be of benefit to others seeking to use MSC and to assess its value.

Acknowledgements and thanks

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Appendix 1: Workshop One Questionnaire

Most Significant Change (MSC) Workshop Questionnaire - January 2014

Thank you for completing this questionnaire. Your feedback is important and will help our continued collective learning and to improve the MSC workshop. Responses will remain anonymous and only be reported by role and involvement with the LfL programme.

1. Had you encountered the MSC technique before the workshop?

Yes ☐   No ☐   *(Tick one option)*

(if **YES**, please give details) _____

2. Was the duration of the workshop (two days) about right to prepare you to use MSC?

Yes ☐   No ☐   *(Tick one option)*

(Optional space for comments) _____

3. Was the pace of the workshop about right for you?

Yes ☐   No ☐   *(Tick one option)*

(Optional space for comments) _____

4. Was there a clear focus on learning throughout the workshop?

Yes ☐   No ☐   *(Tick one option)*

(Optional space for comments) _____

5. Were the activities effective for learning to use MSC?

Yes ☐   No ☐   *(Tick one option)*

(Optional space for comments) _____

6. Were there appropriate opportunities for dialogue?

Yes ☐   No ☐   *(Tick one option)*

(Optional space for comments) _____

PLEASE TURN OVER

7. Were the materials provided during the workshop helpful?

Yes ☐   No ☐   *(Tick one option)*

(Optional space for comments) _____

_____

8. Were the conditions conducive to learning?

Yes ☐   No ☐   *(Tick one option)*

(Optional space for comments) _____

_____

9. On a scale of 1 to 5, how well do you feel you understood the workshop material? *(Tick one option)*

1 Did Not Understand Any	2	3	4	5 Understood All

10. On a scale of 1 to 5, how relevant do you feel the workshop content is to the L*f*L programme? *(Tick one option)*

1 Not At All Relevant	2	3	4	5 Very Relevant

11. On a scale of 1 to 5, how confident are you now to use MSC? *(Tick one option)*

1 Not At All Confident	2	3	4	5 Very Confident

12. What is your overall rating of the workshop? *(Tick one option)*

1 Poor	2	3	4	5 Excellent

13. Please describe *up to three ways* in which this workshop could be improved *(Please specify)*

_____

_____

14. *When* and *how* did you first learn about the L*f*L Ghana programme? *(Please specify)*

_____

_____

15. Please indicate your job role *(Please select or specify)*

PDL ☐   IEPA ☐   Other _____

Appendix 2: Group Discussion Data

Discussion One: Participants' initial reflections on MSC and the first half of Workshop One

… I am interested in qualitative research. Today's activities have given me much more insight into some new ways of doing research.

I learned a lot of the MSC technique to collect data… from those who have been involved in the LfL programme. (I have learned) about the main steps of MSC: collecting, selecting, giving feedback.

I am happy to be part of the MSC programme, and to be introduced to LfL for the first time and finding out what it stands for. I am looking forward to using MSC to find out about the changes LfL has brought to our education system.

I am thrilled by today's session and being part of the MSC team. What has happened today is quite interesting and we continue to understand that this world is not static, we are in a changing world. We cannot step in the same river twice. Today's learning has added to the repository of knowledge each one of us has.

I come from one of the furthest parts of Ghana… I have met the old LfL family again and this has excited me and made me feel very alive. All of the discussions here are very significant to me, especially because we will be going into the field once more (using MSC) to find out exactly how the LfL programme has had an impact. We have never done that before.

I am privileged to be part of this workshop… I have come to realise that it is very important to point out the most significant aspect of whatever we intend on doing in terms of research. The activities we have done today have really given me an insight.

I have learned a lot, but I am also impressed about the way we shared our stories. Each and every one of us came out with stories, as far as LfL is concerned, and we have learned a lot from these stories.

I want to go out, collect, select and give feedback to see where LfL will reach in the future.

I am happy to be embarking on research activities to collect stories of MSC from LfL participants. I am most enthused by the research method that has been introduced... I am also happy to have been involved with the stories shared today.

Earlier today I thought if research was made as straight forward and easy as this (workshop) I would have finished my Masters within six months! I am very much impressed by the way the whole thing has gone on today, you have made everything so simple for us that I am eager to go out there and start doing the work.

I am grateful for this opportunity to share learning, and for the social dimension of learning we have gone about today. I am also grateful for… the efforts of the Cambridge team… I had previously heard of significant change, but not most significant change! Today has added to my knowledge.

When they called me to say there was going to be a workshop on MSC, I was wondering what I was coming to do here… today has been a MSC in my learning. Most workshops we go to end in deadlock, after them we do not know what is happening. (Beforehand) I thought this workshop may be like normal workshops… But I am most grateful to gain an insight and to be able to go out and find out about LfL's impact. I promise that we will bring back very interesting stories from the field.

Most importantly, the way we are going to collect the data is a most significant change (for me). Also, the fact that we are going to get stories from those who are practicing, and then give feedback, are good things.

Discussion Two: Participants' opinions of telling and collecting MSC stories

MSC from the perspective of the Storyteller

It may be difficult for people to come out with a clear story straight away, especially in Schools.

I share the same view… Is it possible to give prior knowledge to storytellers so they are able to prepare?

But the element of surprise may bring out stories other than pre-prepared successful stories.

There may be instances when it may be difficult for the storyteller to identify the most significant stories and they may need time to think which story is the most significant.

The interviewer could catalogue all stories a storyteller describes, then at the end of the interview the interview could say, "You have mentioned A, you have mentioned B, you have mentioned C… so among all of these, which one do you think is the most significant?"

It is difficult to determine what the most significant story is.

The statement, "What is the most significant change?" may need to become milder… it is quite strong.

I think the question, "What is the most significant change?", is not problematic. It depends on how the interviewer goes about asking it. It depends on how you pose the question.

Are we sure we are going to be collecting stories from direct beneficiaries of the LfL programme or from a secondary person (i.e. someone who has not been directly involved on this project but to some extent knows about it or knows somebody who has benefited from it)?

MSC from the perspective of the Interviewer

Mastery (familiarisation) of items… we need to take time to internalise what we are asking.

We had a problem with repetition… the collector repeated what the storyteller was saying.

For qualitative interviews like this, the story collector does many things like recording, interviewing, elaborating, interviewing, taking notes, looking all at the same time. Some of the things like body language are very important in the analysis. Do we need a gadget to record things that may elude the story collector?

The preliminaries are very important. If you can get a person to open up it is half of the story told.

These issues are not sensitive issues. We will not have that many problems with people withholding information.

Do we need to inform participants before going to their schools? What information should we share beforehand?

Appendix 3: Participants' Initial Journal Entries

Extracts have been categorised into the following groups:

- Initial impressions of MSC and the Workshop
- Reflections on the January 2014 Workshop – Positive
- Reflections on the January 2014 Workshop – Negative
- Fieldwork Plans
- Participants' most significant learning(s)
- Other comments

Initial impressions of MSC and the Workshop

Until I was invited to attend the MSC workshop… I had no idea nor used this technique. It was therefore very educative and exciting to me.

(The workshop allowed) fulfilment of a long standing desire. This was/is because the workshop was an opportunity for me to get drafted into the LfL Ghana programme.

I knew of the need to make follow-up visits to assess how an introduced programme has been understood and is being implemented or practiced. Thus, the follow-ups can be used for the purposes of monitoring and evaluation. This is very similar to the MSC technique. The MSC approach on the other hand adopts the interactive style of collecting data in the form of storytelling. This makes it easier and more effective.

I am much enthused about the whole concept of LfL and its 5 Principles with the just recently added new part of MSC.

The concept of MSC, even though I heard of it, was not given much attention until the workshop at Cape Coast.

I was at the workshop where we learned about the MSC technique. The workshop, on the whole, was very educative and informative. For the first time I was hearing of MSC.

Reflections on the January 2014 Workshop – Positive

It was the first time I was introduced to the use of a recording device in collecting data. It was very interesting to be sent through the processes.

The workshop has improved and enhanced my research capacity enormously. Participating in the workshop has enabled me to experience and practice what the MSC technique is about and the processes involved in its application in research. In particular, undertaking the "collection, selection and feeding back" activities of the MSC technique has sharpened my qualitative interviewing skills significantly. As such, I am more able now than before to conduct research interviews independently and to collect 'expected' feedback to help me answer my research purposes or objectives.

I have come to learn a new approach to evaluating the progress or success of a programme… I have learnt a lot in relation to the technique which is going to inform and improve how I gather my feedback information in the form of monitoring and evaluation of my training programmes in the schools under my care. I have also learnt that the MSC approach when used properly among other things, aids the identification of unexpected changes… That is to say that I will also keep an eye on other unexpected changes as I concentrate on the main expected changes.

The MSC technique has prompted me on ideal approaches in conducting research interviews… I really love the dialogic-story based approach to evaluate when conducting interviews.

The session was an interesting learning experience. The theoretical learning on the skills of conducting interview was made practical. The relaxed learning environment with practical peer interaction was one of the effective pedagogies that promote learning.

Reflections on the January 2014 Workshop – Negative

I must admit that there was not enough time to practice on the use of the (audio) device. I therefore want to devote a few days before the start of the actual field work to practice more…

I am of the view that the two days allocated for the workshop were woefully inadequate. In my view, five clear working days would have given me (as well as the other participants, I believe) ample time to practice and become versatile with the use of MSC technique.

Fieldwork Plans

I intend using the few days before getting to the field to study and practice on the General Interview Hints and Tips (provided during the workshop).

I have already started making contact (with participants). I was in the Western region today to acclimatise myself with the head and school.

I am really feeling the impact of what was learnt at the workshop because… I was in the field last week visiting the four schools assigned to us. We are really making use of the details of MSC and it's lovely.

Participants' most significant learning(s)

My most significant learning from the MSC workshop was the use of the recording device for collecting research data.

My most significant experience or learning at the recent MSC workshop is the ability to collect, select and give feedback. This will assist me… when I collect my stories.

My most significant learning from the MSC Workshop is that the fundamental steps of MSC particularly, the CSF (Collecting, Selecting, Feeding back) thrill. I have chosen this because it will enable me to fish for very rich information about happenings of the times and to present it colorfully.

The workshop and field sessions will offer me opportunity to gain practical experience on data collection techniques using qualitative approach like interview.

On the whole, the workshop was very productive and very, very educative. My most significant learning starts with the MSC technique (as) it is a new concept for me… I also learned (interviewing skills), and learned more interview techniques including do's and do nots. Finally, teamwork and co-operation with which the LfL team members worked together.

Other comments

I would like to read more on (MSC) before the actual field work.

Count the work done as soon as we're resourced.

My general impression about the organisation and facilitation of the workshop was good. The facilitators were simply fantastic… It is my fervent hope that the intended follow-ups will be made by the Cambridge Team to enable us gain a grounded conceptual and practical understanding and appreciation of the MSC technique as an alternative methodology to research.

I think that the workshop has deepened my knowledge and understanding of the LfL programme. Thus, I have now clearly understood the main aim of the programme, thereby, providing me with the roadmap or guidelines to the long term goals. As a result of this, I am now placed in a better position to assist others in the accomplishment of the LfL mission.

Attendance at the just ended workshop is the beginning of learning a new way of carrying out my roles as a researcher and not the end. Now, the task is to reflect on and to discuss what is being learnt, particularly in the concrete context of my day-to-day roles as a researcher.

Reflecting on the issues I realise LfL is making a great impact on pupils learning in Ghana. There is the need to establish this statement statistically, hence the need to collect data on MSC.