

Annex 10

FIELD GUIDE

**RESEARCH INTO THE NEEDS OF FEMALE TEACHERS IN RURAL AND
DEPRIVED AREAS OF GHANA**

Developed by the Research Team
Ministry of Education, Girls Education Unit

DAY 1: Orientation and Familiarisation with District personnel regarding constraints of female teachers in rural areas. Develop District Profile (see annex 6.

Interviewee/ Source	Main Questions/areas of investigation
District Co-ordinating Unit/ or DDE	<ul style="list-style-type: none"> - Obtain a copy of the District Development Plans - Social map of educational facilities in the district - Identify the characteristics of rural and deprived areas in the district - Any constraints of teachers in general posted to rural areas and female teachers specifically, District plans for assisting teachers in these areas?
District Directors of Education	<ul style="list-style-type: none"> - Collect data on teachers posted to the districts, where are most female teachers located in the district - Obtain school disaggregated data on teacher postings and enrolment for all basic schools in the district - conduct informal interviews regarding main constraints of female teachers in the district and potential solutions - Presence of any projects or programmes, which have had a direct or indirect impact on motivating teachers in rural/, deprived areas.
Circuit Supervisors and Girls Education officers ¹	<ul style="list-style-type: none"> - conduct informal interviews regarding main constraints of female teachers in the district and potential solutions - Using a map or listing of schools in the district identify the locations of schools and identify locations where female teachers are posted. - Select three school/community sites in deprived rural areas for investigation within the district where female teachers are posted
Manpower officer	<ul style="list-style-type: none"> - District policies regarding posting of teachers in the district - Experience of posting female teachers to rural areas (problems/solutions) - Incidence of female teachers in urban and rural areas using a listing of all the schools

DAY 2, 3, 4 in each district (one day per school/community)

Once selection of the school/communities is made the research team will prepare to go out and live with the female teachers in the community. The team leader will move between communities but each team member will be in charge of collecting data on the communities where teachers are posted. The first day all the team members will be posted to the same community and then the team will split up. This may be adjusted once in the field but three schools will be covered in each district.

¹ Where possible the girls education officers will be asked to join the research team in conducting the interviews with female teachers, girls and parents in the three localities.

Interviews at school/community level will include the following:

Source	Main Questions and areas of investigation
Head teacher/ other teachers at the school	<ul style="list-style-type: none"> - Explanation of the research (supply, and retention constraints of teachers in deprived rural areas) - Informal interviews will touch on where they live in the district, their experience of living in remote areas, what is the particular problems women face?
Female teachers	<ul style="list-style-type: none"> - Location of residence, educational and socio-economic background, experiences in living in rural areas, posting history, challenges and solutions. (informal interview) - Number of years working in the community, relationship with the community and support - Personal issues related to family, husband, parents in working as a female teacher in rural areas - Reasons why more girls/ women do not go into teaching - Solutions/ strategies and recommendations
Parents in the community (research team will break up into groups to interview men and women separately)	<ul style="list-style-type: none"> - What is the experience of the community with their teachers in rural areas, and what about female teachers specifically (attendance at school, living conditions etc). - Use a timeline to show the history of teachers in the community (particularly female teachers) - interview parents of SSS girls graduates (if any), reasons why girls do not enter teaching profession (do they know the requirements, other problems)
Chief, PTA and Elders	<ul style="list-style-type: none"> - Experience of teachers working/ living in the community (attendance at school, location of residence, challenges of teachers particularly female teachers)

Girls Education officers from all the research districts will be asked to join the research team.

DISTRICT INFORMATION SHEET

Meet with the District Education Director and later interview the manpower, statistical officers and circuit supervisors.

- Introduce the mission of the team
- request for map of the district (may have to locate at the District Assembly office)
- Request for 1999/2000 list of schools and teachers for the entire district and by circuit (must be gender disaggregated)

NAME OF DISTRICT: _____ **REGION** _____

Number of schools in the district _____

Number of circuits in the district _____

Number of rural schools (with population less than 5000) _____.

Number of urban-based schools in areas with population over 5000 _____

Number of female teachers posted to schools in the rural areas? _____

Describe the various levels of deprivation in schools in the district and their characteristics:

Not deprived	Deprived	Extremely Deprived
	Along main trunk road	

Divide up the circuits into these three categories and identify the number of female teachers serving in these categories of areas.

Not Deprived: Males _____ Females _____

Deprived: Males _____ Female _____

Extremely Deprived: Males _____ Females _____

Where are the majority of teachers posted in the district?

Location	No. of schools in the district ²		KG		Male trained		Female Trained		Male Untrained		Female Untrained	
	tot.	F	M	F	P	JSS	P	JSS	P	JSS	P	JSS
District Capital/ Major urban areas												
Town Centers ³												
Deprived Rural Areas ⁴												
Less deprived rural areas												

- Plot and locate all female teachers trained or untrained on the map
- are any female trained teachers serving in extremely deprived areas _ yes or no _____ if yes how many _____
- Number of untrained female teachers serving in rural areas.

How are female (TRAINED teachers) posted to schools within the district)

What are the various criteria they use? (Manpower officer)

How are female (UNTRAINED /Pupil) teachers posted to schools in the district, what are the various criteria they look at? (Manpower officer)

Is there a district policy/ procedures concerning postings? Particularly regarding female teachers

² Total number of basic schools falling into this category and those with female teacher posted.

³ Must have at least 5000 people living in the town and at least some basic amenities.

⁴ Less than 5000 people, often cut off from the main road, with little or no basic social services.

What was the number of teachers allocated to the district by the region last year (1999/2000)?

L/A schools: Male _____ Female _____
 Religious Unit Schools: Male _____ Female _____
 Number who did not report: Male _____ Female _____

Where were they posted to (L/A schools)?

Location	KG		Primary		Religious Unit		JSS (L/A)		JSS (Religious Unit)	
	M	F	M	F	M	F	M	F	M	F
District Capital/ Major urban areas										
Town Centers ⁵										
Deprived Rural Areas ⁶										
Less deprived rural areas										

What are the main challenges/problems you face in posting teachers to rural /deprived areas?

Are there any problems in retaining female teachers once they are posted to the rural areas?

What are the problems these teachers face once they are posted -- particularly women? (List in order of priority)

- 1.
- 2.
- 3.
- 4.

⁵ Must have at least 5000 people living in the town and at least some basic amenities.

⁶ Less than 5000 people, often cut off from the main road, with little or no basic social services.

Are there any suggestions, which may encourage or attract more women to serve in these areas?

Are there any incentive packages or programmes for teachers running in the district to date and if so which ones:

Why are not more females (SSS graduates) entering the training colleges or teaching profession from these areas?

OTHER issues identified in the district and relevant to the study:

SSS Head teacher:

How many of your graduates are entering the teacher training colleges?

- number of boys and girls

Why are there such a low number of girls opting for teacher training college?

Can we interview a few girls in their final year of this SSS?

Focal Group interviews with Girls in SSS 3 level

Number of girls in the focal group interview: _____

What are your main areas of concentrations/ programme

Number in Science _____

Number in General Arts _____

Number in Business _____

Number in Vocational _____

Number in Agriculture _____

What are you are planning to do when you complete SSS?

		Plans after completion
Science students		
General arts		
Business		
Vocational		
Agriculture		

Number of girls opting for teacher training college or to become teachers

Why is it that you 've chosen these options? And not teaching

Have you ever thought of becoming a teacher or attending teacher-training college?

Why do you not want to become a teacher?

What would encourage you to become a teacher?

URBAN BASED FEMALE TEACHERS AT BASIC SCHOOLS

Total number in the female teachers at the focal group interview _____

Name of school	Number of female teachers from school	Number of trained teachers who have served in rural areas and years of service	Number of untrained teachers who have served in rural areas

Number who have never served in rural areas?

Reasons why?

What was your experience in serving in rural areas?

What were the main problems you faced in serving in these rural deprived areas?

What were the reasons for transferring to the urban areas?

What are some of the ways to attract more female teachers to these deprived areas?

What can they also do to assist other female teachers who have been posted to rural areas?

Why are there not more women going into the teaching profession?

COMMUNITY LEVEL INTERVIEWS

Begin the investigation at the community level by introducing yourself to the head teacher and other teachers at the school. Explain your mission:

Understand the constraints of teachers in remote and deprived rural areas. Do not focus too much on the issues/problems of female teachers until you've gained an overall understanding of the problems of teachers. This will also help you build rapport with all the teachers in the community before focussing on the female teacher.

Ask the head teacher and male colleagues the following questions:

(Interview the female teacher after)

Name of Community _____ School _____
Circuit _____
Year School was opened _____
Number of female teachers who have served at the school _____

- Name _____
- Age _____
- Sex _____
- Number of years working in the present community: _____
- Number of postings and location (urban or rural) _____
- Present location of living quarters _____

Total number of teachers in School	Number of female teachers in each class level	Number trained/ untrained
Primary level		
JSS level		

Where do the majority of teacher's reside _____?

How would you describe working in this community?
(Difficult easy and why?)

What are the challenges/ problems teacher's face living and working in this community?

What about the peculiar situation of female teachers? Are the female teacher's problems a little different? (If so how?)

What is your experience in working with female teachers?

Would you prefer men or women be posted to the school? and why?

What are some of the needs that female teachers have?

What could be done to assist teachers, particularly women, live and work in rural deprived areas?

Why are there not more women going into the teaching profession?

Do you have any problem with girl's access or retention to education in the school?

Number of graduates from (1999/2000)	Males	Females	What are the females doing now?
P6			
JSS 3			
SSS graduates for the community?			

Interview with Female teachers
(Try to interview the female teachers separately or in small focal groups.)

What is your experience of women who work in remote rural areas?

Female teacher interview form:

Name of School: _____ Name of Community _____

Circle type of School: Type of Religious Unit _____ L/A _____

District:

Region:

Personal Data

- Name _____
- Age _____
- Number of years working in the present community _____
- Number of postings and location (urban or rural) _____
- Present location of living quarters _____

Are you originally from a rural or urban area?

How would you describe your social and educational background? (Families education, parents work/jobs, number of children who attended school)

Why did you become a teacher?

How did you become a teacher?

Are you Married? if so fill out the following

Married _____ (yes /no)

What is your husbands job? _____

Where does he reside? _____

Number of Children _____ and ages _____

Where do they attend school _____

Who takes care of them? _____

Academic Qualifications:

Name of Senior Secondary School _____ Location _____

Name of Teacher training

College _____ Location _____

Other training while in the service (particularly for pupil teachers) _____

Other Professional Qualifications:

Date of first appointment to the present school _____

Number of years out of training college _____

List the following information:

Dates of previous posting	Location of posting	Rural/Urban	Number of years posted

Were you posted to your first choice district? Yes ____ or no ____

Where was your first choice posting if different? _____

School Based Data:

What is your rank _____ and which class do you teach _____

What is your overall salary _____ what do you take home _____

Was it easy for you to accept posting to this area?

What are some of the major problems/constraints you face as female teachers in your home, the school and community?

Home	School	Community

What are the main problems you face out of the entire list? (Priorities)

1.

What are the challenges do female teacher's face living and working in remote, rural and deprived areas?

What are some of the needs that teachers have?

What were the things that enabled you to settle and adapt to living in this community?
How did you get settled in the areas? (i.e. friends)

What is your relationship with the community?

What is your relationship with the pupils and staff? How do your other male colleagues treat you?

What are some of the changes that could enhance your ability to teach effectively in this community?

What five things would you like to see changed or improved in the educational system?

- 1.
- 2
- 3
- 4
- 5

Community Based Data:

How far is the school from the town (approximate distance) _____

State the means of transport in getting to school? _____

What type of road leads to the community? _____

Do you feel safe in the community? If not why?

Have you run into any problems living in the community?

- Being a female teacher (probe)?

Home based issues:

What does your husband or parents think of your posting? _____

Are they supportive and how?

What are the main things you miss when living in this community?

Would you like to change the school or district if you were given the option?

If so where would you like to go? And why?

Strategies to assist other female teachers:

Do you have any suggestions for improving the situation for teachers serving and posted to deprived/ rural areas?

- conditions of service
- community issues (relationship and attitudes)

What could support your work in these rural and deprived areas?

- In service training
- Other type s of support?
- Other types of incentives?

Few girls entering the teaching profession:

What are the problems of girls' education in this community?

Why are there not more women going into the teaching profession?

What can be done to attract more women into the teaching profession?

What could be done to promote more females from rural areas enter the teaching profession?

FOR TEACHERS NOT LIVING IN THE COMMUNITY

How far is the school/community from your place of residence?

How long does it take you to get to school? and how do you travel?

Do you think living in the community would make any difference to the quality of teaching and learning in the community?

Why are you not living in the community?

What are some of the constraints in living in the rural and deprived areas?
(List in order of importance)

- probe the issues around the family
- probe the issues related to the school
- Probe the issues concerning the community

What type of changes would the school/ education service need to make in the before you'd be willing to be posted to a rural community?

What type of changes would the community or district need to make in the before you'd be willing to be posted to a deprived rural community?

What are some of the basic social facilities, which you need to live?

PROFILE OF THE COMMUNITY:

Profile of the community: (to be filled out by the teachers and community members)

Approximate Number of people in the community (including children): _____

Main religions: 1st most popular _____ 2nd _____

Main ethnic groups (in order of prominence): 1st _____ 2nd _____ Other _____

Majority settlers yes _____ or no _____

Describe the basic School

facilities? _____

What are the main social -economic facilities in the community?

Social and Economic Development Infrastructure in the community	Number and description
Describe the main source of water for drinking	
Where is the main source of water for bathing?	
Are there any sanitation facilities in the community?	
If so where?	
Is there a clinic?	
Where are the closest place basic health facilities? (name of town/ etc)	
Where do teachers obtain their food supply?	
Who prepares the food for you in the community?	
Distance to nearest market?	
What is the means of transport out of the community?	
How often can you travel?	
What about your own transportation?	
Is there electricity in the community?	
What do you use for reading at night and marking papers?	
What is your source of information on news events?	

CHIEFS and COMMUNITY LEADERS

(Opinion leaders and PTA leaders)

What is your experience with teachers in the community?

- Attendance , lateness at school, interest in the children, community contribution)

What is your experience regarding the female teachers in the community?

(Number of female teachers who have served in the community, years posted and community contribution)

What type of challenges does the teacher's face living in the community?

How has the community tried to assist/support the teachers in the community? Particularly female teachers?

What are the challenges the community faces in supporting the teachers? (Providing the basic facilities/amenities)

Are there any ways you would suggest which would attract more female teachers to the community?

How many of your girl children have reached JSS? _____ SSS _____

What about boys? _____ JSS _____ SSS _____

Are there any ways to help more girls in the community become teachers?

INTERVIEW WITH PARENTS IN THE COMMUNITY

(Men and women with children in the SSS or JSS should be interviewed separately in focal groups)

What is your experience with the teachers in the community?
Particularly female teachers?

What are the main problems these teachers face?

Do you prefer to have male or female teachers posted to the school? and why?

Is there anything the community or district has done to support teachers especially female teachers in the past?

Is there any support the community is planning to give or could give the teachers to attract more teachers (particularly female teachers)?

Please fill out the following with the parents at the interview?

Name of parent	Number of children	Number at SSS		Plans for future (especially females)
		Male	female	

How many SSS graduates are there in the community? _____
(A level and O level?)

Are they still residing in the community? And if so what are they doing?

How many JSS graduates? _____

Have any youth or SSS graduates thought of entering the teaching profession?

Why not?