Tackling Education Needs Inclusively (TENI)

TENI Learning Question II: The Value Addition of Volunteer Teachers to Quality Education in Northern Ghana

Final Synthesis Report[1]

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[1]A more detailed version of this report containing a larger selection of evidence is available.
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Acronyms

AIDS	Acquired Immune Deficiency Syndrome
BEds	Bachelor of Education
CAMFED	Campaign for Female Education
CBI	Cluster Based INSETs
COE	College of Education
CSV	Community Service Volunteers
CV	Community Volunteers
DA	District Assembly
DBE	Diploma in Basic Education
DEO	District Education Office
FGD	Focal Group Discussion
GES	Ghana Education Service
GHAFES	Ghana Fellowship of Evangelical Students
GYEEDA	Ghana Youth Employment and Entrepreneurial Development Agenda
HIV	Human Immune Virus
HND	Higher National Diploma
ICT	Information Communication Technology
IFESH	International Foundation for Education and Self Help
INSET	In-Service Training
ISODEC	Integrated Social Development Centre
JHS	Junior High School
KG	Kindergarten
LA	Local Authority
LCD	Link Community Development
MDGs	Millennium Development Goals
MSO	Management Support Officers
NGO	Non-Governmental Organisation
NSP	National Service Person
NSS	National Service Secretariat
NSV	National Service Volunteer
NV	National Volunteer
NYEP	National Youth Employment Programme
PTR	Pupil Teacher Ratio
RC	Roman Catholic
REO	Regional Education Office
SBI	School Based INSETs
SHS	Senior High School
SMC/PTA	School Management Committee/Parent Teachers Association
SPAM	School Performance Appraisal Meetings
SPIP	School Performance Improvement Plans
TENI	Tackling Educational Needs Inclusively
TLM	Teaching and Learning Materials
TSO	Teacher Support Officers

UK	United Kingdom
UNICEF	United Nations Children's Fund
UTDBE	Untrained Teacher Diploma in Basic Education
VSO	Voluntary Services Overseas
WASSCE	West Africa Senior Secondary Certificate Examination

Executive Summary

The Voluntary Service Overseas (VSO Ghana) has been supporting a programme called Tackling Education Needs Inclusively (TENI) in Ghana which is focussed on improving the quality basic education over the last five years. The persistent challenge in Ghana's education system has been the inadequate supply of trained teachers which are needed in deprived areas of Ghana especially across the three northern regions. Consequently, volunteer teachers and pupil teachers are used to close the teacher-resource gap in order to sustain pupils' enrolment, retention, transition and improved school attendance. The main purpose of this study is to capture the value-additions of volunteers in the education section in order to inform policy and practice in supporting the training and capacity building within the sector. The second TENI Learning Question investigates the influences and motivational forces which shape the commitment of Ghanaian teachers to serve in deprived rural areas and their value addition, with emphasis on:

- The influence of volunteers on delivery of quality education;
- The influence of an enabling environment for supporting teachers at school level and pre/post training;
- The influence of the head teacher's mentorship; and
- The influence of the Colleges of Education and in-service training on the background and life trajectory of the teacher.

The methodology involved 14 different sets of structured and semi-structured instruments comprising interviews and focus group discussions with VSO volunteers, implementing partners (IPs), GES officials, College of Education staff, trainees, head teachers and teachers, pupils and community members. Eight primary schools in each of the TENI supported districts were sampled; 6 of the 8 primary schools located in rural zones were sampled in each of the three districts and at least 50% of the sampled primary schools had been part of the sample in the first TENI learning question research during 2012/2013. Comprehensive classroom observations of the lesson delivery of both volunteer and non-volunteer teachers were carried out in each of the primary schools where the study was conducted. The analysis process was mainly qualitative in nature but also involved some quantitative analysis.

The major findings of the study covers key areas of investigation such as the teacher demand-supply situation in Ghana; an overview of the College of Education situation; District level support and mentorship for different teacher types; volunteer teacher motivations; management; leadership; and assessment of teacher performance including their effectiveness.

Findings on the profiles and characteristics of teacher types revealed the existence of two broad groups; volunteer and non-volunteer teachers. The non-volunteer teachers comprised of Ghana Education Service engaged staff as either trained (with qualification in DBE or UTDBE and higher) or pupil teachers. The volunteer teacher group consisted of all non-GES engaged teachers including Community Volunteer (CV) teachers, National Youth Employment Personnel (NYEP), National Service Personnel (NSP) and National Service Volunteers (NSV) with educational qualifications ranging from Senior High School Certificates (WASSCE) to undergraduate degree or higher. Although recruitment and maintenance of community volunteer teachers varied across the three regions, they were largely engaged at the local level (often without any a formal

contract) and very limited, if any, pre-service orientation prior to deployment. The community service volunteer teachers tended to have affinity with the communities and were completely conversant with the local language (for the primary usage of instruction in the classroom). This facilitated children's access to classroom learning and instruction. Young senior high school graduates were increasingly volunteering as assistant teachers in the schools across the north with the expectation that the GES would eventually consider them for pupil teacher appointments. There were also more community volunteers and NYEP volunteers at basic education level than other types of volunteers. Except in the Jirapa District (Upper West), the majority of the volunteer teachers observed were males.

The study found that the key motivation for volunteers to join the teaching profession was the desire to help educate their siblings due to the trained teacher shortage in local community schools and the potential of volunteerism as preparation to enter teaching as a career. The study also found that the greatest value additions volunteer teachers were making in the primary schools in northern Ghana was their ability to provide a regular and dependable body of teachers to prevent schools from being closed down due to the absence of any teachers. They were also being relied upon by head teachers because of the high rates of trained teacher absenteeism; volunteer teachers were also encouraging more inclusive learning practices, engaging pupils in extracurricular activities and promoting community school relationships and supporting pupils with learning challenges. Volunteer teachers' classroom strategies to improve inclusive approaches varied from the usage of learner-centred activities and group work to relying on targeted questions for slower learners.

The findings from classroom observations across the 24 primary schools in northern Ghana suggest that both volunteer and non-volunteer teachers used low order strategies in teaching reading skills. A large proportion of volunteers in rural schools in the three districts were unanimous in claiming that they distributed questions fairly in class; paid individual attention to slow learners; and put learners into groups and assigned group work to match group abilities as ways of assisting inclusive learning. Key findings from the classroom observations showed that within the non-volunteer group, there was little difference in overall teacher performance in terms of their instructional capabilities; however scrutiny of descriptions of teacher and pupil activities and behaviour in the classroom reveal that the trained teacher had a more clinical approach to lesson delivery compared to the pupil teacher and volunteer teacher categories. The study further found that pupil teachers and volunteer teachers had a more nurturing "warm" approach towards their pupils compared to the trained teachers. Trained teachers remained at a distance from the pupils which often interfered with children's ability to ask questions in the classroom. Within the volunteer group there were greater differences in relation to child centred methodologies, sensitivity to learner needs and classroom delivery and lesson preparation. Classroom observations revealed that the CSVs demonstrated better overall performance in providing a high quality of teaching delivery compared to the either the NYEP or the NSP teachers.

The CSV group also performed on par with both trained and pupil teachers in relation to these different performance criteria across the 41 classrooms observed. With regards to monitoring pupils' achievements, interviews with pupils revealed that community volunteer teachers residing in the community helped pupils to improve on their learning through offering extra classes after school hours and/or during vacations. The findings indicate that non-volunteer

teachers (trained and pupil teachers) were often inaccessible when they did not reside in the school communities. Pupils were not always clear about the status of teachers but spoke about having access to teachers who lived in the community (usually volunteers) but sometimes pupil teachers (many of whom had previously been community volunteer teachers themselves). On "who makes a good teacher", findings from pupils' interviews revealed that any teacher who is regular and punctual in school was considered a "good" teacher. Similarly, a good teacher, according to pupils, was someone who teaches to their understanding and is patient with them. Focal group discussions with pupils revealed that a "good" teacher did not abuse them either physically or verbally and was able to speak their local language when teaching in order for them to understand. From the pupils' perspective, the performance of CSV teachers fit these descriptions of a "good teacher" more closely than the GES professional teachers. This assessment is confirmed by interviews with SMC/PTAs whose members claimed that the CSV were more punctual and had lower absenteeism rates compared to other volunteer teachers and non-volunteer teachers.

Findings on management and leadership to support different types of teachers showed a significant impact of different leadership styles on teaching and learning. The management skills of head teachers influenced training received, and support or assistance to volunteer teachers. Head teacher management skills also influenced their role in monitoring pupils and teacher performance; their perception and treatment of volunteer and non-volunteer teachers; their involvement in school performance appraisal processes (e.g. SPAM, SPIP, SMC/PTA); and in managing issues related to demeanour, punctuality and attendance. The findings from various interviews at the training college level indicate that, generally, volunteer teachers in remote or deprived areas have a greater intrinsic motivation to perform and deliver in their classroom due to their sense of loyalty to the community. NGO sponsored UTDBE volunteer trainees teaching in deprived rural areas have a more challenging experience in terms of accessing professional development and accessing in-service training at school based and college of education levels; they also face more challenges in completing course work and attending the college compared to their colleagues undertaking the DBE course.

Findings across focal group discussions with SMC/PTAs also suggest that community volunteers were more committed than most trained teachers. Most of the community volunteer teachers and NYEP teachers, found in the sampled schools studied, were living in the communities where their schools were located. As a result, these community volunteer teachers were considered by SMC's to be more punctual and regular in school compared to other volunteers and non-volunteer teachers. SMC/PTAs also felt that trained teachers did a better job in terms of classroom delivery. SMC/PTA community support to volunteer teachers is largely geared towards creating an enabling environment for effective teaching and learning and to motivate teachers to stay in the rural communities. SMC/PTA support mostly took the form of the provision of teachers' accommodation, construction and renovation of school buildings and in some cases financial tokens to support volunteers.

The implications of the research suggest that there should be a professional development and training plan for "untrained teachers" who are serving in public basic schools across the country; this training plan should include "untrained teachers" such as NYEP, NSP and CV teachers. This training plan should include clear roles and responsibilities for the district office in

preparing any volunteer or "untrained teacher" for classroom practice with a minimum standard of instructional training in literacy, numeracy and child friendly approaches to instruction. The GES should recognise the contribution of the CSVs and regularise their engagement, using it as a preparatory ground for their entry into the first stage of the teaching profession as pupil teachers with the prospects of further training at Colleges of Education.

Chapter 1.0   Introduction and Background

The Voluntary Service Overseas (VSO), in partnership with four local partners and the Ghana Education Service has been implementing the 'Tackling Education Needs Inclusively' (TENI) project across the three northern regions of Ghana since 2009. TENI is mainly funded by Comic Relief UK. The programme seeks to achieve systemic change in basic education by improving retention, transition, completion and quality for disadvantaged children, particularly girls and children with disability in northern Ghana. TENI is designed to engage with a multiplicity of stakeholders and builds on best practices to tackle the underlying causes for low achievement among pupils and their failure to complete the full cycle of basic education. TENI is being implemented in three of the poorest districts of northern Ghana, namely: Talensi Nabdam (Upper East); West Mamprusi (Northern); and Jirapa (Upper West) districts. The project targets 48,979 children (of which 23,449 are girls) with quality basic education by 2014. The TENI project also involves a systematic learning component which focuses on investigating the types of systemic changes which have happened and what impact these have had on people's lives: the project also focuses on how these changes have come about. In order to investigate the how, VSO formulated a theory of change which explores how systemic change will happen[3].

The TENI project has been involved in conducting a comprehensive process of research, and learning over the last five years in order to learn from the theory of change and explore the dynamics which prevent children from fully accessing and staying in primary school. TENI, with the support of two research institutions, conducted a baseline study in September 2009. Associates for Change, under the TENI project, has recently completed a one year longitudinal research study on the key promoters and inhibiters of quality education in northern Ghana. The second learning question focuses more on the impact that volunteerism has within the teaching field and its impact and effectiveness across the school and district levels in northern Ghana.

Learning Question 2

What value additions does volunteerism bring in terms of systemic change in education quality particularly in relation to volunteer teachers and support agents?

Research Questions for TENI 2:
- How effective and what is the impact of volunteer teachers (professionally trained and untrained teachers) in improving quality education and inclusive practices at primary public schools in Ghana)?
- What are the influences and motivational forces which shape the Ghanaian teachers (across different types of service) commitment to serving in rural deprived areas.
- What are the factors which promote teacher effectiveness and promote high learning classrooms.

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[3]One of the key assumptions of TENI is that change comes from an individual, community, organization, family or district stimulated by dynamics between insiders interacting with new ideas, new resources, new attitudes, beliefs and new ways of seeing and doing things. Therefore volunteering at all levels - national, classroom and community - plays an important role in the TENI project.

Evidence from the TENI Learning Question 1 on the Quality of Education study indicates that teacher performance varied widely across the sampled classrooms. However, there was also clear evidence that teacher performance was not necessarily linked to the level of training a teacher had received. In some cases observers noted very poor performance (in terms of use of child-centred methodology, inclusivity, and teacher attitude/demeanour) on the part of trained teachers (even those with years of experience in the profession), while in others, pupils were noted to have a more positive learning experience in classrooms with Community Volunteer Teachers, a section of the teaching force who according to evidence from other studies (e.g. Tanaka Study (2012)) as well as the Quality of Education study, have the least support in terms of training and/or professional development.

The conclusions drawn from this research study highlights the view that there are general "typologies" of teachers which fall broadly in line with two main categories: volunteer and non volunteer teachers.

- Volunteer teachers: National Service personnel, National Volunteers, National Youth Employment Volunteers and Community Service Volunteers
- Non Volunteer teachers: GES trained teachers, and pupil teachers

Learning Question 1 on the promoters and inhibitors of quality education across the three northern regions revealed the need to investigate the growing phenomena of volunteer teaching in the Northern Region. This question is also supported by the Ministry of Education's own assessment of the basic education sector that "trained" professional teachers are increasingly refusing postings to rural northern and deprived districts of the country.

1.1   Literature Review

The overarching theme of the Learning Question 2 is the impact and value addition which volunteer and non volunteer teaching is having in the deprived areas of the Northern Region. The study investigated differences between volunteer and non volunteer teachers in terms of teachers' demeanour, content knowledge, skills, attitudes and commitment to teaching. It was vital to examine the impact that particularly national volunteers are having with regard to interventions they have implemented and the added value that volunteerism brings into the teaching and learning process in light of TENI's contribution to improving teacher performance at basic education level. A significant amount of literature is already available related to what contributes to teacher knowledge, skills, attitude and commitment. The ethos of the school as a result of the head teacher leadership, teachers' confidence in their ability to carry out their role (as a result of pre-service and in-service training), the background of the teacher and their motivation for joining the profession, are all significant factors which contribute to teachers knowledge, skills and attitude.

A key finding from the TENI research on the Quality of Education study was the extent to which the "culture" of the school impacted on teacher performance. In many cases the teachers' work ethos in the school was undermined by a lack of professionalism but more importantly there was also evidence that teachers who demonstrated a desire to perform well or improve their performance found it difficult to do so because of pressure mounted from colleagues to conform

to the status quo. Other research in Ghana indicates that school "culture" is shaped by a general decline in teachers' commitment to their profession and students, which leads to "a gradual erosion of professional norms and values" (VSO, 2002). Evidence from observations of schools within the TENI Learning Question 1 where this erosion has taken place suggests that this happens as a result of a "critical mass" of teachers at the school who share a particular attitude or mind-set with regard to their commitment or non commitment to work– this is further enhanced by behaviour towards those teachers who do not share this mind-set. Furthermore "professional norms and values" among teachers have been replaced by an ethos that has become entrenched to the extent that little can be done by managers (head teachers and DEO officers) or the community who ideally would have some ownership or empowerment to affect change in order to support quality education for the children of that community. In effect, a significant number of schools studied during the first TENI research (2012) experienced a high degree of collusion between heads and staff that perpetuated and recycled a "culture" that supported teacher absenteeism, time-off-task, and poor or unregulated classroom practices.

What these points reinforce is the importance of school leadership and management with respect to supervision, training, mentoring, support, and school development. While there is evidence in many studies that there are school and district managers who are implementing strategies with regard to supervision and training issues, what is missing from schools studied in Ghana are comprehensive school development plans that include the kind of goal setting that Abadzi (2006) describes. Furthermore findings from the Mckinsey report (2011year) show that, in order to ensure school quality development, specific interventions need to take place. The TENI Learning Question 1 on quality also suggested that the commitment levels of teachers were not defined by their professional status but often by the affiliation to the community and their regard for the children in the school. Evidence from TENI Learning Question 1 on the quality of education in northern Ghana across 86 classrooms suggested that learner friendly behaviours was often not learned at the training college level but was more related to the demeanour and orientation of the teacher in the classroom. The findings also suggested that the community volunteer teacher was becoming a necessary addition to the teaching force in areas where the trained teacher gap was increasing and teachers were refusing postings (e.g. northern rural areas).

A review of the literature on volunteerism suggests that there is little consensus on the term 'volunteerism' (UNV, 2001). Watts (2002) argues that many definitions of volunteering are value-laden. For example, Ehrichs (2000:2) claims that volunteering 'incorporates a spirit of service, of selflessness, of doing good for the sake of it, if not for material reward or even necessarily for recognition or praise'. However, such a claim does not fit with findings of volunteer motivations that suggest it is incorrect to assume that selflessness is the main or only reason why individuals volunteer (Wilson and Pimm, 1996) and that motivations relating to personal benefit underpin an individual's decision to volunteer. The World Bank *defines a volunteer teacher as a person "who devotes his time and energy to teach and engage in community activities, without financial reward".* Similarly, The World Bank sees a volunteer as a helper who *does things that aims to benefit the community, the environment or individuals outside their immediate family.* The volunteer teachers' tenure is temporary in nature and some may or may not have any formal training in education.

It is important to determine what is meant by the term *'volunteer motivation'*. In simple terms, motivation is defined as 'the need or reason for doing something' (*Cambridge Advanced Learner's Dictionary, 2005*). If, as defined earlier, to volunteer is to work, help or assist for little or no financial compensation then 'volunteer motivation' is understood as the reason for doing that voluntary act. Snyder *et al.* (2000) proposes that an analysis of motivation needs to recognise contextual influences and the importance of recognizing different phases within the volunteer process. He argues that volunteer motivation should be considered in terms of a potential volunteer's need or reason for seeking out volunteer opportunities, and the reason for committing to and sustaining that activity. This acknowledges that motivations to start volunteering might differ from motivations to remain a volunteer. The distinction is important as it underlines the necessity not only of recruiting volunteers, but of ensuring they stay – from 'doer' to 'stayer' (Gaskin, 2003). Therefore, in this particular section, volunteer motivation will be considered in terms of individuals' needs or reasons for wanting to become a volunteer, and for remaining as a volunteer.

Definition and understanding of volunteerism among the teaching force by key stakeholders across the TENI districts is closely linked with the ones stated above. According to the District Director of Education in the West Mamprusi district, "a volunteer is someone who has the desire and exhibits willingness to teach and actually engage in it in a way that helps his/her community or school without thinking of any form of reward or compensation". National Service coordinators saw a volunteer as "a person who is willing to serve without expectation of any material or financial reward of any size". The common attribute that emanates from these definitions is the willingness of a person to serve without expectation of any form of reward. In view of this, NSP, NV, NYEP, and CSV's all were classified by the education stakeholders as volunteers serving in various capacities in the education sector.

1.2   Overview of the Teacher Situation in Ghana

Over the last 20 years there has been a sharp decline in the number of trained versus untrained teachers in Ghana. This is particularly visible in the more remote and deprived districts in the country. The situation with trained and untrained teachers varies significantly across regions and districts. Data from the Ministry of Education show that the number of trained teachers increased slightly in 2012/13 at all three levels of basic education (primary, JHS and kindergarten). This increase in trained teachers was most noticeable at the KG level, where there were 19% more trained teachers in 2012 compared to 2011 (see Table 1.3). This was not the case in deprived areas of the country particularly the Northern Region.

According to the Government of Ghana's Education Sector Report, in 2012/13 the pupil-teacher ratios in public basic schools fell at all three levels, moving further away from the target Pupil Teacher Ratio's (PTRs). The deprived districts tend to have much higher PTRs than the national level, demonstrating the difficulty in attracting 'trained' teachers to these districts but also the reality of why these districts have been defined as deprived. The last NESAR (2013) performance report also stated that actual numbers of trained teachers are high enough to serve the needs of the current school population but trained teachers actually deployed in schools are not adequate; the situation is exacerbated by teachers being deployed to DEOs and teachers leaving the profession once they have gained further qualifications. Progress towards the target

that 95% of teachers being trained was met at all three levels, including in the deprived districts. The increase was largest at KG, which is furthest from the target, and smallest at JHS, closest to the target (see table 1.4). This demonstrates the potential difficulty in attracting trained teachers to some schools, or in reaching the final few untrained teachers with programmes such as the Untrained Teacher Diploma in Basic Education (UTDBE).

Table 1.1: Number of Teachers in Basic Education (Public and Private)

KG	2010/11	2011/12	2012/13	% change 2011/12 to 2012/13
Trained	12,920	14,868	17,701	19%
Untrained	28,564	27,549	27,522	0%
Total	41,484	42,417	45,223	7%
Primary	**2010/11**	**2011/12**	**2012/13**	**% change**
Trained	62,926	64,367	69,082	7%
Untrained	61,433	58,786	60,517	3%
Total	124,359	123,153	129,599	5%
JHS	**2010/11**	**2011/12**	**2012/13**	**% change**
Trained	54,802	59,001	64,593	9%
Untrained	28,537	26,846	29,204	9%
Total	83,339	85,847	93,797	9%

Source: Education Sector Performance Report, 2013.

Data from the Ministry of Education (2013) and the World Bank Study (2010) on efficiency and effectiveness in Ghana's education sector suggests that there are less than 69% of trained teachers at the primary level of education across Ghana. Between 2010/2011 and 2012/2013, trained teacher supply increased by just 7% and 9% across both public and private Primary and JHS respectively. The percentage change in trained teacher supply for the same period was highest at the KG level (19%). Similarly, JHS recorded the highest increase in untrained teachers at 9% between 2010/11and 2012/13.

Table 1.2: Teacher Indicators at Public Basic Schools by Level

KG	2008/09	2009/10	2010/11	2011/12	2012/13	Target* - 2015	Deprived Districts 2011/12	Deprived Districts 2012/13
PTR	37	34	37	38	37	45	54	54
PTTR	117	105	96	85	72		183	159
% Trained	31.3	32.2	38.8	44.8	51.6	95	29.7	34.3
Primary						*		
PTR	34	31	34	34	33	45	40	39
PTTR	59	53	54	52	48		83	78
% Trained	58.4	58.2	62.8	66.3	69.4	95	47.7	49.7
JHS						*		
PTR	18	15	17	17	16	35	21	20
PTTR	23	20	22	20	19		30	27
% Trained	76.7	72.8	78.4	82.9	83.7	95	70.1	72.1

*Targets from ESP 2010-2020 Volume 2

Source: Education Sector Performance Report, 2013.

The introduction of voluntary schemes by Government and other development actors such as the VSO seeks to address the shortfall of teachers in rural and remote schools. Some of the available schemes are the National Service Scheme, the National Youth Employment Scheme and other schemes by NGOs to promote voluntary teaching as a means of augmenting the country's teacher deficit.

Table 1.3: Number of National Service Personnel Deployed between 2010/11 and 2013/2014

	2013/2014		2012/2013		2011/2012		2010/2011	
Sector	NO.	%	NO.	%	NO.	%	NO.	%
GES	36,626	52.32	46,896	68.75	33,814	54.26	32,375	64.66
Others	33,374	47.67	21,314	31.25	28,499	45.74	17,694	35.34
Total	**70,000**	**100**	**68, 210**	**100**	**62,313**	**100**	**50,069**	**100**

Source: NSS Press Releases, 2010, 2011, 2012 & 2013

Data for National Service Personnel deployed to GES was available for only four years (from 2010/11 to 2013/14). Available data from the Ghana National Service Secretariat reveal that there has been increasing numbers of personnel deployed to the education sector over the last few years to fill the gap of inadequate trained teachers. More than 50% of National Service Personnel (NSP) have been deployed to the education sector over the last four years. In 2010/2011, 64% of 50,069 service personnel were deployed to the education sector. This percentage of NSP deployed to the education sector as teachers dropped to 54.26% in 2011/12, increased again in 2012/13 to 68.75% and further decreased to 52.32% in 2013/14. Although there have been fluctuations in the percentage of personnel allocated to the education sector, the actual numbers of personnel have increased over the four years under analysis. Conversely, looking at the budget statement for the 2014 financial year, numbers of NSP quoted as deployed for 2012/13 does not appear to reflect the data provided by the National Service Secretariat.

Figure 1.1: National Service Personnel Deployed across Ghana between 2010/2011 and 2012/2013

Number of NSS Personnel Deployed between 2010/2011 and 2012/2013

	GES	Others Sectors	Total
2012/2013	36,626	33,374	70,000
2011/2012	33,814	28,499	68,210
2010/2011	32,375	17,694	50,069
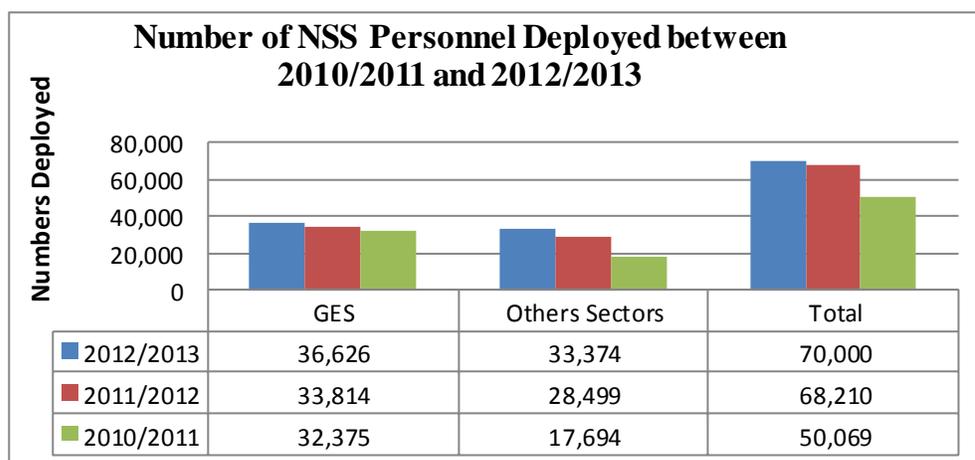
Source: NSS Press Releases, 2010, 2011, 2012 & 2013

Based on available data, the National Youth Employment Program (NYEP) has also deployed 24,027 personnel nationwide to serve as voluntary teachers mostly in deprived schools. For the past 3-4 years, the NSS with support from the VSO has deployed over 500 National Volunteers (NV) through the NSS to deprived rural areas to serve as volunteer teachers. For some rural communities, these voluntary teachers form the majority of the teaching force in these areas.

1.3   Methodology

The second TENI research cycle involved a mixed method approach. All background documentation related to the TENI Project was reviewed. Findings from the first learning question were used to glean information related to the sample of schools and to select a variety of schools which would provide access to a wide variety of "volunteer and non volunteer" teachers. Associates for Change used existing data sets available through Learning Question 1 which provided a rich body of data on learning sites across the three TENI project districts. An in-depth review of literature was conducted in order to establish existing findings on volunteerism and teaching effectiveness and identify major research gaps.

A comprehensive field guide using mainly semi structured and structured interview methods was developed to collect data across the 24 sampled schools in the three TENI districts (See Annex 1 for detailed breakdown of instruments). In each District 8 primary schools were sampled, 6 located in the rural zone of a research district and 2 primary schools located in the urban centres.

Table 1.4: Geographical Sampling of Schools within the Three Districts

District	Rural/ urban	Number of primary schools
WEST MAMPRUSI	RURAL	6
	URBAN	2
TALENSI-NABDAM	RURAL	6
	URBAN	2
JIRAPA	RURAL	6
	URBAN	2

Source: TENI 2 research, 2014.

In order to make comparisons between the performance of teachers falling into the two broad categories of volunteer and non-volunteer, classroom observations were carried out in each of the 24 sampled primary schools. The sample aimed to include a volunteer and a non-volunteer teacher in each school targeted. The sample also aimed at ensuring that at least 50% of the schools sampled had been involved in the TENI Learning Question 1 research on Quality of Education. Overall 41 classroom observations were completed and the following teachers were included in this sample:

Table 1.5: Sampling of Teachers across Rural and Urban Areas

DISTRICT	RURAL/ URBAN	TRAINED TEACHER	PUPIL TEACHER	NYEP	NSS	CSV
WEST MAMPRUSI	RURAL	1	6	0	0	2
WEST MAMPRUSI	URBAN	1	0	0	0	1
TALENSI-NABDAM	RURAL	3	3	4	3	1
TALENSI-NABDAM	URBAN	1	1	0	0	1
JIRAPA	RURAL	4	0	2	0	3
JIRAPA	URBAN	1	1	0	1	1
TOTALS		11	11	6	4	9

Source:?

As is shown in the table above, a range of teachers falling into the 2 categories were observed. The "non-volunteer teachers", including trained teachers and pupil teachers totalled 22 teachers. The "volunteer teachers", totalling 19 teachers included: NYEP, NSS and CSV. Focal Group interviews with NV and other types of volunteer teachers were also carried out in each of the districts. Interviewed teachers included all categories of teachers.

Data collection instrumentation included:

- Semi-structured interviews with key stakeholders at regional and district levels (REO's, District Education Officers, District Assemblies etc.), heads of institutions and Implementing Partners;
- Interviews with TENI partners and staff such as MSO's and TSO's, National Service Secretariats;
- Interviews with selected head teachers and selected teachers at primary schools;
- Focal group discussion with selected upper primary (P5/P6) school children (including separate girls' focal group and children with disability);
- Focal group interviews with selected community members (e.g. SMC/PTA's);
- Focal Group interviews at selected training colleges and interviews with teacher trainees and College of Education tutors and directors; and
- Classroom observations in selected schools (20-30 minute classroom observation on child centred teaching techniques and inclusive education strategies).

Establishing the community and school stakeholder perceptions of volunteerism and teacher effectiveness used mainly a qualitative approach for collecting data including a life history approach and in-depth interviews with teachers and head teachers: other methods used included:

- Observing teachers conducting their lessons with children in the classrooms;
- Life history of teachers in their own words and their views on the factors promoting their commitment and service orientation and factors inhibiting their ability to serve their community/schools;
- Focal group interviews with other teacher types;
- Focal group with SMC/PTAs and children themselves; and
- In-depth interviews with district education officers, NGO's, National Service secretariat and training college tutors.

Chapter 2: College of Education and District Level Support for Teachers

2.1 Introduction

The 1992 Constitution of Ghana enshrines the concept of Free Compulsory Basic Education for all children of school going age. Six goals of the World Education Forum (Dakar 2000) relating to Education for All (EFA) and two education targets related to the Millennium Development Goals (MDGs) also provide the policy basis for Universal Primary Education. The Ghana Government has over the years put in place key policy interventions, such as improvement in infrastructure; scholarships for needy pupils; school feeding programmes; provision of bicycles for girls in deprived communities; food rations for girls; the supply of school uniforms particularly to the needy pupils; and introduced the capitation grant, all geared towards the achievement of Universal Primary Education by 2015. In view of the nation's vision, there have been improvements in resource allocation to the education sector over the last few years. Although this improvement in resource allocation has been skewed towards personnel emoluments and school infrastructure, the country still grapples with issues of inadequately trained teachers in classrooms. A recent study by GNECC on Teacher Gaps in Public Basic School in Ghana (2013) suggests that using the current norm of 35 pupils to 1 teacher, there still appears to be an acute shortage of trained teachers in the country, and the three northern regions are the hardest hit. This shortage is more acute at the KG level where at the regional level, trained teacher vacancies range between 848 and 3,487 across some districts.

2.2 Teacher Demand and Supply

The demand for trained teachers far outstrip the supply as Colleges of Education (CoE) are unable to produce adequate numbers of graduates or trained teachers to fill vacancies in the schools particularly in rural and remote areas. Analysis of available data reveals that non-volunteer teachers (GES trained and pupil teachers) constitute 64.9% of teachers across the country. In the three northern regions, some districts have far less non-volunteer teachers (trained and pupil teachers) compared to the national average. For instance, Talensi (UE), Jirapa (UW) and West Mamprusi (Northern) have 54%, 79.9.8% and 75.6% non-volunteer teachers respectively. In the West Mamprusi district, out of a total number of about 500 vacancies declared each year, the district is able to produce only about 50 trained teachers each year. The Jirapa district had received only 80 trained teachers as against demand/vacancy of over 300 for the 2012/2013 academic year. A substantial number of these teachers are located in the urban towns and refuse postings to rural deprived areas. The three TENI districts under focus have been classified by the MOE/GES as rural and deprived and are listed among the 57 most deprived districts in Ghana. The following figure presents the data related to the number of trained and untrained teachers at primary level serving in the district as of 2012/2013.

Figure 2.1: Percentage of Trained and Untrained <u>Primary</u> Teachers across the Three TENI Districts

	Talensi Nabdam	West Mamprusi	Jirapa
■ Trained	54	75.6	79.8
■ Untrained	46	24.4	20.2
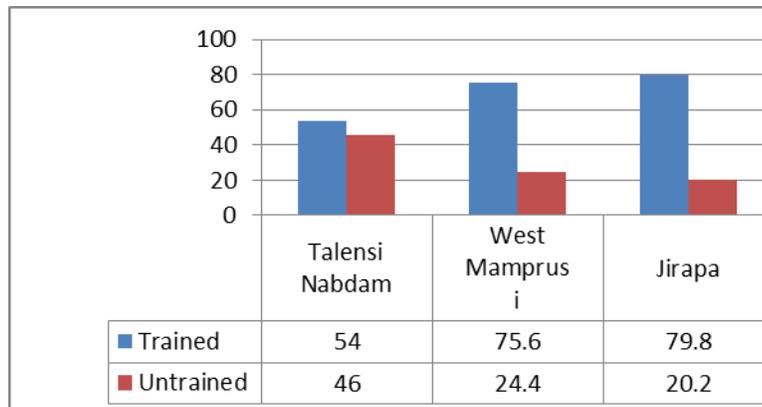
Source: District Education Offices, TENI Learning Question2, Field Work 2013

The majority of the 24 rural schools visited across the three TENI districts experience challenges with inadequate numbers of trained teachers. As a result, these districts rely heavily on volunteer teachers to keep their schools in operation. It is estimated that on average, districts across the three northern regions studied have approximately 20-30% teacher vacancies across the basic schools which are being filled by Community Volunteer teachers, National Service Personnel and National Youth Employment Personnel in the district. Interviews with District Directors of Education confirmed that volunteer teachers were providing an essential service to the country in working in these districts often for no remuneration and in some cases were ensuring that the school did not "collapse" due to the teacher shortage in some areas.

Table 2.1: Percentage of Different Categories of Volunteer Teachers as a Percentage of Total Volunteer Teaching Population across the Three TENI Districts

DISTRICT	% CV			%NYEP			%NV			%NSP		
	M	F	T	M	F	T	M	F	T	M	F	T
Talensi Nabdam	22.2	15	**21.8**	14.3	13	**13.8**	4.6	10.2	**6.9**	58.8	55.6	**57.5**
Jirapa	31.2	41.5	**35.4**	47.3	49.2	**48.1**	0	0	**0**	21.5	9.2	**16.5**
West Mamprusi	55	74.6	**60**	32.2	22	**29.6**	0	0	**0**	12.9	3.4	**10.4**
TOTAL	37.6	40.5	**38.7**	25.4	25.4	**27.7**	1.7	4.7	**2.8**	31.6	29.3	**30.8**

Source; District Education Directorates, 2013/14 Field work

Table 2.1 shows that the majority of <u>volunteer</u> teachers found in two of the three TENI districts were community volunteer teachers of which there were fewer women than men in most districts

with the exception of Jirapa District in the Upper West. Community Volunteer teachers formed 60%, and 35.4% of volunteer teaching force in the West Mamprusi and Jirapa districts respectively. In the Talensi Nabdam districts, National Service Personnel form the majority of volunteer teachers with 57.5% of volunteer teachers being NSP. According to data gathered across the three TENI districts, Community Volunteer teachers, and NYEP have been found to be placed at KG and primary levels with only a few in the JHS. The majority of NV's and NSP are in JHS and SHS. It is estimated that between 80-90% of NSP and NV's are in the JHS schools.

Except for the community volunteer teachers where there were more females (40.5%) than males (37.6%) in total, National Volunteers and National Service Personnel all the volunteer types had more male volunteers than females. In the case of NYEP, the percentage of male and female volunteers was the same (25.4%).

Figure 2.2: Percentage of Volunteers Types across the three TENI Districts by Gender
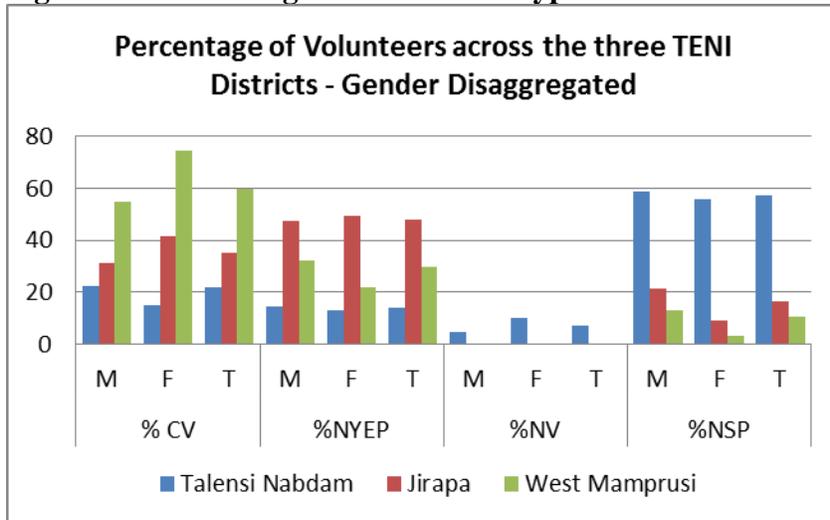
Source: Field data, TENI Research 2013/14.

2.4   Educational Background Related to Different Categories of Teachers

The volunteer teachers come with varied educational backgrounds. Community volunteers and National Youth Employment Persons are generally Senior High School graduates with the West Africa Senior School Certificate of Education (WASSCE) with no or limited professional training. The National Service Personnel and the National Volunteers are often tertiary level graduates with either a Higher National Diploma or a Bachelor's Degree. These categories of volunteers are usually trained in specialised areas such as accounting, mathematics, physics, and social sciences with little or no professional teaching experience. A few of the National Volunteers are retired educationists with enormous experience in teaching. In the case of the non-volunteer teachers, trained teachers' qualifications ranged from Post-Secondary Teachers Certificate 'A', Diploma in Basic Education, Post-graduate Diploma in Education, Degree in Basic Education, and Masters in Basic Education. Most pupil teachers possessed a Senior High School Certificate (SSCE) with many upgrading through the UTDBE programme.

2.5   Pre-Service Training

Evidence from the research reveals that there is no or very limited pre-service training for all categories of volunteer teachers across the three TENI districts. National service coordinators across the sampled districts revealed that a one week pre-service training is provided to National Service Personnel and National Volunteers on lesson note planning, preparation and delivery, child-friendly teaching methods as well as classroom management. This, they mentioned, is sometimes delayed due to untimely release of funds by the secretariat. NYEP volunteers also receive some orientation on the rules of engagement into the service. The community volunteer teachers generally do not receive any pre-service training except those who receive support from NGOs such as VSO, World Vision, CAMFED, and ACE. There are a few CVT's who are ex-School for Life (SfL) facilitators and have received an intensive orientation to literacy methodology and are adding value to the quality teaching in deprived rural areas due to their understanding of teaching reading, writing and numeracy in mother tongue.

2.6   District Support to Volunteer Teachers

District Education Offices (DEOs) were providing very limited support to the primary school teaching force in general. They blamed the situation on a lack of resources. The DEOs often failed to provide regular in service training (INSETSs) and learning materials to both the trained teachers and untrained teachers particularly at primary level across the districts. CSVs, NSP and NVs were often not invited to district level training programmes or cluster based training as invitations were limited to just one or two teachers per school, usually trained teachers. These categories of teachers were included in the school based training (school based INSET) if head teachers initiated these trainings. In cases where training has a particular focus (e.g. ICT or KG) specialist teachers were included which could include any category of teacher. There was school based INSETS in most of the schools across the research areas, volunteers who had been at post for 3 years or more stated that they had attended about six or seven training programmes.

Support from District Education Offices for volunteer teachers was often limited based on the fact that the Directorate had insufficient knowledge of where such teachers were posted and there was limited coordination between the DEO's and volunteer sending agencies (e.g. NSS); this was the case in the Northern Region where there was very limited collaboration between the DEO and the National Service Secretariat which impeded the support provided by the DEO. Postings of teachers by NSS are based on a request by the secretariat to the DEO to declare the available vacancies in the district. However after postings of the National Service Personnel have been made by the secretariat, there is no feedback to the DEO with respect to how many NSS/NV's were actually deployed to the various schools and which schools were to receive these volunteers.

Findings from the research suggest that the TENI implementing partners and some other International NGO's were providing training to improve management practices and teaching practices. These training were being carried out by both national and international volunteers in the case of the TENI programme and in collaboration with the District Education Offices. There was evidence of child-centred and inclusive methodologies were being promoted and supported through these training programmes. For instance in the majority of classrooms observed during

the research evidence suggests that about 25 out of the 41 lessons observed were conducted in the child friendly manner. Evidence from post classroom observation interviews with teachers indicate that the teachers were being supported in their classroom practice through various trainings organized by a variety of organizations including TENI, implementing partners, VSO, GES, and World Vision. The contribution of VSO Teacher Support Officers (TSO's) was in the areas of inclusive education training, and gender training at circuit cluster levels. These trainings were cited by teachers and head teachers as contributing to their best practices.

Evidence from the study also suggests that some of the National Volunteers were involved in community advocacy. The community interviews suggest that the support to volunteer teachers, SMC/PTAs at the school level has resulted in communities increasing their ownership and leadership at the school level. There are several NGOs and development partners supporting education provision in the district. VSO, Link Community Development (LCD), ISODEC, PRONET and other development agencies are providing in service training in the areas of child friendly and inclusive teaching methodologies, gender friendly teaching methods, pupils disability assessment and provision of teaching and learning materials/manuals. At the heart of all these initiatives volunteers such as TSOs[4] and MSOs have played a significant role because of their special skills in teacher development which are often scarce in the districts.

The VSO has supported the DEOs through the appointment of Management Support Officers (MSOs) to enhance efficient management of education delivery. They have organized SMC/PTA meetings providing them with management and supervisory skills to enhance mutual accountability and efficient management of schools. They are actively involved in the organization of DEOC meetings to determine appropriate educational policies for the districts. The Teacher Support Officers (TSOs) on the other hand have also made significant contribution to improving quality delivery of education. Field interviews with district education officers and some head teachers suggest that they have upgraded the knowledge and practices of teachers in the TENI districts. As the Director of Education, JIRAPA said "MSO and TSO help very well in planning and training for teachers including volunteer teachers". The MSOs and TSOs have worked to build the capacity of District Education Officers and have also assisted in service training programmes so that teachers including volunteer teachers and SMC/PTAs improve their outputs. These volunteers also support volunteer teachers by placing their skills at the disposal of educational institutions.

2.7   The Key Contribution and Value Addition of Volunteer Teachers Across the Three Northern Regions

Interviews with District Education officers indicate that teacher volunteerism plays a significant role in the quality of education delivery in deprived districts based on the fact that volunteers are filling large vacancy gaps across the primary and JHS levels of education. Volunteers were also found to be needed in promoting a closer community school relationship due to their affiliations with the community and its leadership. Finally the study found that volunteer teachers were often

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[4] Teacher Support Officers have been predominantly international volunteers supporting DEO in the delivery of training to improve methodology and pedagogy. MSO's are management support officers who strengthen DEO supervision and delivery as well as head teachers support at the school level. In 2012 they started phasing out international volunteers and replacing these with Ghanaian Nationals (mostly teachers).

more "child friendly" in their approaches in the classroom due to their background and interest in teaching. Another key finding was that the majority of long standing untrained pupil teachers in the study districts have worked as volunteer teachers in the past either as NSS, NYEP or community volunteer teachers. The experience as volunteers helps to motivate them and further confirm their commitment to teaching children from their areas. Volunteer teaching in the north has therefore become part and parcel of delivery of education in the rural and deprived communities where trained teachers are lacking.

2.8   Performance Assessment

Directors across the TENI districts emphasize that although volunteer teachers are not formally considered a part of the GES, they render invaluable service to the schools and the communities in which they operate. Interviews with education stakeholders at the district level reveal that there are informal monitoring mechanisms which are used to assess volunteer teachers' performance. This is mostly done using head teachers and sometimes circuit supervisors. Those of the NSP, NV and NYEP volunteers are monitored using internal monitoring systems by their respective institutions. In assessing performance of volunteer teachers, the Director of West Mamprusi remarked that some of the volunteer teachers were quite outstanding and better than some trained teachers and cited by way of example the performance of some NSP. for their outstanding work. He added that community volunteers were the most dedicated. Talensi Director of Education also found volunteer teachers to be valuable; particularly those NSP and NV teachers who had provided skills which were scarce in the teaching field. His Deputy Directors assessed the performance of volunteer teachers as "Averagely Good". The Jirapa District Education Directorate's assessment of performance of volunteers is that they do well. The Director noted that "...the volunteer teachers have the enthusiasm, commitment and dedication to deliver".

Overall the District Education Directors felt that the Community Service Volunteers were performing well across the districts due to their high levels of commitment to their communities and children, and their interest in becoming a GES professional teacher. The District Education Directorates were a little concerned and more sceptical about their performance in the classroom due to their lack of training. The DED's felt that the National volunteers who were retired teachers were more committed and skilled in delivering at the classroom level. The DEDs were also not convinced that most of the NSP were committed to the posting as a teacher since they would often show up late or absent themselves from the school: often NSP, especially in rural deprived areas, were not resident in the communities and that this impacted on their performance in the classroom. Interviews with some of the NSPs also confirmed that they did not really want to be posted as teachers.

2.9   Challenges in Supporting Teachers in the District

Lack of adequate financial releases to the Education Directorates across the three study districts has prevented them from providing an adequate number of INSETs for teachers across all categories of volunteer and non-volunteer teachers. Education directorates often rely on NGOs and donors for their respective training programmes which are sometimes limited to only non-

volunteer teachers. Pre-service training which is necessary to prepare volunteers for their new areas of endeavour is not carried out for some of the volunteer categories of teachers particularly among community volunteers and NYEP volunteer teachers. Their readiness to operate and instruct children in schools is therefore compromised. The Talensi District Deputy Director of Education reported that the NYEP personnel are "not keen" in writing lesson notes because they have not been exposed to the techniques of doing so. They are also uncooperative in their relationship with the GES.

In all the three study districts, Directors of Education complained of lack of accommodation for NYEP and NSP teachers. Consequently many NYEP and NSP volunteer teachers, particularly women, refuse to accept posting to the rural communities. They reported that the inadequate number of female teachers will undoubtedly have an adverse effect on gender equity goals in the schools. Some District Directorates of Education have instituted Best Volunteer Teacher Award Scheme for hard working CSVs. DDEs engage CSVs into the GES Quota System. The community level support to CSVs comes in the form of free accommodation and feeding, 'soap money' (or stipend) and gifts as well as support during the farming season. Further, very few District Assemblies were found playing a role in promoting the engagement and retention of volunteer teachers especially CSVs.

2.10 Key Findings from Interviews with College of Education Tutors and Trainees

Evidence from the various interviews at the training college level indicates that volunteer teachers, particularly those in remote or deprived areas, have a greater intrinsic motivation to perform out of a sense of loyalty to the community; and the fact that they share the same mother tongue as their pupils means that they are able to communicate directly with the pupils in a language of preference and comfort. These aspects contribute to improving the relative quality of their work at the classroom level and the effectiveness in their delivery. Focal Group interviews with pupils in the classrooms of community volunteer teachers confirmed the views expressed in in-depth interviews with CSVs, that they have the ability to relate to their children in a more open and friendly manner than non-volunteer teachers.

The research findings suggest that UTDBE trainees teaching in deprived rural areas who are often sponsored by NGOs or others "volunteer teachers" are likely to have a challenging experience in terms of professional development (in relation to accessing in service training, pre service orientation etc.) and training at the College of Education level; they may also face much greater challenges in terms of completing course work and attendance at the college than their colleagues undertaking the DBE course. Based on the views of the respondents at the Colleges of Education volunteer teachers, particularly in remote, deprived schools, are making positive contributions with a strong motivation to do so. However, the quality of this contribution is limited by the availability of school based in-service training and head teacher mentorship. District level training, when it is made available, tends to be offered to just one or two representative teachers from schools and the onus is then on the school head to arrange for these representatives to disseminate the training to other members of staff. This, according to tutors, does not always happen.

Analysis

Interviews with tutors at the Colleges of Education reveal that the Diploma in Basic Education (DBE) and Untrained Teacher Diploma in Basic Education (UTDBE) courses are similar as far as the same objectives and curriculum are outlined for both courses. However, the UTDBE course is modular and students are expected to be much more independent with far less face to face interaction with tutors/lecturers. The 3 year DBE is designed so that the first year is spent "topping up" subject knowledge of the teacher trainees and preparing them to become a specialist subject teacher at JHS. During the second year there is a much greater emphasis on methodology; and in the third the focus is on teaching practice and students are placed in schools for the majority of the academic year.

The greatest differences between the two courses (UTDBE and DBE) are the backgrounds of the trainees themselves. In the first instance the academic requirements for entrance to the DBE are higher than that of the UTDBE. In both colleges there were a higher proportion of trainees who were apparently volunteers on the UTDBE course. The UTDBE is generally taken up by pupil teachers who are sponsored by the District Assembly; however the UTDBE Coordinator at Bagabaga reported that there were large numbers of trainees currently enrolled on the UTDBE that were sponsored by NGOs who had placed volunteer teachers in basic schools and were supporting their upgrade to trained teacher status. The UTDBE Coordinator at St. John Bosco's College of Education in the Upper East reported that there is a significant number of trainees currently sponsored by NGOs who had in the first instance placed them as volunteers in schools. In both instances the NGO sponsored volunteers were from deprived districts across the 3 northern regions. When asked about the numbers of trainees undertaking the DBE course who had any kind of previous teaching experience, tutors were unable to provide actual data as this is not collected; however felt that the number of students fulfilling this criteria was relatively low, as few as 10 or 20 out of a cohort of 200 (according to the Vice Principal at Bagabaga) and around 5% (according to the Principal of St John Bosco's). College of Education representatives were unable to say how many of these had taught in schools as volunteers but indicated that it was more likely that DBE students' previous experience would have been as pupil teachers. This view was verified during the focal group discussions with the trainees themselves at both colleges.

Motivation of Teachers

In response to the question about the motivation to become a "volunteer" teacher, interviewees across the two Colleges of Education (principals, tutors and trainees) felt that many of them aspire to becoming teachers but that the overriding motive was based on having the opportunity to be employed (in the case where some kind of remuneration was forthcoming, for example in the case of NGO or community sponsored volunteers); and that they had the opportunity to be "inside the system" so that there was a greater chance of being employed as a pupil teacher and, furthermore, to gain the opportunity of being trained. Tutors at Bagabaga

> "... felt that people volunteer as teachers so that they will be employed. Because of this they are more "serious". However, when a teacher gains professional status and is employed, they tend to be less serious because "they can't be sacked". Teacher trainees

felt that the intrinsic work discipline of volunteer teachers is dependent on the fact that they are motivated by the fact that they are looking for a job. Trained teachers tend to need external work discipline and so tend to perform better in schools where there is effective supervision. For example Mission schools and those with strong head teachers and Circuit Supervisors." (*Source: field interview with Tutors, Bagabaga CoE*)

The idea that there are professional teachers who need external discipline was echoed across most of the teaching and management staff interviewed at the CoE. Furthermore, many respondents felt that although there were a large proportion of trainees (both DBE and UTDBE) who were trained because they wanted to be teachers, many chose DBE as an option because they could not afford to go to University and get a qualification for a different career.

The use of the DBE as a stepping stone for further education is common, although there are differences across the student body. During focal group discussions with teacher trainee students, all of them wanted to achieve higher qualifications but for most of them their stated motive was to be able to teach at a "higher level". This higher level generally meant SHS or CoE. Asked why, students all responded that the higher up the school system, the better understanding students would have and therefore the teaching would be "easier". In some cases students also felt that teaching higher grades had a higher status, earned more respect; while teaching at the lower end of the education system was felt to have less kudos.

Background Characteristics of Teacher Trainees

The following responses were recorded during focal group discussions with trainees at the two Colleges of Education. The first group was made up entirely of students straight out of SHS, whereas the second group included three students who had some previous experience teaching as pupil teachers or volunteers before applying to the CoE. Two of the trainees in Bagabaga College were quite open about their motives for embarking on the DBE course as a stepping stone to teaching as a job that would enable them to gain further qualifications to pursue a different career. The remaining interviewees all professed to want a long term career in the field of education but aspired to further qualifications and the opportunity to teach "at higher levels".

> *I came to the College of Education to do the DBE because I could not afford to go to University ...*
>
> *4 trainees responded that they want to be teachers and once they have completed the DBE and are employed, they want to be better teachers and therefore aspire to doing B. Ed.*
>
> *One student said that he does not want to be a teacher ... he will work as a teacher until he can afford to go to University and then will change.*
>
> *Another said they would prefer to be a journalist and will teach until they have raised money to qualify*
>
> *Another said that she wants to be a teacher because it is the best profession for women so that they can get time for their families. (Voices of teacher trainees at the Bagabaga College of Education, Tamale)*

> *I didn't always want to be a teacher but at SHS I studied about human resources being the bedrock of development. Ghana needs well trained people to develop well. I therefore wanted to be a teacher (teacher trainee who had been both a volunteer and a pupil teacher).*
>
> *Where I went to JHS there were only 2 teachers in the whole school - so I wanted to be a teacher because there is a shortage. (Teacher trainee from a remote deprived district)*
>
> *Teachers have ample time to go about other activities*
>
> *Always my dream was to be a teacher. I admire most of my teachers. From my experience I enjoyed playing with the pupils(Ex pupil teacher)*

These views were substantiated among other interviewees (principals and tutors) who reasoned that because professional teachers are given the opportunity (study leave) to pursue further education, it is an ideal option for those who want to gain further qualifications. As the Principal of St John Bosco's stated:

> "About three quarters of the students have "a heart for teaching". The others just want to get a job so that they can pursue further qualifications."(*Source: field interview with Principal, St John Bosco's CoE)*

Comparisons between the backgrounds of the different types of trainees undertaking the two different courses at the CoE elicited further findings about the relative motivation and performance of trainees. Trainees enrolled on both the DBE and UTDBE courses at both colleges are from all over Ghana but predominately from the three northern regions. The majority of these teacher trainees come from rural areas. UTDBE trainees sponsored by NGOs are generally from deprived districts in the regions in order to fulfil the remit and programme objectives of NGOs who are supporting the improvement of quality education in deprived areas. Views as to the differences between students coming from either urban or rural localities differed. Some respondents felt that teacher trainees from urban areas had a better understanding of the need for education; that they were more conversant with technology and more likely to organise themselves to study together which was cited as evidence of their "seriousness".

However, other respondents felt that teacher trainees from small rural villages had a greater sense of "loyalty" that they aspired to be role models in their community and were therefore committed to helping their "brothers and sisters" by becoming the best teacher they could be.

The UTDBE Coordinator at Bagabaga College described the differences between the trainees who were in the 4th year (the NGO-sponsored group). He felt they fell into two categories and broadly described these as tribal groups. He described how those trainees that come from within and closer to the towns were less serious about improving their teaching but more committed to self learning for the sake of furthering their careers. Those from the remote villages were more "loyal" because they speak their mother tongue and see the pupils as "brothers and sisters". As a result they are more interested in education, more serious and perform better with regard to the methodological aspects of the course.
(*Source: field interview with UTDBE Coordinator Bagabaga College of Education)*

As stated previously, the required qualifications for the two courses are different inasmuch as DBE students have to provide a higher academic profile than UTDBE students. According to principals and tutors at both colleges the differential in subject knowledge between the two groups is further exacerbated by the fact that students embarking on UTDBE courses have had a longer gap between leaving SHS and entering the college. It is therefore necessary to "go deeper" when teaching the subject knowledge aspects of the course. However, further differences arise according to the SHS from which students graduated, respondents generally agreed that students from the "better" SHSs had less difficulty with the subject knowledge aspects of the teacher training course. It was, however, agreed across most of the interviewees that most students need additional support with some subjects, particularly maths, science and ICT. Remedial classes are offered at Bagabaga CoE and both colleges claimed that UTDBE students have the opportunity for weekend classes.

Further findings related to the support that CoE provide for trainees indicate that there exists differences between teacher trainees undertaking the two types of courses. With regard to improving trainees' competence with teaching methodology, respondents (tutors) stated that while it is preferable to model the kinds of methodologies that students are expected to use, this is thought to be time-consuming and tutors (delivering the DBE course) tend towards using the lecture method. Other methods include discussion, brainstorming, practical demonstrations and group work. Because there is little "face to face" time available, particularly to UTDBE students, tutors stated that all aspects of the course are delivered as lectures:

> "We (tutors) feel that because of the amount of content that needs to be covered and (particularly with regard to the UTDBE course) the limited amount of face to face time, we often deliver a crash programme so we "have to run fast". This means that a lot of content is delivered as lectures… Although, where possible, opportunities are given to trainees to take part in peer teaching" exercises." (*source: field notes from interview with tutors at Bagaba College of Education)*

With regard to the teaching practice element of the course, there is a great difference in the amount of support colleges provide to students on the two different courses (UTDBE and DBE). Both are required to have mentors (trained teachers working in the same school as the student

who guide and oversee the work of the student) but, while DBE students receive visits from College tutors during their practice period, tutors stated that this was not possible with regard to UTDBE students due to a lack of resources. Furthermore, the intention is to place DBE students in rural schools in order to provide them with a "realistic" experience. However, this is not always possible because colleges lack the resources to transport tutors to remote areas; there is not always accommodation available in such areas (this is a prerequisite for teaching practice, as students are required to reside in the community where they undertake their teaching practice); and there are fewer trained teachers available to mentor trainees in the more remote schools.

Conclusion

The research findings suggest that the value addition of volunteer teachers is their willingness to serve as teachers in some of the most deprived communities in northern Ghana. Education stakeholders consider NSS, NSV, NYEP and CSV as the main types of volunteer teachers serving in various capacities in the education sector. They contribute about 30% of the teaching force in the sampled districts and provide services in order to enhance quality delivery of education. The value they bring to bear on pupil performance include their educational qualification, knowledge of the language and culture of the locality, requisite skills, interest in teaching and commitment to serve.

The educational background of volunteer teachers spanned between WASSCE-SSSCE and diploma/degree holders. In addition pre-service training provided by NGOs such as VSO, World Vision, CAMFED and Ibis/ACE also enhance their performance on the job. Volunteer teachers who were orientated in literacy, child-friendly teaching methods, lesson notes planning, preparation and delivery as well as classroom management has helped equip the volunteer teachers to provide assistance to improve quality teaching in the rural areas where they were found. These volunteer teachers were mainly supported by NGO's to obtain their orientation. The findings reveal that the vast majority of volunteer teachers were properly oriented before starting to teach in their schools. Their competence in the use of the mother tongue language in the communities facilitated their ease of classroom teaching.

Directors of Education across the sampled districts found volunteer teachers to be more child-friendly in their approach to teaching. Volunteer teachers especially those who were from the community (CSV's) knew the backgrounds of their pupils and saw pupils as their younger brothers and sisters and acted as role models to children in the classroom. This was in contrast to the strict teacher-pupil relationship exhibited by most trained teachers who were not from the community. As a result of teacher resource-gap in the north of Ghana, engagement of volunteer teachers is viewed by DEO's and head teachers as playing a significant role in the delivery of quality education to enhance pupil enrolment and retention. Volunteerism has therefore become a major part of the education landscape at basic level. Volunteerism introduces volunteer teachers into the teaching profession and can be preparatory grounds for their admission to the Colleges of Education (CoE) where many are being trained to become professional teachers; a scheme which is likely to impact on the supply of trained teachers in deprived rural communities. Findings from interviews with tutors and principals at the sampled CoEs on attitudes of trainee teachers revealed that UTDBE trainee teachers, mostly volunteer teachers from rural areas, aspire to be role models in their communities and this engenders a greater sense of loyalty and

commitment to their studies. Their struggle to enter training college and their often long journey as volunteers ensures that they are committed to helping their communities by becoming the best teachers.

Volunteerism has provided an avenue for improving the teacher supply in the deprived rural communities in the three northern regions. Volunteer teacher admittance to the UTDBE programme has also been enhanced by their prior teaching experience in which they have insight into the teaching profession. Interviews with CoE tutors and District Education Officers suggest that their rate of retention in the educational system is likely to be better than the GES trained teachers who have not had similar exposure. Some CSV's are supported by their own communities to pursue the UTDBE programme which provides them with further impetus to support their communities throughout the UTDBE programme. A considerable number of GES trained teachers interviewed had also been volunteer teachers as a means of attaining their present status as "pupil teachers". Since most of them come from rural areas where they were initially engaged as volunteer teachers, they are more likely to remain and stay in the rural communities (see annex 4 for details of Volunteer background characteristics).

Chapter 3: Profiles, Background Characteristics and Motivation of Teachers

3.1   Teachers' Background and Characteristics

Introduction

This section examines the background characteristics of volunteer and non-volunteer teachers in terms of qualifications, enlistment/engagement, management, training, mentorship, payment, motivation for joining the teaching profession, career trajectory and future job prospects. The section also deals with the contributions of volunteer and non-volunteer teachers to school management, the quality of education, classroom delivery, learning effectiveness and implications.

Characteristics and Background of Volunteer Teachers Serving in the Districts

The study categorises teachers into two main groups; namely volunteer and non-volunteer teachers. Non-volunteer teachers in this context are teachers on GES payroll who are either trained or untrained, while the volunteer teacher group are unpaid teachers of various categories outside the GES structure. In this study four different types of volunteer teachers have been identified. They include, Community Service Volunteers (CSV), National Service Personnel (NSP), National Youth Employment Personnel (NYEP) and National Service Volunteers (NSV).

Community Volunteer teachers (CSV) are usually young people who have just completed senior high school and offer their time to help at their local schools in their own community. This sub-group was the most commonly found in the schools visited during the research. Community Service Volunteer teachers are often from the community and often attended the same primary school they were found serving at. In many instances, this is their first experience at any kind of employment. They are often motivated by the desire to gain relevant experience in preparation for a permanent job. For many of the CSV's, there was no financial reward but they did report obtaining satisfaction from the sense of loyalty, service and a feeling of giving towards their community. Interviews with CSV's across the 24 community schools revealed that they desired to be useful to themselves and the society around them while filling the trained teacher gap in their communities. Others found volunteering to be an important stage/opportunity in the path to becoming a GES professionally recognised teacher or a pupil teacher; they often reported looking forward to being sponsored by the Government supported UTDBE through the District Assembly.

The CSV comes into a school typically via one of three routes. Many CSVs take initiative to walk in to their local primary school and offer their time and energy unconditionally often with the intention of building up their experience, sharing knowledge, giving back to the community, and making themselves useful. This pathway was often the route taken by CSV's in the Upper East. Interviews with CSV's suggest that they were also motivated by wanting to: "try new things", "feeling compassion for the pupils", "wanting to make a positive difference or wanting to fill the vacuum in the absence of non-volunteer teachers in their primary schools".
Secondly, CSVs could be engaged and encouraged to serve as CSV's by the head teachers in their local primary school. Such CSVs are normally former pupils of the school who are brought

in to complement the efforts of the few non-volunteer teachers available. Given the limited number of teachers in some primary schools, head teachers recognise the shortfall and encourage new SHS graduates to serve for a period of time in their communities. The third source by which CSVs are engaged is by either the school SMC/PTA who are concerned with the lack of teachers in the primary school or are concerned with the absenteeism rates of non-volunteer teachers. Some CSV's are also part of a NGO supported programme and are engaged directly by the NGO to serve in the school in order to improve the quality of education (e.g. World Vision, Action Aid, Ibis). This route for CSV's attaining a teacher status in the school was particularly found in the Northern Region of the country. When CSVs are engaged by NGOs, they often receive in-service or pre service training.

In terms of rewards, the study found that very few CSVs get any remuneration either by the community or by the school. In a few cases interviews with the CSV's and SMC's indicated that parents sometimes help CSV's with their farming or provide produce from their farms. One CSV in West Mamprusi said this: *"I have been receiving some incentives in the form of allowances from community contributions as well as support in the form of encouragement"*. Some head teachers mentioned that they use part of the capitation grant and Global Partnership for Education Grant (GPEG) to help them out. *"Community volunteers have no fix honorarium but the head teacher sometimes gives us some little money from the capitation and GPEG grant"* (Interview with CSV at Jirapa). Although their tenure is contingent on a number of factors in their personal lives, they tend to stay longest as volunteers. *"I have no specific time limit to continue staying as a Community Volunteer Teacher but whenever I get money I will continue to the college or pursue UTDBE"* (Interview with CSV at Jirapa). According to interviews with the 24 head teachers in the sample, CSVs are easy to control and very punctual, regular and trainable. During the unannounced school and classroom observations in the course of this study, CSVs formed the largest group of teachers that were found to be reporting early at school and making sure that the school compound was cleaned and pupils were ready for lessons.

The **National Service Scheme (NSS)** was established in 1980 by Act 426. NSS personnel are perhaps the largest number of "volunteer" teachers and varied by their qualifications and experiences. NSS personnel comprise graduates from the tertiary institutions including universities, polytechnics and other vocational and technical institutions in Ghana. According to NSS rules and regulations, the duration of National Service is one year for all Ghanaian tertiary graduates who complete their bachelor degrees or equivalent at approved tertiary courses[5]. This is regardless of the type of sponsorship and whether or not courses were pursued in Ghana. The National Service Personnel are entitled to a monthly allowance, which is determined by the Ministry of Finance.

The inclusion of this category of teachers in the voluntary group generated a serious debate among the research team members and the education stakeholders interviewed. Findings from the research centred on whether NSS personnel qualify to be described as volunteers in view of the fact that NSS is compulsory and they are by law required to offer at least one year of service to the nation. The contention was whether without compulsion they would have offered their time and energy to serve contrary to the spirit of volunteerism which requires willingness. They

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[5]Those exempted from National Service are youth who produce valid documentary evidence establishing that they have attained or will attain the age of forty [40] years on enlistment.

were, however, finally included as volunteer teachers on account of the fact they are serving the country, non-permanent, not working for remuneration by the GES, and not receiving financial reward commensurate with their qualifications and experience. NSS personnel engagement, posting, supervision, monitoring and financial reward is the responsibility of the National Service Secretariat (NSS).

The study found only a small number of NSP's serving as teachers in the primary schools visited. This is because they are considered to have higher qualifications and are thought to be better suited by the DEO's to teach single subject areas at the higher levels such as JHS. Interviews with District Education Directors also suggested that many NSP's refuse posting to remote rural communities and are mainly found in urban schools usually in the district capital. Even where they accept posting to rural schools, they tend to stay in the nearby urban towns and commute to the stations in order to have access to better living conditions and communications. This affects both their punctuality and regular attendance at school and in effect reduces the number of contact hours for effective teaching. District Directors of Education, circuit supervisors, head teachers, SMC's and PTA's complained of their irregularity which was a well-known phenomenon across most of the districts visited. Interviews with some district directors and head teachers also suggest that they are a "hard to handle" group of volunteer teachers often not respecting the authority and guidance of the head teacher. This was in part due to their affiliation with the NSS, and their lack of oversight responsibility given to the GES.

National Youth Employment Programme (NYEP) was created in October 2006 to address the country's youth unemployment situation with the aim of empowering Ghanaian youth so they could positively contribute to the socio-economic and sustainable development of the nation. The NYEP employs Ghanaian youth between the ages of 15–35 years old. The main objective is to identify projects with economic potential that can generate employment for as many youth as possible.

NYEP has a number of modules among which is the teaching module. The NYEP teaching module mainly targets young people who have completed senior high school but are unable to further their education or pursue a career path. SHS certification meets the minimum requirement of the GES in terms of education qualification one must attain to be able to teach in a GES approved school. Due to their qualification, NYEP teachers are mainly posted to basic level schools at the district level and their distribution is usually in favour of the rural deprived schools. The process to select trainees is led by the District NYEP office with input from the respective District GES offices and the District Assemblies. Lately, the process is reportedly tainted with lack of transparency and has become highly political. As a result many GES officials and school authorities view them with suspicion. A number of head teachers and circuit supervisors mentioned that NYEP personnel were not regular and punctual. They complained that many of them exhibit negative attitudes including refusal to prepare and use lesson notes. The irregular payment of their allowances is considered the main reason for their attendance problem.

National Service Volunteers (NSV) comprises two main groups; retired teachers and people who have completed their National Service tenure. Their engagement was necessitated by the need to close the teacher resource-gap and offer an opportunity to young people who are not yet able to find work after discharging their National Service duty. VSO collaborated with the

government to implement the expansion of the National Service teacher programme. VSO's contributions to this project are seen in funding and training via the TSOs and MSOs. The study revealed that generally their numbers had been dwindling over the years. The main reason is lack of funds to sustain the initiative. Another challenge was that some head teachers find it difficult managing this subgroup of volunteer teachers especially the retired teachers, who were mostly their superiors when these retired teachers were in active service in the district.

3.2   Non-Volunteer Teacher Types

Trained Teachers

The Ghana Government is striving to achieve the MDGs for the improvement in the quality of education by ensuring that a minimum standard is reached in terms of Pupil-Teacher Ratio's (PTRs) across basic schools in Ghana. The overall aim is to ensure that there is at least one teacher for every 35 to 40 pupils across the different levels of basic education. In order to further improve this situation, the aim is to increase the availability of trained teachers so that Pupil Trained Teacher Ratios meet this minimum standard.

The Volunteer Teacher study found a significant shortage of trained teachers across the different levels of basic education in the three regions studied. This shortage is more pronounced in rural than urban schools and amongst female trained teachers than male trained teachers. Many studies have documented trained teachers refusing posting to remote deprived communities and its negative impact on inclusive education and gender equity (Associates for Change 2013; World Bank 2011; Associates for Change 2010). The disparity in trained teacher distribution results in lack of trained teachers in rural deprived areas, empty classrooms and the inequity in provision/resourcing which affects the outcomes of learning in deprived remote communities. Another challenge is that the few trained teachers who accept postings to remote rural schools do not reside in their school communities but commute daily from the nearby urban centres which often result in long standing absenteeism rates.

Pupil Teachers

GES engages pupil teachers to fill the resource gaps for trained teacher shortages. This category of teacher often has a minimum qualification of the Senior High School Certificate which is required for appointment as an untrained teacher. Most pupil teachers primarily start as volunteer teachers and later get absorbed into the Ghana Education Service depending on their conduct, performance, attitude, and quota provided by the GES to the district and region on a yearly basis. Interviews with head teachers, DEOs and key stakeholders at the College of Education level suggest that this quota has become more limited/difficult to access due to non transparent modes of selection and the lack of budgetary allocation.

3.3   Volunteer and Non-volunteer Teacher Qualifications, Sex and Distribution across Sampled Schools

This section describes volunteer teacher qualifications, sex composition and distribution in the districts. In West Mamprusi District, the nine volunteer teachers observed in the study included

6males and 3 females. Similarly, 6 of the 9 teachers observed were CSVs while one each were NSP, NYEP and NSV. While the NSP volunteer teacher had a university degree and the NSV a Diploma in Education the rest had WASSCE as their highest level of education attained.

In Talensi-Nabdam District, all the volunteer teachers observed were males, there were 4 NYEP volunteers, 3 NSP, 2 CSV and 1 NSV. Four had attained either a degree or HND while the others had WASSCE as their highest educational attainment. In Jirapa District (Upper West), the proportion of teachers observed was 7 females against 3 males. By type 7 were CSV, 2 NYEP and 1 NSV. All the volunteer teachers had grown up in the rural areas of the district.

Comparatively, there were more male volunteers than female volunteers in Talensi and West Mamprusi District across all categories of volunteer teachers. Surprisingly in the Jirapa District in the Upper West, 70% of all volunteers interviewed and observed across the sampled schools were female. Table 4.1 outlines the categories of teachers with their education backgrounds.

Table 4.1: Categories of Teachers with Education Background Across the 24 Sampled Schools

Jirapa	Education	No. of total	West Mamprusi	Education	No.	Talensi-Nabdam	Education	No.
CSV	WASSCE	7	CSV	WASSCE	5	CSV	WASSCE	1
NYEP	WASSCE	1	CSV	Diploma	1	CSV	Diploma	1
NYEP	Diploma	2	NYEP	WASSCE	1	CSV	FGD	4
NSV	FGD	5	NYEP	FGD	3	NYEP	WASSCE	4
Pupil Teachers	WASSCE	1	NSP	Degree/HND	1	NSP	Degree/HND	3
Pupil Teachers	DBE	1	NSV	Degree/HND	1	NSV	Degree/HND	1
Trained teachers	DBE	5	Pupil Teachers	WASSCE	4	Pupil Teachers	WASSCE	4
Trained teachers	Degree	1	Trained teachers	DBE	5	Trained teachers	DBE	4
TOTAL		23	TOTAL		21	TOTAL		22

Source: TENI Learning Question 2 Field work, 2013/14

Out of the twenty-five **non-volunteer teachers** interviewed during the field study, fourteen grew up in rural communities, with eleven from urban settings largely in district capitals such as Walewale, Jirapa and Bawku. Sixteen teachers in the non-volunteer community were trained teachers while nine teachers were either pupil teachers or pursuing a UTDBE course. Five teachers were stationed in urban communities while twenty taught in rural areas. Eight teachers out of the nine pupil teachers were taught in rural schools, and one in an urban school.

Thus four out of the five non-volunteer teachers based in urban areas were trained teachers. Among the teachers located in urban areas, two each were from West Mamprusi and Jirapa districts while the remaining one was from Talensi-Nabdam district. Among the twenty non-volunteer teachers serving in rural schools, seven each were serving in West Mamprusi and Talensi-Nabdam districts while the remaining six were serving in rural parts of Jirapa district.

Analysis of qualitative data revealed that teacher who grew up in the same community in which the school is located appear to make a greater impact on teaching/learning compared to those coming from outside the community. Focal group interviews with children and SMC/PTA members reveal that they feel that teachers coming from outside their communities have 'nothing in common with them', are often late or absent, do not appreciate their culture or cannot communicate with the children in the classroom who are less likely to engage fully in learning. Volunteer teachers from within the communities/cultural context helped to ensure that children are taught using familiar culture and language.

3.4 Future Visions for Professional Advancement and Job Security

Interviews with the 24 volunteer and non-volunteer teachers across the three study districts revealed the vision of the teachers in relation to their career trajectory and their professional advancement. Interviews with non-volunteer teachers suggested that they felt secure in their jobs with GES; pupil and trained teachers interviewed spoke of how they enjoyed 'sound job security' and had assured prospects for career advancement. In many instances, unless non-volunteer teachers resigned on their own volition or committed a serious breach of their professional code of conduct, the question of job insecurity did not arise.

To the contrary volunteer teachers interviewed in the study suggested that they were uncertain about their future job security and prospects which appeared to be tied to their category of volunteer teacher as well as their own educational attainment and personal aspirations and/or goals. A National Service person whose goal is evangelism and wanting to learn about different cultures indicated that *"after my one year service, I would still be here after service as long as GHAFES would allow me"* (interview with NSS volunteer teacher, West Mamprusi). The future job security and prospects of this CVT was similar to others interviewed who were worried about the government's ability to finance more teachers in the service. *"I do not have money to continue my education so I intend to stay until I get money or until GES absorbs me as a pupil teacher"* (interview with CSV, Talensi-Nabdam District). Similarly another CSV in Jirapa District indicated that "it is dependent on when the GES pupil teacher quota favours me. It's my wish not to exceed 3 years (as a volunteer teacher)."

For many of the NYEP volunteers, they were simply "waiting out" their term as a NYEP volunteer until either they were absorbed as GES pupil teachers or they find a new job: *"I am just doing this for now, I have applied for work at various places and should any prove well, I will leave"* (interview with NYEP volunteer teacher, Jirapa District). This NYEP teacher in Talensi-Nabdam District has a different worldview: *"I would continue to be a volunteer teacher until such time I gain admission to a College of Education and I want to continue to volunteer until I become a professional teacher"*. Several volunteer teacher interviewees were simply 'unsure' of their future job security and prospects.

When the question concerning what the volunteer teachers would rather do if they had the opportunity was posed, varying responses were given depending on the background and interest of the volunteer teacher. Some preferred to remain in the classroom while some expressed an interest in pursuing a career in nursing. Many respondents indicated their readiness to stay with teaching on a permanent basis saying '*if there was an opportunity, they will take it if only it leads them back to the classroom*' while others mentioned that '*they would have rather have gone into*

nursing training'. 'Though I applied, went for interviews but was not admitted" lamented a CSV while another indicated that '*farming would have been an option'*.

3.5   Motivation to Become a Volunteer Teacher

This section presents findings on the motivations for becoming volunteer and non-volunteer teachers. Interviews with the different categories of volunteer teachers revealed the following key motivations to volunteer: the ambition to improve their career prospects; the desire to assist their communities; or simply to fulfil a passion. When volunteer teacher interviewees were asked if they enjoy serving as volunteer teachers, nearly all 14 interviewed responded in the affirmative. Interviews with volunteer teachers revealed their passion and commitment to serve their own communities. Some volunteers saw this as an important opportunity to gain access to the teaching profession; one respondent said "*volunteering has given me an insight into the teaching profession and the experience I have gained has confirmed my resolve to become a professional teacher*".   Several volunteers interviewed said that volunteering has prepared them for their future career of becoming a professional teacher. *"I volunteered as a teacher because I want to further my education and become a teacher with Ghana Education Service*" (Interview with female CSV at West Mamprusi). Some volunteer teachers interviewed stated that volunteering also provides them with some level of self-fulfilment for rendering a service to their nation and community.

The findings from the study reveal that some volunteers are motivated by extrinsic motivation such as getting a job and entering the teaching force, while others indicated that they volunteer based on intrinsic motivation; that is because volunteering gives them pleasure, develops their teaching skills, or they feel it is "morally the right thing to do". The findings also reveal that the volunteers are met with a mixture of needs and aspirations underlying the desire to serve as a volunteer teacher. These needs are met by external influences including the environment, and people they interact with, which provides them with the opportunity to grow and develop during their volunteer term.

The volunteer teacher respondents reported that volunteerism involved addressing challenging situations in the communities and supporting children in often deprived and under resourced schools. According to some volunteers, they felt a sense of accomplishment for being able to impact positively by sharing their skills and knowledge on the younger generation in their communities. Volunteers were particularly appreciative of the fact that they have contributed towards bringing up children who would otherwise have dropped out of school. Interviews with volunteer teachers suggest that through their efforts many out-of-school children were back in school. "*It is my wish and willingness to give back to the society. The school lacks teachers and so we decided to come and support*" (Male NSP at Talensi Nabdam).

Findings also reveal that volunteers' engagement in in school activities has significantly enhanced their own mental well-being. Many volunteers have won community recognition and respect, and the majority are actively involved in SMC/PTA and other important community activities   Overall findings suggest that the act of voluntarism across the three northern regions is beginning to develop a critical mass of youth who are willing to serve their nation as teachers in some of the most remote areas of the country.

Table 4.2: Motivations for Becoming a Volunteer Teacher

Wanting to assist/ serve the pupils, communities and schools in their community	"I appreciate the fact that the pupils are my younger ones and seeking to help by teaching would improve the quality of education" (Male CSV at Jirapa). "I need to help my brothers and sisters to become good persons in the future" (Male NYEP at Talensi Nabdam). "It is my wish and willingness to give back to the society" (Male NSP at Talensi Nabdam). "Just to help our little brothers and sisters since we are all from this community. The school lacks teachers and so we decided to come and support them" (Female CSV at Jirapa). "My younger brothers and sisters are in this school. I also hail from this community and want to help the school. I like to be available to help the school when the teachers are not around" (Female CSV at Jirapa). "I see the pupils as my brothers and sisters and since there are not enough teachers I decided to come and help. It is also a preparation ground for me to become a professional teacher" (Male NYEP at Talensi-Nabdam). "He wanted to help the pupils learn because he has been seeing reports about how education is going on in the television" (Male NSP at Talensi Nabdam). "After I completed school I didn't want to sit in the house and do nothing. I also wanted to do something useful to help this community so I decided to help at the school. This is the same school I attended as a child" (Male CSV at Jirapa). "I want my community to be literate to escape poverty" (Male NYEP at Talensi Nabdam).
Desire to teach children	"Because of personal interest in teaching and my love for children" (Female CSV at Jirapa). "I heard of the NYEP programme and decided to apply to join to teach as I was already harbouring the desire and passion to teach the younger ones". "I had the spirit of helping children at this village anytime I went on holiday from Secondary School days. However it was not my intention to be a volunteer teacher but when I applied for the position of a pupil teacher, the GES didn't engage me so I decided to volunteer at my village. Then one day, the Regional Director of Education engaged me in TENI where I went to train SMC/PTAs in some circuits of West Mamprusi district. I volunteered for 6 years including National Service since 2008. I have also volunteered as a community facilitator" (Male NSV at West Mamprusi)
Volunteer teaching as a step towards further education and become professional teacher	"I volunteered as teacher because I want to further my education and become a teacher with Ghana Education Service" (Interview with female CSV at West Mamprusi). "They have a life time ambition to become professional teachers. Their engagement as volunteer teachers will prepare them for the realisation of their ambition. They are desirous to assist the development efforts of their communities" (FGD with CSV at Talensi-Nabdam). "Self interest, the desire to help and the mind set to becoming a teacher myself" (Female Volunteer teacher pursuing UTDBE programme at Jirapa). "Desired to be a teacher in future and so I decided to be enrolled as a NYEP so that I can be a

	teacher someday" (Female NYEP at Jirapa).
	"Being a community volunteer teacher is a step for me to be absorbed into the GES as a pupil teacher" (Male CSV at Talensi-Nabdam). "They became a volunteer because didn't want to become rusty and forget what they were taught at S.S.S. so volunteered themselves and to better their education through teaching. They became interested in teaching because they can use it as a stepping stone to further attain their ambition of joining the teaching profession" (FGD with NYEP at West Mamprusi)
	"I am a past student of this school and after SHS I thought of coming to help whilst I await admission to further my education" (Male CSV at Jirapa).
	"I became NYEP in 2009 after being encouraged by one teacher in my hometown, Nandan. I have since realised the need to upgrade myself to become a pupil teacher" (Female NYEP at Jirapa).
Wanting to fill the teacher resource-gap	"Because there were not enough trained teachers I decided to come and help my brothers and teachers" (Male NSV at West Mamprusi). "The volunteers reported that they were motivated to help their communities to close the teacher resource gap experienced in schools. There were others who cited community development as the basis for enlisting as a volunteer. They were motivated to improve the quality of human resource as found in their communities" (FGD with NSV at Talensi-Nabdam). "The school lacks teachers so I felt I could offer a helping hand to help my brothers and sisters to build a strong and solid foundation since the KG had no teacher by then" (Interview with female CSV at West Mamprusi).

Source: TENI Learning Question 2 Field work, 2013/14

3.6 Previous Experience of Volunteer and Non-Volunteer Teachers

The teaching experience among volunteer and non-volunteer teachers varied greatly. For volunteer teachers, the period ranged from two months to about eight years, with the majority of volunteer teachers having served for between two and three years. Among the non-volunteer teacher respondents, the period served as a trained teacher at post at the time of study ranged between one (1) year (for the least) and eight (8) years. It was evident that the majority of non-volunteer teachers had served as volunteers prior to being absorbed or engaged by the GES. *"This is my 6th year as a professional teacher, but I earlier did some voluntary teaching under Action Aid Ghana for 6 years before going to training college"* (interview with a female trained teacher from Jirapa District). See Annex 4 for details of background characteristics of teacher sample.

3.7 Volunteer and Non-volunteer Teachers' Opinion of Teacher Absenteeism

The main finding from the Volunteer Teacher Study is that teacher absenteeism and lateness rates were particularly high among non-residential teachers who tended to be non-volunteer teachers living outside the community (e.g. trained and pupil teachers). This was also a major

conclusion from the Quality of Education study conducted in 2013 under the VSO TENI project (Associates for Change, 2013).

Non-volunteer and volunteer teachers interviewed suggest that there was a high rate of teacher absenteeism across all 24 schools in the three northern regions of Ghana and across both the rural and urban schools. For instance, in the Northern Region both rural and urban non-volunteers condemned the practice of teacher absenteeism. In Ninsali Rural DA Primary School the non-volunteer teacher had this to say: *'It's really bad out here, especially in the rural communities. Teachers come to school only 2 times a week, and the rest of the days are just holidays: when teachers don't come to school, children will suffer and they won't even sit in classes'.* Similarly, in the Walewale B2 Urban Primary School the non-volunteer teachers said this about the absenteeism rates: *'Teacher absenteeism is very bad. Pupils usually lose a lot of time in learning when pupils are not engaged, they make a lot of noise which affect other classes too. Pupils also copy such behaviours and tend to absent themselves from school. The high rate of teacher absenteeism leads to low level of discipline among students'.*

In the Upper East half the teachers (both volunteer and non-volunteer teachers) were evasive about the teacher absenteeism rates, however some answered the question and made these comments: Chuchuliga Rural DA Primary School "*The high absenteeism rates I think is bad because it affects the child's performance and also brings about indiscipline even among the pupils".* Kpatuya Rural DA Primary School: "*As people (teachers) who are supposed to be role models, high absenteeism rates among them (teachers) eventually affect the pupils' attendance and by extension it leads to pupils' indiscipline and poor performance*".

In the Northern Region both rural and urban schools condemned the practice of high teacher absenteeism: Yipalla RC Rural Primary School (NSP): "*A high rate of teacher absenteeism to me is very bad. It does not promote exemplary behaviours for pupils to emulate. The few teachers that would be available would not be able to cover and cater for all the classes".* Bormanga Rural DA Primary School, (Pupil teacher): "*It is very bad. Already the teachers available are not many, the high rate of teacher absenteeism would mean empty classroom because pupils would prefer staying at home when the class teacher is absent".* Nuril Urban Islamic Primary in the Northern Region: "*It does not help the profession since absenteeism causes the reduction of performance in our schools. This does not set role models for future progress".*

The analysis of interviews with volunteer and non-volunteer teachers revealed varied reasons for teacher absenteeism and punctuality in school. The main reason cited by volunteer teachers for absenting themselves from school is financial difficulty which compels them to absent themselves from school in order to earn a living elsewhere. Other reasons mentioned included attending to family needs, funerals and meetings. For non-volunteer teachers, ill health and broken down motor bikes were cited as the most common reason for absenteeism. This was further substantiated in the Learning Question 1 research.

Conclusion

Overall findings from the research suggest that community volunteer teachers may have an increasing presence and impact on the quality of teaching in the northern regions of the country.

They are young people who have recently completed senior high school and are looking towards both serving their community and finding a way to higher education and a career through the teaching profession. Many CSVs interviewed demonstrated this dual commitment to becoming a teacher in order to better serve the children from their own communities and at the same time ensure that they were able to move ahead with their professional career ambitions and secure a job in the teaching profession.

Volunteer teachers were motivated by their desire to assist their communities improve the quality of education and to give back to their own children in the community. Volunteer teachers were also motivated by the fact that their services were recognised and this enabled them to transition to tertiary education or attain qualifications as professional teachers (e.g. UTDBE). Becoming volunteer teachers provided an opportunity for them to demonstrate their commitment and zeal to enhance the delivery of quality education in their communities. This enhanced their prospect of becoming professional teachers. Apart from the basic qualification of WASSCE/SSSCE, which CSV and NYEP have, NSS and NSV also had higher qualifications, an asset which could facilitate their pre-service training or orientation as well as classroom lesson delivery. Most of the volunteer teachers serve as volunteers for two to three years, which helps to refine their classroom performance.

Chapter 4:   Head Teacher Management and Leadership Context in Support of Different Types of Teachers

4.1   Introduction

Global literature suggests that effective head teacher leadership is one of the keys to school effectiveness and pupil achievement (Day Christopher *et al.*, 2007; Vidoni Daniel *et al.*, 2003). The evidence related to the effect of head teachers on student outcomes indicates that the effect is largely facilitated through intermediate factors, such as the work of teachers, the organization of the school, and relationship with parents and the wider community of the school. It is widely recognized that school leadership is not exclusive to the head teacher and/or senior management of the school. The conclusion from these findings suggests that school leadership that is distributed among the wider school body, staff and community is more likely to have a positive effect on student outcomes than leadership which is largely, or exclusively 'top-down'.

Studies of effective schools have found correlations between purposeful leadership by the head teacher and a school's high performance (Mortimore *et al*., 1988; Sammons *et al*., 1995). There is also evidence that policymakers must also see the crucial role of head teachers and other school leaders in determining a school's success and that, as a consequence, head teachers should be supported and trained in leadership skills as a means to raising educational standards across any context. While the quality of teaching most strongly influences levels of pupil motivation and achievement, it is the quality of leadership which significantly determines the motivation of teachers, their effectiveness and the quality of teaching in the classroom (Fullan, 2001; Sergiovanni, 1999)

4.2   Background of Teachers (Head Teachers)

Out of a total of 24 head teachers interviewed across the three TENI study districts, 4 head teachers were female and 20 were male. The educational backgrounds of these 24 head teachers revealed that 14 had a diploma in Basic Education, three had certificate A, six had bachelor's degree in basic education and 1 had a master's degree in basic education. Out of these 24 head teachers interviewed across the three regions, ten (42%) lived in the community where the school is located and the rest lived outside the community often over 5 kilometres away and had to commute to the school on a daily basis.

Findings reveal that the majority of head teachers had extensive teaching experience before they were made head teachers at the various schools within the district. The majority of head teachers interviewed had taught mostly in rural deprived areas. A few of the head teachers interviewed were once community volunteer teachers themselves and had worked their way through the College of Education to become professional teachers. Their experiences as head teachers vary from region to region. In the Upper East and Northern Regions approximately 75% of head teachers had taught for between 1-10 years while 24% had taught for over 16 years. In the Upper West Region, 62.5% of head teachers had been teaching for 1-5 years and 37.5% head teachers teaching experiences ranged between 6-20 years. The situation in these three regions appears to be slightly different from the national picture which shows that 45.83% of the head teachers have

taught between (0 - 5 years) while 29.2% have taught from 6 to 10 years and 12.5% have taught for 16 to 20 years. Those who have taught for over 21 years amounted to approximately 8.2%.

Figure 4.1: Teaching Experience of Primary Head Teachers Interviewed
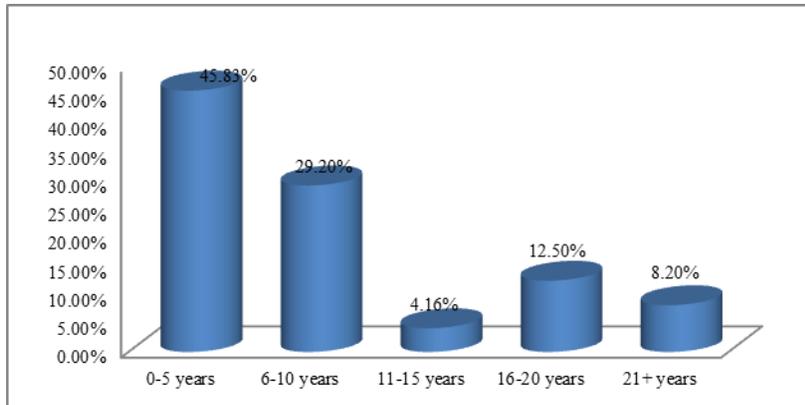
Source: Head teacher interviews, 2013/14 field work

4.3   Head teacher Management and Leadership Training

The level of leadership/management training received by head teachers varied across the 24 head teachers interviewed. The majority of head teachers reported that they had received training in general school management. All eight head teachers in the Upper West testified that they had received training in school management as against seven in the Upper East and six in the Northern Region. In each region one head claimed that he/she had not received any management training. In addition the heads reported various other forms of management training that they have had, namely: training in ICT skills; financial management training; training in leadership for quality teaching and learning; training on SMC/PTA roles and responsibilities and head teachers' support for effectiveness of SMC/PTA; training in lesson notes preparation; and training in record keeping.

The evidence from classroom observation and head teacher interviews suggests that there was a considerable difference between heads that had received some management/leadership training and those that had no training at all. In terms of mentoring and supporting volunteer and non-volunteer teachers with school based INSETs, monitoring their lessons and keeping proper records of happenings in the school, head teachers with training experience were seen to be performing better compared to the others. The Northern Region had the highest number of head teachers having received school leadership/management training while the Upper East had the least; some of this training had been delivered through the support of the VSO/TENI to the districts.

The analysis of the teacher and head teacher interviews reveals that head teachers who have had a significant amount of leadership and management training meant that they were performing better in terms of managing their teachers and providing mentorship and support for them. This mentorship and , according to teachers, provided them with the opportunity to perform better in school. Volunteer teachers particularly benefited from proactive head teacher leadership as it

encouraged them to do their work knowing that their contribution was appreciated and that communities and head teachers were supporting what they were doing.

Figure 4.2: Leadership Styles Practised by Head Teachers
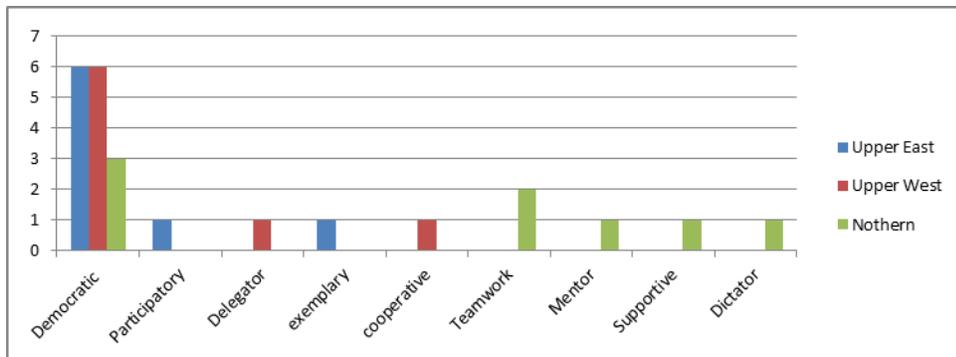
Source: Interviews with Head Teachers

In response to the question regarding what leadership styles head teachers practice in their schools, the figure above shows the various styles head teachers listed. The dominant style mentioned by head teachers in all 24 sampled schools in the three regions is the democratic style of leadership. The second style is teamwork. Others listed are participatory, exemplary, delegating, cooperative, mentoring, supportive and dictatorship. The two dominant leadership styles, according to head teacher interviews were considered democratic and involving team work; these approaches promoted effective delivery and performance among the teaching force since the leadership roles were distributed among all teachers and all teachers were all involved in management and administration of the school. Where head teachers were democratic, they involved a lot more community members in school activities and this promoted a sense of belonging for both the community and the teachers, especially the volunteer teachers.

4.3   Reasons for Differences in Managing "Volunteer Teachers" Compared to Non-Volunteers

Figures 4.3 and 4.4 below presents the reasons head teachers gave for differences in the behaviour and the performance between volunteers and non-volunteer teachers. 17% of head teachers interviewed from the sampled schools suggested that "volunteer teachers" are different from trained teachers or pupil teachers because they are "not subject to GES rules and regulations and can therefore not be sanctioned by the GES" while non-volunteers operate under professional ethics and can be sanctioned for misconduct (21%). Some head teachers also argued that volunteer teachers (especially community volunteer teachers) are "well behaved, hardworking, punctual and regular at school" because they are using this opportunity to look for longer term employment (29.2%).

Figure 4.3: Head teacher Views on the Performance of Volunteer Teachers
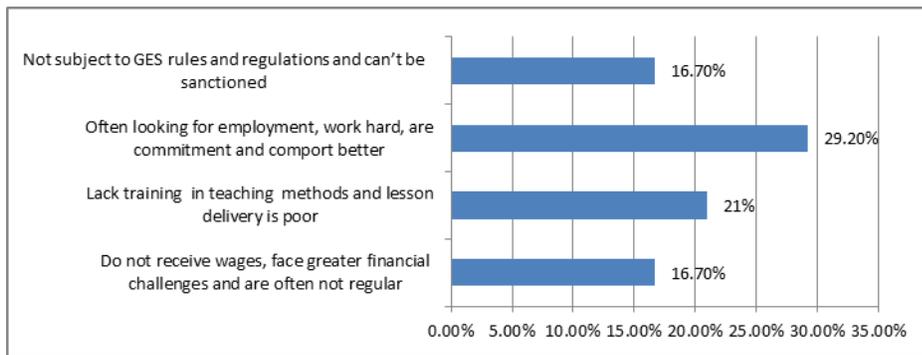
Source: Head teacher interviews, November, 2013

Figure 4.4: Head teacher Views on the Performance on Non-Volunteer Teachers
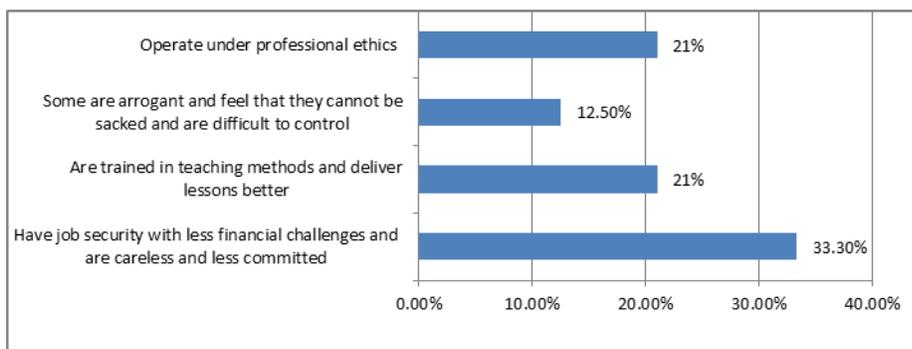
Source: Head teacher interviews, November, 2013

Figure 4.4 provides a picture of the results of head teachers' reports on differences between volunteer teachers and non-volunteer teachers. The major difference reported is in lesson delivery. On average about 32% of head teachers (25% for Upper West and 35% each for Northern and Upper East) reported that volunteer teachers had better lesson delivery than non-volunteer GES paid pupil teachers. For classroom management and organisation 25% of head teachers in both the Northern and Upper West regions reported that non-volunteer teachers were better than volunteer teachers. With respect to teacher support for effective classroom delivery, head teachers reported that volunteers needed greater support in the areas of lesson planning and preparation, classroom delivery and management in order to perform well in the classroom.

As a result of the volunteer teachers' positive conduct most head teachers support volunteer teachers' applications and recommend them to the District Director of Education for pupil teacher engagement. Another reason for the difference between the performances of the volunteer vs. non-volunteer teachers, according to the head teachers, was in relation to the level of their training. Since a majority of volunteers are not trained, 21% of head teachers considered their lesson presentations as "poor" compared to non-volunteers who had received training in pedagogy and had better lesson presentation and delivery. According to 33% of head teachers, a major reason for the difference between volunteer and non-volunteer teacher performance was in relation to their job security and the lack of it for volunteer teachers. Some head teachers argued

that because non-volunteer teachers enjoy a high rate of job security with the financial benefits that accompany being a professional teacher, they are less committed and careless in relation to their classroom preparation and delivery. However, volunteer teachers lack job and financial security and rarely absent themselves from school

4.4   Impact of leadership styles on teaching and learning in the three northern regions

With regards to the impact of leadership styles on teaching and learning, head teachers across the three regions gave varying responses. In the Upper East Region a majority (62.5%) of head teachers responded that their leadership styles (mostly democratic) motivated their teachers to deliver well. Another 25% of head teachers argued that their styles promoted regularity and punctuality. The rest of the head teachers interviewed (12.5%) claimed that their leadership styles encouraged teamwork that produced results.

In the Upper West Region the head teachers confessed that their styles had both a negative and positive impact on the teaching and learning process in the schools. For the 37.5% of head teachers, they claimed that their leadership styles had anegative impact on the teachers; for instance, one Head teacher from Nyohani DA Primary School, noted that he is: "v*ery sober/sympathetic, so I usually find it difficult to punish or take disciplinary actions against most of my teachers who do not live up to expectations*." Another head teacher from Kpaguri Primary reported: "*I find it difficult to report colleagues who fail to live up to expectation, the reasonable ones take lessons and change but some are just so adamant and hence I find it difficult to talk or complain about*"; while the head teacher for Jirapa, Kambali Primary confessed that "*Some see my style as a weakness and tend to do what they want*". For head teachers claiming positive impact of their leadership styles the head teacher, Jirapa St Joseph Primary had this to say: "*It promotes discipline among pupils and teachers leading to quality teaching and learning. As you can see parents are satisfied with my leadership style leading to the establishment of a Junior High School with a population of 113 pupils*". Others noted that their leadership styles promoted cooperation and effective teaching and learning: "*My relaxed style promotes teaching and learning. If anyone has a problem they can approach me to discuss it. There is no atmosphere of fear – we are all very open and relaxed*" (*HT*, Sognaayili Primary School).

In the Northern Region, the head teachers claimed that their leadership styles promoted SMC/PTA collaboration, encouraged staff to discover their weaknesses, motivated cooperation /unity and encouraged teamwork. For instance, the head teacher of Bormanga Primary school reported: "*meetings with SMC/PTA helps parents to provide school material to their children. I organise school INSET for them. We also do cluster INSET in the circuit*".

4.5   Head Teachers Support/Assistance to Volunteer Teachers

On the subject of head teacher support to volunteer teachers the findings vary from region to region. Head teachers in the Upper West (75%) and Northern (50%) regions reported that the dominant support to volunteer teachers is the school based in-service training they provide in the areas of lesson planning and preparation, lesson delivery and classroom management. The majority of head teachers from the sampled schools reported that they were unable to support volunteer teachers financially. There were a few cases where head teachers tasked SMC/PTA and pupils for small contributions as soap money for volunteer teachers to stay and teach in the schools (this mostly related to community volunteer teachers). Ten out of 24 head teachers interviewed said they provide contributions through the SMC/PTA to support community

volunteers in their schools. Head teachers also reported supporting their volunteer teachers' applications for engagement as pupil teachers and highly recommend them to the District Director of Education for consideration as pupil teachers. Others reported that they occasionally provided volunteer teachers with food from the GOG's School Feeding Programme to the school. An interesting finding in the Northern Region is that 5 out of 24 head teachers reported that they occasionally use the school children toto help volunteer teachers on their farms.

According to interviews with some volunteer teachers, the non-volunteer teachers they met in the schools were cooperative and eager to mentor them through the sharing of their teaching experiences. Interviews with non-volunteer teachers suggest that they supported the volunteer teachers to deliver better quality teaching by sharing their knowledge on how to teach in order to improve their performance and boost their self confidence. This was not substantiated in interviews with volunteer teachers although some volunteer teachers appreciated the efforts of the non-volunteer teachers and a few reported having them as their mentors.

The study revealed that at the district level, there is no coordinated support for volunteer teachers as revealed by all 24 head teachers interviewed. Monitoring of community volunteer teachers is assumed to be the responsibility of head teachers. The head teachers argue that as the NSP are under the NSS have limited authority to oversee since they know very little about their postings. The district education staff reported that "*they do not have the mandate to monitor their activities*". Interviews with the volunteer teachers suggest that apart from one week's training for NSS and NSV personnel, there is no form of formal training for volunteer teachers (especially community volunteer teachers) after their engagement. In interviews with some NSP they mentioned that they have received a one week training on classroom management, lesson delivery and lesson note preparation by the secretariat upon their engagement. Analysis of the data suggests that where head teachers were taking interest in monitoring the activities and delivery of volunteer teachers, there tends to be improvement in the volunteer teachers performance in classroom delivery.

4.7   Means of Monitoring Pupil and Teacher Performance in School

Findings from head teachers' interviews reveal that monitoring and assessment of volunteer teachers (especially CSV's) is not being conducted in a formalized fashion. Because volunteer teachers are not directly under the Ghana Education Service, head teachers monitor and assess them in different ways and at different levels.

Figure 4.7 shows the manner in which head teachers monitor non-volunteer and volunteer teachers' performance in schools. In all three regions in both urban and rural schools the dominant means of checking teachers' performance is the administration of appraisal instruments and lesson observation. For pupil assessment, the dominant mode of assessment is the checking of pupils' exercise books. All head teachers in the Northern Region reported the use of lesson observation and checking pupils' exercise books while 88% of head teachers in the Upper West use lesson observation and 75% check pupils' exercise books. The second dominant mode of monitoring teachers' performance is the vetting of lesson notes.

Figure 4.5: Monitoring Teacher Performance in Schools
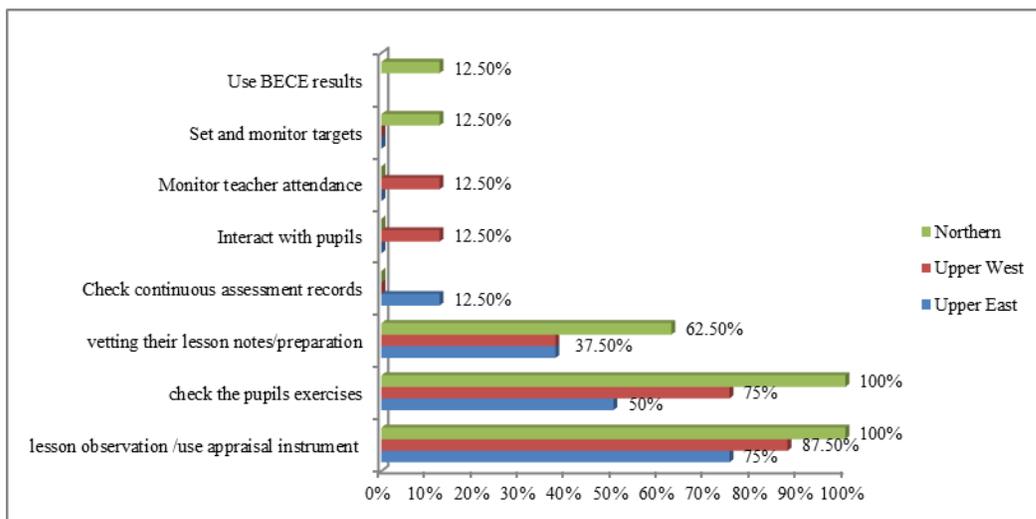
Source: Head teacher interviews, November, 2013, TENI Field work

Interviews with head teachers revealed that most volunteer teachers (all categories) do not prepare lesson notes or lesson plans. Interviews with head teachers suggest there is very limited monitoring and assessment for volunteer teachers across the 24 schools visited. National Volunteers and National Service Personnel are supposed to be monitored and assessed by the National Service Secretariat, but field interviews suggest that in most cases this was not done at all. Circuit supervisors do not consider volunteers as part of the GES and so do not include them in their normal monitoring activities (interviews with circuit supervisors). Similarly, because head teachers do not consider volunteer teachers to be part of the GES they do not include them on staff lists as GES staff although they do conduct some form of monitoring of them. One of the key findings from the study revealed that head teachers are afraid that when they disclose the names/numbers of volunteer teachers in the school, the district office is unlikely to post professional teachers to their schools. As a result, most head teachers had different log books for volunteer teachers separate from the non-volunteer teachers (Head teachers' interviews).

4.9   Differential Treatment across Volunteers and Non-volunteer Teachers

In service training opportunities for volunteer and non-volunteer teachers tends to differ across all the sampled schools. This largely depends on the type of training and the organization/ institution providing the training. For training supported by the GES, preference is given to professional trained teachers. The interviews with head teachers and district education office staff suggest that because volunteer teachers are not under GES and are capable of leaving the school at any time, they see it as a waste of resources to train volunteer teachers whose probability of staying in the school for an extended period of time is very small. Interviews with head teachers also revealed that in cases where there are no trained teachers present in the school, volunteer teachers have the opportunity to be trained.

> *Volunteers are not normally invited to GES Workshops, due to GES's fear that the*
> *volunteers may leave. If the workshop is class specific, however, the class teacher will*

take part regardless of what sort they are. INSET, both SBI and CBI are for all teachers. NGO training and workshops are for all. (Head teachers Interview, Unique number 67)

Within the school the SBI is for all teachers. All types of teachers also attend the CBI (although not all teachers attend all CBI). Workshops are given by GES, depending upon the workshop both trained and volunteer teaches may or may not attend (Head teachers Interview, Unique number 69)

The issues of school community relationships and voluntarism are further elaborated in chapter 6 which highlights the impact of voluntarism on the school community relationship and outcomes.

4.10   Improving Volunteer Teachers' performance

As to what is required for volunteer teachers' performance to be improved, three key findings emerged from the head teachers interviews. They include training support, financial support/allowances for volunteer teachers and absorption of committed volunteers into the GES system as pupil teachers. Head teachers maintained that volunteer teachers are very instrumental to effective teaching and learning in the school – especially rural deprived communities. In most of these rural derived communities, head teachers argued that schools would be shut down without the support of these community volunteer teachers. The challenge, according to head teachers, is that because most of these volunteer teachers are not being paid, there are certain times they have to take some time off and go to their farms in order to fend for their families. If they were to be assured of some allowance, they would be more likely to remain in the classroom. Also because most volunteer teachers have very little training or no training at all, they are sometimes unable to deliver effectively in the classroom. Although some of these volunteer teachers (mostly CSV and NYEP) have limitations regarding their classroom delivery practices, some schools do not have enough trained teachers to occupy their classrooms.

4.11   Absenteeism among Volunteer and Non-volunteer Teachers

Interviews with head teachers from the sampled schools suggest that the rates of absenteeism among volunteer teachers (which includes those teachers categorized as NYEP, CSV, NSP, NSV and NV) is lower than that of non-volunteer teachers (those categorised as GES pupil teachers and trained teachers). However, when this evidence is compared to what researchers found on observation at the school sites, it would appear that the amount of actual teacher time-on-task is masked by these reports. One aspect of the school observation evidence gathered by researchers was how many and which teachers were actually teaching at the beginning of the school day and to what extent classes were covered for the rest of the school day. Of the 24 sites included in the sample there were only 5 schools (2 in West Mamprusi and 3 in Talensi Nabdam) where all the classes were observed to have teachers from the beginning of the school day until after second break when schools are scheduled to close. In all the other schools observed, there were at least some classes that were not taught. This was due to teachers arriving after the start of the school day, or lessons not resuming after either 1st or 2nd break. In 6 schools observers found that although teachers were present in school they were not in class teaching. Further investigations found that in at least two of the schools pupils were expected to be revising ready for end of term exams in the following week; in other schools classes were not in progress because the school

was preparing for a PTA meeting, community festival or the pupils were engaged in sporting activities.

Of those teachers who arrived late, many claimed that they had experienced transport difficulties because they lived so far from the school. Many of the teachers who were at post and teaching at the beginning of the school day were voluntary teachers and often lived in the community. In particular a scrutiny of teachers present in the 7 schools observed in Jirapa District Upper West, indicates that of the 17 teachers who were reported to be teaching, 10 were volunteers. Across the other 2 districts (Talensi Nabdam and West Mamprusi), in 5 schools where only a small proportion of the staff were present at the school on the observation day, the majority of these teachers were either Community Service Volunteers, National Service Personnel or Pupil Teachers.

4.12 Conclusions

The leadership qualities of a head teacher enhanced the performance of teachers, particularly volunteer teachers. This was found in the Quality of Education research under TENI 1 research and confirmed in TENI 2 research. Strong head teachers often organise school based INSET to upgrade the skills of the teachers and provide mentorship support. This was confirmed in teacher observations which found that teachers who were more confident had attended more school based INSETS and had the support of the head teachers. Head teacher leadership enhanced the performance of volunteer teachers through the head teacher's advocacy for them to obtain community and financial support.

Research findings suggest that volunteer teachers who are motivated and have the ambition to become professional teachers stand a better chance of enhancing their prospects under head teachers who exhibit strong leadership qualities. These head teachers were found to mobilise resources for training programmes, classroom teacher supervision and galvanising community support to develop the potential of volunteer teachers. The performance of volunteer teachers is enhanced as INSETs are organised and community supported solicited to enable volunteer teachers to deliver quality teaching. In most of the communities sampled, head teachers reported that volunteer teachers were instrumental for effective teaching and learning in schools. Absenteeism was kept to the minimum. The head teachers of schools in deprived areas reported that without the support of the volunteer teachers, schools would be closed down. Volunteer teachers were found to be more punctual at school and their absence from the classroom was minimal. Volunteer teachers also demonstrated a stronger commitment and interest in the teaching profession. This attitude is backed by community recognition of volunteer teachers' willingness to assist their children despite not being paid. Volunteer teachers were also demonstrating more child friendly attitudes and compassion towards the children in their classrooms.

Despite these findings, head teachers rarely included or registered the volunteer teachers to enable them to benefit from District based INSET due to fear that more "trained" teachers would not be posted to their schools. The District Education offices were also found not to include some categories of volunteer teachers on their regular monitoring and in service training support due to the fact that these categories of volunteer teachers were under the purview of the National Service Scheme (e.g. NSV, NSP etc.).

Chapter 5.0   Teachers' Ways of Ensuring Effective Teaching to Encourage Inclusive Learning

5.1 Introduction

This chapter presents classroom observation-based evidence concerning the strategies volunteer and non-volunteer teachers use to ensure effective teaching and inclusive learning in the classroom. The chapter reviews how teachers are able to keep the pupils occupied, participating and give them constructive feed-back as opposed to expecting them to sit quietly while they lecture. The study explored the evidence from the sample of schools related to an inclusive climate such as teachers applying inclusive language of instruction; using multiple and diverse examples; striving to be fair; being mindful of low ability cues; providing accommodation for pupils with disabilities; and practicing other inclusive/gender sensitive behaviour in the classroom.

5.2 Overview and Approach to Exploring Teacher Performance Across Different Teacher Types

In order to make comparisons between the performance of teachers falling into the two broad categories of volunteer and non-volunteer, classroom observations were carried out in each of the 24 primary schools. Of the 24 primary schools where teachers were observed 7 schools were in Jirapa District in which 1 school was urban; 8 schools in Talensi Nabdam District of which 2 were urban and 6 schools in West Mamprusi of which 1 was urban. A range of indicators were used to assess teacher performance across volunteer and non-volunteer teacher categories:

- Lesson preparation
- Lesson delivery
- Language of instruction
- Understanding and knowledge of the teacher.
- Strategies and methods/activities
- Usage of TLMs
- Approach and attitude of the teacher to different learner needs
- Teacher interaction with girls and boys
- Disciplinary practices the teacher uses in classroom
- The teacher's motivation and feedback strategies
- Level of student participation
- Teacher assessment
- Time on task

Assessment of each of these indicators was carried out in two ways: classroom observers described teacher; and learner behaviour and activities related to each of the indicators. Based on descriptors provided for each of the aspects to be assessed, they were awarded a numerical grade. The ratings related to the level of competence of teachers observed in the classroom where 1 is "poor", 2 is "satisfactory" and 3 is "very good". These same indicators were used to observe teachers in the 1st longitudinal study on the Quality of Education in 2013 in which 50% of the same sampled schools were included in the present study (Associates for Change, 2013).

In order to provide a general overview of the relative performance of teachers, the following graph shows the average number of each of the scores achieved by each teacher type. The pale grey bar indicates the average number of 3 (very good) ratings each type of teacher achieved; the mid-grey bar the average number of 2 (satisfactory) ratings; and the dark bar the number of 1 (poor) ratings. According to this, the poorest performing group was the NYEP teachers who averaged the highest number of "poor" (1) ratings although the number of "very good" (3) ratings is similar to that of the other teacher groups. The highest incidence of "very good" (3) ratings occurs among the CSV and pupil teacher groups, both of which were awarded the lowest number of "poor" (1) ratings. A total of 41 teachers were observed: 14 trained teachers along with 14 pupil teachers, 15 NYEP volunteer teachers, 14 NSS volunteer teachers, and 14 community service volunteer teachers were observed across the 24 school sites in the sample.

Figure 5.1:Overall Ratings of Performance by Teacher Type

	TRAINED TEACHER	PUPIL TEACHER	NYEP	NSS	CSV
Average No of 3's per teacher	5	6	5	4	6
Average No of 2's per teacher	7	6	6	7	6
Average No of 1's per teacher	2	2	4	3	2
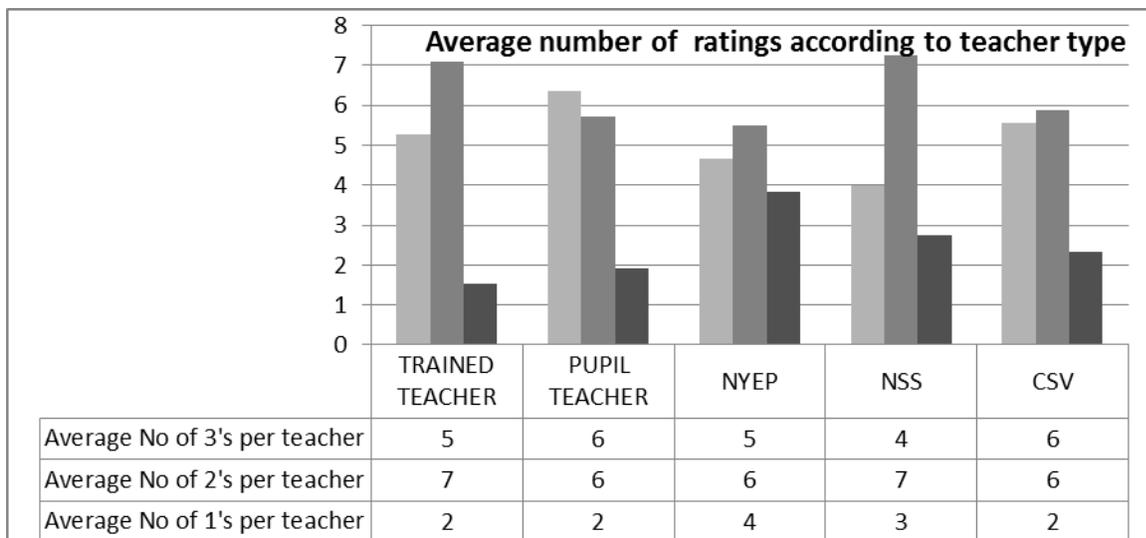
Source: TENI 2 research, 2014.

Exercise Book Scrutiny

Another aspect of teacher performance which was assessed as part of the classroom observations was the extent to which teachers are providing pupils with the opportunity to practice or apply what they have learnt by setting exercises. These exercises also serve as an assessment tool for teachers as well as providing parents with the opportunity to check their wards' progress.

With regard to the exercise book scrutiny carried out in observed classes, the average performance of different groups of teachers is fairly similar. However, as can be seen from the table below, CSV teachers give the highest number of exercises on average with trained teachers and pupil teachers setting a similar number, and NYEP and NSS teachers setting the lowest number of pupil exercises. However both the NYEP and NSS teachers have a lower number of days between the first and last exercise set which is probably due to the fact that these groups tend not to be posted to schools at the very beginning of the academic year.

Table 5.1: Overview of Average Number of Exercises Given and Checked by Teacher Type

	Average Number of Exercises Given	Average Number of Exercises Marked	Average %age of marked exercises	Average number of Days between First and Last Exercise	Average Rate of Exercises
CSV	17.9	15.3	84.7%	39.9	2.8
Trained Teacher	14.9	13.3	87.3%	39.8	3.0
Pupil Teacher	14.2	12.3	87.1%	40.9	3.1
NYEP	12.0	9.0	64.8%	37.7	3.9
NSS	10.3	8.8	90.0%	32.8	3.9

Source: TENI 2 research, 2014.

More significant is the relative rate of exercises given. The right hand column of the table above shows the average number of days between each exercise (calculated as the time span between the first and last exercise being set divided by the number of exercises). The CSV group recorded a rate of just less than 3 days for an exercise given, both trained and pupil teachers recorded a slightly higher rate of around 3 days, whereas, both the NYEP and NSS groups are setting exercises at a rate of 1 exercise in every 4 days.

The average percentage of exercises marked is between 80% and 90% for all categories of teachers except the NYEP group where the average is just under 65%. These findings echo the findings from the analysis of teachers' performance as described in the classroom observations during the first research study on the Quality of Education in northern Ghana. The performance of CSVs, trained teachers and pupil teachers is similar when quantitative indicators are scrutinized and these are generally higher than the other 2 volunteer teacher groups: NYEP and NSS teachers.

Overall, however, the performance profile of the teachers across all 5 groups is not very different in terms of the degree to which students are engaged in exercises. Trained teachers were performing at the same rate as pupil and community service volunteer teachers across several categories of education quality. As described above, a two pronged approach was used to assess teachers' performance in the classroom. The first approach included a system of numerical rating and the second approach took a more qualitative description of what was actually observed. Descriptions of teachers' and learners' behaviours and activities in the classrooms provides a richer and more detailed view of not just the teacher's performance but also their general attitude and demeanour towards the children. The relationship between teacher and learner is an important indicator of the extent to which the teacher is committed to creating an enabling or child-friendly learning environment. For example, a nurturing approach to children without recourse to harsh or punitive disciplinary actions is a strong promoter of learning, or at least pupil participation, in the classroom. As is described by one observer:

> *"At the beginning of the lesson, the pupils were very active but when the teacher started shouting almost all the children were reluctant to participate." (Source: Classroom observation field notes: Talensi-Nabdam, Ayimpoka Primary School, Rural, DA, Male NYEP Teacher of P2, English reading lesson)*

The descriptions of teacher activities are used here to assess the extent of teachers' commitment to and engagement with the teaching and learning process. The focus is on seven of the indicators used during the classroom observation. These are:

- Usage of TLMs
- Language of instruction
- Strategies and methods /activities
- Approach and attitude of the teacher to different learner needs
- Disciplinary practices the teacher uses in the classroom
- Teacher's motivation and feedback strategies
- Level of student participation

These indicators reflect the level of creativity teachers demonstrate, particularly the strategies/methods and the kinds of teaching and learning materials used. The other indicators reflect the extent to which the teacher is sensitive to learner needs and is able to create a child friendly learning environment. Findings from research under the TENI Learning Question 1 indicated that learning was promoted in classrooms where teachers were able to facilitate pupil participation by using a language the children understood, having a positive or friendly demeanour, using disciplinary methods that were not overly harsh or punitive and making expectations of learner behaviour clear by giving positive feedback for correct or thoughtful responses from students and praising participation.

Teachers observed across the 24 sample primary schools fell into 5 different categories: trained teachers, pupil teachers, NYEP teachers, NSS teachers and community service volunteer teachers. In order to make comparisons between these different categories in terms of the relative performance, attitude and behaviour findings from observations for each category are summarized in the following sections.

5.3   Teachers' Performance Based on Classroom Observations (Q1 and Q2)

The following section presents a brief overview of the performance of *all* teachers observed as part of the current research question and compares these to findings from the observations of teachers undertaken for TENI Learning Question 1. A few key performance indicators are used for this overview to give an overall picture of how teachers prepare for the classroom and the kinds of strategies they use to ensure that the needs of all learners are taken into account.

Preparation for the Classroom and Usage of TLMs

Across all three regions of Ghana the evidence from classroom observations during the TENI Learning Question 1 research on the Quality of Education indicates that the majority of teachers had not prepared for their lessons. About 30% of teachers observed produced evidence of lesson notes. Those teachers who were unable to produce lesson notes for classroom observers to see were either working straight from the textbook or had no lesson plan to work from. Findings from observations for TENI Learning Question 2 are similar inasmuch as out of the 41 teachers observed, 30 did not have lesson notes available on the day of classroom observation. The teachers who were able to produce written evidence of having made some preparation for the lesson included all five categories of teachers. Notwithstanding the lack of lesson notes,

observers described how some teachers (around 14 of the 41 observed), still showed evidence of having made some preparation because of the quality of the delivery of the lesson and the provision of TLMs. As was found in the previous study on the Quality of Education, where lessons (for example reading lessons) were based on the use of a textbook, teachers depended solely on the guidance from the book without preparing an additional written plan. Again, teachers who were found to do this were drawn from all categories of teachers (non-volunteer and volunteer) indicating that trained teachers were not making any extra effort to prepare themselves for the classroom as compared to volunteer teachers.

According to classroom observations in TENI Learning Question 1, there were only two or three classrooms out of the 15 classrooms observed in each district where teaching and learning materials were used. Also there was no single school/classroom that had a full complement of text books for their school and the vast majority of schools/classrooms visited lacked the basic teaching aids and TLMs required for effective teaching to take place. A few classrooms had teachers' guides and a few textbooks for pupils. However, in the majority of the classrooms there were no textbooks at all being used.

In contrast to this, findings from the current research (TENI Learning Question 2), indicate that close to half, about 17 of the 41 teachers observed, used textbooks as the main teaching and learning tool; no classroom had a full set of books but in most cases there were enough so that pupils were sharing text books with 1 or 2 colleagues. Other kinds of TLMs were also in evidence in at least 5 of the 41 lessons observed: these included counting materials for maths lessons, word cards and other visual aids, and visual and physical examples for science lessons. The extent to which TLMs or textbooks were used was not related to teacher type and included teachers from all teacher categories. This also raises questions related to the impact that training particularly INSET is having on teachers and their adoption of TLMs in very under resourced schools. The use of TLMs by teachers depended less on their training background and largely on the availability and teacher motivation and interest in usage and adaptation of TLMs.

Language of Instruction

With regard to the findings related to the language of instruction used by teachers observed as part of the research for TENI Learning Question 1, in some cases, particularly at the upper grade level and in the Upper East, teachers were delivering lessons wholly in English and observers noted that in many of these classrooms the majority of pupils were unable to understand what was being taught in the classroom. The language of instruction in the Northern and the Upper West regions was mainly in the local language (LO1) with English being used as the language of instruction in only a few schools such as the urban mission schools.

The pattern of language use by teachers observed in classrooms for the current study (TENI Learning Question 2), followed the same pattern observed in TENI Learning Question 1. However, the regional differences are not so clear cut especially with regard to teachers' use of English in the upper primary classrooms. Across all 3 regions teachers in classes P4, P5 and P6 deliver lessons wholly in English with some code switching being used to clarify or explain concepts and information. Classroom observation data revealed that pupils in urban schools are more likely to be able to access a lesson in English than their rural counterparts. The pattern of language use across KG and lower primary classes is also similar across the 3 regions where teachers all use a Ghanaian language or (usually in the case of English reading or grammar

lessons) a mixture of English and the mother tongue. Which language of instruction teachers use is still complicated by the fact that at all levels of the school system text books are written in English. Teachers therefore find themselves with the added challenge of translating ideas and concepts into the local language of students to promote understanding while at the same time trying to ensure that pupils are able to express their understanding of these concepts in English. So while it would appear that schools and teachers are attempting to embrace the ideal of teaching children at lower primary in their mother tongue, the success of this policy is inhibited by the nature of the resources available and to a large degree by the language competency of the teachers.

The key finding from the volunteer teacher study is that all community service teachers observed were able to support teaching and learning in the mother tongue and language of the locality compared to teachers from other categories (non-volunteer teachers). Most teachers especially trained and National Service Personnel who could not communicate in the language of the locality particularly in lower primary taught in the English language.   This had a direct impact on their ability to "connect" with the children and ensure that the children understood the instructions being given in the classroom.

Teacher Strategies and Methods in the Classroom

Using the classroom observation instrument, different categories of volunteer and non-volunteer teachers were rated on the use of appropriate teaching strategies, methods and activities in the classroom. Teachers were rated "very good", "satisfactory" or "poor" based on the indicators as part of the classroom observation instrument. For a teacher to be rated "good", he/she must have used a variety of teaching and learning approaches including explanation, questioning, activities other than copying notes from the board or answering closed ended questions; group work; and must have engaged pupils throughout the lesson. To be rated "satisfactory", the teacher must have engaged more than half of the pupils during the lesson. The teacher should have maintained the interest of more than half the class throughout the lesson where he/she engaged them in activities and questioning with some close ended questions. Where the teacher did not adopt different learning strategies but used mainly a lecture style, copying of notes with very little questioning, his/her performance was rated "poor".

Classroom observation findings suggest that very few teachers used a variety of methods that involved discussions and engagement of pupils in the classroom. Results from classroom observation rating the teachers on the use of appropriate teaching strategies suggest that very few trained and untrained pupil teachers (18%) attained a score of "very good". The vast majority (82%) of teachers (trained and pupil teachers) attained a score of "satisfactory". No CSV teacher observed was rated as "very good" although about 78% of CSV teachers scored "satisfactory" with 22% rated as "poor". There was no trained or pupil teacher rated "poor". This implies that there were some differentiation between the categories of teachers in their ability to adapt appropriate teaching strategies, methods and activities in the classroom.. These differences could be attributed to the fact that trained teachers have received training whereas the majority of community volunteers do not have any form of training in the area of appropriate teaching strategies and methodology. Interviews with some NYEP teachers suggest that they have received some form of orientation and training before they are deployed to schools. This was reflected in a few cases where NYEP were seen to be adapting appropriate teaching strategies and methods in the classroom. Moving forward, there is the need to provide some form of

training for all categories of volunteer teachers in the areas of appropriate usage of teaching strategies and methodologies in order to enhance their delivery in the classroom.

Level of Pupil Participation in the Classroom

According to classroom observations, there is a clear suggestion that there could be differences in pupils' participation depending on the type of teacher in the classroom. The general findings show that pupils were more likely to participate effectively in classrooms where there was a trained or pupil teacher or a community volunteer teacher. Findings also suggest that in 45% of the classrooms observed where there was a trained teacher, their performance in terms of pupil participation was rated "very good". The majority of community volunteer teachers were rated "satisfactory" in terms of pupils participation in the classroom with about 18% of trained teachers and 11% of CSV teachers rated "poor". Evidence from interviews with pupils suggests that community volunteers who often taught in the local language provided them with the opportunity to participate effectively in the classroom. Effective participation among pupils and teachers in the classroom has been documented to be an important indicator for effective teaching and learning.

Figure 5.2: Level of Pupil Participation in Classroom Lesson Delivery by Teacher Type
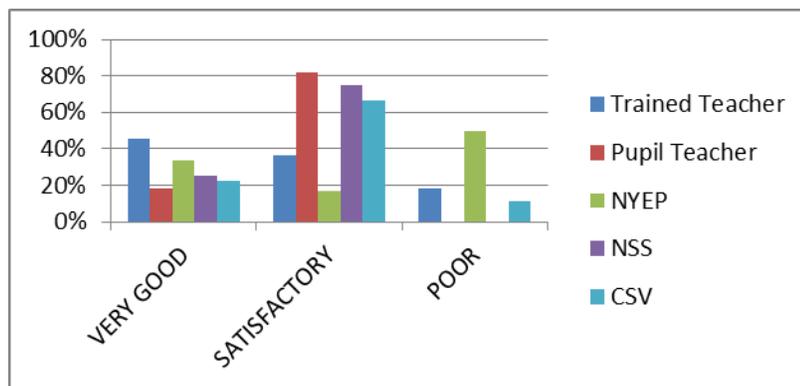
Source: TENI 2 research, 2014.

Inclusive Educational Practices

With regard to general inclusion practices, gender sensitivity and the way in which pupils with disabilities or learning difficulties are catered for, findings in the TENI Learning Question 1 research revealed a mixed picture. In the first instance, classrooms where the teachers used child-centred methodologies were in the minority and it was generally found that the category of children generally labelled as "slow learners" were not served by the "teacher centred" methods favoured by many of the teachers. Observers noted that in a significant number of classrooms the teachers focussed on the more able children who were able to easily answer questions or read texts. Gender sensitivity in terms of distribution of questions or activities between girls and boys was found to be generally good across all classrooms and pupils with physical disabilities such as mild hearing or visual impairment or disfigured limbs were generally catered for. However, for children with moderate to severe learning difficulties it was clear that teachers felt neither competent nor confident to "handle" such pupils.

Findings from the current research are similar to the previous study especially with regard to gender sensitivity and children with physical disabilities. Observers note that where such children are not being included it is because the teacher has adopted a teaching style that is based mainly on lecturing students and questions or activities tended to be focussed on the more able pupils in the class. Across the 41 classrooms observed as part of this study there were just a few (about 6) classrooms where children with learning difficulties were present (although no indication is given of the severity of these difficulties). In one of the classrooms where a special needs child was present, the teacher simply ignored the child: in another classroom teacher is reported to have sat the pupil at the front of the class but no further evidence is given as to what strategies were used to engage him/her. In the other classrooms observers noted teachers "trying to involve" the child and further observed that this "does not disrupt the flow of the lesson". Whereas in the previous study (TENI Learning Question 1), there was little evidence found of teachers including children with learning difficulties in lessons, and in fact the best that could be said for strategies used to cater for children with such difficulties was that teachers in the sampled schools placed a greater emphasis on pastoral care and sensitizing pupils against stigmatizing or bullying. Findings from observations across all three districts (West Mamprusi, Talensi-Nabdam and Jirapa) were that more teachers appear to demonstrate some kind of strategy to include children with learning difficulties in the lesson. Furthermore, while in around 6 classrooms observers emphasise the fact that "slow learners" are "missed out" or "ignored", in over half the lessons observed (about 26), there is some description of teachers using a kind of strategy to encourage participation. These strategies include: directing questions at children who have not yet contributed to the discussion: allowing pupils more time to think: and going round and checking that all pupils are able to do the written exercise set by the teacher.

Figure 5.3: Approach and Attitude Towards Different Learner Needs by Teacher Type
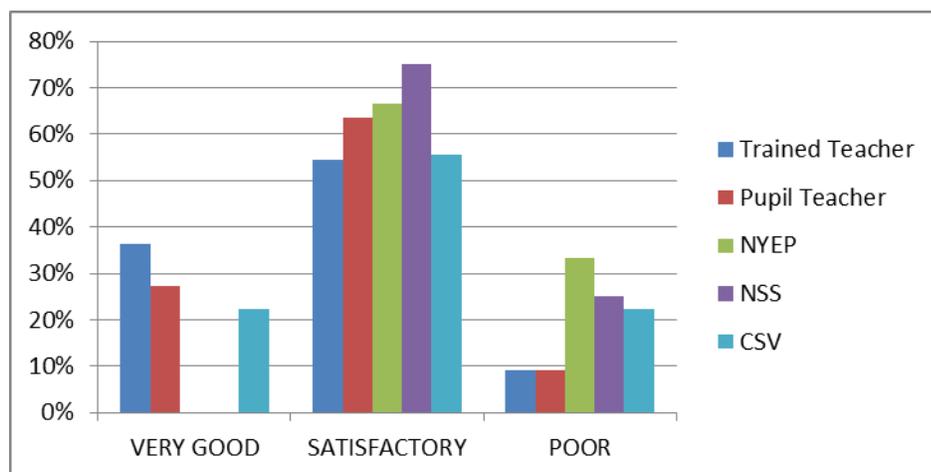
Source: TENI 2 research, 2014.

Generally the findings suggest that the majority of teachers were sensitive to different learner needs. Both volunteer and non-volunteer teachers were relatively inclusive and supportive of pupils' voices when it comes to approach and attitude to different learner needs. Thirty six (36%) of trained teachers were rated "very good" while 22% of CSV's were rated as "very good" with respect to teaching to different learner needs. More than half of the trained teachers' (55%) and community volunteer teachers' (56%) performance was rated as "satisfactory". This trend

especially relating to the CSVs and could be attributed to the contributions of NGO interventions such as TENI and its implementing partners that provide specialized training on inclusive and gender sensitive approaches to teaching with volunteer teachers across the sampled districts. What this implies is that there has been some level of improvement in inclusive education practices among teachers over the last few years.

Teaching of Reading: Methodological Practices

Teachers' methodological practices in general, and the way in which reading is taught in particular, are reported as being generally similar in both the TENI Learning 1 Question report and findings from the current study. There is evidence from both the 86 classrooms observed in the first research conducted and the 41 classrooms observed in the present research, of a number of teachers using more child-centred strategies during lesson delivery. These include the use of counting materials in maths; facilitating children to role play, act out or otherwise exemplify examples during grammar lessons; and work in pairs or groups to complete activities relating to a variety of objectives. There is also evidence across both research samples of teachers relying heavily on lecture style teaching with very little interaction with pupils beyond asking some of the more able pupils to either answer questions or read. There is usually a heavy reliance on the use of short explanations from the teacher followed by class discussions structured around questions asked verbally by the teacher. In most cases these questions tend to be closed and low order requiring little more than recall or in some cases comprehension on the part of learners.

The teaching of reading is also fairly uniform across classes and teacher types with some variance among community service volunteer teachers. The emphasis on read and repeat or "echo reading" is clearly described in many classrooms and drilling is used ostensibly to enable pupils to memorise both the pronunciation and meaning of new or key words. There are exceptions to this, and some teachers lead pupils to interact more meaningfully with the text and furthermore ensure that they are able to identify individual sounds, phonemes or syllables; however these examples of good practice are in the minority of cases observed.

Where findings from the two studies differ is the extent to which pupils have access to textbooks, so that in many of the classes where a reading lesson was being conducted, pupils are able to see the text in front of them even though they are usually sharing with 1 or 2 other colleagues. There are, therefore, a number of instances where observers noted that teachers have pupils read texts individually and in the best case scenarios the majority of students are given this opportunity in contrast with instances where just one or two of the more able readers take the teacher's part in the read and repeat strategy.

Disciplinary Practices and Alternative Strategies

According to the TENI Learning Question 1 research report, there were few cases of disciplinary action taken in the presence of the research team. The few teachers who used some form of disciplinary action did so with caution. Classroom observers reported that there was very little poor behaviour exhibited by students and as a result, examples of disciplinary practice were either not observed or there were very few during the course of lessons. Nonetheless there were a few cases where teachers (or in one case the class leader – a pupil) used some form of physical punishment and in others, teachers' verbal reprimands were quite harsh or threatening. In contrast, evidence gathered from focal group interviews with teachers and head teachers and

other FGDs – particularly those with the pupils – indicates that in most cases teachers were still using physical and verbal chastisement/punishments for behaviours in their classrooms as a form of classroom management.

Findings from the 41 classroom observation reports for the current study show a similar trend since very few teachers were observed using either verbal or physical chastisement. In fact there were just 3 teachers (an NYEP teacher, an NSS teacher and a CSV Teacher) who used canes or otherwise "knocked" pupils on the head and 3 teachers were reported to shout at the pupils (a trained teacher, a pupil teacher and an NYEP teacher) during the study period. Figure 5.4 below looks at data from 41 teachers in order to identify the extent to which teachers' disciplinary strategies were related to a number of variables in different classroom settings. Researchers' perceptions of the classroom disciplinary strategies which were utilized by different teacher types show a very unique trend which is different from the rest of the other indicators measured. In general, volunteer teachers appear less punitive and aggressive than normally pertains in many public schools. Nearly all teacher types were rated high, with ratings mainly in the "very good" category. More than half (55%) of trained teachers and 56% for CSVs obtained "very good" ratings while the remaining 45% of trained teachers and 44% of CVS were rated as "satisfactory". Both volunteer and non-volunteer teachers were not rated "poor" in relation to disciplinary practices applied in the classroom.

Figure 5.4: Use of Disciplinary Practices in the Classroom by Teacher Type
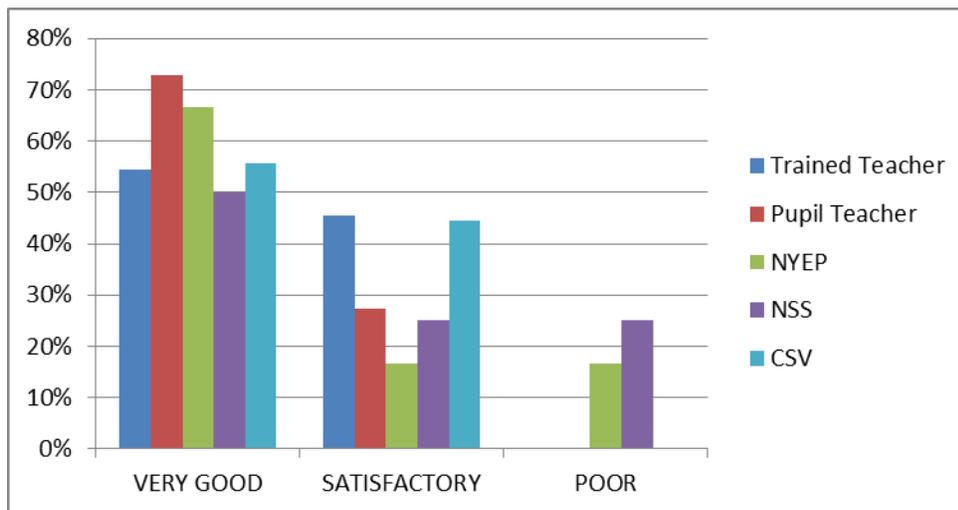
Source: TENI 2 field work research, 2014.

Of all the school-related factors capable of influencing pupils' behaviour and attitude in classrooms, teachers' discipline strategies, are the strongest. The significance of classroom discipline impacts on pupils' behaviour and learning, and is integrally related to teachers' sense of professional adequacy. The qualities of the CSVs regarding familiarity with the pupils, punctuality, regular attendance, genuine care about their education, regular presence in the classroom and being within the community are viewed as critical ingredients in helping facilitate quality learning. This suggests the CSVs' backgrounds as natives from the communities plays a major in their understanding of procedures and measures for enforcing disciplinary practices within classrooms. One cannot however consider discipline in isolation without examining its

link to ensuring good quality standards across all classrooms/schools. As the findings from other indicators show, issues such as subject knowledge by CSVs are important to ultimately improving the children's learning.

Evidence from TENI Learning Question 1 suggested that caning and other physical punishments were widespread; discussions with pupils as part of the current study to some extent buttressed these findings. Pupils described being caned occasionally and also said that some teachers shouted; however from an analysis of these focal group discussions it is clear that in the schools visited such punishments as making the children kneel, getting them to run around the school or moving them either to another part of the classroom or removing them from the classroom are far more widespread, and it could be concluded that such strategies have begun to replace the cane.

5.4   Conclusions

An analysis of teachers' performance in the classroom provides evidence as to the extent to which teachers show a commitment to their role, and make an impact in terms of the quality of teaching and learning. Indicators of commitment and quality include the creativity that the teacher brings to the classroom in order to improve the learning experience of pupils. The learner-centred lesson is inclusive and a key indicator of this is the extent to which pupils participate actively in the learning process. Examples of this include lessons where the teacher provided the children with counters and sticks during a maths lesson and allowed the children to work collaboratively in pairs or groups. Furthermore, the child-centred teacher provides a safe and comfortable environment in the classroom. The use of overly harsh or abusive physical and verbal punishments clearly work as a deterrent to children misbehaving but can also deter them from interacting with the teacher for fear that they will be punished. On the other hand, the classroom in which the teacher demonstrates firm classroom control, while at the same time maintaining a warm and friendly demeanour, is a safe place for children to take risks, and is therefore not a deterrent to the child interacting with the teacher and participating in learning activities.

The overarching remit of this analysis is to make a comparison between the relative impact and performance of teachers who fall into two groups: the volunteer and the non-volunteer. Based on the evidence from classroom observations there are distinct differences within these two broad categories of teachers. Within the non-volunteer category (trained and pupil teachers), there was little difference in terms of the overall rating of performance. However, scrutiny of descriptions made from classroom observations of teacher and pupil activities and behaviour in the classroom, uncovered a different picture of the relative attitudes of these two groups emerges. The general findings suggest that the trained teacher is more likely to have a neutral if not clinical approach in the classroom partly due to the distancing these teachers tend to project onto the community and their lack of community involvement. There is evidence of good practices in terms of attempting to use more child-centred strategies but there is a lack of the "nurturing warmth" evident in a number of the descriptions of pupil teachers and community service volunteer behaviours.

Evidence from the background interviews with pupil teachers indicates that there is a strong impulse to teach on the part of most of these teachers, many of whom have demonstrated a strong desire to join the profession and become a volunteer teacher prior to achieving pupil teacher status in order, on the one hand, to gain a foothold in the teaching profession and, on the

other, to provide what they see as a necessary service to their communities. Furthermore, some of these teachers are currently undergoing the UTDBE courses and there are a good number of pupil teachers who described in-service support at both the school and district level provided by Implementing Partners of the TENI project, GES and other NGOs.

Within the volunteer group there are greater differences in performance than between the three groups in this category with the CSV demonstrating better overall performance than either the NYEP teachers or the NSS teachers. Furthermore teachers in the CSV group perform on par with both trained and pupil teachers as seen from classroom observation ratings. When interviewed about their motivation to volunteer, responses from CSVs suggest that they have a desire to teach and work with children and support their community. Volunteer Teachers' background in terms of training and on-going professional development support was often very limited however some are undergoing formal training (UTDBE); others have benefited from the School for Life training; some have taken part in numerous school based or district in-service training events organised by GES or VSO; and others had little or no training at all. This is reflected in the descriptions of performance in the classroom based on both classroom observations and focal interviews with students from the same classroom observed. Teachers' behaviour towards the children is on the whole was warm, friendly and nurturing, while the range of methodologies used and the extent to which these demonstrated an understanding of strategies for creating a child-centred learning environment varied.

Descriptions of classrooms with a CSV teacher revealed a general sense of child-friendliness marked by a warm and friendly demeanour on the part of the teacher which encouraged free and easy interaction from the children. Descriptions of pupil behaviour indicate enthusiasm and responsive activity. Furthermore, there is more evidence of CSV teachers adopting child-centred strategies including use of tools and equipment to aid understanding and facilitation of paired or group activities. Responses from pupils interviewed on the subject of teacher performance indicate that volunteer commitment is also demonstrated in the fact that, when compared to non-volunteer teachers, volunteer teachers are more likely to be both punctual and regular. Furthermore commitment is extended beyond the scope of the classroom in the provision of additional classes and a readiness to provide support to pupils at other times including vacations. This evidence leads to the conclusion that comparisons cannot be made simply between the volunteer and the non-volunteer but instead between the *type* of volunteer and the *type* of non-volunteer.

A possible key to these differences is the motivational forces which shape the teacher. Why are different types of teachers drawn to the profession? Findings from the College of Education interviews with teacher trainees indicate that, at least for some, teaching provides the opportunity to enjoy regular employment while at the same time pursuing further education with a view to joining a different profession. If the impetus is therefore based solely on being safely employed, then there is likely to be less commitment to the role, particularly in a school where the head teacher has a laissez-faire attitude towards supervision or staff development. NSS teachers are not given a choice either as to the role they will play or the geographical location of their placement, however those interviewed for this study claimed that they felt some commitment to the role but that opportunities for training were limited. In the case of the NYEP teachers, evidence from interviews indicates that, on the whole, members of this group claim that they chose teaching and that their motivation is based on a desire to improve the lives of members of

their community. However, NYEP teachers also appear to receive limited support. Aside from the one week orientation provided by the NYEP organisers, most teachers interviewed in this group described only a few training events they had experienced.

Classroom teacher performance plays a significant role in pupils' learning processes. Findings from classroom teacher observation indicate that teacher performance varies among all categories of teachers. In terms of classroom exercises given to pupils by teachers, CSV gave the highest number of exercises to pupils. The average proportion of marked exercises was between 80% and 90% for all categories of teachers except NYEP (65%). Trained teachers, pupil teachers and CSV were at par with each other with respect to the number of class exercises being set. Classroom teacher performance observed reveals that volunteer teachers often used local languages as a medium of instruction to facilitate teaching and learning and had an advantage since they often come from the community. This enhanced pupil-teacher interaction and the frequent use of socio-economic and cultural practices as reference points of their teaching which improved pupils' understanding of abstract concepts when being taught. This trend seemed to be virtually absent among other teacher categories most of whom are not competent in the use of local dialect as the language of instruction.

Chapter 6.0: The Contributions Volunteers and Non-volunteers make Towards School and Community Development

6.1 Introduction

Findings relating to head teacher management described in this report indicate that school development is impacted by the extent to which head teachers are able and confident to implement strategies to ensure the smooth running of the school; this includes their ability to enhance the professional development of teachers through the organisation of school based INSET, personal mentoring and encouraging peer mentoring between teachers. However, the school cannot be viewed in isolation: it is an integral part of the community it serves and as such when school and community enjoy a symbiotic relationship of mutual respect and support, school management and education quality are significantly enhanced (Associates for Change, 2012). In the first instance, this relationship between the school and community is based on the issue of service, and it is therefore important that schools are accountable to their communities and that these communities are in turn confident to hold school leaders and staff accountable. Community bodies – SMCs and PTAs – are therefore an important aspect of the management structure of the school. The relationship between school and community is further strengthened through mutual support. The TENI districts where this research took place are designated as "deprived" and so, in resource poor areas, physical and material support are not just an important aspect of building the relationship between school and community, but also a necessity.

This chapter explores the extent to which the school and community come together to promote school development and what structures are in place for schools to be accountable to the community and how SMCs and PTAs hold them to account as well as how different teacher types strengthen the relationship by supporting community development. Throughout this discussion the role of the volunteer and non-volunteer teacher is discussed in terms of their role and value addition to strengthening the community school relationship and the possible impact these contributions make towards quality education.

6.2 Teacher Performance Across the School Communities

TENI Learning Question 1on the Quality of Education (Associates for Change, 2013) revealed significant findings related to how SMC and PTAs and other community groups perceived their roles towards the school. These perceptions varied across the research sites but it was clear that there was a strong will on the part of communities to have some oversight and ownership of schools in the 53 school sites; what was lacking was confidence on the part of SMC's/PTA's on how this could be done and a general feeling that parents/communities were ill-equipped or ill-qualified to assess the performance of teachers and schools because they were 'uneducated'. Across some communities there was also a sense of fear on the part of community members that any interference in the school's activities or critique on teacher behaviour might result in the withdrawal of teachers from their school and the inability of the community to secure other trained teachers due to threats by the DEO. In these cases the relationship between the school and the community and/or District Education Office had broken down to the extent that community members felt unable to act. It was therefore the case that if teachers (particularly

trained professional teachers) were persistently absent or recalcitrant, the communities felt powerless to act. Communities had more trust in teachers (usually untrained or volunteer teachers) who lived among them and were considered one of their own "sons or daughters" with strong bonds to the members of the community and its leadership.

Findings from the current study are similar to those found in TENI Learning Question 1 research in that many of the same strategies for assessing teacher performance are still being used by community members. These strategies included SMC, PTA and community members visiting the schools regularly to ensure that teachers are present and teaching; monitoring test and assessment results; checking pupils' exercise books and generally discussing teachers' behaviours with pupils. Interviews with SMC/PTA members and head teachers reveal the extent to which PTA SMC activities have been augmented through the support of various NGOs, and in particular the TENI implementing partners who provide training to community bodies to build capacity for school oversight, and organise School Performance and Assessment Meetings (SPAMs) so that all education stakeholders are aware of the strengths and weaknesses of the school and child performance. Membership of SMCs and PTAs is a purely voluntary act and as such the work of these NGOs is improving the capacity of these volunteers to make valuable contributions to school management processes.

An important part of school development is the process of identifying challenges to deliver quality education and planning to address these. One mechanism put in place to achieve this is the SPIP (School Performance Improvement Plan), which assists school heads and communities outline plans and activities to be carried out by the school over a period of time often using the capitation grant. Head teachers are required to complete this document once a year and before presentation to the District Education Office it must be countersigned by the Chair of the SMC. Ideally, the process of school planning should involve a range of stakeholders including teachers and community members. Findings from the field work suggest that schools that organise regular SPAMs and involve a range of relevant stakeholders for the SPIP process allow community members to have stronger oversight of the workings of the school and give a degree of autonomy, or at least a share in the decision making process , to teachers.

Evidence from interviews with SMC/PTA's and community leadership (e.g. chiefs elders and opinion leaders) suggest that the SPAM process was helping ensure more ownership of the community in the school decision making process and engagement with the head teacher and teachers in school development. Head teachers across the 24 research sites claimed a high degree of teacher involvement in decision making at the school level. Head teachers' interviews revealed that their teachers are involved in decisions that affect the school's development and proper functioning yet this was not always substantiated by the interviews with the teachers. This is generally done during staff meetings.

> *"Whatever decision there is to take, I call teachers to bring their views/concerns before decisions are taken. I cannot do much without their support" (Unique Number 13, Head Teacher Interview).*

> *"Staff meetings are held during the first and last week of every term, these are planning and evaluation meetings. All staff contribute to these meetings. There are many ad-hoc*

meetings between the head and one or more teachers as and when the need arises throughout the term" (UN 67, Interview with head teacher).

"Teachers are always involved in decision making within the school. All the teachers are assigned different roles within the school, in addition to their teacher duties. Normally 3 staff meetings are held each term, at the beginning, middle and end of term. This term there have been two meetings so far. Emergency staff meetings take place if and when required". (Unique Number 64, Interview with head teacher)

There was also a positive response from head teachers interviewed with regard to involving their teachers, including volunteer teachers, in school decisions including the development of SPIPs; use of capitation grants; PTA/SMC meetings: and any other decision that affects the development of the school. Evidence from interviews with teachers indicates that both volunteer and non-volunteer teachers are involved in these meetings and, as one NSS teacher pointed out, teachers' attendance strengthens "parent-teacher relationships".

Table 6.1 Teachers Activities to Support SMC/PTA Meetings

Talensi-Nabdam	Tenzug	NSS	His presence in class everyday and his activities is a contribution. He raises relevant issues during PTA/SMC.
Talensi-Nabdam	Chuchuliga Primary School	Pupil Teacher	Act as a secretary to SMC/PTA, help in organising SMC/PTA meetings
West Mamprusi	Yipalla RC Primary School	NSS	I take part in community and school meetings. One was held last week. (PTA/SMC). I also reach out to pupils who are sick and unable to come to school. I make visit to their home to find out their state of health.
Talensi-Nabdam	Tenzug	NSS	No activities yet but he raises relevant issues during PTA meetings to strengthen parent-teacher relationships.
West Mamprusi	Ngbaripe Primary School	Trained Teacher	Sensitisation of the community members on the importance of education. The need to provide school uniform for their children and other materials. Call SMC/PTA meetings for school development.. We also visit sick children in their homes

Source: field data TENI Learning Question 2

With regard to SMC/PTA involvement in the SPIP process, responses varied across the 24 school/community sites. However, there was one head teacher in the Upper West who indicated that SMC/PTA were not involved in the SPIP process and another head in the Upper West who described "merely informing" the SMC/PTA. The other 22 head teachers interviewed indicated that SMC/PTAs are involved, in at least some part, with the SPIP process, either by participating in the planning process, endorsing the plan, supporting in its implementation, and, in the case of one school in the Upper East, monitoring implementation.

"The SMC/PTA are always involved in the development of the SPIP, a general meeting is called with the SMC/PTA and all the teachers. Ideas are brought forward and discussed and then the SPIP is agreed. The SMC/PTA chairmen sign off the SPIP." (Unique number 64. Interview with head teacher).

"The SPIP is developed in a very open and democratic manner. Firstly there is a staff meeting where all of the staff list the problems and challenges that they want the SPIP to address, then a SMC/PTA meeting is called and the staff present at the SMC/PTA then chip in with the challenges that they would also like to see addressed. Finally a general community meeting is called to discuss these proposals and the SPIP is agreed and signed off. All of the staff and the SMC/PTA then work together to carry out the SPIP." *(Unique Number 69, Interview with head teacher)*

"We always involve them, the last SPAM/SPIP they were all invited and they played a vital role in coming out with the final SPIP passed there." *(Unique Number 241, Interview with head teacher)*

Head teachers' views about their overall satisfaction with the support provided in terms of management and oversight by SMCs and PTAs were also explored during in-depth interviews. Responses generally reflected a similar picture relating to the extent to which these bodies are involved in the preparation and implementation of the SPIP: that is to say, in only one school was the SMC and PTA reported as inactive. Across the other 23 schools both bodies – SMCs and PTAs – are active but to different degrees. Two head teachers interviewed stated that SMC/PTAs, while active, do not provide satisfactory support. In general across the 23 school sites, management and oversight of the school by these community groups was seen as 'satisfactory' and half of the head teachers interviewed felt the SMC's and PTA's were "very active and satisfactory". According to head teachers interviewed the SMC's engage in meetings, make contributions to support community volunteer teachers, take part in decision making and hold teachers accountable for non-performance. SMCs are involved in the SPAM process and they are involved in the development of SPIPs.

The view from the head teachers with regard to the general relationship between school and community is that, on the whole, these are cordial with just 2 head teachers dissenting from this view; one of whom felt that the relationship was somewhat neutral and another who claimed that relations were hostile. All of the SMC/PTA groups interviewed (23) felt that the relations were either cordial (4) or very cordial.

6.3 Schools Use of SPAM and the Support Provided by Different School and Community Stakeholders

Head teachers were asked about their involvement in various aspects of the SPAM process. Responses include writing invitation letters to parents, attending SPAM meetings, and participating in the whole SPAM process (i.e. from organisation to implementation). In the Northern Region 5 of the head teachers reported that their participation was restricted to attendance and discussions during their Circuit SPAM. In the Upper West Region, 6 of the head teachers did not understand SPAM (i.e. 3 could not define their roles in SPAM and the other 3 admitted that they had never organised SPAM at the school level). The remaining 2 head teachers also reported that they only invite parents to the meeting. This finding has implications for these schools as the head teachers are not taking responsibility for clear reporting of school performance with community and school stakeholders and facilitating discussions towards focused planning to meet the needs of students and teachers in the school. If head teachers do not

know their roles in SPAM and have never organised one, what sort of leadership are they providing for learning in their schools? In the Upper East 3 of the head teachers reported that they facilitate the entire process from organisation to implementation of SPAM decisions.

The role of volunteerism in the improvement of school/community cooperation in terms of school management is, in the first instance, transmitted through the work of the IPs, all of whom have a long standing relationship with the communities in these three districts. Because of this relationship volunteer teachers working on the ground in the school communities are able to elicit the cooperation of PTA/SMC groups and schools and work with them to build their capacity as overseers of the school. More importantly in this relationship is that members of the PTA/SMC executives themselves, who, as individuals volunteer their time to the school for no other reward than the expectation that the school will be able to improve the quality of education for young people in their community. SMC/PTA's are the key liaison between school management and community as a whole and their contributions were found to be vital. Building the capacity of these individuals so that their competence and confidence improves, contributes to the overall achievement of quality teaching and learning in schools.

Another key finding from TENI Learning Question 2 study on volunteer teachers was related to the role of the community in engaging these teachers. Some communities took matters into their own hands with regard to the teacher shortage by recruiting and supporting young people from their community as volunteer teachers. The motivation for engaging these young people as teachers was to ensure a more dedicated individual who the community or SMC could oversee would be in the school to ensure teaching was going on or otherwise there would be no supervision and the school might eventually be shut down. Evidence from both teachers and SMC/PTA interviews indicates that contributions from these teachers go beyond merely filling a space but helped SMC's feel more in control of ensuring the success of the school and their children after period of long absenteeism on the part of teachers who were not resident in the community.

Interviews with parents and children themselves indicate that 'volunteer teachers' were making a significant contribution by valuing their indigenous knowledge/culture, adapting to local circumstances, developing stronger relationships between the school and community and fostering participation within the community. Other essential contributions to development that were being made by volunteer teachers included innovation, self-sufficiency, passion for their work, commitment, professionalism, and intrinsic motivation. Communities interviewed spoke of how the volunteer teacher was more respectful to the parents and easier to control than teachers who were coming from outside. This meant that the community could monitor their performance and consult with them if they were not carrying out their functions effectively.

6.4 Contributions by Different Categories of Teachers

This section of the report looks at the contribution of the different categories of volunteer and non-volunteer teachers with regard to their efforts within and outside normal school teaching hours. The section also explores the teacher's own perspectives on the contributions they feel they make towards improving quality education and towards the school and community development.

6.4.1 Non-volunteer GES Trained Teachers

When asked about their contributions towards improving the quality of education and community development, trained teachers, including the UTDBE trained teachers, responded that their contributions included: assisting head teacher to organise school based INSET (SBI) and circuit based INSET (CBI); organizing and participating in clean up campaigns; helping to develop sporting activities; participation in decision making at both school and circuit levels; helping to discipline pupils; and teaching whole heartedly. It could be argued that these activities fall into the purview of what would be normally be expected of a teacher who has achieved trained teacher status.

Trained teachers' responses with regard to the sort of activities they take part in or organise to promote school community relationship included: paying home visits to check on absentee and sick pupils; educate and encourage SMC/PTA involvement in school development; encouraging parents to supply pupils' basic school needs; and community sensitization on the importance of education. During the focal group discussion with teachers, a few teachers remarked that they felt they made no contribution at all and some others included attending events such as funerals and naming ceremonies. Once again, it could be argued that these activities are expected and would not necessarily make a significant impact on the relationship that exists between the school and the community. However, there were examples of efforts being made by non-volunteer teachers that requires the teacher to organise activities that would take place outside of normal school hours; for example, to organise girls' sporting activities in the community; sensitize children and communities on the need for girls' education,; organise debates, drama and cultural clubs for pupils; and monitor and supervise pupils' activities that do not promote learning (e.g. night dances, video and film shows). It is significant that teachers interviewed who stated that they made no contribution towards the communities' development also did not live within the community. Findings from the research suggest that community volunteer teachers who were residing in the community were found to be volunteering their time over and above the duties required of them as teachers.

6.4.2 Pupil Teachers

The contribution that pupil teachers were making towards the school and community development fell into the two categories: activities which were part of the normal purview of a teacher's duties; and those that required the teacher to adopt a spirit of voluntarism by participating in activities which fall outside. All the pupil teachers interviewed described activities that required the teacher to work outside of normal school hours and these included: construction of a urinal pit for the school; coordinating clean-up exercises in the community; and voluntary teaching before they were engaged. Several pupil teachers described how they perform the role of secretary role for the SMC/PTA; organize community volunteers and SHS graduates to organise extra classes for P6 pupils in preparation for the promotion exam to JHS1; and personally purchase TLM, and copies of maths syllabus and teachers' guides for school.

Pupil teachers spoke of how they promote school community relationships by organising sports and cultural activities; visit parents to discuss pupils' absenteeism; and participate in community

social functions such as funerals. They also participate in school community projects such as the construction of school urinals, library and kitchen. Additionally, the teachers sensitize the community on malaria prevention and organize school clubs. Findings also suggest that the majority of pupil teachers were resident in their communities and had a strong affiliation to the community. With the possible exception of a few activities, all take place outside of normal curriculum activities and are aimed at promoting a positive relationship between the school and the community as well as further enhancing community members' understanding of important issues, as in the following example:

West Mamprusi	Bormanga Primary School	Pupil Teacher	*"I am the patron of a school club known as TIKPMSITAABA (let's advise each other) we organize drama and sensitize the community on malaria, its symptoms and prevention."*

Source: field data TENI Learning Question 2

6.4.3 National Youth Employment Personnel Teachers

NYEP contributions toward improving quality of education and community development included contributing to developing sports in the school/community; organising community sensitization on importance of education; helping to educate the community on how to prevent early marriages among school girls; and ensuring that classes without teacher are occupied. All of these require that teachers expend time over and above that allotted for normal school activities with the possible exception of the final activity. However, a closer look at the teacher's full response shows that the teacher feels that this activity goes beyond what which would normally be required of a class teacher:

Jirapa	Kpaguri Primary School	NYEP	*I do engage classes without teachers doubling my already doubled work I have. I handle both KG1 and KG2 and still handle extra classes with some of the classes on topic areas and when their teachers are absent.*

Source: field data TENI Learning Question 2

NYEP volunteers felt they contributed to promote school community partnerships because they were a native of the community. Two NYEP volunteer teachers said they participate in social activities of the community such as funerals, sports and cultural activities. Another two NYEP teachers reported that they sensitise pupils on good behaviour and community members on importance of good education. One other teacher is the secretary to the Unit Committee responsible for supporting the school and the community in times of crisis. The NYEP teacher who reported that he was not involved with the community activities resides in the district capital.

6.4.4 National Service Secretariat Personnel Teachers

NSS teachers' descriptions of how they contribute to improving quality of education and community development fall into the two categories previously described, the first of which is those activities that would be expected of a teacher and take place during school hours. In this

instance several NSS teachers felt they play an important part by contributing relevant ideas during SMC/PTA meetings which included helping to change school policy so that first break changed from 15 to 30 minutes, while another claimed to "reach out to children who are sick". Most NSS teachers who gave these kinds of responses were posted in schools in the District capital. The remaining NSS teachers – all from rural schools – have made various contributions including: facilitated acquisition of solar lamps for the school, introduced Sunday school in the community, organised SHS graduates to provide extra classes for pupils and helped toimprove school sanitation and environment.

6.4.5 National Service Volunteer Teachers

According to responses in interviews with SMC's and PTA's, NSV teacher contributions included: sensitizing school dropouts to return to school; building the capacity of young teachers through school based INSET; promoting harmonious school-community relations; and organising communal labour to support school projects. Those NSVs who were recruited because of their previous experience as teachers were interviewed as a group. It is clear from their responses that their contribution to both quality education and community development is significant. In a few cases NSV's influenced the chief to release land for the school; NSV's also had knowledge of local customs and traditions, and strengthened existing relationships with community members.

6.4.6 Community Service Volunteer Teachers

Community Service Volunteers' contributions to improving the quality of education and community development were described during focal group interviews. CSV's who had previously served with School for Life described how s/he helped provided after school support to some children who would otherwise not have had formal schooling. Other volunteers described how they taught ICT free and helped organise sports activities which have a direct impact on quality education in the school. Some CSV's contributed to aspects of school management by typing examination scripts for pupils to have printed test materials, and helped to manage the school in the absence of other teachers. The latter activity is buttressed by researchers' descriptions in school observation reports which indicate that in many schools few teachers were present at the beginning of the school day, but those who were present lived in the community and were usually volunteers. Other volunteers add value to the experiences of children at school by building confidence in parents to visit the school and ask questions to teachers, helping to set up child right clubs and helping to make the school environment attractive to pupils. One volunteer teacher is working to establish a school farm:

Jirapa	Dondoli Primary School	CSV	*He is the Agricultural Science teacher so he has contributed towards the school environment. He has planted 10 mango trees and planted flowers. He suggested to the head that the school could introduce farming of beans on the school farm and the head agreed. Now they farm beans and groundnuts.*

With regard to activities that promote school/community partnership at least 5 of the 14 CSV teachers interviewed indicated that they do not engage in any school community activity to promote a healthy partnership with the community– it is significant to note here that 3 of these

teachers are based in schools in the district capital. Two more claimed that they participate in community events such as funerals, wedding and festivals; and another 2 reported that they organise the community members for school community projects. Several more volunteers described acting as mediators between school and community to address challenges that arise.

Overall findings from the head teacher and SMC/PTA interviews suggest that CSV volunteer teachers who were resident in the communities were making a much larger contribution to strengthening the school community relationship and ensuring quality education for the children in the community compared to other teacher types included in the study.

6.5 Community Views of the Contribution of Volunteer Teachers

The objective of communities and other organising bodies (e.g. NSS, NYEP, VSO) in facilitating the usage and engagement of volunteer teachers in their schools was often to remediate the shortfall in the number of teachers available. The reasons behind this shortfall are examined elsewhere and what is clear from both the TENI Learning Question 1 findings and the current research is that rural schools and particularly remote schools are more vulnerable to these shortfalls than less remote schools or schools in urban centres. The fundamental contribution of volunteers towards quality education and school and community development is therefore that the volunteer teacher becomes an important addition to schools which experience high rates of teacher absenteeism and lateness partly due to poor head teacher oversight and management. It is clear from evidence from interviews with PTA/SMCs how important they see the volunteer in contributing to the school which often goes far beyond simply "turning up". Furthermore, it is clear that when compared to teachers who do not live in the community (and evidence shows that these tend to be non-volunteer teachers especially trained teachers), volunteers are more likely to be punctual, regular and to provide additional support to both pupils and community members. Interviews in the study suggest that the community feels more in control of their own community service volunteer teachers in assuring their participation and regularity at school.

As can be seen from the following example, in some communities it is felt that without volunteer teachers there would be no school:

41, West Mamprusi, Ninsali Primary School, Da, Rural	When they were not there, the school nearly collapses due to inadequate teachers. Children were dropping out of the school as a result of absenteeism of trained teachers
43, West Mamprusi, Wangara Da Primary School, Da, Rural	If there were no volunteer teachers, it would be terrible, because there are no trained teachers. At least with the volunteer teachers present, children can remain in class and learn sometimes.

As previously mentioned, volunteers' residence in the community means that they are usually punctual to school; this means that there is someone to ensure that pupils are organised to begin the school day even if class teachers have not yet arrived. Community members also feel that volunteers' punctuality has the additional impact of encouraging children's attendance. The implication of this is that communities see the volunteers as role models. Evidence from the exercise book scrutiny also suggests that volunteer teachers are setting more exercises in the

classroom and are attempting to assist children using the local language of instruction, both of which enhance the level of learning in the classroom.

6.6 Conclusion

Strengthening the school community relationship is an important contributor to the effective delivery of quality education. Findings from TENI Learning Question 1 as well as the current study indicate that where schools have strong management structures in place, including head teacher leadership and active school governance bodies (church representatives, PTAs and SMCs), teaching and learning is of better quality; pupils are effectively learning and better disciplined – including punctuality and teachers are more regular in attendance; and activities aimed at improving learning and pastoral care extend beyond the school and the school day. These factors make a significant contribution to ensuring not only that pupils are learning while they are in school but that they are able to persist and to make regular transitions between school grades and levels. Additionally, pastoral care activities including sensitization of parents with regard to educating the girl child and children with special educational needs; and awareness of health issues and possible barriers to children accessing school ensure that schools are inclusive and to some extent child-friendly. Volunteer teachers were making efforts to ensure that these extra-curricular pastoral care activities took place in the majority of sites which were visited. Most often volunteer teachers were strengthening the relationship between the school leadership and head teacher and the community through dialogue and consultation with the PTA/SMC.

Evidence explored in this chapter points to a very important aspect of the contribution of the volunteers to the process of school and community development and that is the importance of those individuals who take up roles as part of schools' PTAs and SMCs. However, what is also clear is that, in order for their potential contributions to be fully realised, they must have the requisite skills and understanding so that they have the competence and confidence to carry out activities related to their roles. Responses from SMCs and PTAs show that many volunteer teachers have benefited from training organised by the TENI IPs as well as International Volunteers (VSO). Furthermore these same training programmes have supported the school in assessment processes (PMT and SPAM) that enable all education stakeholders to have access to clear information about the relative performance of schools, teachers and pupils.

It is also clear from the evidence in this chapter that those teachers in schools that fall into the category of 'volunteer' make an important contribution to education, especially in rural and remote communities. From both studies (TENI Learning Question 1 and 2), there is clear evidence that, without the presence of volunteer teachers, many classrooms would be without a teacher and in some cases the school itself would be unable to function. Across the sample of schools there is evidence of volunteers (especially those that live in the community) and even some non-volunteers (usually pupil teachers) contributing to improving the quality of pupils' education, for example through providing additional tuition after school, at weekends and during vacations, and strengthening the school and community relationship by fostering a positive, collaborative and symbiotic relationship between the two. In the examination of the roles and contributions made by different categories of teachers, head teachers and community members it is clear that there is a strong correlation between the kinds of contributions made and whether the

individual him/herself is resident in the school community. Furthermore, efforts to improve community development and stakeholders' contributions to this school development are more prevalent in rural communities than those found in district capitals or urban schools.

Chapter 7.0: Key Findings and Implications for Policy

7.1 Introduction

This chapter presents a summary of the study findings and the implications for teacher training support/practice, policy and research. The conclusions and recommendations for going forward concerning the role of volunteering in Ghana's basic education sector will be discussed in this chapter. This study seeks to assess the value additions volunteerism brings to improving quality education particularly in relation to creating child friendly classrooms, instructional practice and community school relations. Specifically, the study sought to answer the following problems:

- How effective are volunteer teachers in delivering quality teaching and learning at public primary schools in Ghana?
- What is the impact of volunteer teachers in improving inclusive practices at public primary schools in Ghana?
- What motivational forces shape the Ghanaian teachers' (across different types of service) commitment to serve in rural deprived areas?

The purpose of this study was to investigate the influences and motivational forces which shape the commitment of Ghanaian teachers to serve in deprived rural schools. This involved exploring factors that influence volunteers to deliver quality education, the existence of an enabling environment for supporting volunteers and non-volunteer teachers at school level and pre/post training. The study also explored the effects of Colleges of Education training, effects of in-service training as well as the backgrounds and life trajectory of the teacher.

In order to ensure that each of these factors was fully explored, a range of teacher volunteer and non-volunteer types were sampled. The research was designed to tap into the views of volunteer and non-volunteer teachers within their context of school community, investigate their community and pupil perspectives and explore the perspectives of other key stakeholders at the district level. Interviews and focus group discussions (FGDs) were carried out with 76 teachers (volunteer teachers, pupil teachers and trained teachers) and 24 head teachers. FGDs were carried out with 48 groups of pupils and 23 SMC/PTA groups across the 24 community school sites. Classroom observations were conducted with 41 teachers across the sites in the three northern regions of which 50% had been involved in the TENI 1 Quality of Education study in 2012. Three District Directors of Education were interviewed and FGDs were held with selected Ghana Education Service District Office frontline staff. VSO management support officers, and other VSO staff were interviewed as well as teaching support officers including selected staff from the three implementing partners; interviews with three District Co-ordinators of National Service Secretariat were also conducted. Principals, tutors and students from two Colleges of Education were observed and interviewed during the research.

MOE/GES has classified the three research focal districts as rural and deprived based on the MOE's deprivation criteria: they are among the 57 most deprived districts in Ghana in terms of provision of education. The demand for trained teachers far outstrips the supply in most of the 3

district and regions studied. Available data from the district education offices revealed an average of 64.9% of non-volunteer (GES payroll pupil and trained) teachers are trained by the Colleges of Education. About 25% of teachers in these districts are volunteer teachers; the majority of whom are found in primary schools, while on the average districts in the three regions studied have approximately 20-30% teacher vacancies which are likely to be filled by CSVs, NSP and NYEP volunteers in the district. Often these volunteer teachers are not officially registered at the district education office due to lack of information being provided by the head teachers because of the fear that the presence of the volunteer teacher may prevent the replacement of a trained teacher.

The key findings from the study are discussed according to the chapter themes: best practice and quality education promoting factors; motives for becoming a teacher; impact in improving inclusive practices in basic education; effectiveness in delivery (teaching and learning); and challenges/limitations of the study.

7.2 Motivational Factors for Becoming a Teacher

The motivation for joining the teaching profession depends on a variety of factors including having the opportunity to give back to society and the desire to share knowledge and experience with children. Teacher volunteerism is thriving due in part to current government policies to encourage voluntarism within the teaching force e.g. NSS, NSV, NYEP, and decentralisation policy. Responses from volunteer teachers, especially CSVs, reveal that they are concerned mostly with being absorbed by the GES as a pupil teacher hence they show dedication, commitment, and hard work usually not seen among the trained teachers at the school level.

An important finding relating to teacher motivation was that volunteerism serves as a preparatory ground for future careers and professional development of teachers. Findings from the study reveal that community volunteers are moving along a trajectory of possibilities which begins with community volunteer teaching, progresses towards pupil teacher status and then on to higher education through UTDBE training or DBE and then trained teacher status with GES. The majority of long standing untrained pupil teachers worked as volunteer teachers in the past either as NYEP or CSV teachers. Many volunteer teachers who become pupil teachers had served two to three years as volunteer teachers before going to UTDBE. Due to the interventions and sponsorship by various NGOs some become community service volunteer teachers and are able to undertake UTDBE to become trained teachers. Having achieved trained teacher status, the aim for many volunteer teachers is to upgrade their qualifications to degree level and broaden their prospects either within or outside the education field.

The study found that, while varying reasons exist for volunteer teaching, the two dominant motivations for volunteer teachers in both rural and urban schools was the desire to help educate the children in their communities due to teacher shortage in local community schools. The second main motivation was to use volunteering as preparation to attain permanent employment in the teaching field with GES.

A strong sense of belonging and being part of the solution in the community appears to shape the decision of many of the volunteers, especially the community volunteer teachers, to become a

teacher. The majority of head teachers interviewed said community volunteer teachers are more committed and passionate about their work because they are often from within the community and they see their work as a service to their own people. Findings from the study also suggest that the long serving community volunteer teachers are likely to stay in the teaching profession long after being confirmed as pupil teachers and do so in their struggle to gain access to higher education through routes such as UTDBE. Several of the head teachers interviewed said they themselves had previously been pupil teachers and served as community volunteer teachers. Some communities and traditional rulers are now supporting their own community volunteer teachers to participate in the UTDBE.

7.3   Support, Training and Mentorship for Volunteer Teachers

Nearly all the NYEP and CSV volunteer teachers had attained WASSCE as their highest educational qualification compared to UTDBE, DBE, HND and degree for the other categories of teachers (e.g. pupil and trained teachers). The majority of the volunteer teachers, especially CSV, NYEP, and nearly all pupil teachers were serving in rural deprived schools.

A significant tool for equipping the volunteer teachers to be able to deliver up quality education is related to the provision of pre-service training. Provision of pre-service training for volunteer teachers (notably NSP, NV, and NYEP) is usually the responsibility of the National Service Secretariat, NYEP or other NGOs supporting these kinds of volunteers. Several volunteer teacher categories were not provided with any type of pre-service training before being sent to the field. In only a few cases was there a short 3-4 day training workshop provided to volunteer teachers from the NSS, and NYEP categories. These trainings usually focussed on lesson notes planning, preparation and delivery; child-friendly teaching methods; as well as class management. Community volunteer teachers did not receive any orientation or pre-service training due to their engagement by the community and lack of participation in district education office INSET. Education directorates often rely on NGOs and donors to carrying out their in-service training and this was mainly focussed on trained or pupil teachers. The CSV, NYEP and NSS continued to be a less visible teaching force within the districts studied.

Volunteers' preparation for working in basic schools in northern Ghana is limited to in-service training often by the head teacher of the school. Only 10 out of 24 head teachers interviewed confirmed providing any sort of school based INSET to volunteer teachers in their schools. In several instances heads and other teachers further supported volunteers through mentoring and peer support. In-service training provided by GES favoured and prioritised trained/professional teachers, but in schools where there are no trained teachers, volunteer teachers are allowed to participate in some training workshop.

One major contribution volunteer teachers particularly CSV bring to the education sector is cost-saving to Government. Several CSVs pursue UTDBE programme having had an insight into the teaching profession during their engagement in the rural schools and this is directly linked to their interest and commitment to help their communities to develop. CSVs rely on the goodwill of the communities and support to fund the cost of their UTDBE training. Therefore the cost of training the volunteer teachers especially CSVs is much lower than the regular teacher trainees particularly when allowances while studying full time are paid by Government. Most importantly

the Volunteer teacher has had the on-going experience of in school exposure as he/she pursues the UTDBE training which can enhance their application of using teaching strategies.

7.4 Voluntarism Value Addition in Improving Inclusive Practices and the Quality of Education

The study found that a key contribution the volunteer teachers made towards quality education was their regular and dedicated presence in schools and classrooms in comparison to non volunteer trained and pupil teachers who were consistently unreliable. The evidence show that many classrooms, particularly in deprived schools, would have been vacant and some schools would likely have been closed without the presence of community volunteer teachers serving in the basic education system.

Evidence from this study suggests that volunteer teachers are making significant contributions towards improving education in the deprived districts across the three northern regions. Classroom observations and interviews with head teachers and teachers themselves indicate that volunteer teachers are able to use the mother tongue language in their instruction, know the children by name and appear to use more child friendly approaches in the classroom. Community based volunteer teachers, due to their residence in the community, provide extra tuition and support to children who are struggling in the form of after school lessons. Volunteer teachers who have completed SHS demonstrate adequate confidence in the subject knowledge to deliver in the classroom particularly where they have been mentored by the head teacher or other teachers in the school. This helps to enhance the learning which is taking place in the classroom and was reported by pupils during FGDs who had volunteer teachers.

The TENI implementing partners and some national volunteers under the auspices of VSO provide training to improve management practices and teaching practices. Head teacher leadership styles and management support was found to greatly influence the provision of quality education and the effectiveness of volunteer teacher performance. There was evidence of child-centred and inclusive methodologies being used in the majority of classrooms (about 25 out of the 41 lessons observed). Evidence from post classroom observation interviews with teachers indicate that the teachers were being supported in their classroom practice through various training programmes organized by a variety of organizations including TENI IPs, VSO, JICA, and GES. LCD, ISODEC, PRONET and other NGO's are also providing in-service training in the areas of child friendly and inclusive teaching methodologies, gender friendly teaching methods, and provision of teaching and learning materials/manuals. At the heart of all these initiatives volunteers such as TSO and MSOs have played a significant role because of their special skills in teacher development which are often scarce in the districts. These trainings were cited by teachers as contributing to their best practices.

The study revealed that due to the growing presence of community volunteer teachers across the three northern districts, there is an increase in SMC/PTA participation in school management. In all 3 regions, 50% of the head teachers reported that SMC/PTAs were very active in the communities and that more women are getting involved with the school management activities. Evidence from interviews with SMC/PTA groups indicates that this is as a direct result of

training and sensitization activities taking place in these communities often supported by Community Service and National Volunteer teachers.

Focal group discussions with SMCs/PTAs suggest that communities see community service volunteers as more committed than trained teachers because they reside within the community. Most SMCs described these teachers as being more concerned and engaged with children in a child friendly manner often offering extra classes to children in the evenings. Findings on teacher punctuality and absenteeism reveal that of the 24 schools visited, there were just 5 schools where research observers could report that all the teachers were at post from the beginning of the school day until the close of lessons. Observers also noted that schools with a full contingent at post during the day also had strong head teacher leadership which ensured that teachers were in class. Across the 19 school community sites there were varying degrees of attendance and teacher contact reported. The majority of pupils featured in FGDs reported that volunteer teachers, who in most cases are community volunteer teachers, were more regular and punctual in school as compared to the non-volunteer teachers. When interviewed, communities felt that they could trust the community volunteer teachers to have the best interests of their children at heart since they were from the community. In addition, the Community Volunteers' ability to live in the community and speak the local language reduced absenteeism rates and improved their ability to deliver lessons that are better understood by pupils.

7.5   Teaching and Learning Value Additions of Volunteer Teachers

The value additions that volunteer teachers bring to basic education are many, including encouraging inclusive child friendly learning; usage of language of instruction which supports learning; support for extracurricular activities; involvement in community programmes; dealing with pupils' absenteeism; and supporting pupils who have problems with learning. District Directors of Education across the three study districts also reported that volunteer teachers render invaluable service to the schools and the communities. Overall the District Education Directors felt that the CSVs were performing very well across the districts due to their level of commitment and orientation to learning from the more experienced teachers in the schools.

The research study shows that volunteer teachers and non-volunteer teachers use low order strategies in teaching reading skills to pupils which means that they were not often asking children to move beyond repetition and word recognition. Very little time was spent on helping children sound out meaningful words or asking comprehension questions. The volunteer and non-volunteer teachers did not show any marked differences in relation to their approach to teaching reading; there were no differences between rural and urban volunteers and non-volunteers' strategies for teaching reading. A large proportion of volunteers in rural schools in the three districts were unanimous in claiming that they distributed questions fairly in class; paid individual attention to slow learners: and put learners into groups and assigned group work to match group abilities as ways of assisting inclusive learning.

On the other hand, the non-volunteer teachers (pupil and trained teachers) in urban schools in all three districts were unanimous in their responses that they pay individual attention to slower learners as a way of encouraging fuller participation by all children in classroom activities. Findings from the classroom observation descriptions broadly support these claims. However,

strategies used by different teachers to improve inclusion rates in their classrooms vary, with some teachers using classroom management techniques (such as learner-centred activities and group work) and others relying on targeted questioning.

The classroom lessons observed included 11 trained teachers, 11 pupil teachers, 9 CSVs, 6 NYEP teachers and 4 NSP teachers. Evidence from the classroom observation descriptions indicates that there are distinct differences between the two broad teacher categories (volunteer and non-volunteer). There was little difference in terms of the overall performance when assessed on the basis of the numerical ratings given to these two groups of teachers. However, scrutiny of descriptions of teacher and pupil activities and behaviour in the classroom, uncovered a different picture of the relative attitudes between the trained and pupil teachers. The general findings suggest that trained teacher are more likely to have a neutral, and sometimes clinical approach to lesson delivery compared to pupil teachers and volunteer teachers who exhibit more child-friendly behaviour. There is evidence of good practice in terms of attempting to use more child-centred strategies but there is a lack of a nurturing and warm approach evident in a number of the descriptions of pupil teachers and community service volunteer behaviours observed in classrooms.

Evidence from the background interviews with volunteer teachers indicates that there is a strong motivation to teach on the part of many of this group, and a strong desire to join the profession by taking the route of volunteer teaching prior to achieving pupil teacher status. Pupil teachers explained that they took the "volunteer route" in order to gain a foothold in the teaching service and at the same time provide what they see as a necessary service to their communities. Furthermore, some of these pupil teachers are currently undergoing the UTDBE training and also benefiting from in-service support at both the school and district level provided by JICA, the implementing partners of the TENI project, GES and other NGOs.

FGDs with pupils revealed that volunteer teachers, especially CSV teachers who live in the community, were helping them to improve on their learning through extra classes either after school hours or during vacations. On the other hand the children reported that the non-volunteer teachers (trained and pupil teachers) were not easily accessible because they were not living in the community and were sometimes late to school. The vast majority of the non-volunteer teachers, especially the trained teachers, were staying in the towns and commuting long distances to the schools on a daily basis. Pupils' described a 'good' teacher as any teacher who was regular and punctual in school; teaches to the understanding of pupils; exercises patience with the pupils; does not abuse the pupils both physically and verbally; and is able to speak the local language of the pupils when teaching.

7.6   Challenges/Limitations

A serious limitation greatly hampering the contribution of volunteer teachers' performance was that many received little or no training particularly at the initial stages of their service. The District Education Directorates were concerned and more sceptical about their performance in the classroom due to their lack of training.

One key challenge that confronted nearly all teachers within the sampled schools was the issue of lack of resources. The DEOs generally provide limited support to the teaching force blaming it on lack of resources. Lack of adequate financial releases to the Directorates has prevented the

Education Directorates from providing an adequate number of INSETs for teachers across all categories of volunteer and non-volunteer teachers. Lack of decent accommodation for personnel of NYEP, and NSPs restricted the desire of many volunteers, particularly women, to accept posting to the remote communities. Interviews with volunteer teachers revealed that the majority of teachers felt frustrated by the inadequate supply of TLMS particularly textbooks, large class sizes, lack of training, lack of motivation and support. There was irregular provision of INSETs and learning materials and CSVs, NSPs, NYEPs and NVs were often excluded from these trainings with the exception of school-based INSET organised by the head teachers. Findings suggest that UTDBE trainees teaching in deprived rural areas who have been sponsored by NGOs or others as volunteer teachers are likely to have a challenging experience in terms of professional development (in relation to accessing in-service training) and training at the Colleges of Education level; they may also face much greater challenges in terms of completing course work and gaining entry to the CoE compared to their colleagues undertaking the DBE course. Intensive training for teachers, particularly with regard to literacy teaching skills and especially among the community volunteer teacher category who form the majority of volunteers is an essential factor in improving learning outcomes.

The findings revealed a lack of commitment among sections or categories of volunteer teachers. Virtually all the head teachers stated that the majority of NYEP and NSP teachers are not as serious and committed as CV teachers. The District Education Directors (DEDs) were also not convinced that most of the NSP were committed to the posting as a teacher since they would often show up late or absent themselves from the school; often NSPs, especially in rural deprived areas, were not resident in the communities and that impacted on their time-on-task in the classroom. The finding indicates that the reasons given by both volunteer and non-volunteer teachers across rural and urban schools for absenteeism tend to converge in about 60% of cases. The main variance by volunteer teachers in rural schools for high levels of absenteeism at schools is their financial challenges which requires that they take on other work; other challenges related to their ability to write examinations to enter UTTDBE or improve their results from SHS.); this differs from non-volunteer teachers in rural schools who give reasons for absenteeism from school as either attending to a broken down motor bike or being unable to fuel their motor bike to travel to their school.

Evidence from the study also suggests a high incidence of job insecurity among volunteer teachers especially the CSVs and NYEPs. The volunteer teachers were 'unsure' of their future job security and prospects although nearly all of them claimed they enjoyed serving as teachers, they were also concerned with their ability to be taken on in the GES as a paid "pupil teacher". The findings from the study suggest that volunteerism influences the teachers future aspirations and helps to create a teaching force that are well grounded and willing to serve their communities as pupil teachers for a long term.

7.7 Conclusions

Volunteer teachers, particularly those in remote, deprived schools, have a positive contribution to make and a strong motivation to do so; the quality of this contribution is limited by the availability of school and district based in-service training particularly at the initial stages of their service. District level training, when it is made available, tends to be offered to just one or two representative teachers from schools and the onus is then on the school to arrange for these representatives to disseminate the training to other members of staff. This, according to teachers, does not always happen.

Volunteer teachers have made a significant impact on ensuring that often under-resourced schools in northern Ghana are providing education at the basic level. These volunteers have also demonstrated their commitment and ability to teach children at predominantly lower primary level in key subject areas such as literacy and numeracy. They are motivated to teach but remain untrained. Volunteer teachers have also helped to bridge the community/school divide in some areas where the trained teaching force has been unable to sustain their service to deprived area schools due to high rates of absenteeism and lateness. The community service volunteer teachers have supported head teachers and SMC's to bring about a higher quality of education provided in the school through their active service. There is a clear link between performance of teachers in the classroom, teacher motivation and head teacher leadership style. If the impetus for a teacher is based solely on being safely employed, then there is likely to be less commitment to the role, particularly in a school where the head teacher has a laissez-faire attitude towards supervision or staff development.

7.8   Implications of the Study

This study aims to evaluate the effectiveness of volunteers (international, national and local community volunteers) in improving quality education and inclusive practices at primary public schools in Ghana (*compared* to permanent teachers, community based volunteers and external volunteers) and their implications on volunteering in education programmes. Given the large and growing cohort of community volunteer teachers in the three northern regions of Ghana and the interest shown by other young people to join teaching, new policies on teacher requirements and recruitment must evolve andbe considered. Some of these include the following:

- Minimum training standards set up, implemented and upheld for volunteer teachers in all districts (minimum of 10 days before the school year begins and be organised by the District Education Offices.
- Clear and transparent volunteer teacher register to be set up at the DEOs with inputs from NSS, NGO's, PTA/SMCs, and head teachers in the district.
- More transparent guidelines and procedures for assessing teachers to be on the "pupil teacher" listing at district level.
- The NSS and GES should work in collaboration in setting up the procedures and approaches of the deployment of NSS volunteers of any type (NSPs or NSVs).
- More systematic approaches to understanding and monitoring the participation of all teachers in the basic schools in a districts including a full register of all types of volunteer categories of teachers, their schools and their length of service.
- Clear professional development and training plan for "untrained teachers who are serving in public schools including NYEP, NSP and CV teachers. This training plan should include clear roles and responsibilities for the DEO in preparing any volunteer / untrained teacher for classroom practice and a minimum standard of instructional training in literacy, numeracy and child friendly approaches.
- Reintroduction of the Access courses for SHS graduates who have served for a minimum of 2 years as volunteer teachers in order to access Colleges of Education. Special preference for female volunteer teachers should be considered.
- Government should consider increasing its budgetary allocation to NVs in order to ensure that the retired and committed well standing teachers are able to enter the teaching field and fill the vacancy gaps in the most deprived areas of the country.

- NGO's providing support to untrained teachers and volunteer teachers should be able to harmonize their best practices in orientation and training of teachers across the country.
- GES should empower community volunteer teachers by recognising their contribution in northern Ghana and in some cases assessing their performance for potential engagement as pupil teachers in some rural communities where there is a teacher resource gap.
- Head teachers should be trained to better mentor their teaching force and embrace volunteer teachers by sharing best practices in basic literary and numeracy instruction.

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Annex 1: Field Research Team Composition

		Northern	Upper East	Upper West
1	AfC	Rukayatu Adam (Team Leader)	Mr Thomas Quansah (Team Leader)	Kojo Oppong Gyabaah (Team Leader)
2		Charity Bukari	AminuAkparibo	Marian Owusu Afriyie
3		Nique Spencer, VSO	Alice Ayine (Talensi)	Nurudeen Mohammed
4	VSO/Partners	Rudolf Bankpiebu (NSV)	Mahamadu Hassan (LCD)	Juliet B. (Pronet)
5	GES	Stephen Nanda (GES West Mamprusi)	Linus Amigra (Bongo GES)	Alice (VSO Volunteer)
		Sheena Campbell		Dakuu N. Gordon

Annex 2: TENI Learning Question Two Research Roll Out

(Day/Date)	Week/Day	4 people	4 people	4 people
		Team 1 (Northern)	Team 2 (Upper East)	Team 3 (Upper West)
Week 1				
Friday, Nov 22	Day 1	Travel to Tamale	Travel to Tamale	Travel to Tamale
Saturday, Nov 23	Day 2	Training of Field researchers	Training of Field researchers	Training of Field researchers
Sunday, Nov 24	Day 3	Travel to field	Travel to field	Travel to field
Monday, Nov 25	Day 4	District Education Office Bagabaga CoE School 1 Interviews with MSO and TSO	District Education Office CoE (Upper East) School 1 Interviews with MSO and TSO	District Education Office School 1 Interviews with MSO and TSO
Tuesday, Nov 26	Day 5	School 2 Interviews IP's	School 2 Interviews IP's	School 2 Interviews IP's
Wednesday, Nov 27	Day 6	School 3	School 3	School 3
Thursday, Nov 28	Day 7	School 4 and 5	School 4 and 5	School 4 and 5
Friday, Nov 29	Day 8	School 6 FGD with NSV and CSV separately	School 6 FGD with NSV and CSV separately	School 6 FGD with NSV and CSV separately
Saturday, Nov 30	Day 9	Write up/ Reflection	Write up/ Reflection	Write up/ Reflection
Sunday, Dec 1	Day 10	Write up/ Reflection	Write up/ Reflection	Write up/ Reflection
Monday, Dec 2	Day 11	School 7	School 7	School 7
Tuesday, Dec 3	Day 12	School 8	School 8	School 8
Wednesday, Dec 4	Day 13	Final Reflection Meeting/Writing up	Final Reflection/ Writing up	Final Reflection/ writing up
Thursday, Dec 5	Day 14	Travel Back	Travel Back	Travel Back

Annex 3: Summary of Sampled Schools, Individuals, Groups and Instrument Types Administered

Activity and Instrument Type	West Mamprusi No.	Talensi-Nabdam No.	Jirapa No.	Total
Sampled schools	8	8	8	**24**
DDEs interview	1	1	1	**3**
DEDs FGD	1	1	1	**3**
IPs interview (LCD, ISODEC & Pronet)	1	1	1	**3**
VSO's TSO & MSO interview	2	2	2	**6**
Interviews with NSS Coordinators	1	1	2	**4**
Head Teachers interview	8	8	8	**24**
Trained teachers interview	4	4	4	**12**
Pupil Teachers observation/interview	4	4	4	**12**
CSV Teachers observation/interview	3	3	3	**9**
NYEP Teachers observation/interview	3	3	3	**9**
NSS Teachers observation/interview	3	3	3	**9**
NSV Teachers observation/interview	3	3	3	**9**
*FGD (for volunteer category unavailability)	1	1	1	**3**
Pupils FGD (boys)	8	8	8	**24**
Pupils FGD (girls)	8	8	8	**24**
SMCs/PTAs FGD	8	8	8	**24**

Source: TENI 2 Research, 2014.

Annex 4 : **Key Characteristics of Volunteer Teachers**

JIRAPA VOLUNTEER TEACHERS				
Gender/Interview type	**Volunteer Teacher Type**	**Education qualification**	**Place the Volunteer Teacher grew up**	**Duration as a CVT**
F	CSV		Rural	4 months
F	NYEP	DBE	Rural	5 years
M	CSV	WASSCE	Rural	3 months
F	NYEP	DBE	Rural	11 months
F	NYEP	WASSCE	Rural	4 years
F	CSV	WASSCE	Rural	8 months
M	CSV	WASSCE	Rural	3 years
F	UTDBE	Dip	Rural	2 years
FGD (M)	NSV	Degree	Urban	2 years
FGD (F)	NSV	degree	Urban	2 years
FGD (M)	NSV	HND	Urban	2 years
FGD (F)	NSV	HND	urban	2 years
FGD (M)	NSV	HND	rural	2 years
M	CSV	WASSCE	Rural	8 years
F	CSV	WASSCE	Rural	2 years
Pupil Teachers		WASSCE		
Pupil Teachers		DBE		
Trained teachers		DBE (5)		
Trained teachers		Degree		
WEST MAMPRUSI VOLUNTEER TEACHERS				
Gender	**VT Type**	**Education qualification**	**Place the VT grew up**	**Duration as a VT**
M	NSS	Degree	Urban	2 months
M	CSV	WASSCE	Rural	2 years
M	NYEP	WASSCE	Rural	3 years
M	CSV	WASSCE	Rural	2 years
F	CSV	WASSCE	Rural	2 years
F	CSV	WASSCE	Rural	5 years
F	CSV	WASSCE	Rural	1 year.
FGD	NYEP	WASSCE	rural	3 years
FGD	NYEP	WASSCE	rural	5 months
FGD	NYEP	WASSCE	rural	5 years
M	CSV	WASSCE	Rural	3 years
M	NSV	Dip in Edu	Rural	6 years
Pupil Teachers		WASSCE (4)		
Trained teachers		DBE (5)		
TALENSI NABDAM VOLUNTEER TEACHERS				
Gender	**VT Type**	**Education qualification**	**Place the VT grew up**	**Duration as a VT**
M	CSV	WASSCE	rural	1 year
M	NYEP	WASSCE	rural	3 years
M	NSS	HND	urban	3 months
M	NYEP	WASSCE	rural	3 years
M	NYEP	WASSCE	rural	2 months.
M	NYEP	WASSCE	rural	5 years
M	NSS	degree	urban	3months
M	NSS	HND	rural	1 year
M	CSV	WASSCE	rural	4 years
FGD	CSV	WASSCE	rural	2 years
FGD	CSV	WASSCE	urban	3 years
FGD	CSV	WASSCE	rural	4 years
FGD	CSV	WASSCE	rural	5 years

M	NSV	diploma	rural	2 years
Pupil Teachers		WASSCE (4)		
Trained teachers		DBE (4)		