

REPORT ON CONSULTATIONS MADE IN THE MAMPRUGU
MUADURI DISTRICT IN SUPPORT OF VSO MICRO PROJECT
ON VOLUNTEERING.

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SUBMITTED TO:
VSO-GHANA

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Executive Summary

Introduction

This study was commissioned by Voluntary Service Overseas (VSO-Ghana), and conducted by Net Organisation for Youth Empowerment and Development (NOYED-Ghana). It was conducted in the Mamprugu Muaduri district in northern region of Ghana. VSO-Ghana intend developing a micro project in the area of Community Volunteer Teaching to be implemented in the district. The study was therefore to help in gathering information that will inform VSO-Ghana in the development and implementation of the project.

Methodology

The mixed methods approach (combination of qualitative and quantitative methods) was used in this study. This approach was utilised because it allowed for mixing of methods to improve the validity and reliability of the data and their explanations.

The study purposefully selected the Mamprugu-Moaduri District from the five TENI project districts across the three regions (i.e., Northern, Upper East and Upper West Regions), due to its deprived nature and the high pupil-teacher ratio. A concept not has also been developed by NOYED-Ghana and VSO and submitted to the Waterloo Foundation. The schools were stratified into two, TENI and non-TENI schools. From each stratum, eight (8) schools were selected given a total of sixteen (16) schools in all. Three (3) teachers were selected from each of the sampled schools giving a total of forty-eight (48) teachers selected. Table 1 illustrates the sampled size for this study.

Analysis of data involved both quantitative and qualitative analysis. The quantitative data was edited, coded, imputed into the Microsoft Excel and Statistical Package for Social Scientists (SPSS) version 21 and cleaned before analysis was undertaken. Quantitative data analysis entailed descriptive statistics (frequency, percentages and cross-tabulation); qualitative data analysis was by a manual process using thematic analysis.

Summary of Key Findings

From the study, it was discovered that, of the total number of teachers in the district, 80% of them are trained and the remaining 20% untrained. Also, about 76% of the teachers are males while the remaining 23% are females. On enrolment of pupils, the figures are high at the lower levels and as they clip up, the figures reduce. It was also discovered that of the total enrolment, male pupils constituted 32% while as high as 68% are females. This means that female enrolments are high in the district.

In respect of challenges, it was found out that, inadequate funds for monitoring, teacher shortages, inaccessibility of some communities during rainy season, limited text books for schools were the pressing challenges. Also, limited TLMs, inadequate furniture, lack of water facilities, lack of latrines, early marriage, engagement of children in farm activities and other economic endeavours were added particularly at the school and community levels.

Out of the 16 schools sampled, those that have severe teacher problems and would require urgent support in placement of more teachers are; Luagri R/C Primary, Yizesi R/C, Kubugu DA, Tantaala Primary, Zukpeni D/A Primary, Kubori D/A Primary, Prima D/A Primary and Tuvuu D/A Primary.

Exclusion is still prevalent in the district. Common disability issues mentioned included visual and hearing impairment, bodily deformities (cripples, short limbs etc), speech impairment and mental disability. Issues such as autism, nomadic children, hyperactivity disorder, gifted and talented, are not seen as exclusions as captured in the inclusive education policy of Ghana.

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List of Acronyms

CVTs	Community Volunteer Teachers
CWDs	Children with Disabilities
GES	Ghana Education Service
ISODEC	Integrated Social Development Centre
NGO	Non-Governmental Organisation
NOYED	Net Organisation for Youth Empowerment and Development
PTA	Parents-Teachers Association
SMC	School Management Committee
TENI	Tackling Educational Need Inclusively
TLMs	Teaching and Learning Materials
MMD	Mamprugu Mauduri District
VSO	Voluntary Service Overseas

CHAPTER ONE

INTRODUCTION

Background

The Voluntary Service Organisation (VSO) in partnership with other organisations including the Net Organisation for Youth Empowerment and Development (NOYED-Ghana) has implemented the Tackling Education Needs Inclusively (TENI) over the past eight years in five (5) districts namely Jirapa, Talensi, Nabdam, West Mamprusi and Mamprugu-Moaduri. The project among others, recruited and posted community volunteer teachers to deprived communities in these districts with the aim to achieve systematic change in basic education by improving retention, transition, completion and quality basic education for disadvantaged children, particularly girls and children with disabilities (CWDs).

Based on the gains of the TENI Project, a micro project concept note was developed and submitted to Waterloo Foundation by VSO and NOYED-Ghana to continue with the aspect of the Community Volunteer Teaching (CVT) but with full concentration on females and addressing exclusion issues.

This necessitated the conduct of this study to further gather sufficient data going beyond the TENI schools to include non TENI schools. This will help with recommendations in terms of which schools to select as the beneficiary for the waterloo foundation project if awarded.

Objectives of the Study

The overall objective of this study is *to unravel the challenges confronting schools, especially relating to volunteerism and exclusion in schools to serve as basis for intervention.*

Specifically, the following are expected:

1. To determine the relevance of the placement of volunteers in the community schools;
2. To assess the educational challenges confronting the schools;
3. To unravel the situation of exclusions in the various schools;
4. To make recommendations towards the smooth implementation of an intervention.

CHAPTER TWO

METHODOLOGY

Research Design

The mixed methods approach was used. The mixed methods enquiry combines both qualitative and quantitative research assumptions.¹ This approach permits the use of many approaches in answering research questions, rather than limiting researchers' choices.² In addition, this approach was utilised because it allowed for mixing of methods to improve the validity and reliability of the data and their explanations.³

Sampling Design

The study purposefully selected the Mamprugu-Moaduri District from the five TENI project districts across the three regions (i.e., Northern, Upper East and Upper West Regions), due to its deprived nature and the high pupil-teacher ratio. The schools were stratified into two (TENI and non-TENI schools). From each stratum, eight (8) schools were selected given a total of sixteen (16) schools in all. A simple random sampling technique was then used in selecting the schools from each stratum. From each school, questionnaires were administered on head teachers as well as two randomly selected teachers. Thus, three (3) teachers were selected from each of the sampled schools giving a total of forty-eight (48) teachers selected. Table 1 illustrates the sampled size for this study.

As part of this study, focus group discussions were held in all the schools. The FGD comprised of: Head teacher, two (2) other teachers, four (4) pupils [two (2) boys, two (2) girls], two (2) parents and SMC/PTA chair persons. This was intended to corroborate and throw more light on the issues pertaining to each community which the questionnaires may not be able to unravel.

Table 1: Sampled Communities/Schools

S/N	Community/School (TENI)	S/N	Community School (NON-TENI)
1	Tantala	9	Yizebesi
2	Yagaba	10	Yikpanbongu
3	Zukpeni	11	Yagnamoo
4	Yizesi	12	Kubagna
5	Kpatorigu	13	Kubugu
6	Kubori	14	Tuvuu
7	Loagri	15	Kunkua
8	Prima	16	Jadima

Source: Field Data (2017)

¹Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). London: SAGE Publications.

²Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33 (7), 14-26.

³Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*, 3(2), 254-262.

Sources of Data

The study collected data from primary and secondary sources. Primary data was collected using interview schedule, focus group discussion guide, whilst the secondary data collected was on school enrolment figures from the District Education Office and other reports available.

Research Ethics and Quality Assurance

The informed consent of the respondents was sought. A statement relating to informed consent was at the beginning of the interview schedule requesting for consent of respondents. Informed consent for key informants and focus group discussants was via a letter of consent. The respondents were informed that their rights will be guaranteed and protected if they agreed to be included in the study and that participation in the study was voluntary. In addition, it was made known to respondents that there were no risks involved in participating in this study.

Data Presentation and Analysis

Analysis of data involved both quantitative and qualitative analysis. The quantitative data was edited, coded, imputed into the Microsoft Excel and Statistical Package for Social Scientists (SPSS) version 21 and cleaned before analysis was undertaken. Quantitative data analysis entailed descriptive statistics (frequency, percentages and cross-tabulation); qualitative data analysis was by a manual process using thematic analysis.

CHAPTER THREE

RESULTS AND ANALYSIS OF FINDINGS

Introduction

This section is organized largely according to the objectives of the study. The key themes carved out are the background profile of the district;

Background Profile of District

This section profiles the district with respect to teacher supply, enrolment and volunteer service.

Distribution of Schools in the District

The distribution of schools in the district is illustrated in Figure 1. Mamprugu-Moaduri District has a total of 21 Junior High Schools (JHS) and 37 Primary Schools. Out of this number, 3 of the Primary Schools are private whilst the remaining schools are public schools. This means that majority of the schools in the area are under the influence of the government. The government and for that matter the Ghana Education Service (GES) has the mandate to recruit and place teachers in almost all the schools in the district.

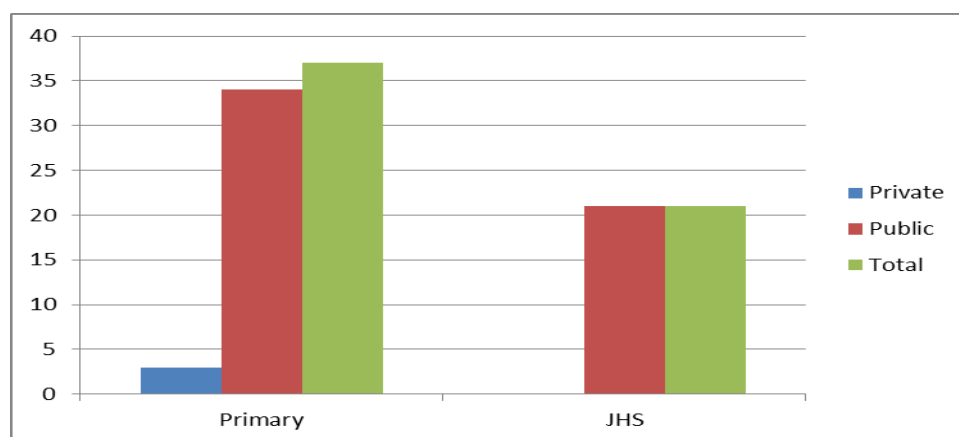


Figure 1. Distribution of schools in the district.

Distribution of teachers in the District

The distribution of teachers in the district is illustrated in Figure 2. The statistics show that 76.9% of the teachers in the district are males whilst the remaining 23.1% are females. The results further show that 80.7% of the teachers in the district are trained, whilst the remaining 19.7% are untrained. The results show dominance of male and majority being trained teachers.

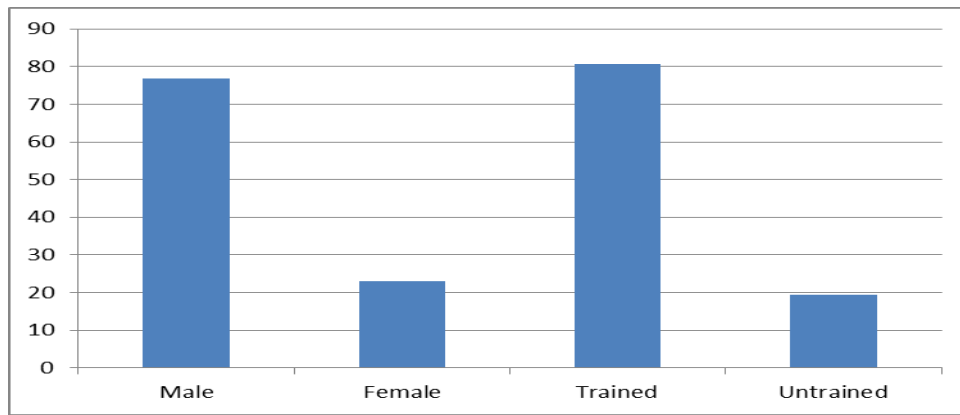


Figure 2. Distribution of Teachers in the District

Volunteering in the District

The results (Figure 4) show that the district has 95 volunteer teachers, 66.3% of them are males and 33.7% are females. The results show that the volunteers constitute about 36% as a percentage of the total teachers in the district. This figure indicates high number of volunteers in district who help in covering up for the low supply of teachers in the district. The results also imply that volunteering contributes a lot to the educational development of the district.

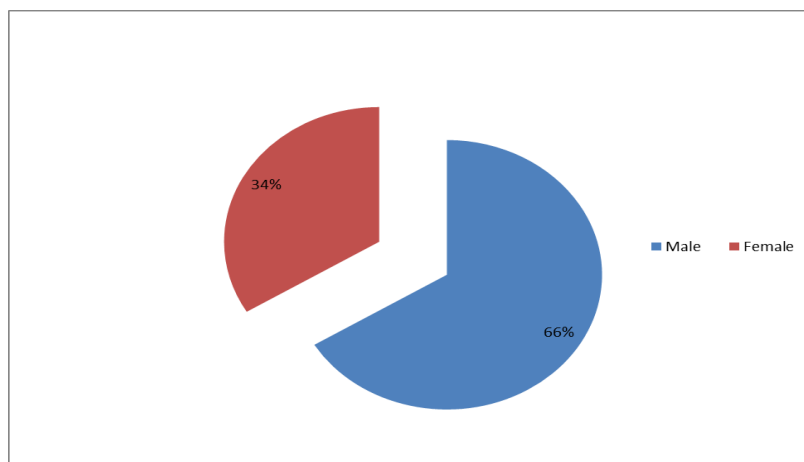


Figure 3. Distribution of Community Volunteer Teachers (CVTs)

Pupils Enrolment

The statistics also indicates high enrolment especially at the primary level as indicated in Table 1. The results show that the district had a total enrolment of 14,776 at the basic level, 5,114 (representing 34.6%) of which are in the K.G., 7,869 (representing 53.2%) in the primary and 1,793 (representing 10.1%) in the JHS. The results show high enrolment at the entry level but the number dwindles as the pupils climb higher the academic ladder. This calls for intervention by all education stakeholders to forestall these occurrences.

It can be observed also that the percentage of girls enrolled at the entry level is high (68%) compared to boys (32%), but as the JHS level, the number of girls (46%) are far lower compared to that of boys (54%). This further gives an indication of exclusion of girls and the high rate of drop out among girls in the district as they progress on the academic ladder.

Table 2. Sex Distribution of Enrolment in the District

Level	Boys		Girls		TOTAL
	Freq.	%	Freq	%	Freq.
K.G.	1,638	32	3,476	68	5,114
Primary	4,041	51.4	3,828	48.6	7,869
JHS	969	54	824	46	1,793
Total	6,648	45%	8,128	55%	14,776

Staff Capacity of Selected Schools

The staff capacity of the selected schools is presented in Table 3. The results indicate that Yagaba R/C has the highest number of teachers (11) whilst Yizesi Primary Schools has the lowest (3). The results further show that the schools have male dominated teaching staff, with majority of the teachers being trained. It is important to add that the number of non-trained (mostly volunteers) is also substantial.

Table 3. Staff Capacity of Selected Schools

Name of school	Number of male teachers in school	Number of female teachers	Total teachers in school	Number of trained teachers	Number of untrained teachers
Tuvuu DA Prim	5	1	6	5	1
Jadema D/A prim	4	2	6	4	2
Kpatorigu prim	3	3	6	2	4
KubaganD/A primary	4	0	4	3	1
Kubori D/A Prim	4	2	6	3	3
Kubugu DA	5	1	6	5	1
Kunkua Prim.	4	2	6	3	3
Loagri R/C prim.	2	3	5	5	0
Zukpeni D/A prim.	2	2	4	3	1
Prima D/A prim.	3	2	5	3	2
Tantala Prim	3	3	6	2	4
Yagaba RC JHS.	9	2	11	6	5
Yagna-moo basic	7	0	7	6	1
Yikpanbongu D/A	3	3	6	2	4

prim						
Yizebisi primary	D/A	4	0	4	2	2
Yizesi R/C		3	0	3	3	0

Enrolment of Pupils in Selected Schools

The result of the enrolment figures in the selected schools is presented in Table 4. The results show that out of the sixteen schools, only six have female dominated enrolment, whilst the remaining ten (10) schools have more male pupils than the females.

Table 4. Enrolment Figures of Selected Schools

Name of school	Number of boys in school	% of in	Number of girls in school	%	Total pupil enrollment	
Tuvuu DA Pri	155	46.9	176	53.1	331	
Jadema D/A prim	134	58.3	96	41.7	230	
Kpatorigu prim	130	46.1	152	53.9	282	
KubaganD/A primary	78	54.5	65	45.5	143	
Kubori D/A Prim	187	55	153	45	340	
Kubugu DA	255	59.2	176	40.8	431	
Kunkua Prim.	87	53.7	75	46.3	162	
Loagri R/C prim.	375	47.6	413	52.4	788	
Zukpeni D/A prim.	134	53	119	47	253	
Prima D/A prim.	130	50.2	129	49.8	259	
Tantala Prim	145	36.5	252	63.5	397	
Yagaba RC JHS.	87	53.7	75	46.3	162	
Yagna-moo basic	70	44.3	88	55.7	158	
Yikpanbongu D/A prim	114	57.6	84	42.4	198	
Yizebisi primary	D/A	78	54.5	65	45.4	143
Yizesi R/C		106	48.8	111	51.2	217

Educational Challenges in the District

The relevance of education to the emancipation of mankind cannot be contested. It was for this reason that Nelson Mandela mentioned that “**education is the most powerful tool that can be used to change the world**”. The relevance attached to education however has not prevented the sector from having challenges. The Mamprugu Muaduri district, being one of the recently created districts is bound to have some key challenges. Some of these

challenges could be predicted, but it was critical to carry out a scientific study to give credence to the matter. The challenges confronting the districts and the various schools are listed in this section.

Challenges Confronting the District GES

The GES office enumerated a number of challenges that limit their effectiveness in getting quality basic education delivered in the district (see Table 5). Lack/inadequate funds to conduct monitoring, Inadequacy of teachers in the district, Inaccessibility of some communities during rainy season, limited text books for supply to schools were but some of the issues mentioned.

Engaging with the schools on the above subject, Inadequate TLMs, Lack of teachers in some classrooms, Inadequate furniture, Inadequate text books, Lack of water facilities, Lack of latrines were mentioned. These challenges were corroborated by the focus group discussions held in the communities. Early marriage, engagement of children in farm activities and other economic endeavours were also mentioned as overarching challenges across the district and communities.

Table 5. Challenges Confronting the District

S/N	Item	Freq	%
1	Lack of teachers in some classrooms	42	26.3
2	Inadequate TLMs	32	20.6
3	Inadequate text books	32	20.6
4	Lack of water facilities	30	18.8
5	Lack of latrines	24	15.0
TOTALS		160*	100%

During the FGDs, the SMC Chairman for Kunkua Primary stated that **“Due to lack of water, pupils usually leave the classrooms to go to the river to fetch water. By the time they get back, their colleagues would have gone far with lessons”**.

Another parent lamented that **“Because teachers do not have accommodation facilities, teachers usually leave to the district capital and early Fridays and return usually on Mondays. Majority of those teachers miss both Friday and Monday periods”**.

The PTA chairman for Tantala remarked that **“There is a shortage of teachers in this school, just like all the other communities, therefore getting volunteers from this community to help has become a necessity.”**

During the FGDs, probing to find out what they have done so far about the above stated challenges revealed that they have written letters to the District Assembly for support, engaged community to support volunteers, reported to the district education office through the circuit supervisors and teachers improvise TLMs to enhance teaching and learning while

waiting for support to come from the stakeholders. Majority of the teachers indicated that often, they depend on improvised materials rather than the right TLMs.

Exclusion in the District

Exclusion occurs when pupils of school going age are left at home. It is the act of being excluded or not included in an activity or happening. The excluded usually include girls and Children with Disabilities (CWDs). According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 1994), 'World leaders and nations have committed to ending exclusion and all its forms in education across the globe'. This has resulted in the enactment of policies and regulations on inclusion to compel states to adopt and enforce the fulfilment of the rights to education by all irrespective of the circumstances.

Draft Inclusive Education (IE) Policy must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school.

The district education office contends that there are usually exclusion cases in the community especially for CWDs due to stigmatisation by parents and peers. This discourages CWDs from attending school.

Addressing Exclusion in Ghana:

The ministry of education and its department, Ghana Education Service (GES) is highly conscious of issues of exclusivity and have taken appropriate steps towards addressing it in schools. This led to the introduction of a draft Inclusive Education Policy and qualification of all issues of exclusion as Special Educational Needs (SEN).

What are Special Educational Needs?

According to the Draft Inclusive Education (IE) Policy of Ghana⁴, generally, the concept special educational needs (SEN) is defined variously in different documents. For example, a child with special educational needs is defined as a child with disability, namely, visual, hearing, locomotor, and intellectual impairments.

However, in the policy document, children with special educational needs extend beyond those who may be included in disability categories to cover those who are failing in school, as well as a wide variety of reasons that are known to be barriers to a child's optimal progress in learning and development.

⁴ Ministry of Education, Draft Inclusive Education Policy, (2013), Republic of Ghana. P.6-7.

Whether or not, this more broadly defined group of children is in need of additional support, depends on the extent to which schools need to adapt their curriculum, teaching, and organization and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils. There are various categories of persons with varied educational needs in our society. These persons include but not limited to:

Table 6. Pupils with Educational Needs in the District

No.	Disability	No.	Disability
1	Persons with Hearing Impairment	11	Persons with Autism
2	Persons with Visual Impairment	12	Persons with Emotional and behaviour disorder
3	Persons with Intellectual Disability	13	Persons with other health impairment (asthma, etc)
4	Persons with physical disability	14	Children displaced by natural catastrophes and social conflicts
5	Persons with Deaf-blindness	15	Nomadic children (shepherd boys, fisher-folks' children and domestic child workers)
6	Persons with Multiple disabilities.	16	Children living in extreme social and economic deprivation
7	Persons with Speech and Communication disorders	17	Children exploited for financial purpose
8	Persons with attention drift /Hyperactivity disorder	18	Orphans and children who are not living with their biological parents
9	Gifted and Talented persons	19	Children living with HIV\AIDS
10	Persons with specific learning disability	20	Street children

Situation of Exclusion in Schools and Communities.

Community members' understanding on exclusion is highly limited relative to the scope of exclusion. Their understanding on exclusion and persons with special needs were not as broad as captured in the table above and cited from the IE policy of Ghana.

The result on exclusion in schools is represented by Figure 6 below. The results show that 64.7% of respondents said there is exclusion in their communities/schools whilst 35.3% said there is no exclusion in their communities. This shows that there is high exclusion rate in the district. The most excluded groups are the girl child, Children with Disabilities (CWDs) and those from very poor family backgrounds. During a focus group discussion, Integrated Social Development Centre (ISODEC) was mentioned as haven conducted series of screening in their communities to identify persons with special needs for assistance.

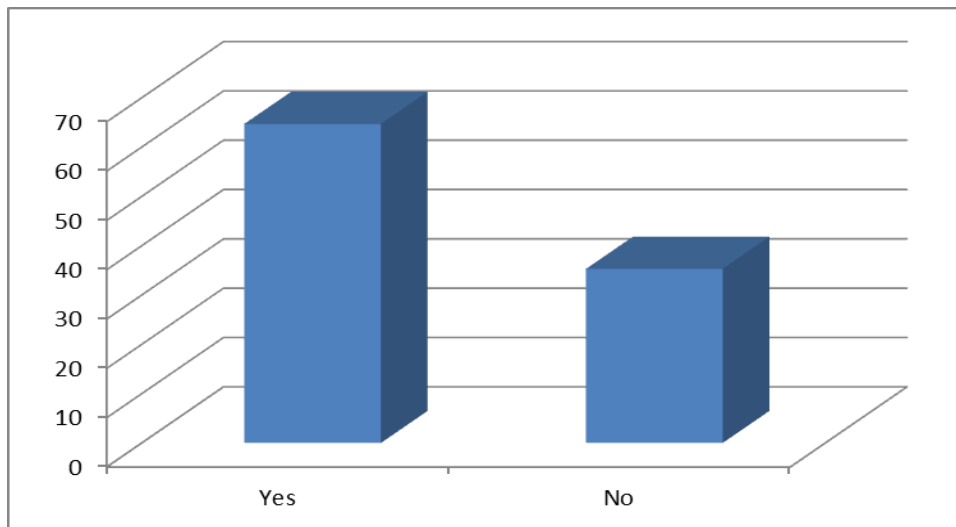


Figure 4. Exclusion in Schools and Communities

Why the Exclusion?

Variety of reasons were adduced in response to the above question. Significant among those mentioned were:

- **Poverty among the parents:** This was mentioned as the lead cause of exclusion in the communities. It was argued that due to poverty and high dependency rates in the communities, parents are unable to send all their children to school. As a result, some parents sampled usually the boys to go to school whilst the girls are usually left at home to support in household activities and other economic ventures such as 'Kayaye' etc.
- **High pregnancy rate and early marriages:** This was also reported to be a major cause of exclusion in the district. Girls are usually married off early at 12 to 14 years thereby causing them to drop out usually when they are transiting from primary to JHS.
- **Inadequate teacher supply:** Some of the community have very limited number of teachers. In some cases, pupils will go to school and seat in the classroom for hours without a teacher to attend to them. In such a case, sometimes the pupils run home by themselves and in other cases their parents take them off and reengage them in other activities.
- **Lack/Inadequate special attention:** Disabled pupils are also excluded due to discrimination and lack of special attention from teachers and parents. Parents do not give disabled and girl children the attention given to their colleagues. This causes pupils to drop out of school.

- Finally, the schools lack support schemes for pupils. Support systems such as counselling services, access ramps, change rooms, separate urinals and toilets, special education experts are not in all the schools.

Table 7. Reasons for Exclusions in Schools

S/N	Item	Freq	%
1	Due to poverty, pupils migrate to the south during some seasons to seek for greener pastures.	40	23.3
2	High pregnancy and child marriages	36	20.9
3	Lack of teachers to occupy some classes	36	20.9
4	Children with disabilities are not given the needed attention	30	17.4
5	Lack of parental care and support	20	11.6
6	Lack of support systems in schools for pupils	10	5.8
TOTALS		172*	100%

Ending Exclusions in Schools

As to whether exclusion can be stopped in schools, the majority of respondents (94.1%) indicated that exclusion can be stopped in the various schools and communities (see Figure 7). They reiterated the need for collaboration among all education stakeholders including parents, GES, head teachers, assembly representatives, traditional authority and NGOs and the pupils themselves in eliminating exclusion in the district.

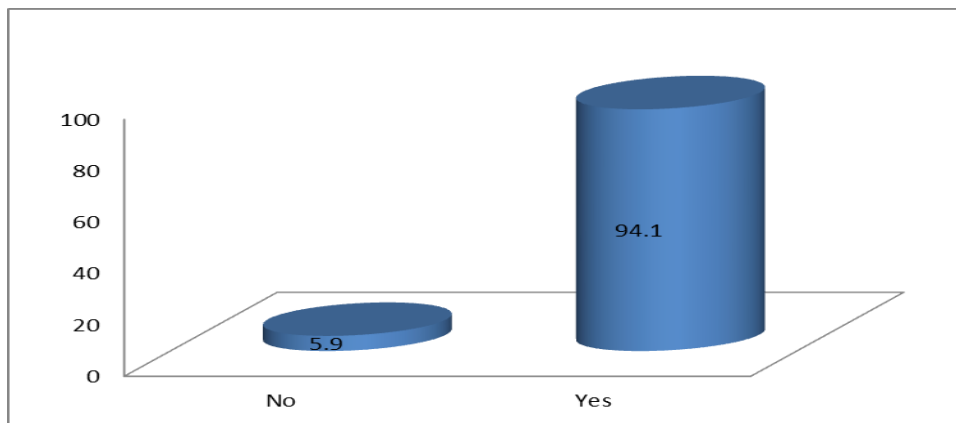


Figure 5. Possibility of Eliminating Exclusion in Schools

How to eliminate exclusion in schools

An effort was made to solicit information in respect of the elimination of exclusion in Ghana. In response to the above, it was mentioned that, vulnerable and down trodden in society should be supported. This could include opportunities for decent livelihood particularly for mothers in the communities of the district. Teachers should be trained on how to identify and handle pupils with special needs. This has been done in the district with the support of VSO-Ghana. However, high attrition among teachers in the district calls for continues

training and incorporation of inclusivity topics into the curriculum for the in-service training for teachers. Also, assistance for brilliant but needy pupils to enable them stay in schools was mentioned. Sensitise and educate communities/parents on the need for inclusive education was not left out. This could be extended to cover development and passing community resolutions on education for all irrespective of the condition.

Relevance of Volunteers in the Schools/Communities

The relevance of volunteers in improving education and community at large was sort from the respondents. The questionnaire sort to find out the placement of volunteers in the sampled communities and other issues around it.

Placement of Volunteers in School

The results show that there are other volunteers in the district, besides the TENI volunteers. The district has a total of 95 volunteers of which 66.3% are males and 33.7% females (see Table 8). The distribution shows that the TENI volunteers constitute 10.5% of the volunteers in the district, whilst the remaining 89.5% are community volunteers. Apart from VSO supported volunteers, the majority of the teachers are community volunteers who do not have support from any non-governmental organisation. The community volunteer teachers depend on community support which is irregular and meagre to support their basic needs

Table 8. Distribution of volunteers in the district

S/N	Volunteer Category	Male		Female		Total	
		Freq.	%	Freq.	%	Freq.	%
1	TENI	4	6.3	6	18.8	10	10.5
2	NON-TENI	59	93.7	26	81.3	85	89.5
TOTALS		63	100%	32	100%	95	100%

Satisfaction with volunteers' work

The **figure 6** shows the level of satisfaction with the work of volunteers. The results show that there is high level of satisfaction with the work of the volunteers since majority of the respondents (96%) indicated they are satisfied with the work of the volunteers. This shows that the teachers are enthused with the volunteers' work and therefore shows how committed volunteer teachers perform their duties. During the focus group discussions, a head teacher remarked;

"The volunteers are very committed to their work; they come very early, earlier than any of us, and stay until school closes".

The results further show that the majority of the respondents (96%) also think that the volunteers have contributed to the educational development of the pupils. This is not surprising considering the fact that there is high level of satisfaction with the volunteers' work in the schools.

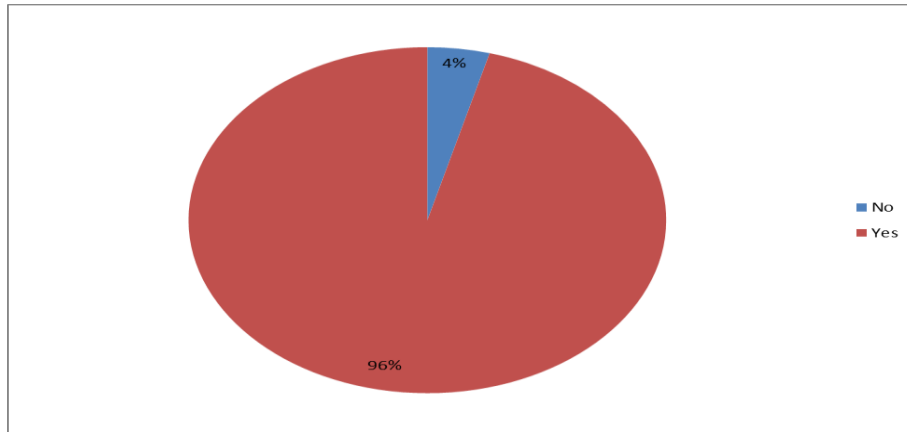


Figure 6. Level of Satisfaction with Volunteers' Work

Willingness to receive volunteers

There is high willingness to receive volunteers is indicated in **Figure 5**. The results show that all the respondents are willing to receive teachers. The district education office also indicated their hope for more volunteers to be recruited and posted to the district as well as providing the community volunteers with some remuneration to motivate them to continue their noble course.

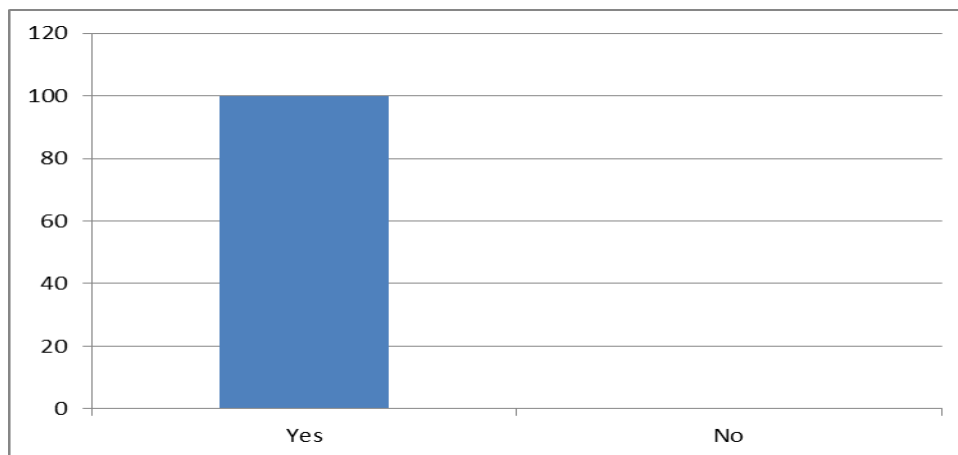


Figure 7. Willingness to receive volunteers

Contributions of Volunteers to the Promotion of Education in the Schools

The respondents mentioned a number of contributions volunteers have made to the promotion of education in the various schools. Some of these contributions are presented below and further summarised under **table 9**.

- Volunteers participate in teaching of pupils as their prime roles. They do so by either supporting the regular teachers or as sole classroom teachers. This role they said is essential as the teacher supply in most of the schools is inadequate.

- Volunteers also promote and enhance discipline in the schools. They do so by reporting to school early and supporting the other staff in supervising pupils.
- The role they play under extra-curricular activities in stimulating pupils' interest in school cannot be over emphasised. The volunteers also participate in extra-curricular activities such as sports, debates, girl club formation and facilitation in schools, to mention but a few.
- Volunteers serve as role models to the pupils. Since most of the volunteers are easily associated with the communities, the pupils can relate with them and aspire to reach their levels of education or go beyond.
- Finally, the volunteers are instrumental in mobilising communities and engaging members of the community during Parent-Teacher-Association (PTA) meetings.

A teacher at Yizesi, one of the communities in the sampled community schools, remarked **“The volunteer placed by VSO and NOYED-Ghana was very hard working. But now I am told the project is over; this will create a large vacuum in the school”**.

Table 9. Summary of Contributions of Volunteers to Educational Development in Schools

S/N	ITEM	FREQ	%
1	Teaching	48	23.8
2	Promote and enhance discipline of pupils	40	19.8
3	Support in extra-curricular activities	40	19.8
4	Serve as role models for pupils	38	18.8
5	Community mobilisation and engagement	36	17.8
	TOTALS	202	100%

Teaching Related Challenges Confronting Volunteers

Some of the teaching related challenges confronting volunteers are listed in **Table 10**. Poor lesson notes preparation and poor classroom management were identified as the strongest of the challenges faced by volunteers in respect of teaching. Lack of lesson notebooks and lack of support systems in schools for pupils are some of least issues mentioned.

Table 10. Teaching related Challenges

S/N	Item	Freq.	%
1	Poor lesson notes preparation	32	19.6
2	Poor classroom management	31	19.0
3	Lack of teaching skills	30	18.4
4	No Teaching Learning Materials (TLMs)	30	18.4
5	No lesson notebooks	28	17.2
6	Lack of support systems in schools for pupils	12	7.4
	TOTALS	163	100%

Non-Teaching Related Challenges Faced by Volunteers

The respondents enumerated some non-teaching related challenges confronting volunteers. These have been summarised into the **Table 11**. The most highlighted is the lack of regular source of income. This they said affects the delivery and softens the zeal of the volunteers. As the head master for Prima Primary School mention, “the volunteers equally have basic needs; their ability to cater for these needs largely depend on the availability of a regular income source. However, the school and the community are unable to mobilise enough resources for the volunteers.”

Table 11. None-Teaching Related Challenges Faced by Volunteers

S/N	Item	Freq	%
1	Lack of regular source of income	46	45.1
2	Lack of/inadequate accommodation facilities	36	35.3
3	Disrespect and discrimination from regular teachers and the district education office	20	19.6
TOTALS		102	100%

Addressing the challenges

To address these challenges and ensure improved quality of learning in the district, various education stakeholders including NGOs, government and the communities must work together and increase efforts and support to volunteering in the district. Some suggested solutions to the teaching and non-teaching related challenges are listed in **Table 12**.

Table 12. What can be done to address Teaching and Non-Teaching Challenges of CVTs

No	Non-Teaching Related	Teaching Related
1	NGOs and other stakeholders should support volunteers with regular monthly allowances to enable them meet their basic needs.	Training and capacity building programmes should be organised for volunteers through in-service trainings to equip them with the requisite teaching knowledge and classroom management skills.
2	Communities should be mobilised to support volunteers with accommodation facilities.	NGOs, government and the community at large should provide incentives for volunteer teachers to leverage on towards furthering their education to acquire professional teaching certificates and knowledge.
3	Sensitisation programmes should be organised to educate the communities on volunteerism and the need to support the volunteers.	TLMs should be provided to volunteers to aid their work. Eg Teachers guides, lesson notebooks, textbooks, cardboards to mention bet a few.

Willingness to support volunteers

The majority of the respondents (62.5%) indicated that they are willing to support the volunteers to the best of their ability as indicated in **Table 13**. However, 4.2% indicated they will not be able to offer any support whilst 33.3% were unsure of the support. Those who were unsure explained that they do not know if they can offer monetary support, however, as far as guiding them to become better teachers is concerned, they were willing to.

Table 13. Willingness to Support Volunteers

Yes		No		Not Sure	
Freq	%	Freq	%	Freq	%
30	62.5	2	4.2	16	33.3

CHAPTER FOUR CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the conclusions of the study based on the findings that emerged. It ends with recommendations

Conclusions

The selection of the Mamprugu Muaduri district as the target district was right as the study confirms the need for an intervention to help improve on the fortunes of the district. Below are some conclusions made;

- a. On teacher distribution, the district has a total of 264 teachers. Close to 80% of them trained and the remaining 20% untrained. Of the total number, about 76% are male while the remaining 23 % are females. On enrolment of pupils, the figures are high at the lower levels and as the clip up, the figures reduce. It was also discovered that of the total enrolment, male pupils constitute 32% while as high as 68% are females. Relating this to the availability of teachers in the district, it can be observed that the 23% female teachers is a huge disincentive to the 68% female pupils. For this reason, if an action to is not taken to increase the number of female teachers in the district it can greatly affect the stay in school and progress of the female pupils.
- b. On challenges, the study conclusion is that, inadequate funds for monitoring, teacher shortages, inaccessibility of some communities during rainy season, limited text books for schools were mentioned. Also, limited TLMs, inadequate furniture, lack of water facilities, lack of latrines, early marriage, engagement of children in farm activities and other economic endeavours mentioned. These challenges were corroborated by the focus group discussions held in the communities. Interestingly, the district did not see issues of exclusion as a challenge.
- c. Out of the 16 schools sampled, those that have severe teacher problems and would require urgent support in placement of more teachers are; Luagri R/C Primary, Yizesi R/C, Kubugu DA, Tantaala Primary, Zukpeni D/A Primary, Kubori D/A Primary, Prima D/A Primary and Tuvuu D/A Primary.
- d. Exclusion is still prevalent in the district. Common disability issues mentioned included visual and hearing impairment, bodily deformities (cripples, short limbs etc), speech impairment and mental disability. Issues such as autism, nomadic children, hyperactivity disorder, gifted and talented, are not seen as exclusions as captured in the inclusive education policy of Ghana. Poverty among parents, high pregnancy among teenagers and early marriages, unfriendly school environment and inadequate special attention were adduced as the key factors causing exclusion in schools.

- e. In the MMD, 35.9% of the total number of teachers in the district are CVTs with majority (89.5%) of them not being under any support. About 66.3% of them are male while the remaining 33.7 are females. Generally, there is high satisfaction in the work of the volunteers and communities and schools are willing to receive more so as to improve on the fortunes of education in their communities. There was also a demonstration of preparedness from the communities to support volunteers placed with them. Key challenges faced by volunteers for both teaching and non-teaching include: poor lesson notes preparation, limited skills in class management, limited TLMs and lack of lesson notebooks. Others include lack of regular source of financial support, lack/inadequate accommodation for teachers and disrespect from regular teachers.

Recommendations:

At the end of the study, the following recommendations are made based on the study findings:

- a. Considering the inadequacy of the female teachers as against the female enrolment figures, it is recommended action is taken to increase the number of female teachers in the district to serve as motivation to sustain the high female enrolment. To this effect, the following specifics are proposed:
 - i. Advocacy should be raised to ensure that more female teachers are posted to the district.
 - ii. A Project should be designed in line with volunteering with high focus of placement of female teachers in the district. This makes the concept note submitted to the Waterloo Foundation handy. Other areas should be explored to increase the propensity of securing funds for this intervention.
- b. Government should be engaged and lobbied to allocate special grant to new district GES offices so as to help them improve on their situation and be at the same level with their mother districts and to help improve on their performance. This will greatly reduce the inequalities looking at the fact that the mother districts often have majority of the logistics needed to promote education.
- c. In addressing exclusion, there is the need for continues capacity building opportunities to be created for the training of the special needs education officers. Conscious efforts should be made to include exclusion issues in In-service programmes at the district level towards the general capacity building of teachers. This when don will guarantee adequate knowledge among teachers.
- d. It is strongly recommended that the when volunteer teachers are to be placed, Luagri R/C Primary, Yizesi R/C, Kubugu DA, Tantaala Primary, Zukpeni D/A Primary, Kubori D/A

Primary, Prima D/A Primary and Tuvuu D/A Primary should be considered. This will impact greatly in reducing the PTRs in the schools.

These recommendations coupled with dedication to duty to all education workers in the district, will contribute to improving on education in the district.

**APPENDIX 1
INDIVIDUAL QUESTIONNAIRE FOR HEADTEACHERS**

Dear Sir/Madam,

This tool is prepared by NOYED-Ghana, a partner of VSO-Ghana which has been operating in the Mamprugu Moaduri District for some time now. It has been designed to help the organization appreciate the nature and existence of volunteering in your district and communities. Working hand in hand with VSO in the implementation of the TENI project in the district, NOYED-Ghana and VSO would like to know how volunteering was rolled out in your community if any, how you benefited and your contribution towards the continuation of volunteering.

Please feel free to give us your candid information on the subject matter.

Your response would be kept confidential and used for the purpose of our work in promoting volunteering alone. If you give consent, please proceed to respond to the rest of the questions.

Part A: About School

1. Name of community.....
2. Name of School...
3. Circuit.....
4. State of school: Primary/ JHS.....
5. Name of head teacher.....
6. Contact of head teacher.....
7. Number of teachers in school.....
8. Number of male teachers in school.....
9. Number of female teachers in school.....
10. Number of volunteer teachers in school.....
11. Number of female volunteer teachers in school.....
12. School enrolment.....
13. Boys
14. Girls.....

Part B: TENI and other volunteering in schools

No	Question or Statement	Responses		
		Yes	No	Not Sure
15	Was your school a beneficiary of the TENI II project?			
16	Did TENI Place a volunteer in your school?			
17	Do you have volunteers in you school? If Yes, list the organizations responsible for their placement below.			

18	If Yes, which organisations placed them? List below			
19	Were/are you happy with the work of the volunteers?			
20	Did they contribute to the development of education in your school/community?			
21	Would you be happy to receive more volunteers?			
22	Can you list some of the contributions of the volunteers to the promoting of education in your school? If YES please list below			
23	What are the current challenges volunteers face in respect of their stay in your community? List below			
24	What are the current teaching related challenges volunteers face in your school? List below			
25	What do you think can be done to address under 22 and 23? List above?			
26	Are you willing to take an initiative to promote and support the work of volunteering in your school/community?			
	What can you do to promote volunteering in your school/community? List below:			
27	What can the community as a whole do to promote volunteering (CVT). List below			
	EDUCATIONAL CHALLENGES			
28	Generally, what are the key educational challenges in your school? List below:			
29	What efforts are in place to address them? List below			

30	What do you think VSO/partners can do to help address them? List below			
	EXCLUSION			
31	Are there some factors that promote exclusion in your community school?			
	If Yes, what are they? List below			
32	Are there some persons who have been excluded from school in your community?			
	If yes, who are these people? List them below			
33	Why are they excluded? List below			
34	Can exclusion be eliminated from our schools?			
35	What do you think can be done to eliminate exclusion in our schools. List below			
36	Do you have any recommendation for VSO and partners which perhaps has not fallen within the ambit of this exercise? If yes, list below			

Focus Group Discussions (FGDs) Guide

FGD

Dear Members,

This tool is prepared by NOYED-Ghana, a partner of VSO-Ghana which has been operating in the Mamprugu Muaduri District for some time now. It has been designed to help the

organisation appreciate the nature and existence of volunteering in your district and communities. Working hand in hand with VSO in the implementation of the TENI project in the district, NOYED-Ghana and VSO would like to know how volunteering was rolled out in your community if any, how you benefited and your contribution towards the continuation of volunteering.

Please feel free to give us your candid information on the subject matter.

Your response would be kept confidential and used for the purpose of our work in promoting volunteering alone. If you give consent, please proceed to respond to the rest of the questions.

Part A: About school

Name of school/community.....

Name of SMC/PTA chairman.....

Contact.....

List of members.....(2parents, 4pupils, 2 teachers, SMC/PTA chairman)

Part B: General Questions

1. Are you happy with the performance of your school? (why)
2. What are the challenges limiting the performance of your school.
3. What can the community do to improve on the situation?
4. Do we have persons who have been excluded from school in the community?
5. Who are they?
6. Why are they excluded from school.
7. What can be done to end exclusion?