

Ghana Community Teachers' Program (CTP)



Final Evaluation of the Ghana Community Teachers Program

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IFESH
International Foundation for Education and Self-Help



FINAL EVALUATION OF THE GHANA COMMUNITY TEACHERS PROGRAM

Cooperative Agreement No. 641-A-00-09-00008-00

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Contents

Acronyms	iv
Acknowledgements	v
List of Figures.....	vi
List of Tables.....	vi
EXECUTIVE SUMMARY.....	VII
CHAPTER 1: BACKGROUND.....	1
1.1 Evaluation Objectives	1
1.2 Evaluation Methodology.....	1
1.3 Brief Overview of Education Improvement Strategies in Ghana	2
1.4 Overview of the Ghana Community Teachers’ Program (CTP).....	7
1.5 Contents of this Report	12
CHAPTER 2: KEY FINDINGS.....	13
2.1 Extent to Which the CTP Met its Objectives	13
2.2 Contributions to Reducing Teacher Shortages in MIDA-Targeted Schools	18
2.3 Factors that Contribute to the Success of the CTP.....	19
2.4 Limits to the Effective Functioning of the CTP.....	23
2.5 Contributions of Experience	25
2.6 Potential for Replication	27
2.7 Prospects for Sustainability.....	30
2.8 Cost-effectiveness	31
2.9 Contributions to USAID IOs and Gender Diversity of Teachers.....	35
CHAPTER 3: BEST PRACTICES AND LESSONS LEARNED	43
3.1 Actions in Support of Addressing Teacher Shortages / Teacher Training.....	43
3.2 Actions in Support of Effective Practice at the School / Community Levels	44
3.3 Actions for Achieving Sustainability with Quality	45
CHAPTER 4: RECOMMENDATIONS	47
4.1 Further Assistance is Needed for Current UCTs to Achieve a DBE	47
4.2 Potential Models for a Way Forward for a Community Teachers Program in Ghana	48
4.3 Research Needed to Aid GES Budgetary Decisions to Address Teacher Shortages	50
4.4 Refinements to CTP Are Needed.....	50
APPENDICES	52
5.1 Final Evaluation Scope of Work	52
5.2 Evaluation Matrix	53
5.3 Final Evaluation Itinerary	58
5.4 Documents Reviewed	61
5.5 List of Persons Interviewed / Participatory Group Discussions / Off-site Observation.....	62
5.6 CTP UCT Training, Exam and Monitoring Schedule.....	67
5.7 Lesson Observation Evaluation Sheet: UCT Off-site Observation Form	69
5.8 UTDBE Syllabus.....	70
5.9 Proposed CTP Three-year Syllabus for DBE.....	71
5.10 Analysis of Results of 1st Year, 1st and 2nd Semester UTC Exam Scores	72
5.11 Analysis of Results of 2nd Year, 1st Semester UCT Exam Scores	73
5.12 Distribution of Modules.....	74
5.13 IFESH Distribution of Donated Books	75
5.14 Other Tables of Analysis	76

Acronyms

COE	College of Education
CST	Community Support Teachers' Program
CTG	Community Teachers for Ghana Program
CTP	Community Teachers Program
DBE	Diploma in Basic Education
DCS	District Circuit Supervisors
DDEs	District Directors of Education
DEOs	District Education Officers
DTOs	District Training Officers
EFA	Education for All
EMIS	Education Management Information System
EQUALL	Education Quality for All (Teacher Training Modules)
GES	Ghana Education Service
GOG	Government of Ghana
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
ICT	Information Communication Technology
IEFA	International Educators for Africa
IFESH	International Foundation for Education and Self-Help
MiDA	Millennium Development Authority
MCC	Millennium Challenge Corporation
MOESS	Ministry of Education, Science and Sports
NYEP	National Youth Employment Program
ODC	Office of Defense Cooperation
PTAs	Parent Teacher Association
QUIPS	Quality Improvement in Primary Schools
SMCs	School Management Committees
SSDE	Senior Secondary Diploma in Education
TED	Teacher Education Division
TOT	Trainers of Trainers
TLMs	Teaching and Learning Materials
TTC	Teacher Training College
UCC/IE	University of Cape Coast / Institute of Education
UCT	Untrained Community Teacher
USAID	United States Agency for International Development
USG	United States Government
UTDBE	Untrained Teacher Diploma in Basic Education

Acknowledgements

The evaluator would like to take this opportunity to acknowledge and thank the many individuals that made this evaluation possible. To begin with, my thanks to the staff in the Education Office of USAID-Ghana, Bob Davidson and Emmanuel Mensah-Ackman, for their time, review and consultation that aided to shape key aspects of the evaluation and report.

I would also like to express my sincere appreciation to the staff of IFESH and the CTP program, Emmanuel Ojameruaye, IFESH Director of Program Development and Monitoring and Evaluation, Kwesi Dzidzienyo, IFESH Ghana Country Representative, and Seth Koranteng, CTP Coordinator. Through your open and forthcoming support I was able to obtain the documentation needed in order to carry out the evaluation, identify and receive support in organizing visits to district offices and schools, and answer the many questions posed over the course of the evaluation.

I am very grateful to many agencies. In particular, my thanks to the CEO, Mr. Martin Eson-Benjamin, and staff, Mr. Albert Dodoo, of the Millennium Development Authority. Also, I would like to extend my thanks to the officials and staff from the Ministry of Education (MOE) for taking time from their busy schedules to meet with me. These include: Charles Tsigah and Stephen Adu of GES, E. O. Asare of TED, Vincent Sam Brew, Coordinator of Pre-Service Teacher Training, Chris Dowuona-Hammond, LIS Coordinator, and Mr. Amofa, Budget Analyst. In addition, I am grateful to the numerous District Directors of Education, District Training Officers, District Circuit Supervisors that I had the opportunity to interview. A special acknowledgement is needed for the head teachers at MiDA-assisted schools and the DTO's who assisted my reaching distant, remote locations and gathering additional data for analysis from student and school records.

I am very grateful to the College of Education Directors and Tutors, and Cape Coast University Director of the Institute of Education, Professor Opare, and staff, N. K Kutor and Seth Kofi Nti. Your valuable input and perspective added greatly to identifying best practices, lessons learned and discerning a way forward.

Also, I want to extend my thanks to the numerous community chiefs, SMC / PTA representatives, and other community members. Your perspective and input was insightful and invaluable. A special thanks to the Bulbia and surrounding communities for their special honor, hospitality and warm reception.

Last, but certainly not least, my gratitude and sincere appreciation and respect to the UCTs themselves who are the targeted beneficiaries of the CTP. Without your perspectives and contributions, the final evaluation would not have been possible. A highlight of the evaluation was having the opportunity to visit some of the rural, remote locations and viewing the situation and conditions under which the UCTs teach. This provided a special insight and appreciation for the challenges and unique commitment that these individuals have made being a part of this program.

All of these individuals provided invaluable background and insights that were of great use in helping me to generate the evaluation findings. I thank each and every one of the individuals for their time and contributions.

L. Diane Mull

List of Figures

Figure 1: Ghana Teacher Training Structure Allowing Untrained to Achieve Diploma in Basic Education	6
Figure 2: Participating Colleges of Education and Assigned UCTs	11
Figure 3: Comparison of UCT Attendance Performance by Payment of Stipend	20
Figure 4: CTP Training Methodology.....	27
Figure 5: SMC/PTA and Others Trained by CTP	40

List of Tables

Table 1: MiDA Reported School-related Activities in Ghana	3
Table 2: Districts with UCT Placements.....	7
Table 3: Roles and Responsibilities of Key Partners in the CTP.....	9
Table 4: UCT Source of Stipend Support	11
Table 5: CTP Performance Against Indicators	13
Table 6: UCT Overall Exam Performance.....	17
Table 7: Distribution and Stipend Support of UCTs in Ghana	18
Table 8: UCT Reliability as Evidenced by Attendance Record from October 2009 to February 2011	21
Table 9: UCTs Scores Based on Off-site Observations by Subject for Years 1 and 2.....	26
Table 10: Estimated Unit Cost for CTP	32
Table 11: Estimated Annualized Cost Comparison Between CTP and UTDBE in Ghanaian Cedes.....	34
Table 12: Percent of Girl Students by Class Passing English, Math and Ghanaian Language Exams for Academic Year 2009/2010.....	36
Table 13: Average Scores of UCTs Most Recent Off-site Observations by District for Math, English and Ghanaian Languages	37
Table 14: Comparison of Pre and Post-test Score for UCTs.....	39
Table 15: Overall Progress Comparing Pre and Post Test Results of UCTs	39
Table 16: Types and Number of Textbooks and Learning Materials Donated for Use by CTP.....	41
Table 17: No. of UCTs Referred and passed by Subject Area - 1st Semester	72
Table 18: No. of UCTs Referred and passed by subject area - 2nd semester	72
Table 19: Number of UCTs Taking Exams	73
Table 20: Number of UCTs Referred by Subject Area - 1st Semester	73
Table 21: Number of UCTs who Passed the Exam - 1st Semester	73
Table 22: Number of UCTs Referred by Number of Papers - 1st Semester.....	73
Table 23: CTP Distribution of Modules.....	74
Table 24: IFESH Distribution of Donated Textbooks and Learning Materials	75
Table 25: Classroom Attendance Performance by Type of UCT Stipend Payment	76
Table 26: Residential Training Attendance Performance by Type of UCT Stipend Payment.....	76
Table 27: Cluster Meeting Attendance Performance by Type of UCT Stipend Payment.....	76

Executive Summary

Background

Evaluation Objectives

On February 3, 2011, the International Initiative to End Child Labor (IIECL) was contracted by IFESH to conduct an evaluation of the Community Teachers Program (CTP) in Ghana, a \$1.5 million, USAID/Ghana-funded program that began in March 2, 2009 and ended on March 1, 2011. A one-person team consisting of Ms. L. Diane Mull conducted the final evaluation. Ms. Mull is a staff member IIECL who was contracted through IIECL by IFESH as an independent evaluator to perform the evaluations.

The evaluation had three objectives:

1. determine the extent the CTP achieved its respective objectives,
2. identify lessons learned and best practices as a contribution to the development knowledge in education, and
3. proffer recommendations and suggestions for future programming.

The evaluation scope contained 51 questions relating to performance, effectiveness, efficiency, impact, sustainability, best practices, lessons learned, and models for future programming/replication.

Evaluation Methodology

The CTP final evaluation included a desk review and fieldwork. The evaluation protocol, instruments, methods, and itinerary were developed prior to any data collection in Ghana.

The desk review, which was completed prior to the field work, included reviews of several documents: the CTP Cooperative Agreement; first and second annual implementation plans; the Performance Management Plan; the Mid-term Evaluation Report; the baseline Survey Report; and seven quarterly reports submitted by IFESH to USAID-Ghana as of January 30, 2011. (The list of documents reviewed may be found in Appendix 5.4.)

Fieldwork in Ghana, which was conducted from February 14-28, 2011, included interviews and the collection of qualitative and quantitative data from a wide variety of stakeholders, including the Government of Ghana Ministry of Education and district level education officials, head teachers, tutors from the participating colleges of education, examination officers from Cape Coast University, and MIDA staff. Interviews and observations of tutors and district training officers conducting training of the CTP teachers (hereinafter referred to as UCTs) and UCTs' performance in the actual classroom setting were also conducted. (The full list of individuals interviewed may be found in Appendix 5.5.)

To ascertain the best practices and lessons learned, the methodology used for the final evaluation relied primarily on the Kirkpatrick¹ model that includes four levels of evaluation:

- Reaction: Were key stakeholders pleased with the program?
- Learning: What did the UCTs learn in the program?
- Behavior: Did the UCTs implement more effective teaching content and methods?
- Results: Did the change in teaching positively affect education for students, schools and communities?

Using this methodology, best practices and lessons learned were derived. Further, based on the observations and input from the broad spectrum of stakeholders, possible models for replication of the program for training for current and future UCTs are provided.

Key Findings: Extent to Which the CTP Achieved Its Respective Objectives

Overall, the CTP was very successful in meeting its objectives of recruiting, training, and supporting the UCTs to provide increased and effective instruction while pursuing their DBE. By the end of the program, all UCTs were placed in 60 MiDA-targeted schools within 14 districts in the Northern, Eastern, Central, and Ashanti regions. A total of 260 untrained community members were recruited into the program with 258 (99%) of UCTs remaining in the program at the end of the project. In two locations in the Northern region, the UCTs were functioning, not only as teachers, but as head teachers. Factors that were found to contribute significantly to these successes relate to recruitment, payment based on performance, quality of tutoring at residential and cluster meetings, successful cooperation and support from district and community levels, supplemental technical support and material assistance, and monitoring of off-site performance by DEOs and tutors.

Despite these successes, a number of problems created limits to the overall effective implementation of the CTP: quality and timeliness of the baseline study; the initial placement of UCTs at non-MIDA schools; untimely reporting; irregular payment of UCT stipends; insufficient residential and cluster meeting time; lack of synchronization of the syllabus content with exams; and needed improvements in ICT and Ghanaian language content and methods of instruction modules.

Lessons Learned and Best Practices

The CTP experiences provide a rich laboratory from which to draw lessons learned and best practices. The lessons learned and best practices can be divided into three categories: actions in support of addressing teacher shortages/teacher training; actions in support of effective practice at the school/community level; and actions for achieving sustainability with quality.

Actions in Support of Addressing Teacher Shortages/ Teacher Training

Recruitment from and placement back into rural, remote communities is an effective method for addressing teacher shortages in those same areas. Of the 260 UCTs recruited, all were drawn from the communities in and

¹Kirkpatrick, Donald L., 1994: Evaluating Training Programs, The Four Levels. Berrett-Koehler Publishers, San Francisco, 231 pp.

around where MiDA-targeted schools were located. Ninety-seven (97) were community pupil teachers with prior teaching experience, and 163 were untrained non-teachers.

Including SMC/PTA members in the recruitment of community members for CTP slots was effective. While finding individuals who met the minimum requirements was an initial challenge, engaging community members, particularly SMC/PTA and local head teachers, was critical to identifying community members that met the requirements, particularly females.

Building upon the UTDBE approach to teacher training was effective with modifications. Although the UTDBE is considered an effective model for improving the quality of instruction with existing teachers, it does not address teacher shortages in critical rural remote areas and relies heavily upon teachers paying for much of their training costs. The CTP model offers an effective method that builds upon the existing UTDBE model and that also can affect teacher shortages in critical areas and provides critical support that is needed for unsalaried individuals from rural, remote locations without economic means to attain a DBE on their own. In addition, CTP is shorter and focuses more on key content areas needed by UCTs and less on general broad knowledge. Overall, the CTP has the potential of offering untrained community members the opportunity to achieve a DBE in three years of teacher training that includes three years of teaching practicum.

Payment based on performance in attendance in training and classroom instruction is effective. Regular monthly stipends seem to encourage regular teachers to improve their performance and attendance records. Based on interviews with UCTs, head teachers, district staff and tutors and SMC/PTA members, the UCTs are very punctual and have demonstrated reliable attendance for trainings and classroom teaching since the inception of the program. Actions in Support of Effective Practice at the School / Community Levels

Positive teacher attitude, including an increase in self-esteem, confidence, and commitment, is key to successful teacher performance. Through residential training, cluster meetings, off-site observations, and other support, the CTP did a very good job of building self-esteem, confidence, and commitment in participating UCTs. The CTP has demonstrated that it is not sufficient to just focus on assisting teachers to acquire new teaching skills, but providing valuable support that recognizes the tremendous challenges that the teachers face when working in rural, remote locations.

Working in rural, remote locations requires well planned strategies and commitment to address challenges. Many of the locations where UCTs were located were inaccessible during certain parts of the year, particularly the rainy season. Designing an approach that takes these challenges into account is critical.

Approaching training as a continuous process to effect change in teacher practices is important. The CTP does not rely solely on UCTs' performance based on exam scores, but implemented a proactive approach to monitoring the UCTs' application of their learning in their real life situations in rural school classrooms with their students. The systematic approach to off-site observations conducted by a variety of key players—DTOs, DCS and tutors—helped to inform the ongoing training process to ensure that remedial / follow-up training is strategic and timely at cluster meetings.

Monitoring for continuous improvement can generate unintended benefits on multiple levels. The CTP approach, which relies on active and timely district-based monitoring of daily attendance recordkeeping, achieved improvement of attendance not only for UCTs but for regular teachers as well.

Actions for Achieving Sustainability with Quality

A valid and proven technical approach is fundamental. Although the program is technically solid and offers a design that can effectively address teacher shortages in rural, remote locations, as USAID funding has come to an end, is to finding ways for the UCTs to complete their DBE without USAID funding, be recruited into the GES system for remuneration, and be replicated and sustained without compromising the key elements that make the program strong is a challenge.

Being staffed with qualified individuals that can provide quality tutoring, monitoring and quality control are key for sustainability and quality. The CTP was fortunate to have access to some of the COE's top tutors to assist with the residential and cluster trainings for UCTs. These resources may not be available for future trainings.

Ensuring sustainability requires a pro-active approach that constantly seeks out multiple venues for support. Although the CTP did an excellent job of progressively building its technical base (at the end of the program, for example, has 5 master trainers, 15 district-based COE tutors, 14 DTOs, 60 head teachers and 177 SMC/PTAs members that it can tap for future training and recruitment opportunities; it also has a cadre of 258 motivated UCTs who are committed to completing their DBE and serve as models for other rural, remote communities desirous of addressing their teacher shortages in a similar manner), the CTP failed to develop a strategy for sustainability that draws upon revenue from other sources, such as District Assemblies, foundations, or companies that would enable UCTs to complete their DBEs. Finally, the CTP did not take the steps to establish a link with the MOE GES to sustain the programs' approach to training of untrained community members as teachers not currently in the system.

In implementing a program of this nature, it is helpful to have on one's staff individuals who are known and respected who can accompany the process and have preexisting relationship with districts of education. CTP brought together a team of experienced and capable technical and managerial personnel with knowledge and experience at the MOE, district, and school levels. Because of this, the CTP staff was able to quickly forge partnerships with 14 districts, 60 MiDA schools, three colleges of education, and the UCC-IE.

Key for sustainability is having buy-in and support for the approach from all levels of the system. While the CTP achieved recognition at national, district, and local levels, it failed to establish buy-in and an "institutional" home for the program during its two years of funding. An important element of USAID-Ghana's project strategy is sustainability and cost effectiveness, which is demonstrated by a lessening demand for USG funding-support while achieving key performance objectives.

Recommendations

Ghana has received much acclaim for its strategy to improve the quality of instruction by increasing the qualifications of its cadre of teachers. Since 2005, Ghana has made a large investment in supporting strategies to assist its current teaching workforce to obtain a DBE by 2015. Ghana's strategy for addressing teacher shortages, however, largely relies on offering free tuition for prospective teachers to pursue a DBE through a network of 38 Colleges of Education across Ghana and the subsequent deployment of graduates to locations where teacher are needed. While this strategy may work fairly well for the urban areas, it appears to be less successful for rural areas, especially remote locations with limited infrastructure. In light of these considerations, the following recommendations are offered for consideration to address teacher shortages in rural, remote locations in Ghana and for the continuation or expansion of a Community Teachers Program in the future.

Provide Further Assistance for Current UCTs to Achieve a DBE

There are basically two options for assisting the current group of UCTs:

Option 1: On an accelerated schedule, the UCTs could achieve their DBE in one additional year if additional residential and cluster training time is allotted. For example, 6 weeks (summer), three weeks (Christmas) and 3 weeks (Easter) for residential training, and monthly cluster trainings of two days per month during the school terms would enable the UCTs to achieve the remaining credit hours to obtain their DBE in one year covering all of the subjects and methods remaining in the syllabus (see Section 3.2, Potential Models for a Way Forward for a Community Teachers Program in Ghana.)

Option 2: Adopt an addendum to the current Memorandum of Understanding between GES and USAID that stipulates that the UCTs must be brought into the GES and that remuneration is provided. Steps to enrol the successfully passing UCTs under the UTDBE program with remuneration by the GES for their stipend support would enable the UCTs to achieve their DBE in two additional years. This would have the UCTs largely following the three 3-week residential training schedule during the summer, Christmas and Easter breaks. However, cluster meetings would be needed to allow UCTs to pick up on courses that they missed due to their accelerated training approach under the CTP or allow that these courses could be covered during residential training when subjects that UCTs have already taken are presented.

Consider Potential Models for a Way Forward for a Community Teachers Program in Ghana

The CTP has proven that it has the potential to improve access to quality basic education in selected underserved communities by drawing prospective teachers from those same communities and providing them with critical training and support to fill a critical teaching shortage while obtaining the qualifications and experience needed to provide quality instruction. It is clear that the continuation of program of this kind is needed and that those UCTs left hanging in the balance need to be assisted to complete their DBE. Four possible options for how the CTP can continue in a more cost effective and sustainable manner include:

- Grants to Colleges of Education to support *Community Teachers' Program Scholarships*.
- Grant to GES to manage the Community Teacher Program coordinated centrally or from one of the targeted districts involved.
- Grant to University of Cape Coast's Institute of Education, WINEBA or other nationally accredited university or college (Jackson College not yet accredited), that awards a DBE using a distance education approach, to support full and partial scholarships for untrained community teachers to achieve a DEB (three-year program) working collaboratively with the colleges of education to provide residential and cluster trainings and district offices of education to assist with recruitment and monitoring.
- Use of a lower cost national or international NGO as the conduit for program administration and monitoring and evaluation.

Provide Research Needed to Aid GES Budgetary Decisions to Address Teacher Shortages

As the country faces budgetary constraints, critical decisions regarding allocations of funding to support teacher training are being deliberated within the Ministry of Finance. Some donors are reported to feel that there are already a sufficient number of teachers available or that the system in place can meet the future need for

teachers. More data are needed about out-of-school children, pupil-to-teacher ratios (particularly as affected by teacher attrition, absenteeism, and number of teachers needed to maintain a classroom size of 35), GES staff's ability to present critical arguments to maintain or potentially increase budget funding levels is difficult.² And service to rural, remote schools.

Refine CTP

Suggested CTP program refinements relate to the syllabus, the content, exams, scheduling, and trainee and tutor payment.

² Interview with Mr. Stephen Adu, Acting Deputy Director General Basic Education.

Chapter 1: Background

The background section includes an overview of the evaluation objectives and methodology, a summary of the current status of Government-sponsored programs to address teacher shortages in Ghana, an overview of the Community Teachers Program (CTP), and structure of this report.

1.1 Evaluation Objectives

On February 3, 2011, the International Initiative to End Child Labor (IIECL) was contracted by IFESH to conduct an evaluation of the CTP in Ghana.³The CTP is a US\$1,495,083 program funded by USAID/Ghana that began in March 2, 2009 and ended on March 1, 2011. A one person team consisting of Ms. L. Diane Mull, who has over 10 years of experience in conducting research, monitoring and evaluating various international development programs in Ghana and other parts of West Africa, conducted the mid-term and final evaluations. Ms. Mull is a staff member of IIECL and was contracted through IIECL by IFESH as an independent evaluator to perform the evaluations.

The evaluation has three objectives (see Appendix 5.1 Final Evaluation Scope of Work):

1. Determine the extent the CTP achieved its respective objectives.
2. Identify lessons learned and best practices as a contribution to the development knowledge in education.
3. Proffer recommendations and suggestions for future programming.

The evaluation scope contains 51 questions relating to performance, effectiveness, efficiency, impact, sustainability, best practices, lessons learned, and models for future programming/replication. The full list of questions may be found in Appendix 5.2.

1.2 Evaluation Methodology

The final evaluation of the CTP included a combination of a desk review and fieldwork. The evaluation protocol, instruments, methods, and itinerary were developed prior to any data collection in Ghana (see Appendix 5.3 Itinerary).

The desk review, which was completed prior to the field work, included reviews of CTP Cooperative Agreement, first and second annual implementation plans, the Performance Management Plan, the Mid-term Evaluation Report, the baseline Survey Report, and seven quarterly reports submitted by IFESH to USAID-Ghana as of January 30, 2011. The list of documents reviewed may be found in Appendix 5.4.

Fieldwork in Ghana for the evaluation was carried out from February 14-28, 2011. Interview responses and qualitative and quantitative data were collected from a wide variety of stakeholders, including the Government of Ghana Ministry of Education and district level education officials; head teachers; tutors from the participating colleges of education; examination officers from Cape Coast University; and MIDA staff. Interviews and observations of tutors and district training officers conducting training of the CTP teachers, hereinafter referred to as UCTs, and UCTs performance in the actual classroom setting were also conducted. The full list of individuals interviewed may be found in Appendix 5.5.

³IIECL was also contracted to perform the mid-term evaluation of the CTP, which was completed in March of 2010.

To ascertain the best practices and lessons learned, the methodology used for the final evaluation relied primarily on the Kirkpatrick⁴ model that includes four levels of evaluation:

- Reaction: Were key stakeholders pleased with the program?
- Learning: What did the UCTs learn in the program?
- Behavior: Did the UCTs implement more effective teaching content and methods?
- Results: Did the change in teaching positively affect education for students, schools and communities?

Using this methodology, best practices and lessons learned were derived. Further, based on the observations and input from the broad spectrum of stakeholders, possible models for replication of the program for training for current and future UCTs are provided.

1.3 Brief Overview of Education Improvement Strategies in Ghana

Ghana continues to be a strategic country for continued international development assistance from the United States. Ghana has demonstrated its commitment to not only a positive policy environment and effective program implementation, but serves as a regional economic anchor in West Africa. As a candidate country under the Millennium Challenge Act⁵ section 606(a) (22 U.S.C. 7705(a)), Ghana has been selected as one of six countries to receive assistance in fiscal year 2011. Since Ghana has consistently performed well relative to the Millennium Challenge Corporation (MCC) indicator criteria, continued its track record of democratic governance as demonstrated by its regular ranking among the top LIC performers in the Ruling Justly category, is on track with its implementation of the Ghana Compact, has managed the investment by a strong Ghanaian-led and staffed team, and generated tangible interest from the private sector, the MCC has chosen to support a second compact with Ghana that offers opportunities for deeper investment.

Aligned with the deeper investment is the continued development of the education sector. Further investment in education is a key requisite for achieving the United Nations' Millennium Development Goals and supporting the continued success of the Ghana Compact. Since 2007, the *Millennium Development Authority* (MiDA) has made significant strides to address the documented school infrastructure needs in rural, deprived and underserved communities that do not have the necessary education facilities (e.g., classrooms, school furniture, school toilets, safe drinking water and community support) to improve the quality of education (i.e., improving teaching and learning environments) for children in Ghana. To date, MiDA has reported accomplishing the following:

⁴Kirkpatrick, Donald L., 1994: *Evaluating Training Programs, The Four Levels*. Berrett-Koehler Publishers, San Francisco, 231 pp.

⁵ Millennium Challenge Act of 2003, Pub. L. 108 199, Division D, (the "Act") (22 U.S.C 7707(d)(1)).

Table 1: MiDA Reported School-related Activities in Ghana

Education Infrastructure		Water and Sanitation Sub-Projects		Tamale Water Project (Future)	
School Blocks Reconstructed / Rehabilitated	176	# Districts benefitting from water facilities	25	Districts to benefit	3
# 2-Unit Classroom Blocks	106	# Districts benefitted from boreholes	20	Communities to benefit	19
# 3-Unit Classroom Blocks	41	# Districts benefitted from pipe extensions	6		
# 6-Unit Classroom Blocks	29	# Districts benefitted from STWS	9		
# Toilet / Urinal	153	# Communities benefitting from water facilities	124		
# Teacher Accommodation	1	# Communities benefitting from boreholes	96		
# Districts benefitted from ed. facilities constructed	30	# Communities benefitting from pipe extensions	15		
# Communities benefitted from ed. Facilities constructed	151	# Communities benefitting from STWS	13		

The MiDA program is targeted to end in February 2012. MiDA’s strategy included only one teacher accommodation and no funds for securing qualified teachers for the MiDA-supported schools.⁶ As part of the implementing agreement, the Ministry of Education (MoED) agreed to provide teachers for schools/classroom blocks built or renovated. However, other than its normal teacher deployment methods, it does not appear that GES has implemented any special strategy to fill vacancies in the rural, remote areas.

Further, while the classrooms in some rural, remote areas have been renovated or newly built, school furniture continues to be lacking in many areas visited. It was not uncommon to see students in the UCTs classrooms sitting on the floor without desks or benches. This may be due, in part, to UCTs being assigned to the older classrooms without school furniture and to the lack of school furnishings having been provided at this stage of the MiDA program.

As a result, there continues to be significant inequities in basic education, particularly in rural areas of the country. Low primary enrolment rates, untrained personnel at all levels, teacher absenteeism and, for many, unaffordable school fees continue to contribute to a “deterioration of the quality of classroom instruction.”⁷ Moreover, the HIV/AIDS pandemic has worsened teacher shortages, particularly in the Ashanti and Eastern regions of Ghana.⁸

The demand for education in Ghana continues to remain high with a primary enrolment rate of 85% nationwide. However, just 52% of the school-age population currently reaches the sixth grade. Of those who complete their primary education, only 23% become proficient in the English language, the official language of Ghana and the main language of instruction. The northern region of the country has the dubious distinction of the lowest rate of school

⁶ Interviews with Mr. Martin Eson-Benjamin, MiDA CEO, and Mr. Albert Dodoo, MiDA Community Development Officer.

⁷ USAID/Ghana Country Strategic Plan, 2004-2010, p. 70.

⁸ Anarfi, J.K., Appiah, E.N., Mitigating the Impact of HIV/AIDS in Ghana: The Role of Education, Institute of Statistical, Social and Economic Research, University of Ghana, Legon, July, 2004.

completion and student performance, with literacy as low as 5%, and 40% of school-age children out of school.⁹ The need to bridge the gap between access and achievement and a strategy to improve the teacher deployment strategy of the GES to ensure the availability of teachers in the rural, remote communities continues.

The *GES strategy* for teacher preparation in Ghana appears to largely fall between two strategies, 1) training for prospective teachers, and 2) upgrading the skills of individuals currently serving as teachers (an estimated 27,000 untrained teachers in the public schools). In the past, prospective teachers were trained in the Teacher Training Colleges (TTCs) and the Universities. Those preparing to teach at basic levels of education fell into different categories based on their qualifications entering teaching and years of formal training:

- Four-year Certificate “A” (Post-Middle School);
- Two-year Certificate “B” (Post-Middle School);
- Two-year Certificate “A” (Post Certificate B);
- Two-year Certificate “A” (Post-Senior Secondary); and
- Three-year Certificate “A” (Post-Senior Secondary).

All the programs leading to the above qualifications have been phased out and replaced with a three-year program leading to the award of a Diploma in Basic Education (DBE). This is currently considered the minimum professional qualification for teaching in primary (public) schools. GES has stated that, as of 2015, teachers who do not meet the minimum qualification level (DBE) will be dropped from the GES payroll and no longer eligible to teach in public schools. Currently, the GES offers three routes to achieve a DBE for prospective teachers and those currently teaching but do not meet minimum qualifications. Figure 1: Ghana Teacher Training Structure Allowing Untrained Teachers to Achieve a Diploma in Basic Education, on next page, provides a picture of the structure used in Ghana.

1. Prospective Teachers: Three-year residential training for post-secondary graduates to achieve a DBE (prospective teachers) and an additional one year spent in practicum in a school setting (year three of the four years). This is a full-time residential program at TTCs or universities for individuals who have a Senior Secondary School certificate. Tuition is free to students; however others cost are the responsibility of students.
2. Improving Teacher Qualifications: Four-year distance education program for untrained teachers to achieve a DBE that combines periodic face-to-face residential training and follow-up meetings on a monthly basis. Residential trainings occur during holidays (Easter and Christmas) and summer breaks when school is not in session. This program is commonly known as the Untrained Teachers Diploma in Basic Education (UTDBE). The program is offered for those pupil teachers currently in the GES payroll system but who do not have a Certificate “A”. Since 2005, the program has been offered in four phases with groups graduating in 2008 (Upper East, Upper West and Northern Regions), 2009 (Ashanti and Brong-Ahafo), 2010 (Central, Western and Eastern Regions) and 2012 (Greater Accra and Volta Regions).
3. Improving Teacher Qualifications: Two-year DBE for those with any of the Certificate “A” qualifications listed above. This program assists “pupil teachers” to upgrade their qualification to a DBE level. This training can take the form of full-time residential for two years or a “sandwich” mode.

⁹ www.unesco.org/uil/literacyprogrammes/05a_en.html

Only one of the GES strategies (#1) addresses reducing future teacher shortages. There are approximately 9,000 individuals who annually enter the 38 Colleges of Education seeking a DBE; however, only 7,500-8,000 actually complete. Unfortunately, of that number, not all enter teaching in public schools. Further, the attrition rate for teachers is high with approximately 5,000 teachers leaving the GES system each year. Some leave public schools to take employment in private schools, enter other sectors of employment, or retire or die. A further compounding factor is that more schools are being established yearly, including private, District Assembly, MiDA and other. As the country faces budgetary constraints, critical decisions regarding allocations of funding to support teacher training are being deliberated within the Ministry of Finance. Some donors are reported to feel that there are already a sufficient number of teachers available or that the system in place can meet the future need for teachers. However, without research that provides a clear picture of the population of out-of-school children, pupil to teacher ratios (particularly as affected by teacher attrition, absenteeism, and number of teachers needed to maintain a classroom size of 35); GES staff's ability to present critical arguments to maintain or potentially increase budget funding levels is difficult.¹⁰ Further, the problems associated with the GES "deployment" of teachers continues to leave the rural, remote schools in jeopardy and without stable education personnel. Research is needed that would provide a greater understanding of the impact of such deployment problems in rural, remote locations and strategies that influence teacher stability.

¹⁰ Interview with Mr. Stephen Adu, Acting Deputy Director General Basic Education.

Figure 1: Ghana Teacher Training Structure Allowing Untrained to Achieve Diploma in Basic Education

Diploma in Basic Education	Institution	UTDBE	Institution	UCTs	Institution
<p>↓</p> <p>3 years</p> <p>↓</p> <p>Entry Qualifications: Core 3: English Language, Mathematics, Science and any other elective 3 subjects with aggregate of 24</p> <p>↓</p> <p>2 years in residence and 1 year Teaching Practicum with allowance</p> <p>Sandwich (Top Up) For Certificate A (2 years) Diploma in Basic Education (2 years)</p> <p>Cape Coast University (Distance) Distance for untrained teachers – 3 years Access for students who do not have all of the requirements to enter college with an aggregate of 24 Aggregate 24 or better who couldn't enter into the COEs Trained Teacher Certificate 'A' work toward DBE DBE holders to pursue post graduate beyond DBE</p>	<p>38 Colleges of Education</p>	<p>↓</p> <p>4 years with Teaching Practicum inclusive</p> <p>With pay by Government Teaching Practicum inclusive Feeding & Accommodation by individuals Tutorials & Modules</p>	<p>38 Colleges of Education Practicum inclusive</p> <p>Institutions Winneba & Cape Coast</p> <p>Institutions Winneba & Cape Coast</p>	<p>↓</p> <p>4 years DBE with Teaching Practicum inclusive</p> <p>↓</p> <p>3 years DBE with Teaching Practicum inclusive</p>	<p>OLA College of Ed. Abetifi College of Ed. Tamale College of Ed.</p> <p>38 Colleges of Education</p>

While very worthwhile and noted as a model approach, the other two strategies (#2 and #3) employed by GES are working to improve the qualifications of existing teachers already in the system. The challenge facing the GES is that while the UTDBE and sandwich programs helped a large number of teachers toward obtaining their DBE, a significant percent failed to pass the requirements to achieve a DBE and a significant number of untrained teachers still remain in the GES system.¹¹ At the time of the final evaluation, while requests have been put forward, the Ministry of Finance had not made the decision to continue the UTDBE program.

The net effect of this situation continues to demonstrate the need for a strategy that identifies and recruits prospective teachers from rural, remote communities that can serve as teachers while engaging in distance education to achieve the required minimum qualifications of a DBE. The concept of the community teacher program continues to have merit as a valuable strategy that directly addresses the need to address the unmet need of placement of teachers in rural, remote school locations, particularly those that have received assistance through MiDA and for areas where new school facilities are being proposed.

1.4 Overview of the Ghana Community Teachers' Program (CTP)

USAID/Ghana awarded the International Foundation for Education and Self-Help (IFESH) a Cooperative Agreement # 641-A-00-09-00008-00 on March 2, 2009 to implement the Community Teachers' Program (CTP) in Ghana over a two-year period, March, 2009 – March, 2011. The goal of the agreement was to recruit, train, place and support 260 un-trained community teachers to teach at schools that were built or rehabilitated by the Millennium Development Authority in rural and underserved communities in Ghana while these untrained teachers worked toward the achievement of a DBE.

The CTP was strategically focused to work in the MiDA targeted schools in northern, eastern, central and Ashanti regions of Ghana. A total of 14 districts were targeted. The CTP supported a high priority area for government in providing teachers to serve in rural, remote areas; with priority being given to those newly built or renovated schools with no teachers.

Table 2: Districts with UCT Placements

Region	District
Eastern	Kwahu North
	Kwahu South
	Kwahu East
	Akwapim South
Northern	Savelugu Nanton
	Tolon Kumbungu
	West Mamprusi
	Karaga
	Tamale Metro
Central	Gomoa West
	Gomoa East
	Awutu-Senya
Ashanti	Sekyerere East
	Sekyerere Afram Plains

The principal goal of the CTP was to improve access to quality basic education, with particular emphasis on improving methodology for teaching through the recruitment, training and deployment of 260 community teachers following intensive training over a period of two years. The primary targets of the program were to:

Recruit and train 260 UCTs in teaching skills and content for primary basic education instruction and place and support the UCTs in schools recently constructed or rehabilitated by MiDA in deprived and underserved areas in Ghana.

Support the best performing UCTs to enrol and complete their teaching diploma training program (DBE) to enable them to join the formal GES professional teaching cadre.

Build the capacity of DEOs, head teachers, and SMCs / PTAs

¹¹ Interview with Daniel Amofa, GES Budget Officer.

members in the targeted districts to support the UCTs as a means of addressing the shortage of qualified teachers in rural primary schools through the development of plans of actions to address further shortages.

At the end of the CTP, 260 UCTs were to have been trained to improve their competencies, thereby improving the quality of instruction provided to primary and junior secondary students in the target area schools. Of this number, at least 130, or 50 percent, were to be assisted to gain admission into a two-year teacher training program leading to the award of a Diploma in Basic Education (DBE) to enable them to join the GES professional teaching cadre.

The program was organized to roll out in three phases. These phases included: 1) the recruitment and selection of UCTs; 2) orientation of District-based Tutors to serve as trainers for the UCTs; and 3) training and support to build UCTs capacity to serve as teachers in targeted primary schools (see Appendix 5.6 CTP UCT Training, Exam and Monitoring Schedule). Throughout the program, a system of monitoring and evaluation was conducted at various levels during each phase. Mechanisms were put into place to track the performance of UCTs, including their classroom teaching and training attendance, exam scores to assess content knowledge in key subject areas, and off-site observations to assess the application of effective methods of teaching content in classroom settings (see Appendix 5.7 Lesson Observation Evaluation Sheet UCT Off-site Observation Form).

For overall performance management and monitoring and evaluation purposes, the following six objectives were identified for the CTP:

1. To recruit, identify, train, and place untrained community teachers (UCTs) in the MiDA targeted areas and schools;
2. To assist UCTs through the provision of instructional support through qualified tutors from the key colleges of education;
3. To provide opportunity for UCTs to qualify for further training leading to induction into the cadre of GES professional teaching;
4. To support UCTs through the provision of learning materials and technical training on TLM development;
5. Build capacity of DEO, Head Teachers and SMC/PTAs to support UCTs as a means to address the shortage of qualified teachers in rural primary schools; and
6. To implement a rigorous monitoring and evaluation mechanism to ensure achievement of expected results.

The CTP included a partnership between IFESH and the University of Cape Coast's Institute of Education (UCCIE), three colleges of education (Tamale College of Education, OLA College of Education and ABETIFI College of Education), and the 14 district offices of education overseeing the 60 MiDA targeted schools where UCTs were placed.

Each partner played a critical role in carrying out the training and support for UCTs. The role for each group is outlined as follows:

Table 3: Roles and Responsibilities of Key Partners in the CTP

Program Activity	IFESH	District Education Offices	Colleges of Education	University of Cape Coast
Technical Support and Assistance	<p>Establish agreements with key partners</p> <p>Provide training and orientation regarding CTP</p> <p>Develop reporting and monitoring guidelines and tools</p> <p>Conduct baseline study</p> <p>Conduct training with DTOs and community SMC chairs</p> <p>Establish method of payment of stipends for non-salaried UCTs</p> <p>Purchase EQUALL modules and distribute to UCTs</p> <p>Distribute donated books and materials among UCTs and districts</p> <p>Distribute materials and conduct training for UCTs on use of TLMs</p>		<p>Provide input regarding recommended eligibility criteria for UCTs</p> <p>Provide input into the design of the syllabus</p> <p>Provide input to UCCIE on key content areas for training for UCTs</p>	<p>Develop syllabus for UCT training</p> <p>Work with COE tutors to synchronize syllabus and training</p> <p>Train COE tutors on key content areas for training of UCTs</p>
Recruitment and Placement	<p>Establish criteria for UCT eligibility and recruitment</p> <p>Coordinate placement at MiDA schools</p>	<p>Distribute announcements to communities/ schools/ SMCs, collect and screen applications, interview potential candidates, and make recommendation of UCT candidates</p> <p>Identify MiDA schools with need for teachers</p>	<p>Register UCTs for training at COE</p>	<p>Register UCTs for exams</p>
Training and Assessment	<p>Work with UCCIE to develop syllabus and coordinate training for COE tutors</p> <p>Orient DEOs on monitoring and evaluating UCTs attendance in classroom</p>	<p>Conduct training with UCTs based on observations of performance in the classroom relative to content and methods of teaching, use of</p>	<p>Conduct residential training of UCTs (4 weeks summer; 3 weeks Christmas; and 3 weeks Easter)</p>	<p>Develop exams</p> <p>Certify exam results</p> <p>Award credit hours</p>

Program Activity	IFESH	District Education Offices	Colleges of Education	University of Cape Coast
	and cluster meeting trainings, and performance in classroom using attendance and off-site observation forms	TLMs, etc. Conduct training at cluster meetings	Conduct cluster meetings / training with UCTs (6 cluster meetings of 2.5 days held on weekends)	
Monitoring for Continuous Improvement	Monitoring the performance of UCTs, including: Classroom instruction attendance; Attendance in residential training; Attendance in cluster meetings; Individual exam scores of UCTs by subject by semester and resit; Progress of application of content and methods of teaching following training as reflected in off-site observations conducted by DEOs.	Conduct regular off-site observations of UCTs performance in the classroom Collect daily attendance records of UCTs at schools and submit to IFESH monthly	Conduct off-site observation of UCTs in actual classroom setting Review syllabus for synchronization of teaching and exam content.	Observe tutors instruction with UCTs Obtain feedback on syllabus Monitor exam results
Evaluation	Contract for mid-term and final evaluation conducted by independent consultant.	Participation in mid-term and final evaluation.	Participation in mid-term and final evaluation.	Participation in mid-term and final evaluation.

A total of 260 UCTs were enrolled into the program. Females comprised 43% (112) of the UCTs who enrolled and remained in the program until the end with no dropping out. The two males UCTs that dropped out, one entered a polytechnic school to continue his education and the other entered full-time employment outside the education field.

Most of the UCTs are fairly young (89.2% between the ages of 18 and 30), nearly all (99.6%) have ten years of education or more, and 45.4% were not employed by the GES or NYEP at the time of entering the program. Other general characteristics of the UCTs are as follows:

- 10.38% were aged 20 years and under,
- 57.69% aged between 21 – 25 years,
- 21.15% aged between 26 and 30 years,
- 10.77% aged 31 years and over,
- 0.38% have 8 to 9 years of education,
- 99.62% had 10 years and above education,
- 35.8% of the UCTs were GES supported, and
- 18.8% of the UCTs were NYEP supported.

The UCTs were grouped based on residential proximity to three regional training centers that are part of the 38 Colleges of Education in Ghana. The three strategically located colleges of education served as central residential training sites for UCTs and the source of district-based tutors. UCTs perception of being affiliated with the colleges of education served to increase their esteem within their communities and value of self-worth. The colleges of education and assigned number of UCTs were:

Figure 2: Participating Colleges of Education and Assigned UCTs

Tamale Training Center (Tamale College of Education)—83 UCTs
Ajumako Training Center: Ajumako College of Education (First Residential Training only)—77 UCTs
OLA Training Center: Our Lady of Angels College of Education (Second and Subsequent Residential Trainings)—77 UCTs (same)
Abetifi Training Center (Abetifi College of Education)—100 UCTs

The three Colleges of Education worked directly with the University of Cape Coast’s Institute of Education (UCCIE). UCCIE served as the certifying body that managed the design of the syllabus, coordinated and synchronized training with exams, issued exam scores/credit hours, and potentially awards the DBE.

The UCTs are further grouped according to how they are paid stipends or salary that supported their ability to participate in the program. The stipend / salary support breaks down into the following four groups:

Table 4: UCT Source of Stipend Support

Stipend/Salary Support Provided by:	Number of UCTs	Stipend Duration
CTP Support (IFESH)	167	Throughout program
GES Salaried	41	Throughout program
NYEP	49	Ended February 2010
World Vision	3	Ended February 2010

The source that provided the stipends for UCTs, while helping to reduce the overall cost of the program, ultimately generated conflicting results overall and was a source of extreme hardship for some UCTs. In some instances, stipend support that was regularly paid, such as those UCTs that were GES salaried, received their stipends on a regular monthly basis and at a level higher than other UCTs (150 cedi per month). A total of 41 UCTs were GES salaried. They were paid their salary regardless of their attendance performance, as their salary was set by the GES. However, in some cases, some district directors mentioned delaying distribution of their payments if attendance performance was less than expected.

UCTs that were enrolled at the beginning of the program under the National Youth Employment Program (NYEP) were paid a salary for the first year but, beginning in March 2010, received no further salary support from NYEP. The NYEP typically offers salaried employment for two years for young people to serve as teachers in schools (70 cedi per month). These UCTs had only been in the NYEP for one year when their salary support stopped. A total of 49 UCTs were under the NYEP.

World Vision offered to support three (3) UCTs with stipend support while they participated in the CTP. However, after the first year, their stipend support ceased.

For the CTP's UCTs, their stipend support was provided for the duration of the program and was based on their actual attendance performance. The level of stipend support was set at an amount between the GES and NYEP (120 cedi per month). However, the regularity and timeliness of the receipt of payments was reported by UCTs as a persistent problem throughout the two years. Most UCTs reported receiving their payments twice per term (basically two months in arrears), as opposed to monthly. All UCTs reported that receiving monthly stipends payments would help them to more reasonably manage their expenses.

The CTP has 258 (99.2%) of the 260 UCTs that have completed two years of distance education toward achieving their DBE while performing a practicum in the MiDA-school classrooms. According to UCCIE, the UCTs have earned a total of 45 of the 84 credit hours needed to receive a DBE. With the closure of the CTP, these individuals are left in a precarious and incomplete status. For those with successful performance, they are in need of continuing assistance to fully achieve a DBE. Of the 258, approximately 88% are successfully passing all subject areas. Their performance is considered better than those graduating under the UTDBE or the sandwich programs, and their exam scores are comparable to students in the full-time residential, four-year degree program.

1.5 Contents of this Report

The report is organized into five chapters. The first chapter provides background on the objectives and methodology for the evaluation, overview of the current approaches to teacher training in Ghana and of the Ghana CTP. The second chapter presents key findings examining the extent to which the CTP met its objectives, achievement of indicators of performance, factors that contribute to the success and limits of the CTP, potential for replication, prospects for sustainability, cost-effectiveness, and contributions to USAID IOs and gender diversity objectives. The third chapter includes recommendations that include possible models for future teacher training in Ghana. Chapter four identifies lessons learned and best practices noted from the program. Appendices follow with supportive documentation.

Chapter 2: Key Findings

Based on the review of extensive documentation and the many interviews that were carried out as part of the evaluation, it is the considered opinion of the evaluator that the CTP met a majority of its objectives. However, the program is considerably hampered by its lack of sustainability and cost effectiveness.

2.1 Extent to Which the CTP Met its Objectives

Overall, the CTP was very successful in meeting its objectives of recruiting, training and supporting the UCTs to provide increasing effective instruction while pursuing their DBE. By the end of the program, all UCTs were placed in 60 MiDA-targeted schools within 14 districts in the Northern, Eastern, Central and Ashanti regions.

A total of 260 untrained community members were recruited into the program with 258 (99%) of UCTs remaining in the program at the end of the project. All 258 were still teaching in the classrooms at the end of February 2011. Two individuals had dropped from the program, with one entering college to pursue a DBE on their own and the second entering full-time employment outside of teaching.

Only the prospective non-teachers, those not compensated by the GES, NYEP and World Vision, were provided stipends under the CTP. The NYEP and World Vision teachers experienced difficulty during the program due to the fact that their stipend support ended one year into the program (in March 2010). For the second year of the program, these individuals received no compensation from any source. This affected 52 UCTs.

Table 5: CTP Performance Against Indicators

No.	Indicator	Baseline	LOP Target	End of Project	Remarks
1.1	Number of untrained and prospective teachers (UCTs) recruited and entered into training	0	260	258 (99.2%)	262 recruited for the 260 slots; 2 dropped in first months and were replaced; 2 dropped in second year (both males); 258 in training at end of project; 145 Males (56%) 113 Females (44%) Of those that dropped, two had admission into Polytechnics and learned of their acceptance early in the program, 1 found employment; and 1 entered COE to pursue DBE on their own.
	Number of UCTs recruited for MiDA schools	0	260	258	260 placed in schools; At mid-term it was determined that some UCTs had been placed at non-MiDA schools. Subsequently, the CTP moved all teachers to MiDA schools. Two individuals dropped during the second year of the

No.	Indicator	Baseline	LOP Target	End of Project	Remarks
					program. As of the end of program, 258 UCTs were functioning as classroom teachers at MiDA schools.
	Number of UCTs trained for MiDA schools	0	260	258	260 participated in training for one full-year; and 258 participated in training for two full-years.
1.2	Percentage of UCTs who Completed Two-year Associate Diploma in Basic Education ¹²	0	100%	99.23%	At mid-term it was learned that Cape Coast University withdrew the award of an Associate Diploma in Basic Education due to a GES policy change. The 99.23% represents the 258 of the 260 UCTs actively engaged in the program at the end of the project in February 2011
2.1	Number of Tutors oriented	0	15	36	Cumulative: 36 tutors were trained during the project: 15 were trained in March 2009 to Feb. 2010. Another set of 21 tutors were trained from March to Feb 2010. Additional tutors trained related to change in content/subjects being taught in syllabus.
2.2	Percentage of district-based Tutors evaluated to be effective in providing training and technical support for UCTs	0%	100%	100%	All tutors trained in consultation with Cape Coast University and provided support and monitoring by Cape Coast personnel.
2.3	Number of cluster meetings performed by Tutors with UCTs	0	6	6	Cumulative: The project in collaboration with the District-based Tutors and DTOs organized cluster meetings at 8 centers throughout the operational area between residential trainings. Training held 2.5 days over weekends (3 per year).
2.4	Percentage of UCTs effectively implementing content and methods learned during residential and cluster training	0	85%	95%	Off-site observation records documented progress of UCTs performance in content, methods and classroom management. The off-site observations were conducted by the DTOs and District Tutors. Each UCTs received individualized observation multiple times over the two-year period.
2.5	Percentage of UCTs who passed all exams in EQUALL modules	0	80%	95.6%	This represents the exam results of UCTs for whom their second semester year two exam results were available. Abetifi COE had not submitted the exam

¹² The ADBE was expected to be equivalent to the Certificate A but the ADBE is not an officially recognized diploma.

No.	Indicator	Baseline	LOP Target	End of Project	Remarks
					results by the time of the final evaluation. Prior to this exam, 88.1% of UCTs were passing all of their exams in the EQUALL modules.
2.6	Percentage of UCTs who complete CTP training and continue teaching in targeted MiDA schools	0	100% (260)	99.23% (258)	All 258 UCTs were teaching in MiDA schools at the end of the project.
3.1	Percentage of UCTs who complete CTP program that pursue further education towards achieving a Diploma in Basic Education	0%	50%	0%	It was planned to provide a scholarship of \$200 to the best 50% of the graduating UCTs to enroll for a DBE program. However, this plan was abandoned because a) There was no DBE program the successful UCTs could “graduate” into because the proposed ADBE or “CTP certificate of participate” is not an officially recognized diploma”; b) IFESH applied for, and had hoped to secure, a two-year extension of the CTP which would have enabled all 258 UCT to continue to the DBE level
3.2	Number of UCTs who receive some financial support to pursue a Diploma in Basic Education	0	50%	0	While largely successful overall, the one failing area of the CTP lies with the lack of efforts made to ensure the continuation of the training for UCTs before the end of the program, working with the GES to support the stipends of the UCTs, and/or assisting the GES to adopt more effective methods for recruitment and deployment of teachers to targeted rural, remote area schools. ¹³
4.1	Number of books and other learning material provided by IFESH for UCTs and MiDA schools	0	4248 18,462	4,248 18,462	EQUALL modules for each subject area were provided to all UCTs and Tutors at start of program and prior to training (4,248 modules distributed); and 18,462 donated textbooks and learning materials distributed by IFESH. All UCTs received materials (poster paper/markers) and instruction on how to develop and use low cost, local materials to develop a portfolio of TLMs.

¹³ IFESH reported that they did not pursue this indicator because: (a) expectation that USAID/Ghana would approve its application for a two year extension of the CTP leading to DBE for all 258 UCTs; (b) since the “ADBE” was not an officially recognized diploma, it could not be regarded as an equivalent to Cert A for admission into a two-year program; (c) UCCIE advised that a special DBE program be run for the UCTs who have completed the two-year CTP; and (e) IFESH no longer had funds to provide the needed financial assistance even if the 130 UCTs were admitted to another two-year DBE program.

No.	Indicator	Baseline	LOP Target	End of Project	Remarks
4.2	Percentage of UCTs developing personal portfolio of TLMs for use as a professional teaching assert	0	100%	90%	All UCTs have developed their own TLMs for teaching. Of the small sample of UCTs visited during final evaluation, 90% of UCTs observed were effectively using TLMs as part of their classroom instruction. TLMs posted on walls of the classroom were also observed.
5.1	Percentage of targeted districts with action plans to address teacher shortages	0	0%	50%	Out of 14 districts, 7 districts submitted action plans to IFESH: 1. Awutu Senya 2. Tolon Kumbungu 3. Akuapim South 4. West Mamprusi 5. Sekyere Afram Plains 6. Karaga 7. Tamale Metropolitan
5.2	Percentage of target districts (DEOs) with action plans for implementation by the DEOs, SMCs and PTAs	0%	60%	TBD	At the time of the final evaluation, while plans were submitted, it was not possible to determine if the seven districts had undertaken actions to implement their plans. However, of those districts visited that had submitted action plans, the most common activity reported to have been taken included regular meetings of the SMC/PTAs, and provision of some form of support for the CTP teachers, such as supplemental food or making some form of housing available. Evidence that support the implementation of action plans should include two or more of the following: Apply to DIG to support future teacher shortages; Improve school facilities; Improve general conditions of service for teachers; and Quarterly meetings for SMCs and/or PTAs.
	Number of DTOs or representatives trained	0	74	713	14 DTOs, 60 head teachers and 639 members of SMC/PTAs trained
6.1	Frequent and regular site observations of UCTs in classroom with students	Results of Off-site Observation			Once a quarter

No.	Indicator	Baseline	LOP Target	End of Project	Remarks
6.2	Mid-Term Evaluation	Report on Mid-term Evaluation			Completed March-April 2010
6.3	Final Evaluation	Report of the Final Evaluation			Completed February-March 2011

The training syllabus for the UCTs included all of the content areas identified within the UTDBE-approved syllabus. The training syllabus was developed by University of Cape Coast Institute of Education (UCCIE), in collaboration with the three COEs, Tamale, OLA and ABETIFI, However, because the CTP was an accelerated program to complete the requirements of the DBE in a shorter timeframe, the order of subjects and content varied somewhat (see Appendix 5.8: UTDBE four-year syllabus and Appendix 5.9: CTP Proposed Three-year Syllabus). Based on the comparison of the syllabus, it can be seen that the UCTs have covered subjects in two years that results in a total of 45 credits toward the 84 credits needed to achieve a DBE. As compared to the UTDBE syllabus, the UCTs focused on content in primary subject areas involving English, Math/Science, Ghanaian Language, Environmental and Social Studies, ICT, HIV/AIDS, and Methods of Teaching these subject areas. Some of the course work covered by the UCTs is drawn from the third and fourth year syllabus of the UTDBEs. However, UCTs also have missed some other content and still require other subject area content and methods.

UCTs performance in terms of passing the required exams was very good. As shown in the table below, 95% of UCTs were passing all subjects for those with whom data was available. Prior to the year two second semester exam, 88.1% of all UCTs were passing. Failure of any one exam results in a failure. Those UCTs that fail one or more exams are allowed up to three opportunities to resit for the exam over a three-year period. Following analysis, it appears that only two UCTs may be experiencing difficulty such that they may not be able to pass all their resit exams.

Table 6: UCT Overall Exam Performance

Exams	Total UCTs	Tamale	Passed	OLA	Passed	Abetifi	Passed	Dropped	Total Percentage Passed
2009 (1)	260	83	55	77	47	100	74		67.7%
2009(2)	260	83	62	77	69	100	89		84.6%
Resit 2009 (1)	260	25	24	30	28	26	26		96.3%
Resit 2009 (2)	260	21	20	8	6	11	11		92.5%
2010 (1)	260	83	69	77	68	100	92		88.1%
2010 (2)	258	83	80	75	71	*	*	2	95.6%*

* At the time of the final evaluation, Abetifi COE had not submitted the exam results for 2nd Semester Year 2 for its UCTs.

Further analysis of the UCTs performance by subject area and COE was prepared by UCCIE and is contained in Appendix 5.10 and 5.11. The results of the analysis shows that the UCTs overall performance was improving with each semester exam and that attendance at training and cluster meetings was extremely good, especially for those receiving a stipend from the CTP.

2.2 Contributions to Reducing Teacher Shortages in MiDA-Targeted Schools

The 260 UCTs were placed in 60 schools within 14 districts in the Northern, Eastern, Central and Ashanti regions of Ghana. In the schools where UCTs were placed, the resulting effect was demonstrable in reducing teacher shortages in these schools. The following outlines the placement of the UCTs at MiDA-targeted schools:

Table 7: Distribution and Stipend Support of UCTs in Ghana

District	NYEP Paid	Non-Teachers Paid by IFESH	World Vision Paid	Pupil Teachers Paid by GES	Total
Central Region					
Awutu Senya	-	-	-	3	3
Gomoa East	3	13	-	3	19
Gomoa West	-	11	-	1	12
Total - Central	3	24	-	7	33
Ashanti Region					
Sekyere East	-	20	-	-	20
Sekyere Afram Plains	-	16	-	1	17
Total - Ashanti	-	36	-	1	37
Northern Region					
Tamale	-	9	-	8	17
Tolon Kumbungu	6	4	3	1	14
Karaga	4	13	-	0	17
West Mamprusi	6	11	-	5	22
Savelugu Nanton	5	4	-	4	13
Total - Northern	21	41	3	18	83
Eastern Region					
Akwapim South	24	11	-	8	43
Kwahu South	1	5	-	1	7
Kwahu East	-	13	-	3	16
Kwahu North	-	37	-	3	40
Total - Eastern	25	66	-	15	106
Grand Total	49	167	3	41	260

During the final evaluation, it was found that in two locations in the Northern region, the UCTs were functioning, not only as teachers, but as head teachers. In one of the locations, the UCT is the only teacher at the school and attempting to manage instruction for Primary Class 1 through 4 on his own. In this instance, without the UCT, the MiDA school building would be empty and no education would be available for the children in the community.

When examining the CTP contribution to reducing teacher shortages on a broader national or even regional level, the small number of 260 UCTs has limited impact. The CTP strategy, however, does show potential for ensuring that teachers drawn from the rural, remote communities have greater likelihood to remain in the communities and provide increasingly valuable instruction that would otherwise not exist.

2.3 Factors that Contribute to the Success of the CTP

From the review and key informant interviews, several factors were identified that contributed significantly to the success of the CTP. These fall into the following categories:

- Recruitment
- Payment based on performance
- Quality of tutoring at residential and cluster meetings
- Successful cooperation and support from district and community levels
- Supplemental technical support and material assistance
- Monitoring of off-site performance by DEOs and Tutors

Recruitment: A recruitment strategy that relied on a multi-tier input process was used for the recruitment of individuals to participate in the CTP. A clear criterion of eligibility was set based on input from UCCIE and COEs. The minimum eligibility was that each applicant must have a Senior Secondary School certificate and be from the targeted rural, remote areas where the MiDA-targeted schools were located. The only preference that was given was to females. Once established and district-level staff had been briefed on the program, guidelines for recruitment, including application forms and documentation requirements, the District staff met with SMC/PTA representatives from MiDA-targeted communities to brief them on the opportunity for individuals from their community who met the eligibility requirements to apply for consideration. Individuals from targeted communities were recommended that included the combined input of SMC/PTA members, head teachers, DTOs and District Circuit Supervisors.

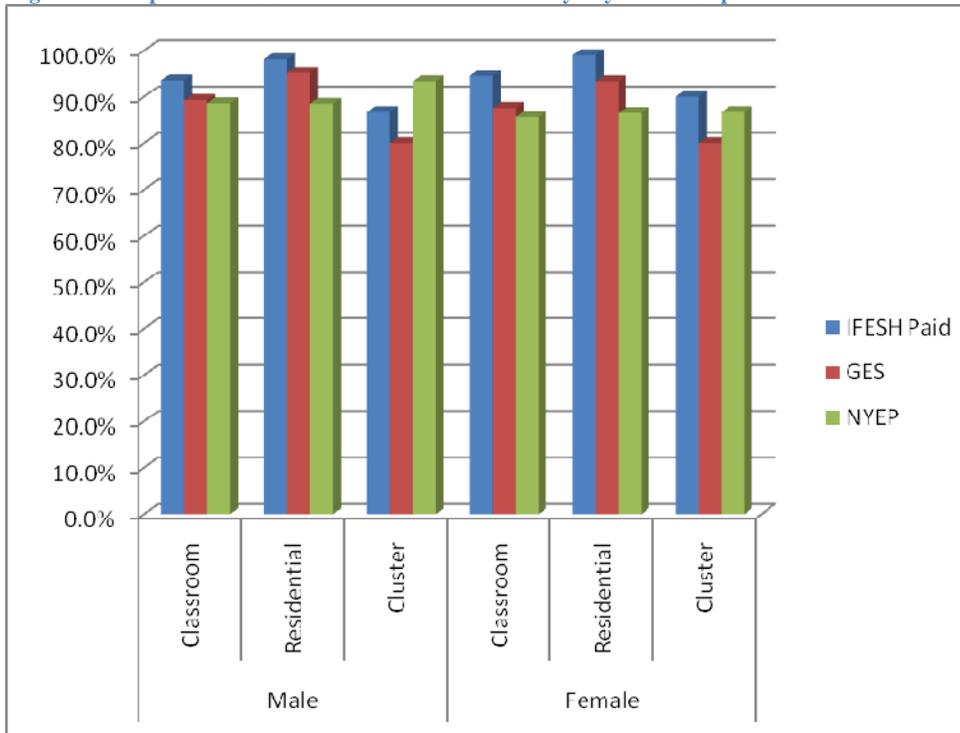
Individual candidates had the responsibility to complete the application form and submit all required documentation to the District Office of Education by the established deadline. From the pool of applicants, candidates underwent individual interviews at the District level. Following interviews, top applicants were referred to CTP staff for review and final approval to ensure that criteria had been followed. The schools to be targeted and the placement of the UCTs were based on the recommendation of need provided by the District education staff.

The eligibility criteria ensured that individuals with minimum qualifications that could function well with the strenuous aspects of the distance education program were selected. This also meant that most all candidates were functioning at a similar level when entering training. Further, to the extent possible, selections were made on the basis of qualifications and location of the individuals as opposed to other potentially political reasons. Engaging the SMC/PTA members in the process helped to ensure that eligible candidates from the targeted communities where the teachers would be located were recognized and their names put forward. With preference being given to community members and females, this helped to ensure that these individuals were on equal footing with those from the larger towns closer to the location of the District education offices. Individuals coming from those communities also viewed that this opportunity was made available to them because of their own communities' recommendation, creating a sense of obligation to the community which helps to create ties that can exist after the DBE is obtained by the prospective teacher.

Payment based on classroom teaching attendance performance: One of the more difficult problems facing rural, remote community schools is the lack of reliability of teachers' classroom teaching attendance, particularly during rainy seasons when the areas are not accessible. Teacher attrition and absenteeism is a common problem noted by SMC/PTA members and head teachers. An approach that was adopted by the program included making it clear to UCTs that their stipend support would be evaluated on the basis of their attendance performance, not only at trainings sponsored by the program, but also their time spent in the classrooms. As part of the agreement, head teachers and

DTO were assigned the responsibility to keep close records of the attendance performance of all UCTs, including those that were not being paid a stipend. UCTs understanding that this was a key criteria of evaluation of their performance and the strong attention paid by head teachers, DTOs and CTP staff to track this on an on-going and regular basis, helped to reinforce the importance. Further, SMC/PTAs received training on their responsibility to monitor and evaluate the UCTs attendance as well. The following figure shows the overall average attendance performance of the UCTs by type of activity monitored by IFESH throughout the two-year program on the basis of how the UCT's stipend was paid:

Figure 3: Comparison of UCT Attendance Performance by Payment of Stipend



Consistently, UCTs paid on the basis of performance (actual attendance) resulted in a higher reliability of attendance at nearly all CTP monitored activities. In particular, the attendance of the UCTs in direct classroom instruction with students is most notable as that demonstrates the reliability of teacher presence in the classroom for students in MiDA schools as compared with GES or NYEP paid UCTs. It should be noted that while the NYEP UCTs stopped receiving any stipend support as of March 2010, their attendance still was fairly good, averaging over 85% attendance rate at the three activities monitored. Based on the results of tracking teacher attendance, one district director of education in the Eastern Region reported that, “they think that this approach should be used by the GES for all teachers.”

When interviewing SMC/PTA representatives as part of the final evaluation, the common comment received about the UCTs included, “they are more reliable than the other teachers” and “they are a role model for students and other teachers as they are nearly always there and on time.” The overall average attendance rate of CTP-monitored classroom instruction and residential and cluster meeting training activities was 93% over the two years.

The following table shows the UCTs participation rates in program sponsored activities for the CTP overall:

Table 8: UCT Reliability as Evidenced by Attendance Record from October 2009 to February 2011

Months	Expected Attendance	Average Attendance	Percent
October & November 2009	43	40	93%
December, March & April 2010	44	41	93%
March & April 2010	32	29	91%
May & June 2010	32	32	100%
July 2010	20	19	95%
September & October 2010	29	28	97%
November & December 2010	32	30	94%
January & February 2011	35	33	94%
Total	271	253	93%

Quality of tutoring at residential and cluster meetings: UCCIE noted that the quality of the instruction provided by the tutors at the COEs was extremely good, as well as the supplemental training provided by the DTOs. The smaller class sizes with cluster meetings also made the follow-up training more individualized, allowing the tutors and DTOs time to address specific areas where UCTs were experiencing problems. The quality of the tutoring was also aided by the coordinated discussions that took place between the DTOs, head teachers and tutors as facilitated by the off-site observations completed by DTOs and followed up by tutors. The tutors, themselves, made the effort to travel to the rural, remote locations where the UCTs were teaching to observe them in the classroom setting. This exposure helped to sensitize the tutors to the challenges that the UCTs were experiencing and helped to improve their understanding when assisting the UCTs with methods of teaching. Having tutors visit UCTs at their rural, remote locations helped them to be able to incorporate methods that are more practical and realistic to those faced by UCTs in their classrooms and communities.

As part of the evaluation, it was learned that the CTP paid a slightly higher amount for the hours of tutoring that was provided by COE staff and helped to supplement the DTOs cost for fuel. As a result, some of the better tutors at the COEs were attracted to providing instruction under the CTP for residential and cluster meetings. The CTP paid tutors just under 6.7 cedi per hour while the UTDBE paid 4 cedi. As a result, tutors were more motivated to participate with the CTP instruction, including cluster meetings on weekends and off-site visits to observe UCTs in their actual classroom settings.

Successful cooperation and support from districts and communities: The CTP has engaged districts and SMC/PTAs in the recruitment of UCTs and the monitoring of their attendance and performance in the MiDA schools. As a result, the districts are assisting the CTP with site observations and collecting and processing attendance records and exam scores. Further, the district training officers and circuit supervisors are serving to provide mentoring and training support for UCTs based on their observations of their performance in the classroom and review of lesson plans. The districts have expressed enthusiasm regarding the CTP and the performance of the UCTs. Critical to the success of the program is the cooperation and support of the district education staff and local head teachers/mentors.

Supplemental technical support and material assistance: The supplemental technical support and materials assistance came in the form of the timely provision of EQUALL modules, education-oriented books that were donated, materials and supplies for the UCTs to create their own teaching and learning materials, and training for SMC/PTAs and DTOs.

Consistently, UCTs, tutors and district staff all commented about how beneficial it was for all key players to have the EQUALL modules in hand for training. Apparently, this is not the case for others participating in the UTDBE or sandwich program. Because all key players had the modules, UCTs, tutors and district staff were on track with the syllabus of training that was being provided at residential and cluster meetings, and with the content and methods that were being implemented in the classroom by the UCTs. A pivotal person in this strategy is the DTO, who was the individual who served as the link setting up and monitoring the cluster meetings, conducting the off-site observations and collecting the attendance records of the UCTs. Their monthly reports to the CTP provided a summary of the progress of each UCT under their purview.

Monitoring of UCTs performance: The use of monitoring and evaluation of the performance of UCTs should not be undervalued for its contribution to the overall success of the program. The CTP locally-based monitoring for continuous improvement shows strength as a sustainable model. The CTP used several data collection mechanisms to retrieve the required information needed to assess the progress of the UCTs acquisition of knowledge of content and the application of improved teaching methods in the classroom in addition to exam scores. The process used was locally-based and supported by a variety of actors at the district, community and school levels. Below are number of the forms that the CTP used to capture information that was ultimately included within a Microsoft Access database:

- Application Forms for Admission into Community Teachers Program
- Applicant Characteristics (Demographics of UCTs)
- Registration Form for 1st Day at Residential Training Session
- Attendance Register for District Based Tutors and UCTs at Residential Training Session and Cluster Meetings
- Format for Monitoring
- Participants Evaluation Form during Training Sessions
- Continuous Assessment Forms
- UCT Off-site Observation Form
- Distribution of EQUALL Teaching Modules to Master Trainers, District Based Tutors and UCTs (Receipt for Acceptance of Teaching Modules)

The program was comprehensive in its collection of documentation to account for the outcomes associated with the UCTs. This required a considerable amount of the CTP staff's time to manage, collect, maintain and analyze the data generated. Unfortunately, it was late in the second year of the program before the CTP hired an individual to assist with the management of the data and compiling the data into a database that would be more efficient for timely reporting of results.

Aside from the data management issues of CTP staff, the UCTs considered the intensive monitoring as a positive. The UCTs consistently reported that the monitoring made them feel "valued" and that there appeared to be "real concern for the work they were doing" and "progress they were making." Further, the UCTs expressed that the technical

training and support that followed the off-site observations was “directly linked to their needs” and that this made the training by DTOs, head teachers, and tutors “very helpful.”

For those districts that applied a heightened proactive approach to monitoring the performance of the UCTs, they reported that attendance of UCTs was very good as compared to regular teachers. This comment was also mirrored by the SMC/PTA representatives from a majority of the communities visited. As one district director reported, “an unintended benefit [from the CTP] was the attendance of regular teachers improved because of the increased monitoring of the UCTs.” However, not all districts applied a heightened proactive approach to monitoring indicating that their limited budgets for fuel, distance to remote locations and the inaccessibility of some locations during rainy season made the monitoring of the UCTs difficult. In these cases, monitoring of UCTs was often left to head teachers and the SMC/PTA members in the local communities.

2.4 Limits to the Effective Functioning of the CTP

While the program overall functioned well, a number of problems created limits to the overall effective implementation of the CTP. These fall into the following four categories:

Quality and timeliness of baseline study: Baseline studies, by nature, should be completed within the first months of a project and prior to the implementation of program activities. The design of a baseline should represent the collection of data that provides the starting point from which the program can be measured for impact on the basis of key program measures, such as enrolment rates of students in targeted MiDA community schools where UCTs would be placed, exam scores in key subject areas of students that UCTs would teach, census of teachers at targeted schools and general performance, etc. During the CTP, two attempts at conducting a baseline study were undertaken. The first baseline study was conducted by IFESH CTP staff that included a survey of 15 of the 102 MiDA targeted schools (14.7%). CTP staff used as its sampling frame “individual community [primary] schools with a total number of three or less serving teachers” (Baseline/School Needs Assessment Survey Report (July 2009). The sampling did not include schools from all regions (Ashanti and Central region schools were not included and included only schools where there were no trained teachers. The sample was not considered representative.

The second study was conducted by an outside contractor, DAK Data Consult, Ltd. of Ghana. The second study was more comprehensive to include all regions and districts. Unfortunately, the scope of the data collection in the study was too broad to provide accurate data needed for comparison of impact. For example, data collected for enrolment rates of students represented cumulative enrolment data for the whole district as opposed to the targeted school by class levels. As a result, it was not possible to use the baseline data to make comparisons since the number of UCT teachers and MiDA-targeted schools comprise only a small percentage of each within the district.

As a result, the quality of the two studies was not sufficient to provide adequate data to serve as a baseline.

Initial placement of UCTs at non-MiDA schools: The CTP staff largely relied on the District Office of Education staff to recommend placement of the UCTs. While the placement of the UCTs were intended to be at only MiDA-supported schools, there appears to have been some confusion as to whether future (potentially) targeted schools could be included for UCT placement. Following the mid-term, UCTs that has been assigned to non-MiDA schools were reassigned to MiDA-targeted schools in a near geographic area. This reassignment created some difficulties not only for the UCTs, but for the schools where UCTs departed and adjustments for those receiving the UCTs in the second year of the program. By the end of the program, all 258 UCTs were dispersed within 60 MiDA-assisted schools in 14 districts within four regions.

On-going problem of timely reporting: The CTP budget included the hiring of a statistician to help manage and analyze the large volume of data generated by the program. Much of this data was critical for the on-going monitoring of the progress of UCT’s performance in the classroom and in training. However, the statistician consultant was not

hired by the program until later in the second year. Given the short time frame of the program, it was critical that not only timely submission of data from the field occurred but also timely analysis was completed. While the CTP managed fairly well with very few staff, if a trained statistician had been available from the beginning, a more streamlined and time efficient reporting mechanism could have been devised easing reporting and data collection requirements. Further, the tabulation and analysis of such data would have helped to better guide program staff in making strategic and critical responses when needed and timelier reporting of the results.

Problems associated with payments of UCT's stipends: Of the 260 UCTs, enrolled in the program, 167 (or 64.23%) were paid a stipend by IFESH under the CTP. The remaining 93 UCTs was paid salaries or stipends by the GES (41 UCTs) , NYEP (49 UCTs) and World Vision (3 UCTs). The untimely payment of stipends was a persistent concern expressed by UCTs at the mid-term and again at the final evaluation. While some improvements were evident, such as the hiring of an accountant that helped to resolve some issues, the frequency of the payments left many UCTs expressing that they faced financial difficulty. Typical comments reported by UCTs included, "I have to borrow money waiting for my payment, then when I get the payment, I pay everyone back and then I am without money again," or "If we could get paid monthly like other teachers, it wouldn't be so bad, especially since we get paid less." In some cases, the untimely payments were not the fault of the CTP, but due to personnel changes or lapses at the district levels. The attendance documentation method established by the CTP was for DTO's to collect attendance records from head teachers monthly and submit signed forms to the CTP staff to estimate stipends and process payments. While the payment being based on performance was a motivating factor in several ways, the ease of collecting the information and timeliness in processing payments proved a challenge for the program.

Insufficient residential and cluster meeting time: The current CTP program was designed on the basis of the UTDBE program that would result in UCTs achieving a DBE in four years. The CTP followed the UTDBE syllabus (see Appendix 5.8) and consistently offered residential training three times a year in a sequence of 4 weeks (summer), 3 weeks (Christmas) and 3 weeks (Easter) for the first year but dropped one week of residential in the summer the second year. Further, for the cluster trainings, while the UTDBE offered a minimum of two-days of training per month when school was in session and, for some subjects, two 2-days training per month, the CTP offered only two 3-day trainings twice per term. Despite the shortened training time, the UCTs have performed quite well, but complained that the schedule was "very difficult" and left them with little opportunity for "a life other than studying." However, the UCTs were quick to say that they didn't mind as they were hopeful that this opportunity would provide them with a means to "reach their goal of becoming a teacher and getting paid a regular salary." Any future program should take into consideration the provision of more time needed for face-to-face instruction, by increasing the number of weeks of residential and frequency of cluster trainings. Recommended most frequently was 6-3-3 weeks residential for the three years with 3 days per month cluster trainings or 5-3-3 weeks residential for the three years with 2-days of cluster trainings twice monthly.

Synchronization of syllabus content with exams: Given the level of required coordination associated with the design of the syllabus, instruction presented to UCTs by COE tutors, and exams supervised by UCCIE, the program of instruction overall has done well. This is due in part to the use of the EQUALL modules and adhering largely to the UTDBE syllabus. However, variations from the UTDBE syllabus occurred and therein lay the problem of synchronization of the syllabus with the content of the exams. However, the problem can be resolved with the chief examiner making modifications. This was reported to have occurred largely in one subject area, Information Communication Technology (ICT), but other subjects were noted by UCTs as well. A review to ensure synchronization of syllabus with content of exams is needed to ensure symmetry throughout.

Improvements needed in ICT and Ghanaian language content and methods of instruction modules: The CTP reasonably relied on the EQUALL modules as the basis for teacher instruction, as the syllabus for the UTDBE is based on the EQUALLs. While the updating of the EQUALL modules was outside the scope of the CTP, the content and methods modules for ICT and Ghanaian language were repeatedly recommended to be reviewed and updated.

This was recommended consistently by the ICT and Ghanaian COE tutors. Further, the UCTs expressed frustration when instruction related to ICT, suggesting that ICT training should occur only at residential trainings so that UCTs have more time using computers. Because many of the schools where UCTs are teaching do not have the infrastructure to support computers or other technologies requiring electricity, strategies that consider supporting alternative ways to bring technology to these schools may help to bridge the technology gaps for these deprived communities. The use of mobile technology strategies that can transport and access remote areas should be explored, as well as alternative non-electrical technologies that can help build students' skills for computer use in the future, such as providing keyboards or manual typewriters, for example. Teaching basic typing skills is a first step in a process for using many types of technology.

2.5 Contributions of Experience

Some of the factors that contributed to the success of the program also emerged as best practices for consideration for future programs. The most notable best practices include:

Engaging district education offices and local community SMCs/PTAs in the recruitment process: The CTP's approach was to work through district offices of education and relying on local SMC/PTAs to assist with the recruitment of potential candidates from their communities. A total of 906 applicants were interviewed from which the original 260 UCTs were recruited and placed into the training program. The district directors of education played a critical role in promoting the CTP, working with local SMC/PTA chairs to encourage applicants to apply, and help applicants to understand that the CTP was an educational program for individuals interested in being teachers, not just an employment opportunity. Fourteen district directors of education interviewed the top applicants, recommended the candidates from the MiDA-targeted communities, and helped to process their candidates' applications. In addition, the district education staff helped to disseminate information about the results of the selection to the successful candidates and monitor the progress of the UCTs in their districts on an on-going basis. The results of the recruitment yielded 260 candidates made up of 97 individuals who were serving as teachers (59 males and 38 females) and 163 non-teachers (86 males and 69 females) from the rural, remote areas in the 14 targeted districts.

Establishing strict and consistently applied criteria of eligibility for applicants: The recruitment process was considered strategic by all key stakeholders, noting that the clear eligibility criteria helped to ensure that it was consistently applied by all districts, and that individuals with the qualifications needed to be successful in the program were selected. The minimum eligibility criteria required that the individual must possess a Senior Secondary School Certificate. Suggestions have been made that future criteria should also require that such candidates should also be able to show that in addition to their SSS certificate, they should be able to also prove that they passed their English, Math and Ghanaian Language exams.

Payment based on attendance performance: Linking UCTs' payment of stipends to classroom attendance requires closer monitoring of the attendance performance of teachers in schools. This heightened monitoring of UCTs generated an unintended benefit for improving the attendance of other teachers in schools where UCTs were placed. District education staff expressed that the CTP approach of payment based on performance (attendance in classroom instruction and trainings) has convinced them that the regular and frequent monitoring of the progress and performance of teachers has resulted in considerable improvement in teacher attendance and use of effective teaching methods in the classrooms for the regular salaried teachers as well. While not tied to stipend payments, the CTP included performance-based monitoring of other areas of performance including the results of UCTs' pupil exam scores, quality of lesson notes, TLMs, etc.

Proactive off-site monitoring of performance: The level of content and knowledge acquired by the UCTs has been shown be evidence of the exam scores they have achieved during the course of the two years of training. To this point, we now understand what the UCTs learned in the program. To assess whether their behaviour, i.e., whether the UCTs

implemented more effective teaching content and methods can only be accessed through direct observation. From previous discussions, exams scores provide insight into the content that was learned by UCTs, showing that their level of acquisition of knowledge was increasing over the two years. Following the training process model, the CTP is actively and regularly monitoring the UCTs progress not only through exams but through off-site observations of their performance in the classroom setting. To the extent practical and in an attempt to achieve uniformity and consistency in the evaluation of classroom instruction of UCTs in the various schools, the CTP developed an off-site observation form that is being used by district training officers (circuit supervisors) and head teachers/mentors. This form is used for reviewing the UCTs lesson notes and observing their classroom teaching methods. Completed forms for each individual UCT for each observation are submitted to the CTP. District training officers and head teachers/mentors have assisted with implementing off-site observations of the UCTs. The effectiveness of the off-site observations is dependent on the commitment of the DTO and their consistently and regularly completing the observations and submitting their reports in a timely manner. Generally, one to three UCTs failed to receive an off-site observation.

Periodic off-site observations were completed for all 260 UCTs. In the second year, observations included various subjects, but not necessarily all subjects. The method used during the second year appeared to focus on new subjects introduced and less on those subjects previously observed. In some cases, UCTs were not teaching all subject areas but used to target certain subjects. As a result, all UCTs in the second year would not necessarily have a review of all subjects. Out of the 260 UCTs, only two UCTs were absent for their Math observations in Year 1. The assistance of head teachers, DTOs and tutors to complete the off-site observations demonstrates active support for the UCTs and the CTP. Tutors from the COEs found that actually seeing the environments within which the UCTs teach provided them with a “new found respect and admiration” for the UCTs. It further helped to “challenge us to be more creative with the development of TLMs for the UCTs to use.”

Based on those UCTs observed, the following table shows the rising percent of UCTs whose performance is increasing as measured through off-site observations conducted while UCTs were providing classroom instruction in English and Math subjects. A copy of the off-site observation instrument used by the CTP may be found in Appendix 5.7.

Table 9: UCTs Scores Based on Off-site Observations by Subject for Years 1 and 2

Center	Tamale (83)				OLA (77)				ABETIFI (100)			
	Math		English		Math		English		Math		English	
Score	Yr 1	Yr 2	Yr 1	Yr 2	Yr 1	Yr 2						
Excellent (100 – 90)							2 (3%)					
Very Good (89 – 80)	5 (6%)		12 (15%)		14 (18%)	7 (27%)	16 (21%)	5 (25%)		5 (16%)	1 (1%)	4 (22%)
Good (79–60)	31 (38%)	32 (84%)	41 (53%)	12 (75%)	45 (58%)	18 (69%)	51 (66%)	15 (75%)	1 (1%)	27 (84%)	68 (68%)	14 (78%)
Fair (59–40)	39 (47%)	6 (16%)	27 (25%)	4 (25%)	15 (21%)	1 (4%)	7 (9%)		99 (99%)		31 (31%)	
Poor (39 - 1)	7 (8%)		3 (4%)		3 (4%)		1					

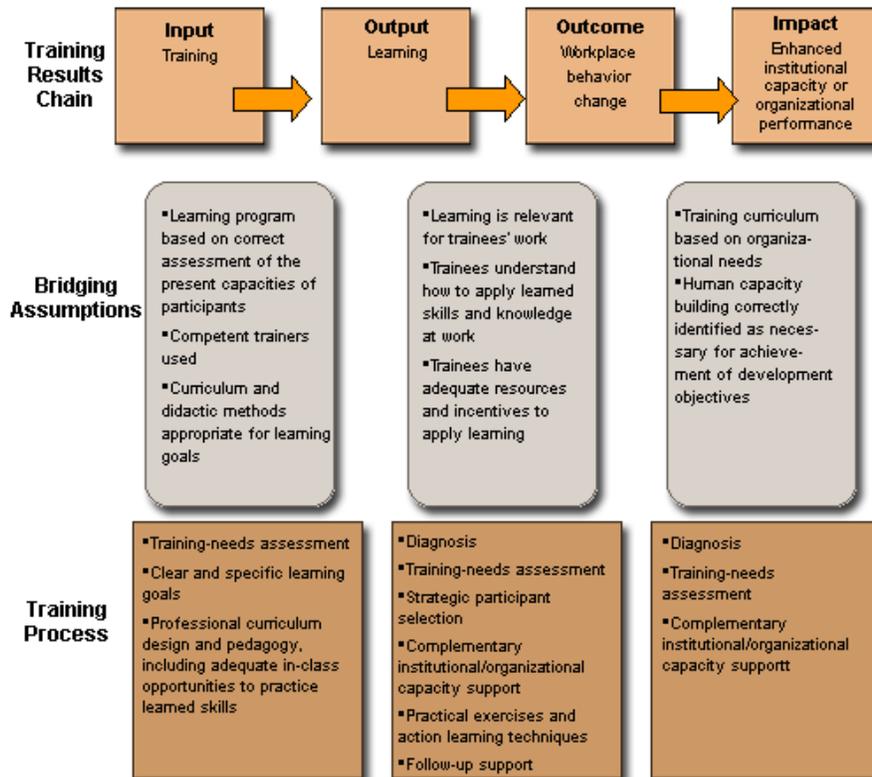
2.6 Potential for Replication

CTP's recruitment approach and training design is strategic and has potential as a replicable model

The CTP represents a model approach to bridging the gap between teacher shortages in rural, remote locations that offers prospective teachers from these same communities an opportunity to earn a DBE while serving their community as a practicing teacher. Recruiting prospective teachers from within the communities where these same teachers will be stationed makes logical sense yielding a greater likelihood that these teachers will remain in the communities after they have achieved their DBE. The model builds upon the UTDBE model used by government to assist existing teachers to improve their qualifications by achieving a DBE. The CTP model demonstrates that a similar model can be utilized to recruit and place teacher in rural, remote locations where critical teacher shortages exist. Further, the model offers a proactive strategy for districts to utilize to address future teacher vacancies that can be anticipated due to attrition. Enhancing the collaboration between the existing network of colleges of education and government district offices of education also enables a partnership for enhancing on-going monitoring for continuous improvement in continuing teacher education.

The CTP has designed a strategic and effective approach to training and supporting the UCTs while they are attending training and while they are functioning as teachers in the classroom. The training approach largely follows the training results chain. A variety of training and support opportunities for the UCTs, community members and district education office personnel was offered during the two years. The chart below documents the trainings and other CTP sponsored support activities conducted over the two years.

Figure 4: CTP Training Methodology



Training Results

Training inputs are being provided through the CTP sponsored orientations, residential and cluster meetings for UCTs. The output learning is being measured through the UCTs exam results, as well as pre and post tests, and the application of their learning in the classroom. The outcome, the UCTs improvements in applying effective teaching methods, is being monitored and supported through the off-site observations that take place with head teachers / mentors providing direct on-site training. This is supported by the district education officers and circuit supervisors making periodic visits to monitor UCT attendance and offering additional ad hoc trainings as needed.

The CTP is supporting the capacity building of master trainers, district-based tutors and other district-based staff. These individuals, in turn, are assisting the UCTs and head teachers/mentors. The CTP has instituted a mechanism to build capacity and engage district and regional college of education staff in supporting the training of UCTs while building the capacity of the district based staff.

Bridging Assumptions

Assessments of the capacity of the UCTs were undertaken by the CTP as part of pre-tests conducted at the time of recruitment and at the first residential training. The assessments were geared to the specific subjects that the UCTs would be applying in the classroom and relevant specifically to their needs as teachers. The curriculum used is the national teacher's curriculum and is directly related to the curriculum being taught in Ghanaian schools. The tutors were selectively drawn from the colleges of education, chosen by the district education staff and oriented by the master trainers, also drawn from the UCC-IE and MOE. The curriculum and didactic methods are appropriate for application of effective teaching methodologies and the UCTs understanding of how to apply learned skills and knowledge in the classroom is being monitored and provided on-going support as needed. The UCTs are highly motivated and desirous of achieving the goal of attaining their DBE.

Training Process

The UCTs were strategically screened and selected, with a uniform set of criteria being followed by all district directors of education. The curriculum, pedagogy and opportunity for application of learning in the classroom, supported by on-going diagnosis of further training needs are present. The varied types of CTP needs assessment, trainings and trainers that are providing capacity building at the district and school levels, as well as training and support for the UCTs that occurred during the program are as follows:

Master Trainers

Five master trainers were recruited to assist with the orientation and training of the 16 COE tutors affiliated with the colleges of education. Two of the master trainers are from the UCC-IE and three from the Ministry of Education. The master trainers, along with the district directors of education were brought together for an orientation on the CTP and to prepare them for training the COE tutors in year 1.

Two-day Residential Orientation for Master Trainers and District Directors of Education:

A two-day residential meeting for the five master trainers and 14 DDEs was held to provide a briefing on the CTP structure and implementation strategy; training requirements; use of modules for Ghanaian Language and Culture, English Language, Mathematics, and Education; cluster meetings/trainings; and schedule for assessments, including pre-test, post-test, end of training examinations, and continuous assessment through off-site observations and other progress reports. The participants then trained the COE tutors.

COE Tutors

In consultation with the Ministry of Education, 16 COE tutors (also known as district based tutors) from the three Colleges of Education were identified to train the UCTs during the residential training sessions. These same tutors also handled the cluster trainings. Three out of the 16 tutors were academic college vice-principals at the colleges of education. Each tutor represented key content and methodology areas of study related to the core syllabus.

Three-day Residential Training for COE Tutors:

The five master trainers organized a three-day residential training for the 16 COE tutors on the use of the EQUALL training modules; implementation strategy; training requirements; use of modules for Ghanaian Language and Culture, English Language, Mathematics, Education, Environmental and Social Studies, Integrate Science, Principles and Methods of Teacher, ICT and HIV/AIDS; and schedule for assessments (pre-test, post-test, end of training examination, off-site observations and other continuous assessment).

DTOs

First Orientation for District Training Officers and UCTs:

At the beginning of the four week residential training that took place in August, 2009, the 16 COE tutors organized an orientation for 12 district training officers and the 260 UCTs. All districts were represented with the exception of Gomoa West and Gomoa East, whose orientation occurred later in November 2009.

UCTs

Assessing the Training Needs of the 260 UCTs:

During the first four week residential training session, tutors of each subject conducted assessments to measure the level of knowledge of UCTs. This was done to establish a baseline to measure increases in knowledge of content for each subject area and to assist tutors to be able to prepare for their approach to instruction for the UCTs. This process helped to facilitate the tutor's and DTOs abilities to monitor for continuous improvement. The assessments included pre and post tests, quizzes and class tests to measure progress over time.

Six Residential Trainings for UCTs Held in Years 1 and 2:

Six residential trainings for UCTs occurred over the two year period, three in the first year and three in the second year. Training focused on teaching content and methods based on the EQUALL modules. These modules included content and methods related to Ghanaian Language and Culture, English Language, Mathematics, Education Studies, Integrated Science, Environmental and Social Studies, Principles and Methods of Teacher in Basic School, Introduction to ICT and HIV/AIDS. Residential training is scheduled for multiple weeks held over periods when public schools are closed on breaks, such as summer, Christmas/New Year and Easter. Sixteen tutors conducted the training each at their respective training centers. UCTs were housed on the college campus in the student dormitories. UCTs are required to provide their own mattress and linens, but meals are provided by the training centers. As previously reported, UCT attendance at residential trainings was very good during the residential trainings. The residential trainings were conducted during breaks during the public school terms, including 4 weeks during summer, 3 weeks during Christmas and 3 weeks during the Easter breaks. A consistent recommendation has been that the length of the residential training should be extended during the summer break to either five or six weeks each year.

Cluster Meetings / Mentor Trainings:

Between residential trainings, supplemental training was provided over 3 days twice per term for each of the three terms. This resulted in 18 days of training. The content of these trainings focused on key content areas and methods of

instruction. Further, training was provided on lesson planning, classroom management and the development and use of teaching and learning materials (TLMs). The cluster meetings and trainings also were used to assist UCTs having individual difficulties in key content areas. Cluster meetings were organized by DTOs and training was largely provided by COE tutors and supplemented by training offered by some DTOs. The need for adding additional cluster meetings occurring at least once or twice monthly was recommended.

SMC/PTA and DTOs

During the second year of the program, training was provided to the SMC/PTA chair from the targeted communities and the DTOs to explore the role of monitoring and evaluation and how to plan for filling future teacher shortages through the development of a local /district plan. About half of the districts followed through with developing a written plan. However, at the time of the final evaluation it was not clear that any district had taken specific actions to implement their plan. Further, the timing for the training was held in the second year, when strategically it may have been more beneficial to ensure sustainability if the training had been implemented in the first year with follow-up support to ensure that districts began taking steps to implement their plan of actions.

2.7 Prospects for Sustainability

While the CTP achieved some elements that bode well for sustainability, overall the program has not achieved its goal of creating an on-going mechanism to sustain an untrained community teacher training program. As a result, while some areas show promise for sustainability, the critical one that assists untrained community teachers to meet minimum teacher qualifications while teaching in rural, remote communities was not.

Those areas that augers well for sustainability relate primarily to the personnel impact that the program appears to have had on individuals who have been associated with the program—UCTs training under the program achieving 48 of the 84 hours needed for the DBE; SMC/PTA and district personnel trained in monitoring and evaluation; and district personnel that have seen the impact that applying these approaches can have on teachers and students.

The approach to training and technical support to UCTs is technically sound resulting in effective implementation of content and methods of instruction in the classroom that has resulted in students' improvement in performance as evidenced by increases in exam scores (see section xxx that follows for further discussion).

By design, the CTP had the potential to be sustainable; however critical actions were not undertaken or initiated too late in the program to ensure traction within the GES or TED. Some of the key problems that influenced the program failing to achieve overall sustainability may be contributed to the following:

UCTs are counted as teachers in the district reports but not budgeted by the districts:

If districts are able to count the teachers but not budget for them, then the districts need for teachers in rural, remote areas is underestimated. Without showing the critical shortages that exist, budgetary decisions will not likely be taken to address critical gaps.

No efforts were made to establish the missing link to work out a system of how the UCTs could become factored in as part of the remuneration system within the GES: The program had two years within which to work out an agreement with the GES to register the UCTs into their remuneration system. However, no work appears to have been undertaken to take these steps. Most work appears to have been targeted at the district level but not necessarily related to registering UCTs under the GES system. Some steps were taken to try to get the 49 UCTs that had been on the NYEP rolls to be picked up and allowed to serve the second year of their two-year employment. However, it is unclear that with the end of the CTP whether these UCTs will ultimately be brought back into the program.

USAID / GES Memorandum of Understanding needs to be appended / strengthened:

As one GES employee recommended, the Memorandum of Understanding between the GES and USAID needs an addendum that specifies that the UCTs will be registered and brought into the GES remuneration system. The program failed to take steps to ensure that the UCTs were a priority in recruitment by the GES at the district and national levels. Given the short timeframe of the program, the efforts to facilitate districts to develop their plans to address teacher shortages were implemented late in the program. While the focus of working at the district levels is a good one, the strategy failed to focus on District Assemblies that have funds to sponsor teacher training and teacher recruitment.

2.8 Cost-effectiveness

The assessment of the total cost of the CTP will be based on estimates of costs that relate to delivering the program services (for example, the cost for delivery of training for UCTs, learning materials, other training support, staff time, etc.). The analysis is very basic as time and resources did not allow for a more extensive analysis of costs, particularly comparing the cost of the CTP as compared to other teacher training programs being undertaken in Ghana.

The CTP was funded at a total cost of \$1,495,083 for a two year project. Of this amount, a total of \$1,504,568 was expended. This expenditure ultimately assisted 258 UCTs to achieve two of the three or four years needed for a DBE while enabling 60 MiDA-targeted schools to have teachers who were reliability engaged in classroom instruction throughout the program.

Based on a simple calculation, averaging costs on the basis of UCTs that completed training (258), there was an average overall direct cost of \$4,336 per UCT for two years of training. Unfortunately, the training ultimately did not lead to a diploma nor enabled the UCTs to be recruited into the GES system as teachers. If the program were to continue for two additional years, the average cost per UCT would total \$8,672 per UCT to attain a DBE. This cost exceeds the estimated cost for a student to attend full-time residential training at a COE for four years to attain a DBE. However, the alternative benefit is that the UCT trainee is also providing instruction in the classroom for a full four years while the residential student has only one year of practicum in the classroom teaching.

The following tables breaks down the major cost categories of the program and their average cost that results for the 258 UCTs that remained in the program at the end (the darker shaded area denotes UCT direct training-related costs):

Table 10: Estimated Unit Cost for CTP

Cost Category	Average Individual UCT Cost	CTP Total Expended
UCT Training for DBE	\$2,532 / UCT for 2 years training	
Residential Training (Feeding and Accommodation) for 258 paid to COE	\$1,343 per UCT for 2 years / 20 wks tng \$67/week of residential training / UCT (20 wks of residential training in 2 years)	\$346,405
Stipend Support for UCTs	\$82 / month for 18 months	\$163,200
UCT Travel Costs to Attend Training	\$82 / UCT	\$21,205
Examination Fees (Paid to UCC-IE)	\$151 per UCT for 6 exams (@\$25 / exam)	\$42,254
Tuition and Tutor Instruction and Related Costs paid to COE	\$2,186 per UCT	\$80,295
UCT Teaching Modules and TLM Materials		\$181 / UCT
EQUALL Modules	\$7 per module 17 modules used in 2 years	\$31,535
TLM and Workshop Materials	\$2,504 for 6 workshops	\$15,022
Trainer, Tutor, DTO and SMC Training		\$133 / UCT
Master Trainer Workshops & Tutor Orientation for Syllabus Dev	\$569 / Master Trainer (5) and Tutors (16)	\$11,949
DTO & SMC Workshop		\$22,469
Monitoring for Continuous Improvement / Evaluation		\$121 / UCT
Master Trainers, Tutors and DTOs travel costs for cluster training / monitoring	\$341 / master trainer, tutor and DTO	\$11,949
Baseline Survey – UCCIE Tutors		\$8,652
Monitoring and Evaluation (Includes costs associated with DTOs, tutors, monitoring for continuous improvement and M&E consultant)		\$10,620
IFESH Staff and Travel Costs		\$767 / UCT
Direct CTP Staff Costs (Includes personnel and other expenses, such as salaries, staff travel, lodging, office expenses, and equipment)	CTP staff costs Vehicle cost (\$42,289)	\$157,867
All staff travels relating to CTP		\$39,883
Total Average Direct* Cost per UCT Trainee	\$3,734	\$963,299
Total Overall Direct* Cost per UCT Trainee	\$4,336	\$1,114,830

Costs above do not include the negotiated indirect cost rate account (NICRA) approved by USAID for IFESH. Rather, it deals only with the direct program costs associated with program implementation in Ghana. Figures used for calculations are based on those available at time of final evaluation and provided by IFESH.

When comparing the cost of the CTP against the UTDBE program, some considerations must be taken into account:

1. All trainees under the UTDBE are salaried by the government and paid roughly 150 cedes per month as compared to 120 cedes per month but depending on classroom attendance performance.
2. The government pays for the tuition costs.
3. Unlike the CTP, several costs that were supported for the UCTs falls on the UTDBE trainees to pay themselves:
 - a. residential training and face-to-face meeting costs,
 - b. modules,
 - c. exams, and
 - d. transportation.
4. No teaching and learning materials are provided for UTDBE trainees.
5. No transportation support to attend residential training is provided.

These differences do affect the overall cost savings of the UTDBE as compared to the CTP. Given that the UTDBE trainee receives a higher monthly salary payment, a cost-share approach was deemed appropriate for UTDBE trainees. To achieve a DBE over the four years, the cost per UTDBE totalled 1752 cedes per year or 7008 cedes total over the four years. For the government, the cost is 1381 cedes per year (5522 cedes over four years). For the trainee, the cost is 371 cedes per year (1484 cedes over four years). Additionally, the trainees pay for the cost of transportation and for all teaching and learning materials. Distance to attend training, in terms of time and cost, would be more demanding for trainees from rural remote areas.

Clearly, there is an economy of scale with any program. Given the size of the UTDBE (UTDBE has assisted over 62,000 existing teachers to obtain their DBE over four phases of four years of training), when compared with the CTP, at its current level assisting 258 UCTs, making the comparative analysis of cost is difficult and questionable at best. To be extent possible, the following provides a comparison between the CTP and the UTDBE of estimated costs for training on an annualized basis. This is provided to examine costs that may be required for assisting the current set of UCTs to complete their DBE and for future funding considerations should the CTP be continued.

Table 11: Estimated Annualized Cost Comparison Between CTP and UTDBE in Ghanaian Cedes

Cost Category	CTP	UTDBE	Differences
Stipend	120.00 x 9 months=1080 (3 years to attain DBE=3240) ¹⁴	150.00 x 9 months=1350 (4 years to attain DBE=5400)	UTDBE salaried by GES/NYEP CTP pays trainee based on attendance in classroom instruction CTP combination of trainees paid by CTP, GES, NYEP and other
Residential Training Lodging/Meals	70 days x 4.20 = 294.00 (3 years=882)	70 days X 3.30 = 231.00 (4 years=924)	UTDBE trainee pays own cost CTP trainee cost paid by CTP
Modules	17 modules x 7.00 = 119.00 (3 years=294)	10 modules / yr x 6.00 = 60.00 (4 years=240)	UTDBE trainee pays for modules CTP pays for modules for trainees
Exams	3 exams x 25/ exam = 75.00 (3 years=225)	10 courses x 8.00 = 80.00 (4 years=320)	UTDBE trainee pays for exams CTP pays for exams for trainees
Tuition / Tutor Training Costs	1476 per UCT per year (3 years=4428)	30.55 per trainee per year (4 years=122)	UTDBE pays for tuition / tutor costs included
Cluster Trainings / Meetings & Tutor Costs	6 cluster meetings / year (2 days of training on variety of subjects) 23 per UCT (3 years=69)	9 cluster meetings / year (1 day of training provided by DTO)	UTDBE trainee pays costs to attend monthly training meeting with DTO CTP pays for cost of tutors' time, per diem and transportation
Transportation	30.00 per residential training		UTDBE trainee pays for all training transportation costs CTP pays for trainees residential training transportation costs CTP trainee pays for cluster training transportation costs
Teaching and Learning Materials	30.00 per trainee		CTP pays for teaching and learning material for trainees
Monitoring for Continuous Improvement	Off-site observations: DTO (gas) 120/mo x 9=1080 Tutors (120/term x 3 terms =360) <i>(This cost is not factored into average for comparison with UTDBE.)</i>	Costs for GES and DTO's monitoring unknown	CTP supports extra costs associated with enhanced monitoring of attendance and off-site observation of classroom performance (minimum one observation per term per subject)
Staff/Admin Costs	<i>(This cost is not factored into average for comparison.)</i>	<i>(This cost is not factored into average for comparison.)</i>	
Average Cost Per Trainee per Year	3,127 per UCT Trainee* (All cost supported by CTP)	1752 per UTDBE Trainee (1381 for GOG and 371 for UTDBE Trainee)	
Average Total Cost for DBE	9381 per UCT for DBE in three years*	7008 / UTDBE for DBE in four years	

*Figures presented within Tables 10 and 11 are in different currency and represent variations in costs presented. As a result, average cost figures will not necessarily be equal.

¹⁴ A period of three years is presented for cost comparison as this is an attainable and more cost effective approach to achieving a DBE that is similar to the three-year full-time residency training to achieve a DBE with one year practicum in the classroom.

As a result, without the provision of ensuring a long-term sustainability strategy, the program, as implemented, was not cost effective. Strategies to lay the foundation to work more closely with the GES to include this group as part of their remuneration system, working with the 14 districts to ensure that the UCTs were included in the local recruitment, or engaging District Assemblies to provide cost sponsorship for some UCTs (or a combination of all three strategies) may have yielded more success in making the program cost effective as well as sustainable.

A cost benefit analysis was not targeted as a goal of the final evaluation. However, to more fully understand the cost-effectiveness of the program as compared to other teacher training programs (i.e., UTDBE, sandwich program and full-time residential training to attain a DBE) a cost-benefit analysis should be considered.

2.9 Contributions to USAID IOs and Gender Diversity of Teachers

The CTP was designed to meet USAID/Ghana Strategic Objective in Basic Education (SO 8) and GOG's 2003-2015 Education Strategic Plan (ESP). The Basic Education Strategic Objective of USAID/Ghana (SO 8) is "Improved Quality of, and Access to, Basic Education" and the Intermediate Results (IRs) are:

The CTP supports USAID/Ghana's Strategic Objective 8 (SO 08) and contributes to its Intermediate Results, especially IR 8.1, IR 8.2 and IR 8.4 and the following performance indicators under the IRs:

IR 8.1: Increased educational opportunities for girls in underserved areas

To augment the final evaluation, a small sample of UCTs in schools in the various regions was selected to examine the progress of girl students' exam scores in Ghanaian language and English language literacy and Math. Table 10: Percent of Girl Students by Class Passing English, Math and Ghanaian Language Exams for Academic Year 2009/2010 (on the following page) shows the progress over the academic year while UCTs were teaching. This academic year was selected because it is the one full year in the two year program where UCTs have the same pool of students in the subject areas that would encompass the exams over the three terms. Time limitations did not permit a more in-depth collection of data and analysis.

% of girl pupils in targeted schools achieving local language literacy standards:

Among the sample girl students, there was an overall 23.6% increase in the number of girls passing their Ghanaian language exams when comparing the first term exam scores against the third term in the 2009/2010 academic year. The most notable progress was experienced in the northern region among girls. At the beginning of the academic year, girls experienced a 100% failure rate for their exams. However, with the instruction provided by the UCTs, these same girls showed tremendous progress such that at the end of the academic year, in some cases, all girl students were passing their Ghanaian language exams.

% of girl pupils in target schools achieving English language literacy standards:

Among the sample of girl students, there was an overall 28.3% increase in the number of girls passing their English language studies exam when comparing the first term exam scores against the third term in the 2009/2010 academic year. Consistently, the most notable progress was experienced in the northern region among girls. At the beginning of the academic year, girls experienced a 100% failure rate for their exams. However, with the instruction provided by the UCTs, these same girls showed tremendous progress such that at the end of the academic year, in some cases, all girl students were passing their English language exams.

Math exam scores increased overall 25.8% when comparing the first and third term percent of girls passing their exams. Girls' progress related to passing Math exams showed a slower rate of the numbers passing in the Northern region as compared to the other regions.

Table 12: Percent of Girl Students by Class Passing English, Math and Ghanaian Language Exams for Academic Year 2009/2010

Class	First Term (December 2009)				Second Term (April 2010)				Third Term (July 2010)			
	Number Students	English	Math	Ghanaian Language	Number Students	English	Math	Ghanaian Language	Number Students	English	Math	Ghanaian Language
KG	12	75%	75%	75%	12	91.7%	100%	100%	12	100%	100%	100%
KG 1	9	77.8%	77.8%	77.8%	9	77.8%	100%	100%	9	100%	100%	100%
KG 1	13	0%	0%	0%	13	*	*	*	13	84.6%	69.2%	100%
KG 2	9	0%	0%	0%	9	*	*	*	9	55.6%	66.7%	88.9%
KG 2	*	*	*	*	*	*	*	*	24	70.8%	54.2%	91.7%
P-1	12	75%	75%	66.7%	12	100%	100%	91.7%	12	91.7%	91.7%	100%
P-1	5	60%	20%	60%	5	80%	60%	100%	5	100%	100%	100%
P-2	8	75%	37.5%	100%	8	100%	50%	100%	8	100%	100%	100%
P-2	6	100%	100%	100%	6	100%	100%	100%	6	100%	100%	100%
P-2	11	81.8%	90.9%	90.9%	13	92.3%	84.6%	92.3%	14	100%	100%	100%
P-2	*	*	*	*	*	*	*	*	12	91.7%	66.7%	100%
P-3	8	75%	100%	100%	10	90%	100%	100%	10	90%	90%	100%
P-3	5	100%	60%	100%	6	100%	83.3%	100%	6	100%	100%	100%
P-3	5	100%	100%	100%	6	100%	100%	100%	5	100%	100%	100%
P-4	7	57%	85.7%	85.7%	7	85.7%	85.7%	100%	7	100%	100%	100%
P-4	4	100%	100%	100%	4	100%	100%	100%	4	100%	100%	100%
P-4	13	53.8%	46.2%	61.5%	15	80%	66.7%	86.7%	15	93.3%	86.7%	93.3%
P-4	*	*	*	*	*	*	*	*	6	100%	100%	100%
P-5	20	35%	25%	25%	20	70%	70%	65%	20	80%	65%	60%
P-5	3	33.3%	100%	100%	3	100%	100%	100%	3	100%	100%	100%
JHS 1	8		62.5%		8		100%		8		100%	
	158	64.6%	64.2%	73.1%	166	91.2%	87.7%	95.7%	208	92.9%	90%	96.7%

*Data from records of exam scores not being available due to absence of head teachers.

IR 8.2: Improved instructional system

The CTP monitored the progress of UCTs through off-site observations to assess their progress in applying effective strategies to teaching in the classrooms.

% of targeted teachers utilizing effective strategies to teach reading

The CTP conducted a regular review of the teaching practices as implemented in the classroom by UCTs. The off-site observations were conducted periodically throughout the year with from one to three observations being completed yearly in each of the subjects taught by the UCTs. The table below shows the average ratings that UCTs achieved from each of the 14 districts. With respect to teaching, the subjects of English, Ghanaian language and math is presented. The reviews included an examination of lesson planning, lesson presentation / delivery, class organization, assessment of pupil performance, conclusion and appearance and comportment.

Table 13: Average Scores of UCTs Most Recent Off-site Observations by District for Math, English and Ghanaian Languages

Region	District	Number UCTs Observed	Math	English Language	Ghanaian Language
Eastern	Kwahu South	10	76.3	75.0	68.7
	Kwahu East	13	74.8	74.8	75.3
	Kwahu North	40	49.1	53.1	72.0
	Akwapin South	43	72.3	71.0	82.0
Central	Gomoa West	12	78.9	77.8	77.7
	Gomoa East	19	64.5	66.6	71.0
	Awutu Senya	3	75.0	*	*
Northern	West Mamprusi	22	67.6	68.4	73.2
	Tamale	17	71.4	68.1	*
	Karaga	17	72.3	67.9	70.0
	Tolon Kumbungu	14	65.3	71.9	74.8
	Savelugu Nanton	13	67.7	67.5	74.0
Ashanti	Sekyere East	20	72.7	72.2	73.0
	Sekyere Afram Plains	17	72.5	70.9	73.5
	14 Districts / 60 MiDA Schools	260 UCTs	70.0	69.6	73.8

*Denotes no off-site observation reported for this subject.

Overall the UCTs performance was ranked as good in all subject areas monitored. The rankings presented in Table 11 represent the performance of UCTs in the second year of the program. As expected throughout the program, the UCTs performance in the classroom has steadily improved. For each observation, a total of 100 points were possible. The following scale was used for ranking UCT classroom performance:

- 90 to 100 = Excellent
- 80 to 89 = Very Good
- 60 to 79 = Good
- 40 to 59 = Fair
- 1 to 39 = Poor
- 0 = No observation or absent

Comments were also collected to note improvements needed or good performance. The same assessment tool was used by all observers. Observers were trained on the use of the assessment tool, however it is not possible to prevent subjectivity into the review process, although as much objectivity was encouraged as possible. Inevitably some observers may, by their nature, review more critically than others. However, given that the same individuals consistently conducted the observations, i.e., DTOs and head teachers, the results of the observations are fairly reliable. To supplement the observations performed at the district level, periodically observations were performed by COE tutors, DEOs, master trainers and CTP staff. Information derived from these observations was intended to support monitoring for continuous improvement to ensure that training in content and application of methodology was being correctly applied and to assist with the refinement of cluster / remedial follow-up training in topics or subject areas where needed.

All 14 districts were actively engaged in reporting observations of the UCTs performance in classrooms on a regular basis. Additional off-site observations were reported for Creative Arts, Science and ICT, but are not reflected in the table above. Performance in these subject areas was comparable.

IR 8.4: Increased community advocacy for and contribution to quality education

To support enrollment of children in the MiDA targeted schools, District Directors of Education have the responsibility to ensure that regular meetings of the SMC/PTAs occur. Eleven out of the 14 District DDEs reported to have taken steps to ensure that the SMC/PTAs of the targeted schools held monthly meetings. In 11 of the 14 districts, regular monthly meetings are reported to be occurring. These districts include: Tolon Kumbungu, Sekyere Afram Plains, Gomoa West, Gomoa East, Sekyere East, Kwahu East, Kwahu North, Tamale, Awutu Senya, Akwapim South and Savelugu Nanton. The other 3 districts where monthly meetings are not occurring are Karaga, West Mamprusi and Kwahu. Interviews with SMC/PTA representatives confirmed that such meetings had been occurring.

District Education Officers (DEO), head teachers and school management committees (SMC) / parent teacher associations (PTAs) representatives from selected districts and schools, there was consensus that there was an improvement in the enrollment rate of children this school year as compared to last year. It was suggested that part of the reason for the increase in enrollment is due to the UCTs, as well as MiDA school infrastructure improvements.

Common Indicators for Basic Education

Number of teachers and educators trained with USG support:

The CTP was successful in providing extensive training to support teachers to serve in rural, remote MiDA-supported schools in 14 districts in four regions of Ghana with critical teacher shortages. A total of 260 untrained and other community teachers were provided a total of 120 hours of training that equates to 45 of 84 credit hours needed to achieve a DBE in Ghana. As part of preparation for the program a pre-test of their knowledge of DBE subjects were assessed. To determine the achievements of training derived from USG support, a post-training assessment was performed to determine change in understanding of DBE subjects based on comparison of test scores.

Table 14: Comparison of Pre and Post-test Score for UCTs

Range of Scores	Social/Environmental Studies		Integrated Science		Education Studies		HIV/AIDS Studies	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
85 – 100%	2 (1%)	66 (26%)	0 (0%)	20 (8%)	5 (2%)	108 (42%)	3 (1%)	112 (43%)
70 – 84%	12 (.5%)	86 (33%)	1 (.4%)	88 (24%)	20 (8%)	84 (33%)	26 (10%)	43 (17%)
60 – 69%	42 (16%)	32 (12%)	6 (2%)	60 (23%)	40 (16%)	38 (15%)	36 (14%)	36 (14%)
50 – 59%	55 (21%)	34 (13%)	14 (5%)	29 (11%)	74 (29%)	13 (5%)	55 (21%)	42 (16%)
49% & Below	144 (56%)	37 (14%)	233 (90%)	57 (22%)	118 (46%)	21 (8%)	117 (45%)	18 (7%)
IC/ABS	3 (1%)	3 (1%)	4 (2%)	4 (2%)	1 (.4%)	4 (2%)	1 (.4%)	7 (3%)
Total	258	258	258	258	258	258	258	258

The performance of the UCTs improved significantly when comparing the pre and post-test results for the key subjects of Social / Environmental Studies, Integrated Science, Education Studies and HIV/AIDS. The most significant areas of improvement showed in HIV/AIDS, Education and Social / Environmental Studies. Math and English and Ghanaian Language Studies data format prevented making a similar comparison. However, from the mid-term evaluation, the following table showed the overall progress between the pre and post-test results:

Table 15: Overall Progress Comparing Pre and Post Test Results of UCTs

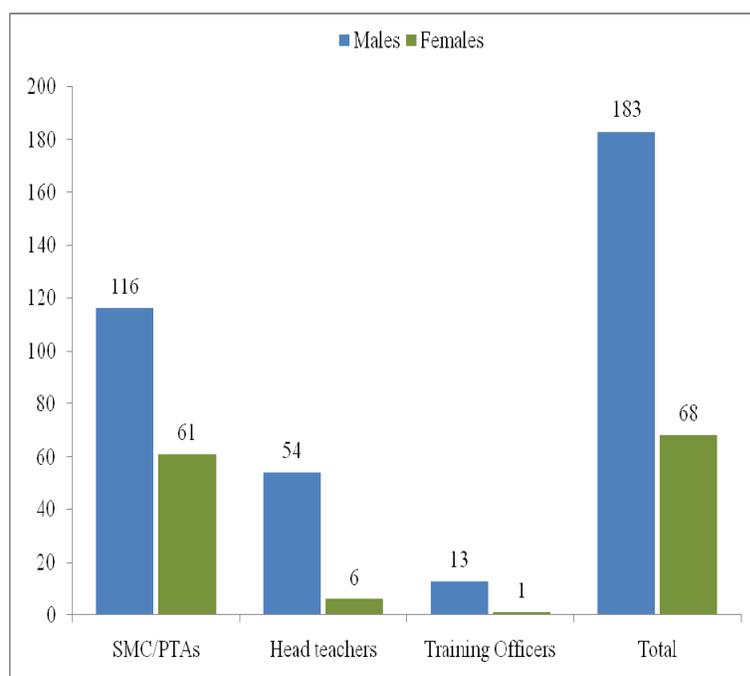
Subject	Education Studies	English	Math	Ghanaian Language
Shows Improvement	193 (74%)	223 (86%)	234 (90%)	184 (71%)
Deficit in Learning	25 (10%)	10 (4%)	9 (3%)	45 (17%)
No Change	34 (13%)	13 (5%)	1 (0.3%)	19 (7%)
No Pre Exam Score	12 (5%)	11 (4%)	16 (6%)	12 (5%)
No Post Exam Score	0	3 (1%)	1 (0.3%)	0

Following a review of the pre and post test and exam scores, site observations and interviews with key informants, including district-based tutors, head teachers, UCTs and pupils, overwhelmingly the UCTs are showing improvement in their acquiring knowledge regarding the primary subject areas. Seventy-one to 90% of the UCTs demonstrated progress in their knowledge as compared to their pre-test scores. However, pre and post test scores unto themselves are not a valid indicator that progress was being made with respect to knowledge / learning gains. A combination of pre compared to post scores, along with exam scores and off-site observations provide a more comprehensive picture of the level of knowledge, skills and quality of teaching skills that the UCTs attained as a result of their USG-sponsored training. Clearly, the results show that the UCTs made the most of the training received and that they are well on their way to becoming quality teachers once they achieve their DBE.

Number of Parent Teacher Associations or similar school governance structures supported:

Training and capacity building of DEOs, DTOs, SMC/PTA chairs, head –teachers was performed during the first and second years of the CTP. Two hundred and fifty-one (251) participants (27% females) attended the training sessions. This included 116 male and 61 female (177) SMS/PTA members, 54 male and 6 female (60) head teachers, 13 male and 1 female (14) DTOs. Participants were trained in their roles and responsibilities with the CTP, monitoring and evaluation, and developing a plan of action on addressing teacher shortages in the future. More specifically, topics discussed included:

Figure 5: SMC/PTA and Others Trained by CTP



- role of SMC/PTAs members;
- responsibilities associated with monitoring school activities;
- community support for teacher shortage and welfare, resource mobilization (income generation),
- financial management,
- establishing links with external agencies (proposal writing),
- links with district bodies, i.e., District Education Office (DEO), District Assembly, (DA), District Education Oversight Committee (DEOC), and
- development of Action Plans and School Performance Implementation Plan (SPIP) development.

Number of textbooks and other learning materials provided with USG assistance:

EQUALL Training Modules:

Copies each of the training modules in the key curriculum areas were procured and distributed to all UCTs, the 14 COE tutors, three master trainers (UCCIE) and CTP staff. A total of 4,248 modules were distributed (see Appendix 5.12 Distribution of Modules). These included modules related to all subject areas of training and were dispersed among 260 UCTs (3,898 modules), 14 DEOs (196 modules), COE tutors (84 modules), master trainers (42 modules), and CTP office staff (28 modules).

Other Textbooks and Learning Materials:

Further, IFESH paid for the shipping cost of a 40-foot container of books that arrived in September 2009 to support the CTP. The container included 573 boxes of donated library and textbooks (Table 16). A non-profit organization based in Atlanta, Georgia USA, Books for Africa (BFA), a partner of IFESH, provided and shipped the boxes of books on behalf of IFESH partner. The donated books are being used to support IFESH meeting its in-kind match requirement under the cooperative agreement.

The UCTs and tutors reported receipt of the materials and books. There was reported to be a wide variety of library and textbooks (see Appendix 5.13: Distribution of Donated Books), but those most noted as being worthwhile were dictionaries, teacher education and other creative teaching tools to use with students. Further, the UCTs noted that the art books were very helpful for stimulating creativity with students in the classroom. Tutors reported that the library and textbooks were very beneficial and appreciated being included in the list of recipients. Of particular note, these publications have been loaned and shared within districts between DTOs, head teachers, other teachers at the schools where UCTs are located, and UCTs themselves.

Table 16: Types and Number of Textbooks and Learning Materials Donated for Use by CTP

Types of Textbook and Learning Materials	Total Quantity
Literature	6,454
General Library	1,164
Dictionary	47
Math	5,260
Education Theory	1,099
English/Communication	819
Computer Science	842
Science	796
English	1,981
Total	18,462

Number of evaluations conducted with USG assistance:

Two evaluations were conducted related to the CTP with USG assistance. These included a mid-term and a final evaluation. These were planned as part of the CTP activity and were conducted by an independent consultant to perform the reviews.

Government of Ghana's (GOG) 2003-2015 Education Strategic Plan (ESP), Policy Goals 1, 2 and 10

The CTP by its design was intended to assist the GOG in meeting its policy goals in the following areas:

Increase access to and participation in education and training:

The CTP has provided 258 teachers to 60 schools in rural, remote locations in 14 districts in four regions where critical teacher shortages existed. This has increased access to and participation in education for students in schools, but also afforded these 258 untrained community teachers access to further education and training. Based on a review of enrolment records from an 8% sample of schools for UCT classes, there was a consistent increase during the year of enrolment of children into their classes. Further, the largest percent of increase in enrolment was among girls.

Improve quality of teaching and learning for enhanced pupil/student achievement:

As was discussed in previously, the UCTs performance as teachers was consistently monitored and, as one tutor in the northern region reported, 70% are good and 30% are very good in their overall performance. The UCTs very good record of attendance and reliability also has served to increase the quality of teaching and learning. These are evidenced by the improved exam score performance of girl students in the classes of the UCTs, as previously shown in Table 11. Performance by both male and female students of UCTs improved during the reference academic year of 2009/2010.

Provide girls with equal opportunities to access the full cycle of education:

The CTP included 112 females (43%) the opportunity to pursue education beyond their secondary school certificate. These women have been very successful in their performance as UCTs and all are passing their exams and none have dropped from the program. These women serve as role models for girl students in all of the schools where they

are placed. In some schools, particularly in the northern regions, it is the first time that the schools have ever had a female teacher. The response by girl students and parents of girls has been very positive. The girl students view the female teachers as a figure to emulate and, as has been reported by SMC/PTA chairs, have given the girls “a goal to complete their education and become teachers themselves.”

Education on HIV/AIDS:

The CTP training for UCTs included extensive education for on HIV education. Some of the key topic areas included: Mother-to-Child Transmission of HIV/AIDS, Prevention of Mother-to-Child Transmission, Stages of HIV Infection and Diagnosis of AIDS. A total of 260 UCTs were trained in this subject area and provided modules for use with instruction in the classroom. All UCTs have implemented the HIV education in their respective classrooms and developed lessons plans and TLMs to support future instruction.

Chapter 3: Best Practices and Lessons Learned

The CTP experiences provide a rich laboratory from which to draw lessons learned and best practices. The lessons learned/best practices list below are not comprehensive as to list all that can be drawn from the program. The lessons learned/best practices are divided into three categories: for actions in support of addressing teacher shortages / teacher training; action in support of effective practice at the school / community level; and actions for achieving sustainability with quality.

3.1 Actions in Support of Addressing Teacher Shortages / Teacher Training

Recruitment from and placement back into rural, remote communities is an effective method for addressing teacher shortages in those same areas. Of the 260 UCTs recruited, all were drawn from the communities in and around where MiDA-targeted schools were located. Ninety-seven (97) were community pupil teachers with prior teaching experience and 163 were untrained non-teachers. Specific steps were taken to strategically recruit UCTs from the communities where the MiDA targeted schools were located. District staff, SMC/PTA members from the communities, as well as head teachers from targeted area schools, was engaged in screening individual applicants from a pool of over 900 applicants.

Including SMC/PTA members in the recruitment of community members for CTP slots was effective. While finding individuals who met the minimum requirements was an initial challenge, engaging community members, particularly SMC/PTA and local head teachers, was critical to identifying community members that met those requirements, particularly females. Despite the intensive nature of the training and classroom instruction, the CTP set minimum requirements of education and made sure that individuals applying were aware that the program was a training program not an employment or temporary job.

Building upon the UTDBE approach to teacher training was effective with modifications. The UTDBE has been evaluated as an effective model for improving the quality of instruction with existing teachers. However, the UTDBE does not address teacher shortages in critical rural remote areas and relies heavily upon teachers paying for much of their training costs. The CTP model offers an effective method that builds upon the existing UTDBE model that can affect teacher shortages in critical areas and provides critical support that are needed for unsalaried individuals from rural, remote locations without economic means to attain a DBE on their own.

The CTP utilized the UTDBE syllabus and modules for teacher training (EQUALL). CTP trainees were provided the EQUALL modules in advance of training. This was very important for their learning and application of knowledge and methods in the classroom in their respective communities. If they had been required to purchase them on their own, as is the case within the UTDBE program, many would not have been able to afford the cost and done without the modules until such time as they could afford them.

Due to the shortened timeframe of the program, the syllabus of the CTP was modified from the UTDBE to focus more strictly on key content areas needed by UCTs and less on general broad knowledge. While some problems with harmonizing the core structure of training with exams and the syllabus for basic education existed, these were addressed and further changes can be implemented. The intensity of training in the CTP was increased with the combination of more weeks of residential training and more intensive cluster meetings. If the CTP is continued to allow the UCTs to finish their DBE, future residential trainings and number of cluster meetings will need to be increased to allow UCTs to achieve the required 84 credit hours needed for a DBE.

Because content is the first focus of training before methods are introduced, supplemental mentoring performed by head teachers and DTOs further added critical support in the areas of lesson planning and teaching methods until

such formal training was provided by tutors. Close communication between DTOs and tutors, allowing tutors access to off-site observations and monthly reports on progress of UCTs, can further improve and refine training being addressed in the face-to-face residential and cluster training sessions.

Overall, the CTP has the potential of offering untrained community members the opportunity to achieve a DBE in three years of teacher training that includes three years of teaching practicum.

Payment based on performance in attendance in training and classroom instruction effective. Through local monitoring conducted by head teachers at the schools, DEOs and district circuit supervisors (DCS), the CTP collected data on the attendance of all individual UCTs in the classroom where teaching, as well as with each training function sponsored by the CTP. The intensive monitoring was reported by some DDEs that it has had the unintended benefit of encouraging regular teachers to improve their performance and attendance records. Based on interviews with UCTs, head teachers, district staff and tutors and SMC/PTA members, the UCTs are very punctual and have demonstrated reliable attendance for trainings and classroom teaching since the inception of the program. As shown in previous tables, the UCTs being paid a monthly stipend by the CTP that is based on their attendance record, showed the highest percents of attendance as compared to GES salaried and NYEP attendance. Although these latter UCTs' attendance was also very good, as reported by DTOs and SMC/PTA members, far superior to the regular salaried teachers in the GES system, including some head teachers. This factor is quite impressive given that no UCT is compensated while they attend residential or cluster meetings/trainings but are only provided an allowance (for non-teachers) for those days that they are teaching in the classroom.

3.2 Actions in Support of Effective Practice at the School / Community Levels

Positive teacher attitude, including an increase in self-esteem, confidence and commitment, is key to successful teacher performance. Through residential training, cluster meetings, off-site observations and other support, the CTP did a very good job of building self-esteem, confidence and commitment in participating UCTs. The CTP has demonstrated that it is not sufficient to just focus on assisting teachers to acquire new teaching skills, but providing valuable support that recognizes the tremendous challenges that the teachers face when working in rural, remote locations.

Working in rural, remote locations requires well planned strategies and commitment to address challenges. Many of the locations where UCTs were located were inaccessible in or out of the areas for certain parts of the year, particularly the rainy season. The challenge of reaching these locations even during periods when access is possible is still difficult at best. Recognizing this fact and designing an approach that takes into account these challenges from the beginning and ensuring that time and resources are available to meet such challenges is critical.

Approaching training as a continuous process to effect change in teacher practices is important. The CTP did not rely solely on UCTs performance based on exam scores, but implemented a proactive approach to monitoring the UCTs' application of their learning in their real life situation in rural school classrooms with their students. The systematic approach to off-site observations conducted by a variety of key players—DTOs, DCS and tutors—aided to inform the on-going training process to ensure that remedial / follow-up training was strategic and timely at cluster meetings.

Monitoring for continuous improvement can generate unintended benefits on multiple levels. Head teachers at the targeted schools were responsible for daily attendance record keeping that was monitored, collected and reported by DTOs to the CTP on a monthly basis. The CTP approach that relied on active and timely district-based monitoring achieved improvement of attendance not only for UCTs but for regular teachers as well. For one DDE, he reported that, "We are now convinced that regular and frequent monitoring visits can have a positive, far reaching effect toward improving the overall quality of instruction being provided students in schools."

3.3 Actions for Achieving Sustainability with Quality

Fundamental is having a valid and proven technical approach. In the case of this evaluation, the evaluator believes the program is technically solid and offers a design that can effectively address teacher shortages in rural, remote locations. The challenge, as USAID funding has come to an end, is to find ways to permit the UCTs to complete their DBE and be recruited into the GES system for remuneration, and be replicated and sustained without compromising the key elements that make the program strong.

Key for sustainability with quality is being staffed with qualified individuals that can provide quality tutoring, monitoring and quality control. The CTP was fortunate to have access to some of the COE's top tutors to assist with the residential and cluster trainings for UCTs. Since training for the CTP occurred at the same time when the UTDBE took place, while they shared some tutors, others were unique to the UCT and may be due to the fact that a slightly higher hourly amounts were paid by the CTP than by the UTDBE and that the class sizes were smaller which allowed for more intensive instruction with UCTs.

Ensuring sustainability requires a pro-active approach that constantly seeks out multiple venues for support. The CTP did an excellent job of progressively building its technical base (at the end of the program, for example, has 5 master trainers, 15 district-based COE tutors, 14 DTOs, 60 head teachers and 177 SMC/PTAs members that it can tap for future training and recruitment opportunities; it also has a cadre of 258 motivated UCTs who are committed to completing their DBE and serve as models for other rural, remote communities desirous of addressing their teacher shortages in a similar manner.) With the district-based approach and engagement of the COEs, it has the capability to apply the approach in other areas within the districts that are currently experiencing critical teacher shortages. However, the CTP failed to develop a strategy for sustainability that draws upon revenue from other sources, such as District Assemblies, foundations or companies that would enable UCTs to complete their achievement of a DBE. Finally, the CTP did not take the steps to establish a link with the MOE GES to sustain the programs' approach to training of untrained community members as teachers not currently in the system.

Important to have a proactive approach that monitors policy and personnel changes that can impact the program throughout implementation. Two valuable lessons were learned from challenges to the overall success of the CTP that influenced UCTs achieving a level of certification at the end of the planned program period and in ensuring that the flow of information from the field was timely.

First, the CTP had been planned for a two year period where UCTs, if successful, would achieve an Associate Diploma in Basic Education awarded by UCC-IE. However, in the first year of operation of the program, due to a policy change, the GES no longer recognized this level of certification. As a result, the two years of training resulted in UCTs having no level of certification that gave them entry into COEs at a more advanced level toward achieving their DBE. As a result, the two years of training and 45 credit hours earned yielded them no certificate or special consideration for enrollment to further pursue their DBE. While this was learned in the first year, no significant progress was made to find an alternative strategy that could influence policy that would address the unique situation of the UCTs.

Second, the CTP was dependent on the DTOs at the district level monitoring and submitting attendance records of UCTs from their districts in a timely manner so that stipend payments for UCTs could be processed and issued. As a result, whenever there were significant delays, such as those that resulted from personnel changes or reassignments, the UCTs experienced hardships that resulted from non-payment of their stipends. This problem initially was influenced by the CTP working out a system for distributing stipend payments, which could be delayed for some UCTs by two or more months. Following the hiring of accounting personnel in the second year and establishing the mode of distribution, problems of timely payments continued. The problems that arose in the second year was due to not having in place a method to ensure that regardless of changes in personnel at the district level, that the

monitoring and processing of UCT attendance could continue and that payments could be distributed on a more frequent basis, such as monthly. Throughout the CTP, timely payment of UCT stipends on a monthly basis was not achieved. Many UCTs expressed frustration that this created hardships on them; however it did not appear to dampen their enthusiasm or attendance performance in classroom instruction or CTP-sponsored training.

In implementing a program of this nature, it is helpful to have on one's staff individuals who are known and respected who can accompany the process and have preexisting relationship with districts of education. This was clearly the case with the CTP and one of the reasons that mobilization and support by the districts to perform proactive monitoring, off-site observations and reporting on the UCTs progress was achieved. CTP brought together a team of experienced and capable technical and managerial personnel with knowledge and experience at the MOE, district and school levels. The CTP staff was able to quickly forge partnerships with 14 districts, 60 MiDA schools, three colleges of education, and the UCC-IE.

Key for sustainability is having buy-in and support for the approach from all levels of the system. While the CTP has achieved recognition at national, district and local levels of its success and the performance of its UCTs, it failed to establish buy-in and an "institutional" home for the program following its two years of funding. An important element of USAID-Ghana's project strategy is sustainability and cost effectiveness that is demonstrated by a lessening demand for USG funding-support while achieving key performance objectives.

Chapter 4: Recommendations

Ghana has received much acclaim for its strategy to improve the quality of instruction by increasing the qualifications of its cadre of teachers. Since 2005, Ghana has made a large investment in supporting strategies to assist its current teaching workforce to obtain a DBE by 2015. However, Ghana's strategy for addressing teacher shortages largely relies on offering free tuition for prospective teachers to pursue a DBE through a network of 38 Colleges of Education across Ghana and the subsequent deployment of graduates to locations where teacher are needed. While this strategy may work fairly well for the urban areas, it appears to be less successful for rural areas, especially remote locations with limited infrastructure. The entry rate of teachers who graduate and enter the GES workforce is reported to range from 83%-88% (7,500-8,000 out of 9,000 graduates annually). This, however, does not reflect the entry rate variances that may exist between urban and rural areas or the attrition rate of teachers after deployment in the rural, remote locations.

In light of these considerations, the following recommendations are offered for consideration to address teacher shortages in rural, remote locations in Ghana and for the continuation or expansion of a Community Teachers Program in the future.

4.1 Further Assistance is Needed for Current UCTs to Achieve a DBE

The current group of UCTs have performed exceptionally well, both in terms of performance of exams but also their classroom teaching and training attendance records. The UCTs while engaged in a teaching practicum in rural, remote areas with critical teacher shortages, their exam scores are on par with students who are full-time residential students working toward a DBE. The impact of dropping these students would have a devastating effect not only on these individuals, but also on all those that have worked so hard to make the program successful, i.e., community SMC/PTA members, head teachers, district education staff, and parents. The biggest negative impact would be on the students themselves who have come to rely upon these teachers and view them as role models, especially for the girl students.

The current CTP program was designed on the basis of the UTDBE program that would result in UCTs achieving a DBE in four years. The program was designed this way due to the existing UTDBE syllabus that had been adopted and in use by GES, UCCIE and the COEs. The variance was that since the program was for two-years only, the UCTs that successfully performed would achieve an Associate Degree in Basic Education. However, the early agreements with UCCIE to award this type of certificate run afoul of the policy being implemented by the GES and the UCCIE made the determination to drop the Associate Diploma as it was no longer recognized. As a result, all UCTs who are successfully performing in the program have only a "Certificate of Participation" to show for their hard work and effort and no official certification of their credit hours earned as of the end of the program and their exams. As a result, the UCTs have no official documentation that would allow them to enter a COE or certify that they have earned 48 of the required 84 credits toward a DBE. A further complication is that while the CTP used the UTDBE syllabus and EQIALL modules, the instruction deviated the training and did not strictly follow the syllabus but offered an accelerated program of instruction that include courses from all four years but skipped others offered in years 1, 2, 3 and 4 [See Appendix 5.8 (check marks denote those courses that the UCTs have completed in the two years)].

While the CTP followed the UTDBE syllabus and consistently offered residential training three times a year in a sequence of 4 weeks (summer), 3 weeks (Christmas) and 3 weeks (Easter) for the first year, due to budgetary constraints, the CTP dropped one week of residential in the summer the second year. Further, for the cluster trainings, while the UTDBE offered a minimum of two-days of training per month when school was in session and, for some subjects, two 2-day trainings per month, the CTP offered only two 3-day trainings twice per term. Despite

the condensed training schedule, the UCTs gained a total of 36 credit hours of face-to-face instruction and 12 hours of teaching practicum for a total of 48 credit hours of the 84 needed to achieve a DBE. This leaves a total of 36 credit hours needed for UCTs to complete the requirements for a DBE.

There are basically two options for assisting the current group of UCTs:

Option 1: On an accelerated schedule, the UCTs could achieve their DBE in one additional year if additional residential and cluster training time is allotted. For example, six weeks (summer), three weeks (Christmas) and three weeks (Easter) for residential training, and monthly cluster trainings of two days per month during the school terms would enable the UCTs to achieve the remaining credit hours needed to obtain their DBE in one year covering all of the subjects and methods remaining in the syllabus. The options for an entity or mechanism to implement this are contained in Section 3.2 Potential Models for a Way Forward for a Community Teachers Program in Ghana or allowing the current grantee to continue only to finish the current round of UCTs and transition the program over to the new grantee.

Option 2: Adopt an addendum to the current Memorandum of Understanding between GES and USAID that stipulates that the UCTs must be brought into the GES and that remuneration is provided. Steps to enrol the successfully passing UCTs under the UTDBE program with remuneration by the GES for their stipend support would enable the UCTs to achieve their DBE in two additional years. This would have the UCTs largely following the three 3-week residential training schedule during the summer, Christmas and Easter breaks. However, cluster meetings would be needed to allow UCTs to pick up on courses that they missed due to their accelerated training approach under the CTP or allow that these courses could be covered during residential training when subjects that UCTs have already taken are presented.

4.2 Potential Models for a Way Forward for a Community Teachers Program in Ghana

For Ghana to have a cadre of individuals that are sufficiently qualified to address on-going teacher shortages and strengthen the GES professional teaching cadre, strategic recruitment, training and capacity building mechanisms need to be in place and functioning in an effective and sustainable manner. While varied approaches to building capacity have been in place, due to funding limitations and teacher training program closings, new obstacles continue to challenge Ghana to meet its 2015 deadline for having the GES equipped with qualified teachers holding a DBE. While the goal of having a professional teaching cadre in urban areas may be achievable, rural isolated locations, such as those where MiDA is building and improving schools continue to suffer from on-going teacher shortages, high attrition and excessive absenteeism will continue to prevail without direct intervention. The CTP has proven that it has the potential to improve access to quality basic education in selected underserved communities by drawing prospective teachers from those same communities and providing them with critical training and support to fill a critical teaching shortage while obtaining the qualifications and experience needed to provide quality instruction. It is clear that the continuation of program of this kind is needed and that those UCTs left hanging in the balance need to be assisted to complete their DBE.

There are multiple ways in which the program could continue as a model for replication in Ghana. However, critical to the way forward is building on those best practices and lessons learned from the experience of the CTP and not losing site of what worked well in the program. Four possible options are provided for how the CTP can continue in a more cost effective and sustainable manner:

- 1 Grants to Colleges of Education to support *Community Teachers' Program Scholarships*. Based on an estimated cost per UCT, award a number of full and partial scholarships to cover the costs for Untrained Community Teachers to achieve a DBE (under a three-year program) while serving in a practicum of teaching

in rural, remote underserved school locations. A scholarship that is offered for a specified number of UCTs could include the COEs paying for the UCTs costs such as: tuition, tutor expenses, modules for students, lodging and meals at residential / cluster trainings, stipend that are based on classroom attendance performance (hours of actual practicum instruction in the classroom with students), and transportation costs based on distance to/from training sites. Exam fees should be the responsibility of the UCT, as this will provide an incentive for UCTs to study harder so that resits will be unnecessary.

Full scholarships would be awarded only to those that have no salary paid by the GES or NYEP. Partial scholarships would include all costs with the exception of stipend support, and would be awarded to those that are current pupil teachers or NYEP teachers. All scholarship recipients could include an obligation to remain in the communities to teach for a period of at least three years following the end of their attainment of a DBE. Scholarship support would be an annual award that is dependent on the performance (including exam scores) of the UCTs.

To work toward sustainability, the proviso should be that the COEs would undertake to identify corporate, foundation, international NGO and District Assembly support for an increasing percentage of UCTs from their district and mandating an agreement with GES that all graduates would be brought into the GES system on an increasing percent over the three years of scholarship support.

- 2 Grant to GES to manage the Community Teacher Program coordinated centrally or from one of the targeted districts involved. This would include the recruitment being handled through the district offices and awarding full scholarships (as described in #1 above) for untrained non-teachers in rural, remote communities that are experiencing critical teacher shortages. The program would enable UCTs to achieve a DBE using a three-year program approach. Stipend support could be paid by the GES, including a 25% supplement of their stipend for teaching in a difficult area. The USG-funds could support the tuition (including tutor fees), residential costs of students, and modules. This program would not be intended to replace the UTDBE and its intended recipients (pupil and NYEP teachers), but offer a mechanism for untrained non-teachers in rural, remote areas to have access to becoming teachers in their own communities. This should be viewed as an alternative approach to the current deployment strategy that has been less than successful when placing teachers in rural remote locations. The proviso would be that many of the successful aspects of the CTP need to be maintained and management of the process would need to include experienced personnel with an understanding of the CTP and the GES system. All successful graduates of the program would be picked up by the GES as teachers, and a requirement that the UCTs enter into an agreement obligating them to remain in the community to teach for a minimum of three years post DBE could be applied.
- 3 Grant to University of Cape Coast's Institute of Education, WINEBA or other nationally accredited university or college (Jackson College not yet accredited). The managing entity must be able to award a DBE using a distance education approach, to support full and partial scholarships for untrained community teachers to achieve a DEB (three-year program) working collaboratively with the colleges of education to provide residential and cluster trainings and district offices of education to assist with recruitment and monitoring. The proviso would be that many of the successful aspects of the CTP need to be maintained and management of the process would need to include experienced personnel with an understanding of the CTP and the GES system. All successful graduates of the program would be picked up by the GES as teachers. To work toward sustainability, the proviso should be that the university would undertake to identify corporate, foundation, international NGO, GES and District Assembly support for an increasing percentage of UCTs from their district and mandating an agreement with GES that all graduates would be brought into the GES system on an increasing percent over the three years of scholarship support. Also, a requirement that scholarship recipients

upon graduation would enter into an obligation that they will remain in the community to teach for a minimum of three years post DBE could be applied.

- 4 Provide a grant to a more cost-effective national or international NGO as the conduit for program administration and monitoring and evaluation. This would essentially maintain the CTP as it is currently structured but administered by an agency that is considered cost effective, with the proviso that steps would be taken during the next year to ensure that a sustainable strategy is put into place that has the COEs managing the tutoring and GES handling the stipend support and monitoring of performance in classroom instruction and attendance.

4.3 Research Needed to Aid GES Budgetary Decisions to Address Teacher Shortages

As the country faces budgetary constraints, critical decisions regarding allocations of funding to support teacher training are being deliberated within the Ministry of Finance. Some donors are reported to feel that there are already a sufficient number of teachers available or that the system in place can meet the future need for teachers. However, without research that provides a clear picture of the population of out-of-school children, pupil to teacher ratios (particularly as affected by teacher attrition, absenteeism, and number of teachers needed to maintain a classroom size of 35), GES staff's ability to present critical arguments to maintain or potentially increase budget funding levels is difficult.¹⁵ Further, the problems associated with the GES "deployment" of teachers continues to leave the rural, remote schools in jeopardy and without stable education personnel. Research is needed that would provide a greater understanding of the impact of such deployment problems in rural, remote locations and strategies that influence teacher stability.

4.4 Refinements to CTP Are Needed

Some refinements to the CTP are needed that will help to improve the quality of education provided for UCTs during training. These refinements are as follows:

- Need to harmonize the core structure of the training with the syllabus for basic education. Current it is not consistent with basic education and topics taught in colleges need to be aligned.
- ICT modules need updating / improvement. The methods for teaching ICT also need to be more realistic of the realities that teachers face in rural, remote schools where no infrastructure, such as electricity, exists and the application of instruction about computers by using a poster picture is unrealistic. Use of alternative techniques, such as the development of typing skills that lead to computer use may be an appropriate first step. The use of manual typewriters can aid in the development of typing skills that are transferrable. This tool allows the measurement of the attainment of skills by administering typing tests and having the means to view accuracy. While keyboards do allow the students visual and hands-on exposure to one piece of a computer, it does not give the teacher the ability to measure the progress of students' attainment of typing skills critical to the use of a computer.
- Content taught needs to be more focused on what the UCTs need in the classroom instruction and methodology, less general broad knowledge. This was achieved to some extent, but more focus is needed. Methodology needs to be introduced sooner, as well as lesson planning and classroom management, before the UCTs first enter the classroom.
- Need to ensure that exams are representative of the content that UCTs are trained.

¹⁵ Interview with Mr. Stephen Adu, Acting Deputy Director General Basic Education.

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- Schedules for residential and cluster trainings, workshops and the marking of exams needs to be coordinated with the COEs.
 - A workshop that brings together COE tutors, UCC-IE master trainers and examination officers, and CTP coordinator needs to occur at the beginning of every semester to ensure consistency and optimum scheduling and performance for the training of UCTs.
 - Longer periods of residential trainings and other face-to-face cluster trainings are needed if a three year DBE schedule is to be adopted. This could include 6-3-3 weeks residential (summer, Christmas and Easter respectively) and monthly clusters training (two days) for nine months, or 5-3-3 weeks residential and twice monthly cluster trainings for nine months.
 - Mechanism for improved payments of trainees and tutors is needed. If the GES handles remuneration, this can be handled through their existing system which is reported to work fairly effectively. If handled by the COEs, remuneration needs to be coordinated so that distribution can potentially occur at the monthly cluster meetings.

Appendices

5.1 Final Evaluation Scope of Work

Scope of Work

The Contractor will conduct a final-term evaluation of the Community Teachers for Ghana Program (CTP).

This will include, but may not be limited to, the following:

- 1 Review the CTP Cooperative Agreement First and Second Annual Implementation Plans; the Performance Management Plan, the Mid-term Evaluation Report, the Baseline Survey report and the seven Quarterly Reports submitted to USAID/Ghana to date (as of January 30, 2011).
- 2 Based on the above documents, develop instruments for the Final Evaluation (February 1 – March 14)
- 3 Conduct on-site final evaluation of the CTP program as per the agreed trip schedule. This will include visit to selected CTP sites and meetings, observation of UCTs in the classroom, observation of a final cluster/remedial training meeting/session/graduation, interview and focus group sessions (as the case may be) with USAID/Ghana staff, Ghana's Ministry of Education officials, IFESH/Ghana staff, District Education Officers, MiDA Zonal Officers, Principals of schools, District-based Tutors, Master Trainers, and the Trainee Teachers (uncertified teachers).
- 4 Review the final exam results of the UCTs in all the residential and cluster training sessions, and classroom attendance record.
- 5 Analyze the results of the meetings, interviews, focus group discussions and observations as well as the performance of the CTP program vis-à-vis the expected results.
- 6 Prepare and submit electronic and 3 hard copies of the Report of the Final Evaluation to IFESH/HQ not later than March 20th, 2011. The report will clearly highlight the areas of success as well as areas of weaknesses and proffer suggestions/recommendations for future programming.

Deliverables: Deliverables for the contract are as follows:

Report of the Final Evaluation of the CTP program. The report will clearly highlight the areas of success as well as areas of weaknesses and proffer suggestions/recommendations for future programming.

5.2 Evaluation Matrix

EVALUATION MATRIX / PROTOCOL

Issues	Key Questions	Indicators	Examples of Data Sources
Performance	<p>Number of UCTs that started the program?</p> <p>Number of UCTs Completed?</p> <p>Rated attendance rate of UCTs? (Poor, Fair, Good, Excellent)</p> <p>What trends have you observed since the CTP program began (past two years):</p> <p style="padding-left: 20px;">Student Enrollment:</p> <p style="padding-left: 20px;">Student Retention:</p> <p style="padding-left: 20px;">Student Completion:</p> <p style="padding-left: 20px;">Student Exam Scores:</p> <p style="padding-left: 20px;">Teacher Attendance:</p>	O 6	<p>Participatory / Focus Group Discussions / Key Informant Interviews with: MOE/GES MIDA Official Teachers Tutors School Admin DEOs Dist. Ed Dir.</p> <p>Data Sources: School Records UCT Attendance Records</p>
Effectiveness	<p>What trends have you observed since the CTP program began (past two years):</p> <p style="padding-left: 20px;">Student Enrollment:</p> <p style="padding-left: 20px;">Student Retention:</p> <p style="padding-left: 20px;">Student Completion:</p> <p style="padding-left: 20px;">Student Exam Scores:</p> <p style="padding-left: 20px;">Teacher Attendance:</p> <p>What do you think has influenced these trends most?</p> <p>Number and frequency of UCTs visits / classroom observations (by DIs)?</p> <p>Average number of site visits per UCT?</p> <p>Number / percent of UCTs effectively applying content?</p> <p>Number / percent of UCTs effectively applying learned teaching methods?</p> <p>To what extents are planned results achieved?</p> <p>What are the reasons for the state of achievement?</p> <p>What has affected achievements?</p> <p style="padding-left: 20px;">Supports:</p>	<p>O 6</p> <p>PI</p>	<p>Baseline study/needs assessment of: targeted schools, DEOs, SMC/PTAs</p> <p>Quarterly Reports to Donor</p> <p>Internal Management and Monitoring Reports</p> <p>UCT Application Form for Admission</p> <p>Applicants' Aptitude Test (Pre and post assessment)</p> <p>Off-site Observation Review Forms</p> <p>Monthly Report of District-based Tutors</p>

Issues	Key Questions	Indicators	Examples of Data Sources
	<p>Barriers:</p> <p>Has the CTP project activities resulted in observable:</p> <ul style="list-style-type: none"> Improved retention rates of primary pupils? Increased reading fluency? Improved teacher attendance? Improved primary completion rates? Increased percent of children enrolled in school? Increased percent of girls enrolled in school? Increased number of female trained teachers? Reduced teacher shortage in MiDA schools? Increased number of trained teachers in MiDA targeted schools? <p>How effectively have the following been:</p> <ul style="list-style-type: none"> Tutors? Mentors? Supervisors? Cluster meetings? Formal trainings? Site Observations? (Site Observations, cont.) Other? 		<p>Monthly Report of DEOs</p> <p>District Education Plans</p> <p>Individual Interviews / Group Discussions with:</p> <ul style="list-style-type: none"> DEOs, District-based Tutors, Training Center Principals, Master Trainers, UCTs, Pupils, TED, BED, MOE/GES, & USAID <p>Site Observations</p>
Efficiency	<p>Is the project delivered in a timely and cost effective manner?</p> <p>Have resources been used cost effectively?</p> <p>Do the results, in terms of quantity and quality, justify the resources expended?</p>	O 6	<p>Quarterly Reports to Donor</p> <p>Internal Management and Monitoring Reports</p>
Impact	<p>What results has the CTP activities had on:</p> <ul style="list-style-type: none"> UCTs? MOE/GES? DEOs? SMC/PTAs? Pupils? Girls/Women? Others? <p>To what extent has the project contributed to the longer-term outcomes and goals of USAID?</p> <p>Are there unanticipated positive or negative</p>	O 1, O 2, O 4, O 5	<p>UCCIE Exam Scores</p> <p>CTP Access Database</p> <p>CTP Baseline Study Report</p> <p>Participatory / Focus Group Discussions and Key Informant Interviews with UCTs, Head Teachers, MOE/GES, DEOs,</p>

Issues	Key Questions	Indicators	Examples of Data Sources
	<p>consequences?</p> <p>Why did they arise?</p>		<p>DTOs, SMC/PTA members</p> <p>UCTs' student exam scores and attendance records</p>
Sustainability	<p>Is there an enabling environment that supports ongoing positive impacts?</p> <p>What have been the principal capacity-building activities (identify, train and support) and their effects on UCTs in the MiDA targeted areas?</p> <p>How sustainable are the strategies, models and approaches used in the CTP activities?</p> <p>Will impacts continue to be realized?</p>	O 3, O 5	Key Informant Interviews with MOE/GES, DEOs, DTOs, UCTs, SMC/PTAs
Other evaluation criteria (External Utility, Best Practices, Lessons Learned)	<p>To what extent is the project replicable?</p> <p>Might its approaches, methods, and/or content have potential value in another situation or project?</p> <p>Are there problem areas in instruction of content or methods of teaching that persistently stand out? (English, Match, Local Lang, ICT, Other)</p> <p>What technical assistance has been provided to correct these problems?</p> <p>Is more needed from IFESH to assist with resolving these problems?</p> <p>Number (percent) of UCTs actively using the EQUALL modules?</p> <p>Number (percent) of UCTs using TLMs?</p> <p>Number (percent) of UCTs with personal portfolio of TLMs?</p> <p>Have you received IFESH-sponsored M&E training? Yes/No If yes, number trained? Describe type of training provided:</p>	O 3, O 5, O 6	Key Informant Interviews with MOE/GES, UCTs, COEs, UCCIE, CTP, USAID

Issues	Key Questions	Indicators	Examples of Data Sources
	<p>Have you received other IFESH-sponsored training? Yes/No If yes, number trained? Describe type of training provided:</p> <p>How helpful did you find the training? (Poor, Fair, Good, Excellent)</p> <p>What aspect of training was most helpful?</p> <p>What aspect of training was least helpful?</p> <p>Have you developed an M&E plan? Yes/No</p> <p>Have you developed an action plan to address future teacher shortages? Yes/No If yes, what does your plan propose to do?</p> <p>Have you applied to the DIG for support for addressing teacher shortage? Yes/No If yes, when did you apply and what has been the response?</p> <p>Due to the CTP program, do you feel that SMCs/PTAs have been strengthened? Yes/No if yes, how?</p> <p>How frequently do the SMC/PTAs meet? Rarely / Weekly / Monthly / Quarterly / Annually</p> <p>What worked well with the CTP Program?</p> <p>What would you change to make the program more successful?</p> <p>If a new program were to be funded to address teacher shortages in MIDA-targeted schools, how or what approach would you recommend?</p> <p>What type, if any, of technical support do you think is needed to make a program, like the CTP, be more successful?</p> <p>What do you consider to be the “best” practices learned during the CTP program?</p>		

Issues	Key Questions	Indicators	Examples of Data Sources
	<p>What are the lessons learned thus far within the CTP project in terms of:</p> <ul style="list-style-type: none"> Recruiting UCT's? Training UCTs? Placing UCT's? Supporting UCT's? District-based Tutors? Cluster meetings /mentoring? EQIALL modules/course books? CTP residential training? Teaching and learning materials? Donated books? Personal portfolios of TLMs? Capacity-building of DEOs? Capacity-building of head teachers? Capacity-building of SMCs/PTAs? School improvement plans? District Education Plans? M&E Training for DEO staff? IFESH management and implementation of CTP? <p>What is the way forward? Potential models for continuation?</p>		

5.3 Final Evaluation Itinerary

DAY/DATE/TIME	PLACE	ACTIVITY
Monday 14/2/2011 Tuesday 15/2/2011 1:50pm - 5pm	Departure from USA Arrival in Ghana Visit IFESH-Ghana to meet Country Representative and CTP Coordinator	Traveling from USA Discuss the Final evaluation program and finalizing itinerary.
Wednesday 16/2/2011 8:30am 10:00am 12:00pm 2:15pm 1:00pm 2:00pm 3:00pm 4:00pm	Departure from Hotel to MiDA Meeting Mr. Samuel Kuma Botchway- MiDA Office Departure to Teacher Education Division Arrival at Teacher Education Division Meeting Deputy Director Teacher Education Division (TED) (Mr. Kwame Asare) Meeting Deputy Director General (Mr. Charles Tsigah Meeting Director Basic Education Division (BED) (Mr. Adu) Meeting Technical person for GES, USAID (Chris Hammond Departure to Hotel	Discuss the Final Evaluation Program and the way forward.
Thursday 17/2/2011 7:30am 9:30am 9:45am 12:00pm 5:00pm	Departure from Accra Hotel to Kumawu Arrival at DEOs Office Interview District Directors and District Training Officers Traveling to Anyinofi S.D.A Primary Observing UCTs at Anyinofi S.D.A Primary School in the classroom. Meeting SMC/PTA members Departure from Anyinofi S.D.A Primary School to Kumasi Hotel.	Interview DDEs and DTOs Discussion with UCTs Observing the UCTs in the classroom Meeting the SMC / PTA
Friday 18/2/2011	Drive from Kumasi to Tamale	Travelling time
Saturday 19- 20/2/2011 7:30am 9:30am 9:40am 3:00pm	Set off from Tamale to West Mamprusi District (Walewale) Meeting District Training Officer. Set off to Cluster meeting centre Meeting UCTs and Tutors Departure to Tamale	Interview with District TO Observing cluster / remedial training./ interview UCTs and Tutors
Monday 21/2/2011 7:30am 9:10am 9:45am	Set off from Tamale to West Mamprusi (Walewale) Meeting DDEs, DTOs and DCE Set off from Walewale to Bulbia Primary School	Interview DDEs and DTOs

DAY/DATE/TIME	PLACE	ACTIVITY
2:30pm 3:30pm	Observing UCTs in classroom Departure to Tamale Meeting Principal Tamale College of Education	Meeting the UCTs at Bulbia Primary Observing UCTs in classroom
Tuesday 22/2/2011 7:30am 9:45am 10:00am 10:45am 1:00pm 3:00pm 4:00pm	Departure from the Hotel to Karaga Arrival at Karaga – District Education Office Meeting DEOs, DTOs and District Chief Executive Set off to Tamaligu L/A Primary from Karaga Set off from Tamaligu to Kpalguma L/A Primary. Observing UCTs in the classroom Meeting SMC/PTA members	Interview DDEs and DTOs Meeting the UCTs at Kpalguma L/A Primary School. Observing UCTs in the classroom Meeting SMC/PTA members
Wednesday 23/2/2011 7:30am 9:30am 2:00pm 3:30pm	Set off from Tamale to Accra	Travelling time
Thursday 24/2/2011 7:00am 9:00am 9:05am 9:45am 10:00am 10:05am 11:30am 12:00pm 2:00pm 4:00pm	Depart from Hotel (Accra) Arrival at Afransi (Gomoa District Education Office) Interview with District Directors of Education Departure from GES Office to Nsuaem D/A Primary Arrival at Nsuaem Meeting UCTs at Nsuaem D/A Primary School Meeting SMC/PTA Departure to Cape Coast Meeting Director, Institute of Education, Mr. Kofi Nti and Mr. Nichlas K. Kutor Departure to Accra	Interview DDE and DTO Discussion with UCTs Observing the UCTs in the classroom Meeting the SMC / PTA Interview UCC's Institute of Education Staff
Friday 25/2/2011 7:30am 8:00am 10:00am 10:40am 11:20am	Departure from Hotel Meeting with USAID (Bob Davidson and Emmanuel Mensah-Ackman) Meeting with Mr. Chris Hammond-GES /USAID Technical Officer at GES Meeting with Director Basic Education (GES) Mr. Stephen Adu Meeting with Deputy Director General (GES) Mr.	Debriefing Interview Interview Interview Interviews

DAY/DATE/TIME	PLACE	ACTIVITY
12:00pm 12:40pm - 6:00pm	Charles Tsigah Set off to Teacher Education Division (TED) Meeting Director of Teacher Education Division Mr. Kwame Asare and Set off to IFESH: Debriefing with IFESH and review of Access Database and other Records	
Saturday 26/2/2011 7:30am 8:30am 8:35am 8:45am 12:00pm 12:30pm 12:45pm 2:00pm 5:00pm	Set off from Accra to Akwapim South (Nsawam) Arrival at Nsawam Meeting the District Training Officer (Mr. Humphrey Anim) Departure to Methodist Primary/JHS school-Nsawam to meet the District Based Tutors. Graduation Ceremony Arrival of invited guest Graduation ceremony starts Departure from Nsawam to Accra	Meeting with DTO Meeting District Based Tutors; Meeting UCTs Observing cluster / remedial meetings Presenting Certificate of Participation. Graduation ceremony Return to Accra
Sunday 27/2/2011 1:30pm 8pm	Meeting with GES Director of UTDBE Depart for Airport	Interview Travel back to USA

5.4 Documents Reviewed

1. CTP Agreement with USAID
2. CTP Performance Management Plan
3. CTP Annual Implementation Plan
4. CTP Quarterly Reports submitted to USAID
5. Baseline study / needs assessments of targeted schools, DEOs, SMCs and PTAs (completed 2010)
6. Mid-term Evaluation Report of the Community Teachers Program (April, 2010)
7. University of Cape Coast – Institute of Education Analysis of UCT Exam Performance
8. Residential and cluster training schedules and content outlines
9. UCT Exam Scores posted by University of Cape Coast
10. IFESH Access Database on individual UCTs
11. Site Observation Review of UCT performance in the classroom
12. Monthly Reports of District-based Tutors
13. Monthly Reports of District Director’s of Education
14. District Training Officer Monthly Reports on UCTs Performance

5.5 List of Persons Interviewed / Participatory Group Discussions / Off-site Observation

Name	Gender	Place	Position	Contact
Bob Davidson	Male	USAID	Education Director	0244-313540 0302-741158 0302-741200
Emmanuel Mensah-Ackman	Male	USAID	Education	0244-774495
Martin Eson-Benjamin	Male	MiDA	CEO	0244-407971
A. Doodo	Male	MiDA	Community Developer	0244-407971
Naana Biney	Female	GES (Headquarters)	Acting Director General GES	0244-187763
Charles Tsigah	Male	GES (Headquarters)	Deputy Director General (GES)	0261-567395
Stephen Adu	Male	GES (Headquarters)	Acting Deputy Director General/Basic Education	0244-256976
E. O. Asare	Male	Teacher Education Division	Deputy Director TED	0244-376529
Evelyn Oduro (Mrs.)	Female	Teacher Education Division	Inset Coordinator	0244-753312
Chris Hammond	Male	GES/USAID	GES/USAID Technical Person	0208-137981
Professor Opare	Male	Institute of Education-UCC	Director-Institute of Education	0208-189158
Seth Kofi Nti	Male	Institute of Education-UCC	Chief Examiner	0244-280533
N. K. Kutor	Male	Institute of Education-UCC	Exams Coordinator	0244-867187
Agnes Apenyo	Female	Sekyere Afram Plains	District Director of Education	0243-883859 0206-651960
Nti Danso	Male	Sekyere Afram Plains	District Training Officer	0244-122667
Samuel Asiamah	Male	Anyinofi S.D.A Primary	Head teacher	0207-083884
Osei Christiana	Female	Anyinofi S.D.A Primary	UCT	0322095402
Osei Solomon	Male	Anyinofi S.D.A Primary	UCT	0278-087672
Amoah Philip	Male	Anyinofi S.D.A Primary	UCT	
Esther Acheampong	Female	Anyinofi S.D.A Primary	UCT	0204-903274
Mensah K. Eric	Male	Anyinofi S.D.A Primary	UCT	0240-738792
Sarfo Sampson	Male	Anyinofi S.D.A Primary	SMC Chairman	0545-474220
Kusi Mariam	Female	Anyinofi S.D.A Primary	SMC Member	
Nsiah Sarpong	Male	Anyinofi S.D.A Primary	PTA Chairman	
Alhaji Mohammed Haruna	Male	West Mamprusi District (Walewale)	District Directors of Education	0243-085724
Nasamu Iddis	Male	West Mamprusi District (Walewale)	District Training Officer	0261-735840
Awabu Adam	Male	Yama R/C Primary School	UCT	0242-931810
Tahiru Adam	Male	Bulbia Primary	UCT	
Issahaku Kassim Ibrahim	Male	Bulbia Primary	UCT	0541-25991
Ali Rose	Female	Bulbia Primary	UCT	0205-273628
Dokurugu Adam	Male	Bulbia Primary	Head teacher	0241-256431
Mahamudu Seidu Ibrahim	Male	Bulbia Primary	PTA Chairman	0541-208386

Name	Gender	Place	Position	Contact
Ibrahim Awusi	Male	Bulbia Primary	SMC Chairman	
Issah Fati	Female	Bulbia Primary	SMC Chairman	
Alhaji Alhassan Yakubu	Male	Karaga District Education Office	District Director of Education	
Tuahiru Abdul-Rahaman	Male	Karaga District Education Office	District Training Officer	0204-705779
Alhassan Suleimana	Male	Tamaligu L/A Primary School	Head teacher	0246-588459
Abukari Alhassan	Male	Tamaligu L/A Primary School	PTA Chairman	
Haruna Abu	Male	Tamaligu L/A Primary School	SMC Chairman	
Sana Kaku	Female	Tamaligu L/A Primary School	SMC Member	
Zakaria Adisah	Male	Tamaligu L/A Primary School	UCT	
Mohammed Hinda	Male	Tamaligu L/A Primary School	UCT	
Krampah James E.	Male	Gomoa West District Education Office	Deputy Director	0244-769980
Edmond Korletey	Male	Gomoa West District Education Office	District Training Officer	0200-304868
Ebenezer Dompson	Male	Gomoa Oguan Methodist School	Head teacher	0243-851675
Jacob Appiah-Simpson	Male	Gomoa Oguan Methodist School	SMC Chairman	0276-007588
Mary Yawson	Male	Gomoa Oguan Methodist School	PTA Member	0271-378219
James Buahim	Male	Gomoa Oguan Methodist School	SMC Member	0274-199235
Tetteh Joseph	Male	Gomoa Oguan Methodist School	UCT	0245-108018
Arhin Dampson Matthew	Male	Gomoa Oguan Methodist School	UCT	
Arhin Joseph	Male	Gomoa Oguan Methodist School	UCT	
Adentwi Abigail	Female	Gomoa Oguan Methodist School	UCT	
Nyanney Joana	Female	Gomoa Oguan Methodist School	UCT	
Yunusah Samiratu	Female	Gomoa Oguan Methodist School	UCT	
Gurah Alberta	Female	Gomoa Oguan Methodist School	UCT	
Grace Obodae	Female	Gomoa East District Education Office	District Director of Education	0244-075093

Name	Gender	Place	Position	Contact
Keelson Aikins	Male	Gomoa East District Education Office	District Training Officer	0207-777006
Appiah Onwona-Agyemang	Male	Gomoa Nsuaem D/A Primary School	Head teacher	0242-109854
Christiana Essuman	Female	Gomoa Nsuaem D/A Primary School	PTA Rep.	0249-178441
Emmanuel Mensah	Male	Gomoa Nsuaem D/A Primary School	PTA Chairman	0246-78218
Samuel K. Baah	Male	Gomoa Nsuaem D/A Primary School	SMC Chairman	0245-457348
Anyimah Isaac Kofi	Male	Gomoa Nsuaem D/A Primary School	UCT	
Aidoo Daniel Charles	Male	Gomoa Nsuaem D/A Primary School	UCT	
Cobbah James	Male	Gomoa Nsuaem D/A Primary School	UCT	0204-996105
Nyarko Comfort	Female	Gomoa Nsuaem D/A Primary School	UCT	0249-961124
Amponsah Kyereme	Male	Gomoa Nsuaem D/A Primary School	UCT	
Stella K. Nanor	Female	Akwapim South Municipal Education Office	Director of Education	0244-863812 0208-770977
Humphrey Anim	Male	Akwapim South Municipal Education Office	District Training Officer	0277-390110
Enoch Koranteng Attah	Male	Anhuntem Darmang Presby Primary School	UCT	
Dorothy Adu Antwiwaa	Female	Anhuntem Darmang Presby Primary School	UCT	
Eric Afari Osei	Male	Anhuntem Darmang Presby Primary School	UCT	
William Azaglo Mawunyo	Male	Anhuntem Darmang Presby Primary School	UCT	0249-450022
Ruth Addae	Female	Anhuntem Darmang Presby Primary School	UCT	
Diana Nyarko	Female	Anhuntem Darmang Presby Primary School	UCT	0244-645957
Charity Obeng	Female	Anhuntem Darmang Presby Primary School	UCT	
Ebenezer Aaglo Woode	Male	Anhuntem Darmang Presby Primary School	UCT	
Sarah Osafo	Female	Anhuntem Darmang Presby Primary School	UCT	
Benjamin Agbe-Agbanyo	Male	Anhuntem Darmang Presby Primary School	UCT	
Stephen Kuayi	Male	Anhuntem Darmang Presby Primary School	UCT	

Name	Gender	Place	Position	Contact
Florence Offei	Female	Anhuntem Darmang Presby Primary School	UCT	
Mr. Ofori Offei	Male	Anhuntem Darmang Presby Primary School	Head teacher	0273-578569
Patience Amoani	Female	Nsaba-Pokrom Presby Primary School	UCT	0245-983714
Mavis Bram	Female	Nsaba-Pokrom Presby Primary School	UCT	0243-567498
Michael Ansah	Female	Nsaba-Pokrom Presby Primary School	UCT	0248-519210
Salomey Oppong	Female	Nsaba-Pokrom Presby Primary School	UCT	
William Nii-Boye Adjety	Male	Nsaba-Pokrom Presby Primary School	UCT	
Eunice Maloku	Female	Nsaba-Pokrom Presby Primary School	UCT	
Nancy Adjola	Female	Nsaba-Pokrom Presby Primary School	UCT	
Peter Batsa Teye	Male	Nsaba-Pokrom Presby Primary School	UCT	
Cindy-Love Naeroh	Female	Nsaba-Pokrom Presby Primary School	UCT	
Afari Nathan Annor	Male	Nsaba-Pokrom Presby Primary School	UCT	
Opere Hammond	Male	Nsaba-Pokrom Presby Primary School	UCT	
Hayford Yeborah	Male	Nsaba-Pokrom Presby Primary School	UCT	
Mr. Yao Sam	Male	Nsaba-Pokrom Presby Primary School	Head teacher	0207-354592
Jacob Addo	Male	Nsakyee Presby Primary School	UCT	
Anna Akoto	Female	Nsakyee Presby Primary School	UCT	
Diana Aikins	Female	Nsakyee Presby Primary School	UCT	
Bright Tamatey	Male	Nsakyee Presby Primary School	UCT	
Juliana Glabu	Female	Nsakyee Presby Primary School	UCT	0240-167503
Samuel Oteng Nyarko	Male	Nsakyee JHS	UCT	
Christiana Yeboah	Female	Pakro Methodist Primary School	UCT	
Faustina Dankwa	Female	Pakro Methodist Primary School	UCT	
Flora Abena Amegatse	Female	Pakro Methodist Primary	UCT	

Name	Gender	Place	Position	Contact
		School		
Esther Azameti	Female	Pakro Methodist Primary School	UCT	
Felicia Bukari	Female	Pakro Methodist Primary School	UCT	
Diana Darkoa Asare	Female	Pakro Methodist Primary School	UCT	
Beatrice Owusu	Female	Pakro Methodist Primary School	UCT	0247-800336
Vida Lawson	Female	Pakro Presby Primary School	UCT	0244-948964
David Tei Adjartey	Female	Pakro Methodist Primary School	UCT	
Amos Asiedu	Male	Pakro Methodist Primary School	UCT	
Saeed Abdul-Lateef	Male	Pakro Methodist Primary School	UCT	
Asiedu Otu Ebenezer	Male	Pakro Methodist Primary School	UCT	
Agnes Afie Opoku	Female	Pakro Methodist Primary School	UCT	
Mohammed A. Sadique	Male	Kpalgumah L/A Primary School	Head teacher	02447-44996
Abdul-Rahaman Zuleila	Female	Kpalgumah L/A Primary School	UCT	
Osman Adam Iddrisu	Male	Kpalgumah L/A Primary School	UCT	
Zakaria Fuscini	Male	Kpalgumah L/A Primary School	SMC Chairman	
Adam Abukari	Male	Kpalgumah L/A Primary School	PTA Chairman	
Mr. Emmanuel Osei	Male	Nsakyee Presby Primary School	Head teacher	0274-948387
Mr. Vincent Kornu	Male	Nsakyee JHS	Head teacher	
Mr. Paintsil Eugene Arkoh	Male	Pakro Methodist Primary School	Head teacher	0244-894279
Mr. Apreku Larbi Emmanuel	Male	Pakro Presby Primary School	Head teacher	0247-028392
Catherine Adeanyamebeye Gyabaah	Female	OLA College of Education	District Based Tutor (Science)	0244-417033
Laud Teye Nartey	Male	OLA College of Education	District Based Tutor (Science)	0244-628622
Christopher Addai-Boateng	Male	OLA College of Education	Training Centre Coordinator	0244-085484
Isaac Kow Gaisey	Male	OLA College of Education	District Based Tutor (Education)	0244-878816

5.6 CTP UCT Training, Exam and Monitoring Schedule

Target Trainees	Training Schedule	Exam Schedule (Monitoring of UCTs knowledge of content and methods of teaching) [Quantitative]	Cluster Training & Mentoring (Training, monitoring methods of teaching in the CR, and follow-up training) [Quantitative and Qualitative]	Intensive Off-site Observations (Monitoring Performance of UCTs in CR, results with Pupils and effectiveness of Tutors) [Quantitative and Qualitative]
Master Trainers	TOT Resource Preparatory Meeting by Master Trainers July 19 – 21, 2009			CTP Imp. Team monitor meeting
Tutors	Tutor Training July 22 - 25, 2009	Pre-assessment of Tutors July 22, 2009		CTP Imp. Team monitor Tutor training
UCTs	Orientation and First Residential Training (4 weeks) Aug 2 – August 30, 2009	Pre-assessment of UCTs August 2, 2009		CTP Imp. Team and Master Trainers monitor orientation and residential training
		Sept 7 – 15, 2009		UCC with CTP Review
UCTs and Tutors			Oct 23-25, 2009	CTP Imp. Team monitor Tutor training and UCT in CR
UCTs and Tutors			Nov 27 – 29, 2009	CTP Imp. Team monitor Tutor training and UCT in CR
UCTs	Second Residential Training (4 weeks) Dec 20, 2008 – Jan 10, 2010			CTP and Master Trainers monitor orientation and residential training
UCTs and UCC		Jan 2 – 15, 2010		UCC with CTP Review
UCTs and Tutors			Mar 26 – 28, 2010	CTP Imp. Team monitor Tutor training and UCT in CR
Tutors	District-based Tutor Training April 1 – 15, 2010			CTP Imp. Team monitor Tutor training
UCTs and UCC		May 1 – 15, 2010		UCC with CTP Review
UCTs	Third Residential			CTP and Master Trainers

Target Trainees	Training Schedule	Exam Schedule (Monitoring of UCTs knowledge of content and methods of teaching) [Quantitative]	Cluster Training & Mentoring (Training, monitoring methods of teaching in the CR, and follow-up training) [Quantitative and Qualitative]	Intensive Off-site Observations (Monitoring Performance of UCTs in CR, results with Pupils and effectiveness of Tutors) [Quantitative and Qualitative]
	Training (3 weeks) Apr 18 – May 10, 2010			monitor orientation and residential training
UCTs and Tutors			June 25 – 27, 2010	CTP Imp. Team monitor Tutor training and UCT in CR
UCTs	Fourth Residential Training (3 weeks) Aug 1 – 22, 2010			CTP and Master Trainers monitor orientation and residential training
UCTs and UCC		Aug 15 – August 31, 2010		UCC with CTP Review
UCTs and Tutors			Oct 22 – 24, 2010	CTP Imp. Team monitor Tutor training and UCT in CR
UCTs	Fifth Residential Training (3 weeks + graduation) Dec 19, 2010 – Jan 9, 2011			CTP and Master Trainers monitor orientation and residential training
UCTs and UCC		Jan 7 – 20, 2011		UCC with CTP Review
UCTs and Tutors			Feb 25 – 27, 2011 [Post-assessment of UCTs and Tutors]	CTP Imp. Team monitor Tutor training and UCT in CR and randomly survey pupils

5.7 Lesson Observation Evaluation Sheet: UCT Off-site Observation Form

**COMMUNITY TEACHERS PROGRAM
LESSON OBSERVATION EVALUATION SHEET
UCT OFF-SITE OBSERVATION FORM**

IDENTIFICATION PROFILE

Name of Community Teacher:..... Training Centre:.....
 Name of the School:..... District:..... Male / Female:.....
 Subject:..... Topic:..... Date:.....

Areas of Evaluation

Tick [] the appropriate column and comment as necessary based on a 6-point scale

[5 Excellent, 4 Very Good, 3 Good, 2 Fairly Good, 1 Poor, 0 Absent]

	5	4	3	2	1	0	COMMENTS
Lesson Plan [20 Marks]							
1. Objectives clearly stated in measurable and achievable terms							
2. Appropriate Relevant Previous Knowledge (RPK) linked to new lesson							
3. Very well stated core points							
4. Logically organized TLA, adequate evaluation exercises and clearly stated TLMs for effective lesson delivery							
Sub – Total =							
Lesson Presentation/Delivery [50 Marks]	5	4	3	2	1	0	
1. Effective and relevant introduction linked with RPK							
2. Systematic and sequential presentation adapted to the level of pupils/students							
3. Master of subject matter demonstrated through teaching							
4. Proper and effective use of language							
5. Use of varying feedback techniques							
6. Effective use of Teaching/Learning resources							
7. Clearly explained task setting							
8. Regular monitoring of individual/whole class performance							
9. Adequate subject content coverage							
10. Active pupils/student's participation and involvement							
Sub – Total =							
Class Organization [10 Marks]	5	4	3	2	1	0	
1. Very good classroom setting for effective learning and identification of routine and set rules in class							
2. Effective use of time and good relationship between Teacher and pupils							
Sub – Total =							
Assessment of Pupil Performance [10 Marks]	5	4	3	2	1	0	
1. Effective procedure for continuous assessment of pupils' understanding of lesson throughout delivery period							
2. Evidence of regular and clearly set exercises, home work, project work and encourage pupils to do corrections							
Sub – Total =							
Conclusion [5 Marks]	5	4	3	2	1	0	
Carefully summarized lesson to reflect on set objectives							
Sub – Total =							
Appearance and Compartment [5 Marks]							
1. Cheerful, friendly, simple and neat in dressing without distractive mannerism							
Sub – Total =							

Grand Total Score:.....

General Remarks:.....

Name of Assessor:.....

Signature:.....

Designation

Those who are to use this form:

- 1) Master trainers
- 2) Tutors
- 3) District Training Officer
- 4) Mentor
- 5) Director of Education

5.8 UTDBE Syllabus

(Check marks denote courses completed by UCTs during two years of CTP)

UTDBE PROGRAMME: REVISED COURSES AND CREDIT ALLOCATIONS (BASED ON REVISED DBE PROGRAM.2005)
Ashanti and Brong Ahafo regions (proposed) – Phase 2 regions

	YEAR 1 COURSES	cr s	YEAR 2 COURSES	cr s	YEAR 3 COURSES	cr s	YEAR 4 COURSES	cr s
TERM ONE / TWO (January to August)	English Language Studies 1 (FDC 111) ✓	2	Integrated Science 2 (FDC 124)	2	Methods of teaching English (PFC 211) ✓	3	English with Elements of literature) 2 (FDC 211)	3
	Principles and Practice of Education (EPS 111) ✓	2	Principles and Methods of teaching in Basic Schools (EPS 121) ✓	2	Methods of Teaching Prim Sch. Mathematics (PFC 212) ✓	3	Methods of Teaching JSS Mathematics (PFC 222)	3
	Mathematics 1 (Number & Basic Algebra) (FDC 112) ✓	2	English (with Elements of literature) 1 (FDC 121)	2	Trends in Education and School Management (EPS 301)	2	Principles and Methods of Early Childhood Teaching (EPS 123)	2
	Physical Education (Principles, Foundations and Methods) (PRA 111)	2	HIV/AIDS (GNS 121) ✓	2	Methods of Teaching Environmental and Social Studies2 (PFC 218) ✓	2	Integrated Science 3 (FDC 224)	2
	Integrated Science 1 (FDC 114) ✓	2	Environmental and Social Studies 2 (FDC 128)	2				
	Ghanaian Language and Culture (Language and & Lang Teaching) (FDC 113) ✓	2	Pre-Vocational Skills (Art related only) (FDC 112)	2				
TERM THREE (September to December)	Religious and Moral Education (Gen, Intro & Meth) (FDC 119)	2	Mathematics 2 (Trigonometry & Geometry) (FDC 122)	2			Environmental and Social Studies 3 (FDC 228)	2
	Environmental and Social Studies 1 (FDC 118) ✓	2	Ghanaian Language ✓ and Culture 2 (literature & Culture Studies) (FDC 123)	2	Methods of Teaching Integrated Science (PFC 212) ✓	3	Further Algebra (FDC 222)	2
	Music and Dance (Elements and Methods) (PRA 121)	2	Information/Technology/Communication (ICT) (GNS 221) ✓	2	Teaching Practice (1) ✓	6	Teaching Practice (2) ✓	6
	Child and Adolescent Devt and learning (EPS 121) ✓	2	Educating the Individual with Special needs (EPS 221)	2	Statistics and Probability	3	Introduction to Guidance and Counseling (EPS 302)	2
	TOTAL	20	TOTAL	20	TOTAL	22	TOTAL	22

First semester examination: August

Resit examination: Easter break

Second semester examination: December

5.9 Proposed CTP Three-year Syllabus for DBE

PROPOSED UTDBE PROGRAMME REVISED TO RUN FOR THREE YEARS FOR CTP

	YEAR 1 COURSES	CRS	YEAR 2 COURSES	CRS	YEAR 3 COURSES	CRS
SEMESTER 1 (January to August)	FDC 111: English Language Studies 1	3	FDC: 124 Integrated Science 2	2	FDC 211: English Language 3 (Methodology)	3
	EPS 111: Principles and Practice of Education	2	EPS 121: Principles and Methods of Teaching in Basic Schools	2	PFC 212: Methods of Teaching Mathematics	3
	FDC 112 Mathematics 1 (Number and Basic Algebra)	3	FDC 121: English Language (with Elements of Literature)	2	EPS 301: Trends in Education and School Management	3
	PRA 111: Physical Education (Principles, Foundations and Methods)	2	GNS 121: HIV and AIDS Education	2	PFC 218: Methods of Teaching Environmental and Social Studies	3
	FDC114: Integrated Science 1	3	FDC 128: Environmental and Social Studies 2	2	FDC 214 Integrated Science 3 (Methodology)	3
	FDC 113: Ghanaian Language and Culture 1	3	FVA 112: Pre-Vocational Skills (Art Related)	2	EPS 123: Principles and Methods of Early Childhood Teaching	2
SEMESTER 2 (September to December)	FDC 119: Religious and Moral Education (Gen. Intro & Methods)	2	FDC 122: Mathematics (Trigonometry & Geometry)	2	FDC 221: English Language Studies	2
	FDC 118: Environmental and Social Studies	2	FDC 123: Ghanaian and Culture 2	2	FDC 224: Integrated Science 4	2
	PRA 121: Music and Dance (Elements and Methods)	2	GNS 211: Introduction to Information & Communication Technology (ICT)	2	FDC228: Environmental Social Studies	2
	EPS 121: Child and Adolescent Development and Learning	2	EPS 221: Educating the Individual with Special Needs	2	EPS 302: Introduction to Guidance and Counseling	3
	FDC 222: Further Algebra	2	FDC 212: Mathematics (Statistics & Probability)	2		
			ETP 390 Teaching Practice 1	6	ETP 390 Teaching Practice 2	6
TOTAL		26		28		30

First Semester Examinations: August

Resit Examination: Easter Break

Second Semester Examination: December/January

5.10 Analysis of Results of 1st Year, 1st and 2nd Semester UTC Exam Scores

Table 17: No. of UCTs Referred and passed by Subject Area - 1st Semester

COE	No. of UCTS	English	Passed Resit	Math	Passed Resit	Ghanaian Language	Passed Resit	Education Studies	Passed Resit
ABETIFI	100	5	5	21	21	3	3	0	0
OLA	77	17	17	18	18	7	7	2	2
TAMALE	83	16	15	19	18	0	0	0	0
TOTAL	260	38	37	58	57	10	10	2	2
No. Failed			2		1		0		0

Table 18: No. of UCTs Referred and passed by subject area - 2nd semester

COE	No. of UCTS	English	Passed Resit	Math	Passed Resit	Ghanaian Language	Passed Resit	Education Studies	Passed Resit
ABETIFI	100	5	5	8	8	1	1	0	0
OLA	77	6	6	4	4	0	0	0	0
TAMALE	83	15	14	18	17	1	1	0	0
TOTAL	260	26	25	30	29	2	2	0	0
No. Failed			1		1		0		0

5.11 Analysis of Results of 2nd Year, 1st Semester UCT Exam Scores

Centers	No. of UCTs	No. Referred 1st Semester	No. Passed - 1st Semester
1. Abetifi	100	8	92
2. OLA	77	8	69
3. Tamale	83	14	69
TOTAL	260	30	230

	Education Studies	Science	Environmental & Social Studies	ICT Education
1. Abetifi	0	5	2	3
2. OLA	2	7	3	2
3. Tamale	1	14	2	3
TOTAL	3	26	7	6

	Education Studies	Science	Environmental & Social Studies	ICT Education
1. Abetifi	100	95	98	97
2. OLA	75	70	74	75
3. Tamale.	82	69	81	80
TOTAL	257	234	253	252

	1 Paper	2 Papers	3 Papers	4 Papers
1. Abetifi	6	1	1	0
2. OLA	4	2	0	2
3. Tamale	10	2	2	0
TOTAL	20	5	3	2

5.12 Distribution of Modules

Table 23: CTP Distribution of Modules

Modules	Total Quantity	UCTs	District Education Office (14)	Tutors subjects (6)	Master Trainers (3)	Office (2)
Mathematics 1	285	260	14	6	3	2
Mathematics 2	285	260	14	6	3	2
English Language 1	285	260	14	6	3	2
English Language 2	285	260	14	6	3	2
Ghanaian Language 1	285	260	14	6	3	2
Ghanaian Language 2	285	260	14	6	3	2
Education Studies	285	260	14	6	3	2
Integrated Science 1	285	260	14	6	3	2
Integrated Science 2	285	260	14	6	3	2
Environmental & Social Studies 1	285	260	14	6	3	2
Environmental & Social Studies 2	285	260	14	6	3	2
HIV/AIDS Education	285	260	14	6	3	2
Principles & Methods of Teaching in Basic School	285	260	14	6	3	2
Introduction to ICT	285	260	14	6	3	2
Educating the Individual with Special Needs	258	258				
Total Modules	4,248	3,898	196	84	42	28

5.13 IFESH Distribution of Donated Books

Table 24: IFESH Distribution of Donated Textbooks and Learning Materials

Title	Total Quantity	Distribution List Quantity		
		Abetifi	OLA	Tamale
Literature	6,454	2,153	2,150	2,151
General Library	1,164	388	388	388
Dictionary	47	17	15	15
Math	5,260	1,755	1,752	1,753
Education Theory	1,099	367	366	366
English / Communication	819	273	273	273
Computer Science	842	282	280	280
Science	796	266	265	265
English	1,981	661	660	660
Total	18,462	6,162	6,149	6,151

5.14 Other Tables of Analysis

Table 25: Classroom Attendance Performance by Type of UCT Stipend Payment

Expected Total Attendance from October 2009 – February 2011	Average Attendance
UCTs Stipend Supported by IFESH	
Male (91UCTs) 271 school days	253 school days (93.5%)
Female (76 UCTs) 271 school days	256 school days (94.5%)
GES Salaries Pupils Teacher Expected total attendance	
Male (30 UCTs) 271 school days	242 school days (89.3%)
Female (11 UCTs) 271 school days	238 school days (87.8%)
NYEP	
Male (36 UCTs) 271 school days	240 school days (88.6%)
Female (13 UCTs) 271 school days	232 school days (85.6%)

Table 26: Residential Training Attendance Performance by Type of UCT Stipend Payment

Expected Total Attendance at 5th Residential Training	Average Attendance	Remarks
UCTs Stipend Supported by IFESH		
Male (91UCTs) 104 days	102 days (98.1%)	Transport fare in and out are paid after the training of all UCTs
Female (76 UCTs) 104 days	103 days (99%)	
GES Salaries Pupils Teacher		
Male (30 UCTs) 104 days	99 days (95.2%)	
Female (11 UCTs) 104 days	97 days (93.3%)	
NYEP		
Male (36 UCTs) 104 days	92 days (88.5%)	
Female (13 UCTs) 104 days	90 days (86.5%)	

Table 27: Cluster Meeting Attendance Performance by Type of UCT Stipend Payment

Expected Total Attendance at 6th Cluster Meeting	Average Attendance	Remarks
UCTs Stipend Supported by IFESH		
Male (91UCTs) 15 days	13 days (86.7%)	
Female (76 UCTs) 15 days	13.5 days (90%)	
GES Salaries Pupils Teacher		
Male (30 UCTs) 15 days	12 days (80%)	
Female (11 UCTs) 15 days	12 days (80%)	
NYEP		
Male (36 UCTs) 15 days	14 days (93.3%)	Transport fare in and out are paid to them
Female (11UCTs) 15 days	13 days (86.7%)	