# 'Typology of School Drop-out' in rural Ghana: the Dimensions and Dynamics of Dropout and Implications for UBE in Ghana

Eric Ananga
Centre for International Education, Sussex

## **Key messages**

Typologies of dropout and manifestation

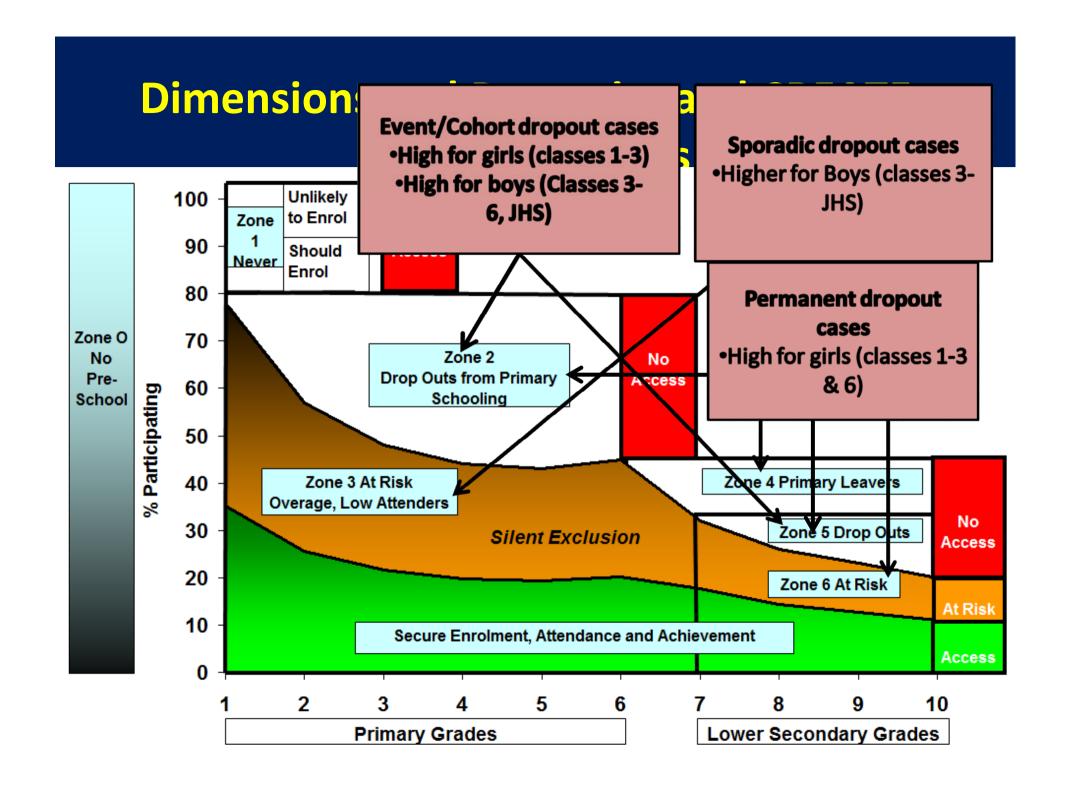
 Manifestation of the typologies of dropout in CREATE's zones of exclusion

Implications of the typologies for educational policy

#### **TYPOLOGIES OF DROPOUT: THE DIMENSION AND DYNAMICS** 6-18 YEAR OLDS **TEMPORARY DROP OUT** (77.78%) (Primary School Classes 1-6 and Junior High School Forms 1-3) **SPORADIC DROPOUTS** 57.1% **2-6 MONTHS EVENT DROPOUTS** 28.57 % **6-12 MONTHS** BASIC SCHOOL GRADES 1—9 CHILDREN AGED 6-18 YEARS **COHORT DROPOUTS** 14.28% **12-48 MONTHS** PERMANENT DROP OUT (22.2%) **UNSETTLED DROPOUTS** 75% **6-48 MONTHS SETTLED DROPOUTS** 25% **2-48 MONTHS** 18 YEARS OLD



Socio-economic conditions outside school shape pattern of attendance and dropout but *school level* conditions (teacher factor) more critical



## Implications for UBE education in Ghana

- Initial dropout cases in zones 2 & 3: temporary 'sporadic & event' but very critical due to reoccurrence
- Gender sensitive & critical stages very important
  - Classes 1,2,3 & 6 for girls (permanent)
  - Classes 3,4,5 & 6, for boys (temporary)
- Proactive intervention needed for 'specific targeting' not 'collective targeting'
- Teacher factor vital for sustaining increase enrolment
- Classes 3 & 6 terminal are terminal phases





## End

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