

**‘Typology of School Drop-out’ in rural Ghana: the
Dimensions and Dynamics of Dropout
and Implications for UBE in Ghana**

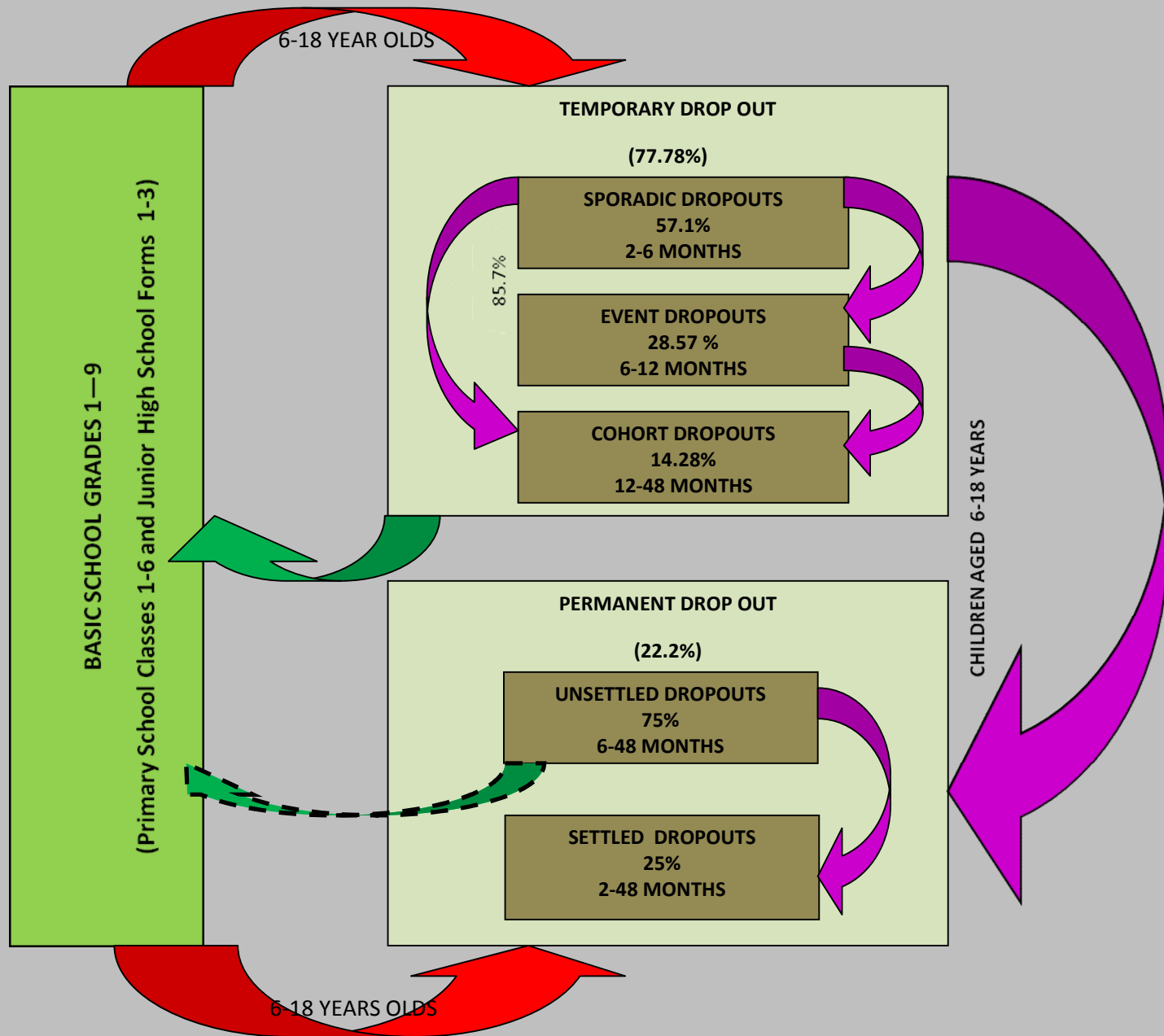
Eric Ananga

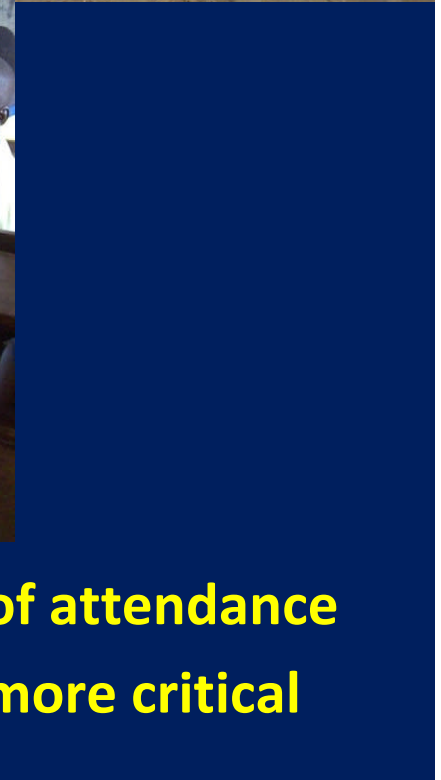
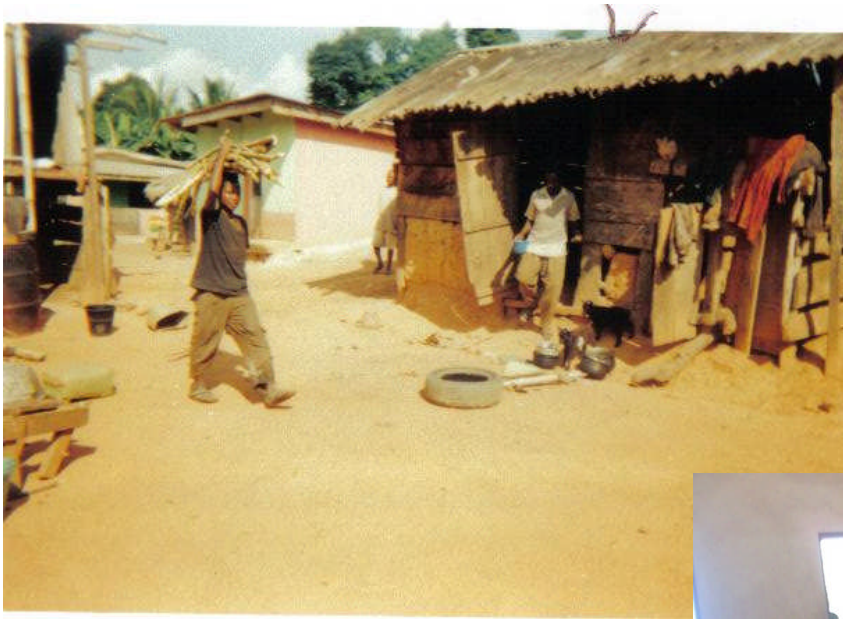
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Key messages

- Typologies of dropout and manifestation
- Manifestation of the typologies of dropout in CREATE's zones of exclusion
- Implications of the typologies for educational policy

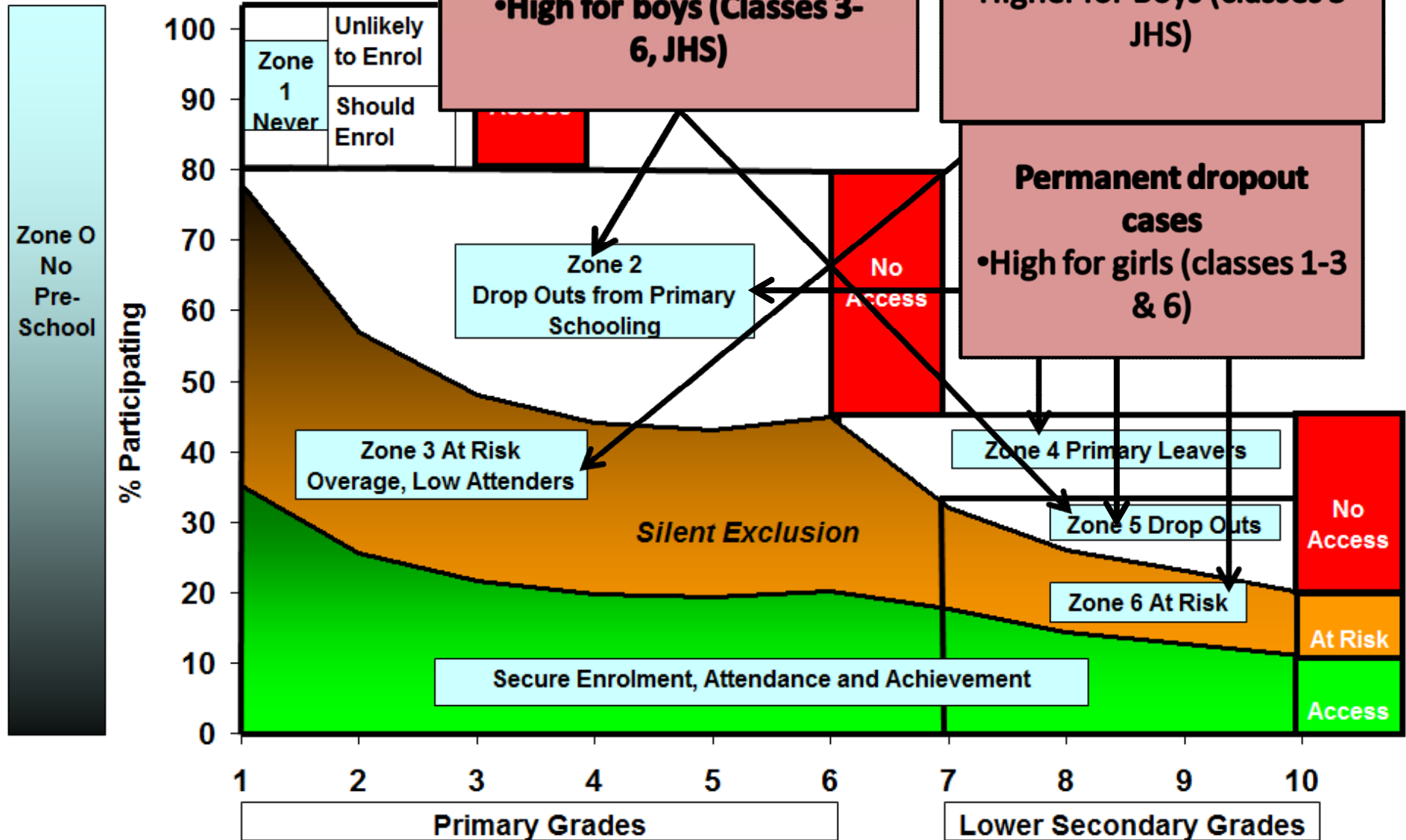
TYPOLOGIES OF DROPOUT: THE DIMENSION AND DYNAMICS





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

Dimensions



Implications for UBE education in Ghana

- Initial dropout cases in zones 2 & 3: temporary 'sporadic & event' but very critical due to re-occurrence
- 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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