



Educational Access in Northern and Southern Ghana: Overview of Research Findings

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Research Location and Schools

- Mfantseman District
16 Primary and Junior High schools
(2 private and 14 public) in 4 circuits
- Savelugu-Nanton District
14 Primary and Junior High schools
(1 private; 1 school for life; 12 public)

Schools-Savelugu-Nanton District

- Rawdaltu-Atfal English and Arabic Primary and JHS
- Wataniya English and Arabic Primary and JHS
- Moglaa District Assembly Primary and JHS
- Tampion English and Arabic Primary and JHS
- Tarikpaa District Assembly Primary and JHS
- Yoo Roman Catholic Primary and JHS
- Future Scholars Academy Complex School

Schools-Mfantseman District

- Kormantse Methodist Primary and District Assembly JHS
- Saltpond Methodist Primary “A” District Assembly JHS
- Abonko Methodist Primary and District Assembly JHS
- BMK Nurudeen Islamic Primary and JHS
- Akobima District Assembly Primary and JHS
- Smerbu Memorial Primary and JHS
- Narkwa Methodist Primary and District Assembly JHS
- Holiness Preparatory Primary and JHS

Fieldwork1

- Household Survey of Children in P1, P4, P6 and JHS1
- Baseline School data
- Achievement test in English language at P4 level
- Achievement test in mathematics at P4 level
- Never enrolled children
- School dropouts

Field work 2

- Tracking of pupils at school level (Zones 3 & 6) in the two districts
- Follow-up on over-aged children (Zones 2 & 5) in the two districts
- Follow-up on children with irregular attendance (Zones 2 & 5) in the two districts

KEY RESEARCH FINDINGS

- Achievement levels of pupils in mathematics and English are extremely low
 - Primary 6 and JHS1 pupils are not performing at the primary 4 level in Mathematics and English
- High level of over-age entry in primary one
 - This creates social, disciplinary, learning and instructional challenges
- Main at-risk factors leading to drop out: learning difficulty and corporal punishment
- Main critical factors for dropping: child labour and poverty

Overall performance in mathematics achievement test by school and class.

Maximum score = 30 *Private school

	Primary 4			Primary 6			JHS1		
	N	Mean Score	SD	N	Mean Score	SD	N	Mean Score	SD
Future Scholars Academy Complex School*	-	-	-	36	13.6	3.8	-	-	-
Rawdatul Aftel English and Arabic School	48	10.9	3.4	53	17.0	4.7	50	19.0	4.2
Tarikpaa D/A School	27	7.8	2.9	35	11.7	4.9	39	14.7	4.6
Yoo Roman Catholic School	55	13.0	5.1	60	13.3	4.6	52	14.5	4.5
Moglaa District Assembly School	28	10.3	4.0	23	11.2	6.0	11	17.5	5.5
Tampion District Assembly School	25	11.0	5.4	42	10.9	5.1	48	13.6	4.7
Wataniya English and Arabic School	45	10.1	2.6	27	13.3	5.0	48	17.4	5.3
Overall	228	13.8	9.8	276	13.3	5.2	248	16.0	5.1

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Future Scholars Academy Complex School*	-	-	-	36	13.6	3.8	-	-	-
Rawdatul Aftel English and Arabic School	48	10.9	3.4	53	17.0	4.7	50	19.0	4.2
Tarikpaa D/A School	27	7.8	2.9	35	11.7	4.9	39	14.7	4.6
Yoo Roman Catholic School	55	13.0	5.1	60	13.3	4.6	52	14.5	4.5
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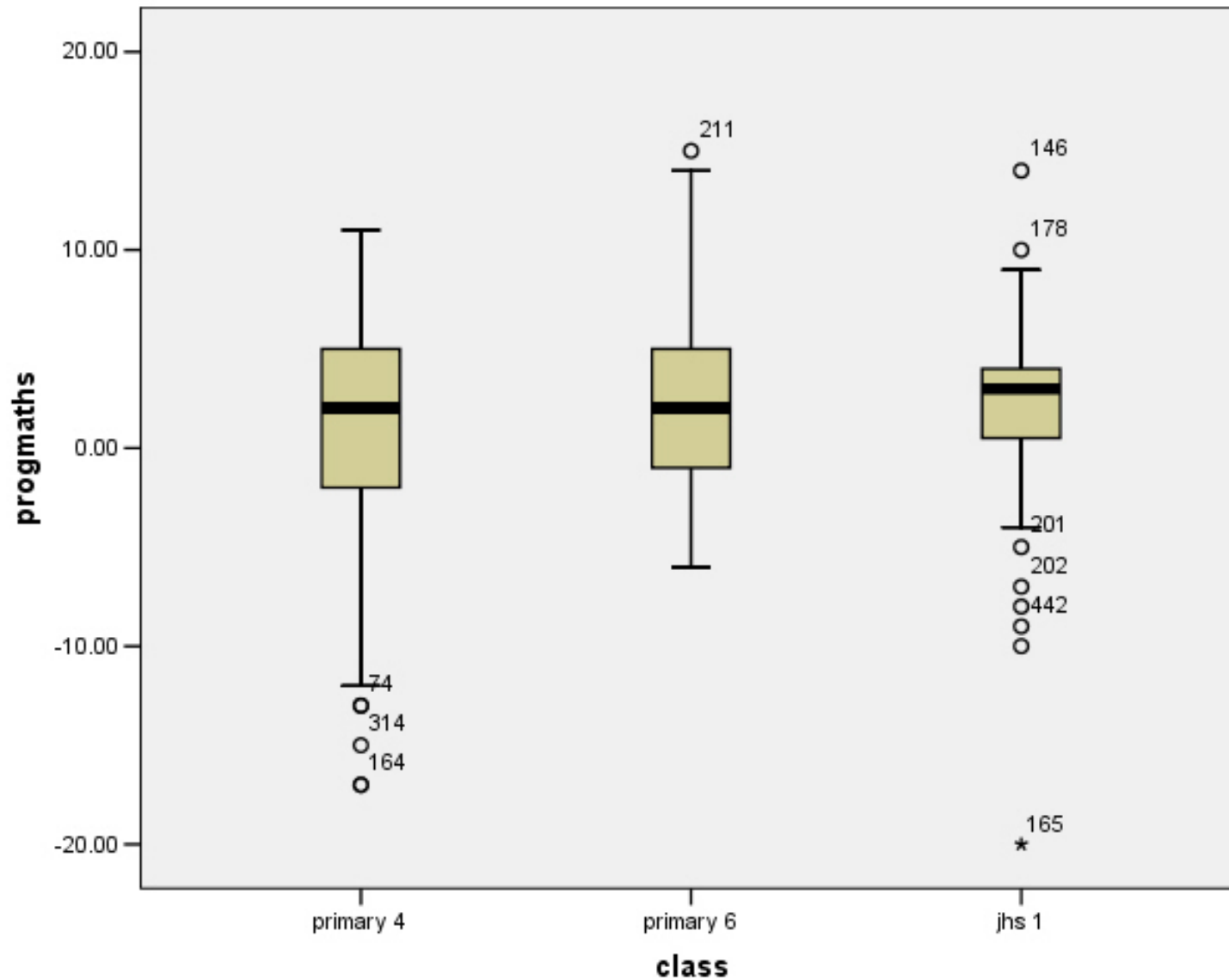
Overall performance in English language achievement test by school and class.

Max score = 50	Primary 4			Primary 6			JHS1		
	N	Mean Score	SD	N	Mean Score	SD	N	Mean Score	SD
Future Scholars Academy *	-	-	-	36	25.5	8.7	-	-	-
Rawdatul Aftel English and Arabic School	49	15.9	9.3	52	26.0	10.0	47	29.2	10.4
Tarikpaa D/A School	27	11.9	10.0	35	16.7	11.6	39	23.7	10.6
Yoo Roman Catholic School	54	18.3	11.0	62	24.8	10.3	52	28.7	10.9
Moglaa District Assembly School	28	10.7	9.3	23	12.8	11.6	11	27.1	17.2
Tampion District Assembly School	25	11.6	11.3	41	12.5	9.5	50	20.6	10.7
Wataniya English and Arabic	33	11.2	8.0	61	15.4	8.8	48	25.2	8.2
Overall	216	14.1	10.2	310	19.8	11.3	247	25.6	11.0

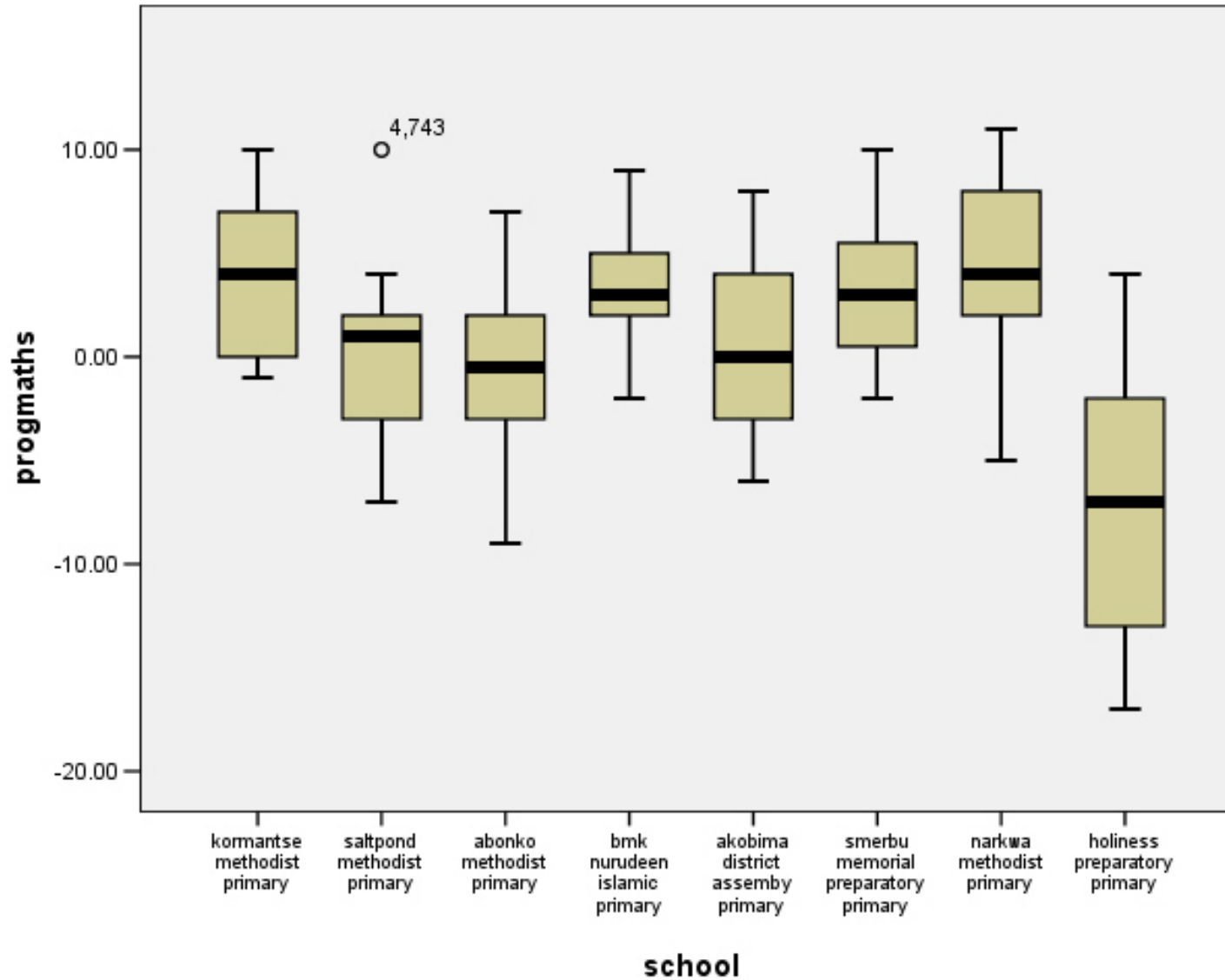
Overall performance in English language achievement test by school and class.

	Primary 4			Primary 6			JHS1		
	N	Mean Score	SD	N	Mean Score	SD	N	Mean Score	SD
Abonko Methodist Primary and DA JHS	30	14.2	5.7	23	28.7	7.6	13	33.4	6.6
Akobima DA Primary and DA JHS	16	7.6	3.6	11	17.8	7.8	16	21.6	5.9
Kormantse Methodist Primary and JHS	32	24.4	6.3	32	28.6	11.8	48	37.0	10.3
BMK Nurudeen Islamic Primary and JHS	21	8.5	6.2	14	26.3	11.5	14	27.7	11.7
Narkwa Catholic Primary and DA JHS	47	13.5	6.7	29	32.3	5.6	38	33.8	8.9
Saltpond Methodist Primary A and JHS	32	18.8	8.6	32	31.7	10.7	39	33.7	10.4
Holiness Preparatory Primary and JHS*	17	27.2	8.9	17	25.5	11.9	8	34.3	6.1
Smerbu Memorial Primary and JHS*	19	5.5	6.3	16	20.0	11.8	12	28.1	10.3
Overall	214	15.4	9.7	174	27.8	10.3	188	32.7	9.4

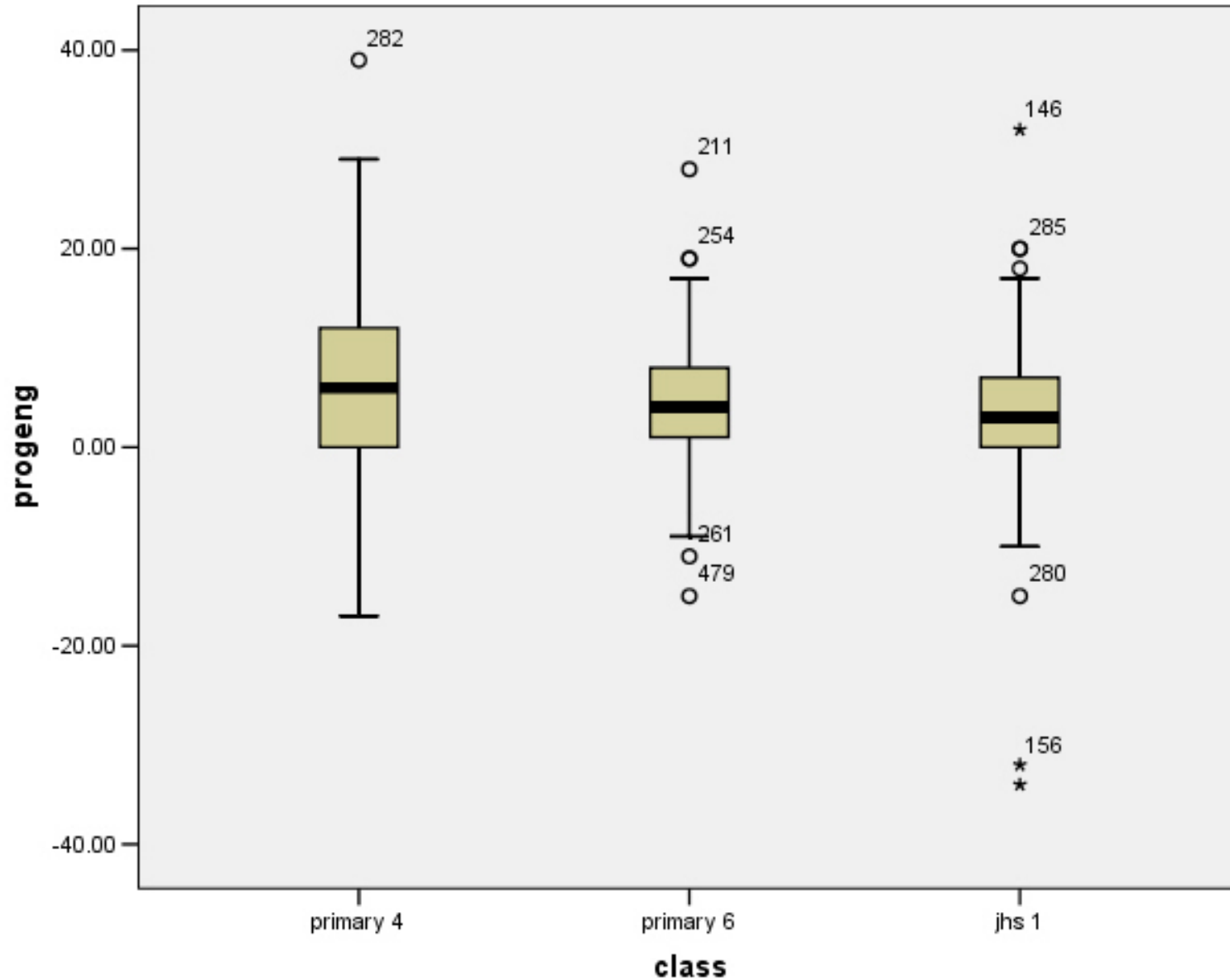
Progress in Mathematics test by class



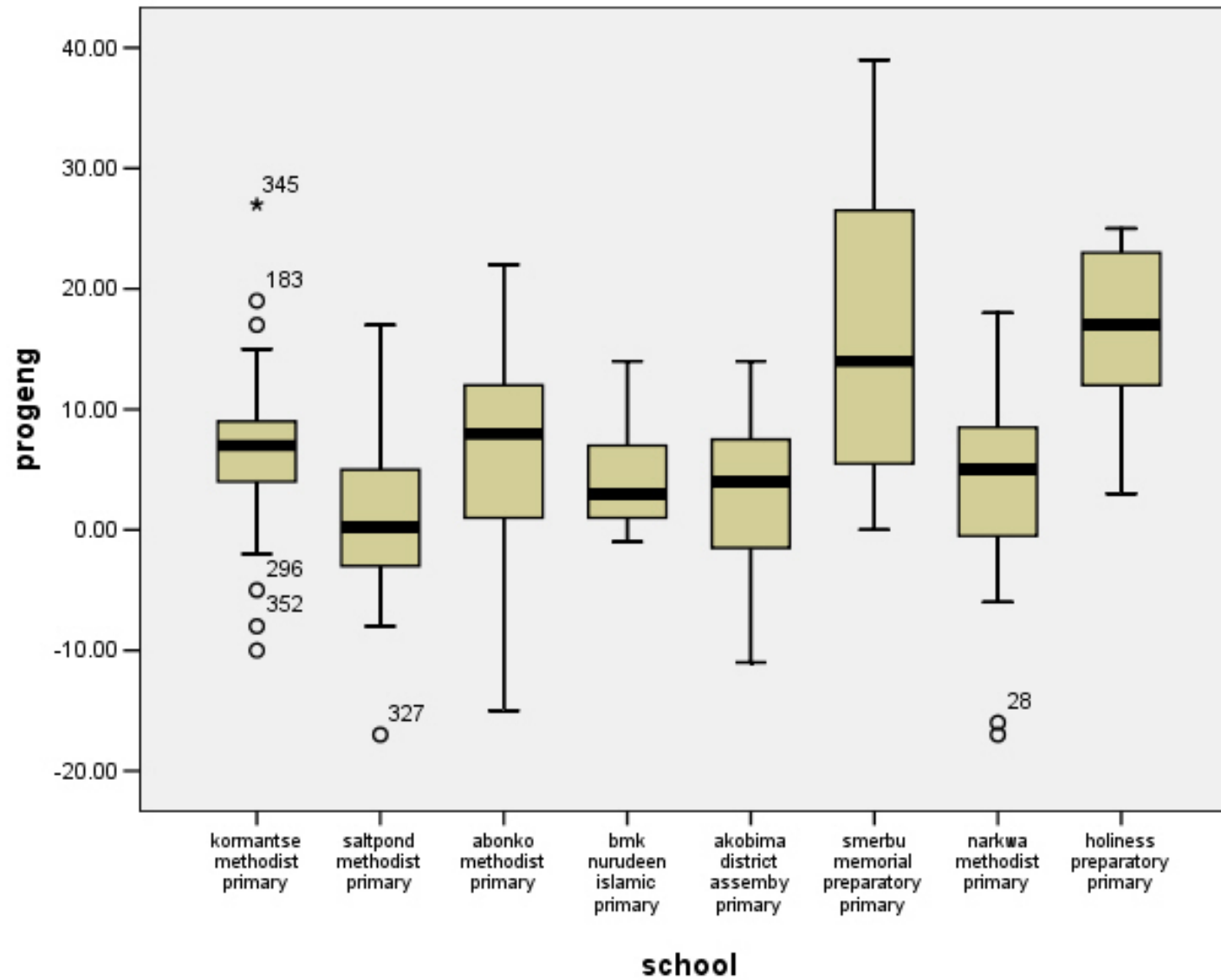
Progress in mathematics test in Primary 4 by school



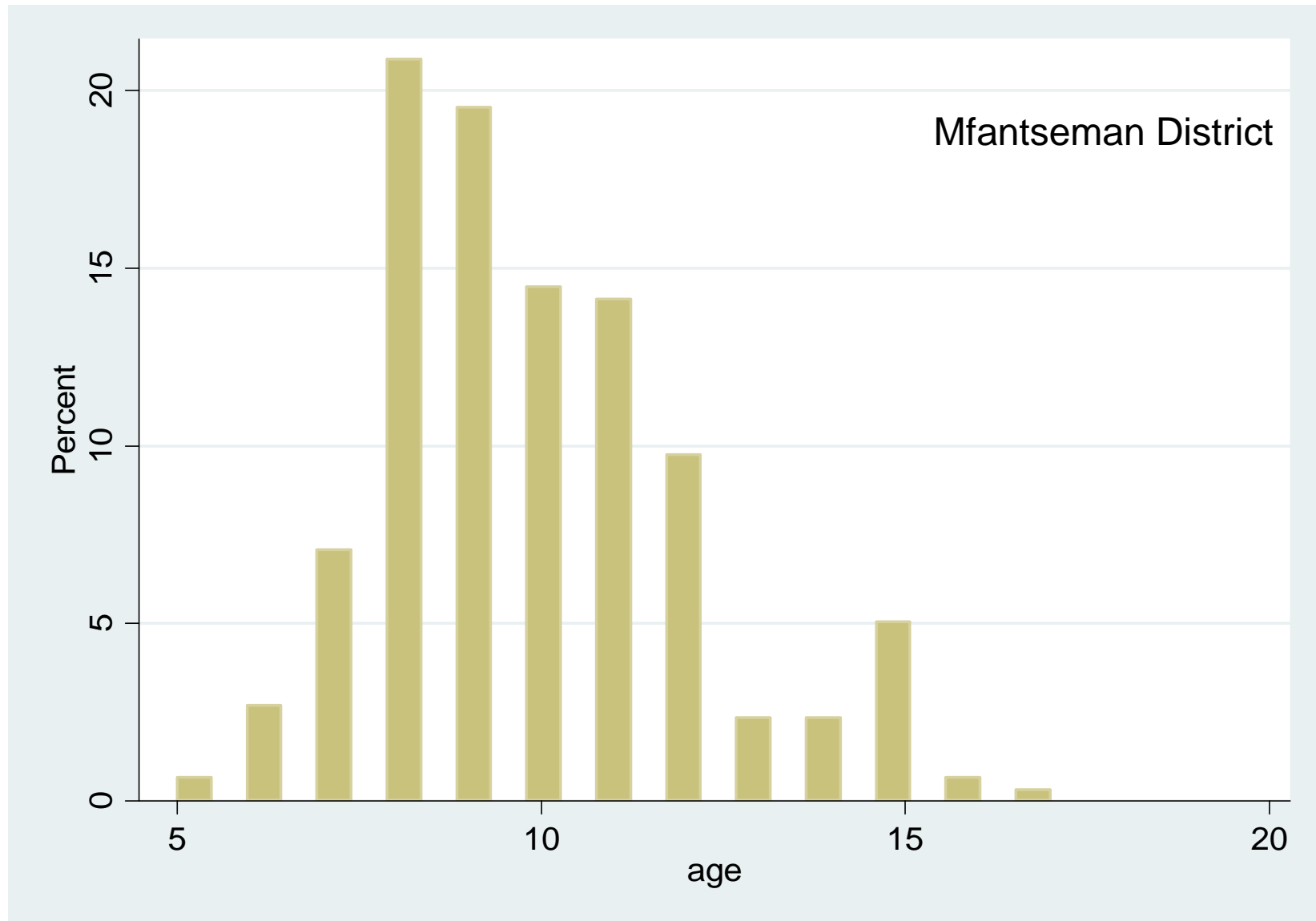
Progress in English test by class



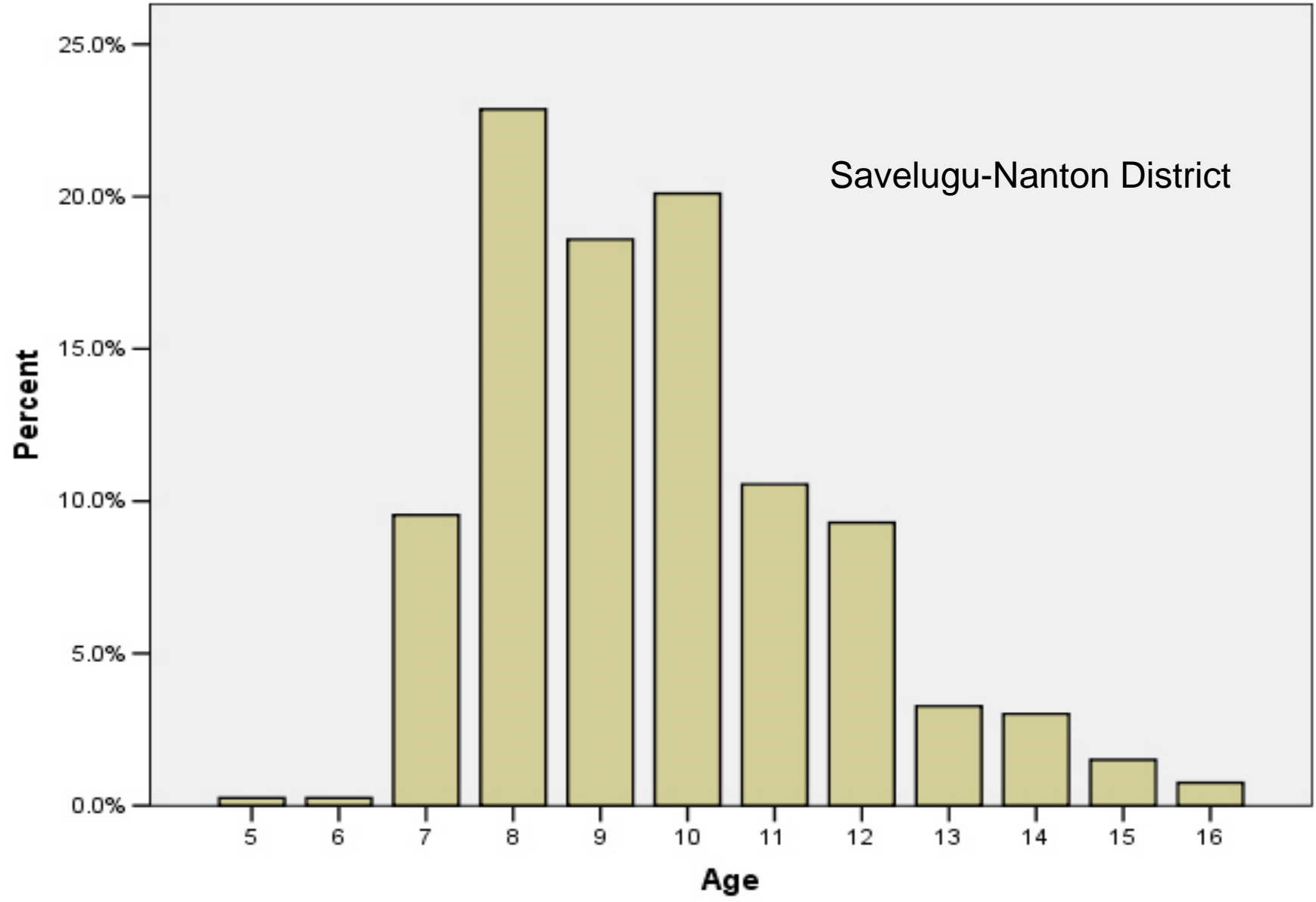
Progress in English test in primary 4 by school



Age in grade statistics: All schools- Primary 1



Class: Primary 1



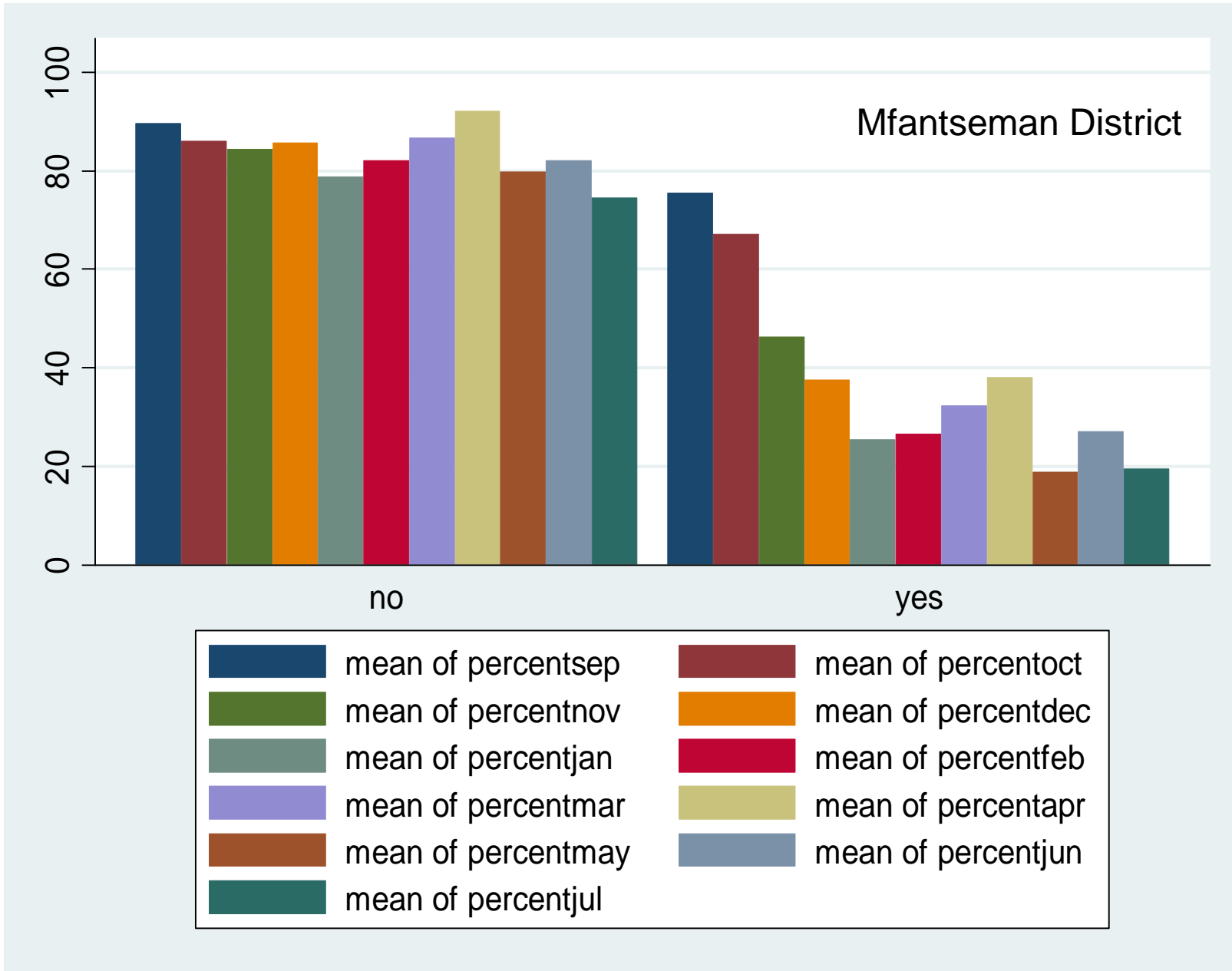
Reasons for over-age entry

- Poverty
- Child labour
- Ignorance of parents

OVERAGE CHILD ACADEMIC CHALLENGES	OVERAGE CHILD SOCIAL CHALLENGES	OVERAGE DISCIPLINE CHALLENGES
She does not contribute in class work	He normally does not play with his colleagues	I sometimes receive harsh punishment from my teacher
She is not active at all in class during teaching and learning	She always isolates herself from her mates	My punishment is always more than some of my colleagues
He disturbs a lot when classes are in session	He does not contribute well in class with the fear of colleagues laughing at him	Finds it difficult to understand why I'm punished with the whole class at times
He is very dull and does not talk in class	Instead of playing with his mates, he rather plays with his seniors	Sometimes late for school due to numerous household chores
When you ask her question she refuses to answer	Feels very shy when playing with classmates. Hardly mixes with classmates.	Hardly accepts punishments in front of class
Hardly concentrates in class when lessons are going on. Combining academic work with farm and fishing business	At times withdraws from school gatherings and the company of friends.	Sometimes late for school. Hardly participates in cleaning the compound

Dropouts

- Total number of children being tracked = 1222 – South; 1601 - North
- Repeaters = 143 (11.7%)
- Transfer in = 132 (10.8%)
- Transfer out = 121 (9.9%)
- Dropout = 80 (6.5%) South 77 (4.8%)



The Participants

- Issues surrounding the incidence of school dropouts from basic education in some communities in Northern Ghana
- The study captured 89 children (64 boys and 25 girls) aged between 7-16 years who had dropped out of school
- The six communities were from 4 out of the 19 towns and had a vibrant market days every week located in Savelugu township

Mix of factors preceding children dropping out of school

- 47% of the children dropped out in lower primary (Primary 1-3), 35% in upper primary (primary 4-6) and 18% in junior secondary school

Table 1: Proportion of children who cited preceding at-risk factors

No.	Factors	Total N=89		Boys N=63		Girls N =26	
		No.	%	No.	%	No.	%
1	Difficulty in learning	84	94.4	59	93.7	25	96.2
2	Corporal punishment	58	65.2	40	63.5	18	69.2
3	Irregular weekly attendance at school	34	38.2	22	34.9	12	46.2
4	Irregular monthly attendance at school	32	36.0	20	31.7	12	46.2
5	Repetition	23	25.8	13	20.6	10	38.5
6	Over-age/under-age	30	33.7	19	30.2	11	42.3
7	Teachers	10	11.2	6	9.5	2	15.4

Final critical events /decisions resulting dropping out

No.	Critical final event/reason for dropping out	Boys (N=63)		Girls (N=26)		Total (N=89)	
		No.	%	No.	%	No.	%
1	Child labour	21	75.0	7	25.0	28	31.5
2	Poverty	18	90.0	2	10.0	20	22.5
3	Parents' lack of interest in formal education	5	71.4	2	28.6	7	7.9
4	Death	5	62.5	3	37.5	8	9.0
5	Fosterage	1	16.7	5	83.3	6	6.7
6	Poor performance	4	66.7	2	33.3	6	6.7
7	Blame on teachers	4	100.0	0	0	4	4.5
8	Sickness	2	66.7	1	33.3	3	3.4
9	Pregnancy	-	-	2	100.0	2	2.2
10	Miscellaneous	1	33.3	2	66.7	3	3.4
11	None	0	0.0	0	0.0	0	0.0

Attempts at getting dropouts back to school

	No	%	Efforts made by concerned individuals
Friends	34	38.2	My friends spoke to me to try and sew my uniform in order to go back to school
Parents and relatives	12	13.5	My grandfather once asked about my school and I told him I am not going and he talked to my aunt to send me back to school
Former teacher	8	9.0	One of former teachers spoke to me about going to school and promised to inform my father
Siblings	6	6.7	A brother advised me to go back, but I always tell him I don't have any body to look after me
None	29	33.6	-

- The findings of the study suggest that factors which put children at risk of dropping out of school may not necessarily be the ones which made them actually drop out of school.
- The factors were categorised into 10 final critical events/reasons and 6 preceding contributory at-risk events. The critical events/reasons were child labour, poverty, parents' lack of interest in formal education, death, fosterage, poor performance, teachers, sickness, pregnancy and miscellaneous events
- Of this list, child labour and poverty accounted for the final reasons leading to the dropout of children in the sample

- The contributory at-risk factors were difficulty in learning, corporal punishment, irregular weekly school attendance, irregular monthly school attendance, repetition and over-age/under-age
- Apart from difficulty in learning, corporal punishment came up as a major at-risk factor which contributed to children dropping out of school

Kofi was born in Abandze in the Mfantseman District of the Central Region of Ghana. He is 10 years old. His father did not send him to school but his mother had promised to send him to school when she gets money. However, his mother had not made any contact with the school at Kormantse where they stay. His parents had divorced and the father had remarried. His father has children with her second wife and they were in school. He does not know and could not imagine what school will be like or what really happens there. He could not say what he hopes or expects to be in future or how he will be affected in future for his lack of schooling. He spends most of the day at the beach helping fishermen to pull their nets. Even when there are no activities at the beach he still hangs around the beach doing nothing.

THANK YOU