



Access Denied? Exclusion from Basic Education in Ghana

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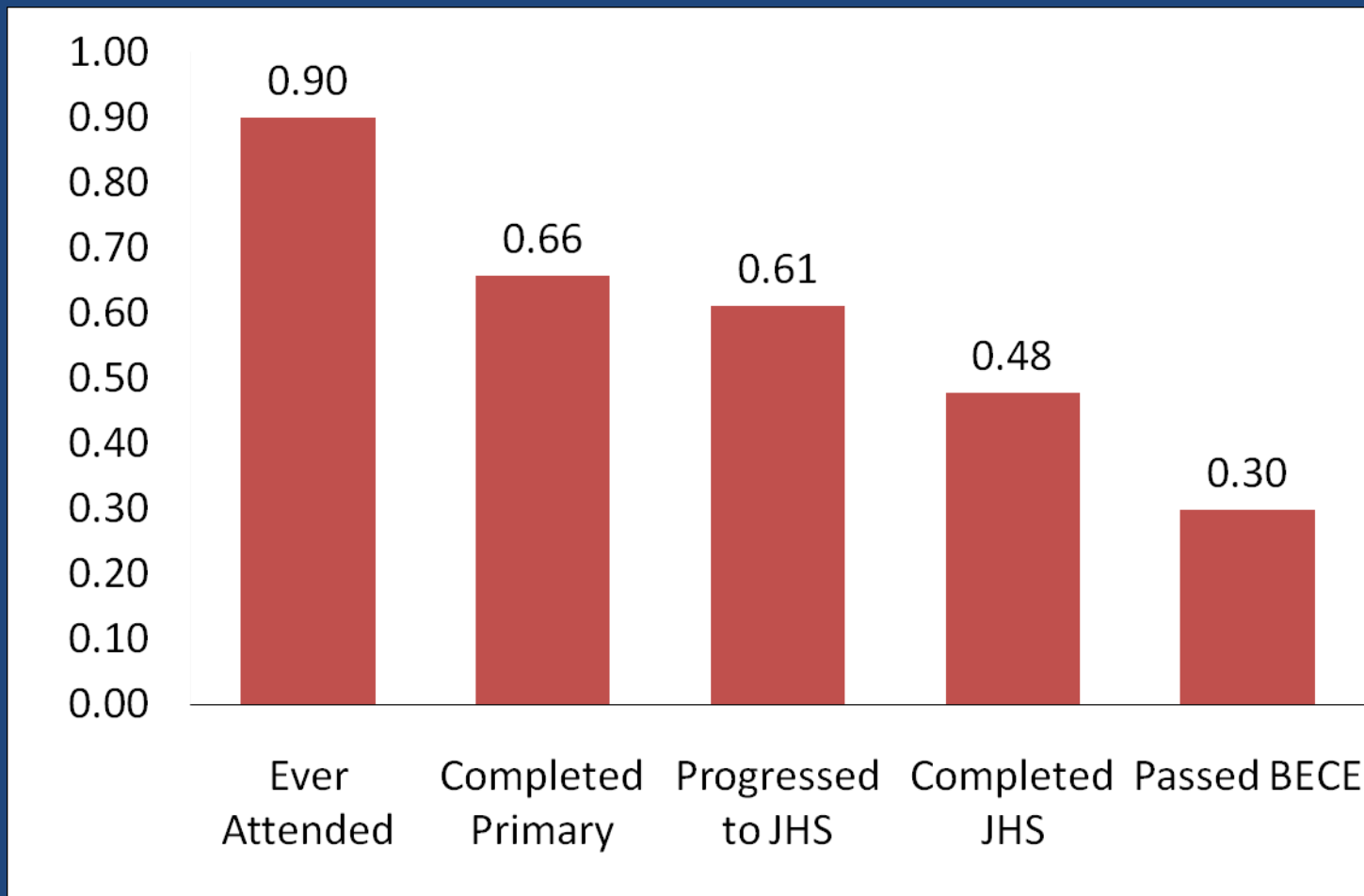
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Universal Primary Education: A Half-Truth?

- Despite >90% initial enrolment in primary schooling following substantial investment and policy intervention, exclusion from *a full course of basic education of quality* continues to be prevalent in Ghana
- In addition to never enrolment (10%), around 25% of entrants do not complete primary, 7% of completers do not progress to JHS and 47% of ever-enrollers do not complete JSS
- Many of the remainder suffer 'silent exclusion' through poor attendance and attainment. E.g. 38% of JHS entrants do not pass the basic education exam required to progress to Senior High School

Prevalence of Exclusion Across the Basic Education Cycle (2006)



Sources: GLSS, EMIS

Significant factors affecting initial enrolment and progression (2006)

Significant Effects on Enrolment

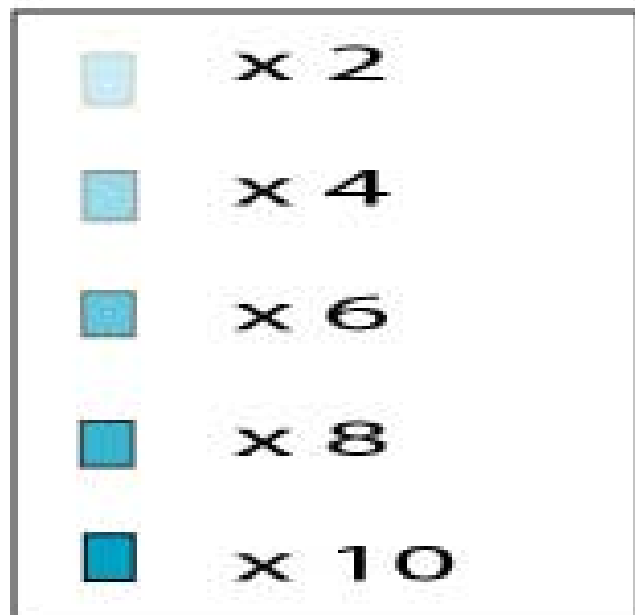
- Father's education (+)
- Mother's education (+)
- Fosterage (-)
- Occupational class of head
- Urban location (+)
- Northern regions (-)
- Household welfare (+)

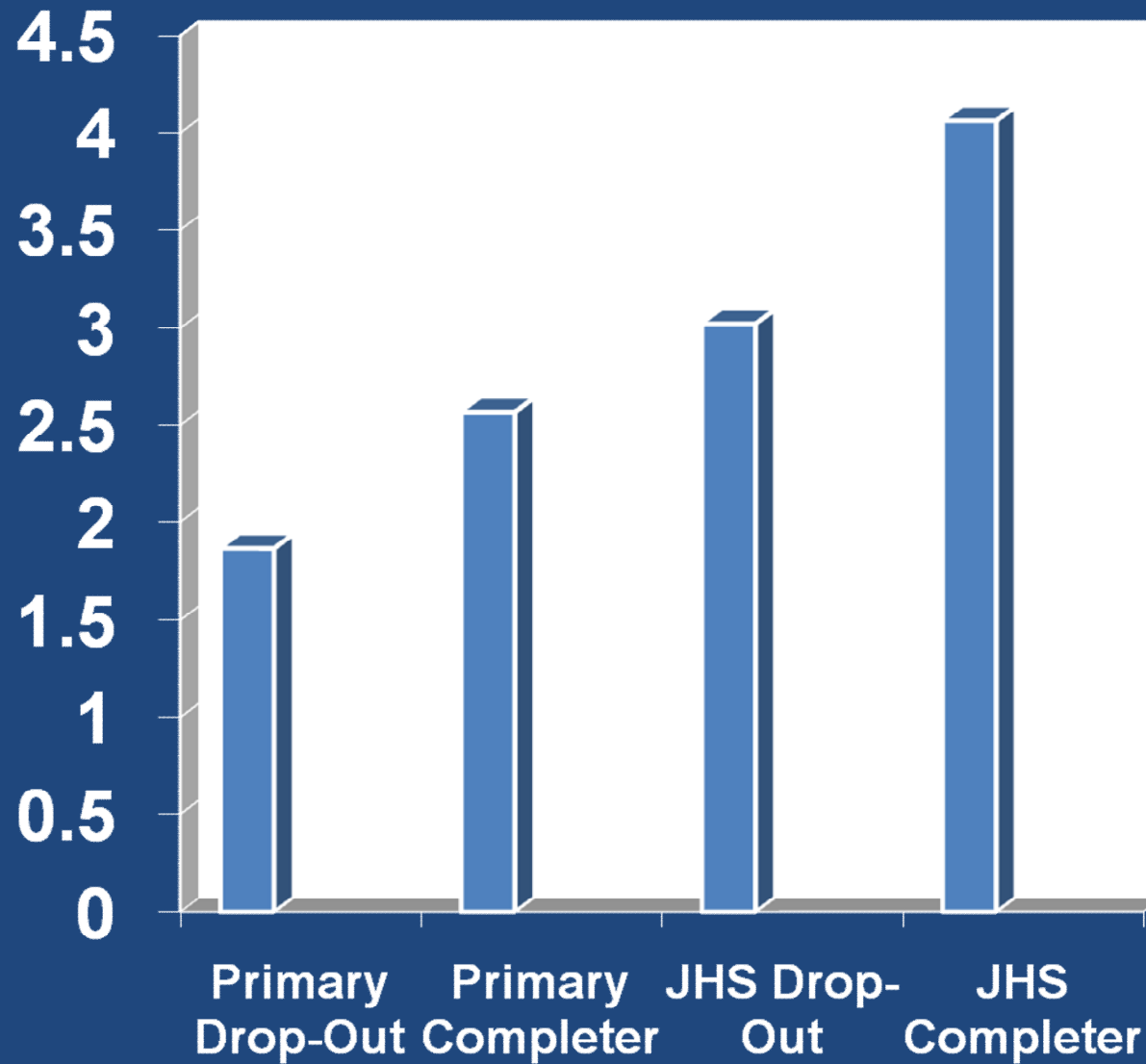
Significant Effects on Progression

- Household welfare (+)
- Occupational class of head
- Male gender (rising by level) (+)
- Household size (+)
- Number of young children
- Number of dependent adults (over 59s)
- Urban location (rising by level) (+)
- Northern regions (-)
- Fosterage (-)

Source: GLSS

**Net Effect of Region
on the Likelihood of a
Child Completing
Primary School
(2005/6)**





**Estimated Net
effect of
Doubling
Household
Expenditure (at
the mean) on
Access**

**(relative to
never enrolling
in school)**

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CREATE's Household/School Survey Data:

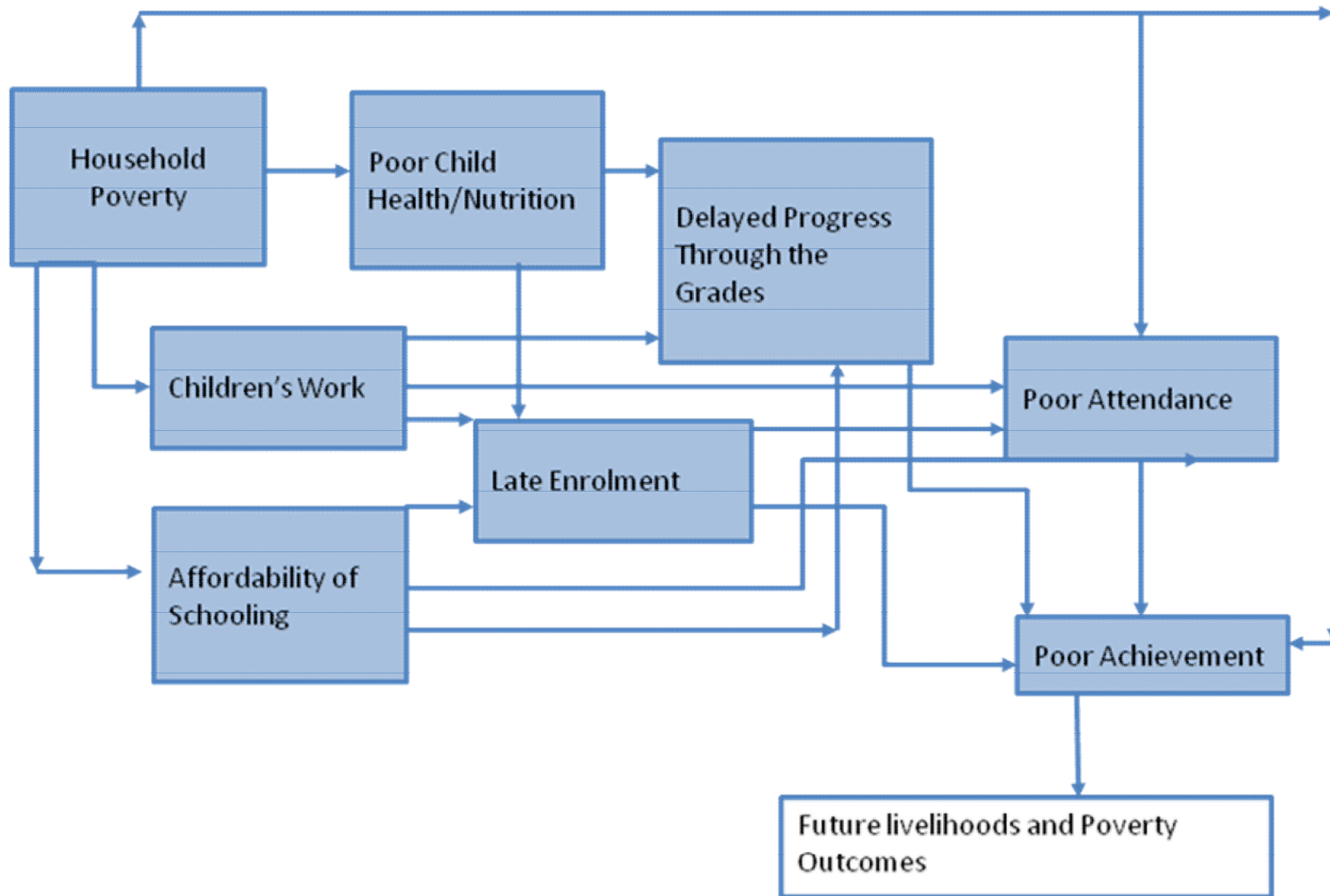
- 2 educationally deprived districts
- 30 schools (27 public, 3 private)
- 3000+ children tracked over 3 years from 2007
- Attendance and attainment data
- Health and anthropometric data
- Household background data



Characteristics of Early Drop-Outs in Basic Education

	Non Drop-Outs	Drop-Outs	t-test sig at 5%
English Test Score 2007/8 (%)	45.5	35.1	Yes
Maths Test Score 2007/8 (%)	47.0	41.0	Yes
Attendance 2007/8 (%)	83.0	73.4	Yes
Household Portable Asset Score	0.09	-0.26	Yes
Distance to School (km)	1.55	1.57	No
Hours Spent Working	1.89	2.25	No
Caregiver Literacy Score	8.82	6.67	Yes
Years Overage for Grade	4.03	5.14	Yes

Exclusion Factor 1: Over-Age Enrolment



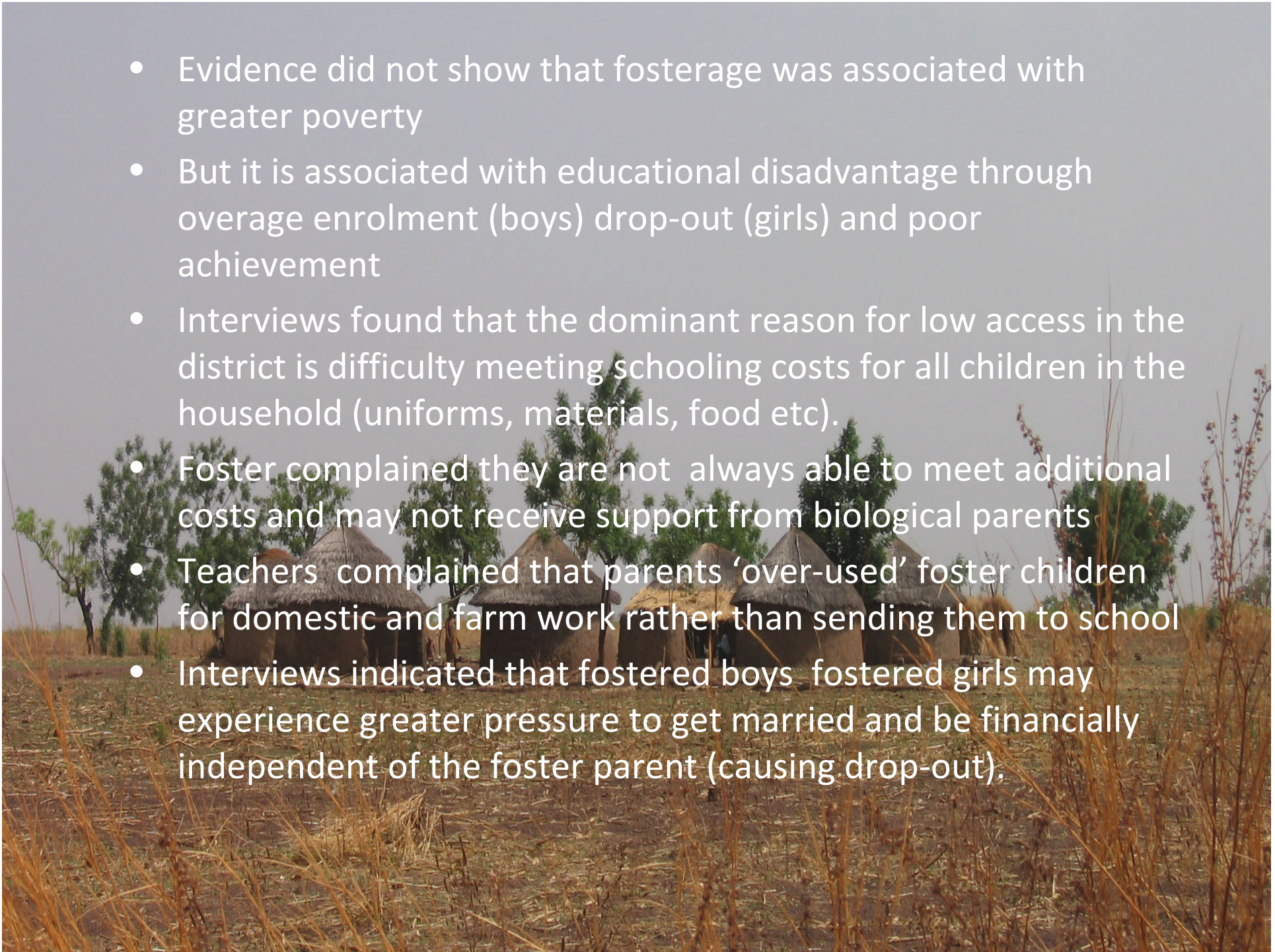
Exclusion Factor 2: Fosterage

- Around 10 % of children in the Northern region live in foster homes. In the deprived district of Savelugu-Nanton the figure is around **20%**
- In the Northern Region fostered children were **19%** less likely to have ever attended school *ceteris paribus*
- The negative effect is **twice as large** as the effect of female gender in a region with wide gender disparities
- The negative fosterage effect was **larger for boys** (22%) than for girls(15%) but combined with the negative effect of female gender fostered boys and girls had similar probabilities of ever attending school
- CommSS data in Savelugu-Nanton allowed an examination of the profile of fostered children *in school*

Children's Education and Background Indicators by Fosterage Status

Indicator	Fostered	Not fostered	t-test significant at 5%
Household portable asset score	0.72	0.21	Yes
Drop-out (boys) (%)	0.20	0.16	No
Drop-out (girls) (%)	0.27	0.15	Yes
Pre-schooling (years)	1.75	2.11	Yes
Age at entry	7.39	7.31	No
Attendance (2007-8)(%)	79.32	80.43	No
Years overage (boys)	5.42	4.61	Yes
Years overage (girls)	4.20	4.40	No
Stunting z-score	-1.48	-1.38	No
BMI z-score	0.05	0.03	No
Caregiver literacy score (maximum 40)	6.32	4.73	No
Achievement in English (2007-8) Girls %	29.0	39.97	Yes
Achievement in English (2007-8) Boys %	33.39	43.90	Yes
Achievement in Maths (2007-8) Girls %	39.33	43.88	No
Achievement in Maths (2007-8) Boys %	37.67	41.97	No
Distance to school (km)	1.72	1.72	No
Distance to water source (km)	3.10	2.89	Yes
Paid work (boys) (hours)	1.97	1.50	No
Household chores (girls) (hours)	1.69	1.59	No

- Evidence did not show that fosterage was associated with greater poverty
- But it is associated with educational disadvantage through overage enrolment (boys) drop-out (girls) and poor achievement
- Interviews found that the dominant reason for low access in the district is difficulty meeting schooling costs for all children in the household (uniforms, materials, food etc).
- Foster complained they are not always able to meet additional costs and may not receive support from biological parents
- Teachers complained that parents 'over-used' foster children for domestic and farm work rather than sending them to school
- Interviews indicated that fostered boys fostered girls may experience greater pressure to get married and be financially independent of the foster parent (causing drop-out).



Thank you

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