Ghana Education Fact Sheets | 2020

Analyses for learning and equity
using MICS data

MICS-EAGLE

Acknowledgements

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and

- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Primary completion rates look at children aged 3-5 years older than the entry age for children for the last grade of primary school, so the target population will be children aged 14-16 years who have not completed primary education. In Ghana, 55 per cent of children in the target population are male, therefore 45 per cent have to be female. In turn, 32 per cent of children in the target population live in urban areas, therefore 68 per cent live in rural areas.

Completion Rates

Guiding questions

1. For which level of education is the completion rate the lowest?

2. What regions have the lowest completion rates at each level?

3. What is the profile of children who do not complete each level of education?

4. What are the socioeconomic characteristics of children who do not complete each level of education?

Overview

FIGURE 1   Overview of completion rates

Legend: Richest, Urban, Total, Rural, Poorest
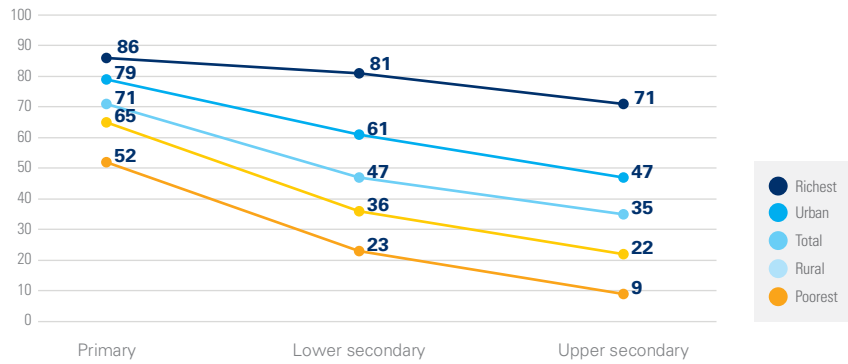
FIGURE 2   Primary completion rates
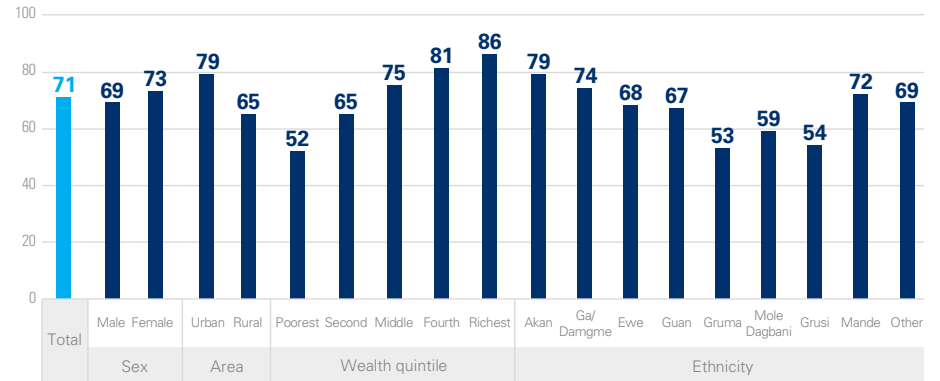
FIGURE 3   Lower secondary completion rates
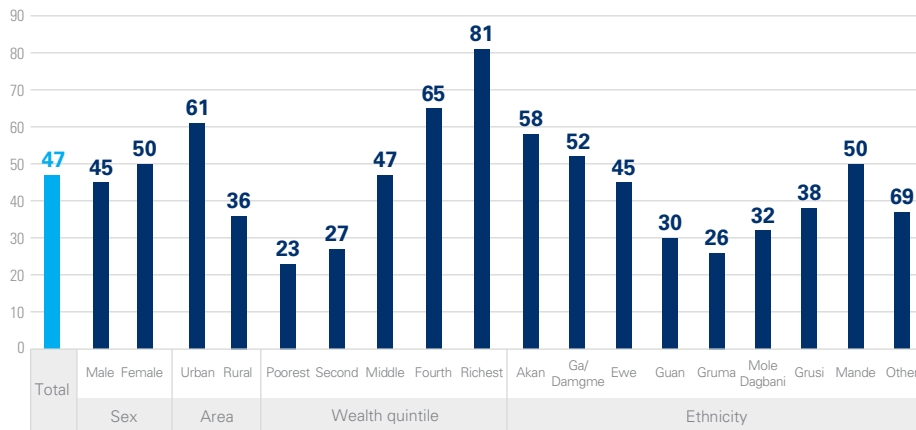
FIGURE 4   Upper secondary completion rates
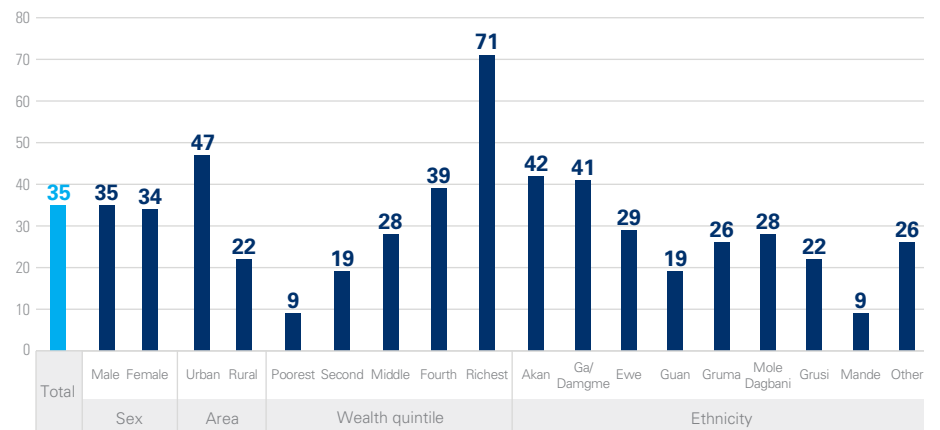
Findings

- About 71 per cent of children complete primary education. However, completion rates decline steeply for lower and upper secondary education, with only 47 per cent completing lower secondary and 35 per cent completing upper secondary.

- Declining completion rates can be attributed to dropouts and repetition or delayed completions – this means that higher levels of education face these issues more frequently.

- Children belonging to the poorest quintile and those living in rural areas have particularly low completion rates. At all levels, rural and poor children have completion rates below the national average, whereas urban and richer children have completion rates above the national average.

- The gap between the completion rates of children from the richest and poorest wealth quintiles widens starkly as they progress through the education system. While 71 per cent of children from the richest quintile complete upper secondary education, only 9 per cent of children from the poorest quintile do so.

- Expressed as ratios, 1.6 times more children from the richest quintile complete primary education compared to children from the poorest quintile, 3.5 times more children from the richest quintile complete lower secondary compared to children from the poorest quintile, and almost 8 times more children from the richest quintile complete upper secondary compared to children from the poorest quintile.

- While completion rates decline for all ethnicities from primary to upper secondary, children from some ethnicities fare better overall than others. For example, 72 per cent of children of Mande ethnicity complete primary school, but only 9 per cent complete upper secondary. In contrast, children of Akan ethnicity have the highest completion rates across all levels.

Map of Ghana's Regions (2018)*

*In 2018, new administrative regions were created in Ghana. However, Ghana's MICS data were collected in 2017 and 2018, and therefore do not reflect the new administrative regions.

Regional disaggregation – completion rates

FIGURE 5 Primary completion rates

0-19 20-39 40-59 60-79 80-99
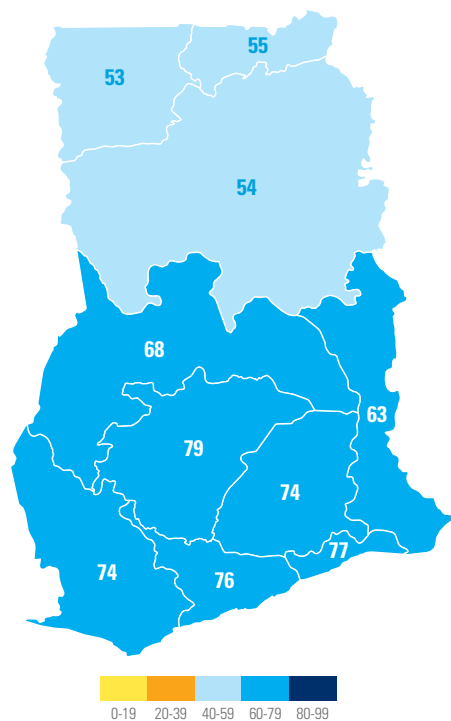
FIGURE 6 Lower secondary completion rates

0-19 20-39 40-59 60-79 80-99
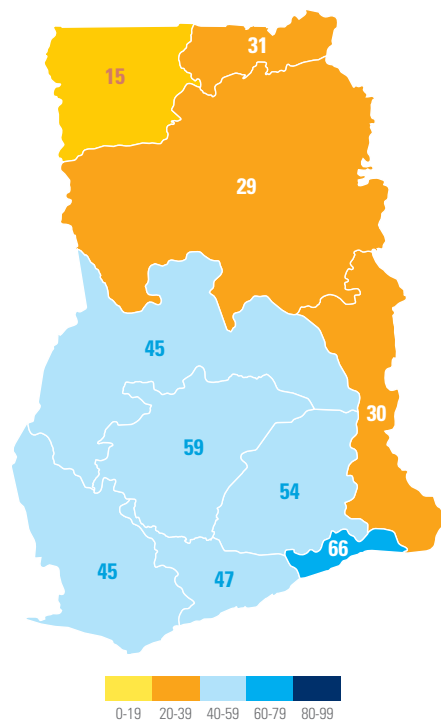
FIGURE 7 Upper secondary completion rates

0-19 20-39 40-59 60-79 80-99
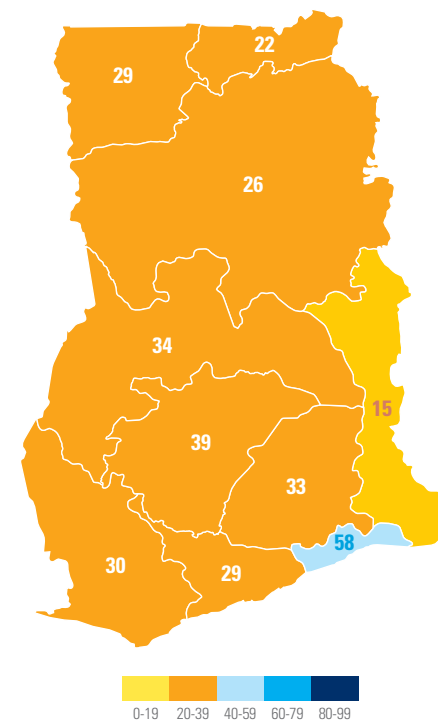
Findings

- Regional disparities in completion rates are high and increase with each level of education.

- No region is close to achieving universal completion. At the primary level, regions in the north lag behind the south.

- At the lower secondary level the Ashanti, Eastern and Greater Accra regions have high completion rates, whereas the Upper West region has the lowest completion rate.

- Volta has the most drastic decline in completion rates from primary to upper secondary. 63 per cent of children complete primary education in Volta, but only 15 per cent of children complete upper secondary.

- The Ashanti, Eastern and Greater Accra regions have comparatively high completion rates for all three levels.

Profiles of children who do not complete school

These profiles are based on the share of children who do not complete each level of education in Ghana, where 29 per cent do not complete primary, 53 per cent do not complete lower secondary and 65 per cent do not complete upper secondary.

FIGURE 8 Profile of children who do not complete school, by sex

Primary
| Male 55 | Female 45 |

Lower secondary
| Male 55 | Female 45 |

Upper secondary
| Male 48 | Female 52 |

Legend: Male, Female
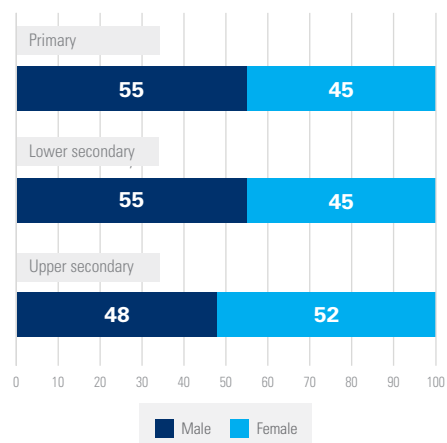
FIGURE 9 Profile of children who do not complete school, by area

Primary
| Urban 32 | Rural 68 |

Lower secondary
| Urban 34 | Rural 66 |

Upper secondary
| Urban 40 | Rural 60 |

Legend: Urban, Rural
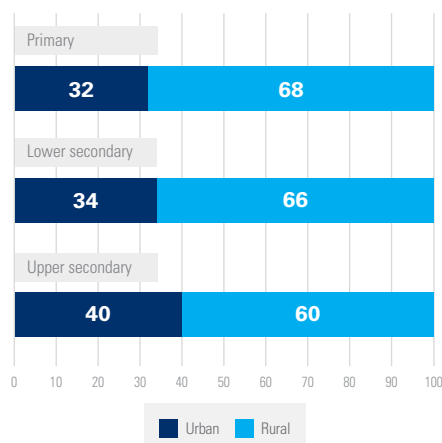
FIGURE 10 Profile of children who do not complete school, by wealth quintile

Primary
| Poorest 34 | Second 27 | Middle 18 | Fourth 14 | Richest 8 |

Lower secondary
| Poorest 29 | Second 29 | Middle 22 | Fourth 14 | Richest 6 |

Upper secondary
| Poorest 22 | Second 24 | Middle 24 | Fourth 21 | Richest 9 |

Legend: Poorest, Second, Middle, Fourth, Richest
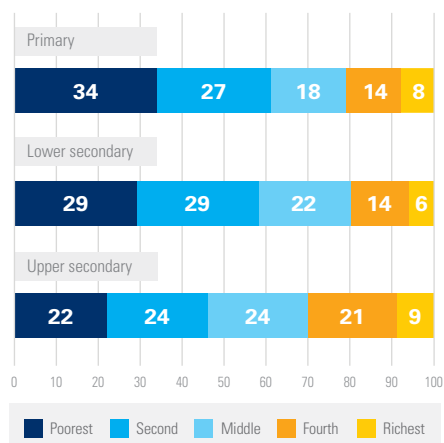
FIGURE 11 Profile of children who do not complete school, by ethnicity

Primary
| Akan 34 | Ga/Damgme 8 | Ewe 11 | Guan 5 | Gruma 7 | Mole Dagnani 22 | Grusi 5 | Mande 1 | Other 8 |

Lower secondary
| Akan 37 | Ga/Damgme 7 | Ewe 13 | Guan 6 | Gruma 5 | Mole Dagnani 18 | Grusi 3 | Mande 1 | Other 10 |

Upper secondary
| Akan 40 | Ga/Damgme 8 | Ewe 12 | Guan 4 | Gruma 5 | Mole Dagnani 18 | Grusi 3 | Other 10 |

Legend: Akan, Ga/Damgme, Ewe, Guan, Gruma, Mole Dagnani, Grusi, Mande, Other
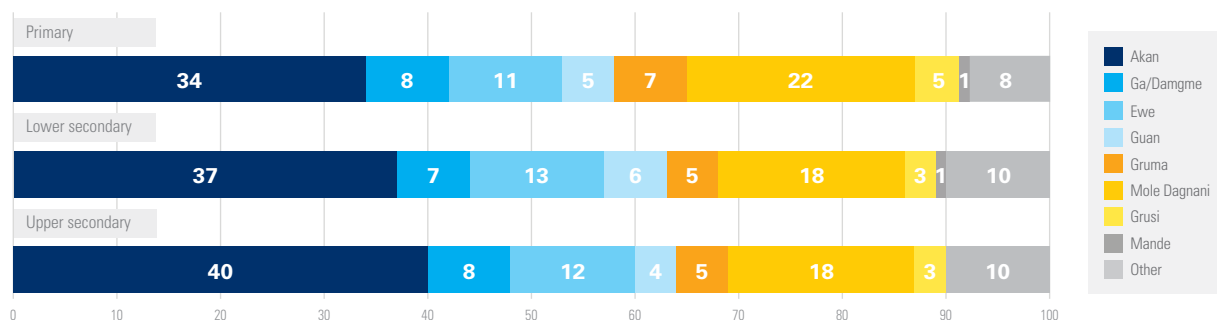
FIGURE 12 Profile of children who do not complete school, by region

Primary
| Western 9 | Central 8 | Greater Accra 7 | Volta 10 | Eastern 11 | Ashanti 18 | Brong Ahafo 11 | Northern 17 | Upper East 6 | Upper West 4 |

Lower secondary
| Western 10 | Central 10 | Greater Accra 7 | Volta 13 | Eastern 12 | Ashanti 17 | Brong Ahafo 10 | Northern 14 | Upper East 4 | Upper West 4 |

Upper secondary
| Western 11 | Central 10 | Greater Accra 9 | Volta 10 | Eastern 12 | Ashanti 22 | Brong Ahafo 10 | Northern 11 | Upper East 4 | Upper West 2 |

Legend: Western, Central, Greater Accra, Volta, Eastern, Ashanti, Brong Ahafo, Northern, Upper East, Upper West

Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Among children who do not complete primary and lower secondary, a higher share are boys. However, this trend reverses in upper secondary, where girls comprise 52 per cent of those who do not complete the level.

- The highest percentage of children who do not complete their education live in rural areas, despite the fact that these areas are less populated than urban areas.

- Children from the two poorest wealth quintiles make up over half of those who do not complete lower secondary and upper secondary education.

- The Akan are the largest ethnic group in the country, and so despite having high completion rates, their numbers mean that they are over-represented in this type of profile.

TABLE 1. Completion – Rates & headcounts by various socioeconomic characteristics

		Completion rates (%) (children who **do** complete)			Headcounts* (children who **do not** complete)		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		71	47	35	526,500	920,700	1,104,800
Sex	Male	69	45	35	288,600	505,500	531,700
	Female	73	50	34	238,000	415,200	573,200
Area	Urban	79	61	47	167,300	309,400	444,500
	Rural	65	36	22	359,200	611,400	660,400
Wealth quintile	Poorest	52	23	9	179,800	271,100	242,200
	Second	65	27	19	140,700	264,800	264,700
	Middle	75	47	28	93,700	202,700	260,400
	Fourth	81	65	39	71,900	124,600	233,600
	Richest	86	81	71	40,600	57,700	104,000
Ethnicity	Akan	79	58	42	176,700	338,200	440,200
	Ga/Damgme	74	52	41	39,800	67,500	88,100
	Ewe	68	45	29	58,000	117,300	135,100
	Guan	67	30	19	26,200	59,400	42,800
	Gruma	53	26	26	39,700	50,600	53,800
	Mole Dagbani	59	32	28	118,000	163,300	202,800
	Grusi	54	38	22	24,500	25,100	32,400
	Mande	72	50	9	3,000	7,100	2,800
	Other	69	37	26	40,900	92,600	107,200
Region	Western	74	45	30	45,700	91,700	120,600
	Central	76	47	29	45,800	88,800	107,200
	Greater Accra	77	66	58	34,800	61,700	94,800
	Volta	63	30	15	51,700	115,900	109,100
	Eastern	74	54	33	54,500	111,900	132,800
	Ashanti	79	59	39	93,400	157,200	246,200
	Brong Ahafo	68	45	34	55,500	92,400	108,000
	Northern	54	29	26	92,000	124,800	119,300
	Upper East	55	31	22	30,300	38,200	41,000
	Upper West	53	15	29	23,200	38,600	26,300

*Headcounts are based on UNSD statistics.

Completion – Rates & headcounts by various socioeconomic characteristics

These charts show the number of children in various groups who did not complete their education (represented by the size of the bubble) and the completion rates for each group (indicated on the y-axis).

FIGURE 13 Completion rates and headcounts of children who do not complete primary school
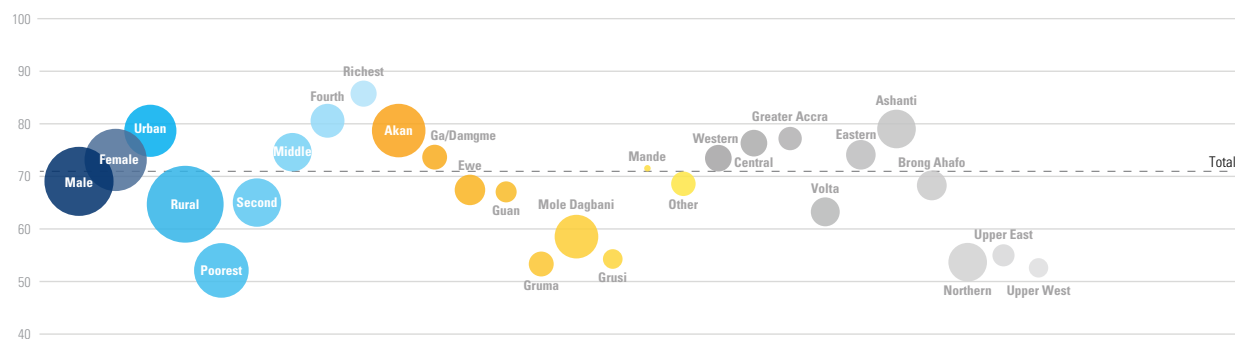
FIGURE 14 Completion rates and headcounts of children who do not complete lower secondary school
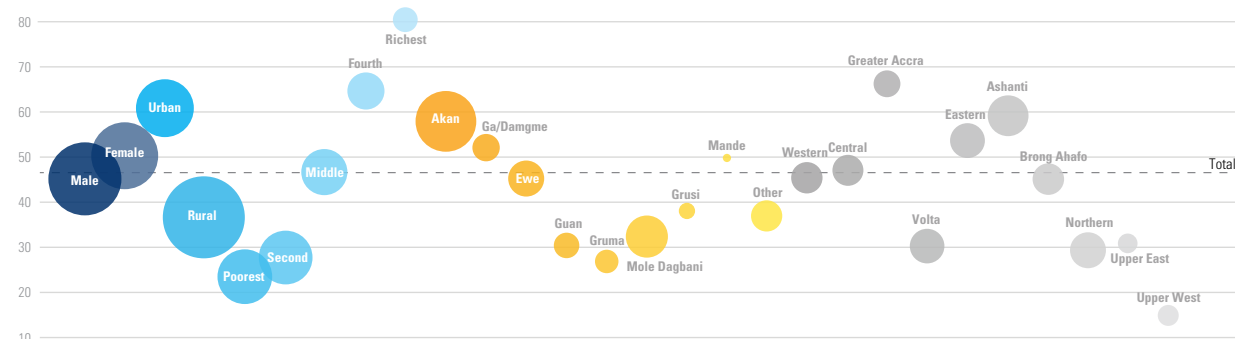
FIGURE 15 Completion rates and headcounts of children who do not complete upper secondary school
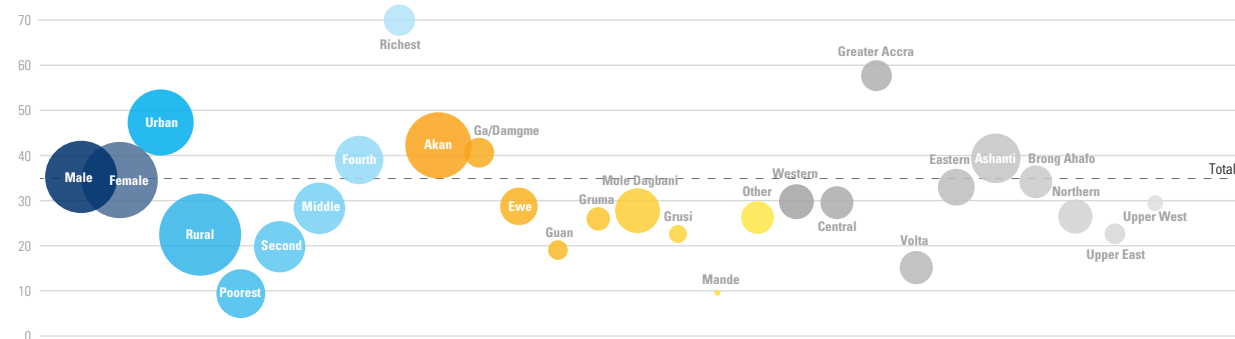
Findings

- At all three levels, completion rates are lower and the number of children not completing each level is higher in rural areas than in urban areas.

- At the primary level, the Mole Dagbani ethnicity has a lower completion rate than the Akan ethnicity, but similar numbers of children of both ethnicities do not complete primary education. In terms of regions, the Ashanti, Eastern and Northern regions have similar numbers of children not completing primary education, but completion rates are much higher in the Ashanti and Eastern regions compared to the Northern region.

- At the lower secondary level, the Akan ethnicity has the highest completion rate but also the largest number of children who do not complete. The Ga/Damgme and Ewe ethnicities have similar completion rates as the Akan, but much smaller numbers of children, due to differences in population size among the different ethnicities.

- The Upper West region has extremely low lower secondary completion rates but it also has small numbers of children who do not complete. In contrast, the Northern and Upper East region have similar completion rates, but the number of children who do not complete in the more populous Northern region is higher than in the Upper East.

- At the upper secondary level, the number of children who do not complete is fairly similar in the Volta and Greater Accra regions but in terms of completion rates, they are very different – Volta has a low completion rate whereas Greater Accra's completion rate is high.

- Children from the richest wealth quintile and from the Greater Accra region have the highest upper secondary completion rates. The number of children from these groups who do not complete upper secondary is small compared to other groups.

- The Mande ethnic group has the smallest number of children not completing each level, but the completion rate declines dramatically from primary to upper secondary.

Foundational Learning Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?

2. Which characteristics are linked to higher shares of reading and numeracy skills?

3. What share of each group of young people are literate, and what share have ICT skills?

4. What is the profile of children who are not learning?

Foundational reading and numeracy skills (based on contents for Grades 2 and 3) among children who are aged 7 to 14 years

FIGURE 16 Share of children with foundational skills by grade

FIGURE 17 Share of children with foundational reading skills

FIGURE 18 Share of children with foundational numeracy skills

Figure 16 — Share of children with foundational skills by grade (Reading / Numeracy)

Grade	Reading	Numeracy
Out of school	6	0
Grade 1	1	1
Grade 2	4	7
Grade 3*	7	8
Grade 4	20	16
Grade 5	28	22
Grade 6	46	31
Grade 7	52	31
Grade 8	63	45
Grade 9	66	43
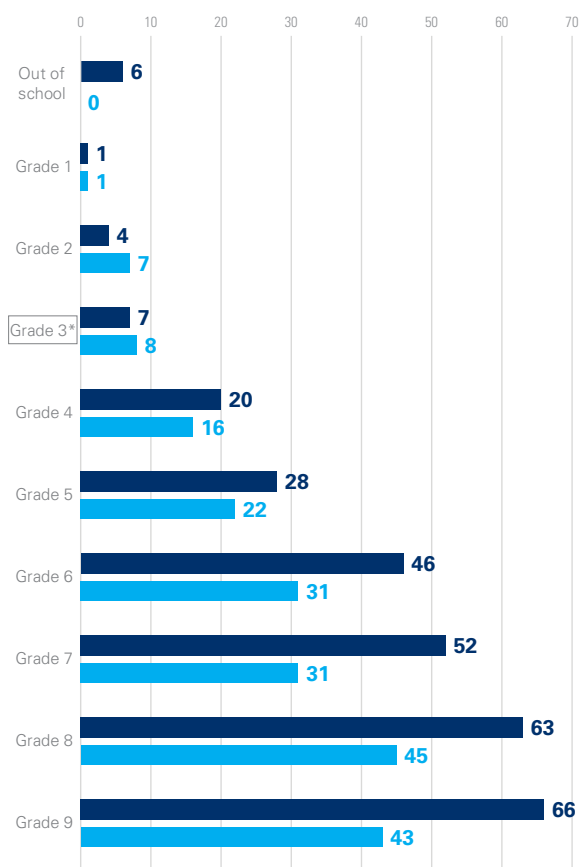
*Used for SDG4.1.1a reporting.

Reading | Numeracy

Figure 17 — Share of children with foundational reading skills

Category		Value
Total		21
Sex	Male	20
	Female	22
Area	Urban	34
	Rural	12
Wealth quintile	Poorest	5
	Second	11
	Middle	21
	Fourth	28
	Richest	50
Ethnicity	Akan	25
	Ga/Damgme	26
	Ewe	29
	Guan	16
	Gruma	9
	Mole Dagbani	11
	Grusi	12
	Mande	25
	Other	17

Figure 18 — Share of children with foundational numeracy skills

Category		Value
Total		16
Sex	Male	17
	Female	14
Area	Urban	22
	Rural	11
Wealth quintile	Poorest	5
	Second	12
	Middle	13
	Fourth	21
	Richest	31
Ethnicity	Akan	19
	Ga/Damgme	16
	Ewe	18
	Guan	3
	Gruma	6
	Mole Dagbani	13
	Grusi	15
	Mande	9
	Other	10
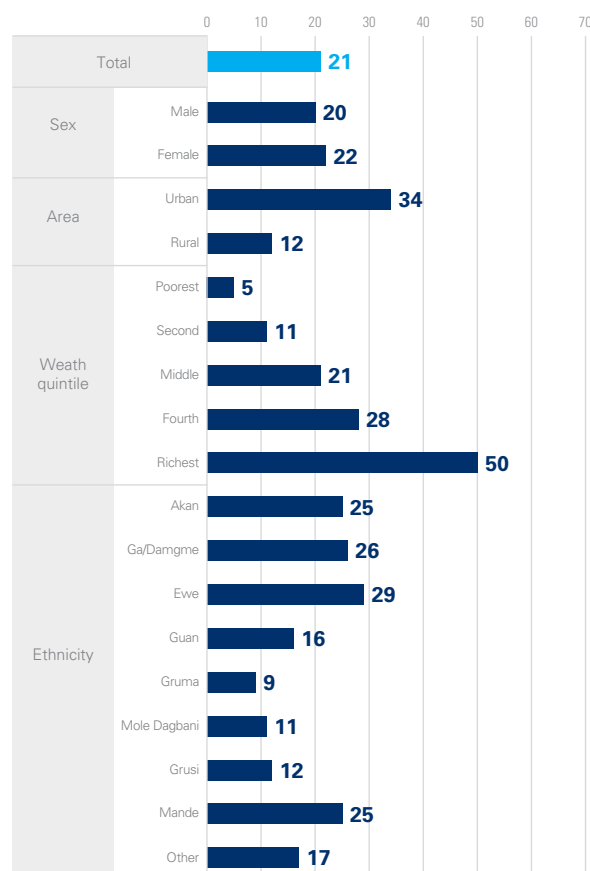
Findings

- The Foundational Learning module assesses skills at the Grade 2/3 level. Only 7 per cent of children in Grade 3 have the expected reading skills for that grade, while 8 per cent of children have the expected numeracy skills.

- Data indicates that children learn by staying in school, although a larger share of students acquire foundational reading skills than numeracy skills. The share of children with Grade 2/3 level reading skills increases from 7 per cent in Grade 3 to 66 per cent in Grade 9, whereas the share of children with numeracy skills at the Grade 2/3 level increases from 8 per cent in Grade 3 to only 43 per cent in Grade 9.

- Out-of-school children, which includes both those who have never attended school as well as those who did not attend school in the current year, have particularly low skill levels. No out-of-school child aged 7 to 14 years had numeracy skills at the Grade 2/3 level. This means that when asked to perform four tasks – reading numbers, addition, discriminating between numbers and recognizing patterns – they may have been able to do one, but they were not able to do all four. In contrast, 6 per cent of out-of-school children aged 7 to 14 years have foundational reading skills.

- Learning gaps seem to vary by area in Ghana, with a higher share of urban children having foundational reading and numeracy skills.

- The largest learning gap is associated with household wealth: the share of children from the richest quintile with foundational numeracy skills is six times higher than in the poorest quintile. This gap is even wider in foundational readings skills, where the percentage of children from the richest quintile who have foundational reading skills is ten times higher than in the poorest quintile.

Regional disaggregation – foundational learning skills

FIGURE 19 Share of children aged 7 to 14 years with foundational reading skills

0-9 10-19 20-29 30-39 40-49 50-59
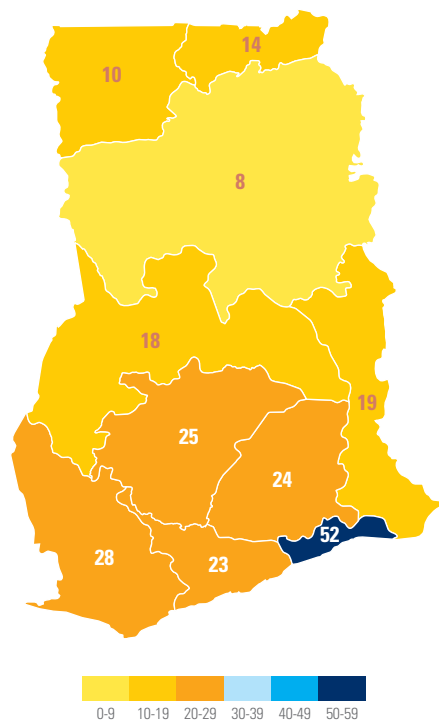
FIGURE 20 Share of children aged 7 to 14 years with foundational numeracy skills

0-9 10-19 20-29 30-39 40-49 50-59
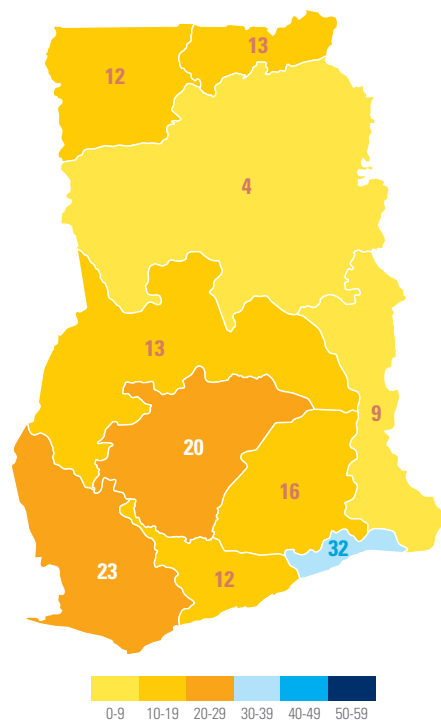
Findings

- Learning gaps vary considerably by region. The Greater Accra region has the highest shares of children with foundational reading and numeracy skills, whereas the Northern region has the lowest shares of children with these skills.

- The share of children with foundational reading skills in the Greater Accra region is almost twice that of the Western region (which has the next highest share of children with foundational reading skills).

- In regions across Ghana, the share of children with foundational reading skills is between 1 to 10 percentage points higher than those numeracy skills. The exception to this is the Greater Accra region, where the gap widens to 20 percentage points.

Foundational skills among children aged 7 to 14 years, by language

Foundational skills by language spoken at home

Reading
Numeracy

Language	Reading	Numeracy
Dagbani	8	8
Others	11	10
Nzema	13	16
Kasem	13	13
Gonja	19	1
Ewe	23	13
Asante Twi	24	18
Ga Adangbe	25	11
Akuapem Twi	26	18
Fante	28	21
Ga	38	25
English	56	40
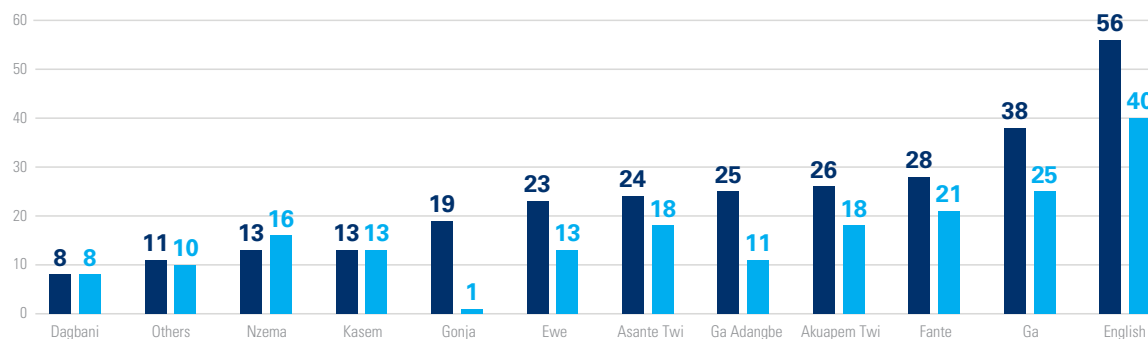
Foundational skills by language teacher uses in class

Reading
Numeracy

Language	Reading	Numeracy
Akuapen Twi	0	0
Ga Adangbe	0	0
Fante	0	5
Nzema	0	0
Dagbani	0	0
Others	0	1
Asante Twi	5	5
Ewe	9	2
English	25	19

Findings

- The share of children with foundational reading and numeracy skills varies considerably based on the language spoken at home. Compared to other languages, a higher share of children who speak English at home have foundational reading and numeracy skills.

- A similar pattern is seen based on the language used in the classroom, with children whose teacher uses English as the language of instruction having a much higher share of foundational skills. Just 5 per cent of children taught in Asante Twi have foundational reading and numeracy skills, compared to 25 and 19 per cent, respectively, for those who are taught in English.

- Further analysis reveals that a much higher percentage of children who speak English at home and in school have foundational skills than do children who speak Asante Twi or Ewe at home and in school.

Foundational skills when language spoken at home and in the classroom is the same

Language	Reading	Numeracy
English	59	43
Asante Twi	7	6
Ewe	5	2

Reading   **Numeracy**

Literacy and ICT skills among youth aged 15 to 24 years

Literacy rates among youth aged 15 to 24 years

		Value
Total		83
Sex	Male	86
	Female	82
Area	Urban	90
	Rural	77
Weath quintile	Poorest	65
	Second	78
	Middle	86
	Fourth	90
	Richest	96
Ethnicity	Akan	90
	Ga/Damgme	89
	Ewe	83
	Guan	80
	Gruma	68
	Mole Dagbani	70
	Grusi	73
	Mande	89
	Other	71
Highest level of education attained	ECE, pre-primary or none	1
	Primary	14
	Lower secondary	100
	Upper secondary	100
	Higher	100

ICT skills among youth aged 15 to 24 years

		Value
Total		12
Sex	Male	22
	Female	8
Area	Urban	18
	Rural	7
Weath quintile	Poorest	2
	Second	6
	Middle	10
	Fourth	15
	Richest	29
Ethnicity	Akan	15
	Ga/Damgme	16
	Ewe	14
	Guan	6
	Gruma	5
	Mole Dagbani	8
	Grusi	8
	Mande	7
	Other	9
Highest level of education attained	ECE, pre-primary or none	0
	Primary	1
	Lower secondary	6
	Upper secondary	23
	Higher	61

Findings

- About 83 per cent of 15 to 24-year olds are literate. However, only 14 per cent of those whose highest level of education is primary are literate. Males, those living in urban areas and from the richest wealth quintile have higher rates of literacy relative to their peers.

- About 12 per cent of 15 to 24-year olds reported engaging in a form of ICT activity in the three months prior to the survey, and more than twice as many males as females reported doing so. An extremely small share of youth from the poorest quintile undertook any ICT activity, whereas 29 per cent from the richest quintile did so.

- The biggest driver of youth ICT skills is educational attainment, with the share of youth performing any ICT-related activity jumping from 6 per cent in lower secondary to 23 per cent in upper secondary, and to 61 per cent for those who attended higher education.
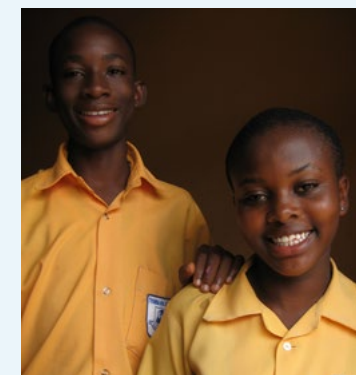
Profiles of children aged 7 to 14 years who do not have foundational skills

These profiles are based on the 79 per cent of children in Ghana aged 7 to 14 years who do not have foundational reading skills and the 84 per cent who do not have foundational numeracy skills.

FIGURE 26 Profile of children who do not have foundational skills, by sex

Reading
| Male | Female |
| 52 | 48 |

Numeracy
| Male | Female |
| 51 | 49 |

■ Male ■ Female

FIGURE 27 Profile of children who do not have foundational skills, by area

Reading
| Urban | Rural |
| 36 | 64 |

Numeracy
| Urban | Rural |
| 39 | 61 |

■ Urban ■ Rural
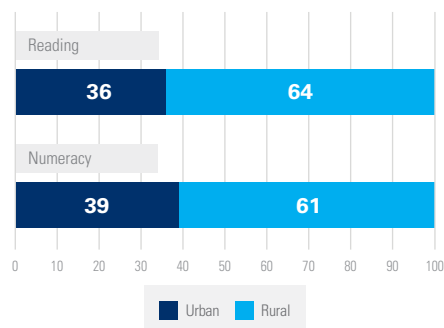
FIGURE 28 Profile of children who do not have foundational skills, by wealth quintile

Reading
| Poorest | Second | Middle | Fourth | Richest |
| 27 | 25 | 20 | 17 | 11 |

Numeracy
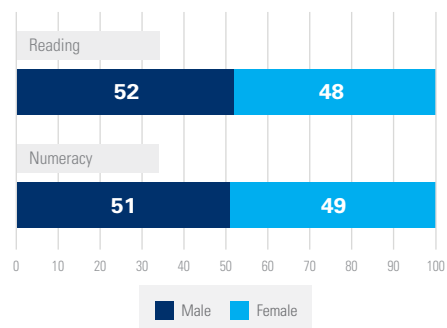| Poorest | Second | Middle | Fourth | Richest |
| 26 | 23 | 20 | 17 | 13 |

■ Poorest ■ Second ■ Middle ■ Fourth ■ Richest
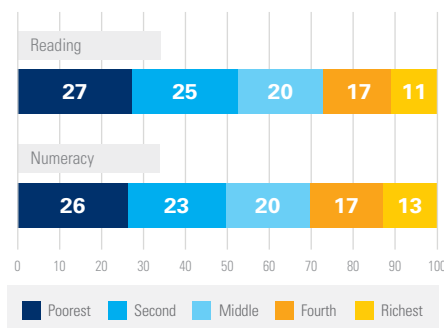
FIGURE 29

Profile of children who do not have foundational skills, by ethnicity

Reading: 43 | 7 | 10 | 5 | 5 | 18 | 2 | 8
Numeracy: 44 | 8 | 10 | 5 | 5 | 17 | 2 | 1 | 8

■ Akan
■ Ga/Damgme
■ Ewe
■ Guan
■ Gruma
■ Mole Dagnani
■ Grusi
■ Mande
■ Other
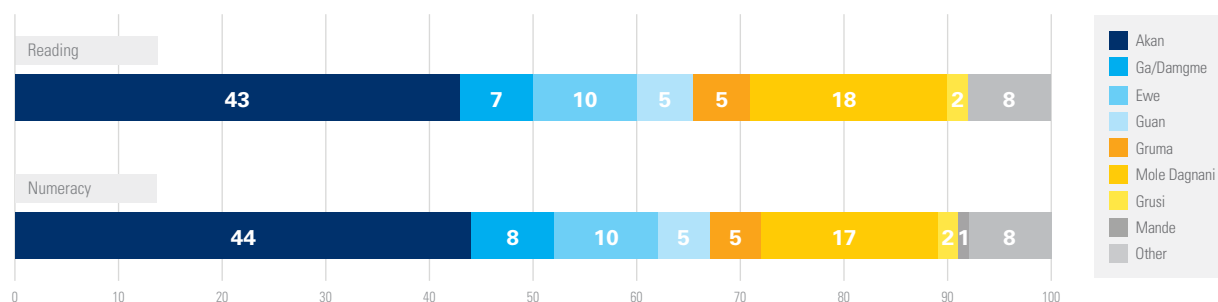
FIGURE 30

Profile of children who do not have foundational skills, by region

Reading: 9 | 10 | 6 | 9 | 13 | 22 | 10 | 14 | 4 | 3
Numeracy: 9 | 9 | 7 | 9 | 14 | 22 | 10 | 13 | 4 | 3

■ Western
■ Central
■ Greater Accra
■ Volta
■ Eastern
■ Ashanti
■ Brong Ahafo
■ Northern
■ Upper East
■ Upper West
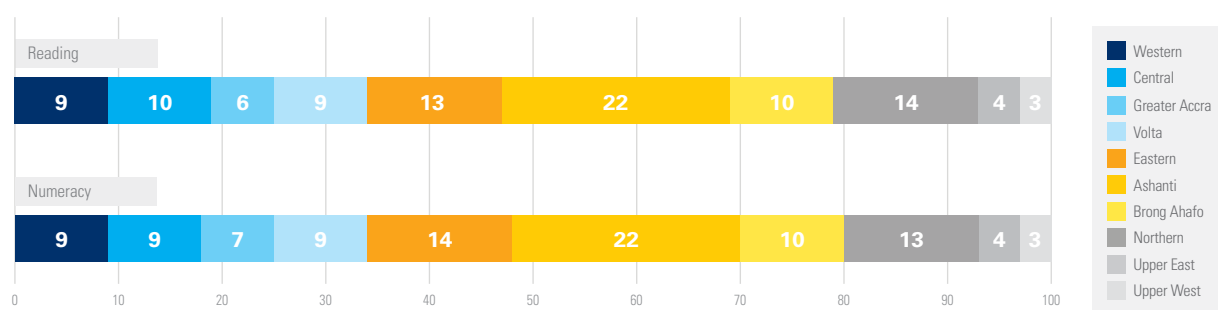
Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Slightly more boys than girls lack foundational skills in both reading and numeracy.

- Most children who are not learning are in rural areas and from the poorest two wealth quintiles. 52 per cent of those who do not have foundational reading skills and 49 per cent of those who do not have foundational numeracy skills come from the bottom two-fifths of the country's wealth distribution.

- Over half of children without foundational reading and numeracy skills are of Akan ethnicity (43 per cent in reading and 44 per cent in numeracy), followed by Mole Dagbani (18 per cent in reading and 17 per cent in numeracy). These two ethnicities are also the largest ethnicities in Ghana and may therefore be over-represented among children who are not learning.

- Even though the Northern region has the lowest share of children with foundational reading and numeracy skills, the densly-populated Ashanti region has the greatest number of children who are not learning.

TABLE 2. Foundational skills – Shares & headcounts of children aged 7 to 14 who are not learning, by various socioeconomic characteristics

		Shares (%) (children who **do not** have foundational skills)		Headcounts* (children who **do not** have foundational skills)	
		Reading	Numeracy	Reading	Numeracy
Total		79	84	4,288,500	4,228,900
Sex	Male	80	83	2,225,100	2,148,500
	Female	78	86	2,063,500	2,080,500
Area	Urban	66	78	1,536,900	1,642,900
	Rural	88	89	2,751,700	2,586,100
Wealth quintile	Poorest	95	95	1,159,100	1,091,900
	Second	89	88	1,085,000	991,600
	Middle	79	87	841,300	849,700
	Fourth	72	79	746,800	737,500
	Richest	50	69	456,600	558,400
Ethnicity	Akan	75	81	1,855,000	1,867,700
	Ga/Damgme	74	84	311,400	323,500
	Ewe	71	82	416,600	436,400
	Guan	84	97	218,000	202,600
	Gruma	91	94	216,600	212,600
	Mole Dagbani	89	87	789,700	729,300
	Grusi	88	85	108,000	89,800
	Mande	75	91	19,600	23,500
	Other	83	90	353,000	343,000
Region	Western	72	76	392,300	388,900
	Central	80	88	444,300	363,000
	Greater Accra	52	69	243,600	294,600
	Volta	81	93	381,500	373,200
	Eastern	78	85	551,800	586,000
	Ashanti	78	80	934,600	942,300
	Brong Ahafo	85	89	439,800	432,200
	Northern	94	95	583,900	563,100
	Upper East	88	89	177,300	164,800
	Upper West	91	89	140,000	121,300

*Headcounts are based on UNSD statistics.

Foundational skills – Shares & headcounts of children aged 7 to 14 who are not learning, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various group who do not have foundational learning skills.

FIGURE 31 Shares and headcounts of children who do not have foundational reading skills

Findings

The number of rural children who do not have foundational skills is relatively large. The Northern, Upper West and Upper East regions also have high shares of children who are not learning, but due to smaller populaion sizes in these regions, the number of children who do not have foundational skills is comparatively lower.

FIGURE 32 Shares and headcounts of children who do not have foundational numeracy skills

Out-of-School Children

| Guiding questions | 1. Which level of education has the highest rate of out-of-school children? | 2. How many children are out of school? | 3. Which regions have the highest out-of-school rates? | 4. Where do most out-of-school children live and what is their background? |

Overview

FIGURE 33

Overview of out-of-school rates

Legend:
- Poorest
- Rural
- Total
- Urban
- Richest
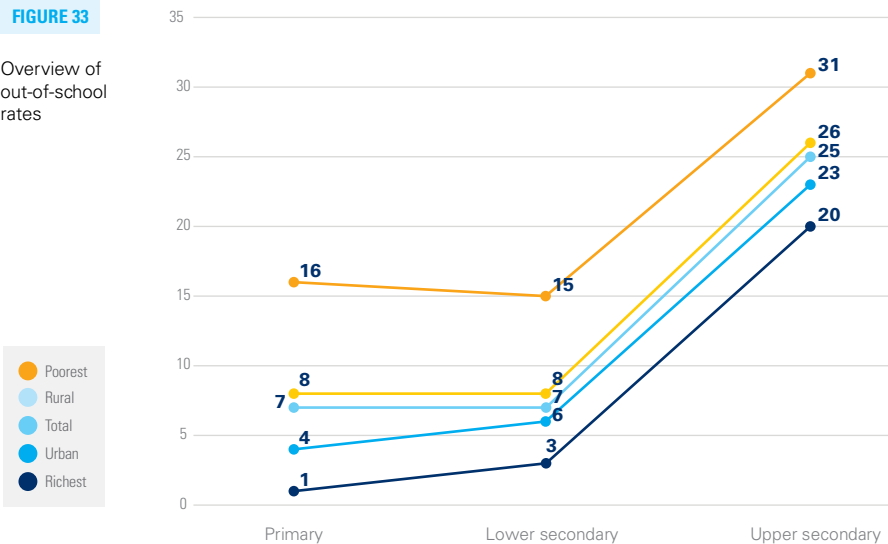
FIGURE 34

Out-of-school population (estimated headcounts)

283,000

135,000

610,000

Legend:
- Primary
- Lower secondary
- Upper secondary
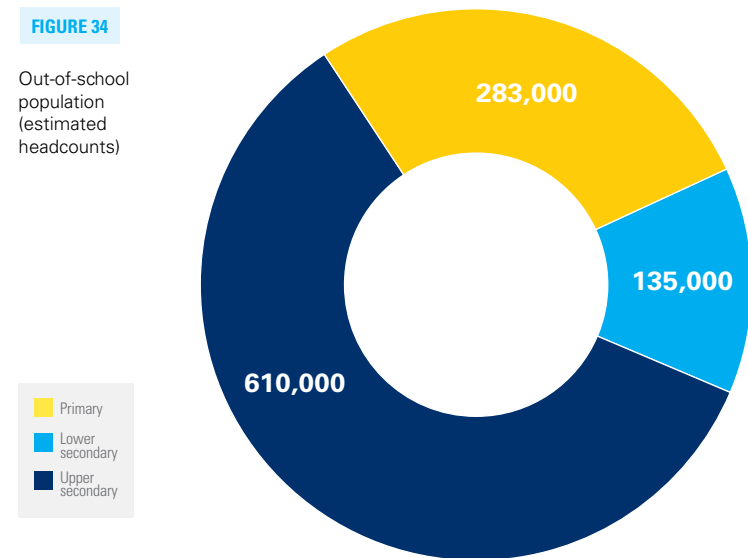
Findings

- Nationally, less than 7 per cent of primary school age children are out of school.

- Differences among wealth quintiles are quite large, and at all levels, children from the poorest wealth quintile have out-of-school rates that are higher than the national average.

- At the primary level, only 1 per cent of children from the richest wealth quintile are out of school , compared to 16 per cent of children from the poorest quintile.

- Out-of-school rates for rural children are slightly higher than the national average, while the rates for urban chldren are slightly lower.

- In total, approximately 283,000 primary school-age children and 135,000 lower secondary school-age chldren were out of school. At the upper secondary level the number of out-of-school children increased dramatically to approximately 610,000.

Out-of-school children by level of education

FIGURE 35   Primary out-of-school rates

		Value
	Total	7
Sex	Male	7
	Female	6
Area	Urban	4
	Rural	8
Weath quintile	Poorest	16
	Second	6
	Middle	4
	Fourth	3
	Richest	1
Ethnicity	Akan	3
	Ga/Damgme	4
	Ewe	4
	Guan	14
	Gruma	21
	Mole Dagbani	12
	Grusi	7
	Mande	1
	Other	8

FIGURE 36   Lower secondary out-of-school rates

		Value
	Total	7
Sex	Male	7
	Female	6
Area	Urban	6
	Rural	8
Weath quintile	Poorest	15
	Second	6
	Middle	6
	Fourth	4
	Richest	3
Ethnicity	Akan	4
	Ga/Damgme	5
	Ewe	3
	Guan	7
	Gruma	18
	Mole Dagbani	11
	Grusi	16
	Mande	11
	Other	11

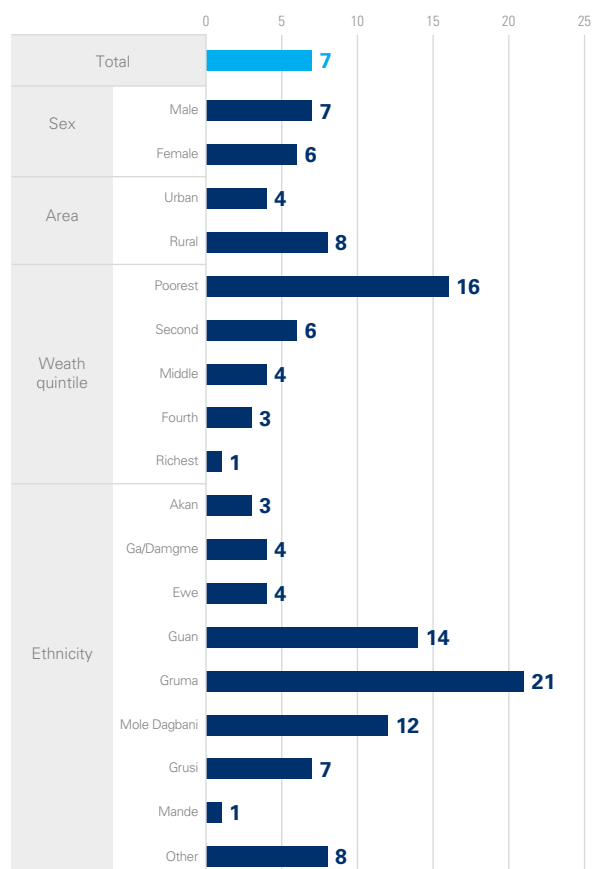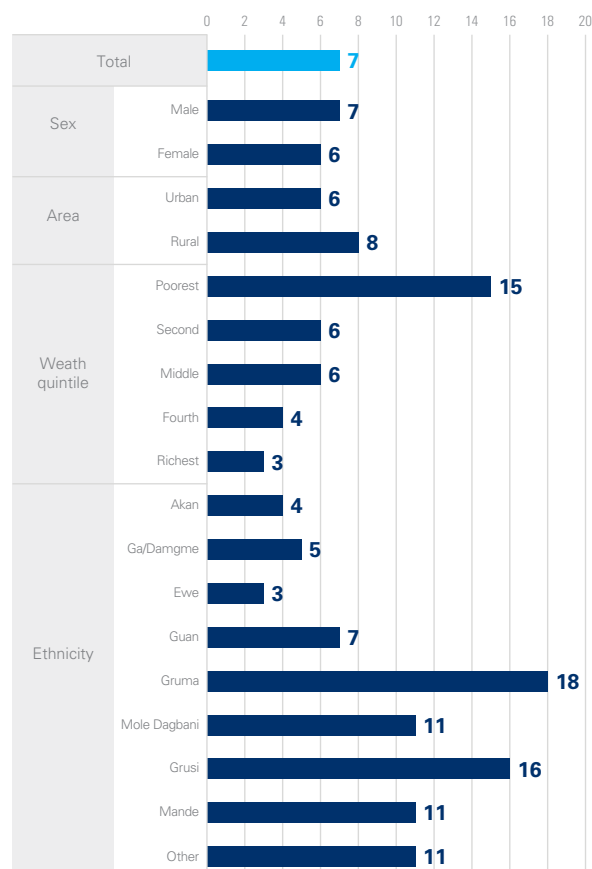**FIGURE 37**   Upper secondary out-of-school rates

		Value
	Total	25
Sex	Male	21
	Female	29
Area	Urban	23
	Rural	26
Weath quintile	Poorest	31
	Second	26
	Middle	23
	Fourth	23
	Richest	20
Ethnicity	Akan	24
	Ga/Damgme	24
	Ewe	23
	Guan	19
	Gruma	28
	Mole Dagbani	31
	Grusi	26
	Mande	27
	Other	26
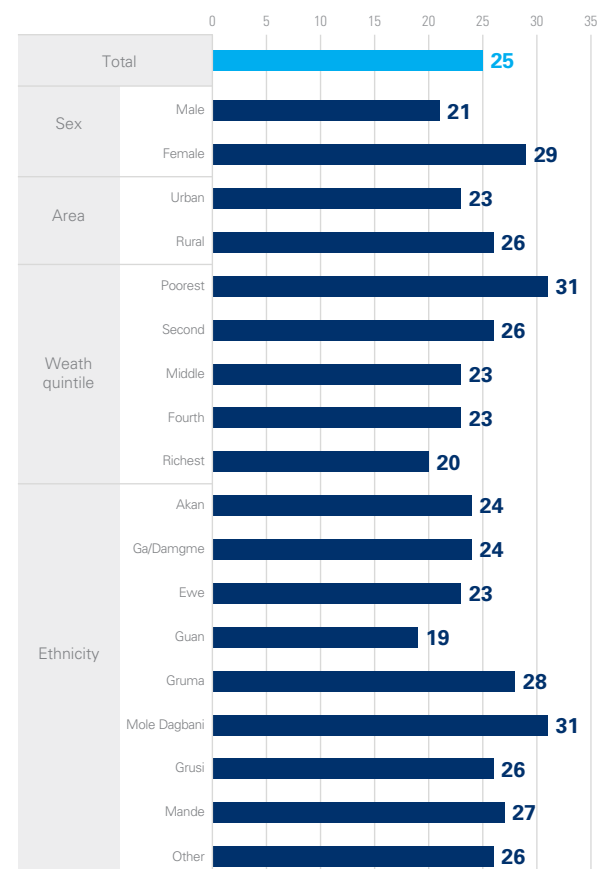
Findings

- At the primary level, 7 per cent of children are out of school, but some groups have higher out-of-school rates than others. For example, children from the poorest wealth quintile and children belonging to the Guan, Gruma, and Mole Dagbani ethnic groups have higher out-of-school rates compared to their peers from other groups.

- At the lower secondary level, the national out-of-school rate is 7 per cent. While the share of children from the poorest quintile who are out of school is similar to that of primary, and the Gruma ethnic group again has the highest out-of-school rate, the rates of other ethnic groups creep upward as well.

- At the upper secondary level, the out-of-school rate increases for all groups and the national rate increases to 25 per cent, with more girls out of school than boys.

Regional disaggregation – out-of-school rates

FIGURE 38 Primary out-of-school rates

11 · 7 · 20 · 6 · 7 · 4 · 4 · 3 · 4 · 4

0-4 · 5-9 · 10-14 · 15-19 · 20-24
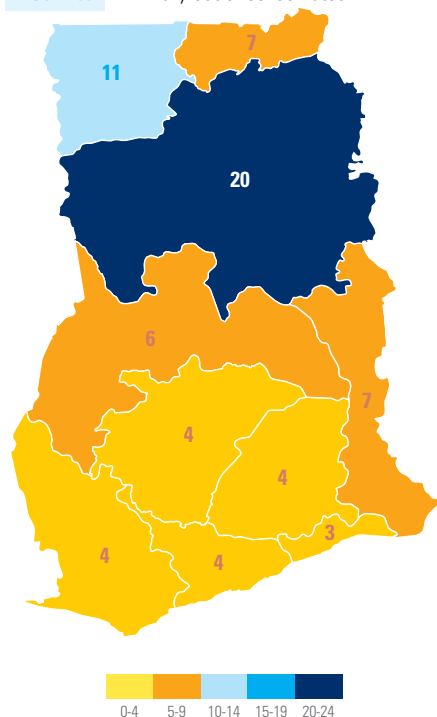
FIGURE 39 Lower secondary out-of-school rates

15 · 8 · 18 · 9 · 3 · 5 · 3 · 4 · 8 · 3

0-4 · 5-9 · 10-14 · 15-19 · 20-24
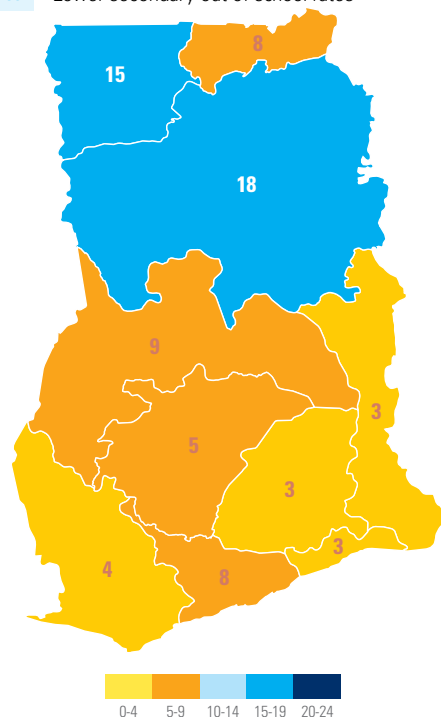
FIGURE 40 Upper secondary out-of-school rates

26 · 23 · 31 · 28 · 20 · 25 · 23 · 23 · 23 · 27

20-24 · 25-29 · 30-34
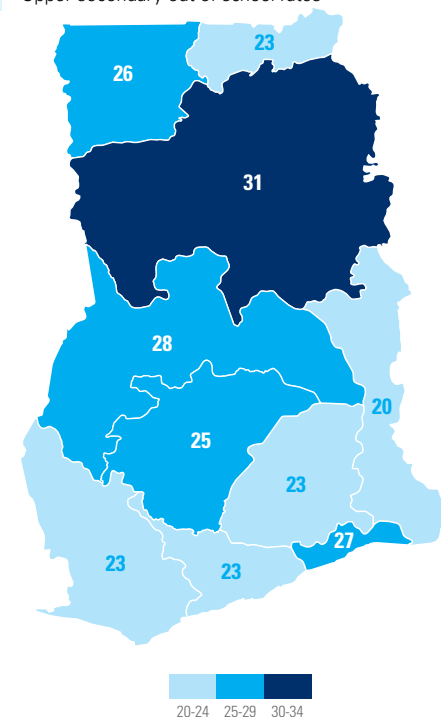
Findings

- Across all levels of education, the Northern region has the highest out-of-school rates.

- At the primary level, the out-of-school rate in the Northern region is 20 per cent, while with the exception of the Upper West region at 11 per cent, all the other regions have a rate of 7 per cent or lower.

- The Greater Accra region has the lowest out-of-school rates at the primary and lower secondary levels. However, at the upper secondary level the region's out-of-school rate spikes to among the highest across all regions.

- All regions see a double-digit increase in their out-of-school rates between lower secondary and upper secondary.

Profiles of out-of-school children

These profiles are based on the 7 per cent of children in Ghana who are out of school at the primary or lower secondary level and the 25 per cent of children who are out of school at the upper secondary level.

Profile of out-of-school children, by sex

	Male	Female
Upper secondary	46	54
Lower secondary	52	48
Primary	55	45

Legend: ■ Male ■ Female

Profile of out-of-school children, by area

	Urban	Rural
Upper secondary	41	59
Lower secondary	35	65
Primary	25	75

Legend: ■ Urban ■ Rural
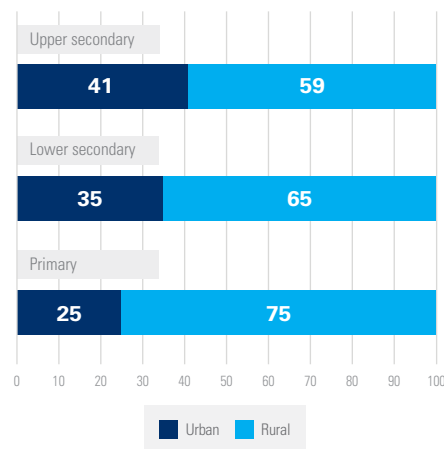
Profile of out-of-school children, by wealth quintile

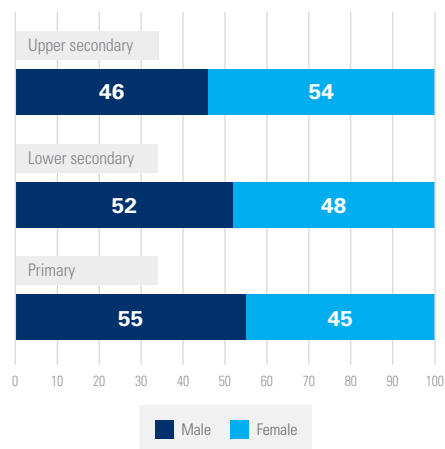|	Poorest	Second	Middle	Fourth	Richest
Upper secondary	26	22	19	20	13
Lower secondary	46	20	17	10	7
Primary	58	19	12	7	3

Legend: ■ Poorest ■ Second ■ Middle ■ Fourth ■ Richest
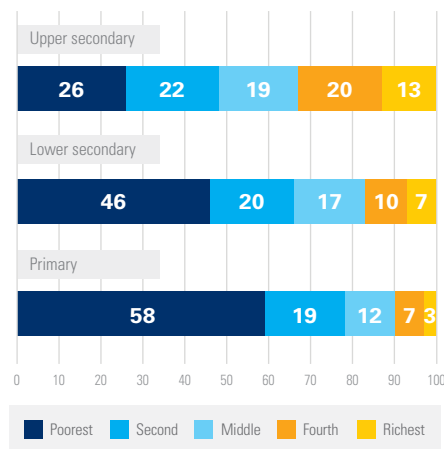
Profile of out-of-school children, by ethnicity

	Akan	Ga/Damgme	Ewe	Guan	Gruma	Mole Dagnani	Grusi	Mande	Other
Upper secondary	43	8	10	3	5	18	3	1	8
Lower secondary	27	6	5	5	10	29	6	1	11
Primary	21	5	6	9	15	30	2		10

Legend: ■ Akan ■ Ga/Damgme ■ Ewe ■ Guan ■ Gruma ■ Mole Dagnani ■ Grusi ■ Mande ■ Other
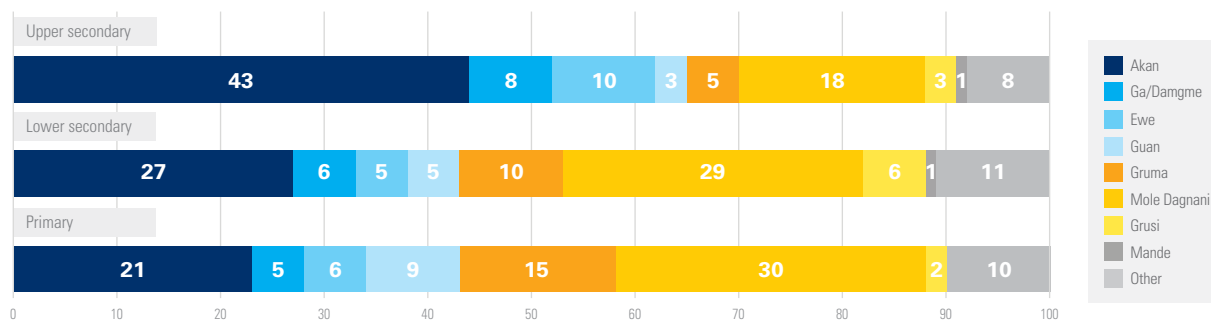
Profile of out-of-school children, by region

	Western	Central	Greater Accra	Volta	Eastern	Ashanti	Brong Ahafo	Northern	Upper East	Upper West
Upper secondary	8	10	10	7	11	24	11	13	3	3
Lower secondary	7	11	4	4	6	17	12	29	4	6
Primary	6	6	4	10	6	14	9	37	4	5

Legend: ■ Western ■ Central ■ Greater Accra ■ Volta ■ Eastern ■ Ashanti ■ Brong Ahafo ■ Northern ■ Upper East ■ Upper West
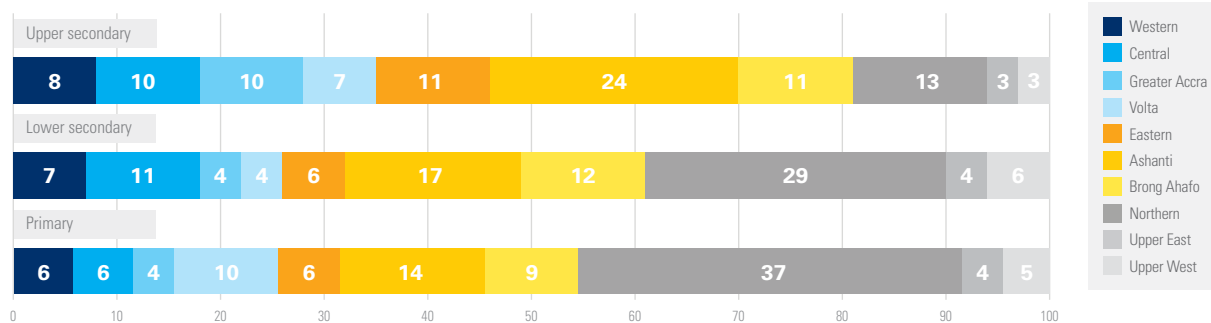
Note: numbers may not sum to 100 per cent due to rounding.

Findings

- At the primary and lower secondary levels, the majority of out-of-school children are boys. However, at the upper secondary level this trend reverses, and more girls are out of school.

- At all levels, there are more out-of-school children in rural areas. However, among children who are out of school, the share of urban children increases with each level of education.

- Children from the poorest quintile comprise 20 per cent of the population but are the majority of those who are out of school at both the primary and lower secondary levels.

- At the upper secondary level, the share of children from wealthier quintiles who are not in school increases, leading to a decrease in the relative share of out-of-school children from the poorest quintile at this level.

- At the primary level, the majority of out-of-school children are from the Mole Dagbani ethnic group. At the lower secondary level, similar shares of children from the Akan and Mole Dagbani ethnic groups are out of school, and at the upper secondary level the majority of out-of-school children are from the Akan ethnic group.

- At the primary and lower secondary levels the Northern region has the highest share of out-of-school children. At the upper secondary level its share appears to decline, but this is simply because the shares of other ethnic groups increase.

TABLE 3. Out-of-school rates & headcounts by various socioeconomic characteristics

		Out-of-school rates (%)			Headcounts*		
		Primary	Lower secondary	Upper secondary	Primary	Lower secondary	Upper secondary
Total		**7**	**7**	**25**	**283,600**	**135,400**	**621,700**
Sex	Male	7	7	21	156,500	70,500	284,000
	Female	6	6	29	127,100	65,000	337,800
Area	Urban	4	6	23	70,700	47,700	255,900
	Rural	8	8	26	213,000	87,800	365,900
Wealth quintile	Poorest	16	15	31	165,700	62,400	159,600
	Second	6	6	26	54,000	27,500	137,300
	Middle	4	6	23	34,500	23,000	122,100
	Fourth	3	4	23	19,600	13,500	123,200
	Richest	1	3	20	10,000	9,200	79,800
Ethnicity	Akan	3	4	24	60,800	37,200	270,700
	Ga/Damgme	4	5	24	14,300	7,500	51,200
	Ewe	4	3	23	17,800	6,200	62,800
	Guan	14	7	19	26,100	7,200	21,600
	Gruma	21	18	28	43,600	13,300	31,400
	Mole Dagbani	12	11	31	86,500	39,400	112,000
	Grusi	7	16	26	6,600	8,200	16,600
	Mande	1	11	27	400	1,600	4,800
	Other	8	11	26	27,700	15,000	51,100
Region	Western	4	4	23	16,800	9,100	53,100
	Central	4	8	23	16,000	14,700	60,500
	Greater Accra	3	3	27	12,300	5,700	60,200
	Volta	7	3	20	27,200	5,800	46,000
	Eastern	4	3	23	18,500	7,600	70,100
	Ashanti	4	5	25	39,200	23,200	146,400
	Brong Ahafo	6	9	28	25,700	16,100	69,900
	Northern	20	18	31	105,200	39,900	80,600
	Upper East	7	8	23	10,100	5,800	17,900
	Upper West	11	15	26	13,000	7,900	17,600

*Headcounts are based on UNSD statistics.

Out-of-school rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

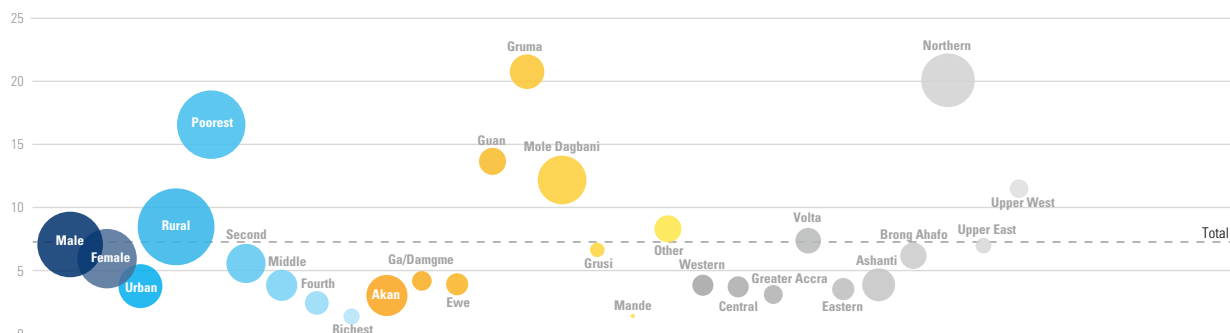FIGURE 46 Primary out-of-school rates and headcounts

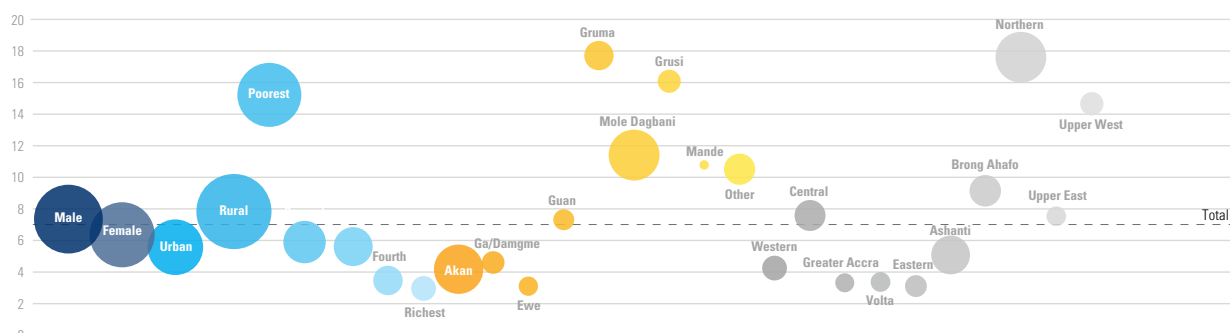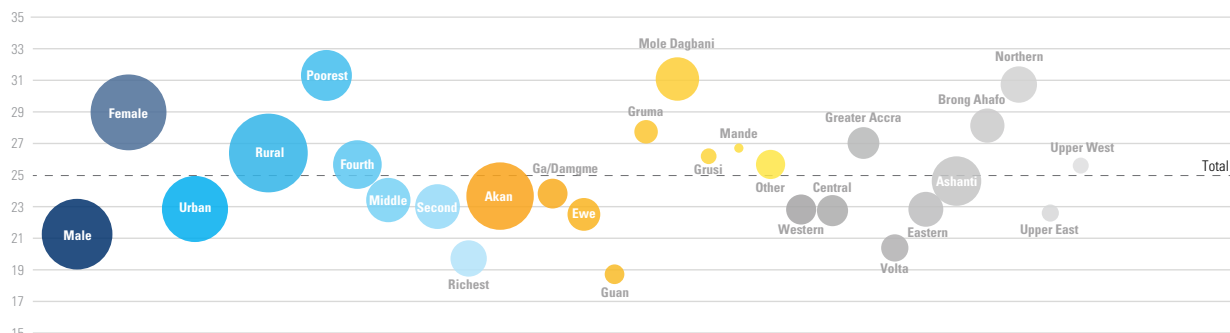FIGURE 47 Lower secondary out-of-school rates and headcounts

FIGURE 48 Upper secondary out-of-school rates and headcounts

Findings

- At all three levels, out-of-school rates in rural areas are lower than in urban areas, but the headcount of children who are out of school in urban areas is higher because urban areas are more populous.

- At all three levels, the poorest quintile has both the highest rates and headcounts of out-of-school children.

- The Northern region has the highest rates of out-of-school children at all three levels. The Northern region also has the largest headcounts of out-of-school children at the primary and lower secondary levels, but at the upper secondary level, the Ashanti region has the largest headcount.

- At the primary and lower secondary level, the Gruma and Guan ethnic groups have the highest rates of out-of-school children, but the Mole Dagbani ethnic group has the largest headcount.

- At the upper secondary levels, the Mole Dagbani ethnic group has the highest rate of out-of-school children, but the Akan ethnic group has the largest headcount.

Early Childhood Development and Education

Guiding questions	1. Which children are developmentally on track (as measured by the ECDI)?	2. Which level(s) of education do young children attend?	3. Do children attend Grade 1 at the right age?	4. What is the profile of children not attending early childhood education (ECE)?	5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

FIGURE 49 Share of children aged 3 to 4 years who are developmentally on track, as measured by the Early Childhood Development Index (ECDI)
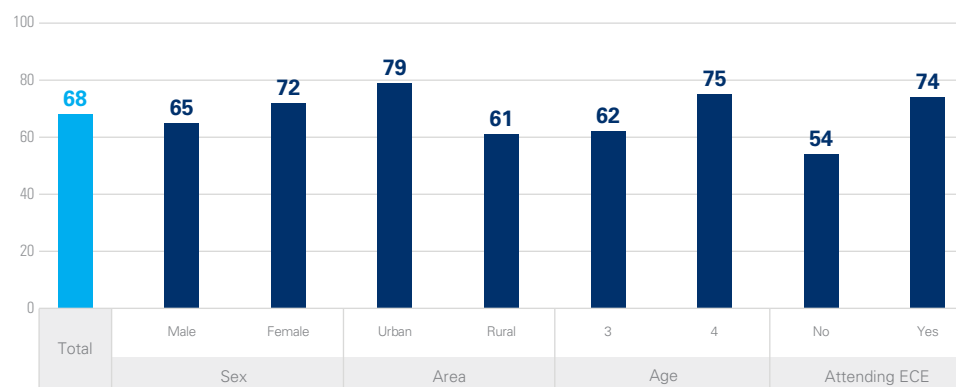

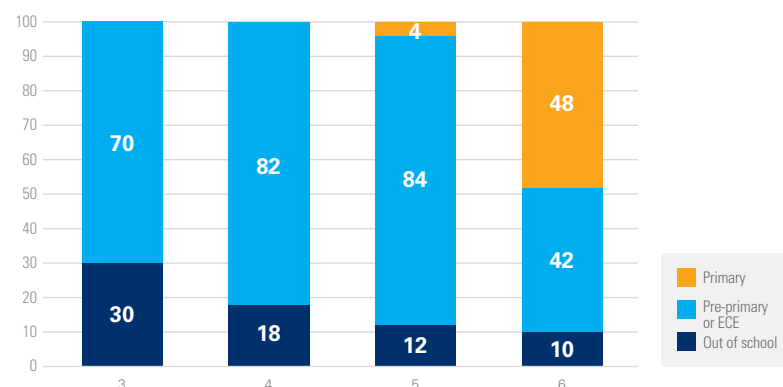**FIGURE 50** Level of education attended by age

FIGURE 51 Share of children aged 3 to 4 years attending ECE
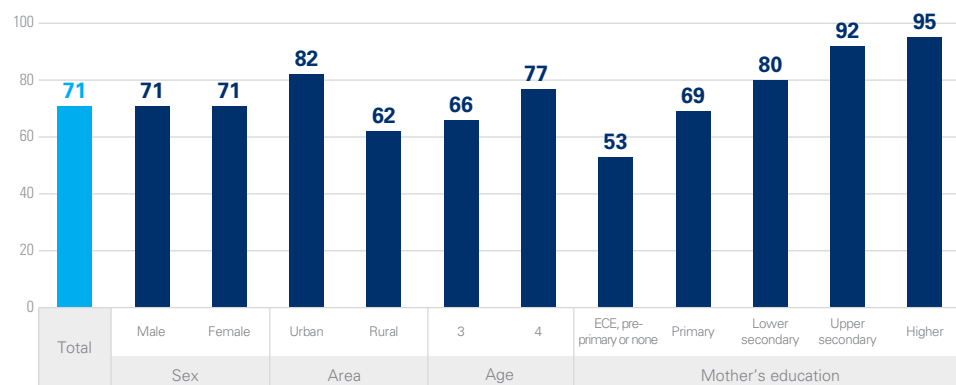
FIGURE 52 Age distribution at Grade 1 of primary education (%)
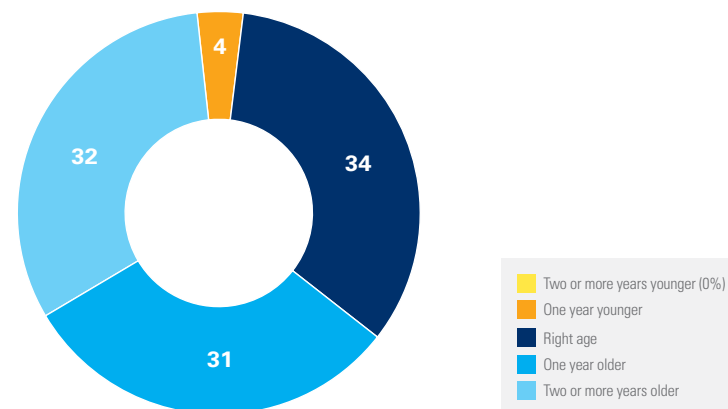
Findings

- Around 68 per cent of Ghanian 3 to 4 year olds are developmentally on track as measured by the ECDI.

- Higher shares of girls and urban children are developmentally on track as measured by the ECDI.

- Nationally, around 71 per cent of children aged 3 to 4 years attend ECE. Moreover, ECE attendance increases with age: 66 per cent of 3-year olds and 77 per cent of 4-year olds attend ECE.

- Importantly, the share of children attending ECE who are developmentally on track is 20 percentage points higher than that of children not attending ECE.

- Gender parity exists in ECE attendance for children aged 3 to 4 years, and ECE attendance is higher among urban children.

- ECE attendance is almost universal for children whose mothers attended higher education, but it is only 53 per cent for children whose mothers only attended ECE, some primary or had no education.

- In Ghana, 34 per cent of children begin primary school at the official starting age 6, but a large share (42 per cent) of 6-year olds attend ECE or pre-primary.

- A high share (60 per cent) of children in Grade 1 are older than the expected age. This signals that repetition or late entries are prevalent for Grade 1.

Regional disaggregation – early childhood development and education

FIGURE 53 ECE attendance among children aged 3 to 4 years

40-49 50-59 60-69 70-79 80-89
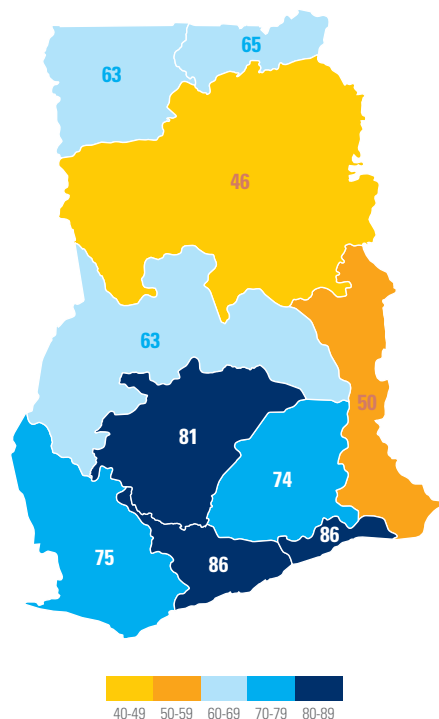
FIGURE 54 Children aged 3 to 4 years who are developmentally on track as measured by the ECDI

40-49 50-59 60-69 70-79 80-89
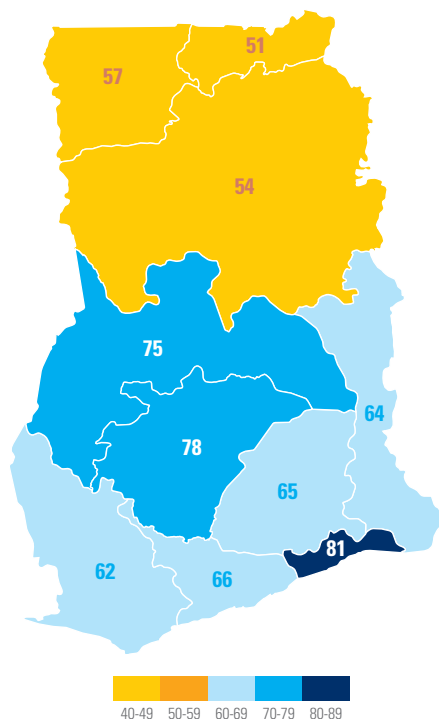
Findings

- ECE attendance is over 60 per cent in all regions except the Volta and Northern regions.

- ECE attendance is particularly high in the Greater Accra, Central and Ashanti regions.

- The highest shares of children who are developmentally on track as measured by the ECDI are in the Greater Accra, Ashanti and Brong Ahafo regions.

- Notably, despite the Central region's high rates of ECE attendance, the share of children who are developmentally on track as measured by the ECDI is lower than might be expected. In contrast, the Brong Ahafo region has relatively low ECE attendance, but a fairly high share of children who are developmentally on track as measured by the ECDI.

Profiles of children aged 3 to 4 years not attending ECE or not developmentally on track

These profiles are based on the 29 per cent of children aged 3 to 4 years in Ghana who do not attend ECE and the 32 per cent who are not developmentally on track as measured by the ECDI.

FIGURE 55 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by sex

Not attending ECE

| 48 | 52 |

Not on track

| 54 | 46 |

0 10 20 30 40 50 60 70 80 90 100

■ Male ■ Female

FIGURE 56 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by area

Not attending ECE

| 26 | 74 |

Not on track

| 28 | 72 |

0 10 20 30 40 50 60 70 80 90 100

■ Urban ■ Rural
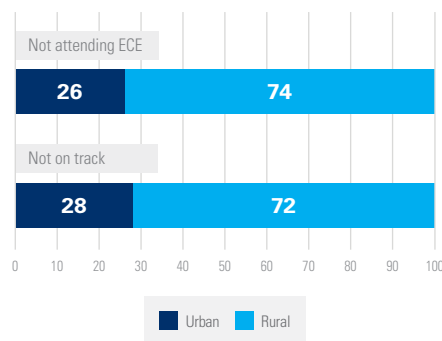
FIGURE 57 Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by wealth quintile
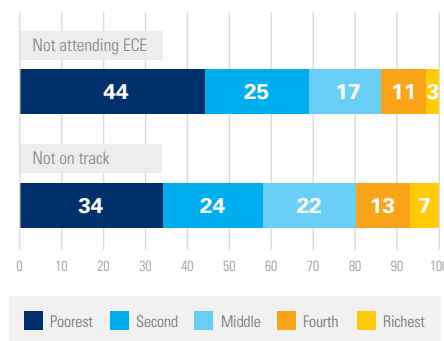
Not attending ECE

| 44 | 25 | 17 | 11 | 3 |

Not on track
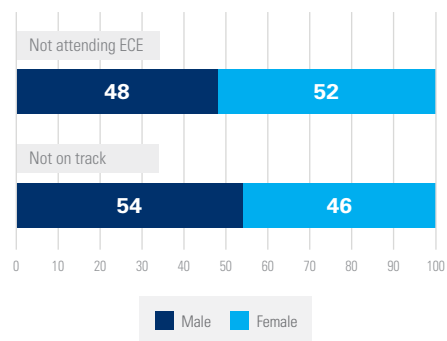
| 34 | 24 | 22 | 13 | 7 |

0 10 20 30 40 50 60 70 80 90 100

■ Poorest ■ Second ■ Middle ■ Fourth ■ Richest

FIGURE 58

Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by ethnicity
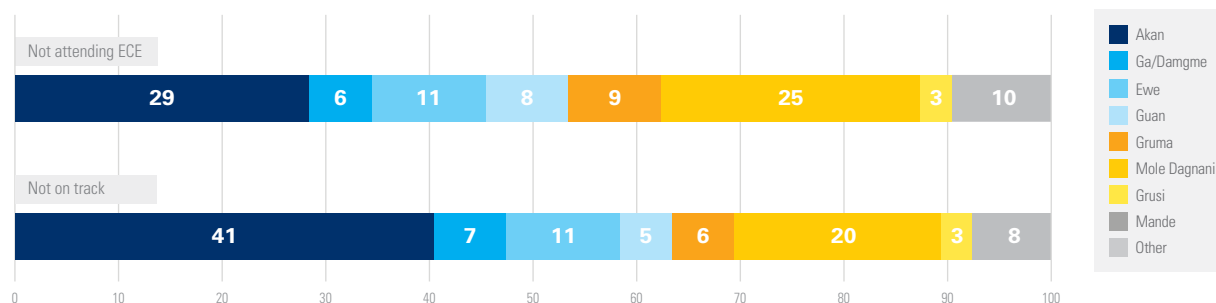
Not attending ECE

| 29 | 6 | 11 | 8 | 9 | 25 | 3 | 10 |

Not on track

| 41 | 7 | 11 | 5 | 6 | 20 | 3 | 8 |

0 10 20 30 40 50 60 70 80 90 100

■ Akan
■ Ga/Damgme
■ Ewe
■ Guan
■ Gruma
■ Mole Dagnani
■ Grusi
■ Mande
■ Other

FIGURE 58

Profile of young children aged 3 to 4 years not attending ECE or not developmentally on track, by region

Not attending ECE

| 9 | 5 | 4 | 14 | 9 | 16 | 12 | 23 | 4 | 3 |

Not on track

| 12 | 11 | 6 | 9 | 12 | 17 | 8 | 18 | 5 | 3 |

0 10 20 30 40 50 60 70 80 90 100

■ Western
■ Central
■ Greater Accra
■ Volta
■ Eastern
■ Ashanti
■ Brong Ahafo
■ Northern
■ Upper East
■ Upper West
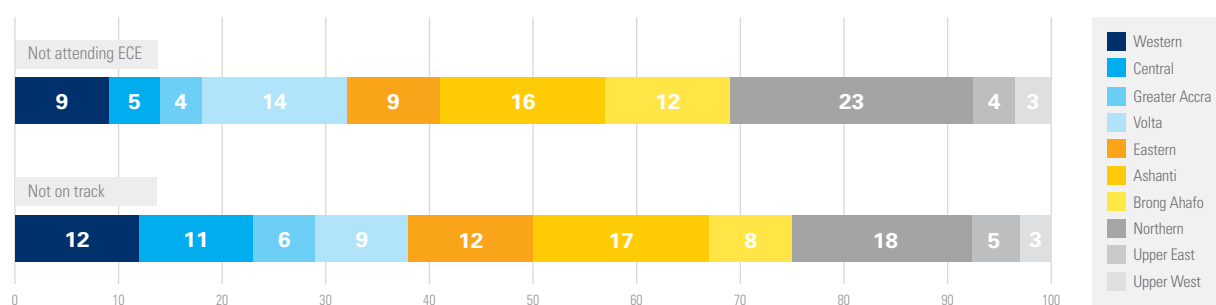
Note: numbers may not sum to 100 per cent due to rounding.

Findings

- More girls than boys are not attending ECE, but more boys are not developmentally on track as measured by the ECDI.

- Rural areas are home to about three-quarters of children who are not attending ECE as well as children who are not developmentally on track as measured by the ECDI.

- Socio-economic background impacts ECE attendance. Large shares of children not attending ECE (44 per cent) and not developmentally on track as measured by the ECDI (34 per cent) belong to the poorest wealth quintile.

- Children from the Akan ethnic group comprise 29 per cent of those not attending ECE and 41 per cent of those who are not developmentally on track as measured by the ECDI.

TABLE 4. Early childhood attendance and development – Shares & headcounts of children aged 3 to 4 years, by various socioeconomic characteristics

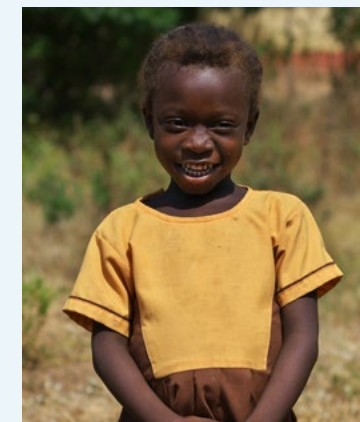|		Shares (%)		Headcounts*	
		Not attending ECE	Not on track as measured by the ECDI	Not attending ECE	Not on track as measured by the ECDI
Total		29	32	465,200	508,500
Sex	Male	29	35	221,900	275,800
	Female	30	28	243,400	232,800
Area	Urban	18	21	120,900	144,300
	Rural	38	40	344,400	364,300
Wealth quintile	Poorest	54	46	204,500	171,700
	Second	34	36	114,300	120,900
	Middle	25	34	80,000	111,400
	Fourth	17	23	50,900	67,800
	Richest	6	13	15,700	36,900
Ethnicity	Akan	18	28	134,400	208,100
	Ga/Damgme	25	32	28,700	37,000
	Ewe	31	33	49,300	54,100
	Guan	50	31	36,500	23,100
	Gruma	53	37	43,000	29,500
	Mole Dagbani	43	38	113,900	103,300
	Grusi	35	35	13,200	13,400
	Mande	20	29	1,400	2,000
	Other	38	31	45,400	38,400
Region	Western	25	38	40,100	59,600
	Central	14	34	23,800	56,000
	Greater Accra	14	19	20,800	28,800
	Volta	50	36	65,000	46,800
	Eastern	26	35	43,400	58,700
	Ashanti	19	22	74,000	84,500
	Brong Ahafo	37	25	57,300	38,400
	Northern	54	46	108,900	93,500
	Upper East	35	49	18,300	26,200
	Upper West	37	43	13,900	16,300

*Headcounts are based on UNSD statistics.

Early childhood attendance and development – Shares & headcounts of children aged 3 to 4 years, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not attending ECE (top) and not on track as measured by the ECDI (bottom).

FIGURE 60   Shares and headcounts of children who are not attending ECE
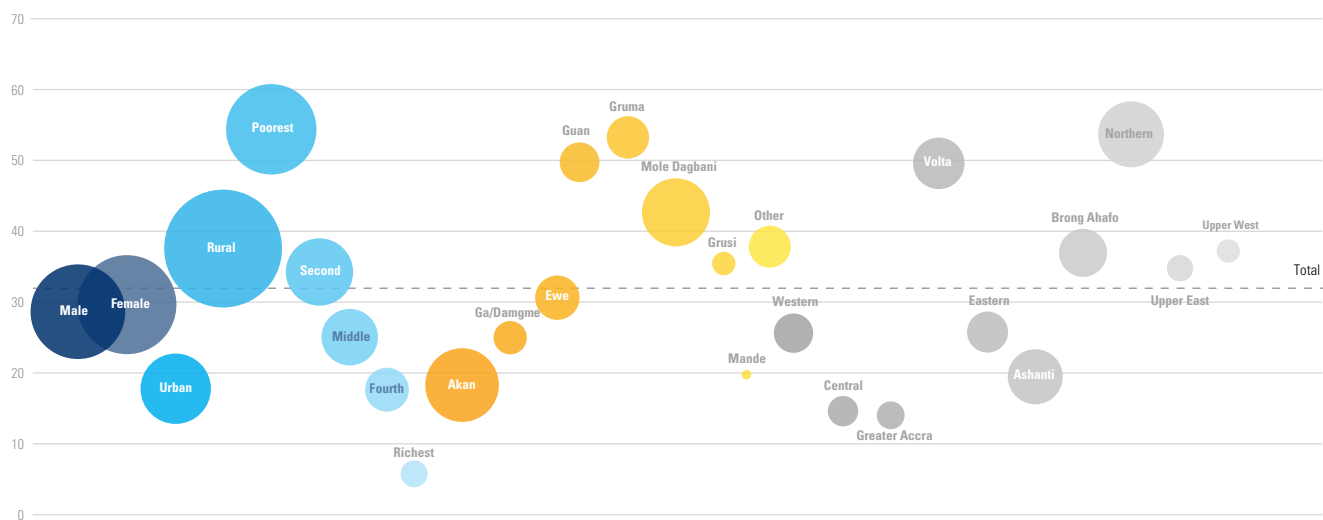
FIGURE 61   Shares and headcounts of children who are not developmentally on track, as measured by the ECDI
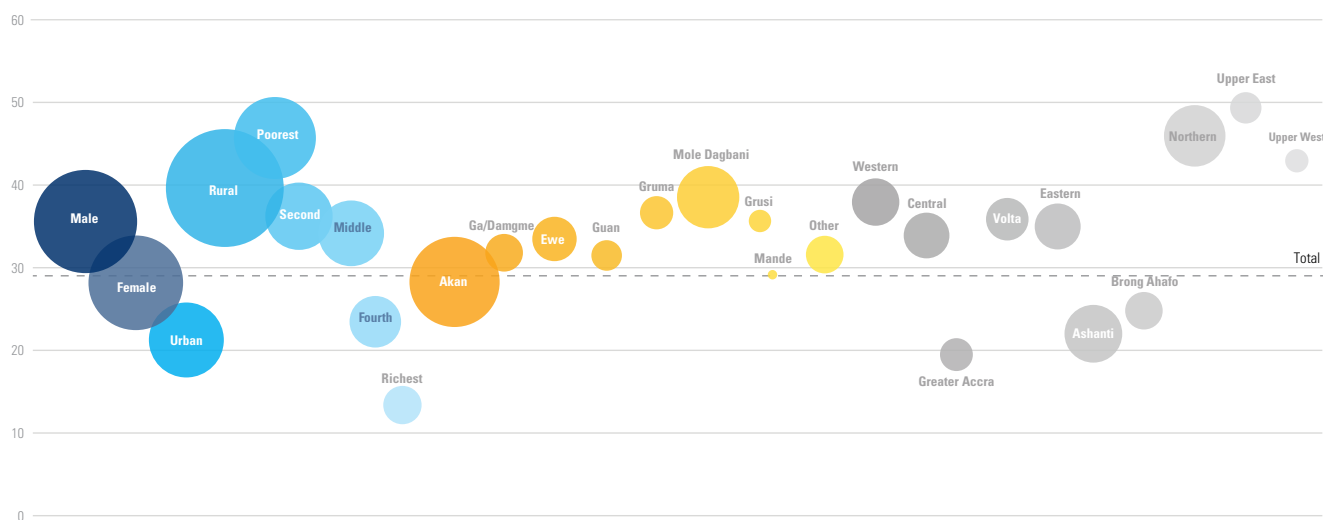
Findings

- Rates of ECE attendance are highest among children belonging to the Guan and Gruma ethnicities, but the headcounts of children attending ECE are larger for the Mole Dagbani and Akan ethnicities.

- Higher shares of children from the Gruma, Mole Dagbani and Grusi ethnic groups are not on track as measured by the ECDI compared to other ethnic groups. The highest headcounts are found in the Akan and Mole Dagbani ethnic groups.

- The Upper East region has the highest share of children not on track as measured by the ECDI, followed by the Northern and Upper West regions. However, in terms of headcount, the largest number is found in the Northern region, followed by the Eastern, Western and Central regions.

Repetition, Dropouts and Non-Transitions

Guiding questions

1. Which level or grade has the highest rates of repetition, dropouts and non-transitions?

2. What is the profile of children who repeat a grade?

3. What is the profile of children who drop out of school?

4. What is the profile of children who do not transition to the next level of education?

Overview

FIGURE 62   Repetition rates by grade

Primary						Lower secondary			Upper secondary (both general and vocational)		
1	2	3	4	5	6	7	8	9	Year 1	Year 2	Year 3
5	3	3	3	2	3	3	5	6	1	3	4
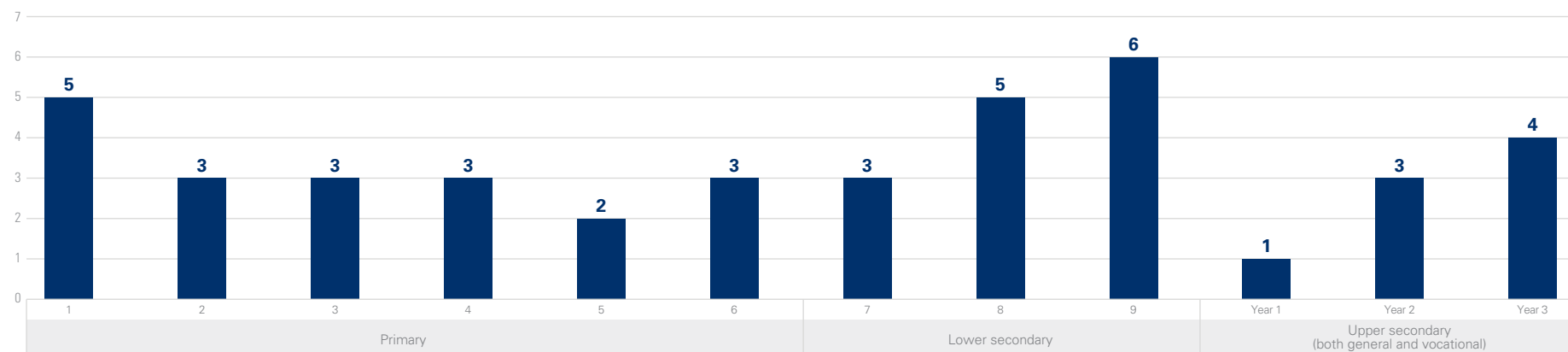
FIGURE 63   Dropout rates by grade

Primary					Lower secondary		Upper secondary (both general and vocational)	
1	2	3	4	5	7	8	Year 1	Year 2
1	1	2	1	1	2	6	1	4
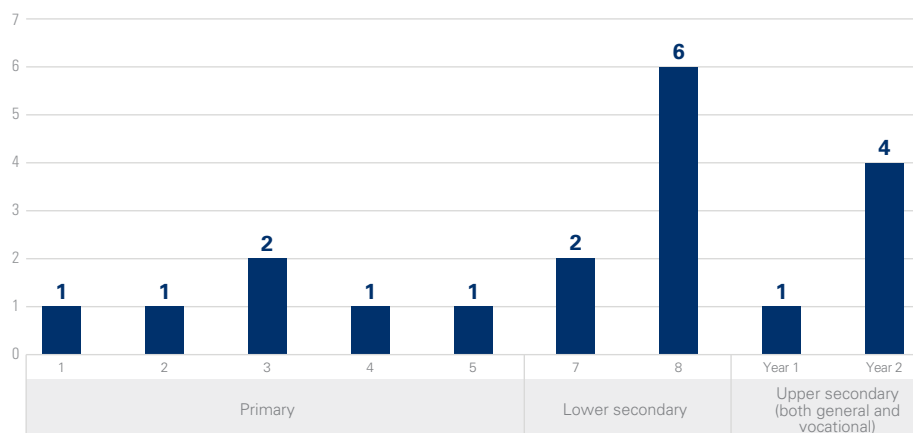
FIGURE 64   Rates of non-transition from the last grade of one level to the next level

Primary	Lower secondary	Upper secondary (both general and vocational)
4	35	90

FIGURE 65

Education attendance by age*

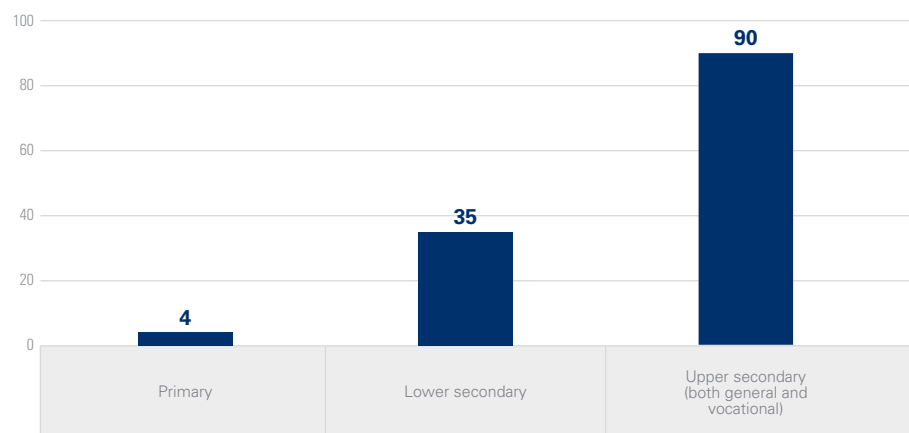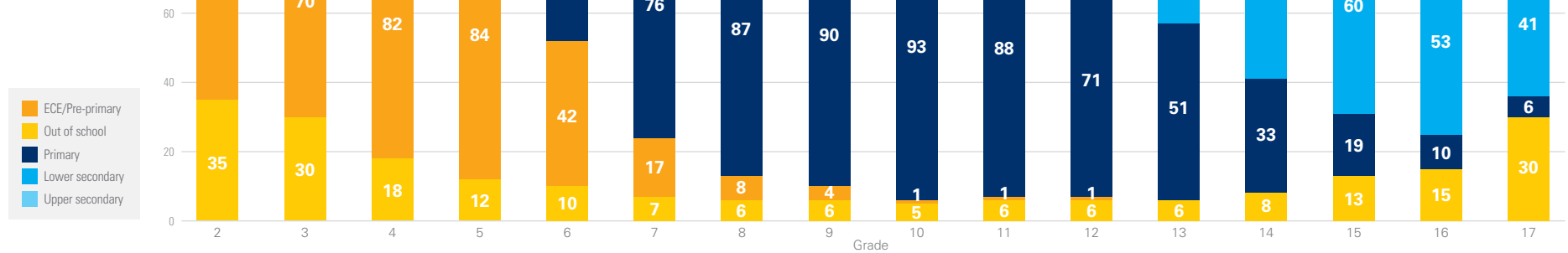| Grade	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Upper secondary														9	22	23
Lower secondary				4					1	6	21	42	57	60	53	41
Primary					48	76	87	90	93	88	71	51	33	19	10	6
ECE/Pre-primary	65	70	82	84	42	17	8	4	1	1	1					
Out of school	35	30	18	12	10	7	6	6	5	6	6	6	8	13	15	30

*In Ghana, the official starting ages are 4 for pre-primary, 6 for primary, 12 for lower secondary and 15 for upper secondary.

Findings

- Repetition rates vary widely for each grade of primary and secondary education.

- For all primary grades, repetition rates are higher than dropout rates, and the repetition rate is particularly high for Grade 1.

- At the lower secondary level, the repetition rate shows a clear pattern of increasing with each grade.

- Non-transitioners are students who attended the last grade of a level but did not continue to the next level. Non-transition rates in upper secondary are extremely high at 90 per cent. This means that 90 per cent of children who attended the last grade of upper secondary did not continue to higher education.

- Education attendance by age shows high shares of children aged 2 to 6 years in ECE. The official starting age for primary education is 6, but 42 per cent of 6-year olds, 17 per cent of 7-year olds and 8 per cent of 8-year olds attend ECE, and small shares of 9-, 10-, 11- and 12-year olds attend ECE as well.

- Most children of primary school age attend primary level. However, at the lower and upper secondary levels, out-of-school rates increase, and by age 17, 30 per cent of chldren are out of school.

Profiles of repeaters, dropouts and non-transitioners

These profiles are based on children in Ghana who repeat (3 per cent), drop out (3 per cent), or do not transition to the next level of education (5 per cent).

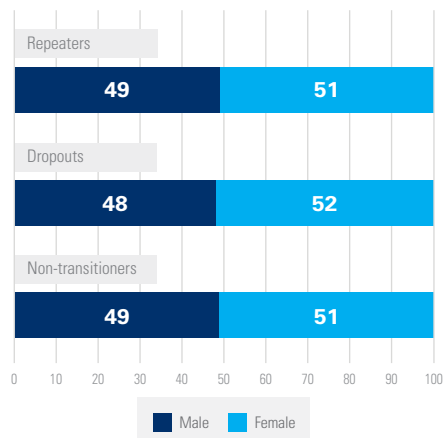**FIGURE 66** — Profile of repeaters, dropouts and non-transitioners, by sex

	Male	Female
Repeaters	49	51
Dropouts	48	52
Non-transitioners	49	51

Legend: Male, Female

FIGURE 67 — Profile of repeaters, dropouts and non-transitioners by area

	Urban	Rural
Repeaters	47	53
Dropouts	47	53
Non-transitioners	53	47

Legend: Urban, Rural
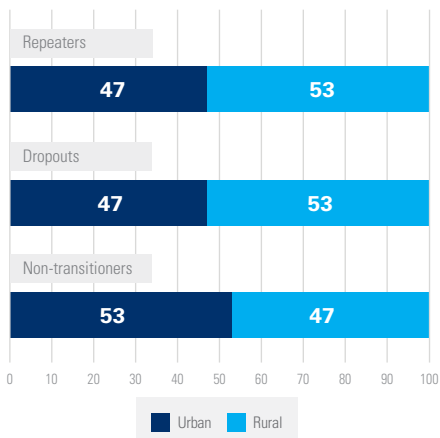
FIGURE 68 — Profile of repeaters, dropouts and non-transitioners, by wealth quintile

	Poorest	Second	Middle	Fourth	Richest
Repeaters	18	20	22	20	20
Dropouts	26	16	16	18	24
Non-transitioners	9	17	23	25	26

Legend: Poorest, Second, Middle, Fourth, Richest
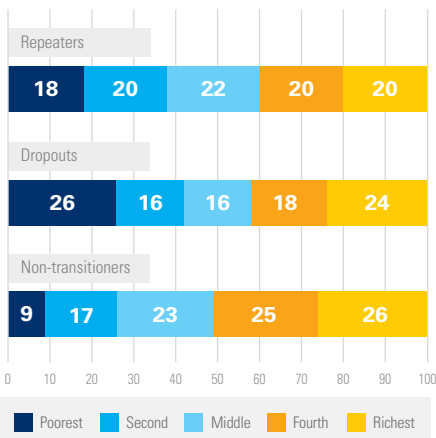
FIGURE 69 — Profile of repeaters, dropouts and non-transitioners, by ethnicity

	Akan	Ga/Damgme	Ewe	Guan	Gruma	Mole Dagnani	Grusi	Mande	Other
Repeaters	50	8	10	4	2	15	2	1	8
Dropouts	48	10	8	2	4	17	4	1	5
Non-transitioners	52	9	9	4	3	12	2	1	7

Legend: Akan, Ga/Damgme, Ewe, Guan, Gruma, Mole Dagnani, Grusi, Mande, Other
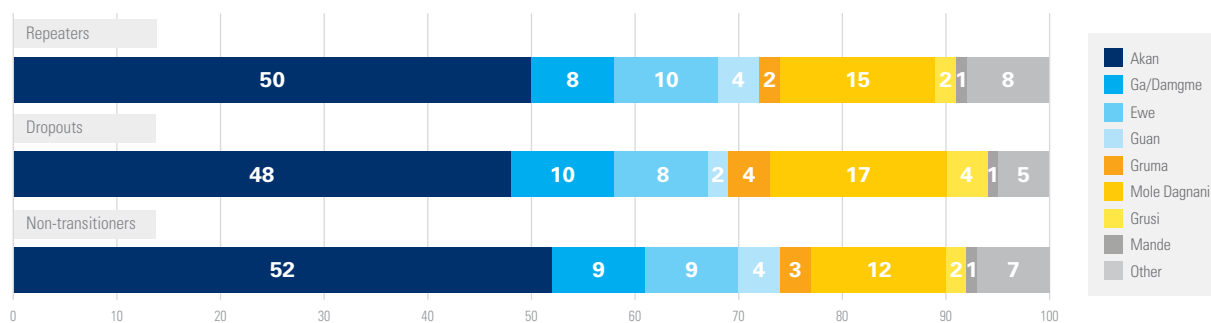
FIGURE 70 — Profile of repeaters, dropouts and non-transitioners, by grade

	Primary	Lower secondary	Upper secondary
Repeaters	65	27	8
Dropouts	50	42	8
Non-transitioners	7	30	63

Legend: Primary, Lower secondary, Upper secondary
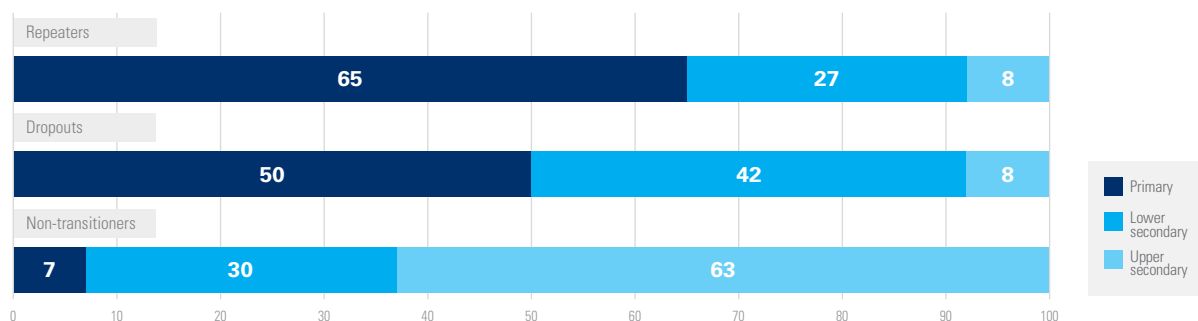
Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Repeaters, dropouts and non-transitioners are almost evenly split between boys and girls. Similarly, the split between urban and rural areas is even for dropouts and repeaters, although there are more non-transitioners in urban areas than rural areas. This is because the highest rate of non-transition occurs from the last grade of upper secondary level, and in urban areas more children attend upper secondary school.

- Children from the poorest quintile are over-represented in many indicators, but not among non-transitioners and repeaters. However, they do represent 26 per cent of dropouts.

- The majority of repeaters, dropouts and non-transitioners come from the Akan ethnic group, consistent with their status as the most populous ethnic group.

- 65 per cent of repetition and dropouts occur at the primary level, whereas most non-transitions occur from the last grade of upper secondary level.

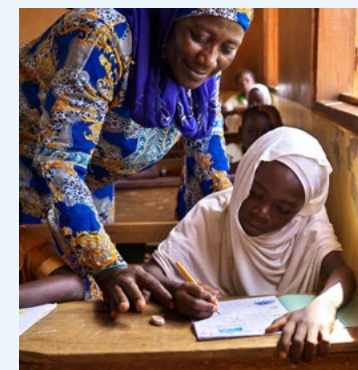**TABLE 5. Repetition, dropouts and non-transitions – Rates & headcounts by various socioeconomic characteristics**

		Share (%)			Headcounts*		
		Repetition	Dropouts	Non-transitions	Repetition	Dropouts	Non-transitions
Total		3	3	5	254,300	192,500	523,700
Sex	Male	3	2	5	126,300	90,000	258,600
	Female	3	3	5	128,000	102,600	265,100
Area	Urban	3	3	6	121,800	93,700	275,400
	Rural	3	3	4	132,600	98,900	248,300
Wealth quintile	Poorest	4	4	3	54,200	46,600	47,500
	Second	3	2	4	48,900	25,700	88,800
	Middle	3	2	6	44,200	25,100	122,500
	Fourth	4	2	6	62,000	34,900	130,400
	Richest	3	4	7	45,200	60,400	134,700
Ethnicity	Akan	3	3	5	107,800	98,400	273,100
	Ga/Damgme	3	3	5	19,700	19,400	48,400
	Ewe	4	2	4	31,900	17,900	46,800
	Guan	3	1	4	8,300	2,800	19,200
	Gruma	3	3	4	9,600	7,500	17,000
	Mole Dagbani	4	3	4	39,600	29,700	66,200
	Grusi	5	4	4	8,100	5,400	9,000
	Mande	6	5	10	2,700	2,200	7,400
	Other	5	2	5	26,900	9,600	37,000
Region	Western	4	2	6	29,100	12,500	61,700
	Central	3	3	5	22,700	24,500	53,100
	Greater Accra	3	2	6	20,700	19,900	68,800
	Volta	4	2	3	21,800	12,200	27,300
	Eastern	3	2	4	27,200	16,900	56,900
	Ashanti	4	4	6	68,800	64,800	147,500
	Brong Ahafo	2	3	5	15,500	17,300	51,500
	Northern	4	2	4	32,800	13,700	36,800
	Upper East	4	2	4	10,800	6,500	14,400
	Upper West	3	3	2	5,100	4,800	6,300

*Headcounts are based on UNSD statistics.

Repetition, dropouts and non-transitions – Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (middle) or do not transition (bottom).

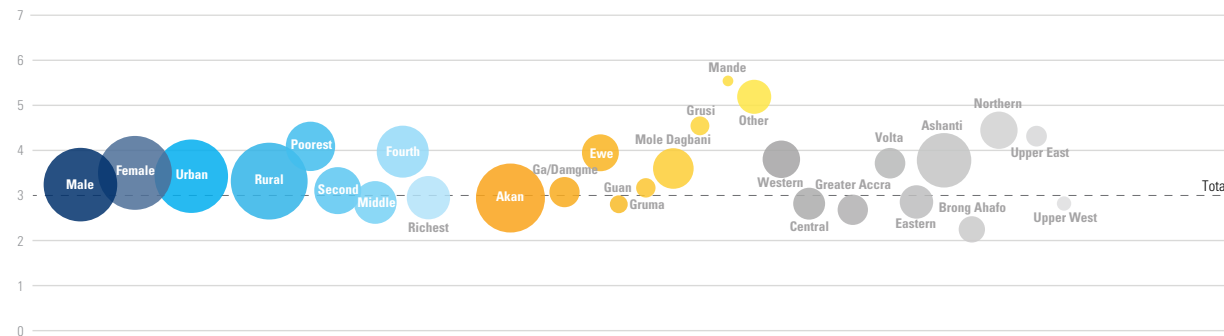**FIGURE 71** Repetition rates and headcounts

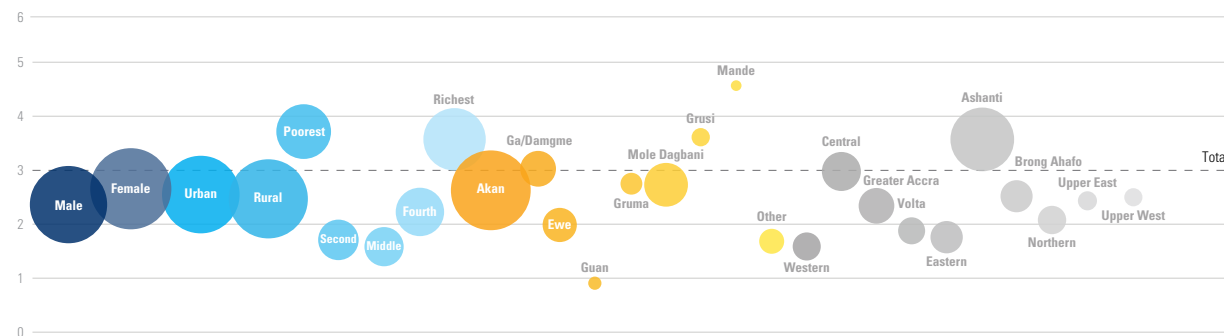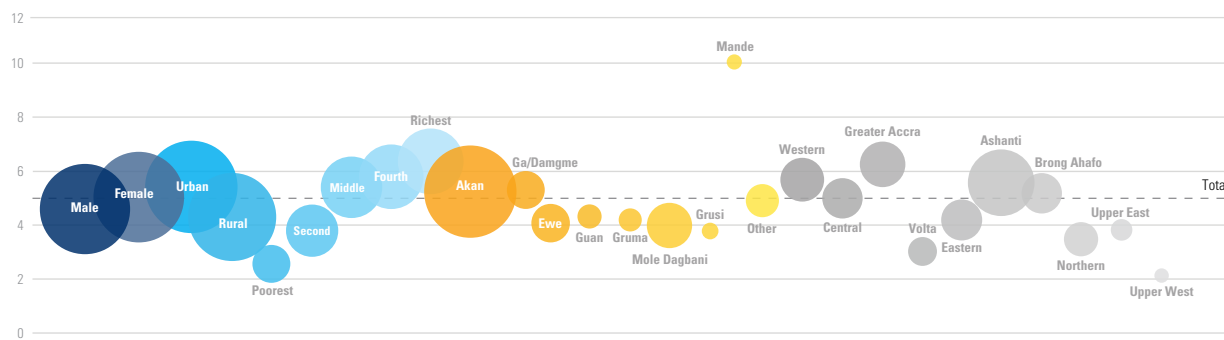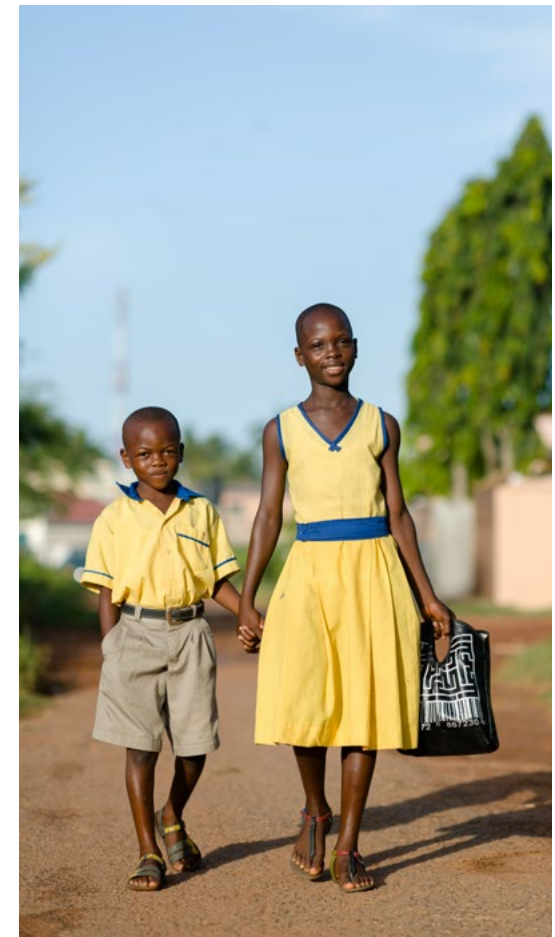**FIGURE 72** Dropout rates and headcounts

FIGURE 73 Non-transition rates and headcounts

Findings

- For all ethnic groups, the dropout rate is equal to or higher than the repetition rate.

- Notably, although the Mande ethnic group has relatively small numbers, it has the highest rates of repetition, dropouts and non-transitions.

Child Protection

1. Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
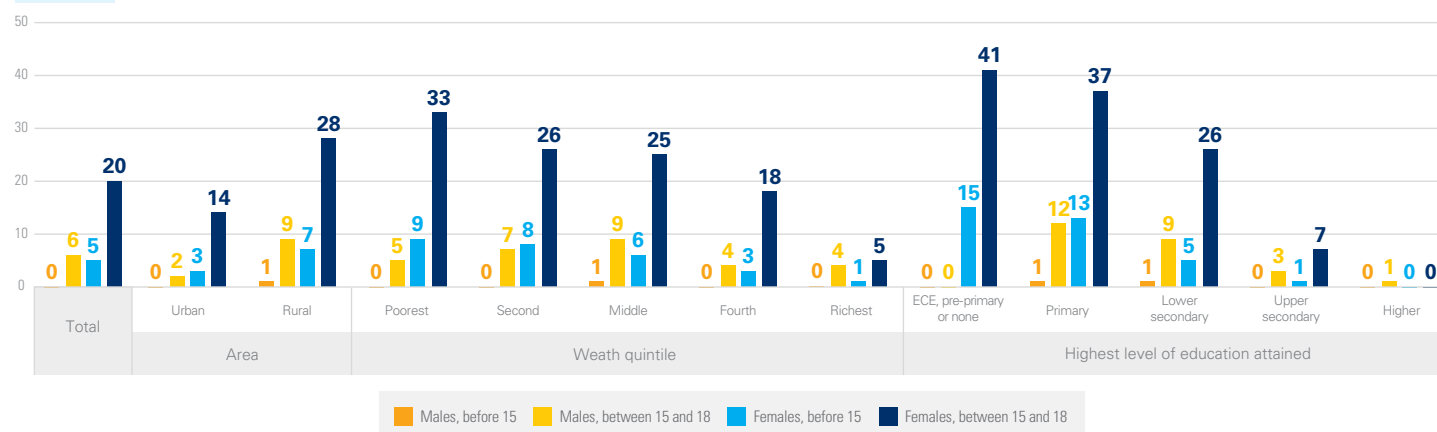
2. Which groups of children are more frequently involved in child labour?

3. How is child labour linked to education attendance and foundational learning skills?

4. How does child labour explain the profile of children who are out of school or not learning in school?

Overview of child marriage and education

FIGURE 74 Prevalence of child marriage among youth aged 20 to 24 years

Legend: Males, before 15 | Males, between 15 and 18 | Females, before 15 | Females, between 15 and 18

FIGURE 75 Literacy rates among youth aged 20 to 24 years, by early marriage status

Legend: Did not marry early | Married between ages 15 and 18

FIGURE 76 ICT skill rates among youth aged 20 to 24 years, by early marriage status

Legend: Did not marry early | Married between ages 15 and 18

Findings

- The prevalence of child marriage is higher for girls than for boys. While no men aged 20 to 24 years were married before the age of 15, 5 per cent of women aged 20 to 24 years were married before their 15th birthday. The prevalence of child marriage in rural areas is twice that of urban areas.

- There is a negative relationship between early marriage and education. Among females who attended higher education, no one aged 20 to 24 years reported entering a union or marriage. In contrast, children with no education, or only primary and lower secondary education, have higher rates of marriage before 18, particularly girls between the ages of 15 and 18.

- Youth literacy rates are high in Ghana – among individuals aged 20 to 24 years who are not married, 90 per cent of males and 87 per cent of females are literate. Similarly, ICT skills are more prevalent among youth who did not marry early. Among those who married early, 77 per cent of males are literate but only 60 per cent of females are literate.

- The differences in literacy rates and ICT skills between males and females who married early and those who did not are statistically significant.

Overview of child labour and education

FIGURE 77

Prevalence of child labour for children aged 5 to 17 years

Figure 77 — Bar chart. Values by category:

	Total	Sex		Area		Age			Wealth quintile					Ethnicity							
		Male	Female	Urban	Rural	5-11	12-14	15-17	Poorest	Second	Middle	Fourth	Richest	Akan	Ga/Damgme	Ewe	Guan	Gruma	Mole Dagbani	Grusi	Mande	Other
	31	31	32	19	41	27	38	39	47	38	31	22	13	26	24	26	44	52	45	39	16	28
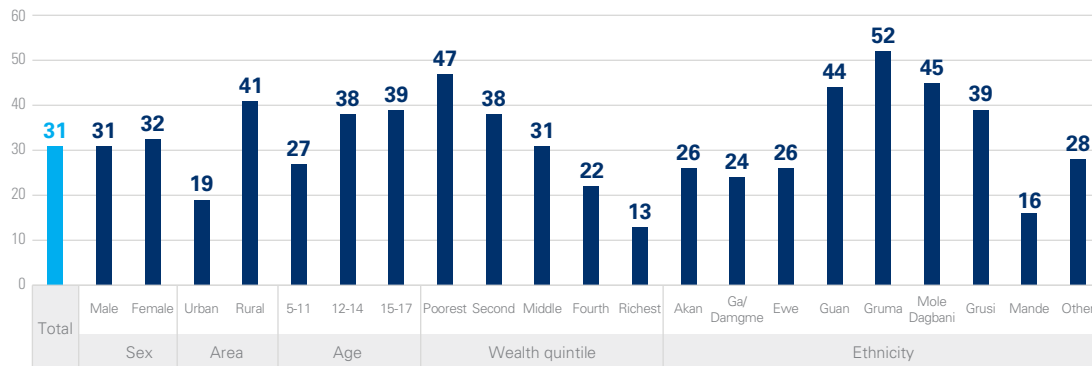
FIGURE 78

School attendance by age and child labour status

Legend:
— Not in child labour
— In child labour

Not in child labour: Age 6: 92, 7: 95, 8: 96, 9: 98, 10: 97, 11: 97, 12: 95, 13: 94, 14: 94, 15: 96, 16: 88, 17: 72

In child labour: Age 6: 83, 7: 87, 8: 89, 9: 93, 10: 93, 11: 93, 12: 88, 13: 86, 14: 90, 15: 79, 16: 76, 17: 70

FIGURE 79

Share of children aged 7 to 14 years with foundational reading and numeracy skills, by child labour status

Legend:
■ Not in child labour
■ In child labour

Reading — Not in child labour: 26; In child labour: 12
Numeracy — Not in child labour: 18; In child labour: 11
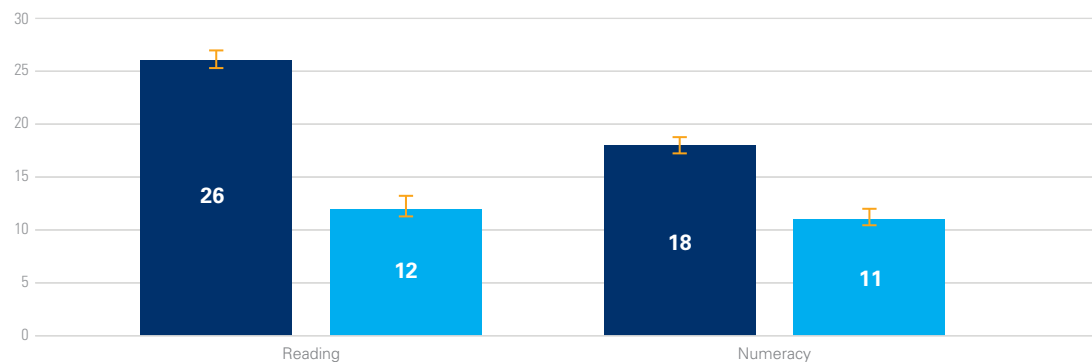
Findings

- About one-third of children aged 5 to 17 years are engaged in some form of child labour, and the rates for boys and girls are similar. However, the percentage of children engaged in child labour in rural areas is twice that of ur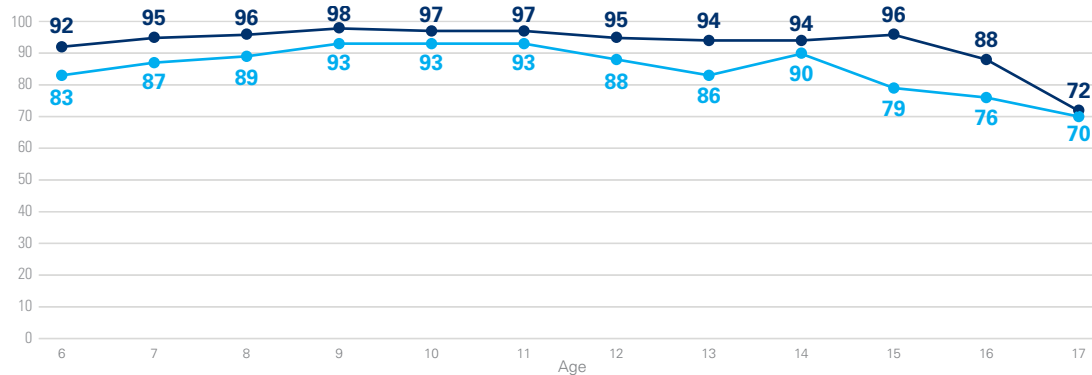ban areas. Higher shares of older children, children from poor backgrounds and children from the Gruma ethnic group are in child labour relatiave to other socioeconomic groups.

- Among children aged 5 to 17 years, those not engaged in child labour attend school at higher rates than those who are engaged in child labour. However, at the upper secondary level both groups show a decline in attendance, and by age 17 their rates essentially converge.

- Higher shares of children not engaged in child labour have foundational reading and numeracy skills than those engaged in child labour. The differences for are statistically significant.

Profiles of 1) Children not learning and out of school by child labour status, and 2) Uneducated or unskilled youth by early marriage

Profile of children aged 5 to 17 years who are out of school or not learning, by child labour status

Legend:
- Not in child labour
- Child labour

Not learning
- Reading: 63 | 37
- Numeracy: 65 | 35

Out of school
- Upper secondary: 45 | 55
- Lower secondary: 45 | 55
- Primary: 54 | 46

(axis: 0 10 20 30 40 50 60 70 80 90 100)
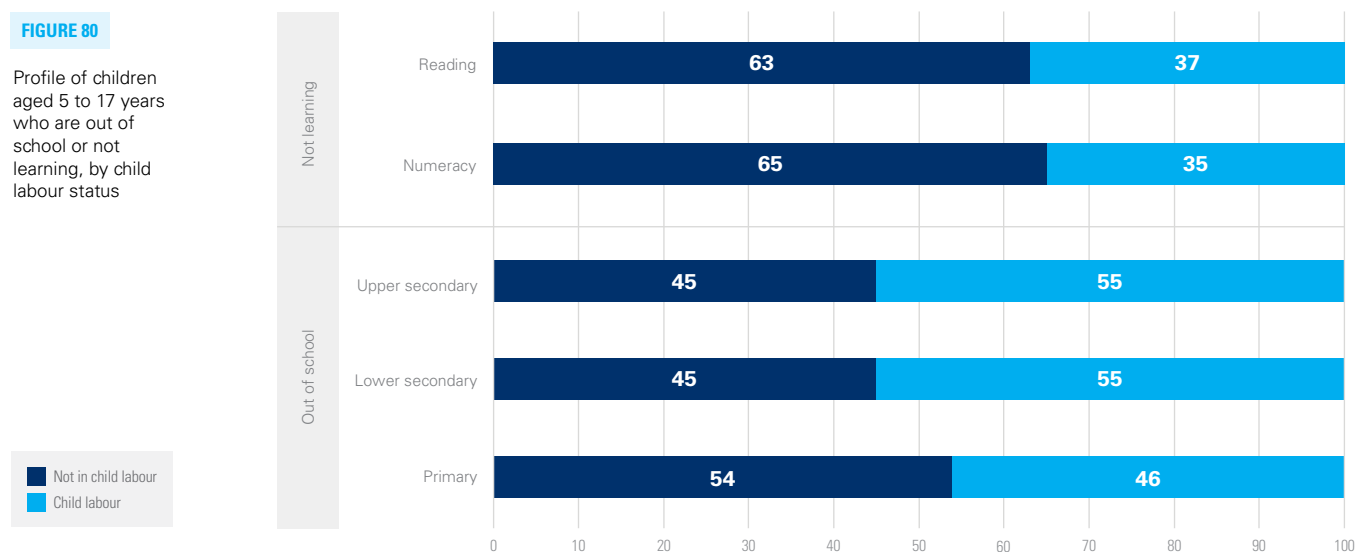
Profile of uneducated or unskilled youth aged 20 to 24 years, by age of marriage

Legend:
- Did not marry early
- Married between ages 15 and 18
- Married before age 15

- Did not attend school: 64 | 24 | 11
- Illiterate: 64 | 25 | 11
- No ICT skills: 83 | 13 | 4

(axis: 0 10 20 30 40 50 60 70 80 90 100)
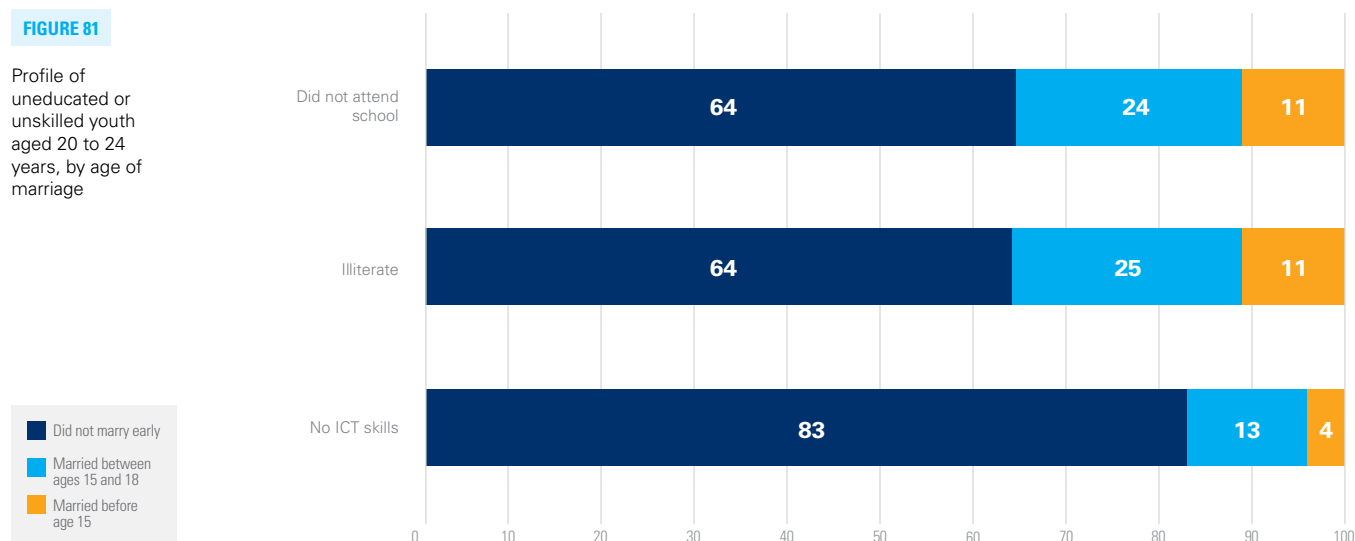
Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Overall, 30 per cent of children aged 5 to 17 years are engaged in child labour. However, children in child labour are over-represented among children not learning. Among children who have not acquired foundational reading skills, 37 per cent are engaged in child labour, and among those who have not aquiried foundational numeracy skills, 35 per cent are engaged in child labour.

- The majority of children of lower secondary and upper secondary school age who are out of school are engaged in child labour, indicating that they could be dropping out to pursue work.

- Among youth aged 20 to 24 years who did not attend school, 35 per cent married before the age of 18.

...Serwaa bought 15 baskets of
...ions at GH¢ 263 per basket.
...d the total cost of the 15
...baskets.

Answer

263
× 15
1315
263
...¢ 3945

Mathematics

Solving Word Problem on Mult...
...tion

Examples:

4. There are 24 hours a d...
many hours are there in 3...

= 300
× 24
1200
600
7200 days

5. A home used car needed a
set of 4 new tyres. Each tyre
cost GH¢ 245. How much will
the tyre c...?

22nd May, 2015
Esusuu Aketsiaba 22...

2. On a coffee farm the...
are 45 rows of trees. Eac...
has 30 trees. How man...
trees are there?

= 45
× 30
00
135
1350 trees

Disability-inclusive Education

Guiding questions

1. Which groups of children have higher rates of functional difficulty?

2. What are the most common functional difficulties among children?

3. How is functional difficulty linked to school attendance and learning?

4. How is functional difficulty linked to repetition and dropouts?

5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Overview

FUNCTIONAL DIFFICULTIES Examples include a child who has gradually lost vision and cannot see well, or a child who is blind.

+

UNACCOMMODATING ENVIRONMENT Glasses are not available to the child who has difficulty seeing distant objects. Learning material is not made available in braille to the child who is blind.

→

DISABILITY These children are likely to experience limited participation and their right to education may be compromised as a result of unaccommodating environments.

FIGURE 82 Prevalence of functional difficulties among children aged 2 to 17 years

Children aged 2 to 4 years | Children aged 5 to 17 years
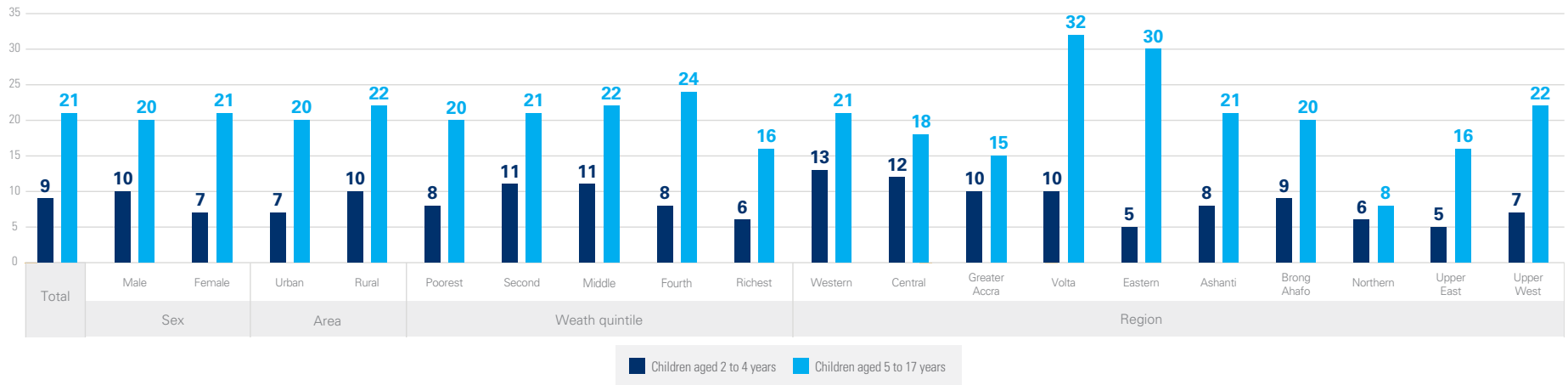
FIGURE 83 Prevalence of types of functional difficulties among children aged 2 to 4 years

Male | Female
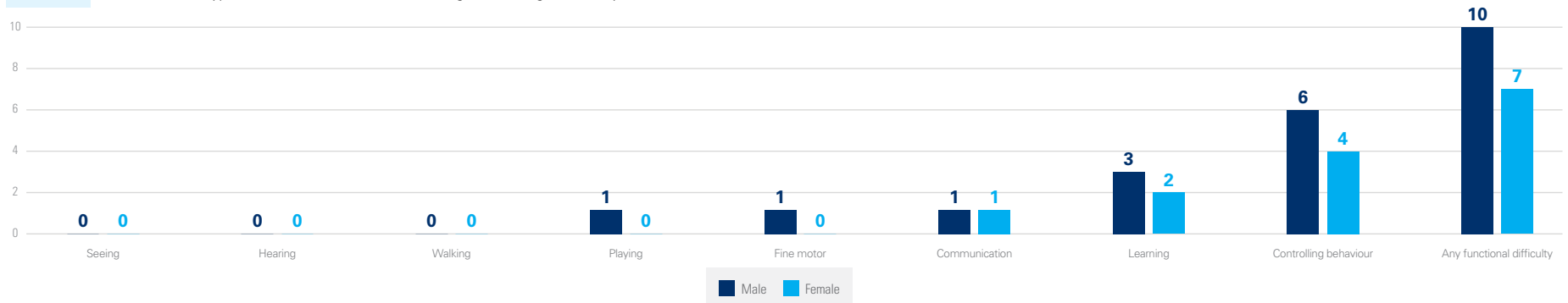
FIGURE 84 Prevalence of types of functional difficulties among children aged 5 to 17 years
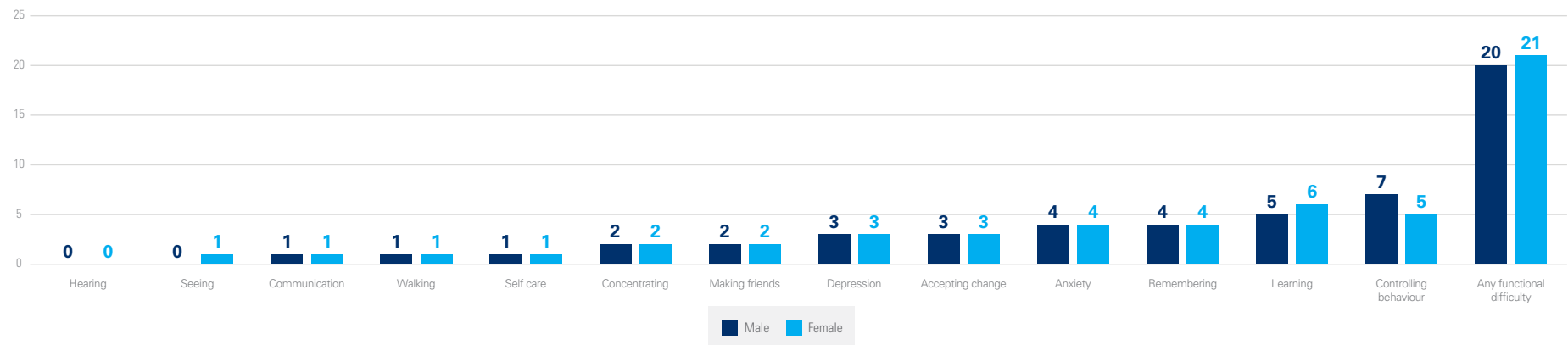
Findings

- Overall, 21 per cent of Ghanaian children aged 5 to 17 years have at least one functional difficulty, a figure that is consistent across sex, age groups and areas. However, there are wide regional disparities, with the Volta and Eastern regions having the highest prevalence of children with at least one functional difficulty.

- The prevalence of functional difficulties is lower among children aged 2 to 4 years than among older children. One explanation for this is a difference in the functional domains used for younger children.

- Among children aged 2 to 4 years, behavioural and cognitive challenges like learning and controlling behaviour are more prevalent.

- Among children aged 5 to 17 years, a similar trend is seen – the most common functional difficulties are associated with behavioural and cognitive challenges, including: anxiety, remembering, learning and controlling behaviour.

Disability-inclusive education

FIGURE 85 ECE attendance among children aged 3 or 4 years, by functional difficulty status

FIGURE 86 School attendance among children aged 5 to 17 years, by functional difficulty
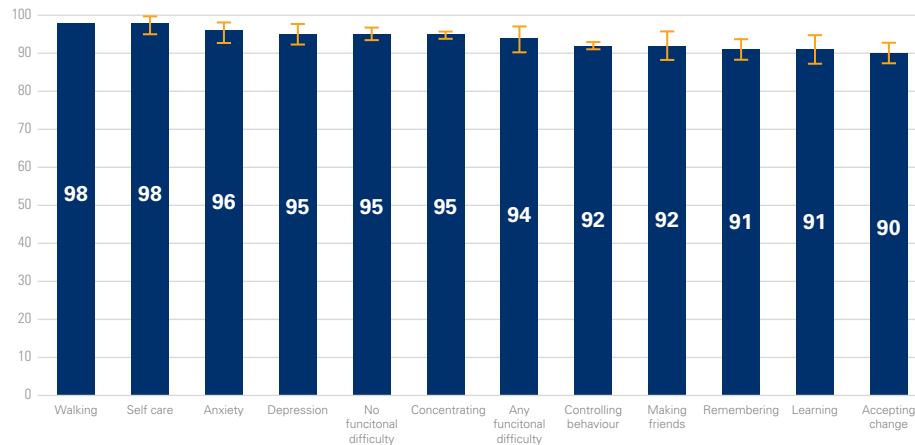
FIGURE 87 Adjusted net attendance rates, by functional difficulty status
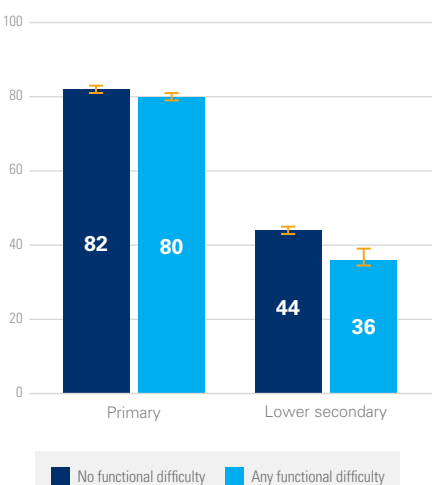
FIGURE 88 Dropout rates, by functional difficulty status (includes dropouts and non-transitioners)
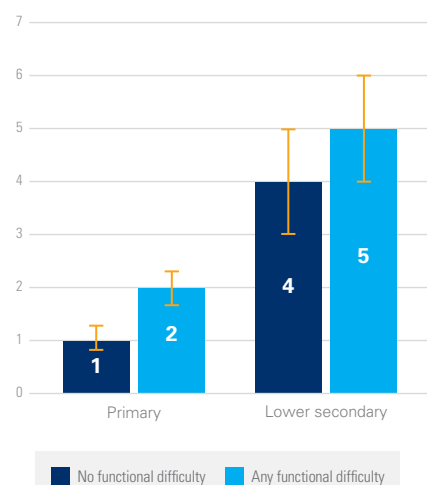
FIGURE 89 Repetition rates, by functional difficulty status
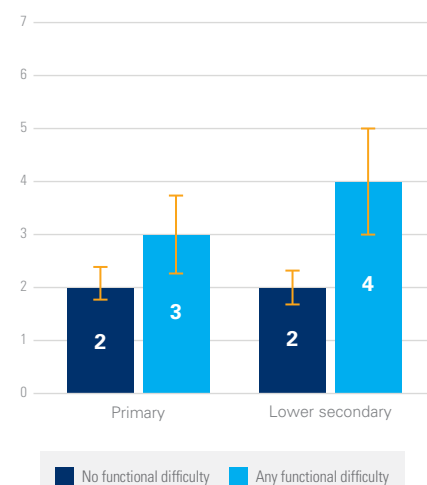
Findings

- Among children aged 3 or 4 years, ECE attendance is similar by functional difficulty status.

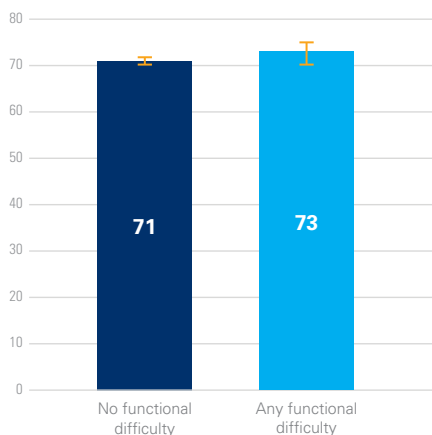- Current school attendance by functional difficulty uses data for children who attended any level of education during MICS6 data collection, and disaggregates the information by functional difficulty. Some functional difficulties, like hearing and communication, had fewer than 25 cases in the MICS6 datasets and therefore could not be included.

- Current school attendance is particularly low for children who have difficulty accepting change. In addition, children with cognitive issues such as controlling behaviour, have lower current attendance compared to their counterparts with no functional difficulty.

- Children who are anxious, depressed or have issues with self care have higher current attendance than those with no functional difficulty. The difference in attendance is statistically significant.

- At the primary level, children with and without any functional difficulty have similar adjusted net attendance rates (ANAR). However, at the lower secondary level, a smaller share of children with any functional difficulty attend school, and the difference is statistically significant.

- Higher shares of children with any functional difficulty drop out or repeat at both the primary and lower secondary levels. The differences are statistically significant for the primary level dropout rate and the lower secondary repetition rate.

Foundational skills and functional difficulties

Share of children with foundational skill, by functional difficulty status

Legend:
- No functional difficulty
- Any functional difficulty

Reading: 23 (No functional difficulty), 14 (Any functional difficulty)
Numeracy: 17 (No functional difficulty), 11 (Any functional difficulty)
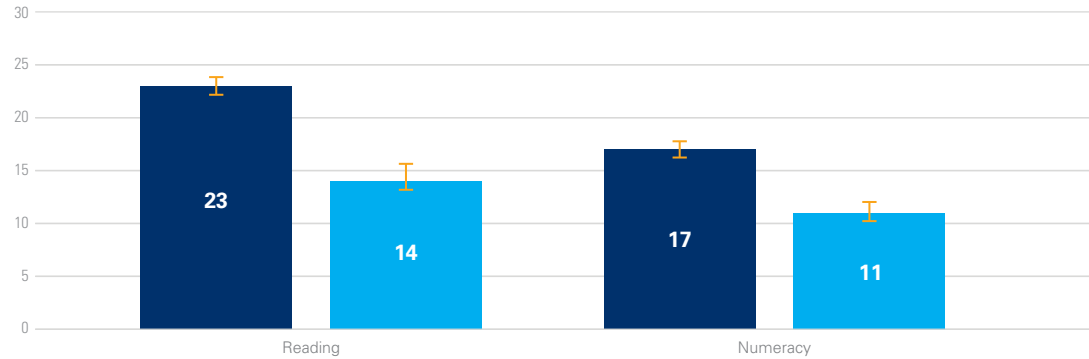
Share of children with foundational skills, by functional difficulty domains

Legend:
- Reading
- Numeracy

Domain	Reading	Numeracy
No funcitonal difficulty	23	17
Concentrating	23	13
Making friends	19	11
Depression	19	22
Accepting change	17	10
Any funcitonal difficulty	14	11
Controlling behaviour	13	10
Anxiety	13	14
Walking	10	12
Learning	9	8
Remembering	6	7
Self care	0	1
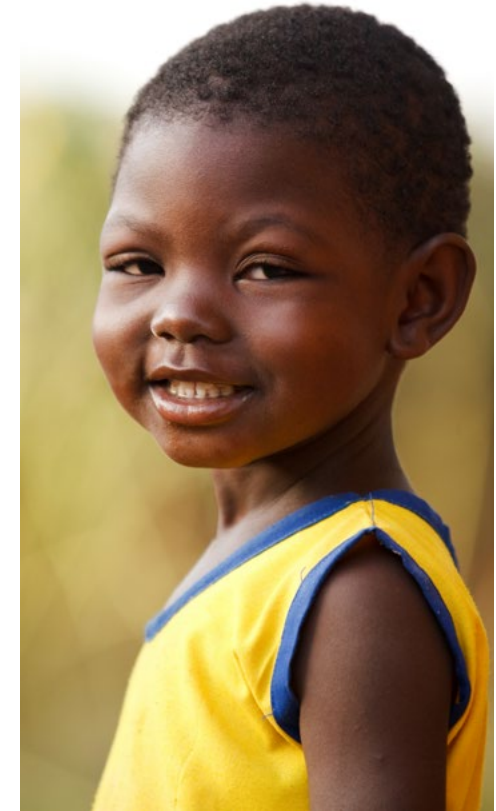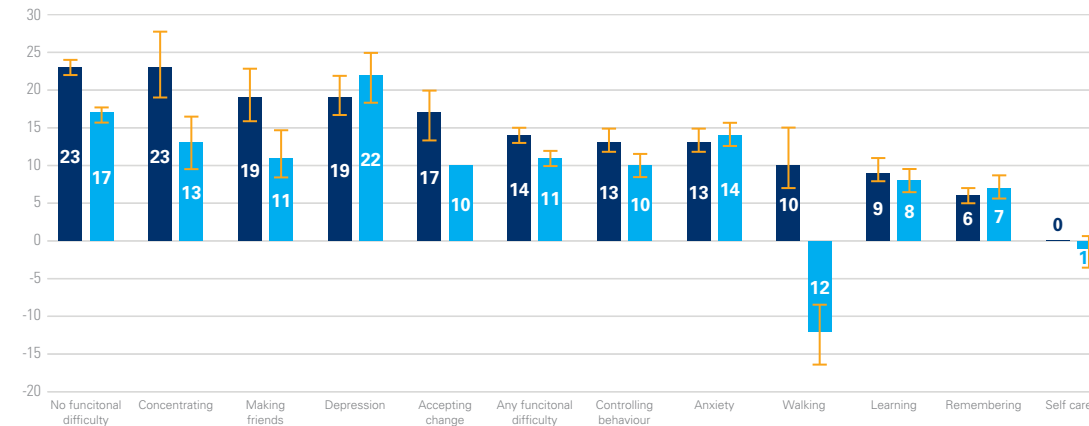
Findings

- Higher shares of children with no functional difficulties have foundational reading and numeracy skills. These differences are statistically significant.

- Among children with who have difficulty concentrating, 24 per cent have foundational reading skills whereas only 2 per cent have foundational numeracy skills. This large difference is statistically significant.

- Lower shares of children who face learning and remembering issues have foundational reading and numeracy skills compared to children with no functional difficulty. The difference is statistically significant.

- Children who have functional difficulties with learning and anxiety fare worse than their peers in terms of foundational reading and numeracy skills. Similar shares of children with no functional difficulties and children with difficulty making friends have foundational reading and numeracy skills.

Profile of children who are out of school or not learning, by functional difficulty

Profile of children out of school or not learning, by functional difficulty
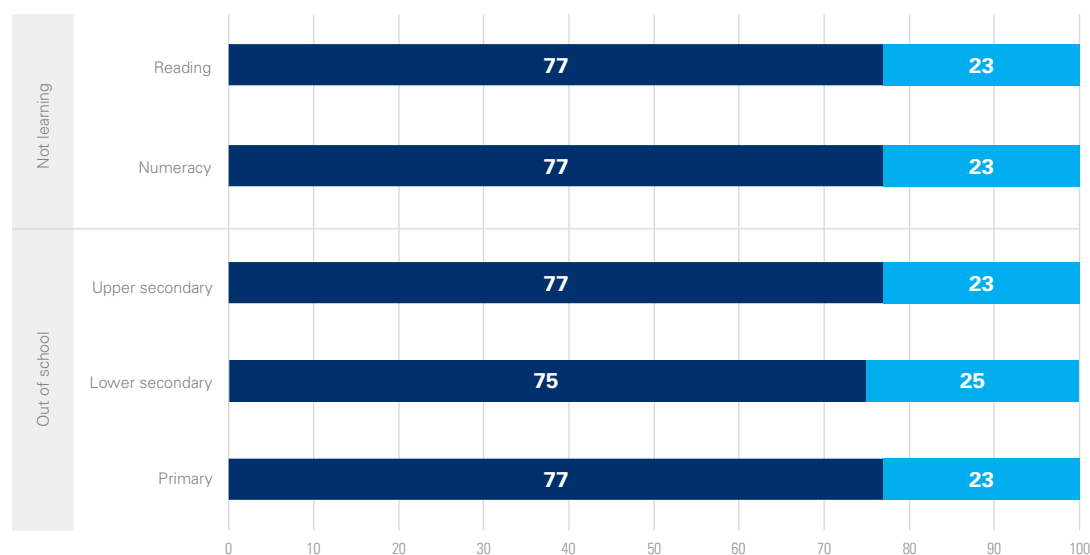
Findings

- Although 21 per cent of children in Ghana have a functional difficulty, across all levels of education they are over-represented among children who are out of school or not learning.

- Among children not learning reading or numeracy skills, 23 per cent have a functional difficulty. This over-representation signals that more should be done to accommodate the needs of all children to facilitate learning.

- Similarly, profile data combined with data on repetition indicate that children with functional difficulties may be staying in school longer, but not necessarily attending the right level.

TABLE 6. Functional difficulties – Headcounts by school attendance status

Age	Headcounts of children with functional difficulties*					
	Out of school			In school		
	5-9	**10-14**	**15-17**	**5-9**	**10-14**	**15-17**
Any disability	79,500	55,900	80,100	879,600	625,400	308,600
Accepting change	12,500	13,800	16,400	107,600	109,300	28,100
Anxiety	13,100	7,200	13,400	185,800	114,200	97,600
Communication	6,200	3,700	19,100	8,600	16,200	14,000
Concentrating	16,700	5,300	20,700	85,400	70,300	10,700
Controlling behaviour	12,900	19,200	41,300	212,700	177,800	69,800
Depression	8,800	3,400	9,900	110,400	74,200	81,000
Hearing	3,600	600	200	3,300	11,700	4,800
Learning	22,200	32,300	32,000	210,300	172,500	71,800
Making friends	5,900	4,600	17,300	74,200	70,400	39,100
Remembering	17,400	15,700	17,300	184,400	125,200	41,100
Seeing	500	1,200	4,000	26,800	8,300	11,100
Self care	20,100	2,500	2,400	81,800	7,000	–
Walking	13,200	3,000	1,400	68,800	13,500	2,300

*Headcounts are based on UNSD statistics.

Remote Learning

Guiding questions

1. What share of students live in households with access to remote learning tools?

2. How is remote learning associated with foundational learning?

3. What are the profiles of children who do not have access to remote learning tools?

Overview

FIGURE 93 Share of students aged 3 to 24 years with access to remote learning tools

Legend: Internet · Radio · Television · Electricity
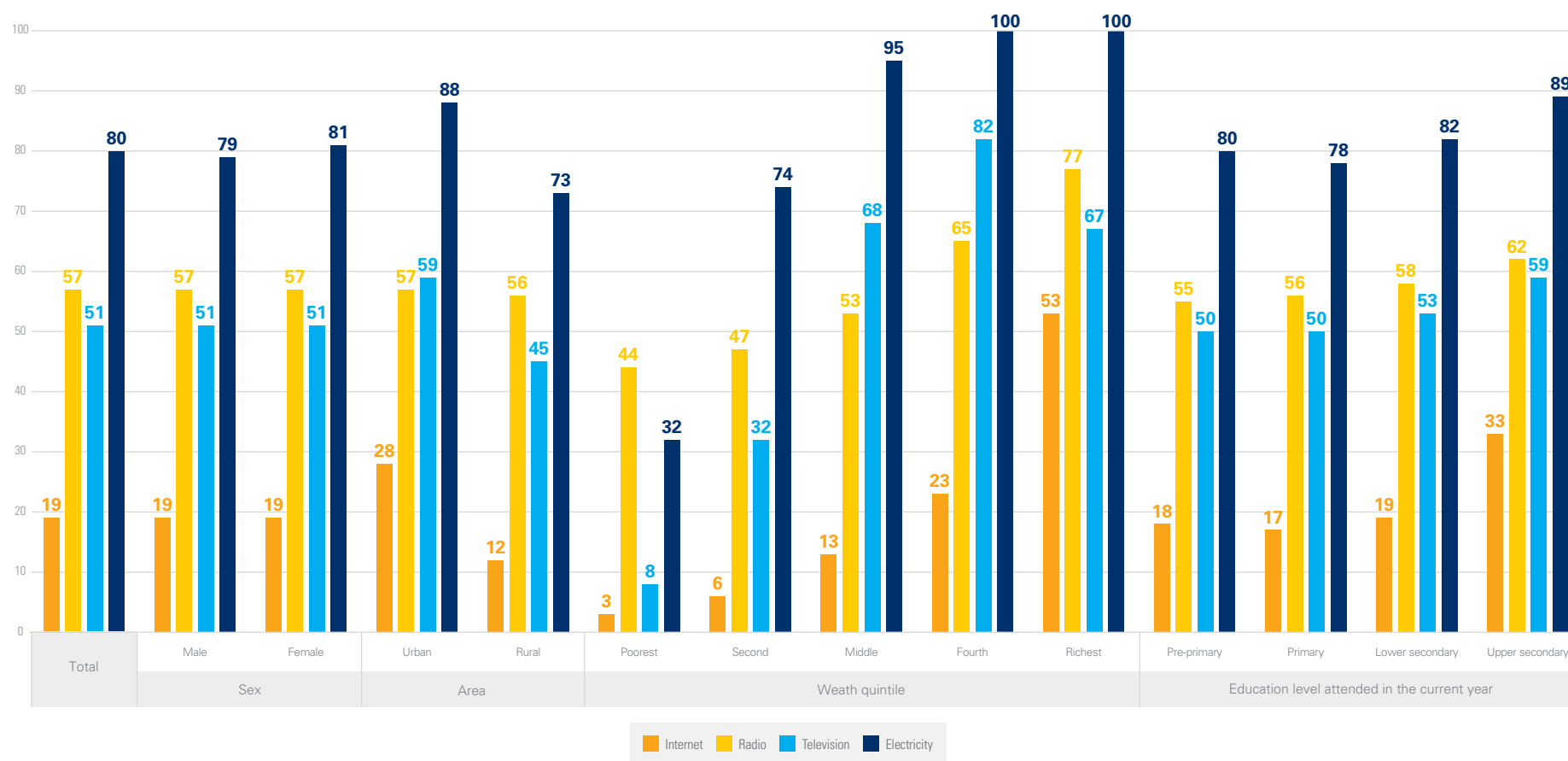
FIGURE 94

Share of students aged 3 to 24 years without access to a radio or television

	Total	Male	Female	Urban	Rural	Poorest	Second	Middle	Fourth	Richest	Pre-primary	Primary	Lower secondary	Upper secondary	Higher
	25	25	25	21	28	52	40	17	7	9	26	26	23	19	13
		Sex		Area		Weath quintile					Education level attended in the current year				
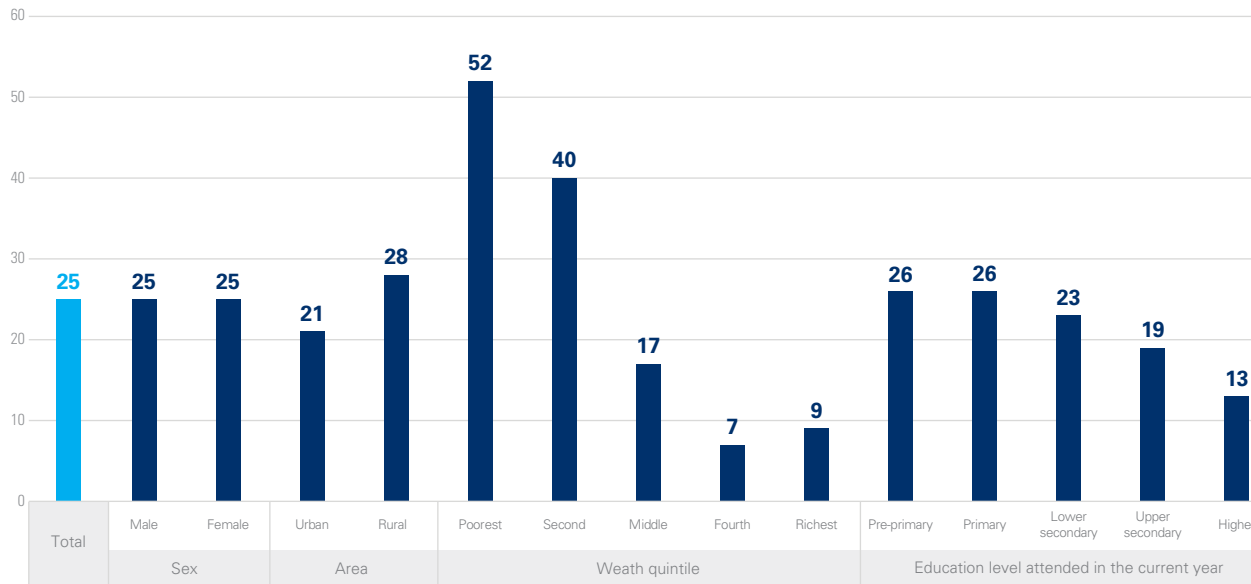
FIGURE 95

Out-of-school children aged 3 to 17 years with access to remote learning tools

Internet
Radio
Television

	Total	Male	Female	Urban	Rural	Poorest	Second	Middle	Fourth	Richest
Internet	14	13	15	19	10	2	8	18	18	45
Radio	51	54	49	54	50	40	43	51	61	83
Television	45	46	44	59	34	7	31	66	84	74
		Sex		Area		Weath quintile				
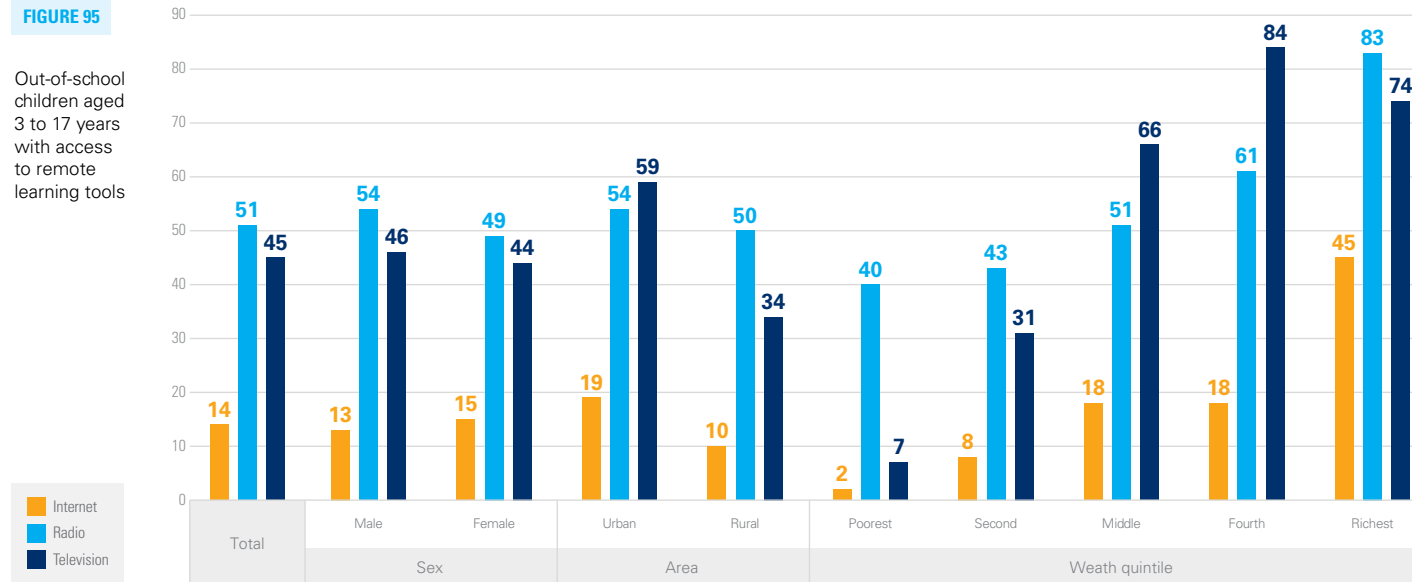
Findings

- Nationally, only 19 per cent of children between the ages of 3 to 24 who are in school live in households with internet connectivity. During school closures resulting from the COVID-19 pandemic, Ghana opted to deliver remote learning via radio and television, but MICS6 data show that 25 per cent of students do not have access to a radio or television.

- Radio is the best remote learning tool to reach children in the poorest two wealth quintiles, whereas television is better for the richer wealth quintiles.

- At all levels of education, higher shares of students have access to radio than television.

- The two poorest quintiles have very low access to electricity, which is a critical issue because most remote learning tools rely on access to electricity for delivery.

- Even in non-pandemic times, children who are out of school may benefit from remote learning programs. 51 per cent of children who are out of school have a radio in their household, and 60 per cent have a television.

Foundational skills among children aged 7 to 14 years, by access to remote learning tools

FIGURE 96

Foundational reading skills by access to remote learning tools

Figure 96: Foundational reading skills by access to remote learning tools
- No electricity: 9
- Electricity: 26
- No radio: 19
- Radio: 24
- No television: 24
- Television: 27
- No internet: 19
- Internet: 40

Groups: Electricity, Radio, Television, Internet

FIGURE 97

Foundational numeracy skills by access to remote learning tools

Figure 97: Foundational numeracy skills by access to remote learning tools
- No electricity: 12
- Electricity: 18
- No radio: 18
- Radio: 16
- No television: 16
- Television: 19
- No internet: 15
- Internet: 26

Groups: Electricity, Radio, Television, Internet
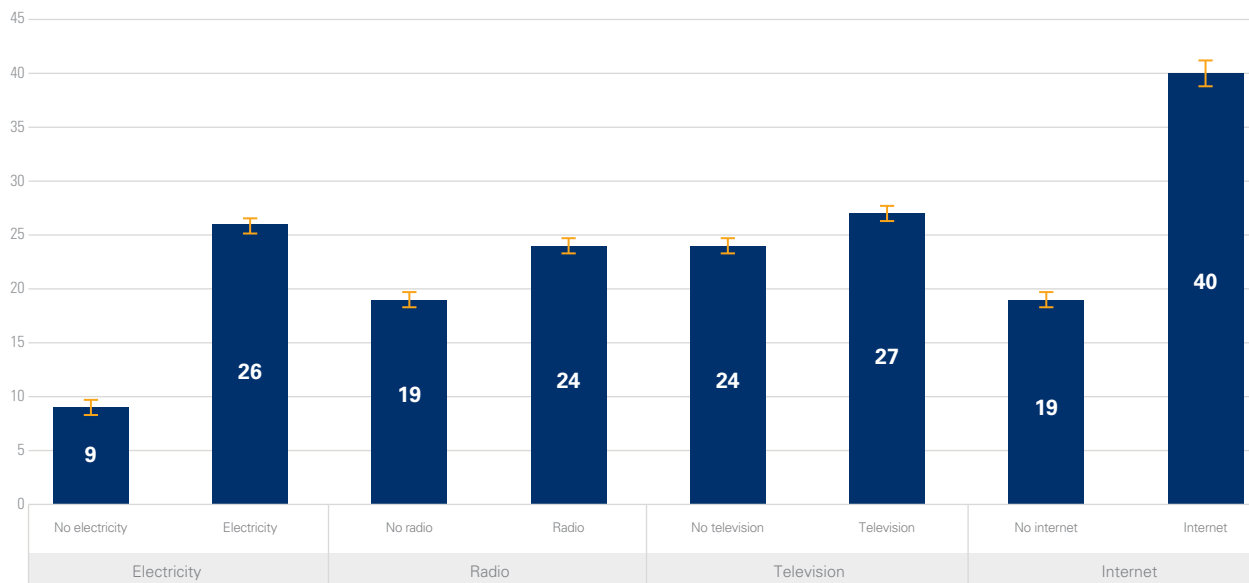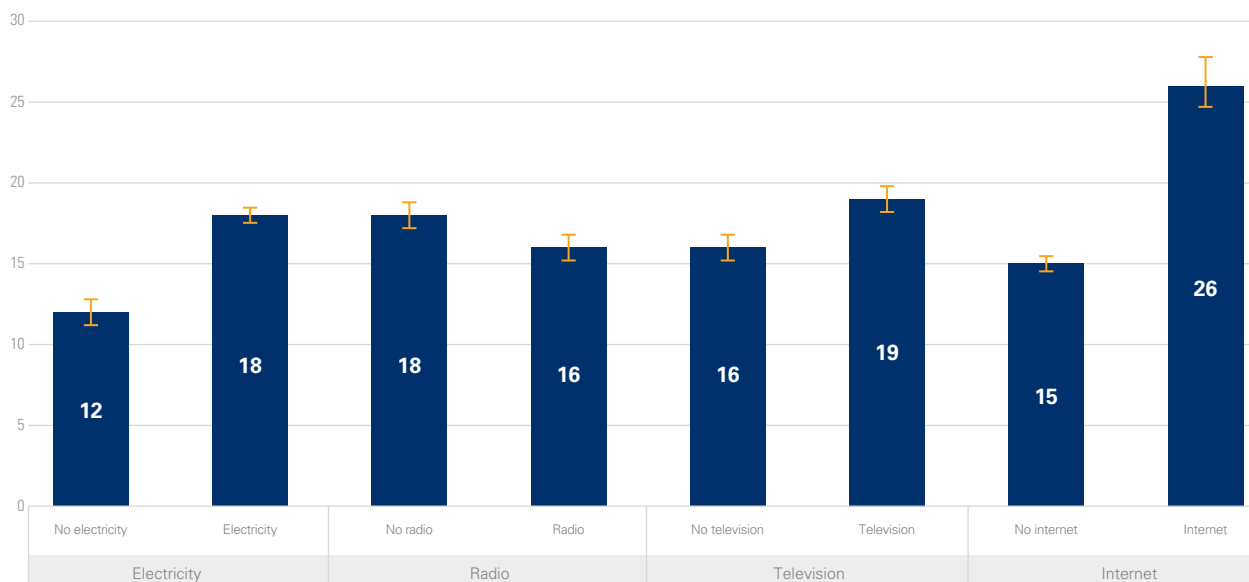
Findings

- Access to remote learning tools is associated with higher shares of children with reading and numeracy skills. One exception is that a larger share of children with no radio access have higher foundational numeracy skills.

- The biggest gaps in foundation skills are associated with access to the internet and electricity, both of which are strongly associated with household wealth.

- For foundational reading skills, the differences are statistically significant for each type of remote learning tool.

Home learning environment for children aged 7 to 14 years

No child-oriented book in the households

	Total	Male	Female	Urban	Rural	Out of school	In school	Poorest	Second	Middle	Fourth	Richest	Akam	Ga/ Damgme	Ewe	Guan	Gruma	Mole Dagbani	Grusi	Mande	Other	Pre-primary	Primary	Lower secondary	Upper secondary	Higher
Value	59	61	57	48	69	91	57	86	70	62	46	32	53	49	54	64	81	75	67	58	69	75	67	50	32	27
Category		Sex		Area		Attendance Status		Weath quintile					Ethnicity									Mother/caretaker's level of education				

Parent or caretaker helped child with homework

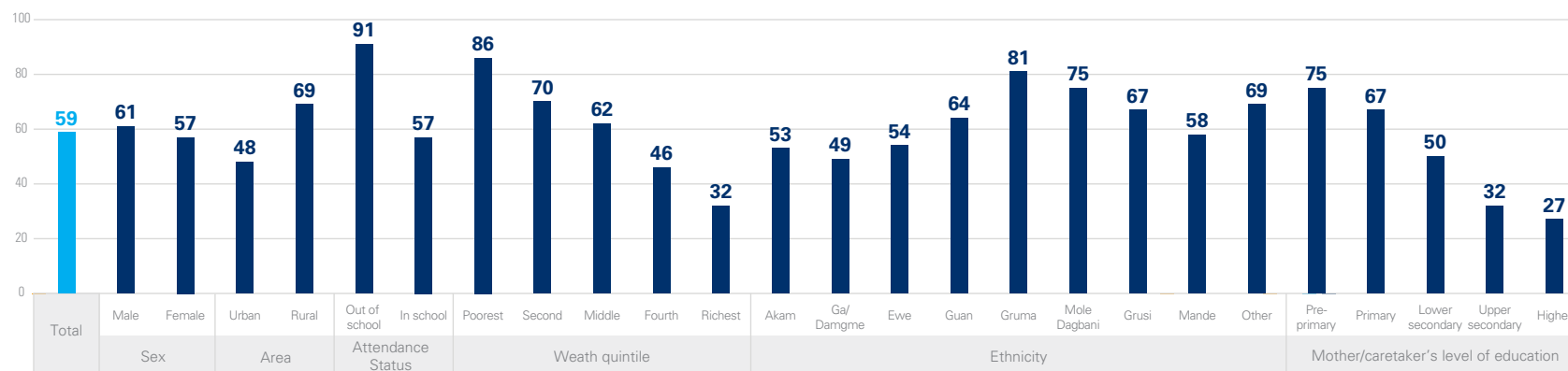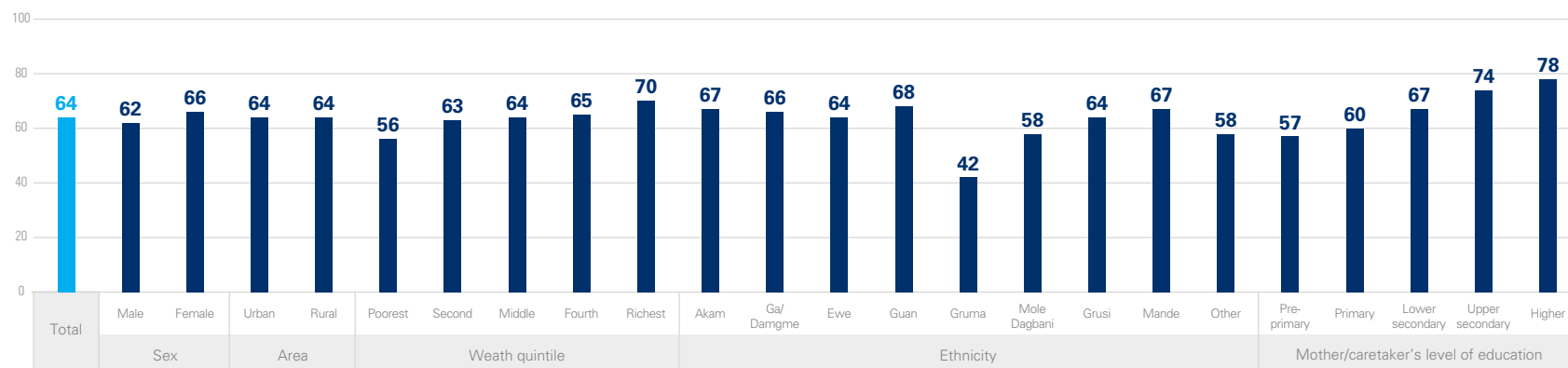|	Total	Male	Female	Urban	Rural	Poorest	Second	Middle	Fourth	Richest	Akam	Ga/ Damgme	Ewe	Guan	Gruma	Mole Dagbani	Grusi	Mande	Other	Pre-primary	Primary	Lower secondary	Upper secondary	Higher
Value	64	62	66	64	64	56	63	64	65	70	67	66	64	68	42	58	64	67	58	57	60	67	74	78
Category		Sex		Area		Weath quintile					Ethnicity									Mother/caretaker's level of education				

Findings

- 59 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.

- Access to child-oriented books varies by wealth quintile and mother's level of education. On average 32 per cent of children do not have acces to child-oriented books at home. Among children in the poorest quintile this rises to 86 per cent, whereas among chldren whose mothers have higher education it falls to 27 per cent.

- Most students aged 7 to 14 years receive help with homework in Ghana. However, a comparitively low share of children from the Gruma ethnic group have a parent or caretaker helping them with their homework.

Profiles of students with no access to remote learning tools

These profiles are based on the share of students who do not have access to remote learning tools in Ghana, where 14 per cent do not have access to radio or television, 43 per cent do not have access to radio, 36 per cent do not have access to television and 81 per cent do not have access to the internet.

FIGURE 100

Profile of children with no access to remote learning tools, by sex

No radio or television

Male	Female
52	48

No radio

| 51 | 49 |

No television

| 51 | 49 |

No internet

| 51 | 49 |

Legend:
- Male
- Female
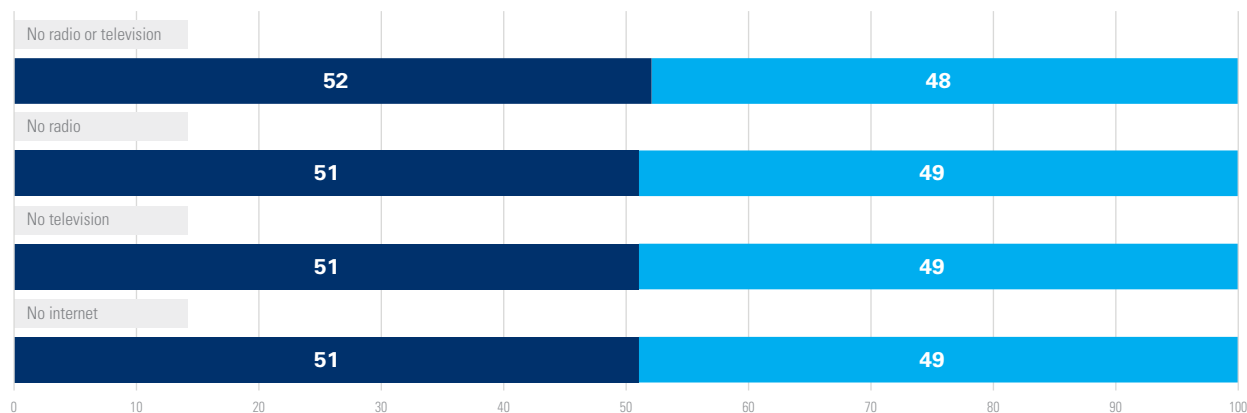
FIGURE 101

Profile of children with no access to remote learning tools, by area

No radio or television

Urban	Rural
38	62

No radio

| 45 | 55 |

No television

| 38 | 62 |

No internet

| 41 | 59 |

Legend:
- Urban
- Rural
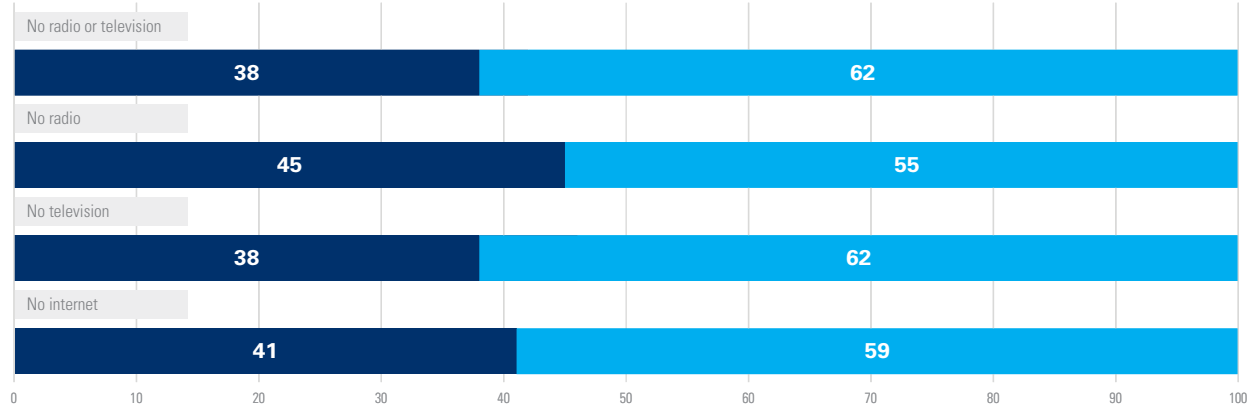
FIGURE 102

Profile of children with no access to remote learning tools, by wealth quintile

No radio or television

Poorest	Second	Middle	Fourth	Richest
39	35	14	5	7

No radio

| 25 | 26 | 23 | 16 | 10 |

No television

| 36 | 30 | 14 | 8 | 12 |

No internet

| 23 | 25 | 23 | 19 | 11 |

Legend:
- Poorest
- Second
- Middle
- Fourth
- Richest
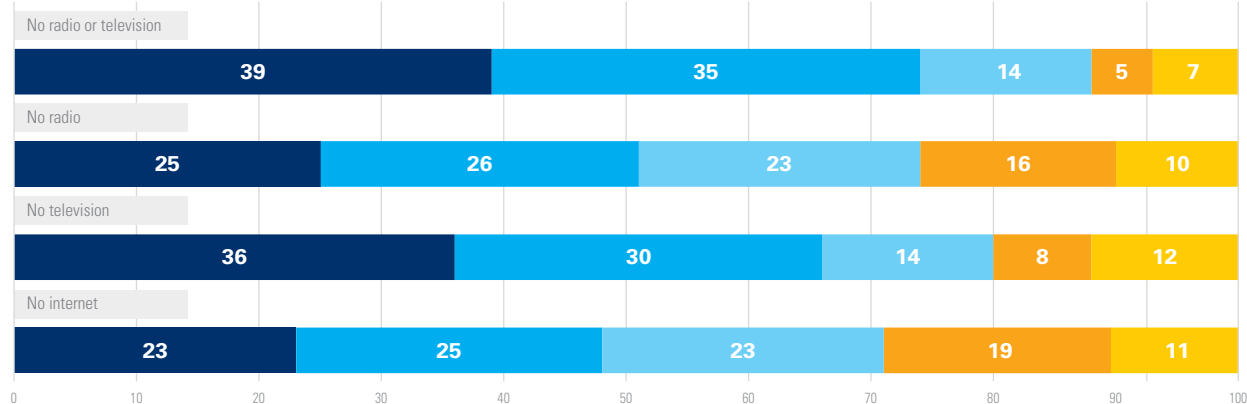
Note: numbers may not sum to 100 per cent due to rounding.

FIGURE 103 Profile of children with no access to remote learning tools, by ethnicity

No radio or television

| 42 | 6 | 10 | 5 | 7 | 17 | 2 | 10 |

No radio

| 45 | 7 | 10 | 5 | 5 | 15 | 2 | 9 |

No television

| 43 | 8 | 11 | 5 | 5 | 18 | 2 | 9 |

No internet

| 45 | 8 | 11 | 5 | 4 | 17 | 3 | 1 | 8 |

0   10   20   30   40   50   60   70   80   90   100

- Akan
- Ga/Damgme
- Ewe
- Guan
- Gruma
- Mole Dagnani
- Mande
- Other

FIGURE 104 Profile of children with no access to remote learning tools, by region

No radio or television

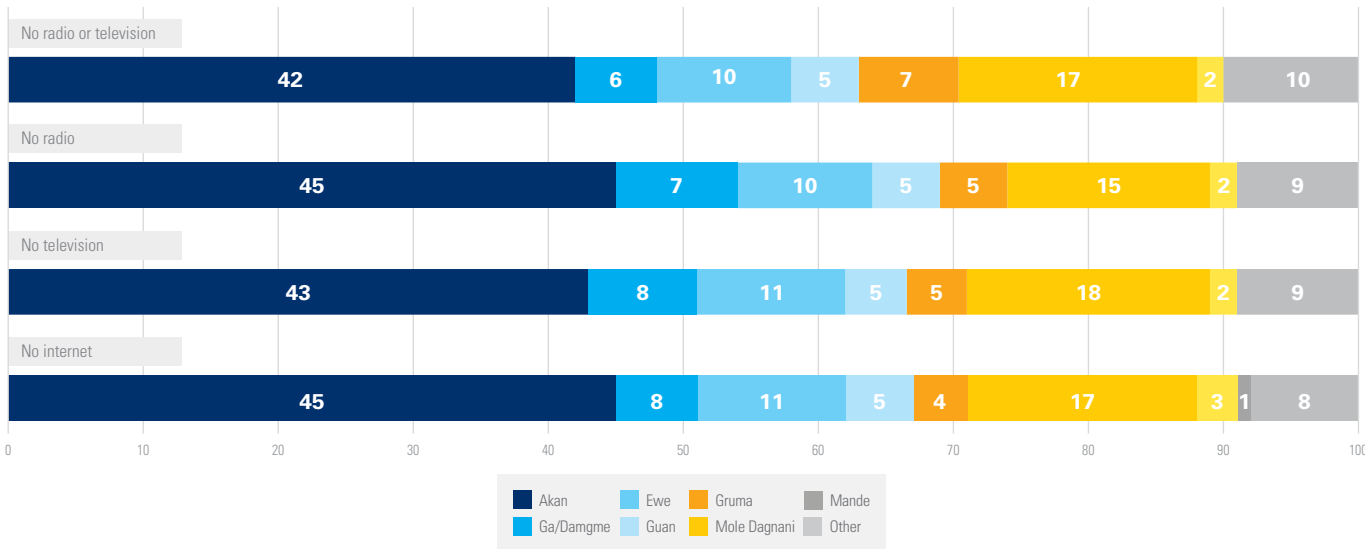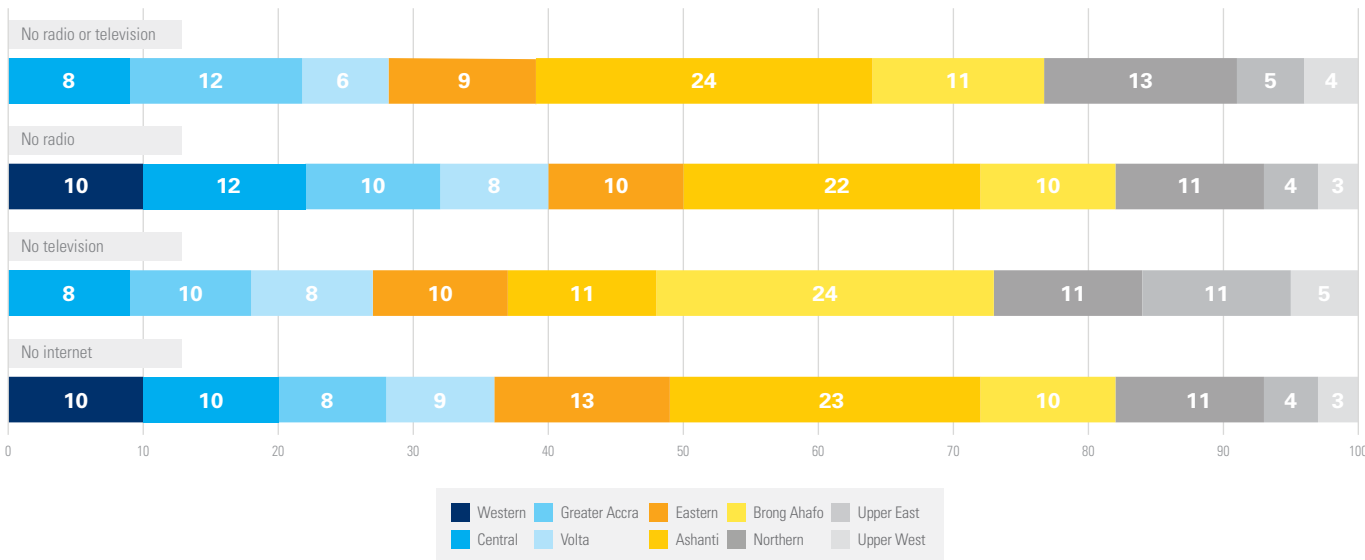| 8 | 12 | 6 | 9 | 24 | 11 | 13 | 5 | 4 |

No radio

| 10 | 12 | 10 | 8 | 10 | 22 | 10 | 11 | 4 | 3 |

No television

| 8 | 10 | 8 | 10 | 11 | 24 | 11 | 11 | 5 |

No internet

| 10 | 10 | 8 | 9 | 13 | 23 | 10 | 11 | 4 | 3 |

0   10   20   30   40   50   60   70   80   90   100

- Western
- Central
- Greater Accra
- Volta
- Eastern
- Ashanti
- Brong Ahafo
- Northern
- Upper East
- Upper West

Note: numbers may not sum to 100 per cent due to rounding.

Findings

- The share of boys and girls who have no access to radio or television, or no access to television, is the same but slightly more boys than girls have no radio or internet access.

- Rural areas are over-represented in having no access to remote learning tools, particularly when it comes to having access to both radio and television.

- The two poorest wealth quintiles are over-represented among those who lack access to remote learning tools. Among those lacking access to both radio and television, the poorest two quintiles form the majority.

- The Akan ethnic group has a large population, which may explain why children of Akan ethnicity represent the largest share of those who lack access to remote learning tools.

- The Ashanti region has the largest share of children who lack access to remote learning tools, while the Upper West and Upper East regions have the smallest shares of children who lack access.
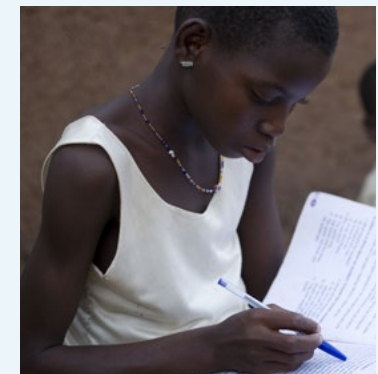
TABLE 7. Remote learning – Shares and headcounts by various socioeconomic characteristics

		Share (%)				Headcounts*			
		No radio or television	No radio	No television	No internet	No radio or television	No radio	No television	No internet
Total		**14**	**43**	**36**	**81**	**1,485,700**	**4,443,200**	**2,994,500**	**8,308,700**
Sex	Male	14	43	36	81	755,800	2,311,500	1,497,600	4,293,300
	Female	15	43	37	81	729,900	2,131,700	1,497,000	4,015,400
Area	Urban	13	43	33	72	632,300	2,014,700	1,386,400	3,397,700
	Rural	15	44	39	88	853,500	2,428,500	1,608,200	4,911,000
Wealth quintile	Poorest	16	56	74	97	309,200	1,090,400	457,500	1,889,300
	Second	25	53	57	94	544,500	1,165,900	932,300	2,075,300
	Middle	15	47	29	87	320,400	1,030,700	596,200	1,877,700
	Fourth	6	35	18	77	135,100	715,400	372,600	1,573,000
	Richest	9	23	33	47	176,600	441,000	636,300	893,600
Ethnicity	Akan	13	41	34	77	648,400	2,002,000	1,386,400	3,744,600
	Ga/Damgme	12	39	37	76	100,800	325,600	267,900	628,900
	Ewe	16	41	41	82	184,600	456,900	383,500	899,800
	Guan	19	45	39	86	82,700	202,300	137,600	380,200
	Gruma	20	62	50	91	78,100	247,400	121,900	362,500
	Mole Dagbani	14	43	37	90	217,600	675,500	399,800	1,397,500
	Grusi	12	38	31	90	27,900	90,500	53,800	214,200
	Mande	14	35	34	75	8,300	20,100	17,000	42,900
	Other	18	55	40	83	136,900	419,900	226,000	635,900
Region	Western	13	42	31	78	133,400	436,200	279,300	803,900
	Central	20	50	40	81	214,600	537,100	367,400	863,900
	Greater Accra	15	43	36	65	146,900	431,400	336,600	635,300
	Volta	21	43	48	86	185,100	379,300	351,900	745,900
	Eastern	10	34	33	86	124,600	428,300	337,600	1,067,400
	Ashanti	11	40	32	77	262,000	983,100	602,800	1,917,500
	Brong Ahafo	16	48	40	85	153,700	460,700	291,100	808,400
	Northern	19	49	37	90	194,300	497,100	289,200	918,800
	Upper East	8	46	40	88	28,700	162,900	61,900	307,600
	Upper West	17	50	47	94	42,800	127,400	77,300	240,400

*Headcounts are based on UNSD statistics.

Remote learning – Shares and headcounts by various socioeconomic characteristics

This charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who lack access to both radio and television.

Shares and headcounts of students who lack access to radio and television
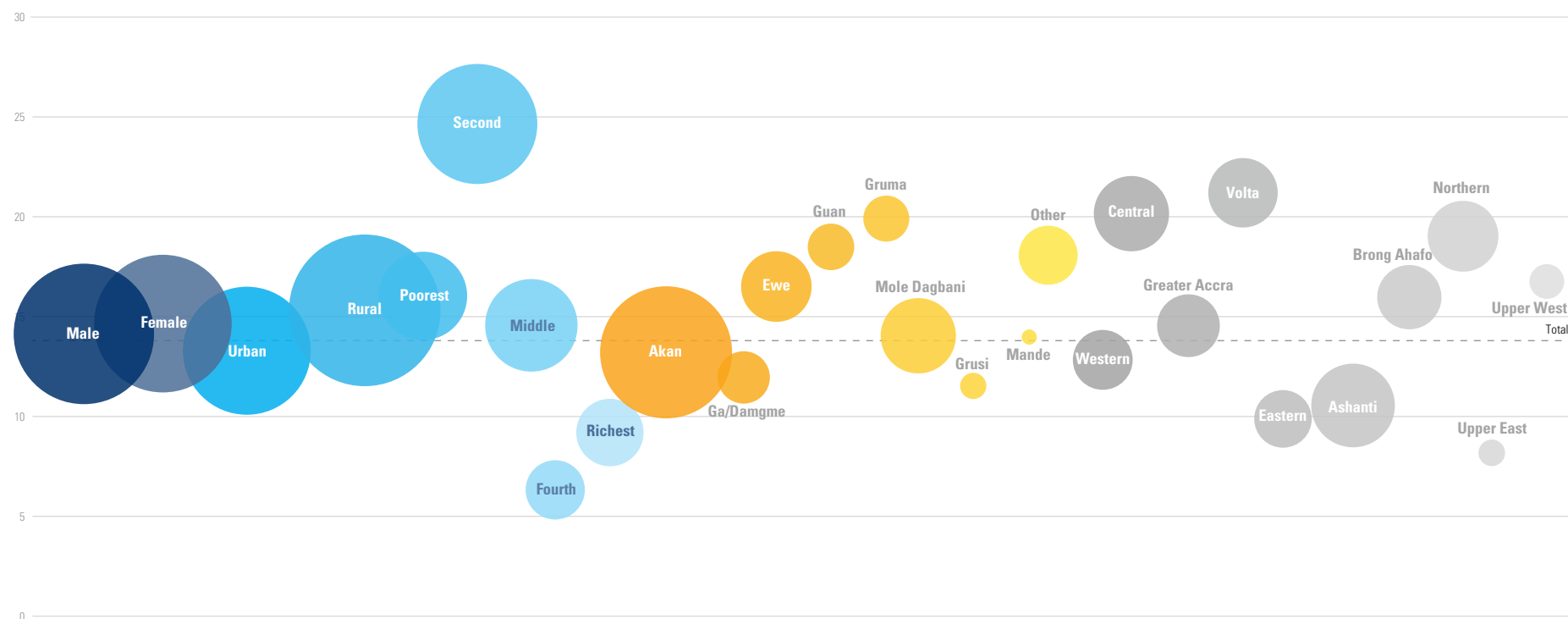
Findings

- The Volta, Central and Northern regions have the highest shares of children with no access to radio or television, the remote learning tools used in Ghana to deliver distance learning during school closures.

- However, he Ashanti, Central and Northern regions have the highest headcounts of children with no access to radio or television.

- But in terms of ethnic groups, the Akan have the largest headcount of children who do not have access to radio or television. High shares of children from the Gruma, Guan and Ewe ethnic groups also live in a household with no access to radio or television, although these groups have small headcounts.

UNICEF Ghana