

UPDATED ANALYSIS OF OUT-OF-SCHOOL CHILDREN IN GHANA WITH DISTRICT- LEVEL SUMMARIES AND PROJECTIONS

OOSC STUDY TEAM

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STEADY PROGRESS IN SCHOOL PARTICIPATION RATES

Figure 3.2. Percentage of children ages 6-14 who have ever attended school, 2003-2014

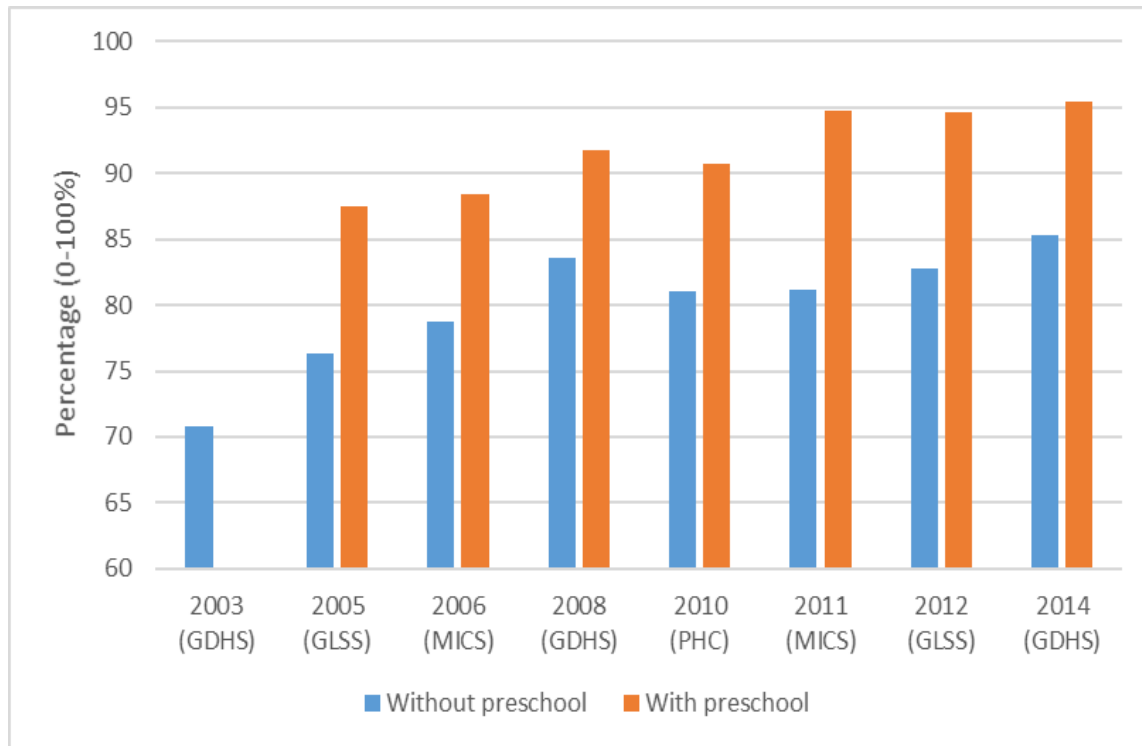
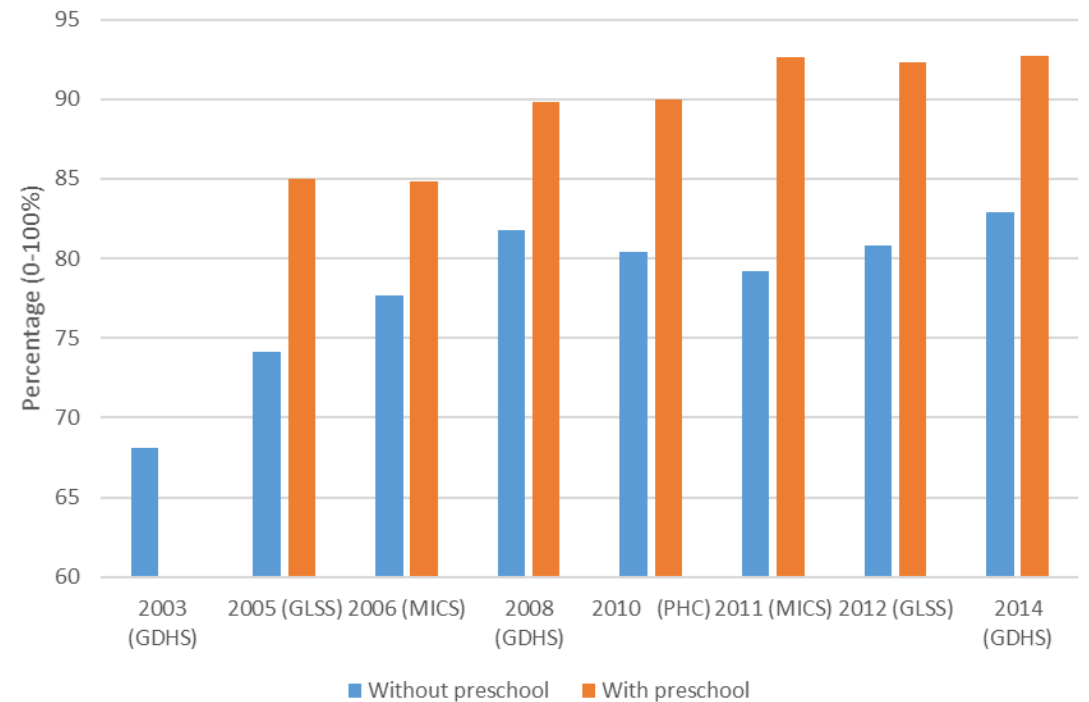


Figure 3.5. Current attendance rates with and without preschool ages 6-14, 2003-2014



STEADY PROGRESS (SUMMARY)

70 percent of 6-14 year olds had ever attended school at time of 2003 GDHS (not counting preschool), versus 85 percent in 2014

- Counting preschool enrollment, the 2014 rate of ever attended is over 95 percent

It is important to recognize this improvement because it has taken place during a period of policy emphasis on raising enrollments

- Capitation grants, school feeding, school uniforms, etc.
- And there are (apparently) positive results to show for these efforts

Pattern for current attendance rates among 6-14 years olds is similar

- Less than 70 percent in 2003 (excluding preschool), over 80 percent in 2014

BUT THERE ARE SOME CAVEATS TO THIS PROGRESS

Progress has slowed in recent years

- Significant jump between 2003 and 2008, but in recent years the rate of progress is lower
 - Some evidence of “plateauing” at 90-95 percent
- This suggests that remaining children who are out of school are harder and harder to enroll

Substantial over-age enrollment

- Participation rates are much higher when counting over-age preschool
 - See difference between orange and blue bars in previous figures
- And not much evidence that over-age enrollment is declining

THERE ARE ALSO PERSISTENT INEQUALITIES

Figure 3.2. Percentage of children ages 6-14 who have ever attended school by gender, location and SES quintile, GDHS 2014

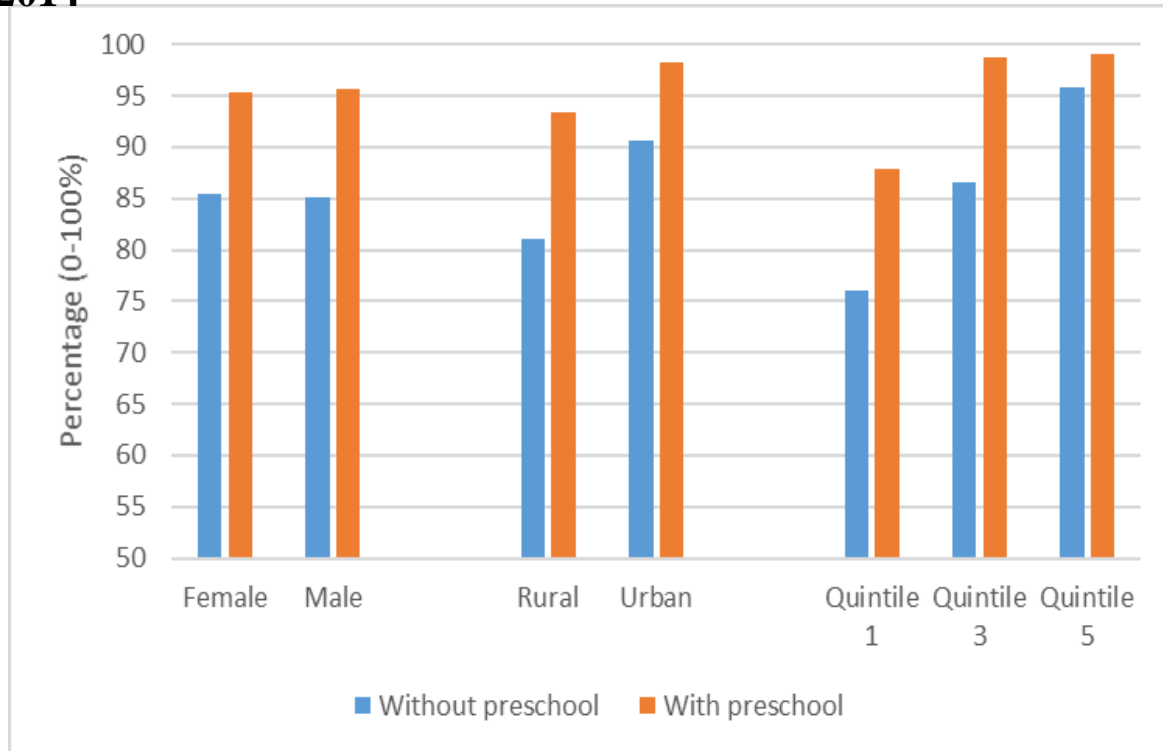
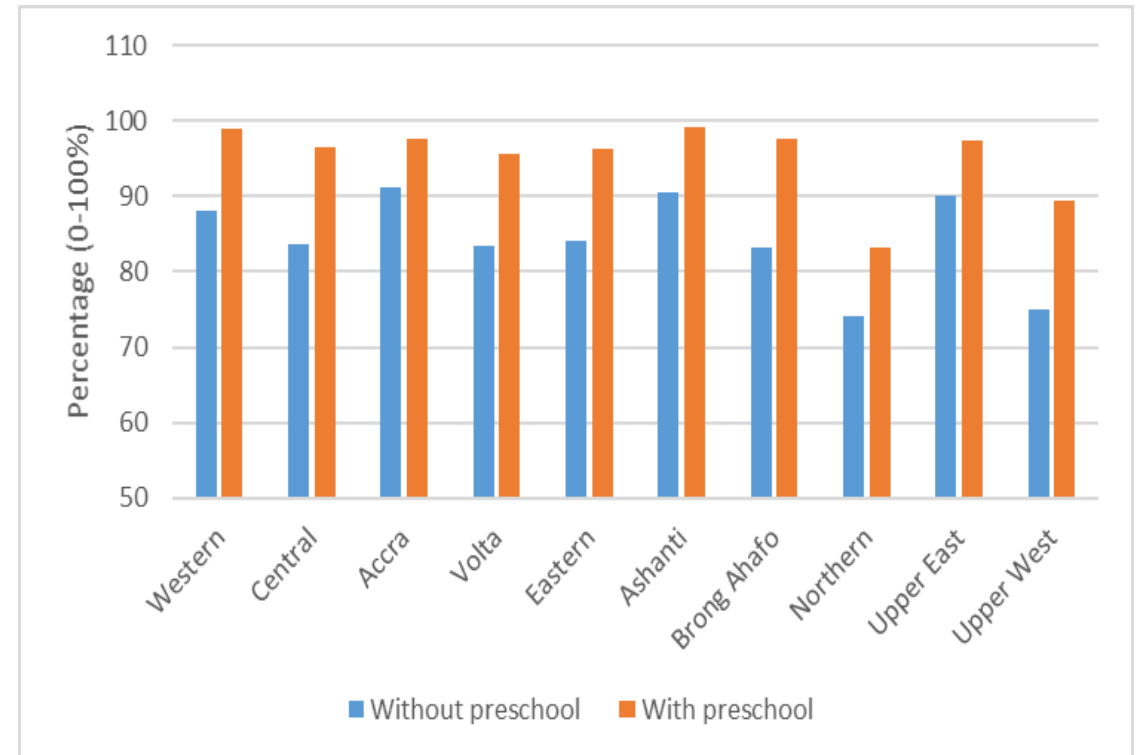


Figure 3.3. Percentage of children ages 6-14 who have ever attended school by region, GDHS 2014



PERSISTENT INEQUALITIES (SUMMARY)

Three main sources of inequality in education indicators:

- Urban-rural
- Poverty and family socioeconomic status (SES)
- Regional differences

The gaps between these groups have been reduced in the 2003-2014 period, this is important

- But again the progress has slowed in recent years, and sizeable gaps remain

Gender parity in education participation rates among 6-14 year olds is another notable result

- This is also related to policy emphasis on equality and improving outcomes for girls
- But as girls get older (beyond the 6-14 cohort) they fall behind boys in participation rates and grade attainment...so more work remains

OVER-AGE ENROLLMENT IS CRITICAL ISSUE

Figure 3.4. School attendance history by age, 2014 GDHS

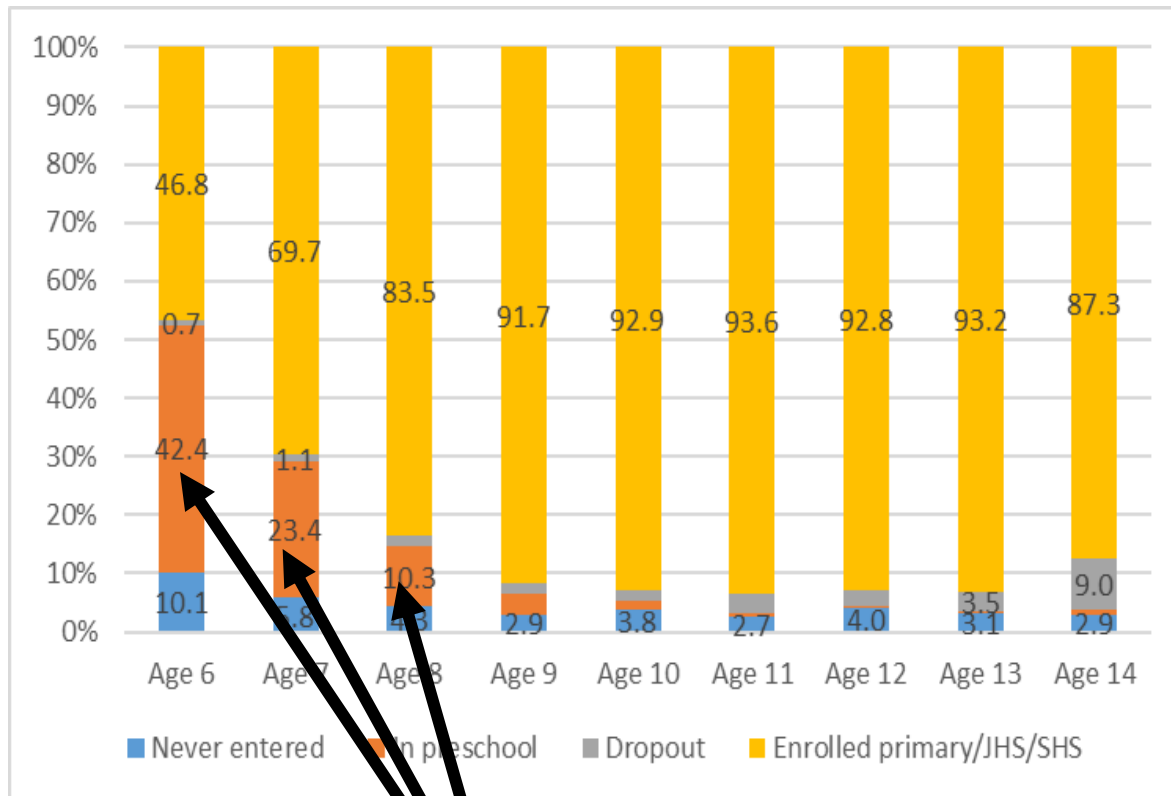
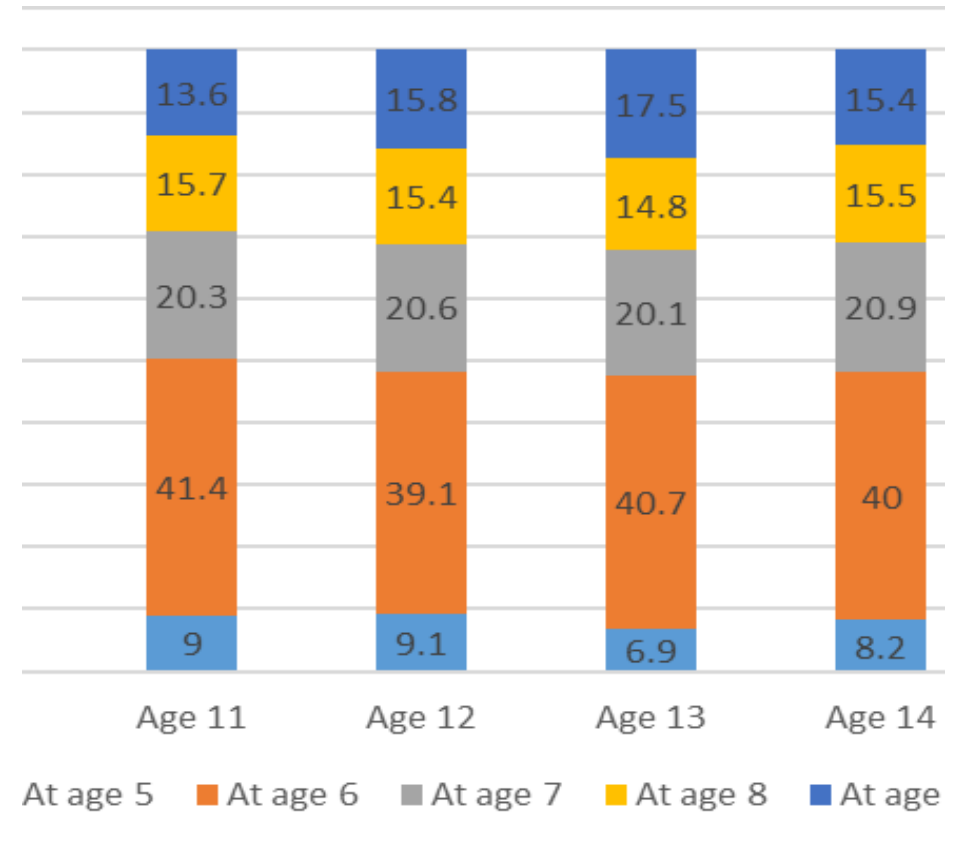


Figure 3.15. Primary school age at entry for ages 10-14, 2012 GLSS



CONCLUSION:

EDUCATION INDICATORS AND OOSC 2003-2014

Significant progress has been made over this period in improving participation, and reducing OOSC

- And it is likely that at least some—if not most—of this improvement is attributable to a policy emphasis on reducing OOSC

But this progress has slowed in recent years

- In part because of late entry/over-age enrolment, which continues to have consequences for Ghanaian education indicators (like net enrollment, etc.)

And there are significant, persistent inequalities in these outcomes:

- Urban-rural, SES and region

DISTRICT-LEVEL ESTIMATIONS OF OOSC

The main contribution of this part of this present study is the detailed summary of what we did, how we did it, and what we found

- The actual output— in the form of 216 district-specific OOSC estimations and projections—must be treated with care

But this work does provide some scaffolding to build-on in the future

We are reluctant to provide recommendations on the basis of this part of the study

- What is needed in the future is very accurate data, especially for the Derived Method
- But it is a tremendous challenge—in any context—to generate accurate, annual figures on school enrollments, or accurately predict future populations
 - Especially across 216 districts

OOSC SUMMARY

Our updated framework provides a more detailed summary of OOSC in Ghana that takes into account over-age preschool enrolment, and eventual entry

- These two elements have been referred to in previous OOSC data summaries in Ghana, but they have not been adequately emphasized in terms of their impact on OOSC numbers

These updated numbers show that exclusion is not a widespread issue in Ghana, since almost all children (more than 95 percent) will eventually set foot in a school

- But there are large pockets of OOSC in different regions/districts

The more pressing problems appear to be related to over-age enrolment and late entry

THE NEED FOR TARGETING AND SPECIFIC INTERVENTIONS

One size fits all is not applicable in the OOSC population, especially for the remaining children

These children need to be treated as sub-populations

- OOSC in rural areas of the Northern Region are very different compared to urban areas of the Greater Accra Region

A “menu” of proven—or at least promising—interventions should be developed that can be applied in different situations

- This requires research to assess the impact of different approaches, and their cost-effectiveness
- The Complementary Basic Education (CBE) programme is one recent example of an initiative that can be leveraged to learn more about what works

The importance of context also highlights the need for district-specific estimations of OOSC - which remains an elusive goal



“Business as usual” wouldn’t work to reach the hardest to reach.

SUCCESS SO FAR

Tackling these related issues means digging much deeper than the data summaries presented here

- Establishment of Inter-ministerial Steering Committee(including DPS and CSOs in Education)
- Development and approval of a CBE policy by government.
- Government is piloting the use of facilitators as part of sustainability strategies upon exit of DP funding
- Provision of CBE classes and mainstreaming them into formal schools
- Tracking of graduated learners into formal schools through the annual census exercise .
- Publication of the success so far:
<https://www.modernghana.com/news/694788/complementary-basic-education-cbe-programme-the-success-s.html>

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WAY FORWARD

- **Information campaigns to encourage parents to enroll their children on time**
 - To be successful this must involve multiple sectors of society
- **Some form of intermediate or intensive preparation for over-age school entrants**
 - See CBE experience
- **Performance Lag Address Learning (overage in school)**
 - For overaged kids in school
- **Improving administrative data (EMIS)**

Livelihood Empowerment Against Poverty (Household cash transfer)

- Household registry for targeted Social intervention programmes,

Sustainability –funding strategies,(Gov. NGOs), GPEG,

End Early marriage, GPASS,