



Education in Ghana

Data from the 2014 Ghana
Demographic and Health Survey
(GDHS)





This report summarises the findings of the 2014 Ghana Demographic and Health Survey (2014 GDHS), implemented by the Ghana Statistical Service (GSS), the Ghana Health Service (GHS), and the National Public Health and Reference Laboratory (NPHRL) of the GHS. Financial support for the survey was provided by the U.S. Agency for International Development (USAID), the Global Fund through the Ghana AIDS Commission (GAC) and the National Malaria Control Programme (NMCP), the United Nations Children’s Fund (UNICEF), the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), the International Labour Organization (ILO), the Danish International Development Agency (DANIDA), and the government of Ghana. ICF International provided technical assistance through The DHS Program, a USAID-funded project offering support and technical assistance in the implementation of population and health surveys in countries worldwide.

Additional information about the 2014 GDHS may be obtained from the Ghana Statistical Service, Head Office, P.O. Box GP 1098, Accra, Ghana; Telephone: +233-302-682-661/+233-302-663-578; Fax: +233-302-664-301; E-mail: info@statsghana.gov.gh.

Additional information about The DHS Program may be obtained from ICF International, 530 Gaither Road, Suite 500, Rockville, MD 20850, USA; Telephone: +1-301-407-6500; Fax: +1-301-407-6501; E-mail: info@DHSprogram.com; Internet: www.DHSprogram.com

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Introduction

Educational programs are the foundation for human capital and workforce capacity. The basic skills of literacy and numeracy are addressed through a suite of technical support activities focused on early-grade reading improvement.

The education-related data from the 2014 Ghana Demographic and Health Survey (GDHS) contained in this booklet will help inform the planning and implementation of the Ministry of Education's Education Strategic Plan and the other valuable education projects executed by development partners and private sector organizations at-large.

About the survey

The 2014 GDHS is designed to provide data for monitoring the population and health situation in Ghana. The 2014 GDHS is the sixth Demographic and Health Survey conducted in Ghana – previous surveys were conducted in 1988, 1993, 1998, 2003, and 2008. The full 2014 GDHS report can be found at www.dhsprogram.com.

The 2014 GDHS also contains valuable information on education in Ghana. Women and men were asked questions about their educational background, and household members were also asked about learning support provided to their children age 4-15.

A nationally representative sample of 9,396 women age 15-49 and 4,388 men age 15-59 were interviewed for the 2014 GDHS. The response rate was 97% for women and 95% for men. The sample design for the 2014 GDHS provides estimates at the national and regional levels, as well as for urban and rural areas.



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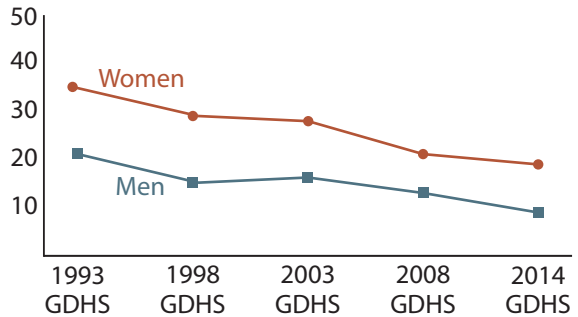
Educational Attainment

Access to education has improved over the last 20 years in Ghana. In 1993, 35% of women and 22% of men age 15-49 had no education compared to 19% of women and 9% of men in 2014.

Overall, 19% of women and 9% of men age 15-49 have no education, while 18% of women and 14% of men have attended just primary school. About half of women and men have had some secondary education, and 11% of women and 15% of men completed secondary education. Six percent of women and 12% of men went beyond secondary school.

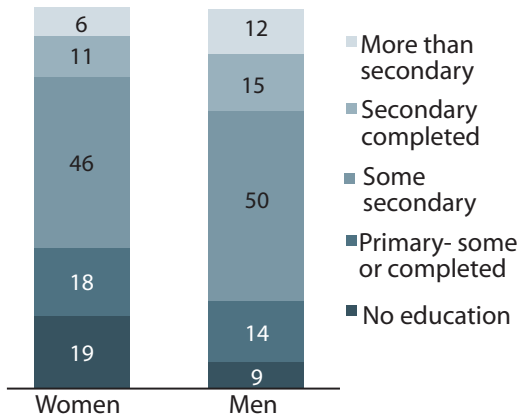
Trends in No Education among Women and Men

Percent of women and men age 15-49 who have no education



Education

Percent distribution of women and men age 15-49 by highest level of education attended or completed



Educational Attainment

Younger women and men are more likely than their older counterparts to have attended secondary school or beyond. Seventy-four percent of women and 80% of men age 15-24 have some secondary or higher education compared to 45% of women and 73% of men age 45-49.



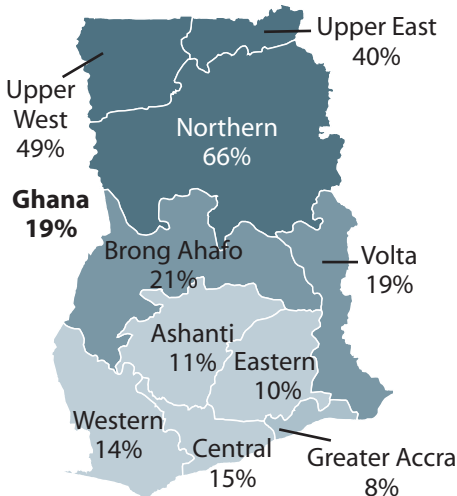
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Regionally, women and men in Greater Accra and Ashanti have the highest levels of education. In Greater Accra, 78% of women and 87% of men have some secondary or higher education. In Ashanti, 74% of women and 86% of men have at least some secondary education.

The disparity in education is most apparent in the Northern region, where two-thirds of women and nearly half of men have no education.

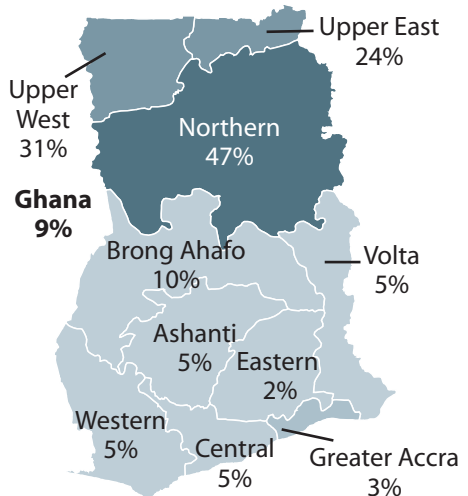
Women with No Education by Region

Percent of women age 15-49 with no education



Men with No Education by Region

Percent of men age 15-49 with no education



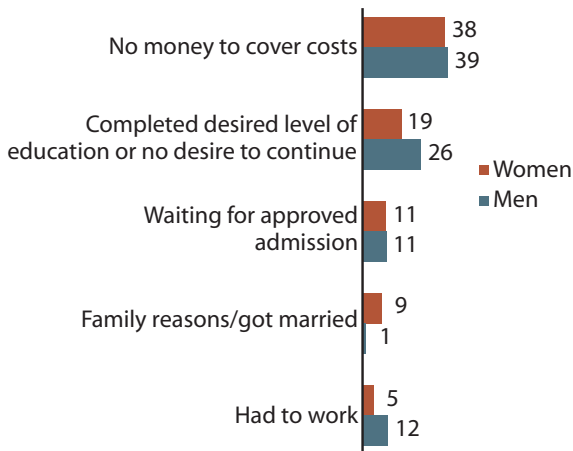
School Enrolment and Attendance

Young women and men age 15-24 were asked when they enrolled in school. Young women reported that they enrolled in primary school at a median age of 6.5 years. Young women in rural areas started school 0.7 years later than young women in urban areas (6.9 years vs. 6.2 years). Similarly, young men age 15-24 enrolled in primary school at a median age of 6.5 years. Young men in rural areas started school 0.8 years later than young men in urban areas (7.0 years vs. 6.2 years).

Among young women and men who are not currently in school, the most commonly cited reasons for not attending school are no money to cover costs (38% of women and 39% of men) and completed desired level of education/ no desire to continue (19% of women and 26% of men). Regionally, young women in Eastern region (45%) and young men in Volta (66%) were most likely to cite no money to cover costs as a barrier to education.

Reasons for Stopping School

Among women and men age 15-24 who ever attended school and who are currently not attending school, percent who cite specific reasons for stopping school



School Attendance Ratios



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The Ministry of Education started including KG1 and KG2 in the primary basic education cycle in 2008. The net attendance ratio (NAR) is the percent of the official primary school-aged (age 6-11) and secondary school-aged (age 12-17) children in Ghana that attend primary and secondary school, respectively. The gross attendance ratio (GAR) is the total number of students attending primary or secondary school, regardless of age, expressed as a percent of the official primary or secondary school population. The GAR is almost always higher than NAR because the GAR includes participation by those who may be older, because they may have started

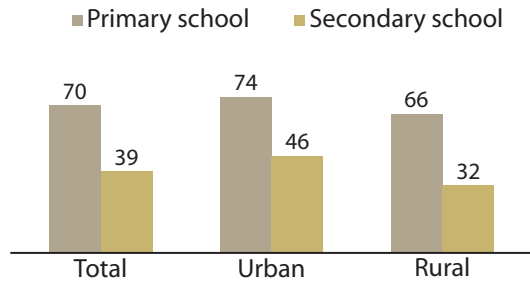
school at a later age, may have repeated a grade level, may have dropped out and later returned to school, or may be younger than the official age range for that level.

For primary school, 70% of children age 6-11 who should be attending primary school are in school (NAR). The NAR is lower in rural than in urban areas (66% versus 74%). The GAR for primary school is 99%.

For secondary school, 39% of children age 12-17 who should be attending secondary school are in school (NAR). The NAR for secondary school level is 32% in rural areas compared to 46% in urban areas. The GAR for secondary school is 50%.

School Attendance Ratios by Residence

Primary and secondary school net attendance ratios (NAR) for the *de facto** household population



**de facto population includes children who stayed in the household the night before the survey in addition to regular household members*

Gender Parity Index for NAR

The ratio of females to males attending primary or secondary school, referred to as the Gender Parity Index, or the GPI, is an indicator of equality in educational opportunity as well as a measure of both fairness and efficiency in education. It is believed that eliminating gender disparities at all levels of education would help to increase the status and capabilities of women.

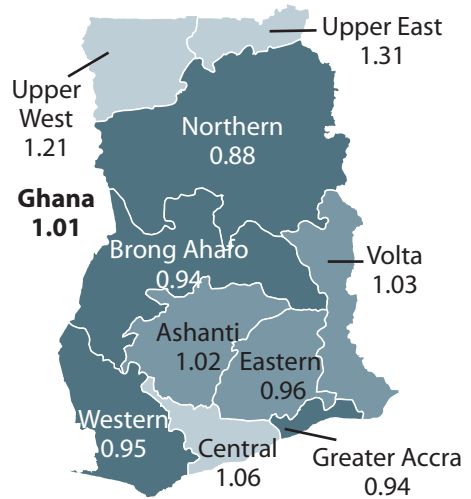
Furthermore, educational attainment among females is highly correlated with economic development. A GPI of less than 1 indicates that a smaller proportion of female than males attend school. In Ghana, the GPI is 1.00 for primary school and 1.01 for secondary school attendance indicating that there is no gender gap at the national level. Further, the gender gap has remained unchanged over the last six years at the primary and secondary levels.

There are gender disparities regionally and within wealth groups.

The secondary school GPI is lowest in Northern region (GPI of 0.88) and highest in Upper East (GPI of 1.31). In the wealthiest households more males attend secondary school than females.

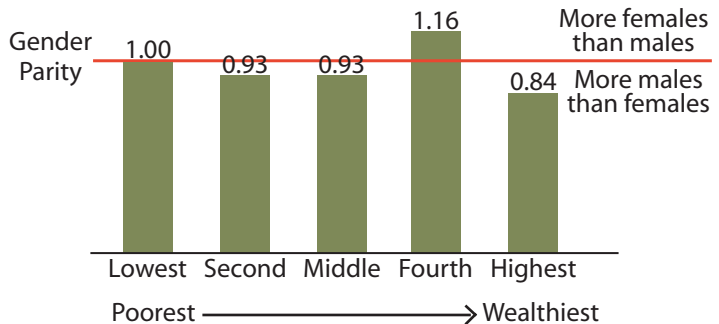
Gender Parity Index in Secondary School by Region

Ratio of females to males attending secondary school



Gender Parity Index in Secondary School by Household Wealth

Ratio of females to males attending secondary school



Literacy

The 2014 GDHS defined literacy as being able to read all or part of a simple sentence (for example, “The child is reading a book”) in English or a local language. Only women and men who had never attended school or who had primary or middle education were asked to read the sentence. Those who have attended secondary school or higher were assumed to be literate and therefore were not asked to read the sentence.



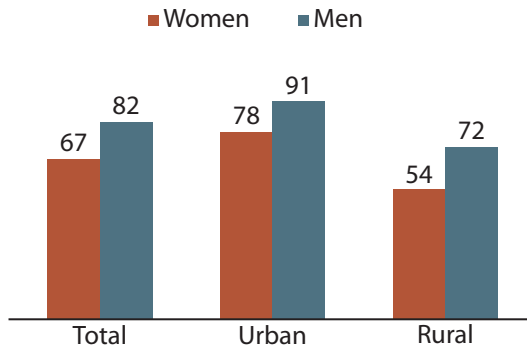
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Men are more likely to be literate than women. Sixty-seven percent of Ghanaian women age 15-49 are literate compared to 82% of Ghanaian men age 15-49. Women and men in urban areas have higher literacy rates than women and men in rural areas.

The disparity in literacy rates between younger women and men is smaller than the disparity between their older counterparts. At age 15-19, 85% of women and 90% of men are literate compared to 47% of women and 76% of men age 45-49. More than 80% of young women and men age 15-24 are literate.

Literacy by Residence

Percent of women and men age 15-49 who are literate



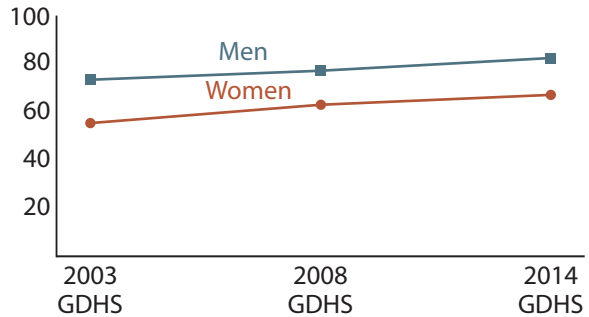
Literacy Trends

Literacy among women and men in Ghana has slightly improved since 2003 (the earliest date for which the DHS provides comparable data). Among women, literacy has improved from 55% in 2003 to the 2014 level of 67%. Among men, literacy has increased from 73% in 2003 to 82% in 2014. While

the rate of improvement in literacy is similar between women and men, it is worth noting that many programs focus specifically on women's education and literacy, which may explain the slightly larger increase in literacy among women between 2003 and 2014.

Literacy has improved among young people age 15-24. Among young women age 15-24, literacy has increased from 68% in 2003 to 81% in 2014. Among young men age 15-24, literacy has increased from 79% to 89% during the same time period.

Trends in Literacy among Women and Men
Percent of women and men age 15-49 who are literate



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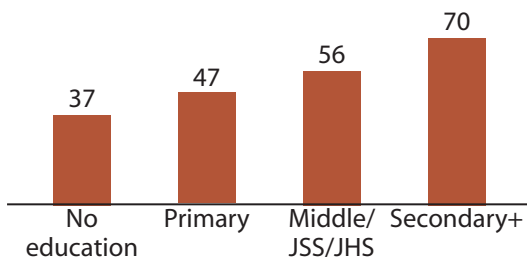
Activities that Promote Learning

Instruction in the classroom is only one piece of the Ghanaian educational system. All stakeholders involved in education, including teachers, parents, and community members, need to work together to help students learn. This includes the involvement of adults with children in the following activities: helping with homework; buying or borrowing books to read; taking the child to the library; taking the child to a reading event; talking to the child's teacher about learning progress; participating in parent-teacher association and school management committee activities; regularly reading to the child; encouraging the child to read; communicating high expectations to the child; providing the child with a lantern/torch/lamp; and relieving the child of some household chores or other activities.

Overall, 35% of children age 4-15 had a household member who engaged in 1-3 activities that promote learning in the seven days before the survey. In addition, 50% were engaged in 4 or more activities that promote learning. On average, household members engaged children in 3.8 activities that promote learning in the week before the survey. Adult engagement in activities with children increases with education of the caregiver and with household wealth. For example, only 37% of children age 4-15 with parents who have no education had a household member engage in four or more activities in the week before the survey, compared to 70% of children whose parents have attended secondary school or beyond.

Activities that Promote Learning by Caregiver's Education

Percent of children age 4-15 with whom a household member engaged in 4+ activities that promote learning in the past seven days



Reading and Book Ownership

Just over 20% of children age 4-15 are read books by a household member a few times a week. Less than half of children had a household member who read to them. The frequency of caregivers reading to children a few times a week increases with household wealth and caretaker's education. As expected, reading to children decreases with age of the child. Nonetheless, only 24% of children age 4-6, who are often early or emerging readers, had a household member read to them a few times a week.

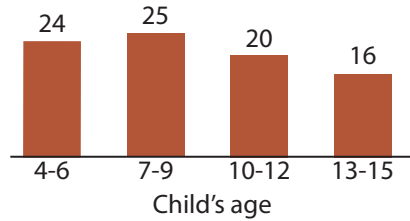
Reading to children age 4-15 is most common in Greater Accra (29%) and least common in Upper West (10%). Regular reading to children is more common among children in urban households (28%) than rural households (16%).

More than 60% of households had 1 to 10 children's books and reading materials present in the house at the time of the survey. Twenty-two percent of children age 4-15 live in households without any children's books or reading materials. Book ownership is lowest in Upper West and highest in Upper East.

Girls and boys are equally likely to have a household member who reads to them and to live in a household that owns books.

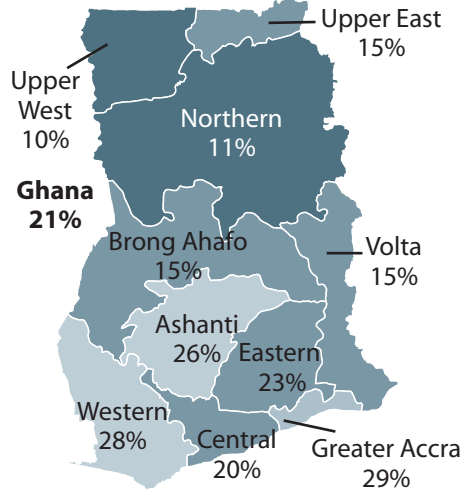
Reading to Children, by Age of Child

Percent of children age 4-15 who read a book with a household member at least a few times a week



Reading to Children a Few Times a Week

Percent of children age 4-15 in which a household member reads to the child a few times a week

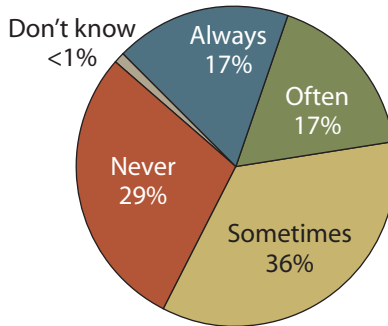


Textbooks and Reading Materials

The more opportunities children have to read stories and other teaching and learning materials, the quicker they will learn to read. Seventeen percent of children age 4-15 who were attending school always brought reading materials home; a similar proportion (17%) often brought reading materials home. However, 29% of children never brought any reading materials home from school.

Textbook and Reading Materials

Among children age 4-15 who attended the 2014-15 school year, percent distribution of the frequency of bringing home textbooks and other reading materials from school

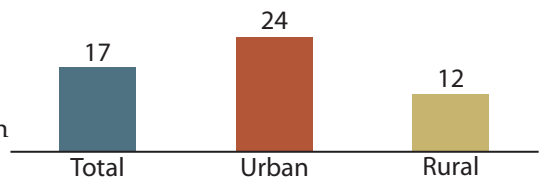


Younger children age 4-6 are slightly less likely than older children age 13-15 to always bring reading materials home (16% versus 18%). Children living in urban areas (24%) are twice as likely to always bring home reading materials compared to children in rural areas (12%).

Girls are slightly more likely to always bring home textbooks than boys (19% versus 15%).

Textbooks and Reading Materials by Residence

Percent of children age 4-15 who always bring home textbooks and other reading materials from school

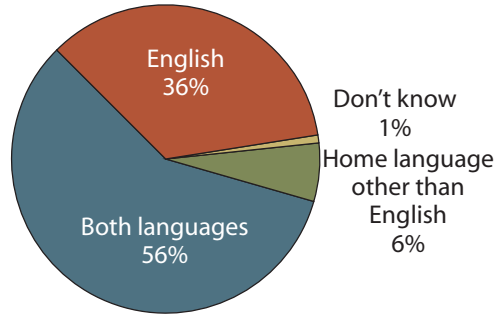


Language Preferences in School

The opportunity for children in Ghana to use their local language has implications for their educational and cognitive development. However, formulating and implementing policies on language of instruction has been a contentious issue. According to the 2014 GDHS, the majority of household caretakers want their child to be taught in both their home language and English. Just over one-third prefer just English, and only 6% prefer home language other than English.

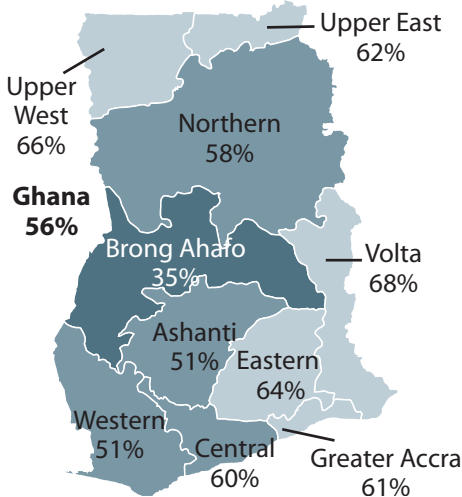
Language for Education

Percent distribution of children age 4-15 by the language in which the parent/caretaker wants the child to be taught in



Language for Education by Region: Both Home Language and English

Percent of children age 4-15 in which the parent/caregiver wants the child to be taught in both languages



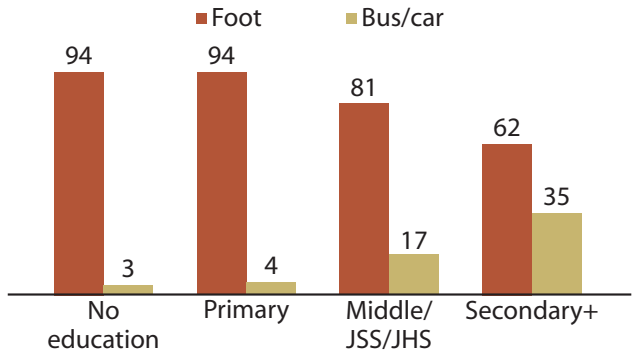
Regionally, household respondents' preference for teaching children in English and a local language was highest among children living in Volta region (68%) and lowest in Brong Ahafo (35%). Parents' /caretakers' preference for teaching in home language other than English was highest in Ashanti (14%) compared with less than 10% in other regions.

Travel to School

Among children age 4-15 who attended school in the 2014-15 school year, 8 in 10 travel to school on foot. Only 13% travel by bus or car. Less common forms of transportation to school include bicycle (2%) and motorbike (1%). Younger children age 4-6 are less likely to walk to school than older children age 13-15 (81% versus 85%). Ninety percent of children in rural areas get to school by foot compared to 77% of urban children. Children whose caregivers have no education or primary education are most likely to travel to school by foot (94% each). Children whose caregivers have attended secondary school and beyond are most likely to travel by bus or car.

Travel to School by Caregiver's Education

Among children age 4-15 who attended school in the 2014-15 school year, percent who travel to school by foot or bus/car



Travel to School

Sixty-eight percent of school children travel for less than 20 minutes to get to school, while 32% of school children spend 21 or more minutes traveling to school.

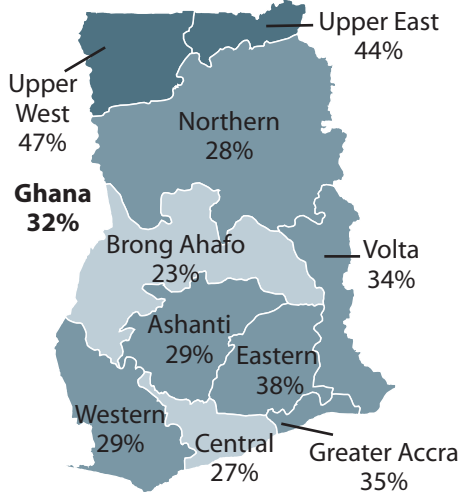
Travel to school is shortest in Brong Ahafo where only 23% of children take 21 minutes or more to get to school and longest in Upper West and Upper East, where more than 47% of children have to travel at least 21 minutes to get to school.



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Travel to School by Region

Percent of children age 4-15 who take 21 or more minutes to get to school



Key Education Indicators from the 2014 GDHS

Educational Attainment (% of women and men age 15-49)	Ghana	West- ern	Central
Women with no education	19%	14%	15%
Men with no education	9%	5%	5%
Literacy (% of women and men age 15-49)			
Women who are literate	67%	70%	71%
Men who are literate	82%	87%	86%
Activities that Promote Learning (% of children age 4-15)			
Children with whom household members engaged in 1-3 activities that promote learning in past 7 days	35%	27%	32%
Children with whom household members engaged in 4+ activities that promote learning in past 7 days	50%	57%	56%
Reading, Book Ownership, and Textbook and Reading Materials (% of children age 4-15)			
Children who are read to a few times a week by household member	21%	28%	20%
Children who attended 2014-15 academic year who bring home textbooks and reading materials always/often	34%	49%	34%
Language for education (% of children age 4-15)			
Parent/caretaker wants child to be taught in home language other than English	6%	4%	9%
Parent/caretaker wants child to be taught in English	36%	45%	31%
Parent/caretaker wants child to be taught in both languages	56%	51%	60%
Travel to school (% of children age 4-15)			
Children who attended 2014-15 academic year who travel to school by foot	84%	85%	86%
Children who attended 2014-15 academic year who travel to school by bus/car	13%	14%	14%
Children who attended 2014-15 academic year who travel <20 minutes to get to school	68%	71%	73%

Regional Performance Analysis - Q3 2023								
Region	Northwest Sector				Northeast Sector			
	Greater Accra	Volta	Eastern	Ashanti	Brong Ahafo	North-ern	Upper East	Upper West
Region A	8%	19%	10%	11%	21%	66%	40%	49%
	3%	5%	2%	5%	10%	47%	24%	31%
Region B	81%	65%	71%	77%	61%	27%	42%	37%
	92%	83%	87%	90%	78%	45%	54%	61%
Region C	36%	31%	32%	41%	32%	36%	42%	47%
	54%	52%	55%	48%	47%	38%	39%	40%
Region D	29%	15%	23%	26%	15%	11%	15%	10%
	51%	26%	36%	40%	24%	12%	20%	11%
Region E	5%	2%	3%	14%	10%	1%	1%	1%
	34%	29%	32%	35%	54%	37%	35%	29%
	61%	68%	64%	51%	35%	58%	62%	66%
Region F	76%	92%	87%	75%	87%	95%	88%	94%
	23%	4%	12%	25%	8%	1%	<1%	2%
	65%	66%	62%	70%	77%	70%	56%	54%

