

RESEARCH REPORT BY GHANA NATIONAL EDUCATION COALITION CAMPAIGN

RESEARCH TITLE:

THE IMPACT OF RURAL-URBAN DIVIDE ON QUALITY EDUCATION IN GHANA

INTRODUCTION

The Ghana National Education Campaign Coalition is a network of over 100 organisations and professional individuals working to promote Free Quality Basic Education for all Ghanaian children.

The Global Action Week, an initiative of the Global Campaign for Education is a global campaign platform to network with other organisations worldwide to advocate for quality education. GNECC is the lead agency in Ghana in organizing the Global Action Week. This year's Global action Week was of the theme: "Quality Education to End Exclusion" recognizing that some 70million children worldwide are still out of school as a result of exclusion by the following: Gender, poverty, special needs, child labour etc and the need to call to an end to all forms of exclusion from quality education in line with Education For All and the Millennium Development Goals on basic education, which aims at achieving Universal Primary Enrollment and Completion by 2015. The emphasis is on access and quality. The celebrations took place from the 21st-27th of April 2008.

Ghana's campaign appreciates that 800,000 children have NO access to basic education in Ghana and consequently focused on Rural-Urban divide as a factor in causing exclusion to the quality basic Education and subsequently commissioned an exploratory and comparative research into **Rural-Urban divide and its impact on Quality Basic Education in Ghana.**

OBJECTIVE:

1. To determine the quality of inputs and output of basic education in rural areas compared to urban areas.
2. To determine factors that cause exclusion to quality basic education in rural areas compared to urban areas.

3. To inform basic education policy in Ghana.

METHODOLOGY

Sample area: Rural Districts- Sene District and Atebubu Amantem District, Urban Districts- New Juabeng Municipal, Tema Municipal.

Focus: Number of teachers, teacher quality, nature of classroom and school environment, Pupil Desk Ratio, Pupil Teacher Ratio, Working conditions of teachers, BECE performance, physical school infrastructure, quality of supervision and availability of TLMs.

SUMMARY OF FINDINGS:

- 1. Pupil Teacher Ratio's in rural basic schools average 1:56 whereas that of urban schools average 1:38**
- 2. Rural school infrastructure remains in a deplorable state compared to urban school infrastructure**
- 3. Less than 50% of rural basic school teachers are trained whereas about 90% of urban basic school teachers are trained.**
- 4. Widening gap in performance between rural and urban schools in the BECE results, as illustrated by average pass rates of 43% in rural schools and 70% in urban schools in 2006.**
- 5. Head Teachers allowance is only GHc 1 per term for basic schools**
- 6. Gross Enrolment rates remain lower than national average in rural schools and higher than national average in urban schools.**
- 7. Pupil Desk Ratio average 1: 2 in rural areas and 1:1 in urban areas.**

GNECC RECOMMENDATION TO GOVERNMENT AND STAKEHOLDERS

In view of these findings, the **Ghana National Education Campaign Coalition (GNECC)** wishes to reaffirm its commitment to the promotion of free, enjoyable quality education as a fundamental human right for Ghanaian children, and further notes with grave concern the need for urgent intervention to address the widening disparity between basic schools in urban areas.

We hereby resolve that the Government of Ghana is to be commended for introducing the Capitation Grant, the School Feeding Program and the inclusion of kindergarten into the basic

education mainstream as part of the Educational Reform Programme and other interventions to improve quality and access to basic education;

And do note however that in spite of these important efforts, the following are needed:

1. Ministry of Education, Science and Sports (MOESS) should establish a rural education infrastructure fund to speed up the development of teacher housing and school infrastructure in rural areas.
2. Ministry of Education, Science and Sports (MOESS) should set illumination, ventilation, and safety standards for the construction of all basic schools.
3. In order to increase the number of trained teachers in the education system, the Ministry of Education, Science and Sports (MOESS) should as a matter of urgency remove quotas on the admission to Teacher Training Colleges.
4. Government should intensify efforts to address gender parity in basic education.
5. Government should formulate and enact a policy to train all Community Education Training Assistants employed under the National Youth Employment Programme before deployment into basic schools.
6. Government should adequately resource and strengthen the inspectorate division of the Ministry of Education, Science and Sports (MOESS) to ensure that monitoring and evaluation practices are implemented on a regular basis at the local level.
7. Government should review the Head teacher's allowances upward to motivate head teachers and enhance supervision in schools.

It is GNECC's fervent hope that Government, appreciating the role of Civil Society in Education Development, would critically consider these recommendations as a means of advancing Ghana's attainment of Education For All goals and creating a more just democratic and prosperous society.

LONG LIVE THE CHILDREN OF GHANA! LONG LIVE GHANA!!