

For additional information on the results of the 2014 Ghana Demographic and Health Survey, please contact:

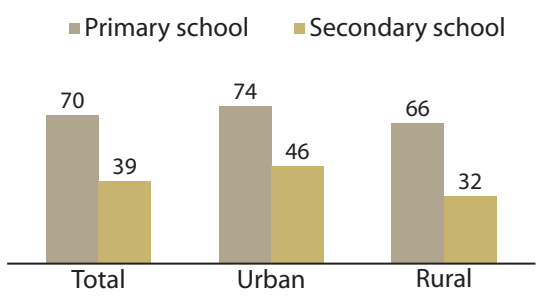
In Ghana:
Ghana Statistical Service (GSS)
P.O. Box GP 1098; Accra, Ghana
Telephone: 233-302-682-661/233-302-663-578
Fax: 233-302-664-301
Email: info@statsghana.gov.gh; www.statsghana.gov.gh

In USA:
The DHS Program
530 Gaither Road, Suite 500; Rockville, MD 20850 USA
Telephone: +1-301-407-6500; Fax: +1-301-407-6501
Email: info@DHSprogram.com; www.DHSprogram.com

Education in Ghana



School Attendance Ratios by Residence
Primary and secondary school net attendance ratios (NAR) for the de facto household population



70% of primary school aged children are actually attending school. Only 39% of secondary-school aged children are currently attending school.

About the Survey: The 2014 Ghana Demographic and Health Survey (GDHS) provides data for monitoring the population and health situation in Ghana. The 2014 GDHS is the 6th Demographic and Health Survey conducted in the country. The survey is based on a nationally representative sample. It provides estimates at the national and regional levels, as well as for urban and rural areas. The 2014 GDHS also collected data on the educational attainment of household members, as well as questions about support for children's learning and development.

The 2014 GDHS was 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.

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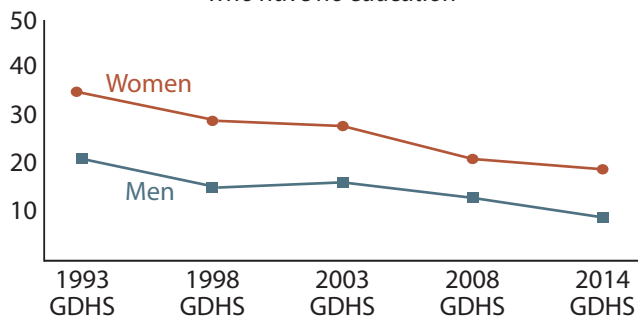
Education in Ghana: Data from the 2014 Ghana DHS

Access to Education and Literacy Trends

Education and literacy are improving in Ghana. Over 60% of women age 15-49 and 77% of men age 15-49 have attended at least some secondary education.

Trends in No Education

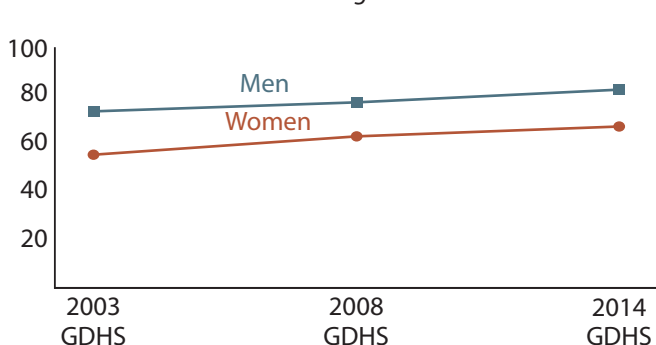
Percent of women and men age 15-49 who have no education



According to the 2014 GDHS, 19% of women and 9% of men have no education, which is a marked improvement since 1993 when 35% of women and 22% of men had no education.

Trends in Literacy among Women and Men

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

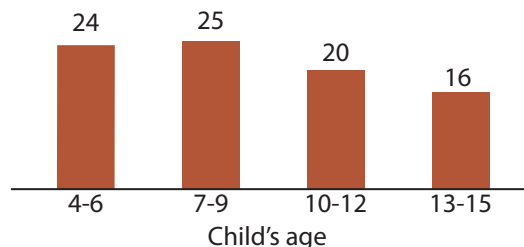


Almost 70% of women and 82% of men in Ghana are literate. Literacy has increased since 2003 when only 55% of women and 73% of men could read.

Reading Habits and Materials

Reading to Children, by Age of Child

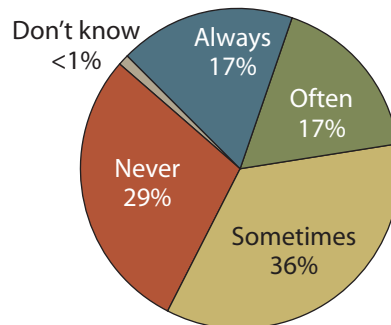
Percent of children age 4-15 who read a book with a household member at least a few times a week



Regular reading to children is relatively uncommon even among the youngest children age 4-6 (24%). Overall, just over 20% of children are read books by a household member a few times a week.

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



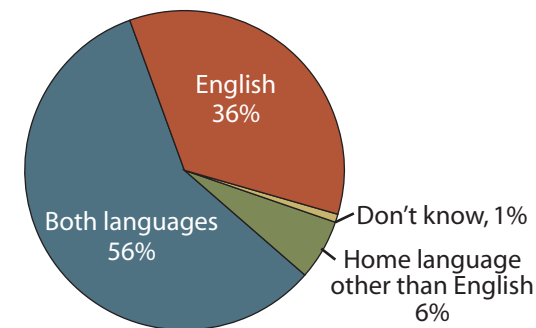
While 34% of children age 4-15 bring home reading materials always or often, almost 30% of children age 4-15 who attended school during the 2014-15 school year never bring home any reading materials from school.

Language Preferences in School

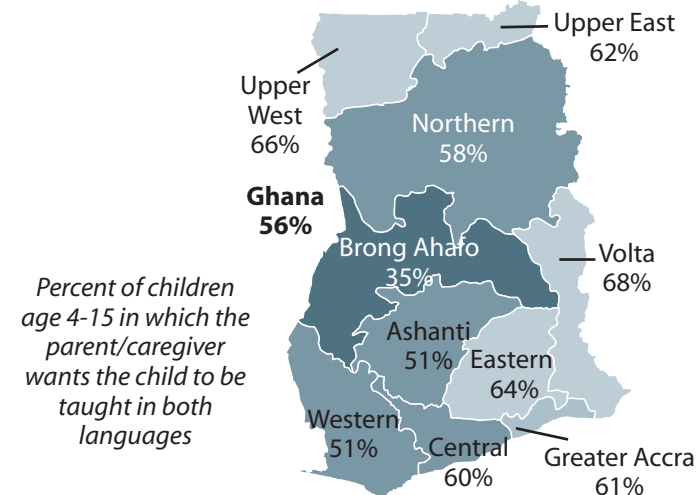
The 2014 GDHS asked household caretakers what language they wanted their children to be taught in. The majority of parents/ caretakers would like their children educated in both English and their home language. Support for teaching in English and home language is highest in Volta (68%) and lowest in Brong Ahafo (35%).

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