

# SpringerBriefs in Economics

For further volumes:

<http://www.springer.com/series/8876>

Alexander Krauss

# External Influences and the Educational Landscape

Analysis of Political, Economic, Geographic, Health and  
Demographic Factors in Ghana



Picture taken by Author

Dr. Alexander Krauss  
The World Bank Group  
Washington, DC  
USA

ISSN 2191-5504  
ISBN 978-1-4614-4935-5  
DOI 10.1007/978-1-4614-4936-2  
Springer New York Heidelberg Dordrecht London

ISSN 2191-5512 (electronic)  
ISBN 978-1-4614-4936-2 (eBook)

Library of Congress Control Number: 2012945100

© Alexander Krauss 2013

This work is subject to copyright. All rights are reserved by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed. Exempted from this legal reservation are brief excerpts in connection with reviews or scholarly analysis or material supplied specifically for the purpose of being entered and executed on a computer system, for exclusive use by the purchaser of the work. Duplication of this publication or parts thereof is permitted only under the provisions of the Copyright Law of the Publisher's location, in its current version, and permission for use must always be obtained from Springer. Permissions for use may be obtained through RightsLink at the Copyright Clearance Center. Violations are liable to prosecution under the respective Copyright Law.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use.

While the advice and information in this book are believed to be true and accurate at the date of publication, neither the authors nor the editors nor the publisher can accept any legal responsibility for any errors or omissions that may be made. The publisher makes no warranty, express or implied, with respect to the material contained herein.

Printed on acid-free paper

Springer is part of Springer Science+Business Media ([www.springer.com](http://www.springer.com))

# Abstract

While the analysis is not the first to investigate empirically the effects of different individual or household factors on school access and completion of Ghanaians, it extends previous work by simultaneously incorporating individual, household, community, regional and national characteristics and also illustrates the latest evidence by applying international data sources and unusually detailed household survey data for a sub-Saharan country. Its focus is threefold: (1) gaining a richer understanding of which external influences hinder educational access and attainment in Ghana, (2) how to better tackle these challenges and (3) analysing how educational development affects the country's overall development. An interview with the Minister of Education helps guide the policy orientation of the analysis by identifying several critical challenges and areas of needed policy attention. Findings from the data analysis indicate that the geographic divide between the North and South, increased economic growth, demographic pressure and a number of individual, household and community factors especially children's nutritional and labour status are the most important challenges in increasing levels of education among Ghanaians in years to come. Finally, the analysis pilots a new and comprehensive results- and capacity-focused policy matrix to help the Government of Ghana realign policy priorities and reform existing programmes. To this end, respective policy levers on the demand- and supply-side are discussed, with particular reference to external and demand-side interventions which have not received the necessary attention at the policy-level to improve educational opportunities and outcomes at all levels.

# Acknowledgment

I am grateful to the Ghanaian Statistical Service and the World Bank for access and permission to a number of household survey data sets, and thankful for comments from my three reviewers Prof. Dr. Helmut Asche (University of Leipzig, Faculty of History, Arts and Oriental Studies), Prof. Lant Pritchett (Harvard University, Kennedy School of Government) and Dr. Ishac Diwan (Harvard University, Kennedy School of Government), as well as from Josie Stewart (Africa Governance Initiative), Corinna Peters (GIZ), Michele Savini (Government of Ghana), Kazimir Menzel (University of Heidelberg) and Sarah Brierley (World Bank). The author presented the key findings and defended the work in January 2012 at the University of Leipzig where it was submitted as part of his doctoral requirements. He can be contacted at [akrauss@worldbank.org](mailto:akrauss@worldbank.org) or [alexander\\_krauss@hotmail.de](mailto:alexander_krauss@hotmail.de).

# Contents

<b>1</b>	<b>Introduction</b> .....	<b>1</b>
<b>Part I The Political and Macroeconomic Environment for Education Development</b>		
<b>2</b>	<b>Political Environment: Stability, Public Spending and Policy</b> .....	<b>13</b>
<b>3</b>	<b>Macroeconomics: Skills, Diversification, Economic Structure and Growth</b> .....	<b>25</b>
<b>Part II The Geographic, Health, Economic and Demographic Environment for Education Development</b>		
<b>4</b>	<b>Geography and the Tale of Two Ghanas: The North–South Divide</b> .....	<b>39</b>
<b>5</b>	<b>Health Status of Children: Vulnerability and Educational Effects</b> ...	<b>55</b>
<b>6</b>	<b>Economics of Education: Household Welfare, Poverty and Child Labour</b> .....	<b>79</b>
<b>7</b>	<b>Demographics: Population Growth, Household Structure and Migration Patterns</b> .....	<b>101</b>

**Part III Policy Discussion and Conclusion**

**8 Policy Discussion: Outlining Policy Options and Solutions . . . . . 113**

**9 Conclusion: Coping Strategies, Emerging Challenges and Opportunities . . . . . 127**

**References . . . . . 139**

**Biography . . . . . 143**