



ABSTRACT

Ghana was founded on the basis that education should be free and accessible (Ayentimi et al., 2021). Education's correlation with economic growth is also culturally supported (Bowles, 2013). Educational inequity is a barrier in the Ghanaian education system, specifically at the pre-tertiary level.

The "African Futures" longitudinal interview project aims to assess the educational, labor, and migration outcomes of a cohort of high school students in Ghana, Kenya, and South Africa. Data is collected through surveys and qualitative interviews, examined using a software that assesses characteristics, aspirations, beliefs, backgrounds, and resources of the secondary students from those countries. This project aims to understand the effect of educational resources, educational inequity, and gender inequity on African secondary school students' labor and migration outcomes.

The results of the study show that Ghanaian secondary school students, especially those in northern Ghana compared to southern Ghana, do not believe that their education is effective because the schools themselves lack career-oriented mentoring, materials, and practical learning opportunities. Students lack of familial support and money to pay for materials leading to worse outcomes. This leads to tertiary education abroad to receive job opportunities in knowledge-based economies.

Conclusions established may not cover the entire range of experience because analyzed interviews consist of public schools and partial data.



SUBEIRO (n.d.). *Untitled* [Photograph]. Citi Newsroom. <https://citinewsroom.com/2018/05/webster-university-ghana-holds-4th-graduation-ceremony/>

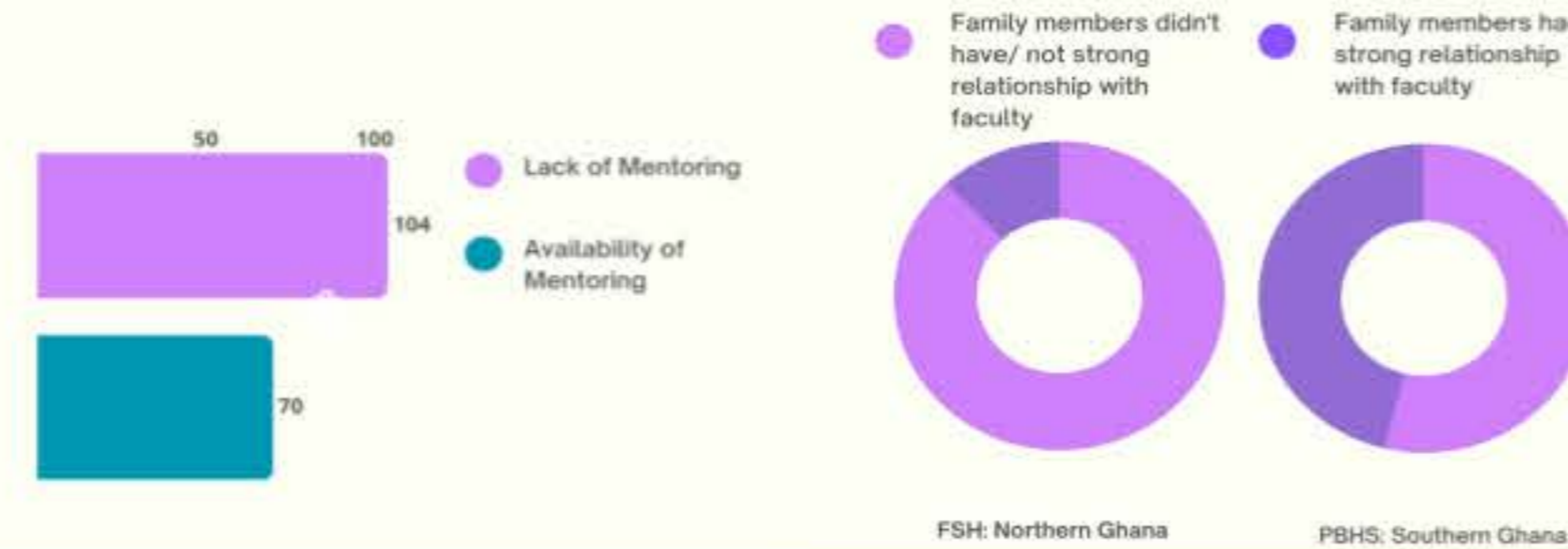
Darwinek (n.d.). *Flag-map of Ghana* [Image]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Flag-map_of_Ghana.svg

METHODS

Analysis of interviews of students from secondary schools in Ghana using Atlas.ti, a qualitative analysis software

- Atlas.ti codes (or grouping markers) were categorized into 5 major themes:
 - Resources: things that their schools had
 - Individual characteristics: emotions (general & pertaining to school)
 - Aspirations: career and higher education plans
 - Background: socioeconomic status, relative dynamics
 - Beliefs: religion, and whether or not someone is a Ghanaian citizen if they leave the country
- Then constructed literature review using the content from the interviews along with scholarly articles pertaining to gender, education, and labor inequity in Ghana

RESULTS



CONCLUSIONS

- Economic growth is directly correlated with educational investment by
 - increasing household wealth & job attainment
 - helping countries engage in international economy

African Future's Project found...

- Spatial Inequality:** Northern Ghana has slower educational progression than Southern Ghana
- Gender Inequality:** females are less likely to be educated than males and if they are, only domestic studies are emphasized
- Systemic Barriers:** Push to go abroad to pursue higher education
 - Due to value shifts due to international economic shifts
 - Due to lack of resources, mentoring, inequalities from various levels of familial resources



Ahmed, I. (n.d.). *Secondary school students in Ghana* [Photograph]. Abdul Latif Jameel Poverty Action Lab. <https://www.povertyactionlab.org/about-us>

LIMITATIONS & FUTURE RESEARCH

Limitations:

- Context ~study required analyzing the interviews of students from schools ranked according to tiers
 - tier A= most selective/competitive
 - tier B = selective/competitive
 - tier C= least selective/competitive
- Limitation~ Sample size not fully accurate due to partial data analyzed
 - only looked at data from one tier B school compared to multiple tier A & C schools
 - only looked at data from public schools

Future Research:

- Learning about the progression from industrial-based to knowledge-based economies in the world and how it has specifically affected Ghana's education system in two ways
 - how Ghana is changing its higher education emphasizes more research
 - how the internationalization of the economy has changed the values of Ghanaian children in generation Z (Bofah & Hannula, 2017; Sanyal & Varghese, 2006)

ACKNOWLEDGEMENTS

Laidlaw Coordinators: Kristin Ramsay & Maja Anderson

Associate Director, Global Community-Engaged Learning Programs: Amy Somchanhmvong

Graduate Mentor: Michelle Heeney

Faculty Mentor: Tristan Ivory

REFERENCES

Ayentimi, D. T., Abadi, H. A., Adjei, B., & Burgess, J. (2020). Gender equity and inclusion in Ghana: good intentions, uneven progress. *Labour & Industry: A Journal of the Social and Economic Relations of Work*, 30(1), 66-84. <https://doi.org/10.1080/10301763.2019.1697486>

Behrends, A., & Lentz, C. (2012). Education, careers, and home ties: The ethnography of an emerging middle class from northern Ghana. *Zeitschrift Für Ethnologie*, 137(2), 139-164. <http://www.jstor.org/stable/41941021>

Bowles, L. R. (2013). Transnational mobility, social capital, and cosmopolitan women traders in Ghana. *African and Black Diaspora: An International Journal*, 6(2), 208-217. <https://doi.org/10.1080/17528631.2013.793138>

Rolleston, C. (2011). Educational access and poverty reduction: The case of Ghana 1991-2006. *International Journal of Educational Development*, 31(4), 338-349. <https://doi.org/10.1016/j.ijedudev.2011.01.002>

Sanyal, B. C., & Varghese, N. V. (2006). Research capacity of the higher education sector in developing countries.