

TEACHER ABSENTEEISM AND WEAK GOVERNANCE

KEY CHALLENGES UNDERMINING LEARNING OUTCOMES IN THE GUSHEGU MUNICIPALITY, NORTHERN GHANA (2025)



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EXECUTIVE SUMMARY

This report presents findings from a school monitoring exercise conducted in selected basic schools in the Gushegu Municipality of the Northern Region, Ghana. The monitoring was carried out by the Social Action Group (SAG) under the I Am Aware project implemented by **Simba Ghana** and supported by **CDD Ghana** with funding from **Flora William and Hewlett Foundation**. The purpose of the monitoring was to assess critical indicators of basic education service delivery, including accountability structures such as the presence and functionality of Parent-Teacher Associations (PTAs) and School Management Committees (SMCs), as well as Teacher attendance, absenteeism and Pupil enrollment.

This study was fundamentally driven by the concerning results of the 2023 Basic Education Certificate Examination (BECE) performance within the Gushegu Municipality. These results painted a stark picture of academic underachievement, revealing that a meager 17.5% of students achieved a passing grade—specifically, obtaining a grade 1 to 6 in their best six subjects, which must include the core subjects. This alarmingly poor performance rate didn't just serve as a data point; it established a critical and urgent baseline that necessitated immediate investigation. The low pass rate directly aligns with a core theory of change underpinning the broader IAA project: to ensure accessible, actionable data on public service delivery across key sectors, with education being Simba Ghana's paramount focus. Within this framework, the established poor baseline strongly underscored the crucial need to identify the underlying factors contributing to these persistently low learning outcomes in the Gushegu municipality. Without understanding the root causes—be they pedagogical, systemic, socio-economic, or infrastructural—effective, targeted, and evidence-based interventions cannot be designed or implemented to improve educational quality and student success. Consequently, this study was conceived to meticulously unpack these factors and provide the evidence needed to inform programmatic adjustments and local-level policy advocacy.

A significant finding was the pronounced enrollment disparity across different educational levels. The data showed a higher number of students at the lower primary level, indicating initial access was relatively strong. However, this trend was immediately followed by a sharp and concerning decline in student numbers at the upper primary and Junior High School (JHS) levels, suggesting high rates of student attrition or drop-out as children progressed through the system. Compounding this, the monitoring revealed consistently low female enrolment in certain schools, pointing to potential socio-cultural or economic barriers limiting girls' access to continuous education.

While the formal structures of school governance were largely in place—with Parent-Teacher Associations (PTAs) and School Management Committees (SMCs) present in most monitored schools—a critical distinction was observed: many were not functional. This lack of effective oversight and community engagement weakens accountability and inhibits collective problem-solving at the school level.

The monitoring confirmed a pervasive issue of teacher absenteeism, which was widespread across the municipality. The severity varied, with some schools recording very high numbers of teacher absent days, severely disrupting instructional time and learning continuity. The Social

Accountability Groups (SAGs), who were part of the observation team, further documented key systemic challenges:

- Schools frequently operated with dilapidated or inadequate physical structures.
- A lack of sufficient qualified teaching staff meant existing teachers were often overburdened.
- A scarcity of textbooks, stationery, and pedagogical resources hampered effective teaching and learning.
- Many students lacked suitable seating and desks, creating uncomfortable and non-conducive learning environments.

Contents

EXECUTIVE SUMMARY	ii
1.0 INTRODUCTION.....	1
1.1 BACKGROUND	1
1.2 GOAL AND OBJECTIVES OF THE MONITORING:	1
2.0 METHODOLOGY	2
2.1 MONITORING AREA:	2
2.2 SAMPLE SIZE:	2
2.3 SAMPLING TECHNIQUE:	2
2.4 DATA COLLECTION:.....	2
2.5 DATA ANALYSIS:.....	3
3.0 RESULTS AND FINDINGS	3
3.1 PTA PRESENCE AND FUNCTIONALITY	3
3.2 SMC Presence and Functionality	7
3.3 Teacher Attendance and Absenteeism	10
3.4 ENROLLMENT PATTERNS	14
3.5 KEY STRUCTURAL CHALLENGES IDENTIFIED	15
4.0 CONCLUSION AND RECOMMENDATION	16
4.1 CONCLUSION	16
4.2 RECOMMENDATIONS.....	17
5.0 GLOSSARY OF TERMS AND ACRONYMS.....	19

Lists of Tables and Figures

Table 1: Number of Pupil Based on Classes	15
Figure 1: PTA Presence.....	3
Figure 2: PTA Functionality	4
Figure 3: Number of PTA Members	5
Figure 4: PTA Meetings	5
Figure 5: PTA Meeting this Term	6
Figure 6: Number of PTA Meetings.....	6
Figure 7: Minutes of Meetings	7
Figure 8: Presence of SMC.....	7
Figure 9: Number SMC Members.....	8
Figure 10: SMC Meetings	9

Figure 11: How often SMC Meetings are Held	9
Figure 12: Number of SMC Meetings Held this Term	10
Figure 13: Number of Teachers	10
Figure 14: Total Number of Pupils.....	14

1.0 INTRODUCTION

1.1 BACKGROUND

The *I Am Aware* project, led by **CDD-Ghana** and implemented in Gushegu and Karaga districts by **Simba Ghana**, is a non-partisan citizen empowerment initiative that provides accessible data on public service delivery in key sectors, including education. Its goal is to raise citizen awareness, strengthen accountability, improve responsiveness from duty-bearers and better service delivery.

In the Gushegu Municipality, persistent challenges such as low pupil retention, gender disparities in enrolment, teacher shortages, and weak school governance structures continue to undermine the quality of basic education. These challenges reflect in the 2023 Basic Education Certificate Examination (BECE) performance rate in the municipality, where only 17.5% of candidates passed (Grade 1-6) in six subjects including the core subjects. This extremely low pass rate raised urgent concerns and prompted the need to understand the underlying factors driving such outcomes.

In response to these challenges, Simba Ghana under the IAA initiative sought to generate reliable data to inform policy dialogue among local education stakeholders, including district education directorate, school leadership, and as well as co-create solutions with civil society actors, including the IAA SAGs. By empowering community-based Social Action Groups (SAGs) to carry out the monitoring using a self-designed monitoring tool, the exercise aimed to not only uncover gaps in education service delivery but also strengthen community ownership and accountability in the education sector and improving better service delivery, which is the overall goal of the *IAA project*.

The findings presented in this report are intended to serve as a foundation for inclusive planning, and follow-up action by the Municipal Education Oversight Committee (MEOC). They also provide evidence that can support targeted interventions, including teacher deployment, capacity building for school governance and accountability bodies, and strategies to improve pupil retention in schools. Ultimately, the goal is to enhance transparency, accountability and better service delivery in basic education delivery.

1.2 GOAL AND OBJECTIVES OF THE MONITORING:

The goal of the study is to assess the state of basic education service delivery in the Gushegu municipality. However, it specifically sought to:

1. Generate evidence on pupil enrolment, PTA/SMC presence and functionality and Teacher attendance and absenteeism.
2. Identify gaps and challenges that contribute to poor learning outcomes, including the low BECE pass rate of 17.5% recorded in 2023.

2.0 METHODOLOGY

This section outlines the approach and processes used to conduct the study.

2.1 MONITORING AREA:

The monitoring covered 11 basic schools across the Gushegu Municipality of the Northern Region. Both primary and junior high schools (JHS) were targeted. The schools covered included: Kpatili M/A Primary school, Gbambu M/A Primary school, Nyensung M/A Primary school, Bogu M/A Primary school, Nakogu M/A primary school, Taloli M/A J.H.S, Pulo M/A primary/ Kg, Taloli M/A primary school, Catania E/A primary School, Nasiria E/A primary school, and Gushegu Girls Model JHS.

2.2 SAMPLE SIZE:

The monitoring exercise was conducted in a total of **11 basic schools** across the Gushegu Municipality.

2.3 SAMPLING TECHNIQUE:

A purposive sampling approach was employed to select schools for inclusion in the study. This method was chosen to ensure that the sample reflected a diverse and representative cross-section of educational institutions within the municipality. The selection criteria were carefully considered and included factors such as:

- Institutions of varying enrollment sizes were included to account for differences in administrative capacity, resource allocation, and student dynamics.
- Priority was given to schools that were reasonably accessible in terms of transportation and logistical feasibility, ensuring efficient data collection.
- Schools with active community structures—such as Parent-Teacher Associations (PTAs) and School Management Committees (SMCs)—were targeted to facilitate stakeholder involvement and enrich the contextual understanding of school governance.

In total, eleven (11) schools were deliberately selected based on these criteria, ensuring that the sample was both strategically composed and contextually relevant to the objectives of the study.

2.4 DATA COLLECTION:

Data was collected by trained Social Action Groups (SAG) members using a self-developed monitoring tool. This tool was adopted from a monitoring checklist shared by the Gushegu Municipal Education office. SAG members were taken through a capacity building training on monitoring in education by the head of circuit supervision of Gushegu Municipal Education Directorate, Madam Mohammed Mariama. Data was gathered through observation, interviews with school heads, and review of attendance and meeting records. The monitoring tool was designed to collect data on demographic characteristics of SAG members, pupils' enrollment, PTA/SMC presence and functionality and teacher attendance and absenteeism in the selected schools. The data was collected from headmasters/ mistresses in the various schools selected in

the municipalities. The data was collected between the 31st day to 35th day of the term and data was collected using Kobo Toolbox.

Prior to data collection, the Programs and MERL departments of Simba Ghana organized an orientation session for the Social Action Group (SAG) members. The session was designed to familiarize them with the monitoring process and provide practical guidance on how to effectively deploy the monitoring tool using kobo collect.

2.5 DATA ANALYSIS:

Data was cleaned and analyzed using SPSS version 2021. Descriptive statistics such as frequencies and percentages were used to summarize the results.

3.0 RESULTS AND FINDINGS

This section presents the key results from the monitoring exercise across the selected schools, highlighting presence and functionality of PTAs and SMCs, teacher attendance and absenteeism and pupil enrolment. It also captures the broader challenges identified during the process, which provide important insights into factors affecting education delivery in the Gushegu Municipality.

3.1 PTA PRESENCE AND FUNCTIONALITY

3.1.0. Most schools reported having Parent-Teacher Associations (PTAs). PTAs were present in 10 out of 11 representing 91% of schools, and 9(90%) out of 10 are functional.

3.1.1. It shows that 91% reported having a PTA in place, while 9% indicated the absence of a PTA.

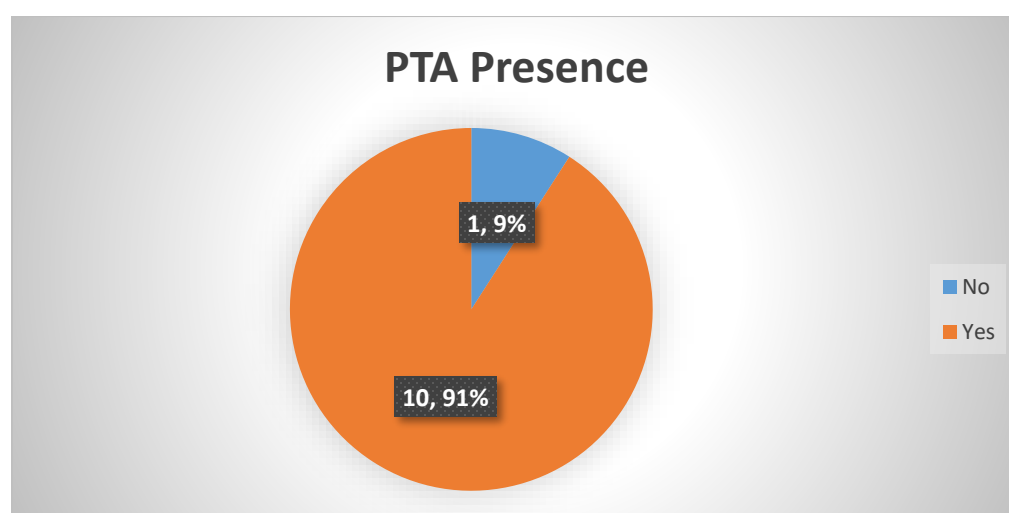


Figure 1: PTA Presence

A closer examination of the membership size and meeting frequency indicates a lower functionality and presence. While all schools said they hold PTA meetings at least twice per

term, 6 (60%) held a meeting at the time of the data collection in the current term. Only 4 (40%) out of the 10 schools that held PTA meeting kept proper records by documenting minutes. For instance, schools like Kpatili M/A Primary had the highest PTA membership (11), while Bogu M/A Primary had only 2 members, indicating very limited parental involvement. Weak participation and poor documentation also indicate a reduced effectiveness of these structures as accountability and support mechanisms.

3.1.2. It was found out that 90% reported having a functional PTA, while 10% indicated that their PTA is not functional, suggesting that most of the schools do not only have PTAs, however, they also actively engage the PTAs.

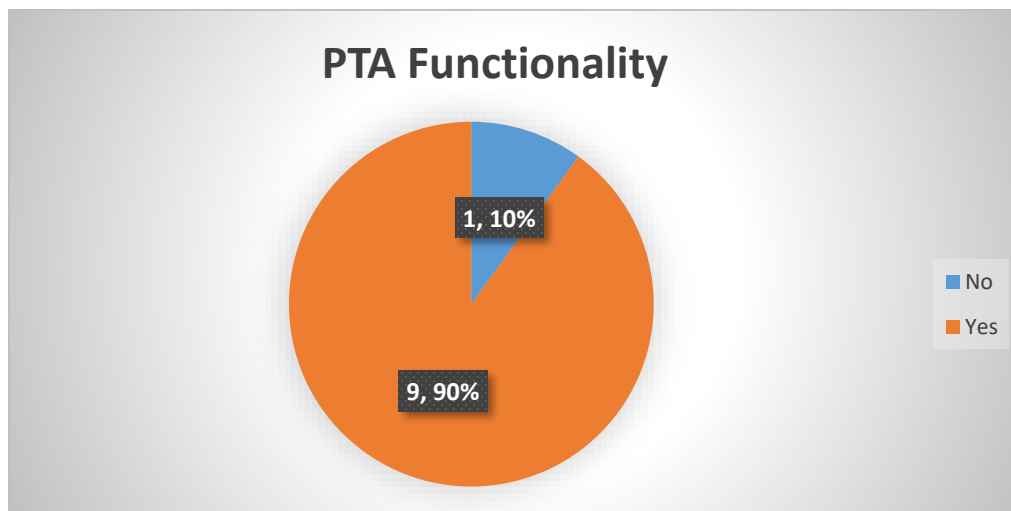


Figure 2: PTA Functionality

3.1.3. Only 1 school (**Kpatili M/A Primary School**) had the highest number of PTA members (11). This is followed by **Nakogu M/A J.H.S** with (10) PTA members and **Nyensung M/A Primary** with (9). At the **Bogu M/A Primary School**, only 2 PTA members were recorded. Other schools had between 5 and 7 PTA members.

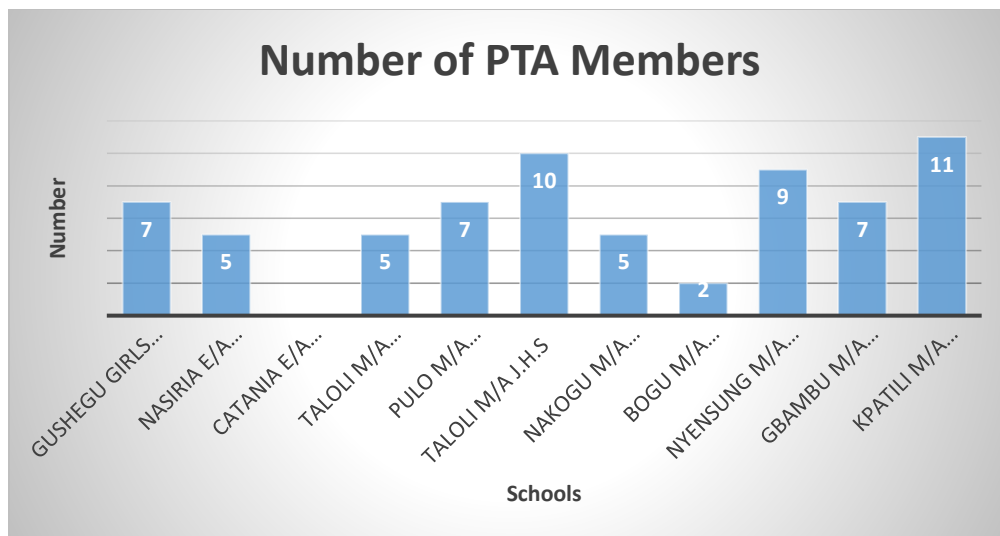


Figure 3: Number of PTA Members

3.1.4. All 10 schools (100%) reported holding PTA meetings twice or more per term, indicating a strong and consistent effort to engage parents regularly.

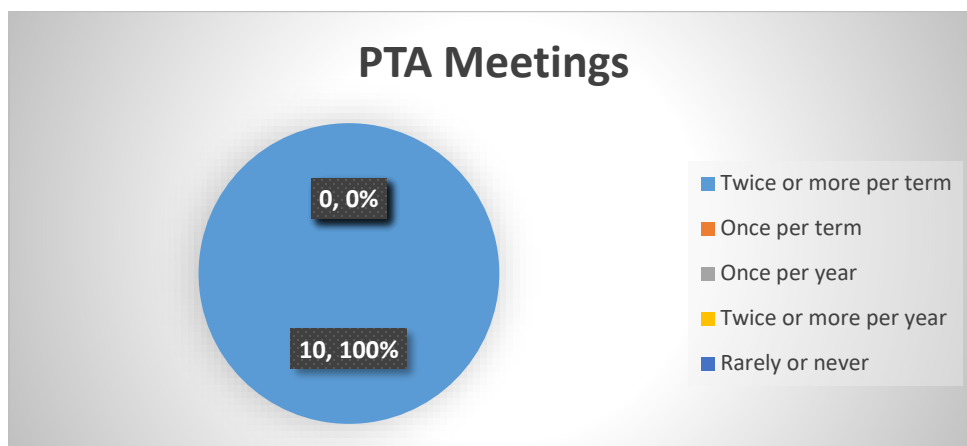


Figure 4: PTA Meetings

Figure 5 below shows whether schools held a PTA meeting during the current term.

3.1.5. **60%** reported having a PTA meeting this term, while **40%** did not, indicating that although most schools are engaging parents, a notable portion have yet to do so this term.

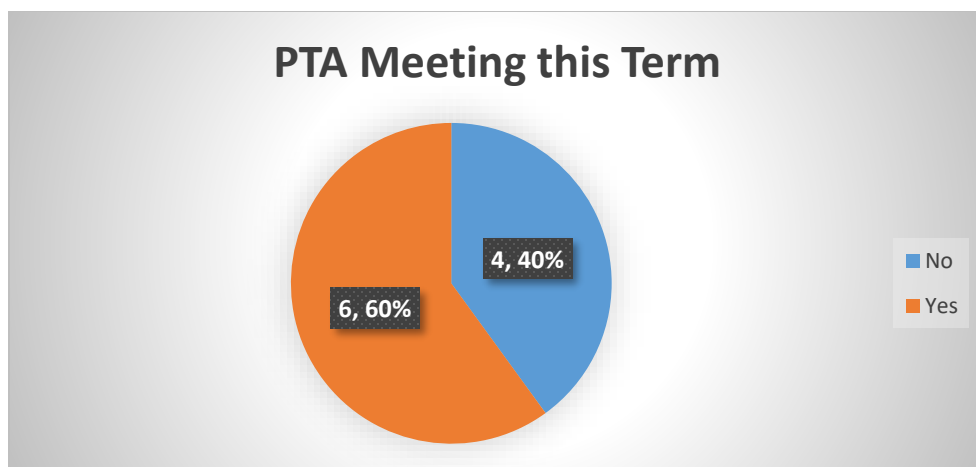


Figure 5: PTA Meeting this Term

3.1.6. 50% held **one** meeting, whilst **40%** held **none**, and **another (10%)** held **two** meetings. No school held **three or more** meetings. The figure below presents information on the number of PTA meetings held during the term.

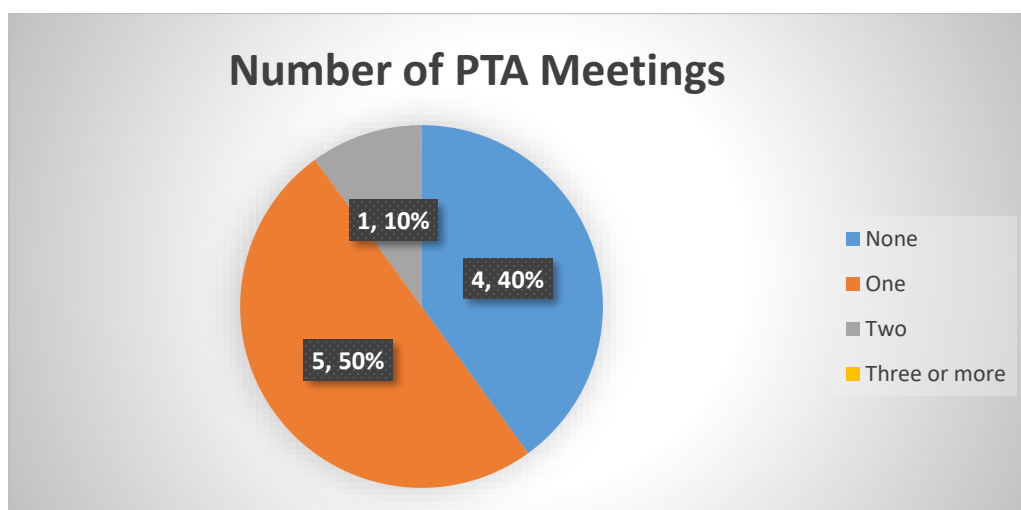


Figure 6: Number of PTA Meetings

3.1.7. 60% did **not** record minutes of PTA meetings, while **40%** **recorded PTA meeting minutes**, suggesting that proper documentation of PTA meetings is lacking in majority of schools. Figure 7 below further shows whether minutes were recorded during PTA meetings.

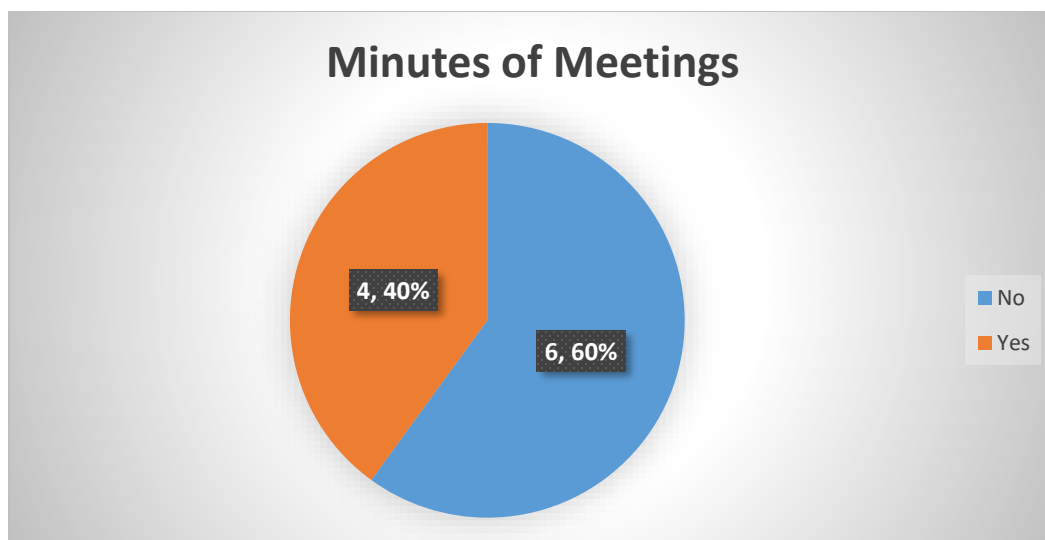


Figure 7: Minutes of Meetings

3.2 SMC Presence and Functionality

This section highlights the presence, functionality, and participation of School Management Committees (SMCs) as a governance structure in basic schools.

3.2.1. It was found out that all schools (100%) had SMCs in place, demonstrating that the framework for community participation in education exists in the schools. However, functionality of SMCs varied. While most schools reported holding regular meetings, about $\frac{1}{4}$ did not convene any meetings yet during the term, which limited SMCs oversight and support role.

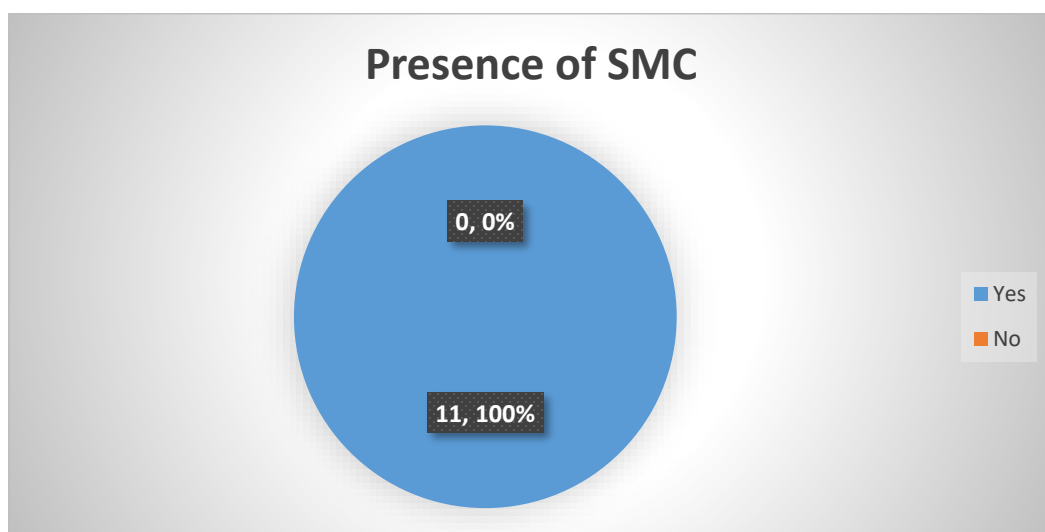


Figure 8: Presence of SMC

3.2.2. The membership of the SMCs differed significantly. For instance, **Kpatili M/A Primary** had 11 SMC members, suggesting stronger representation and capacity, whereas **Taloli M/A**

primary and Nakogu M/A primary had only 2 members and 1 member respectively, raising serious concerns about its ability to function effectively. These disparities indicate that although SMCs were reported as present, their effectiveness in providing governance, ensuring accountability, and supporting school improvement remains uneven.

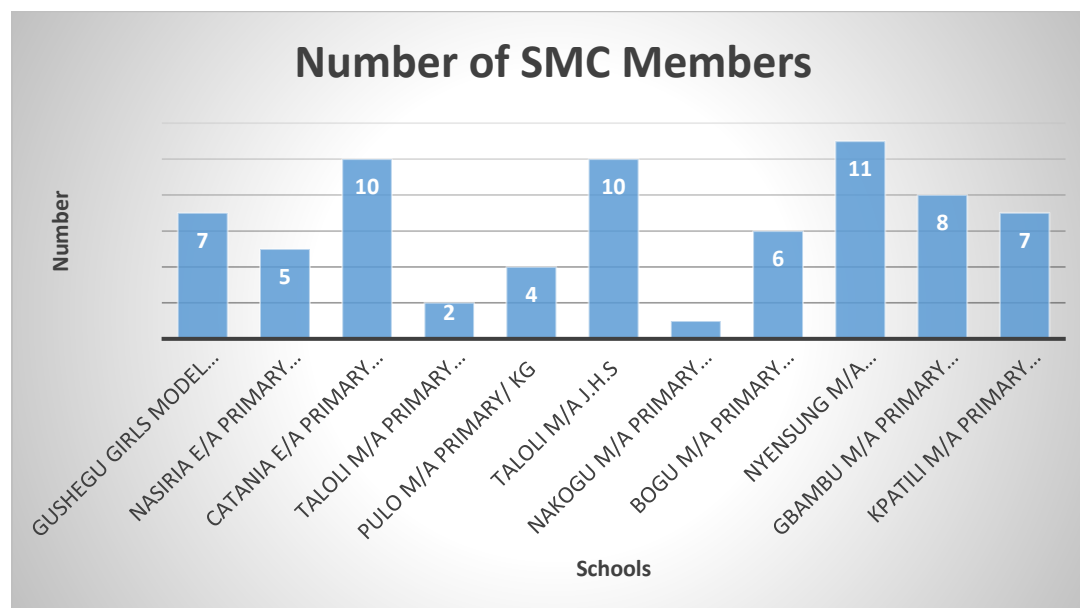


Figure 9: Number SMC Members

The bar chart above illustrates the number of School Management Committee (SMC) members across the schools. Most schools have between 5 to 11 members. Nyensung M/A primary has the highest number with 11 members, followed by Catania E/A Primary School with 10 and Gbambu M/A Primary with 8. Nakogu M/A Primary has the fewest, with only 1 member. This shows variability in SMC composition, with some schools having relatively low representation.

3.1.3. 91% hold SMC meetings, while **9%** do not, indicating that most schools are actively engaging their SMCs.

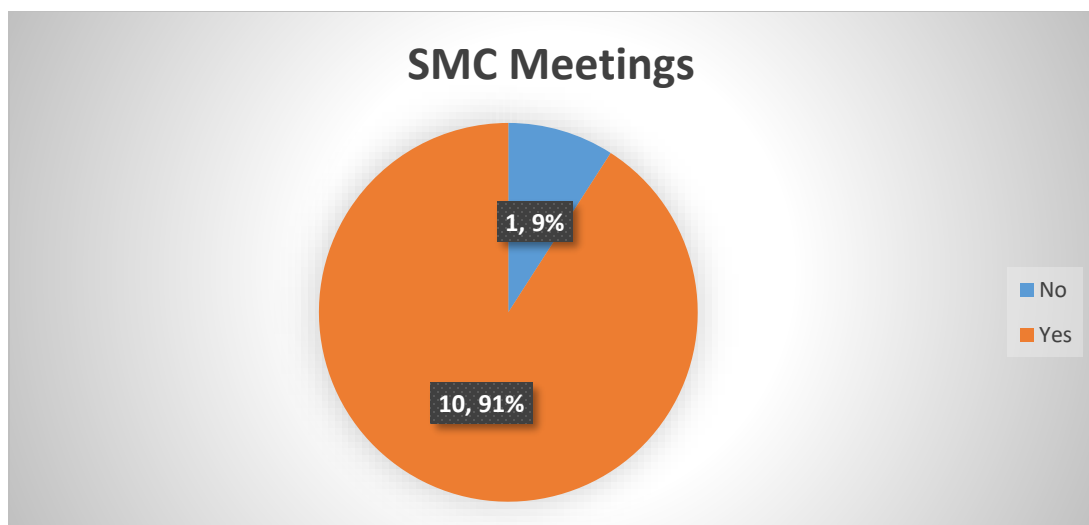


Figure 10: SMC Meetings

3.2.4. Majority (**82%**) of schools hold SMC meetings **twice** or **more** per term, while a little about **18%** hold SMC meetings only **once** per term, indicating strong engagement by most schools.

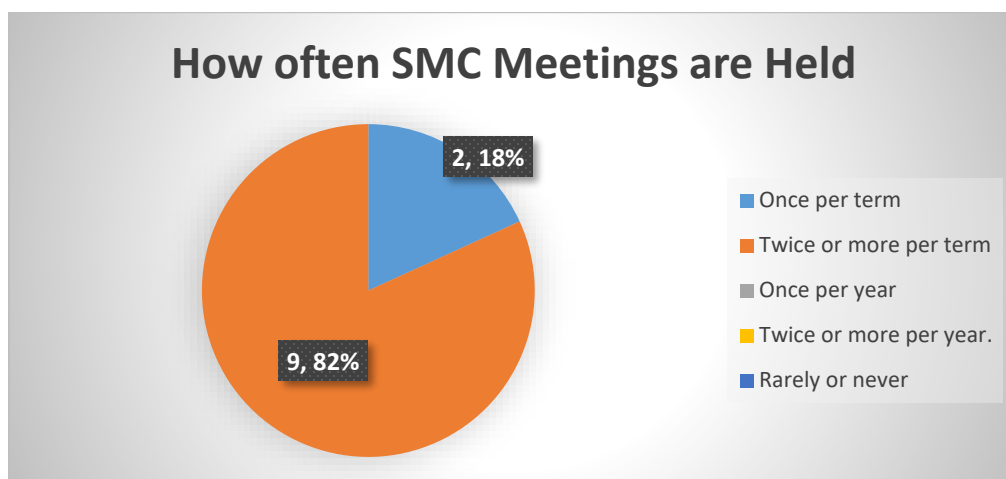


Figure 11: How often SMC Meetings are Held

3.2.5. 55% of schools **held** one meeting this term, while 27% **did not hold any** meeting. **Only** 9% **held** more than two meetings, **and another** 9% **held** exactly two meetings.

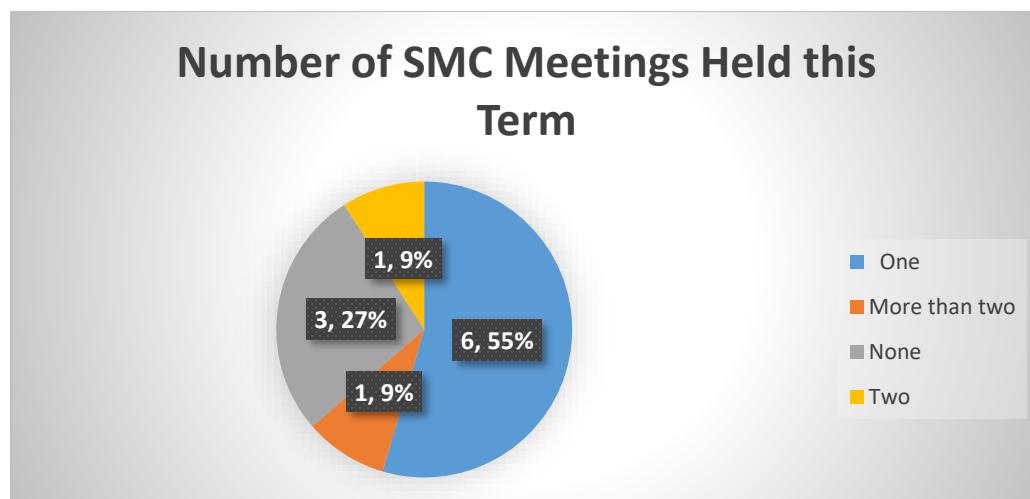


Figure 12: Number of SMC Meetings Held this Term

3.3 Teacher Attendance and Absenteeism

Teacher attendance is a critical determinant of educational quality and high levels of learning outcomes. The findings from the monitoring exercise in the Gushegu Municipality revealed a significant gap in the teacher attendance and absenteeism.

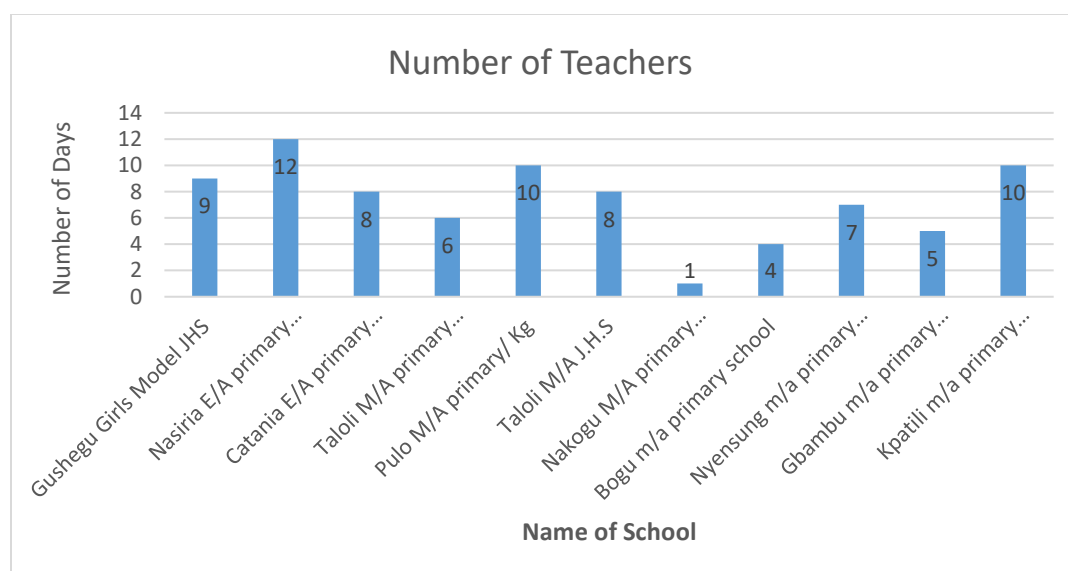


Figure 13: Number of Teachers

3.3.1. Teacher attendance varied across schools. Nakogu M/A primary reported perfect attendance, while Gushegu Girls Model JHS and Taloli M/A JHS each had lower consistency, with just 1/3 of their teachers present since the beginning of the term.

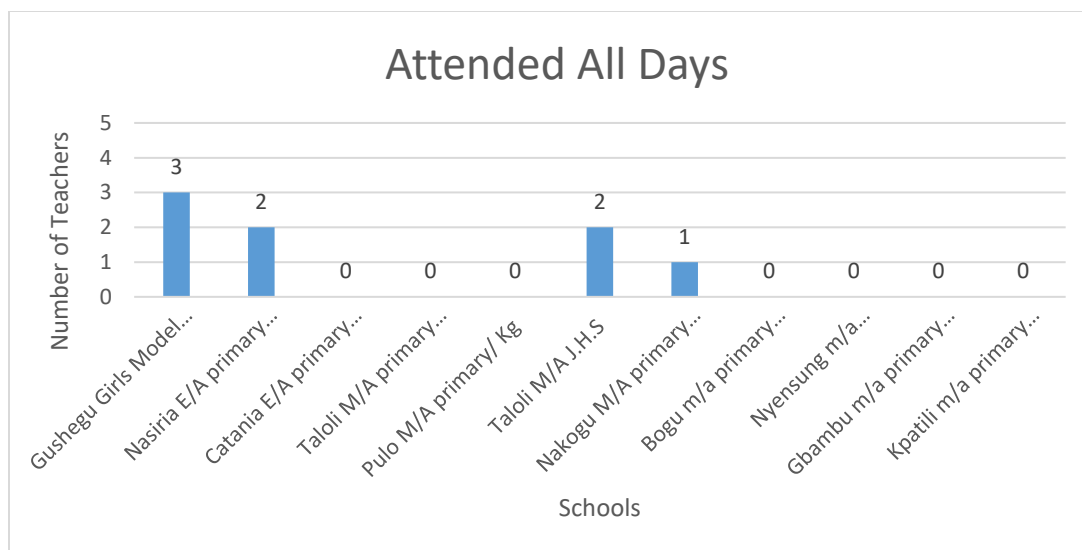


Figure 14: Number of Teachers who Attended All Days

The figure above shows the number of teachers from each school who attended all days since the beginning of the term. Gushegu Girls Model had 3 teachers who attended all days, while Nasiria E/A Primary and Taloli M/A J.H.S each had 2 teachers with full attendance. Nakogu M/A Primary recorded 1 teacher who attended all days. The remaining schools, Catania E/A Primary, Taloli W/A Primary, Pulo M/A Primary/KG, Bogu M/A Primary, Nyensung M/A, Gbambu M/A, and Kpatili M/A Primary had no teachers who attended all days.

3.3.2. There were **high** levels of absenteeism in most of the schools, with **Kpatili M/A Primary School** recording as high as **130 days** of absences. This was followed by **Pulo M/A Primary/KG** with 77 days and **Bogu M/A Primary** with 57 days.

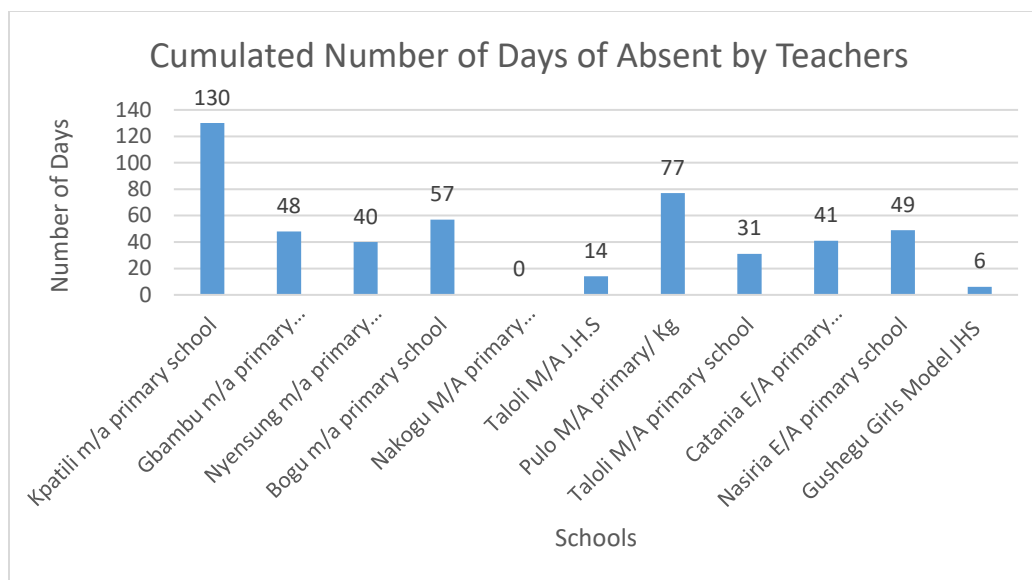


Figure 15: Cumulated Number of Days of Absent by Teachers

The figure above presents the cumulated number of days teachers were absent from each school, with Kpatili M/A Primary School recording the highest number of absent days of 130 days, followed by Polu M/A Primary/KG with 77 days, and Bogu M/A Primary with 57 days. Nasiria E/A Primary School recorded 49 days, Gbambu M/A Primary had 48 days, Catania E/A Primary had 41 days, and Taloli M/A Primary had 31 days. Pulo M/A Primary/KG recorded 40 days, Nakogu M/A J.H.S had 14 days, Gushegu Girls Model JHS recorded 6 days, while Nakogu with no teacher absenteeism. This shows the magnitude of time lost to absenteeism, which inevitably undermines students learning.

3.3.3. Also, about **20%** of the schools faced frequent absenteeism, whereas **40%** occasional and another **40%** recorded rare absenteeism.

3.3.4. Teacher absenteeism was reported as **frequent** (6 or more days per teacher per term) in 2 schools, representing **20%**. It was reported as **occasional** (3–5 days per teacher per term) in 4 schools, accounting for **40%**, and as **rare** (0–2 days per teacher per term) in another 4 schools, also making up **40%**.

3.3.5. Most schools (**80%**) reported that reasons for absenteeism were unplanned and often occurred on Fridays.

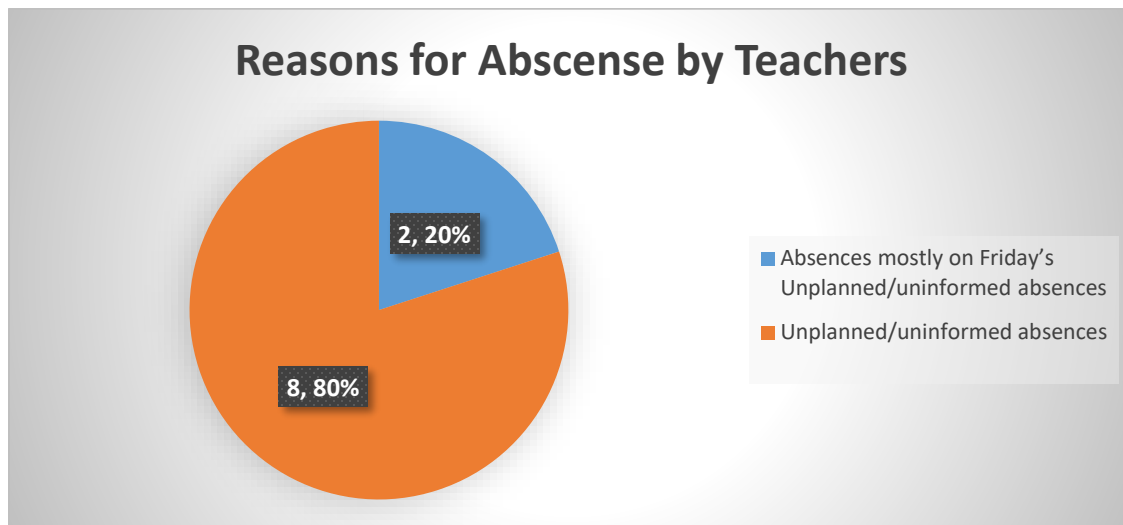


Figure 16: Reasons for Absence by Teachers

The figure above illustrates the reasons for teacher absenteeism. According to the chart, 8 schools (80%) reported that teacher absences were due to unplanned/uninformed absences, while 2 schools (20%) reported that absences occurred mostly on Fridays and were also unplanned/uninformed

3.3.6. Another, 73% of the schools confirmed that they documented absenteeism.

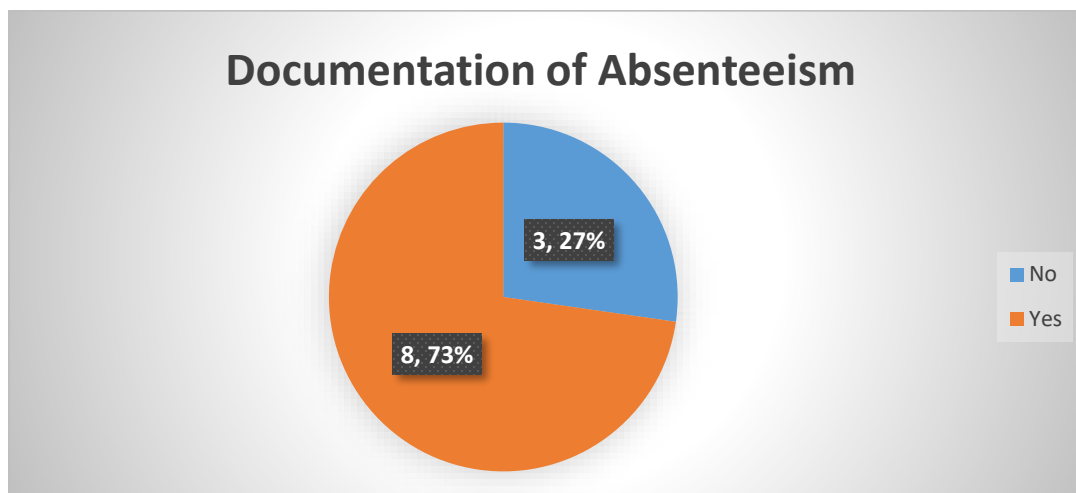


Figure 17: Documentation of Absenteeism

The figure above presents data on whether schools document teacher absenteeism. According to the responses, 8 schools (representing 73%) reported that they do document teacher absenteeism, while 3 schools (representing 27%) reported that they do not document it.

3.4 ENROLLMENT PATTERNS

3.4.1. The data shows wide disparities in pupil enrollment across schools. Nasiria E/A Primary (521 pupils) and Catania E/A Primary (490 pupils) recorded the highest numbers, while smaller schools such as Bogu M/A Primary (52 pupils) and Nakogu M/A Primary (67 pupils) had very low enrollment. This could suggest that while larger schools attract and retain pupils, smaller schools in remote areas struggle, possibly due to distance, infrastructure challenges, or teacher shortages.

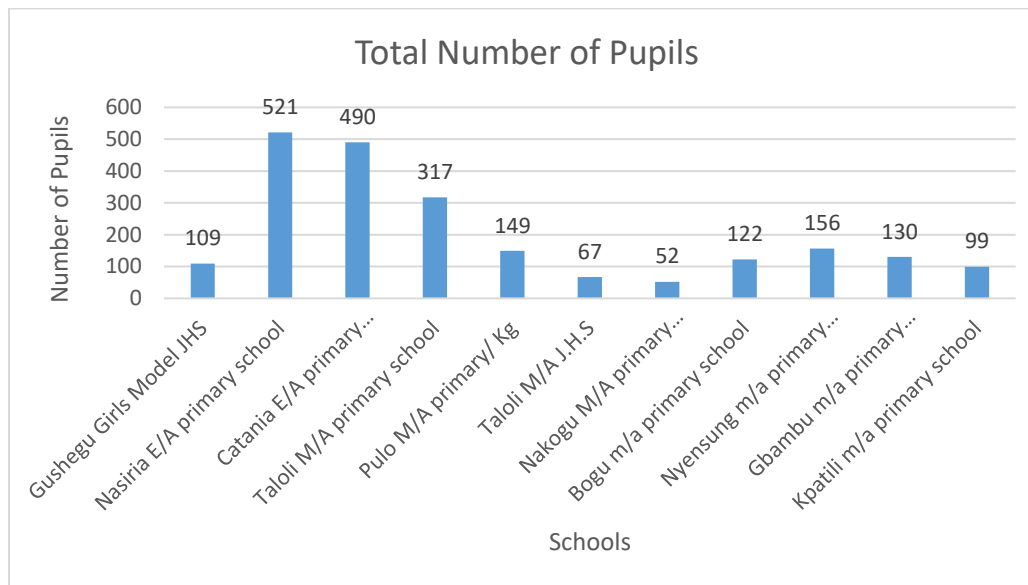


Figure 14: Total Number of Pupils

The figure displays the total number of pupils enrolled in each school. Nasiria E/A Primary School recorded the highest enrollment with 521 pupils, followed closely by Catania E/A Primary with 490 and Taloli M/A Primary with 317. Pulo M/A Primary/KG had 149 pupils, while Nyensung M/A Primary and Gbambu M/A Primary also showed moderate numbers with 156 and 130 pupils respectively. The lowest enrollments were observed in Bogu M/A Primary (52), Nakogu M/A Primary (67), and Kpatili M/A Primary (99). Overall, primary schools had higher enrollments compared to junior high schools like Gushegu Girls Model JHS and Taloli M/A JHS, which had 109 and 122 pupils respectively.

3.4.2. The enrollment trends show that numbers are generally high at lower basic levels (Nursery–Basic 3) but begin to decline at upper primary and junior high school levels. For instance, Nasiria E/A had 151 pupils at KG level, but this steadily reduced to only 46 by Basic 6. This pattern indicates possible dropout of pupils as they progress, highlighting the need for retention strategies.

Number of Pupil Based on Classes

The data shows student enrollment across various class levels, from Nursery/KG to Basic 9, in selected schools within the Gushegu Municipality. Nasiria E/A Primary School recorded the

highest number of pupils in the early grades, with 151 in Nursery/KG, and maintained relatively high numbers through to Basic 6. Similarly, Catania E/A and Taloli M/A Primary Schools also had strong enrollment across the lower and middle basic levels. Gushegu Girls Model JHS had significant numbers in the junior high levels, with 58 students in Basic 7 and 51 in Basic 8. Taloli M/A JHS also showed consistent enrollment across Basic 7 to 9. Some schools, such as Nyensung M/A Primary, had enrollment spanning all basic levels, though with modest numbers. Others, like Nakogu, Bogu, Gbambu, and Pulo M/A Primary Schools, showed smaller and often declining enrollments in the upper classes. Kpatili M/A Primary School recorded the lowest overall figures. In general, enrollment appears to be highest in the lower basic levels and tends to decline in the upper basic and JHS grades.

Classes/School	Nursery/KG	Basic 1	Basic 2	Basic 3	Basic 4	Basic 5	Basic 6	Basic 7	Basic 8	Basic 9
Gushegu Girls Model JHS								58	51	
Nasiria E/A primary school	151	52	70	84	63	55	46			
Catania E/A primary School		110	90	80	75	69	66			
Taloli M/A primary school	106	34	27	37	54	43	16			
Pulo M/A primary/ Kg	57	27	15	14	19	12	4			
Taloli M/A J.H.S								30	19	18
Nakogu M/A primary school		12	18	15	7					
Bogu m/a primary school		55	12	21	21	8	5			
Nyensung m/a primary school		24	17	12	12	24	16	23	27	
Gbambu m/a primary school		31	12	24	12	18	24	9		
Kpatili m/a primary school		15	7	19	8	14	21	7	8	

Table 1: Number of Pupil Based on Classes

3.5 KEY STRUCTURAL CHALLENGES IDENTIFIED

Beyond the quantitative data, field monitors highlighted several systemic issues that significantly impact school performance and student engagement. These challenges include:

- i. Many schools lacked essential facilities such as proper classrooms, sanitation, and furniture. This not only affects the learning environment but also discourages regular attendance, especially among younger students and girls.

- ii. A persistent lack of trained and sufficient teaching staff was reported across several schools. This leads to overcrowded classrooms, reduced instructional time, and diminished learning outcomes, which in turn contributes to low student retention.
- iii. The absence of textbooks, teaching aids, and other educational resources hampers effective instruction. Students are often unable to follow lessons or complete assignments, resulting in disengagement and absenteeism.

These structural deficiencies were closely aligned with patterns observed in the enrollment and attendance data. Schools facing these challenges consistently showed lower enrollment figures and higher rates of absenteeism, underscoring the direct link between resource availability and student participation.

4.0 CONCLUSION AND RECOMMENDATION

4.1 CONCLUSION

The comprehensive monitoring exercise in the Gushegu Municipality yielded a dual-faceted picture of the basic education system, revealing pockets of notable progress alongside deeply entrenched, persistent challenges.

On the positive side, enrollment figures are encouraging in the larger, more centralized educational institutions, such as Nasiria and Catania E/A Primary. Crucially, these schools demonstrate a relatively healthy gender parity, suggesting successful initiatives to encourage both boys and girls to enter the school system in denser population centers.

However, this success is not uniformly distributed. A major concern remains the plight of smaller schools located in remote rural communities like Kpatili and Nakogu. These schools continue to struggle with critically low student numbers. The problem is particularly acute among girls, whose consistently low enrollment rates in these areas point toward prevailing socio-economic or cultural factors that lead to premature withdrawal or exclusion from formal education. This disparity highlights a significant equity gap that undermines the goal 4 of the Sustainable Development Goals (SDG 4).

The operational integrity of the schools is severely compromised by pervasive issues. Foremost among these is teacher absenteeism, which remains a critical concern. The data clearly shows that some schools are recording very high numbers of absent days, directly and severely compromising learning outcomes by disrupting instructional continuity and reducing the total effective teaching time.

Furthermore, while the essential governance structures—the Parent-Teacher Associations (PTAs) and School Management Committees (SMCs)—are formally present in nearly all schools, their practical effectiveness is markedly uneven. Their ability to support schools and ensure local accountability is significantly curtailed by common procedural weaknesses. These include:

- I. Irregular meetings, leading to poor communication and planning.
- II. Low membership in several schools, indicating a lack of broad community engagement.

- III. Weak documentation practices, which prevent systematic tracking of decisions, resource utilization, and follow-up actions.

Collectively, these operational and governance deficits limit the potential of these crucial community structures to act as robust accountability mechanisms, ultimately contributing to the low learning outcomes observed across the municipality.

4.2 RECOMMENDATIONS

This section presents recommendations from the monitoring findings, organized under three focus areas: addressing enrolment and equity gaps, tackling teacher absenteeism and operational integrity, and enhancing governance and accountability structures.

1. Addressing Enrollment and Equity Gaps

- I. MEOC, in collaboration with Municipal Education Directorate and development partners should develop a targeted rural enrollment strategy and implement specific campaigns focused on remote rural communities (like Bogu and Nakogu) to dismantle the socio-economic and cultural barriers that cause low enrollment, especially for girls. This should include strengthening incentives such as the school feeding program, and the provision of basic necessities (uniforms, sanitary pads).
- II. The Municipal Education Directorate should monitor attrition by mandating that school managements track student flow between lower primary, upper primary, and JHS to identify exact points of high student attrition.
- III. PTAs and SMCs in rural schools should actively engage with community elders and parents to advocate for the value of girls' education and address perceptions that lead to premature withdrawal or exclusion.

2. Tackling Teacher Absenteeism and Operational Integrity

- I. Circuit Supervisors and Headteachers should strengthen their oversight on the mandatory system for teacher attendance, particularly in schools recording very high absent days. They should link compliance directly to performance appraisals and payroll.
- II. The office of the Municipal Chief Executive in collaboration with the MEOC and the Municipal Education Directorate should introduce attractive non-monetary incentives to encourage qualified teachers to accept postings, and remain in schools located in remote rural communities.
- III. MEOC should increase the frequency and quality of unannounced inspections to hold both teachers and school heads accountable for ensuring instructional continuity.

3. Enhancing Governance and Accountability Structures

- I. The Municipal Education Directorate should collaborate with development partners such as Simba Ghana to provide comprehensive training workshops for all PTA and SMC leaders, focusing specifically on:
 - Financial management and resource mobilization and utilization to address limited resources.
 - Effective meeting management and record-keeping to correct irregular meetings and weak documentation practices.
 - Roles in holding school administration accountable.
- II. School heads must actively facilitate regular PTA/SMC meetings and ensure decisions regarding school support and resource use are transparently documented and disseminated to the wider community, addressing weak documentation practices.
- III. School heads must develop clear strategies to increase broad community engagement and membership, transforming the PTA/SMC from a formal structure into a truly functional, robust local accountability mechanism.

5.0 GLOSSARY OF TERMS AND ACRONYMS

TERM/ACRONYM	DEFINITION
BECE	Basic Education Certificate Examination: A national examination in Ghana taken by students at the end of Junior High School (JHS), used as a measure of academic performance.
CDD-Ghana	Center for Democratic Development (CDD)-Ghana: A civil society organization that supports the implementation of the IAA project.
Gushegu Municipality	The specific administrative area in the Northern Region of Ghana where the school monitoring exercise was conducted.
I Am Aware (IAA) Project	A non-partisan citizen empowerment initiative that provides accessible data on public service delivery in key sectors, including education, implemented by Simba Ghana and supported by CDD-Ghana.
Instructional Continuity	The uninterrupted flow of teaching and learning activities, which is severely compromised by factors like teacher absenteeism.
JHS	Junior High School: The level of basic education that follows primary school, concluding with the BECE.
Learning Outcomes	The knowledge, skills, and attitudes students acquire as a result of education, which are currently low in the municipality as evidenced by the 17.5% BECE pass rate.
MEOC	Municipal Education Oversight Committee: The local committee responsible for inclusive planning and follow-up action regarding education within the Municipality.
PTA	Parent-Teacher Association: A formal structure intended to facilitate collaboration, oversight, and community engagement between parents and teachers in a school.
Pupil Attrition	The process where the number of students drops off or declines as they move from one educational level to the next, specifically noted between lower primary and JHS.
SAG	Social Action Group: Community-based groups trained under the IAA project to carry out the monitoring exercise and advocate for improved service delivery.
Simba Ghana	The organization that implements the <i>I Am Aware (IAA)</i> project and compiled the monitoring report.
SMC	School Management Committee: A governance structure for schools intended to ensure community participation, accountability, and support for school improvement.
Teacher Absenteeism	The pervasive and critical problem of teachers being absent from school, often unplanned, which disrupts instructional time and compromises learning outcomes.

DATA:

Monitoring Data:

https://docs.google.com/spreadsheets/d/1k4o4G3go7DH61HLGwNdNxHcA6X9luxNK/edit?usp=drive_link&oid=114482592867687459165&rtpof=true&sd=true

Municipal Education Directorate. *BECE performance data for schools in Gushegu Municipal Directorate (2023)*