# Adolescent Accelerator Hub Research Project: Ghana Cohort

Defining Accelerators for Ghana Cohort

An accelerator has been defined as an action or intervention that is likely to lead an impact on a broad range of interlinked goals. They may be direct interventions or practices for which interventions could be implemented.

Using the combined Ghana cohort of adolescents (938 total sample) the following hypothesized accelerators will be analysed:

1. **Parenting Support:** this will be defined using the following variables:
   1. No underage child labour (child labour before the age of 15 years- legal cut-off of permissible child labour in Ghana)
   2. Adequate parental attachment as measured by low avoidant attachment and anxiety attachment scores
   3. Parents knowing know what adolescent was doing with free time?
   4. No report of truancy by child
   5. Regular and frequent communication with parents (for children with migrant parents)
   6. Regular and frequent remittances (for children with migrant parents)
2. **Safe Schools:** this will be defined using the following variables:
   1. No reported bullying by child
   2. Positive regard for school
3. **Cash transfer:** this will be defined using the following variables:
   1. regular and frequent remittances (for children with migrant parents)
   2. extra income from age-appropriate child labour (children above 15 years)
4. **Stable structured households:** this will be defined using the following variables:
   1. Stable family structure- using parental marital status, and type of family, number of other caregivers
   2. Cultural and moral structure- using reported practice of religion, reported influence of religion on conduct, high prosocial behaviour score
5. **Improved SES:** this will be defined as:
   1. IWI score > 90th centile.

NB: for each of these accelerators defined by multiple variables, these multiple variables will be assessed and combined into a single composite yes/no binary, which will then be analysed by regression for association with the selected SDG-related themes.

Defining SDG-related outcomes

Outcomes that directly reflect an explicitly stated theme or sub-theme of the SDGs.

Using the combined Ghana cohort of adolescents (938 total sample) the following SDG-related themes will be analysed:

1. **Goal 3.4 mental health and well being**
2. **Goal 3.5 prevention of substance abuse**
3. **Goal 4.1 access to primary and secondary education**
4. **Goal 4.c increase supply of qualified teachers**
5. **Goal 5.2 eliminate all forms of violence against women**
6. **Goal 6.1 access safe drinking water**
7. **Goal 6.2 end open defaecation**
8. **Goal 7.1 access to modern energy forms**
9. **Goal 8.7 end child labour in all its forms by 2025**
10. **Goal 9.c access to ICT**
11. **Goal 10.c- ease of sending remittances**
12. **Goal 16.2 No abuse**

List of mediating factors for accelerators

1. Level of parental education (measured by number of years)

NB: where there appears to be an overlap with a particular variable in terms of whether it should be treated as part of an accelerator or as an outcome (SDG-related) variable, preliminary frequency tables and cross tabs will be used to make that judgement call (depending on the number per cell when it is treated as one or the other).

# Potential SDG-related themes and Accelerators from KKM’s Papers

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| --- | --- | --- |
| **TITLE OF STUDY** | **QUESTION IN QUESTIONNAIRE** | **SDG GOAL** |
| Normative data on the Raven’s Standard Progressive Matrices and the Slosson Intelligence Test among Ghanaian Children  10 – 19 years 458 | **Family and household Information** | |
| Does your family have access to electricity | **Goal 7.1 access to modern energy forms** |
| What is your source of drinking water: | **Goal 6.1 access safe drinking water** |
| What type of toilet facility do you have at home | **Goal 6.2 end open defaecation** |
| How many sleeping rooms are there in your house | **Goal 11.1 adequate and affordable housing** |
| **School Information** | |
| Average level of training of respondent’s teachers: | **Goal 4.c increase supply of qualified teachers** |
| Student-teacher ratio of class of respondent | **Goal 4.c increase supply of qualified teachers** |
| Access to information at school | **Goal 9.c access to ICT** |
| Patient Health Questionnaire-9 (PHQ-9) ratings | **Goal 3.4 mental health and wellbeing** |
| A Two-Stage Community Study of The Prevalence and Correlates of Mental Disorders and Cognitive Functioning of Children and Adolescents with Different Parental Migration Experiences in Kumasi Ghana  10 – 17 years 480 | **Family and household Information** |  |
| What is your source of drinking water? | **Goal 6.1 access safe drinking water** |
| What type of toilet facility do you have at home | **Goal 6.2 end open defaecation** |
| Does your family have access to electricity | **Goal 7.1 access to modern energy forms** |
| **School Information** | |
| Do you attend school | **Goal 4.1 access to primary and secondary education/Goal 4.5 eliminate gender disparity in access to education** |
| What is the student: teacher ratio in class of respondent | **Goal 4.c increase supply of qualified teachers** |
| **Other information** | |
| How regular does he/she send remittances? | **Goal 10.c- ease of sending remittances** |
| Do you have easy access to the internet at home? | **Goal 9.c access to ICT** |
| Do you do any kind of work to earn money before or after school? | **Goal 8.7 end child labour in all its forms by 2025** |
| **Personal Mental Health Goal 3.4** | |
| During the past 12 months, how often have you felt lonely? | **Goal 3.4 mental health and well being** |
| During the past 12 months, how often have you been so worried about something that you could not sleep at night? | **Goal 3.4 mental health and well being** |
| During the past 12 months, did you ever seriously consider attempting suicide? | **Goal 3.4 mental health and well being** |
| During the past 12 months, did you make a plan about how you would attempt suicide? | **Goal 3.4 mental health and well being** |
| During the past 12 months, how many times did you actually attempt suicide? | **Goal 3.4 mental health and well being** |
| How many close friends do you have? | **Goal 3.4 mental health and well being** |
| During the past 30 days, on how many days did you miss classes or school without permission? | **? Truancy?? Goal 3.4** |
| The next four questions ask about drinking alcohol. This includes drinking local liquor (“akpeteshie”/apio, nsafuo, bonsamnsuo, herbal bitters). | **Goal 3.5 prevention of substance abuse** |
| The next two questions ask about drug use. This includes using marijuana (‘wee’), amphetamines, cocaine, inhalants, glue sniffing and other local examples | **Goal 3.5 prevention of substance abuse** |
| The next 4 questions ask about cigarette and other tobacco use. | **Goal 3.a tobacco control** |
| The next question asks about physical attacks. A physical attack occurs when one or more people hit or strike someone, or one or more people hurt someone with a weapon (such as a piece of wood, cutlass/machete, knife or gun). It is not a physical attack if one two students of about the same strength or power choose to fight each other. | **Goal 5.2 eliminate all forms of violence against women** |
| The next question asks about physical fights. A physical fight occurs when two students of about the same power or strength choose to fight each other. | **Goal 5.2 eliminate violence** |
| The next 2 questions ask about bullying. Bullying occurs when a student or a group of students say or do bad and unpleasant things to another. It is also teasing when a student is teased a lot in an unpleasant way or when a student is left out of things on purpose. It is not bullying when two students of about the same strength and power argue or fight or when teasing is done in a friendly and fun way. | **Goal 5.2 eliminate violence** |

**Accelerators**

1. **Parental Support:**
2. How regularly do you communicate directly with [migrated parent]? **(parenting support)**
3. How regular does he/she send remittances? **(parenting support)**
4. How many other adults (apart from primary caregivers and/or parents) are regularly involved with your care? (**Parenting support)**
5. How often do you check her/his exercise books or supervise homework? **(parenting support)**
6. During the past 30 days, how often did your parents or guardians understand your problems and worries? (**Parenting support)**
7. During the past 30 days, how often did your parents or guardians really know what you were doing with your free time? (**Parenting support)**
8. During the past 30 days, how often did your parents or guardians go through your things
9. without your approval? (**Parenting support)**
10. **Safe schools:**
11. During the past 30 days, how often were most of the students in your school kind and helpful? (**Safe schools)**
12. **Cash transfers:**
13. Regular remittances for left behind children