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GHANA EDUCATION NEWS

UPGRADE

OR REAL?

B E C E Result For 2014 Graduates

Tonya Huber,James G. O'Meara



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Teacher Education at the Edge Tonya Huber, James G. O'Meara, 2019-12-01 International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats free of methodological restrictions involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes. Education 2030 topics of interest include but are not limited to: Improving access to quality early childhood development care and pre-primary education; Ensuring equal access for all women and men to affordable and quality education; Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods; Ensuring equal access for the vulnerable including persons with disabilities, indigenous peoples and children in vulnerable situations; Achieving levels of literacy and numeracy required to engage in communities and employment; Acquiring the knowledge and skills needed to promote sustainable development including Human right Gender equality; Promotion of a culture of peace and non-violence; Global citizenship education; The appreciation of cultural diversity and of culture's contributions to sustainable development; Providing safe, non-violent, inclusive and effective learning environments for all; Recruiting, preparing, supporting and retaining quality teachers. **Daily Graphic**

Ransford Tetteh, 2014-09-10 [Junior Graphic](#) Mavis Kitcher (Mrs), 2014-06-25 **Daily Graphic** Kingsley Inkoom, 2014-09-04 [Mothers' Non-Farm Entrepreneurship and Child Secondary Education in Rural Ghana](#) Janssens, Charlotte, Van den Broeck, Goedele, Maertens, Miet, Lambrecht, Isabel, 2018-01-31 In this paper we empirically analyse the impact of mothers' non-farm entrepreneurship on child secondary school enrollment in rural Ghana. We use nationally representative quantitative data from the sixth round of the Ghana Living Standard Survey (GLSS) and qualitative data from focus group discussions throughout rural Ghana. We apply instrumental variable estimation techniques with instruments that pass weak and overidentification tests. We test interaction effects between mothers' non-farm entrepreneurship and other important determinants of child schooling. We use qualitative data to support our quantitative findings. **Stepping Up**

Skills in Urban Ghana Peter Darvas, Marta Favara, Tamara Arnold, 2017-08-15 The Skills Toward Employment and Productivity (STEP) Survey is an initiative of the World Bank in cooperation with other development partners and nongovernmental agencies and carried out in more than 14 countries globally. In Ghana, the first phase of the survey focusing on adults in urban communities was carried out in cooperation with the University of Ghana's Institute of Statistical, Social and Economic Research (ISSER), the Ministry of Education, the Council for Technical and Vocational Education and Training (COTVET) and the Ghana Statistical Service (GSS). *Community Participation with Schools in Developing Countries* Mikiko

Nishimura,2020-08-04 The Sustainable Development Goals SDGs 2016 2030 set by the United Nations in 2015 restated the importance of universal primary education for all and specifically discuss quality equity and inclusion in basic education To achieve this the role of community has been emphasized and participation has become a buzzword in international development over the past several decades Despite the growing attention to community participation in school management previous literature has shown mixed results in terms of its actual practice and its impacts on quality equity and inclusion in education This book deepens the contextual understanding of community in developing countries and its involvement in schools in general and its impact on quality equity and inclusion of school education in particular By presenting various case studies in Asia Africa Latin America and a post conflict state in Europe the book analyses commonalities and differences in the ways communities are involved and cast their impacts and challenges The book contributes knowledge on the ways in which community involvement could work in developing countries the detailed processes and factors that make community participation work in different dimensions and remaining challenges that scholars and practitioners still need to be concerned and mindful in the field This book will appeal to both researchers and practitioners who are concerned about the community participation approach for the SDGs

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