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Autore	Byrd William A.
Titolo	Drugs in Afghanistan : a forgotten issue? : implications and risks for transition // William Byrd, David Mansfield
Pubbl/distr/stampa	Washington, D.C. : , : United States Institute of Peace, , 2012
Descrizione fisica	1 online resource (4 pages)
Collana	Peacebrief ; ; 126
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Autore	Darvas Peter
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ISBN	1-4648-0100-2
Descrizione fisica	1 online resource (xx, 160 pages) : illustrations ; ; 26 cm
Collana	A World Bank study
Altri autori (Persone)	BalwanzDavid
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Nota di contenuto	Front Cover; Contents; Foreword; Acknowledgements; About the Authors; Abbreviations; Overview; Inequity: The Central Challenge; Basic Education in Ghana: Main Findings; Figures; Figure 0.1 Primary and Secondary School Net Attendance Ratio, by Wealth Quintile and Urban-Rural Status, 2011; Maps; Tables; Table 0.1 Enrollment and NER in KG, Primary, and JHS 1990-2011/12; Figure 0.2 Primary Net Attendance Ratio, by Region, 2011; Figure 0.3 Primary PTTR, by SES, 2008/09; Map 0.1 Percentage of Trained Primary Teachers, by Region, 2011/12 Figure 0.4 Percentage of P6 Pupils Attaining Proficiency in English and Maths, by Urban-Rural Status Table 0.2 Per-Child Expenditure in 2008 GHc Measured at District Level; Figure 0.5 Percentage of P3 and P6 Students Achieving Proficiency in English, by Region; Table 0.3 Overview of Selected Equity Improving Programs; Figure 0.6 Percentage of P3 and P6 Students Attaining Proficiency in English and Maths, 2011; Figure 0.7 Percentage of P3 and P5 Students, by Reading Comprehension Score; Figure 0.8 Percentage of Trained Teachers in

Primary School and JHS, 1987/88-2009/10

Figure 0.9 Percentage of Students Reaching Minimum Competency and Proficiency, by Classroom Type, P3 English, 2011

Figure 0.10 Instructional Time in Basic Schools in Four Countries; Table 0.4 Factors Explaining Teacher Absenteeism; Table 0.5 GoG Budget Share, by Budget Category and Execution in Relation to Budget Amount; Figure 0.11 Sources and Flows of Funding and Resources for a Primary School in Ghana; Teacher Policy Dilemmas; Basic Education in Ghana: Recommendations; Notes; Chapter 1 Introduction-Why Focus on Inequity?

Figure 1.1 Attendance Rates, Ages 6-14 Years, by Poverty, Gender, and Region, 2003-08

Report Framework; Boxes; Box 1.1 Definitions of Key Themes; Figure 1.2 Conceptual Framework for Basic Education in Ghana; Notes; Figure 1.3 Themes and Interventions System Improvements in Literacy and Numeracy; Chapter 2 Country Context; Rapid Growth and Change; Recent Progress in Education; Persistent Challenges; Chapter 3 Education Reform History; Education Reform: 1951-2008; Recent Policy Initiatives; Notes; Chapter 4 Equity; Overview; Equitable Access

Table 4.1 Enrollment and NER in KG, Primary, and JHS, 1990-

2011/12

Figure 4.1 Primary and Secondary School Net Attendance Rate by Wealth Quintile and Urban-Rural Status, 2011; Figure 4.2 Primary and Secondary Net Attendance Rate by Region, 2011; Figure 4.3 Primary and JHS NER by Wealth Quintile; Box 4.1 Providing Basic Education for Children with Disabilities; Figure 4.4 Private Enrollment as a Percentage of Total Enrollment in Primary Schools, 2010/11; Equal Distribution of Inputs; Map 4.1 Percentage of Trained Primary Teachers, by Region, 2011/12

Figure 4.5 Proportion of Primary Teachers with Training, by Region/District, 2008/09

Sommario/riassunto

Inequity is the central challenge facing basic education in Ghana and undercuts the potential contribution of basic education to Ghana's national development goals. Persistent disparities in education service delivery and inequitable allocation of resources in Ghana lead to highly inequitable educational outcomes. These inequities negatively affect system quality, efficiency and accountability and ultimately undermine broader national development. Wide-spread inequity in education service delivery significantly depresses system learning outcomes. This report describes a "missing middle" in t
