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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
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 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
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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

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