
Bece Question And Anser 2014

Visual Storytelling

The Impacts of Language and Literacy Policy on Teaching Practices in Ghana

Gender-Responsive Governance in Sierra Leone

Computer Science - Theory and Applications

Junior Graphic

Junior Graphic

Mathematics for Junior High Schools in West Africa

Educationeering

Junior Graphic

Junior Graphic

Dropping Out from School

Flamingo Social Studies for Junior High Schools

Junior Graphic

Indigenist African Development and Related Issues

Factors contributing to academic performance of students in a Junior High School

Daily Graphic

The Psychology of Arithmetic

Junior Graphic

Dilemma of a Ghost

Junior Graphic

Junior Graphic

Junior Graphic

Ama Ata Aidoo, The Dilemma of a Ghost

Children, Childhood, and the Future

Joseph Brodsky and the Creation of Exile

Junior Graphic

Junior Graphic

The Story of Patriarchs and Prophets

Teacher Education at the Edge

Community Participation in School Management

Junior Graphic

War, Women and Post-conflict Empowerment

Junior Graphic

Junior Graphic

Junior Graphic

Creativity and Innovation in Times of Crisis (COVID-19)

Clucky the Hen

Junior Graphic

Junior Graphic

Junior Graphic

LOGAN KEIRA

Visual Storytelling

Graphic Communications Group

This text critically examines changes in Ghanaian language and literacy policy following independence in 1957 to consider its impacts on early literacy teaching. By adopting a postcolonial theoretical perspective, the text interrogates the logic behind policy changes which have prioritised English, local language, or biliteracy. It draws on data from interviews with teachers and researcher observation to demonstrate how policies have influenced teaching and learning. Dr Osseo-Asare's findings inform the development of a conceptual framework which highlights the socio-cultural factors that impact the literacy and biliteracy of young children in Ghana, offering solutions to help teachers combat the challenges of frequent policy changes. This timely monograph will prove to be an essential resource not only for researchers working on education policies, teacher education, and English-language learning in postcolonial Ghana but

also for those looking to identify the thematic and methodological nuances of studying literacy and education in postcolonial contexts.

The Impacts of Language and Literacy Policy on Teaching Practices in Ghana

Springer

Exam Revision from the year 2015 in the subject Mathematics For Pre-University Students, , language: English, abstract: Preparing for exams in Mathematics has been a thorny issue especially for students at the lower levels. This is a question and answer book for students preparing for Basic School Certificate Examinations in West Africa. Every exercise is explained in order to guide the reader.

Gender-Responsive Governance in Sierra Leone

Graphic Communications Group Although most of the world's children live in the Global South, much of the corpus of scientific knowledge which forms the basis of the current notion of "good childhood" worldwide is drawn from research on Western, middle-class children. Even cross-cultural research often applies the Western model of childhood as the

standard to which others must correspond. This volume serves to bridge this gap by both bringing up significant features of the development and socialisation of children in African countries and presenting cross-cultural procedures which help to discuss and develop differentiated and joint ideas about childhood, instead of implementing one-sided standards which are disconnected from most children's lives.

Computer Science - Theory and Applications

Graphic Communications Group Joseph Brodsky, one of the most prominent contemporary American poets, is also among the finest living poets in the Russian language. Nevertheless, his poetry and the crucial bilingual dimension of his poetic world are still insufficiently understood by Western audiences. How did the Russian-born Brodsky arrive at his present status as an international man of letters and American poet laureate? Has he been created by his bilingual experience, or has he fashioned the bilingual self as a necessary precondition for writing poetry in the first place? Here David Bethea

suggests that the key to Brodsky, perhaps the last of the great Russian poets in the "bardic" mode, is in his relation to others, or the Other. Brodsky's master trope turns out to be "triangular vision," the tendency to mediate a prior model (Dante) with a closer model (Mandelstam) in the creation of a palimpsest-like text in which the poet is implicated as a triangulated hybrid of these earlier incarnations. In pursuing this theme, Bethea compares and contrasts Brodsky to the poet's favorite models-- Donne, Auden, Mandelstam, and Tsvetaeva--and analyzes his fundamental differences with Nabokov, the only Russian exile of Brodsky's stature to rival him as a bilingual phenomenon. Various critical paradigms are used throughout the study as foils to Brodsky's thinking. Originally published in 1994. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books

while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905. Junior Graphic Routledge Nobody denies that trust in schools is key to success in generating any educational outcomes. However, trust is often eroded, resulting in conflicts, alienation, and differentiation among school-level stakeholders. This book analyses school-based management (SBM) of education through the lens of relational trust in the context of Ghana, revealing how community participation in school management leads to educational outcomes. Conducting quantitative analysis of headteacher questionnaires from public basic schools and qualitative analysis of case study schools in the Akatsi South District of Ghana, Shibuya offers critical insights into building sustainable relationships between individual households and geographical/school communities. He argues it is critical to highlight

relational trust as an analytical tool to examine relationships between actors and factors in school management. The research finds that trust in schools is a two-way mechanism, and the mutuality of expectations and obligations among stakeholders is essential if children's learning outcomes are to improve. With its mixed-methods approach, this book will be a valuable resource for scholars in comparative education, those in educational development, and those interested in African contexts. Junior Graphic Graphic Communications Group DVD-ROM contains: Interactive modules that illustrate concepts discussed in the text. *Mathematics for Junior High Schools in West Africa* Springer 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. Educationeering Graphic Communications Group Bachelor Thesis from the year 2018 in the subject Pedagogy - School System, Educational and School Politics, grade: 5 (GHA-System), University of Education (Distance Learning), course: Post Graduate Diploma in Education, language: English, abstract: Students' academic performance is a key feature in education. This study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of Junior High Students (JHS) in a Basic School which is in the Gomo-East District in the Central Region of Ghana. The mixed and descriptive research design was used and a sample size of 87

respondents (79 students and 8 teachers) were selected through random sampling technique. The findings revealed that the average academic performance (47.0%) of the JHS students in the Basic School is weak and their performance in Mathematics (average score of 31.48%) and English Language (average score of 39.99%) is a fail. It was noticed that student factors that contribute to an improvement in academic performance include; regular studying, self-motivation, punctuality and regular class attendance, hard-work and interest in a subject. The teacher factors were completion of syllabus, use of TLM's, frequent feedback to students and given students special attention. Per the findings, parent factors which was very key was parent showing concern in their children's academics and providing them their academic needs. School factors that were significant included availability of text books and TLM's. The study also found that parent level of education and gender has a positive relationship with academic performance but it's insignificant. However,

age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the study recommends that there should be strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their academic performance. Again, the students should be motivated and orientated to take ownership of their studies by having regular studies and attending school during school days.

Junior Graphic HEBN Publishers

This book investigates gender equality and women's empowerment in Sierra Leone, focusing especially on women's interactions with the state and its development partners. In particular, it highlights women's increasing agency in acquiring knowledge, diffusing power, engaging in grassroots politics, and compelling the government to adopt more gender-responsive policies. Exploiting extensive fieldwork and original multidisciplinary research methods (including econometric

and statistical models), the book first sets out the history and impact of inequality in Sierra Leone, and then goes on to shed light on the constructive and collaborative engagement of women and the state on a variety of local and external strategies for promoting gender equality. Drawing throughout on insights from across gender studies, sociology, anthropology, economics, and political science, the book highlights how women are succeeding in transforming marginality into agency in order to build a platform for influencing change. By qualifying and quantifying the challenges of gender inequality in Sierra Leone, and the progress that is being made, this book provides important insights that will be relevant to other fragile, post-conflict states within Africa. The book will be of interest to students and researchers studying women and gender studies, African studies, economics, international development, sociology, and political science and international relations. It will also deepen policymakers' and practitioners' understanding of women's diverse trajectories and

experiences, and how the typology of government affects the patterns of inequality and equality.

Junior Graphic Graphic Communications Group
There is no term so heavily contested in social science

literature/nomenclature than 'Development'. This book brings Indigenous perspectives to African development. It is argued that contrary to development as we know it not working, a greater part of the problem is that conventional development approaches that work have in fact not truly been followed to the letter and hence the quagmire. All this is ironic since everything we do about our world is development. So, how come there is "difficult knowledge" when it comes to learning from what we know, i.e., what local peoples do and have done for centuries as a starting point to reconstructing and reframing 'development'? In getting our heads around this paradox, we are tempted to ask more questions. How do we as African scholars and researchers begin to develop "home-grown solutions" to our problems? How do we pioneer new analytical systems for

understanding our communities and offer a pathway to genuine African development, i.e., Indigenist African development? (see also Yankah, 2004). How do we speak of Indigenist development mindful of global developments and entanglements around us? Can we afford to pursue development still mired in a “catch up” scenario? Are we in a race with the development world and where do we see this race ending or where do we define as the ‘finishing line’? A Publication of the Centre for School and Community Science and Technology Studies [SACOST], University of Education, Winneba, Ghana
 Dropping Out from School
 Graphic Communications Group
 Since the 1991-2002 civil conflict ended in Sierra Leone, the country has failed to translate the accomplishments of women's involvement in bringing the war to an end into meaningful political empowerment. This is in marked contrast to other post-conflict countries, which have increased the political participation of women in elected and appointed office, increased the representation of women

in leadership positions, and enacted constitutional reforms promoting women's rights. Written by Sierra Leonean and Africanist scholars and experts from a broad range of disciplines, this unique volume analyses the historical and contextual factors influencing women's political, economic and social development in the country. In drawing on a diverse array of case studies – from health to education, refugees to international donors – the contradictions, successes and challenges of women's lives in a post-conflict environment are revealed, making this an essential book for anyone involved in women and development.

Flamingo Social Studies for Junior High Schools IAP

Educationeering describes the author's areas of professional concern for the past 55 years. Educationeering can be defined as directing the triple academic functions of Research, Teaching and Responsive Social Engagement towards the education challenges of society. Prof. Obanya is an international Education Strategist and his original

ideas are widely discussed throughout Africa.

Junior Graphic Graphic Communications Group
 Winner at the 2011 International Latino Book Awards Clucky the Hen has a big heart, but she's clumsy and forgetful too. A tale ideal for learning to accept the faults of those around us. Guided Reading Level: M, Lexile Level: 900L

Indigenist African Development and Related Issues Graphic

Communications Group
 This book constitutes the proceedings of the 9th International Computer Science Symposium in Russia, CSR 2014, held in Moscow, Russia, in June 2014. The 27 full papers presented in this volume were carefully reviewed and selected from 76 submissions. In addition the book contains 4 invited lectures. The scope of the proposed topics is quite broad and covers a wide range of areas in theoretical computer science and its applications.

Factors contributing to academic performance of students in a Junior High School Taylor & Francis
 Daily Graphic Anchor Books
 The Psychology of Arithmetic Graphic

Communications Group
Junior Graphic Graphic
Communications Group

Dilemma of a Ghost
Graphic Communications

Group
Junior Graphic Princeton
University Press