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THEME: RE-ENGINEERING EDUCATION FOR SUSTAINABLE DEVELOPMENT

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THEME: ‘Re-Engineering Education for Sustainable Development’

Sub-themes:
- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education

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Abstract

This study sought to examine the similarities and differences in the legal framework of education on teacher management in Kenya and Ghana. The main argument in this paper is that teachers are the most important resource needed for the smooth running of the education system and hence all the necessary measures must be put in place to ensure that they are properly recruited, selected, employed, orientated and rightly placed to give of their best. The paper relied on the review of secondary data available mainly on official websites and published documents such as national constitutions, acts of parliament, sessional papers, articles in refereed journals as well as unpublished documents. The major findings were that issues on teacher management such as teacher registration, licensing, and discipline are given similar attention in the legal frameworks of both countries. However, other provisions on authority of teacher management organizations, teacher recruitment and financing differ. The study recommended a rigorous selection and recruitment process for teachers in Ghana and an amendment of Article 237 of the Kenyan Constitution on Teacher Service Commission and the Teachers Service Commission Act, 2012 (Act 20) to ensure the direct control of teacher management activities by the Ministry of Education in Kenya.

Keywords: Legal Framework, Teacher Management, Teachers Service Commission, National Teaching Council, Ghana and Kenya