

Teaching For Lifelong Learning in Ghanaian Basic Schools: An Empirical Study from The Prestea Huni-Valley Municipal Education Directorate

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Abstract

This study delves into the crucial topic of promoting lifelong learning within the Ghanaian basic school system. The paper illuminates the challenges and opportunities inherent in the educational system and underscores the vital importance of equipping students with the skills and attitudes necessary for continuous growth to become global citizens in the twenty first century. Employing a mixed-methods research approach, the study evaluates the prevalence and effectiveness of teaching strategies that foster lifelong learning skills. Quantitative data is also gathered to assess student-centered methodologies, interdisciplinary approaches, technology integration, and experiential learning practices. Through qualitative interviews with educators, the paper provides a nuanced understanding of the practical implementation of these strategies. Based on the evidence gathered, the study offers evidence-based recommendations for enhancing teaching practices, including tailored teacher training programs, flexible curriculum design, and fostering collaboration among educators for optimal sharing of best practices. The study acknowledges the potential of technology as an enabler of personalized learning experiences and offers implications for policy decisions, teacher development initiatives, and curriculum refinement that align with lifelong learning principles.

Keywords: Experiential Learning Practices, Flexible Curriculum Design, Interdisciplinary Approaches, Student-Centered Methodologies, Technology Integration