Capacity Building of Lead Teacher Training Institutions in Sub-Saharan Africa: Ghana
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Project Country - Ghana
Project Title - National Capacity Building of Lead Teacher Training Institutions
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Identification No: - 403565

CONSULTANT - PROF. K.A. ADEGOKE, FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, LAGOS, NIGERIA.

Objectives: - This is essentially a pro-active UNESCO mission meant to:

i. undertake in-dept visits to the identified lead teacher-training Institutions in Ghana;
ii. dialogue with identified relevant officials within the ministry of Education, teachers’ association and leading NGOS and IGOS;
iii. make general recommendations based on existing national plans and commitments; and
iv. identify major urgent needs of teacher-education in Ghana

Methodology:

The method of collecting data for this report was purely a combination of limited library research and interviews (dialogue). The library materials include available reports, periodicals, pamphlets, development plans. The interviewees’ comments were those derived from the individuals identified for the study by the focal point.

Capacity Building

Capacity building was operationally defined as a process of enhancing the abilities and capabilities of human resources in teacher education for the purpose of identifying and meeting existing national plans and commitments in a sustainable manner.
Based on the focal point directive an attempt was made to engage in close dialogue with the following:

1. Mr. Kusi Achempong  
   General Secretary, Ghana Commission for UNESCO

2. Mrs. Margaret Benneh  
   Director, Teacher Education Division

3. Mr. M. K. Nsowah  
   Deputy Director, Teacher Education Division

4. Dr. Kwame Akyeampong  
   Director, Institute of Education  
   University of Cape Coast.

5. Dr. James Adu Opare  
   Ag. Dean, Faculty of Education  
   University of Cape Coast.

6. Dr. Joseph Ghartey Ampiah  
   Lecturer, Institute of Education  
   University of Cape Cost.

7. Mr. Ekow Tawah-Datrie  
   Vice Principal, Our Lady of Apostle  
   Teacher Training College, Cape Coast.

8. Mrs. Irene T. Duncan-Adamusa  
   General Secretary, Ghana National Association of Teachers (GNAT)

9. Mr. John Nyogbe  
   Deputy General Secretary (GNAT)

10. Mr. E. B. Ammah  
    Budget Officer, Administration and Finance Division.
Introduction

Education is a condition for development and the teacher is the ultimate definer of its reality. The quality of teacher education is critical if education is to enhance development. Teacher preparation, mentoring and motivation are critical factors in enhancing quality education capable of facilitating meaningful development. It is not, therefore, surprising that teacher training is on the priority list of national educational programmes of Ghana.

Teacher education programme in Ghana is structured to provide:

(a) a three-year pre-service Diploma in Basic Education designated as Basic Education Programme A for teachers at the primary level and Basic Education Programme B for teachers at the Junior secondary.

(b) degree programmes in education.

Teacher Education in Ghana is provided through:

(a) pre-service training within the context of training institutions programmes.
(b) In-service training to improve qualifications in the process of whole school development, and
(c) In-service training at school, cluster and district levels, to improve skills, knowledge and competences in the process of whole school development.

**Teacher education in Ghana covers:**

(a) Primary school teachers, who generally teach all subjects in a class, are trained in Teacher Training Colleges (TTCS).
(b) Junior secondary teachers, who are subjects teachers but who teach more than one subject, are trained in TTCs and in Universities.
(c) Senior secondary teachers, who are subject specialists, are trained in universities;
(d) tutors for Teacher Training Colleges are trained in Universities.

**The major teacher training institutions in Ghana are:**

(a) University of Cape Coast (Faculty and Institute of Education)
(b) University College of Education, Winneba
(c) Teacher Training Colleges (38 Public and 3 Private located in the ten regions of Ghana)

University of Cape Coast and University College of Education, Winneba are the highest teacher education institutions in Ghana. Their leadership role in Teacher Education cannot be over estimated and should be fully facilitated towards that role performance.

**Vision and Mission of Teacher Education**

The vision of teacher education in Ghana is to prepare the grounds for quality teaching and learning outcomes through competency-based training of teachers.

The mission is to provide a comprehensive Teacher Education Programme though pre-service and in-service training that would produce competent committed and dedicated teachers to improve the quality of teaching and learning in Ghanaian classrooms.
Policies and Strategic Plans

The formal pre-tertiary education sector in Ghana is composed of

- Pre-school education
- Basic education, comprising primary education and junior secondary education
- Senior secondary education
- technical and vocational education
- teacher education
- special education

The underlying principles, which inform pre-tertiary policy, are as follows:

(a) focus on the needs and aspirations of children and young people, and how those needs and aspirations may be matched to those of society as a whole;
(b) focus on the school;
(c) focus on the community; and
(d) focus on society in general

The core policies of the education sector relate to

(a) access to, and participation in, school
(b) curriculum;
(c) teacher preparation and motivation
(d) quality assurance through inspection and supervision;
(e) education for employ ability;
(f) health;
(g) governance, planning and resource management

Based on these cores – policies, the strategic objectives include:
(a) Increase access and participation in pre-tertiary education and external learning opportunities;
(b) Improve pupil and student achievement, covering policies on curriculum, teacher preparation and school inspection and supervision
(c) Upgrade and extend technical and vocational education and training
(d) Promote good health in schools and communities with focus on HIV/AIDS
(e) Strengthen governance, planning and resource management and make them more efficient and effective.

**Two of the major areas requiring further policy development are:**

(i) the inclusion of children with special needs in the mainstream system
(ii) the creation of more routes to the formal school system to accelerate progress to universal basic education.

**Curricula**

**There are two basic education programmes designated as**

(a) Basic Education Programme A, and (ii) Basic Education B Programme structured to produce competent teachers to teach all subjects in a primary class. Programme B is to produce junior secondary school teachers capable of teaching two, or to the extreme, three subjects.

Basic principles underlying the nature of the Basic Teacher education curriculum include demand, integration of theory and practice, school/classroom focus, competency and process assessment.

**The components of the curriculum include;**

i. Foundation academic studies consisting of all the subjects taught at the primary and JSS levels.

ii. Specialized personal development studies covering communication and study skills as well as social-economic issues that underlie national development;

iii. Educational studies focusing on the learner in the context of the school situation, and linked with the teaching-learning process and assessment;
iv. Curriculum studies and methodology dealing with the study of the content of either primary school subjects or junior secondary subjects, integrates with methodology;

v. Practical training made up of school visits, school attachments, on-campus practice teaching, design and production of teaching and learning materials and external school – based practice teaching lasting one academic year.

The list of courses is as follows:

**FOUNDATION COURSES (40 CREDITS)**
- English 8 credits
- Mathematics 8 credits
- Ghanaian Language and Culture 5 credits
- Integrated science 6 credits
- Environmental and social studies 6 credits
- Religious and Moral Education 2 credits
- Music and Dance 2 credits
- Physical Education 2 credits
- Technical Skills 9 credits
- French 9 credits
- Vocational Skills 4 credits

**EDUCATION STUDIES (17 CREDITS)**
- Teaching as Profession (2 credits)
- Principles of Education (2 credits)
- Child and Adolescent Development and Learning (2 credits)
- Measurement and Evaluation at the basic level 92 credits)
- Introduction to Special Education (2 credits)
- School Management and Administration (2 credits)
- Development of Education in Ghana (2 credits)
PROFESSIONAL STUDIES (27 CREDITS)

- Principles of curriculum Development (2 credits)
- The Primary school curriculum (2 credits)
- The JSS curriculum (2 credits)
- Principles and methods of Teaching at the Basic level (7 credits)
- Educational Research Methods and Project work (3 credits)
- On-Campus Teaching Practice (3 credits)
- On-Campus Teaching Practice (6 credits)
- Project (4 credits)

GENERAL STUDIES (6 CREDITS)

- Communication skills (2 credits)
- HIV/AIDS Education (2 credits)
- Introduction to Information Technology (2 credits)

According to the Report on College Mapping Exercise January 2003, “all the 41 colleges indicated that they had curriculum materials such as syllabuses, reference/support materials and others. Thirty-one (51.2%) colleges had enough quantities of curriculum materials while twenty 48.8% did not have enough”.

PEDAGOGIC METHODOLOGIES

The education and training of teacher is expected to begin and continue as a lifelong process. To this end, provision is made for both pre-service and in-service programmes as a continuum. The programmes are designed to be competency-based. Distance education is expected to be used during the non-residential stage in teacher education and training. “The distance learning materials consist of printed self-study texts. The texts cover all the fourteen subjects taught at the basic education level. The fifteenth text is devoted to Education Studies.” There will be problems of coverage, cost, adequacy, distribution and level of use.

Problem solving techniques and strategies to make trainees learn to learn themselves are used. Application of knowledge and skills are encouraged through individual and group activities.
The minimum qualification is expected to be the first degree. All tutors holding diploma certificates should be encouraged to pursue degree courses. This will be inevitable when the new Diploma Programme is fully on board.

LIBRARY AND RESEARCH PLANTS

The Report on College Mapping Exercise January, 2003 revealed that “there were libraries in all forty-one colleges visited. Libraries in 20 of the colleges were found to be standard whilst those in the remaining 21 were not”

CAPACITIES OF THE LIBRARIES

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 50</td>
<td>25</td>
<td>61</td>
</tr>
<tr>
<td>51 - 100</td>
<td>14</td>
<td>34.1</td>
</tr>
<tr>
<td>101 - 150</td>
<td>1</td>
<td>2.45</td>
</tr>
<tr>
<td>151 – 200</td>
<td>1</td>
<td>2.45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: College Mapping Exercise January 2003

LABORATORY TYPE

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>38</td>
</tr>
<tr>
<td>Agric. Science</td>
<td>5</td>
</tr>
<tr>
<td>Language</td>
<td>2</td>
</tr>
</tbody>
</table>

There are 63 public libraries in Ghana under the supervision of the Ghana Library Board. Library and information service in Ghana has not received the needed attention as planned to enable it play its role in the educational process. This is due mainly to the:

- inadequate funding of the Ghana Library Board
- lack of libraries in some schools
- all the different libraries in the country i.e. community, public, academic, special, and school and college Libraries face similar problem.
- Poor/non-existent accommodation
- Inadequate staffing
- Inadequate and obsolete materials and equipment
- Outdated reading materials
- Poor facilities for ICT application

Research activities are not particularly encouraging because of:

- poor laboratory and workshop facilities
- low participation of females
- poor infrastructure
- lack of motivated personnel for research
- lack of effective collaboration among industry, universities and research institutions
- low scientific culture in the society leading to the general lack of appreciation of the relevance of science and Technology to development.

**LABOUR ISSUES**

Ghana National Association of Teachers (GNAT), a trade union embracing about 180,000 pre-tertiary teachers, recognizes education as the cornerstone of national development.
Association’s activities include:
• Mobilising Teachers
• Mediating Between Teachers and Management
• Deepening Industrial Democracy
• Bargaining for improved conditions (perhaps, the most critical activity for which (GNAT) is known.

The Association’s Non Union Activities are:

• Continuous Professional Education
• Trade Union Education
• Social Protection and Welfare
• Public service

The union has a research unit. Although research activities are not particularly robust, the association identifies itself with the research works of:

i. Educational International
ii. Pan African Teachers Centre
iii. School Drop out (as it affects Girls Education)
iv. Child Labour (IPEC of ILO)
v. Early childhood Education with BUPL in Denmark.

The association requires action research training and research infrastructure in order to improve its professional and research activities as well as the resuscitation of its moribund journal last published in 1983. The association prefers a greater role in Teacher Education Curriculum Development, teacher preparation and a better formal relationship with professional colleagues in the two universities preparing teachers in Ghana.

GENDER EQUITY

In recent years, interest in the role of women in the development process has been a major concern of research and policy. Currently in Ghana, considerable efforts are being made thorough policy to restore gender balance in teacher education. A host of
underlying cultural, economic and academic restrictions in most communities limit women’s enrolment in teacher education.

**TEACHING STAFF POPULATION (41 COLLEGES)**

Table 3

<table>
<thead>
<tr>
<th>STAFF</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>963</td>
<td>78.6</td>
</tr>
<tr>
<td>FEMALE</td>
<td>262</td>
<td>21.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,225</td>
<td>100.0</td>
</tr>
</tbody>
</table>


**STUDENT POPULATION (41 COLLEGES)**

Table 4

<table>
<thead>
<tr>
<th>STAFF</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>12,806</td>
<td>63.7</td>
</tr>
<tr>
<td>FEMALE</td>
<td>7,286</td>
<td>36.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20,092</td>
<td>100.0</td>
</tr>
</tbody>
</table>


**STUDENTS YEARLY ENROLMENT 2002/2003**

Table 5

<table>
<thead>
<tr>
<th>YEAR GROUP</th>
<th>SEX</th>
<th>FREQUENCY</th>
<th>%</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;ST&lt;/sup&gt; YEAR</td>
<td>Male</td>
<td>4580</td>
<td>55.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>3726</td>
<td>44.9</td>
<td>8306</td>
</tr>
<tr>
<td>2&lt;sup&gt;ND&lt;/sup&gt; YEAR</td>
<td>Male</td>
<td>4845</td>
<td>67.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>2336</td>
<td>32.5</td>
<td>7181</td>
</tr>
<tr>
<td>3&lt;sup&gt;RD&lt;/sup&gt; YEAR</td>
<td>Male</td>
<td>3382</td>
<td>73.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>1223</td>
<td>26.6</td>
<td>4605</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>20,092</td>
<td>20,092</td>
<td></td>
</tr>
</tbody>
</table>

Our Lady of Apostles Teacher Training College Cape Coast was identified as the lead teachers’ College in terms of having the best students’ results in the recent times. It is a female college. The total enrolment in the College was 565 made up of 298 students in Year One, 165 in Year Two and 102 in Year Three. At its peak, the College has capacity for 700 students. A whole block of students’ hostel was vacant.

**Among the challenges facing the College are:**

- Recruitment of female students is generally not easy and enough. Most of the ladies could not pass the core subjects (i.e. English, Maths and Science). Access courses are opportunities created nationally for candidates with minimum deficiencies in admission requirements to qualify them for admission. This was recommended particularly for girls as a means of achieving 50:50 enrolment of males and females in Teachers Training Colleges.
- The academic backgrounds of students admitted have been reported to be deficient in knowledge base in Senior Secondary School subject content. The college teaches both content and methodology.
- Attrition rate is not so high but some with competitive aggregates often leave for Polytechnics.
- Not all students could get sponsorship as demanded by the policy.
- Not all staff have been adequately accommodated.
- Need for conditions-of-service differentials for teachers in training colleges and secondary schools in view of the effort to award diploma in Teachers Colleges.
- Need for Information Communication Technology facilities for teaching, learning and interconnectivity. This is argued for as an urgent need.

There is the need to intensify efforts being taken to address the imbalance in male/female students population in the training colleges. Efforts should be made to increase the number of female tutors in the training colleges. The real challenge is in the realm of removing apathy and sustaining access programme and allowances being paid to student-teachers. There is the need for improved conditions of service for teachers and further awareness campaign and social engineering to
arouse female interest in education in general and teacher education in particular.

Public Primary Schools in the Regions with only one or no teacher.

<table>
<thead>
<tr>
<th>Region</th>
<th>Total No. of Public Schools</th>
<th>No of Schools with One or No Teacher</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater Accra</td>
<td>799</td>
<td>10</td>
<td>1.3</td>
</tr>
<tr>
<td>Easter</td>
<td>1897</td>
<td>57</td>
<td>3.0</td>
</tr>
<tr>
<td>Volta</td>
<td>1428</td>
<td>88</td>
<td>6.2</td>
</tr>
<tr>
<td>Central</td>
<td>1235</td>
<td>38</td>
<td>3.1</td>
</tr>
<tr>
<td>Western</td>
<td>1333</td>
<td>59</td>
<td>4.4</td>
</tr>
<tr>
<td>Ashanti</td>
<td>1848</td>
<td>48</td>
<td>2.6</td>
</tr>
<tr>
<td>Brong Ahafor</td>
<td>1423</td>
<td>74</td>
<td>5.2</td>
</tr>
<tr>
<td>Northern</td>
<td>1432</td>
<td>219</td>
<td>15.3</td>
</tr>
<tr>
<td>Upper West</td>
<td>452</td>
<td>32</td>
<td>7.1</td>
</tr>
<tr>
<td>Upper East</td>
<td>378</td>
<td>27</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12225</strong></td>
<td><strong>625</strong></td>
<td><strong>5.3</strong></td>
</tr>
</tbody>
</table>

Source: GES, 2000/2001

The above scenario calls for the intensification of efforts at improving/living and working conditions in the localities of the affected schools.

**OPEN AND DISTANCE LEARNING & ICT CAPACITIES**

Distance education as a home based methodology is to be part and parcel of teacher education in Ghana either for preservice or inservice programme using a mixed mode (part of the learning takes place at a distance and part by face-to-face methods).

A major policy issue in distance education in support of teacher education is the creation and sustainability of enabling environment in terms of adequate logistics inputs by all the stakeholders particularly the Government and donors. Special consideration has to be given to funding, power outages, mobilization of mass media, training the trainers in the art and science of distance education, the creation or
rehabilitation of resource centres, Information Communication Technology (ICT) capacities in terms of training, facilities and networking (nationally and internationally) requires an urgent attention. All the institutions for teacher education and Government agencies for coordination and supervision provide logical points for networking for the purpose of enhancing the use of distance learning. Distance education may serve as a very affordable means by teaching more teachers more quickly and more often than traditional strategy, to re-orient them to new teaching approaches despite the challenges presented by the country’s size, weak communication infrastructure and unfamiliarity with distance education.

**MANAGEMENT ISSUES**

Ghana Education Service (GES) exercises supervisory responsibility over the work of the teacher training colleges. The Teacher Education Division carries out this function on behalf of the Ghana Education service by supervising and coordinating. Each Teacher Training College has Governing Board (for directing policy) and Principal and Vice Principal (for management and administration). Each College adopts committee system in Administration, The Committees include Administrative and Management Committee; Academic Sub-Committee; Personnel/Services Sub-Committee; Curriculum and Assessment Sub-Committee; Teaching Practice Sub-committee and Examinations Sub-Committee.

The need of the management is in the area of Information Communication Technology, with special emphasis on infrastructure, training and networking (naturally and internationally).
**Recommendations**

- Need for more aggressive emphasis on capacity building in research both in the colleges and the two universities training teachers, particularly action research in curriculum and instruction at the classroom level. Training and further training and supply of research facilities are required. The potentials are apparently there. There is the need to reinforce the center of Research in Improving Quality of Primary Education in Ghana (CRIQPEG). Research in Teacher education is seriously on the downside. Research is to education as Maths. is to science. Encourage multisite Teacher Education Research Project, even across borders.

- Need for improving basic infrastructure in the Teachers College especially water, electricity (including single phase power outages), telephone and other modern information communication Technology infrastructure and training.

- Need for upgrading the quality of staff and facilities in the colleges if they are to be upgraded as Diploma awarding institutions.

- Need to institutionalise in-service training. Staff development based on quota for subjects may not allow many to go for further studies if life long teacher education is an overarching principle. Perhaps distance education readily becomes inevitable.

- Need for expanding existing training facilities to accommodate more students in the Universities because University College of Education could offer admission to 13% of the 90,000 applicants for Diploma programme.

- Need for satellite radio linkage to enable Winneba to link up with twelve regional study centres by radio satellite.

- Need for ICT enhanced Teaching and Learning in teacher’s institutions and for planning, supervision and coordination at the management level and distance education.

- Need for mass media engineering to ensure effective and efficient multimedia approach for distance education at affordable costs. The idea of Presidential Special Initiative on Distance Education is welcome and should be adequately exploited/explored.

- Need for refurbishing existing dilapidated teachers resource centres. The establishment of four well equipped and well managed resource centres at strategic points in Ghana appears a
reasonable pilot project e.g. one in Accra, one at Enchi T.T.C, one in the Volta region and one in the North.

- Need for policy stability despite changes of political appointment and aggressive implementation culture without overlooking the fact that education is dynamic.
- Need to attract well motivated quality students to Teacher Training Colleges and rural areas after training.
- Need for encouraging and supporting the initiatives of NGOs and IGOs e.g Shepherd School System as an initiative for reaching school age children in the predominantly shepherd area in the North. Efforts should be made to integrate the Quranic schools in a sincere, realistic and profitable manner. Encourage Girls Education unit of GES; Forum of African Women Educationists (FAWE); Society for the Advancement of Girls Education (SAGE) etc.
- Need for a systematic training programme in management and leadership skills for teacher education sector both at the ministry and college levels in order to improve coordination and information management etc.
- Need for greater attention to pre-school education through articulate policy, coordination and training of competent pre-school teachers.

It may be useful to highlight some experiences to guide future mission:

i. National as well as international networking is not as efficient and effective as expected in many developing countries.

ii. The focal point needs to be briefed properly before starting the mission so that the unnecessary long time spent by the consultant to liaise with the focal point will be reduced or minimized.

iii. Period of mission in the context of terms of reference may have to be increased for a thorough and comprehensive in-depth study.
One Urgent Need

Bearing in mind the innovativeness, centrality and demand for Information communication Technology in teaching, learning, management and supervision, an urgent need for Teacher Education in Ghana is the provision of ICT infrastructure and networking to link together all teachers institutions and agencies of teacher education in Ghana.

This can be attempted as a pilot project staring with the Teacher Training College, Cape Coast, Ghana.

Extra-budgetary proposal:

1. 100 computer systems at 500 USD each = $50,000
2. 25 Printers at 300 each = $ 7,000
3. Training (materials, Personnel Transportation= $60,000
4. Miscellaneous = $11,750
   Total = $129,250

Acknowledgement

I would like to acknowledge the warm reception, hospitality and cooperation of the entire staff of Ghana Commission for UNESCO and the Teacher Training Division, particularly. Mr. Kusi Achempong, Mrs. Margaret Benneh and Mr. M.K. Nsowah.

I appreciate the cooperation of all the interviewees and all those who ensured a hitch free mission for me.

Lastly, I thank the UNESCO officials in charge of Teacher Education in Paris, particularly Dr. Sia Lucio for his resourcefulness, patience, understanding and cooperation.

AVAILABLE LIBRARY MATERIALS

3. Teacher Education Division Brochure
8. University of Cape Coast, Institute of Education Review of Existing Academic Programme (Diploma Basic Education)
10.Ghana Education Service (Teacher Education Division) National Policies on Teacher Training Recruitment and Retention at all levels of the Education System in Africa. The Ghanaian Experience.
13.Teacher Education Division Meeting the Challenges of Education in the Twenty first Century. Teacher Education in Ghana
15.The Vision and Mission of Education submitted by Coordinator, ICU.

CONSULTANT
PROF.K.A.ADEGOKE