

Effects of Educational Policies on Teacher Education in Ghana: A Historical Study of the Presbyterian College of Education

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Abstract

This study aimed at reviewing the Basel Mission educational policy on teacher education in Ghana, and how teacher education has been managed by post-independence governments. It examined how educational policies affected teacher education delivery in Ghana from 1848 to 2013 in the areas of educational structure, curriculum and management. The Presbyterian College of Education was used as a case study. A theoretical framework for the study was provided based on the Basel Mission's theology of education. This was followed by a review of teacher education in Ghana during the pre-colonial, colonial, and post-colonial periods. Content analyses of educational policy documents and archival materials as well as interviews were used for the collection of data. The findings revealed that the use of different structural models of teacher education, different curricula and different educational management styles were influenced by the educational policies of the colonial, nationalist, military and democratic governments of the Gold Coast / Ghana from 1848 to 2013. The study commends the Basel Mission for its initiative, and recommends the Ministry of Education to provide in-service training for teachers; governments to be guided by past educational policies; and governments to formulate educational policies that seek to promote national interest, rather than partisan interest, in order to ensure quality teacher education delivery.

Key words: Educational policies, Teacher Education in Ghana, Basel Mission Education

Introduction

Education is a key to national development because it provides the human resources needed for a country's development. According to Harbison (1973), human resource constitutes the ultimate basis for the wealth of nations. It is the active agent of production because it accumulates physical capital, exploits natural resources, builds and develops social, political and economic institutions, and deals with the planning and implementation of national development programmes. A key element in this process is the teacher. Teacher education therefore becomes pertinent in the whole enterprise of education. In Ghana, a number of studies have been conducted on teacher education (Bame, 1991; Awuku, 2000; Akyeampong, 2003; Cobbold, 2007). Even though these studies focused on teachers' professional development, teacher motivation, teacher effectiveness and practicum in teacher education, among others, the current study will be done from historical and theological perspectives. Besides, this study will examine the effects of educational policies on teacher education delivery in Ghana. This is the gap that the current study seeks to bridge. This study therefore seeks to examine the Basel Mission's policy on teacher education in the Gold Coast before 1950. It also seeks to examine how the colonial government and Ghanaian governments in the past and at present have been able to manage teacher education in the Gold Coast and in Ghana from the year 1950 to 2013. The Presbyterian College of Education at Akropong-Akuapem has been selected as a case study for this research.

The Basel Evangelical Mission Society

The Basel Evangelical Mission Society (which will hereafter be referred to as the Basel Mission) was formed in 1815 in the city of Basel in Switzerland. It was formed as an international and ecumenical missionary society. Its patrons were drawn from the pietistic circles of Switzerland and Germany (Jenkins, 1989).

The Basel Evangelical Mission Society was formed for the purpose of recruitment of trained missionaries to be sent to designated foreign fields to evangelise (Agbeti, 1986, pp.17-18). The Basel Mission had a biblical, evangelical, ecumenical and international character (Smith 1966, p. 21).

The Mission initially worked in the Gold Coast for a period of ninety years from 1828 to 1918 until its members were deported from the Gold Coast during the First World War (1914-1918). They were deported because the British government in the Gold Coast accused them of being fourth columnist to the Germans. The Mission made its first appearance in the Gold Coast in the year 1828 in response to an invitation from the Danish Governor, Major de Richelieu. The aim of the Governor was two-fold, namely “evangelization” and “civilization (Omenyo, 2006, p. 53). Four pioneer missionaries were sent to the Gold Coast on 18th December 1828. Their names were Gottlieb Holzwarth, Carl F. Salbach, J. G. Schmidt and J. P. Henke. Unfortunately, all the four died of sickness within three years.

In March 1832, a second set of missionaries was sent to Christiansborg. Their names were Andreas Riis, P. Jaeger and C. F. Heinze, a medical doctor. Heinze died within six weeks, and Jaeger followed a few months later. Only Andreas Riis survived but he was even saved by a traditional medical practitioner. He was employed in the Government School and also acted as a Chaplain until the year 1835 when Jorsleft arrived in the Gold Coast to take up the Chaplaincy position. Riis decided to resign, and he moved into the interior part of the Gold Coast to do the work of mission. In view of this, upon the advice of Mr. George Lutterodt, an Osu trader, and through the influence of Dr. Paul Erdmann Isert, a Danish physician and botanist, Andreas Riis moved to Akropong-Akuapem on the 21st of March 1835 to establish a mission station there (Smith, 1966, p. 30).

It was at Akropong-Akuapem that the Basel Mission succeeded in the fulfilment of its aim of “evangelization” and “civilization”. After its initial setbacks, the Basel Mission succeeded not only in the establishment of the church but it also became a pioneer in the introduction of an educational system comprising infant school or kindergarten, junior school, senior or middle school, teacher education and seminary education. To have a better understanding of the educational policies of the Basel Mission, it would be appropriate to examine the theology of education the Basel Mission.

Theology of Education of the Basel Mission

The Basel Mission had a theology of “education”. The mission believed in providing education for the masses or the common people. The root of education for the common people goes back to the Reformation, and especially to John Calvin. The modern idea of popular education, i.e. education for everyone first arose in Europe during the Protestant Reformation. John Calvin indicated that the purpose of education was to lead people to know God and to glorify Him. According to Calvin, in our vocation and in our life, people must have the knowledge of God, who is the Creator and Redeemer. He therefore suggested that the content of education must begin with scriptures, and continue into God’s creation. As a result, Religious Education became an integral part of Basel Mission Education. Zwingli for example suggested that in addition to the classical languages and instructions in the scriptures, Nature Study, Music, Arithmetic and Physical Exercises should be included in the school curriculum. The physical exercises involved the study of vocational and technical subjects (Odamtten, 1978, p. 124). According to Odamtten (1978), the system was perfected in Geneva and in other protestant countries by John Calvin. Based on its theology of “education”, the Basel Mission understood education as not being complete without the knowledge of Religious Education and industrial skills (Odamtten, 1978, p. 124). Calvin also emphasised the importance of education having moral relevance to life

http://www.frontline.org.za/articles/howreformation_changedworld. Accessed on 29th October 2011).

Teacher Education in the Gold Coast in the Basel Mission Period

The Basel Mission played a pioneering role in the introduction of teacher education in the Gold Coast (now Ghana). On 3rd July 1848, a Teacher Training College was opened at Akropong-Akuapem, together with a Seminary. The establishment of a teacher training college became a necessity when there was the need to get trained teachers and catechists to help the missionaries in the evangelization process. It started with one West Indian named John Rochester and four Akropong boys from the United (Middle) School at Akropong-Akuapem (125th Anniversary Brochure of the Akropong-Akuapem Salem School, 1867-1992, 30th August, 1992). This was the first Teacher Educational institution to be opened in the Gold Coast. A seminary was attached to this institution (Owusu-Agyakwa, Ackah & Kwamena-Poh, 1993, p. 9).

At a meeting of the European missionaries at Akropong-Akuapem in 1850, a decision was taken to set out the following criteria for the selection of candidates for admission into the Basel Mission Teacher Training College and the Seminary:

- (1) No one should be admitted to study in the seminary if the person has not been baptised.
- (2) Those who want to be trained as teachers but do not want to be trained to preach should not be admitted (Owusu-Agyakwa, Ackah & Kwamena-Poh, 1993, p. 9).

Besides, applicants were required to complete the Standard Three education at the Junior School, (which is now equivalent to Primary / Basic/ Class/ Stage 6). From that level, they were to enter the college to pursue the teacher training and seminary programmes concurrently.

Unfortunately, it was realized that the Standard 3 products could not cope with the subjects that were taught at the Seminary. Consequently, the Rev. Johan G. Auer proposed a very comprehensive educational reform in the Basel Mission School system in 1863. This led to the introduction of the Middle School, which was to bridge the academic gap between the six-year Infant-Junior School and the four-year teacher training and seminary. The college was managed by the Basel Mission church (now the Presbyterian Church of Ghana).

Initially, the curriculum for the seminary comprised Reading lessons in English and Twi, Translation (from English to Twi), English Grammar, Calligraphy (the art of beautiful handwriting), Arithmetic, Geography and Hymn Singing. These were the foundation courses. Later, other subjects like Greek, Hebrew, Dogmatics and Homiletics were introduced in the seminary (Owusu-Agyakwa, Ackah & Kwamena-Poh, 1993, pp. 9-10). The introduction of Calligraphy as a course of study made the Basel Mission pay particular attention to handwriting and made their products stand out in the development of this psychomotor skill.

In terms of duration, the Seminary did not have a fixed number of years for the students to complete their programme. The first batch of five students entered the Seminary on 3rd July 1848 and completed their course of study on 27th April 1853. It took them five years to complete the programme. The second and third batches of students entered the Akropong Seminary on 14th May 1852 and 19th September 1853 respectively but they all completed at the same time at the end of August 1858. It means that it took some four and others five years to complete the Seminary programme. The fourth batch, which enrolled on 31st August 1858, graduated in 1863, taking a period of five years. After this batch, the duration of the Seminary programme remained four years (Owusu-Agyakwa, Ackah & Kwamena-Poh, 1993, p. 11).

In 1898, the Basel Mission established another seminary and teacher training college at Abetifi-Kwahu (Graham, 1976, p. 79). Between 1863 and 1922, the teacher education programme at the Presbyterian College at Akropong-Akuapem had fixed duration of four (4) years, comprising 2-year teacher training and 2-year catechist course. Until the year 1909, these two Basel Mission colleges (at Abetifi-Kwahu and Akropong-Akuapem), and a Roman Catholic Teachers' College at Bla in the Trans-Volta Region were the only three teacher training institutions in the Gold Coast (Bame, 1973, pp. 108-122). These colleges were managed by the missions.

Teacher Education in the Gold Coast during the Colonial Period

The colonial government later showed interest in teacher education in the Gold Coast. In 1909, under the educational reforms of Governor Roger, the first government teacher training college was established in Accra. Students qualified to enter the college after completing the Standard 7 (or the Middle School). According to the Phelps-Stokes Report, the course duration for the government college was two (2) years, and the college started with a student population of 89, who were all boarders. It had a staff population of eight teachers, comprising five Europeans and three Africans (Jones, 1922, p. 132). The curriculum covered the elementary school subjects, methods of teaching, practice teaching, woodwork, gardening and religious instruction (Jones, 1922, p. 132). In 1928, the college was phased out and its students were transferred to Achimota College to form the Teacher Training Department. In 1951, the college was transferred to Kumasi to form the Kumasi College of Technology. Eventually, in 1957, students from this college were transferred to Winneba Teacher Training College (Jones, 1922, p. 132).

Between 1922 and 1927, teacher education at the Presbyterian College had five-year duration, comprising 3-year post-primary and 2-year catechist course. Between 1928 and 1952, the training period at the Akropong-Akuapem College and Seminary lasted for five (5) years, comprising 4-year post primary and 1-year theological training, leading to the award of Teachers Certificate "A".

In 1923, Miss E. H. Mackillican, a Basel Mission, introduced Teaching Methods as a subject in a standard VII class for girls to be trained as teachers for the Basel Mission Girls' Schools. This grew into a two-year Girls' teacher training college at Aburi when the Colonial Government officially gave approval in 1928. The institution eventually became a three-year teacher training college with specialization in Domestic Science in 1935. Domestic Science has now assumed the title Home Economics in modern senior high schools in Ghana.

In 1931, another teacher training college for females and a Girls' School were established at Agogo-Ashanti on 1st March 1931. The Basel Mission founded the two institutions concurrently. According to McWilliam and Kwamena-Poh, there were only six teacher training colleges with a total population of 600 students in the Gold Coast by the year 1940 (McWilliam & Kwamena-Poh, 1959, p. 82). Out of this number, three were associated with the Basel Mission / Presbyterian Church of the Gold Coast. They were the Presbyterian Training Colleges at Akropong-Akuapem, Aburi and Agogo.

In 1946, another teacher training college known as the St. Andrews College was established at Mampong-Ashanti. The college initially started at the Presbyterian Training College campus at Akropong-Akuapem. In an interview with Prof. Samuel Obeng Apori, a former Principal of the St. Andrews College at Mampong-Ashanti, the college started on the Presbyterian Training College campus at Akropong-Akuapem in 1946. It was moved to Mampong-Ashanti in 1951. The Gold Coast Government and the British Government jointly provided funding to support the Presbyterian Church of the Gold Coast in managing the St. Andrews College. It started with the training of teachers for the award of the Post-"B" Certificate, and later with the training of teachers with Certificate "A".

Teacher Education in the Gold Coast / Ghana during the Nationalist Period

By 1951, there were twenty (20) teacher training colleges in the Gold Coast. By the time of the attainment of Ghana's political independence in 1957, the number has risen to thirty (30) (MOE, 1957, p. 13). This happened as a result of the implementation of the Accelerated Development Plan (ADP) of 1951, which sought to increase the number of the teacher training colleges by ten (Graham, 1976, pp. 113-114). According to Graham, the main objective of the "Accelerated Development Plan" was:

to help develop a balanced system working towards universal primary education as rapidly as consideration of finances and teacher training allowed, but maintaining at the same time proportionate facilities for further education for those most fitted to receive it (Graham, 1976, p112).

Nkrumah saw education as the key to the country's economic development. He therefore set two main objectives for the development of the educational sector. The first was to increase the rate of literacy in the country by providing more facilities for education. The second was to use the schools to train people who would provide the human resource needs of the country. In order to achieve these two noble objectives, he laid before the Legislative Assembly (or the then Parliament) an "Accelerated Development Plan" for Education in 1951. Having received parliamentary approval, the programme was implemented in January 1952 with the appointment of Mr. Kodjo Botsio as the Minister for Education.

Two major proposals were made in this plan which related to teacher education as follows:

- (i). Facilities for the training of teachers were to be increased by the addition of ten new colleges and the doubling in size of the six existing ones.
- (ii). All teachers in training, except those possessing School Certificate, were to take the Certificate "B" Course, and entry to Certificate "A" Course was to be made from among Certificate "B" teachers who had taught for a period (Graham, 1976, pp. 113-114).

The introduction of the Accelerated Development Plan for Education thus challenged the Presbyterian Church of the Gold Coast that was managing the Basel Mission schools to establish additional Colleges to train more teachers for basic schools. At the time of the introduction of the Accelerated Development Plan, there were twenty (20) teacher training colleges in the Gold Coast (Ministry of Education Report, 1957, p. 13). Out of this number, the Basel Mission had five (5), of which the Presbyterian Training College was one. The five colleges that were associated with the Basel Mission (or the Presbyterian Church of the Gold Coast) were:

- (1) Presbyterian Training College at Akropong-Akuapem (1848),
- (2) Presbyterian Women's Training College at Aburi (1928),
- (3) Presbyterian Women's Training College at Agogo-Ashanti (1931),
- (4) Krobo Training College at Odumase-Krobo (1944), and
- (5) St. Andrews' Training College at Mampong-Ashanti (1946).

After the attainment of Ghana's political independence in 1957, the Presbyterian Church of the Ghana later established three additional teacher training colleges at the following places:

- (6) Nsaba Training College (1962),
- (7) Anum Training College (1963), and
- (8) Kibi Presbyterian Women's Training College (1963).

The Nkrumah government showed serious commitment to teacher education in the Gold Coast and in Ghana. Between 1953 and 1954, some communities that were not ready to host teacher training colleges were even made to have their colleges being "nursed" at different towns until such a time that they would have the necessary infrastructure and educational facilities to host them. For example, Nkawkaw Training College was initially located at Aburi; Prampram Training College was located at Cape Coast; Wiawso Training College was temporarily located at Kumasi; and Techiman Training College was located at Abetifi (MOE Report, 1968-1971, p. 14).

The Accelerated Development Plan affected the educational structure of the Presbyterian College of Education in the several ways. Firstly, the four-year teacher training programme was reduced to two years. Secondly, the Seminary programme was detached from the Teacher Training College and transferred to Abetifi in 1951. Thirdly, from 1951 to 1976, a 2-year Post "B" Certificate "A" programme was introduced at the Presbyterian College at Akropong-Akuapem. Furthermore, between 1953 and 1968, a two-year Certificate "A" Post-Secondary programme was run by the Presbyterian College at Akropong-Akuapem. Besides, in 1958, the College was made co-educational by President Nkrumah's government, with the admission of the first female batch of students (Asare-Danso, 2012, p 145).

Teacher Education in Ghana under the 1961 Education Act

The Colonial government saw the Basel Mission as partners in development and for that matter, introduced the policy of "educational centralisation" by allowing them to manage their own schools. Using the Educational Ordinances of 1882 and 1887, the "mission" and "private" schools were placed in the category of "Assisted Schools" while schools established by the British colonial government were placed in the category of "Government Schools". The "Assisted Schools" which included the "mission" schools, were given grants-in aid to manage their schools. They were also empowered to recruit and pay their teachers (Education Ordinance, 1882, p. 3).

Similarly, when Dr. Nkrumah assumed the responsibility of leading the country (Ghana) between 1951 and 1960, the relationship between the Basel Mission or the church and the state was still cordial. The "mission" schools were still allowed to manage their schools. However, the year 1961 marked the beginning of an era of unhealthy relationship between the church and the Ghanaian state. Nkrumah adopted socialism after the attainment of political independence in 1957 and described himself as "a non-denominational Christian and a marxist socialist" (Nkrumah, 1973, p.10). With his socialist ideology, he changed the existing policy of educational "centralization" and introduced a new educational policy of educational "decentralization". This new educational policy entrusted the management of the educational unit schools in the hands of the local education authorities. In this case, the introduction of the 1961 Education Act (Act 87) affected not only the management, but also the structure as well as the content of Basel Mission Education.

With its "Africanization" policy, the Convention People's Party government removed expatriates who were heading Basel Mission Schools, and replaced them with Ghanaians. At the Presbyterian College of Education, Akropong-Akuapem, Rev. Dr Noel Smith had his appointment terminated as Principal of the college in 1962. Rev. Erasmus Awuku Asamoah replaced him in 1963. At Agogo Presbyterian Women's College, Miss Beatrice Jenny had her appointment terminated as Principal of the College in 1961 and Miss Grace Boafo replaced her in 1962 as the substantive Principal. Similarly, at the Presbyterian Women's College at Aburi, Dr. Gertrude Juzi, was replaced by Miss Gladys J. Adum Kwapong as Principal of the College in 1963.

It is worthy to note that, those who were appointed as heads to take over from the substantive heads (or missionaries) were people who were already assisting the missionary heads in the management of the schools. It can therefore be deduced from this arrangement that the Basel Mission had a succession plan for the management of its educational institutions and for that matter, it must be commended for ensuring a smooth transition in the provision of educational leadership for its schools. This tradition of appointing Presbyterians to head the church's schools has since been maintained in Ghana's educational system, even though the church has not been made a partner to the government in the management of its mission schools.

Teacher Education in Ghana under the 1987 Education Reforms

From 1966 through the end of 1990, Ghanaian politics witnessed multiple instances of military interventions. This problem affected all levels of development in the country, including the educational sector. In 1972, the Dzobo committee was appointed to examine the structure and content of education in Ghana. In 1974, the committee reported that the content of the country's educational system needs massive revamping. The committee then proposed the establishment of the Junior Secondary School (JSS) educational structure. Unfortunately, this educational policy was not implemented due to the serious economic recession that Ghana experienced at that time. In response to this, and under pressure from the International Monetary Fund (IMF) and the World Bank, a new educational reform programme was implemented in 1987. Among the objectives of the 1987 educational reforms were:

- i. To increase access to education at all levels, providing expansion and equity;
- ii. To improve institutional infrastructure, pedagogic efficiency and effectiveness;
- iii. To expand school curricula, in order to provide for academic, cultural, technical and vocational subjects.
- iv. To change the structure of education by reducing the length of pre-university education from 17 to 12 years and increase cost-effectiveness (Benneh, 2001, p.4).

The reforms resulted in a number of changes that were made to the structure, curricula and management of teacher education at the Presbyterian College of Education at Akropong-Akuapem in particular and all colleges of education in general. In terms of structure, between 1975 and 2007, the Presbyterian College at Akropong-Akuapem introduced an educational programme, leading to the award of a 3-Year Certificate "A", and the entry requirement was post-secondary qualification. Again, between 1973 and 1976, a 2-Year Specialist course in Science and Mathematics was introduced at the college. Another 2-Year Professional Course for the Blind was introduced at the college in 1975.

The curricula reforms brought about diversification to include vocational and technical subjects to cater for the different interests and aptitudes of learners. All the 38 teacher training colleges were grouped into two, namely Group 1 colleges (with specialization in Science), and Group 2 colleges (with specialization in the Arts). The Presbyterian College was put under group 1. Each group was required to specialize in two elective subjects, in addition to the core subjects. The core subjects were:

- | | |
|--------------------------|-------------------------|
| 1. English Language | 2. Basic Mathematics |
| 3. Basic General Science | 4. Cultural Studies |
| 5. Ghanaian Language | 6. Education |
| 7. Physical Education | 8. Agricultural Science |

The elective subjects were:

Group 1

1. Science and Mathematics
2. Science/Technical Skills and Drawing
3. Mathematics/Technical Skills and Drawing
4. Mathematics and Agricultural Science

Group 2

1. Social Studies and Life Skills
2. Social Studies and Vocational Skills
3. Literature in English and Vocational Skills
4. Literature in English and life Skills

Between 1983 and 1990, the Presbyterian College at Akropong-Akuapem run a teacher education programme through the modular system. Under the programme, practising untrained teachers were admitted to do a 4-Year teacher education programme. The students did the first two years by "sandwich" mode, and continued with the last two years on regular basis by joining the regular students in the third year at the various colleges in the country. The programme led to the award of a 4-year Teachers' Certificate "A", and the entry qualification was post-middle education (i.e. Middle School Leaving Certificate or MSLC).

The 1987 Educational Reforms led to the introduction of vocational subjects in the colleges, and the curriculum provided alternative pathways for students with different interests. The 2-year post-secondary programme was also changed to three (3) years. Similarly, academic, cultural, technical and vocational subjects were introduced at the college. The college was also placed under the management of the local authority.

Teacher Education under the 2007 Education Reforms

The dynamic nature of society calls for periodic reforms in our educational system. In view of this, a lot of concerns were expressed by the public that the number of subjects in Basic Schools were too many and for that matter should be reduced. Following the concerns raised, Mr. J.A. Kuffour, the President of the Republic of Ghana, inaugurated a twenty-nine member Committee on Review of Education Reforms in Ghana on 17th January 2002. It was under the Chairmanship of Professor Jophus Anamuah-Mensah, the then Vice-Chancellor of the University of Education, Winneba.

The Committee was to review the entire educational system in Ghana with the view to making it more responsive to current challenges confronting Ghana as a nation. It was to study the pre-school, basic, secondary, technical, vocational, teacher and tertiary education. Certain recommendations were made by the committee to improve teacher education delivery in Ghana. These included the upgrading teacher training colleges to diploma-awarding institutions. They were to use the title “Colleges of Education”. They were also to be affiliated to education-oriented universities. In line with the demands of the 2007 Education Reforms, all colleges of education in Ghana, including the Presbyterian College of Education at Akropong-Akuapem were affiliated to the University of Cape Coast.

Secondly, remedial programmes have been provided for people without the minimum requirements to be trained in the Colleges of Education and the Presbyterian Colleges have benefited from the programme. Thirdly, the Untrained Teachers’ Diploma in Basic Education (UTDBE) programme is being run through the Modular system for them to qualify to become professional teachers. They are awarded the Diploma in Education after their successful completion of the programme. The first batch started in 2007 and completed their UTDBE programme in 2010 to qualify for the award of the Diploma.

Since 2007, the Presbyterian College of Education has been running a regular 3-Year Diploma in Basic Education (DBE) programme. It used to be structured on the “in-in-out” basis. It means students spend the first two years in school to study the prescribed courses, and use the last year to go out of campus to do teaching practice. Currently, the “in-in-out” programme has been reviewed. With effect from the 2013/2014 academic year, the Presbyterian College of Education and all other colleges of education in Ghana will be running a five-semester programme. This means that the students will spend the 1st and 2nd years and the second semester of the 3rd year on campus. They will use the first semester of the third (or final) year for their Off-campus Teaching Practice.

The college runs other programmes (Sandwich) which is used to train teachers with Certificate “A” for a 2-year period to qualify for the award of a Diploma in Basic Education. Similarly, those with Diploma in Education qualification have been admitted to do a 2-year Sandwich “top-up” programme that will qualify them for the award of a B. Ed. Degree in Basic Education. This has given teachers the opportunity to upgrade themselves, in order to improve upon their professional knowledge and competence. A summary of the programmes that were offered at the college is provided below:

Table 1: Educational Structure and Academic Programmes for Presbyterian College of Education, Akropong-Akuapem, Ghana.

PERIOD	PROGRAMME OF STUDY
1848-1921	2-Year Post-Primary Teacher Training & 2-Year Catechist Course
1922-1927	3-Years Post-Primary & 2-Years Catechist Course
1928-1955	4-Years Post-Primary & 1-Year Theological Course
1937	2-year Cert “B” Post-Middle
1943-1951	2-Year Post-Secondary (who joined the 3 rd -Year Post-Primary students)
1951-1976	2-Year Certificate “A” (Post B)
1953-1968	2-Year Certificate “A” (Post Secondary)
1973-1976	2-Year Specialist Course (in Science & Mathematics)
1975-2007	3-year Cert A, Post-Sec.
1975	2-Year Professional Course for the Blind
1983-1990	4-Year Modular Programme (4-Year Post Middle)
2007-date	3-Year Diploma in Basic Education
2007-date	3-Year Untrained Teachers’ Diploma in Basic Education ((UTDBE)
2009-date	2-Year Sandwich Diploma in Basic Education (DBE)
2011-date	2-Year Sandwich Degree in Basic Education (B. Ed)

Source: Presbyterian College of Education, 2013

Conclusions

From the study, the following conclusions have been made: Firstly, Teacher Education in Ghana has gone through an evolutionary process. Since 1848 when the first Basel Mission College (the Presbyterian Training College) was established, it has produced different calibre of teachers. The variations in teacher education delivery in the Gold Coast and in Ghana were influenced by the implementation of different educational policies under different political regimes.

These teachers pursued different programmes, ranging from 2-year post primary, 3-year post primary, 4-year post primary, 4-year post middle, 2-year specialist, 2-year post secondary, 3-year post secondary, 3-year certificate “A”, 3-year diploma in Basic Education and 2-year diploma in Basic Education.

The Basel Mission should be commended for its pioneering role in the provision of teacher education in Ghana. However, its educational policy sought to promote the interest of the mission, rather than the nation. This was so because it made seminary education a pre-requisite for one’s admission into their teacher education programme.

The Basel Mission must also be commended for providing a succession plan for the selection of educational heads (or Principals) for its teacher training colleges. This is a great legacy that the mission has bequeathed to the Ghanaian educational system.

Similarly, the colonial, nationalists, military and democratic governments of the Gold Coast and Ghana need to be commended for building upon the Basel Mission educational foundation, and not only maintaining, but also preserving one of the Basel Mission’s legacy, which was teacher education.

Finally, the findings of the research have established that the various educational policies that were introduced in the Gold Coast/Ghana affected not only the *structure*, but also the *curriculum*, as well as the *management* of teacher education delivery in Ghana, including the Presbyterian College of Education.

Recommendations

I would like to make the following recommendations that will help improve teacher education delivery in Ghana:

1. Considering the fact that there are different calibres of teachers who have been trained in Ghana through the use of different teacher education models, there is a need for periodic in-service training programme for practising teachers. This will help to upgrade the professional skills and academic competence of practising teachers who have different kinds of training.

2. Governments should be guided by past educational policies in their formulation of policies. This will help them to make good educational policies that will help to improve upon the quality of teacher education delivery in Ghana.
3. The Basel Mission's educational policy sought to promote the interest of the mission, rather than the nation by making seminary education a pre-requisite for one's entry into teacher training college. Governments should formulate educational policies that seek to promote national interest, rather than party interest.

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