

# **STRENGTHENING TEACHER TRAINING AND DEVELOPMENT IN GHANA: TRANSFORMING EDUCATION FOR NATIONAL PROGRESS.**

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## **Introduction**

Teaching is often described as the mother of all professions, yet the quality of teacher education in Ghana has been a persistent concern. The foundation of any successful education system lies in the competency, motivation, and preparedness of its teachers. As Ghana strives toward Sustainable Development Goal 4 (SDG 4)—ensuring inclusive and equitable quality education for all—the question arises: How well are we preparing our teachers to meet the demands of 21st-century learning?

The importance of teacher quality in determining student success cannot be overstated. A study by Hanushek and Rivkin (2010) found that teacher effectiveness is the single most influential school-related factor in student achievement, outweighing even school infrastructure and funding. However, in Ghana, teacher education faces severe systemic challenges, including outdated training curricula, inadequate professional development programs, poor teacher deployment strategies, and insufficient motivation for educators. These issues have led to declining learning outcomes, with reports from the World Bank (2021) indicating that more than 80% of Ghanaian students in primary school are unable to read with comprehension by grade four—a direct reflection of teacher preparedness and instructional quality.

Ghana's commitment to educational transformation is evident in the introduction of key reforms, such as the 2018 Common Core Program (CCP), designed to shift from rote memorization to activity-based learning (Ministry of Education, 2018). However, while policy changes have aimed to modernize learning methodologies, many teachers struggle to implement these strategies due to insufficient training and limited professional support. The traditional model of teacher education, which prioritizes lecture-based learning over hands-on classroom experience, often leaves newly trained teachers ill-equipped to handle real classroom dynamics.

Beyond initial training, the issue of continuous professional development (CPD) remains largely unaddressed. Unlike countries with strong lifelong learning systems for teachers, such as Finland or Singapore, many Ghanaian teachers lack access to structured in-service training (UNESCO, 2020). This has created a widening gap between modern pedagogical innovations and classroom practices, leaving many educators stuck in outdated teaching methods that fail to engage students effectively.

Another critical challenge is teacher distribution and retention. While urban schools often face overcrowding, rural schools struggle with teacher shortages due to poor incentives, lack of infrastructure, and unfavorable living conditions. According to the Ghana Education Service (GES, 2022), 30% of public basic schools in rural areas have fewer than the required number of teachers, leading to multigrade teaching, where one teacher manages multiple grade levels

simultaneously. This imbalance further deepens educational inequities between well-resourced and underserved schools.

In light of these challenges, it is imperative to rethink and restructure Ghana's teacher education system. This paper explores the historical context of teacher education in Ghana, the existing gaps, and the necessary reforms to strengthen teacher training programs, enhance professional development, and improve teacher motivation and retention. Special emphasis will be placed on cross-sector collaborations, particularly the role of the Colleges of Education Teachers Association of Ghana (CETAG), in shaping sustainable improvements in teacher education. The future of Ghana's education system depends on the competence and commitment of its teachers. However, without urgent reforms and strategic investments, the goal of quality education for all may remain an elusive dream. How can Ghana bridge the gap between policy and practice? What role should various stakeholders play in ensuring that teacher education aligns with modern pedagogical needs? This article seeks to answer these pressing questions by offering practical, evidence-based solutions to transform teacher education in Ghana.

## **Historical Context of Teacher Education in Ghana**

Education has long been recognized as the cornerstone of national development, and at the heart of any education system lies its teachers. The training and preparation of teachers in Ghana have undergone significant transformations over the years, reflecting broader socio-political and economic changes. From the colonial era's missionary-led teacher apprenticeship model to the modern university-based training system, Ghana's approach to teacher education has evolved—but not without challenges. To understand the present and shape the future of teacher education, it is essential to trace its historical trajectory and examine the lessons learned from past reforms.

### **Pre-Colonial & Colonial Era: The Foundations of Teacher Education**

Long before formal education was introduced in Ghana (then the Gold Coast), knowledge transmission was largely informal, centered on oral traditions, apprenticeship systems, and community-led learning. However, the arrival of European missionaries in the 19th century marked the beginning of structured teacher education. Missionaries, particularly from the Basel, Wesleyan, and Catholic missions, established some of Ghana's first teacher training institutions, aiming to train local educators to propagate Christianity and literacy (McWilliam & Kwamena-Poh, 1975).

These early teacher training centers, however, were highly Eurocentric, focusing more on religious instruction and basic literacy than on developing critical thinking and indigenous teaching methodologies. The education system was primarily designed to produce catechists and clerks for the colonial administration rather than professional educators with a deep understanding of pedagogy. Consequently, Ghana's early teachers were ill-prepared to meet the diverse learning needs of students, an issue that would persist for decades.

### **Post-Independence Era (1957–1990s): The Drive for Educational Expansion**

With the dawn of independence in 1957, Ghana embarked on a radical educational expansion under the leadership of Kwame Nkrumah. Recognizing that a newly independent nation could not thrive without a well-educated populace, the government prioritized teacher training as a

national agenda. A wave of reforms led to the establishment of new teacher training colleges, and by the 1960s, the number of trained teachers had significantly increased.

One of the most impactful policies was the introduction of the Accelerated Development Plan for Education (ADPE) in 1951, which aimed to mass-produce teachers to meet the growing demand for schooling. This period saw the transition from apprenticeship-based teacher training to structured diploma programs, yet challenges remained. Many teachers received limited pedagogical training and were often rushed into the classroom with minimal hands-on experience. The urgency to fill teaching vacancies sometimes led to a compromise in teacher quality, a problem that still resonates in Ghana's education system today.

The 1970s and 1980s witnessed further reforms, including the introduction of the Teacher Training Colleges (TTCs), which awarded the Certificate 'A' qualification. These colleges standardized teacher education and introduced longer training durations, but the system still suffered from rote-based methodologies and limited classroom practicums. Additionally, Ghana faced an economic downturn in the late 1970s, leading to low teacher salaries and high attrition rates. Many qualified teachers left for better opportunities abroad, exacerbating the teacher shortage crisis (World Bank, 1985).

### **Education Reforms in the 1990s – A Shift Towards Professionalization**

The Fourth Republic, established in 1993, ushered in a new era of educational policy reforms, including the Free Compulsory Universal Basic Education (FCUBE) policy in 1995. This policy emphasized teacher professionalization, leading to the transformation of TTCs into colleges of education. The Diploma in Basic Education (DBE) was introduced, replacing the previous Certificate 'A' system, and aimed to improve teacher competency in subject knowledge and instructional skills.

During this period, Ghana also witnessed an increase in donor-funded education programs, such as those by UNESCO, USAID, and the World Bank, which sought to improve teacher training infrastructure and resources. However, despite these interventions, teacher education continued to struggle with curriculum rigidity, limited technological integration, and inadequate funding for continuous professional development (CPD) (UNESCO, 2000).

### **21st Century Reforms: Towards a Degree-Based Teacher Education System**

The 21st century has seen more radical reforms in teacher education, with a focus on professionalization, competency-based learning, and lifelong teacher development. In 2004, the Education Act (Act 778) laid the foundation for transforming teacher training colleges into degree-awarding institutions. This eventually led to the 2018 policy shift, where the government mandated that all newly trained teachers must obtain a Bachelor of Education (B.Ed.) instead of a diploma (Ministry of Education, 2018).

This policy was aligned with the 2018 Common Core Program (CCP), which sought to transition Ghana's education system from content memorization to skill-based learning. However, while these reforms represented a significant step forward, teacher education institutions struggled to adjust to the new curriculum and teaching methodologies. Many educators lacked the training to implement student-centered teaching approaches, highlighting the need for more robust pre-service and in-service training programs.

### **Lessons from History and the Way Forward**

Ghana's teacher education journey has been one of progress and persistent challenges. While there have been notable improvements in teacher training structures, systemic issues such as

curriculum misalignment, limited practical exposure, and inadequate CPD opportunities continue to hinder the effectiveness of teacher education. The historical gaps in teacher preparation have contributed to today's learning crisis, where many students fail to attain foundational literacy and numeracy skills despite years of schooling (World Bank, 2021).

The history of teacher education in Ghana provides valuable insights into what works and what does not. Future reforms must learn from past mistakes and prioritize evidence-based policies that promote teacher competency, motivation, and professional growth. A strong cross-sector collaboration involving the government, teacher unions, academia, and private sector stakeholders—especially the Colleges of Education Teachers Association of Ghana (CETAG)—will be essential in shaping a sustainable and effective teacher education system for Ghana's future.

## **Analysis of Ghana's Teacher Licensure Regime and Its Impact on Teacher Education**

In 2018, Ghana introduced the Teacher Licensure Examination (GTLE) to enhance the quality of education by ensuring that teachers possess the necessary competencies and adhere to professional standards. This initiative aligns with global trends aimed at elevating educational outcomes through rigorous teacher assessments.

### **Objectives of the Licensure Regime**

The primary goal of the GTLE is to standardize the teaching profession by certifying that all educators meet a baseline of proficiency before entering the classroom. This move seeks to professionalize teaching, akin to other fields that require licensure, thereby elevating the status and quality of educators nationwide.

### **Implementation and Structure**

The GTLE assesses candidates on various domains, including literacy, numeracy, and essential professional skills. Administered by the National Teaching Council (NTC), the examination serves as a gatekeeper, permitting only those who demonstrate adequate knowledge and skills to practice teaching. [Citinewsroom](#)

### **Challenges and Criticisms**

Despite its noble intentions, the GTLE has faced several criticisms:

**Preparation and Resources:** Many candidates have reported inadequate preparation materials and support, making it challenging to meet the examination's demands. [Citinewsroom](#)

**Focus on Theoretical Knowledge:** Critics argue that the GTLE emphasizes theoretical understanding over practical teaching skills, potentially overlooking essential classroom management and student engagement abilities. [Citinewsroom](#)

**Employment Implications:** Failure to pass the GTLE restricts graduates from securing teaching positions, leading to increased competition and limited job opportunities for aspiring educators. [Citinewsroom](#)

### **Support and Advocacy**

Conversely, organizations like the Colleges of Education Teachers Association of Ghana (CETAG) support the licensure exams. They argue that such assessments are vital for maintaining high standards within the teaching profession and should not be abolished.

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### **Impact on Teacher Education**

The introduction of the GTLE has prompted teacher education institutions to re-evaluate and enhance their curricula to better prepare candidates for the licensure requirements. This shift aims to bridge the gap between theoretical knowledge and practical teaching competencies, ensuring that graduates are well-equipped for the challenges of modern classrooms

## **Introduction to the Common Core Program (CCP)**

For decades, Ghana's education system was built on a content-heavy, examination-driven structure that prioritized rote memorization over critical thinking. Students were often assessed based on their ability to recall facts rather than their ability to analyze, create, and apply knowledge to real-world situations. While this approach produced students who could pass exams, it failed to equip them with the practical skills, creativity, and adaptability needed in an evolving global economy. Recognizing these shortcomings, Ghana introduced the Common Core Program (CCP) in 2018, a transformative curriculum reform aimed at shifting education from content memorization to competency-based learning (Ministry of Education, 2018).

But what exactly does this shift mean for teachers, students, and the future of education in Ghana?

The CCP was designed as a standards-based curriculum for basic education (Grades 7–10), ensuring that all learners acquire critical skills, problem-solving abilities, and essential competencies before advancing to higher education or vocational training. This reform was driven by a simple but powerful idea: education must go beyond textbooks to develop holistic, adaptable individuals capable of thriving in a rapidly changing world. The new curriculum placed emphasis on literacy, numeracy, digital literacy, creativity, leadership, and personal development, aligning with global best practices (GES, 2020).

### **The Urgent Need for Reform: Why the CCP Was Introduced**

Before the introduction of the CCP, several studies had raised concerns about learning outcomes in Ghana's education system. A 2018 World Bank report indicated that over 70% of Ghanaian students in primary school could not read with comprehension by the time they reached Grade 6. Similarly, a UNESCO (2019) study found that despite increased enrollment in basic education, many students graduated without the necessary foundational skills to succeed in higher education or the workforce. The existing curriculum focused heavily on rote learning, teacher-centered instruction, and high-stakes examinations, leaving little room for collaborative learning, problem-solving, and practical application of knowledge.

Employers in Ghana's job market had also voiced concerns about the lack of employable skills among graduates. Many students excelled academically but struggled with communication, teamwork, and innovation, skills essential for the 21st-century economy. The Ghana Employers Association (2020) emphasized the urgent need for an education system that bridges the gap

between school and work, producing graduates who are not just knowledgeable, but also adaptable and entrepreneurial.

In response to these challenges, the Common Core Program was introduced as a bold step toward educational transformation. Unlike the previous curriculum, which heavily relied on passive learning and recall-based assessments, the CCP encourages:

**Inquiry-Based Learning:** Students are encouraged to ask questions, investigate problems, and propose solutions, fostering a culture of curiosity and independent thinking.

**Project-Based Assessments:** Learning is evaluated through practical projects, presentations, and real-world applications rather than just written exams.

**Interdisciplinary Learning:** Subjects are interconnected, allowing students to apply knowledge across different fields rather than studying topics in isolation.

**Teacher as a Facilitator:** The role of teachers shifts from knowledge dispensers to learning facilitators, guiding students through experiential and hands-on learning experiences.

### **The Role of Teachers in Implementing the CCP**

While the vision behind the CCP is promising, its success hinges on how well teachers are trained and supported to implement the curriculum effectively. The reform requires educators to transition from traditional teaching methods to more interactive, student-centered approaches. However, many teachers in Ghana have limited experience with competency-based education, raising concerns about their readiness to deliver the CCP effectively (GES, 2021). Without adequate training, mentorship, and continuous professional development (CPD), teachers may struggle to implement the new curriculum as intended.

To bridge this gap, organizations such as the Colleges of Education Teachers Association of Ghana (CETAG) have a critical role to play in ensuring that pre-service and in-service teacher training programs align with the pedagogical demands of the CCP. Teacher education must focus on equipping teachers with innovative instructional techniques, digital literacy skills, and effective assessment strategies to maximize the impact of the reform.

### **Is the CCP the Key to Educational Transformation?**

The Common Core Program represents a pivotal moment in Ghana's education system—one that seeks to reshape the way students learn and how teachers teach. However, for the CCP to achieve its goals, it requires strong institutional support, ongoing teacher training, and sustained investment in classroom resources. The transition from rote-based to competency-based education is not a simple process; it demands a mindset shift among educators, policymakers, and communities.

Can the CCP truly bridge the learning gap and prepare Ghanaian students for the real world? Will teachers receive the necessary training and resources to make this curriculum a success? What steps must be taken to ensure that the vision of the CCP translates into real change in the classroom? These are the critical questions that must be explored as Ghana embarks on this transformational journey in education.

# Key Challenges in Teacher Education in Ghana

Teaching is often hailed as the most influential profession, shaping the minds and futures of entire generations. However, in Ghana, the individuals entrusted with this monumental responsibility—teachers—often face systemic challenges that hinder their ability to educate effectively. While policymakers emphasize the importance of quality education, the foundation of teacher training remains riddled with deep-rooted issues, raising a crucial question: How can Ghana achieve educational excellence when its teachers are undertrained, under-resourced, and undervalued?

Despite various reforms over the years, teacher education in Ghana continues to struggle with critical gaps in pre-service training, professional development, resource availability, teacher deployment, and motivation. These challenges are not just administrative inefficiencies; they directly impact classroom instruction, student learning outcomes, and the overall quality of education. Reports from the World Bank (2021) and UNESCO (2020) reveal a concerning trend—many Ghanaian students lack foundational literacy and numeracy skills, and a significant part of the problem stems from gaps in teacher preparation and support.

But what exactly is going wrong? Why do so many newly trained teachers struggle to translate theory into effective classroom practice? And why do so many experienced educators feel unmotivated and unsupported in their profession?

## **1. Pre-Service Training Deficiencies: Are Teachers Truly Prepared for the Classroom?**

In Ghana, teacher training institutions have historically placed more emphasis on theory than practice. Many trainees spend years studying educational psychology, curriculum development, and pedagogy, yet their actual classroom exposure is limited. According to a Ghana Education Service (GES, 2021) report, many newly trained teachers lack confidence in classroom management, student engagement techniques, and differentiated instruction.

This mismatch between teacher training and classroom realities means that many educators graduate with strong academic knowledge but weak practical skills. Imagine a medical doctor graduating from school after years of studying anatomy and diseases—without ever having practiced in a hospital. The situation in teacher education is similar: many new teachers enter classrooms unprepared to handle diverse student needs, manage large class sizes, or implement modern teaching strategies effectively.

Additionally, while the global trend in education is shifting towards competency-based learning, digital integration, and student-centered teaching, most teacher training colleges (TTCs) still rely on outdated instructional methods. This creates a generation of teachers who, despite their training, struggle to adopt innovative teaching techniques and remain trapped in a cycle of traditional rote learning approaches.

## **2. Inadequate Continuous Professional Development (CPD): Learning Shouldn't Stop After Graduation**

One of the hallmarks of a high-performing education system is a strong continuous professional development (CPD) program that allows teachers to refine their skills, learn new methodologies, and stay updated with global best practices. Countries such as Finland, Singapore, and Canada have built their educational success on a foundation where teachers continuously receive in-service training, mentorship, and skill enhancement opportunities.

In contrast, Ghanaian teachers rarely receive structured CPD, and when training sessions do occur, they are often infrequent, poorly organized, or focused on administrative tasks rather than classroom innovation (UNESCO, 2020). Many teachers go years without upgrading their skills, and as a result, students are taught using outdated techniques that fail to engage them effectively. Additionally, CPD programs in Ghana often lack proper funding and accessibility, especially for teachers in rural areas who may not have access to digital learning platforms, educational conferences, or professional mentorship programs. The Ghana National Association of Teachers (GNAT, 2022) has repeatedly called for structured, well-funded professional development programs, but little progress has been made in ensuring that every teacher has access to lifelong learning opportunities.

### **3. Teacher Deployment & Retention Issues: A Crisis of Shortages & Surpluses**

Ghana faces a serious teacher deployment crisis—while urban schools often have more than enough teachers, rural schools suffer from severe shortages. According to the GES (2022), nearly 30% of basic schools in rural Ghana lack the required number of teachers, forcing a single teacher to manage multiple grade levels at once. This not only overburdens educators but also limits the quality of instruction, as teachers are unable to provide individualized attention to students.

One of the main reasons for this imbalance is the lack of incentives for teachers to accept rural postings. Many teachers refuse assignments in remote areas due to poor living conditions, inadequate school infrastructure, and lack of career growth opportunities. Without proper motivation, teachers either avoid rural postings entirely or leave soon after being assigned. At the same time, political interference in teacher recruitment and postings remains a significant problem. The process of placing teachers in schools is often influenced by political considerations, leading to inequitable distribution and inefficiencies in the system (CETAG, 2023).

### **4. Resource & Infrastructure Deficiencies in Teacher Training Colleges (TTCs)**

If teacher training institutions are meant to equip future educators with modern skills, they must have access to high-quality infrastructure, teaching aids, and digital resources. However, many teacher training colleges (TTCs) in Ghana lack basic facilities such as:

- Well-equipped libraries with up-to-date teaching materials.

- Smart classrooms that expose trainees to digital teaching tools.

- Laboratory spaces for science and technology training.

- Adequate dormitory and learning spaces to accommodate student-teachers.

A UNESCO (2021) report revealed that over 60% of TTCs in Ghana lack modern teaching resources, meaning many trainee teachers graduate without ever experiencing technology-integrated learning—a stark contrast to the global trend of digital classrooms and e-learning.

This lack of exposure creates a digital skills gap that prevents teachers from effectively using online learning tools, educational apps, and multimedia teaching techniques. In a world where virtual learning, artificial intelligence, and digital collaboration are becoming essential components of education, Ghanaian teachers risk falling behind if urgent investments in infrastructure are not made.

### **5. Teacher Welfare & Motivation: A Profession in Crisis**

Teaching in Ghana is often seen as a "last-resort profession", largely due to low salaries, delayed promotions, and lack of career progression opportunities. A survey by GNAT (2021) found that over 70% of teachers believe their salaries are inadequate compared to the rising cost of living,



leading to low morale and dissatisfaction. Many teachers supplement their income with private tutoring or leave the profession entirely in search of better-paying opportunities.

Beyond salaries, delayed promotions, lack of recognition for outstanding educators, and limited leadership roles further discourage teachers. In many high-performing education systems, teachers have access to mentorship roles, research fellowships, and specialist teaching positions, but in Ghana, such career pathways are limited.

If Ghana truly values its educators, the country must prioritize teacher welfare, ensuring that teaching is seen not just as a job of necessity, but as a highly respected profession.

So, where does Ghana go from here? How can these challenges be effectively addressed to build a robust, future-ready teacher education system? And what role do stakeholders like the Colleges of Education Teachers Association of Ghana (CETAG) play in shaping reforms that will empower teachers?

## **Practical & Sustainable Solutions: Transforming Teacher Education in Ghana**

Imagine a classroom where every teacher is well-trained, highly motivated, and equipped with modern teaching tools. A classroom where students are not just passive listeners but active participants in their own learning journey. A school system where teachers feel valued, supported, and continuously empowered to improve their craft. This is the vision of a high-quality education system, but for Ghana, the reality is far from this ideal.

For too long, discussions around teacher education reform have focused more on problems than solutions. While acknowledging the challenges is important, the real question is: How do we fix them? How can Ghana build a teacher education system that produces competent, innovative, and passionate educators who can shape the minds of future generations? The answer lies in practical, evidence-based, and sustainable solutions that go beyond temporary fixes and short-term interventions.

Globally, countries with high-performing education systems have successfully transformed their teacher education models by investing in long-term strategies that focus on:

- Modernizing teacher training curricula to align with 21st-century learning needs.

- Strengthening continuous professional development (CPD) to ensure lifelong learning for teachers.

- Improving teacher recruitment and retention through attractive incentives.**

- Upgrading teacher training colleges (TTCs) with cutting-edge resources and digital tools.

- Enhancing teacher welfare and motivation to make teaching a respected and desirable profession.

For Ghana to achieve true educational transformation, these strategies must be adapted and implemented in a way that is realistic, scalable, and tailored to local needs.

### **Learning from Global Best Practices: What Works?**

Countries such as Finland, Singapore, and Canada have built world-class teacher education systems by focusing on practical training, continuous development, and strong teacher support systems. Finland, for example, requires all teachers to hold a master's degree and undergo rigorous, hands-on training before entering the classroom (Sahlberg, 2011). In Singapore, professional development is embedded into the teaching career, with teachers receiving up to 100 hours of mandatory training every year (OECD, 2020).

What makes these countries successful is not just the policies they implement, but the consistency and long-term commitment to teacher quality. Ghana must take inspiration from these systems while designing solutions that are contextually relevant and achievable within the local education framework.

### **Building a Future-Ready Teacher Workforce: Where Do We Start?**

The transformation of teacher education in Ghana cannot happen overnight. It requires a multi-faceted approach that brings together government agencies, teacher unions, academic institutions, private sector stakeholders, and international development partners. Above all, it requires a mindset shift—one that recognizes that investing in teachers is not an expense, but a long-term investment in national development.

Imagine a Ghana where every teacher enters the profession fully prepared, continuously supported, and fairly compensated. Imagine an education system where teachers are not burdened by outdated methods, but empowered with innovative strategies, digital resources, and research-driven instructional techniques. Imagine a country where the best and brightest students aspire to become teachers because the profession is held in high esteem and rewarded accordingly.

This is not just a dream—it is a realistic goal that Ghana can achieve through practical and sustainable solutions. The road ahead is challenging, but the time to act is now. The future of Ghana's education system depends on the decisions made today.

## **Cross-Sector Collaborations: The Role of CETAG & Other Stakeholders in Strengthening Teacher Education**

No education system can thrive in isolation. The task of preparing highly skilled, innovative, and motivated teachers is too vast and complex to be left solely to teacher training institutions or government agencies. It requires a collaborative, multi-stakeholder approach where academia, policymakers, teacher unions, private organizations, NGOs, and international partners work together to create a dynamic and responsive teacher education system. But how well is Ghana fostering these collaborations? Are key stakeholders effectively aligning their efforts to improve teacher training, professional development, and retention?

In recent years, there has been growing recognition of the need for cross-sector partnerships to address the challenges in teacher education and the broader education sector. However, in many cases, these collaborations remain weak, fragmented, or underutilized, limiting their impact. The stakes are high—if Ghana is to build an education system that empowers teachers and delivers quality learning outcomes, then stronger coordination and deeper partnerships are not optional, but essential.

### **The Power of Cross-Sector Collaborations in Education**

Countries that have made significant progress in teacher education have done so by fostering strategic alliances between government institutions, teacher training bodies, industry experts, and international organizations. In countries like Finland, Canada, and South Korea, teacher training is supported by a broad network of stakeholders, including universities, private sector partners,

research institutions, and professional associations (OECD, 2020). These partnerships ensure that teacher education is continuously evolving to meet the demands of modern education.

For Ghana to replicate this success, key stakeholders must go beyond policy discussions and occasional workshops to long-term, impact-driven partnerships that:

- Align teacher training curricula with real-world educational needs.

- Ensure teachers receive continuous professional development (CPD) beyond initial training.

- Improve resource mobilization for teacher education institutions.

- Enhance teacher motivation through better welfare policies and incentives.

### **The Role of CETAG in Advancing Teacher Education**

One of the most critical players in Ghana's teacher education landscape is the Colleges of Education Teachers Association of Ghana (CETAG). As the body representing teacher educators in Colleges of Education, CETAG plays a pivotal role in shaping the quality of teacher training in Ghana. However, despite its strategic position, CETAG has often been underutilized in key policy decisions and educational reforms.

CETAG has the expertise and institutional presence to drive meaningful change in Ghana's teacher education system. But is CETAG being given the influence and support needed to create lasting impact? How can the association work more closely with government agencies, universities, and international development partners to enhance teacher education outcomes? These are the pressing questions that must be addressed.

### **Beyond CETAG: The Broader Network of Stakeholders**

While CETAG remains a key player, other stakeholders must also step up their efforts to create a more cohesive and impactful teacher education system. These include:

- The Ministry of Education & Ghana Education Service (GES):** Responsible for policy formulation, implementation, and regulation, these institutions must ensure that teacher education policies are evidence-based, adequately funded, and effectively monitored.

- Universities & Teacher Training Institutions:** As the primary centers for teacher preparation and research, universities must work closely with Colleges of Education and policymakers to develop innovative, competency-based training programs that reflect the evolving needs of Ghana's classrooms.

- Private Sector & Technology Companies:** The role of the private sector in enhancing digital literacy among teachers cannot be ignored. Companies specializing in ed-tech solutions can support teacher training institutions by providing digital teaching tools, virtual learning platforms, and ICT skills training.

- NGOs & International Development Partners:** Organizations such as UNESCO, UNICEF, and the World Bank have long supported teacher education reforms in Ghana. However, stronger local collaborations are needed to maximize the impact of donor-funded programs and ensure they align with national education priorities.

### **Collaboration Is the Key to Sustainable Change**

The question is not whether Ghana needs stronger cross-sector collaboration in teacher education—that much is obvious. The real question is: Are stakeholders truly committed to working together in a way that drives long-term, sustainable change?

A fragmented approach to teacher education reform will only produce short-term fixes that fail to address the root causes of the challenges facing educators. But a unified, well-coordinated effort—led by CETAG and supported by a broad coalition of government agencies, private sector actors, and development partners—can build a teacher education system that is dynamic, future-ready, and globally competitive.

# **Conclusion, Policy Recommendations, and a Decade Projection: The Future of Teacher Education in Ghana**

## **Conclusion: The Urgent Need for Transformative Action**

The strength of any education system is only as good as its teachers. In Ghana, teacher education has long been recognized as a pillar of national development, yet persistent challenges continue to limit its potential. Outdated training methods, inadequate professional development, poor teacher retention, and weak stakeholder collaboration have created a system that struggles to equip educators with the skills and resources needed for 21st-century classrooms.

If Ghana is to bridge the quality gap in basic education, it must begin by investing in the foundation—its teachers. The need for modernized teacher training, continuous professional development (CPD), fair compensation, and digital integration is no longer just an option but a necessity for national progress. Without bold reforms, Ghana risks falling behind in global educational competitiveness, leaving generations of students ill-prepared for an increasingly knowledge-driven world.

However, there is hope. Countries with strong teacher education systems have shown that sustained investment, strategic policies, and robust cross-sector collaboration can lead to lasting change. If Ghana takes decisive action today, it can build a system where teachers are not just trained but empowered, not just employed but respected, and not just functioning but thriving. The big question is: Where do we go from here?

## **Policy Recommendations: Building a Future-Ready Teacher Education System**

To transform teacher education in Ghana, a comprehensive, multi-faceted approach must be adopted. The following policy recommendations provide practical, evidence-based solutions to improve the training, retention, and professional growth of teachers:

### **1. Revamping Teacher Training Curricula for 21st-Century Learning**

**Mandate competency-based training:** Ensure teacher education focuses on problem-solving, creativity, and real-world application rather than rote learning.

**Integrate digital literacy in training programs:** Equip all future teachers with ICT skills and digital classroom tools to support modern pedagogy.

**Strengthen practical teaching experience:** Extend student-teacher internships to at least one year with structured mentorship programs.

### **2. Establishing a National Continuous Professional Development (CPD) Framework**

**Make CPD mandatory and accessible:** Implement a nationwide system where teachers receive at least 50 hours of structured training annually.

**Leverage digital learning:** Develop an online CPD platform where teachers can access training modules, certification courses, and mentorship resources.

**Encourage mentorship programs:** Pair newly trained teachers with experienced educators to foster peer learning and knowledge transfer.

### **3. Improving Teacher Recruitment, Retention, and Motivation**

Introduce financial incentives for rural teachers: Offer housing allowances, scholarships, and career advancement opportunities for educators in underprivileged areas.

Create a transparent, merit-based deployment system: Eliminate political interference in teacher placements to ensure fairness.

Ensure timely promotions and salary adjustments: Reduce the long delays in teacher salary increments and career progression to boost morale.

### **4. Strengthening Cross-Sector Collaborations (Role of CETAG & Other Stakeholders)**

Empower CETAG in policy formulation: Ensure the Colleges of Education Teachers Association of Ghana (CETAG) has an active role in shaping teacher training reforms.

Encourage public-private partnerships: Partner with technology firms, NGOs, and universities to enhance teacher training resources and facilities.

Leverage international best practices: Work with UNESCO, the World Bank, and leading education hubs to implement evidence-based policies for sustainable growth.

### **5. Investing in Teacher Training College (TTC) Infrastructure and Resources**

Upgrade TTC facilities: Build smart classrooms, digital libraries, and science labs to enhance hands-on teacher training.

Increase research funding: Allocate at least 5% of the education budget to research on teacher education innovations.

Encourage specialization in teacher training: Establish dedicated centers for STEM education, special needs education, and technical education in TTCs.

If these policy recommendations are implemented effectively and consistently, Ghana will not only improve teacher quality but will also lay the foundation for a globally competitive education system.

## **A Decade Projection: The Future of Teacher Education in Ghana by 2034**

What will Ghana's teacher education system look like in ten years if these reforms are successfully implemented? A look into the future offers a compelling vision of what is possible:

### **2025–2027: Laying the Foundation for Reform**

Teacher training curricula undergo full modernization, with digital literacy and competency-based learning becoming standard.

Continuous Professional Development (CPD) is fully operational, with 80% of teachers participating in annual training.

A transparent, data-driven teacher deployment system is implemented, ensuring fair teacher distribution across urban and rural areas.

### **2028–2030: Scaling Up & Measuring Impact**

More than 90% of teacher training institutions are equipped with smart classrooms and digital resources.

Newly trained teachers show a 40% increase in classroom effectiveness due to extended internship programs and hands-on experience.

CETAG and private sector partnerships lead to a surge in teacher research and innovation, with new methodologies enhancing basic education outcomes.

### **2031–2034: Ghana Becomes a Global Model for Teacher Education**

Ghana ranks among the top 5 African countries in teacher education and student learning outcomes (based on World Bank & UNESCO benchmarks).

Teacher motivation and retention reach all-time highs, with educators receiving competitive salaries and structured career progression.

Basic education in Ghana achieves over 80% literacy and numeracy proficiency rates, closing the learning gap and empowering future generations.

This decade projection is not a distant dream—it is an achievable goal if bold decisions are made today. The path forward requires vision, leadership, and unwavering commitment from all stakeholders, including government agencies, teacher unions, universities, and private sector partners.

The future of Ghana’s education system hinges on the quality of its teachers. If Ghana aspires to be a leader in African education, it must invest heavily in teacher training, retention, and professional development. No longer can the country afford to treat teacher education as an afterthought—it must be a national priority.

The next decade offers a unique opportunity to build a teacher education system that is modern, inclusive, and globally competitive. With the right policies, funding, and cross-sector collaborations, Ghana can transform its education landscape, ensuring that every child—regardless of location or background—has access to a world-class teacher and a high-quality education.

The question is no longer whether Ghana can achieve this transformation—the question is: Will we act fast enough to make it happen?

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