

# DETA



distance education and teachers' training in africa  
**CONFERENCE** 2009

## PROCEEDINGS

3–6 AUGUST 2009

University of Cape Coast, Cape Coast, Ghana

**Editor: Prof Johan Beckman**  
**Assistant Editor: Dr Ruth Aluko**

*ISSUES AND CHALLENGES IN EDUCATION IN AFRICA –  
THE NEED FOR A 'NEW' TEACHER*

## ISSUES AND CHALLENGES IN EDUCATION IN AFRICA – THE NEED FOR A 'NEW' TEACHER

Proceedings of the 3<sup>rd</sup> biannual International Conference on Distance Education and Teachers' Training in Africa (DETA) held at the University of Cape Coast, Cape Coast, Ghana, August 2009

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The Distance Education and Teachers' Training in Africa (DETA) Conference strives to provide a platform for educationists in Africa to meet and deliberate on educational issues in Africa

## DETA CONFERENCE 2009 PROCEEDINGS

### Foreword

The Distance Education and Teachers' Training in Africa (DETA) Conference is a biennial conference that was initiated to provide a platform for educationists in Africa to meet and deliberate on educational issues in Africa. Since its inception, it has enabled educationists to exchange knowledge and enhance their capacity to engage with opportunities and challenges in education on the continent. DETA's major objectives are to **contribute to the debate** on teacher training in Africa and to **build capacity for the delivery** of teacher training programmes in Africa. These objectives represent ways in which the conference can support NEPAD, various protocols on education and training in Africa, the Millennium Development Goals, and some of the recommendations of the All-Africa Education Ministers' Conference on Open Learning and Distance Education.

The conferences are co-hosted by the organisers and other educational institutions and organisations.

The 3<sup>rd</sup> conference, co-hosted by the University of Pretoria, the University of Cape Coast, Ghana, and the University of Education, Winneba, Ghana, was held at the University of Cape Coast, Ghana, from 3 to 6 August 2009. The theme was **Issues and challenges in education in Africa – The need for a 'new' teacher**.

Subthemes included the following:

- Distance education in teacher education
- Teacher education, and curriculum studies and development
- Special needs education and education management, law and policies, and technology in education in Africa
- Mathematics and science education, language and literacy education, religious and moral education, and HIV and AIDS education

More than 200 delegates from 14 African countries (Botswana, the DRC, Ghana, Kenya, Lesotho, Malawi, Mozambique, Nigeria, South Africa, Sudan, Tanzania, Uganda, Zambia and Zimbabwe) and three other countries (Canada, the UK and the USA) attended the conference. Fifty papers were read.

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The authors are responsible for the accuracy and correctness of the content of the contributions, although DETA provided some editorial assistance. DETA does not accept responsibility or liability for the content of any contribution published in these proceedings.



Participants were requested to submit papers for possible inclusion in the first conference proceedings to be published, if they so wished, and they were given guidelines on the submission. Thirty-five drafts were submitted, which covered the conference subthemes. The drafts were subjected to double blind reviews. Of these 35 drafts, 12 were provisionally accepted and returned to the authors for improvements.

Nine contributions were finally accepted for inclusion in the proceedings, which DETA now proudly puts before the distance education and teacher training communities in Africa and elsewhere.

This is DETA's first volume of conference proceedings and is by no means perfect. However, the editorial team wishes to assert emphatically that academic robustness and merit were of paramount importance in the selection of contributions. DETA has a developmental dimension, and it hopes to put better and more voluminous proceedings before its readership in future.

We appreciate the hard work and input of the authors, the editorial team (Prof Johan Beckmann and Dr Ruth Aluko), the reviewers of the manuscripts, the speakers, the sponsors and the secretariats of the institutions that co-hosted the conference.

We wish you interesting reading and look forward to having your paper included in the next volume if you are a participant at the 2011 conference in Maputo.

Johan Hendrikz  
University of Pretoria  
South Africa

Albert Koomson  
University of Cape Coast  
Ghana

## Co-chairpersons

DETA 2009

## CONTENTS OF THE PROCEEDINGS

This volume consists of nine contributions. The contributions are from the papers presented at the DETA 2009 conference.

In the first contribution, **Clara Akuamoah-Boateng, Josephine Sam-Tagoie and Eddiebright Joseph Buadu** evaluate the changes in student teacher trainees' level of knowledge on the transmission, stigmatisation, symptoms, prevention and control of sexually transmitted infections (STIs) and HIV/AIDS. They also consider students' sensitivity to impart knowledge on the pandemic. Although there was an increase in students' knowledge, it appears that not all of the changes were due to the programme, because they were exposed to other HIV/AIDS material and activities outside their modules for the programme.

Through a qualitative study, **Sharayi Chakanyuka** investigates the effectiveness of the mentoring strategy in the supervision of secondary teacher education students in a Postgraduate Diploma in Education (PGDE) programme. He emphasises the importance of collegial relationships and the use of different strategies for successful mentoring.

**Elias Chakwera** addresses the student support system of cluster meetings and study circles in distance education as a critical element of improving students' retention and ensuring high completion rates. He argues that it provides unity among students of same-subject combinations in a cohort in the same way that classes provide a sense of belonging in a face-to-face programme. This further encourages peer support, which gives further impetus to achievement through increased collaboration in academic assignments.

As nations strive to improve their education systems through various strategies and plans, the primary concern for **Chukwu** and **Chukwu** is how school administrators handle the issue of the placement of pupils in classes. They found that most of the schools investigated adopted the random placement criterion, irrespective of their context. They highlight the value of having a heterogeneous rather than a homogeneous class grouping that offers both low and high achievers the opportunity to interact and learn from one another, with the less academically bright pupils benefiting from the brighter ones. This could aid the overall success of education.

The distinctions between codes of conduct and their purposes, and ethical principles and their place in the teaching profession, are controversial. **Sunday Dada and**



**Fadokun James Banji's** contribution addresses the challenges and constraints in the implementation of training and development programmes with regard to professional ethics in teaching in large education systems. The scope of the training and development challenge is revealed by posing a series of questions. Some of these questions go to the heart of the professional learning discourse. They advise that professionalism should be organised in such a way that the members have a sense of belonging because the services of teachers are indispensable to any nation.

**Emmanuel Kofi Gyimah and Irene Vanderpuye** examine the philosophy of inclusive education in the school system. They emphasise that there are changes that need to be made to effectively translate theory into practice to celebrate the outcomes of inclusivity. Borrowing cues from the United Kingdom's Special Education Needs Code of Practice and Toolkit (2001), they suggest the importance of every child, working with parents and planning to make provision for special educational needs as some levers that have to be critically considered to make inclusive education a reality.

**Eunice Ivala** investigates the inadequacy of many African universities to lead the process of integrating information and communication technologies (ICTs) into education. She emphasises that, for universities to lead in integrating ICTs into education, there is a need for total commitment to the initiative from management, a conducive environment, and technology support for faculty staff, among others.

In his contribution, **Jan Nieuwenhuis** argues that moral reasoning should be seen to be that which an individual regards as being morally right, based on a personal set of values. Teachers are also human, and this means they have the capacity to make choices and to act in accordance with the choices made. In this initial study, he explores students' thinking and argumentation regarding moral dilemmas with a view to understanding how students, who are all practising teachers, take moral decisions. Through a theoretical framework developed from the analysis of the findings, he stresses the importance of communalism in African culture as a possible lens through which the moral dilemma could be analysed.

In his contribution, **Anselm Chidi Njoku** argues that management challenges are drawbacks that have impacted greatly on the optimal development of the teacher. Some of these relate to the inconsistencies with regard to admission requirements for teachers' training, discrepancies in their recruitment and deployment, irregular career progression, inadequate provision of teaching and learning material, the non-inclusive nature of curriculum review, the reluctance of government to address teachers' genuine grievances, inadequate teacher incentives and others. The teacher should be equipped to cope with the modern practices that are required of the "new" teacher.

## THE REVIEW PROCESS

In March 2009, DETA sent out a call for papers for the conference to be held in Ghana in August 2009. Approximately 36 paper proposals were received. They were subjected to peer review before nine papers were finally selected.

Persons who read papers were invited to submit drafts for publication in the conference proceedings. Editorial guidelines were provided to the conference speakers and 35 of them submitted drafts for consideration. The drafts were submitted to a double blind review and eventually nine of the original 35 drafts were selected for inclusion in this proceedings document.

Academic robustness was the primary criterion used in selecting contributions, but DETA also proudly espouses a developmental dimension in the African research and publication context. We are confident that the proceedings will comply with the standards of academically acceptable conference proceedings worldwide.

The editorial team wishes to thank the following peer reviewers for reviewing the drafts and providing the authors with valuable comments:

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