Overview

- Concept of Distance Education (D.E)
- Why D.E?
- The University of Cape Coast Model (CCE)
- Challenges
- The Way Forward
Concept of Distance Education (D.E)

- Process of education involving independent study or open learning based on self-instructional material (Hall & Manett 1996)
- ‘an educational process in which a significant proportion of the teaching is conducted by someone removed in space and or time from the learners’ (UNESCO, 2002)
- **Major Feature**: Teacher is separated from student by Distance and Time

Why D.E?

- Conventional means of Education not able to meet the teacher development needs of the nation (*See Table 1*)
- D.E. provides opportunities to absorb people who have not been able to access teacher development through traditional colleges
- Ensures that teacher development does not disrupt school calendar and time table unnecessary (*teacher not removed from schools*)
Table 1: Regional Distribution of Trained & Untrained Teachers in Ghana

<table>
<thead>
<tr>
<th>Region</th>
<th>Trained</th>
<th></th>
<th>Untrained</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Ashanti</td>
<td>4,999 (66.3%)</td>
<td>4,201 (94.0%)</td>
<td>2,543 (33.7%)</td>
<td>270 (6.0%)</td>
</tr>
<tr>
<td>Brong Ahafo</td>
<td>3,453 (55.1%)</td>
<td>1,350 (80%)</td>
<td>2,813 (44.9%)</td>
<td>322 (19.3%)</td>
</tr>
<tr>
<td>Central</td>
<td>2,300 (54.6%)</td>
<td>2,012 (85.3%)</td>
<td>1,916 (45.4)</td>
<td>347 (14.7%)</td>
</tr>
<tr>
<td>Eastern</td>
<td>4,355 (71.7%)</td>
<td>3,515 (93.1%)</td>
<td>1,715 (28.3%)</td>
<td>260 (6.9%)</td>
</tr>
<tr>
<td>Volta</td>
<td>3,997 (84.0%)</td>
<td>2,367 (94.0%)</td>
<td>759 (16.0%)</td>
<td>152 (6.0%)</td>
</tr>
<tr>
<td>Gt. Accra</td>
<td>1,502 (90.7%)</td>
<td>3,733 (98.9%)</td>
<td>154 (9.3%)</td>
<td>40 (1.1%)</td>
</tr>
<tr>
<td>Western</td>
<td>2,463 (49.1%)</td>
<td>1,645 (79.6%)</td>
<td>2,588 (50.9%)</td>
<td>422 (20.4%)</td>
</tr>
<tr>
<td>Northern</td>
<td>2,559 (47.4%)</td>
<td>754 (72.9%)</td>
<td>2,830 (52.6%)</td>
<td>281 (27.1%)</td>
</tr>
<tr>
<td>Upper East</td>
<td>1,152 (64.2%)</td>
<td>643 (84.7%)</td>
<td>642 (35.8%)</td>
<td>116 (15.3%)</td>
</tr>
<tr>
<td>Upper West</td>
<td>916 (74.2%)</td>
<td>508 (87.6%)</td>
<td>318 (25.8%)</td>
<td>72 (12.4%)</td>
</tr>
</tbody>
</table>

Source: MOE, EMIS Project, 2005

D.E. Critical

- Challenges related to inadequate professional teachers and misuse of teaching time makes D.E. critical
- In Ghana, D.E. accepted as a strategy through which Education For All can be accelerated
- Hence, UCC & UEW introduced D.E to support training and re-training of teachers
The UCC/CCE Model

- UCC first teacher university in Africa gives prime attention to teacher development
- CCE was established in 1997 to help solve teacher development challenges facing the nation
- Main Focus: 1. Provide opportunities for professionals (teachers, accountants etc to pursue higher education
- 2. train high caliber personnel for national development
- 3. Develop professional competence of serving teachers/personnel of GES

Impact of CCE

- Initial intake was 750 for Diploma in Education programme
- Current intake is 14,000 teachers; total of 20,000 for all professions
- Has 26 study centres all over the country
- Affiliations with WADEA & Simon Fraser University of Canada
Mode of Operation

- Print Media (Modules)
- Face to face Sessions (Fortnightly)
- Regular monitoring
- Assessment:
  Quizzes/Assignments/Examinations/Project work/Teaching Practice

Challenges

- Inferiority complex – the notion that D.E is inferior to the conventional system
- Financial burden on student learners
- Disruptions from social problems, e.g. funerals, community activities, etc
- Inadequate office facilities
- Travel risks (e.g. robbery attack on staff)
- E-learning in adequacies (not on-line) etc
The Way Forward

- Proper planning, collaboration and coordination of available resources
- Creating networks for support and data base for effective work (all study centres to be networked)
- Need to ensure production of quality learning materials
- Need to facilitate communication through IT (e.g. video conferencing)

THANK YOU!!!