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## Brief Profile

I am a professional teacher with twenty-four (24) years of teaching and training experience in tertiary, secondary, basic and community education. Currently, I am an Associate Professor in Educational Administration and Management and Teacher Education, former Dean, Faculty of Educational Studies, University of Education, Winneba and a Guest Lecturer at the University of Hamburg, Germany. Over the past 5 years, I have collaborated with the Faculty of Education at the University of Hamburg to develop and sustain the Tricontinental Teacher Training and The Diversity Contexts in Teacher Education programs where preservice teachers explore and experience diverse cultural and context of teaching in schools in Ghana and Germany. We have won grants and presented papers on colonialism, post-colonialism and neocolonialism and its influence on teacher education in Ghana. Currently, we are working on two papers titled “*Exploring “transcultural” and preservice teacher training: The lived experiences of preservice teachers from University of Hamburg and University of Education, Winneba*” and “*Canning in Ghanaian Basic Schools a reflection of Colonialism to Post-Colonialism.*”

## Title:

### Towards a Transnational and Inclusive Teacher Education in Ghana: “The next Agenda”

## ABSTRACT

Recent educational reforms in Ghana have witness a paradigm shift within the educational framework in Ghana. Most importantly, teacher education in Ghana has gone through a purposeful transformation within the past 5-10 years. The purpose of these transformational reforms aims to design a career progression path for pre-service teachers in Ghana, standardize teacher education and upgrade teacher education to tertiary level. This presentation will draw literature from the beginning of education in Ghana, to the current state and the way forward. The latter part of this presentation will dwell on transnational teacher education where issues of inclusivity and diversity will be highlighted. This presentation seeks to conclude with the hope that in the near future a paradigm-shift away from “study abroad” and “exchange programmes” to the pedagogical practice of “transnational teacher education” which will be included to enable pre-service teachers to be trained and well equipped to move across, beyond and through borders to teach effectively anywhere in the world.