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**EF0751P DEVELOPMENT OF EDUCATION
IN GHANA**

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THE MERCHANT EDUCATION ENTERPRISE/THE CASTLE SCHOOL SYSTEM

BEGINNING OF WESTERN FORMAL EDUCATION IN GHANA

- It is believed Western formal education began with the advent of European trading merchants.
- It is however, important to note that prior to that, Africans had their system of education – i.e. Traditional Education

TRADITIONAL EDUCATION

Main purpose -good health, knowledge in Industry and production, culture/produce the ideal man/woman.

Methods of Instruction – Observation, imitation and Participation

Main Agencies – Home, total community, occasions, Religion (Traditional)

Agents – Adults, Peer group

Nature – informal, non literate, unspecialized and practical

Scope – It catered for moral, social, vocational, physical and intellectual development
Strength

THE CASTLE SCHOOLS

1. The European merchants established the Castle schools in the castles along the coast.
2. This establishment marked the introduction of formal education in this country.
3. The European nations which participated in the castle schools were Portugal, Holland, Britain and Denmark
4. By the time of the advent of the missionaries and their systematic introduction of western education, castle schools had already begun and indeed fizzled out along the coast.

REASONS FOR THE ESTABLISHMENT OF THE CASTLE SCHOOLS

Essentially the schools were set up:

- 1. For the purpose of educating both the Africans and their issues they had with African women (i.e. mulattos).*
- 2. As an avenue to civilise and christianise Africans*
- 3. To provide personnel that will cater for the commercial interest of these trading nations.*

The Portuguese at Elmina

- 1467 - *Portuguese trader, Gomez, asked the king of Portugal to be allowed to trade alone in West Africa for 5 years.*
- 1471- *Gomez arrived at Shama in Ghana. He continued to Elmina – at the town called Edina. The Portuguese found so much gold that they named Edina “La Mina” which means “the mine”*
- *For about 10 years, the Portuguese had traded with the people in Shama.*

The Portuguese at Elmina

1482-*Then one morning the Portuguese merchants, led by Don Diogo De Azambuja, arrived at Elmina.*

-They met Nana Kwamina Ansah and asked him for land to build a Castle.

- The Portuguese built Elmina Castle and Castles in other towns in Ghana, e.g. Castle at Axim, which they named Fort St. Sebastian.

The Portuguese at Elmina

- 1. The first attempt at providing formal education in the country was at the Elmina Castle.***
- 2. The initiative came in 1529 when King John III of Portugal instructed the governor at the Elmina Castle to teach the African children how to read and write.***
- 3. The subjects taught were reading, writing and religion.***
- 4. The Portuguese language was the medium of instruction.***

The Portuguese at Elmina

- 5. The teachers were paid **250 grains** of gold a year for each child taught up to a maximum of 15.*
- 6. The initial attempt was short lived.*
- 7. In 1572, four (4) Catholic Augustinian missionaries also arrived from Portugal and attempted to revive the process but difficulties soon emerged because of indifference and African hostility*
- 8. The Portuguese attempt was abandoned in 1637 when the Dutch captured the **Elmina Castle**.*
- 9. By 1650, about **200 Catholics** could be counted out of a population of about 2000 at Elmina*

The Dutch at Elmina

- 1. The Dutch took over the Elmina Castle in 1637 – led to the Dutch starting the whole experiment all over again.***
- 2. The Dutch attempt was spearheaded by the Dutch West India Company and was also geared towards promoting castle school education.***
- 3. They also taught reading, writing and religion.***
- 4. The Dutch language was used as a medium of instruction.***
- 5. They however introduced another dimension to Castle school education.***

The Dutch at Elmina

6. *They sent out some African children abroad specifically Holland, but it was only a few of such who returned and actually contributed to the promotion of education.*
7. *One typical person was **Jacobus Capitein**, a mulatto who entered the Leyden University in 1737 after nine years of schooling there.*
8. *He graduated and was ordained as the first Protestant African priest and was appointed Chaplain to the Dutch Company at Elmina.*
9. *He returned to Elmina where he made significant contribution to the Elmina Castle School.*

Jacobus Capitein

- 10. He established a school, which enrolled 45 pupils in 1740.***
- 11. By 1747 when he passed away the total enrolment had shot up to 400.***
- 12. Capitein was regarded as the pioneer of vernacular literature for his translation of the Apostles' creed into Fante.***
- 13. He also translated the Lord's Prayer, the Ten Commandments and parts of the Catechism into Fante.***
- 14. He met a lot of problems - Jacobus Capitein, because of his colour the Europeans did not regard his office and his own people ostracized him (shunned his company). He died at the age of thirty (30) years.***

Anthony Amo

- 15. Anthony Amo a native of Axim also enjoyed the Dutch scholarship to study abroad.***
- 16. In 1734 he obtained his degree in the University of Wittenberg and was appointed professor of philosophy and logic.***
- 17. He was also a counsellor of state in the court of Berlin.***
- 18. However, when he returned to the Gold Coast he made no contribution to the development of education.***

Portuguese and Dutch education compared

- 19. Essentially, whereas the Dutch promoted a Protestant type of education, the Portuguese emphasized Catholicism.***
- 20. Secondly, whereas the Portuguese only provided castle school education in the Gold Coast, the Dutch initiated the practice of sending some brilliant pupils outside for further studies.***
- 21. But in the main the education and evangelization were of only appendices to their commercial activities.***

The Danes at Christiansborg

- 1. Apart from the Portuguese and the Dutch, the Danes also initiated some castle school education as from 1722 in the Christiansborg Castle. Chaplain Elias Svane took the initiative.***
- 2. The children who attended these schools were provided with skirts and caps and a soldier was employed to teach them.***
- 3. The main person behind the Danish attempt was Governor Major de Richelieu (1822 – 1825), who was the Danish governor of the Christiansborg castle.***

The Danes at Christiansborg

4. *He took part in the teaching himself.*
5. *The Danes like the Dutch also sent out a few Africans abroad. For example , Frederick Pederson Svane and Christian Protten.*

The British at Cape Coast Castle

- 1. The British after establishing the Cape Coast Castle also started a school in 1694.***
- 2. The initiator was John Chiltman but the attempt was short lived.***
- 3. It was renewed in 1712 by Rev. John Jameson. The most important of the chaplains who played an important role was Rev. Thomas Thompson, who was a member of the Society for the Propagation of the Gospel (SPG).***
- 4. A major contribution that he made was his initiative in sending out of the country three African boys to England in 1754. These boys were Philip Quaque, Thomas Caboro and William Cudjoe.***

- *Of all these only Philip Quaque returned in 1766 after obtaining the degree of Master of Arts at Oxford.*
- *The Rev. Thompson had had to return to England because of ill-health and his school had also closed down.*
- *Quaque, therefore, decided to re-open the school at Cape Coast. The school at Cape Coast made slow progress.*
- *The selection of pupils was limited to the mulattos and a handful of Africans. Between 1766 and 1789 the enrolment swung from 0 to 16*

Philip Quaake

The enrolment was as follows:-

- 1770 - 1pupil
 - 1772 - No pupil
 - 1775 - 2 pupils
- The Torrizonian Society played a very important role in providing Philip Quaake with the necessary fund. Indeed for their contribution Philip Quaake's school would have ran to a halt. Quaake's school encountered difficulties.
1. There was an African indifference attitude towards the school.
 2. There was a break in communication between him and the Missionary Society's committee.

Philip Quaake

3. During a period of twenty-two years, from **1773** to **1795**, the committee only wrote to him twice.
4. The Castle authorities were unco-operative
5. When Quaake died in **1816**, his salary was even in arrears of **£369**.
6. This was the period that saw the Anglo-Dutch War of **1780** which led to the defeat of the British at Elmina the following year. The Napoleonic wars were also being fought and the total effect of all these wars was to damage trade and commercial activities in the colonies. And
7. Finally, the conflict between the people along the coast; and the wars between the Ashantis' and the Fantis' made it difficult for many of the people to enroll their children in Quaake's school.

Impact of Castle Schools

Though the castles were built mainly for the purposes of trade and defense, with education in the castles a mere footnote to the European Commercial enterprise, the schools did make some modest impact.

- 1. The origin of formal education in the Gold Coast or Ghana dates back to the humble beginnings of the castle schools. The castle schools served as the “melting pot” for formal education with its attendant literacy and numeracy in Ghana.**
- 2. The Castle Schools helped debunk the idea of academic knowledge being the preserve of Whites. E.g. Ghanaians like William Amo, who obtained a Doctorate Degree and was, appointed a Professor of Philosophy and Logic, helped erase the erroneous impression Europeans held about the academic ability of Africans.**

Impact of Castle Schools

3. The Castle schools also produced the first outstanding Ghanaian scholars who championed the political, economic and social development. E.g. **George Blankson**, the first African member of the Legislative Council. Also the leaders of the first nationalist movement, the Fante Confederation of 1867, came from the Cape Coast Castle School.
4. The development of our local languages, which have become a permanent feature of our present system, could be traced to the pioneering work of products of the Castle Schools. Pioneers like **Captein, Protten, Owusu-Ansah** and **Nkwantabisa** prepared the ground for missionaries like **Laing, Zimmerman, Westerman, Christaller** and other missionaries who studied and developed the Ghanaian languages.

Impact of Castle Schools

- 5. Parallels between education as provided by the Castle Schools and Contemporary education include:**
 - i. Prominence of religion in the school curriculum.**
 - ii. Start and closure of the school day with religious activities – hymns, prayer.**
 - iii. School assembly, marching to the classroom.**
 - iv. Wearing of school uniform**
 - v. Attempts at supplying free textbooks and stationery**
 - vi. Efforts at sending brilliant students abroad for further studies.**

Impact of Castle Schools

- vii. Study of Ghanaian languages.
- vii. Bookish (academic) pen-pushing education.
- ix. Elitism in education** – the castle schools were reserved for malatto children and a few children of wealthy and influential Africans. The schools were not open to all. These could be compared to expensive preparatory and international schools today.
- x. Education and learning of European culture and the resultant alienation from traditional culture could be discussed. This was however, a double-edge sword as it also brought with it accountants, doctors, engineers, lawyers, politicians, teachers etc. who contributed to socio-economic and political development. It also helped eradicate obsolete and negative cultural practices.