

Abstract

This paper argues that problems in education are caused by non-professional teachers who are employed when trained teachers move in search of promotion friendly activities or financially rewarding duties. This shift of focus means that policy makers in education act without adequate professional guidance. The problems in education, therefore, result from demands made on mainstream education based on misconceptions about what education can offer. It is argued that the implementation of e-learning in education faces the risk of developing on the basis of unproven theories. This scenario increasingly sees the replacement of formal education activities in institutions of learning with non-formal and informal education practices. Given that the contents and influences of non-formal and informal education are not under the control of the teacher, the experiences that learners bring to education settings are increasingly difficult to manage. The paper proposes that by integrating e-learning in teacher education and rewarding 'good teaching', there is a potential for a successful e-learning revolution in education.