



**GHANA TERTIARY
EDUCATION COMMISSION**

**POLICY FRAMEWORK
FOR CONVERSION OF
COLLEGES OF
EDUCATION INTO FULLY
FLEDGED UNIVERSITY
STATUS**

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1.0 BACKGROUND

Some changes have taken place within the teacher education space in Ghana over the past few decades. These adjustments are as a result of policy changes designed to produce teachers with the necessary training to fulfill the nation's changing educational needs. As a result of these interventions, various teacher cohorts with differing certifications have been produced.

The Government of Ghana published a White Paper in the early 2004, announcing that all Teacher Training Colleges will be upgraded into diploma-awarding institutions and be affiliated with the education-oriented universities. This was done in response to a thorough review of the educational system in Ghana. Regarding this, thirty-eight (38) Teacher Training Colleges that operated in 2008 were to be designated as Colleges of Education by the Education Act, 2008, Act 778 to provide for post-secondary education.

In order to support the institutions' new status as tertiary education institutions, legally, Act 847, the Colleges of Education Act, 2012 was passed. The erstwhile National Council for Tertiary Education (NCTE), a government entity charged with overseeing tertiary education institutions in Ghana, was given control over the institutions. These Colleges of Education have encountered difficulties in relation to supervision, infrastructure, governance, and autonomy since being reclassified as CoEs in 2008.

In 2018, the Bachelor of Education B.Ed. programme was introduced to the Colleges of Education under the initial mentorship of the University of Cape Coast (UCC). In 2019, mentorship agreements were extended to four (4) other teaching universities: University of Education, Winneba (UEW), Kwame Nkrumah University of Science and Technology (KNUST), University of Ghana (UG), and University for Development Studies (UDS) to implement the B.Ed.

This policy document aims at advising on the necessary conversion considerations to be engaged by Government to optimise the conversion process.

1.1 CURRENT STATUS

There are 46 publicly funded Colleges of Education that are assigned to six (6) publicly funded Universities for the purposes of mentoring towards the award of a 4-year bachelor's degree in various fields of education. Currently, programmes run at the Colleges are categorized into three main areas: Early Grade, Upper Primary and JHS Education. The JHS Education comes with differing specialisms including TVET, French, Special Needs Education etc. which are offered in the specific institutions.

Government is currently considering the conversion of these Colleges of Education into University Colleges to provide for education related degrees and other degrees. To support government's plan to convert the Colleges of Education to University status, the following guidelines should be followed to aid the ascension of the CoE's to University status.

The chart presented in **Error! Not a valid bookmark self-reference.** and *Figure* provide a graphical view of tertiary education in Ghana and contributed presence of Colleges of Education.

Figure 1: Accredited Tertiary Education Institutions in Ghana

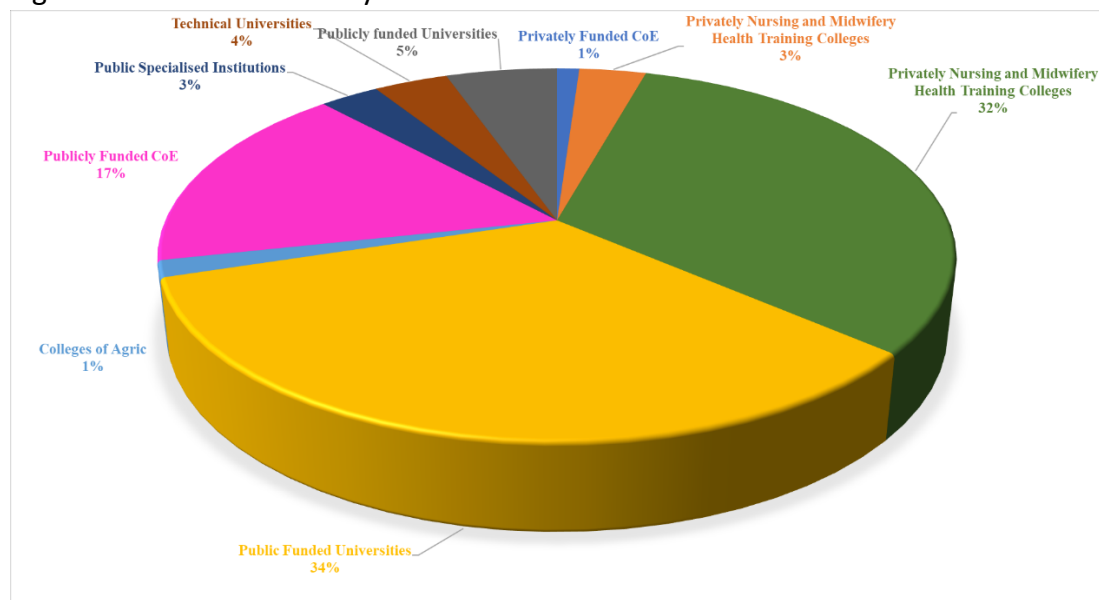
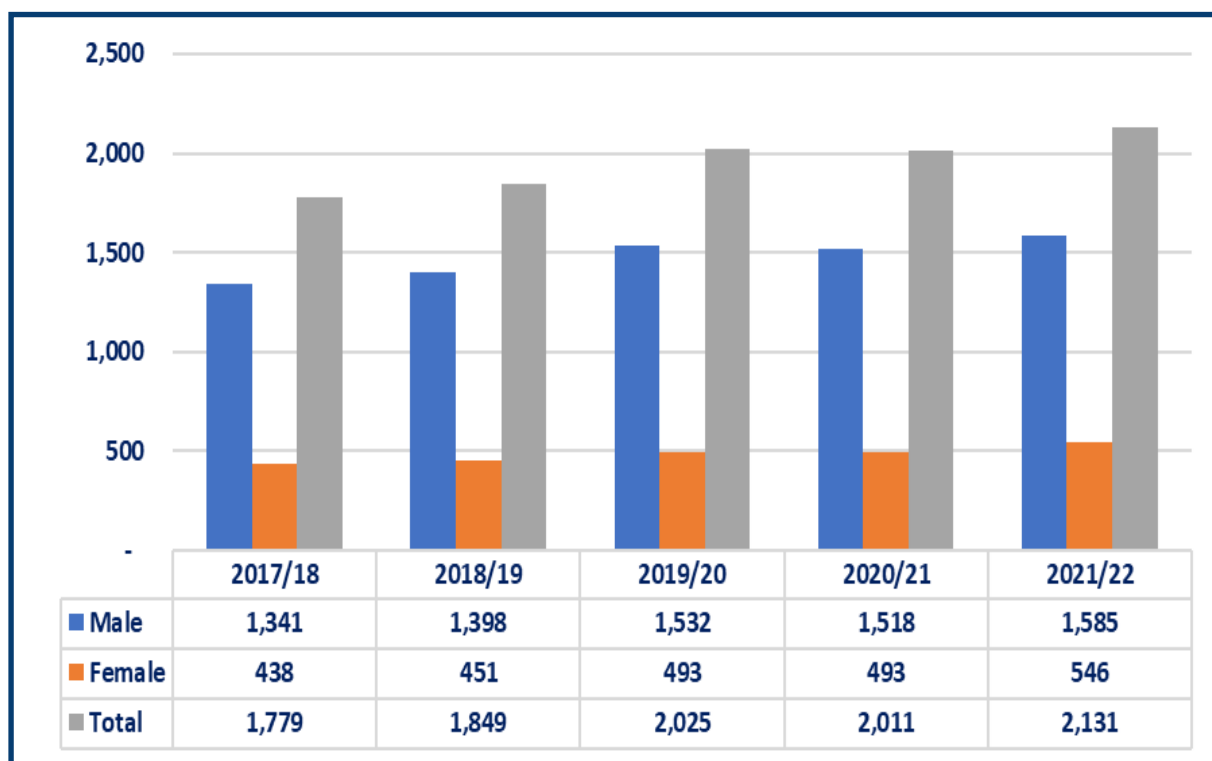


Figure 2: Teaching Staff by Gender in the Public Colleges of Education from 2017/18 to 2021/22



1.2 PROPOSED PLAN

The Government of Ghana on the advice of the Minister of Education seeks to convert Colleges of Education into University Colleges. This is informed by the need to enhance access to tertiary education with the aim of training specialized educated graduates with relevant pedagogical skills as well as offering the University Colleges the opportunity to offer other non-education related programmes.

2.0 POLICY INTENT

The intent of this policy is to outline the guidelines and procedures that shall be pursued by the Commission in instances where the Government seeks to convert Colleges of Education into University Colleges. This policy aims to ensure the effective management and utilization of resources, enhance the quality of education, and promote equitable access to education for all.

3.0 OBJECTIVES

The Objectives of the policy are as follows:

- a. To support national efforts aimed at enhancing access to university education by all through the conversion of some colleges of education into universities.
- b. To provide a standardized and equitable process of conversion of Colleges into Universities
- c. To rationalize and optimize the allocation of resources in the education sector.
- d. To promote specialization and focused training of pre-tertiary education teachers with ready-for-world-of-work-skills

4.0 ELIGIBILITY CRITERIA

For any college seeking to be converted into a university, the following criteria must be met in its entirety as a preliminary requirement.

- a. A College of Education seeking to be converted into a university must be duly recognized and accredited by GTEC.
- b. The College must demonstrate a commitment and adherence to the prescribed standards, and requirements set by GTEC for the purposes of the conversion.
- c. The college should have a well-documented record of policy adherence, history, and academic performance in the provision of quality teacher education.
- d. The College seeking conversion into a university must provide evidence of financial stability and sustainability to facilitate the conversion process.
- e. The College seeking conversion should not have any legal or regulatory....

5.0 PROCESSES

The Commission in converting an eligible College of Education into a University shall activate the following processes:

5.1 National Stakeholder Consultative Forum (NSCF)

The Commission shall organise a national stakeholder consultative forum aimed at garnering national and policy buy-in. This policy forum shall provide clarity on the nature, mandate and structure of the converted universities.

5.2 Establishment of a Technical Committee National Roadmap Committee

The GTEC shall commission a Technical Committee made up of a team of experts who shall review the report of the NSCF, to recommend the optimal conversion strategies and benchmarks that a College seeking Conversion must satisfy for conversion. The Committee shall further define the individual mandates and proposed names for the converted universities as well as the instruments for the assessment, selection and approval of a College for the purposes of conversion. The Committee shall submit a report and draft Cabinet Memo for the Commission's consideration.

5.3 Cabinet and Government Approval

The Commission shall develop a Cabinet Memo based on the National Consultative Forum and the report of the Technical Committee. The memo shall provide the justifications and expected national benefits from the converted universities. It shall further provide the financial and sustainability strategies that shall be adopted to facilitate the success of the converted universities. The Commission shall only institute a call of expression of interest following Cabinet approval of the Conversion Policy/Memo

5.4 Expression of Interest

The Commission shall publish a request for applications of conversion consideration to Colleges of Education. A College seeking to be converted into a university shall submit an expression of interest to the GTEC indicating their willingness to undergo the conversion process.

6.0 EVALUATION AND DUE DILIGENCE

In considering of an expression of interest from a College for conversion, the Commission shall conduct a comprehensive assessment and evaluation of the College using the approved assessment instrument. Special attention shall be given to the faculty capacity and competency, College's infrastructure, faculty, programme(s), financial and legal status, compliance with tertiary educational delivery regulations and any other requirements that the Commission may deem necessary at a fee to be borne by the applicant. The report of the conversion shall be submitted to the Minister for Education for onward submission to Cabinet for approval. The approved report and conversion decisions shall be communicated to the applicant Colleges

7.0 TRANSITION PLAN

Once an institution is deemed eligible to be converted by the Commission with approval by Cabinet, a joint transitional team of GTEC and the institution shall be constituted to initiate the process of finalizing the conversion. This process shall cater for transition of students, faculty, physical infrastructure, liquid assets, and all assets in the name of the institution as at the time of the conversion.

8.0 LEGAL ACT AND AMENDMENT OF STATUTORY POLICIES AND DOCUMENTS

Upon the completion of the afore-mentioned processes, the Commission with the approval of Cabinet, shall develop a draft legal bill for the Minister of Education and Attorney General for onward submission to Parliament. The proposed Bill shall define the mandate, leadership and governance system as well as operational structure and any other relevant legal frames necessary for the functioning and sustenance of a university. The GTEC shall further commission a team of experts to develop relevant governance and operational documents to guide and regulate the converted universities. Examples of these documents include:

1. Statutes of the converted university
2. Scheme of Service of Staff of the converted university
3. Conditions of service for staff of the converted university

9.0 POST CONVERSION

Upon full conversion of a college of education into a university, the institution shall be governed and regulated by all relevant policies and documents that are approved for the regulation and management of universities in Ghana. Further, where the Commission deems it necessary, relevant audits shall be conducted periodically to assure adherence to conversion targets and quality of the learning experience.

10.0 FINANCIAL CONSIDERATIONS

- a. All the relevant costs of the conversion process shall be borne by the applying College of Education. Public Colleges shall be expected to fund conversion related activities from Internally Generated Funds. This shall serve as one of the signals of financial sustainability.
- b. The applying college shall not be in financial distress or indebted.
- c. Where the college seeking conversion is privately funded, salaries of its worker/staff shall not be in arrears.
- d. A college seeking conversion must submit audited accounts since time of last institutional accreditation.

11.0 QUALITY ASSURANCE

- a. Faculty and staff from a converted institution shall be subjected to a staff audit for proper placement and rationalization on the University system.
- b. Converted colleges shall be subject to the same quality assurance mechanisms and evaluation processes as that applies to Universities in Ghana.
- c. Regular academic auditing and assessments shall be conducted to ensure compliance with quality standards, curriculum requirements, and teacher training guidelines.
- d. A converted university shall develop and implement a sustainable strategic plan for continuous professional development of staff using IGF. The purpose of all such training shall be programs will be to enhance faculty teaching skills and keep them updated with the latest pedagogical practices.

12.0 REVIEW AND EVALUATION

This policy shall be subjected to periodic reviews and evaluation to determine its effectiveness and relevance within the changing global context of higher education. All amendments and reviews shall be subject to the approval of Cabinet or Minister of Education

13.0 CONCLUSION

The Commission shall adopt all the necessary quality assurance and accreditation standards to ensure that the established Specialized Universities of Education shall be successful in delivering on their determined mandates.