



STRATEGIC PLAN 2023-2027

GHANA TERTIARY EDUCATION COMMISSION



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Lists of Acronyms

CAPS	Centralised Application Processing System
CBT	Competence-Based Training
CEMS	Credential Evaluation Management System
ESP	Education Strategic Plan
GETFund	Ghana Education Trust Fund
GTEC	Ghana Tertiary Education Commission
LI	Legislative Instrument
MIS	Management Information System
MoE	Ministry of Education
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
NLRD	The National Learners Records Database
NQF	National Qualifications Framework
PPR	Policy, Planning and Research
SP	Strategic Plan
STEM	Science, Technology, Engineering, Mathematics
SWOT	Strength, Weakness, Opportunity, Threat
TEMIS	Tertiary Education Management System

The Brief History of the Ghana Commission for Tertiary Education

In 1962 a National Council for Higher Education was established with responsibility for policy matters concerning universities and thirteen other allied bodies. After a change of Government in 1966, the Council was abolished, and its Secretariat became the Higher Education Division of the Ministry of Education.

The National Council for Higher Education was inaugurated in 1972 to advise on the development of university education, among others. The Council was abolished with the promulgation of the PNDC law 42 in 1982 its functions transferred to the PNDC Secretary for Education and Culture.

The National Council for Tertiary Education in Ghana was established by the NCTE Act, 1993, (Act 454). The NCTE was mandated to oversee the proper administration of institutions of tertiary education. The Council was expected to advise the Minister of Education on the development of tertiary education and the financial needs of the institutions designated as tertiary institutions.

Other bodies – the National Accreditation Board and the National Board for Professional and Technician Examinations - were established to regulate other aspects of tertiary education in the early 1990s. The National Accreditation Board was established in 1993 to accredit both public and private tertiary institutions concerning the contents and standards of their programmes. The National Board for Professional and Technician Examinations was established in 1994 to formulate and administer schemes of examinations, evaluation, assessment, certification and standards for skill competence,

and syllabus competence for accredited non-university tertiary institutions, professional bodies, and private institutions.

The Education Regulatory Bodies Act, 2020 (Act 1023) was enacted to establish the Ghana Tertiary Education Commission. The Commission is established from the merger of the National Council for Tertiary Education and the National Accreditation Board. The Act 1023 also makes for the merger of the National Board for Professional and Technician Examinations and the Council for Technical and Vocational Education and Training to form the Commission for Technical and Vocational Education and Training.

The purpose of the Education Regulatory Bodies Act is to harmonise the consolidated bodies to promote greater efficiency in tertiary education. The object of the Commission is to promote the efficient and effective administration and accreditation of tertiary education institutions; and promote the production of appropriate human capital for the national economy, among others.

Planning the Plan

The tertiary education sector is witnessing rapid changes. These changes regard the diversity of students and staff; the mode of delivery; and the ability of students to access, create and distribute data, among others. Increasingly, degree mills are offering programmes of dubious quality across national borders and charging unsuspecting students huge sums of money.

The higher education system has also been affected by global economic, technological, political, and social challenges. These challenges required that Ghana improved the effectiveness of supervision and regulation of its tertiary education sector. The enactment of the Education Regulatory Bodies Act, 2020 is therefore part of Ghana's responses to the challenges facing its tertiary education in Ghana.

The development of GTEC's first Strategic Plan is part of the first steps to enable the commission to fulfil the expectations imposed on it by the Education Regulatory Bodies Act, 2020 (Act 1023).

The development of the GTEC Strategic Plan was coordinated by a Planning Team comprising staff of the Research Department of the Policy Planning and Research Division of the Ghana Tertiary Education Commission. The team was headed the Director of the Policy Planning and Research Directorate of the Commission.

The work of the team received inputs from all the directorates and departments of the Commission. In some cases, the team held discussions on the future direction of the various directorates/departments with the heads of directorates/departments.

The team conducted SWOT analysis on the various thematic areas that aligned with the functions of the Commission and came up with strategies that could enable the

Commission to fulfil its mandate in the face of the increasing change and complexity of the tertiary education sector in Ghana.

The GTEC Strategic Plan has been developed to be in sync with the provisions of the Education Sector Strategic Plan. The Planning Team conducted a thorough review of the Education Sector Strategic Plan to inform the development of the GTEC Strategic Plan.

The first draft of the plan was discussed by Management and finally enriched by inputs of the Board of the Commission.

Vision, Mission, and Core Values of GTEC

Vision Statement

Driving a world class tertiary education system for national development.

Mission Statement

Ghana Tertiary Education Commission exists to ensure equitable access to relevant world class tertiary education through the formulation and coordination of policies and plans, provision of accreditation and quality assurance.

Core Values

The core values of the Commission are professionalism, transparency, accountability, inclusiveness and integrity. These core values will be operationalised as follows:

Professionalism

Professionalism will underpin staff relationships, our work and interactions with our clientele and partners. Our staff will, at all times, be equipped with the specialised knowledge and skills required to deliver services in an efficient and effective manner. Appropriate use of language, respect for one another, a positive attitude and desired ethical behaviour will be the hallmarks of every staff.

Transparency

Our policies and regulations will be developed through collaborative and consultative processes. The outcomes of such processes will be shared in a manner that foster open access. We will ensure that openness characterises our recruitment, promotion, and reward systems.

Accountability

As a result-oriented organisation, we cherish being accountable to our clientele. Our client services and charter will form the basis for the assessment of our performance as a public sector entity. In this regard, periodic performance surveys will be conducted amongst our clients as a central part of the design and implementation of our performance improvement plans at the staff, departmental and clientele levels.

Inclusiveness

Tertiary education, in particular, has been and will continue to be a vehicle for social and economic mobility. Accordingly, the principle of inclusiveness will drive the formulation and implementation of our policies, plans and programmes, especially in the areas of access, admissions and scholarships. We will also ensure that marginalised groups have equal access to tertiary education opportunities.

Integrity

GTEC will exhibit honesty and demonstrate consistent and uncompromising adherence to stringent moral and ethical principles in all its dealings. It will require all its staff and persons who work on its behalf to be incorruptible and upright to advance organisational goals.

Strategic Thrust and Key Performance Indicators (KPIs)

The SWOT analysis (*see appendix*) resulted in seven strategic thrusts that align with the Tertiary Education Policy, the Educational Strategic Plan (2018–2030) and the key divisional functions of the Ghana Tertiary Education Commission. Key performance indicators (KPIs) were determined for each thrust. The seven strategic thrusts and their respective KPIs are listed below.

Foster efficient management, governance, financing, and accountability in tertiary education

- Tertiary education planning system developed and published as part of GTEC's Legislative Instrument.
- Policy positions on Tertiary Education communicated to stakeholders.
- Performance funding strategies for core policy areas developed and implemented.
- New LI for GTEC developed.
- GTEC (Accreditation & Quality Assurance) instruments aligned with the Act and LI.
- TEMIS developed and operationalised.
- Governance framework developed and published.

Foster equitable access and participation to inclusive tertiary education and achieve 34.24% GER in tertiary education

- Capacity for tertiary education expanded.
- Incentive schemes for private institutions in STEM programmes and in underserved areas designed and implemented.
- Differentiated ODeL programme mounted in all universities.
- The Centralised Application and Placement System (CAPS) developed and implemented.
- A Comprehensive policy on equity and inclusivity in tertiary education developed.
- Student financial support systems enhanced.

Promote quality tertiary education through effective accreditation and quality assurance

- The national standards and norms for tertiary education reviewed and published.
- Policy for rating tertiary education institutions and their programmes developed and implemented.
- A 5-year schedule for the conduct of institutional reviews and audit developed.
- Protocol for monitoring the implementation of the recommendations of Institutional Review and audit developed.
- 50% of the benchmarks for all academic programmes developed.
- Panel review/instruction format (auditors, assessors, reviewers) reviewed.
- Training programmes to improve quality culture in tertiary education organised annually.
- Policy on tracer studies for tertiary education institutions developed by 2024.
- Employer satisfaction and skills survey conducted.
- Database of academic auditors and assessors developed and updated biannually.
- Appropriate instruments to approve, monitor and evaluate all forms of online education developed.
- List of accredited tertiary education institutions and programmes published and updated bi-monthly.
- Instruments for accreditation of new institutions and programmes reviewed biennially.
- Reporting format for assessors reviewed biennially.

Operationalise an improved system of credentials evaluation

- The National Qualifications Framework (NQF) developed.
- The National Learners Records Database (NLRD) developed.
- National Credit Transfer and Accumulation System designed and operational in all tertiary education institutions.
- Credential Evaluation Management System (CEMS) upgraded.
- Access to international databases for verification of qualifications secured.
- Partnerships and collaborations with key international credential evaluation bodies.

Build the capacity of the secretariat and strengthen administrative support systems

- Policy on ceding of 0.05% of institutional funds to GTEC enforced.
- Project proposals presented for funding by GETFund.
- Donor funding for the Commission's programmes secured.

- Income generating activities (e.g., workshops, training programmes, sale of manuals and seminars).
- Membership of relevant international higher educational regulation networks obtained by 2023.
- An integrated tertiary education management information system developed and operationalised (TEMIS) by 2024.
- Newsletter for sharing information of tertiary education regulation and administration developed.
- Biennial stakeholders' forum on tertiary education organised by 2024.
- Staff establishment for the Commission developed by 2023.
- Staff development policy developed by 2023.
- Capacity building programmes for GTEC staff on tertiary education regulation developed and implemented from 2023.
- A new scheme of service and conditions of service developed by 2023.
- Equipment audit conducted and provisions made for all Directorates by first quarter of 2023.
- Access to databases obtained for research by 2023.
- Appropriate software (Enterprise Resource Planning) secured and operationalised by 2023.
- Programme for inspection and regular maintenance of building and equipment replacement developed and operationalised by 2023.

Foster quality teaching and learning of Science, Technology, Engineering and Mathematics

- National Policy on STEM in tertiary education developed by 2024.
- A percentage of GETFund resources earmarked for the acquisition of STEM education resources annually.
- Linkages between institutions and industry to enhance skill acquisition forged.
- All polytechnic programmes converted to competence-based training (CBT).
- Remedial programmes to increase enrolment in science developed.
- Bridging programmes for non-core science students to access science created by 2023.
- Biennial Forum on STEM education.
- A percentage of public scholarships earmarked for STEM.
- Performance funding to promote STEM instituted and operationalized by 2023.
- Policy to enable Technology based institutions to focus on STEM developed and enforced by 2024.

Foster relevant research to support national development

- The National Research fund operationalised by 2023.
- National research priority areas in tertiary education developed by 2023.
- A percentage of GETFund for research earmarked.
- Research performance funding instituted and operationalised by 2023.
- A triennial research assessment conducted.

Strategic thrusts, KPIs and Strategic Programming

Strategic thrust 1: Foster efficient management, governance, financing, and accountability in tertiary education									
KPI/Output	Activity	Responsible Officer	Responsibility		Timelines (in years)				
			Primary	Secondary	2023	2024	2025	2026	2027
Tertiary education planning system developed and published as part of GTEC's Legislative Instrument.	Develop a tertiary education planning system.	Director-General	PPR Directorate	Policy & Planning Department					
	Publish the tertiary education planning system as part of GTEC's Legislative Instrument.								
	Develop a medium-term plan for tertiary education and implement.								
Policy positions on Tertiary education communicated to stakeholders.	Organise biennial policy workshops.	Director-General	PPR Directorate	Administration Directorate					
	Publish Policy bulletin on tertiary education.	Director-General	Corporate Affairs Directorate	Policy & Planning Department					

Strategic thrust 1: Foster efficient management, governance, financing, and accountability in tertiary education									
Performance funding strategies for core policy areas developed and implemented.	Develop a broad policy for sustainable funding of tertiary education	Director-General	PPR Directorate	Finance Directorate					
	Implement performance funding strategies for core policy areas.								
	Develop and implement a monitoring and evaluation plan for performance in core policy areas.								
New LI for GTEC developed.	Form Committee for GTEC LI	Director-General	Legal Department	Legal Department					
	Develop new LI for GTEC								
	Seek Commission's approval								
	Get parliamentary approval through Minister of Education								
GTEC (Accreditation & Quality Assurance) instruments aligned with the Act and LI.	Review GTEC's instrument to align with the Act and LI	Director-General	Quality Assurance & Accreditation Directorates	Quality Assurance Department					
	Seek approval from QA and Accreditation Committees								

Strategic thrust 1: Foster efficient management, governance, financing, and accountability in tertiary education									
TEMIS developed and operationalised	Contract a developer for TEMIS.	Director-General	PPR Directorate	MIS Department					
	Pilot TEMIS.								
	Organise training for TEIs.								
	Operationalise TEMIS.								
	Review TEMIS system.								
Governance framework developed and published.	Develop framework	Director-General	PPR Directorate	Policy & Planning Department					
	Publish framework			Publications & Documentation Department					

Strategic thrust 2: Foster equitable access and participation to inclusive tertiary education and achieve 34.24% GER in tertiary education									
KPI/Output	Activity	Responsible Officer	Responsibility		Timelines (in years)				
			Primary	Secondary	2023	2024	2025	2026	2027
Capacity for tertiary education expanded.	Establish three universities.	Ministry of Education	Director-General	Project Department					
	Complete Phase 2 of UHAS and UESD.								
Incentive schemes for private institutions in STEM programmes and in underserved areas designed and implemented.	Establish a committee to propose an incentive scheme for Private TEIs participation.	Director-General	PPR Directorate	Planning and Policy Department					
	Organise stakeholder meeting on incentive scheme.								
	Seek approval from relevant ministries.								
	Prepare a list of existing STEM and emerging STEM fields to attract private participation.								

Strategic thrust 2: Foster equitable access and participation to inclusive tertiary education and achieve 34.24% GER in tertiary education									
Differentiated ODeL programme mounted in all universities.	Develop a comprehensive policy on Open and Distance Learning.	Director-General	PPR Directorate	Planning and Policy Department					
	Develop mechanism to assure the quality of ODeL.								
	Pilot open university in technical universities.								
	Implement the strategy for open university of Ghana.								
The Centralised Application and Placement System (CAPS) developed and implemented.	Develop Centralised Application and Placement System (CAPS).	Ministry of Education	Director General	Deputy Director-General					
	Implement Centralised Application and Placement System (CAPS).								

Strategic thrust 2: Foster equitable access and participation to inclusive tertiary education and achieve 34.24% GER in tertiary education									
A Comprehensive policy on equity and inclusivity in tertiary education developed.	Establish a committee to develop policy.	Director-General	PPR Directorate	Policy & Planning Department					
	Organise stakeholder meetings.								
	Publish and disseminate policy.			Legal & publication Departments					
Student financial support systems enhanced.	Increase loan portfolio of SLTF to cover tuition and stipend.	Director-General	PPR Directorate	Finance Directorate					
	Encourage establishment of financial aid offices in TEIs.								

Strategic thrust 3: Promote quality tertiary education through effective accreditation and quality assurance									
KPI/Output	Activity	Responsible Officer	Responsibility		Timelines (in years)				
			Primary	Secondary	2023	2024	2025	2026	2027
The national standards and norms for tertiary education reviewed and published.	Finalise norms & standard document.	Director-General	PPR Directorate	Policy Planning					
	Publish and disseminate standards & norms.		Publications & Documentation Department	PPR Directorate					
Policy for rating tertiary education institutions and their programmes developed and implemented.	Develop policy for rating tertiary education institutions and their programmes.	Director-General	Quality Assurance & Compliance Directorate	Quality Assurance Department					
	Stakeholder and dissemination meeting.								
	Test rating methodology.								
	Conduct rating of tertiary education institutions biennially.								
	Publish rating results and circulate in all TEIs.								
A 5-year schedule for the conduct of institutional reviews and audit developed.	Develop and implement a 5-year schedule for Institutional reviews	Director-General	Quality Assurance & Compliance Directorate	Quality Assurance Department					
	Develop and implement a 5-year schedule for Academic Audits								

Strategic thrust 3: Promote quality tertiary education through effective accreditation and quality assurance									
Protocol for monitoring the implementation of the recommendations of Institutional Review and audit developed.	Design and implement template for monitoring the implementation of recommendations.	Director-General	Quality Assurance & Compliance Directorate	Quality Assurance Department					
50% of the benchmarks for all academic programmes developed.	Design parameters/scope for benchmark.	Director-General	Accreditation Directorate	Quality Assurance & Compliance Directorate					
	Commission experts for the subject benchmark.								
Panel review/instruction format (auditors, assessors, reviewers) reviewed.	Draft instruction manual for auditors, assessors, and reviewers.	Director-General	Quality Assurance & Accreditation Directorates	Quality Assurance Department					
	Organise workshop on the draft instruction manual.								

Strategic thrust 3: Promote quality tertiary education through effective accreditation and quality assurance									
Training programmes to improve quality culture in tertiary education organized annually.	Develop a training manual in quality culture of tertiary education institutions.	Director-General	Quality Assurance & Compliance Directorate	Quality Assurance Department					
	Organise training programmes for institutional managers and QA units.								
Policy on tracer studies for tertiary education institutions developed by 2024.	Develop Policy on tracer study and employer feedback.	Director-General	Quality Assurance & Compliance Directorate	PPR Directorate					
	Monitor the implementation of policy on tracer studies in all tertiary education institutions.			Monitoring & Evaluation Department					
Employer satisfaction and skills survey conducted.	Design and conduct the employer satisfaction survey.	Director-General	PPR Directorate	Research, Innovation & Analytics Department					
	Organise stakeholder forum to disseminate survey results.								

Strategic thrust 3: Promote quality tertiary education through effective accreditation and quality assurance								
Database of academic auditors and assessors developed and updated biannually.	Develop and update database of experts.	Director-General	Accreditation /Quality Assurance & Compliance Directorates	MIS				
	Organise orientation for auditors and assessors biennially.							
Appropriate instruments to approve, monitor and evaluate all forms of online education developed.	Develop policy framework for distance education including hybrid/ blended learning and online teaching.	Director-General	Accreditation Directorate	PPR Directorate				
	Review instruments for distance learning.							
List of accredited tertiary education institutions and programmes published and updated bi-monthly.	Compile and publish list of accredited institutions in an appropriate media and update every two months	Director-General	Accreditation Directorate	MIS				

Strategic thrust 3: Promote quality tertiary education through effective accreditation and quality assurance								
Instruments for accreditation of new institutions and programmes reviewed biennially.	Review accreditation instruments	Director-General	Accreditation Directorate	Accreditation Directorate				
	Publish reviewed accreditation instruments							
Reporting format for assessors reviewed biennially.	Review format for assessors	Director-General	Accreditation Directorate	Accreditation Directorate				

Strategic thrust 4: Operationalise an improved system of credentials evaluation									
KPI/Output	Activity	Responsible Officer	Responsibility		Timelines (in years)				
			Primary	Secondary	2023	2024	2025	2026	2027
The National Qualification Framework (NQF) developed.	Establish a committee to develop National Qualification Framework NQF).	Director-General	Credential Evaluation Department	PPR /Accreditation Directorates					
	Organise stakeholders meeting on the draft NQF.								
	Publish NQF.								
The National Learners Records Database (NLRD) developed.	Develop NLRD policy & protocol.	Director-General	Credential Evaluation Department	PPR Directorate					
	Design and deploy management software.			MIS					
National Credit Transfer and Accumulation System designed and operational in all tertiary education institutions.	Develop concept paper.	Director-General	Credential Evaluation Department	PPR Directorate					
	Organize stakeholder meeting to describe concept and focal areas.								
	Develop, publish, and implement national protocols on credit transfers.								

Strategic thrust 4: Operationalise an improved system of credentials evaluation								
Credential Evaluation Management System (CEMS) upgraded.	Upgrade system and deploy	Director-General	Credential Evaluation Department	MIS				
Access to international databases for verification of qualifications secured.	Subscribe to international databases for verification of qualifications.	Director-General	Credential Evaluation Department					
Partnerships and collaborations with key international credential evaluation bodies.	Secure and maintain membership with international evaluation bodies.	Director-General	Credential Evaluation Department					
	Attend at least one collaboration/ stakeholders' meeting every year and produce a report.							

Strategic thrust 5: Build the capacity of the secretariat and strengthen administrative support systems									
KPI/Output	Activity	Responsible Officer	Responsibility		Timelines (in years)				
			Primary	Secondary	2023	2024	2025	2026	2027
Policy on ceding of 0.05% of institutional funds to GTEC enforced.	Implement policy on ceding 0.05% of institutional funds to GTEC.	Director-General	Finance Directorate	Budget					
Project proposals presented for GetFund funding.	Develop viable project proposals for support from GetFund.	Director-General	Finance Directorate	Budget					
Donor funding for the Commission's programmes secured.	Develop two viable proposals presented for donor funding annually.	Policy, Planning, & Research Directorate	Projects/Research, Departments	Projects/Research, Departments					
Income generating activities (e.g., workshops, training programmes, sale of manuals and seminars).	Appoint a training programme coordinator.	Deputy Director-General	Administration Directorate	Training Programmes Coordinator					
	Identify and organise viable income generating programmes.								

Strategic thrust 5: Build the capacity of the secretariat and strengthen administrative support systems									
Membership of relevant international higher educational regulation networks obtained by 2023.	Obtain and maintain membership of relevant international networks.	Deputy Director-General	All Directorates	All Directorates	2023	2024	2025	2026	2027
An integrated tertiary education management information system developed and operationalised (TEMIS) by 2024.	Design and implement TEMIS.	Deputy Director-General	Policy, Planning, & Research Directorate	MIS					
	Evaluate the effectiveness of TEMIS.								

Strategic thrust 5: Build the capacity of the secretariat and strengthen administrative support systems									
Newsletter for sharing information of tertiary education regulation and administration developed.	Design and publish in hard copy and online	Corporate Affairs Directorate	Public Relations & Communication Department/ Publications & Documentation Department	Research, Innovation, & Analytics Department	2023	2024	2025	2026	2027
Biennial stakeholders' forum on tertiary education organised by 2024.	<ul style="list-style-type: none"> • Identify and appoint lead co-ordinator • Organise and hold fora 	Deputy Director-General	Corporate Affairs Directorate	PPR Directorate					
Staff establishment for the Commission developed by 2023.	<ul style="list-style-type: none"> • Conduct job analysis in every directorate/ department • Develop staff establishment for GTEC 	Director-General	Administration Directorate	Human Resource Department					
Staff development policy developed by 2023.	<ul style="list-style-type: none"> • Design staff development policy • Implement staff development policy 	Director-General	Administration Directorate	Human Resource Department					

Strategic thrust 5: Build the capacity of the secretariat and strengthen administrative support systems									
Capacity building programmes for GTEC staff on tertiary education regulation developed and implemented from 2023.	<ul style="list-style-type: none"> Analyse training need from performance agreement. Develop a 5-year staff training programme. Train staff in the use of smart workplace app 	Director-General	Administration Directorate	Human Resource Department	2023	2024	2025	2026	2027
A new scheme of service and conditions of service developed by 2023.	<ul style="list-style-type: none"> Establish Committees to develop Scheme of Service Establish Committees to develop Conditions of Service Seek approval from relevant bodies. 	Director-General	Administration Directorate	Administration Directorate					

Strategic thrust 5: Build the capacity of the secretariat and strengthen administrative support systems									
Equipment audit conducted and provisions made for all Directorates by first quarter of 2023.	<ul style="list-style-type: none"> • Conduct equipment audit • Procure and supply equipment 	Director-General	Administration Directorate	Procurement Department	2023	2024	2025	2026	2027
Access to databases obtained for research by 2023.	Acquire access to databases for research.	Director-General	Administration Directorate	MIS					
Appropriate software (Enterprise Resource Planning) secured and operationalised by 2023.	Secure appropriate software Operationalise the secured software	Director-General	Administration Directorate	MIS					

Strategic thrust 5: Build the capacity of the secretariat and strengthen administrative support systems									
Programme for inspection and regular maintenance of building and equipment replacement developed and operationalised by 2023.	Develop and implement programme for inspection and regular maintenance of building.	Administration Directorate	General Services Department	Estate unit/Procurement Department	2023	2024	2025	2026	2027

Strategic thrust 6: Foster quality teaching and learning of Science, Technology, Engineering and Mathematics									
KPI/Output	Activity	Responsible Officer	Responsibility		Timelines (in years)				
			Primary	Secondary	2023	2024	2025	2026	2027
National Policy on STEM in tertiary education developed by 2024.	<ul style="list-style-type: none"> • Set up a working committee to initiate and oversee the National Policy on STEM education • Organise a stakeholder policy dialogue on STEM education • Develop the National Policy on STEM education 	Director-General	Policy, Planning, & Research Directorate	All other Directorates					
A percentage of GETFund resources earmarked for the acquisition of STEM education resources annually.	Ensure the earmarking of GETFund resources for acquisition of STEM education resources annually.	Director-General	GETFund	Budget Department					
Linkages between institutions and industry to enhance skill acquisition forged.	Organise biennial forum for institutions and industry.	Director-General	Corporate Affairs Directorate	Policy, Planning, & Research Directorate					

Strategic thrust 6: Foster quality teaching and learning of Science, Technology, Engineering and Mathematics									
All polytechnic programmes converted to competence-based training (CBT).	<ul style="list-style-type: none"> • Require Technical Universities to convert all programmes to CBT • Accredit only CBT programmes for Technical Universities 	Director-General	Accreditation Directorate	Quality Assurance & Compliance Directorate	2023	2024	2025	2026	2027
Remedial programmes to increase enrolment in science developed.	Develop a policy on remedial programmes to foster enrolment of STEM students	Director-General	Accreditation Directorate	Quality Assurance & Compliance Directorate					
Bridging programmes for non-core science students to access science created by 2023.	<ul style="list-style-type: none"> • Evaluate the performance of the two piloting institutions of the bridging programmes • Develop a policy on bridging programme to foster access for non-science students to STEM programmes 	Ministry of Education	Director-General	PPR Directorate					
Biennial Forum on STEM education.	Organise a biennial forum on STEM education	Director-General	Corporate Affairs Directorate	Administration Directorate					

Strategic thrust 6: Foster quality teaching and learning of Science, Technology, Engineering and Mathematics									
A percentage of public scholarships earmarked for STEM.	Ensure that a percentage of public scholarships are earmarked for STEM	Ministry of Education	Scholarship Secretariat	Director-General	2023	2024	2025	2026	2027
Performance funding to promote STEM instituted and operationalised by 2023.	Institute a performance programme to promote STEM education	Director-General	Budget	PPR Directorate					
Policy to enable Technology based institutions to focus on STEM developed and enforced by 2024.	Develop a policy to prevent mission drift in Technology-based institutions	Director-General	Policy, Planning, & Research Directorate	Policy & Planning Department					

Strategic thrust 7: Foster relevant research to support national development									
KPI/Output	Activity	Responsible Officer	Responsibility		Timelines (in years)				
			Primary	Secondary	2023	2024	2025	2026	2027
The National Research fund operationalised by 2023.	<ul style="list-style-type: none"> • Set up a secretariat for the National Research fund • Develop scheme for the disbursement of National Research Fund 	Ministry of Education	Director-General	Deputy Director-General					
National research priority areas in tertiary education developed by 2023.	<ul style="list-style-type: none"> • Establish a committee to develop the national research priority areas in tertiary education • Organise a workshop on national priority areas in tertiary education 	Director-General	Deputy Director-General	PPR Directorate					
A percentage of GETFund for research earmarked.	Ensure the allocation of a percentage of the GETFund for research in tertiary education	Ministry of Education	Director-General	GET Fund					
Research performance funding instituted and operationalised by 2023.	Develop a performance funding model to allocate funds based on research output.	Director-General	Finance /PPR Directorates	Budget department					

Strategic thrust 7: Foster relevant research to support national development									
A triennial research assessment conducted.	<ul style="list-style-type: none"> • Develop modalities for the conduct of research assessment • Conduct a triennial research assessment exercise 	Director-General	PPR/Quality Assurance Directorates	PPR/Quality Assurance Directorates					

Appendix: SWOT ANALYSIS

STRENGTHS, WEAKNESS, THREATS, AND OPPORTUNITIES

Strengths

Quality and Quality Assurance

1. Legacy of high quality and reputation in tertiary education in the sub-region.

Access to Tertiary Education

2. Establishment of new institutions, new modes of delivery (distance and sandwich programmes) and private sector participation have fostered expansion in tertiary education.
3. Programme differentiation in tertiary education promotes responsiveness to the needs of industry.
4. Tertiary education institutions have developed capacity to adopt different modes of delivery. This enables the institutions to change to online mode of delivery when face-to-face teaching and learning is impossible.
5. Different types of institutions offering diverse programmes at different levels.

Governance of the Commission

6. A cross section of important stakeholders are represented on the Commission. In this regard, diverse experiences and perspectives are brought to bear on systemic governance of higher education.
7. The Commission has garnered enormous experience in the administration of systemic governance of tertiary education. There are highly qualified and experienced personnel in the various areas of operation.

8. The commission has considerable expertise in credentials evaluation. This fosters learners' academic progression and career prospects and development.

Funding of Tertiary Education

9. The policy of cost sharing enables the institutions to raise funds from fees to supplement government subvention.

Weakness

Access and Equity

1. High demand for tertiary education, with only 40% of applicants finding admission, as a result of lack of capacity to admit all qualified applicants.
2. Students incur multiple costs to obtain admission forms of different institutions and programmes as result of the lack of a centralized admission system.
3. There is a disparity ratio of 0.90 enrolment ration in favour of males instead of parity index of 1.
4. No coherent policy to foster the development of Colleges of Education.
5. No policy to promote equity in tertiary education.
6. Increasing fees and inadequate loans threatening to exclude many qualified students.
7. Gradual expansion in the admission of the full fee-paying category of students poses a threat to meritocracy in tertiary education.
8. Low participation by disabled and socioeconomically disadvantaged students.

Science, Technology and Engineering and Mathematics

1. No wholistic policy/strategies and programmes to promote STEM in tertiary institutions.

2. Inadequate facilities for STEM education - Most laboratories and lecture halls are poorly equipped having less than 50% complement of what is required.
3. Inadequate number and skill capacity among teachers in science, technology, engineering, science, and mathematics.
4. Participation in STEM education is 39% of total enrolments in 2021 and not meeting the 60:40 Science to Humanities ratio set by the NCTE.

Research in Tertiary Education

1. Poor funding of research, with no institutional research grants.
2. Inadequate coherent national research agenda for tertiary education.
3. Low output of quality research, less than 0.5 publication per lecturer per year.
4. Low level of doctoral training in tertiary institutions; PhD students constituted 1% of total enrolments.

Policy and Planning

1. No structured mechanism for planning the tertiary education sector.
2. Weak mechanism for communicating the policy positions of the Commission to tertiary education institutions.
3. Lack of effective strategies to foster the implementation of government policies and norms by tertiary education institutions.
4. Inadequate monitoring and evaluation of the implementation of national policies by tertiary education institutions.

Management and Governance

1. Absence of well-developed and functional tertiary education information management system (TEMIS).
2. Limited knowledge on current management and administration practices of tertiary education among some institutional administrators.
3. Misapprehension of governance approaches in tertiary education by some Council members often lead to interference in the administration of tertiary education.
4. The Commission lacks access to electronic library resources to facilitate access to current research and data on best practices in tertiary education.
5. There is lack of uniformity in the governance frameworks of public universities e.g. criteria for promotion.
6. There is lack of wholistic policy on funding of tertiary education.

Accreditation and Quality Assurance

1. Limited quality assurance in tertiary education institutions leading to poor educational outcomes. There are incessant complaints by employers that, graduates do not possess the skill sets required by world of work.
2. Inadequate strategies for monitoring the proliferation of unaccredited institutions and degree mills.
3. Inadequate capacity in quality management in tertiary education institutions.
4. Inability to adequately monitor and assure the quality of online providers.
5. No mechanisms for rating or ranking of institutions and programmes.
6. There are no programme/discipline benchmarks.

7. Weak mechanisms for monitoring distance education institutions and programmes.

Credentials Evaluation

1. No unified policy and system for efficient classification, recognition, and harmonisation of National Qualifications.
2. Lack of a National Learners Records Database (NLRD) to facilitate efficient verification of local qualifications.
3. Lack of a National Credit Transfer and Accumulation system facilitate academic mobility.
4. The need to automate the entire credential evaluation and qualifications recognition processes to ensure efficient service delivery.
5. Addis Convention (Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees, and Other Academic Qualifications in Higher Education in African States) not ratified by Ghana.

Capacity at the Commission's Secretariat

1. Inadequate funding limiting the implementation of the programmes of the Commission.
2. Need for upgrade of software for management, storage, and retrieval of resources (reports, books, journals and documents, files) at the Commission's Information Resource Centre.
3. The Commission lacks an effective tertiary education management information system to foster the collation, analysis, storage, and retrieval of data.
4. Inadequate and reliable ICT infrastructure to support the work of the Secretariat.

5. No structured process to interface with industry and tertiary education institutions to discuss emerging issues in tertiary education.
6. Lack of policies on human resource administration and capacity development.

Opportunities

Constitutional and Legislative Mandate

1. The Ghana Tertiary Education Commission derives its existence from the Constitution of Ghana. The Commission has been given enormous powers and pre-eminence in the systemic supervision of tertiary education in the Education Regulatory Bodies Act, 2020, Act 1023
2. There are constitutional guarantees for institutional autonomy and academic freedom.

High Reputation in the Sub-Region

3. Ghana is gradually becoming a centre of tertiary education in Anglophone West Africa. The country is gradually assuming the position of the preferred destination for tertiary education in the sub-region.

Private Sector Participation

4. Increasing private sector investments fostering the provision of facilities (residential facilities) in tertiary education institutions.
5. Proliferation of private institutions promoting the expansion of enrolments.
6. The good reputation of Ghanaian tertiary education in the sub-region could be harnessed to attract private funding.

High Demand for Tertiary Education

7. High demand for tertiary education mainly driven by the implementation of the Free SHS programme.

Funding of Tertiary Education

8. The existence of the GETFund fosters the development of infrastructure and acquisition of capital goods.
9. The existence of Government scholarships and loan scheme foster the provision of support for students of tertiary education institutions.

Networks and Alliances

10. The Commission's membership of international networks and associations could be harnessed to promote international alliances and cooperation.

Threats

Politics and Policy Changes

1. Changes in Government policy arising from changes in political administrations disrupts continuity in policy implementation in tertiary education.
2. Political interference in tertiary education institutions often impedes the smooth running of the institutions.

Equity

3. Increasing fees and limited financial support system in tertiary education may exclude some socio-economic groups from tertiary education.

Funding

4. Increasing cost running tertiary education institutions.

Labour Agitations

5. Industrial actions by labour unions to back demands for improved conditions of service impede academic work and disrupts the academic calendar of tertiary education institutions.

STEM Education

6. Inadequate number of science students from secondary schools to foster the achievement of the national norm of sixty percent enrolment in STEM in tertiary education.

Quality Assurance

1. The proliferation of unaccredited institutions and diploma/degree mills, across the world, that provide academic credentials to person who do not possess corresponding knowledge and skills.
2. High incidence of unrecognized foreign institutions awarding honorary degrees.
3. Advanced technology facilitating duplication of certificates.