

NATIONAL COUNCIL FOR TERTIARY EDUCATION

ANNUAL REPORT 2015

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FOREWORD

The National Council for Tertiary Education (NCTE) continues to make significant contributions towards the development of tertiary education in Ghana. The Council's aim is that tertiary education assumes its role as a catalyst and resource base for national growth and development.

In 2015, the NCTE performed creditably in spite of the challenges such as funding, quality assurance, relevance and governance confronting the sector. The Council undertook a number of activities and policy initiatives towards improving education service delivery, increasing equitable access to tertiary education, improving quality of teaching and learning and improving management and governance of tertiary education institutions. The major activities in 2015 which are covered in this Report include: actions on the Government's plan to convert the polytechnics to technical universities to function as practice oriented teaching universities of applied sciences and technology with a focus on skills development with strong links with industry and business; the absorption of five private colleges of education as public institutions; the development of guidelines for siting of new universities and university colleges; cross-border education; and quality assurance.

Council also facilitated special projects that had external support such as: the Transforming Teacher Education and Learning (T-TEL) Project with the UK Department of International Development, a four-year Programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management in Ghana; and Phase 2 of the Senior Academic Leadership Training (SALT) Programme with the Carnegie

Corporation of New York to support capacity building of senior management staff of universities in Ghana and Nigeria. Other important projects that the Council helped to facilitate during the year were the Open Universities Ghana (OUsG) and the Africa Centres of Excellence (ACE) Projects. The OUsG Project is expected to be carried out as a consultancy activity by the OU (UK) International Development Office. Its aims are to define the functions, operations, management and governance of an agency that will act to support public and private higher education institutions to expand and enhance the quality of their distance learning and online provision at all levels. The Africa Centres of Excellence (ACE) Project with the Association of African Universities and the International Development Association (World Bank/IDA) is to support the development of Centres of Excellence in Africa to improve research and development as knowledge economy indicators of the continent. It also seeks to strengthen the continent's technological leadership as well as foster cross-border research and academic collaborations.

2016 will bring new challenges. The proposed National Commission for Tertiary Education Law should come into force during the year to strengthen Council's mandate, oversight responsibility, regulatory and monitoring roles over the entire tertiary education sector. The existing NCTE Strategic Plan which is being reviewed should also be ready in 2016 to help the Council uncover new ways to improve its performance as well as respond effectively to opportunities, challenges and new trends in the sector.

PROFESSOR CNB TAGOE
CHAIRMAN, NCTE

EXECUTIVE SUMMARY

The year 2015 was eventful with continuation of the new policy interventions and programmes in the tertiary sector which started in 2014 and introduction of new ones to address some of the challenges of the sector.

Of significance was the setting up of expert panels to assess the capacity of the ten polytechnics based on set criteria for possible conversion to technical universities. This led to the recommendation for conversion of six polytechnics for immediate conversion pending promulgation of a Technical Universities Act. The rest of the polytechnics are to be assisted to address their deficiencies to meet the criteria and be converted after they are re-assessed. Guidelines were also developed for siting of new universities and university colleges and cross-border education to ensure some level of equitable geographical visibility of tertiary institutions across the country and quality assurance respectively. In addition an expert committee was set up to draw up a national vision and plan for tertiary education that will fix into a 40-year national development policy agenda.

To ensure efficient management of the institutions, a second phase of the Senior Academic Leadership Training Programme (SALT) begun with sponsorship from the Carnegie Corporation of New York, USA; spanning January, 2015 to December, 2016 targeted at 300 university council members and 210 heads of departments of public and private universities. Training of principals and vice-principals of colleges of education under the Transforming Teacher Education and Learning (T-TEL) project aimed at supporting pre-tertiary teacher professional development, management and promoting teaching of mathematics, English language and science, was organised for the 38 public colleges of

education. The year saw the absorption of five private colleges of education as public institutions which would also be catered for under the T-TEL project, among other scheme of things. To operationalise the establishment of the Open University concept in Ghana, an Agreement has been signed between the National Council for Tertiary Education and Open University, UK following stakeholders' consultation meetings.

In terms of students enrolment there has been in all, 4.84% increase over the last year figure with 333,817 (for the public universities) and 318,433 (for the polytechnics) out of which 40% and 39% of enrolment in public universities and polytechnics were in the science-related programmes respectively as against the national standard norm of 60:40 for science and humanity programmes. Government continued to be the main source of funding of tertiary education contributing 59% (including funds from the Ghana Education Trust Fund (GETFund and earmarked Annual Budget Funding Amount (ABFA)). Internally Generated Fund (IGF) of the institutions and Donor support accounted for 39% and 2% respectively.

Council in 2016 will develop a new strategic plan following the end of its 2010-2014 Strategic Plan to address challenges of funding, equitable access, quality, relevance and good governance confronting the tertiary sector. It is the hope of the Council that timely passage of the Tertiary Education Commission Bill and subsequent promulgation of an Act thereto, will strengthen its mandate and regulatory and monitoring role over the tertiary sector more effectively. Council has engaged a consultant to advise on the restructuring of its Secretariat to position it in its expanded roles and responsibilities under the new dispensation.

PROFILE OF COUNCIL/SECRETARIAT

This part contains the remit of Council, composition and committees of Council, institutions under the Council and key Governing Boards of other institutions on which Council is represented. It also provides information on the Secretariat

Remit of Council

The National Council for Tertiary Education (NCTE) was established by NCTE Act 1993, (Act 454). The Council was established to oversee the proper administration of tertiary education in Ghana and to serve as the supervisory and regulatory body that advises the Minister responsible for education on policies relating to tertiary education. Its remit relates to the development of tertiary education institutions in Ghana, determination of funding needs, rates of remuneration and conditions of service of staff of the institutions, development of standards and norms and monitoring of compliance to ensure quality and publication of information on tertiary education in Ghana, among others.

Vision

The vision of NCTE is “leading tertiary education to greater heights”.

Mission

The National Council for Tertiary Education is committed to providing leadership in tertiary education by advising government and all relevant institutions to enhance access, quality, equity, relevance and governance.

Accordingly, NCTE will:

1. *Deliver objective and carefully considered advice to Government which will contribute to the creation of structures and conditions that will support the establishment of a vibrant and dynamic sub-sector.*

2. *Be guided by the needs and priorities of tertiary education institutions which it serves, providing them with reliable information, appropriately targeted resource support and exposing them to global best practices.*
3. *Ensure that tertiary education assumes its rightful role as a catalyst and resource base for national growth and development.*
4. *Develop norms and standards that drive world-class research, teaching and skills acquisition.*
5. *Mediate a strategic balance between the differing priorities of our stakeholders (Government, tertiary institutions, teachers, students, civil society, and industry/business).*

Values and Core Principles

Professionalism

NCTE will define, promote and uphold high ethical standards in management, research and teaching and learning in tertiary education.

Independence

In discharging its functions, Council will remain objective and free from any external influence. Council will strive to protect academic freedom and autonomy of tertiary education institutions.

Effectiveness

NCTE will promptly respond to emerging issues in tertiary education by providing carefully considered advice to stakeholders. Council will foster the responsiveness of higher education institutions to the needs of society; and in line with its functions, NCTE will oblige the institutions to provide stakeholders with information on their performance against their statutory obligations.

Efficiency

As stewards of government resources, NCTE will ensure value for money and accountability in the tertiary education sector.

Composition of Council

The new Council was inaugurated by Professor Naana Jane Opoku-Agyemang, the Hon. Minister of Education on behalf of His Excellency, the President of the Republic of Ghana on 2nd March, 2014 at the Conference Room of the Ministry of Education. The composition of Council as at the end of December 2015 was:

Chairman

Prof. Clifford Nii Boi Tagoe

Government Nominees

Prof. Nii Noi Dowuona
Dr. Joshua A. M Cobbah
Mrs Mary Kane Atigre
Dr. Mrs. Vivian Amoako
Mrs. Sylvia Asempa
Prof. Ohene Adjei

Institutional Representatives

Prof. Joseph Ghartey Ampiah
Chairman, National Accreditation Board

Prof. D. D. Kuupole
Vice Chancellors Ghana

Prof. William Otu Ellis
Vice Chancellors Ghana

Dr. Mba Atinga
Conference of Rectors of Polytechnics

Dr. V. K. Agyeman
Council for Scientific and Industrial Research

Prof. Lawrence A. Boadi
Ghana Academy of Arts and Sciences

Dr. Nii Moi Thompson
National Development Planning Commission

Mr. Enoch Cobbinah
Ministry of Education

Rev. Dr. George Dawson-Ahmoah
Association of Ghana Industries

Mr. Patrick Nomo
Ministry of Finance

Mrs. Emma Ofori Agyemang
Ministry of Employment and Labour Relations

Alhaji Rahim Gbadamosi
National Teachers Council

Prof. Mohammed Salifu
Executive Secretary/Secretary to Council

Committees of Council

Council operates a committee system. The Committees with specific terms of reference make recommendations on specific issues for Council to take decisions.

- Finance Committee
- Academic Committee
- Appointments and Promotions Committee
- Infrastructure Committee
- Audit Report Implementation Committee
- Technical Committee
- Editorial Committee

Institutions under the National Council for Tertiary Education

Public tertiary institutions that receive funding under the National Council for Tertiary Education are:

- Universities (9)
- Polytechnics (10)
- Specialised Institutions (2)
- Other Subvented Organisations (2)
- Colleges of Education (38)
- Regulatory/Supervisory Bodies

(See Appendix 3 for full list)

Representation on other Governing Boards/ Councils

Council in accordance with respective Acts of the tertiary institutions is represented on the

Governing Councils/Boards of the following institutions:

Universities

University of Ghana
Kwame Nkrumah University of Science and Technology
University of Cape of Coast
University of Education, Winneba
University of Mines and Technology
University for Development Studies
University of Health and Allied Sciences
University of Energy and Natural Resources
University of Professional Studies

Colleges of Education

All the thirty-eight public Colleges of Education.
(See Appendix 3 for full list)

Other Institutions

National Accreditation Board
National Board for Professional and Technician Examination
Council for Technical and Vocational Education and Training
Students Loan Trust Fund
National Film and Television Institute
Ghana Institute of Management and Public Administration
Ghana Education Service
National Teachers Council
National Council for Curriculum Development
Council for Scientific and Industrial Research
Institute of Local Government Studies
Methodist University College

The Secretariat of Council

The Secretariat of Council is organised into four main Departments: Corporate Affairs, Planning/Research/Policy Development, Finance, and Publications/Documentation/Public Relations. The Secretariat has a staff strength of 47 comprising 13 senior members and 34 senior/junior staff in the proportion of 32 male and 15 female.

Key Officers

The key officers of the Secretariat are:

Prof. Mohammed Salifu — *Executive Secretary*
Mr. Paul Dzandu, FCIS — *Deputy Executive Secretary*
Mr. Nii Adotei Abrahams — *Head, Corporate Affairs Department*
Dr. Emmanuel Newman — *Head, Planning, Research & Policy Development Department*
Mrs. Hilda Asante — *Head, Publications/Documentation/Public Relations Department.*
Mrs. Ernestina Kwakye — *Head, Finance Department.*

(Appendices 4 and 5 provide the staff list and organogram of the Council respectively).

Staff Movement

Staff movement relates to appointments, promotions, study programmes, conferences and workshops.

Appointments

A new Executive Secretary, Prof. Mohammed Salifu assumed office on October 1, 2015.

Promotions

Based on the recommendation of the Appointments and Promotions Committee, Council approved the following promotions as indicated in Table 1.

Retirement

Prof. Mahama Duwiejua ended his service as Executive Secretary on 31st October, 2015.

Training and Development

Council pays premium on capacity building of staff of the Secretariat. A number of staff undertook various competency-based training and further academic programmes during the year as indicated in Tables 2 and 3.

TABLE 1

Staff Promotions

<i>No</i>	<i>Name</i>	<i>Former Position</i>	<i>Current Position</i>	<i>Date of Appointment</i>
1	Isaac Ross	Driver Grade 1	Senior Driver	1 st January, 2015
2	Emmanuel Nii Attey Yeboah	Accounting Assistant Assistant	Senior Accounting	1 st January, 2015
3.	Eric Siaw Brako	Senior Accounting Assistant Assistant	Principal Accounting	1 st January, 2015
4	Frank Teye Ademan	Senior Procurement Assistant Assistant	Principal Procurement	1 st July, 2015
5	Christiana Asante-Amoah	Administrative Assistant Assistant	Senior Administrative	1 st September, 2015
6	Sandra Otenewaa Amoah Assistant	Principal Accounting Assistant Assistant	Chief Accounting	1 st November, 2015

TABLE 2

Short Courses, Conferences and Workshops

<i>No</i>	<i>Staff</i>	<i>Programme</i>	<i>Venue</i>	<i>Dates</i>
1	Mahama Duwiejua Hilda Agyepong Asante Evans Ankoma Takyi Edmund Aalongdon Alberta Tackie Larkai	British Council's Going Global Conference	United Kingdom	1 st June–2 nd June, 2015
2	Paul Dzandu	????	US	
3	Nancy Doe	3 rd Africa Congress of Accountants	Mauritius	11 th May–14 th May, 2015
4	Alberta Tackie Larkai	International Editing Conference	Canada	June 12–14, 2015
5	Hilda Agyepong Asante	Seminar on introducing foreign expertise and global professional development for government officials of developing countries	China	12 th May, 2015–June 1, 2015
6	Sandra Otenewaa Ampofo	Seminar on Policy Formulation and Implementation for English Speaking Countries	China	19 th May–2 nd June 2015
7	Patrick Nkum	Seminar on Policy Formulation and Implementation for English Speaking Countries	China	19 th May–2 nd June, 2015
8	Frank Ademan	Seminar on Policy Formulation and Implementation for English Speaking Countries	China	19 th May–2 nd June, 2015
9	Jacob Appiah Gyamfi	Seminar on Policy Formulation and Implementation for English Speaking Countries	China	19 th May–2 nd June, 2015
10	Jerry Sarfo	Seminar on Higher Education Management for Anglophone African Countries	China	26 th May–15 th June, 2015
11	Evans Takyi Ankomah	Seminar for Senior Administrators of Universities in Developing Countries for 2015	China	13 th October–3 rd November, 2015

TABLE 3

Academic Programmes

<i>No</i>	<i>Name</i>	<i>Programme</i>	<i>Institution</i>	<i>Period</i>
1	Jerry Sarfo	PhD in Education	Accra Institute of Technology	January 25, 2015– January 24, 2018
2	Jacob Akunor	Master of Science in Information and Communication Technology	Ghana Institute of Management and Public Administration	September 7, 2015– September, 2017
3	Georgina Nikoe	BSc. Public Administration	Ghana Institute of Management and Public Administration (GIMPA)	August 2015– August 2018
4	Emmanuel Nchor	Master of Business Administration	University of Ghana Business School	August 2015– August, 2017
5	Anthony Dzidzornu	MBA in Management Information System	University of Ghana Business School	August 2015– August, 2017
6	Edmund Nibene Aalangdong	PhD in Development Studies	University of Ghana	August 17 2015– July 2019

PROGRAMME DELIVERY

Council during the year undertook the following activities, some of which were referred by the Minister of Education for comments and advice, some on the request of other bodies/institutions and others by Council's initiative. The major issues considered during the year were:

Guidelines on Establishment and Siting of New Universities/University Colleges and Distance Education

The National Accreditation Board drew the attention of Council to the fact that due to lack of clear policy guidelines, majority of private universities/university colleges accredited and the applications yet to be considered were located in Accra and Kumasi. There was also the proliferation of distance education providers (local and foreign) in the country. The National Council for Tertiary Education therefore set up a Technical Committee to come out with policy guidelines on:

- Siting of new universities/university colleges, and
- Cross-border Education

Council considered the report of the Technical Committee and submitted its report and recommendations to the Minister of Education for necessary action.

In taking its decision, Council took note of government's policy to spread public universities and other tertiary institutions to cover all regions of the country for equity. Council was also mindful of the national norm of 60:40 ratio for science and technology programmes. The practice of regulating cross-border education in other countries was also considered. Principally, Council recommended among others, the need to tighten the accreditation requirements for siting new universities/university Colleges in Accra and Kumasi. A recommendation was made to provide incentives to those who wish to establish such institutions outside the regional capitals and those

whose programmes are science and technology related.

Building the capacity of the Secretariat of the NCTE

Council took note of the growing responsibilities required of the Secretariat to provide needed professional and technical support to Council in its work. This was in view of the expanding landscape of the tertiary education sector among other things and the initiative to turn the Council to a Commission which requires wider responsibility in line with contemporary practices. Based on the recommendation of a committee setup by Council on the issue, a Human Resource Professional has been engaged to review the organogram, restructure the Secretariat and make recommendations for consideration of Council. The Consultant is yet to submit his report.

Land issue between the University of Ghana and the University of Professional Studies

The management of UPSA presented a petition to H.E the President over its occupancy of a piece of land leased to the University on which it had put up a student's hostel and payment of ground rent in respect to the University of Ghana. The petition which was directed to the Minister was referred by the Minister to the NCTE for advice. Council made attempts including meeting the Chairman of NCTE and Chairmen of the two universities to get the matter resolved amicably between the two sister universities. Through this intervention, the two universities have engaged in consultations over the matter to get it resolved. The outcome of the inter-institution mediation is yet to be communicated to the NCTE.

Payment of Electricity Bills in Tertiary Education Institutions

Payment of utility bills in tertiary education institutions took a different turn from the old

practice when the bills were paid by government from a central vote at the Ministry of Finance. The Ministry of Finance in its 2014 budget statement and guidelines decided to end the old system and in place the institutions were required to budget and pay for the bills from their allocations for goods and services. The institutions were challenged in paying the bills due to untimely release or insufficient allocations for goods and services. This resulted in disconnection of electricity supply by the Electricity Company to campuses of defaulting institutions.

Despite the directive by cabinet to the effect that educational institutions be exempted from the disconnection, the practice continued leading to agitation by students and frustration of managements of the institutions.

Council discussed the issue and drew the attention of the Ministers of Education and Finance to the implications of the situation on the institutions on several occasions and encouraged dialogue between the institutions, government and utility providers to get the issue resolved. Such consultation is ongoing.

Conversion of Polytechnics to Technical Universities

As part of the process for conversion of polytechnics to technical universities, the National Council for Tertiary Education, in consultation with the Ministry of Education, set up an Expert Panel to visit all the ten polytechnics. The Expert Panel was tasked to use agreed criteria to assess the capacity of each polytechnic and advise Council accordingly to enable Council recommend for the consideration of the Minister of Education, the polytechnics which should be considered for conversion to technical universities in the first phase of implementation.

Based on the critical evaluation of the Expert Panel report, Council on the advice of its Technical Committee recommended the following Polytechnics for conversion:

- Accra Polytechnic
- Ho Polytechnic
- Koforidua Polytechnic
- Kumasi Polytechnic
- Takoradi Polytechnic

Council's recommendation was accepted by the Minister and later contained in the President's State of the Nations Address in 2016.

Legislation

At the request of the Minister of Education, Council during the year made comments on the draft Bill of the Ghana Institute of Journalism that seeks to review the GIJ Act 2006 (Act 717). The draft Bill seeks to change the name of the Ghana Institute of Journalism to University of Communication, Ghana.

Council in making its recommendation to the Minister on the subject took note of the fact that GIJ did not make a strong justification for the change of name as it already had a charter to award its own degrees; Council also took note of its report to the Minister on Policy Brief on Differentiation and Diversification of Tertiary Education as well as the ongoing process by the National Development Planning Commission to draw a 40-year national vision and development plan. Council was of the view that due to the absence of clear policy guidelines, among others, similar institutions such as GIJ have been clamoring to be converted into universities.

Council's recommendation was that the request of GIJ to be converted to a university should be put on hold pending finalization of the above mentioned policy interventions.

Draft Agreement between Open University, UK and the National Council for Tertiary Education towards the Establishment of Open University, Ghana

In the process of establishing an Open University (OU) in Ghana, an agreement had been reached to collaborate with Open University, UK. The OU, UK submitted a draft which was reviewed by Council and finalised between the NCTE and OU, UK. The document has been signed by the two parties.

Petition by Students Representative Council (SRC) of the University of Ghana Accra Campus for Subsidy of Fees

At the request of the Minister, Council considered a petition by the Student Representative Council

(SRC) of the University of Ghana Accra Campus for subsidy of fees on the grounds that their fees were higher than those on the main campus of the university. They also petitioned to be given residential facility at the main university during the course of their study.

Analysing the response from the Vice-Chancellor of the University at the request of Council, Council noted that the Accra Campus of the University, formally known as the City Campus was created as a non-residential fee-paying facility. It was further indicative from the schedule of fees made available to Council that the fees of fee-paying students at the main campus of the University were higher than the Accra-campus students.

Council's recommendation was that the petition of the SRC on subsidy of fees was not meritorious. On the issue of residential facility, Council decided that it was an issue to be left with the University to determine administratively.

Review of Minimum Requirements for Admission of WASSCE Applicants into Diploma Programmes of Tertiary Education Institutions in Ghana

Based on a petition from Conference of Principals of Colleges of Education (PRINCOF) and Conference of Rectors of Polytechnics (CORP), Council on the advice of its Academic Committee reviewed the entry requirement of the above category of applications to diploma programmes as follows:

- i. Six Passes (A1–D7) in all subjects including English and Mathematics, and
- ii. Minimum of C6 in any three (3) subjects relevant to the area of specification.

National Vision and Plan for Tertiary Education

Council set up an Expert Team to develop a National Vision and Plan for tertiary education for consideration of Council. This was in response to the consensus arrived at during a National consultative Forum on Tertiary education held in 2013 as well as Government's plan to

develop a 40-year National Vision and Development Plan for Ghana under the auspices of the National Development Planning Commission (NDPC). The Team is yet to start work.

New Academic Programmes

New academic programmes are introduced to increase access, build capacity of staff and as a response to relevant manpower needs. Institutions are required in their proposals to among other things provide justifications for the relevance of the programme to national development; whether the programme falls within the mandate of the institution; how different the programme is from similar ones run in other institutions; the financial implications; the target market for graduates; and qualified staff to run the programme. In the case of professional programmes proof of support and collaboration with the relevant professional body is needed. Polytechnics are in addition required to provide evidence of approval of curriculum by the National Board for Professional and Technician Examinations as well as evidence of collaboration with relevant industry to provide practical training/attachment to students.

Based on its guidelines for consideration of applications for introduction of new programmes, Council on the advice of its Academic Committee approved 15 out of 100 programmes submitted by the institutions as indicated in Table 4.

Publications

Council during the year published the following:

- ***The Ghana Journal of Higher Education (Volume 2)***
 - i. Career Aspirations and Employability Skills Development: Voices of Ghanaian University Students.
 - ii. Effectiveness of Polytechnic Education and Training in Acquisition of Employability Skills for the Ghanaian Labour Market: Implications for Innovations in the Teaching and Learning Processes.
 - iii. Service Co-petition Dominant (SCD)

TABLE 4

New Academic Programmes Approved by Council

No	Institution	Programme
1	University of Ghana	<ul style="list-style-type: none"> • BA Education • BSc Education • MA Education • MPhil Education • MA Sports Management • MPhil. Sports Management • MA Educational Leadership and Management • MPhil Educational Leadership and Management • MA Social Policy • PhD Social Policy • MA Research and Public Policy
2	University of Health and Allied Sciences, Ho	<ul style="list-style-type: none"> • MB ChB
3	Kumasi Polytechnic	<ul style="list-style-type: none"> • BTech Secretaryship and Management
4	Enchi College of Education	<ul style="list-style-type: none"> • DBE, French
5	Wesley College of Education	<ul style="list-style-type: none"> • DBE, Physical Education

Logic: A New Paradigm for Competitive Tertiary Education.

- iv. Diversification, Differentiation and Articulation of the Tertiary Education System in Ghana: A brief Analysis of the Possible Drivers and Inhibitors.
- v. Persons with Disabilities and the Built Environment: A user Perception of the University of Ghana, Legon Campus.

- **Technical Report Series**

- i. Report of the Technical Committee for the Preparation of a Policy Document on Diversification and Differentiation of Tertiary Education in Ghana.

- **Summary of Basic Statistics 2013/2014**

(See Appendix 3)

SPECIAL PROJECTS

This section provides update on special projects facilitated by Council for the period.

Senior Academic Leadership Training (SALT) Programme

Following a proposal in the name of the National Council for Tertiary in 2010, the Carnegie Corporation of New York approved 844,800USD to support capacity building of senior management staff of universities in Ghana and Nigeria. The programme was captioned—*Senior Academic Leadership Training (SALT) Programme*. The training covered areas of university governance, academic leadership, financial management and resource mobilisation; repositioning research in African universities; funding university research; quality assurance and perspectives on higher education. The programme was targeted at Vice-Chancellors, Pro-Vice-Chancellors, Deans/Directors, Heads of Departments, Registrars, Finance Officers and other academic leaders in both public and private universities. Phase 1 of the programme spanned from March 2012 to September 2014. The training was run with 13 separate cohorts. At the end of Phase 1 of the project, 360 out of 390 invited persons actually participated. There was an additional follow-up workshop for 27 participants from Nigeria in July, 2014 at the University of Lagos.

Phase 2 of the Senior Academic Leadership Training (SALT) Project started on 1st January, 2015 and would end on 31st December, 2016. It is expected that by the end of Phase 2 of the Project about 300 University Council Members and 210 Heads of Department from both public and private universities would be trained and oriented on their roles and responsibilities. An amount of 545,580USD was approved to support Phase 2 of the Project.

A report by the Evaluation Research Agency (ERA) contracted by the Carnegie Corporation of New York to conduct on its behalf the Monitoring and Evaluation of the SALT project in their report commended the NCTE for its

organisational ability and described the project as very successful, very well attended by senior higher education institution managers and leaders and that the presenters were all very experienced senior academic leaders (ERA March, 2012; August 2014). The project team manager was Dr. Paul Effah, former Executive Secretary of the National Council for Tertiary Education.

Transforming Teacher Education and Learning (T-TEL)

Transforming Teacher Education and Learning (T-TEL) Ghana is a four-year Government of Ghana Programme to support the implementation of the new policy framework for Pre-Tertiary Teacher Professional Development and Management. This project, which started in November 2014, is funded by the UK Department for International Development (DFID) as part of its Girls Participatory Approaches to Students Success (G-PASS) Programme. T-TEL seeks to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning through support to relevant national bodies and institutions and all 38 Colleges of Education (CoE). This programme is being managed by Cambridge Education in association with the Open University, UK.

To broaden stakeholder participation and to ensure alignment with national level policies two committees, a Steering Committee and a Technical Advisory Committee, have been constituted to provide overall strategic direction and technical oversight respectively. Both Committees have held meetings so far to discuss issues and advise on the way forward.

Elements of the programme include:

- Training and coaching for CoE tutors in Mathematics, English and Science, and eventually generate materials for all tutors;
- Support to the management of CoEs and training of their management teams;

- Support UCC to reform and to revise the DBE curriculum;
- Support to develop more effective student practicums;
- Support to MoE and regulatory bodies on the implementation of existing policies for teacher education;
- A Challenge Fund to which CoEs and their partner districts and schools will be able to apply to carry out innovative initiatives; and
- A set of incentives for each CoE to improve their management and training delivery.

Key Achievements or Tasks Dealt with in 2015

National Policy Dialogue

The National Policy Dialogue, which was held on March 16, 2015, at Forest Hotel, Dodowa, was a day of discussion among senior decision-makers within the Ministry of Education, teacher education institutions, development partners and civil society organisations designed to improve the quality of pre-service teacher education across Ghana.

Training for Principals and Vice Principals

Training was held at the Elmina Beach Hotel on the 5th and 6th of October, 2015 to educate Principals and their Vice Principals on the roles they will be playing as far as mentorship and coaching was concerned.

Training of Coaches

Two of such training took place within the year. The Northern sector training was held at Eusbett Hotel and the Southern one at Capital View Hotel. The meeting was to train these coaches to be able to impart knowledge to their colleague tutors in their various campuses.

Setting up of Satellite Offices

Five satellite Offices for T-TEL have been set up in the five zones currently operated by PRINCOF.

Absorption of NCTE Roadmap

T-TEL requested a roadmap from NCTE with regard to the future of the Colleges of Education. Meanwhile they have also put in a USD 50,000.00

facility for use by NCTE to help it develop the Colleges of Education and cover areas not captured under the T-TEL support.

Educational Tour

T-TEL was in the United Kingdom with the Principals for an Educational Tour in September, 2015.

Leadership Training

From 5th October, 2015, to ...November, 2015, T-TEL organised leadership training programmes for some selected persons in the Colleges of Education including the chairpersons, principals, vice principals, members of the academic board, and the quality assurance officers. The training captured all Colleges.

Development of Teaching Standards

A team has been put together to develop teaching standards for the Colleges of Education as well as all teacher education institutions. The report of the committee will be presented to all relevant stakeholders for consideration for adoption as national standards. The committee had its maiden meeting in the second week of October, 2015.

Finalisation for the access of the challenge fund

A draft document has been developed awaiting comments. The final draft will be presented to the steering committee for advice and subsequent implementation if accepted. Meanwhile, an advertisement was made in December, 2015 inviting qualified institutions to apply.

Open Universities of Ghana Project (Strengthening Higher Education Systems in Ghana)

The Open Universities of Ghana (OUsG) scoping project is commissioned by NCTE and carried out as a consultancy activity by the OU (UK) International Development Office. Its aims are to define the functions, operations, management and governance of an agency that will act to support public and private higher education institutions to expand and enhance the quality of their distance learning and online provision at all levels. Increasing the national enrolment ratio from its current level of 13% to the target level of 25%

demands expansion of distance and online learning beyond the current 60,000 registrations and will require enhancement of the efficiency of campus based teaching. The study focuses on higher education but many elements of the systems and services that OUsG will provide could be equally applicable to Technical Vocational Education and Training (TVET) provision.

Project activities

The consultants have researched the current provision of distance education in Ghana and reviewed international trends in distance and online learning to establish a baseline and directions for future development. NCTE provided data for analysis and managed a survey sent to many of the Universities to ascertain their current programmes, ICT and library facilities supporting distance education and their future plans. Direct discussions with targeted institutions provided perspectives on their activities.

The project team have also identified and engaged with projects developing a national IT network and online library facilities that may offer synergies in development of the OUsG project.

A two day workshop in Accra held on the 9th to the 10th of February 2015 was attended by 30 invited delegates drawn from across the Higher Education sector and related stakeholder organisations. Facilitated discussion of activities identified as key elements of OUsG's possible operations elicited information on those most attractive to the sector.

Seven major aspects of service provision have been identified and tested at a recent workshop.

- IT and Technical Infrastructure
- Student Administration & Registration
- Library and learning resources
- Staff Professional Capacity Development
- Accreditation
- Programmes and Market Needs
- Finance issues

A draft report on the business case has been submitted and reviewed by the NCTE. The final business case report is yet to be delivered to the Council.

Africa Centres of Excellence Project

Preamble

The Teaching and Learning Innovation Fund (TALIF) project with the World Bank/ International Development Association (IDA) ended in 2010. The project supported innovation, research, teaching and learning as well as building of capacity in Higher Education in Ghana.

Following the success of TALIF the International Development Association (World Bank/IDA) has agreed to support the development of Centers of Excellence in Africa to improve research and development as knowledge economy indicators of the continent. It also seeks to strengthen the continents technological leadership as well as foster cross-border research and academic collaborations.

The Africa Centers of Excellence Project therefore builds on the logic that a regional approach to higher education in Africa offers the best way to build and sustain excellence in higher education in African economies. It is believed that collaboration will lead to knowledge sharing and skills spread.

Focus

The project will focus on strengthening 7–10 existing institutions in West and Central Africa.

- Investment of around US\$ 8 million in each of the 15 Centers of Excellence (some institutions will qualify for two Centers).
- Institutions will be competitively selected using criteria benchmarked to the best international practice.

The qualifying universities would:

- Strengthen post-graduate programs for a regional student body,
- Offer specialized courses for industry professionals in the region,
- Establish a regional faculty body, improve their faculty and attracting additional top-level faculty,
- Provide learning resources, labs, and minor rehabilitation of existing facilities,

- Establish linkages with companies, government agencies, and research centers for work-place learning, input into curricula, consultancies, and joint research,
- Collaborate with partner institutions to sharing the benefits of the investments, for example through training of faculty, sharing of curricula, and sharing of learning resources.

Implementation

The African Centers of Excellence Project—World Bank and Association of African Universities (AAU) has an average spending budget of about \$128mil. It was designed to fund 15 projects with each being allocated about \$8mil. The project lifespan is 5yr.

Eligibility and project participation was competitively determined. Call for Proposals ended in June 2014. Table 4 presents participation amongst the selected countries.

Ghana Status

Ghana submitted seven proposals out of which three (3) were approved. These are:

- *Africa Centre of Excellence for Cell Biology of Infectious Pathogens; University of Ghana.*
- *Africa Centre of Excellence for Crop*

Improvement and Training of Plant Breeders and Seed Scientists; University of Ghana.

- *Africa Centre of Excellence for Water and Environmental Sanitation; Kwame Nkrumah University of Science and Technology*

The Parliament of Ghana at its Twenty-Ninth Sitting on March 25, 2015 has approved by Resolution, the Financing Agreement between the Government of the Republic of Ghana and the International Development Association (IDA) for an amount of 15.6 Million Special Drawing Rights (US\$24.0 million equivalent) to finance the Africa Higher Education Centres of Excellence Project. The Performance Contracts for the individual projects have been completed and awaiting signatures.

A National Steering Committee has been commissioned with the Executive Secretary of the National Council for Tertiary Education (NCTE) as the Chairperson and has a secretary nominated by the NCTE. The National Council for Tertiary Education is also serving as the Country Project Coordination Centre.

An ACE mission with the World Bank is scheduled to meet with ACE stakeholders to confirm project procedures, responsibilities and next steps.

TABLE 4

Participation Among the Selected Countries

Country	Total Number of Proposals Submitted	Distribution by Scientific Discipline			Approved
		STEM	Agriculture	Health	
Benin	4	2	1	1	1
Burkina Faso	4	1	2	1	1
Cameroon	4	2	1	1	1
Ghana	7	3	2	2	3
Nigeria	27	12	8	7	7
Senegal	3	1	1	1	1
Togo	2	1	1	0	1
Grand Total	51	22	16	13	15

Current Status

As part of its implementation setup, the Africa Centres of Excellence Project (World Bank) is expected to have hold 2 Regional Steering Committee and Project Review Workshops. The hosting of these concurrent workshop/meetings is on a rotational basis amongst the 7 participating countries.

Following the Regional Project Steering Committee (PSC) meeting in Cotonou and ACE

Project Workshop of 16–19 November 2015, Ghana was confirmed as the next host of the rotating event in Accra from May 16–19, 2016.

The NCTE being the Country Project Focal Point hosted the 5th Project Workshop in Ghana with the next one earmarked in November 16 – 19, to be hosted by Burkina Faso.

About 250 participants attended the workshop with the Minister for Education giving the opening and welcome address.

STANDARDS AND NORMS PERFORMANCE INDICATORS

This section analyses how tertiary institutions are performing against the national standards and norms in respect of gross enrolment, gender parity, science and humanities and academic staff mix. The institutions covered are Public Universities, Polytechnics, Public Colleges of Education, Public Specialised Institutions, Private Degree Awarding Tertiary Institutions (University, University Colleges, Tutorial Colleges, and Distance Education Institutions), and Private Colleges of Education, Colleges of Agriculture and Nurses Training Colleges.

A total of 333,817 students are recorded to have enrolled in the various tertiary education institutions. This shows an increase of 4.84% compared to the previous academic year's figure of 318,403.

University

Student Enrolment by Gender

Student enrolment in the nine (9) public-funded universities for 2014/2015 was 147,180 showing an increase of 6.3% when compared with the 2013/2014 enrolment of 138,416. Out of a total of 147,180 students enrolled in the 2014/2015 academic year, 94,836 were male and 52,344 were females representing sixty-four percent (64%) and thirty-six percent (36%) respectively giving a ratio of 64:36 which does not conform to the NCTE Norm of 50:50 for gender parity. From the enrolment by gender figures, the gender parity index for public universities is 0.55.

Student Enrolment by Discipline (Science, Social Science and Humanities)

The NCTE Norm stipulates a 60:40 enrolment ratio for Science, Social Science and Humanities. During the 2014/2015 academic year, 40% (59,121) of the students enrolled in Science programmes while 60% (88,059) enrolled in Social Science and Humanities programmes. Comparing this figure to the norms above, it is clear that university enrolments are not in sync with the national norms.

Academic Staff

A total of 3,440 full-time academic staff were employed by the Public funded universities for the 2014/2015 academic year with 2,706 being males and 734 being females. Out of this number, there were 94 Professors, 246 Associate Professors, 785 Senior Lecturers, 1,485 Lecturers, 594 Assistant Lecturers and 236 Tutors. Whereas the proportions of Lecturers in the public-funded universities exceed the NCTE Norm, the proportions of the other ranks, namely; Professor, Associate Professor and Senior Lecturers were lower than the NCTE Norm. Compared with the Norm, the observed academic pyramid for the public-funded universities is narrower at the top but broader at the base as indicated in Table 5.

TABLE 5

Academic Staff

<i>Rank</i>	<i>NCTE Norm</i>	<i>Actual (2014/2015)</i>
Professor	10%	3.6%
Associate Professor	15%	9.4%
Senior Lecturer	30%	30.1%
Lecturer	45%	56.9%

Source: NCTE Summary of Basic Statistics, 2015

Polytechnics

Currently, there are 10 Polytechnics in Ghana, namely: Accra, Kumasi, Cape Coast, Koforidua, Ho, Sunyani, Takoradi, Tamale, Wa and Bolgatanga Polytechnics. The Polytechnics are fairly distributed across the country:— one in each region of Ghana.

Student Enrolment by Gender

Out of a total of 53,978 students enrolled 35,574 were males and 18,404 were females representing sixty-six percent (66%) and thirty-four percent (34%) respectively, giving a ratio of 66:34, which

does not conform to the NCTE Norm of 50:50 for gender parity. From the enrolment by gender figures, the gender parity index for polytechnics is 0.51 which is a decline from the previous academic year's figure of 0.53.

Student Enrolment by Discipline

The NCTE Norm stipulates a 60:40 enrolment ratio for Science and Arts programmes. Thirty-nine percent (23,415) of the students in the Polytechnics were enrolled in Science programmes during the 2014/2015 academic year, while 61% (30,563) enrolled in Arts programmes. In the year under review, Business Administration enrolled the highest percentage of students in the Polytechnics (56.5%), followed by Engineering (23.4%), Applied Science (12%), Science (5.4%) and Dispensary Technology (2.5%).

Academic Staff

There were 1,885 full-time academic staff employed by the Polytechnics for the 2014/2015 academic year with 1,556 being male and 329 being females. Whereas the proportions of Chief, Principal and Senior Lecturers were less than the NCTE Norm, the proportion of Lecturers exceeded the Norm.

TABLE 6

Full-time Academic Staff

Rank	NCTE Norm	Actual (2014/2015)
Chief Lecturer	10%	0.0%
Principal Lecturer	15%	0.4%
Senior Lecturer	30%	13.1%
Lecturer	45%	86.5%

Source: NCTE Summary of Basic Statistics, 2015

Public Specialised/Professional Institutions

All accredited public specialised institutions were covered in the data collection exercise for 2014/2015, namely: Ghana Institute of Journalism (GIJ), Ghana Institute of Management and Public Administration (GIMPA), National Film and Television Institute (NAFTI), Kofi Annan International Peace Training Centre (KA IPTC), Ghana School of Surveying and Mapping

(GSSM), Institute of Local Government (ILG), Ghana Institute of Languages (GIL) and Regional Maritime University (RMU).

Student Enrolment by Gender

A total of 10,786 students were enrolled in the eight (8) specialised institutions for the 2014/2015 academic year with 6,094 being males and 4,692 being females representing fifty-six percent (56%) and forty-four percent (44%) respectively which gives a ratio of 56:44. This does not conform to the NCTE norm of 50:50 for male and female enrolment. The NCTE norm for Gender Parity Index is 1, i.e. for every male student enrolled there should be a female. However, the gender parity index for the public specialised institutions is 0.70 which implies that for every 100 males enrolled there were 70 females and therefore, did not conform to NCTE Norm for Gender Parity Index.

Enrolment by Discipline (Science, Social Science and Humanities)

The NCTE Norm stipulates a 60:40 enrolment ratio for Science and Arts programmes. There were 8,533 (79%) of the students in the public specialised institutions enrolled in the Social Science and Humanities based programmes and the remaining 2,253 (21%) enrolled in Science programmes giving a ratio of 21:79.

Academic Staff

The NCTE Norm for academic staff in public specialised tertiary institutions states that 25% of the academic staff should be Professors/ Associate Professors, 30% Senior Lecturers and 45% Lecturers.

TABLE 7

Academic Staff

Rank	NCTE Norm	Actual (2014/2015)
Professor/Associate	25%	6.51%
Professor		
Senior Lecturer	30%	13.49%
Lecturer	45%	48.19%

Source: NCTE Summary of Basic Statistics, 2015

Public Colleges of Education

Colleges of Education in Ghana have gone through several transitions to acquire a full fledge tertiary status and their graduates are now holders of diploma in basic education. The NCTE began collecting data on the public Colleges of Education, hitherto known as Teacher Training Colleges, from the 2008/2009 academic year when the transition process of upgrading Teacher Training Colleges to tertiary status was initiated.

Student Enrolment by Gender

Enrolment of students in the Colleges of Education declined from 2008/2009 to 2010/2011. However within the last four years there has been a consistent increase. Out of a total of 36,563 students enrolled 20,551 were males and 16,012 were females representing fifty six percent

(56%) and forty four percent (44%) respectively giving a ratio of 56:44. This picture does not conform to the NCTE Norm of 50:50 for gender parity in enrolment. From the above figures, the gender parity index for Colleges of Education is 0.78.

Academic Staff

A total of 1,663 academic staff was recorded from the thirty-eight Colleges of Education. Out of the total of 1,663 there were 1,258 males and 405 female academic staff.

From Figure 1, 0.24% of the staff are PhD holders, 20.2% have MPhil degrees, 46.3% have Master's degree (MSc, MBA, MA, MEd etc.), 28.44% have first Degree, 4.81% have professional qualifications categorised as others in the analysis.

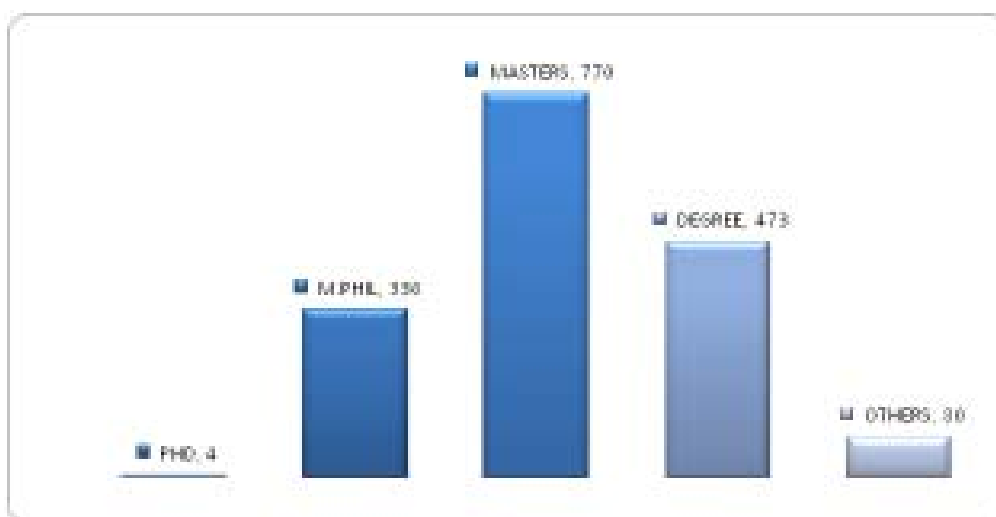


Figure 1: NCTE Summary of Basic Statistics, 2015.

PART SIX

FINANCIAL PERFORMANCE

This section provides indication of the budget requirements as against approved budgets and releases for the Secretariat and the tertiary education sector generally for the year under review.

Funding and Expenditure

In carrying out the strategic objectives outlined for the entire sub-sector throughout 2015, NCTE received an allocation of GH¢2,051,212,109 from government. The main source of income for the tertiary education sub-sector is Government subvention, supplemented with funds from Ghana Education Trust Fund (GETFund), Internally Generated Funds (IGF), Annual Budget Funding Amount (ABFA) and Development Partners (Donor). Figure 2 shows the proportions per source of funds. In 2015, the contributions of these sources to the tertiary sub-sector budget per

economic classification are detailed out in Table 8.

An amount of GH¢964,632,691 (47%) was allocated for compensation of employees under recurrent expenditure. Goods and Services which reflect the operating activities of the entire sub-sector were also allocated 34% (689,707,294). Capital expenditure (CAPEX) out of the total represented 19% (396,872,124) of allocation for the 2015 fiscal year.

Government Subvention (GOG)

GOG approved budget for the year 2015 stood at GH¢1,001,813,528. Included in the total amount was ABFA allocation for feeding grant and capital expenditure of GH¢31,063,528 and GH¢1,750,004 respectively. GH¢960 million was expected to be expended on compensation of employees and GH¢9 million on goods and services.

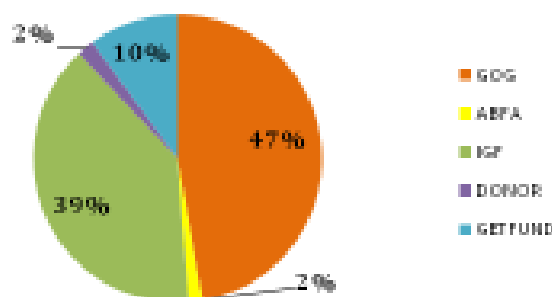


Figure 2: 2015 Resource Envelope, NCTE

TABLE 8

Funding Sources per Economic Classification

???	COMPENSATION	GOODS & SERVICES	CAPEX	TOTAL
GOG	960,000,000	9,000,000	–	969,000,000
ABFA	–	31,063,528	1,750,000	32,813,528
IGF	4,632,691	635,869,705	163,036,878	803,539,274
DONOR	–	7,774,061	31,096,246	38,870,307
GETFUND	–	6,000,000	200,989,000	206,989,000
TOTAL	964,632,691	689,707,294	396,872,124	2,051,212,109

Source: NCTE, 2015

Compensation of Employees

For the past ten years, budget allocation on compensation has been increasing annually. The implementation of the Single Spine Salary Structure, the establishment of new universities and the colleges of education attaining the tertiary status are some of the reasons for the large cost of expenditure incurred on compensation of employees. Depicted in Figure 3 is the trend of the tertiary education sub-sector’s wage bill budget allocations from 2006 to 2015.

This shows a tremendous growth rate of 1,104% from 2006. Expenditure incurred on salaries, salary arrears and book and research allowances within the tertiary education sub-sector as of December 2015 was GH¢895,980,663.39.

Goods and Services

Budget allocations for goods and services have dwindled over the years as shown in Figure 4, making it difficult to undertake planned operational activities which eventually affect output. The sub-sectors’ budget allocation for 2015 dipped by 25% from GH¢12,000,000 to

9,000,000 as compared to 2014. Actual expenditure incurred by the sub-sector was mostly sourced from internally generated funds and other sources which amounted to GH¢477,086,833.20. Figure 4 indicates the trend of budget allocations for the past ten years.

An amount of GH¢198,512.05 to supervisory bodies for the first and second quarters of 2015 was released. Table 9 reveals the variance between budgeted and actual expenditure as at December 2015.

Capital Expenditure

Figure 5 shows that, from 2006 to 2015, the tertiary education sub-sector’s budget allocations to acquire or upgrade physical assets grew at a rate of 1013.4%. These allocations were however inadequate and resulted in broadening of the funding gap. It would have been nearly impossible for institutions to undertake academic and infrastructural facilities without the support of the Ghana Education Trust Fund.

Government approved an amount of GH¢1,750,000 under Annual Budget Funding Amount (ABFA) to fund completed and on-going

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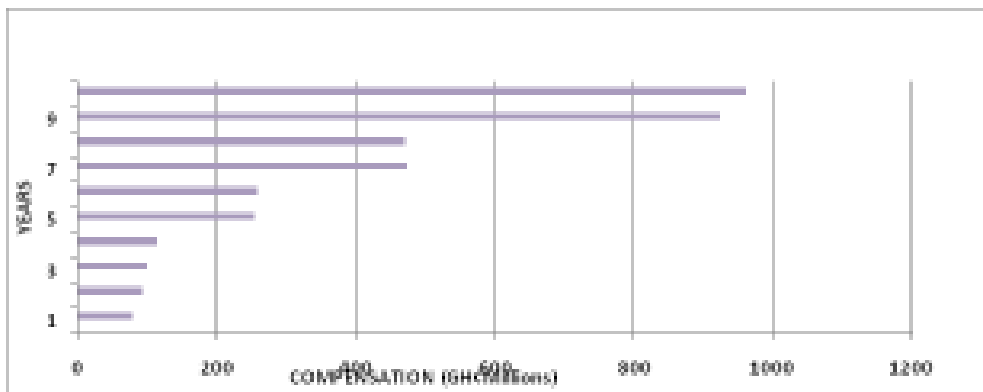


Figure 3: Trend of Compensation Budget Allocations (2006–2015)

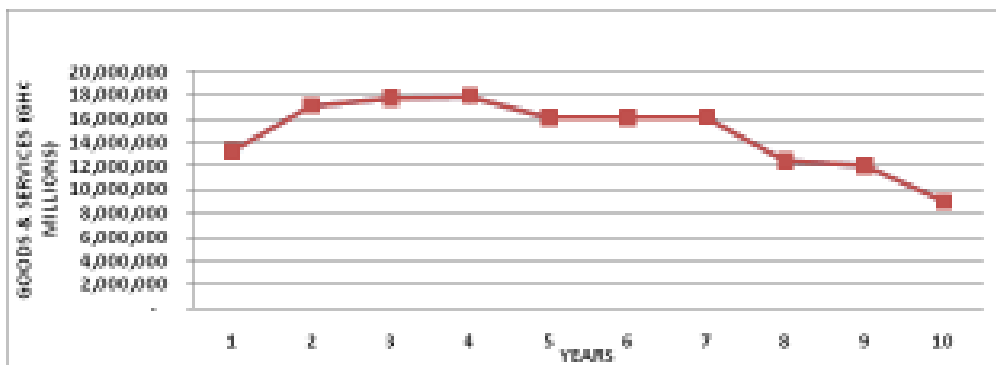


Figure 4: Goods and Services Budget Allocations (2006–2015)

projects at the tertiary education level. There was no cash was released in 2015 for completed and on-going projects.

Internally Generated Funds

The tertiary education sub-sector estimated a

revenue collection of GH¢803,539,274. As at December a total revenue generated was GH¢683,465,866.51. Universities generated the highest proportion of GH¢537,713,251 representing 84.52% of the total revenue by the sub-sector over the twelve month period as shown in Figure 6.

TABLE 9

Budget against Release per Sub-programme

<i>Subject Programme</i>	<i>Budget</i>	<i>Releases</i>	<i>Variance</i>
Supervisory Bodies	883,749	198,512	685,237
Science, Research and Publication	344,901	–	344,901
University Education	4,423,905	–	4,423,905
Colleges of Education	1,571,154	–	1,571,154
Polytechnic Education	1,524,614	–	1,524,614
Specialised Teaching Institution	251,677	–	251,677
Totals	9,000,000	198,512	8,801,488

Source: NCTE, 2015

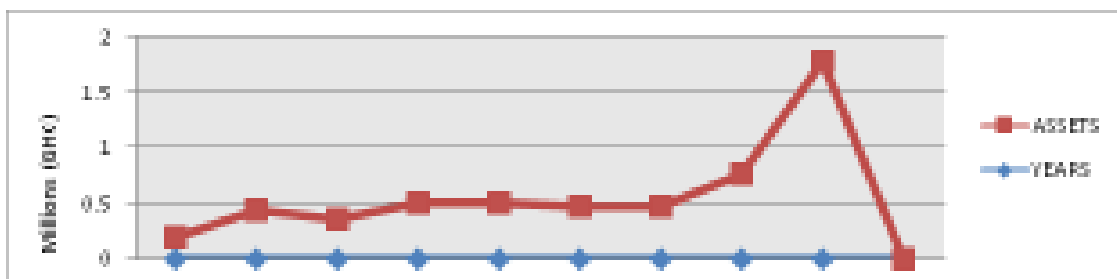


Figure 5: Trend of Capital Expenditure (CAPEX) 2006–2015

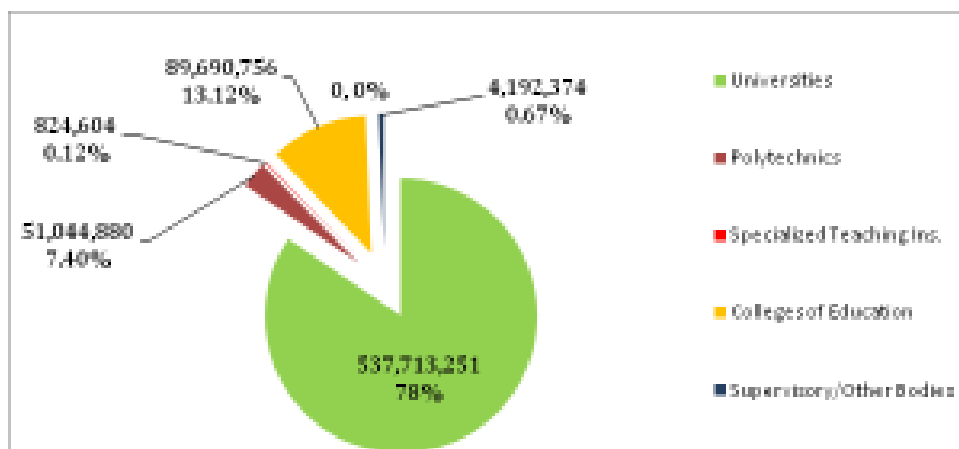


Figure 6: Proportions of IGF generation per sub-programme

TABLE 10

IGF Targets, Actual Collection and Actual Expenditure for 2015

SUB-PROGRAMMES	IGF TARGET GH¢	IGFACTUAL	
		COLLECTION GH¢	EXPENDITURE GH¢
UNIVERSITIES	686,883,094	537,713,251	443,707,694
COLLEGES OF EDUCATION	76,182,592	89,690,756	54,607,630
POLYTECHNICS	35,587,381	51,044,880	32,437,935
SPECIALISED TEACHING	1,104,057	824,604	625,453
OTHER/SUPERVISORY BODIES	3,782,151	4,192,374	1,341,13
TOTAL	803,539,274	683,465,866	555,587,846

Source: NCTE, 2015

Primarily, disbursements are made per the three economic classifications. Per Figure 7, approximately 85% out of the total expenditure was spent on goods and services. This was partly as a result of non-releases and delay of government subvention for goods and services. Approximately 14% and 1% was expended on assets and compensation respectively.

Ghana Education Trust Fund

Since its establishment, the GETFund has brought some relief to the sub-sector, having contributed significantly to infrastructural development in the last ten years. The GETFund also supports in the provision of funds for faculty development and research. Shown in Figure 8 is the trend of total

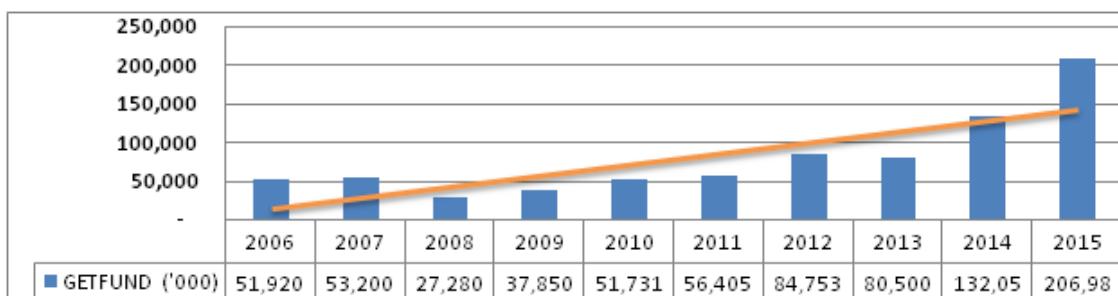


Figure 7: IGF Expenditure per Economic Classification for 2015

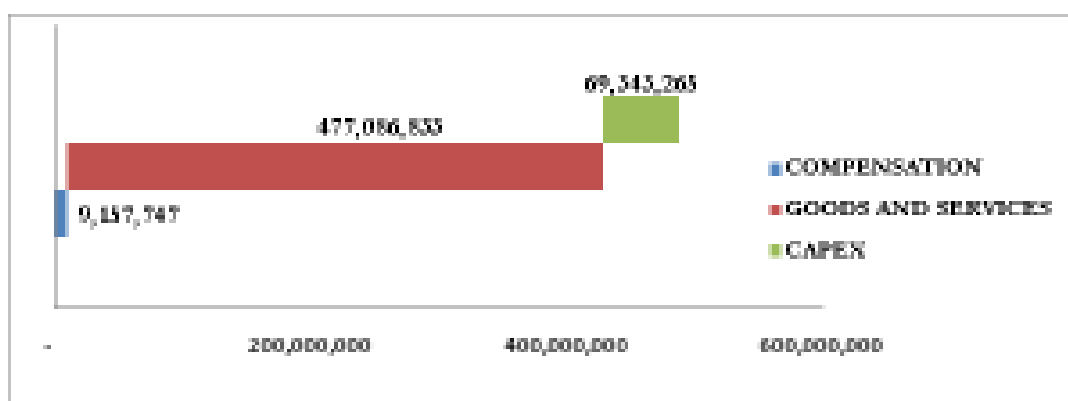


Figure 8: Trend of GETFund allocations for 10 years

GETFund allocation to the sub-sector from 2006 to 2015.

In the year 2015, budgetary allocations of GH¢6,000,000 and GH¢200,989,000 were made to the tertiary education sub-sector for faculty development and research and infrastructural development respectively. An amount of

GH¢2,000,000 was set aside for the National Research Fund bringing the seed money to a total of GH¢6,000,000. In support of the conversion of polytechnics into technical universities, an allocation of GH¢18,000,000 was made under academic facilities and infrastructure for polytechnics.

PERFORMANCE REVIEW OF STRATEGIC PLAN (2010–2014)

The NCTE Strategic Plan (2010–2014) was developed to meet the challenges of tertiary education in line with the mission and vision of the sector. The plan was expected to address the following thematic areas:

- Promote attractive options in tertiary education.
- Facilitate equitable access to quality tertiary education.
- Facilitate research in tertiary education, particularly in national development priority areas.
- Promote effective regulation, management and planning of tertiary education.
- Facilitate Science, TVET and ICT in tertiary education.
- Build capacity of Council and its Secretariat.
- Facilitate collaboration in tertiary education.
- Develop a congenial physical working environment for the Secretariat.

This section provides the implementation state of the strategic plan. The major implementation challenge has been funding and in some cases changes in policy and new development of the sector. The process for drawing up a new strategic plan has been initiated.

Development of Prospects for 2010 to 2014

The Strategic Plan for 2010–2014 was to help the NCTE reposition itself to serve as an essential resource for government, through the Ministry of Education, Youth and Sports, and the Institutions as well as all stakeholders in education. In order to realize this vision, the strategic plan took adequate cognisance of the priority areas of the GSGDA focus, Millennium Development Goals and the NCTE Strategic Plan for 2004–2008.

The vision of *Leading Tertiary Education to Greater Heights* was based on the attainment of the Strategic Thrusts of the plan.

PROMOTE ATTRACTIVE OPTIONS IN TERTIARY EDUCATION

POLICY OBJECTIVE	STRATEGIES AND ACTIVITIES	IMPLEMENTATION STATUS	REMARKS
Promote effective distance education	<ul style="list-style-type: none"> • Develop a broad policy framework to facilitate distance education and develop programmes • Facilitate the provision of budgetary support for institutions with distance education programmes 	<ul style="list-style-type: none"> • A committee has been put in place to draw policy guidelines on distance education and cross-border provision. The report is to be submitted expected by May 2015 • Yearly Budgetary Provision was made towards distance education programmes but no activity has taken place 	<ul style="list-style-type: none"> • Ongoing • Yet to be done
Facilitate efforts in the establishment of an Open University (OU)	<ul style="list-style-type: none"> • Establish a secretariat for the OU • Provide budget lines for the OU projects • Appoint key administrative staff • Submit OU Bill for Cabinet approval 	<ul style="list-style-type: none"> • Stakeholders workshops involving MoE, Centre for Distance Education and Open Learning, the Universities and the OU/UK had been held and agreed to collaborate with OU/UK for implementation. The next stage is to develop a concept paper and a business plan for further discussion including the OU/UK and other stakeholders 	<ul style="list-style-type: none"> • Ongoing
Strengthen Colleges of Education (CoE) to become a viable option in tertiary education	<ul style="list-style-type: none"> • Facilitate the passage of the draft bill of CoE • Facilitate the development of school statutes for CoE. • Assess the qualifications and experience of teachers to facilitate their designation and reassignment • Ensure the appointment of Councils of CoE • Facilitate the appointment of substantive Principals of CoEs • Assess the state of infrastructure in CoE to foster earmarking of funds for upgrading of facilities 	<ul style="list-style-type: none"> • College of Education Bill passed as COE Act 2012 Act (847) • Draft statutes of College of Education produced and submitted to MoE, CoE and FWSC in 2014 • A guideline for redesignation/ placement of staff into a new scheme of service developed • Substantive Councils of CoE reconstituted • Vacant positions of Principals of CoE filled • Infrastructure committee of Council constituted for the assessment of state of infrastructure of the Colleges and a report submitted to Council, GETFund and MoE 	<ul style="list-style-type: none"> • Done • Ongoing • Done • 12 College Councils yet to be reconstituted
Facilitate the Establishment of a University of Health and Allied Sciences at Ho and a University of Energy and Natural Resources at Sunyani	<ul style="list-style-type: none"> • Recommend a budget line for the University of Health and Allied Sciences at Ho and a University of Energy and Natural Resources at Sunyani • Provide Secretarial support to the task force 	<ul style="list-style-type: none"> • Parliament passed Act for the establishment of the 2 new Universities in 2011 • Support services provided by the secretariat 	<ul style="list-style-type: none"> • Done

FACILITATE EQUITABLE ACCESS TO QUALITY TERTIARY EDUCATION

POLICY OBJECTIVE	STRATEGIES AND ACTIVITIES	IMPLEMENTATION STATUS	REMARKS
Promote equity in access to quality tertiary education	<p>Implement performance funding programme to encourage institutions to:</p> <ul style="list-style-type: none"> • Enroll more females • Enroll students from disadvantaged secondary schools • Provide facilities congenial for differently abled students • Develop a broad policy framework on equity in tertiary education • Provide a forum for discussing the framework and make recommendations to the Minister <p>√ Publish policy documents on equity and circulate to the tertiary institutions for implementation</p>	<ul style="list-style-type: none"> • Policies on sustainable funding of Tertiary Education, differentiation and diversification of tertiary education have been prepared and submitted to the Minister for Cabinet and Parliamentary approval for implementation 	<ul style="list-style-type: none"> • Ongoing

FACILITATE RESEARCH IN TERTIARY EDUCATION, PARTICULARLY IN NATIONAL DEVELOPMENT PRIORITY AREAS

POLICY OBJECTIVE	STRATEGIES AND ACTIVITIES	IMPLEMENTATION STATUS	REMARKS
Promote Basic and Applied Research in tertiary education	<ul style="list-style-type: none"> • Review guidelines for the disbursement of GETFund Research and Faculty Development Fund for tertiary institutions to promote applied research • Advocate for establishment of a Research foundation • Formulate broad policy framework on applied research in priority areas for national development in tertiary education institution • Organise a forum to discuss the policy framework • Publish the policy document and circulate to tertiary institutions • Provide support for postgraduate studies through earmarked funding • Monitor the implementation of the norms for postgraduate enrolment in universities 	<ul style="list-style-type: none"> • An amount from the faculty development and research fund of GETFund has been set aside for the research fund • A Bill for the establishment of a Tertiary Education Research Fund was submitted to Attorney General's Department after dissemination seminar on technical committee report • Data is being collected from the universities to measure the implementation of the norms for postgraduate enrolment 	<ul style="list-style-type: none"> • Done • There has been a change in policy by Government to establish a Tertiary Education Research Fund • Ongoing

PROMOTE EFFECTIVE REGULATION, MANAGEMENT AND PLANNING OF TERTIARY EDUCATION

POLICY OBJECTIVE	STRATEGIES AND ACTIVITIES	IMPLEMENTATION STATUS	REMARKS
Sustain capacity in governance, planning and management	<ul style="list-style-type: none"> • Intensify governance and leadership workshops for Council members and managers of tertiary education institutions • Intensify workshops for planning, budget and finance officers of tertiary education institutions • Develop an efficient Tertiary Institutions Management Information System to facilitate performance monitoring and evaluation • Build the capacity of secretariat staff in educational planning and management 	<ul style="list-style-type: none"> • Senior Academic Leadership Training (SALT) workshops for 13 cohorts and Universities in Ghana and Nigeria with sponsorship from Carnegie Corporation have been held from 2012–2014 • Orientation workshop on governance and financial management was organised in 2013 and 2014 for chairmen, principals and finance/college secretaries of Colleges of Education. This is organised yearly for budget and Procurement officers on the MTEF budget and procurement law respectively • A staff has completed a PhD in education planning and management from Netherlands • A staff is undergoing a PhD in Education management whiles 3 other staff have attended short courses in three other staff have other educational planning in China and Germany 	<ul style="list-style-type: none"> • Done • Done • Done • Done
Foster effective oversight of tertiary education.	<ul style="list-style-type: none"> • Review of NCTE Act to promote enforcement of supervision 	<ul style="list-style-type: none"> • A National Commission on Tertiary Education Bill was submitted to the Attorney-General's Department 	<ul style="list-style-type: none"> • Ongoing
Funding and resource mobilisation	<ul style="list-style-type: none"> • Develop policy for funding tertiary education • Develop a budget manual to standardise and facilitate the process of resource allocation and monitoring 	<ul style="list-style-type: none"> • Policy brief on sustainable funding of education has been developed and submitted to the Minister of Education for cabinet and parliamentary approval 	<ul style="list-style-type: none"> • Ongoing • Yet to be done
Institutionalise periodic review of standards and norms in the tertiary education sector	<ul style="list-style-type: none"> • Finalise the review of standards and norms to foster efficiency and quality outcomes in tertiary education 	<ul style="list-style-type: none"> • Norms for tertiary education (Universities and Polytechnics) reviewed as of July 2012 	<ul style="list-style-type: none"> • Done
Institute mechanisms to attract and retain faculty	<ul style="list-style-type: none"> • Facilitate other avenues for funding and scholarships to promote faculty development such as bilateral cooperation/agreements and institutionalise linkages 	<ul style="list-style-type: none"> • Single spine pay Policy has been put in place and managed by the Fair Wages and Salaries Commission. • The issue of scholarships has been catered for in the policy brief on sustainable funding of tertiary education 	<ul style="list-style-type: none"> • Ongoing

FACILITATE SCIENCE, TECHNOLOGY, TVET AND ICT IN TERTIARY EDUCATION

POLICY OBJECTIVE	STRATEGIES AND ACTIVITIES	IMPLEMENTATION STATUS	REMARKS
Facilitate the development of science education	<ul style="list-style-type: none"> • Develop innovative policy framework and scholarship to promote science education • Organise a stakeholder’s forum on the policy framework and finalise recommendations to the Minister • Earmark funding for institutions that enroll more students in science and technology • Facilitate acquisition of resources for science and technology education in tertiary institutions (GETFund) 	<ul style="list-style-type: none"> • Policy brief on sustainable funding of education developed and submitted to the Minister of Education for cabinet and parliamentary approval addresses these issues 	<ul style="list-style-type: none"> • Ongoing
Promote ICT in Education	<ul style="list-style-type: none"> • Earmark support for the acquisition of ICT equipment • Develop a Tertiary Institutions Management Information System (TIMIS) to link all tertiary institutions with NCTE. 	<ul style="list-style-type: none"> • ICT equipment have been provided for the 38 Colleges of Education in 2013 • Software developed and installed and ready for testing 	<ul style="list-style-type: none"> • Done • Yet to be completed
Support Technical and Vocational Education and Training	<ul style="list-style-type: none"> • Finalise ongoing efforts to rationalise polytechnics education in collaboration with COTVET and NABPTEX and Polytechnics • Provide support for the development of Competency Based Training in polytechnic education in collaboration with COTVET and NABPTEX. 	<ul style="list-style-type: none"> • There has been change in policy to convert Polytechnics into Technical Universities. A draft Technical Universities Bill has been submitted to the AG’s department • COTVET is operating a Skills Development Fund to improve quality in TVET institution and Polytechnics • Preparation of a strategic plan for TVET is ongoing 	<ul style="list-style-type: none"> • Ongoing • Ongoing

BUILD THE CAPACITY OF COUNCIL AND ITS SECRETARIAT

POLICY OBJECTIVE	STRATEGIES AND ACTIVITIES	IMPLEMENTATION STATUS	REMARKS
Develop a congenial working environment for the secretariat	<ul style="list-style-type: none"> • Review the organisational structure of the secretariat • Appoint full complement of secretariat staff to foster effective supervision of tertiary education by Council 	<ul style="list-style-type: none"> • Council has set up a committee to assess the secretariat especially senior management and advice accordingly 	<ul style="list-style-type: none"> • Ongoing
Promote research in higher education planning and management	<ul style="list-style-type: none"> • Acquire more publications for the NCTE Documentation Centre • Develop a National Research Database • Create and build capacity of Research Planning and Policy Development Department • Institute measures to facilitate the dissemination of information on tertiary education: <ul style="list-style-type: none"> ➤ Ensure that the NCTE <i>Journal</i> is published once a year ➤ Encourage secretariat staff to contribute to NCTE journal ➤ Ensure prompt publication of technical and policy papers produced by NCTE • Facilitate the access of the Secretariat to online journals on tertiary education 	<ul style="list-style-type: none"> • Books and materials at the Documentation Centre updated • The first edition of <i>Ghana Journal of Higher Education</i> has been published • This has been catered for under TIMIS • Research Planning and Policy Development Department established as of 2011. Four new staff including a senior member appointed • Copies of publications of NCTE are always made available to institutions • The Executive Secretary features on radio/TV discussions to explain policy interventions on tertiary education • First volume of NCTE Journal published in 2014 with some staff of NCTE also contributing to the Newsletter • The Technical Report Series and Tertiary Education Series are published at least once a year. • The Newsletter has been published twice with some staff contributing to it. • Not implemented 	<ul style="list-style-type: none"> • Ongoing • Done • Ongoing • Done • Done • Yet to be done

FACILITATE COLLABORATION IN TERTIARY EDUCATION

POLICY OBJECTIVE	STRATEGIES AND ACTIVITIES	IMPLEMENTATION STATUS	REMARKS
Facilitate international collaboration in tertiary education in Ghana.	<ul style="list-style-type: none"> • Facilitate institutional linkage among Ghanaian and foreign tertiary institutions • Facilitate collaboration among Ghanaian and foreign supervisory bodies 	<ul style="list-style-type: none"> • Collaboration with Carnegie Corporation, US for SALT • Collaboration with TrustAfrica on Policy Dialogue conference on Tertiary Education 	<ul style="list-style-type: none"> • Done
Facilitate collaboration between tertiary education institutions, industry and other research institutions	<ul style="list-style-type: none"> • Encourage joint research between tertiary education institutions, industry and other research institutions • Support COTVET to produce a framework to facilitate internships/industrial attachment for students and teachers of tertiary education institutions 	<ul style="list-style-type: none"> • Collaboration with DAAD on conversion of polytechnics into Technical Universities • Collaboration with World Bank on establishment of Centres of Excellence at University of Ghana and KNUST 	<ul style="list-style-type: none"> • Ongoing

DEVELOP A CONGENIAL PHYSICAL WORKING ENVIRONMENT FOR THE SECRETARIAT

POLICY OBJECTIVE	STRATEGIES AND ACTIVITIES	IMPLEMENTATION STATUS	REMARKS
Develop a congenial physical working environment for the secretariat	Ensure the completion of office complex for the supervisory bodies and arrange the relocation of the NCTE Secretariat	Office complex completed and staff relocated in July 2010	Operations of secretariat in office complex

PART EIGHT

**UNAUDITED ACCOUNTS AND FINANCIAL
STATEMENT OF THE SECRETARIAT**

NATIONAL COUNCIL FOR TERTIARY EDUCATION

BALANCE SHEET AS AT 31ST DECEMBER, 2015

<u>NON CURRENT ASSETS</u>	<u>NOTES</u>	<u>2015</u> GH¢	<u>2014</u> GH¢
Property, Plant & Equipment	2	<u>713,543.46</u>	<u>719,191</u>
CURRENT ASSETS			
Accounts Receivables	3	33,331.63	46,164
Bank Balances	4	<u>19,725,486.75</u>	<u>15,224,011</u>
		<u>19,758,818.38</u>	<u>15,270,175</u>
LESS CURRENT LIABILITIES			
Undisbursed Tertiary Institution Funds	5(a)	19,523,669.58	15,432,888
Accounts Payable	5(b)	<u>86,066.73</u>	<u>41,853</u>
		<u>19,609,736.31</u>	<u>15,474,741</u>
NET ASSETS		862,625.53	514,625
REPRESENTED BY:			
Accumulated Fund	6	826,438.53	478,438
Car Loan Revolving Account	7	<u>36,187.00</u>	<u>36,187</u>
		<u>862,625.53</u>	<u>514,625</u>

Accountant

Executive Secretary

INCOME STATEMENT FOR THE YEAR ENDED 31ST DECEMBER, 2015

<u>INCOME</u>	<u>NOTES</u>	<u>2015</u>	<u>2014</u>
Subvention	8(a)	16,467,704.59	114,245
Other Incomes	9	2,996,748.47	572,394
Tertiary Institution Transfer	8(b)	<u>561,309,210.93</u>	<u>535,112,001</u>
		<u>580,773,663.99</u>	<u>535,798,640</u>
<u>LESS EXPENDITURE</u>			
Personnel Emoluments	10(a)	1,347,497.84	1,031,891
General Administration	11	1,735,427.54	1,597,400
Service Activity	12	372,796.00	457,491
Transfer from Tertiary Institutions	10(b)	576,985,450.37	535,336,373
		<u>580,441,171.75</u>	<u>538,308,910</u>
SURPLUS/(DEFICIT)		<u>332,492.24</u>	<u>(2,624,515)</u>

NATIONAL COUNCIL FOR TERTIARY EDUCATION

CASHFLOW STATEMENT FOR THE YEAR ENDED 31ST DECEMBER 2015

	2015	2014
Cashflow from Operating Activities		
Surplus/(Deficit)	332,492.24	(2,624,515)
Adjustment for:		
Depreciation	143,901.94	149,393
Interest on loan	15,508.39	
Surplus/(Deficit) before Working Capital Changes	491,902.57	(2,475,122)
Decrease/(Increase) in Trade & Other Receivables	12,832.37	(16,254)
Decrease/(Increase) in Accounts Payables	4,134,995.31	13,932,351
(a) Net Cashflow from Operating Activities	4,639,730.25	11,440,975
Cashflow from Investing Activities		
Investment (Loan Int)	0	600
Purchase of Assets	(138,254.50)	(134,623)
(b) Net Cash from Investing Activities	(138,254.50)	(134,023)
Cashflow from Financing Activities		
(c) Net Cashflow from Financing Activities		
Decrease in Cash & Cash Equivalents	<u>4,501,475.75</u>	<u>11,306,952</u>

Analysis of Cash & Cash Equivalents

Opening Cash/Bank Balance	15,224,011.00	3,917,059
Increase/decrease in cash	4,501,475.75	11,306,952
Closing Bank balance	19,725,486.75	15,224,011

3. RECEIVABLES:	2015	2014
(a) VEHICLE LOANS	31,659.20	41,518.00
(b) LOANS / ADVANCES	1,672.43	3,557.43
(c) GUSS	–	222
(d) Enterprise Insurance	–	300
(e) Sale of Tender	–	200
(f) Sale of Publication	–	366
<u>TOTAL RECEIVABLES</u>	1,672.43	4,645

4. BANK BALANCES

Bank of Ghana A/c 1	845,560.66	6,186
Bank of Ghana A/c 56	18,182,899.72	14,927,531
Bank of Ghana A/c 2	697,026.37	290,294
	<u>19,725,486.75</u>	<u>15,224,011</u>

5(a) PAYABLES

Sundry creditors	–	34,053
TALIF	–	3,000
Electricity	–	4,800
IRS	86,066.73	–
	<u>86,066.73</u>	<u>41,853</u>

5(b) UNDISBURSED TERTIARY INSTITUTION FUNDS

Special Fund	476,475.10	392,112
College of Education-Feeding Grant	363,716.00	664,238
Undisbursed Tertiary Institution Compensation	17,954,035.12	14,376,538
Open Universities	413,753.86	–
Technical Universities	315,689.50	–
	<u>19,523,669.58</u>	<u>15,432,888</u>

6. ACCUMULATED FUND

Balance at 1/1/2015	478,438	3,102,953
Surplus/Deficit for the year 2015	332,492.24	(2,624,515)
Additions	15,508.29	0
Balance at 31/12/2014	<u>826,438.53</u>	<u>478,438</u>

7. Car Loan Revolving Accounts

Opening Balance	36,187.00	35,586.00
Interest on Loan	0	601
	36,187.00	36,187

8(a) Subvention

Personnel Emoluments	125,669.54	114,245.04
Goods and services	16,342,035.05	–
Service	0	–
Investment	0	–
	16,467,704.59	114,245.04

8(b) SUBVENTION RECEIVED ON BEHALF OF TERT INST

PERSONNEL EMOLUMENTS	519,934,799.72	504,884,844
BOOK AND RESEARCH	41,374,411.21	30,227,157
	561,309,210.93	535,112,001

9. OTHER INCOME

GETFUND	51,850.72	556,954
Sale of Publications	3,520.75	3,375
Other	100.00	
Sale of Tender	–	1,600
Disposal of Vehicle	19,700.00	–
NABPTEX	–	3,665
Conference centre	36,414.00	6,800
SALT Refund	63,000.00	
Council Members Refund	2,822,163.00	
	2,996,748.47	572,394

10(a) PERSONNEL EMOLUMENTS

NCTE		
Personnel Emoluments	125,669.54	114,245.04
Pensions	–	2,639
NCTE Members Allowances	1,221,828.30	915,007
	1,347,497.84	1,031,891

10(b) TERTIARY INSTITUTIONS

Personnel Emoluments	519,707,831.16	505,109,216
Book and Research Allowance	41,374,411.21	30,227,157
Goods and Services	15,903,208.00	
	576,985,450.37	535,336,373

11. ADMINISTRATION

Telephone	33,492.26	23,763	
Electricity	73,646.62	60,109	
Water	20,112.50	18,407	
Electricity Subsidy	9,362.16	9,362	
Postages	5,651.70	5,195	
Office Cleaning	37,715.64	43,532	
Stationery	21,178.00	51,479	
Meetings	305,300.77	335,173	
General Office Expenses	–	–	
Entertainment & Hospitality	51,706.28	59,566	
Repairs to Office Furniture	100.00	1,987	
Ex-gratia Award	40,078.78	–	
Accient Free Allowance	4,773.51	–	
Honorarium	163,215.00	242,911	
Sitting Allowances	130,208.00	121,138	
Travel and Transport	38,886.50	45,740	
Repairs of Office Building	22,556.62	6,355	
KNUST	–	–	
Maintenance of Office Equipment	43,691.58	25,003	
Office Consumable Equipment	27,630.69	2,989	
Depreciation — Office & Household Equipt.	62,770.95	52,533	
Depreciation — Furniture & Fittings	19,992.15	20,438	
Depreciation — Motor Vehicles	61,138.10	76,423	
Refund of Medical Expenses	63,518.71	54,345	
Office Consumables	13,012.50	10,408	
Book Grant	760.00	–	
Sunyani Poly	–	–	
Other Allowances	10,770.92	7,402	
Book Allowance	3,767.55	–	
Printing & Publication	13	16,692.10	63,249
Travelling & Transport	14	411,559.73	240,098
Financial Charges	15	42,138.22	19,796
	1,735,427.54	1,597,400	
	1,735,427.54	#REF!	

12. SERVICE ACTIVITY

Workshop	5,110.00	93,405
Rent	64,801.50	20,000
Adverts	–	32,058
Staff Training	78,321.25	39,284
Security Services	30,376.87	26,129
Conference	170,251.83	211,890
Travelling and Transport	–	–
Internet Provision	21,934.55	34,725
Donations	2,000.00	–
	372,796.00	457,491

13. PRINTING & PUBLICATION

Newspapers & Periodicals	11,557.00	10,511
Publications	172.25	–
Contact Printing	4,962.85	52,738
	16,692.10	63,249

14. TRAVELLING & TRANSPORT

Subsistence Allowances	45,136.31	27,673
Motor Vehicle Repairs	23,735.56	28,567
Motor Vehicle Running	342,687.86	183,858
	411,559.73	240,098

15. FINANCE CHARGES

Insurance	41,801.25	19,506
Bank Charges	336.97	290
	42,138.22	19,796

CONCLUSION—CHALLENGES AND WAY FORWARD

At the Tertiary Education level, the critical issues requiring attention continue to relate to:

Funding

- Inadequate funding to support research and infrastructural expansion,
- Inadequate budgetary allocation hindering effective operations,
- Increasing cost of providing tertiary education,
- Need to diversify sources of funding tertiary education.
- Irregular release of funds.

Access to Education

- Deterioration of facilities due to explosion in enrolment in public universities,
- Gender imbalances in enrolment,
- Limited access for qualified applicants.

Quality of Education

- Weak linkage with industry for practical training,

- Declining quality due to high student/staff ratios,
- The slow rate of improving infrastructure facilities, limited teaching and learning facilities for Competency Based-Training in Polytechnics,
- Limited opportunities for science and technology based programmes due to inadequate number of teachers, laboratories, equipment and consumables.
- Institutions' inability to recruit and replace staff due to the Human Resource Audit of the Public Service.

Management of Education

- Effective monitoring and evaluation of projects has been negligible due to lack of funds,
- Lack of training on the usage of the Ghana Integrated Financial Management Information System (GIFMIS).

APPENDICES

Appendix 1: 2015 Budget Distribution for the Tertiary Education Sector

INSTITUTION	COMPENSATION	GOODS & SERVICES	ASSETS	TOTAL
UNIVERSITIES				
U. G.—MAIN	129,031,664	407,531		129,439,195
BUSINESS SCHOOL	7,006,748	83,727		7,090,475
MEDICAL SCHOOL	23,319,039	133,876		23,452,915
DENTAL SCHOOL	4,494,700	31,514		4,526,214
SCH. OF ALLIED HEALTH. SCIENCES	7,504,378	42,317		7,546,214
COL. OF HEALTH SCIENCES	3,254,388	38,112		3,292,500
SCHOOL OF NURSING	1,715,515	40,127		1,755,642
SCH. OF PHARMACY	2,746,707	33,455		2,780,162
COLLEGE OF AGRIC	12,826,550	30,542		12,857,092
NOGUCHI MEMORIAL INST.	6,982,586	43,170		7,025,756
SCHOOL OF PUBLIC HEALTH	2,161,531	44,157		2,205,688
Sub-Total	201,043,806	928,528	–	201,972,334
KNUST—MAIN	118,604,700	375,000		118,979,700
COLLEGE OF HEALTH	814,266	112,500		926,766
COLLEGE OF FOREST RES.	21,625,558	75,000		21,700,558
Sub-Total	141,044,524	562,500	–	141,607,024
UNIV. OF MINES & TECHNOLOGY	17,864,900	269,551		18,134,451
UNIV. OF PROFESSIONAL STUDIES	27,620,523	269,551		27,890,074
UNIV. OF CAPE COAST—MAIN	111,999,746	365,728		112,365,474
SCHOOL OF AGRIC	7,668,404	49,666		7,718,070
I.E.P.A.	1,411,821	38,298		1,450,119
SMHS	8,734,349	70,521		8,804,870
Sub-Total	129,814,320	524,213	–	130,338,533
UNIV. OF EDUCATION—WINNEBA	40,811,512	302,977		41,114,489
KUMASI	20,397,313	69,020		20,466,333
MAMPONG	6,443,045	42,306		6,485,351
AJUMAKO	3,432,349	14,904		3,447,253
Sub-Total	71,084,219	429,207	–	71,513,426
UNIV. FOR DEV'T. STUDIES—MAIN	90,866,769	326,353		91,193,122
SMHS	14,263,147	55,740		14,318,887
Sub-Total	105,129,916	382,093		12,344,931

Appendix 1 (Cont'd.)

INSTITUTION	COMPENSATION	GOODS & SERVICES	ASSETS	TOTAL
UNIVERSITY OF HEALTH & ALLIED SCIENCES	11,815,800	529,131		12,344,931
UNIVERSITY OF ENERGY & NAT. RES	16,591,733	529,131		12,344,931
Total—Universities	654,905,481	5,898,539	523,196	661,327,216
OTHER TEACHING				
GHANA INSTITUTE OF LANGUAGES	4,297,277	128,067		4,425,344
GHANA INST. OF JOURNALISM	3,373,730	123,610		3,497,340
SUPERVISORY BODIES				
NCTE	10,354,607	202,425		10,557,032
Lease—Office Complex	–	90,000		90,000
Managing CoE Transition/10 New COE	–	96,666		96,666
Servicing Committee Meetings:	–	–		–
New University—Eastern Region	–	133,028		133,028
Polytechnics/Technical Universities	–	134,344		
Other Meetings	–	64,482		64,482
NAB	3,671,680	83,432		
NABPTEX	2,003,484	79,372		2,082,855
Sub-Total	16,029,770	883,749		13,024,063
OTHER SUBVENTED BODIES				
GHANA ACADEMY OF ARTS & SCI.	1,065,265	112,952		1,178,217
GHANA SCIENCE ASSOCIATION	367,812	114,161		481,973
ENCYCLOPAEDIAAFRICANA	305,774	117,788		423,562
LONDON OFFICE	904,718	–		904,718
Sub-Total	2,643,569	344,901	–	2,988,470
TOTAL	913,396,003	7,428,846	–	2,988,470

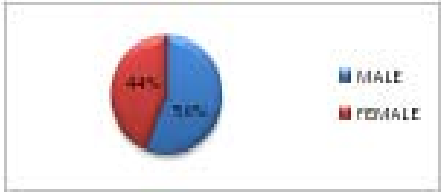
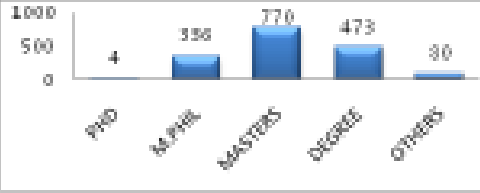
Appendix 1 (Cont'd.)

INSTITUTION	COMPENSATION	GOODS & SERVICES	ASSETS	TOTAL
COLLEGES OF EDUCATION				
AKROKERRI	1,288,968	53,569	–	1,342,537
AGOGO	933,503	35,640		969,143
ST. LOUIS	1,674,596	52,451		1,727,047
WESLEY	1,325,717	54,306		1,380,023
OFFINSO	1,920,468	41,537		1,962,005
ST. MONICA	1,089,222	38,335		1,127,557
MAMPONG TECHNICAL	1,331,957	37,483		1,369,440
ATEBUBU	613,626	36,644		650,270
BEREKUM	959,768	50,546		1,010,314
ST. JOSEPH	2,733,146	50,156		2,783,302
FOSO	1,351,252	51,553		1,402,805
OLA	1,090,490	51,359		1,141,849
KOMENDA	1,606,426	44,506		1,650,932
PRESBYTERIAN – KIBI	1,048,714	35,023		1,083,737
PRESYTERIAN – AKROPONG	1,187,318	55,907		1,243,225
PRESBYTERIAN WOMEN’S – ABURI	698,539	37,550		736,089
ABETIFI	1,961,114	36,125		1,997,239
SEVENTH DAY ADVENTIST (S.D.A.)	1,266,775	49,559		1,316,334
MT. MARY	911,393	47,777		959,170
ACCRA	1,602,304	50,163		1,652,467
ADA	1,082,910	40,372		1,123,282
EVANGELICAL PRESBY – BIMBILA	1,213,371	33,437		1,246,808
TAMALE	918,560	43,476		962,036
BAGABAGA – TAMALE	839,651	37,541		877,192
GBEWAA – PUSIGA	820,385	34,618		855,003
ST. JOHN BOSCO	1,061,980	45,680		1,107,660
TUMU	1,446,794	33,326		1,480,120
N. J. AHMADIYA	737,254	32,620		769,874
AKATSI	1,837,620	45,204		1,882,824
PEKI	1,067,202	35,643		1,102,845
EVANGELIC. PRESBY – AMEDZOFE	762,941	31,581		794,522
HOHOE – ST. THERESA’S	1,164,737	32,924		1,197,661
HOHOE – ST. FRANCIS	1,344,800	40,367		1,385,167
JASIKAN	1,598,786	34,810		1,633,596
DAMBAI	909,529	32,797		942,326
ENCHI	583,007	32,791		615,798
SEFWI-WIAWSO	812,519	34,383		846,902
HOLY CHILD – TAKORADI	1,806,655	39,395		1,846,050
TOTAL	46,603,997	1,571,154	0	48,175,151
GRAND TOTAL	960,000,000	9,000,000	–	965,110,544

Appendix 2: Summary of Statistics for Tertiary Education Institutions in Ghana

SUMMARY OF STATISTICS: PUBLIC UNIVERSITIES 2015							
STUDENT ENROLMENT							
Enrolment By Gender				Enrolment in Science/Humanities			
	Male	Female	Total		Science	Humanities	
	94,836	52,344	147,180		59,121	88,059	
% Norm	50%	50%	100%	% Norm	60%	40%	
% Actual	64%	36%	100%	% Actual	40%	60%	
Enrolment by Gender and Programme				Graduate Output			
	Male	Female	Total		Male	Female	Total
Cert	9	8	17	Cert	187	232	419
Diploma	2,880	4,047	6,927	Diploma	2,745	1,927	4,672
First Degree	83,842	44,276	128,118	First Degree	20,804	13,496	34,300
Master	4,861	2,257	7,118	PG Cert/Dip	8641	127	
MPHIL	2,294	1,395	3,689	Master	1,981	1,127	3,108
PHD	950	361	1,311	MPHIL	291	143	434
Total	94,836	52,344	147,180	PHD	6014	74	
				Total	26,154	16,980	43,134
ACADEMIC AND NON-ACADEMIC STAFF							
Ranks of Full-time Teaching Staff				Academic Staff Pyramid			
	Male	Female	Total		Norm (%)	Actual (%)	
Professor	86	8	94	Professor	10	3.6	
Associate Professor	210	36	246	Associate Professor	15	9.4	
Snr. Lecturer	670	115	785	Snr. Lecturer	30	30.1	
Lecturer	1,172	313	1,485	Lecturer	45	56.9	
Asst. Lecturer	418	176	594				
Tutor	150	86	236				
Total	2,706	734	3,440				
Non Academic Staff by Ranks and Gender (Teaching)				Academic staff to Non Academic Staff (Teaching) Ratio			
	Male	Female	Total				
Senior Member	823	411	1,234	Number of Teaching Staff		3,440	
Senior Staff	1,659	913	2,572	Number of Non-Teaching Staff		8,773	
Junior Staff	3,978	989	4,967	Ratio		1:2.55	
Total	6,460	2,313	8,773				
NB: Refers to Non Academic staff in Teaching Departments							
Student Enrolment by Subject				Non Academic Staff by Ranks (Central Administration and Support Units)			
Subject	Male	Female	Total		Male	Female	Total
Social Science and Humanities	37,292	24,878	62,170	Senior Member	593	316	909
Business Admin	16,502	9,387	25,889	Senior Staff	1,723	1,120	2,843
Science	21,735	6,501	28,236	Junior Staff	4,921	1,079	6,000
Applied/Tech and Health Sci.	7,128	6,439	13,567	Total	7,237	2,515	9,752
Engineering	7,452	1,224	8,676				
Pharmacy	511	445	956				
Medicine	4,216	3,470	7,686				
Total	98,836	52,344	147,180				

SUMMARY OF STATISTICS: POLYTECHNICS 2015								
STUDENT ENROLMENT								
Enrolment by Gender				Enrolment in Science/Humanities				
	Male	Female	Total	Science	Humanities			
	35,574	18,404	53,978	23,415	30,563			
% Norm	50%	50%	100%	% Norm	60%	40%		
% Actual	66%	34%	100%	% Actual	43%	57%		
Enrolment by Gender and Programme				Graduate Output				
	Male	Female	Total	%	Male	Female	Total	
Tech. Cert	2,909	1,913	4,822	9	HND	3,457	1,745	5,202
HND	31,775	16,226	48,001	89	HND (CBT)	35	94	129
B. Tech	890	265	1,155	2	B. Tech.	9	3	12
Total	35,574	18,404	53,978	100	Total	3,501	1,842	5,343
Note: Data is for Four(4) Polytechnics								
ACADEMIC AND NON-ACADEMIC STAFF								
Ranks of Full-time Teaching Staff				Academic Staff Pyramid				
	Male	Female	Total	Norm (%)	Actual (%)			
Prin. Lecturer	6	0	6	Chief Lecturer	10	0.0		
Snr. Lecturer	167	27	194	Prin. Lecturer	15	0.4		
Lecturer	1,061	221	1,282	Snr. Lecturer	30	13.1		
Asst. Lecturer	90	15	105	Lecturer	45	86.5		
Chief Instructor	2	0	2					
Prin. Instructor	65	9	74					
Snr. Instructor	117	42	159					
Instructor	28	11	39					
Asst. Instructor	20	4	24					
Total	1,556	329	1,885					
Non Academic Staff by Ranks and Gender				Academic staff to Non Academic Staff (Teaching) Ratio				
	Male	Female	Total	Number of Teaching Staff	1,885			
Senior Member	71	80	151	Number of Non-Teaching Staff	571			
Senior Staff	173	69	242	Ratio	1:0.30			
Junior Staff	81	97	178					
Total	325	246	571					
NB: Refers to Non Academic staff in Teaching Departments								
Student Enrolment by Subject				Student Teacher Ratio				
Subject	Male	Female	Total	Norm	Actual			
Business Administration	17,781	12,714	30,495	Business Administration	25:1	41:1		
Science	2,629	290	2,919	Science	20:1	14:1		
Applied Science/ Technology	2,125	4,416	6,541	Applied Science/ Technology	18:1	20:1		
Engineering	12,083	570	12,653	Engineering	15:1	23:1		
Dispensary Technology	956	414	1,370	Dispensary Technology	18:1	31:1		
Total	35,574	18,404	53,978					
Non Academic Staff by Ranks (Central Administration and Support Units)								
	Male	Female	Total					
Senior Member	343	181	524					
Senior Staff	360	183	543					
Junior Staff	1,172	485	1,657					
Total	1,875	849	2,724					

SUMMARY OF STATISTICS — PUBLIC COLLEGES OF EDUCATION 2015								
Total Number of Colleges			Gender Profile of Institutions					
Public	38		Co-education	30				
Total	38		Only Male	1				
			Only Female	7				
			Total	38				
STUDENT ENROLMENT								
Enrolment by Gender			Graduate Output by Gender		Total Student Enrolment by Percentage			
	Male	Female	Total	Male	Female	Total		
Year 1	7,223	5,566	12,789	Education	4,924	3,204	8,128	
Year 2	8,326	6,210	14,536					
Year 3	5,002	4,236	9,238					
Total	20,551	16,012	36,563					
% Norm	50	50	100					
% Actual	56	44	100					
								
ACADEMIC STAFF								
Academic Qualification by Gender			Staff Ranks by Gender		Academic Qualification			
	Male	Female	Total	%	Male	Female	Total	
PHD	3	1	4	0.24	Director	16	7	23
MPhil	255	81	336	20.20	Deputy Director	106	34	140
Masters	570	200	770	46.30	Assist. Director	714	230	944
Degree	369	104	473	28.44	Principal			
Others	61	19	80	4.81	Superintendent	413	132	545
Total	1,258	405	1,663	100	Senior			
					Superintendent	4	2	6
					Superintendent	5	-	5
					Total	1,258	405	1,663
								
NONACADEMIC STAFF								
Staff Ranks by Gender				Student Teacher Ratio				
	Male	Female	Total	%	Norm	27:1		
Senior Member	45	10	55	3	Actual	22:1		
Senior Staff	149	70	219	12				
Junior Staff	1,003	534	1,537	85				
Total	1,197	614	1,811	100				

Appendix 3: List of Public Tertiary Teaching Institutions in Ghana

No.	Name of Institution	Official Address/E-mail	Telephone No
1.	University of Ghana, Legon (UG)	P. O. Box 25, Legon–Accra vcoffice@ug.edu.gh	0302–501967/ 0302–502701
2.	Kwame Nkrumah University of Science and Technology, Kumasi (KNUST)	P.M.B., Kumasi ustib@libr.ug.edu.gh	03220–60137/60331/ 0322–60334/60334
3.	University of Cape Coast (UCC)	P.M.B., Cape Coast vcucc@ghana.com	03321–32050/32378 03321–32440
4.	University for Development Studies, Tamale (UDS)	P. O. Box 1350, Tamale registrar@uds.edu.gh	03720–22422/22009/ 22369/22078/26633/ 26634
5.	University College of Education of Winneba (UEW)	P. O. Box 25, Winneba registrar@uew.edu.gh vc@uew.edu.gh	03323–22268/22261
6.	University of Mines and Technology, Tarkwa (UMaT)	P. O. Box 237, Tarkwa	03123–20492 03123–20324
7.	University of Health and Allied Sciences, Ho	P.M.B. 31, Ho, Volta Region www.uhas.edu.gh info@uhas.edu.gh	0208131031 0243209050
8.	University of Energy and Natural Resources, Sunyani	P. O. Box 214, Sunyani www.uenr.edu.gh	0352192802 0352192736 0201532585
9.	University of Professional Studies, Accra (UPSA)	P. O. Box 149, Legon	513503/500722 0244 257294
10.	Ghana Institute of Management and Public Administration (GIMPA)	P. O. Box AH 50, Achimota, Accra infor@gimpa.edu.gh	0302–401681 0302–401682 0302–401683
OTHER INSTITUTIONS			
1.	Ghana Institute of Languages (GIL)	P. O. Box GP 67, Accra accra@gil.edu.gh	0302–221052
2.	Ghana Institute of Journalism	P. O. Box GP 667, Accra info@gij.edu.gh	0302–228336
POLYTECHNICS			
1.	Accra Polytechnic	P. O. Box GP 561, Accra info@apoly.edu.gh	0302–680369 0302–689279
2.	Takoradi Polytechnic	P. O. Box 256, Takoradi info@tpoly.edu.gh	0331–205162
3.	Kumasi Polytechnic	P. O. Box 854, Kumasi info@kpoly.edu.gh	0322–22387 ???
4.	Ho Polytechnic	P. O. Box HP 217, Ho info@hopoly.edu.gh	03620–28398 03620–26456
5.	Tamale Polytechnic	P. O. Box 3 E/R, Tamale info@tamalepoly.edu.gh	03720–22771/23850
6.	Cape Coast Polytechnic	P. O. Box AD 50, Cape Coast info@cpoly.edu.gh	03321–33090
7.	Sunyani Polytechnic	P. O. Box 206, Sunyani spoly@yahoo.com	03520–23278/27052 24922 (Acct) 24919 (V-P)
8.	Koforidua Polytechnic	P. O. Box 981, Koforidua omfp@koforiduapoly.edu.gh	03420–24466 (Direct)
9.	Bolgatanga Polytechnic	P. O. Box 767, Sumburungu Bolgatanga email@bpoly.edu.gh	03820–23938/24732
10.	Wa Polytechnic	P. O. Box 238, Wa	03920–22878

LIST OF COLLEGES OF EDUCATION

No.	Name of College	Telephone	Address
1.	Abetifi Presbyterian College of Education	0342030177	P. O. Box 19, Abetifi
2.	Accra College of Education	0302865737	P. O. Box 221, Legon
3.	Ada College of Education	0303522220	P. O. Box 34, Ada
4.	Agogo Presbyterian College of Education	0322092185	P. O. Box 26, Agogo
5.	Akatsi College of Education	0362644408 akatsico@yahoo.com	P. O. Box PMB, Akatsi
6.	Akrokerry College of Education	0322021659	P. O. Box 32, Akrokerry
7.	Atebubu College of Education	0352622024	P. O. Box 29, Atebubu
8.	Bagabaga College of Education	0372023247	P. O. Box 35, ER Tamale
9.	Berekum College of Education	0352222018	P. O. Box 74, Berekum
10.	Bimbila E.P. College of Education	0372023742/0372023180	P. O. Box 16, Bimbila
11.	Dambai College of Education	0362122103	P. O. Box 84, Dambai
12.	Enchi College of Education	0312098630	P. O. Box 44, Enchi
13.	Evangelical Presbyterian College of Education	0362122002/9	P. O. Box 12, Amedzofe
14.	Foso College of Education	0244934654	P. O. Box PMB, Foso
15.	Gbewaa College of Education	0382194018	P. O. Box 157, Bawku
16.	Holy Child College of Education	0312023430	P. O. Box 245, Takoradi
17.	Jasikan College of Education		P. O. Box 14, Jasikan
18.	Kibi Presbyterian College of Education	0342030766	P. O. Box PMB, Kibi
19.	Komenda College of Education	0312095131	P. O. Box KM 5, Komenda
20.	Mampong Technical College of Education	0322222209	P. O. Box 31, Mampong-Ashanti
21.	Mount Mary College of Education	0342091414	P. O. Box 19, Somanya
22.	Nusrat Jahan College of Education	0392022338	P. O. Box 71, Wa
23.	Ofinso College of Education	0205343260	P. O. Box 7, Offinso-Ashanti
24.	Ola College of Education	0332133256/0332133202	P. O. Box 175, Cape coast
25.	Peki College of Education	0362722043	P. O. Box 14, Peki
26.	Presbyterian College of Education	0342722199	P. O. Box 27, Akropong-Akuapem
27.	Presbyterian Women's College of Education	0342822039	P. O. Box 19, Aburi
28.	SDA College of Education	0342021281	P. O. Box 18, Asokore-Koforidua
29.	St John Bosco College	0382122617	P. O. Box 11, Navrongo
30.	St. Francis' College of Education	0362722006	P. O. Box 100, Hohoe
31.	St. Joseph College of Education	0352122332	P. O. Box 15, Bechem
32.	St. Louis College of Education	0322028081	P. O. Box 3041, Kumasi
33.	St. Monica's College of Education	0322222205	P. O. Box 250, Mampong-Ashanti
34.	St. Teresa's College of Education	0362722043	P. O. Box 129, Hohoe
35.	Tamale College of Education	0372023687	P. O. Box 14, Tamale
36.	Tumu College of Education	0392020901	P. O. Box 19, Tumu
37.	Wesley College of Education	0322022264	P. O. Box 1927, Kumasi
38.	Wiawso College of Education	0312095131	P. O. Box 945, Wiawso

Appendix 4: List of Secretariat Staff

NO.	NAME OF STAFF	CURRENT POSITION	QUALIFICATION
1	Mohammed Salifu	Executive Secretary	PhD, MSc, BSc
2	Paul Dzandu	Deputy Executive Secretary	MBA, ACIS, BA
CORPORATE AFFAIRS DEPARTMENT			
NO.	NAME OF STAFF	CURRENT POSITION	QUALIFICATION
3	Nii Adotei Abrahams	Head of Corporate Affairs	MA, BA
4	Francis Ofori	Assistant Secretary	MA, BA
5	Evans Takyi Ankomah-Asare	Assistant Secretary	MA, BA
6	Jerry Sarfo	Assistant Secretary	MSc, BSc
7	Doris Akosua Baidoo	Senior Administrative Assistant	BBA, HND, Stenographer
8	Sellassie Banini	Senior Administrative Assistant	BA
9	Rose Nandara Faanu	Senior Administrative Assistant	BBA
10	Frank Teye Ademen	Principal Procurement Assistant	Bsc, HND
11	Christiana Asante-Amoah	Senior Administrative Assistant	HND, BSc
12	Sayibu Abdul Jalie	Senior Administrative Assistant	HND, BSc
13	Zita Naa Lomokai Jones	Administrative Assistant	Diploma
14	Pascaline J. Agbogla	Administrative Assistant	Diploma
15	Emelia Deyebge	Senior Administrative Assistant	Stenographer ,GCE 'O' Level
16	Yaw Amoah Manasseh	Senior Driver	Defensive Driving, M.S.L.C.
17	Ishmael K. Boadu	Senior Driver	M.S.L.C.
18	Samuel K. Blankson	Driver Grade I	Motor Vehicle Mechanics, B.E.C.
19	Douglas Agyiri Otukonor	Driver	Dip, Cert in Auto-Mechanic, M.S.L.C.
20	Georgina Nikoe	Senior Clerk	Diploma
21	Isaac Ross	Senior Driver	M.S.L.C.
22	Issah Yala	Day Watchman	
23	Emmanuel Debrah	Dispatch Rider	J.S.S. Leaver
FINANCE DEPARTMENT			
NO.	NAME OF STAFF	CURRENT POSITION	QUALIFICATION
24	Ernestina Kwakye	Head of Department	MBA, ACIS
25	Frank Kwaku Nketia	Accountant	MBA, B.Com
26	Sandra Otenewaa Amoah	Chief Accounting Assistant	MBA, BA, ACCA Part I
27	Frederick K. Takyi	Principal Accounting Assistant	MSc, BA
28	Daniel Ofori Mintah	Senior Accounting Assistant	MBA, B.COM, Dip. COM, ICA Part II, DBS

Appendix 2 (Cont'd.)

29	Emmanuel Nchor	Principal Accounting Assistant	BSc
30	Eric Siaw Brako	Principal Accounting Assistant	BA
31	Matilda Serwodo	Senior Accounting Assistant	BSc. ACCA (Part II)
32	Nicholas Ameyaw	Senior Accounting Assistant	BBA, HND
33	Freda Omare	Senior Accounting Assistant	BSc
34	Emmanuel Nii Attey Yeboah	Senior Accounting Assistant	HND
35	Phillipine Kukubor	Senior Accounts Clerk	Ghana Accounting Technician
PLANNING/RESEARCH/POLICY DEPARTMENT			
NO.	NAME OF STAFF	CURRENT POSITION	QUALIFICATION
36	Emmanuel Newman	Head of Department	PHD, MSc, BSc
37	Edmund Aalangdon	Assistant Secretary	MSc. BA
38	Emmanuel Appiah-Owusu Sakyiama	Assistant Secretary	MSc, BA
39	Anthony Dzidzornu	Principal Administrative Assistant	BSc
40	Jacob Tetteh Akunor	Senior ICT Assistant	BSc
41	Emmanuel Arkorful	Senior Research Assistant	BA
42	Patrick Sammy Nkum	Senior Research Assistant	BA
PUBLICATIONS/DOCUMENTATION/PUBLIC RELATIONS DEPARTMENT			
NO.	NAME OF STAFF	CURRENT POSITION	QUALIFICATION
43	Hilda Agyepong Asante	Head of Department	MPA, BA, LLB
44	Alberta Tackie Larkai	Principal Administrative Assistant	MA, BA
45	Kwaku Gyampoh	Senior Administrative Assistant	BA
INTERNAL AUDIT			
NO.	NAME OF STAFF	CURRENT POSITION	QUALIFICATION
46	Nancy Laryea-Doe	Internal Auditor	CA, B.Com
47	Jacob Appiah Gyamfi	Principal Auditing Assistant	MBA, B.Com

Organogram of the Secretariat

