

# **NATIONAL COUNCIL FOR TERTIARY EDUCATION**

## **ANNUAL REPORT 2014**

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P O Box MB 28  
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**Office Location**  
Tertiary Education Complex  
Off the Trinity College Road  
Bawaleshie, East Legon  
Accra

Tel: + 233 (0) 209989413/209989429  
E-mail: [info@ncte.edu.gh](mailto:info@ncte.edu.gh)  
Website: [www.ncte.edu.gh](http://www.ncte.edu.gh)

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## EXECUTIVE SUMMARY

The year 2014 was eventful with the inauguration of a new Council. There were also policy interventions in the tertiary sector which engaged the attention of Council. Some of the interventions started in 2013 and the process continued in 2014.

Of significance were the decision of government to convert polytechnics to technical universities, establishment of a public university in the Eastern Region, establishment of a National Research Fund, completion of the transition process of upgrading colleges of education to tertiary institutions and proposals to convert campuses of the University for Development Studies at Wa, Nyankpala and Navorongo to autonomous universities. Council's specific roles in the interventions are stated in chapter two of the report.

Council's facilitating role in sourcing external support and collaboration in projects aimed at building capacity of tertiary institutions were in the form of: (1) completion of Senior Academic Leadership Training (SALT) Programme for senior management of universities in Ghana and Nigeria with sponsorship from the Carnegie Corporation of New York, USA; (2) support from TrustAfrica for technical stakeholder consultative forum to discuss reports and policy briefs on sustainable funding of tertiary education and differentiation and diversification of tertiary

education; (3) support from DAAD for exposure visit by Ghanaian team to Germany towards the conversion of Polytechnics to Technical Universities; and (4) World Bank support for establishment of African Centres of Excellence at University of Ghana and Kwame Nkrumah University of Science and Technology.

The expanding tertiary education landscape and development in global trend in tertiary education governance, quality assurance and funding challenges continue to engage the attention of Council. In this respect it has completed work on policy briefs on sustainable funding of tertiary education, and differentiation and diversification of tertiary education, constituted a committee to develop policy guidelines on siting of new universities/university colleges, distance education and cross-border education; while the process of legislating the Council to a Commission has reached an advanced stage.

Council in 2015 will focus on facilitating the completion and implementation of these major projects and interventions and hopes that the promulgation of the National Commission for Tertiary Education Act will further strengthen its mandate, oversight responsibility, regulatory and monitoring roles over the entire tertiary education sector.

## PART ONE

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# PROFILE OF COUNCIL/SECRETARIAT

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

### Remit of Council

The National Council for Tertiary Education (NCTE) was established by Act of Parliament 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 funding needs, rates of remuneration and conditions of service of staff of the institutions, development of standards and norms and monitoring compliance to ensure quality and publication of information on tertiary education in Ghana, among others.

### Vision and Mission

The **vision** of NCTE is “leading tertiary education to greater heights”. The Council has a **mission** to provide leadership in tertiary education by advising Government and all relevant institutions to enhance access, quality, relevance and good governance.

### Composition of Council

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

#### *Chairman*

Prof. Clifford Nii Boi Tagoe

#### *Government Nominees*

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

#### *Institutional Representatives*

Prof. Ghartey Ampiah  
Chairman, National Accreditation Board

Prof. Ernest Aryeetey  
Vice-Chancellors Ghana

Prof. William Otu Ellis  
Vice-Chancellors Ghana

Dr. Abudulai B. Salifu  
Council for Scientific and Industrial Research

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

Mr. Enoch H. Cobbinah  
Ministry of Education

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

Mr. Bawa Nuhu Bukari  
Ministry of Finance

Mrs. Emma Ofori-Agyemang  
Ministry of Employment and Labour Relations

Alhaji Rahim Gbadamosi  
National Teachers Council

Prof. N. N. N. Nsowah Nuamah  
Conference of Rectors of Polytechnics

Prof. Mahama Duwiejua  
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 (10)
- Polytechnics (10)
- Specialised Institutions (2)
- Other Subvented Organisations (2)
- Colleges of Education (38)
- Regulatory/Supervisory Bodies (3)

*See Appendix 2 full list.*

### **Representation on other Governing Boards/ Councils**

Council in accordance with respective Acts/ NCTE 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  
Ghana Institute of Management and Public Administration

### **Colleges of Education**

All the thirty-eight public Colleges of Education (See Appendix 2 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 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, Finance, and Publications/ Documentation/Public Relations. The Secretariat has a staff strength of 54 comprising 13 senior members and 27 senior/junior staff in the proportion of 34 male and 16 female.

#### **Key Officers**

The key officers of the Secretariat are:

Prof. Mahama Duwiejua — *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, retirements, study programmes, conferences and workshops.

### Promotions

Based on the recommendation of the Appointments and Promotions Committee, Council approved the

following promotions (Table 1).

### Retirement

Miss Georgina K. Anim retired at the age of 60 on 30<sup>th</sup> March, 2014.

### 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.

TABLE 1

#### Staff Promotion

No	Name	Former Position	Current Position	Date of Promotion
1.	Emelia Deyegbe	Administrative Assistant	Senior Administrative Assistant	1 <sup>st</sup> July, 2014
2.	Anthony Dzidzornu	Senior Research Assistant	Principal Research Assistant	1 <sup>st</sup> September, 2014
3.	Sayibu Abdul Jalie	Administrative Assistant	Senior Administrative Assistant	1 <sup>st</sup> September, 2014

TABLE 2

#### Short Courses, Conferences and Workshops

No	Staff	Programme	Venue	Dates
1.	Christiana Asante-Amoah	Effective Office Management and Administration	UG, Business Schools Centre for Management Research and Professional Department (CMRPD)	9 <sup>th</sup> –11 <sup>th</sup> September, 2014
2.	Patrick Nkum	Research and Report Writing	UG, Institute of Statistical, Social and Economic Research (ISSER)	9 <sup>th</sup> –20 <sup>th</sup> June, 2014
3.	Alberta Tackie Larkai Evans Takyi Ankomah-Asare	Conference	British Council's Going Global Conference, Miami	29 April – May 1, 2014
4.	Jacob Akunor	Developing Strategies for Social Media and Mobile Marketing in Africa	Accra	31 <sup>st</sup> May, 2014

TABLE 3

#### Academic Programmes

No	Name	Programme	Institution	Period
1.	Sandra Otenewaa Amoah	MBA Finance	University of Ghana	2012–2014
2.	Jerry Sarfo	PhD in Education (ongoing)	Accra Institute of Technology (AIT)	2014–2018



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## PROGRAMME DELIVERY

Council during the year under review undertook a number of activities and advised the Minister on issues relating to increasing equitable access to tertiary education, improving quality of teaching and learning and improving management of education service delivery. The major issues considered during the year were:

### **Improve Management of Education Delivery**

Activities in this area covered policy related issues, capacity building of the institutions, review of legislative documents and concerns of some groups within the sector.

### **Policy Briefs**

Policy Briefs on *Sustainable Funding of Tertiary Education* and *Diversified and Differentiated Tertiary Education Institutions* were initiated in 2013 and finalised after stakeholder consultative meetings in 2014. The forum chaired by the then Chairman of the National Development Planning Commission was well attended by representatives from academia, student and academic staff unions and industry, among others. The briefs have been submitted to the Minister for Education for further action. Council is seeking Cabinet and Parliamentary approval to diversify funding sources of tertiary education and to classify tertiary institutions within specific mandates for their growth and development as well as for national development.

### **Building Capacity of Institutions**

The final session of Senior Academic Leadership and Training (SALT) workshops for senior management staff of public and private tertiary institutions in Ghana and the sub-region with the sponsorship from the Carnegie Corporation of New York was held at the Legon Centre for International Affairs and Diplomacy (LECIAD), University of Ghana—on January 19–24, January 26–29 and July 14, 2014 respectively. The four-

year project started in 2010 and came to an end in September, 2014.

### **Production Workshop**

Production Workshop on budget guidelines and preparation of 2014 budget for Finance and Budget Officers of all public tertiary institutions held at the Executive Conference Centre. The workshop was fully attended and helped the institutions to understand the new budget policy—Programme-Based Budget.

### **Improving Efficiency of the Secretariat of Council**

Council constituted a committee to undertake assessment of staff particularly at the senior management level and recommend appropriate measures for the consideration of Council. The exercise aimed at restructuring the Secretariat and also develop a manpower strategy to improve efficiency at the Secretariat.

### **The National Commission for Tertiary Education Bill**

The Bill was finalised and submitted to the Minister of Education for further action. The review of the NCTE ACT, 1993 (Act 454) became necessary due to developments in the tertiary education landscape and contemporary practices.

### **Enabling Acts**

Council submitted comments and advised the Minister of Education on the following documents referred to it.

### **Amendment of the University of Cape Coast Law, 1992 (P.N.D.C.L. 279)**

Amendment of the Act became necessary after twenty two years of operation to make the

University conform to modern trends in university governance.

### *Review of Ghana Institute of Languages Act*

The review sought to transform the Institute into a university. A committee of Council undertook an inspection of the Institute's physical and academic facilities which informed Council in its advice. Council was mindful of differentiation and diversification of tertiary education and the growing phenomenon of every tertiary institution wanting to be a university.

### **Technical Universities Bill**

Following the *Report of the Technical Committee on the Conversion of Polytechnics to Technical Universities*, Council has set up a committee to draft a Bill in this respect. The draft Technical Universities Bill has been discussed by Council and has since been submitted to the Minister for further action.

### **Ratification of the Statutes International Centre for Genetic Engineering and Biotechnology (ICGEB)**

Ratification of the Statutes offers opportunity for Ghana to access all programmes and privileges such as training and joining the global network of researchers in genetic engineering and biotechnology. Council noted that several units for genetic engineering and biotechnology exist in the country at the University of Ghana (UG), Kwame Nkrumah University of Science and Technology (KNUST), University of Cape Coast (UCC) and Centre for Scientific and Industrial Research (CSIR). Council supported Ghana's ratification of the Statutes and also recommended the establishment of a national body for genetic engineering and biotechnology to coordinate national efforts and her representation at the international level.

### **Academic Collaboration**

Council considered a Memorandum of Understanding (MOU) between University of Health and Allied Sciences on one hand and Ministry of Health/Ghana Health Service on the

other. The MOU sought to promote mutual management of some facilities and transfer of some critical medical and health staff of Ministry of Health to the University. Council supported the arrangement and the commitment of the Ministry of Education to the MOU.

### **Concern of Students of Private Universities**

Council considered a petition from Private Universities Students Association of Ghana (PUSAG) to H.E. The President of the Republic of Ghana. PUSAG'S concern bordered on the allocation of the resources of the Ghana Education Trust Fund (GETFund) to private Universities as well as for public ones; delays in the provision of Charter to private universities; and imposition of taxes on private universities.

On the issue of GETFund, Council pointed out that the GETFund Act, 2000, restrained the direct funding to private institutions, nevertheless private universities benefit from the fund in other ways such as extension of the Student Loans Trust Fund facilities and provision of public scholarships to students in accredited private tertiary institutions as well as buses to private tertiary institutions. Regarding the grant of Charter, all private universities/university colleges are mandated to go under mentorship by established universities as accreditation requirement. Council noted that the imposition of taxes on private institutions was related to the Internal Revenue (Amendment) Act, 2013 but noted that the practice varied from country to country. Council advised that the issue may be further discussed with relevant authorities. Council proposed that any form of assistance to ease the burden of students in private tertiary institutions such as scholarships and bursaries to needy students and students pursuing programmes of national priority, should be encouraged.

### **Change in Governance Structure of University of Ghana**

Council considered the decision of the Council of the University of Ghana to expand its management structure to the collegiate system. Council did not object to the change but noted the financial implications thereto and requested for additional information on the subject.

## **Weaning off some Subvented Organisations from Government Subvention**

The introduction of the Single Spine Pay Policy in 2010 has resulted in huge budget on the consolidated fund to the extent that the Ministry of Finance has estimated that about seventy percent of the country's Gross Domestic Product (GDP) was used to pay workers on government payroll which numbered about six hundred thousand. At a stakeholder's forum, a decision was made to wean-off some subvented organisations which could stand on their own. It came to the notice of Council that some universities and polytechnics were earmarked. Council discussed the issue and made reference to the Policy Brief on sustainable funding of tertiary education. Council advised that the issue be further discussed with relevant bodies including University Councils and managements.

## **Guidelines for Siting of New Universities/ University Colleges, Distance Learning Centres**

Council noted the growing phenomenon of overconcentration of new universities/university Colleges in the cities—Accra and Kumasi in particular. It was also concerned that due to lack of clear policies on distance education including cross-border provisions are unregulated. Similarly, due to the growing numbers of private universities/university colleges there is pressure on public universities to offer mentorship to these institutions as accreditation requirement beyond their capacity. In addition the mentee institutions rely heavily on academic staff in public universities for their programmes. To address these, Council set up a committee to advice on the issues.

## **Increasing Equitable Access to Tertiary Education**

Major interventions during the year to impact access to tertiary education were:

### **Establishment of New Universities and Upgrading of some Institutions to University Status**

It is government policy to ensure that each region

of the country gets a public university. The following activities during the year relate to the agenda.

### *Establishment of University of Environment and Sustainable Development*

The Task Force constituted by government to work out modalities and implementation plan for establishment of the University came out with a Final Report after organising a stakeholders conference on the Interim Report which was submitted to government in 2013. A University of Environment and Sustainable Development Bill was also submitted to the Minister of Education.

### *Upgrading of Campuses of the University for Development Studies to Full University Status*

Proposal to Convert the Wa and Navrongo campuses of the University for Development Studies in the Upper East and Upper West Regions respectively was directed from the Presidency to the Minister to initiate the process. At the request of the Minister, Council discussed the proposal and proposed three options for the Minister's consideration:

- Conversion of the campuses of Wa and Navrongo of University for Development Studies to autonomous Universities.
- Maintain the current structure of UDS and promote the development of the Collegiate System.
- Maintain the University for Development Studies with its present organisational structure and establish three new Universities at Nyankpala, Wa and Navrongo.

Council provided possible implications of each options and how they should be addressed.

### *Conversion of Polytechnics to Technical Universities*

It is part of Government policy to transform polytechnics to technical universities. In line with this, a Technical Committee was set up to work out modalities and implementation plan. In

collaboration with the German Academic Exchange Programme (DAAD) the committee visited Germany which has a well-developed model of technical university to study the system there. The Committee submitted a final report which was referred by the Minister to NCTE for comments. Council endorsed the recommendations of the committee with comments and stressed that the conversion of polytechnics to technical universities should not be wholesale but should be based on merit after the assessment of each polytechnic's capacity on set guidelines and criteria.

To facilitate the process Council took the initiative and submitted a *Technical Universities Bill* to the Minister for further action.

#### *Establishment of new Colleges of Education*

The process of establishing ten new Colleges of Education as government policy began in 2013 with the setting up of a Ministerial Task Committee to advise on the location, programme and infrastructure requirements. The Committee submitted its final report to the Minister and identified four community colleges for absorption as a start. The community colleges were selected among a number who applied to the Ministry for consideration.

#### *Transforming National Film and Television Institute (NAFTI) into a University*

A proposal to transform NAFTI which is affiliated to the University of Ghana and under the Ministry of Information to a Media and Creative Arts University has been discussed by Council. In line with Council's concern of every tertiary institution wanting to become a University, Council recommended that NAFTI should focus as a School of Media and Creative Arts affiliated to the University of Ghana and placed under the Ministry of Education.

#### *Establishment of Petroleum Institute at Takoradi Polytechnic*

To develop human resource for the petroleum industry, a grant by the African Development Bank was to be used to establish a Petroleum Institute

by the Ghana National Petroleum Corporation (GNPC). The University of Mines and Technology (UMaT) petitioned the Minister and proposed the funds to be channelled to UMaT to strengthen its Petroleum Department. Council recommended to the Minister that the ADB grant should rather be channelled to UMaT and Takoradi Polytechnic which are already running programmes in petroleum rather than establishing a new institution for similar programme by GNPC which in any case was not within the mandate of the Corporation. Council's recommendation was in line with the decision of Parliament on the matter.

#### *Reintroduction of Remedial Science Programmes of University of Cape Coast*

The University of Cape Coast used to run access courses for science students with weak grades in Senior High School Examinations/WASSCE who were later mainstreamed to pursue basic science programmes. The programme discontinued and a request has been made to Council for approval to reintroduce it. Council noted that a number of institutions were offering remedial courses for students to improve their grades and advised UCC to concentrate on its core mandate and allow the pre-university institutions to run the access course.

#### *Extension of Special Access Programme for Candidates Seeking Admission into Polytechnics*

In the 2012/2013 academic year Council rectified the agreement reached between the Ministry of Education and Conference of Rectors of Polytechnics (CORP) to offer special access courses moderated by the National Board for Professional and Technician Examinations (NABPTEX) to WASSCE candidates with weak grades (D7, E8) in core subjects and subsequently those who passed were to be admitted into mainstream HND programmes.

CORP in 2014 applied for the concession to be allowed on ground that through the intervention six thousand one hundred and seventy one (6171) candidates representing ninety-one percent (91%) who were enrolled into the programme passed. Council hesitantly approved the request and decided that the admission requirements into tertiary institutions be re-



considered holistically by a joint committee of the NCTE and NAB.

*Establishment of campus of University of Energy and Natural Resources (UENR) at Kenyase*

The proposal came from the Traditional Council of Kenyase. Council advised that it was not prudent to establish the campus now due to the financial problems UENR as a new university was confronted with.

*Equal Access for Senior High School Business Students into Nurses Training College and Teacher Training College*

A petition from the Ghana Association of Business Education Students Teachers called for the waiver of the requirement of Elective Mathematics as a requirement for admission of business students into nurses training college and teacher training college since business students do not offer the subject. They appealed that Geography and Agricultural Science be considered as science subjects in lieu of the Elective Mathematics. Council did not approve of the request as it plans to look at the entire minimum requirements for entry into tertiary education institutions.

*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 these guidelines, Council during the year, considered twenty-five (25) applications for introduction of new programmes out of which ten (10) were approved subject to accreditation by the National Accreditation Board (Table 4).

**Improving Quality and Relevance**

Quality of programme delivery and relevance of new programmes to national development and programmes being in line with mandate of the institutions are key concerns of Council. Issues considered during the year related to these were:

TABLE 4

**New Programmes Approved by Council**

<i>No</i>	<i>Institution</i>	<i>No</i>	<i>Programme</i>
1.	Kumasi Polytechnic	1.	B.Tech. Fashion Design and Modelling
2.	Accra Polytechnic	2.	B.Tech. Electrical/Electrical Engineering
3.	University for Development Studies	3.	Bsc. Computing with Accounting
		4.	MSc. Public Health
		5.	PhD. Public Health
		6.	MSc. Biomedical Laboratory Sciences
		7.	PhD. Biomedical Laboratory Sciences
4.	University for Development Studies	8.	MSc. Computer Science
		9.	MPhil. Computer Science
		10.	PhD. Computer Science

## **Setting up of Industry Panels and Establishment of Skills Development Fund**

Practical attachment is a compulsory component of polytechnic education which is competency-based. Council in considering proposals for introduction of new programmes (as part of its guidelines) requires Polytechnics to submit names and competencies of relevant companies and professional bodies to support their applications. Further to this, Council set up a Committee to advise on how to institutionalise the practical training component. The Committee recommended the establishment of a Skills Development Fund and the setting up of Industry Panels under the NCTE with funding support from the Ghana Education Trust Fund, the Polytechnics and Council for Technical and Vocational Education and Training (COTVET) to drive the process. The Committee also recommended that the Polytechnics should be requested to register and submit to the NCTE the companies they intend to deal with. Council accepted the recommendations for consideration of the proposed collaborators. It came to the notice of Council that COTVET was already operating a Skills Development Fund with donor support and had also started registering and accrediting TVET industries/professional bodies for the same purpose. Council decided that NCTE and COTVET should collaborate on the agenda. Council however requested the Polytechnics to submit to it information on registered companies and competencies some of which had been provided.

## **Promoting Research of Tertiary Institutions**

Government in 2013 decided to establish a National Research Fund. The intension was to make payment of book and research allowances to individual academics more meaningful. To facilitate the process Council in 2013 set up a technical committee to advice on Operationalisation of a Tertiary Education Research Fund. The technical committee came out with a report recommending instead, a Ghana National Research Foundation (GNRF). The committee however in a road map for implementation, proposed that in the short term—Tertiary Education Research Fund with funds from the

book and research allowances paid to individual academic and senior administrative staff in the universities and polytechnics in addition to allocations from GETFund for the research fund and additional funds from Government while working towards a GNRF which required an Act of Parliament in the medium term. Council supported the recommendation and has submitted comments on a draft GNRF Bill, and guidelines and modalities for sourcing support from the Fund. Council held a dissemination conference on the Committee's report with stakeholders including academic unions of universities and polytechnics. Due to inconclusive negotiation between the Fair Wages and Salaries Commission and the unions,' Government decided to pay the book and research allowances in 2014 while negotiations continued. The process is ongoing.

## **Publications**

Council during the year published the following:

- ***Tertiary Education Series (Vol. 7 No. 1)***
  - (a) Reconsidering Music in Teacher Education: An Empirical Basis
  - (b) A Study of Opportunities for Industrial Attachment for Fashion Design and Textiles, 2009-2013
- ***Tertiary Education Series (Vol. 7 No. 2)***
  - (c) Access and Equity to Tertiary Education in Ghana: The case of University of Ghana
  - (d) Factors Affecting Quality Assurance Systems and Practices in Ghanaian Tertiary Education Institutions
  - (e) An Investigation of Factors Affecting Teacher-Trainees Performance in Integrated Science in the three Colleges of Education in the Western Region of Ghana
  - (f) Investigation into Practical Skills of Science Teacher-Trainees in Science and Mathematics Colleges of Education in Ghana
- ***Ghana Journal of Higher Education (Volume 1)***
  - (g) Academic Leadership in Tertiary Education Institutions
  - (h) The Governance of Tertiary Education Institutions

- (i) Assuring Quality in Tertiary Education Institutions
- (j) Higher Education, Governance and Related Matters
- ***Technical Report Series***
  - Report of the Technical Committee on the Conversion of the Polytechnics in Ghana to Technical Universities
  - ***Summary of Basic Statistics 2012/2013***  
(See Appendix 3)
  - ***Tertiary Education News (Newsletter)***

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## SPECIAL PROJECTS

This section provides update of 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 Department, Registrars, Finance Officers and other academic leaders in both public and private universities. The programme spanned from March 2012 to September 2014. The training was run with 13 separate cohorts. At the end 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.

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 (2012; 2014). The project team manager was Dr Paul Effah, former Executive Secretary of the National Council for Tertiary Education.

### **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 Centres 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 Centres 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 (Table 5).

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

The qualifying universities would:

- Strengthen postgraduate programmes for a regional student body,



- Offer specialised 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 centres for workplace 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 Centres of Excellence Project—World Bank and Association of African Universities (AAU) has an average spending budget of about \$128 million. It was designed to fund 15 projects with each being allocated about \$8 million. The project lifespan is five years.

Eligibility and project participation was competitively determined. Call for Proposals ended in June 2014.

Ghana submitted seven proposals out of which three (3) were approved, these are:

#### University of Ghana

- Africa Centre of Excellence for Cell Biology of Infectious Pathogens

- Africa Centre of Excellence for Crop Improvement and Training of Plant Breeders and Seed Scientists

#### *Kwame Nkrumah University of Science and Technology*

- Africa Centre of Excellence for Water and Environmental Sanitation

A National Steering Committee has been commissioned with the Executive Secretary of the National Council for Tertiary Education (NCTE) as the Chairperson and 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 and responsibilities.

### Open University

The concept of establishing Open University (OU) in Ghana as a means of expanding access to tertiary education has been accepted by government in principle. The National Council for Tertiary Education initiated the process by constituting a committee which after study visits to UK, Germany and South Africa came out with a roadmap for implementation. Due to some developments in the sector such as establishment of new universities less attention has been paid

TABLE 5

#### Approved Centres of Excellence

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
<b>Grand Total</b>	<b>51</b>	<b>22</b>	<b>16</b>	<b>13</b>	<b>15</b>

to the OU initiative. The process was revived in collaboration with the Ministry of Education. It has been agreed to collaborate with the Open University, UK in its implementation. A stakeholder's workshop involving the OU, UK, Centre for Distance Education and Open Learning (CENDLOS) and Universities under the theme

*“Strengthening Higher Education Systems in Ghana”* was held on February 27–28, 2014 at the British Council, Accra. The way forward—a concept paper and business plan were to be developed for further discussion with the Open University, UK and other stakeholders. The process is ongoing.

## 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.

### Student Enrolment

The total student enrolment in tertiary education institutions increased to 318,607 in the 2013/2014 academic year from the 2012/2013 figure of 283,056. This is represented by 138,414 for Public Universities; 54,897 for Polytechnics; 33,526 for Public Colleges of Education; 6,513 for Private Colleges of Education; 11,734 for Public Specialised Institutions; 68,946 for Private Tertiary Institutions (i.e. Universities, University Colleges, Tutorial Colleges, Distance Education Institutes, etc.); 3,891 for Nurses Training Colleges; and 686 for Colleges of Agriculture.

Gross Enrolment Ratio (GER) is defined as the number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. The GER for Ghana's tertiary education sector is 13.59%. A Gross Enrolment Ratio of 13.59% implies that 13.59% of the Ghanaian population (Population of Ghana) within the ages of 19–23 years enrolled in the tertiary education institutions during the 2013/2014 academic year. This however, did not meet the NCTE Norm of 25%.

### Enrolment by Gender (Male: Female)

The ratio for gender parity is 61:39 (male to female) as against the national norm of 50:50 for all the students enrolled in tertiary education institutions. This is represented by 65:35 for Public Universities; 65:35 for Polytechnics; 57:43 for Public Colleges of Education; 54:46 for Private Colleges of Education; 59:41 for Public Specialised Institutions; 57:43 for Private Tertiary Institutions; 20:80 for Nurses Training Colleges; and 91:9 for Colleges of Agriculture.

### Enrolment by Discipline (Science: Social Science and Humanities)

The ratio for enrolment by discipline is 32:68 as against the national norm of 60:40 for all students enrolled in Science and Social Science and Humanities respectively in tertiary education institutions. This is represented by 40:60 for Public Universities; 39:61 for Polytechnics; 21:79 for Public Specialised Institutions; and 31:69 for Private Tertiary Institutions.

### Staff

The current numbers of academic and non-academic staff for Universities and Polytechnics are shown on Tables 6 and 7.

TABLE 6

#### Academic Staff

<i>Institutions</i>	<i>2013</i>	<i>2014</i>
<b>UNIVERSITY</b>		
Professor/Associate Professor	317	423
Senior Lecturer	514	734
Lecturer	1,490	1,956
<b>POLYTECHNIC</b>		
Chief/Principal Lecturer	4	3
Senior Lecturer	92	123
Lecturer	1,284	1,235

Source: NCTE Summary of Basic Statistics, 2014.

TABLE 7

#### Non-Academic Staff

	<i>University</i>		<i>Polytechnic</i>	
	<i>2013</i>	<i>2014</i>	<i>2013</i>	<i>2014</i>
Senior Members	163	1,171	147	43
Senior Staff	2,049	2,610	282	413
Junior Staff	2,154	3,126	246	201

Source: NCTE Summary of Basic Statistics, 2014.

*Appendix 3 provides a summary of statistics by institutions.*

## PART FIVE

# 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.

### Financial Performance: Secretariat of the National Council for Tertiary Education

The main source of funds to the Secretariat is government subvention which is made of Personnel Emolument (PE) and Goods and Services (Administration and Services).

The approved budget for the Secretariat for 2014 was Two million six hundred and seventy-nine thousand and ninety Ghana cedis (GH¢2,679,090) of which One million seven hundred and seventeen thousand eight hundred and twenty-nine Ghana Cedis (GH¢1,717,829) representing 64% was for PE. The remaining GH¢961,261.00 representing 36% is in respect of Goods and Services.

All the GH¢1,717,829 for PE was received

and spent for the year 2014. Also, only GH¢240,315 out of the GH¢961,261 representing 24% was received in respect of Goods and Services for the Secretariat in 2014.

This made the running of the Secretariat really difficult as there were no available funds to undertake the operational activities of the Secretariat.

The account for 2014 is yet to be audited by the Auditor-General's Department for details to be provided.

### Financial Performance: Tertiary Education Sector

The Tertiary Education Sector's budgetary requirement of GH¢3,191,851,115 needed to undertake its operations in 2014, fell short by 46% compared to the approved budget of GH¢1,725,430,363. The resource envelope includes Government of Ghana (GoG), Internally Generated Funds (IGF) and Ghana Education Trust Fund (GETFund). Out of the total, GoG was

TABLE 8

#### Financial Performance of the Secretariat for 2014

<i>Source</i>	<i>Approved Budget</i>	<i>Actual Receipts</i>	<i>Actual Expenditure</i>
GoG	2,679,090	1,958,144	1,958,144
IGF	–	–	–
Total	2,679,090	1,958,144	1,958,144

Source: NCTE, 2014.

TABLE 9

#### Financial Performance of the Secretariat for 2013

<i>Source</i>	<i>Approved Budget</i>	<i>Actual Receipts</i>	<i>Actual Expenditure</i>
GoG	1,911,789	1,273,903	1,273,903
IGF	–	–	–
Total	1,911,789	1,273,903	1,273,903

Source: NCTE, 2014.

GH¢952,675,283, IGF and GETFund were GH¢640,704,080 and GH¢132,051,000 respectively. Figure 1 gives the percentage representation of the resource envelope for the entire sector.

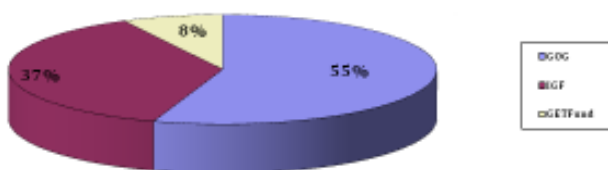


Fig. 1: 2014 Resource Envelope

Government subvention for the tertiary education sector has been on the rise over the past six years as indicated in Figure 2.

Budget distributions per economic classification to the various institutions within the tertiary sector were based on sub programmes (Cost Centres) as shown in Table 10.

Appendix 1 shows a detailed budget distribution per institution for 2014.

During implementation, actual expenditure for recurrent and capital expenditure, as of December 2014 under GoG was GH¢898,208,540

representing 94.2% of the approved budget. The actual expenditure was mainly compensation and feeding grants for Colleges of Education. There were no releases for Goods and Services except warrants amounting to ¢3,000,000.

### Internally Generated Funds

The revenue target for the tertiary education sector was GH¢640,704,088. An amount of GH¢523,261,457 was generated by the sector as of December 2014. Public Universities contributed the largest proportion (86%) followed by Colleges of Education (6%), Polytechnics (6%), and Other Teaching Institutions and Subvented Bodies (2%).

Actual expenditure incurred per IGF was GH¢213,969,148 representing 33.4% of the budgeted amount. The highest proportion of the total expenditure was goods and services which represented 69% (GH¢147,638,712). The proportion for non-financial assets and compensation of employees are represented by 29% (GH¢62,051,053) and 2% (GH¢4,279,383) as shown in Figure 3.

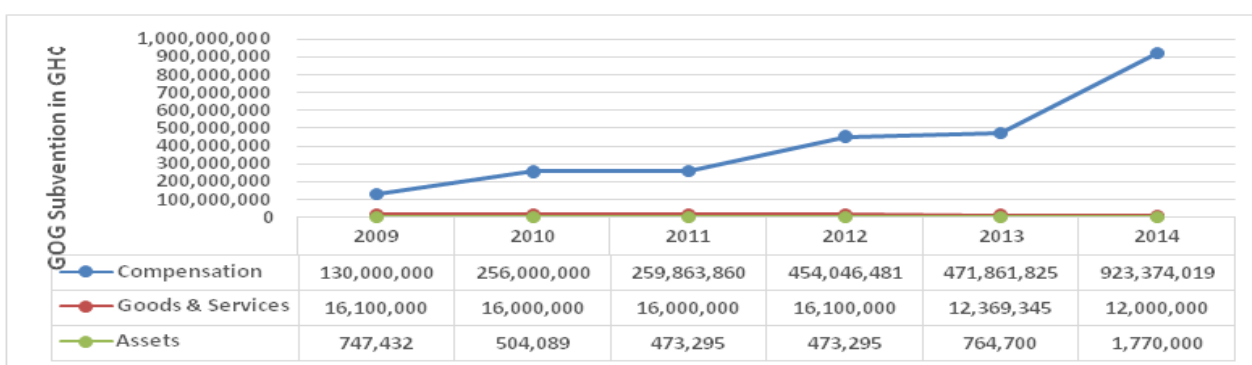


Fig. 2: Government Subvention for the Tertiary Education Sector (2009–2014)

TABLE 10

### Budget Distributions to Institutions

Institutions	Compensation		Goods & Services		Assets	
	GH¢	%	GH¢	%	GH¢	%
Universities	654,905,481	71	5,898,539	49	523,196	30
Polytechnics	148,538,461	16	2,032,821	17	–	–
Colleges of Education	105,671,182	11	2,094,872	17	1,246,804	70
Others	14,258,895	2	1,973,768	16	–	–
<b>Totals</b>	<b>923,374,019</b>	<b>100</b>	<b>12,000,000</b>	<b>100</b>	<b>1,770,000</b>	<b>100</b>

Source: NCTE, 2014.

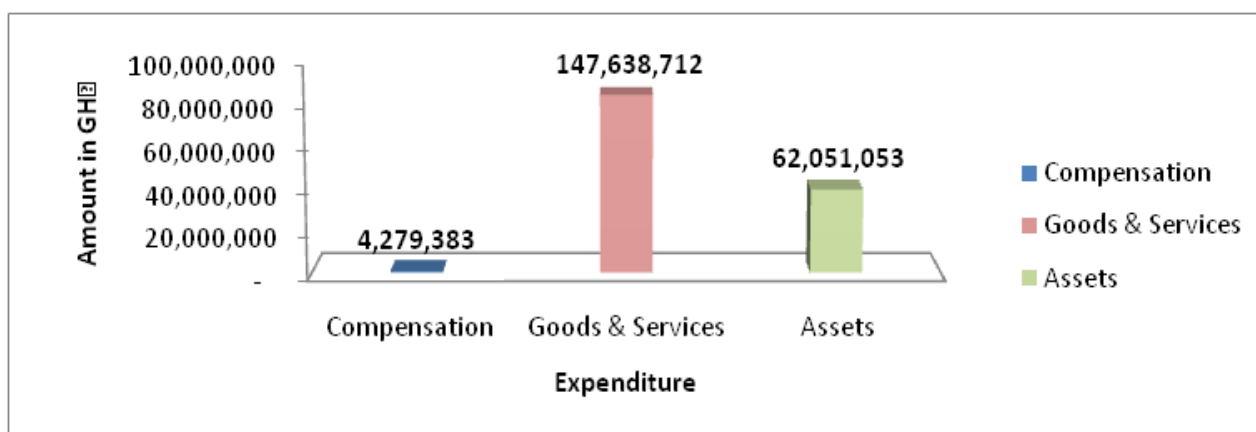


Fig. 3: IGF Expenditure by Economic Classification

### Ghana Education Trust Fund

Government approved a total amount of GH¢132,051,000 in respect of GETFund allocation for the tertiary education sector. Out of this, GH¢5,000,000 was allocated for Faculty Development and Research and GH¢127,051,000 for Academic Facilities and Infrastructural Development. Out of the GH¢5,000,000 budget

provision for Faculty Development and Research, GH¢2,000,000 was set aside as seed money for the National Research Fund. This brings the National Research Fund to a total amount of GH¢4,000,000 since 2012.

Table 11 provides comparative figures of budgeted, receipts and actual expenditures of the entire sector for 2013 and 2014.

TABLE 11

#### Financial Performance of the Tertiary Sector

SOURCE	2013			2014		
	<i>Approved Budget</i>	<i>Actual Receipts</i>	<i>Actual Expenditure</i>	<i>Approved Budget</i>	<i>Actual Receipts</i>	<i>Actual Expenditure</i>
<b>GOG</b>	484,995,870	493,882,330	493,882,330	952,675,283	898,208,540	898,208,540
<b>IGF</b>	397,301,331	463,958,816	463,958,816	640,704,080	532,261,457	213,969,148
<b>GETFUND</b>	138,200,000	51,828,677.52	50,174,355.30	132,051,000	75,037,451.45	75,856,791.33
<b>TOTAL</b>	<b>1,020,497,201</b>	<b>1,009,669,823.52</b>	<b>1,008,015,501.30</b>	<b>1,725,430,363</b>	<b>1,505,507,448.45</b>	<b>1,179,034,479.33</b>

Source: NCTE, 2014.

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## PERFORMANCE REVIEW OF STRATEGIC PLAN (2010–2014)

The NCTE Strategic Plan (2010–2014) was developed to promote quality, equitable access, relevance, sustainable funding, good governance and management with excellence in tertiary education that supports national development in line with the mission and vision for 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 part provides the implementation status of the strategic plan. In all out of thirty-three (33) planned activities, fourteen (14) have been fully executed and thirteen (13) are on-going and six (6) not started. The major challenges to implementation has been funding and in some cases changes in policy and new developments in the sector. The process for drawing up a new strategic plan has been initiated.

### **Development Prospects between 2010 and 2014**

The Strategic Plan for 2010–2014 was to help the NCTE reposition itself to serve as an essential resource for both governments, through the Ministry of Education and the Institutions as well as all stakeholders in education. In order to realise this vision, the Strategic Plan took adequate cognisance of the priority areas of the GSGDA focus, Millennium Development Goals and the 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"> <li>• Develop a broad policy framework to facilitate distance education and develop programmes</li> <li>• Facilitate the provision of budgetary support for institutions with distance education programmes</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Yearly Budgetary Provision was made towards distance education programmes but no activity has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Yet to be done</li> </ul>
Facilitate efforts in the establishment of an Open University (OU)	<ul style="list-style-type: none"> <li>• Establish a secretariat for the OU</li> <li>• Provide budget lines for the OU projects</li> <li>• Appoint key administrative staff</li> <li>• Submit OU Bill for Cabinet approval</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders workshops involving MoE, Centre for Distance Education and Open Learning, the Universities and the OU-UK has been held and agreed to collaborate with OU-UK for implementation.</li> <li>• The next stage is to develop a concept paper and a business plan for further discussion including the OU-UK and other stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Strengthen Colleges of Education (CoE) to become a viable option in tertiary education	<ul style="list-style-type: none"> <li>• Facilitate the passage of the draft bill of CoE</li> <li>• Facilitate the development of school statutes for CoE.</li> <li>• Assess the qualifications and experience of teachers to facilitate their designation and reassignment</li> <li>• Ensure the appointment of Councils of CoE</li> <li>• Facilitate the appointment of substantive Principals of CoEs</li> <li>• Assess the state of infrastructure in CoE to foster earmarking of funds for upgrading of facilities</li> </ul>	<ul style="list-style-type: none"> <li>• College of Education Bill, Act (847) passed in 2012</li> <li>• Draft statutes of College of Education produced and submitted to MoE, CoE and FWSC in 2014</li> <li>• A guideline for redesignation/ placement of staff into a new scheme of service has been developed</li> <li>• Substantive Councils of CoE have been reconstituted</li> <li>• Vacant positions of principals of CoE filled</li> <li>• Infrastructure committee of Council constituted for the assessment of state of infrastructure of the Colleges and has submitted a report to Council, GETFund and MoE</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Ongoing</li> <li>• Done</li> <li>• 12 College Councils yet to be reconstituted</li> </ul>
Facilitate the Establishment of a University of Health and Allied Sciences at Ho and a University of Energy and Natural Resources in Sunyani	<ul style="list-style-type: none"> <li>• Recommend a budget line for the University of Health and Allied Sciences at Ho and a University of Energy and Natural Resources in Sunyani</li> <li>• Provide secretarial support to the task force</li> </ul>	<ul style="list-style-type: none"> <li>• Parliament passed Act for the establishment of the two new Universities in 2011</li> <li>• Support services provided by the secretariat</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> </ul>



### 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"> <li>• Enroll more females</li> <li>• Enroll students from disadvantaged secondary schools</li> <li>• Provide facilities congenial for differentially abled students</li> <li>• Develop a broad policy framework on equity in tertiary education</li> <li>• Provide a forum for discussing the framework and make recommendations to the Minister</li> </ul> <p>√ Publish policy documents on equity and circulate to the tertiary institutions for implementation</p>	<ul style="list-style-type: none"> <li>• A policy 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</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

### 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"> <li>• Review guidelines for the disbursement of GETFund Research and Faculty Development Fund for tertiary institutions to promote applied research</li> <li>• Advocate for establishment of a Research foundation</li> <li>• Formulate broad policy framework on applied research in priority areas for national development in tertiary education institution</li> <li>• Organise a forum to discuss the policy framework</li> <li>• Publish the policy document and circulate to tertiary institutions</li> <li>• Provide support for postgraduate studies through earmarked funding</li> <li>• Monitor the implementation of the norms for postgraduate enrolment in universities</li> </ul>	<ul style="list-style-type: none"> <li>• An amount from the faculty development and research fund of GETFund has been set aside for the research fund</li> <li>• A Bill for the establishment of a Tertiary Education Research Fund has been submitted to AG's department after dissemination seminar on technical committee report</li> <li>• Activity has not been carried out</li> </ul>	<p>There has been a change in policy by Government to establish a National Research Fund</p> <p>Lack of Funding</p>

**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"> <li>• Intensify governance and leadership workshops for Council members and managers of tertiary education institutions</li> <li>• Intensify workshops for planning, budget and finance officers of tertiary education institutions</li> <li>• Develop an efficient Tertiary Institutions Management Information System to facilitate performance monitoring and evaluation</li> <li>• Build the capacity of secretariat staff in educational planning and management</li> </ul>	<ul style="list-style-type: none"> <li>• A seminar on Leadership and academic training workshops for 13 cohorts and Universities in Ghana and Nigeria with sponsorship from Carnegie Corporation has been held from 2012–2014</li> <li>• Orientation workshop on governance and financial management was organised in 2013 and 2014 for chairmen, principals and finance/college secretaries of Colleges of Education</li> <li>• Equipments installed, staff trained</li> <li>• One staff had completed a PhD in education planning and management</li> <li>• Another is undergoing a PhD in Education management whiles three other staff have other gone short course in educational planning in China and Germany</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Done</li> <li>• Institutions yet to be linked into the system</li> <li>• Done</li> </ul>
Foster effective oversight of tertiary education.	<ul style="list-style-type: none"> <li>• Review of NCTE Act to promote enforcement of supervision</li> </ul>	<ul style="list-style-type: none"> <li>• A National Commission on Tertiary Education Bill has been submitted to the AG's department</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Funding and resource mobilisation	<ul style="list-style-type: none"> <li>• Develop policy for funding tertiary education</li> <li>• Develop a budget manual to standardise and facilitate the process of resource allocation and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Policy brief on sustainable funding of education has been developed and submitted to the Minister of Education for cabinet and parliamentary approval</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Yet to be done</li> </ul>
Institutionalise periodic review of standards and norms in the tertiary education sector	<ul style="list-style-type: none"> <li>• Finalise the review of standards and norms to foster efficiency and quality outcomes in tertiary education</li> </ul>	<ul style="list-style-type: none"> <li>• Norms for tertiary education (Universities and Polytechnics) reviewed as of July 2012</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> </ul>
Institute mechanisms to attract and retain faculty	<ul style="list-style-type: none"> <li>• Facilitate other avenues for funding and scholarships to promote faculty development such as bilateral cooperation/agreements and institutionalise linkages</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

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

## 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"> <li>• Review the organisational structure of the secretariat</li> <li>• Appoint full complement of secretariat staff to foster effective supervision of tertiary education by Council</li> </ul>	<ul style="list-style-type: none"> <li>• Council has set up a committee to assess the secretariat especially senior management and advice accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
Promote research in higher education planning and management	<ul style="list-style-type: none"> <li>• Acquire more publications for the NCTE Documentation Centre</li> <li>• Develop a National Research Data Base</li> <li>• Create and build capacity of Research Planning and Policy Development Department</li> <li>• Institute measures to facilitate the dissemination of information on tertiary education: <ul style="list-style-type: none"> <li>➢ Ensure that the NCTE <i>Journal</i> is published once a year</li> <li>➢ Encourage secretariat staff to contribute to NCTE journal</li> <li>➢ Ensure prompt publication of technical and policy papers produced by NCTE</li> </ul> </li> <li>• Facilitate the access of the Secretariat to online journals on tertiary education</li> </ul>	<ul style="list-style-type: none"> <li>• Stocks of books and materials at the Documentation Centre updated</li> <li>• The first edition of <i>Ghana Journal of Higher Education</i> has been published</li> <li>• This has been catered for under TIMIS</li> <li>• Research Planning and Policy Development Department established as of 2011. Four new staff including a senior member appointed</li> <li>• Copies of publications of NCTE are always made available to institutions</li> <li>• The Executive Secretary features on radio discussions to explain policy interventions on tertiary education</li> <li>• Volume 1 of NCTE Journal published in 2014</li> <li>• The Technical Report Series and Tertiary Education Series were published</li> <li>• Second Edition of Tertiary Education News (newsletter) has been published</li> <li>• Not implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Done</li> <li>• Done</li> <li>• Ongoing</li> <li>• Done</li> <li>• Done</li> </ul>

### 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"> <li>• Facilitate institutional linkage among Ghanaian and foreign tertiary institutions</li> <li>• Facilitate collaboration among Ghanaian and foreign supervisory bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with Carnegie Corporation of New York for SALT</li> <li>• Collaboration with TrustAfrica on Policy Dialogue conference on tertiary education</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> </ul>
Facilitate collaboration between tertiary education institutions, industry and other research institutions	<ul style="list-style-type: none"> <li>• Encourage joint research between tertiary education institutions, industry and other research institutions</li> <li>• Support COTVET to produce a framework to facilitate internships/industrial attachment for students and teachers of tertiary education institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with DAAD on conversion of polytechnics into Technical Universities</li> <li>• Collaboration with World Bank on establishment of Centres of Excellence at the University of Ghana and the KNUST</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

### 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	Done

**PART SEVEN**

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

NATIONAL COUNCIL FOR TERTIARY EDUCATION

BALANCE SHEET AS AT 31ST DECEMBER, 2014

<u>NON CURRENT ASSETS</u>	<u>NOTES</u>	<u>2014</u>	<u>2013</u>
		GH	GH
Property, Plant & Equipment	2	<u>719,191</u>	<u>733,961</u>
<b>CURRENT ASSETS</b>			
Accounts Receivables	3	46,164	29,909
Bank Balances	4	15,224,011	3,917,059
		<u>15,270,175</u>	<u>3,946,968</u>
<b>LESS CURRENT LIABILITIES</b>			
Undisbursed Tertiary Institution Funds	5(a)	15,432,888	1,495,176
Accounts Payable	5(b)	41,853	47,214
		<u>15,474,741</u>	<u>1,542,390</u>
<b>NET ASSETS</b>		<u>514,625</u>	<u>3,138,539</u>
<b>REPRESENTED BY:</b>			
Accumulated Fund	6	478,438	3,102,953
Car Loan Revolving Account	7	36,187	35,586
		<u>514,625</u>	<u>3,138,539</u>

Accountant

Executive Secretary

NATIONAL COUNCIL FOR TERTIARY EDUCATION

INCOME STATEMENT FOR THE YEAR ENDED 31ST DECEMBER, 2014

<u>INCOME</u>	NOTES	<u>2014</u>	<u>2013</u>
Subvention	<b>8(a)</b>	<b>114,245</b>	<b>361,103</b>
Other Incomes	<b>9</b>	<b>572,394</b>	<b>68,007</b>
Tertiary Institution Transfer	<b>8(b)</b>	<b>535,112,001</b>	<b>349,102,563</b>
		<b>535,798,640</b>	<b>349,531,673</b>
<b>LESS EXPENDITURE</b>			
Personnel Emoluments	<b>10(a)</b>	<b>1,031,891</b>	<b>997,932</b>
General Administration	<b>11</b>	<b>1,597,400</b>	<b>1,520,526</b>
Service Activity	<b>12</b>	<b>457,491</b>	<b>354,307</b>
Transfer from Tertiary Institutions	<b>10(b)</b>	<b>535,336,373</b>	<b>349,179,071</b>
		<b>538,308,910</b>	<b>352,051,836</b>
<b>SURPLUS/(DEFICIT)</b>		<b>(2,624,515)</b>	<b>(2,520,163)</b>

NATIONAL COUNCIL FOR TERTIARY EDUCATION

CASHFLOW STATEMENT FOR THE YEAR ENDED 31ST DECEMBER 2014

	<u>2014</u>	<u>2013</u>
Cashflow from Operating Activities		
Surplus/(Deficit)	(2,624,515)	(2,520,163)
Adjustment for:		
Depreciation	<b>149,393</b>	<b>157,619</b>
Interest on Loan		
Prior year adjustment		
Surplus/(Deficit) before Working Capital Changes	(2,475,122)	(2,362,544)
Decrease/(Increase) in Trade & Other Receivables	<b>(16,254)</b>	<b>22,332</b>
Decrease/(Increase) in Accounts Payables	<b>13,932,351</b>	<b>(13,861,587)</b>
(a) Net Cashflow from Operating Activities	11,440,975	(16,201,799)
Cashflow from Investing Activities		
Investment (Loan Interest)	<b>600</b>	<b>100</b>
Purchase of Assets	<b>(134,623)</b>	<b>(621,847)</b>



(b) Net Cash from Investing Activities	(134,023)	(621,747)
Cashflow from Financing Activities		
(c) Net Cashflow from Financing Activities		
Decrease in Cash & Cash Equivalents	<b>11,306,952</b>	<b>(16,823,546)</b>
Analysis of Cash & Cash Equivalents		
Opening Cash /Bank Balance	<b>3,917,059</b>	<b>20,740,605</b>
Increase/decrease in cash	<b>11,306,952</b>	<b>(16,823,547)</b>
Closing bank balance	<b>15,224,011</b>	<b>3,917,059</b>
<b>3. RECEIVABLES:</b>	<u>2014</u>	<u>2013</u>
(a) VEHICLE LOANS		
Total vehicles Loans	<u>41,518</u>	<u>26,009</u>
(b) LOANS/ADVANCES	3,557.43	2,812
(c) GUSS	222	222
(d) Enterprise Insurance	300	300
(e) Sale of Tender	200	200
(f) Sale of Publication	366	366
<b>4. BANK BALANCES</b>		
Bank of Ghana A/c 1	6,186	9,296
Bank of Ghana A/c 56	14,927,531	1,560,284
Bank of Ghana A/c 2	290,294	2,347,479
	<u>15,224,011</u>	<u>3,917,059</u>
<b>5(a) PAYABLES</b>		
<b>5(b) UNDISBURSED TERTIARY INSTITUTION FUNDS</b>		
Special Fund	392,112	1,037,791
College of Education	664,238	–
Undisbursed Tertiary Institution Compensation	14,376,538	–
	<u>15,432,888</u>	<u>1,037,791</u>
University of Energy and Natural Resources		<u>457,386</u>

## 6. ACCUMULATED FUND

Balance at 1/1/2014	3,102,953	5,623,116
Surplus/Deficit for the year 2014	(2,624,515)	(2,520,163)
Additions		
Balance at 31/12/2014	478,438	3,102,953

## 7. Car Loan Revolving Accounts

Opening Balance	35,586.00	35,484
Interest on Loan	601	102
	<u>36,187</u>	<u>35,586</u>

## 8(a) Subvention

Personnel Emoluments	114,245	–
Goods and Services	–	361,103
Service	–	–
Investment	–	–
	<u>114,245</u>	<u>361,103</u>

## 8(b) SUBVENTION RECEIVED ON BEHALF OF TERT INST

PERSONNEL EMOLUMENTS	504,884,844	334,112,729
BOOK AND RESEARCH	30,227,157	14,989,834
	<u>535,112,001</u>	<u>349,102,563</u>

## 9. OTHER INCOME

GETFUND	556,954	56,517
Sale of Publications	3,375	4,953
Sale of Tender	1,600	2,400
NAB	–	4,137.59
NABPTEX	3,665	–
Conference Centre	6,800	–
	<u>572,394</u>	<u>68,007</u>

## 10(a) PERSONNEL EMOLUMENTS

NCTE		
Personnel Emoluments	114,245	–
Pensions	2,639	2,903
NCTE Members Allowances	915,007	995,030
	<b>1,031,891</b>	<b>997,932</b>

## 10(b) PERSONNEL EMOLUMENTS

Personnel Emoluments	505,109,216	334,189,237
Book and Research Allowance	30,227,157	14,989,834
	<b>535,336,373</b>	<b>349,179,071</b>

## 11. ADMINISTRATION

Telephone	23,763	8,028
Electricity	60,109	47,849
Water	18,407	11,136
Electricity Subsidy	9,362	11,333
Postages	5,195	4,505
Office Cleaning	43,532	30,897
Stationery	51,479	82,013
Meetings	335,173	253,397
General Office Expenses	–	250
Entertainment & Hospitality	59,566	36,124
Repairs to Office Furniture	1,987	100
Ex-gratia Award	–	78,568
Accident Free Allowance	–	2,244
Honorarium	242,911	69,785
Sitting Allowances	121,138	125,337
Travel and Transport	45,740	13,191
Repairs of Office Building	6,355	58,014
KNUST	–	147,458
Maintenance of Office Equipment	25,003	22,614
Office Consumable Equipment	2,989	3,886
Depreciation — Office & Household Equipt.	52,533	39,361
Depreciation — Furniture & Fittings	20,438	22,730
Depreciation — Motor Vehicles	76,423	95,528
Refund of Medical Expenses	54,345	27,911
Office Consumables	10,408	6,731
Book Grant	–	1,416

Sunyani Polytechnic		–	15,525
Other Allowances		7,402	24,231
Book Allowance			17,290
Printing & Publication	<b>13</b>	<b>63,249</b>	34,152
Travelling & Transport	<b>14</b>	<b>240,098</b>	192,192
Financial Charges	<b>15</b>	<b>19,796</b>	36,730
		<u><b>1,597,400</b></u>	<u><b>1,520,526</b></u>

## 12. SERVICE ACTIVITY

Workshop		93,405	1,300
Rent		20,000	18,000
Adverts		32,058	18,449
Staff Training		39,284	86,523
Security Services		26,129	24,495
Conference		211,890	186,873
Travelling and Transport		–	
Internet Provision		34,725	15,418
Donations		–	3,250
		<u><b>457,491</b></u>	<u><b>354,307</b></u> ???

## 13. PRINTING & PUBLICATION

Newspapers & Periodicals		10,511	10,864
Publications		–	–
Contract Printing		52,738	23,288
		<u><b>63,249</b></u>	<u><b>34,152</b></u>

## 14. TRAVELLING & TRANSPORT

Subsistence Allowances		27,673	17,213
Motor Vehicle Repairs		28,567	3,654
Motor Vehicle Running		183,858	171,325
		<u><b>240,098</b></u>	<u><b>192,192</b></u>
Insurance		19,506	36,309
Bank Charges		290	421
		<u><b>19,796</b></u>	<u><b>36,730</b></u>

## CONCLUSION—CHALLENGES AND WAY FORWARD

The critical issues of the tertiary education sector requiring attention with collaboration among stakeholders relate to:

- Inadequate funding to support research and infrastructure development
- Increasing cost of tertiary education
- Limited access to qualified applicants
- Redirecting programme delivery to national development priorities and the labour market demand by bridging the gap between industry/employers and academia
- Regulating and monitoring tertiary institutions, private and public to ensure quality education
- Building capacity of Councils, senior management and union leaders on governance and management of tertiary education institutions.

## APPENDICES

### Appendix 1a: 2014 Budget Distribution for the Tertiary Education Sector

INSTITUTION UNIVERSITIES	COMPENSATION	GOODS & SERVICES	ASSETS	TOTAL
U. G.—MAIN	124,496,943	543,375		125,040,317
BUSINESS SCHOOL	12,998,670	111,636		13,110,306
MEDICAL SCHOOL	23,281,005	178,501		23,459,506
DENTAL SCHOOL	4,285,499	42,019		4,327,518
COL. OF ALLIED HLTH. SCI	5,752,788	56,423	95,087	5,904,298
COL. OF HEALTH SCI. S	2,646,892	50,816		2,697,708
SCHOOL OF NURSING	2,382,574	53,503		2,436,076
SCH. OF PHARMACY	2,590,308	44,607		2,634,915
COLLEGE OF AGRIC	18,793,827	40,722		18, 834,550
NOGUCHI MEMORIAL INST.	7,711,072	57,559		7,768,632
SCHOOL OF PUBLIC HEALTH	4,358,696	58,876		4,417,571
<b>Sub-Total</b>	<b>209,298,274</b>	<b>1,238,035</b>	<b>95,087</b>	<b>210,631,397</b>
KNUST—MAIN	114,804,563	500,000		115,304,563
COLLEGE OF HEALTH	18, 081,000	150,000		18,231,000
COLLEGE OF FOREST RES.	1,812,891	100,000		1,912,891
<b>Sub-Total</b>	<b>134,698,455</b>	<b>750,000</b>	<b>–</b>	<b>135,448,455</b>
UNIV. OF MINES & TECHNOLOGY	15,346,423	359,401	15,705,824	–
UNIV. OF PROFESSIONAL STUDIES	23,198,834	359,401		23,558,235
UNIV. OF CAPE COAST—MAIN	124,097,044	487,637	100,000	124,684,681
SCHOOL OF AGRIC	6,744,375	66,221		6,810,596
I.E.P.A.	1,446,500	51,064		1,497,564
SMHS	6,388,272	94,028		6,482,300
<b>Sub-Total</b>	<b>138,676,191</b>	<b>698,951</b>	<b>100,000</b>	<b>139,475,141</b>
UNIV. OF EDUCATION—WINNEBA	49,084,817	403,970	328,109	49,816,896
KUMASI	12,417,326	92,026		12,509,352
MAMPONG	6,631,602	56,408		6,688,010
AJUMAKO	2,046,099	19,872		2,065,971
<b>Sub-Total</b>	<b>70,179,845</b>	<b>572,276</b>	<b>328,109</b>	<b>71,080,230</b>
UNIV. FOR DEV'T. STUDIES—MAIN	48,337,199	435,137		48,772,337
SMHS	8,221,817	74,320		8,296,137
<b>Sub-Total</b>	<b>56,559,016</b>	<b>509,458</b>	<b>–</b>	<b>57,068,474</b>

## Appendix 1a (Cont'd.)

UNIVERSITIES	COMPENSATION	GOODS & SERVICES	ASSETS	TOTAL
UNIVERSITY OF HEALTH & ALLIED SCIENCES	4,227,056	705,508		4,932,565
UNIVERSITY OF ENERGY & NAT. RES	2,721,387	705,508		3,426,895
<b>Sub-Total—Universities</b>	<b>654,905,481</b>	<b>5,898,539</b>	<b>523,196</b>	<b>661,327,216</b>
OTHER TEACHING				
GHANA INSTITUTE OF LANGUAGES	2,701,877	170,756		2,872,632
GHANA INST. OF JOURNALISM	4,546,559	164,814		4,711,373
<b>Sub-Total</b>	<b>7,248,436</b>	<b>335,569</b>	<b>–</b>	<b>7,584,005</b>
<b>POLYTECHNICS</b>				
ACCRA POLYTECHNIC	16,145,917	246,641		16,392,558
KUMASI POLYTECHNIC	22,573,866	224,513		22,798,380
TAKORADI POLYTECHNIC	30,965,322	255,382		31,220,703
HO POLYTECHNIC	13,270,621	192,410		13,463,031
CAPE COAST POLYTECHNIC	8,269,555	189,760		8,459,315
TAMALE POLYTECHNIC	14,845,408	195,818		15,041,225
SUNYANI POLYTECHNIC	15,308,456	193,052		15,501,507
KOFORIDUA POLYTECHNIC	13,521,069	199,621		13,720,690
WA POLYTECHNIC	6,197,960	157,095		6,355,055
BOLGA. POLYTECHNIC	7,440,287	178,531		7,618,818
<b>Sub-Total</b>	<b>148,538,461</b>	<b>2,032,821</b>	<b>–</b>	<b>150,571,282</b>
<b>SUPERVISORY BODIES</b>				
NCTE	1,717,829	269,900		1,987,729
Lease—Office Complex	–	120,000		120,000
Managing CoE Transition/10 New COE	–	128,888		128,888
Servicing Committee Meetings:	–	–		–
New University—Eastern Region	–	177,371		177,371
Polytechnics/Technical Universities	–	179,126		179,126
Other Meetings	–	85,976		85,976
NAB	2,130,832	111,243		2,242,075
NABPTEX	1,282,776	105,828		1,388,604
<b>Sub-Total</b>	<b>5,131,438</b>	<b>1,178,331</b>	<b>–</b>	<b>6,309,769</b>
<b>OTHER SUBVENTED BODIES</b>				
GHANA ACADEMY OF ARTS & SCI.	958,413	150,603		1,109,016
GHANA SCIENCE ASSOCIATION	168,271	152,215		320,486
ENCYCLOPAEDIA AFRICANA	117,294	157,051		274,344
LONDON OFFICE	635,043	–		635,043
<b>Sub-Total</b>	<b>1,879,021</b>	<b>459,868</b>	<b>–</b>	<b>2,338,889</b>
<b>TOTAL</b>	<b>817,702,837</b>	<b>9,905,128</b>	<b>523,196</b>	<b>828,131,161</b>
COLLEGES OF EDUCATION	105,671,182	2,094,872	1,246,804	108,770,967
<b>GRAND TOTAL</b>	<b>923,374,019</b>	<b>12,000,000</b>	<b>1,770,000</b>	<b>936,902,128</b>

## Appendix 1b: Special Projects in Colleges of Education

PROJECT DESCRIPTION	NAME OF CONTRACTOR	LOCATION	DATE OF AWARD	CONTRACT SUM GH¢	EXPECTED DATE OF COMPLETION	STATUS OF PROJECT
Renovation of staff Development center and re-roofing of male dormitory	Central Modern Ltd	Jasikan College of Education	15/08/2011	48,221.99	02/08/2012	Completed and handed over
Construction of dormitory block	M/S Zafarilal M Ayanga	Tumu College of Education	31/01/2014	199,524.50	31/05/2014	Completed and handed over
Rehabilitation of female dormitory	M/S Ali and Sons Ltd	Jasikan College of Education	12/10/2012	531,409.60	12/03/2013	Completed and handed over
Construction of Kitchen/Dining Hall, furnishing	M/S AMD Co LTD, Box NT 474, Accra	Gbewaa College of Education	28/09/2011	760,844.78	21/02/2014	Completed and handed over
Construction of 2 story dormitory Blocks	M/S Mashmed Ent	Gbewaa College of Education	28/09/2011	1,592,949.23	28/09/2012	

### OTHER PROJECTS

PROJECT DESCRIPTION	NAME OF CONTRACTOR	LOCATION	DATE OF AWARD	CONTRACT SUM GH¢	EXPECTED DATE OF COMPLETION	STATUS OF PROJECT
Construction of a 3-bedroom Bungalow	M/S Bimbira Enterprise, Tamale	Tamale Campus of UDS	02/09/2011	171,609.08	06/08/2012	Work is 100% completed and satisfactory
Construction of a proposed School of Veterinary Medicine Building Complex	M/S. Antarctic Constructs Work Ltd	KNUST at Kumasi	24/05/2013	15,049,728.80	24/05/2015	Consultant is advised to attach progress report to work done for any payment being requested
Supply of 50 Manual Typewriters	M/S Robert Aboor's Enterprise	Bolga Polytechnic	9/07/2013	86,950.00	9/10/2013	50 Manual Typewriters have been supplied & received by the school
Renovation of Cafeteria for College of Health Sciences	M/S Appro-Tech Impex Ltd	Korle-Bu—University of Ghana	September, 2013	340,795.45	April, 2014	Concrete works, Block works and Cladding & Covering completed



Appendix 1b (Cont'd.)

PROJECT DESCRIPTION	NAME OF CONTRACTOR	LOCATION	DATE OF AWARD	CONTRACT SUM GH¢	EXPECTED DATE OF COMPLETION	STATUS OF PROJECT
Proposed resource centre and ICT block	M/S Samotrust Company Ltd,	ADA college of education, Ada (Phase II: Roofing)	20/12/2014	48,989.54	5/06/2014	Project is 100% completed and yet to be handed over
Construction of Two (2) Story Library and ICT Complex Building	M/S Rinacand Company Ltd	UENR, Sunyani	19/12/ 2013	1,916,869.85	17/04/2014	Substructure (Work up to top of ground floor level bed 98%), Ground Floor concrete work also completed (100%)
Supply and installation of computers and accessories	M/S Total Supplies Ltd	University for Development Studies.	30/08/ 2013	61,841.00	29/01/2014	Computers and accessories have been supplied and received by the university
Construction of 3-Bedroom 8-Unit 4-Storey Block of Flats	M/S Thywill Business and Investment	Wa Campus of the University for Development Studies	28/06/ 2013	1,733,330.96	14/08/2014	Substructure completed and superstructure on going
Renovation and extension of graduate school block	M/S Nibass ENT Ltd	Tamale for the University for Development Studies	31/01/2013	1,450,679.14	14/08/2014	Workmanship and progress of work is satisfactory work is 45% complete
Construction of a 4-Storey Administration Block	M/S Mic-Fam Ltd.		10 /12/2010	1,497,821.85	30/04/2014	Work is completed and satisfactory
Construction of 4-Storey Hostel Facilities	M/S Dominion Concept Ltd.	Females Students at Peki College of Education	20/06/2013	1,685,424.29	20/01/2014	Substructure, Superstructure and first floor have been completed

## Appendix 1b (Cont'd.)

PROJECT DESCRIPTION	NAME OF CONTRACTOR	LOCATION	DATE OF AWARD	CONTRACT SUM GH¢	EXPECTED DATE OF COMPLETION	STATUS OF PROJECT
Construction of an Auditorium	M/S Fabmon Ltd.	Mount Mary College of Education—Somanya	25/11/2013	1,468,175.69	30/12/ 2014	Superstructure, sub-structure and finishing are 100% completed
Rehabilitation of 2-Story Administration Block at Bimbila E. P. College of Education	M/S Dewobua Company Ltd., Box 584, Tamale	Bimbila E. P. College of Education	7/11/2012	417,170.24	5/10/2012	Structure, ground floor concrete and block work, suspended floor slab and first floor columns are done
Rehabilitation of 2 No. Classroom Blocks	M/S Dewobua Company Ltd.	Bimbila E. P. College of Education	17/12/2010	130,327.81	30/09/2011	Work is 100% completed with defects liability period over
Rehabilitation of 2-Story Administration Block	M/S Dewobua Company Ltd.	Bimbila E. P. College of Education	7/11/2012	417,170.24	5/10/2012	Substructure, ground floor concrete and block work, suspended floor slab and first floor columns are done
Construction of 2 story Dormitory Block with Ancillary Facilities	M/S Samotrast Company Ltd.		17/04/2013	1,308,927	February, 2015	Substructure of project is ongoing and yet to be completed
Construction of a Fence Wall	M/S Chriswed Ltd	Akatsi College of Education	22/01/2012	197,993.70	14/11/2012	Work is Completed and satisfactory
Renovation of an Old Classroom Block and Completion of 2 Bedroom Semi Detached Bungalow	M/S Bideck Ltd	Akatsi College of Education	January, 2011	257,881.18	August, 2011	Projects are completed and handed over for use

Appendix 1b (Cont'd.)

PROJECT DESCRIPTION	NAME OF CONTRACTOR	LOCATION	DATE OF AWARD	CONTRACT SUM GH¢	EXPECTED DATE OF COMPLETION	STATUS OF PROJECT
Construction 1 No. Staff Accommodation Unit	M/S Seidu Kutia and Bros Ltd.	Wa Polytechnic (Lot 3F)	10/10/2008	295,100.00	22/06/2009	Demolition/alterations are 100% complete while superstructure is ongoing (35%)
Bitumen Surfacing	M/S Chriswed Ltd.	Kibi Presbyterian College of Education	2/04/2013	462,171.85	19/01/2014	Construction of 591m of 450*500*120, 120m of 600*600*150 and 50m of 900 *900 conc U drain completed
Rehabilitation and Extension of Assembly Hall	M/S Ben-Deli Envelopment Dev. Ltd/Defiat Dev. Company Ltd	St Francis College of Education, Hohoe	25/04/2006	1,680,922.57	24/04/2007	The project is roofed, painted and doors fixed. Work done is 95% complete
Completion of 1No, 2-Storey 6-Unit Classroom Block	M/S Colast Company Ltd.	E. P College of Education at Amedzofe	20/04/2006	430,054.70	17/07/2014	Substructure and superstructure are 100% completed
Repainting and Decoration of 2-Storey Block	M/S Bideck Ltd.	Akatsi College of Education	4/02/2014	48,416.40	25/03/2014	Demolition/Repairing, Louvered frame and glasses, and painting all completed. Work done is 99% complete
Construction of 3-Storey Hostel Block	M/S. K Tac Company Ltd., Kumasi	Agogo Presbyterian College of Education at Asante Akyem	20/02/2013	1,752,936.13	4/09/2015	Substructure, Concrete works and Block works are all completed

## Appendix 1b (Cont'd.)

PROJECT DESCRIPTION	NAME OF CONTRACTOR	LOCATION	DATE OF AWARD	CONTRACT SUM GH¢	EXPECTED DATE OF COMPLETION	STATUS OF PROJECT
<b>UHAS: On-going projects</b> Construction of 3-bedroom bungalow with 2-bedroom boys quarters at Trafalgas Hospital site	M/S Bo construction Ent/Bumecon Investment Ltd	University of Health and Allied Sciences	19/3/2013	280,638.41	5/9/2013	Substructure: Floor bed completed Superstructure: Concrete and block work completed
Refurbishment of 3-bedroom bungalow with 2-bedroom out-house at Municipal Hospital	M/S Atep Holdings Ltd and Forms Capital Ltd	University of Health and Allied Sciences	4/9/2013	126,132.67	22/11/2013	Demolishing and alteration completed Substructure completed Super-substructure completed (External works yet to be done)
Supply of 1. 4 ml shape desk office swivel chair, visitors chair and 4 drawer metal cabinets	M/S Expert Office Furnish	University of Health and Allied Sciences	14/8/2013	103,412.00	14/9/2013	(Supplied and in use)
Completion of outstanding work at the Nurses Training School	M/S Capmocos Ltd., Box 2409, Accra	University of Health and Allied Sciences	22/6/2012	890,088.28	31/8/2012	Project Construction is (100%)

## Appendix 2: 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 vc@knust.edu.gh	03220–60137/60331/ 60334/60334
3.	University of Cape Coast (UCC)	P.M.B., Cape Coast vcucc@ghana.com	03321–32050/32378
4.	University for Development Studies, Tamale (UDS)	P. O. Box 1350, Tamale vc@uds.edu.gh	03720–22422/22009/ 22369/22078/26633/ 26634
5.	University College of Education of Winneba (UEW)	P. O. Box 25, Winneba 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	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	0302–401681–3
<b>OTHER INSTITUTIONS</b>			
1.	Ghana Institute of Languages (GIL)	P. O. Box GP 67, Accra	0302–221052
2.	Ghana Institute of Journalism	P. O. Box GP 667, Accra	0302–228336
<b>POLYTECHNICS</b>			
1.	Accra Polytechnic	P. O. Box GP 561, Accra	662263/662939
2.	Takoradi Polytechnic	P. O. Box 256, Takoradi	0302–22917/22918
3.	Kumasi Polytechnic	P. O. Box 854, Kumasi	03220–22387
4.	Ho Polytechnic	P. O. Box 217, Ho	03620–28398
5.	Tamale Polytechnic	P. O. Box 3 N/R, Tamale	03720–22771/23850
6.	Cape Coast Polytechnic	P. O. Box A50, Cape Coast	03321–33090/
7.	Sunyani Polytechnic	P. O. Box 206, Sunyani	03520–23278/27052 24922 (Acct) 24919 (V-P)
8.	Koforidua Polytechnic	P. O. Box 981, Koforidua	03420–24466
9.	Bolgatanga Polytechnic	P. O. Box 767, Bolgatanga	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	P. O. Box PMB
6.	Akrokerri College of Education	0322021659	P. O. Box 32, Akrokerri
7.	Atebubu College of Education	0352622024	P. O. Box 29, Atebubu
8.	Bagabaga College of Education	0372023247	P. O. Box 35, 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		P. O. Box 44, Enchi
13.	Evangelical Presbyterian College of Education	0362122002/9	P. O. Box 12, Amedzofe
14.	Foso College of Education		P. O. Box PMB, Foso
15.	Gbewaa College of Education		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 KM5, 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		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	0322028541/0322022264	P. O. Box 1927, Kumasi
38.	Wiawso College of Education	0312095131	P. O. Box 945, Wiawso

### Appendix 3: Summary of Statistics for Tertiary Education Institutions in Ghana, NCTE 2014

SUMMARY OF STATISTICS: PUBLIC UNIVERSITIES				
STUDENT ENROLMENT				
<b>Enrolment By Gender</b>			<b>Enrolment in Science/Humanities</b>	
	Male	Female	Total	Science Humanities
	89,753	48,661	138,414	55,568 82,500
% Norm	50%	50%	100%	% Norm 60% 40%
% Actual	65%	35%	100%	% Actual 40% 60%
			Unspecified: 346	
<b>Enrolment by Gender and Programme</b>				<b>Graduate Output</b>
	Male	Female	Total	%
Cert	11	19	30	0
Diploma	1,810	2,003	3,813	3
First Degree	79,364	42,565	121,929	88
Master	7,723	3,646	11,369	8
PHD	845	428	1,273	1
Total	89,753	48,661	138,414	100
				Male Female Total
				Cert 81 151 232
				Diploma 2,730 2,211 4,941
				First Degree 20,107 12,031 32,138
				PG Cert/Dip 94 43 137
				Master 2,112 1,089 3,201
				PHD 40 15 55
				Total 25,164 15,540 40,704
				Does not include UCC
ACADEMIC AND NON-ACADEMIC STAFF				
<b>Ranks of Full-time Teaching Staff</b>				<b>Academic Staff Pyramid</b>
	Male	Female	Total	Norm (%) Actual (%)
Professor	140	18	158	10 5
Associate Professor	228	37	265	15 9
Snr. Lecturer	636	98	734	30 24
Lecturer	1,591	365	1,956	45 63
Asst. Lecturer	411	163	574	
Tutor	22	11	33	
Total	3,028	692	3,720	
<b>Non-Academic Staff by Ranks and Gender</b>				<b>Academic Staff to Non Academic Staff Ratio</b>
	Male	Female	Total	%
Senior Member	966	205	1,171	17
Senior Staff	1,591	1,019	2,610	38
Junior Staff	2,325	801	3,126	45
Total	4,882	2,025	6,907	100
<b>NB:</b> Refers to Non Academic staff in Teaching Departments				Number of Teaching Staff 3,720
				Number of Non-Teaching Staff 6,907
				Ratio 1:1.86
<b>Student Enrolment by Subject</b>				<b>Student Teacher Ratio</b>
Subject	Male	Female	Total	Norm Actual
Humanities	29,995	20,588	50,583	27:1 50:1
Business Admin	20,020	11,897	31,917	27:1 120:1
Science	17,479	5,962	23,441	18:1 32:1
Applied/Tech and Health Sci.	10,918	5,822	16,740	18:1 37:1
Engineering	6,899	1,228	8,127	18:1 44:1
Pharmacy	736	588	1,324	15:1 25:1
Medicine	3,420	2,516	5,936	12:1 16:1
Total	89,467	48,601	138,068	
Unspecified:346				

<b>SUMMARY OF STATISTICS: POLYTECHNICS</b>									
<b>STUDENT ENROLMENT</b>									
<b>Enrolment By Gender</b>					<b>Enrolment in Science/Humanities</b>				
	Male	Female	Total		Science	Humanities			
	35,931	18,966	54,897		21,630	33,267			
% Norm	50%	50%	100%		% Norm	60%	40%		
% Actual	65%	35%	100%		% Actual	39%	61%		
<b>Enrolment by Gender and Programme</b>					<b>Graduate Output</b>				
	Male	Female	Total	%	Male	Female	Total		
Tech. Cert	1,994	1,251	3,245	6	HND	8,309	3,797	12,106	
HND	33,195	17,483	50,678	92	HND (CBT)	236	102	338	
B. Tech.	742	232	974	2	B. Tech.	226	71	297	
Total	35,931	18,966	54,897	100	Total	8,771	3,970	12,741	
<b>ACADEMIC AND NON-ACADEMIC STAFF</b>									
<b>Ranks of Full-time Teaching Staff</b>					<b>Academic Staff Pyramid</b>				
	Male	Female	Total			Norm (%)	Actual (%)		
Chief Lecturer	0	0	0		Chief Lecturer	10	0		
Prin. Lecturer	3	0	3		Prin. Lecturer	15	0		
Snr. Lecturer	106	17	123		Snr. Lecturer	30	9		
Lecturer	1,038	197	1,235		Lecturer	45	91		
Asst. Lecturer	165	20	185						
Chief Instructor	9	1	10						
Prin. Instructor	82	11	93						
Snr. Instructor	167	73	240						
Instructor	62	13	75						
Asst. Instructor	32	5	37						
Total	1,664	337	2,001						
<b>Non-Academic Staff by Ranks and Gender</b>					<b>Academic Staff to Non Academic Staff Ratio</b>				
	Male	Female	Total	%					
Senior Member	23	20	43	6	Number of Teaching Staff		2,001		
Senior Staff	284	129	413	63	Number of Non-Teaching Staff		657		
Junior Staff	96	105	201	31	Ratio		1:0.33		
Total	403	254	657	100					
<b>NB:</b> Refers to Non Academic staff in Teaching Departments									
<b>Student Enrolment by Subject</b>					<b>Student Teacher Ratio</b>				
Subject	Male	Female	Total			Norm	Actual		
Engineering	10,031	360	10,391		Engineering	15:1	32:1		
Applied Science	5,855	5,002	10,857		Applied Science	18:1	21:1		
Business Administration	19,765	13,502	33,267		Business Administration	25:1	68:1		
Dispensary Technology	280	102	382		Dispensary Technology	18:1	22:1		
Total	35,931	18,966	54,897						



<b>SUMMARY OF STATISTICS: PUBLIC COLLEGES OF EDUCATION</b>				
<b>Total Number of Colleges</b>		<b>Gender Profile of Institutions</b>		
Public	38	Co-education	30	
Total	38	Only Male	1	
		Only Female	7	
		Total	38	
<b>STUDENT ENROLMENT</b>				
<b>Enrolment by Gender</b>			<b>Graduate Output by Gender</b>	
	Male	Female	Total	
Year 1	8,400	6,357	14,757	
Year 2	5,174	4,199	9,373	
Year 3	5,448	3,948	9,396	
Total	19,022	14,504	33,526	
% Norm	50	50	100	
% Actual	57	43	100	
				Male
				Female
				Total
				Education
				4,693
				3,089
				7,782
				<b>NB: This excludes OLA and S.D.A. College of Education</b>
<b>ACADEMIC STAFF</b>				
<b>Academic Qualification by Gender</b>			<b>Staff Ranks by Gender</b>	
	Male	Female	Total	%
PHD	2	1	3	0.18
MPhil	202	65	267	16
Masters	482	176	658	39.8
Degree	432	131	563	34
Others	135	29	164	9.9
Total	1,253	402	1,655	100
				Male
				Female
				Total
				%
				Director
				17
				10
				27
				1.6
				Deputy Director
				112
				36
				148
				8.9
				Assistant Director
				599
				198
				797
				48
				Principal Superintendent
				517
				156
				673
				40.7
				Senior Superintendent
				2
				1
				3
				0.18
				Superintendent
				6
				1
				7
				0.42
				Total
				1,253
				402
				1,655
				100
<b>NON-ACADEMIC STAFF</b>				
<b>Staff Ranks by Gender</b>			<b>Student Teacher Ratio</b>	
	Male	Female	Total	%
Senior Member	41	24	65	4
Senior Staff	175	73	248	13
Junior Staff	995	519	1,514	83
Total	1,211	616	1,827	100
				Norm
				27:1
				Actual
				20.25:1

## Appendix 4: Nominal List of National Council for Tertiary Education (NCTE) Staff

NO.	NAME OF STAFF	CURRENT POSITION	QUALIFICATION
1.	Prof. Mahama Duwiejua	Executive Secretary	PhD, MSc, BSc
2.	Paul Dzandu	Deputy Executive Secretary	MBA, FCIS, BA
<b>CORPORATE AFFAIRS DEPARTMENT</b>			
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	Senior Procurement Assistant	Bsc, HND
11.	Christiana Asante-Amoah	Administrative Assistant	HND
12.	Sayibu Abdul Jalie	Senior Administrative Assistant	HND
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	Driver	M.S.L.C.
22.	Issah Yala	Day Watchman	
23.	Emmanuel Debrah	Dispatch Rider	J.S.S. Leaver
<b>FINANCE DEPARTMENT</b>			
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 Amoah	Principal Accounting Assistant	MBA, BA, ACCA Part I
27.	Frederick K. Takyi	Principal Accounting Assistant	MSc, BA
28.	Daniel Ofori Mintah	Accounting Assistant	B.COM, DBS, Dip. COM
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.	Omare Freda	Senior Accounting Assistant	BSc
34.	Emmanuel Nii Attey Yeboah	Accounting Assistant	HND
35.	Phillipine Kukubor	Senior Accounts Clerk	Ghana Accounting Technician

## Appendix 4 (Cont'd.)

<b>PLANNING/RESEARCH/POLICY DEPARTMENT</b>			
<b>NO.</b>	<b>NAME OF STAFF</b>	<b>CURRENT POSITION</b>	<b>QUALIFICATION</b>
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 Research 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
<b>PUBLICATIONS/DOCUMENTATION/PUBLIC RELATIONS DEPARTMENT</b>			
<b>NO.</b>	<b>NAME OF STAFF</b>	<b>CURRENT POSITION</b>	<b>QUALIFICATION</b>
43.	Hilda Agyepong Asante	Head of Department	BL, LLB, MPA, BA
44.	Alberta Djaaba Tackie Larkai	Principal Administrative Assistant	MA, BA
45.	Kwaku Gyampoh	Senior Administrative Assistant	BA
<b>INTERNAL AUDIT</b>			
<b>NO.</b>	<b>NAME OF STAFF</b>	<b>CURRENT POSITION</b>	<b>QUALIFICATION</b>
46.	Nancy Laryea-Doe	Internal Auditor	CA, B.Com
47.	Jacob Appiah Gyamfi	Principal Auditing Assistant	MBA, B.Com

**Organogram of the Secretariat**

