



**GHANA TERTIARY
EDUCATION COMMISSION**

**POLICY FRAMEWORK ON
ABSORPTION OF PRIVATE
COLLEGES OF EDUCATION BY
GOVERNMENT**

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1.0 INTRODUCTION

The Colleges of Education Act, 2012 (Act 847) was passed to give legal backing to the new status of Colleges of Education, formerly referred to as Teacher Training Colleges. Sections 3 & 4 of the Act provides the mandate and direction for the Colleges of Education.

In 2015, the Government of Ghana, as part of its efforts to augment teacher education across the country, proposed the creation of ten new colleges of education, one in each region, to supplement the existing thirty-eight (38) publicly funded ones. Thus, the rationale of government's absorption of the private Colleges of Education into public institutions was first to fulfil government's plan to construct ten (10) new Colleges of Education in areas that were under-served to improve teacher supply to basic schools in the respective regions. Additionally, the absorption was envisaged to offer opportunities to redistribute national resources towards expansion of infrastructural facilities.

The selection and absorption of a privately funded colleges of education was based strictly on government policy advise that emphasized location, national need, and accreditation status of the institutions. The National Council for Tertiary Education (NCTE), now Ghana Tertiary Education Commission (GTEC), conducted assessments at various times over some three-year period after which some eight (8) privately funded colleges of education were absorbed. for absorption. These were:

1. Al- Faruk College of Education, Wenchi, Brong Ahafo Region. (Now Bono Region)
2. Bia Lamplighter College of Education, Bia, Sefwi-Debiso, Western Region (Now Western-North Region)
3. Gambaga College of Education, Gambaga, Northern Region. (Now North-East Region)
4. McCoy College of Education, Nadowli, Upper West Region
5. Methodist College of Education, Akyem-Oda, Eastern Region
6. St. Ambrose College of Education, Dormaa-Akwamu, Brong-Ahafo Region (Now Bono Region)

7. St. Vincent College of Education, Yendi (Northern Region)
8. Seventh Day Adventist College of Education, Agona-Ashanti, (Ashanti-Region)

The recommendation of the NCTE was accepted and ratified by Government. The NCTE was empowered to engage the appropriate steps to finalise the absorption.

Intent

The intent of this policy is to outline the guidelines and procedures that shall be pursued in the absorption of privately funded colleges of education by government. This policy aims to ensure the effective management and utilization of resources, enhance the quality of education, and promote equitable access to education for all.

2.0 OBJECTIVES

The objectives of the policy are as follows:

- a. To improve the quality of teacher education by providing a guide as to how private colleges of education can be integrated into the public education system.
- b. To ensure standardization and compliance with government regulations and quality assurance mechanisms.
- c. To expand access to education by absorbing interested private colleges of education in under-served areas.
- d. To rationalize and optimize the allocation of resources in the education sector.
- e. To promote collaboration and knowledge sharing between public and private institutions.

3.0 ELIGIBILITY CRITERIA

- a. Private colleges of education seeking absorption must be duly recognized and accredited by the Ghana Tertiary Education Commission (GTEC).
- b. The college must demonstrate a commitment to meeting the prescribed standards and requirements set by GTEC.
- c. The college should have a good track record of academic performance and a proven history of providing quality teacher education.
- d. Financial stability and sustainability of the private college will be considered to ensure the smooth transition into the government system.
- e. Any legal or regulatory issues pertaining to the private college will be thoroughly evaluated before considering absorption.

4.0 PROCESS OF ABSORPTION

4.1 Expression of Interest

A private college of education interested in being absorbed by the government should submit an expression of interest to GTEC, indicating their willingness to undergo the absorption process.

4.2 Evaluation and Due Diligence

In consideration of the application, GTEC will conduct a comprehensive evaluation of the private college's infrastructure, faculty, programme(s), financial and legal status, compliance with tertiary educational delivery regulations and any other requirements that the Commission may deem necessary in deciding towards absorption at a fee to be borne by the applicant.

4.3 Negotiation and Agreement

Based on the evaluation, negotiations will be held between the private college and GTEC to determine the terms and conditions of absorption, including financial considerations, staff retention, curriculum integration, and governance structure.

Based on the evaluation, the Commission will engage the owners as well as administrators of the institution to discuss the report of the evaluation process. That is:

- Physical facilities
- library
- Finance
- Governance
- Staffing, etc.

4.4 Transition Plan

Once an institution is deemed to have met the basic requirements to be considered for absorption by the Commission, a joint transitional team of GTEC and the institution shall be constituted to initiate the process of transfer to Government through GTEC. This process shall cater for transfer of students, faculty, physical infrastructure, liquidity assets, and all assets in the name of the institution as at the time of the absorption, including a discussion on a possible name change of the College

4.5 Amendment of Colleges of Education Act

Upon the completion of transfer of the private college of education to government, GTEC, through the minister of education, with approval by cabinet shall initiate processes for the amendment of the schedule in the colleges of education act in parliament.

4.6 Post Absorption

Upon full absorption and integration as a public college of education, the institution shall be governed by the following instruments of public Colleges of Education.

- Colleges of Education Act, 2012, Act 847
- Harmonised Conditions of Service for staff of the Colleges of Education
- Harmonised Scheme of Service for staff of the Colleges of Education
- Harmonised Statues for the Colleges of Education

5.0 FINANCIAL CONSIDERATIONS

- a. The institution must not be in financial distress or indebted.
- b. The salaries of its workers/staff shall not be in arrears.
- c. The institution must provide evidence of audited accounts since time of last institutional accreditation.

6.0 GOVERNANCE AND MANAGEMENT

- a. The institution must have the necessary policy documents needed for the administration of a tertiary educational institution.
- b. The Institution must have a well constituted and functional governing body (i.e., governing council or advisory body)
- c. The institution shall have a well-established and functioning governance and management structure such as:
 - a. Governing instruments (e.g., statutes, regulations, ordinances etc.)
 - b. Governing board
 - c. Organogram
 - d. Management
 - e. Relevant Committees of Governing board

7.0 QUALITY ASSURANCE

- a. Faculty and staff from an absorbed institution shall be subjected to a staff audit for proper placement and rationalization.
- b. Absorbed privately funded colleges will be subject to the same quality assurance mechanisms and evaluation processes as public-funded colleges of education.
- c. Regular academic auditing and assessments will be conducted to ensure compliance with quality standards, curriculum requirements, and teacher training guidelines.
- d. Continuous professional development programs will be provided to faculty members to enhance their teaching skills and keep them updated with the latest pedagogical practices.

8.0 STAKEHOLDER ENGAGEMENT

- a. All relevant stakeholders, such as owners, management/administration, faculty, staff, students as well as other relevant stakeholders that the Commission deems necessary shall be consulted.
- b. Efforts shall be made to address any concerns or grievances raised by stakeholders during the absorption process.

9. REVIEW AND EVALUATION

- a. The policy will be subject to periodic review and evaluation to assess its effectiveness and make necessary adjustments based on feedback and emerging needs.
- b. The evaluation process will involve collecting data on student outcomes, faculty performance, infrastructure development, and overall educational impact.

10. CONCLUSION

This policy aims to create a framework for the absorption of private colleges of education by the Government to enhance the quality and accessibility of teacher education. The Government will strive to ensure a smooth transition process, maintain high standards of education, and promote collaboration between public and private institutions for the betterment of the education system.

SCHEDULE A: STEPS IN THE ABSORPTION PROCESSES

The underlisted outlines steps involved in the absorption process:

1. The Commission receives an application or request from the institution to be absorbed as a public institution.
2. The Commission acknowledges receipt of the application.
3. The Commission presents the request to the Board to decide if the application is worth considering taking into account current Government policies and in consultation with the Ministry of Education.
4. The Commission communicates to the institution the decision of the Board (If the decision is NO, the Commission communicates to the institution stating clearly the reasons as provided by the Board. If decision is YES, the next steps are followed.
5. The Commission requests for a formal proposal from the Institution, clearly outlining the following:
 - a. rationale for wanting absorption by government.
 - b. qualifications of staff, if any
 - c. proof of ownership of the property
 - d. draft MoU
6. The Commission reviews and acknowledges the submitted proposal.
7. A team is constituted to visit the proposed institution to conduct an assessment.
8. The assessment report is presented to the Commission for consideration.
9. MoU's are drafted and reviewed by government and the institution and signed off if agreements are reached.
10. A recommendation for absorption is sent by the Commission to the Ministry of Education for consideration.
11. Approval for absorption is communicated to the institution.
12. The Commission takes the necessary steps to give meaning to the absorption.
 - a. Training
 - b. Financial clearance to recruit.
 - c. GETFund support to beef-up infrastructure.
 - d. Introduction of institution to all stakeholders
 - e. Amendment of the schedule of CoE Act
13. Institution becomes a public institution under law.

SCHEDULE B: INDICATORS FOR SCREENING INITIAL APPLICATIONS

A. Private Colleges of Education who are to be considered for absorption will be required to satisfy the following:

1. Proof of valid accreditation
2. Proof of affiliation with a mentor University
3. Evidence that the land and property belong to the institution
4. Proof of the institution's commitment to transfer the College to the Government for ownership without interference
5. Must be in good financial condition and not be in the process of transferring obligations to the Government.
6. Must have qualified staff
7. Must have minimum requisite infrastructure.
8. Must usually adhere to GTEC's principles, regulations, and norms.
9. Must have a strategic plan, offer or be capable of offering at least three BED programs and one BSc program in a specialized area, at least 20% of personnel must have a PhD, key administrative staff, and so on.

PROPOSED DECION FLOW OF ABSORPTION

