

SUSTAINABLE DEVELOPMENT OF TERTIARY EDUCATION IN GHANA AMIDST ECONOMIC AND SECURITY CHALLENGES:

SOME REFLECTIONS

Prof. Kwesi Botchwey

OUTLINE

INTRODUCTION

Tertiary Education and National Development

What Is Tertiary Education?

Where Did We Start From?

Challenging Demographics and A Strained Public Purse

THE CURRENT CONUNDRUM

Pressure on Public Institutions of Tertiary Education

Proliferation of Private Tertiary Institutions

CONDITIONS FOR SUSTAINABLE TERTIARY EDUCATION

The Constitution

The Fundamental National Objectives of Tertiary Education

Funding As the Over-Riding Condition for Sustainable Tertiary Education

Targeted Program Funding

The Roles of the State and the Individual

The Security Dimension

CONCLUSION

INTRODUCTION

Tertiary Education and National Development

❖ The challenges of development in the age of a globalised knowledge-driven world.

What is Tertiary Education?

In 1987, the Universities Rationalisation Committee (URC) proposed that all post secondary institutions be re-classified as tertiary institutions.

In 1991, universities and polytechnics were amalgamated to constitute one level of education and be classified as tertiary education institutions. Following that, the National Council for Higher Education (NCHE) gave way to the National Council for Tertiary Education (NCTE).

Today, **tertiary education institutions cover a broader spectrum of post secondary level education and that includes universities, polytechnics and colleges**

Where did we start from?

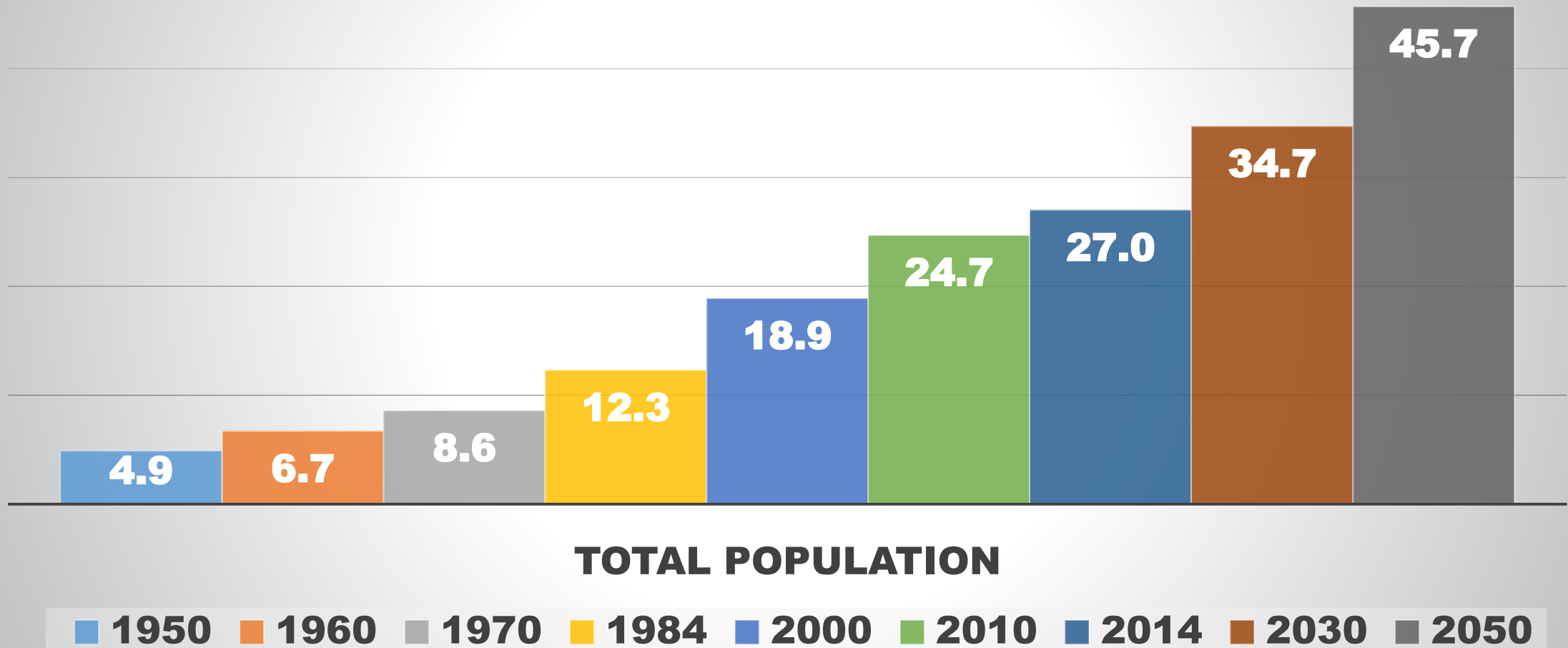
The glory days of UG, KNUST and later UCC;

“The goals and fundamental objectives of the post-colonial tertiary education policy were mainly to produce graduates to replace the departing colonial civil servants”

The background of the slide is a close-up photograph of dark, rich soil. Scattered throughout the soil are numerous small, light-colored particles, likely seeds or organic matter, which are slightly out of focus, creating a textured and naturalistic setting. The lighting is soft, highlighting the granular nature of the soil.

Challenging demographics and a strained public purse

Rising Population Levels (1950-2050), millions



Cost of education keeps rising



Cost of Education

Currently the education sector expenditure from 2009 to date accounts for approximately 30% of Government expenditure

Source: NCTE, Ghana, at Lome_November_2014

The Phenomenon Of Changing Demographics With Strained Budgets Is An Africa-wide Problem

- **Expenditure per student decreased from US \$6,800 in 1980 to US\$1,200 in 2002**
- **By 2004/2005, the average expenditure per student in 33 Sub-Saharan African countries stood at US\$981**

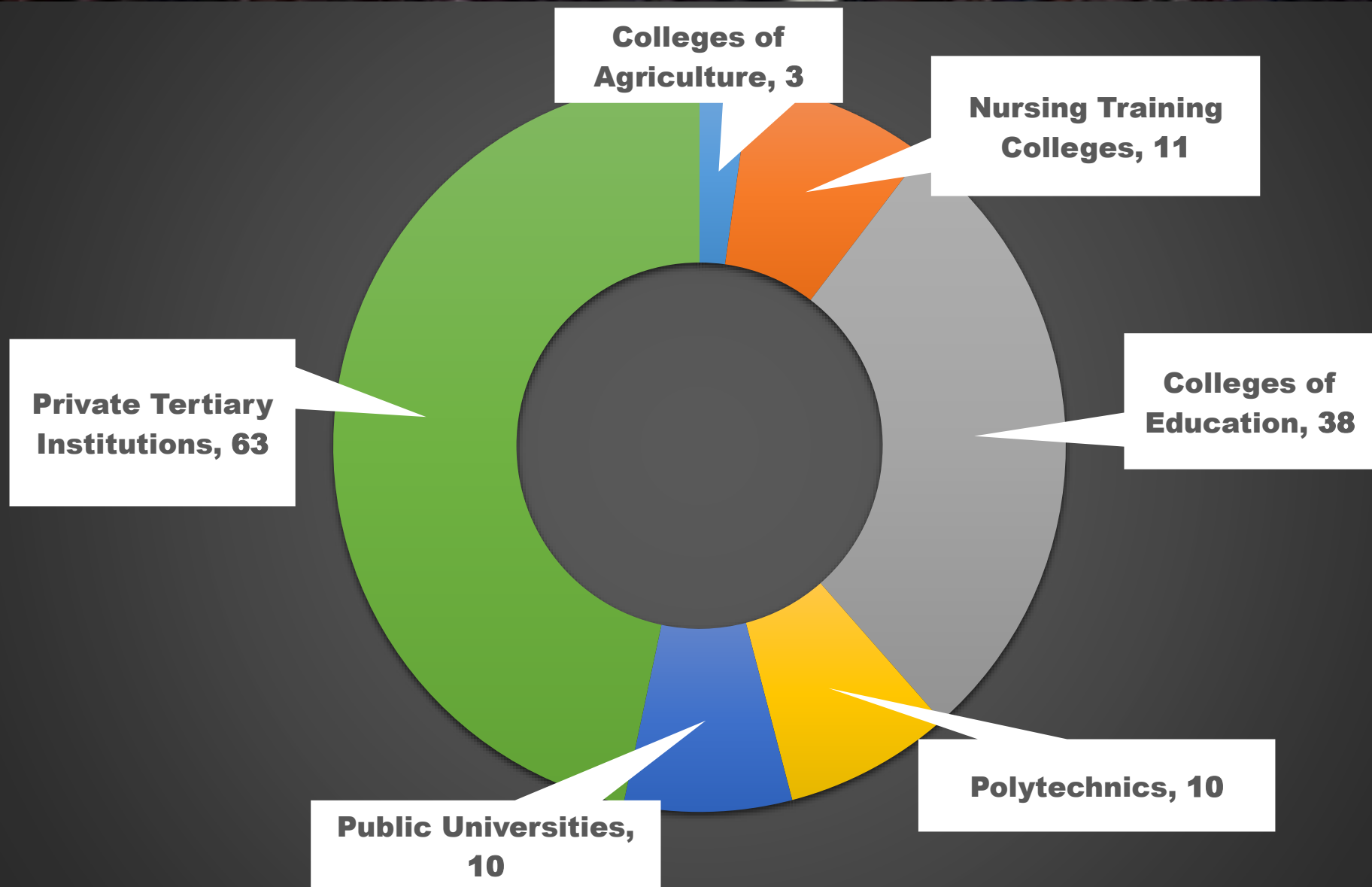
Source: Materu (2007)

THE CURRENT CONUNDRUM:

Pressure on Public Institutions of Tertiary Education

- **Enrolment in public universities increased from 9000 in the three public universities in 1987 to 115,346 in six public universities in 2010**

Proliferation Of Private Tertiary Institutions



CONDITIONS FOR SUSTAINABLE TERTIARY EDUCATION

The Constitution provides in;

Article 38 (1)

.... The State shall provide educational facilities at all levels and in all the Regions of Ghana, and shall, to the greatest extent feasible, make those facilities available to all citizens

Article 38 (3a)

..... The state shall, subject to the availability of resources provide –

Equal and balanced access to secondary and other appropriate pre-university educational, equal access to university or equivalent education, with emphasis on science and technology

Article 25 (1c)

All persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right –

a. High education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by the progressive introduction of free education.

The Fundamental National Objectives of Tertiary Education:

- **Access**
- **Quality**
- **Equity**
- **Diversification**
- **Differentiation**
- **Responsiveness to Labour Market Dynamics**

Quality



Diversification and Differentiation

Funding As The overriding Condition For Sustainable Tertiary Education:

□ Guiding Principles

- The use of public funds must facilitate a tertiary education system that promotes overall national development**
- The funding approach adopted must be aligned to the goals of the tertiary education system, as for example, expanded access, quality, equity, cost effectiveness or capacity building**
- It must be transparent, flexible, fair to the institutions, students and tax payers alike, predictable and sensitive to the stated missions of the institutions and above all, must be based on a long-term strategy**

Targeted Program Funding

- **Consideration must be given to high-levels of public funding for programs with high relevance for national development where graduate numbers fall short of national demand and less public funding for programs with high private returns**
- **Targeted public funding must promote cost effectiveness such as, for instance, expanding the use of shared facilities among institutions and student mobility between institutions**



The Roles of the State and the Individual

The State

The role of the State has changed over the post-independence period from sole provider to co-provider/cost sharing.

The Individual

The economic justification for individual/family or private contribution to tertiary education funding is the principle of private benefit

The Security Dimension

**“The security dimension is a part,
even though a small part of the
funding problem”**

Security Dimension Cont.

- **Physical Environment**

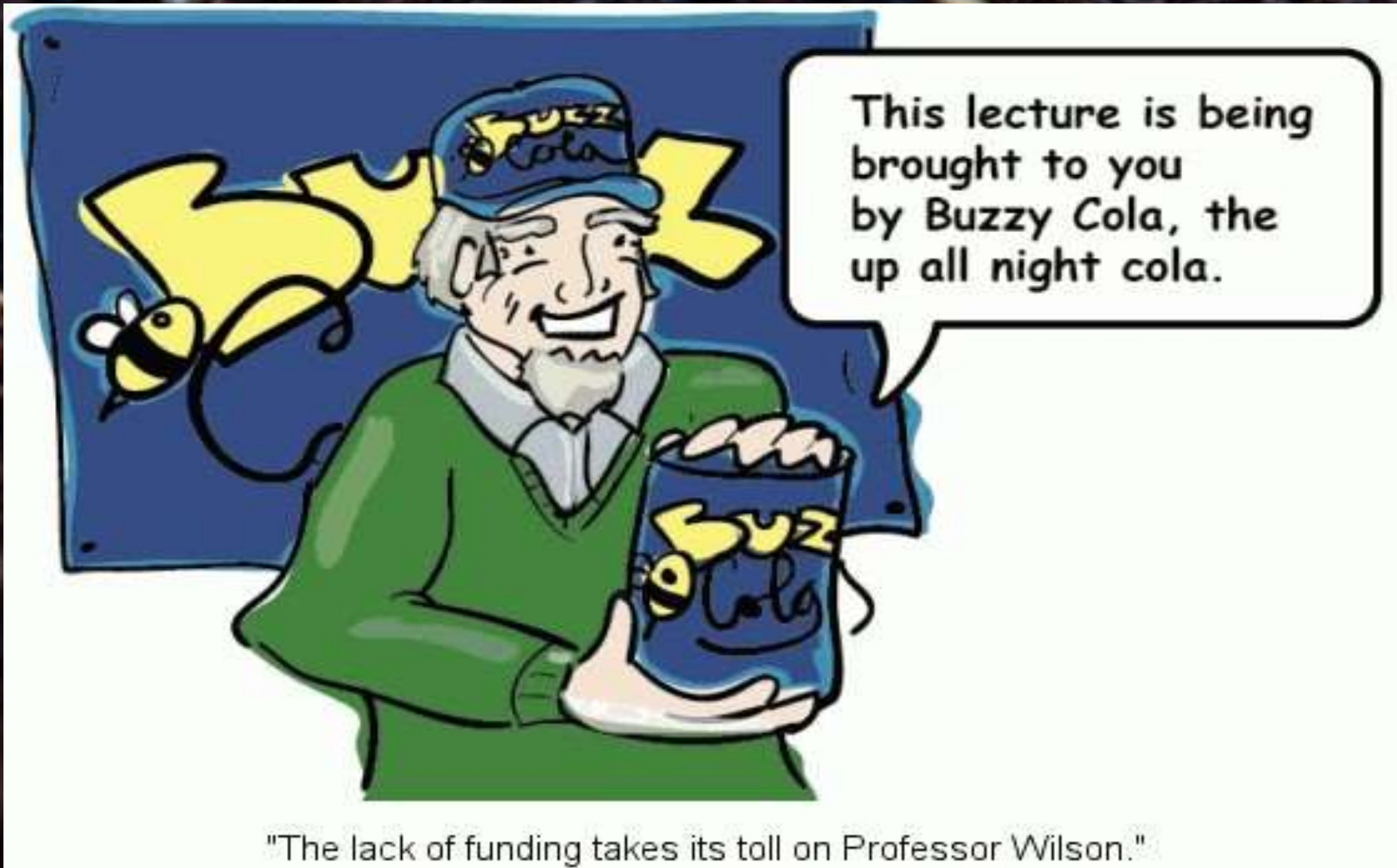
 - Avoiding the Kenya type breaches**

- **The integrity of the academic programme**

 - Cyber attacks and fraud and the need for secure systems**



"The lack of funding takes its toll on Professor Wilson."



"The lack of funding takes its toll on Professor Wilson."



Thank you