Terms of Reference

This document sets out the terms of reference for a piece of research on the Ghanaian higher education system with a focus on existing transnational education (TNE) partnerships and the environment for distance learning in Ghana. It also intends to explore extant higher education regulations and policies in Ghana.

About this Study

British Council in Ghana is commissioning a research piece to generate market insight and intelligence on the state of higher education in Ghana looking specifically at international education partnerships, also known as transnational education partnerships (TNE). The research will collect data on current and past international education partnerships existing in Ghanaian higher education institutions regardless of the accreditation status of the partnership.

The research will collect data on all 174 higher education institutions in the country and conduct surveys with a minimum of 50 institutions; and face to face interviews with a minimum of 15 institutions.

The overarching objective of the research is to support the British Council in identifying the key areas where we may work with the UK Higher Education (HE) sector to improve the quality and access of Ghanaian Higher Education Institutions (HEI) while at the same time providing the UK Higher Education Institutions (HEI) with value in the form of qualitative and/or economically beneficial partnerships.

It also intend to undertake a literature review of extant regulations and policies in the higher education sector in Ghana with a view to exploring areas of possible collaboration with UK’s higher education system.

About the British Council

British Council is the United Kingdom’s international organisation for educational opportunities and cultural relations. The purpose of the British Council is to create international opportunities for the people of the UK and other countries and build trust between them worldwide.

British Council in Ghana works within the core business units of the Arts, Education (primary, secondary, tertiary) and Society; English and Exams, through a range of activities, from teacher training, school partnerships (linking UK and Ghanaian Schools), examinations, UK education promotion; all of which aims to provide long term value to Ghana and the UK.
1. Research Framework

1.1 Background of Higher Education in Ghana

Ghana has a strong reputation for education within the region, although the sector faces challenges of quality and funding. Compulsory education is free and lasts from the ages of four to 15, including two years of pre-primary education (since 2007). Six years of primary education are followed by two three-year stages of secondary education (junior secondary and senior secondary) and four years of higher education (bachelor’s degree programmes). Master’s degree programmes usually have duration of one or two years.

Ghana’s gross tertiary enrolment ratio doubled between 2005 and 2014, and stood at 16 per cent in 2016, compared to a sub-Saharan Africa average of 8.45 per cent. The tertiary sector comprises ten public universities, eight technical universities, two polytechnics, 81 private tertiary institutions offering degree programmes, two distance learning institutions and a number of other specialist public and private colleges.

Although the sector has developed rapidly to meet demand, a lack of funding means tens of thousands of qualified applicants are rejected yearly due to inadequate facilities. There are also concerns over the lack of industry-ready skills of graduates, and from 2019 the government will conduct tracer studies and employer surveys to monitor the performance of graduates. The National Accreditation Board (NAB) has called for greater powers to regulate tertiary institutions to ensure quality. The country’s national cabinet has approved the establishment of the Ghana Tertiary Education Commission, which will regulate all tertiary institutions and help to speed up the establishment of qualified private universities.

The Ministry of Education regulates the delivery of higher education in Ghana through the following agencies:

a) National Council for Tertiary Education (NCTE)

b) National Accreditation Board

c) Ghana Education Trust Fund (GETFund)

Collectively these bodies are responsible for the regulation, funding, quality assurance and delivery of higher education in Ghana.

There are currently about 174 tertiary institutions in Ghana broken down as follows:

<table>
<thead>
<tr>
<th>TYPE OF INSTITUTION</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>9</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>10</td>
</tr>
<tr>
<td>Public Colleges of Education</td>
<td>40</td>
</tr>
<tr>
<td>Public Specialised Institutions</td>
<td>8</td>
</tr>
<tr>
<td>Private Tertiary Institutions</td>
<td>81</td>
</tr>
<tr>
<td>Public Nurses Training Colleges</td>
<td>23</td>
</tr>
<tr>
<td>Colleges of Agriculture</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
</tr>
</tbody>
</table>
1.2 Transnational Education

The term transnational education encompasses worldwide mobility in academia in the field of research and training. It is not a new phenomenon, but its global expansion may be. It can absorb and facilitate large students’ body, disseminate knowledge beyond the geographical boundaries of a state or country (Hussain, 2007).

The National Council for Tertiary Education (NCTE) recognizes the problems associated with placing Ghana as an educational hub in West Africa and Africa. However, efforts to counter the possible problems of Trans National Higher Education have been slow in maturing. Invariably, the phenomenon of TNHE is currently left to the institutions to manage. The quest of becoming a regional education hub has led to the discovery of new problems related to governance, coordination and accounts responsibilities to stakeholders.

2. Research Purpose

This research is to generate market insight and intelligence on the current and past international education partnerships in Ghanaian universities, the nature of the partnership, how it started and its current status, it is also expected to undertake an extensive literature review of existing higher education regulations and policies in Ghana. The research will do the following:

1. Provide basic data on all Ghanaian Universities.
2. Provide TNE data on cross section of institutions.
3. Outline areas of research that would be beneficial to Ghanaian universities and its communities.
4. Highlight trends in Ghana’s higher education research and partnership needs.
5. Undertake an extensive literature review on existing regulations and policies within Ghana’s higher education sector.
6. Provide advice and recommendations that will support Ghana and UK higher education partnerships.

The following activities are to be undertaken to achieve these outputs.

2.1 Initial Scoping Exercise and Literature Review:

1. Profile of Ghanaian universities
   a. Overview of institutions
   b. Staff – Student ratios.

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c. General class sizes  
d. Graduate employability assessment  
e. Partnerships and industry links  
f. Access to broadband/internet  

2. Needs assessment of Ghanaian universities  
3. Needs assessment of Ghana tertiary education system  
4. Teaching and teacher training assessment.  

2.2 Qualitative Survey of Existing TNE Partnerships in Ghanaian HEIs  

Deliverables  

1. Define partnership – model, objectives and status  
2. Internationalization Strategy  
3. Key performance indicators of the existing partnerships  
4. The funding model and resources committed to executing the partnerships  
5. An overview of Ghana’s Regulatory and policy framework and the implication of these frameworks on the partnerships, if any. (from the NCTE, NAB etc.)  
6. Analysis of factors responsible for success or failure of partnerships in Ghana.  

The researchers may also refer to the British Council’s recent project that looks at TNE in a number of countries including Ghana.  

3. Scope:  

Key Dates: The Research will cover a five-year period from 2012 – 2017.  
Key Locations: The research is expected to cover 30% (50 institutions minimum) of all universities in Ghana. However emphasis will be given to institutions that have initiated successful partnerships with international institutions. The following institutions are a priority and must be included in the scope. These are some of the highest ranked institutions in the country in terms of partnerships, diversity of student body and research output.  

1. University of Ghana  
2. Kwame Nkrumah University of Science and Technology  
3. Ghana Institute of Management and Public Administration  
4. Accra Technical University  
5. Ashesi University  
6. University of Education, Winneba  
7. Valley View University  
8. Central University  
9. University of Cape Coast  
10. University of Development Studies  
11. Ghana Technology University College  
12. Presbyterian University College
13. Wisconsin International University College
14. University of Mines and Technology
15. African University College of Communication
16. Koforidua Technical University
17. Kumasi Technical University
18. Lancaster University Ghana
19. Regent University College of Science and Technology
20. Methodist University College
21. Catholic University College of Ghana
22. Takoradi Technical University
23. Accra Institute of Technology
24. University of Health and Allied Science
25. Regional Maritime University
26. University of Energy and Natural Resources

4. Research questions

i. Case Studies – How do successful TNE partnerships work in Ghanaian Institutions?
ii. What are the main inhibitors to successful transnational education partnerships?
iii. Are there international partnerships development’ offices at Ghanaian Institutions driving the TNE agenda?
iv. What are the underlying drivers for the success of TNE in Ghanaian Institutions?
v. To what extent has the governments’ higher education policy (past and present) influenced the development of TNE partnerships.
v. Establish, if any, links exists between Ghanaian Institutions and Industry and if such links are facilitated by or relevant to the institution’s TNE agenda.

The research will highlight the extent to which internationalization is understood to be relevant to building institutional research capacity as well as highlighting instances of good practice in some of the more innovative Ghanaian higher education institutions.

5. Research Methodology

The research is expected to include:

- A literature review
- A review of policy documents and regulations related to Higher Education in Ghana
- A review of policy documents related to transnational education in Ghana
- Case studies based on site visits to selected Ghanaian Institutions
- An analysis of the relationship between internationalisation and research capability of Ghanaian universities.
- A minimum of 50 institutions across the country to be selected for the study on the basis of:
  - Existing Partnerships
- Research outputs
- Diversity of subject areas
- Graduate employability data (If available)

- Interviews and surveys with appropriate faculty of Ghanaian Institutions, government departments and relevant stakeholders

The final methodology will be agreed by the appointed consultancy/research firm/institution/body and the British Council.

**Outputs:**
**A report highlighting:**

- Mapping of the 174 universities in Ghana.
- Existing regulations and policies in Ghana higher education system with emphasis on those relating to internationalisation and partnerships
- Profiling of institutions (Public, Private) viz-a-viz number, quality, and research outputs from TNE partnerships. (Matrix of Alignment)
- Mapping of the landscape for Transnational Education partnerships in the 50 selected Ghanaian Universities.
- Identification and analysis of the key drivers for successful TNE partnerships in Ghana.
- Conversely, Identification and analysis of the impediments to successful TNE partnerships in Ghana.

**Submission Process**

All proposals should outline the proposed response to the research objectives.
To highlight:

- Evidence of relevant previous research work and experience.
- Qualifications/experience of team members who will be involved in the research.
- Project plan for the research outlining utilisation of team members.
- Detailed costing
- Project timelines.

Please submit the following documents which are required for your eligibility to conduct the research.

- Certificate of Registration/Incorporation verifiable from Registrar General’s Department and particulars of directors.
- Company’s Current Tax Clearance Certificate issued by the appropriate authority
- Company’s Taxpayer/ Tax Identification Number (TIN)
• Corporate profile with list of past & present clients.
• Formal letter of reference from at least two clients

All documents and written communications must be in English.

**Timeline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>24 October 2018</td>
<td>Request for Proposals</td>
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<tr>
<td>5 November 2018</td>
<td>Deadline for Submission</td>
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<tr>
<td>9 November 2018</td>
<td>Selection of consultant</td>
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<tr>
<td>14 November 2018</td>
<td>Research kick off meeting</td>
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<tr>
<td>19 November – 31 January 2018</td>
<td>Research period</td>
</tr>
<tr>
<td>4 February 2019</td>
<td>Mid-point report from researchers</td>
</tr>
<tr>
<td>March 2019</td>
<td>Review of findings and Initial presentation of findings in publication format</td>
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</tbody>
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The Higher Education team at the British Council in Ghana must receive your submission no later than **12:00noon GMT 5 November 2018**. Please send your proposal to Christiana.Bandoh@gh.britishcouncil.org