

Investigating transnational education (TNE) partnerships and the environment of distance learning in higher education institutions in Ghana



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Please note that the views expressed in this report are those of the researchers and do not necessarily represent the views of the British Council.

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List of Acronyms and Abbreviations

BAReP	Brong Ahafo Research Programme
COVET	Council for Technical and Vocational Education and Training
DeIPHE	Development Partnerships in Higher Education
FBO	Faith-based organisations
GETFund	Ghana Education Trust Fund
HEI	Higher education institution
IBC	International branch campus
ICT	Information and communication technology
IEPA	Institute for Educational Planning and Administration
IHE	International higher education
KNUST	Kwame Nkrumah University of Science and Technology
KPI	Key performance indicator
MDGs	Millennium Development Goals
MOOC	Massive open online courses
MoU	Memorandum of understanding
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
NGOs	Non-governmental organisations
PhD	Doctor of philosophy
PNDCL	Provisional National Defence Council Law
SLTF	Student Loan Trust Fund
SNA	Social network analysis
SPSS	Statistical Package for the Social Sciences
TEI	Tertiary education institution
TNE	Transnational education
TNHE	Transnational higher education
UAE	United Arab Emirates
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

Foreword

The British Council in Ghana commissioned this piece of research to generate insight on the state of higher education in Ghana looking specifically at international education partnerships. The research collected data on current and past transnational education partnerships existing in Ghanaian higher education 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 sector to improve the quality and access of Ghanaian Higher Education Institutions while at the same time providing the UK Higher Education Institutions with value in the form of beneficial partnerships with their Ghanaian counterparts.

This was borne out of our desire to understand the enablers and inhibitors to effective transnational education partnerships between universities in Ghana and others across the world.

Though this piece of work is by no means exhaustive, our friends at the Institute for Educational Planning and Administration of the University of Cape Coast have done a good job of producing the first report on the transnational education landscape of Ghana. I hope this will form a sound basis for further research work in this area and promote future partnerships.

I am convinced that the methodology and approach employed by IEPA in carrying out this research and documenting its findings is robust enough to inform decisions and future policies by policy makers at national, regional and university levels on matters of transnational education partnerships.

Many thanks to my colleagues in the higher education team of the British Council in designing and facilitating various aspects of this work.

Alan Rutt
Country Director
British Council Ghana



EXECUTIVE SUMMARY

In the globalized, post-Fordist world in which we find ourselves today, transnational education (TNE) partnerships have become a core element of nations' 'higher education as business' philosophy (Marginson, 2002), and a defining characteristic of the transition of universities into 'multi-million dollar academic enterprises' rely upon 'flexible internal and external networks' with businesses, communities and other universities (Gallagher, 2000). In Ghana, visible signs of TNE abound in recent times, unfortunately, however, it is unclear how these partnerships are taking hold, as research to provide insights into the processes and practices of these partnerships is lacking.

It is against this backdrop that the research study on which this report is based was undertaken. The research investigated TNE partnerships and the environment of distance learning generally in higher education institutions/tertiary education institutions (HEIs/TEIs) in Ghana. The rationale for this research endeavour essentially is to provide insights into the state of higher education/tertiary education (HE/TE) in Ghana with the view to supporting both Government of Ghana and her international development partners in identifying the key areas where they could work to improve the quality of, and access to Ghanaian HEIs/TEIs, while at the same time providing her international development partners with value in the form of qualitative and/or economically beneficial partnerships.

In pursuit of this overarching research goal, eleven (11) research questions were posed to drive the study, namely:

1.What does a critical review of literature relating to Ghanaian HE/TE say about the following issues?

a.profile of Ghanaian HEIs/TEIs in respect of staff/student ratios; general class sizes; graduate employability assessment;

partnerships and industry links; access to broadband/internet, etc.

b.Ghana's regulatory and policy framework regarding HEIs/TEIs and systems.

c.assessment needs of the Ghanaian HEIs/TEIs and system at large.

d.teaching and teacher training assessment in Ghanaian HEIs/TEIs.

e.trends in Ghanaian HEIs/TEIs research.

f.partnership needs of Ghanaian HEIs/TEIs.

2.How is the concept of TNE understood and/or conceptualised by institutional actors in the Ghanaian HE/TE landscape?

3.How do successful TNE partnerships work in Ghanaian HEIs/TEIs?

4.What are the main inhibitors to successful TNE partnerships in Ghanaian HEIs/TEIs?

5.What are the underlying drivers for the success of TNE in Ghanaian HEIs/TEIs?

6.How or in what ways are international partnerships development offices at/in Ghanaian HEIs/TEIs driving the TNE agenda?

7.To what extent has the Government of Ghana's higher education policy (past and present) influenced the development of TNE partnerships?

8.How relevant are the linkages between Ghanaian HEIs/TEIs and industry to the TNE agenda?

9.What are TNE partnership needs of Ghanaian HEIs/TEIs?

10.How are TNE assessment needs in Ghanaian HEIs/TEIs conducted/undertaken?

11.How is teaching and teacher training in Ghanaian HEIs/TEIs assessed?

To help generate evidence-informed findings to address these research questions, a multiphase mixed-method research design, informed by

exploratory and explanatory sequential designs was used to explore and understand in-depth existing TNE partnerships in Ghanaian HEIs/TEIs. The exploratory sequential segment of this design was characterized by an initial qualitative phase of secondary data collection and analysis (mainly through document analysis and literature reviews to provide context for TNE partnership in Ghanaian HEIs/TEIs and to guide the development of data collection instruments), followed by a phase of quantitative data collection and analysis, with a final phase of integration or linking of data from the two separate strands (Berman, 2017; Creswell & Plano Clark, 2011; Subedi, 2016). The explanatory sequential segment of the multiphase mixed-method research design, on the other hand, consists of first collecting quantitative data and then collecting qualitative data thereafter to help explain or elaborate on the quantitative results (Subedi, 2016). The justification for this design lies in the fact that the quantitative data and results provide a general picture of the research problem; but that more analysis specifically through qualitative data collection is needed to refine, extend or explain the general picture (Creswell & Plano Clark, 2011). Thus, combining the two designs (i.e. the exploratory sequential design and the explanatory sequential design) in this study has aided the research process enormously in several ways. Essentially, the use of multiphase mixed-method research design has helped, first of all, to

collect and analyse qualitative data (in the form of document analysis and literature reviews) and then based on the qualitative findings, to develop the quantitative aspect (i.e. survey) of the study. This process then led to the collection and analysis of quantitative data which was then followed by the collection and analysis of qualitative case study data from multiple sites. This then led finally to the overall integration, interpretation and reporting of the findings of the study.

The sample for this research comprised Ghanaian HEIs/TEIs and regulatory bodies involved in HE/TE administration in Ghana. In selecting the sample, census, purposeful random and criterion sampling techniques were employed. First, the census sampling technique was employed to study the entire population of HEIs/TEIs to profile them. Second, the purposeful random sampling technique was used to sample one hundred and two (102) HEIs/TEIs for a quantitative survey. Third, the criterion sampling strategy (with the help of 'screening questionnaires' employed at the first phase of the survey) was used to select twenty-eight (28) HEIs/TEIs involved in TNE partnerships for a second phase of quantitative survey regarding the nature and scope of their existing partnerships. Fourth, the purposeful sampling technique was used to select 17 HE/TE actors/officials for multi-site case study interviews regarding their respective institutions' experiences and roles in TNE partnerships. Thus, the various

sampling techniques used enabled key actors and institutions with rich information about TNE partnerships within the higher education sector to be sampled for in-depth analysis.

Owing to the composite data collection intent embedded within the variant of the mixed methods approach adopted for the study, data was collected using document review guide, self-administered questionnaires and open-ended semi-structured interview guide. The document review guide, consisting mainly of a checklist, was designed and used to identify and select relevant documents (e.g. policy documents and regulations, institutional reports, data files, journals on higher education and other written artefacts) needed for initial scoping and literature review for the study. Two sets of questionnaires were used to collect data from participating institutions. The first set of the questionnaire was used to screen for the 102 participating institutions regarding their involvement or otherwise in TNE partnerships. The second set of the questionnaire was used as a follow-up activity for the 28 HEIs/TEIs that indicated they were in some form of TNE partnerships regarding the nature and scope of their existing partnerships. The semi-structured open-ended interview guide, on its part, was used to collect relevant qualitative data through face-to-face interviews with 17 actors/officials (e.g. representatives of regulatory bodies, International Relations'

Offices/Registrar's Offices and Heads of Departments of HEIs/TEIs) involved in HE administration in Ghana.

Data collection procedures pertaining specially to access to the HEIs/TEIs across the country was facilitated by the British Council before the research team went to the field for data collection. This took the form of emails and letters sent by the British Council to all the institutions to be involved in the study two weeks before the research team embarked upon data collection. Besides, personal introductory letters were given to the field officers to be delivered to the institutions to enable them to grant access to the HEIs/TEIs for data collection. In all, the country was divided into zones for data collection purposes, and research data was collected in three phases. Phase one involved desk review of relevant policy documents, empirical literature and technical and institutional reports to provide the context and theoretical support for the research. Phase two constituted a cross-sectional survey involving the collection and analysis of quantitative data from 102 HEIs/TEIs about the nature and scope of their TNE partnerships. Phase three, which was sub-divided into two stages, comprised a follow-up survey conducted with 28 HEIs/TEIs, and in-depth multi-site case study interviews conducted with 17 officials selected regarding the nature and scope of their TNE partnerships.

The analysis of data collected was undertaken based on the three phases of data collection outlined. First, the textual data collected

through document and literature reviews were analysed thematically through processes of skimming (superficial examination), reading (thorough examination), and interpretation. Second, the survey data collected was organised and analysed using SPSS Version 20, and the findings presented using descriptive statistics (i.e. frequency tables and charts). Third, the analysis of interview transcripts generated through the multi-site case study interviews was analysed using NVivo 8 to store, code, categorise and analyse the data. The use of NVivo software facilitated nuanced comparisons within and across cases using coded data as well as data storage (Bogdan & Biklen, 1992). Thus the thematic analysis used generally in this study involved a careful, more focused re-reading and review of the data, which involved taking a closer look at the selected data and coding and categorising the data based on the data's characteristics to uncover themes pertinent to TNE partnerships in HEIs/TEIs in Ghana.

To ensure that the issues emerging from the study are presented thoroughly to address the research purpose and objectives, the findings are presented in chapters.

1. Research question 1 constituted the scoping literature review for the research. The findings to this research question, which are presented in/as Chapter 4, indicate that:

a. the Ghanaian HE/TE system and institutions have witnessed considerable expansion over the last

two to three decades. Thus, HEIs/TEIs and student enrolment have increased exponentially but without the corresponding increase in infrastructure and staffing thereby resulting in HEIs/TEIs inability to the established thresholds of student/staff ratios and class sizes. Also, a logical consequence of the expansion is the churning out of a perceived unprecedented numbers of graduates who hardly find employment after graduation. The high levels of unemployment among graduates from the HEIs/TEIs in Ghana have been interpreted to mean that the graduates are unemployable. Meanwhile, the literature lacks scientific studies on graduate employability assessment. Nonetheless, the anecdotal claims of un-employability of graduate from Ghanaian HEIs/TEIs seem to have gained acceptance among many stakeholders because the literature reveals a weak partnership links between HEIs and industry which is seen to be a catalyst for graduate employability.

b.a low penetration of high-speed broadband internet in the Ghanaian higher education system to support the effective use of technology for skills training.

c.the conduct of needs assessment in Ghanaian HEIs/TEIs, and the system at large needs not be a single one-time operation, but a continuing and periodic activity.

d.evidence on higher education teaching and teacher training assessment is not only anecdotal but

also lacking.

e.the trends in the Ghanaian HEIs/TEIs' research and TNE partnership needs show that social capital, measurable goals, administrative support, creativity, innovation, and sustained funding are some of the key TNE partnership needs of HEIs in Ghana.

f.some regulatory and policy frameworks have been adopted to reengineer the Ghanaian higher education system since independence. Nonetheless, these regulatory and policy frameworks have been patchy and incoherent resulting in a lack of a comprehensive higher education policy that facilitates effective and efficient TNE partnerships in the Ghanaian higher/tertiary education system and institutions.

2.Chapter 5 presents the findings of the first part of the survey conducted with 102 HEIs/TEIs along the lines of four questionnaire items. The analysis of the data generated suggest that:

a.out of a total of 102 (from the 215 HEIs/TEIs currently existing and/or in operation in Ghana) surveyed, 55(54%) of them were public (i.e. Government funded), 45(44%) were Private (or privately funded), whilst 2(2%) were Public/Private funded.

b.28(27%) HEIs/TEIs out of the total number of 102 were engaged in TNE partnerships, whilst a whopping 74(73%) of them did not have or were not involved in any form of TNE partnerships.

c.the major reasons cited by many of

the 74 HEIs/TEIs who reported that they did not have or were not engaged in any form of TNE partnerships included: insufficient knowledge about TNE partnerships; inadequate infrastructure to support TNE partnerships; inhibitions from regulatory bodies; and lack of knowledge about TNE partnerships.

d.out of the 9 reasons outlined for which both public and private HEIs/TEIs were required to indicate the ones that prevented them mostly from engaging in TNE partnerships, public HEIs/TEIs outweighed their private counterparts on 5, whereas the private HEIs/TEIs also surpassed the public HEIs/TEIs on 4. The 5 reasons areas in which the public HEIs/TEIs outweighed their private counterparts include lack of knowledge about TNE partnerships; insufficient knowledge about TNE partnerships; fear of failure of TNE partnerships; inhibitions from regulatory bodies; and inadequate infrastructure to support TNE partnerships. On the other hand, the four (4) reason areas in which the private HEIs/TEIs surpassed their public counterparts comprised: inadequate technology to support TNE partnerships; not financially attractive; fear of insecurity for students and faculty; and lack of interest in TNE partnerships.

3.Chapter 6 presents the findings of the demographic characteristics of both the survey and qualitative case study interview participants of the study together with the findings of three research questions (namely research questions 2, 3 and 6). The

analyses of data reveal that:

a.out of the 28 institutions who indicated that they were in some form of TNE partnership(s), 22(78%) were established between the period 1996 to 2019, whereas only 6(22%) were established between the period 1951 to 1995.

b.20(71%) of the 28 HEIs/TEIs who were engaged in TNE partnerships were privately owned, whereas 8(29%) were publicly or State-owned.

c.out of the 28 HEIs/TEIs who were engaged in TNE partnerships, 6 were doctorate degrees awarding institutions, 8 and 9 of them were Bachelor's and Master's degrees awarding institutions respectively, 3 were non-degree awarding institutions, whilst 2 of them did not respond to the question about the degrees they award.

d.5 out of the 28 HEIs/TEIs 5 awarded their degrees, 22 did not award their degree, whilst 1 did not respond to the question.

e.9 of the 28 HEIs/TEIs jointly (i.e. with foreign TNE providers) deliver study programmes outside Ghana, whilst 15 did not. Four (4) HEIs/TEIs, did not respond to the question about whether or not they jointly deliver study programmes outside the country.

f.5 of the foreign institution in partnership with the 28 Ghanaian HEIs/TEIs come from the United States of America, 3 come from United Kingdom, 2 each from Ukraine and France whilst 1 each comes from Finland, Switzerland, Spain and

Nigeria.

g.TNE partnerships in Ghanaian HEIs/TEIs are much more pronounced and/or fostered mainly in the Sciences and Humanities than in other disciplines (e.g. Business, Peace and Security, Fashion Design and Graphics, Computing, etc.).

h.out of the 17 actors/officials HEIs/TEIs selected for the multi-site in-depth case study interviews, 5 were drawn from or represented Regulatory Bodies/Agencies; 6 each came from or represented Public and Private HEIs/TEIs respectively.

i.generally, participants (and perhaps the various institutions they represented), have some intuitive knowledge and understanding about TNE partnerships as a concept, but that this knowledge appears not to be comprehensive and/or embrative of all the vital ingredients. The tacit understanding/knowledge that the participants of the study have about TNE partnerships appear generally to have stemmed from and/or reflected the partnership operations of their respective institutions.

j.the status of TNE partnerships in Ghanaian HEIs/TEIs can be understood or evaluated from the perspective of five broad thematic areas, namely: aims of TNE partnerships, benefits of TNE partnerships, models of TNE partnerships, key performance indicators (KPIs) of TNE partnerships, and factors responsible for success of TNE partnerships. Regarding aims, participants view 'improving the quality of student experience with

new approaches to learning', and 'enhancing employability prospects of graduates both domestically and internationally' as the two key aims for having TNE partnerships in Ghanaian HEIs/TEIs. Concerning benefits, participants rate 'the provision of accommodate foreign students and educators'; 'enhancing/deepening collaboration between Ghana and other countries'; 'promoting internationalization strategy'; and 'opportunity for human resource capacity building' as the top four benefits their HEIs/TEIs derived from TNE partnerships. Concerning models, the findings indicate that the 3 most used models of TNE partnerships by the Ghanaian HEIs/TEIs are top-up programmes; articulation agreements; and split-site agreements. Also, the findings suggest that 'commitment to recruitment and marketing issues'; and 'the academic programme and curriculum effectiveness' are the two key performance indicators (KPI) for assessing the success of TNE partnerships by the Ghanaian HEIs/TEIs engaged in TNE partnerships. Lastly, the findings suggest that 'effective communication to ensure that all partners are kept informed'; 'shared commitment to implement the programme'; 'shared arrangements for monitoring and reporting process'; and 'shared aspirations' are the main factors that make TNE partnerships work in Ghanaian HEIs/TEIs.

k.Ghanaian HEIs/TEIs who are engaged in TNE partnerships commit resources such as cost-effective and

reliable internet connectivity, qualified and experienced faculty and state-of-the-art technology to help drive the partnership agenda. The resources committed, however, does not appear to be sufficient (as pointed out by participants in chapters 7 and 8 of this report).

l.Ghanaian HEIs/TEIs who are engaged in TNE partnerships drive their institutions' TNE agenda through strategies such as: positioning the institution within a global higher education system, developing institutional capacity, and positioning their graduates as global citizens and future members of a global workforce.

m.some of the Ghanaian HEIs/TEIs that are engaged in TNE partnerships have come to recognise the importance of establishing international development offices to help promote, support and coordinate all facets of their TNE partnership activities.

4.In Chapter 7, the findings to two research questions (i.e. research questions 4 and 5) are presented. The findings indicate that:

a.the main inhibitors of TNE partnerships in Ghanaian HEIs/TEIs surveyed include inadequate funding, non-availability of internet infrastructure, poor quality assurance systems, and the absence of policy to drive the TNE partnership agenda. Other hindrances to TNE partnerships in Ghanaian HEIs/TEIs surveyed include lack of trust between TNE partnership institutions, issues of accreditation, unhealthy competition between partners and imbalances/

inequalities in resources for TNE partnerships engagements.

b.'securing sustainable funding', 'having clear initial planning for the partnership' and 'opportunities for capacity building and exposure' are the top three underlying drivers for the success of TNE partnership in the 28 Ghanaian HEIs/TEIs surveyed. Other drivers of success in the 28 Ghanaian HEIs/TEIs surveyed, include: 'regulatory compliance on the part of both parties', 'clearly agreed ownership criteria', 'the desire for global visibility', and 'the provision of adequate and quality infrastructure and technology' also drive TNE partnerships but minimally.

5.Chapter 8 presents the findings to two (2) research questions (i.e. questions 9 and 10) put together into one single theme, namely: Trends in Ghana's HEIs/TEIs' research and partnership needs. The findings to these two research questions suggest that:

a.factors, namely; lack of sustained funding, lack/inadequate resources, lack of administrative support services, lack of consistent and regular monitoring and evaluation, non-commitment to good management/governance principles and/or structures, inadequate human resource capacity building, and lack of quality assurance mechanisms are the major needs of Ghanaian HEIs/TEIs engaged in TNE partnerships.

b.'Student surveys', 'alumni surveys' and 'student appraisals' are the major ways by which needs assessments are conducted by Ghanaian HEIs/TEIs

involved in TNE partnerships.

6. In Chapter 9, research findings relating to how Ghana's HE/TE policy and regulatory framework has impacted TNE partnerships are presented and discussed around two research questions (i.e. research questions 7 and 8). The first of these two research questions examined how the Government of Ghana's education policy has influenced and continues to influence the development of TNE partnerships in the country. The second research question, on the other hand, examined the relevance of the linkages between Ghanaian HEIs/TEIs and industry to TNE partnerships agenda. The findings indicate that:

a. the only policy and/or regulatory framework that appears to have some influence on TNE partnerships of HEIs/TEIs in Ghana is the policy and/or law that established the National Accreditation Board (i.e. PNDC Law 317 of 1993/Act 744 of 2007). Even with that, the finding suggests that the Law (and by extension NAB) has or represents a weak influence regarding TNE operations in HEIs/TEIs because its level of influence was limited to TNE programme accreditation only.

b. the 28 HEIs/TEIs which indicated they were in some TNE partnerships agreed generally that the linkages between their HEIs/TEIs and industry were relevant to TNE agenda insofar as they (i.e. the linkages) offer their students attachments and placements opportunities in industry, and thereby contributing to training and curriculum

development to produce graduates with the required knowledge and skills for the workforce of the country and the world at large.

7. Chapter 10 presents the research findings to one overarching research question concerned with how teaching and teacher training assessments are conducted in Ghanaian HEIs/TEIs in the context of TNE partnerships. The research question was sub-divided into three. The first sub-question examined the ways/means by which teaching is assessed in HEIs/TEIs in Ghana. The second sub-research question investigated the reasons for assessing teaching in HEIs/TEIs, whilst the third examined the procedures/practices for undertaking teacher training assessment in HEIs/TEIs. The findings to the overarching research question suggest that:

a. two key mechanisms, namely: students' feedback (in the form of student satisfaction and/or engagement surveys) and peer observation of lessons: are used mainly by Ghanaian HEIs/TEIs involved in TNE partnerships to assess teaching. Other most recent and innovative means, such as peer rating, self-evaluation, teaching portfolios, administrators' ratings, seem to be used only minimally.

b. the focus of teaching assessments in Ghanaian HE/TE centres on improving the quality of teaching delivery and curriculum improvement than concerns for the quality of students learning.

c. teacher training assessment is

undertaken in Ghanaian HEIs/TEIs that are engaged in TNE partnerships using methods and approaches (including but not limited to verification of academic qualifications, examination and/or assessment of referee reports, examination of interview reports, examination of self-evaluation reports, ensuring that lecturers possess terminal degrees, peer assessments) to ensure that good quality staff are recruited and retained for quality services delivery.

In the light of the findings of the research study enlisted herein, the following conclusions are drawn to policy, practice, theory and further research:

a. From the findings of the scoping literature review conducted, which is presented in Chapter 4 of this report, it becomes immediately apparent in conclusion that Ghana's higher education system and institutions stand to benefit significantly from TNE partnerships because TNE partnerships could help address challenges such as staffing and infrastructural deficits, graduate employability, assessment, and HEIs/TEIs and industry links. For this to happen, however, the literature review suggests, albeit implicitly, that concerted efforts need to be made by the Ghanaian higher education authority to, for example, enact appropriate laws and regulatory frameworks to ensure that activities of stakeholders are streamlined to enable TNE partnerships to flourish for the benefits of the country and

TNE partner institutions and their students.

b. The findings illustrated in Chapter 5 suggest generally that:

i. The number of Ghanaian HEIs/TEIs engaged in TNE partnerships is rather very low. The findings show that 74 out of a total of 102 were not involved in any form of TNE partnerships (see Figure 3). In a sinister sense, this could be interpreted to mean that Ghanaian HEIs/TEIs are not taking advantage of the opportunities TNE partnerships present to develop their institution and derive benefits for themselves, their students and country. However, in a broader and more lenient sense, this finding could be taken to imply two key points. TNE partnership schemes with Ghanaian HEIs/TEIs are at their early stages of development. If one decides to take the latter broader and on lenient path, then the conclusion could be drawn that TNE partnership schemes in Ghanaian HEIs/TEIs may be susceptible to high level risk of unfavourable competition. This is mainly because they are at their early stages of development and perhaps may not have garnered enough experience and exposure to build-up the right 'muscles' to enable them to survive in an intensely educational terrain such as Ghana's.

ii. majority of Ghanaian HEIs/TEIs are not in any form of TNE partnerships mainly because they lack knowledge about such partnership processes and practices, and do not have adequate infrastructural facilities to support TNE partnership demands. Against this backdrop, it could be

concluded that perhaps stakeholders of HEIs/TEIs in Ghana might not be investing sufficiently in the areas of research (to generate the needed knowledge about recent innovations, schemes and inventions) and infrastructure needs of their institutions.

c.From the research findings illustrated in Chapter 6, several valid conclusions can be drawn. In particular:

i.in relation to the finding which indicate that privately-owned HEIs/TEIs have more TNE partnerships than those that are publicly or State-owned (see Figure 7), it can be concluded simply that the private HEI/HEIs are perhaps better destinations for TNE partnerships (i.e. in terms of programmes accreditation processes and practices, less 'bureaucratic' etc.) in Ghana.

ii.the conclusion can also be reached (concerning the findings as regard the countries of origin of the foreign institutions that are in TNE partnerships with Ghanaian HEIs/TEIs) that the focus on the United States of America and United Kingdom as the countries with the highest TNE partnership institutions is probably because Ghanaian students generally find certificates awarded by institutions from these two countries very prestigious and attractive.

iii.regarding the areas in which TNE partnerships are fostered, it is not surprising to find that partnerships appeared to be fostered more in the Sciences and Humanities than in many other disciplines (e.g. Fashion

and Graphic Design, Computer Technology, etc.). Thus, the phenomenon can be explained in terms of recent efforts aimed at stimulating developmental agendas of developing countries, particularly in helping them to find solutions to health and educational issues among deprived and/or marginalised children.

iv.concerning the issues of participants' understanding of TNE partnerships as a concept, the conclusion can be drawn that they (i.e. participants) are making do with the tacit knowledge they had gained from their limited engagements with/on TNE partnership activities. This is particularly the case since the findings of the study provide ample evidence to show that TNE partnership activities in HEIs/TEIs in Ghana is still emerging.

v.with respect to findings surrounding the state of TNE partnerships in HEIs/TEIs in Ghana, it can be concluded that conceptualising and/or evaluating 'innovative programmes' with a broad lens, is a much more useful way of understanding how these innovations work.

vi.as regard the finding of the research that Ghanaian HEIs/TEIs enter into TNE partnerships with the main aim of improving the quality of their students' experiences and not essentially to enhance revenue generation, the implication therein is that perhaps Ghanaian HEIs/TEIs may not have yet bought into (and are possibly not deriving immense benefits) from the HE as business philosophy which is currently trending at the global stage.

On another breadth, this could be interpreted to mean that Ghanaian HEIs/TEIs prioritised the experiences their students stand to gain from TNE partnerships more than the financial gains.

vii.with regard to the findings that Ghanaian HEIs/TEIs drive their institutions' TNE agenda through strategies such as: positioning the institution within a global higher education system, developing institutional capacity, and positioning their graduates as global citizens and future members of a global workforce, it could be deduced that perhaps the emphasis of their TNE partnerships is on preparing and/or giving their students better learning experiences for the 'world of work'.

viii.in relation to the finding that some of the Ghanaian HEIs/TEIs that are engaged in TNE partnerships have or are establishing international development offices to help promote, support and co-ordinate all facets of their TNE partnership activities implies that these institutions have come to recognise the importance of the TNE partnership philosophy, and thus are making frantic efforts to join the community of institutions involved in TNE partnerships to ensure that they derive the necessary benefits for themselves, their students and country.

d.From the findings illustrated in Chapter 7, one major conclusion can be drawn. The findings illustrated imply, at least covertly, that for TNE partnerships to be driven well to success, HEIs/TEIs on both sides of

the partnership arrangement need to be clear, and have a mutual understanding about policies, plans and structures that guide the partnership as well as assuring quality of the partnerships.

e.Regarding the findings illustrated in Chapter 8, two key conclusions can be drawn:

i.concerning the findings in respect to the needs of Ghanaian HEIs/TEIs engaged in TNE partnerships, it is safe to conclude that the views articulated by participants are not any different from those espoused in the development literature concerning low-income regions.

ii.in line with the findings regarding how needs assessments of TNE partnerships in Ghanaian HEIs/TEIs are conducted, it can be concluded safely that the processes largely are students driven, meaning that the information the HEIs/TEIs rely on to determine the needs assessment of their TNE partnerships largely come from students. These processes do not seem to take account of the views and/or inputs from other relevant stakeholders, especially from staff, peer institutions and industry.

f.The findings illustrated in Chapter 9 regarding how Ghana's HE/TE policy and regulatory frameworks have impacted TNE partnerships can also attract two interrelated conclusions:

i.one of the major findings in this chapter indicates that the only policy or law which influences TNE partnership activities of HEIs/TEIs in Ghana (i.e. PNDC Law 317 of 1993/Act

744 of 2007) has or represents a weak influence because its level of influence was limited to TNE programme accreditation only. Against this backdrop, it can be concluded conveniently that the Ghanaian HE/TE lacks appropriate policy and regulatory frameworks to regulate TNE partnerships to put them on a more secure footing to ensure there are always win-win situations for Ghanaian HEIs/TEIs and their foreign TNE counterparts.

ii.the other finding indicate that participants intimated that linkages between their HEIs/TEIs and industry were relevant to TNE agenda insofar as they (i.e. the linkages) offer their students attachments and placements opportunities in industry, and thereby contributing to training and curriculum development to produce graduates with the required knowledge and skills for the workforce of the country and the world at large. It can, therefore, be concluded safely that Ghanaian HEIs/TEIs engaged in TNE partnerships appear to be well aware of the skills and competences required of the 21st-century graduates and making frantic efforts to take advantage of the opportunity TNE partnerships offer to prepare their students adequately for the 'world of work'.

g.Concerning the findings discussed in Chapter 10 about how teaching and teacher training assessments are conducted in Ghanaian HEIs/TEIs in the context of TNE partnerships, several interesting conclusions can be drawn. For example:

i.one of the findings indicate that two key mechanisms, namely: students' feedback (in the form of student satisfaction and/or engagement surveys) and peer observation of lessons: are used mainly by Ghanaian HEIs/TEIs involved in TNE partnerships to assess teaching. Against this backdrop, it is safe to conclude that Ghanaian HEIs/TEIs involved in TNE partnerships either lack knowledge about some of the most recent and innovative means, such as peer rating, self-evaluation, teaching portfolios, administrators' ratings, for assessing their students, or that they simply do not prioritise these strategies in their assessment of teaching.

ii.another finding relative to the theme of the chapter reveals that the focus of teaching assessments in Ghanaian HEIs/TEIs concerned, centres on improving the quality of teaching delivery and curriculum improvement than concerns for the quality of students learning. This implies that teaching assessments in these institutions are perhaps not undertaken in tandem with learning to help teachers improve and refine their teaching practices to help improve students' learning and performance.

iii.A third finding relative to the same theme suggests that teacher training assessment is undertaken in Ghanaian HEIs/TEIs that are engaged in TNE partnerships using methods and approaches (including but not limited to verification of academic qualifications, examination and/or assessment of referee reports, examination of interview reports,

examination of self-evaluation reports, ensuring that lecturers possess terminal degrees, peer assessments) to ensure that good quality staff are recruited and retained for quality services delivery. In line with this finding the conclusion could be drawn to the effect that the Ghanaian HEIs/TEIs involved in this study may have genuine intentions to transform the learning experiences of their students, however, these good intentions appear to be constrained generally by their lack of knowledge and expertise about innovative and resourceful ways of undertaking teaching and teacher training assessments generally in HEIs.

Based on the findings of the research presented and the conclusions drawn, some recommendations are put forward to help contextualise and deal with the implications of the findings enlisted.

i.It emerged from the findings of the scoping literature review conducted for the purposes of this study that Ghana's higher education system and institutions stand to benefit significantly from TNE partnerships because TNE partnerships could help address many of the challenges of the sector, such as staffing and infrastructural deficits, graduate employability assessment, and HEIs/TEIs and industry links. However, for this to happen very fast, we recommend strongly that the Ghanaian higher education authority should step in to enact appropriate

laws and regulatory frameworks to ensure that activities of stakeholders are streamlined to enable TNE partnerships to flourish for the benefits to accrue to the country and TNE partnership institutions and their students.

ii.It is also apparent from the findings of the study that the number of Ghanaian HEIs/TEIs engaged in TNE partnerships is rather very low. This, however, was interpreted broadly in context to signify the birth of TNE partnerships in the HE/TE sector in Ghana, and that TNE partnership schemes with Ghanaian HEIs/TEIs appear to be at their early stages of development. Nevertheless, this finding appears to imply that Ghanaian HEIs/TEIs may not be taking advantage of the opportunities TNE partnerships present to develop their institution to derive benefits for themselves, their students and the country. Similarly, an aspect of the findings also indicates that majority of Ghanaian HEIs/TEIs were not in any form of TNE partnerships mainly because they either lack knowledge about such partnership processes and practices; or they do not have adequate infrastructural facilities to support TNE partnership demands. Against the backdrop of these two key findings, we recommend that the stakeholders of HEIs/TEIs in Ghana, including the Government of Ghana and the HEIs/TEIs themselves, should invest sufficiently in the areas of research (to generate the needed knowledge about recent innovations, schemes and inventions) and infrastructural needs of their

institutions. This, in our view, will ensure that the deficit gap in knowledge and infrastructure will be breached to enable HEIs/TEIs to play their useful roles towards the country's socio-economic and technological development.

iii. In relation to the finding which indicate that privately-owned HEIs/TEIs have more TNE partnerships than those that are publicly or State-owned, we recommend that Management of publicly funded HEIs/TEIs in Ghana work in close collaboration with the Ghanaian higher education regulatory agencies to fashion out modalities to 'cut-out' or at least reduce the bureaucratic tendencies relating to programmes accreditation and all other HE processes and practices in their institutions of higher learning. In our view, if this recommendation, is pursued, it will make the environment in public HEIs/TEIs conducive for TNE partnerships and thereby help make these institutions better destinations for international partnership initiatives.

iv. Regarding the aspect of the findings relative to the countries of origin of the foreign institutions that are into TNE partnerships with Ghanaian HEIs/TEIs, it is heart-warming to know that the United States of America and United Kingdom have been identified as the countries with the highest TNE partnership institutions operating in Ghana. Whilst the reason for this 'good' news may probably have been due to the importance Ghanaian students generally attach to certificates awarded by institutions

from these two countries, the number of the foreign institutions appeared to be alarmingly very low. Only 5 and 3 TNE institutions from the United States of America and United Kingdom respectively were/are into partnerships with HEIs/TEIs in Ghana. For this reason, we recommend for the development agencies of these two countries (e.g. the British Council, DFID, USAID, etc.) to work more closely with their HE sector to encourage HEIs to enter into useful TNE partnership arrangements with their Ghanaian counterparts. This will ensure that they work together to improve the standards and quality of HE in their respective countries as well as accrue the needed benefits for themselves, their students and respective countries.

v. Against the backdrop of the finding which indicates generally that TNE partnerships appeared to be fostered more in the Sciences and Humanities than in many other disciplines (e.g. Fashion and Graphic Design, Computer Technology, etc.), we acknowledge that perhaps this may have been occasioned by the admonition to developing countries for their development efforts to be informed and/or driven by their countries' development agendas. In this regard, we recommend for Ghanaian HEIs/TEIs to broaden, or at best, re-direct their TNE partnership efforts to include other relevant need areas (such as ICT infrastructure development) to ensure that their activities contribute directly towards national development efforts. In doing so, however, we will caution that the

HEIs/TEIs focus on their partnership activities strictly to ensure that parallel development structures are not created within HEIs/TEIs to lead to unnecessary duplication and bifurcation of governance roles between themselves and the development agencies of Government.

vi. Concerning the findings of the research relating broadly to the state of TNE in Ghanaian HE/TE, we recommend that, HEIs/TEIs in Ghana, as well as the Government of Ghana, need to invest sufficiently into the HE sub-sector in areas, including both human and financial resources, technology, infrastructure, so as to be able to reap the full benefits that TNE partnerships offer. In our view, these investments, if made, would transform the HE landscape and assist in getting TNE partnership activities from its current level of 'emerging' to 'established'. This, when achieved, obviously would have 'knock-on' improvements on other areas such as the Ghanaian HEIs/TEIs' understanding of TNE partnership; internationalisation strategies being adopted in the country; the funding models; and resources committed to executing the partnerships.

vii. It also emerged from the research findings that some of the Ghanaian HEIs/TEIs that are engaged in TNE partnerships have or are establishing international development offices to help promote, support and co-ordinate all facets of their TNE partnership activities. Concerning this finding, we recommend that these institutions make concerted efforts to

maintain a well-resourced and functional offices for this purpose. For those HEIs/TEIs who either are yet to establish an international development office or are not involved in any form of TNE partnerships, we recommend the setting up of these offices to help inform and/or drive their internationalisation strategies.

viii. In relation to the finding about how or the ways by which TNE partnerships can be driven well to success, we recommend that apart from the inputs from regulatory agencies, it is advisable for HEIs/TEIs on both sides of the partnership arrangement to be clear, and have a mutual understanding about policies, plans and structures that guide the partnership as well as assuring the quality of their partnerships.

ix. Also, about how needs assessments of TNE partnerships in Ghanaian HEIs/TEIs are conducted, it came to light that the processes largely are students driven, meaning that the information the HEIs/TEIs rely on to determine the needs assessment of their TNE partnerships largely come from students. Against this backdrop, we recommend that in conducting TNE needs assessments, HEIs/TEIs broaden their scope to take account of the views and/or inputs from other relevant stakeholders, especially from staff, peer institutions and industry.

x. Another major finding of the research suggests that the only policy and/or regulatory framework that appears to have some influence on TNE partnerships of HEIs/TEIs in

Ghana is the policy and/or law that established the National Accreditation Board (i.e. PNDC Law 317 of 1993/Act 744 of 2007). Even with, the finding suggests that the Law (and by extension NAB) has or represents a weak influence regarding TNE operations in HEIs/TEIs because its level of influence was limited to TNE programme accreditation only. Because of this, we recommend strongly that the Ghanaian HE authority enacts appropriate policy and regulatory frameworks to regulate TNE partnerships to put all HEIs/TEIs on a more secure footing to ensure there are always win-win situations for Ghanaian HEIs/TEIs and their foreign TNE counterparts.

xi. In respect of the finding which indicate that participants recognised the relevance of linkages between their HEIs/TEIs and industry to TNE agenda, we recommend, for purposes of sustainability, that Ghanaian HEIs/TEIs engaged in TNE partnerships should formalise their linkages with industry to offer their students continuous attachments and placements opportunities to produce graduates with the required knowledge and skills for the 21st century job market.

xii. Regarding the finding about the mechanisms used by Ghanaian HEIs/TEIs involved in TNE partnerships to assess teaching, it was apparent that two key mechanisms, namely: students' feedback (in the form of student satisfaction and/or engagement surveys) and peer observation of lessons: are the ones prioritised. We, therefore, recommend

that the HEIs/TEIs give equal attention to some of the most recent and innovative means, such as peer rating, self-evaluation, teaching portfolios, administrators' ratings, for assessing teaching in the institutions of higher learning.

xiii. Also, in respect of the finding which reveals that the focus of teaching assessments in Ghanaian HEIs/TEIs involved in TNE partnerships centres on improving the quality of teaching delivery and curriculum improvement than concerns for the quality of students learning, we recommend that concerted efforts are made by these institutions to ensure that teaching assessments are undertaken in tandem with learning. This, in our view, would help teachers improve and refine their teaching practices to help improve students' learning and performance.

xiv. Regarding the issue about how teacher training assessment is undertaken in Ghanaian HEIs/TEIs that are engaged in TNE partnerships, the findings reveal that this is achieved through methods and approaches (including but not limited to: verification of academic qualifications, examination and/or assessment of referee reports, examination of interview reports, examination of self-evaluation reports, ensuring that lecturers possess terminal degrees, peer assessments). We recommend, given this finding, that the HEIs/TEIs concerned should vary these methods and approaches to ensure that good quality staff are recruited and retained for quality service delivery in their institutions.

Chapter 1

Introduction

1.1 Overview

This chapter serves as the cynosure of this project report. It appraises the transnational education (TNE) literature broadly with the view to distil the key issues that have necessitated the study on which this project report is based. In this sense, the chapter constitutes the progenitor and the basis for investigating Ghanaian TNE partnerships and the environment of distance learning in higher education institutions.

1.2 Defining transnational education

In the globalised, post-Fordist world in which we find ourselves today, international higher education (IHE) has become a policy preoccupation for many countries, and the provision of higher education to students from 'other' countries remains a critically important role for the vast majority of universities. Increasingly, governments have come to recognise the wealth of benefits available from international engagements, and the importance of national support for this, if their higher education sectors are to be successful. In pursuance of this important goal of international education, many universities across the globe have resorted to pursuing new modes of international engagement, including online delivery and engagement in a proliferation of partnerships for offshore programme delivery, while at the same time, TNE has come to assume increasing importance as an international education delivery strategy (Marginson, 2002). In all this, transnational education has become a core element of nations' 'higher education as business' philosophy (ibid.), and is a defining characteristic of the transition of universities into 'multi-million dollar academic enterprises'

reliant upon 'flexible internal and external networks' in partnership with businesses, communities and other universities (Gallagher, 2000).

In the foreword to the report of research commissioned by the British Council to evaluate countries' policies on IHE and to identify areas which are supported by national governments, Jo Beall, the Director of Education and Society, puts these insights into perspective succinctly. Beall retorts, for example, that 'recent years have seen the increase in scope and scale of TNE; the continued global rise of international student mobility; more and more countries with ambitions for attracting students to cross borders; and the growing importance and value of international collaboration for increasing the reach, impact and quality of research' (in Ilieva and Peak, 2016: 2). As such, in Beall's words, there is hardly a country left unaffected by the global flows of students, teaching and research. The future of higher education, therefore, and according to Beall, depends on successful, sustainable, mutually beneficial partnerships and collaboration, not just in a single area (such

as student mobility), but a holistic approach which facilitates mobility (of students, staff and researchers, as well as qualifications and institutions); shared teaching and delivery partnerships; and research collaborations (Ilieva and Peak, 2016: 2).

So what is TNE and why has it suddenly become a global phenomenon in recent years? TNE, also known as 'offshore education', is an umbrella term encompassing many of the educational platforms more commonly labelled as distance education, online education, collaborative education, for-profit education and satellite campus teaching (Bannier, 2016). Loosely defined in the traditional sense, TNE partnerships relate broadly to collaboration for training and research between universities and/or institutions of higher learning in different countries. According to Ankomah-Asare et al. (2016), for example, the term TNE encompasses worldwide mobility in academia in the field of research and training. Healey and Bordogna (2014), on the other hand, see TNE as delivering education services from a university in one country to students in another country. Typically, and in the view of Healey (2013), TNE involves students remaining in their home country while studying at a foreign university. For Hussain (2007) TNE partnerships are characterised by three main features: the development of ICT to provide educational collaboration and co-operation, the provision of co-operative education through higher education institutions, and the development of borderless higher education.

Formally defined, TNE partnership programmes, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), are:

... those courses of study, parts of courses of study, or other educational services in which the students are located in a different country to the one where the institution providing the services is based (UNESCO, cited in Davis et al., 2000: 2).

The Global Alliance for Transnational Education broadens the spectrum of this definition by adding that TNE partnerships include:

... any teaching or learning activities in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country). This

situation requires that national boundaries be crossed by information about the education, and by staff and/or education materials (whether the information and the education and the materials travel by mail, computer network, radio or television broadcast or other means (Global Alliance for Transnational Education, 2000: 1).

The Council of Europe (2002) adds to these useful definitions. In the Code of Good Practice in the Provision of Transnational Education ratified by the Lisbon Convention, the Council of Europe defines TNE as all types of higher education study programmes, or sets of courses of study, or education services in which the learners are located in a country different from the one where the awarding institution is based (Bannier, 2016). Such programmes, according to the Council of Europe, may belong to the educational system of a state different from the state in which it operates, or may operate independently of any national system (cited in Aggarwal, 2013). While this definition represents the aggregate perspective of the 47 member states of the Council of Europe, it is instructive to note, however, that TNE is a global phenomenon that transcends national borders. Consequently, TNE, from the definitions espoused in the literature and elucidated herein, has a number of characteristic features, including the following:

- the TNE programme is conducted in accordance with a formal agreement between the 'home university' and an overseas sending institution or organisation
- the programme offered is taught partly or wholly offshore (i.e. distance education programmes are included only when there is a formal agreement that an overseas institution/organisation participates in their delivery)
- the completed programme results in a recognised higher education qualification
- the 'home university' has developed the programme and has a responsibility for overseeing academic standards (Australian Vice-Chancellors' Committee, 1999: 1).

So while TNE is inherently international in scope, the exposition above helps essentially to clarify that TNE does not necessarily require international travel. It does, for example, become immediately clear that TNE is, or could

be seen as, a strategy adopted by institutions and countries to deliver higher (and/or further) education and associated qualifications to students who are wholly or partly located outside the country where the provision

1.3 Forms/classification of TNE partnerships

The issue of TNE partnership classification has been approached by authors differently but with some similar features of interconnectedness. For example, Weiss (2016) distinguishes between two main categories of TNE partnerships. Weiss calls the first category collaborative TNE, whereby there is a joint partnership between the sending foreign institution and the providing host country. Weiss refers to the second category as independent TNE, in which the sending foreign institution takes responsibility for most or all institutional operations. The UNESCO-CEPES Council of Europe (UNESCO, 2001) endorses this classification but refers to Weiss's second classification as 'non-collaborative' TNE. The UNESCO-CEPES Council of Europe cites examples of collaborative TNE partnerships to include franchising, twinning and joint degree programmes, and describes these as the types of partnerships whereby study programmes, parts of a course of study, or other educational services of the awarding institution are provided by another partner institution. Examples of the non-collaborative TNE partnerships, according to the UNESCO-CEPES Council of Europe, include branch campuses, offshore institutions, corporate or international institutions, and involve situations whereby study programmes, parts of a course of study, or other educational services are provided directly by an awarding institution otherwise referred to as the sending foreign institution.

Smith (2017), on the other hand, posits that TNE partnerships operate three different modes of delivery: branch institutions, distance education and partner-support delivery. With branch institutions, Smith explains that the presence of the foreign university is in the students' home country either by an international branch campus, study centre or foreign staff visiting for short periods to facilitate courses. Distance education mode of TNE delivery, according to Smith, involves online learning which may or

originates (Mellors-Bourne et al., 2014).

may not have the support of the foreign university, while partner-support delivery entails franchise programmes, twinning arrangements, joint degrees or validation. Healey (2015) identifies three broad categories of TNE partnerships similar to Smith's categorisation. Healey calls these physical presence, distance/online learning and local delivery partnerships. For Healey, among these three, local delivery partnerships are by far the most common option with reference to student numbers.

Healey and Bordogna (2014) add to these useful classifications. They postulate that the delivery modes of TNE can be classified in two main ways. The first comprises the institutional and contractual infrastructure that the university uses to deliver education. The second delivery mode focuses on the elements of the service provision that cross the border. Healey and Bordogna's classification is similar to the Higher Education Policy (2014) categorisation in which TNE is classified either in terms of provider or cross-border movements (e.g. courses, students or staff) taking place. Healey (2013) adds to these useful insights by providing a typology for TNE classification using the example of the General Agreement on Trade in Services. Essentially, Healey exemplifies four modes by which education is provided to foreign citizens. The first mode is referred to as programme mobility, whereby universities offer education outside their country by distance learning. The second mode is student mobility, in which students leave their home country or countries to another country to access education. Then there is institutional mobility, in which universities supply education to students in their own countries via an in-country service provider. Finally, the staff mobility mode has the staff from the foreign university offering the programme, who deliver the education services to students in the students' home countries.

For its part, and for easy identification for

purposes of categorisation, Monash University (n.d.: 1), for example, describes TNE as related to the following genres of provisions:

- dual awards
- joint awards
- collaborative delivery of courses and units
- joint graduate research supervision
- graduate research scholarship arrangements
- independent delivery of courses and units in a country other than in the home country
- articulation arrangements
- credit transfer arrangements
- study abroad
- exchange programmes.

Clearly, the list of provisions provided by Monash University suggests that these are actually independent routes of enacting TNE. Other forms/classifications of TNE partnerships are also apparent in the literature.

It is important to note at this point that one model of TNE that is fast catching up worldwide is the international branch campus (IBC). In this case, an entity that is owned by a foreign education provider operates in the name of the foreign education provider and engages in at least some face-to-face teaching in the locale of the IBC (Lane, 2011: 5). In this particular model, the students receive their degrees from the original institution or home institution to the IBC whose branch students attend. The design and articulation of curriculum and its enactment, as well as examination and certification, is overseen by the home institution. The IBC uses both locally hired faculty members, but in most cases, reliance on fly-in faculty who attend to teaching and teaching-related duties for a limited period of time is a known feature. This type of TNE is a common phenomenon in the USA, UK and Australia. For instance, as of 2014 there were 210 IBCs globally. According to the Cross-Border Education Research Team list, more than a third (i.e. 81) of these branch campuses were established by US institutions, 32 by institutions based in the UK and 17 by Australian universities.

These three sending countries taken together are responsible for more than half of all IBCs worldwide. The most frequent locations chosen for establishing IBCs are the United Arab Emirates (UAE) (33), China (32), Singapore (14) and Qatar (11).

Thus, by dint of the classifications in this section of the report, it suffices to refer to TNE partnerships as inherently involving both local and international actors in partnership of some sort to provide educational experience of international repute to local students. It stands to reason, therefore, and as reverberated by Heffernan and Poole (2004), that in any form of TNE arrangement, the international partnership encompasses various levels of control and risk for both partners (local and foreign), and that these levels of control and risk can range from basic validation to more complex franchise partnerships.

1.4 Appraising the TNE literature: picking strawberries from the jam

The review of literature related to TNE reverberates a number of interesting issues worth digesting for the purposes of this report. Typically, the literature suggests that owing to the economic difficulties relating to higher education funding that countries are faced with in recent times, there appears to be no slowing in the pace with which universities, especially those in the 'developed world', are developing new relationships with partner universities, industry associations, or private sector providers in other locations. For example, of the 157,296 international students enrolled at Australia's 37 public universities in 2002, almost 56,000 were enrolled in offshore or transnational programmes primarily located in Singapore, Hong Kong, China and Malaysia (Davis et al., 2000: 19; IDP Australia, 2002: 2–3). The literature suggests that such students now comprise around 36 per cent of the international student population, a significant rise in 1996 and 1999 equivalents of 18.3 per cent and 26.9 per cent, respectively (Davis et al., 2000: 18).

The literature contends further that the development of offshore partnerships is not confined to Australia alone. It is suggested, for instance, that while Australian universities continue to report significant growth in their offshore programmes, having signed more than 1,000 international partnership agreements (Australian Vice-Chancellors' Committee, 2001), universities in other parts of the world are similarly engaged or seeking to build such growth. In the United Kingdom as a case in point, Lines and Clarke (in Abramson et al., 1996: 106) report significant growth in offshore programmes from the early 1990s. By 1998, the revenue from such programmes was estimated to exceed £250 million per annum, with 80 British universities offering programmes in Malaysia (Times Higher Education Supplement, 1998) and 50 universities offering offshore programmes in Singapore (Tysome, 2000). According to Kemp (in Tysome, 2003), the international student market, comprising student fees and associated spending, is valued at £2.5 billion to the UK economy. Canadian universities, on the other hand, listed 268 offshore education programmes in 1999, while higher education institutions in New Zealand offered 63 offshore programmes in 2001, a significant increase in the six programmes

offered in 1997 (Ministry of Education, 2002). The literature suggests further that universities in the United States are increasingly being encouraged to view international education in business terms, and to look to offshore programmes as a potentially lucrative strategy at a time of decline in the levels of state support for higher education (Marginson, 2002: 36; Lenn, 2002: B24). The participation of the University of Virginia as a founding member of the Universitas 21 Global MBA programme, and of the Wharton School in the creation of the Singapore Management University, provides some early evidence of such engagement.

In the Middle East, the literature indicates that the UAE, Qatar and Bahrain function as regional centres for TNE programmes. In particular, the UAE is cited as hosting the largest number of branch campuses globally, with high rates of student satisfaction (Wilkins et al., 2012). Saudi Arabia, for its part, is noted to have been working collaboratively with Canada on TNE efforts since 2003, with King Fahd University in Dhahran building e-learning initiatives with the University of British Columbia (Hamdan, 2014). Most recently, the literature suggests, Iran began exploring TNE opportunities, including the logistics of redesigning curricula to expand English language usage, accommodate foreign students and budget for marketing purposes (Tutunea et al., 2009).

For regions with less well-developed higher education infrastructure, the TNE literature contends that these are experiencing promising growth in the arena of online education and Open University concepts. For example, while the African continent has been cited as the lowest rate of higher education participation overall, online education is said to be used increasingly as a means of circumventing physical and geographical barriers to university access (Barasa, 2010). Similarly, the Open University concept is said to be expanding rapidly on the African continent. Essentially, the literature argues that with instruction and learning materials available free of charge, learners in the African context only needed web access through a computer or mobile phone to participate. The literature goes on to contend that at present, sub-Saharan Africa is experiencing the strongest growth in mobile phone subscriptions in the world (Simsek, 2013).

This growth, according to the literature, is a likely factor in Open University expansion, particularly at African Virtual University and the Open University of Sudan. In particular, the latter is cited to have enrolled 93,000 students in the past decade alone and now offers an online library (Deb, 2013). In Ghana, the institutions that are in some form of TNE partnership with HEIs/TEIs include Business University of Costa Rica, (Kumasi); IPE Management School, France (Accra); Edinburgh Business School, Heriot-Watt University (Accra); University of Sunderland, UK (Accra); Swiss Management Center (Accra); Lancaster University College (Accra); and Webster University College (Accra).

So clearly, offshore programmes are an increasingly important element of institutional internationalisation strategies (Heffernan and Poole, 2004). Thus, from the humble beginnings of early online and open education initiatives, the insights show that TNE has emerged and continues to grow at an unprecedented rate. In fact, a critical analysis of cross-section of

1.5 Benefits of TNE partnerships to countries and their citizens

It is believed generally that the main beneficiary of TNE in host countries are the students. Without TNE, many of these students could not participate in higher education, mainly because of inadequate higher education capacity in the host country, but also sometimes because of the programme they want to study, or their level of educational achievement, nationality or socio-economic background. Many TNE students often choose to take distance and/or online programmes because they are usually cheaper than campus-based programmes and more flexible in terms of time commitment than face-to-face delivery. This is shown to be advantageous for TNE students that are typically older and in full-time employment (Pieper and Beall, 2014). Similarly, host country governments have noted that TNE has the potential to increase higher education capacity, satisfy labour market skill needs, and contribute to knowledge creation and innovation. Countries such as Qatar, Singapore and the UAE have used TNE to encourage innovation and the development of knowledge economies. The research output of some IBCs is now comparable with both the leading domestic institutions in the host country

research examining TNE programmes throughout the world shows that the English-speaking nations of Australia, the UK and USA lead the world in the export of TNE programmes, with approximately 2,400 degrees offered in English in mainland Europe alone (Gill and Kirkpatrick, 2013). China, India, Malaysia, Singapore and Hong Kong are cited as home to the largest numbers of TNE students, the majority of whom are enrolled in Australian, UK or US institutions. The analysis shows further that global growth in TNE has been heavily impacted by two nations, India and China. Both India and China have doubled their higher education enrolment over the past decade (Simsek, 2013). This startling growth is expected to continue, with Asia representing an estimated 70 per cent of global demand for IHE within the next ten years (Gill and Kirkpatrick, 2013).

and the institution's home campus. In Qatar, for example, TNE accounts for over a quarter of the national scholarly research output (Pohl and Lane, 2018).

A further benefit of TNE for host country governments is that when nationals enrol in TNE programmes rather than at public institutions, the government is not forced to bear the cost of tuition (unless it is funding the branch campus, as is the case at Education City in Qatar). Thus, TNE may help reduce 'brain drain', as students stay in their native country rather than going abroad, and this also reduces currency outflows. Some branch campuses are even successful in attracting international students to the host country, whose spending contributes to economic growth. For example, branch campuses in Mauritius target students in several African countries.

It is also discernible in the literature that by means of TNE, institutions offer opportunities of educational nature towards the awarding of diplomas and degrees overseas for several students (HEGlobal, 2016). Using either face-to-face delivery or distance delivery modes, and

even in some cases blended learning platforms in countries and regions, TNE offers opportunities for cross-border learning. Also, by means of TNE, international students, as well as their host institutions either in their physical (on-site) or virtual (technology delivered) sense, learn from each other. By means of such collaborations, global identities of people are shared, thereby advancing the fundamentals of global citizenship. Furthermore, the TNE approach to education delivery makes international and foreign education and experiences more accessible for students, often

1.6 Challenges of TNE partnership provision and delivery

Over the past few decades, universities across the world have experienced tighter government funding amid an overall 'market corporatisation' of the higher education sector (Marginson, 2007). Encouraged to look outside the domestic arena for further funding of activities, TNE has appeared as a timely opportunity for a number of universities in the developed world, either as a direct source of revenue or as an opportunity to build their profiles to expand the potential market for onshore students (Cheung, 2006). While TNE appears to have flourished so quickly, particularly in Asia, universities of the English-speaking nations of Australia, the UK and USA which have spearheaded this movement have come to realise rather suddenly that the delivery of TNE involves a range of challenges (Eldridge and Cranston, 2009). Essentially, these institutions have come to recognise that if the challenges confronting TNE delivery are not appropriately addressed, potential consequences may result leading to their reputation damage (Shanahan and McParlane, 2005), and also to their overall standing in the international education arena (Delves et al., 2001).

Thus, put differently, many universities have soon come to realise, despite the unprecedented growth of TNE programmes the world over, that the delivery of TNE involves a range of challenges. Essentially, a number of features of the management of TNE make it more complicated when compared with onshore education (Eldridge, 2005). For example, IBCs are often criticised for acting as business entities that do not necessarily promote the

in different contexts. It suffices to say at this point, though, that in the TNE literature, much attention appears to be focused on the provision of education opportunities than the delivery of international research and outreach partnerships. Having said that, it needs to be underscored that the provision of TNE services is not limited to any specified levels of education and training and that this may range from educational programmes that lead to awards such as certificates, diplomas, degrees even up to doctoral degrees.

same national values and priorities as local institutions. It has also been questioned whether TNE does, in fact, have a significant impact on reducing brain drain, as many of the most gifted students still travel overseas for their higher education rather than study in a TNE programme in their native countries (Healey, 2015). Again, local stakeholders are also often concerned about the motivations of TNE. Some local stakeholders wonder if financial interest may lead to the lowering of standards and entry requirements for programmes (Ziguras and McBurnie, 2011), or to offering only programmes that are relatively profitable and affordable to establish, which may not be the programmes that host countries need (Donn and Al Manthri, 2010). The sustainability of TNE programmes is often questioned, as many TNE ventures have unexpectedly shut down or downscaled their operations, such as the branch campuses of George Mason University and Michigan State University in the UAE. Furthermore, as the quality assurance of TNE often falls outside the control and supervision of home country quality assurance systems, it is difficult to verify whether the quality of TNE programmes is similar to the home campus, particularly when linkages to the main campus may be vague due to lack of collaboration and different student bodies.

So while criticisms of TNE appear to be germane, they could be conceptualised around three keys issues. First, TNE is cited as still a relatively new phenomenon and institutions, particularly those of the 'developing world', are only just beginning to gather sufficient experience to provide

detailed information about appropriate policies and procedures (Bannerman et al., 2005). Second, the strong commercial imperatives that often drive the implementation of TNE is sometimes seen to contrast sharply with the values of the involved managers, educators and institutions (Cheung, 2006; McBurnie and Ziguras, 2006). Third, TNE usually takes place in a cross-cultural environment and as such is impacted negatively by cultural norms and values, including language. Added to this useful list, particularly in the African context, is the fact that education leaders have consistently expressed concerns about the low quality and questionable accreditation of foreign TNE providers, particularly when those providers are for-profit institutions. Successful TNE programmes on the African continent do exist, such as the collaborative partnership between INtel College in Kenya and the University of Sunderland in the UK, but these high-quality programmes may be the exception rather than the rule. Overall, the gap between quality and cost is at times so apparent that TNE as a means of building developing nations is viewed sceptically, even disparagingly (Stella and Woodhouse, 2011). This dichotomy in perception suggests a need for globally recognised

standards, applicable in developing nations to the same extent as the rest of the world.

Thus, clearly from this background, it becomes immediately apparent that countries that have engaged in TNE partnerships have a number of teething challenges they must contend with. It is against this background, particularly the dearth of information relating generally to the state of TNE partnerships in the Ghanaian context, that this research project was commissioned to examine the nature of existing TNE partnerships, how they started and their current status to help stakeholders identify key areas that need improvement to enhance issues of quality and access in Ghanaian higher education. Essentially, this endeavour is required urgently to deal with some of the challenges enlisted in this section so that Ghana can begin to generate market insight and intelligence on the state of higher education to ensure that it accrues the needed benefits for itself and its citizens.

Chapter 2

The Research Context

2.1 Overview

This chapter sets the context for the report. It explores the research problem that necessitated the research on which this project report is based, and highlights the research purpose(s) and research questions that guided the study. The chapter also highlights the strategies adopted to achieve the research outputs together with the expected deliverables and/or outcomes to ensure that the research evidence generated and reported is grounded in the rudiments of the original 'open call' issued by the funding agency (in this case, the British Council) on the basis of which the research on which this report draws was undertaken. Thereafter, and with the rationale of grounding findings in context, a theoretical framework is suggested and described. Finally, the chapter outlines the research communication, dissemination and user-engagement activities to set in context steps that both the team of researchers and the funding agency had agreed to take (either collectively or separately) to ensure that the findings of the research have lasting impacts in improving the Ghanaian higher education/tertiary education landscape while at the same time providing international partner institutions and development partners with value in the form of qualitative and economically beneficial partnerships.

2.2 TNE partnerships in Ghana: where we are so far

In Ghana, the post-secondary education sector until the 1990s consisted of only universities offering undergraduate and postgraduate degree programmes, and the sector fitted at least a theoretical description of higher education. However, in the 1990s, polytechnics in the country were elevated to a tertiary status to train middle-level manpower for accelerated economic growth and development because

the universities were focused on producing top-level managerial and academic staff and researchers but not middle-level technical staff. Since then, other institutions have been elevated to tertiary status, and therefore, tertiary education in Ghana today is the umbrella term for all forms of post-secondary education. As a result, Ghana runs a binary tertiary education system made up of universities and non-

university institutions (Swanzy and Potts, 2019). The universities, hitherto, constituted the higher education component of the tertiary education sector in Ghana because they were the only institutions that had the mandate to offer and award postgraduate degree programmes. This has changed because currently eight out of the ten polytechnics in the country have been re-designated as technical universities, which enables them to offer and award postgraduate degree programmes just like the traditional universities. Instructively, therefore, tertiary education (and by extension higher education vis-à-vis IHE) provision in Ghana is for Ghanaian citizens and is intended arguably for their prosperity and increased productivity.

Presently, the National Accreditation Board (NAB) of Ghana puts the number of duly accredited tertiary institutions at 215, comprising ten public universities, eight technical universities, seven professional institutes, five private universities, 81 private university colleges, two public polytechnics, one private polytechnic, eight tutorial colleges, two distance learning institutions, 16 public nurses' training colleges and 13 private nurses' training colleges. The rest are 46 public colleges of education, seven private colleges of education, three colleges of agriculture, one regionally owned (West Africa) institution and five registered foreign institutions (National Accreditation Board of Ghana, 2019).

Currently, signs of TNE partnerships are quite visible within the Ghanaian tertiary education system. Ghana has, for the past two decades, positioned herself as one of the major providers of quality higher education in sub-Saharan Africa. During this period, Ghana's tertiary education institutions (TEIs) have opened their doors to students and faculty of countries within the sub-region, notably: Nigeria, Cameroon, Guinea and some east African countries. This trend has seen Ghanaian TEIs develop as regional hubs of education. Current international enrolment stands at 3,207 students for public-funded tertiary institutions and 11,978 for privately funded tertiary institutions (Ankomah-Asare et al., 2016: 911). In fact, the official website of the NAB lists the institutions that are in some form of TNE partnership with HEIs/TEIs across the country.

While these provide some promise of the birth of TNE partnerships in the country, the

preponderance of educational research evidence available points paradoxically to the state of TNE partnerships in Ghanaian higher education as shrouded in obscurity. To put this rather succinctly and bluntly, the wheel of higher education policy development in the country to govern and regulate the sector generally grinds very slowly (Ankomah-Asare et al., 2016: 912). This has caused (and still continues to encourage) dissension among participants, employers and stakeholders of higher education regarding issues of quality assurance, governance, regulation and adherence to international best practice (See the next section for detailed discussion of the issues necessitating the research on which this project report is based).

It is against the backdrop of these issues, particularly the lack of policy and research to govern and regulate higher education, and the dearth of information relating generally to the state of TNE partnerships in the Ghanaian context, that the research study on which this report is based was commissioned. The intention fundamentally was to 'awaken' the Ghanaian higher education system through research to get the right things done to bring Ghana into the comity of nations involved in the 'higher education as business' philosophy (Marginson, 2002) to accrue the needed benefits for itself and its citizens. In this regard, the research on which this project report is based has investigated the environment of distance learning in HEIs/TEIs in Ghana and has generated insights on the state of higher education in Ghana, looking specifically at international education partnerships. The rationale for this endeavour is based on our contention that in the face of the current economic difficulties of higher education funding that the country is faced with, Ghanaian HEIs/TEIs need to investigate new modes of international engagements, including online delivery and the proliferation of partnerships for offshore programmes delivery to support both the government of Ghana and its international development partners in identifying the key areas where they will work to improve the quality of, and access to, Ghanaian HEIs/TEIs.

2.3 Statement of the research problem

Although there are visible signs of the birth of TNE in Ghana, TNE currently is under-researched and often a misunderstood area, with no common understanding, definition or approach. It has many different manifestations, some of which are alternately regarded as threats or benefits by the different national higher education institutions and even by various parts of the same system. This, notably, is evidenced by the actions and inactions of governments of Ghana towards higher education provision and delivery generally in the country. Governments since independence have, in diverse ways, encouraged private sector participation in tertiary education provision. In particular, as a result of the numerous policy initiatives allowed or encouraged, the number of private tertiary institutions offering higher education has increased from about four private tertiary education institutions in the mid-1980s, to over 60 as at the end of 2015, while the total number of TEIs in the country shot up to 174 by 2015 (National Accreditation Board, 2015). In the light of this dramatic increase in institutions offering tertiary education, however, the wheel of higher education policy development in the country to govern and regulate the sector generally grinds rather very slowly. This has encouraged some level of dissension among participants, employers and stakeholders of higher education regarding issues of quality assurance, governance, regulation and adherence to international best practice (Ankomah-Asare et al., 2016: 912). A UNESCO report, edited by Martin and Stella (2007), catalogued a number of these concerns about developing countries, including Ghana, succinctly. First, the report pointed out that the major concern for transnational higher education (TNHE) players relates directly to non-adherence to quality best practice. Second, the report surmises that the conflicting and sometimes contradictory definition and/or interpretation of 'quality' dogs the regulation of off-shore campuses and off-shore moderation of fledgling affiliate institutions. Third, and per the UNESCO report, entry requirements for TNHE institutions are

shown to be lower or relaxed for international clients, compared to nationals of the countries within which the institutions are situated originally (Martin and Stella, 2007).

A recent research study commissioned by the British Council in 2016, and conducted by McNamara Economic Research and Education Insight in 26 countries, including Ghana (Ilieva and Peak, 2016), reverberates these concerns rather strongly. This study, entitled *The shape of global higher education: national policies framework for international engagement*, focused on the national-level landscape for higher education in 26 countries, and considered how policies and regulatory frameworks can create an environment conducive to international collaboration and engagement. The main objective of this study was to evaluate countries' policies on IHE and to identify areas which are supported by national governments. A significant part of this research also drew on evaluations of the countries' legislative provision with regard to higher education. In this regard, more than 100 pieces of legislation and national strategies were reviewed and evaluated. In an attempt to draw comparisons between the 26 countries covered in the research, an index-based methodology was employed. The countries were assessed against 37 qualitative indicators, which make up the index. The description of each indicator is available via an online, interactive tool (which covers 962 descriptive fields in total) aimed at policymakers, HEIs/TEIs and education professionals with an interest in IHE.

The findings showed that generally, there was a rise in the number of countries with commitment towards IHE at the national level, which is evidenced through their IHE strategies, some of which are reflected in reformed higher education legislations. This, of course, showed a strong signal of readiness to engage internationally and to support their higher education systems' global positioning. However, when it came to the aspect of the analysis which concerned countries that had the most balanced portfolio

of national policies supporting IHE in the areas of financial support for IHE, student mobility, quality assurance of higher education provision, recognition of TNE, etc., Ghana, as well as other countries in sub-Saharan Africa that were involved in the study, were found 'flat-footed'. Essentially, when its performance was assessed against three key indicators (openness to IHE, quality assurance and recognition, and access and sustainability) Ghana scored 'low' in all three areas, indicating a weighted average score between 2.5 and 5 on a ten-point scale.

Interestingly, the national agencies that collectively are responsible for the regulation, funding, quality assurance and delivery of higher education in Ghana, namely the National Council for Tertiary Education (NCTE), NAB and the Ghana Education Trust Fund (GETFund), have all appeared to recognise the problems associated with TNHE, particularly efforts to position Ghana as a TNE hub in the west African sub-region. The NAB has, for example, called for greater powers to regulate tertiary institutions to ensure quality, while the country's national cabinet has approved the establishment of the Ghana Tertiary Education Commission, which will, among other things, regulate all tertiary institutions and help to speed up the establishment of qualified private universities across the country (Ankomah-Asare et al., 2016). However, efforts to counter these possible problems have been slow in maturing either as a result of neglect or uninterest of those that 'call

the shots'. Invariably, the phenomenon of TNHE in Ghana is currently left to HEIs/TEIs themselves to manage. Thus, in the words of Ankomah-Asare et al. (2016: 912), the quest of Ghana becoming a regional TNE hub has led to the discovery of new problems related to governance, co-ordination and accounts responsibilities to stakeholders.

Against the backdrop of the issues elucidated herein, research was needed urgently to investigate TNE partnerships and the environment of distance learning in HEIs/TEIs in Ghana. This, for the research team, was necessary in helping to generate insights on the state of higher education in Ghana, looking specifically at international education partnerships. Among other things, this research was required urgently to investigate current and past international education partnerships to support both the government of Ghana and its international development partners in identifying the key areas where they will work to improve the quality of, and access to, Ghanaian HEIs/TEIs, while at the same time providing its international development partners with value in the form of qualitative and/or economically beneficial partnerships.

2.4 Research purpose (and overarching objectives)

In line with the research problem outlined, the research on which this report is based aimed broadly to provide understanding of the current and past TNE partnerships in Ghanaian TEIs and HEIs to assist the country to accrue the needed benefits for its citizens. Specifically, the research sought, among other things, to:

1. provide basic data on all Ghanaian tertiary/higher education
2. provide TNE data on cross-section of tertiary/higher education institutions in the country
3. outline areas of research that would be beneficial to Ghana's tertiary/higher education institutions 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 its development partners involved in higher education partnerships activities in the country.

In line with these general purposes of the research, two overarching objectives underpinned the research activities, namely:

7. to highlight the extent to which internationalisation is understood to be relevant to building institutional research capacity

8.to highlight instances of good practice in some of the more innovative Ghanaian HEIs.

2.5 Research questions

The research study was underpinned by the following research questions:

1.What does a critical review of literature relating to Ghanaian higher education/tertiary education say about:

- a.the profile of Ghanaian HEIs/TEIs in respect of staff/student ratios; general class sizes; graduate employability assessment; partnerships and industry links; access to broadband/internet, etc.?
- b.Ghana’s regulatory and policy framework regarding HEIs/TEIs and systems?
- c.assessment needs of the Ghanaian HEIs/TEIs and system at large?
- d.teaching and teacher training assessment in Ghanaian HEIs/TEIs?
- e.trends in Ghanaian HEIs/TEIs research?
- f.partnership needs of Ghanaian HEIs/TEIs?

2.How is the concept of TNE understood and/or conceptualised by institutional actors in the Ghanaian higher education/tertiary education

landscape?

3.How do successful TNE partnerships work in Ghanaian HEIs/TEIs?

4.What are the main inhibitors to successful TNE partnerships in Ghanaian HEIs/TEIs?

5.What are the underlying drivers for the success of TNE in Ghanaian HEIs/TEIs?

6.How or in what ways are international partnerships’ development offices at Ghanaian HEIs/TEIs driving the TNE agenda?

7.To what extent has the government of Ghana’s higher education policy (past and present) influenced the development of TNE partnerships?

8.How relevant are the linkages between Ghanaian HEIs/TEIs and industry to the TNE agenda?

9.What are TNE partnership needs of Ghanaian HEIs/TEIs?

10.How are TNE assessment needs in Ghanaian HEIs/TEIs conducted/undertaken?

11.How is teaching and teacher training in Ghanaian HEIs/TEIs assessed?

2.6 Strategies to achieve research outputs

To achieve these outputs fundamentally, a number of research activities were undertaken by the research team. These activities included: an initial scoping exercise and literature review to profile Ghanaian HEIs/TEIs with respect to issues such as overview of the institutions; staff/student ratios; general class sizes; graduate employability assessment; partnerships and industry links; and access to broadband/

internet. Other activities undertaken as part of the research strategy included: a needs assessment of the Ghanaian higher/tertiary education system; a teaching and teacher training assessment; and a qualitative and comprehensive survey of existing TNE partnerships in Ghanaian HEIs/TEIs.

2.7 Research deliverables/outcomes

The intention fundamentally was that successful completion of the activities in this report would

have achieved a set of key deliverables for Ghana, including a clear contextual definition of

TNE partnership that would take account of the models of partnerships at play in the country, the objectives of these models, and the status generally of TNHE partnerships in the country. Other outcomes attained as deliverables from undertaking this research project are: a clear identification, description and justification of internationalisation strategies being adopted in the country; the key performance indicators of the existing partnerships; the funding models and resources committed to executing the

partnerships; and an overview of Ghana’s regulatory and policy framework and the implication of these frameworks on existing partnerships. Besides these, undertaking the research activities outlined also has allowed for a robust and evidence-based analysis of factors responsible for the success and/or failure of TNE partnerships in Ghana.

2.8 Theoretical framework for the proposed research

In view of the general purposes of the ‘new’ body of research undertaken, it was important that the research questions posed were grounded conceptually in a theory and/or an analytical framework. This, for us, was essential in ensuring that the research findings were grounded in and supported by the evidence generated. In line with this thinking, we drew on ‘collaborative social network theory’, particularly literature relating to boundary spanning, mediation and brokerage (Ahuja, 2000; Borgatti, 2006; Borgatti and Halgin, 2011; Braithwaite, 2010; Burt, 1992, 2005; Chauvet et al., 2011; Kilduff and Brass, 2010; Long et al., 2012, 2013; Scott, 2000; Williams, 2013 etc.) as a theoretical resource or lens for the research.

By definition, collaborative social networks seek to bring disparate groups together so that they can work effectively and synergistically (Long et al., 2013). In this theory, social networks are seen increasingly as an optimal structure through which to organise, and think conceptually about clusters of diverse individuals, groups or organisations who aim to work together collaboratively (Borgatti and Halgin, 2011; Braithwaite et al., 2009; Long et al., 2012). The network approach focuses essentially on the relationships and interactions of the members (i.e. actors) rather than on their individual attributes or behaviours. The key underpinnings of networks, as far as this theory is concerned, are that they are composed of nodes (i.e. the actors in the networks) and ties (i.e. the relationships between actors) (Long et al., 2013). The ties form the structure of the network whereas the nodes occupy positions within the structure (Borgatti and Halgin, 2011). Boundary spanners, mediators and brokers, for

their part, are three of the most common descriptors of the collaborative social network superstructure, holding key structural positions in the networks and thereby affording opportunities and constraints on their actions. (See Appendix G for a table indicating the full list of common brokerage terms, features and their motivations used in social network theory.)

Boundary spanning as a form of brokerage basically includes the idea of crossing organisational boundaries such as departments or organisations (Friedman and Podolny, 1992), or cultural boundaries such as disciplines (Gray, 2008), in order to exchange knowledge or mediate interactions. Thus, a boundary spanner essentially ‘bridges the structural hole between two clusters conceptualised as being separated by a boundary of some sort, e.g. outside the network or department’ (Cross and Prusak, 2002; Long et al., 2013; Tushman, 1977). Its motivation in a social network fundamentally is to overcome a boundary and facilitate communication and/or knowledge flow across it. Mediation, on the other hand, is one of the most common descriptors in a lengthy list of synonyms for the roles in social networks reflecting the highly nuanced nature of the connectivity function. By definition, a mediator (or conflict resolver, as it is also commonly referred to in social network theory) seeks mainly to increase understanding between two parties separated by a mismatch of knowledge, expectations culture, etc. Mediation roles in the network most often are held by actors familiar to both sides and are intended generally to help resolve conflict between parties (Di Marco et al., 2010; Gray, 2008). Brokerage, for its part, is used to refer generally to the position of an

actor or actors to reach across a ‘structural hole’ (Long et al., 2013). A structural hole manifests between two actors that are said to be non-redundant, that is, between two actors who themselves are not connected. In other words, brokerage provides benefits for the individual based on the idea that non-redundant actors are sources of unique information that can be used by the broker for personal advantage by increasing their social capital. Brokerage is said to ‘facilitate access to novel information, or resources, facilitate transfer of knowledge and co-ordinate effort across the network’ (Long et al., 2013: 2).

Used together with the other integral components of social network theory, boundary spanning, mediation and brokerage facilitate transactions and the flow of information between people or groups separated or hindered by some gap or barrier (Borgatti and Halgin, 2011; Braithwaite, 2010; Burt, 1992, 2005; Chauvet et al., 2011; Kilduff and Brass, 2010). This gap and/or barrier may be physical (such as geographical location), cognitive or cultural (such as different disciplines or professions) or, alternatively, the gap may be that members of one party have no basis on which to trust the other (Long et al., 2013). Primarily, studies on boundary spanning, mediation and brokerage have included large, distributed or geographically separated organisations and corporations, commercial settings with diverse markets, political networks, affiliations and partnerships (Borgatti, 2006; Braithwaite, 2006, 2010; Braithwaite and Westbrook, 2005; Chauvet et al., 2011; Colazo, 2010; Cranefield and Yoong, 2007; Di Marco et al., 2010; Friedman and Podolny, 1992; Long et al., 2013, etc.)

In the context of the TNE partnership research that was undertaken, and granted that we sought to explore, among other things, the environment of distance learning in Ghana generally, we contended that the higher education sector in Ghana was ‘a context that is rich in isolated clusters, such as “silos” and professional “tribes” in need of connectivity’ (Braithwaite, 2006, 2010; Braithwaite and Westbrook, 2005, cited in Long et al., 2013: 1). As we indicated earlier, Ghana, for the past two decades or so, has positioned itself as a major provider of higher education in sub-Saharan Africa. In so doing, its higher and tertiary education institutions have opened their doors

to students and faculty of countries within the sub-region. This trend has seen Ghanaian HEIs/TEIs develop as regional hubs of excellence in higher education. While this provides some promise of quality higher education provision and delivery in Africa, the preponderance of educational research evidence available points to the wheels of higher education policy development in the country to govern and regulate the sector generally as grinding rather slowly (Ankomah-Asare et al., 2016). As such, it is a key challenge, for example, to understand, analyse and/or investigate the environment of distance learning in Ghana as it relates to TNE partnerships, and to exploit the role of key agents and institutions who have the capacity to connect disparate groupings within the larger system for quality assurance purposes. It is especially a huge challenge to build consensus among and between participants of TNE partnerships, employers and stakeholders of higher education regarding issues of quality assurance, governance, regulation and adherence to international best practice.

Seen in this light, therefore, collaborative social network theory (in particular, literature relating to boundary spanning, mediation and brokerage) was of particular interest in this context to generate research insights that would provide understanding of the nature, form and current status of TNE partnerships in Ghanaian HEIs/TEIs. In particular, we argue that applying social network analysis (SNA) techniques to the Ghanaian higher education/tertiary education context would allow for TNE partnership actors to be identified, and the structure of the social networks operating within the partnership arrangements to be described empirically, and lessons learned scaled up and/or unearthed for rumination. Thus, we agree ultimately with authors (e.g. Borgatti and Halgin, 2011; Burt, 1992; Chauvet et al., 2011; Kilduff and Brass, 2010; Scott, 2000, etc.) who argue that network analysis can or has the propensity to provide information on such processes as communication flows and bottlenecks, which in turn may suggest interventions to enhance function.

2.9 Research communication, dissemination and user-engagement activities

One of the underpinning objectives of this research project was to use the research evidence generated to provide policy advice and recommendations to support Ghana and its development partners involved higher education partnerships activities in the country. To achieve this onerous task (as well as the overarching purposes and objectives) of the research, a communications strategy was developed in consultation with the project funding agency (i.e. the British Council) once our research proposal was accepted for funding support. This has ensured that we shaped and capitalised on the high interest the research generated among HEIs/TEIs, industry, international HEIs, development partners and the beneficiary community to promote the project activities. One of the specific achievements in this regard was that the development of the communications strategy enabled us to draw on the concept of ‘community of enquiry’ (Christie et al., 2007 Christie, D., Cassidy, C., Skinner, D., Coutts, N., Sinclair, C., Rimpilainen, S., & Wilson, A. (2007). *Building collaborative communities of enquiry in educational research. Educational Research and Evaluation*. 13 (3) 263 – 278.) as a collaborative model of research engagement. Aside from helping the research team to gain easy access to participating institutions and institutional actors involved in higher education in Ghana, this provided us with a powerful collaborative tool to facilitate research networking and to sustain the organisation of research forums to disseminate and discuss the research findings thoroughly.

In order to ensure that the research team adhered to the terms and conditions of the research contract culminating into this research, a comprehensive end-of-project report was prepared and submitted to the British Council. In consultations with the funder, knowledge sharing activities relating specifically to research dissemination and user-engagement activities were planned and implemented. (See Appendix A for details of the impact and knowledge-sharing activities undertaken in respect of this research project.) This was to ensure essentially that the lines of communication opened at the early stages of the project between the research team, the funders, participating institutions and actors, and stakeholder and/or beneficiary community were strengthened to ensure that evidence from the research was shared, discussed, disseminated widely and used to bring about improvement in the Ghanaian higher education landscape.

In respect of the dissemination of research findings, specific activities undertaken included: seminar presentations, round table discussions, conference presentations and article publications in high-impact international peer-reviewed journals. Regarding user engagement activities, on the other hand, activities planned and undertaken comprised: holding a three-day international TNE conference; holding a one-day national TNHE partnership policy dialogue; organising TNHE partnership workshops; and undertaking TNE partnership needs assessment for Ghanaian HEIs/TEIs.

Chapter 3

Research methods

3.1 Overview

This chapter presents the research approaches employed to address the overarching objectives and research questions that guided the study. The research approach consists of eight key research elements, namely: research design, study area, population, sample and sampling technique, data collection instruments, data collection procedure, ethical considerations, and data management and analysis. The chapter also includes a section on issues emerging from the testing of the research instruments to describe the steps taken to ensure that the data collection instruments were credible and trustworthy.

3.2 Research design

Considering the broad purpose of this research to explore the nature of TNE partnerships in Ghanaian HEIs/TEIs to determine how these partnerships started and their current status, a mixed-methods research design was deemed to be most appropriate. Granted particularly that an initial mapping of all Ghanaian HEIs/TEIs (in terms of institutional overview, staff/student ratio, class sizes, graduate employability, internet access, and partnerships and industry linkages) was required to inform a survey of the HEIs/TEIs and a more focused selection of cases of HEIs/TEIs in TNE partnerships for comprehensive description and in-depth analysis, the mixed-methods research design was employed. Mixed-methods research design focuses on collecting, analysing and mixing both quantitative and qualitative data in a single study or series of studies (Creswell, 2006, 2009). This design provides a better understanding of the research problem than the use of either a quantitative or qualitative approach in isolation (Creswell and Plano Clark, 2011). Thus, our choice of research design for this study was

informed by the contention that using the mixed-methods research design would not only help us to gain access to quantitative and qualitative data, but most importantly, afford us the opportunity to gain different perspectives to enable us provide better insights and understanding into TNE partnership issues in Ghanaian HEIs/TEIs.

In this study, and based largely on the justification provided for the choice of research design, a multi-phase mixed-method research design informed by exploratory and explanatory sequential designs was used to explore and understand in depth the TNE partnerships in Ghanaian HEIs/TEIs. The exploratory sequential segment of this design is characterised by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative data collection and analysis, with a final phase of integration or linking of data from the two separate strands (Berman, 2017; Creswell and Plano Clark, 2011; Subedi, 2016). Typically, this design aims to first explore a phenomenon and

then collect quantitative data to explain relationships found in the qualitative data. This design also referred to as instrument development design uses the qualitative phases to develop data collection instruments to collect quantitative and qualitative data at different times. In the context of this study, document analysis and literature reviews were used to provide the context for TNE partnership in Ghanaian HEIs/TEIs and to guide the development of data collection instruments. Thus, the use of this design in this study helped to map out the TNE landscape and to develop instruments for the collection of quantitative and qualitative data.

On the other hand, the explanatory sequential segment of the multi-phase mixed-method research design consists of first collecting quantitative data, then collecting qualitative data to help explain or elaborate on the quantitative results (Subedi, 2016). The justification for this design is that the quantitative data and results provide a general picture of the research problem; but that more analysis,

specifically through qualitative data collection is needed to refine, extend or explain the general picture (Creswell and Plano Clark, 2011).

Thus, combining the two designs (i.e. the exploratory sequential design and the explanatory sequential design) in this study has aided the research process enormously and in a number of ways. Essentially, the use of multi-phase mixed-method research design has helped, first of all, to collect and analyse qualitative data (in the form of document analysis and literature reviews) and then based on the qualitative findings, to develop the quantitative aspect (i.e. survey) of the study. This process then led to the collection and analysis of quantitative data which was then followed by the collection and analysis of qualitative case study data from multiple sites. This then led finally to the overall integration, interpretation and reporting of the findings of the study. Figure 1 illustrates the multi-phase mixed-methods research designs employed for the purposes of this study.

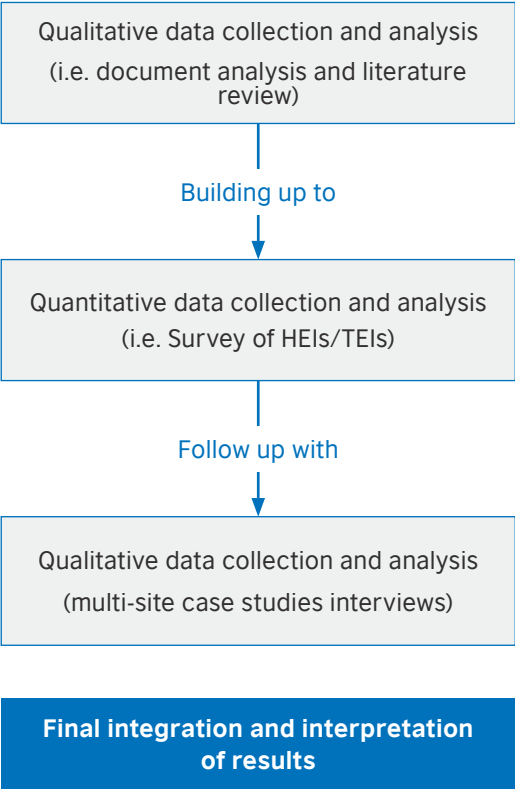


Figure 1 Multi-phase mixed-methods research design adopted for exploring and explaining TNE partnerships in Ghanaian HEIs/TEIs

3.3 Study area

The study area for this research was Ghana, currently consisting of 16 administrative regions. Ghana is endowed with a good education system inherited from the British. The education system is organised structurally in three levels – basic level, senior high level and tertiary level (which includes all post-secondary institutions). Ghana’s tertiary/higher education sites include colleges, universities and post-

secondary specialised educational institutions located in all the regions across the country. These HEIs/TEIs include colleges of education, nurses’ training colleges, agricultural training colleges, technical universities, university colleges and universities, and vary in terms of number, location, ownership and management across the country.

3.4 Population

The population for the research study was all the HEIs/TEIs in Ghana. Currently, there are 215 HEIs/TEIs in the country including public universities, technical universities, public polytechnics, private polytechnic, public

colleges of education, public specialised institutions, private tertiary institutions, public nurses’ training colleges, colleges of agriculture and many others outlined with their numbers in Table 1.

Table1 Population of Tertiary/Higher Education Institutions in Ghana

Item	Tertiary/higher education institutions	Number
1	Public Universities	10
2	Technical Universities	8
3	Public Polytechnics	2
4	Private Polytechnic	1
5	Professional Institutions	7
6	Public Colleges of Education	46
7	Chartered Private Tertiary Institutions	5
8	Private Tertiary Institutions	81
9	Public Nurses Training Colleges	16
10	Private Nurses Training Colleges	13
11	College of Agriculture	3
12	Tutorial Colleges	8
13	Distance Learning Institutions	2
14	Regionally-owned (West Africa) Tertiary Institution	1
15	Private Colleges of Education	7
16	Registered Foreign Institutions	5
Total		215

Source: National Accreditation Board [NAB] (2019)

3.5 Sample and sampling techniques

The sample for this research comprised the Ghanaian HEIs/TEIs and other relevant stakeholders of the higher education system. It involves the research sites (regions), HEIs/TEIs, departments and related institutions and regulatory bodies (NAB and NCTE) involved in higher education/tertiary education in Ghana. In selecting the sample for this study, census, purposeful random and criterion sampling techniques were employed. First, a census technique was employed to map out all the HEIs/TEIs in the country. In a census, the entire population is studied. In other words, the population becomes the sample (Molenberghs, n.d.). According to Molenberghs, although this technique is theoretically simple, it can be practically complex and expensive. In this study, the entire population of HEIs/TEIs was studied to profile the institutions. The census technique helped to identify and study all the HEIs/TEIs to gain a better understanding of the nature and state of the institutions involved in TNE partnerships.

In addition, purposeful random sampling technique was used to sample 102 HEIs/TEIs for a quantitative survey. The choice of this sampling technique was to increase the credibility of the results from the study. The selection of the 102 HEIs/TEIs was based on the mapping of the institutions conducted regarding their involvement or non-involvement in TNE partnerships. The third stage of sampling was undertaken using the criterion sampling strategy (with the help of screening questionnaires employed as the first phase of the survey) to select 28 HEIs/TEIs involved in TNE partnerships for a second phase of quantitative survey regarding the nature and

scope of their existing partnerships. The fourth stage of sampling was undertaken using the purposeful sampling technique, and involved multi-site case study interviews conducted with 17 officials selected (i.e. representatives of regulatory bodies, international relations offices/registrar’s offices and heads of departments of HEIs/TEIs involved in TNE) to examine and describe, among other things, the predictors of successful TNE partnerships, key performance indicators of the existing partnerships, funding model and resources committed to executing the partnerships, partnership needs of HEIs/TEIs, as well as Ghana’s HEIs/TEIs’ regulatory and policy frameworks and the implication of the application of these frameworks on the partnerships. In all, the 17 actors/officials purposefully sampled for the qualitative multi-site case studies interviews were based on the actors’/officials’ and their respective institutions’ experiences and roles in TNE partnerships. Thus, the use of purposeful sampling in this research was appropriate because it enabled the research team to identify and select information-rich cases (Patton, 1990) with varied experiences in TNE partnerships. The aim of the criterion sampling strategy, according to Patton, is to identify and select all cases that meet some predetermined criterion of importance. In this study, the criterion sampling technique was used because it allowed for the sampling of key actors and institutions with rich information about TNE partnerships within the higher education sector for an in-depth analysis. These sampling strategies were thus deemed appropriate for the research.

3.6 Data collection instruments

In view of the research design chosen for the study, multiple data was collected using the document review guide, self-administered questionnaires and open-ended, semi-structured interview guide.

3.6.1 Document review guide

Based on the purposes of the research, it was necessary to undertake extant literature reviews

on TNE partnerships in Ghanaian HEIs/TEIs. To achieve this as well as the broader aims of the research, a document review guide consisting mainly of a checklist was designed to identify and select relevant documents needed for initial scoping and literature review for the purposes of the study. The documents identified for selection included policy documents and regulations, institutional reports, data files, journals on higher education and other written

artefacts (see Appendix F). The data/information from these documents provided insights generally on the state of international partnerships in the HEIs/TEIs in the country. In addition, they were pieces of evidence of existing regulations and policies within Ghana's higher education sector, and thus were used to triangulate the data collected during the survey and interviews. The document review guide helped to collect relevant information on the profile of TEIs/HEIs, needs assessment of Ghanaian TEI and tertiary education system as well as teaching and teacher training assessment. The document review guide offered a systematic procedure for identifying, analysing and deriving useful information from existing documents. One major advantage of the document review guide was that its use enabled information contained in extant documents to be independently verified. Beside this, the document review process was done independently without needing to solicit extensive input from other sources. Nonetheless, the process of identifying, obtaining and analysing necessary documents was time-consuming (Bowen, 2009).

3.6.2 Questionnaire

Two sets of questionnaires were used to collect data from participating institutions. The first set of the questionnaires was used to screen the 102 participating institutions regarding their involvement or otherwise in TNE partnerships. The items in this set of the questionnaires were designed to elicit responses from participants concerning the year of establishment of their institutions, type of institutions (i.e. whether public or private), their institutions' involvement or otherwise in TNE partnerships, and the reasons for their non-engagement (i.e. if the institutions are not engaged in any form of TNE partnerships).

The second set of questionnaires was designed as a follow-up activity for institutions that indicated they were in some form of TNE partnerships. In all, there were 28 institutions in this category. The items on this questionnaire were designed to elicit responses from these HEIs/TEIs regarding the nature and scope of their partnerships. This second set of questionnaires was developed in eight sections, with each section focusing on one or two research questions posed. The questionnaire

consisted of closed and open-ended items involving a four-point rating scale ranging from 1 = strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree, together with a few ranking scales (see Appendix D for details about this set of questionnaires used).

The questionnaire was tested in four HEIs/TEIs from the Central Region of Ghana which were not involved in the main study. This was done to ensure the validity and reliability of the questionnaire. The content validity was determined through the expert opinion of an experienced academic and researcher. The reliability of the items was determined using a reliability coefficient with an average of alpha coefficient of reliability of 0.8. In addition, the trustworthiness of the research was ensured through credibility, dependability, transferability and confirmability of the research process (Creswell, 2006, 2009). (See Section 3.10 for further details regarding issues emerging from testing the research instruments.)

3.6.3 Open-ended semi-structured interview guides

The third data collection instrument was an open-ended semi-structured interview guide. This instrument was designed and used to collect relevant qualitative data through face-to-face interview with representatives of regulatory bodies (e.g. executive officers of the NAB and NCTE), international relations offices/ registrar's offices and heads of departments of HEIs/TEIs involved in TNE. The issues informing the open-ended semi-structured interview guide were based on the research questions guiding the study as well as insights from the review of relevant literature. In formulating/ constructing the interview items, specific consideration was given to issues such as participants' understanding of the concept of TNE, factors that promote successful TNE partnerships, procedures driving the TNE agenda, higher education policy influencing TNE partnerships development, how the linkages between HEIs/TEIs and industry are relevant to the TNE agenda, TNE partnership needs, TNE partnership needs assessment, and teaching and teacher training assessment in Ghanaian HEIs/TEIs (see Appendix E).

3.7 Ethical considerations

The process of carrying out this research required that potential risks and ethical issues that were likely to affect the credibility of the findings are given the needed consideration and addressed fully. In this regard, ethical protocols such as obtaining informed consent, respecting the confidentiality and anonymity of respondents, avoiding emotional or psychological harm to respondents and ensuring that respondents participate voluntarily in the research were adhered to

strictly to ensure quality and integrity of the research process. (See Appendix B for the consent form designed to aid access to participants and to encourage them to participate in the study.) To ensure that the research was planned and executed in line with the tenets of research ethics, the project proposal and research activities were submitted to the University of Cape Coast Institutional Review Board for approval.

3.8 Data collection procedures

Access to the HEIs/TEIs across the country was facilitated by the British Council prior to the research team going to the field for data collection. This took the form of emails and letters sent by the British Council to all the institutions to be involved in the study two clear weeks before the research team embarked upon data collection. In these letters, the purpose of the study was stated, and the Institute for Educational Planning and Administration (IEPA) was introduced to the participating institutions as the institute that was commissioned by the British Council to undertake this study on its behalf. Based on this initial introduction, the IEPA sent follow-up letters to the HEIs/TEIs to arrange convenient dates for the data collection exercise. In addition, personal introductory letters were given to the field officers to be delivered to the institutions to enable them to grant them access to the HEIs/TEIs for the purposes of data collection.

In all, 16 researchers and 40 research assistants were recruited and trained to assist in data collection and analysis. For data collection purposes, the country was divided into three zones, namely Southern, Middle and Northern zones. The Southern Zone comprised Greater Accra Region, Central Region, Volta Region, Western Region, and Western North Region. The Middle Zone consisted of Ashanti Region, Eastern Region, Oti Region, Bono Region and Ahafo Region, while the Northern Zone was made up of North East Region, Northern Region, Savannah Region, Upper East Region, Bono East and Upper West Region. The field staff and their team leaders for the three zones operated on standards of good practice agreed on during the fieldwork training workshop.

Data collection was carried out in three multi-phases. Phase 1 involved desk review of relevant policy documents, empirical literature, and technical and institutional reports to provide the context and theoretical support for the research. This phase helped in developing data collection instruments for the second and third phases of the study. The phase allowed all the 215 HEIs/TEIs to be mapped out and profiled. It also assisted in developing data collection instruments for the study. Phase 2 constituted a cross-sectional survey involving the collection and analysis of quantitative data from 102 HEIs/TEIs about the nature and scope of their TNE partnerships. This phase generated quantitative or numeric data from the 102 participating institutions. Phase 3 involved in-depth multi-site case study interviews conducted with 17 officials selected (i.e. representatives of regulatory bodies, international relations offices/registrar's offices and heads of departments of HEIs/TEIs involved in TNE) to understand the main issues regarding TNE partnerships. This phase examined and described in detail, successful TNE partnerships, key performance indicators of the existing partnerships, funding model and resources committed to executing the partnerships, partnership needs of HEIs/TEIs, as well as Ghana's HEIs/TEIs' regulatory and policy frameworks and the implication of the application of these frameworks on the partnerships among others. The qualitative data generated from this phase of the study was audio recorded for transcription and analysis.

3.9 Data management and analysis

In this research, different analysis techniques were employed based on the research questions raised and approaches adopted. The analysis of data was conducted based on the three phases of data collection outlined earlier. First, the textual data collected from document and literature reviews was analysed to highlight the nature and state of TNE partnership in Ghanaian HEIs/TEIs. According to Bowen (2009), document analysis involves skimming (superficial examination), reading (thorough examination) and interpretation. This iterative process combines elements of content analysis and thematic analysis. Bowen describes content analysis as the process of organising information into categories related to the central questions of the research. In this study, the thematic analysis involved a first-pass document review, in which meaningful and relevant passages of text or other data were identified and organised according to relevant themes. Second, the survey or questionnaire data collection was organised, managed and analysed using SPSS version 20, a quantitative data analysis software. The quantitative data analysis involved the use of descriptive statistics using frequency tables and charts to present the data. Third, the analysis of the multiple case studies interview data was conducted hand-in-hand with the data collection. The interview transcripts generated from the qualitative data were managed and analysed using NVivo 8 to store, code, categorise and analyse the data. The use of NVivo software facilitated a more nuanced comparison within and across cases using coded data as well as data storage (Bogdan and Biklen, 1992).

The qualitative analyses conducted in the form of case studies across multiple sources sought to identify patterns and themes to ensure rigour

and trustworthiness. Thematic analysis, as described by Bowen (2009), is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis. The process of thematic analysis in this study involved a careful, more focused re-reading and review of the data, which involved taking a closer look at the selected data and coding and categorising the data based on the data's characteristics to uncover themes pertinent to TNE partnerships in the HEIs/TEIs. Predefined categories were used, especially because the document analysis was supplementary to other research methods employed in the study. The categories used in the interview transcripts applied to the content of documents and survey data. Codes, categories and the themes generated served to integrate data collected using different methods.

As part of data storage plan, data management and preservation strategies and standards were followed to ensure that the data gathered was handled professionally. Thus, the qualitative and quantitative data generated and written records were to be retained for at least ten years after the project ends. Access to the data generated is available for educational, research and not-for-profit purposes. Finally, there was integration, interpretation and explanation of both the quantitative and qualitative results in the form of discussion, implication and future research. Table 2 outlines the research questions, data sources, instruments and their respective analysis techniques.

Table 2: Research questions and analysis techniques

Research questions	Data sources	Instrument	Analysis technique
1.What does a critical review of literature relating to Ghanaian higher education/tertiary education say about the following? a.the profile of Ghanaian HEIs/TEIs in respect of staff/student ratios; general class sizes; graduate employability assessment; partnerships and industry links; access to broadband/internet, etc.? b.Ghana's regulatory and policy framework regarding HEIs/TEIs and systems? c.assessment needs of the Ghanaian HEIs/TEIs and system at large? d.teaching and teacher training assessment in Ghanaian HEIs/TEIs? e.trends in Ghanaian HEIs/TEIs research? f.partnership needs of Ghanaian HEIs/TEIs	Institutional documents, research reports, policy documents	Document checklist Document review guide	Content analysis, thematic analysis Descriptive statistics
2.How do successful TNE partnerships work in Ghanaian HEIs/TEIs?	NAB, NCTE, registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis
3.How is the concept of TNE understood and/or conceptualised by institutional actors in the Ghanaian higher education/tertiary education landscape?	NAB, NCTE, registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis

Table 2: Research questions and analysis techniques

Research questions	Data sources	Instrument	Analysis technique
4.What are the underlying drivers for the success of TNE in Ghanaian HEIs/TEIs?	NAB, NCTE, registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis
5.What are the main inhibitors to successful TNE partnerships in Ghanaian HEIs/TEIs?	NAB, NCTE, registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis
6.How or in what ways are international partnerships' development offices at Ghanaian HEIs/TEIs driving the TNE agenda?	International relations office, registrar's office	Questionnaire, interview guide	Descriptive statistics Thematic analysis
7.To what extent has, the government of Ghana's higher education policy (past and present) influenced the development of TNE partnerships?	NAB, NCTE, registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis
8.How relevant are the linkages (if any) between Ghanaian HEIs/TEIs and Industry to the TNE agenda?	NAB, NCTE, registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis
9.What are TNE partnership needs of Ghanaian HEIs/TEIs?	Registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis
10.How are TNE assessment needs in Ghanaian HEIs/TEIs conducted/ undertaken?	Registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis
11.How is teaching and teacher training in Ghanaian HEIs/TEIs assessed?	Registrar's office, heads of departments (involved in TNE)	Questionnaire, interview guide	Descriptive statistics Thematic analysis

3.10 Issues emerging from testing the research instruments

Prior to going to the field, the research instruments developed for the study were tested to assess the consistency and validity of the items. The aim of testing the research instruments was to get the thinking behind the respondents' answers so that an accurate assessment can be made about whether the items/questions were actually understood by respondents, and whether or not the research instruments measured what they were supposed to measure. In addition, the testing of the instruments was intended to help assess whether or not the respondents were ready and willing to grant the research team access owing to ethical protocols established as part of the research process. To achieve these intentions, four HEIs/TEIs were identified in the Central Region to be involved in the testing of the instruments. The testing of research instruments took place on 20 and 21 March 2019, and the institutions that took part included a public technical university, a private university college, a public college of education and a public nurses' training college.

The issues that emerged from the testing of the research instruments were interesting and revealing. The first of the emerging issues concerned access to the participating institutions and respondents. Overall, access to all the four institutions and respondents for the purposes of testing the research instruments was smooth and easy. This largely was due to the emails and letters of introduction sent out to institutions by the British Council to explain the purpose of the project, and the follow-up contacts made by the IEPA to the institutions to inform them about the project and to seek their involvement in it. It, however, needs to be acknowledged that although access to the institutions was generally easy, going through institutional protocols to gain access to some respondents delayed the process of data collection.

The second issue that emerged from the testing of the research instruments concerns what appears to be the institutions' lack of involvement and/or engagement in TNE partnerships. Out of the four HEIs/TEIs involved in the testing of the instrument, only one of them indicated their involvement in some form of TNE partnership. One of the other three institutions indicated their non-involvement in TNE partnerships but

expressed interest in the study findings and wished-for opportunity to engage with the higher education/tertiary education authorities and research community with the view of getting further information about TNE partnerships. Another respondent, representing one of the institutions involved in the testing of the research instrument, indicated that TNE partnerships were not done at the level of their institution but at the level of the regulatory body and could therefore not readily indicate his/her institution's involvement in these partnerships. In the interim, these findings suggest to us that information about TNE in the Ghanaian context was latent or emerging.

Third, the authority of the respondents in responding to the instruments emerged as an important issue during the tests. In all the four institutions that the tests were conducted, it was clear that exercising the authority to respond to the research instruments resided in the heads of the institutions which was exercised by either the heads themselves or delegated to appropriate officer(s). Our observation essentially was that in cases where authority to respond to, and/or participate in the testing of the research were delegated, these happened at the behest of the heads of institutions. In cases where authority was delegated, the delegates were officers responsible for the institutions' international relations/affairs offices. In view of the purposes of this research, this suggests to us that the right persons (i.e. delegates) with the wealth of knowledge about TNE partnerships were contacted for data collection purposes for the research.

Finally, it emerged from the testing of the research instruments that few of the items were not responded to perhaps because of the difficulty the respondents had in understanding some of the terms used. For instance, some of the respondents sought further information from the researchers to fully comprehend the meanings of some terms used. Typically, the number of pages of the questionnaire was also a concern for some of the respondents who thought that items on the questionnaire were quite many. This could have been responsible for them skipping some of the items on the questionnaire.

In conclusion, the feedback from the testing of

the research instruments was valuable and useful in improving the items on the instruments. For example, the introductory section of the questionnaire was reworded using simple words that did not distort the contextual meaning of TNE. In addition, and as a result of the feedback we got from the institutions, the instruction to item 17 was modified to enable the respondents to indicate only the issues that apply to their institutions. Besides, the testing helped to determine the average time for completing the items on the instruments. In the case of the questionnaire, it became apparent that four

minutes could be used to complete phase one of the questionnaire while about 50 minutes could be spent on completing phase two. For the interview, the feedback from the tests suggested that about one hour could be spent. Overall, the feedback regarding timing has helped us to know and inform respondents in the main study about how long they would be engaged in the study for data collection purposes.

Chapter 4

Critical review of literature on TNE partnerships in Ghanaian higher/tertiary education

4.1 Overview

This chapter reports on an analytical review of the literature on TNE in the Ghanaian higher education sector. It provides a profile of Ghanaian HEIs/TEIs in respect of student/staff ratios, general class sizes, graduate employability assessment, partnerships and industry links, and broadband internet. This is followed by a needs assessment of the Ghanaian HEIs/TEIs, and teaching and teacher training assessment in Ghanaian HEIs/TEIs respectively. Thereafter, two sections – trends in higher education research and partnership needs of Ghanaian HEIs/TEIs; and higher education regulations and policies in Ghana – are presented before the chapter conclusion.

For purposes of clarity and succinctness, the chapter is presented in such a way that it addresses directly the first of our research questions indicated in Chapter 2 of this report.

The NAB categorises tertiary institutions into:

- university: an educational institution designed for advanced instruction and research in several branches of learning, conferring degrees in various faculties, and often embodying colleges, schools and similar institutions
- university college: an institution of higher learning that is affiliated to a university and that offers instructions based on programmes approved by the university to which it is affiliated and whose degrees/diplomas/certificates are awarded by the parent university

- polytechnics: an institution of higher or further education in which courses in a large range of subjects, especially of a technical or vocational kind, are available

- college: an establishment for further or higher education in the liberal arts (pure science/humanities) or professional studies, sometimes, part of a university, e.g. business college; college of music; naval college

- school: an educational institution devoted to a special branch of higher education, e.g. school of education, school of economics, school of medicine, school of law

- institute: an establishment offering advanced courses in the professions, or the arts, or science and technology
 - academy: a place of study or training in a special field, e.g. military academy, academy of dance, maritime academy
 - tutorial college: an institution which prepares students to take the examinations of a university or a recognised professional body.
- The NAB is responsible for accrediting tertiary institutions in Ghana. By 2018, it put the number of duly accredited tertiary institutions at 215, comprising
- public universities (ten)
 - technical universities (eight)
 - public universities/professional institutions (seven)
 - private tertiary institutions offering degree programmes (81)
 - chartered private tertiary institutions (five)
 - public polytechnics (two)
 - private polytechnic (one)
 - tutorial colleges (eight)
 - distance learning institutions (two)
 - public nurses’ training colleges (16)
 - private nurses’ training colleges (13)
 - public colleges of education (46)
 - private colleges of education (seven)
 - colleges of agriculture (three)
 - regionally owned (West Africa) tertiary institution (one)
 - registered foreign institutions (five).

The University of Ghana was the first tertiary institution to be established in the country, in 1948, in the first instance as a college of the University of London. It attained full university

4.2.1 Student–staff ratios of TEIs in Ghana

With the upsurge in the output from secondary education institutions and the unprecedented high demand for tertiary education in recent times, the enrolment in tertiary education institutions has been growing at an increasing

status in 1961. The Kwame Nkrumah University of Science and Technology (KNUST) was set up in 1951 as the Kumasi College of Technology to train technologically skilled persons and to foster relevant research and innovation. It also started as a college of the University of London and attained full university status in 1961, the same year as the University of Ghana. These two were followed by the University of Cape Coast, which was established as a college of the University of Ghana in 1962. It was to specialise in the training of teachers as education was deemed to be a critical factor in the modernisation of the nation. It attained full university status in 1972.

Since the establishment of the above mentioned three premier public universities, several other public universities have been established to produce a variety of manpower for national development. These are the University of Education, Winneba (1992), University for Development Studies (1992), University of Mines and Technology (2004), University of Health and Allied Sciences (2011), University of Energy and Natural Resources (2011) and University of Professional Studies, Accra (2012). There are also other publicly funded tertiary education institutions such as polytechnics, colleges of education, nursing training colleges and colleges of agriculture, as well as specialised or professional training institutions.

In the early 1990s, the tertiary education sub-sector was liberalised to allow participation by private providers, leading to a rapid growth in the number of TEIs and students in the country. Ghana, therefore, has a diversified tertiary education sub-sector which is characterised by an increasing variety of institutions and programme offerings and a growing number of students.

in TEIs (Swanzy and Ansah, 2018). Student–staff ratios usually give an insight into the quality of activities within tertiary institutions especially with regard to teaching and learning. It is an important measure for standards in tertiary institutions as it has a significant effect on teaching and learning as a core mandate of TEIs. The statistics of student–staff ratios presented in Table 3 is the latest data published by the

NCTE. As a regulatory agency of tertiary education in Ghana, one of the functions of the NCTE is to recommend national standards and norms, including those on staff, costs, accommodation and time utilisation for the approval of the minister and to monitor the implementation of any approved national standards and norms by the institutions.

Table3: Research questions and analysis techniques

	•Public university	•Polytechnic/technical university	•Private university	•Agricultural college	•Public college of education	•Private college of education	•Public nursing and midwifery institute	•private nursing and midwifery institute	•Public specialised/ professional institutions
•2016/17									
Student	167,736	50,932	66,022	760	44,813	5,196	6,325	938	10,323
Student Staff	4,084	1,993	2,845	43	1736	433	287	64	421
Ratio	41:1	26:1	23:1	18:1	26:1	12:1	22:1	15:1	25:1

Source: NCTE, 2018

Data in Table 3 from the NCTE statistics 2016/17 show that the public universities have the highest student–staff ratios of 41:1 followed by the technical universities and the public colleges

of education with 26:1. Meanwhile, NCTE norms or standards of student–staff ratios according to programmes offered in the TEIs are as follows:

Table4 Population of Tertiary/Higher Education Institutions in Ghana

Programme	Ratio
Social science and humanities	27:1
Business administration	27:1
Science	18:1
Applied science, technology and health science	18:1
Engineering	18:1
Pharmacy	15:1
Medicine	12:1

Source: National Accreditation Board [NAB] (2019)

A cursory analysis of trends in some public institutions in the country suggests that student-lecturer ratio in respect of some programmes, particularly in the arts and humanities, are higher than that of the NCTE norms. Although the statistics in Table 3 are not

4.2.2 General class sizes

Data on the general class sizes of TEIs in Ghana is not obtainable through desk review because the TEIs and regulatory bodies do not publish them on their websites. Besides, no studies have been undertaken to report on the general class sizes of TEIs in Ghana. However, this would be covered by the primary data collection during the survey.

4.2.3 Graduate employability assessment

Employability in the higher education context is considered as HEIs/TEIs having supported graduates to develop generic and disciplinary skills, knowledge and attributes, as well as identity, thereby enabling them to thrive beyond graduation (Kinash et al., 2016). According to Boahin (2018), graduate employability is when a graduate has acquired a broader range of soft skills, professional competencies and attitudes to continually adapt and transfer skills and knowledge in different contexts. Presently, graduate employability is one of the leading topical issues in the Ghanaian higher education sector because of the high rate of graduate unemployment in the country. Definitely, graduate employability has a link with graduate unemployment, however, they are usually treated as synonyms in Ghana. Thus, high graduate unemployment is often regarded as graduate un-employability. Meanwhile, graduate employability is only at the supply end of graduate unemployment continuum. The demand end of the continuum, which refers to the available economic space including infrastructure and general economic environment, appears less emphasised when it comes to graduate unemployment in Ghana. For example, Professor Baah-Boateng in his keynote address at the opening ceremony of a workshop on 10 July 2018 indicated that the current state of youth joblessness particularly among the educated youth has brought to the fore the relevance of university education to the world of work. Interestingly, graduate employability

programme based to permit comparison with the NCTE norms, it is suggestive that student numbers far outweigh staff numbers in tertiary educational institutions. This would be confirmed through the surveys.

discourse in Ghana seems to lack evidence from robust scientific graduate employability assessment in Ghana's higher education sector. Graduate employability assessment studies are almost non-existent in the literature. Meanwhile, it is believed to be the leading cause of graduate unemployment. It reported that the NCTE, one of the organisers of a joint workshop held at the Best Western Plus Hotel, Accra, from 10 to 11 July 2018, stated that 'skills mismatch' in graduate education and training is a factor contributing to graduate unemployment in Africa. There is no doubt that graduate employability contributes to graduate unemployment in Ghana but the existing evidence is anecdotal. A rigorous scientific employability assessment is required to appreciate the level of contribution made by graduate employability to graduate unemployment.

Addressing issues of graduate employability requires effective links and partnerships between HEIs/TEIs and industry, which is discussed in Section 4.2.5.

4.2.4 Partnership and industry links

Although Ghana has its number of universities increasing, these institutions face a number of challenges – such as perceived mismatch between supply and demand, inadequate human resources, overcrowding, infrastructure deficiencies and inadequate access to international knowledge resources (Sawyer, 2004) – that they are unable to solve on their own, and therefore collaboration with external stakeholders is considered critical in improving the situation. Strengthening collaborations between industry and universities is essential for overcoming the challenges mentioned. The challenges, according to Mba (2017), have resulted in declining quality of teaching, research and research output in many Ghanaian universities, which has led to their inability to contribute effectively to the socio-economic development of their countries.

Meanwhile, Ghanaian HEIs/TEIs' challenges seem to grow as the demand for higher education grows. One major contemporary challenge is the inability to provide access to affordable education to accommodate all qualified students for postsecondary education (Goode, 2017). Amedorme and Fiagbe (2013), focusing on technical and vocational education, indicated that challenges range from the limited number of technical institutes available in the country, lack of facilities and materials for training students, inadequate technical teachers or facilitators, limited number of training institutions for technical teachers and difficulty in career progression to the negative public attitudes and perceptions towards technical and vocational education and training in Ghana. Other challenges include insufficient communication technology, inadequate academic staff leading to a high student-lecturer ratio, inadequate accommodation for staff and students, and inadequate funds to run programmes, as well as increasing student fees among others. As a result of these challenges, HEIs/TEIs have to find ways of improving their situation, and one critical coping strategy is developing partnerships and industry links. With the increasing challenges HEIs/TEIs have with funds, partnerships and industry links can help support them in diverse ways. HEIs/TEIs are increasingly acknowledging that partnerships and links are very important for the growth and development of the institutions. According to Ng and Chan (2012) globalisation and the changing economy have led to HEIs undergoing a number of changes. These changes are mainly the increase in collaborations, partnerships and industry links that support the universities in achieving their goals. Ankrah and Al-Tabbaa (2016) noted that the collaboration between universities and industry is increasingly perceived as a vehicle to enhance innovation through knowledge exchange.

4.2.4.1 Partnerships and industry links

Partnerships are collaborations between and among HEIs/TEIs as well as between HEIs/TEIs and other institutions with comparable goals. Industry links refer to the interaction between higher education systems and industry with the aim of promoting knowledge and technology exchange (Ankrah and Al-Tabbaa, 2016). Santoro and Gopalakrishnan as cited in Ankrah and Al-Tabbaa (2016) suggested classifying university-

industry links into four categories, namely: research support, co-operative research, knowledge transfer and technology transfer. Both partnerships and industry links, therefore, involve some form of collaboration and exchange of skills and knowledge between institutions. One of the key goals of the tertiary education sub-sector as set out by the NCTE is to forge partnerships with industry, commerce and international institutions to harness local and international support for tertiary education in Ghana. This goal focuses on promoting industry links between universities and industry (Ministry of Education, 2012).

According to Huges (as cited in Mihyo et al., 2012) university-industry links can be categorised into four modalities. First there is training either through regular courses or through special courses which produce adequately qualified human capital for industry; second, basic research which becomes accessible without any transaction to society; the third being problem solving which can be through technical assistance or advisory services aimed at addressing the specific needs of industry, and finally the 'public space functions of universities' which include conferences, meetings, entrepreneurship promotion centres, staff exchanges between universities and industry, and internships. KNUST being a university promoting science and technology typically has industry links to promote entrepreneurship and internships. Examples of local industries KNUST has links with are AngloGold Ashanti, Tema Oil Refinery and VALCO Trust Fund. The modalities of university-industry links appear to be seen in the Ghanaian context to some extent, however, available data and related information or records are limited. A lot more information is available although not extensively on the different partnerships found in tertiary education in Ghana.

4.2.4.2 Types of partnerships

Partnerships come in various forms: between universities, and between individual researchers and universities. One kind of partnership found in Ghanaian universities is the public-private partnership, whereby public and private universities collaborate or public universities and the private sector (e.g. financial institutions and industry) partner for research or sharing of knowledge. The policy objective directly driving this is to 'Improve equitable access to and

participation in quality education at all levels through strong private sector partnership'. Tagoe (2016) indicates that the expected outcome/output of this objective was to have public–private partnerships in place by 2010, whereby for tertiary education, the following results were achieved:

- private participation in tertiary education continued to expand, with the number of accredited private institutions rising from 54 in 2011 to 108 in 2015. Enrolments in privately owned tertiary institutions rose from 17,220 in 2008/09 to 64,112 in 2014/15, that is, by 272 per cent. This constitutes 20.5 per cent of enrolments in tertiary education in Ghana
- partnerships between public TEIs and the private sector were forged in the provision of student accommodation (hostels), particularly in the older public institutions
- students in private tertiary institutions have been given access to the Student Loan Trust Fund (SLTF).
- NCTE-initiated capacity-building workshops, such as the 'Senior Academic Leadership Training' for councils and senior managements of institutions, have been extended to private universities and colleges (Tagoe, 2016: 33).

Although no general policy on public–private partnership has obviously been developed in the country, it can be deduced from the achievements stated by Tagoe (2016) that public and private partnerships have been in areas of provision and access to financial and physical resources as well as providing knowledge and skills support. Ghana's higher education system has witness partnerships involving faith-based organisations (FBOs) in the provision of higher education. These FBOs establish private universities and partner in the provision of governance and financial support. Examples of FBO higher education institutions are Valley View University, Central University, Pentecost University College and Baptist University College.

4.2.4.3 HEIs/TEIs strategies to promote partnerships and industry links

The NCTE has strategies outlined to achieve its policy objective of strengthening links between universities and industry. Presently, according to the Education Strategic Plan 2010–2020 report, one of the goals of the tertiary sector is

to forge partnerships with industry, commerce and international institutions to harness local and international support for tertiary education in Ghana. The NCTE's strategy to achieve this goal is to support collaboration between tertiary education institutions, business and commerce, and international and local educational institutions (Ministry of Education, 2012). However, it appears there is limited information on the strategies the tertiary institutions themselves have rolled out to encourage partnerships and industry links.

Undoubtedly, access to high-speed broadband internet is a catalyst to the promotion of links and partnerships between HEIs/TEIs and industry. This issue is discussed in Section 4.2.4.

4.2.5 Access to broadband/internet

As a result of the development of information technology, access to the internet has diversified all forms of higher education, as well as contributed to the improvement in quality and expansion of higher education to a wider target of students. The use of the internet makes collaboration and interaction between HEIs/TEIs and industry easier as it has the potential to make learning resources more accessible. Technology and internet network provision is clearly a vital pin in organisations being able to offer education and qualifications to students in other countries (Wilkinson, 2017). Globally, the advent of the internet in itself has led to an increase in TNE partnerships. Healey and Michael (2014), for instance, also mention that transnational partnerships have expanded significantly over the last 20 years since the advent of the internet. Bate and de los Santos (as cited in Ziguras, 2001), make the case that whatever type of TNE delivery used, be it offshore branch campuses, twinning arrangements, or international distance education, TNE increasingly relies on information and communication technology to facilitate routine crossing of borders by information, staff and educational materials.

4.2.5.1 Challenges with access to broadband/internet

Generally, internet connectivity in Africa is relatively poor, unreliable, scarce and very

expensive. As the majority of TNE activities rely on communication using the internet it is important that institutions strengthen their IT infrastructure (including network connectivity). The internet is important for the success of TNE and its inadequacy in the majority of educational institutions in Ghana makes it a challenge. Other challenges faced by Ghanaian universities include high cost of equipment, maintenance and replacement, the inability to have feasible replacement plans (computer life of three to five years), limited funds for internet, leading to inadequate broadband, inappropriate software licences, inadequate available support staff (technical and managerial) and the difficulty in implementing available ICT policies. Ghana's biggest source of internet bandwidth tertiary institutions has been the single submarine fibre-optic cable (called SAT-3), on which Vodafone Ghana currently has a monopoly (Okine et al., 2013). This makes it a challenge as due to the lack of competition the internet can be expensive

4.3 Needs assessment of Ghanaian tertiary institutions

Current trends regarding university enrolment indicate greater diversity in characteristics involving not only gender and ethnicity, but also in the areas of age, socio-economic background, physical and learning disabilities, and sexual orientation. Today, research has shown that diversity is much more nuanced and involves every individual and department associated with the institution of higher learning (Chen, 2017). Although underrepresented groups have experienced an increase in college admissions, problems associated with unequal academic and social preparation reinforces the call for more innovative needs assessment practices in higher educational institutions. In an effort to accommodate this emerging trend, universities across the world are adjusting their services with the intention of enhancing student outcomes. Accessible literature suggests that the focus of needs assessment practices in Ghanaian tertiary institutions has largely focused on staff and students within the context of the curriculum. The inadequacy of needs assessment in terms of frequency and ability to identify the real needs related to the training needs of tutors in colleges of education revealed in Boadu and Acquah (2013) is an example. There appears to be limited literature on needs

and unreliable. In order to improve TNE partnerships, Ghanaian universities need to overcome these challenges.

The government of Ghana is working hard to overcome these challenges as it acknowledges the essence of the internet for promoting quality education. The National Information and Communication Technology policy framework shows Ghana's commitment to ensuring the acquisition, maintenance and support of appropriate ICT infrastructure and resources for all levels of the education sector. One of the strategies put in place to increase access to the internet by the government of Ghana is the investment of \$3.4 million through the Ministry of Communication on-campus internet networks under the Tertiary Institutions Access Project in eight public institutions (Amofa, 2018).

The next section presents what the literature establishes as the needs assessment of HEIs/TEIs in Ghana.

assessment related to funding, institutional support and institutional resources necessary for promoting partnerships and industrial linkages. Contemporary demands on tertiary education, particularly within the context of the sustainable development goals, makes it necessary for universities to provide policymakers and other stakeholders an in-depth and holistic understanding of capacity strengthening requirements of tertiary institutions.

4.3.1 Needs assessment conceptualised

Needs assessment has been defined as 'a critical study or examination of the society for which an educational proposal is being designed in order to identify the problems, needs and aspirations, resources available, and feasible solutions' (Adentwi, 2005: 133). It is the process by which educational needs are defined and priorities set for further curriculum work. McNeil (1996: 122) has defined need in curriculum as 'a condition in which a discrepancy exists between an acceptable state of a learner achievement or attitude and an observed learner state'. By identifying those needs not being met by the curriculum, the curriculum worker is provided with the 'basis for revising the curriculum in such a way as to fulfil as many unmet needs as

possible'. This is because the conduct of needs assessment is not a single one-time operation but a continuing and periodic activity (Oliva, 1992).

Altschuld and Kumar (2010: 20) defined needs assessment as 'the process of identifying needs, prioritising them, making needs-based decisions, allocating resources, and implementing actions in organisations to resolve problems underlying important needs'. They also discussed how needs assessments are mostly conducted by organisational entities (businesses, community agencies, government institutions, etc.), but may also be conducted informally by smaller groups of people (Altschuld and Kumar, 2010).

4.3.2 Rationale for needs assessment

Although the general rationale for a needs assessment may seem obvious on an individual level, past research involving institutional needs assessments has identified a specific purpose for implementing the study, which can help to focus the research on particular issues and evaluation goals. The following list identifies the most frequently stated rationale or purpose statements mentioned in student service needs assessments (Kuh, 1982).

1. Programmes are designed for programme needs rather than student needs (Mayes and McConatha, 1982). This indicates that student needs have been historically ignored or unknown by student counsellors and the services currently provided may not be accurate.

2. Student needs change over time. Student services should continually make sure they are changing with the times (Carney and Barak, 1976). This rationale for a needs assessment has been proven in various studies and is likely to be used when there is a change in student behaviour regarding student services.

3. Needs assessment can act as a major source of retention, especially with the diverse population that attends college today (Mayes and McConatha, 1982). This purpose can become increasingly important for institutions searching for ways to improve retention and success of 'high risk' students.

4. Needs assessment can help identify future goals and objectives for student services (Kuh, 1982).

5. Needs assessment can help identify 'unsatisfactory conditions, or challenging situations with which students must contend' (Kuh, 1982). When clearly identified unsatisfactory conditions are known it becomes easier for management to agree upon a new programme goal or a planned solution (Kuh, 1982).

6. Needs assessment can be used if there is a need for programme policy justification (Kuh, 1982). This purpose for assessment can be a useful tool for making policy adjustments or programme changes; however, this assessment is based on supporting programmes and may not distinguish between student needs and wants (Kuh, 1982).

4.3.3 Implications for HEIs/TEIs

Universities and other higher education institutions, including colleges of education, have had to re-frame their training modules to incorporate the needs of students caught up in the flux of the misguided and misdirected focus of education. The lack of school places and the unstable structure and content are making tertiary education the 'weakest link' in Ghana's education system, and this hints at a muddled educational vision in Ghana. The problem of access as linked to the problem of poor-quality teaching and learning is another problem identified by the Ghana government. This has to do with the persistent problems around teachers' lack of adequate training, lack of teaching resources and teacher attrition, among others (Asiegbor et al., 2001; Cobbold, 2006; Ghana Education Service, 2008; Kuyini and Desai, 2008; World Bank, 2010).

Another important issue identified by the government of Ghana is weak leadership and management capacity in the education system. Zame et al. (2008) reported that leadership deficiencies were causing ineffectual use of resources to optimise student outcomes and a lack of supervision of teachers. Since the 1990s, the government has attempted to address these issues of access, quality and leadership, which have persisted over the last two decades via a range of foreign donor initiatives but the problem still exists.

Several scholars, institutions and writers have criticised Ghana's education system, noting in particular that the existing system partly lacks critical components such as access, quality and

relevance to local needs (International Monetary Fund, 2003; World Bank, 2010). The government of Ghana (2007) and the World Bank (2010) noted that although earlier reforms had achieved some good results, the education sector was still beset with problems such as inadequate access to education, poor-quality teaching and learning, and weak management capacity at all levels. Though Ghana is seen as a hub of natural resources and a home of unearthing many talents, it can be seen from literature that the needs of students have not really been a major priority of the country and one major factor that is responsible for this according to literature is the lack of a clear vision for our educational system even in the tertiary institutions.

This suggests that until Ghana puts in sustained measures to tackle students' needs vis-à-vis employability requirements, meeting the sustainable development goals will remain a challenge in the country. Another area of need for tertiary institutions is the inadequate infrastructure and finances to operate these institutions. Eight out of the ten polytechnics in the country have been upgraded to university status. Yet, many of them do not have adequate resources like financial, human and infrastructure necessary for them to function as HEIs/TEIs. This situation raises one key question: are there misplaced priorities for the youth or is it that the leaders are not thinking about the future generation?

Since independence, Ghana has comparatively distinguished itself among many sub-Saharan African countries in its educational developments. Tertiary education in Ghana over the past decade has witnessed tremendous growth on various fronts – increased access and participation, relative expansion of academic facilities, a growing private sector and, most importantly, a transformative policy environment (Atuahene and Owusu-Ansah, 2013). Despite these overwhelming developments, there remain inequalities in the higher education system in Ghana. Access has not been broadened to include all social groups. Available data suggests unequal participation among women, minorities, individuals from low socio-economic backgrounds and spatial-based disparities. Enrolment data from universities, policy documents from the Ministry of Education, the NCTE and academic research reports suggest that in spite of the massive developments

over the years, there exist accessibility and participation gaps with respect to students' socio-economic status, gender, regions of origin, and the type and location of secondary schools attended (Ntim, 2014).

Ntim's (2014) assertion of accessibility and participation gaps can be stratified as equity concerns. The available data suggests that higher education is inequitably distributed in favour of males, and individuals from upper-income brackets. Data from the Ghana Living Survey indicates that higher education in Ghana is dominated by 67 per cent of individuals from the richest quintile and ten per cent from the poorest two quintiles. Students from rural areas and regions with deprived economic and social infrastructure do not have equal access to tertiary education as students from relatively economically endowed regions such as Ashanti, Eastern and Greater Accra. However, universities have developed various strategies to address the equity problems (Atuahene, 2013).

In addition to the general needs assessment of Ghanaian HEIs/TEIs is the need to focus on teaching and teacher training assessment. What the critical review of the literature establishes on teaching and teacher training assessment in the Ghanaian HEIs/TEIs is discussed in the next section.

4.4 Teaching and teacher training assessment in Ghanaian HEIs/TEIs

The term assessment has been referred to in education as the wide variety of methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of students (Christensen et al., 1991; Glossary of Education Reform, 2015). In other words, it is an integral part of instruction, as it determines whether or not the goals of education are being met. Besides, it is important to note that assessment affects decisions about grades, placement, advancement, instructional needs, curriculum and, in some cases, funding (George Lucas Educational Foundation, 2008). In higher education institutions, teaching is a career and a highly skilled and worthwhile profession that gives all those who teach the ability to learn and progress within their specific areas of education. It is not just a way to earn a salary and offers diversity, it always provides challenges and high

satisfaction level (TDA, n.d.). Teacher training or teacher education refers to the policies, procedures and provision designed to equip (prospective) teachers with knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community (Allen, 1940). Thus, the essence of assessing teaching and teacher training is to ask these hard questions: 'Are teachers teaching what they think they are teaching?' 'Are teachers receiving the training they are supposed to be receiving?' 'Is there a way to teach the subject better, thereby promoting better learning?' Indeed, these important questions could be answered through the assessment of teaching and teacher training.

Stellenbosch University (2013) defines teaching as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection. As Christensen et al. (as cited in Stellenbosch University, 2013) succinctly put it:

To teach is to engage students in learning; thus teaching consists of getting students involved in the active construction of knowledge. A teacher requires not only knowledge of subject matter, but knowledge of how students learn and how to transform them into active learners. Good teaching, then, requires a commitment to a systematic understanding of learning. The aim of teaching is not only to transmit information but also to transform students from passive recipients of other people's knowledge into active constructors of their own and others' knowledge. The teacher cannot transform without the student's active participation, of course. Teaching is fundamentally about creating the pedagogical, social, and ethical conditions under which students agree to take charge of their own learning, individually and collectively.

Teaching, according to Alexander, R.J. (2006). 'Dichotomous pedagogies and the promise of cross-cultural comparison'. In Halsey, A.H., Brown, P., Lauder, H. and Dilabough, J. (ed) *Education: Globalisation and Social Change*, Oxford:Oxford University Press, 722-733

, is both a practical and an observable act, which comprises activities, interactions and judgements, which are framed by space, student organisation, time and curriculum, and by

routines, rules and rituals, and thus referred to as a cultural activity. Bovill et al. (2014) used examples and experiences from their own practices to highlight challenges that arise from transnational and cross-cultural teaching. The authors identified differing expectations, differing views of learners and learning, the illusory nature of transformed practice and time constraints. Bovill et al. (2014) also highlighted some possible guiding principles for teaching and learning in the context of transnational higher education context. These principles include modelling good practice, ensuring reciprocity and mutual benefit, ensuring individual integrity and institutional credibility, and developing and supporting transnational staff. Although teaching in Ghanaian HEIs/TEIs is confronted with some challenges, it is not clear if these challenges and the principles guiding teaching are the same as what Bovill et al. (2014) highlighted.

4.4.1 Assessment of teaching in HEIs/TEIs

Assessment, according to Stellenbosch University (2013) is defined as the act of judging the amount of learning that took place as a result of learning and teaching. In the context of this study, we refer to evaluation rather than assessment because evaluation goes beyond assessment. It involves judging the value or worth of a student, of an instructional method, or of an educational programme and making decisions (Obanya et al., n.d.). Evaluation has been described as a systematic process that involves a variety of activities of gathering information about a phenomenon formally and informally. Evaluating teaching is fundamentally an iterative process of gathering evidence in order to improve teaching. According to the University of Washington, Center for Teaching and Learning (2019):

Evaluating teaching is a process, not a single moment. ... To gain a true sense of our teaching – what's working and what isn't – takes a thoughtful and holistic approach. Such an approach is essential for ourselves but also everyone involved in the tenure and promotion review process, including our chairs and our peers, to know how we're teaching effectively, taking feedback on board and focusing on continuous improvement.

HEIs/TEIs value effective teaching and try to support teachers in exploring ways to improve

their teaching. Regular evaluation and improvement of teaching will also help to generate evidence that can be used for promotion and confirmation purposes. Globally, teaching evaluation is a crucial part of highlighting best practice and maintaining an excellent standard of teaching throughout HEIs/TEIs. Common forms of evaluation evidence include student questionnaires, peer review and student outcomes. Indeed, the assessment of teaching can be viewed as an activity that aims to benefit the quality of student learning and teacher professional development. Assessing teaching can help teachers improve and refine their teaching practices and help improve students' learning and performance (Carnegie Mellon University, 2016).

In Ghanaian HEIs/TEIs, for example University of Cape Coast, at the end of semesters one and two, students are asked to give feedback on all aspects of the quality of the teaching that they have experienced, and the design and delivery of the course itself.

There is ample evidence on the importance and methods of evaluating teaching using multiple sources of data (Center for Research on Learning and Teaching, 2016; Felder, R. & Brent, R. (2004). *Evaluate teaching. Chemical Engineering Education* 38 (3) 200 – 202 Hoyt and Pallett, 1999). The importance of assessing university teaching can be seen in the many purposes of evaluating teaching, which include collecting feedback for teaching improvement, developing a portfolio for job applications, or gathering data as part of personnel decisions, such as reappointment or promotion and tenure (Center for Research on Learning and Teaching, 2016). Several methods have been identified as sources of evidence for assessing instructional effectiveness, including student ratings of instruction, peer review of teaching and teaching portfolio, and course portfolios. In a critical review, Berk (2005) identified 12 ways of measuring teaching effectiveness as (a) student ratings, (b) peer ratings, (c) self-evaluation, (d) videos, (e) student interviews, (f) alumni ratings, (g) employer ratings, (h) administrator ratings, (i) teaching scholarship, (j) teaching awards, (k) learning outcome measures and (l) teaching portfolios. These strategies emphasised that view assessing and improving teaching is best accomplished when multiple sources of evidence – self-reflection, student feedback and

peer observation – are well understood. Accordingly, making use of these multiple sources of evidence may help to obtain a holistic picture of a teacher's approach and effectiveness (University of Washington, Center for Teaching and Learning, 2019). However, Berk (2005) cautioned that whatever combination of strategies are used, the accuracy of teaching assessment decisions hinges on the integrity of the process and the reliability and validity of the evidence collected.

Similarly, in Ghana, assessment of teaching in higher education institutions is an important quality assurance issue, which cuts across both public and private tertiary institutions. It requires the use of various sources of evidence to evaluate the quality of teaching and learning of students. However, in HEIs/TEIs in Ghana, the quality of teaching is largely evaluated by students at the end of every semester with the help of student surveys as well as students' academic performance. The results of teaching evaluation are given to teachers as feedback and are often used for appointment confirmation and promotion purposes with little or no attention given to the improvement of teaching. While the statutes of Ghanaian universities stipulate the qualification for teaching in the universities, there is no clear document or policy guiding how the quality of teaching should be comprehensively evaluated and improved. In the context of TNE, little or no empirical evidence exists on the methods used in assessing teaching and the challenges that confront teachers in Ghanaian HEIs/TEIs. This may have serious implications for the quality of teaching in Ghanaian universities with TNE partnerships.

4.4.2 Teacher training assessment in HEIs/TEIs

Additionally, in the past, universities in Ghana provided postgraduate training for all who showed promise in the first degree through staff training programmes abroad (Baryeh, 2009). According to Baryeh, nearly all the older generation of academic staff (those over 50 years) received part of their training in the universities in the UK, other Commonwealth countries and the USA. She further argued that now staff training programmes do not receive enough funding support and current efforts are geared towards building a vibrant graduate

studies programme to train staff locally. As she pointed out, undertaking the training locally reduces the cost of training since the expenses exclude air fares and other costs related to travel abroad.

In her study about teacher preparation and effectiveness, Abraham (2017) found that overall, foreign-trained lecturers were more effective than locally trained lecturers. In the study, the locally trained lecturers opposed the proposition that HEIs/TEIs in Ghana has the ability to produce graduates whose effectiveness can match that of graduates trained outside. The foreign-trained lecturers in her study were found to have confidence in their abilities because they believed that they had the best training. Some of the locally trained lecturers, however, felt that they were disadvantaged and believed that it was right for the foreign-trained lecturers to be more effective than them. Although Abraham's study did not explore how training of lecturers is assessed, it was clear from her study that there are differences in the opinions of lecturers, students and even heads of department about the effectiveness of lecturers trained locally and those trained in foreign institutions.

While Abraham's and Baryeh's studies provide some understanding of the qualification needed to teach and training of university teachers, their studies did not investigate how teaching and teacher training in Ghanaian HEIs/TEIs are assessed. In addition, their studies neither offered the reasons behind the differences in teaching quality, research output and ability to earn promotion nor showed how the teaching of university teachers (foreign and locally trained) are assessed and trained. Indeed, assessment of teaching and teacher training can have several reasons, take various forms and employ different methods, yet in Ghana the evidence is anecdotal. From this, it appears that evidence on higher education teaching and teacher training assessment is not only anecdotal but also lacking. There is the need to find out empirically how teaching and teacher training assessment is conducted in HEIs/TEIs in Ghana to gain better insights into the assessment of teaching and teacher training in context.

4.4.3 Reasons for assessing teaching and teacher training in Ghanaian HEIs/TEIs

Several reasons for assessing teaching and

teacher training in HEIs/TEIs have been documented over the years. One of these reasons is to ensure quality in learning and learning outcomes. Goos and Salomons (2017) argue that the quality of higher education is important for learning outcomes and outcomes later in life and an essential aspect of higher education quality is the quality of teaching. However, although there is less agreement on the appropriate assessment of teaching quality, teaching assessment is seen as an important measure of teaching quality. As the literature suggests, different ways/means/methods of assessing teaching and teacher training are used on a large scale to assess the quality of teaching in HEIs/TEIs as well as for comparing teacher performance across courses, departments and even universities (as cited in Goos and Salomons, 2017). Thus, as the authors suggest, teaching and teacher training assessments affect faculty promotions, students' applications and students' course selection, and are used for published institutional teaching rankings and in auditing practices for demonstrating institutional performance. In particular, these practices have generated a large scientific literature on assessment of teaching particularly student evaluations of teaching, which spans across various disciplines such as education science, psychology, sociology and economics.

In addition, teaching and teacher training assessment scores may be used for the purposes of making promotion decisions, institutional ranking and accountability. Other reasons include tenure of academic staff, improvement of instruction, feedback on teaching and curriculum improvement, appropriate and adequate instructional techniques and developing portfolio for job applications. Notwithstanding the important reasons for assessing teaching and teacher training, often the methods used suffer from low response rates, particularly online evaluations. As Goos and Salomons (2017) argued, this may distort results thereby limiting the interpretation of teaching and teacher training assessments as a measure of teaching quality and rendering comparisons across teachers, courses or departments problematic with varied response rates. For instance, the authors found that assessment of teaching somewhat misrepresented student opinion about teaching quality. In Ghana, while there are several reasons

for assessing teaching and teacher training in HEIs/TEIs, it appears there is little or no evidence on why teaching and teacher training are assessed. Thus, exploring the reasons for assessing teaching and teacher training in the context of TNHE would help in gaining some better insights into why teaching and teacher training are assessed.

4.5 Trends in higher education research and partnership needs of Ghanaian HEIs/TEIs

In this section, the review of literature is conducted along the lines of two sub-themes: trends in higher education research in Ghana, and partnership needs of Ghanaian higher education institutions, to drive home our contention forcefully that these two sub-themes are not or do not relate to one and the same issue, for which reason they need to be separated for any serious academic and/or research interrogation such as this.

4.5.1 Trends in Ghana's higher education research

In the present dispensation, higher education/tertiary education finds itself in a new position in terms of public interest and the role it is expected to play in societies. Essentially, HEIs/TEIs are expected to provide not just specialised human resources but also cutting-edge research that drives sustainable development (Weobong and Dovie, 2014; Altbach and Peterson, 2008). Research evidence indicates that generally countries that have expanded higher education systems with higher levels of investment in their research activities have higher potential to grow faster in today's globalised knowledge economy (Varghese, 2013).

In Ghana, the government and its development partners continue to support HEIs/TEIs in the country by making available to the higher education/tertiary education community, among other things, research funds (Setsoafia, 2018; University of Ghana, 2016). This has contributed to a general upsurge in the amount of research conducted in Ghana's higher education landscape (Huggett, 2013; Weobong and Dovie, 2014; University of Ghana, 2016). Taking the University of Ghana as an example, its publications from 2011 to 2015 increased by 83.3 per cent (University of Ghana, 2016). However, in light of the recent increase in

research activities in Ghana's higher education space, it is not clear in literature what the trends are, granted especially that a significant number of the researches conducted end up in 'shelves gathering dust' (Weobong and Dovie, 2014: 2022) instead of it being published in peer-reviewed journals. This review, therefore, draws on available literature, especially at institutional repositories of Ghana's HEIs/TEIs to highlight trends in their research along subject arrears.

Evidence from the literature (for example, Huggett, 2013; Lan, 2014; University of Ghana, 2016; University of Cape Coast, 2017; Kwame Nkrumah University of Science and Technology, 2015) suggests agriculture, architecture planning, health science, education, development and environmental sustainability as dominant subject areas which Ghana's higher education research appear to be focusing on. For example, on the subject agriculture, the trend of research appears to be in crop protection (e.g. Yiadom, 2018; Ayivor et al., 2017; Harris, 2015). This is in an attempt to find solutions to insect and disease problems as well as post-harvest issues that confront farmers. Also, how to reduce aflatoxin contamination in crops (e.g. Ewudzie, 2018; Blankson, 2018), how to improve soil health by increasing the use of organic manure while reducing inorganic fertilisers (e.g. Bigabwa, 2019), researching into horticultural crops especially vegetables and how farmers can get the best out of them are other trends identified in the literature. Research into fish species that grow faster in Ghana's rivers (Tibu, 2017) and enhancing poultry industry through naked neck and frizzle breeds (Kwame Nkrumah University of Science and Technology, 2015) are some other trends in the field of agriculture.

Trends in architecture and planning research in Ghana's HEIs/TEIs appears to be aiming at issues in housing, construction, transportation, climate change, land governance and property financing. For example, studies that focus on the construction sector are centred around contract administration and performance, project risk factors, construction cost and consultancy pricing (Sarfo, 2017; Addy, 2017). The purpose of these trends in research is generally to reduce the cost of construction in Ghana. Other trends in architecture and planning research worth mentioning are in waste management (Ankamafio, 2017; Udofia et al., 2017), flooding

(e.g. Dovie and Kasei, 2018;) and micro-financing (e.g. Abayateye, 2017).

In the field of health science, the trend of research is finding solutions to diseases especially among children (e.g. Armar-Klemesu et al., 2018; Kracalik et al., 2017; Sarfo et al., 2018; Labi et al., 2018).

Taken together, it can be argued that, generally, the research trends in Ghana's higher education appear to be stimulating Ghana's developmental agenda. Thus, to consolidate its middle-income status, generate wealth, promote growth and provide decent employment and reduce poverty levels (World Bank, 2015). Also, the trend in Ghana's higher education research appears to be a product of the courses and programmes provided by its HEIs/TEIs. However, this review was unable to establish how funding agencies influence the trends in Ghana's HEIs/TEIs research as suggested in other jurisdictions (Lan, 2014) because literature is scant on this issue.

4.5.2 TNE partnership needs of Ghanaian HEIs/TEIs

In an era of globalisation with increased connectivity between countries and complex developmental challenges, there is a general consensus among nation-states that research partnerships must play important roles in knowledge production and dissemination for the development of global solutions to societal problems. In the light of this, there has been a growing number of research partnerships, especially between HEIs/TEIs of high and low-income regions over the last two decades or so, leading to various permutations and/or labelling involving 'north-south' or 'south-south' collaborations with ownership centred either within the northern institutions, southern institutions or shared between both (Africa Unit, 2008, 2010; Association of Universities and Colleges of Canada, 2003; de-Graft Aikins, 2008; de-Graft Aikins et al., 2012). However, as aptly noted by de-Graft Aikins et al. (2012: 1), for example, the structures of these partnerships are dependent on a host of factors including the funding organisations, the empirical and geographical focus of the research, the disciplines involved in the partnerships and the research capacity of collaborating institutions or groups, thus raising pertinent challenges especially for HEIs/TEIs in low-income regions

regarding their partnership needs.

In this section of the review, we draw on the Africa Unit's (2010: 18) definition of partnership, which in itself draws on various definitions in the literature and on research, to set in context the partnership needs of Ghana's HEI. The Africa Unit defines partnership as:

...a dynamic collaborative process between educational institutions that brings mutual though not necessarily symmetrical benefits to the parties engaged in the partnership. Partners share ownership of the projects. Their relationship is based on respect, trust, transparency and reciprocity. They understand each other's cultural and working environment. Decisions are taken jointly after real negotiations take place between the partners. Each partner is open and clear about what they are bringing to the partnership and what their expectations are from it. Successful partnerships tend to change and evolve over time.

This definition, for us, is helpful as it outlines the fundamental ingredients, principles and guidelines of effective educational partnership. Essentially, the definition in our view serves to foreground the argument that an effective educational partnership goes or should go beyond the concept of 'borrowing' or 'replication' of policies and programmes to that of 'knowledge sharing', and constructing a relationship of 'mutual learning'.

In Ghana, where there are but a limited number of research partnership collaborations, a critical reflection on the partnership needs of HEIs/TEIs involved in some forms of partnerships (with organisations either within or outside Ghana) suggests a number of interesting challenges and trends worth elucidating for the purposes of this research. In their research article that sought to examine the challenges and opportunities in establishing and sustaining north-south research partnerships in Africa through a case study of the UK-Africa Academic Partnership on Chronic Disease, de-Graft Aikins et al. (2012) reviewed the partnership's achievements and challenges to project the project partnerships needs of low-income regions, particularly those in sub-Saharan Africa. Established in 2006 with seed funding from the British Academy, the UK-Africa Academic Partnership on Chronic Disease aimed to bring

together multidisciplinary chronic disease researchers based in the UK and Africa to collaborate on research, inform policymaking, train and support postgraduates and create a platform for research dissemination. In this review article essentially, de-Graft Aikins et al. (2012) argue, for example, that chronic disease research partnerships in low-income regions operate within health research, practice, funding and policy environments that prioritise infectious diseases and other pressing public health and developmental challenges. As such, their long-term sustainability, they argued, depended therefore on integrated funding systems that provide a crucial capacity-building bridge. They contended against this backdrop that an underlying theme in recent reflections on how research partnerships work is the 'difficulty of sustaining and scaling up short-term achievements of research partnerships, firstly because of lack of sustained funding arrangements, and secondly because of complex micro-political (e.g. power struggles between members) and macro-political (e.g. the demands of the funding organisations) processes' (de-Graft Aikins et al., 2012: 1).

They proceeded on the back of this to identify social capital, measurable goals, administrative support, creativity and innovation, and sustained funding as five key ingredients that are essential for sustaining research partnerships in Ghanaian and for that matter Africa's HEIs/TEIs. Regarding social capital, de-Graft Aikins et al. drew distinctions between 'bonding capital' (trusting and co-operative relations between members of a network who are similar in a socio-demographic sense), 'bridging capital' (relations of respect and mutuality between people who are dissimilar) and 'linking social capital' (norms of respect and networks of trusting relationships between people who are interacting across explicit, formal, or institutionalised power or authority gradients in society) to emphasise the importance of respect, trust and shared ownership and reciprocity in any partnership arrangement. They argued strongly that Ghanaian higher education partnerships urgently need the shared understandings, values and links of individuals and groups to engender trust and collaboration between and among them. Concerning measurable goals, they argued that Ghanaian higher education partnerships ought to be clearly conceptualised, realistically costed and measurable in order to

monitor and evaluate the relationships between inputs, outputs and outcomes. For them, it helps to develop indicators for monitoring and evaluating goals at the inception stage. Beyond their utility in tracking progress, indicators also would enable activities, responsibilities and expected outcomes to be transparent to all partners. In respect of administrative support, they saw this support as necessary for non-technical aspects of higher education partnership activities. They pointed out that Ghanaian higher education partnerships need this support for activities like organising meetings (whether face to face or online), writing reports, searching for grant proposals and developing grant proposal budgets, which can be time-consuming, cumbersome and add on extra responsibilities that stretch the capabilities and commitments of partnership members. With regard to creative and innovative strategies, and drawing on their own experience, de-Graft Aikins et al. posited that openness to new ways of using existing resources (within the group) and to secure additional resources (within and outside the group) is one of the ways by which Ghanaian higher education research partnerships can be propelled forward.

Regarding the fifth issue of funding, de-Graft Aikins et al. stated the obvious. They argued that for small-scale Ghanaian higher education partnerships to transition from the grant stages to the integrative stages sustained funding is required. Clearly from de-Graft Aikins et al.'s point of view, the issue of sustained funding appears ultimately to be important because unless there is a clear financing plan in place, no matter how rigorously partnership activities are followed, the partnerships will fail. The imbalance of resources and lack of opportunities to overcome them clearly is an obstacle that Ghanaian higher education partnerships face, and as such, have had to scale down or increase the time allowed for activities, causing much frustration for partners (Amoah et al., 2000; de-Graft Aikins, 2008; de-Graft Aikins et al., 2012). In some few instances, funding from external sources (such as the UK Department for International Development's DelPHE scheme, World Bank, USAID or from many development partner organisations) is available and/or secured to support the establishment and initial stages of partnerships, and these have proven to be sufficient, especially for partnerships designed specifically to be short-term

engagements. However, in almost all cases involving long-term partnership projects, and in particular where the initial stages have proven to be successful, the funds to execute and sustain project activities are not readily available (de-Graft Aikins, 2008; de-Graft Aikins et al., 2012).

Closely related to the issue of sustained funding as a major challenge of Ghanaian higher education research project partnerships is also the dire need for sustainability planning. From the organisational point of view, 'sustainability' infers continuing to perform and deliver project benefits to primary target groups after the funding from donors terminates (Leon, 2001; Naidoo, 2014). Succinctly put, sustainability in the project management sense is to maintain and continue your efforts as an organisation after the funding for project management and implementation activities is over. Underscoring sustainability planning principally is the view that all partnership collaborations have to come to an end eventually at some point, but that project impact should continue to be delivered for a considerable length of time (Leon, 2001; Steadman et al., 2002; Weiss et al., 2002). This thus makes sustainability planning a key feature of any collaborative efforts mainly to, among other things, prevent partnership actors and institutions from having 'purely donor-driven visions' (Leon, 2001). This notwithstanding, the preponderance of available research evidence from practice as well as from development and project management literature identifies the lack of sustainability planning as one major challenge that has plagued (and continues to plague) partnership efforts of countries in sub-Saharan Africa. In many of these countries, new policy initiatives are not adopted nationwide and sustained after donor-funded projects end. Ghana has been the testing ground for many research partnerships over the past 20–30 years; however, most of these initiatives tend to have receded after funding had stopped, particularly as most funding for these partnerships had come from donors (Nudzor et al., 2015; Nudzor et al., 2018), hence bringing into sharp focus sustainability planning as a need for partnership institutions and actors in Ghana. This need, when met, will enable them to undertake long-term sustainability plans to facilitate diverse donor engagements to improve the capacity of their institutions and actors to ensure that these research partnerships deliver

long-term impacts.

Aside from the issue of funding, Ghanaian HEIs/TEIs generally lack institutional infrastructural capacity that is needed for the implementation of partnerships' plans of action (Africa Unit, 2010; de-Graft Aikins, 2008; Gutierrez, 2008). A typical example is that, whereas in developed countries (such as the, UK, Canada, Germany, the Netherlands, etc.) access to computers is taken for granted, this has proven to be a major stumbling block in many Ghanaian HEIs/TEIs involved in partnership programmes. The lack of access to technology represents a severe constraint in the sense that because most Ghanaian HEIs/TEIs have limited access to ICT, undertaking partnership activities such as report writing, drafting research outputs as well as maintaining contact have proven to be serious barriers to effective partnership. Dishearteningly, and as Jon Harle (cited in Africa Unit, 2010) notes in the anecdotal responses to his survey of African researchers, partnership funding schemes do not address these most basic needs of Ghanaian higher education partnership institutions in their rationalisation of funding. This resource imbalance and lack of sufficient funding to address it plays has played and continues to play a key role in hampering effective communication. Harle (2007: 11) anecdotally highlights this point strongly in the anecdotal responses to his survey of African researchers:

The ability to cope with self-sponsored communication e.g. having to expend your little personal resources in sending and receiving information via emails and surface mails, coupled with delays and queues in cyber cafes may lead to breakdown in communication and (delay) in the research process.

The review of research partnership literature also highlights the issue of ownership of partnership projects as one fundamental need of Ghanaian and African HEIs/TEIs engaged in the south–north research and/or development partnerships (Africa Unit, 2010; de-Graft Aikins, 2008; de-Graft Aikins et al., 2012). In Ghana, much as is the case in Africa, partnerships between the north and south are often characterised by what the Africa Unit (2010) describes as the existence of asymmetries between the two partners at a number of levels, i.e. asymmetries in resources, capabilities and most importantly in 'power' (Gutierrez, 2008:

20). Some believe that these partnerships are shaped by power relations that help to shape the boundaries of partnerships, e.g. what is possible within them, and who may enter, with which identities, discourses and interests (Gaventa, quoted in the Africa Unit, 2010). Likewise, Brinkerhoff (2002) points out that the intrinsic power relations in international development make it impossible to exclude power from partnerships. Within the field of educational partnerships in HEIs/TEIs in Ghana and Africa, there has been a lot of discussion in recent years about the importance of 'country ownership' of partnership projects. Emphasis has been placed on the need for southern universities to drive the partnership process. Without this ownership, partnerships risk being, 'yet another episode in which the powerful talk to themselves' (Hoppers, 1998: 27). This can happen in the case of what Ellerman (2008) calls 'unhelpful help'. One form of unhelpful help (that he identifies) with partner organisations is to treat them as 'repeater stations for the "correct messages" being sent from the centre rather than as potentially autonomous learning organisations' (Ellerman, 2008: 24). Moreover, in the development scene, particularly in the wake of the Paris Declaration, there are increasing calls for 'national ownership' and external facilitation of national aims and objectives. It is crucial, therefore, that partnerships involving Ghanaian (and in a wider sense African) HEIs/TEIs and those from the 'north' are demand-driven, and involve joint decision-making and activity, from initial programme design and budget determination to project implementation and final reporting. Such partnerships, with their shared sense of 'ownership', are needful as they envisage not only shared rights on both sides but also shared responsibilities. That responsibility has, of course, to be shared in failure as much as in success (Mason, 2008: 18). As argued by the Africa Unit (2010), without this joined ownership, the result of any partnership endeavour would be the creation of 'fake' partnerships that exist more or less only on paper.

Also, challenges facing staff members of Ghanaian HEIs/TEIs engaged in partnership projects include the heavy teaching load, low wages and the rising enrolment without accompanying an increase in funds. One result of this situation is that higher education partnership institutions in Ghana are

understandably hesitant to allow staff to work on other projects that do not necessarily and/or directly contribute to their day-to-day jobs. While one member of staff or perhaps a few of them may be willing to dedicate time and effort over and above what their role requires, this in many instances has proved to be unsustainable and placed a heavy burden on the shoulders of a few individuals. The situation, according to the Africa Unit (2010), for example, is made more difficult by the fact that many partnership funding schemes in Ghana do not fund staff time. While this presumably has kept the costs of proposals and project activities down, the practice, in the view of the Africa Unit, has severely hampered the effectiveness of many partnership projects in Ghana and Africa. The fact of the case, and as supported by the Africa Unit, is that in the case of 'poorer' partnership institutions, individuals who already can only dedicate limited periods of time a week to project activities tended to face greater barriers by having to do all the administration work instead of actually 'carrying out' the projects. One major result of this situation is that partnership programmes in Ghanaian HEIs/TEIs generally go through periods of intense productivity immediately before and during certain phases of partnership projects activities but tend to lie dormant for most periods in their lifespan because of time constraints of those individuals involved in the implementation of the projects. This thus brings into sharp focus the issues of time and commitment to implementing project activities as dire partnership needs of Ghanaian HEIs/TEIs.

An equally important partnership need of Ghanaian HEIs/TEIs relates to the issue of capacity building. As the literature (e.g. Africa Unit, 2010; de-Graft Aikins et al., 2012) suggests, there are a number of funding schemes specifically designed to strengthen the capacity of project implementers; however, these are often short-term measures. This, in the Ghanaian context, has been problematic given that capacity building is a cumulative long-term process. In some cases, for example, in de-Graft Aikins et al.'s (2012) project alluded to earlier, the funding schemes appeared to have revitalised some specific areas or given the institutions involved in the project some strong boost (e.g. the platform created to train and support postgraduate students to undertake research and disseminate the findings to a wide

variety of audiences). Yet, these have proven not to have been sustainable. As such, more sustainable funding schemes and longer-term projects need to be considered in the future as a means of placing capacity building in its different manifestations, and as a greater element of Ghanaian HEI's partnerships with the 'outside world'. The proceedings of two conferences on Africa's universities held in the recent past (i.e. the Frameworks for Africa-UK Research Collaboration meeting in Nairobi in September 2008; and the University Leaders' Forum Conference in Accra in November 2008) underscored these points forcefully.

Systematic monitoring and evaluating partnership projects and processes also present yet another major need of Ghanaian HEIs/TEIs (de-Graft Aikins, 2008; de-Graft Aikins et al., 2012). In reality, many funding schemes of Ghanaian higher education partnerships do not provide funding to assess the outcome of projects. For this reason, therefore, monitoring and evaluation in most Ghanaian HEIs/TEIs involved in partnership projects is done informally and haphazardly, as in many cases there are no formal monitoring or evaluation processes and mechanisms. One reason for this unfortunate situation has been the difficulty of assessing the quality of the partnerships and the micro-managing required to monitor them. Consequently, the outcome of various projects is unpredictable (Africa Unit, 2010). Hence, without proper and systematic monitoring and evaluation it is difficult to assess whether and how these many different kinds of partnerships are effective.

The review of literature also highlights the lack of adherence to good management principles and governance systems and structures as one of the partnership needs of Ghanaian HEIs/TEIs (Africa Unite, 2010; de-Graft Aikins et al., 2012). Undoubtedly, educational partnership goes through different stages and phases during their lifecycles depending on the type of partnership and the profile of partner institutions involved. However, as aptly noted by the Africa Unit, no matter what these partnership stages and phases are, strategic planning and implementation is, for example, central to their success. In any institutional partnership arrangement, it is expected that all partners are involved in the planning and management processes to ensure they can deliver what is

asked of them. For this to happen, the partners, among other things, are expected to collectively agree on clear strategic objectives for the partnership; decide on concrete deliverables related to partnership objectives; develop partnership plan of action; set realistic timescales for each stage of the partnership plan of action; agree on project delivery and project management; and decide on a partnership framework. In Ghana, much as is the case in the whole of Africa, most of these management principles are not followed through unfortunately by HEIs/TEIs involved in partnerships with their foreign counterparts and funding bodies. In most cases, the Ghanaian HEIs are not usually the ones who identify the problems the partnerships are to help address, neither are they the ones who identify the aims and suggest priorities. One major result of this is that partnership agreements, if they existed at all, are poorly negotiated, and project activities are left in the hands of external collaborators and funders (Africa Unit, 2010; de-Graft Aikins, 2008; Gutierrez, 2008).

The discussions presented in the various sections of this chapter up to this point are, in part, the result of regulatory and policy frameworks of the higher education system and institutions in Ghana. The next section, therefore, focuses specifically on the review of the regulations and policies that have shaped the higher education system and institutions in Ghana since independence.

4.6 Higher education regulations and policies in Ghana

Regulations and policies have been a central part of higher education systems globally. A broader definition of policy is any action taken by the government to bring about change (Rizvi, F. & Lingard, B. (2010). *Globalizing education policy*. London: Routledge). They are seen as either a piece of legislation, "specific proposals, decisions of government, or formal authorisations that guide actions of stakeholders (Rizvi and Lingard, 2010). Regulations, on the other hand, are instruments for the implementation of policy.

Ghana's current higher education system has been described as lacking a comprehensive policy to provide direction for effective functioning (Bawakyillenuo et al., 2013). This claim has been recently corroborated by the

minister of state responsible for tertiary education, Professor Kojo Yankah (Citi Newsroom, 2019). Notwithstanding the absence of a comprehensive policy for the higher education sector, there have been several policy initiatives since independence. These policy initiatives are worth discussing to provide context and perspective on the way forward regarding policy and regulatory direction for higher education in Ghana. In this study, policy is conceptualised to include government white papers on higher education reforms, acts on higher education, education strategic plans and international conventions affecting higher education provision.

Until the 4th Republican Constitution in 1992, Ghana did not have stable democratic governments which adversely affected public policymaking and implementation, particularly on higher education. Therefore, the discussion on regulatory and policy framework on higher education is structured around the pre-1992 Constitution and 1992 Constitution to present.

4.6.1 Pre-1992 Constitution educational reforms and higher education policies

Several education reforms have occurred in the Ghanaian education sector since independence and before the 1992 Constitution of Ghana, with the majority of the reforms affecting the policy direction of higher education in the country. This section discusses regulatory and policy reforms in education with particular emphasis on higher education policy.

4.6.1.1 The Accelerated Development Plan of 1951 and Education Act of 1961

Higher education started in Ghana in 1948, and in 1951, the first policy initiative of the sector was introduced. This was part of the government's Accelerated Development Plan of 1951 which culminated in the Education Act of 1961. The plan laid much emphasis on the expansion of secondary education and postsecondary technological and managerial training in technical institutions and universities to meet the needs of expanding industry, agriculture and other sector of the economy (Adu-Gyamfi et al., 2016). Prior to this initiative, the higher education sector had only one institution (University College of the Gold Coast, now University of Ghana) but the policy initiative brought about two additional institutions to the sector. These were Kumasi College of Technology

(now Kwame Nkrumah University of Science and Technology (established in 1952) and University College of Cape Coast (now University of Cape Coast, established in 1962). This policy initiative brought expansion to the higher education sector.

4.6.1.2 The 1966 Reforms of the National Liberation Council and higher education policy

By 1966, a new government had taken over power through a coup d'état and sought to introduce reforms to the entire education sector including higher education. The government took practical steps to slow down the rate of primary school expansion and to cut the cost of university education in their quest to bring Ghana out of its economic crisis (Adu-Gyamfi et al., 2016). The policy initiated sought to control the growth of university education and relating it more directly to development needs (Adu-Gyamfi et al, 2016). Therefore, no expansion of the sector was seen under this policy initiative, but rather curriculums' re-alignment to meet development needs.

4.6.1.3 The 1987 Education Reforms and higher education policy

After the 1966 education reform, the subsequent Education Reform was introduced in 1974 but did not touch the higher education sector until another reform came to force in 1987. The 1987 education reform policy did not only propose the upgrade of polytechnics into tertiary institutions but it contributed to the establishment of the University for Development Studies (Tamale) and the University College of Education (Winneba) Ghana (Adu-Gyamfi et al., 2016; Kuyini, 2013). At this point, a binary system of higher education began with universities and polytechnics to promote diversity and differentiation within the higher education sector in order to meet the diverse advanced human capital requirements of the country. This policy initiative did not only diversify the higher education sector but also brought significant expansion to the sector and also increased higher education access significantly because it resulted in the establishment of a polytechnic in each regional capital of the country. Perhaps, this policy initiative heralded the mass participation of higher education in Ghana with its attendant challenges and the proposal to establish key regulatory agencies under the

Ministry of Education. These regulatory agencies and their various legislations were to contain the increasing demand, maintain standards and improve the relevance of higher education for accelerated socio-economic development of the country. Eventually, the proposed regulatory agencies and legislations were to be captured into the 1992 Constitution of Ghana.

4.6.2 The 1992 Constitution and present higher education regulations and policies

It has been argued that the 1992 Constitution of Ghana did not give sufficient policy direction for higher education (Bawakyillenuo et al., 2013). However, these authors failed to acknowledge that the 1992 Constitution made a significant contribution by setting the tone for most the higher education policies and regulatory initiatives witnessed over the last two decades.

The 1992 Constitution makes higher education a human right issue. Article 25 clauses 1c and 2 of the Constitution states respectively:

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

- every person shall have the right, at his own expense to establish and maintain a private school or schools at all levels and of such categories and in accordance with such conditions as may be provided by law.

These constitutional provisions are what Bawakyillenuo et al. (2013) perceive to be only focusing on access and increased participation in higher education and do not provide sufficient policy direction for the sector. Their claim may appear justifiable by reading the text but it should be noted that these provisions in the 1992 Constitution on higher education have been the foundation of many other policy enactments for providing direction for higher education in the country.

Admittedly, Ghana still lacks a single comprehensive policy for higher education as pointed out by Professor Yankah, the minister of state in charge of tertiary education (Citi Newsroom, 2019). Nonetheless, there have been significant policy initiatives born out of the 1992 Constitution to address the pressing issues of higher education in Ghana. These policy

initiatives have been targeted at address difficult challenges, including a rapid increase in the number of students, low course quality, equity and inequalities, difficulties in governance structures, financial constraints, and a growing demand for higher education to contribute more consistently to national socio-economic development (Effah, 2016). The policy initiatives have been used in an attempt to revitalise Ghana's higher education system for present and future development needs of the country. The policy and regulatory initiatives made operational after the coming into force of the 4th Republican Constitution of 1992 include: National Council for Tertiary Education Act 454 of 1993; National Accreditation Board Law, PNDCL 317 of 1993 now replaced with Act 744 of 2007; and National Board for Professional and Technician Examinations Act 492 of 1994. There are also: GETFund Act 581 of 2000, Student Loan Trust Fund Act 820 of 2005 and Disability Act 715 of 2006.

4.6.2.1 The National Council for Tertiary Education Act 454 of 1993

The Ghanaian tertiary landscape is regulated by an agency of the Ministry of Education called the NCTE. Its functions, as provided in Section 2(1) of Act 454, are:

- a)to advise the Minister on the development of institutions of tertiary education in Ghana

- b)to enquire into the financial needs of the institutions of tertiary education and advise the Minister accordingly; to recommend to the Minister for the purpose of the preparation of annual national education budget:

- (i) block allocations of funds toward running costs; and

- (ii) grants towards capital expenditure of each institution of tertiary education,

- indicating how the allocations are to be disbursed

- c)to recommend national standards and norms, including standards and norms on staff, costs, accommodation and time utilisation for the approval of the Minister and to monitor the implementation of any approved national standards and norms by the institutions

- d)to advise governing councils of institutions of tertiary education on suitable measures for generating additional funds for their institutions

- e)to advise the institutions of tertiary education on the applications for and acceptance of external assistance in accordance with government policy

- f)to advise the Minister generally on rates of remuneration and other conditions of service of staff of the institutions

- g)to publish information on tertiary education in Ghana; and

- h)to perform any other functions relating to tertiary education as are incidental to the functions specified in this Act.

4.6.2.2 The National Accreditation Board PNDCL Law 317 of 1993/Act 744 of 2007

The NAB was established by the government of Ghana in 1993 with the enactment of PNDCL 317, 1993. The National Accreditation Board Act, 2007, Act 744, has since replaced the legislation.

The NAB is mandated to:

- accredit both public and private (tertiary) institutions with regard to the contents and standards of their programmes

- determine, in consultation with the appropriate institution or body, the programme and requirements for the proper operation of that institution and the maintenance of acceptable levels of academic or professional standards

- determine the equivalences of diplomas, certificates and other qualifications awarded by institutions in Ghana or elsewhere

- publish as it considers appropriate the list of accredited public and private institutions at the beginning of the calendar year

- advise the President on the grant of a Charter to a private tertiary institution

- perform any other functions determined by the minister.

In pursuance of their mandates, data and other relevant information related to tertiary education are lodged in these two institutions. At the 2018 'Education Week' on the theme 'Reforming the Education System for Effective Service Delivery,' the chief director of the Minister of Education, Mr Enoch Cobinnah, indicated that a bill to collapse the NCTE and NAB into one body. He said, the new body, Ghana Tertiary Education Commission, had been approved by cabinet and was with the attorney

general's office for action.

4.6.2.3 National Board for Professional and Technician Examinations Act 492 of 1994

The National Board for Professional and Technician Examinations is one of three bodies with the mandate to regulate the tertiary education sector. It was established in 1994 by Act 492, among other things, to formulate and administer schemes of examination and be responsible for the evaluation, assessment, certification and standards for non-university tertiary education institutions, professional bodies and private institutions with accreditation by the NAB (Effah, 2016).

4.6.2.4 Ghana Education Trust Fund (GETFund) Act 581 of 2000

Public funding of tertiary education was seen as the means to ensure equal access to education for all classes of society but at some point it was realised that the state was not in a position to provide the required funding from regular budgetary allocation (Brenya and Asare, 2011). The situation led to massive deterioration of educational facilities that became incentives for a massive exodus of qualified teachers and other personnel of the education service (Brenya and Asare, 2011). Thus, the need to create special and increased funding for education through the establishment of a special value-added tax on goods and services became imperative. This led to the creation of the GETFund, established in 2000 by an act of parliament (Act 581). The main goal of the GETFund was to provide financial assistance to the bright but poor students to have access to tertiary education and to assist the schools with the provision of educational amenities and facilities. The GETFund, through a government-appointed but independent board of directors, has invested in a variety of capital and programmatic efforts to elevate education in Ghana and has increased spending on education tertiary levels (Atuahene, 2009).

The GETFund is noted to have made a great impact as far as higher education is concerned. Its achievements include infrastructural development, research and faculty development, promoting access to higher education and promoting female education as well as gender equity (Atuahene, 2009).

4.6.2.5 Student Loan Trust Fund Act 820 of 2005

The rapid growth of tertiary education population in Ghana over the decades has accounted for a growing demand for subsidised students' financial support, hence the establishment of the SLTF in December 2005 under the Trustee Incorporation Act 1962, Act 820. The mission of SLTF is 'To provide timely financial services to eligible Ghanaian tertiary students', and its vision is 'Inspiring and unleashing greater prospect'.

The objectives of the SLTF are to provide financial resources for the sound management of the trust for the benefit of students and to help promote and facilitate the national ideals enshrined in articles 28 and 38 of the 1992 Constitution. For the purpose of achieving the objectives of the SLTF, monies from the trust fund shall be applied to the relevant activities that the trustees of the fund may determine, including, in particular:

- a)the provision of facilities to enhance the tertiary education to support students
- b)the provision of moneys to support any other activities and programmes for the promotion of relevant courses as determined by the trustees, in consultation with the minister.

The SLTF is governed by a board of trustees that comprises distinguished individuals of relevant backgrounds relevant to the business of the SLTF. The members of the board are appointed by the President of the Republic. The day-to-day administration of the SLTF is headed by a CEO, assisted by a team of competent professionals. The SLTF also has campus offices in major institutions. The functions of these offices include:

- a)provide first stop for student inquiries
- b)pickup and drop-off points for loan application forms
- c)loan application verification for completeness of forms
- d)liaise between the SLTF and the loan applicants
- e)disseminate information to students in a timely manner

The sources of loanable funds for SLTF include:

- a)monies paid into the trust fund representing up to ten per cent of all the inflows into the Ghana Education Trust Fund
- b)voluntary contributions will be tax deductible
- c)mobilisation of resources from Ghana's international partners interested in the advancement of tertiary education
- d)contributions from the corporate sector that shall be tax deductible up to the equivalent of 0.5 per cent of the company's actual profit before tax
- e)loans from Social Security and National Insurance Trust.

By 2015, the SLTF had supported about 80,000 students financially in various tertiary education institutions in Ghana (Student Loan Trust Fund, 2015).

4.6.2.6 The Disability Act, 2006 Act 715 of 2006

Commitment to protect the rights of persons with disabilities and to ensure their equitable participation in higher education is emphasised in the Disability Act, 2006 Act 715. Some statements under sub-sections of the provisions on education for persons with disabilities include

- The Government shall provide free education for a person with a disability
- A person responsible for admission into a school or other institution of learning shall not refuse to give admission to a person with disability on account of the disability unless the person with disability has been assessed by the Ministry responsible for Education in collaboration with the Ministries responsible for Health and Social Welfare to be a person who clearly requires to be in a special school for persons with disability
- A public library shall as far as practicable be fitted with facilities that will enable persons with disabilities to use the library.

Act 715 was received with enthusiasm because it signalled an end to discrimination and removal of barriers to higher education access for persons with such backgrounds. Surprisingly, 12 years after its enactment, Ghana has done little to ensure HEIs/TEIs adhere to these provisions. Shockingly, NCTE seems not to have accurate

data on HEIs/TEIs which are disability friendly and students with disabilities pursuing higher education in the country. This clearly suggests that a lot of persons with disabilities are being denied access to higher education because Swanzy (2017) confirms that the learning environment, academic programmes and delivery modes of most HEIs/TEIs in Ghana does not accommodate persons with disabilities.

4.6.3 Global declarations and international conversions on higher education regulations and policy in Ghana

4.6.3.1 The Universal Declaration of Human Rights, 1948

Article 26 clause 1 of the Universal Declaration of Human Rights (UDHR) enjoins Ghana to acknowledge higher education as a human right and promote equitable access to all on the basis of merit. Since signing on to this convention, Ghana has shown commitment towards increasing higher education participation among its citizenry through national and institutional strategies. Enrolment in the sector has shown positive trends in the past three decades. For example, in 1992, enrolment in the higher education sector stood at 9,997 but this surged to 179,998 and 396,264 in 2009 and 2015 respectively (National Accreditation Board, 2015). Ghana's higher education participation rate (16 per cent) is among the highest in sub-Saharan Africa (*Times Higher Education* (2017). *Study in Ghana* retrieved from <http://www.Timeshighereducation.Com/student/where-to-study/study-in-ghana>). However, given the many unserved groups in Ghana's higher education, the high cost of accessing higher education and the variation in quality of higher education provision, it is hard to make a case that Ghana recognises higher education as a right.

4.6.3.2 The Convention on the Elimination of all Forms of Discrimination against Women, 1979

Similarly, by acceding to the Convention on the Elimination of all Forms of Discrimination against Women, Ghana is legally bound to put its provisions into practice. These provisions explicitly include signatory members realising equality between women and men via equitable access to higher education. Ghana is also among the 189 countries committed to the tenets of the Millennium Development Goals. Goal 3 Target 3A

promoted elimination of gender disparity in all levels of education including higher education in member states no later than 2015. Ghana's proof of adherence to these provisions seems to be evident in the introduction of affirmative actions in its HEIs/TEIs focusing largely on addressing gender equity. Upsurge in female enrolment is evident. For example, female enrolment for the 2015/16 academic year stood at 41 per cent (National Council for Tertiary Education, 2017). This shows a positive sign but the figure is still below the national target ratio of 50:50 for males and females respectively.

4.6.3.3 United Nations Convention on the Rights of Persons with Disabilities, 2006)

Widening access and supporting full participation of persons with disabilities in higher education in Ghana seems to have been stimulated in part by the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and the United Nations Convention on the Rights of Persons with Disabilities, adopted in 2006. These conventions mainly enjoin Ghana to:

- promote, protect and ensure the full and equal enjoyment of all human rights including higher education by all persons with disabilities
- design and implement educational programmes to accommodate persons with such backgrounds
- ensure that persons with disabilities have access to regular schools and are not secluded.

Joining in the ratifications of these conventions suggest Ghana's willingness to make higher education more accessible for persons with disabilities. Ghana seems to have achieved success in this direction. Tudzi et al., 2017, describe HEIs/TEIs in Ghana as not being inclusive and for that matter not as accessible as they ought to be for persons with disabilities. This is probably why only 1.4 per cent of persons with disabilities are noted to have pursued higher education. This seems to suggest that even though persons with disabilities have rights to higher education as ratified in the conventions Ghana has signed up to, there are gaps between rhetoric and reality.

It is to be noted that how the regulatory and policy frameworks directly influence TNE in the Ghanaian higher education sector is missing in the literature.

4.7 Chapter summary

This chapter has demonstrated that the Ghanaian higher education system and institutions have witnessed considerable expansion over the last two to three decades. Thus, HEIs/TEIs and student enrolment have increased exponentially but without the corresponding increase in infrastructure and staffing thereby resulting in HEIs/TEIs' inability to the established thresholds of student/staff ratios and class sizes. Also, a logical consequence of the expansion is the churning out of a perceived unprecedented numbers of graduates who struggle to find employment after graduation. The high levels of unemployment among graduates from the HEIs/TEIs in Ghana have been interpreted to mean that the graduates are unemployable. Meanwhile, the literature lacks scientific studies on graduate employability assessment. Nonetheless, the anecdotal claims of unemployability of graduates from Ghanaian HEIs/TEIs seem to have gained acceptance among many stakeholders because the literature reveals a weak partnership links between HEIs/TEIs and industry, which is seen to be a catalyst for graduate employability. Besides, the literature shows a low penetration of high-speed broadband internet in the Ghanaian higher education system to support the effective use of technology for skills training. Presently, the literature on the needs of the Ghanaian HEIs/TEIs and the system at large admonishes that the conduct of needs assessment should not be a single one-time operation, but a continuing and periodic activity.

The teaching and teacher training assessment literature establishes that evidence on higher education teaching and teacher training assessment is not only anecdotal but also lacking. However, the literature on trends in the Ghanaian HEIs/TEIs research and TNE partnership needs show that social capital, measurable goals, administrative support, creativity, innovation and sustained funding are the key TNE partnership needs of HEIs/TEIs in Ghana. An extensive review of the literature on regulations and policies also reveals a number of regulatory and policy frameworks adopted to re-engineer the Ghanaian higher education system since independence. Nonetheless, the regulatory and policy frameworks have been patchy and incoherent, resulting in a lack of a comprehensive higher education policy that facilitates effective and efficient TNE partnerships in the Ghanaian higher education system and institutions.

In conclusion, the critical review of the literature indicates that Ghana's higher education system and institutions stand to benefit significantly from TNE partnerships because TNE partnerships could help address challenges such as staffing and infrastructural deficit, graduate employability assessment, and HEIs/TEIs and industry links.

Chapter 5

Chapter 5: Engagement/non-engagement of Ghanaian HEIs/TEIs in TNE partnerships with reasons

5.1 Overview

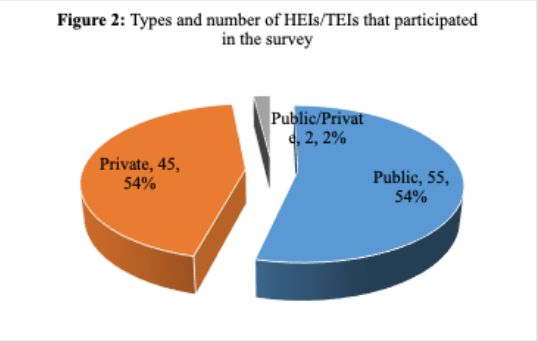
As was discussed in Chapter 3, data collection for this project was carried out in three multi-phases. Phase 1 (whose outcomes are presented fully as Chapter 4) involved desk review of relevant policy documents, empirical literature, and technical and institutional reports to map out and profile all the 215 HEIs/TEIs in Ghana. Phase 2 constituted a cross-sectional survey involving two stages. Stage 1 involved the collection and analysis of quantitative data from 102 HEIs/TEIs about their engagement (or otherwise) in TNE partnerships. Stage 2 concerned the collection and analysis of quantitative data from 28 HEIs/TEIs involved in TNE partnerships regarding the nature and scope of their existing partnerships. Phase 3 involved multi-site case study interviews conducted with 17 officials selected (i.e. representatives of regulatory bodies, international relations offices/registrar's offices and heads of departments of HEIs/TEIs involved in TNE) to examine and describe, among other things, the predictors of successful TNE partnerships, key performance indicators of the existing partnerships, funding model and resources committed to executing the partnerships, partnership needs of HEIs/TEIs, as well as Ghana's HEIs/TEIs' regulatory and policy frameworks and the implication of the application of these frameworks on the partnerships.

This and the five chapters that follow present the findings from the primary data collected for the purpose of the research project along the lines of themes that have emanated from data collection and analyses through the process of induction.

This chapter presents findings of the survey data collected from 102 HEIs/TEIs (i.e. during stage 1 of the second phase of data collection) regarding their engagement, or otherwise, in TNE partnerships and their reasons for doing and/or not doing so. In all, three key questionnaire items – types of participating HEIs/TEIs; engagement/non-engagement of participating HEIs/TEIs in TNE partnerships; and reasons for non-engagement of participating HEIs/TEIs in TNE partnerships – were marshalled to address this purpose. The rationale essentially was for this chapter to serve as a basis on which the ‘actual’ survey findings (from stage 2 of the second phase of data collection and analysis) together with the findings of the ‘multi-site’ case studies interviews are anchored. For this reason, and in order to ensure that the principles of clarity and succinctness are adhered to, the three questionnaire items along which lines the data analysis was conducted, together with a fourth item which cross-tabulates the type of institutions and the reasons for their non-engagement in TNE partnerships, are presented consecutively.

5.2 Types of participating HEIs/TEIs

To be able to assess the status of TNE partnerships in Ghanaian HEIs/TEIs requires that the HEIs/TEIs that engage in these partnerships (or otherwise) are identified and their reasons for engagement or non-engagement are illustrated. In line with this reasoning, this questionnaire item sought simply to identify the types of HEIs/TEIs that were contacted for data collection within the Ghanaian educational landscape for this purpose. Figure 2 illustrates the findings to this questionnaire item.



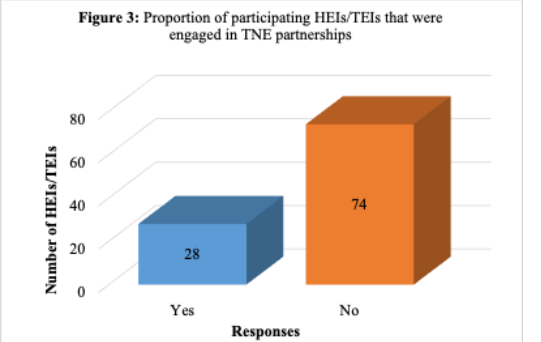
From Figure 2, it can be observed that 102 out of a total of 215 HEIs/TEIs currently existing and/or operating in Ghana (National Accreditation Board, 2019) were contacted for data collection for the first phase of the research. Out of this total number, 55 (54 per cent) of them were public (i.e. government funded), 45 (44 per cent) were private funded, while two (two per cent) were public/private funded.

While the low participation rate is or could be a

matter of concern, the disparity (in terms of numbers) between the public-funded HEIs/TEIs and their private counterparts from whom data was collected for the purposes of the study is not quite discouraging. This is because the disparity is not so wide to warrant the criticism of under-representativeness of the latter in the study. The private sector involvement in higher/tertiary education provision (especially through the participation of faith-based organisations, non-governmental organisations (NGOs), international NGOs, philanthropists, corporate entities, etc.) in recent times in Ghana is particularly encouraging, and thus makes a case for a study of this kind to explore and illuminate, in telling ways, a number of issues relating to, but not limited to, the types of partnership arrangements existing between and among HEIs/TEIs in the country; the internationalisation strategies adopted by these institutions; their key performance indicators; and the funding models and resources committed to running the institutions as well as their partnership needs.

5.3.Engagement/non-engagement of participating HEIs/TEIs in TNE partnerships

Following on from the assessment of the number and types of HEIs/TEIs from whom data was collected, the next item that was given consideration for analysis purposes was how many of the HEIs/TEIs identified in Figure 2 were engaged in TNE partnerships in their varying forms in the country. This was deemed necessary to ensure that time, energy and resources were not expended on investigating TNE partnerships issues with HEIs/TEIs operating in the country which did not have any forms of TNE partnership engagements. Figure 3 captures the analysis regarding this theme aptly.



Reading across Figure 3, it becomes immediately evident that out of the total number of 102 HEIs/TEIs who participated in the study, only 28 (27

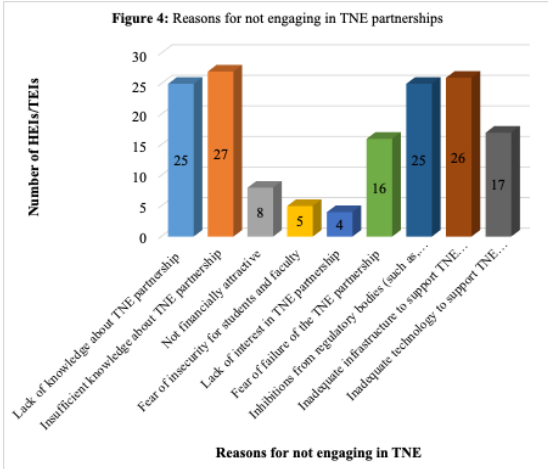
per cent) of them had and/or were engaged in some form of TNE partnership. A whopping 74 (73 per cent) of the HEIs/TEIs did not have any form of partnerships as far as TNE was concerned.

This, for us, was not surprising, granted that the literature reviewed for the purposes of this research (e.g. Ankomah-Asare et al., 2016; National Accreditation Board, 2015) indicates that TNE partnership as a concept was one that was emerging, and that the upsurge of interest in higher/tertiary education provision and delivery currently in Ghana by both government and private sector stakeholders was a recent phenomenon (Swanzy, P. & Potts, A. (2017). *Quality assurance strategies in higher education: The case of Ghanaian polytechnics. Education Research and Perspectives* 44, 100 - 127). As argued by Ankomah-Asare et al. (2016), for example, Ghana has, for the past two decades, positioned itself as one of the major providers of quality higher education in sub-Saharan Africa. During this period, according to them, Ghana’s TEIs have opened their doors to students and faculty of countries within the sub-region (notably Nigeria, Cameroon, Guinea and some east African countries). This trend, in their words, has seen Ghanaian TEIs develop as regional hubs of education, and thus making its current international enrolment stand at 3,207 students for public-funded tertiary institutions and 11,978 for privately funded tertiary institutions. So clearly, the low number of TNE partnerships institutions in the country, as indicated in Figure 3, lends credit to the point instructively that although there are indications of the birth of TNE partnerships currently in the higher/tertiary education sector in Ghana, such partnership schemes are at their early stages of development.

5.4 Reasons for non-engagement of participating HEIs /TEIs in TNE partnerships

As a follow-up to the findings presented in Figure 3, we were interested in finding out the reason that the 74 HEIs/TEIs that participated in the study offered for not engaging in any form of TNE partnerships. This information, for us, was crucial in getting us to understand the current state of TNE partnerships in the country, and the reasons why the concept is/was not catching up quickly with HEIs/TEIs in the country as is

happening in other parts of the world, especially in some Asian countries. Figure 4 illustrates interesting findings to the issue.



It is evident from the findings in Figure 4 that high numbers of HEIs/TEIs cited insufficient knowledge about TNE partnerships (27), inadequate infrastructure to support TNE partnerships (26), inhibitions from regulatory bodies, and lack of knowledge about TNE partnerships (25) respectively as the most predominant reasons for not engaging in TNE partnerships. Similarly, HEIs/TEIs attributed their non-engagement in TNE partnerships to inadequate technology to support TNE partnerships (17) and fear of failure of TNE partnerships (16), while interestingly some HEIs/TEIs claimed they were not in any TNE partnership relationships because of financial unattractiveness of TNE partnerships (eight), fear of insecurity for staff and students (five) and lack of interest in TNE partnership schemes and programmes (four).

Inferring from these findings, it becomes immediately clear that most of the participating HEIs/TEIs who indicated that they did not have any form of TNE partnerships did not think or feel they were in this position because they lack interest in such partnerships, entertained fears of insecurity for students and staff, nor that they thought TNE partnerships were financially unattractive. Rather, and as the findings indicate, the majority of these institutions did not have and therefore were not in any form of TNE partnerships mainly because of: (i) lack of knowledge about such partnership processes and practices; (ii) inadequate infrastructural facilities to support TNE partnership demands;

and (iii) activities and inhibitions from regulatory bodies (such as NAB, NCTE and Ministry of Education).

Largely, these findings resonate, in so many ways, with literature review insights relating to TNE partnership needs of HEIs/TEIs in developing countries (Africa Unit, 2008, 2010; Association of Universities and Colleges of Canada, 2003; Bate and de los Santos (as cited in Ziguras, 2001); de-Graft Aikins, 2008; de-Graft Aikins et al., 2012 etc.). For example, and as illustrated in the literature review for the purposes of this research, Bate and de los Santos (as cited in Ziguras, 2001) make the point forcefully that whatever type of TNE delivery is being used in developing countries, be it offshore branch campuses, twinning arrangements or international distance education, TNE increasingly relies on information and communication technology to facilitate routine crossing of borders by information, staff and educational materials. De-Graft Aikins et al. (2012: 1), on the other hand, contend that an underlying theme in recent reflections on how research TNE partnerships work is the ‘difficulty of sustaining and scaling up short-term achievements of research partnerships, firstly because of lack of sustained funding arrangements, and secondly because of complex micro-political (e.g. power struggles between members) and macro-political (e.g. the demands of the funding organisations and regulatory agencies) processes’. They add that the structures (and invariably the success) of TNE partnerships in developing countries are dependent on a host of factors including sustained funding, adequate infrastructural and technological facilities, the research capacity of collaborating institutions and administrative support from funders and regulatory and quality assurance agencies. So clearly, the findings illustrated in this section of the report appear to unveil and reverberate some of the critical need areas of HEIs/TEIs in developing countries in relation to their engagement in TNE partnerships.

5.5 Cross-tabulation of type of HEIs/TEIs and their reasons for non-engagement in TNE

5.5.1 Partnerships

To provide further insights into the reasons for non-engagement of some of the Ghanaian HEIs/TEIs in TNE partnerships, the data illustrated in Figure 4 was inducted further along the lines of the types of HEIs/TEIs (i.e. public versus private) that participated in the survey data collection at this preliminary stage. The findings, as illustrated in Figure 5, are revealing.

The findings show that the disparity between public and private HEIs/TEIs relating to some of their reasons for non-engagement in TNE partnerships was not all that significant. This seeming lack of significance in disparity between public and private HEIs/TEIs regarding the issue of their non-engagement in TNE partnerships is particularly seen in the case of four reasons alluded to in Figure 5, where the significant disparity or differences between them ranges from only one to two marks. The four reasons in question are: lack of knowledge about TNE partnerships (one mark difference); insufficient knowledge about TNE partnerships (two marks difference); fear of insecurity for students and staff (two marks difference); and lack of interest in TNE partnerships (one mark difference). For the rest of the reasons alluded to in Figure 5, the disparity between public and private HEIs/TEIs in terms of their non-engagement in TNE partnerships is somewhat significant and/or enormous. It can be observed that the margin of disparity/difference between public and private HEIs/TEIs regarding the other reasons for their non-engagement in TNE partnerships ranges from three marks (i.e. for both not financially attractive and fear of failure of TNE partnerships), through four marks (i.e. for inadequate technology to support TNE partnerships), six marks (i.e. for inhibitions from regulatory bodies) to nine marks (i.e. for inadequate infrastructure to support TNE partnerships).

Against this backdrop, two interesting interpretations can be inferred. First, and at face value, the insights can be interpreted to resonate with the interpretations given earlier to the findings in Figure 4. That is, the findings could be interpreted to mean that the HEIs/TEIs concerned (whether public or private) were not engaged in TNE partnerships not because they

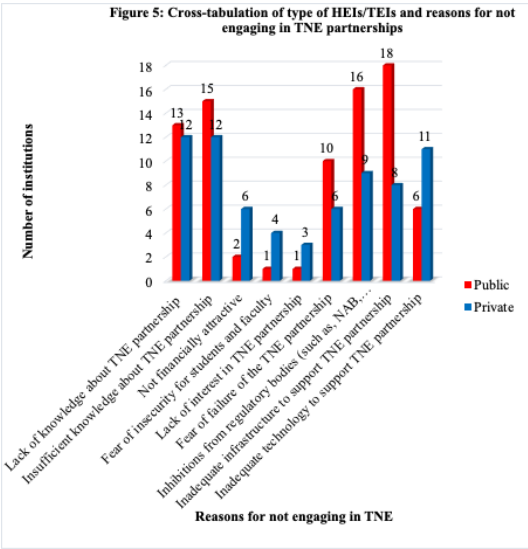
lack interest in such partnerships, entertained fears about the insecurity for their students and staff, or that they felt or thought that such partnerships were financially unattractive. Rather, the majority of these institutions were not in any form of TNE partnership because of a lack of knowledge about such partnership processes and practices, inadequate infrastructural facilities to support TNE partnership demands, and activities and inhibitions from regulatory bodies (such as NAB, NCTE and Ministry of Education).

Second, and when one approaches the interpretation from the dimension of public versus private HEIs/TEIs, it can be deduced that out of the total number of nine reasons adduced to explain their non-engagement in TNE partnerships, the public HEIs/TEIs outweighed their private counterparts in five, whereas the private HEIs/TEIs also outweighed the public HEIs/TEIs in four. The five areas in which the public HEIs/TEIs outweighed their private counterparts include lack of knowledge about TNE partnerships; insufficient knowledge about TNE partnerships; fear of failure of TNE partnerships; inhibitions from regulatory bodies; and inadequate infrastructure to support TNE partnerships. Taking inhibitions from regulatory bodies as an example, it is not surprising that more public HEIs/TEIs cited it as a reason for their non-engagement in TNE partnerships. The reason for this is because public HEIs/TEIs are established, managed and regulated by acts of parliament, and as such are much more rigid (in terms of processes and procedures) in dealing with ‘outside’ institutions and agencies, as compared to their private counterparts, most of which are set up by private organisations (e.g. religious and/or faith-based organisations, NGOs and international NGOs) for profit-making motives, and as such, are more flexible when it comes forming partnerships. Again, the issue of inadequate infrastructure to support TNE partnerships being more pronounced in public HEIs/TEIs than in private ones is understandable for two key reasons, among a host of other reasons. One, the number of students in most public HEIs/TEIs far outnumber infrastructural facilities. Two, the infrastructural facilities in most HEIs/TEIs are either are not suitable or do not meet the partnership needs and expectations of partner organisations and institutions. In most private HEIs/TEIs, on the other hand, the infrastructure situation is manageable

somewhat, owing to the relatively smaller number of students coupled with their financial wherewithal in meeting some, if not most, of their partnership demands and expectations.

On the other hand, the four areas in which the private HEIs/TEIs outweighed their public counterparts comprise inadequate technology to support TNE partnerships; not financially attractive; fear of insecurity for students and faculty; and lack of interest in TNE partnerships. This is not particularly shocking, given that private sector participation in HEIs/TEIs provision (and the concept of distance learning generally) in Ghana is relatively a recent phenomenon. Besides most of these private institutions being relatively ‘new’, they also lack the requisite human resources, technological sophistication and the ‘courage’ to be able to run their institutions effectively and efficiently as expected of them. Also, many privately owned HEIs/TEIs (if not most of them) have profit-making motives and therefore may either be uninterested or discouraged (through, may be, inhibitions from regulatory and quality assurance agencies) from participating fully in practices and activities (e.g. partnership activities, exchange learning programmes, collaborative delivery of courses, credit transfer arrangements and study abroad programmes) that have the propensity to make them truly and duly established academic institutions of higher learning. This, perhaps, may explain why the privately owned HEIs/TEIs concerned have identified those four reasons for their non-engagement in TNE partnerships over and above their public counterparts.

It is instructive to note from reading across Figure 5 that the public/private HEIs/TEIs identified in Figure 2 were not mentioned in the context of the analysis in Figure 5 at all. The reason for this is that the number of HEIs/TEIs that fitted into this category was negligible (just two of them). More so, these two public/private HEIs/TEIs indicated that they were not receiving direct funding and/or subvention from government. For this reason, and for ease of analysis and presentation, these two institutions were re-designated as private HEIs/TEIs, and their number added to the total number of HEIs/TEIs that indicated they were private.



5.6 Chapter summary

In this chapter, findings relating to the first part of the survey conducted with HEIs/TEIs across Ghana are presented and discussed. In all, questionnaire data were collected from 102 HEIs/TEIs and analysed. The results of the analysis show that out of the total number of 102 HEIs/TEIs engaged in this research activity, 55 (54 per cent) were public, 45 (44 per cent) were private, whereas two (two per cent) were public/private HEIs/TEIs. The results show further that 28 (27 per cent) HEIs/TEIs out of the total number of 102 were engaged in TNE partnerships, while 74 (73 per cent) of them did not have or were not involved in any form of TNE partnerships. The results of the analysis illustrated in this chapter also show that the major reasons cited by many of the 74 HEIs/TEIs who reported that they did not have or were not engaged in any form of TNE partnerships included: insufficient knowledge about TNE partnerships; inadequate infrastructure to support TNE partnerships; inhibitions from regulatory bodies; and lack of knowledge about TNE partnerships. Finally, a cross-tabulation of the reasons for non-engagement in TNE partnerships by type of HEIs/TEIs (i.e. public versus private) reveal that out of the nine reasons outlined for which both public and private HEIs/TEIs were required to indicate the ones that prevented them mostly from engaging in TNE partnerships, public HEIs/TEIs outweighed their private counterparts on five, whereas the private HEIs/TEIs also surpassed the public

HEIs/TEIs on four. The five reasons areas in which the public HEIs/TEIs outweighed their private counterparts include lack of knowledge about TNE partnerships; insufficient knowledge about TNE partnerships; fear of failure of TNE partnerships; inhibitions from regulatory bodies; and inadequate infrastructure to support TNE partnerships. On the other hand, the four reason areas in which the private HEIs/TEIs surpassed their public counterparts comprise inadequate technology to support TNE partnerships; not financially attractive; fear of insecurity for students and faculty; and lack of interest in TNE partnerships.

Against the backdrop of the findings enlisted in this chapter, it becomes immediately clear that there is some evidence of the birth of TNE partnerships currently in the higher/tertiary education sector in Ghana, but that these partnerships are emerging and/or at their very early stages of development.

The following five chapters of the report present the findings of the research on the second phase of the survey conducted with the twenty-eight HEIs/TEIs and the multi-site case study interviews conducted with 17 officials carefully selected (i.e. representatives of regulatory bodies, international relations offices/registrar’s offices and heads of departments of HEIs/TEIs involved in TNE). In view of the mixed-methods approach adopted for the research, coupled with the need to present a detailed account of events, the findings from these two data sources (i.e. surveys and multi-site case studies interviews) are presented together in the following five chapters.

Chapter 6

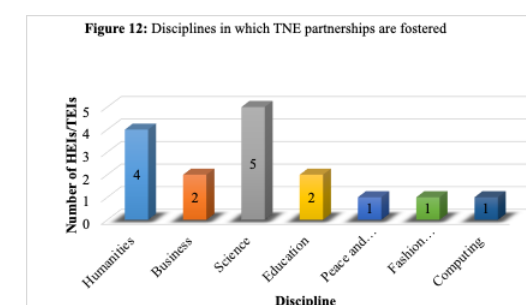
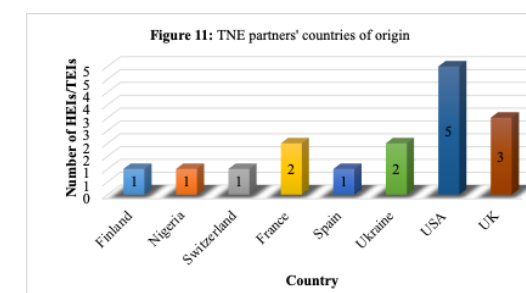
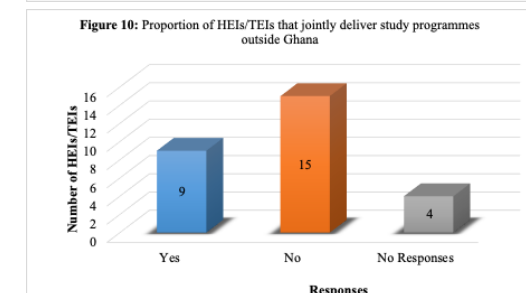
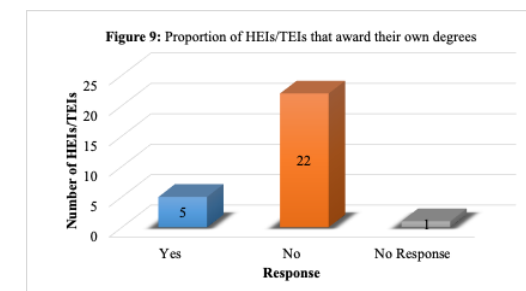
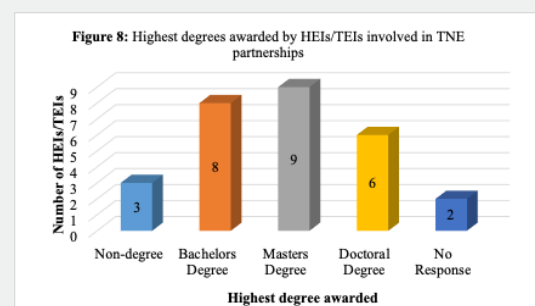
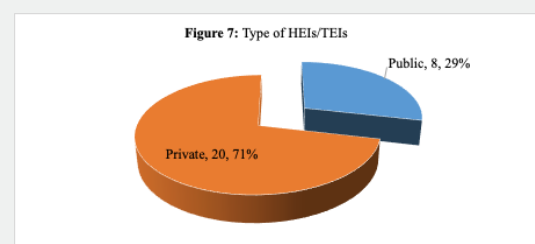
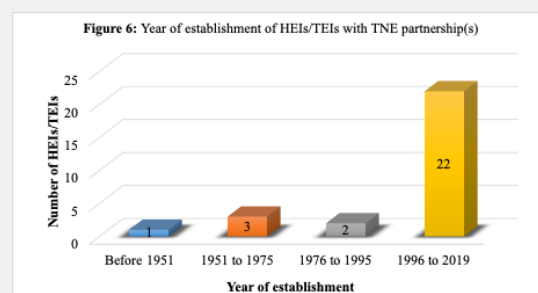
Status of TNE partnerships in Ghanaian HEIs/TEIs

6.1 Overview

In this chapter, we present the findings of the second phase of the survey conducted with 28 HEIs/TEIs involved in TNE partnerships, together with findings of the 17 multi-site in-depth case study interviews conducted with carefully selected officials from the higher education/tertiary education landscape in Ghana. The chapter presents the findings from both of these data sources around three research questions grouped into an overarching theme: status of TNE partnerships in Ghanaian HEIs/TEIs. To promote orderliness and reader-friendliness of the write-up, the research question constituting the theme of the chapter, and their corresponding findings are presented in succession. But before this, some demographic characteristics and/or descriptions of the 28 HEIs/TEIs involved in TNE partnerships and the 17 officials selected for in-depth interviews are presented to set the issues emanating from the findings in context.

6.2 Demographic characteristics of the 28 HEIs/TEIs involved in TNE partnerships

The demographic characteristics of the 28 HEIs/TEIs who indicated they were in some form of TNE partnerships are vital in helping to foreground the findings in context. In Figures 6 through to 12, some of the essential demographic characteristics of the HEIs/TEIs involved in TNE partnerships are illustrated.



The demographic characteristics of HEIs/TEIs presented above are very revealing. It is clear from Figure 6, for example, that out of the 28 institutions who indicated that they were in some form of TNE partnership(s), 22 (78 per cent) were established during the period 1996 to 2019, whereas six (22 per cent) were established during the period 1951 to 1995. This is particularly interesting as it shows clearly that the majority of the institutions that were engaged in TNE partnerships were established recently under the Fourth Republican/Constitutional rule in Ghana. This thus lends credence to our earlier assertion, buttressed by the literature review for the purposes of this

research project, that TNE partnerships, as a concept, is one that is emerging (Ankomah-Asare et al., 2016; National Accreditation Board, 2015) and that the upsurge of interest in higher/tertiary education provision and delivery currently in Ghana by both government and private sector stakeholders is a recent phenomenon (Swanzy and Potts, 2019).

Figure 7 indicates that 20 (71 per cent) of the HEIs/TEIs who were engaged in TNE partnerships were privately owned, whereas eight (29 per cent) were publicly or state-owned. This disparity in numbers between private and public HEIs/TEIs is particularly not surprising given the upsurge of private sector interest in higher education provision currently in Ghana. For example, between a short period of five years (i.e. 2011 to 2015), private participation in tertiary education in Ghana has expanded with the number of accredited private institutions rising from 54 to 108 (Tagoe, 2016).

Findings from Figures 8, 9 and 10 provide interesting insights. In Figure 8, for example, it is observed that two of the HEIs/TEIs did not respond to the question about the degrees they award, whereas three indicate that they were non-degree awarding institutions. Eight and nine of the HEIs/TEIs respectively indicate that they award bachelor's degrees and master's degrees, whereas six indicate that they award doctorate degrees. In Figure 9, the number of HEIs/TEIs that award their own degrees was assessed. Reading across the figure, it is observed that one HEI/TEI did not respond, while five indicate that they award their own degrees. A whopping 22 HEIs/TEIs indicate that degrees for their study programmes are not awarded by themselves. It is observed, reading from Figure 10, that nine HEIs/TEIs jointly (i.e. with foreign TNE providers) deliver study programmes outside Ghana, while 15 do not. Four HEIs/TEIs, however, did not provide responses to the question about whether or not they jointly deliver study programmes outside the country.

Clearly, the data in Figures 8, 9 and 10 are interesting and worth disaggregating further to illustrate, among other things, the degrees awarded by the HEIs/TEIs that are public/private; the number of public or private HEIs/TEIs that award the various degrees; and perhaps the proportion of public/private HEIs/TEIs that jointly deliver study programmes

outside Ghana. (These and other interesting issues emanating from the study's findings would be included in the follow-up articles for publication in high-impact peer-review journals as part of the dissemination and user-engagement plans.)

The findings from Figure 11 concern the origin of countries that are in TNE partnerships with the 28 Ghanaian HEIs/TEIs in question. Reading across the Figure, it is observed that the highest number of institutions that are in TNE partnership with Ghanaian HEIs/TEIs comes from the USA (represented by five partnership institutions), followed by the UK (represented by three partnership institutions), and Ukraine and France (represented by two partnership institutions each). The rest of the countries featured (i.e. Finland, Switzerland, Spain and Nigeria) are all represented by one partnership institution, meaning TNE partnership institutions from these countries have but one partnership arrangement each with HEIs/TEIs in Ghana.

Taken together, this finding suggests that when compared to countries in the Middle East, where the concept of TNE appears to be flourishing, the situation regarding TNE partnership activities in Ghana seems not to have reached a crescendo, as the concept itself was evolving. This, thus, lends credence to our earlier view which is supported firmly by the collaborative social network theory we adopted as the theoretical framework to foreground the issues emanating from the study in context. In our review of the social network theory (especially literature relating to boundary spanning, mediation and brokerage), for the purposes of this research, we argued that the higher education sector in Ghana was a context that is rich in isolated clusters, such as 'silos' and professional 'tribes' in need of connectivity (Braithwaite, 2006, 2010; Braithwaite and Westbrook, 2005, cited in Long et al., 2013). Seen in this light, therefore, the finding illustrated in Figure 11 could be said to be an indication of the 'real picture' of the situation on the ground, and an encouragement to transnational partnership institutions and countries to take advantage of the opportunity to undertake serious and sustained partnership activities for the mutual benefits to themselves and Ghana. In particular, Figure 11 and its findings could be said to be a 'wake-up' call for the British Council, which has been a long-standing friend and

partnership institution of Ghana, to take its rightful place as a boundary spanner, mediator and/or broker to bring together disparate groups and institutions interested in TNE partnerships so that they can work together collaboratively, effectively and synergistically to advance the cause and quality of higher education generally in Ghana and the UK.

In Figure 12, disciplines in which TNE partnerships are fostered were assessed. The findings indicate that TNE partnerships exist in Ghanaian HEIs/TEIs in many disciplines and areas of human endeavour (including business, education, peace and security, computing, fashion design and graphic design). However, these partnerships appear to be much more pronounced and/or fostered mainly in the sciences and humanities. This corroborates, in many respects, our findings from the review of literature for the purposes of this research which suggested that the trend in Ghana's high education research and partnership initiatives appears to be a product of the courses and programmes provided by its HEIs/TEIs. Essentially, the findings from Figure 12 buttress the point, although implicitly, that the trend in Ghana's higher education research and partnership focus appears to be aimed at stimulating Ghana's developmental agenda to consolidate its middle-income status, generate wealth, promote growth and provide decent employment and reduce poverty levels.

6.3 Demographic characteristics of the 17 officials/actors selected for the multi-site in-depth case study interviews

The demographic characteristics of the 17 actors/officials selected for the multi-site in-depth case study interviews are illustrated in Table 5.

Table 5 Demographic characteristics of the 17 participants interviewed

Number of institutions	Names of institutions	Designation of officers interviewed
5 regulatory bodies	National Accreditation Board	Executive secretary
	Ministry of Education	Senior planning officer/development partners coordinator
	National Council for Tertiary Education	Head (planning, research and policy development)
	Nurses and Midwifery Council	Chairman
6 public HEIs/TEIs	National Board for Professional and Technician Examinations	Executive secretary
	University of Health and Applied Sciences	Officer in charge of international programmes
	University for Development Studies	Deputy director (international relations and advancement)
	University of Ghana	Vice-chancellor
	University of Cape Coast	Director, academic planning
	Sunyani Technical University	Assistant registrar (international programmes)
6 private HEIs/TEIs	Ghana Institute of Management and Public Administration	Rector
	Ashesi University	Pro-vice-chancellor
	Central University	Pro-vice-chancellor
	Zenith University College	Deputy registrar/co-ordinator (professional programmes)
	Wisconsin International University College	Registrar (academics)
	Spiritan University College	Vice-rector
	Ghana Baptist University College	Deputy registrar (international programmes)

Clearly from Table 5, the 17 officials/actors selected for the multi-site in-depth case study interviews were based on the actors'/officials' and their respective institutions' experiences and roles in TNE partnerships. Thus, the selection of these officials/actors using

purposeful sampling technique was deemed to be appropriate because it enabled the research team to identify and select information-rich cases (Patton, 1990) with varied experiences in TNE partnerships. The aim of the criterion sampling strategy, according to Patton, is to

identify and select all cases that meet some predetermined criterion of importance. In this study, the criterion sampling technique was used because it allowed for the sampling of key actors and institutions with rich information about TNE partnerships within the higher education sector for an in-depth analysis.

It is instructive to add that in the presentation of the interview findings, each of the interviewees have been assigned unique numbers to anonymised their views

In the next sections of the chapter, findings are illustrated along the lines of the research questions constituting the chapter.

6.4 How is the concept of TNE partnerships understood and/or conceptualised by institutional actors in the Ghanaian higher education/tertiary education landscape?

This research question sought generally to explore how the concept of TNE partnerships was understood and/or conceptualised by Ghanaian HEIs/TEIs involved in TNE partnerships. Aside helping to gauge the HEIs/TEIs' understanding of what TNE partnership was about, this question was intentioned to get respondents to articulate, albeit implicitly, what they considered to be the fundamental ingredients needed for effective TNE partnerships.

Our analysis of both quantitative and qualitative data sources suggest that HEIs/TEIs demonstrated some intuitive understanding of the concept 'TNE partnerships'. In the case of the self-administered questionnaires, for example, respondents were required to answer this question by choosing from a set of five statements provided, the statement which best described and/or defined TNE partnerships. Figure 13 illustrates the quantitative findings to this question.

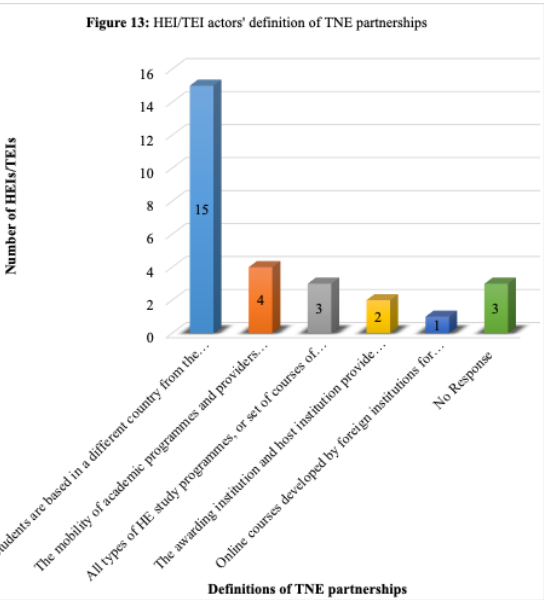


Figure 13 shows that 15 of the HEIs/TEIs (representing 54 per cent) conceptualised TNE partnerships as a situation where students are based in a different country from the awarding institution for all or part of their study. This conceptualisation is interesting as it 'holds the key' to understanding what TNE partnerships are all about. It does suggest, for example, that under a TNE partnership arrangement, the students necessarily do not have to travel to the awarding institution in order to access education. In other words, the students remain in their home country while studying at a foreign university. As useful as it is, this understanding and/or conceptualisation of TNE partnerships in such a straightforward and simple manner misses out on the 'bigger picture'. As our review of literature for the purposes of the research on which this report is based shows, TNE partnership is characterised by very many features, including the need for national boundaries to be crossed by information about the education, and by staff and/or education materials (whether the information about the education and the materials travel by mail, computer network, radio or television broadcast or other means (Global Alliance for Transnational Education, 2000). Seen in this light, therefore, the respondents' rendition of TNE partnerships in such a loose manner is but fundamental to grasping the full meaning and operations of TNE partnerships in all its facets.

Also, Figure 13 findings indicate that only one HEI/TEI actor recognised TNE as involving online

courses developed by foreign institutions for students in the host country. This is particularly not surprising because of the fact that most Ghanaian HEIs/TEIs lack the needed infrastructure to support online course/programme delivery. For example, Ghanaian HEIs/TEIs in their quest to deliver online courses/programmes are said to lack infrastructure, including inadequate broadband, inappropriate software licences and inadequate support staff (technical and managerial) to implement available ICT policies and manage existing structures (Amofa, 2018). They, therefore, do not appear to think or see the development of online courses by foreign institutions as part of TNE partnership arrangements.

Concerning the semi-structured interviews conducted, it is interesting to note that apart from one interviewee who was 'spot on' with the definition and/or conceptualisation of the concept of TNE partnership, the majority of interviewees expressed varied views. Some interviewees defined/conceptualised TNE partnerships to mean co-operation between their institutions and foreign ones for purposes of education service delivery. In the ensuing excerpts, for example, the voices of four interviewees can be heard articulating this view forcefully:

We understand TNE to be a balanced collaboration, partnership or cooperation between our institution (mentions the name) and an institution outside Ghana in an area that is relevant and mutually beneficial to parties involved ... (Senior Officer of a Regulatory Body 4).

...TNE partnerships refers to a situation whereby institutions abroad are working with others in Ghana. The foreign institution may not necessarily have a physical presence but have partners or partnership with an institution like us... They may have joint certification of programmes with us, for example.

Senior officer of a regulatory body 1

Our university [mentions the name] is owned by a religious congregation and they are missionaries who deal mostly with international affairs which is key to their mission. They collaborate with people anywhere in the world to provide education to those who need it. Yes, it is core to the mission of our university [mentions the name]. Upon

entering our university, you will see several flag posts of different nationalities that are here who study, live in harmony and learn from each other. We have international perspectives in whatever we do.

Senior Officer of a Private HEI/TEI 1

Transnational Education Partnership is basically a partnership that we have with an education and research institute in other countries or across other countries. So agreement or partnership between both schools could be termed as Transnational Partnership. Establishment of links with international universities in the form of student exchange, faculty exchange or research of common interest.

Senior officer of a private HEI/TEI 3

Other interviewees conceptualised TNE partnerships directly in terms of the partnership operations of their respective HEIs/TEIs, and successes they have chalked up with foreign partner institutions in this area:

... the concept of transnational education partnership simply talks about the mobility of higher education programmes and institutions across international borders. That is simply how I can put it ... We've got a university from the UK, that has been in operation since October 2013, and we've had students offer this programme for the Master's in Health Promotion and I think that has gone on very well. We currently have the third cohort and what happens is that it's a two-year programme that gives the opportunity for students to get the blended learning. Thus, the distance learning [face to face] after which they get a degree in Master's qualification in Health Promotion.

Senior officer of a public HEI/TEI 1

In our university college [mentions the name of institution], we run a course with affiliation of the Association of Business Executives from the UK. We also run courses in affiliation from logistics and transport also from the UK, and Association of Chartered Accountants. We run also a Chartered Management Accountant from the UK. So basically, these are the four key professional courses all based in the UK. What we do is to offer tutorial classes for registered students for these professional bodies. Examinations are conducted by the respective bodies. We only offer tutorials; students pay their own fees. We administer and conduct the exams on behalf of the bodies

Senior officer of a private HEI/TEI 4

For us as a private accredited university in Ghana, we are affiliated to four local universities. We've also sought partnership with schools, especially in the US. We believe that although we are linked with universities in Ghana we should be looking at experiences outside. Recently we have been talking to Concordia University to have some partnership with our Nursing programme. Sometimes our faculty go there and they also come here. Sometimes we can even exchange programmes with them and they don't lose out on the semester. We also have another one with Senegal named BEM Dakar, where some of the students have done a semester and it was counted in their curriculum. We have a student who has moved from BEM Dakar and he is credited from here. So we've had that kind of arrangement and it's been helpful

Senior officer of a private HEI/TEI 5

Transnational educational partnerships from my view and from the practice we have here is related to local Ghanaian universities engaging in collaborative programmes with foreign universities, in various ways, whether in the delivery of degree programmes or in the area of research. There could partnership in the delivery of taught programmes or PhD programmes but there is also the element of research where a lot of the partnerships really exist. The TNE we have basically is engaging with other sister institutions and for us, we have sister institutions like Administrative Staff College of Nigeria, Management Development Institute in Gambia, the Institute of Public Administration and Management in Sierra Leone and Liberian Institute of Public Administration. Those are the very primary partnerships we have and the very first one is couched West African Public Administration programme that we developed together over ten years ago. It is called Public Sector Management Training Programme. It was jointly funded by our institution [mentions the name of institution] and some of these national institutions as well as the African Capacity Building Foundation which is headquartered in Zimbabwe.

Senior officer of a public HEI/TEI 6

In another interview session, the interviewee attempted the conceptualisation of TNE partnerships along the line of his/her institution's mission, vision and beliefs regarding partnerships.

The insights generated through his/her long rendition, although interesting, is not surprising granted that the institution was established by a Ghanaian/African entrepreneur who, having lived his adult life in both worlds (i.e. Africa and the West) intended to help solve Africa's leadership quagmire by setting up the university:

Our mission has always been to educate not only Ghanaian children or students but African students for the purposes of transforming them or cultivating ethical entrepreneurial individuals (i.e. the concern for others and the courage it will take to transform the continent as leaders of Africa). There are several reasons why this came about. Our founder at a point in his career wanted to make this change happen and in his explorations about what he can do, he happened to come across information that said at that time African descends... only five per cent actually get to go to college was between the period 1907 to 1910.. Then logically to him, it is the five per cent who become leaders, doctors, lawyers and they make decisions... So he thought that if he is supposed to make an impact in this, first of all, he has to set up a university and the intent of the university should be to do what I just shared with you... So we are very intentional to recruit from other African countries, so that is one aspect of our understanding of the meaning of transnational... Then the other partnership is with the Western world, that is, the partnership everybody is familiar with. But the partnership we have with African countries is a collaborative venture between universities who want us to learn together about the best ways to grow our students... Then for the Western and the European type of partnerships, one of our goals is to make sure that 90 per cent of our graduates stay in Africa. Our interest in the West is to keep us current and relevant... because we do not have that kind of money, the partnership we have is with people who can like and support us, so it is mainly to get our students with the kind of exposure they will need to be able to either live abroad or here but we make it very clear that this is just that you can be better here.

Senior officer of a private HEI/TEI 5

In yet another interview encounter, the interview articulated what, by far, could be described as an embracive and comprehensive conceptualisation of TNE partnerships. In his/her interview excerpt, the interviewee demonstrated that indeed he/she had a clear understanding of TNE partnerships

as a concept:

Transnational education is where we have an institution A that is outside Africa running its programme in another country B through either joint or dual degrees, through franchising, (where the institution can be allowed to run some of the programmes of the foreign institution), or through online distance education (where there is no local support, the institution does that) and also through establishment of campuses in that country, that is, outside the foreign institution. For our university [mentions the name of institution], we have been looking at internationalization and also looking at how we can broaden partnerships with institutions outside. One area we have been discussing extensively in the area of joint degrees. The Dean of Graduate Studies has been very instrumental in this and I am able to talk about this because I serve on the board of graduate studies and we have been tasked to put together the concept paper for how we can work with institutions from abroad towards creating avenues for joint degrees. I know dual degrees are already going on. Thus, students can do part of the programme here and they go outside to the parent institution to finish it. With respect to online programmes, we haven't quite developed a need for that. A lot of offers have come from institutions abroad asking us to run some of the programmes in this university but we haven't actually consented to that. We have not been given the green light. We haven't developed any joint partnership in that area ... every summer, lecturers from our partner universities come here to teach. The students pay fees but not as the foreign students pay. There is a subsidy. Some of our partner universities also want us to start running a foundation programme where we will be able to identify students who are interested in pursuing programmes in Reading so we take them through the foundation course and then later be admitted on the programmes they have selected to complete.

Senior officer of a public HEI/TEI 2

Clearly from the excerpt above are some of the vital ingredients of TNE partnerships espoused in the literature. So in general terms, the renditions in this section, apart from this last interview excerpt, largely endorse the view elucidated by the questionnaire finding in Figure 13 in two ways. First, the findings appear to suggest that the HEI/TEI actors, and perhaps their institutions

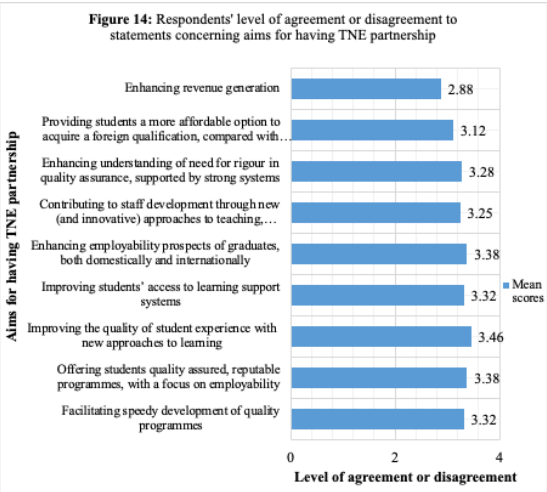
who took part in the research study, had some intuitive knowledge and understanding about TNE partnerships as a concept, but that this knowledge appears not to be comprehensive and/or embracive of all the vital ingredients. Second, the findings seem to suggest that the tacit understanding/knowledge that the interviewees have about TNE partnerships appear generally to have stemmed from and/or reflected the partnership operations of their respective institutions.

6.5 How do successful TNE partnerships work in Ghanaian HEIs/TEIs?

This research question sought generally to explore how successful TNE partnerships work in HEIs/TEIs in Ghana. To address this, the HEIs/TEIs were asked to respond to questionnaire items on the aims, benefits, models, key performance indicators (KPIs), and factors accounting for the success of TNE partnerships in Ghanaian HEIs/TEIs. The focus on these interrelated issues was aimed at generating a broader and comprehensive understanding of how successful TNE partnerships really work in the Ghanaian higher educational landscape. Figures 14 to 18 present the findings to these intriguing questions.

It is important to note that, the interpretations of the findings illustrated in these figures are guided by a decision rule. The rule specifies that statements with mean scores from 1.00 to 1.75 are considered to have been strongly disagreed with by respondents, whereas statements with mean scores from 1.76 to 2.50 are considered to have been disagreed with. Conversely, statements with mean scores from 2.51 to 3.25 are considered to have been agreed with by respondents, whereas those with mean scores from 3.26 to 4.00 are considered strongly agreed with by respondents.

Regarding the first sub-theme of aims for having TNE partnerships in Ghanaian HEIs/TEIs, respondents were asked to indicate their level of agreement or disagreement with nine sets of statements put together as a questionnaire item in relation to this theme. The findings of this questionnaire item are illustrated in Figure 14.

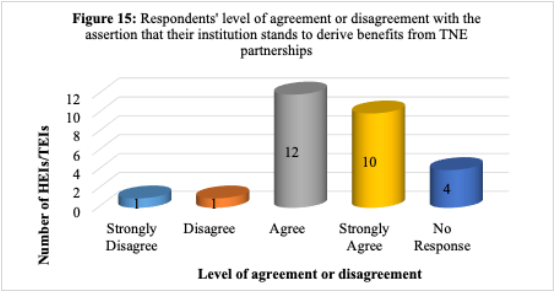


From Figure 14, none of the respondents disagreed with the nine statements provided as the aims of having TNE partnerships in HEIs/TEIs in Ghana. Most of the respondents strongly agreed that ‘improving the quality of student experience with new approaches to learning’ (mean = 3.46) and ‘enhancing employability prospects of graduates, both domestically and internationally’ (mean = 3.38) were the first two aims for having TNE partnerships in Ghanaian HEIs/TEIs. Other statements most of the respondents strongly agreed to as being the aims for having TNE partnerships include: ‘offering students quality assured, reputable programmes, with a focus on employability’ (mean = 3.38), ‘improving students’ access to learning support systems’ (mean = 3.32), ‘facilitating speedy development of quality programmes’ (mean = 3.32) and ‘enhancing understanding of need for rigour in quality assurance, supported by strong systems’ (mean = 3.28). Put together, these findings suggest that TNE partnerships in Ghanaian HEIs/TEIs are mostly aimed at improving the quality of students’ experiences.

fascinatingly, ‘enhancing revenue generation’ (mean = 2.88) was least considered by respondents as a major aim for having TNE partnerships. This implies that perhaps most Ghanaian HEIs/TEIs do not necessarily think of or see TNE partnerships as a business opportunity where they can generate revenue. This, however, runs contrary to the widely held view about the global philosophy of TNE partnerships becoming a core element of nations’ ‘higher education as business’ philosophy (Marginson, 2002), and a defining characteristic of the transition of HEIs/TEIs into ‘multi-million dollar academic enterprises’

(Gallagher, 2000).

Concerning the second sub-theme relating to the benefits derived from TNE partnerships, the literature reviewed suggests generally that HEIs/TEIs involved in TNE partnerships are believed to be benefiting from their involvement in one way or the other. To ascertain the veracity or otherwise of this general believe about TNE partnerships in the context of the Ghanaian HEIs/TEIs, respondents were first asked to indicate their level of agreement or disagreement with the assertion that their institutions stood to benefit from TNE partnerships. Findings to this questionnaire item are illustrated in Figure 15.



Reading across Figure 15 shows that, 22 out of the 28 respondents (representing 79 per cent) were in agreement generally with the assertion that their institutions stood to derive benefits from TNE partnerships. Two of the respondents did not agree with the assertion, whereas the remaining four respondents did not respond to the question altogether. Put together, the evidence from Figure 15 suggests that the respondents felt that largely Ghanaian HEIs/TEIs stood to gain from their involvement in TNE partnerships.

Armed with this vital information, the next question that was put to the respondents concerned the specific benefits they stood to derive from TNE partnerships. In line with this purpose, eighteen sets of statements were put together as options for the respondents to select from regarding the specific benefits of TNE partnerships. The findings of this questionnaire item are presented in Table 6.

Table1 Population of Tertiary/Higher Education Institutions in Ghana

TNE partnership benefits	Frequency	Percentage
Revenue generation prospect for economic growth	9	32
Income to complement/supplement declining state support for higher education	5	18
Hosting branch campuses of prestigious educational institutions	11	39
Enhancing/deepening collaboration/co-operation between Ghana and other countries	19	68
Opportunity to redesign the country's educational curricula	13	46
Safe haven to accommodate foreign students and educators	20	71
Marketing Ghana as a safe haven for foreign investment	16	57
A means of circumventing physical and geographical barriers to university access	16	57
As a means of promoting English language usage in the sub-region	7	25
Promising growth in the arena of online education and Open University concepts	7	25
Opportunity for virtual learning	12	43
Strategy for promoting internationalisation	18	64
Opportunity for ICT infrastructural growth	12	43
Opportunity for human resource capacity building	18	64
Flexibility in terms of time commitment than face-to-face delivery	8	29
Affordable as compared to campus-based programmes	9	32
Improvement in teaching and research output of host institutions	16	57
Reduction in the phenomenon of 'brain drain'	13	46
(N = 28)		

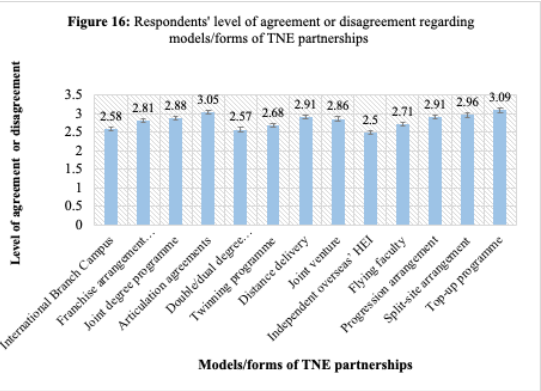
Data presented in Table 6 reveals that: ‘safe haven to accommodate foreign students and educators’, ‘enhancing/deepening collaboration/co-operation between Ghana and other countries’, ‘strategy for promoting internationalisation’ and ‘opportunity for human resource capacity building’ are the top four benefits Ghanaian HEIs/TEIs indicated they stand to derive from TNE partnerships. It is, however, important to point out from the findings presented in Table 6 that ‘income to complement/supplement declining state support for higher education’ was the benefit respondents least indicated they stand to derive from TNE partnerships. This particular finding reiterates the earlier finding illustrated in Figure 14 which indicated that Ghanaian HEIs/TEIs considered ‘enhancing revenue generation’ (mean = 2.88) as the least among their aims for having TNE partnership.

Largely, these findings appear to support the views expressed by earlier studies (Pieper and Beall, 2014; Pohl and Lane, 2018) regarding the beneficiaries of TNE partnerships. It is believed generally that the main beneficiary of TNE in host countries are the students. Clearly, without TNE, many of these students could not participate in higher education, mainly because of inadequate higher education capacity in the host country, but also sometimes because of the programme they want to study, or their level of educational achievement, nationality or socio-economic background. As Pieper and Beall (2014), for example, argued, many TNE students often choose to take distance and/or online programmes because they are usually cheaper than campus-based programmes and more flexible in terms of time commitment than face-to-face delivery. This, according to Pieper and Beall, is shown to be advantageous for TNE students that are typically older and in full-time employment.

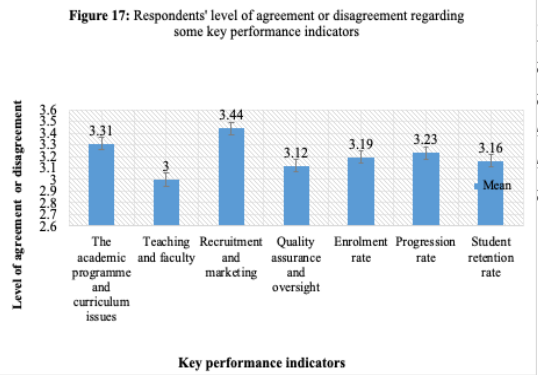
Similarly, host country governments have noted that TNE has the potential to increase higher education capacity, satisfy labour market skill needs, and contribute to knowledge creation and innovation. According to Pohl and Lane (2018), countries such as Qatar, Singapore and the UAE have used TNE to encourage innovation and the development of knowledge economies. The research output of some IBCs is now comparable with both the leading domestic institutions in the host country and the

institution’s home campus. In Qatar, for example, TNE accounts for over a quarter of the national scholarly research output (ibid.).

The next sub-theme explored relates to models of TNE partnerships used in Ghanaian HEIs/TEIs. To address this aspect of the research question, thirteen models drawn from the review of TNE literature were developed into statements for participants to respond to. Specifically, the respondents were asked to indicate their level of agreement or disagreement regarding the items describing the models or forms of TNE partnerships employed in Ghanaian HEIs/TEIs. Figure 16 presents the findings from the quantitative analysis.



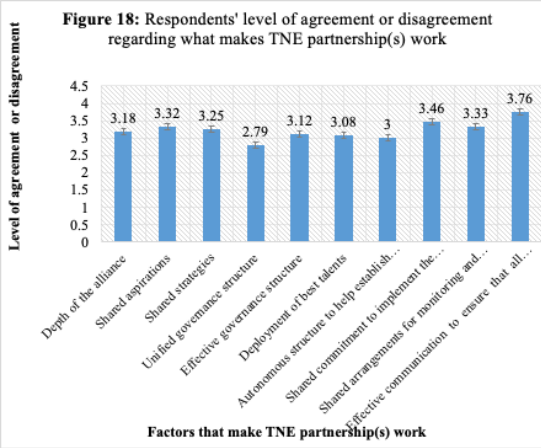
Using the decision rule already established, the reading from Figure 16 suggests that the HEIs/TEIs that took part in the survey generally agree that all the models/forms of TNE partnerships identified, with just one exception, were the models employed in their institutions. The mean score for the models ranged from 2.56 to 3.25. The model respondents disagreed and/or felt was not in use in their institutions was one that concerned ‘independent overseas’ HEI model’. This has a mean score of 2.5.



As Figure 17 shows, out of the seven KPIs, the respondents strongly agreed that ‘recruitment

and marketing’ and ‘the academic programme and curriculum issues’ are the topmost performance indicators for assessing the success of TNE partnerships in their institutions. They also agreed that the five other KPIs are being used to measure the success of TNE partnerships in their institutions, with ‘teaching and faculty’ being the least important performance indicator, according to their responses.

The last sub-theme under this research question examined the factors that make successful TNE partnership work in Ghanaian HEIs/TEIs. Here, respondents were required to indicate their level of agreement or disagreement to/with ten factors/determinants drawn from the TNE literature regarding what makes TNE partnerships work in their institutions. Figure 18 presents the findings that emerged from the analysis.



As Figure 18 shows, the HEIs/TEIs strongly agreed that ‘effective communication to ensure that all partners are kept informed’, ‘shared commitment to implement the programme’, ‘shared arrangements for monitoring and reporting process’ and ‘shared aspirations’ constitute the main factors that make TNE partnerships work in their institutions. The mean scores for these statements ranged from 3.26 to 4.0.

Regarding the semi-structured interviews conducted with the officials of the case study institutions, on the other hand, the interviewees in answering the question about how TNE partnerships work in Ghanaian HEIs/TEIs did not focus directly on all the five sub-themes (i.e. aims, benefits, models, KPIs and factors for success of TNE partnerships) as in the case of

the questionnaire findings. Rather, their attention generally was on KPIs, benefits and factors for successful TNE partnerships, together with some quality assurance issues. The ensuing excerpts, for example, present the voices of two interviewees on what appears to be their views on the issue of some of the KPIs of successful TNE partnerships in Ghanaian HEIs/TEIs:

The programme or institution must first be already accredited in the foreign country. Having a good brand name makes them successful as they are able to recruit students. The success also depends on the country of origin. That is the foreign institution, Ghanaian, for instance, prefer US and UK institutions. The success also depends on the fees. If the cost is lower than taking the course outside it makes it successful.

Senior officer of a regulatory body 1

I can't be specific to that but what I can say is that, for a given programme to run for a period, producing students and in that particular programme you have foreign scholars coming down to teach, and as long as the programme is still running, you can consciously assume that the programme is running well. If I want to look at indicators without being specific, then we are looking at the number of students that they produce, the quality of the students in terms of pass rate, avenues for students to have hands-on experiences. These are the larger external quality issues that we want to look at; the faculties' capabilities, their publication records, tracer studies, outcome variables, internal quality assurance issues, quality of the lecturers, the resources that they have; all these will let to know, mostly, how these are satisfied on the programme...

Senior officer of a regulatory body 2

Some other interviewees talked about how successful TNE partnerships work in their institutions directly in terms of the benefits their institution are deriving from their existing partnerships. These interviewees talked generally about opportunities for capacity building, revenue generation and reduction in the brain-drain phenomenon as some of the benefits they are deriving directly from their existing TNE partnership arrangements:

In terms of capacity building, the programme

here builds the capacity of local persons in Ghana and builds the capacity of our faculty because they teach the same courses with colleague faculty from the other university. They share experiences and some of our faculty members get the opportunity to talk to these flying faculty about opportunities related to education abroad. So the idea is to build capacity as it relates to our objective and we think that is working. The other idea is to reduce the brain drain thing and the third idea is to minimize the cost. So I think in that regard it is working. ... In terms of funding those who come here pay fees that we charge but we charge lower fees as compared to other public universities...

Senior officer of a private HEI/TEI 1

... Now, for me, looking at it, I see the TNE as providing an internationally recognized education at the top for students locally. What that also means, for us is that we as an institution benefit financially, because when we look at the programme, some funding is given to us to host the programme here in Ghana and with our institution... The other thing is that it gives opportunity for students to gain an international education without having to travel to the UK, and for me, that saves a lot of cost... I think that offering quality education, an internationally recognized education in their home country is beneficial. We also see it as people not coming to travel out of the country in getting the needed education. I don't think it's a brain drain but rather curbing the brain drain, because what I see is that capacity is built and once, we build that capacity, it gives opportunity for our students who then gain qualifications to be accepted. Rather than flying out of the country and going to struggle to gain the qualification and come back when you don't even have the assurance that you would have a job... I also see that we have become a university of choice in the sense that a foreign internationally recognised institution has come to partner with us so that we can deliver a course or a programme jointly and for me again, that is a success...

Senior officer of a public HEI/TEI 1

Some of these arrangements that exist in the form of co-operation are to enhance capacity where they feel that they need to add to the skill set of the students and also enhance the capacity of faculties. Also, brain drain may be a possibility but might also be about financial aids that they

seek. Again, it helps us to earn some hard-earned currencies. Instead of going to the US, Germany to enrol, with the cost implications, you can do the same programme here and you will save this country some hard-earned currencies regarding the cost of education for individuals. It can also add to the infrastructure strength of a particular institution ... I am not sure about that but of course, there will be some form of arrangements in terms of the funding. In most cases, a large chunk of the funding comes from the foreign institutions that are co-operating. One very important thing is that, before such arrangements are consummated, the MoU has to spell out all these obligations from each party.

Senior officer of a regulatory body 2

For us, our main objective in TNE is to, first of all, to reduce brain drain, to build up capacity and to enhance the field of national education. When people come normally from other institutions, they bring their ideas and we share ideas together and we know what is going on in other institutions or other countries... Then also, of course, we cannot forget the fact that it generates small income. As we do this, some of them come to pay school fees. It's not for free. We have agreement with some of the universities that we wave the schools fees and when our students also go, they would wave their school fees but some also pay in full...

Senior officer of a public HEI/TEI 3

Regarding factors for successful TNE partnerships, some interviewees articulated in their respective interview sessions what could be described generally as the conditions under which successful partnerships can thrive:

From the viewpoint of our institution (mentions the name of institution), TNE could be strong instruments for knowledge, skills, innovations and technology exchanges if they are balanced, transparent, trustworthy and mutually beneficial to parties involved

Senior officer of a regulatory body 4

What I would say is that, we want an opportunity where there can be shared experience and shared learning and if the object of this TNE partnership is to be able to happen in a win-win situation for the host institution and the foreign institution then we would have met our objectives where we can be able to make significant contribution that will be mutual benefit to both

institutions.

Senior officer of a public HEI/TEI 1

Besides these, some quality assurance issues pertaining particularly to 'standards' were also articulated by some interviewees. The interesting thing regarding this, of course, relates to the fact that the issues articulated concerned processes and practices that are undertaken to ensure that good-quality education is delivered to students. An interviewee captured this succinctly in his/her rendition about the quality issues involved in delivering TNE partnerships in his/her institution:

To start with because they award the degree, they send us a curriculum which we also look at, re-adjust and validate. We will then send it to National Accreditation Board for approval. So the programme has been approved by both accreditation authorities of the two schools. And because the programme of study is in Ghana, all those quality assurance practices of other programmes of study also apply to this programme. When we write exams the results are sent to them to have a look. They want to see the syllabus of faculty members before they teach in a semester. In the end, we send them reports to make sure that the standards we have in Ghana synchronise with what they have at Pittsburgh. We have external examiners and moderators as well.

Senior officer of a private HEI/TEI 1

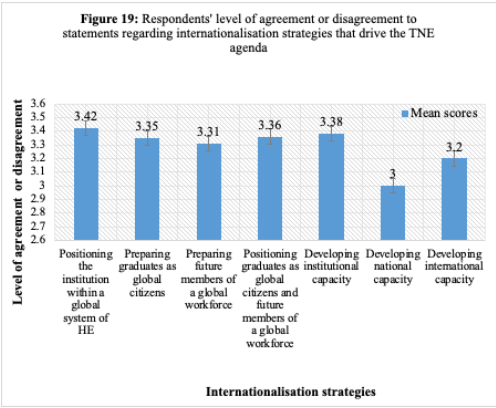
Clearly, the interviewees' accounts concerning how successful TNE partnerships work in Ghanaian HEIs/TEIs resonate largely with the evidence in the literature especially in the areas of benefits and key performance indicators for successful TNE partnerships.

6.6 How or in what ways are international partnerships development offices in/at Ghanaian HEIs/TEIs driving the TNE agenda?

Several HEIs/TEIs across the globe have resorted to the establishment of international development offices to promote, support and co-ordinate all facets of their international education activities. Clearly, the establishment of international development offices underscores the important role these offices play in the internationalisation agendas of HEIs/TEIs. Generally, the offices are expected to, inter alia, develop strategic alliances, manage

institutional partnerships and collaborations, work with departments to develop international agendas and implement the institutions' internationalisation strategies.

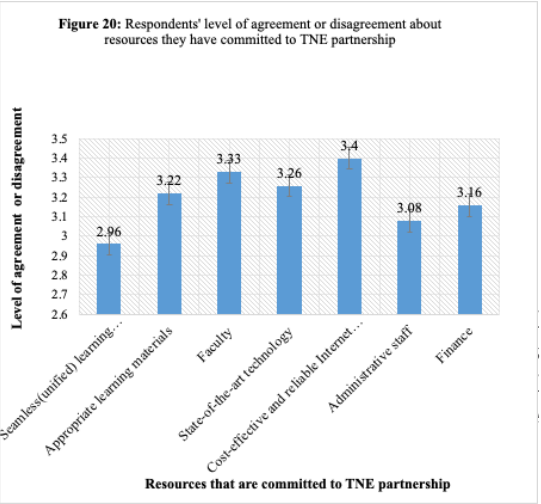
In line with this reasoning, this research question investigated how and/or the ways by which international partnerships development offices in/at Ghanaian HEIs/TEIs were driving their institutions' TNE partnerships agenda. In the case of the quantitative data, for example, two questionnaire items were employed to answer the research question. The first item required respondents to indicate their level of agreement or disagreement to a set of seven statements identified in the literature regarding the internationalisation strategies adopted by international development offices in HEIs/TEIs for the success of their TNE partnerships. The respondents' insights about these set of seven statements are presented in Figure 19.



Basing the interpretation of Figure 19 on the decision rule already established, it can be seen that respondents are in agreement with all the seven statements suggested as potential internationalisation strategies to adopt for the success of TNE partnerships. Thus, respondents strongly agreed to five out of the seven statements posed while the remaining two statements are agreed with. Specifically, they strongly agreed that their international partnership development offices adopt internationalisation strategies such as ‘positioning the institution within a global system of higher education’ (mean = 3.42), ‘developing institutional capacity’ (mean = 3.38), ‘positioning graduates as global citizens and future members of a global workforce’ (mean = 3.36), ‘preparing graduates as global citizens’ (mean = 3.35) and ‘preparing future members of a global workforce’ (mean = 3.31). In addition, the respondents agreed that their international partnerships development offices develop international (mean = 3.2) and national (mean = 3) capacities that attract and sustain TNE partnerships.

Certainly, the fact that Ghanaian HEIs/TEIs indicate that they adopt the strategies in Figure 19 means, or at least implies, that they are focused on making or intend to make global impact through their engagements in TNE partnerships.

The second questionnaire item developed to answer the research question regarding how HEIs/TEIs in Ghana are using their interna



With reference to the decision rule established, the findings in Figure 20 reveal that most institutions were very committed to mobilising

human and material resources to get their TNE partnerships to succeed. This is indicative of the fact that they strongly agreed that they are committing ‘cost-effective and reliable internet connectivity’ (mean = 3.4), qualified and experienced ‘faculty’ (mean = 3.33) and a ‘state-of-art technology’ (mean = 3.26) to boost their TNE partnerships. In addition, they agreed to procure ‘appropriate learning materials’ (mean = 3.22), securing adequate ‘finance’ (mean = 3.16) and creating a ‘seamless (unified) learning environment’ (mean = 2.96) that promotes TNE partnerships in their institutions.

This insight regarding how the institutions commit resources to TNE partnerships is particularly interesting in the sense that when this is compared with others, especially the findings in chapters 7 and 8 of this report, it becomes apparent that perhaps the resources the HEIs/TEIs claim they commit to TNE partnership activities may not be sufficient as one expects.

In the case of the qualitative data generated from in-depth interviews with officials of the case study institutions, it is clear that international partnerships development offices at Ghanaian HEIs/TEIs are driving the TNE agenda mainly by establishing international links and collaborations; monitoring, evaluating and following up on memorandums of understanding (MoUs); facilitating speedy development of quality-assured programmes; and organising field trips and exchange programmes. These claims, for example, are captured in the following extracts from the responses of interviewees:

We do a lot of activities here [international relations and advancement]. We are one of the most active directorates in the university. When you do a survey, the results can all point to that. So here in our directorate, we are into facilitating speedy development of quality programmes, and also offering students quality assured reputable programmes with a focus on employability. We also improve the quality of students’ experience through new approaches to learning, critical thinking, and support from foreign partners. We have different systems in running our programmes from the other universities. When we send out students to the villages to learn from the people, this event attracts more people. Currently, we have some students who are doing transnational

partnership based on our kitchen model and students from other institutions want to join our innovative approach into tertiary education.

Senior officer of public HEI 3

...Organising events to promote the TNE partnership agenda is also done. A few follow up on graduates to know their success stories.

Senior officer of regulatory body 1

Yes, we do have an office for university and international problems and so the MoUs, the monitoring, the evaluation, the follow-ups and all those kinds of things are done through that office. The only thing is that they keep us in the dark as to what is happening.

Senior officer of private HEI 2

We have established one with a Director for Institutional Linkages. We also have a collaboration with BAREP (Brong Ahafo Research Programme) with Canada and as we speak now, the Canadians are in. So that collaboration is there. Since the establishment of BAREP and currently the institutional linkages, we have really had a cordial relationship with our counterparts in Canada and this will be about the fifth time they are visiting us. They come with projects so they come back to inspect whether the projects are functioning as they ought to.

Senior officer of public HEI 5

... being instrumental in defining our interest in internationalisation. ... the international office will at times, like you said, scan, they scout for potential partners and we are also part of an association like the Association of Commonwealth Universities. Such a network exposes us to a number of opportunities.

Senior officer of public HEI 6

Noticeably, it does appear from the responses of interviewees that a number of the HEIs/TEIs have come to see the importance of TNE partnerships and have thus realised the need to set up international partnerships development offices for this purpose. Conversely, it does also appear that some other HEIs/TEIs, unfortunately, may not have designated offices/directorates where the issue of TNE partnerships were attended to directly. This is clearly evident in the words of two interviewees:

For now, we don't have that office but ... I happen to be the Assistant Registrar for general

management, Office of the President, and then International Collaborations. As I said, the MoUs spell out the things we the local universities are supposed to do and those that the foreign universities are supposed to do. So, for us, I will say we are really preparing. Lecture halls and all the facilities are being prepared. There are some things that we need to be communicating with the foreign universities now and then. I remember Swanzy state sent a team to come and meet us and they even gave us an offer for some of our lecturers to go and do their PhD with them. So, we are in talks.

Senior officer of private HEI 6

There is no office in charge of international partnership here. If the institution grows, we will create an office for it.

Senior officer of private HEI 1

In all, the findings to this research question indicate that Ghanaian HEIs/TEIs engaged in TNE partnerships are committing resources such as cost-effective and reliable internet connectivity, qualified and experienced faculty and state-of-art technology to help drive the partnership agenda. Similarly, it is evident from the findings that these Ghanaian HEIs/TEIs drive their institutions’ TNE agenda through strategies such as: positioning the institution within a global higher education system, developing institutional capacity, and positioning their graduates as global citizens and future members of a global workforce. Also, it is observed that some of the Ghanaian HEIs/TEIs that are engaged in TNE partnerships have come to recognise the importance of establishing international development offices to help promote, support and co-ordinate all facets of their TNE partnership activities.

6.7 Chapter summary

In this chapter, the findings to three research questions are presented, namely: research questions 2, 3 and 6. Before this, information about the demographic characteristics of both the questionnaire respondents and the qualitative case study interviewees are outlined to set the findings in context.

Regarding research question 2, the findings suggest generally that the HEI/TEI actors who took part in the research study, and perhaps their institutions, had some intuitive knowledge and understanding about TNE partnerships as a concept, but that this knowledge appears not to be comprehensive and/or embrative of all the vital ingredients. Following up on this, the findings seem to suggest that the tacit understanding/knowledge that the participants of the study have about TNE partnerships appeared generally to have stemmed from and/or reflected the partnership operations of their respective institutions.

Concerning research question 3, the findings indicate that how successful TNE partnerships work in Ghanaian HEIs/TEIs can be understood or evaluated from five broad thematic areas, namely: aims of TNE partnerships, benefits of TNE partnerships, models of TNE partnerships, KPIs of TNE partnerships, and factors responsible for success of TNE partnerships. Regarding benefits of TNE partnerships, participants agreed strongly that 'improving the quality of student experience with new approaches to learning' (mean = 3.46) and 'enhancing employability prospects of graduates, both domestically and internationally' (mean = 3.38) are the key aims for having TNE partnerships in Ghanaian HEIs/TEIs. In relation to benefits, the findings reveal that the top four benefits participants indicated that their HEIs/TEIs derive from TNE partnerships are safe havens to accommodate foreign students and educators; enhancing/deepening collaboration/co-operation between Ghana and other countries; strategy for promoting internationalisation; and opportunity for human resource capacity building. Concerning the model(s) of TNE partnerships that are in operation in Ghanaian HEIs/TEIs, the findings suggest that top-up programmes, articulation agreements and split-site agreements are the top three models that the HEIs/TEIs employed mostly. The findings also indicate that participants agreed strongly

that 'recruitment and marketing' and 'the academic programme and curriculum issues' are the topmost key performance indicators for assessing the success of TNE partnerships in their institutions. Last, on the issue of the factors that make successful TNE partnership work in Ghanaian HEIs/TEIs, the findings indicate that participants agreed strongly that 'effective communication to ensure that all partners are kept informed', 'shared commitment to implement the programme', 'shared arrangements for monitoring and reporting process' and 'shared aspirations' constitute the main factors that make TNE partnerships work in their institutions.

In respect of research question 6, the findings reveal that that Ghanaian HEIs/TEIs who are engaged in TNE partnerships are committing resources such as cost-effective and reliable internet connectivity, qualified and experienced faculty and a state-of-art technology to help drive the partnership agenda. However, the resources committed does not appear to be sufficient (as pointed out by participants in chapters 7 and 8 of this report). It is also evident from the findings that these Ghanaian HEIs/TEIs drive their institutions' TNE agenda through strategies such as: positioning the institution within a global higher education system, developing institutional capacity, and positioning their graduates as global citizens and future members of a global workforce. Similarly, it is observed that some of the Ghanaian HEIs/TEIs that are engaged in TNE partnerships have come to recognise the importance of establishing international development offices to help promote, support and co-ordinate all facets of their TNE partnership activities.

Chapter 7

Factors responsible for success and/or failure of TNE partnerships in Ghanaian HEIs/TEIs

7.1 Overview

This chapter presents findings to two research questions (questions 4 and 5) put together into one single theme as: factors responsible for the success and/or failure of TNE partnerships in Ghanaian HEIs/TEIs. To ensure that the research questions constituting the theme of the chapter are addressed in depth, both the survey and multi-site case study findings are presented and discussed concurrently.

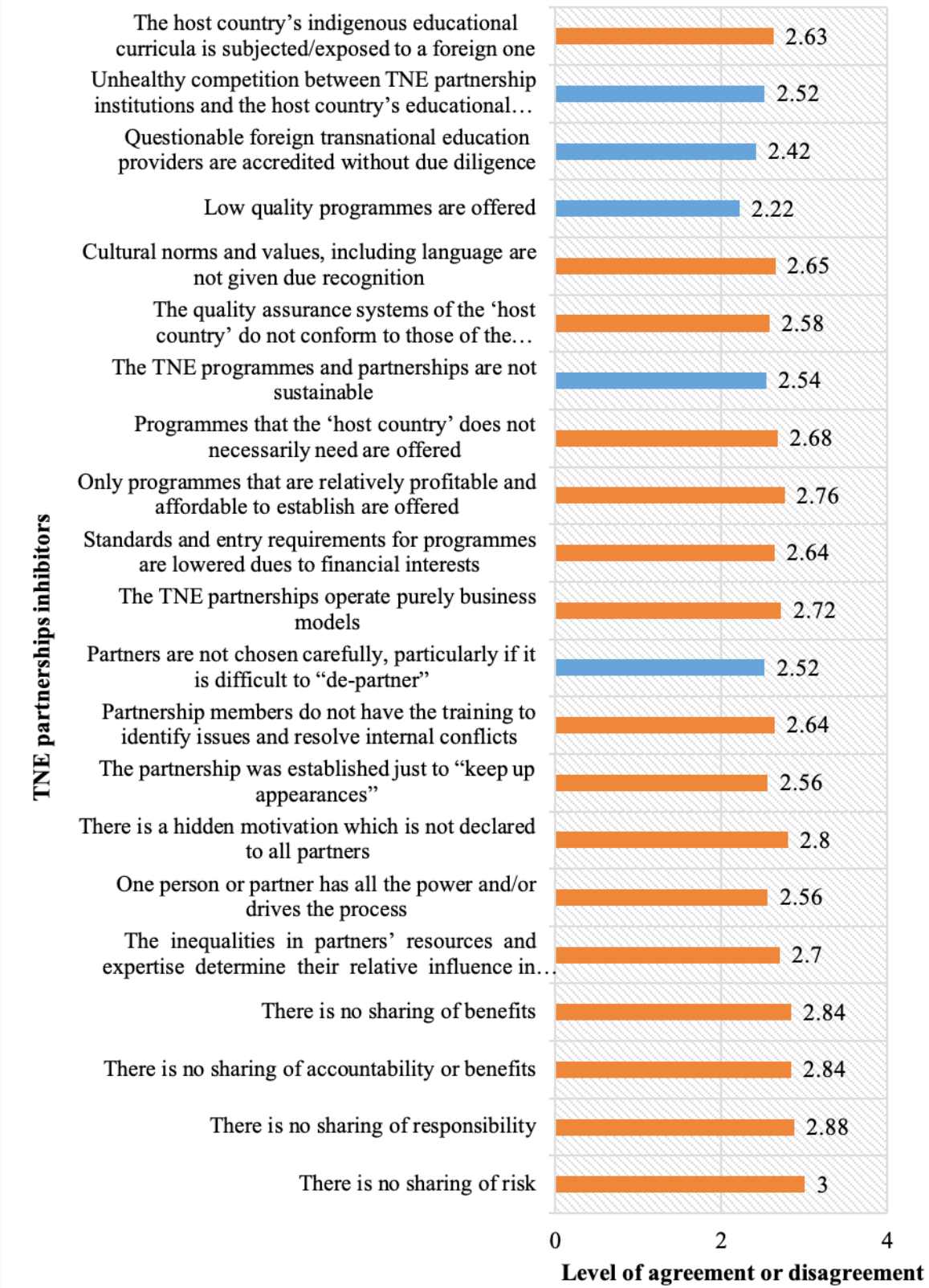
7.2 What are the main inhibitors to successful TNE partnerships in Ghanaian HEIs/TEIs?

This research question sought to find out the main inhibitors to successful TNE partnerships in Ghanaian HEIs/TEIs. In terms of the quantitative data generated to answer this research question, two questionnaire items were employed. The first item required respondents to indicate their level of agreement or disagreement with a set of 21 statements identified in the literature regarding inhibitors to successful TNE partnerships in HEIs/TEIs. Figure 21 presents the findings to this questionnaire item.

The interpretation of Figure 21 is guided by a decision rule which specifies that statements with mean scores from 1.00 to 1.75 are considered to have been strongly disagreed with by respondents, whereas statements with mean scores from 1.76 to 2.50 are considered to have been disagreed with. Conversely,

statements with mean scores from 2.51 to 3.25 are considered to have been agreed with by respondents, whereas those with mean scores from 3.26 to 4.00 are considered to be strongly agreed with by respondents.

Figure 21: Respondents' level of agreement or disagreement to statements regarding TNE partnerships inhibitors



Interpreting Figure 21 using the decision rule established, it can be observed that generally, respondents agreed with 16 out of the 21 inhibitor statements posed. Respondents agreed that not sharing risks (mean = 3) and responsibilities (mean = 2.88) among partner institutions as well as not sharing accountability and/or benefits among stakeholders (mean = 2.84) are likely inhibitors to successful TNE partnerships. Some other potential inhibitors pointed out by respondents include the suspicion of a hidden motivation that is not open to all partners (mean = 2.8), and when inequalities in partners' resources and expertise determine their relative influence in the partnership's decision making (mean = 2.7).

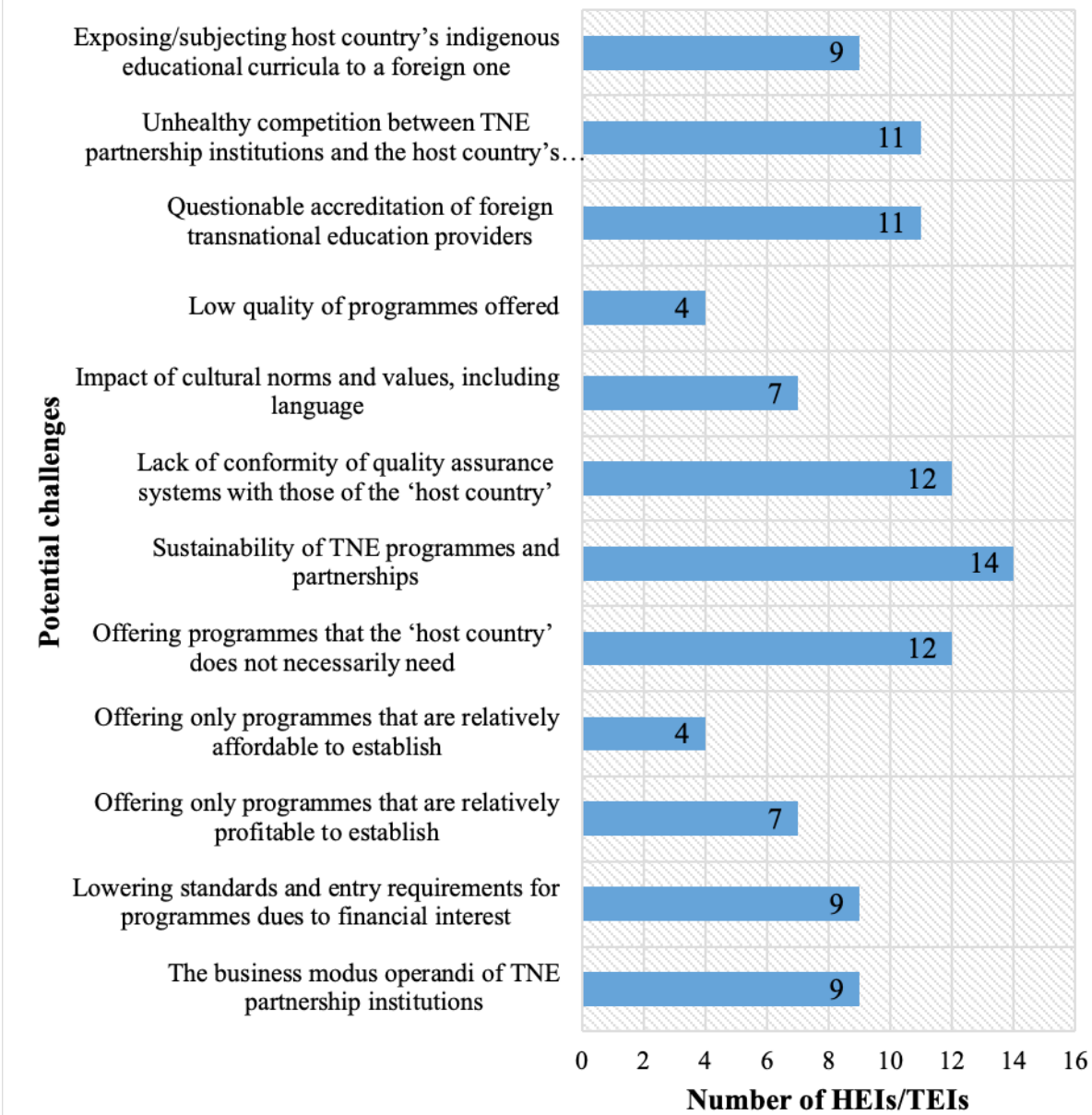
Conversely, it can also be observed that respondents disagreed generally with five out of the 21 inhibitor statements posed. For example, most respondents were of the view that low-quality programmes offered (mean = 2.22), questionable accreditation of foreign TEN provider (mean = 2.42), and unhealthy competition between TNE partnership institutions and host country's educational institutions (mean = 2.52) are not likely inhibitors to successful TNE partnerships in Ghanaian HEIs/TEIs.

Strikingly, the statement that 'TNE programmes and partnerships are not sustainable' is disagreed with by most respondents (mean = 2.54). This creates the impression that, perhaps, the 28 Ghanaian HEIs/TEIs surveyed, have in place, and are adhering to effective sustainability plans. This, however contradicts the preponderance of available research evidence from practice as well as from development and project management literature (for example, Leon, 2001; Steadman et al., 2002; Weiss et al., 2002), which identifies the lack of sustainability planning as one major challenge that has plagued (and continues to plague) partnership efforts of institutions, not only in Ghana, but in sub-Saharan Africa as a whole. Specifically, the literature (e.g. Nudzor et al., 2015; Nudzor et al., 2018) argues forcefully that Ghana has been the testing ground for many TNE partnerships over the past 20–30 years, but that most of these initiatives have receded prematurely because of lack of sustainability plans to ensure that project activities continued after funding cycles elapsed. This, therefore, brings into sharp focus sustainability planning as a potential inhibitor to

TNE partnerships in Ghanaian HEIs/TEIs.

The second questionnaire item in relation to the issue of inhibitors to successful TNE partnerships was developed and administered deliberately for triangulation purposes. The idea was to triangulate the findings to this questionnaire item with those of the first to ensure and assure the reliability of the findings. For this purpose, this second questionnaire item required respondents to select from a set of statements, what they considered to be potential challenges of/to TNE partnerships in Ghanaian HEIs/TEIs. Figure 22 illustrates the findings to this questionnaire item.

Figure 22: Potential challenges of TNE partnerships in HEIs/TEIs



Reading across Figure 22, it is observed that 14 out of the 28 respondents (50 per cent) indicated that sustainability of the TNE programmes was a potential challenge to TNE partnerships. This particular finding somehow appears to contradict the earlier finding in Figure 21, which created the impression that unsustainability of TNE partnership(s) was not a potential inhibitor in the Ghanaian HEIs/TEIs (mean = 2.54). This

finding in Figure 22 thus validates evidence from the literature review (e.g. Nudzor et al., 2015; Nudzor et al., 2018) to the effect that sustainability of TNE partnerships is one major challenge in Ghanaian HEIs/TEIs.

Other potential challenges of TNE partnerships indicated by respondents in Figure 22 include: offering programmes the 'host country' does not necessarily need; the lack of conformity to quality assurance systems with those of the 'host country'; unhealthy competition between TNE partnership institutions and the host country's educational institutions; and questionable accreditation of foreign transnational education providers.

It is worth noting, at least from the implications of the findings illustrated in Figures 21 and 22, that the quality of programmes offered by Ghanaian HEIs/TEIs engaged in TNE partnerships do not necessarily appear to pose a challenge or serve as an inhibitor to the success of the TNE partnerships per se. The real challenges and/or inhibitors, according to the data presented, appear to hinge on two key issues: the issue of some programmes on offer not necessarily needed by the host country, and the fact that programmes offered sometimes do not conform to quality assurance systems of the country.

In the case of the qualitative data generated from in-depth interviews with officials of the case study institutions, it is clear that issues raised as inhibitors largely centre on insufficient funding, unavailability of internet infrastructure, and the absence of quality assurance systems and policies to drive the TNE agenda. In relation to finances being an inhibitor to the success of TNE partnerships in Ghanaian HEIs/TEIs, for example, three interviewees had these to say:

The main challenge is funding difficulties. The people [students] who come here are not from rich families that's why our fees are low but even that one too it is difficult. The support that we get from Duquesne [partners] is in the form of books to stock our libraries and their flying faculty which come to support our studies.

Senior officer of a private HEI/TEI 1

Finances have also been a challenge here in Ghana. Almost all private institutions are suffering financially. So, if there is anything that the foreign institution can help with, why not? We will also go. So, if the foreign institution is not ready to help us financially, it could be a hindrance, because we would want support from them.

Senior officer of a private HEI/TEI 6

If for instance I'm running a course from London Business School here and then faculty from

London would have to come here; the students cannot afford because the fee structure changes drastically. ... So that's the point that becomes a challenge especially those from here.

Senior officer of a private HEI/TEI 5

This issue of funding illustrated aptly here in the interview excerpts resonate with the findings of a survey commissioned by the European Commission (and conducted by Karvounaraki et al., 2018), which suggested that 'the lack of sustainable funding' was perceived by 66 per cent of respondents as a global challenge to partnerships projects.

Another issue that came up strongly as an inhibitor to the success of TNE partnerships in Ghanaian HEIs/TEIs from the interviews has to do with the absence of a comprehensive and codified policies to drive the TNE partnership agenda. Two interviewees summed this up succinctly in their respective interview sessions:

I can say on record that we don't have a codified comprehensive policy on tertiary education. It's now that we've been able to come up with a draft on

tertiary education policy. When we get this policy running, then we will be able to run our tertiary education well.

Senior officer of a regulatory body 2

Policies must be in place. Often times, we start these things and develop the policies later. But for things like this, the university must have a vision on the kind of thing they are entering into and there must be clear guidelines for people to work within those guidelines. Policy development and implementation are very important. ... The initial starting point should be constructing a policy and disseminating that policy so that anybody who is coming and want to enter into an arrangement or partnership with you, then you know where exactly to start. Because the DE [distance education] is in my school, there are institutions that want us to run their programmes but we do not have any policy in terms of advert and ownership.

If you have a university from India wanting to run online programmes here, they come and they tell you that we want to take 60 per cent of the money and you take 30 per cent and use ten per cent to run the programme. This means that from scratch you know the arrangement is not good and the power relations come in.

Senior officer of a public HEI/TEI 2

These insights by interviewees go further to emphasise the assertion by Professor Yankah, the Minister of State in charge of Tertiary Education, that Ghana lacks a single comprehensive policy for higher education (Citi Newsroom, 2019).

The issue of accreditation and quality assurance was another area of concern to some interviewees. Some of them indicated that accreditation and quality assurance issues really pose hindrances to the success of TNE partnerships in Ghanaian HEIs/TEIs. Two interviewees in their respective sessions, for example, retorted:

Another thing too, almost related to this, is that we have questionable accreditation of these transnational education providers ... We have to find out since we don't know they exist and we don't want to go into partnership with institutions that are not fully accredited because it will have an implication on us and the students

Senior officer of a public HEI/TEI 3

... Yes, that is what they tell us, that we don't have a strong quality assurance system. Those are some of the things mentioned. With policy, then you also have to identify all these things and make sure that you are fit for purpose. The institution must look within and say, if I have to make what I'm offering attractive, then I have to get all the things that matter internationally. The universities from abroad always come in because they have very strong quality assurance systems...

Senior officer of a public HEI/TEI 2

On the issue of both human and material resources, the officials stressed their non-availability and/or inadequacy as a serious threat and an inhibitor to the success of TNE partnerships in Ghanaian HEIs/TEIs. Some excerpts from the individual interviews with the officials buttressing this issue are as follows:

The opposite of fluent [sic] resources may be a hindrance, serious inhibition, if there is lack of

resources to support the programme, because believe you me, there have been many MoUs signed between universities that have not been operationalised. If you come to ours here, even if you go to the University of Ghana international office, they will tell you the many MoUs and the few that are actually active.

Senior officer of a public HEI/TEI 6

Now, if we look at the whole understanding of transnational education partnership, the greatest inhibitor as we know is our internet system. And so, if you do not have a strong infrastructure particularly in the ICT, that can be a big challenge.

Senior officer of a public HEI/TEI 1

With the impediments, what I will say is, the inequalities in partners' resources in expertise determine their relative influence in the partnership ... For instance, if we have a partnership with a university in Europe that we would exchange students, their government commits monies into this ... but for us basically, we have nothing. No money to send students abroad. So we sign partnership agreements with some universities and it's just one-sided. They always bring and we are not able to send.

Senior officer of a public HEU/TEI 3

This finding appears consistent with views in the literature (for example, Wanni et al., 2010) which suggest that imbalances in resources can make partnerships frustrating for partner institutions. An example being the foreign institute having technology that the African country may not have.

One other pertinent issue that came up strongly in the interviews regarding the issue of inhibitors to successful of TNE partnerships is the challenges associated with students' exchange programmes. While some institutions have the difficulty of sending students outside the country on student exchange programmes, others have had their partnerships stained because their students went out on the exchange programmes and refused to return.

Some officials recounted how their partnerships arrangements with some foreign institutions were marred because their students went on visits to the partner institutions as part of the exchange programme arrangements and never came back to the country to continue with their studies. They recounted:

... The other challenge is students who are interested in studying abroad, Africa is not on their list for the most part. If it's a European student, you want to go to America, Americans too want to go to Europe or Australia. Very few want to come to Africa. Those ones turn to be African Americans most of the time who want to have that experience.

Senior officer of a private HEI/TEI 2

...The main thing that inhibited the success of the

programme was that some of the students we sent outside on the exchange programme did not return. It really marred the relationship.

Senior officer of a public HEI/TEI 5

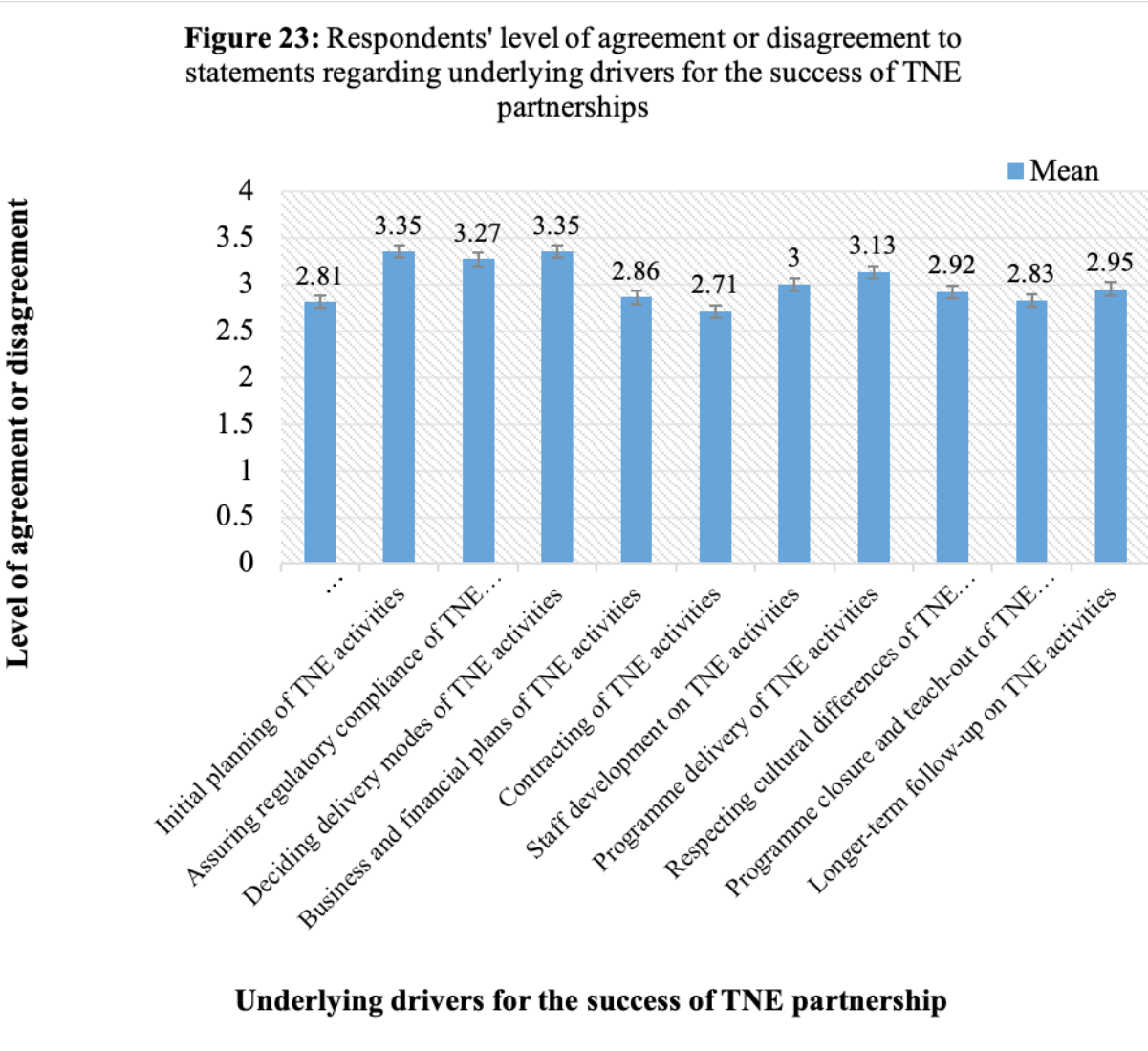
In all, and as the findings to this research question indicate, the main inhibitors of TNE partnerships in Ghanaian HEIs/TEIs are the lack of/inadequate funding, non-availability of internet infrastructure, poor quality assurance systems, and the absence of policy to drive the TNE partnership agenda. Other hindrances include lack of trust between TNE partnership institutions, issues of accreditation, unhealthy competition between partners and imbalances/inequalities in resources for TNE partnerships engagements.

7.3 What are the underlying drivers for the success of TNE partnerships in Ghanaian HEIs/TEIs?

This research question sought to find out those indicators or push factors that promote successful TNE partnerships. To achieve this, insights from both quantitative and qualitative data sources are employed to answer this question.

In the case of the quantitative data, two questionnaire items were employed to answer the research question. The first item required respondents to indicate their level of agreement or disagreement to a set of 11 statements identified in the literature regarding the underlying drivers for the success of TNE partnerships in HEIs/TEIs. The respondents' insights about these set of 11 statements are presented in Figure 23.

The decision rule that guides the interpretation of findings in Figure 23 specifies that statements with mean scores from 1.00 to 1.75 are considered to have been strongly disagreed with by respondents, whereas statements with mean scores from 1.76 to 2.50 are considered to have been disagreed with. Conversely, statements with mean scores from 2.51 to 3.25 are considered to have been agreed with by respondents, whereas those with mean scores from 3.26 to 4.00 are considered strongly agreed with by respondents.



Interpreting the findings in Figure 23 using the decision rule established suggests that, generally, respondents were in agreement with all the 11 statements posed (all mean scores > 2.50), as being underlying drivers for the success of TNE in Ghanaian HEIs/TEIs. However, their levels of agreement with these statements appear to have differed. For example, respondents strongly agreed to three out of the 11 statements, namely: initial planning of TNE activities (mean = 3.35), assuring regulatory compliance of TNE activities (mean = 3.27) and deciding delivery modes of TNE activities (mean = 3.35) as being underlying drivers for the success of TNE partnerships in Ghanaian HEIs/TEIs, while the other remaining statements were agreed to. These findings imply that having well-planned structures with clear agreed rules and

regulations that are adhered to are important for the success of TNE partnerships.

The qualitative interview findings in relation to the underlying drivers for the success of TNE partnerships in Ghanaian HEIs/TEIs generated a slightly different set of insights. For example, the majority of the interviewees were of the view that an orientation towards the appreciation of cultural differences, and giving their faculty and students some exposure to new skills and opportunities outside their usual environment are key underlying drivers for successful TNE partnerships in Ghana. These views are captured succinctly in the words of three of the 17 officials interviewed:

In my view, staff development ... is very important because we have different people coming here with different cultures. ... if we have staff that are developed towards cultural communication and differences, they will be able to cope.

Senior officer of public HEI/TEI 3

You see ... the desire to have travelling experiences is one of the key areas that facilitated the success of the programme.

Senior officer of public HEI/TEI 5

I believe in exposure to best practices so that people can learn many ways of doing things. So every year we come up with task development training plan and everybody in the organisation is exposed to a kind of training. So what I am saying is the more you process the human being, the more that person becomes useful to the society and the more the person begins to think outside the box and maximises the use of the other two resources, that's finance and material. Because if you don't empower that person it won't work.

Senior officer of regulatory body 3

These findings appear to reiterate the claim by Färnman et al. (2016) in the literature that embarking on capacity building in the south is a key need for many TNE partnership institutions.

Besides these, sustained funding regimes and availability of appropriate infrastructure and technology also featured prominently in the responses of interviewees as some critical success drivers for TNE partnerships. This is evidenced in the excerpts of some of the interviewees:

Now, I would not hesitate to say that, sustainable funding goes a long way. If we can get sustainable funding from a northern partner that will make things a little easier...

Senior officer of public HEI/TEI 1

Again, if an institution decides to depend solely on a single stream of income, that institution cannot survive. So if you depend only on fees, it's more likely you are going to burden the students and if they cannot pay, the institution goes down.

Senior officer of regulatory body 2

We have talked about infrastructure (housing, accommodation, security), the facilities they can use to do good work. Technology is important. Teaching and research environment must be

very conducive.

Senior officer of public HEI/TEI 2

The infrastructure is also another thing we have got to consider and in doing that we don't have too many facilities. So, when the programme starts it puts a lot of pressure on our funding.

Senior officer of public HEI/TEI 1

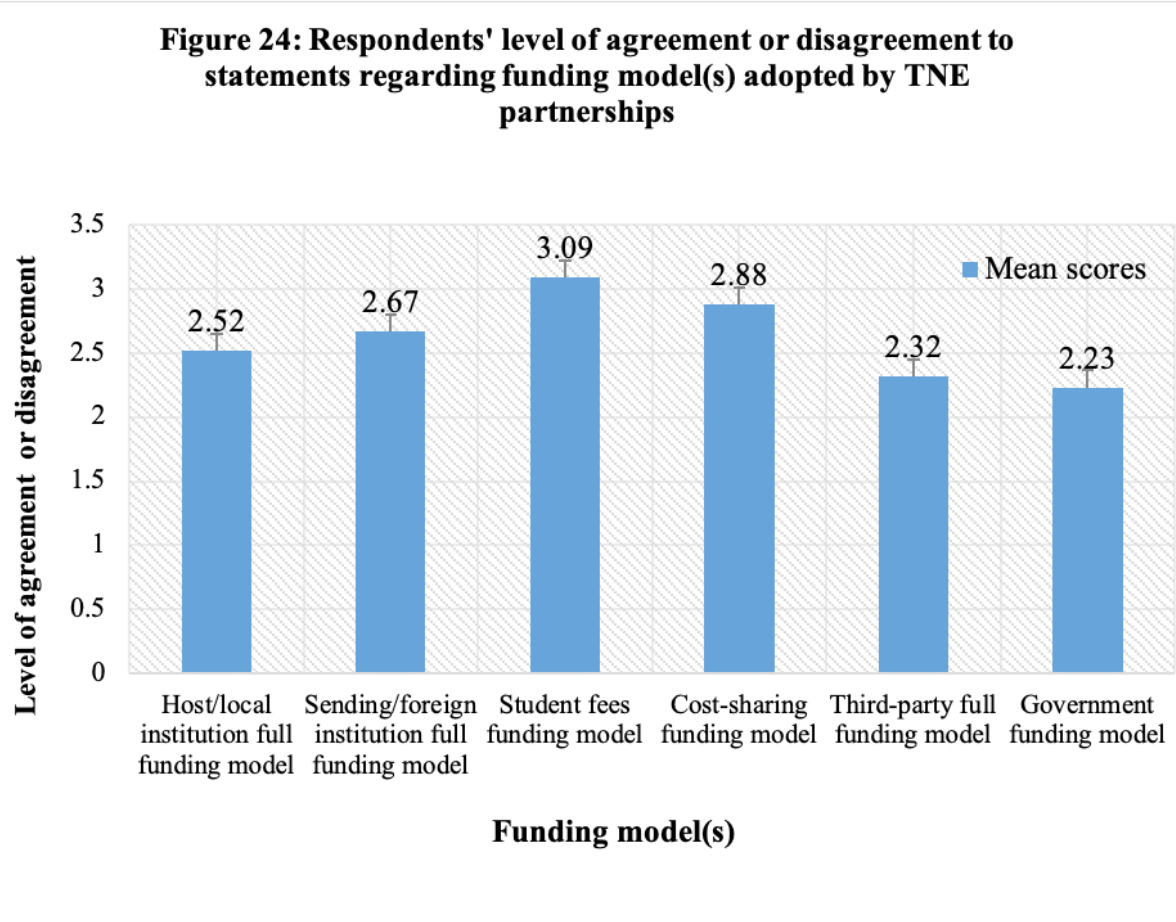
Another important point articulated by the interviewees regarding the issue of drivers of successful TNE partnerships has to do with ownership of the partnership. An interviewee representing a public HEI/TEI captured this nicely:

Ownership is always an issue. Who actually owns the thing? The partnership becomes skewed when we are not able to define the areas of ownership and for me, the ownership must be mutual. If two people are into a partnership, then both must respect each other ... it takes the two to make the partnership work. This respect must be there and there must be clear lines of ownership.

Senior officer of public HEI/TEI 2

Against the backdrop of overwhelming evidence from literature suggesting that sustainable funding is a driver for the success of TNE partnerships (de-Graft Aikins et al., 2012), the second questionnaire item was developed to identify the funding models adopted by TNE partnerships in the Ghanaian HEIs/TEIs. This item required respondents to indicate their level of agreement or disagreement with a set of six statements identified in the literature as potential funding models for TNE partnerships. The findings to this questionnaire item are presented in Figure 24.

In interpreting these findings, a similar decision rule to the one employed in Figure 23 applies. In this case, the rule specifies that statements with mean scores from 1.00 to 1.75 and those with mean scores from 1.76 to 2.50 are considered to have been strongly disagreed and disagreed with respectively. Conversely, statements with mean scores from 2.51 to 3.25 and those from 3.26 to 4.00 are considered to have been agreed with and strongly agreed with respectively by respondents.



From Figure 24, it is clear that most respondents agreed to use four of the models suggested in their institutions. These models are student fees funding model (mean = 3.09), cost-sharing funding model (mean = 2.88), sending or foreign institution full funding model (mean = 2.67) and host or local institution full funding model (mean = 2.52). Most respondents disagreed with the third-party full funding model (mean = 2.32) and government funding models (mean = 2.23) as being some of the funding models they use. These findings imply that TNE partnerships in Ghanaian HEIs/TEIs are largely funded through resources (fees) mobilised from students.

Taken together, the findings to this research question indicate that sustainable funding, having clear initial planning for the partnership, and opportunities for capacity building and exposure are some of the main underlying drivers for the success of TNE partnership in the 28 Ghanaian HEIs/TEIs surveyed. Other drivers,

including regulatory compliance on the part of both parties, clearly agreed ownership criteria, the desire for global visibility, and the provision of adequate and quality infrastructure and technology also drive TNE partnerships but minimally. Having said this, it is however important to point out that, Ghana's position on the global TNE partnership landscape still appears vulnerable to various patterns of power and resource asymmetry and dependencies (Jowi, J.O., Obamba, M., Sehoole, C., Barifaijo, M., Oanda, O., & Alabi, G. (2013). *Governance of higher education, research and innovation in Ghana, Kenya and Uganda*. Retrieved May 12, 2015, from <http://www.oecd.org/sti/Governance%20of%20higher%20education%20research%20and%20innovation%20in%20Ghana%20Kenya%20and%20Uganda.pdf>).

7.4 Chapter summary

In this chapter, the inhibitors and drivers of successful TNE partnerships in Ghanaian HEIs/TEIs are examined. Concerning inhibitors, the findings suggest that the main inhibitors of TNE partnerships in Ghanaian HEIs/TEIs surveyed include: the lack of/inadequate funding, non-availability of internet infrastructure, poor quality assurance systems, and the absence of policy to drive the TNE partnership agenda. Other hindrances include lack of trust between TNE partnership institutions, issues of accreditation, unhealthy competition between partners and imbalances/inequalities in resources for TNE partnerships engagements. Regarding drivers of successful TNE partnerships, the findings indicate that 'securing sustainable funding', 'having clear initial planning for the partnership' and 'opportunities for capacity building and exposure' are some of the main underlying drivers for success of TNE partnership in the 28 Ghanaian HEIs/TEIs surveyed. Other drivers, including regulatory compliance on the part of both parties, clearly agreed ownership criteria, the desire for global

visibility, and the provision of adequate and quality infrastructure and technology also drive TNE partnerships, but minimally.

The implication of the findings illuminated in this chapter is that for TNE partnerships to be driven well to success, HEIs/TEIs on both sides of the partnership arrangement need to be clear, and have a mutual understanding about policies that guide partnership as well as assuring quality of the partnerships. This is against the backdrop that institutions function within different contexts and that these should be appreciated and understood by all partners. Again, it needs to be borne in mind that mutual trust is key to successful partnerships and that having transparent, open communications before, during and after partnerships lead to the success of TNE partnerships. As reiterated by Wanni et al. (2010), for partnerships to succeed, there needs to be a real exchange, where both sides get something they consider as valuable from partnerships.

Chapter 8

Trends in Ghana’s HEIs/TEIs’ partnership needs

8.1 Overview

This chapter presents findings to two research questions (i.e. questions 9 and 10) put together into one single theme: trends in Ghana’s HEIs/TEIs’ research and partnership needs. To ensure that the research questions constituting the theme of the chapter are addressed in-depth, both the survey and multi-site case study findings are presented and discussed concurrently.

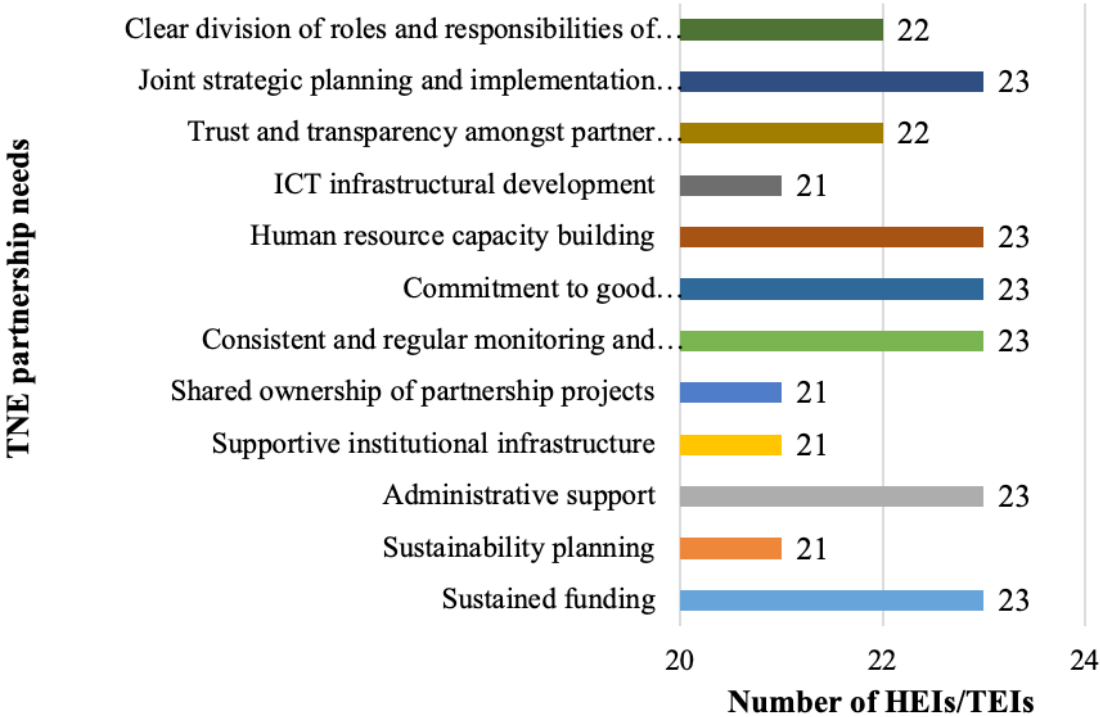
8.2 What are TNE partnership needs of Ghanaian HEIs/TEIs?

This research question sought generally to explore TNE partnership needs of Ghanaian HEIs/TEIs. This is done with the view to helping to outline the fundamental ingredients needed for effective TNE partnerships in the higher education/tertiary education sector in Ghana. Insights from both quantitative and qualitative data sources (i.e. self-administered questionnaires and semi-structured interviews) are employed to answer this question.

In the case of the self-administered questionnaire, item 16 on the questionnaire was

marshalled to help answer this research question. Thus, a list of 12 statements about TNE partnership needs of HEIs/TEIs identified through the review of literature were presented, and respondents were required to choose from the list of statements that they considered to be the TNE partnership needs of their HEIs/TEIs. In addition to the list of statements provided, a space was created for respondents to specify other TNE partnership needs that applied to their institutions but which were not captured in the list. Findings to this item are presented in Figure 25.

Figure 25: Respondents' views about what constitute TNE partnership needs of Ghanaian HEIs/TEIs



Clearly, insights from Figure 25 show that respondents considered all the list of statements provided in item 16 as TNE partnership needs of Ghanaian HEIs/TEIs. However, the findings indicate that respondents considered some TNE partnership needs more relevant to their contexts than others. For example, sustained funding, administrative support, consistent and regular monitoring and evaluation, commitment to good management/governance principles and/or structures, human resource capacity building, and joint strategic planning and implementation of partnership plan and project were considered by respondents as the six topmost TNE partnership needs of Ghanaian HEIs/TEIs.

This, to a large extent, resonates with aspects of de-Graft Aikins et al.'s (2012) findings reported in the review of literature for the purposes of this research. De-Graft Aikins et al. identify sustained funding, administrative support, social capital, measurable goals, creativity and

innovation as five key ingredients that are essential for sustaining research partnerships in Ghanaian and for that matter Africa's HEIs/TEIs. In terms of administrative support being a partnership need for HEIs/TEIs, de-Graft Aikins et al. (2012) point out that HEIs/TEIs that engaged in TNE partnerships need this support for activities like organising meetings (whether face to face or online), writing reports, searching for grant proposals and developing grant proposal budgets which can be time-consuming, cumbersome and add on extra responsibilities that stretch the capabilities and commitments of partnership members. Regarding the issue of sustained funding being a dire TNE partnership need, they contend that for small-scale Ghanaian higher education partnerships to transition from grant stages to integrative stages sustained funding is required.

Thus, sustained funding appears ultimately to be a key TNE partnership need because unless there is a clear financing plan in place, no matter how rigorously partnership activities are followed, they are bound to fail (de-Graft Aikins et al., 2012).

Some other findings illustrated in Figure 25 present a rather interesting case worth discussing. A case in point concerns ICT infrastructure development as a response. It is suggested, for example, that respondents considered ICT infrastructural development to be among the least TNE partnership needs of HEIs/TEIs concerned. This appears to contradict the earlier assertion made in the review of literature to the effect that access to ICT systems has proven to be a major stumbling block in many Ghanaian HEIs/TEIs involved in partnership programmes. Thus, this finding could be interpreted to mean therefore that either the forms of TNE partnerships delivered by Ghanaian HEIs/TEIs do not essentially require the use of ICT infrastructure, or that Ghanaian HEIs/TEIs have the needed ICT infrastructure to support the form of TNE partnership they deliver.

In the case of the multi-site case study interviews conducted with 17 selected officials of the Ghanaian higher education/tertiary education landscape, the analyses suggest that the insights generated corroborated largely the quantitative findings illustrated in Figure 25. The participants, in their respective interviews, articulated issues that are close to, and/or familiar to, those illustrated by the quantitative data. The following excerpts of the interviews conducted illustrate the convergence between the two data sets (i.e. results from the questionnaires and interview findings):

... one of the issues, that is, sustained funding is a need. We have a small campus and the numbers are not encouraging but we are hoping to expand it in the future because we have the land available. The problem is the money. And then human resource and capacity building too. We are trying because we have some of our people studying in PhD programmes, and so there is some commitment to staff development...

Senior officer of private HEI/TEI 1

... It is money that drives everything. Not the love of doing things per se ... money will drive some of the things we want to see done. My institution [mentions the name] has benefited from a lot of

expertise around the world. I, for example, came into [mentions the name of institution] after my decade of years training in the UK and I feel that there was something that I could pump into the system. We have people who have similarly done better than I have done who funded themselves but we are constrained by funding. There is so much that we could do. If we receive funding that could reduce some of the challenges.

Senior officer of public HEI/TEI 1

... we also need to develop our infrastructure. It is woefully inadequate. If you look at our universities, not just my university [mentions the name of institution] but all the universities in Ghana, we have serious infrastructure deficit. We are not competitive enough. It is across Africa if I must say with the exception of South Africa and Egypt. They have been able to put up a lot into infrastructural development and it's helping them. If we want to attract students from the best universities like Harvard, to come doing their PhD and graduate programmes here, then we need to make sure that we have the commensurate facilities that they have out there so people can move across the borders and say am coming to Ghana or University of Ghana or University of Cape Coast because the facilities are just like those in their countries.

Senior officer of public HEI/TEI 2

The first has got to do with the programmes, because the foreign partners are having their own programmes that they want to pursue and whether that forms part of the programmes you are also running is very key ... Another is the infrastructure requirement. You do have the lecture halls but how are they equipped? The other thing is also as to whether the students are interested in the programmes; because there are some programmes that when you run, you may not get even one student for them. Location is also very key because remember one team ... they were particular about where we are located and they said they chose us because of our location.

Senior officer of private HEI/TEI 6

I think there is a need for policy to guide the partnerships. Quality assurance is another important need ... More staff are needed too. Programmes run need to be directed to the Ghanaian context. Thus, sustained funding appears ultimately to be a key TNE partnership

need because unless there is a clear financing plan in place, no matter how rigorously partnership activities are followed, they are bound to fail (de-Graft Aikins et al., 2012).

Programmes run need to be directed to the Ghanaian context. Partnerships too should be well established with adequate administrative structures ... Finally, the ambience has to be conducive.

Senior officer of regulatory body 1

8.3 How are the needs assessment of TNE partnerships in Ghanaian HEIs/TEIs conducted?

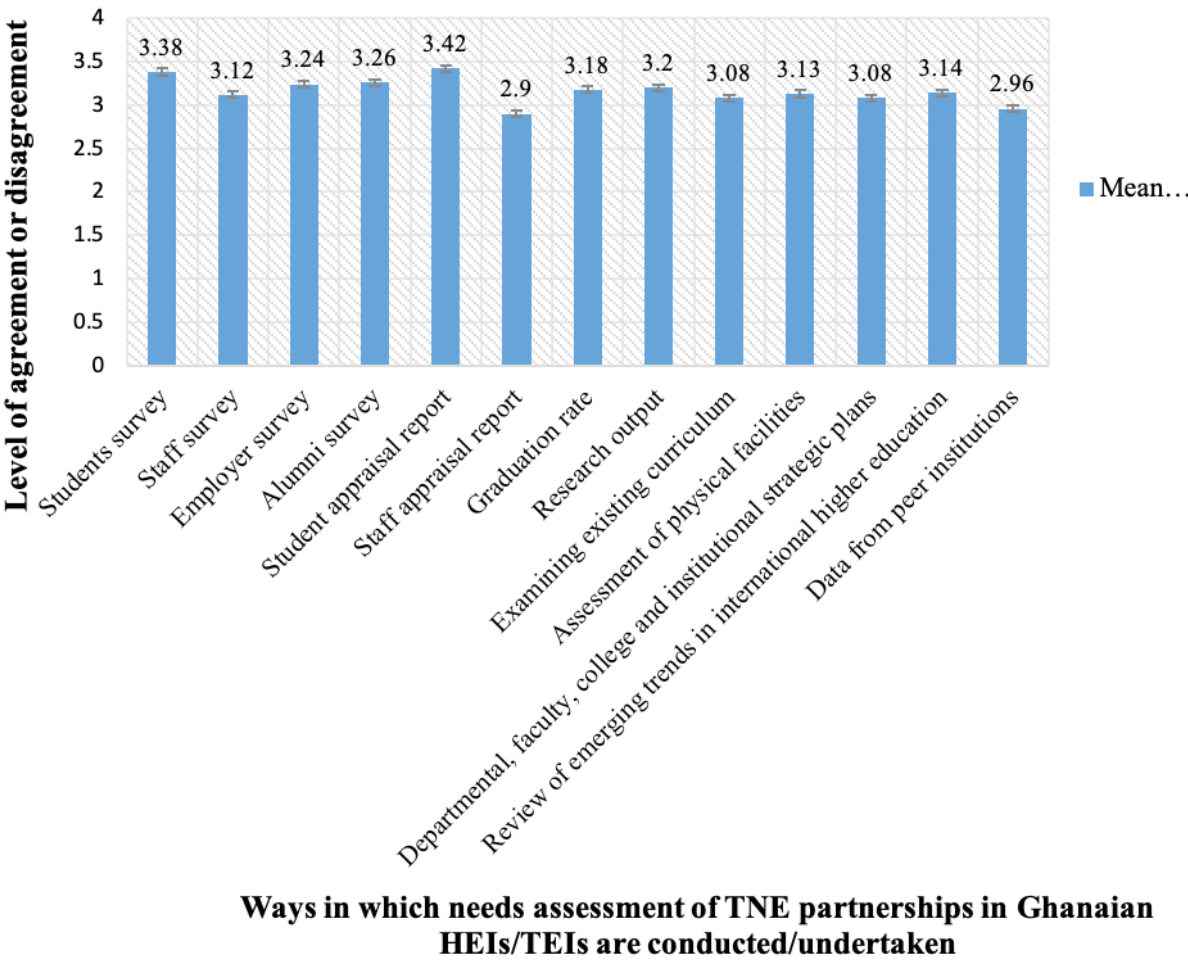
Available evidence from the higher education literature (for example, Adentwi, 2005; Boadu and Acquah, 2013; Altschuld and Kumar, 2010) suggest that, the success of every TNE partnership basically hinges on the quality of needs assessment that is conducted. Against this backdrop, this research question focused on finding out how the needs assessment of TNE partnerships in Ghanaian HEIs/TEIs are conducted. To answer this research question,

So although the qualitative findings illustrated herein appears to be in line with the quantitative findings illustrated earlier in Figure 25, there seems to be a seeming divergence between the findings from the two data sets. To state this simply, the former set of findings seems to have largely focused on three key partnership needs of HEIs/TEIs, namely sustained funding, infrastructure development and programme content, whereas the latter's focus is on wide-ranging issues.

insights from both quantitative and qualitative data sources (i.e. self-administered questionnaires and semi-structured interviews) are employed.

In the case of the quantitative data, the questionnaire item developed to answer this research question sought to find out from respondents their level of agreement or disagreement to a set of statements regarding ways in which needs assessment of TNE partnerships in Ghanaian HEIs/TEIs are conducted. Findings to this questionnaire item are illustrated in Figure 26.

Figure 26: Respondents' level of agreement or disagreement to statements regarding ways in which needs assessment of TNE partnerships in Ghanaian HEIs/TEIs are conducted



As is the case with the other figures, the interpretation of Figure 26 follows the decision rule which specifies that statements with mean scores from 1.00 to 1.75 are considered to have been strongly disagreed with by respondents, whereas statements with mean scores from 1.76 to 2.50 are considered to have been agreed with by respondents. Conversely, statements with mean scores from 2.51 to 3.25 are considered to have been agreed with by respondents, whereas those with mean scores from 3.26 to 4.00 are considered to have been strongly agreed with by the respondents.

Basing the interpretation of the findings illustrated in Figure 26 on the decision rule established, it can be said that generally,

respondents are in agreement (all mean scores > 2.50) to all the statements (presented as questionnaire item options) in relation to the ways in which needs assessment of TNE partnerships in Ghanaian HEIs/TEIs are conducted. However, respondents' level of agreement to the individual statements seem to differ. For example, from Figure 26, it is clear that students survey, alumni survey and student appraisals are the three statements respondents strongly agreed to/with. This clearly shows that the three are the most prominent ways by which Ghanaian HEIs/TEIs engage in this study to conduct the needs assessment of their TNE partnerships. Also, it does appear that the ways in which

needs assessment of TNE partnerships in Ghanaian HEIs/TEIs are conducted is largely student-driven, meaning the information they rely on to determine the needs assessment of their TNE partnerships largely come from students.

Interestingly, insights from the qualitative data largely corroborated the quantitative findings. This is so, specifically in relation to the three most prominent ways (i.e. students survey, alumni survey and student appraisals) by which Ghanaian HEIs/TEIs conduct their needs assessment of TNE partnerships. Interviewees' voices that confirmed this include:

We give students a questionnaire to answer every semester to know the quality of the course, teaching and learning activities and materials available. From time to time we also look at the curriculum for some form of revision. The other one too is about faculty, where it is not any priest who can teach theology even though they have all learnt it. You must have a PhD before you teach theology ... Before we bring a lecturer, we evaluate the course by comments made by students, syllabus and decide to bring the person a second time or not.

Senior officer of private HEI/TEI 1

We have the alumni office that does a tracer study to know the number of students who leave here, where they go and their impact on the industries.

Senior officer of public HEI/TEI 5

In our university here, we do students and staff survey which we have questionnaires for students to assess lecturers and the facilities we have. We do examine the curriculum, assessment of physical facilities... We also get data from peer institutions because we are not a standalone university.

Senior officer of public HEI/TEI 3

Nevertheless, some respondents did suggest that, even though there are recognised ways to undertake needs assessment of TNE partnerships, some HEIs/TEIs do not really conduct it. This claim is captured clearly in the words of one interviewee:

... some ways of undertaken needs assessment are through discussions, observation of physical facilities or research. We also sometimes give recommendations. However, Ghanaian HEIs/TEIs

do not really do conscious needs assessment.

Senior officer of regulatory body 2

This clearly suggests that some Ghanaian HEIs/TEIs have the tendency of assessing needs of TNE partnership(s) without relying on empirical data. Such a practice has the tendency to result in the ineffective use of resources on the part of the TNE partners (Zame et al., 2008).

Taken together, the findings to this research question suggest that HEIs/TEIs that engage in TNE partnership(s) have a clear knowledge in terms of effective ways of conducting needs assessment of their partnerships. It is important to point out, however, that the ways identified for doing this, for example through using students' survey, alumni survey and student appraisals, appear largely to be student-focused. Also, notwithstanding the suspicion from some interviewees that some Ghanaian HEIs/TEIs do not consciously conduct needs assessment of their TNE partnership, it is clear from findings that, those who do largely rely on information from their students.

8.4 Chapter summary

In this chapter, the findings relating to the trends in Ghanaian HEIs/TEIs partnership needs are illustrated. For purposes of clarity and succinctness of presentation, two research questions (What are the TNE partnership needs of Ghanaian HEIs/TEIs? and How are the needs assessment of TNE partnerships in Ghanaian HEIs/TEIs conducted?) are marshalled to address the theme of the chapter.

The quantitative findings to the first of these two research questions indicate that respondents view the list of statements provided as options regarding the TNE partnership needs of Ghanaian HEIs/TEIs to be relevant to their contexts. However, they considered sustained funding, administrative support, consistent and regular monitoring and evaluation, commitment to good management/governance principles and/or structures, human resource capacity building, and joint strategic planning and implementation of partnership plan and project as the six topmost TNE partnership needs of Ghanaian HEIs/TEIs. The qualitative findings to this question, on the other hand, suggest that the insights generated corroborated largely the quantitative findings. The participants, in their respective interviews, articulated teething concerns similar to those highlighted by the quantitative findings (e.g. lack of sustained funding, lack/inadequate resources, limited infrastructure, lack of quality assurance mechanisms and inadequacy of good-quality human resources).

In relation to the second research question, the insights generated suggest that both the quantitative and qualitative findings corroborate each other. In the case of the quantitative

findings, it is clear that respondents' level of agreement to statements regarding the ways in which needs assessment of TNE partnerships in Ghanaian HEIs/TEIs are conducted appears to have differed. However, they strongly agreed to statements relating to students surveys, alumni surveys and student appraisals as the three most prominent ways by which Ghanaian HEIs/TEIs engaged in this study conduct the needs assessment of their TNE partnerships. This finding is corroborated interestingly by the qualitative data where interviewees also identified students surveys, alumni surveys and student appraisals as the ways by which Ghanaian HEIs/TEIs conduct their needs assessment of TNE partnerships.

It is instructive to note, however, from all indications, it does appear that the processes by which needs assessment of TNE partnerships in Ghanaian HEIs/TEIs are conducted is largely student-driven, meaning the information they rely on to determine the needs assessment of their TNE partnerships largely come from students. These processes do not seem to take account of the views and/or inputs from other relevant stakeholders, especially from staff, peer institutions and industry.

Chapter 9

Policy and regulatory framework on Ghana's higher education/tertiary education and its implications on TNE partnerships

9.1 Overview

In this chapter, research findings relating to how Ghana's HEI/TEI policy and regulatory framework has impacted TNE partnerships are presented around two research questions. The first of the two research questions examines participants' views regarding how the Government of Ghana's education policy has influenced, and still continues to influence the development of TNE partnerships in the country. The second research question explored the relevance of the linkage(s) (if any) between Ghana's HEIs/TEIs and industry to TNE agenda. The findings to both of these questions are presented and discussed thoroughly below.

9.2 To what extent has the Government of Ghana's higher education policy (past and present) influenced the development of TNE partnerships?

The role of policy and regulation in the development of higher education cannot be over-emphasised. HEIs in Ghana operate within some government policy and regulatory frameworks. However, the regulatory environment of TNE partnerships in the higher education sector is unexamined by any scientific study to inform decisions on TNE partnerships in Ghanaian HEIs/TEIs. Against this backdrop, this study examined the level of influence of policy and regulatory frameworks on TNE

partnerships in HEIs/TEIs in Ghana to ignite a national discourse on TNE regulation.

The first research question constituting the chapter examined broadly participants' views regarding how the government of Ghana's education policy has influenced and still continues to influence the development of TNE partnerships in the country. In all, about 16 policy and regulatory frameworks in the Ghanaian higher education sector were identified through a scoping exercise undertaken as part of the study

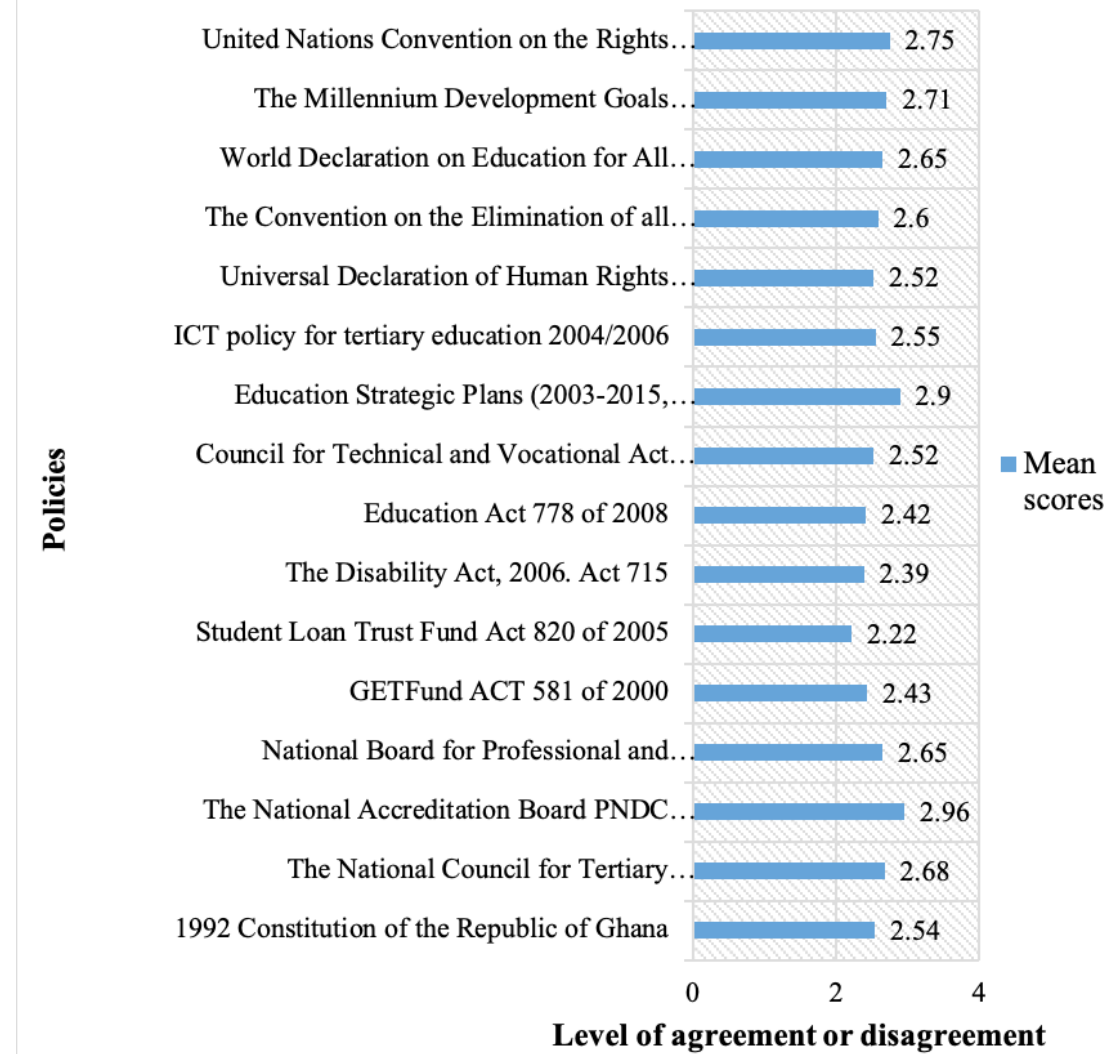
These policies were subjected to interrogation through empirical evidence regarding their level of influence on TNE partnerships in HEIs/TEIs in Ghana.

As it is with the other chapters of this report, the findings from the 28 TNE partnership HEIs/TEIs surveyed, together with the additional in-depth case study interviews conducted with 17 officials/actors of/in the Ghanaian higher education/tertiary education terrain are presented and discussed together in order to set the issues emanating from the discussions in context. The quantitative aspect of the findings to this sub-research question is presented in Figure 27.

In Figure 27, the survey results on whether the identified policy and regulatory frameworks have influenced TNE partnerships of

respondents' HEIs/TEIs are presented. The interpretation of Figure 27 is also guided by a decision rule similar to those of the rest of the Figures. This rule specifies that mean scores from 1.00 to 1.75 and 1.76 to 2.50 indicate that the HEIs/TEIs strongly disagreed and disagreed respectively that a particular policy or regulatory framework has had any influence on their TNE partnerships. Conversely, mean scores from 2.51 to 3.25 and 3.26 to 4.00 show that the HEIs/TEIs agreed and strongly agreed respectively that a particular policy or regulatory framework has had any influence on their TNE partnerships respectively.

Figure 27: Respondents' level of agreement or disagreement about policies that influence TNE partnership(s)



The survey result from Figure 27 shows that the policy or regulatory framework in the Ghanaian higher education sector with the highest influence (mean score of 2.96) on TNE partnerships of HEIs/TEIs in the country is the establishment of the NAB (PNDC Law 317 of 1993/Act 744 of 2007). The remaining policies have had none or at best minimal influence on TNE partnerships of the HEIs/TEIs. Given that the strongest influence is a mean score of 4.00, it is safe to argue that even the NAB policy or regulatory framework represent weak influence regarding TNE operations in HEIs/TEIs in Ghana because its mean score of 2.96 is just a little above the minimum influence represented by a mean score of 2.56.

The in-depth interviews corroborated the survey findings because most interviewees who indicated some level of policy or regulatory influence on their TNE partnerships mentioned mostly the NAB, and in some few instances, the NCTE, but even that implied that this level of influence was limited to TNE programme accreditation only. This claim is evidenced by the following excerpts from the in-depth interviews:

I think it is an area that I will say the NCTE and NAB have not really delved deep into. We realised that for most of the foreign institutions coming down, hardly do they have something to do with these organisations, which are supposed to be checking them. So at the moment, these foreign institutions have not been given any regulatory framework.

Senior officer of private HEI/TEI 6

Now, we don't do anything unless we get accreditation from the NAB and the NCTE and the affiliated professional bodies like the Nurses and Midwifery Council, Medical and Dental Council and Public Health and Allied Health Council. Senior officer of public HEI/TEI 1... If an institution and programmes are not properly accredited by the national accreditation law (PNDC Law 317 of 1993) and the subsequent Act of 2007 and we send our students there or allow their students to come, they cannot get our certificates.

Senior officer of public HEI/TEI 3

NCTE and NAB are aware of what is happening in our institution, and they regulate us in a way.

Senior officer of public HEI/TEI 5

We are subject to NAB in terms of programme

accreditation but normally the ABE is being regulated by institution from UK.

Senior officer of private HEI/TEI 4

Many more interviewees of HEIs/TEIs made similar statements. Others even claimed that no policy or regulatory framework, whether national or institutional, existed to regulate TNE partnerships in their institutions. One of the interviewees representing higher education regulatory bodies had this to say:

It is not really regulated, we do not have guides and laws; however, we are developing a new TNE policy that has been presented to stakeholders but has not been finalised. For now, the foreign institutions have to register with NAB and the programme has to be accredited.

Senior officer of regulatory body 1Another interviewee for one of the premier universities in the country agrees with this view. He/she captures it this way:

I do not know if they are working on something, but as I said earlier on, there is no regulatory framework governing us.

Senior officer of public HEI/TEI 2

Another interviewee of a regulatory body who did not want to mince words puts it rather bluntly and forcefully:No policy exists for TNE in this country as far as I am concerned.

Senior officer of regulatory body 4

One representative of private universities in his/her interview session also adds that:

... We only have memoranda of understanding for the establishment of such partnerships; meanwhile, everything should be within the regulatory framework.Senior officer of private HEI/TEI 3

The findings from the survey and the in-depth interviews have demonstrated that the environment of TNE in the Ghanaian tertiary education sector looks like what Verbik and Jokivirta (2005) describe in regulatory terms as 'liberal regulative', because foreign providers must satisfy certain minimum conditions prior to commencing operations, for example, official recognition in the home country.

This is consistent with Ghana’s Minister of State responsible for tertiary education, Professor Kojo Yankah’s claim that Ghana lacks comprehensive tertiary education policy (Citi Newsroom, 2019). The obvious implication for this liberal regulative TNE environment existing in Ghanaian HEIs/TEIs is that the tertiary education sector could get flooded with TNE partnerships which have the potential to supply quality tertiary education to underserved sections of the Ghanaian society or soil the integrity of the existing quality tertiary education with poor quality provision.

Against this backdrop, this section concludes by lending credence to the point that has been demonstrated in different sections of this report

9.3 How relevant are the linkages between Ghanaian HEIs/TEIs and industry to the TNE agenda?

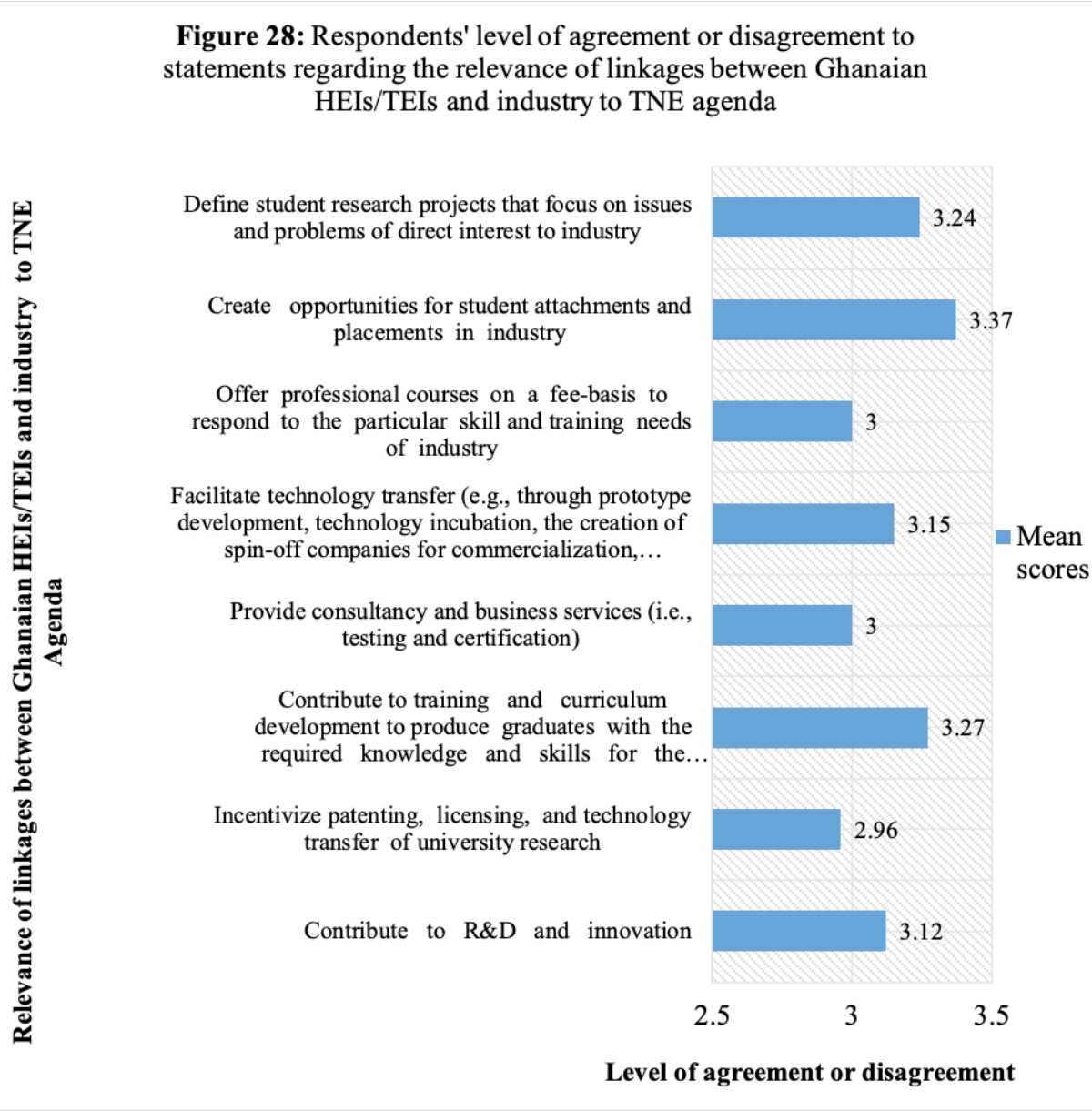
Available evidence from literature (for example, European Commission, 2007; Borrell-Damián, 2008; Agrawal, 2001) suggest that HEIs/TEIs/industry collaboration is a necessary precondition for the development of nation-states. For this reason, Ghana’s Education Strategic Plan 2010–2020, for example, emphasises the need to strengthen collaboration between HEI/TEI and industry for innovations and national development purposes. The second of the two research question constituting this section chapter examined the relevance of the linkages (if at all there are any) between Ghanaian HEIs/TEIs and industry to TNE partnership agendas, particularly in the 28 HEIs/TEIs which indicated they had and/or were in some form of TNE partnerships with foreign institutions.

To fill this gap in knowledge, an item on the questionnaire designed to solicit quantitative data required respondents to indicate their level of agreement or disagreement to a set of eight statements identified from the review of literature as the importance of HEIs/TEIs/industry linkages to partnership initiatives. The findings, in the form of respondents’ reactions to these set of statements, are presented in Figure 28. Instructively, the interpretation of the findings in Figure 28 is guided by a similar decision rule as in Figure 27. The rule specifies

that TNE is an emerging concept in the Ghanaian tertiary education landscape with so much potential to grow and address the deficit in quality tertiary education supply. Essentially, it can be discerned immediately that Ghana stands to benefit from high-quality TNE partnerships in its higher education sector. However, and as the insights from the study have shown, there is an urgent need to enact appropriate policy and regulatory frameworks to regulate TNE partnerships to put future TNE partnerships on a more secure footing to ensure that there are always win-win situations for TNE partnership agreements signed by HEIs/TEIs in Ghana and their foreign counterparts.

in this case that, mean scores from 1.00 to 1.75 and those from 1.76 to 2.50 indicate that the HEIs/TEIs strongly disagreed and disagreed respectively that linkages between Ghanaian HEIs/TEIs and industry are relevant to the TNE agenda. Conversely, mean scores from 2.51 to 3.25 and those from 3.26 to 4.00 show that the HEIs/TEIs agreed and strongly agreed respectively that linkages between Ghanaian HEIs/TEIs and industry are relevant to the TNE agenda.

level of influence on TNE partnerships in HEIs/TEIs in Ghana.



Basing the interpretation of the finding illustrated in Figure 28 on the decision rule established, it becomes immediately clear that all the respondents agree generally that the linkages between Ghanaian HEIs/TEIs and industry are relevant to TNE agenda. This is indicative of the fact that the mean scores for all the eight statements posed are above 2.51. It is however interesting to note that, out of the eight statements, respondents strongly agreed to the fact that, linkages between HEIs/TEIs and industry are relevant insofar as they help in creating opportunity for student attachments and placements in industry (mean = 3.37) and

contributing to training and curriculum development to produce graduates with the required knowledge and skills for the workforce (mean = 3.27) of the country and the world at large. This means that respondents view these two statements (than they did for the others) as areas in which the linkages between Ghanaian HEIs/TEIs and industry are most relevant to the TNE agenda.

In the case of the qualitative findings generated through in-depth interviews with officials of the case study institutions, it is apparent that the HEIs/TEIs who indicated that they were in TNE partnerships do make, or are making deliberate efforts, in line with the laws that established them, to foster links of some sort between themselves and industry. The following interview excerpts attest to this fact:

Industry is expected to serve on Council. It is also represented on NAPTEX and COVET. KNUST, for example, has an industrial advisory board which facilitates its links with industry. Conferences are organised by institutions where presentations and other contributions are made. These create a forum for input from the industry. We also organise special conferences so that industry can make input into policy. A case in point is the National Summit for Tertiary Education and Entrepreneurship Development.

Senior official of regulatory body 1

We have in our Governance Structure, institutional representations from the public services. We have the Head of the Civil Service, Executive Secretary and Chairman of State Enterprises Commission ... they all sit on our board and also we have the Ghanaian industry also represented on our board. Apart from that at the very school level, the school of Public Service and Governance is in touch with developments in the public services. We do a lot of programmes, executive minded programmes with them. We review programmes, we write public policies together including recently the National Policy of Monitory and Evaluation. ... If you look at some of the NAB requirements, NCTE standards, we are required as a training institution to make sure that there are practitioners and all that kind of stuff. So we have seasoned public officials and entrepreneurs from the private sectors doing various things with us.

Senior official of public HEI/TEI 6

As a quality assurance body, before we approve your curriculum, we need to make sure that there are opportunities for linkages with partners. And so we encourage them to partner with industries. In this day and age, if you don't link up your institution with industries, you will be lost out. It is one indicator that has to be with these arrangements

Senior official of regulatory body 2

Yes, definitely. Industry is one of the groups that helped us craft our curriculum in the first place. We make sure that our alumni who are in the industry return regularly to tell what it is like out there and what we should prepare for. We have a lot of guest speakers who are from the industry who are our alumni. We also have a lot of field trips, excursions where our students go to the industries. Sometimes even during exams, we invite industry players to be part of the evaluators. So for example, the thesis and projects, there is a presentation that the industry comes to evaluate.

Senior official of private HEI/TEI 2

In the case of the qualitative findings, the interviewees pontificated generally that the linkages between their HEIs/TEIs and industry is relevant to the TNE partnerships agenda insofar as these linkages offered internship and placement opportunities to their students for areas in which the linkages between Ghanaian HEIs/TEIs and industry are most relevant to the TNE agenda. adequate preparation and skills training for the 21st century job market. This view which littered the interview transcripts is, for example, visible in the following excerpts:

... very relevant because it (i.e. HEIs/TEIs/industry linkage) enables students to have placement for internship, giving them the skills needed outside the classroom. Link creation has started while others have already been established.

Senior official of private HEI 3

I look for opportunities so that my students can be well placed in relevant institutions when they finish. They are able to gain knowledge, expertise and be able to practise. Quite apart from the faculty, one or two nursing students also went to Young Side [name of an institution in Korea] to gain experience. Also, our students get to work alongside faculty there ... For instance, every year they bring 30–40 nursing students from Korea who pay their way to come here, go to the field and work alongside our nursing students so that is a direct benefit. Locally, industries look forward to us because they come and they teach these students. So they are familiar with our students, our students are familiar with what we are being offered.

Senior official of public HEI 1

... Linkages with industry significantly improve students' exposure, value to the market, ability to be job creators and identify more advanced work processes in their study areas...Senior official of regulatory body 4 We have a third-trimester field practical; we have it for third years of the four years programme. For the first and second years, we send the students to the communities. In the four year programme, students will be in the community for 16 weeks in total. Then in the third year, students are attached to industries depending on their specialties. (Agricultural students are sent to Agric related industries, Social Sciences students are mostly sent to be with the NGOs, Applied Sciences students are sometimes sent to the Food and Drugs Authority (FDA) to be monitored especially those from the food science department.) The third year is not spent on the field or rural communities but rather with industries to do attachments.

Senior official of public HEI/TEI 3 Our training here is hands-on training and so we have links with industries. We send our students and even staff for industrial attachment for them to learn the skills so that after the classroom work, they can go out there to work with their hands. Those who have practical knowledge in that aspect too, the school has an industrial liaison department which links the school and the industrial world. With this TNE programme, it is going to expand our coast because previously we were just

9.4 Chapter summary

In this chapter, research findings relating to how Ghana's HEI/TEI policy and regulatory framework has impacted TNE partnerships are presented and discussed around two research questions. The first of the two research questions examined how the government of Ghana's education policy has influenced and still continues to influence the development of TNE partnerships in the country. The second research question, on the other hand, examined the relevance of the linkages between Ghanaian HEIs/TEIs and industry to TNE partnerships agenda. The finding to the first research question indicates that the only policy and/or regulatory framework that appears to have some influence on TNE partnerships of HEIs/TEIs in Ghana is the policy and/or law that established the NAB (i.e. PNDC Law 317 of 1993/Act 744 of 2007). Even with

dealing with local industries and if a foreign counterpart comes in, then they will be up there and through this modern technology world, we will be learning so many things especially with the engineering department and other departments can also learn a lot. Senior official of public HEI 5 With the professional accounting, the links are such that when you get to some level of the professional accounting course, the young firm internationally, seeks to employ you. They offer even periodical training whilst you are on the course. They also offer the chance during vacation for vacation jobs in some of the industries. Apart from the practising firms. Some organisations are interested to offer internship programmes for general management courses.

Senior official of private HEI 4 So clearly, the issues raised by interviewees concerning how the linkages between their institutions and industry are relevant to TNE partnerships agenda appear to centre largely on the opportunity their students get to undertake internships and placements with industry. This is particularly not surprising granted that collaboration between universities and industry is increasingly perceived nowadays as a vehicle to enhance skills training and innovation through knowledge exchange (Ankrah and Al-Tabbaa, 2016).

this, the finding suggests that this law (and by extension NAB) has or represents a weak influence regarding TNE operations in HEIs/TEIs because its level of influence was limited to TNE programme accreditation only. The second research question's findings suggest that the 28 HEIs/TEIs which indicated they were in some TNE partnerships agreed generally that the linkages between their HEIs/TEIs and industry were relevant to TNE agenda insofar as they (i.e. the linkages) offer their students attachments and placements opportunities in industry, and thereby contributing to training and curriculum development to produce graduates with the required knowledge and skills for the workforce of the country and the world at large.

Chapter 10

Teaching and teacher training assessment in Ghana’s HEIs/TEIs partnerships

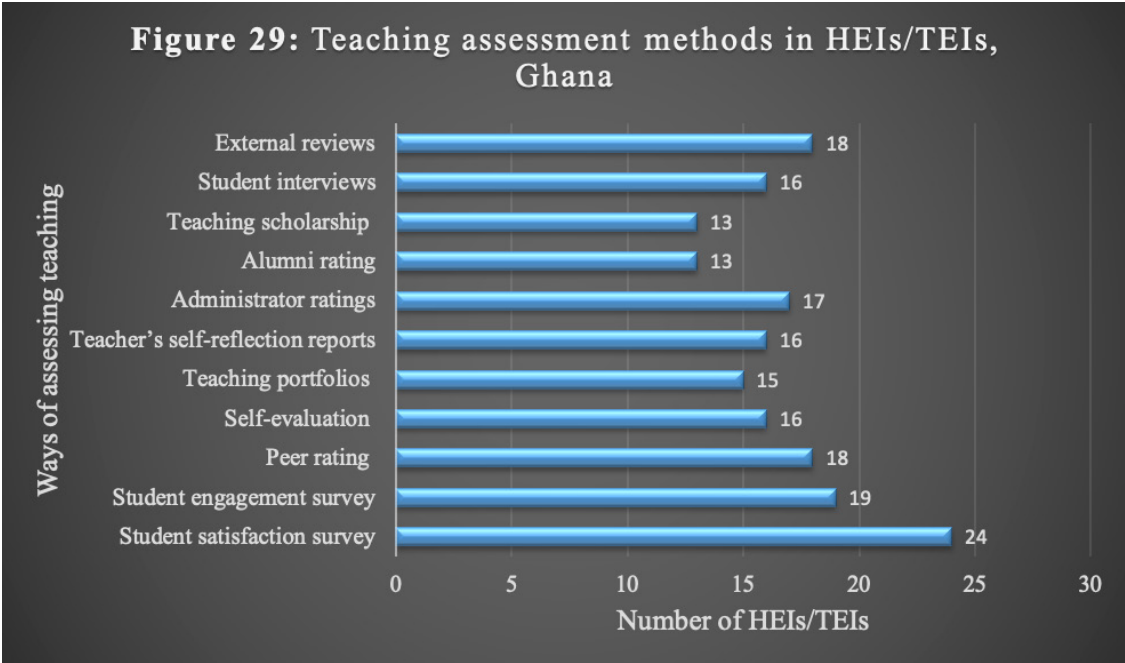
10.1 Overview

This chapter presents the last part of the research findings around one research question. This research question explored generally how teaching and teacher training assessments are conducted in Ghanaian HEIs/TEIs in the context of TNE partnerships. The research question, which was further divided into three thematic sub-research questions, solicited insights from self-administered questionnaires and semi-structured case study interviews employed to answer the question. The first sub-question sought to find out the ways/means by which teaching is assessed in HEIs/TEIs involved in TNE partnerships in Ghana. The second sub-research question sought to identify the reasons for assessing teaching, while the third addressed the procedures/practices for undertaking teacher training assessment in these HEIs/TEIs. The findings to each of these three sub-research questions are presented consecutively.thoroughly below.

10.2 What are the ways/means by which teaching in Ghanaian HEIs/TEIs is assessed?

The first sub-research question, as indicated earlier, examined the ways/means by which HEIs/TEIs involved in TNE partnerships in Ghana assess teaching. To answer this question, the 28 HEIs/TEIs involved in TNE partnerships responded to 11 related questionnaire items which were analysed quantitatively. The findings

to the sub-research question are presented in Figure 29 using a column chart. level of influence on TNE partnerships in HEIs/TEIs in Ghana.



The findings from Figure 29 show that all the 28 HEIs/TEIs surveyed indicated that they use a variety of ways/means to assess teaching. However, it becomes apparent that the major means by which the institutions assess teaching are through student satisfaction survey (24 – 85 per cent), student engagement survey (19 – 67.9 per cent), peer rating (18 – 64.3 per cent) and external reviews (18 – 64.3 per cent). On the other hand, the least means by which the institutions assess teaching are through alumni rating (13 – 46.6 per cent) and teaching scholarship (13 – 46.6 per cent). This is particularly not surprising granted that the ways/means of assessing teaching that are rated low (alumni rating, teaching scholarship and teaching portfolios) could be said arguably to be ‘innovative’ and ‘most recent’ approaches introduced and/or being encouraged especially in the Ghanaian higher education/tertiary education context. In this sense, the findings in Figure 29 could be interpreted, at least in the basic sense, to mean that Ghanaian HEIs/TEIs still prioritised orthodox means/ways of assessing teaching practices.

Regarding the multi-site qualitative case study interviews conducted with the 17 official/actors of the Ghanaian higher education/tertiary education system regarding this theme, there

were some seeming convergences. Related to the sub-research question on ways/means of assessing teaching, the case study interviewees appeared to have supported and/or buttressed aspects of the findings illustrated in Figure 29 directly. Generally, the interviewees explained that their HEIs/TEIs assess teaching through a number of ways, including one-on-one conversations, online student assessments, supervision and monitoring of lecturers, compliance and/or adherence to teaching regulations, student satisfaction surveys, periodic evaluation of lecturers by students and management. In the ensuing excerpts, for example, two interviewees talked directly about how teaching is evaluated in their institutions, and particularly how student surveys are regarded as an important way/means by which teaching is assessed in their HEIs/TEIs:

We are already being regulated by a body and the body is really checking us from time to time to know whether we are complying with regulations of the country. So, that puts us on the check. Outside that, the foreign universities that we are collaborating with, they also have specifics that they would want to meet before they even sign any MoU with you, so we have checks. Internally, at the end of every semester, questionnaires are given to students to fill about their various lecturers and then for administration, we also do our part. The president, even at times, moves with some of us to the various lecture halls. We stand from afar to listen to whatever they are doing

Senior officer of private HEI/TEI 6 ... We assess teaching from students' feedback at the end of the semester and in-between semesters. Also we administer students' surveys. We also have Head of Departments and Deans as Co-ordinators, and it is part of their responsibilities to also observe teaching and the individual lecturers. And sometimes they do come to the lecture rooms to observe physically how they are teaching and the teaching method they employ ... We do interview students at times on the quality of the subject, the lecturers and then the schools general situations. In addition, through the SRC, they do have students' forum to know students concerns mostly regarding teaching Senior officer of private HEI/TEI 4 Another interviewee pointed out succinctly how student satisfaction surveys, peer rating, external reviews and administrative ratings are used normally to assess teaching in his/her HEI/TEI: In our institution, we normally do student satisfaction survey. We also involve students in surveys concerning the assessment of teaching, specifically on teaching. We also have peer rating. We also do teaching portfolios and also for administrative ratings. Assessment is also done on teaching scholarships and student interviews. If we interview students and they are not happy with a particular lecturer or facilitator, we would know and also through external reviews which we do. We send some of our exams questions send marked scripts from all the departments for moderation and review to external institutions and a report is sent to the Vice-Chancellor ... What we do is, we have a structured questionnaire that we give to them to fill. We normally get them during the examination period so immediately after they are done writing the paper, we assess them on the course,

how they lecturer delivered the course and how everything went throughout the semester. A report is generated and if a lecturer is not suitable or not satisfactory then we call and talk to him or her. Senior officer of public HEI/TEI 3

In addition, one other interviewee mentioned monitoring and supervision as a tool used by his/her institution to assess teaching:

We do monitoring and supervision. We do supervision of the tutors and the school in general. We have a monitoring team. We have supervisors. We have even digitised it. It's on a tablet so by the time we finish with you we are able to tell you that we have scored 70/100. Senior officer of a regulatory body 3 In yet another interview, one official/actor explained that they assess teaching through appraisal and peer-reviewing. Besides these two main approaches, he/she explained further that his/her institution conducts student satisfaction surveys through the institution's quality assurance unit. However, he/she pointed out that verification of academic qualifications of faculty of his/her institution, as a measure of ensuring that only qualified teachers are recruited, is done by regulatory bodies. In his/her own words, the interviewee explained that: This [verification of academic qualification] is done at the point of entry into the institution. Your first appointment you have to come along with your original certificate, and NAB, NCTE even this very week (the week of interview) has conducted a staff audit checking on the veracities of certificates.

Senior officer of public HEI/TEI 6 This information concerning verification of academic qualifications was corroborated implicitly by interviewees from regulatory bodies. They explained that teaching assessment in HEIs/TEIs could be conducted by/through students, mentors, faculty leaders and peer assessment, and that although their organisations set the standards regarding teaching and teacher assessment, they, however, do not have direct control over how teaching is assessed internally in the HEIs/TEIs. Explaining further, one interviewee said what could be described implicitly as the rationale for verifying qualifications of faculty of HEIs/TEIs:

[We] do not have direct control over teaching assessment in the universities. The standards are set by NAB and NCTE who have some control of teachers and teacher assessment for quality assurance purposes. However, I'm not sure that when we realise there is a high failure in any university, we investigate to find out the causes ... In this sense, we may assess teaching externally but not internally ...

Senior officer of a regulatory body 4

So clearly, the findings from the study appear to endorse the admonition in the literature (e.g. Center for Research on Learning and Teaching, 2016; Felder, R. & Brent, R. (2004). *Evaluate teaching. Chemical Engineering Education* 38 (3) 200 – 202; Hoyt and Pallett, 1999) concerning ways/means/methods of assessing teaching using multiple sources of data. As can be observed from this section, the Ghanaian HEIs/TEIs involved in TNE partnerships have identified some useful ways/means/methods for assessing instructional effectiveness which include student ratings of instruction, peer review of teaching and teaching portfolio and course portfolios. This is important because, as Goos and Salomons (2017) put it, feedback of/from teaching assessments should be used to measure teaching quality to compare it across different courses, teachers, departments and

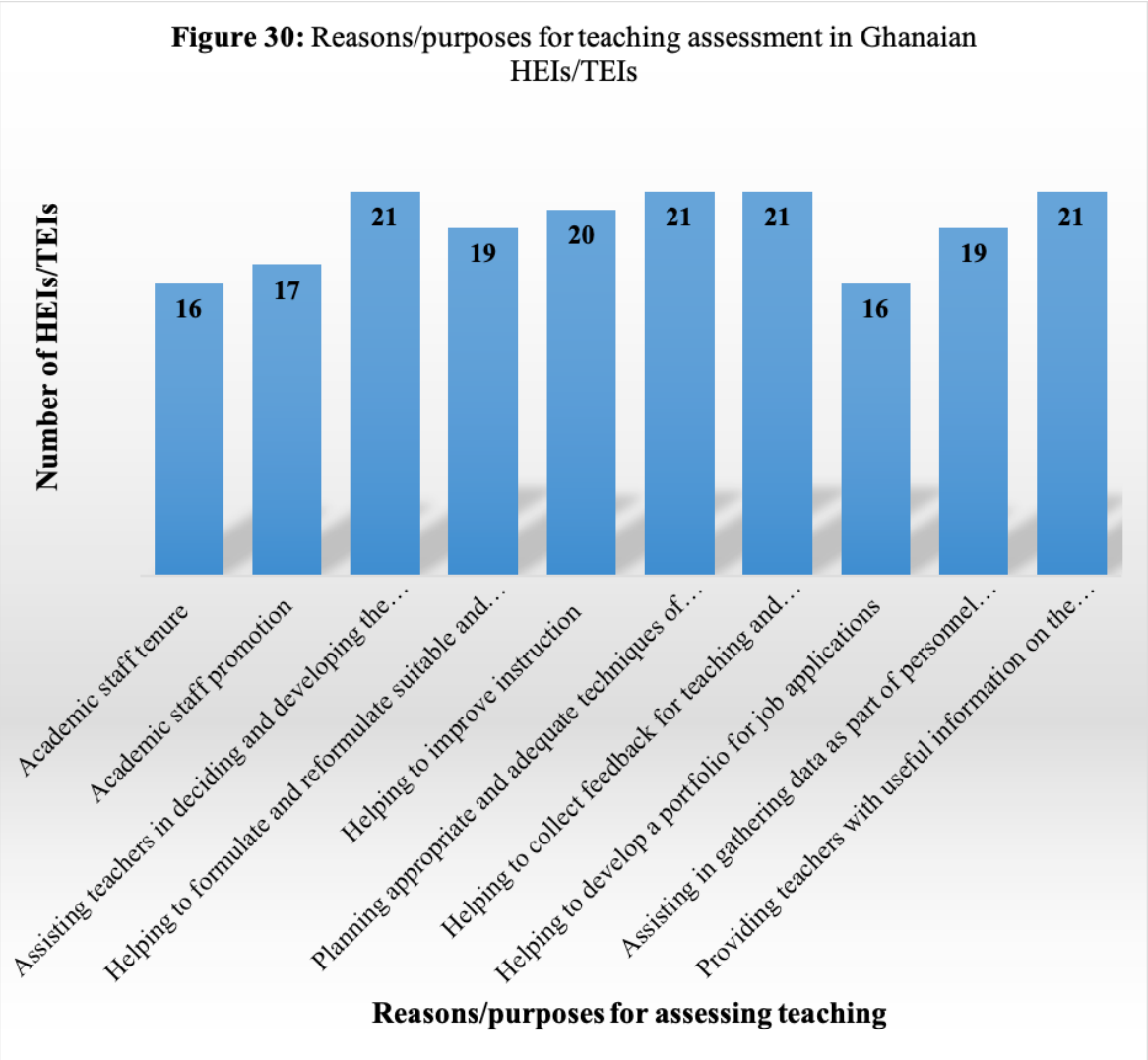
10.3 What are the reasons for assessing teaching in Ghanaian HEIs/TEIs?

This sub-research question explored the reasons/purposes for assessing teaching in HEIs/TEIs involved in TNE partnerships in Ghana.

institutions. The findings illustrated, therefore, highlight the view that assessing and improving teaching is best accomplished when multiple sources of evidence – self-reflection, student feedback and peer observation – are well understood and used. Thus, making use of these multiple sources of evidence may help to obtain a holistic picture of teachers' approaches to teaching and their effectiveness (University of Washington, Center for Teaching and Learning 2019).

Indeed, the findings illustrated in this section of the chapter emphasise the fact that assessment of teaching in Ghanaian HEIs/TEIs is an important quality assurance issue, which cuts across both public and private tertiary institutions, and that this requires the use of various sources of evidence to evaluate the quality of teaching and learning of students. However, it appears (and as some authors, for example, Goos and Salomons, 2017, have argued) that in developing countries such as Ghana, the quality of teaching largely appears to be evaluated by/through orthodox means, particularly via student surveys and students' performance indicators at the end of semesters. Other most recent and innovative means, such as peer rating, self-evaluation, teaching portfolio and administrators' ratings, seem to be used only minimally.

In the case of the questionnaire data, respondents were asked to select suitable options from a set of ten statements put together on the reasons/purposes for assessing teaching. Figure 30 presents the quantitative findings to this sub-research question.



From Figure 30, the four most prominent reasons/purposes for which teaching assessments are undertaken in the HEIs/TEIs that took part in the study are ‘Assisting teachers in deciding and developing the ways, methods, techniques of teaching’, ‘Planning appropriate and adequate techniques of instruction’, ‘Helping to collect feedback for teaching and curriculum improvement’ and ‘Providing teachers with useful information on the quality of content and delivery’. Twenty-one out of the 28 HEIs/TEIs (representing 75 per cent) alluded to these four reasons/purposes as the most prominent among the options provided. Following up from this, 20 of the HEIs/TEIs (comprising 71.4 per cent) indicate ‘Helping to improve instruction’ as a reason for assessing

teaching in their institutions, while 19 of the institutions (comprising 67.9 per cent) said ‘Helping to formulate and reformulate suitable and realistic objectives of instruction’ and ‘Assisting in gathering data as part of personnel decisions, such as reappointments’ are the reasons/purposes for assessing teaching in their institutions. At the bottom, 16 of the HEIs/TEIs (comprising 57.1 per cent) indicated ‘Academic staff tenure’ and ‘Helping to develop a portfolio for job applications’ as the other reasons/purposes for assessing teaching in their institutions. A cursory look at the data as illustrated in Figure 30 suggests that perhaps in the assessment of teaching practices (especially among the 28 HEIs/TEIs that participated in the study),

attention and/or focus is paid more to issues relating to the quality of teaching delivery and curriculum improvement than concerns for personal advancement and/or progression of the instructors or facilitators.

On the part of the qualitative findings, insights from the semi-structured interviews conducted with the 17 officials/actors from case study institutions were quite revealing. Most of the institutions interviewed made a strong case for the role of assessment of teaching in assuring and ensuring the quality of teaching and learning. Two of the institutions, for example, had these to say about the reasons why they (i.e. HEIs/TEIs) assess teaching: The academic board does a lot and we also have the quality assurance office in place so that even at the time you’re employed, you are made to do a practical tutorial for us to see whether you really know the area that you are talking about. We put a check on them. In addition to that when the examination results are out, the examinations board sits on it and they are able to assess whether a lecturer is performing or not ... If so many students are either failing or passing, it is a clear indication that something is wrong. They go through all these to make sure that our lecturers are really putting forth their best. We should be interested because everything about education is improvement. We constantly have to be looking at how we do things to compare what is happening on the field. The new ideas and redefine our path every time to make sure we are on course, and to get the best form of knowledge available to us. This will help us know our lapses to organise training programmes for our staff.

Senior officer of private HEI/TEI 1

Quite clearly, these are but two of the very many reasons for assessing teaching using multiple sources of data. Besides these reasons, the importance of assessing university teaching can be seen in the many purposes of evaluating teaching, which include collecting feedback for teaching improvement, developing a portfolio for job applications, or gathering data as part of personnel decisions, such as reappointment or promotion and tenure (Center for Research on Learning and Teaching, 2016; Felder and Brent, 2004; Hoyt and Pallett, 1999). As the findings from the study suggest, the HEIs/TEIs involved in TNE in the Ghanaian context appear to agree

implicitly that one of the remote reasons for assessing teaching is for the professional development of teachers/lecturers. This supports the Carnegie Mellon University’s (2016) view that assessment of teaching should aim to benefit the professional development of the teacher. The Carnegie Mellon University makes the point forcefully that assessing only teaching behaviours and course activities cannot be sufficient because the qualities of the teacher may be appreciated by students but not optimally helpful to their learning and growth. More so, it argues that assessing learning alone cannot be sufficient because the ultimate success of students is also dependent upon their motivation and commitment to learning. For this reason, it is apparently important, according to the Carnegie Mellon University, to emphasise that assessment of teaching and learning are two complementary and overlapping activities that should aim to benefit and/or underpin both the professional development of the teacher and the quality of student learning. This implies therefore that assessment of teaching and learning should be done in tandem to help teachers

improve and refine their teaching practices to help improve students’ learning and performance.

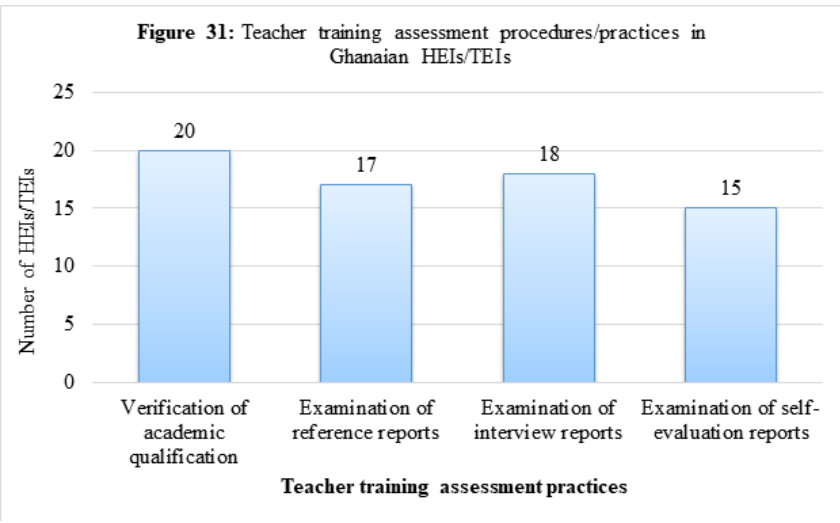
As the literature suggests, different ways/means/methods of assessing teaching and teacher training are used on a large scale to assess the quality of teaching in HEIs/TEIs as well as for comparing teacher performance across courses, departments and even universities (as cited in Goos and Salomons, 2017). Thus, overall, teaching and teacher training assessments affect faculty promotions, students’ applications as well as students’ course selection and are used for published institutional teaching rankings and in auditing practices for demonstrating institutional performance. The implication of this therefore is that, as the evidence from the study suggests, in Ghana, the results of teaching evaluation are given to teachers as feedback on their teaching quality, and are often used for appointment confirmation and promotion purposes. However, very little attention is given to how to use this feedback to improve teaching to be able to impact students’ learning directly.

10.4 How is teacher training assessment undertaken in Ghanaian HEIs/TEIs?

This sub-research question on the theme of the chapter sought broadly to describe the various practices/procedures used to conduct teacher training assessments by Ghanaian HEIs/TEIs. To address this question, the questionnaire item relative to the sub-question required

respondents to select from a set of four options, appropriate statements that indicate how their HEIs/TEIs undertake teacher training assessments. The qualitative case study interviews, on the other hand, had a slightly shifted focus of seeking to identify the several different methods and approaches that the HEIs/TEIs adopt to ensure that good-quality teaching staff are recruited and retained to ensure and assure quality services delivery.

The quantitative findings to this sub-research question are illustrated in Figure 31.



From Figure 31, it is apparent that the 28 HEIs/TEIs that indicated were engaged in TNE partnerships generally employed verification of academic qualification in assessing teacher training more than the other options. Twenty out of the 28 HEIs/TEIs (comprising 71.8 per cent) alluded to the use of verification of academic qualification as the first and foremost procedure/practice they adopt in assessing teacher training in their institutions. This is followed by examination of interview reports (18 – representing 64.3 per cent), examination of reference reports (17 – constituting 60.7 per cent) and examination of self-evaluation reports (15 – representing 53.6 per cent). Clearly, this shows that the HEIs/TEIs do not differ much (in terms of numbers), regarding the practices they employ to ensure that teacher training is assessed in their respective institutions. The case study interviews conducted showed generally that the HEIs/TEIs undertake teacher

training assessment by adhering to several different methods and approaches. One interviewee, for example, shared the plethora of approach used by his/her HEI/TEI:

As I said before, we have a verification of academic qualifications, examination and/or assessment of referee reports, examination of interview reports because from time to time, we do promotions in which people [referring to staff] are interviewed. The verification process is done this way: a department makes a request, for staff then the applicant goes to the department to do a presentation to the academic faculty. After this, the whole department will assess you. So if you qualify then the department recommends you to the registry.

Then, they [i.e. the department] will call the applicant for an interview. When the applicant is coming, we have requirements for the application. So normally the academic qualifications should be part, the originals certificates or the certified copies should be part of the application or during the interview, you bring them for everyone on the panel to see. In the same way, those who go for further studies and have come back, we make sure, they present their certificates to the registry for verification. Senior officer of public HEI/TEI Another interviewee gave insights into the ‘age-old’ practices of his/her HEI/TEI in respect of how the issue of teacher training assessment is undertaken: The College of Education in my institution has tried to develop this certificate course for new teachers. Before this certificate programme, we were part of the quality assurance training in the university. All the orientation courses and programmes that are run for newly recruited teachers are part of it. Appointed lecturers go through this orientation and are trained. But we feel this should be institutionalised so it will be a regular way of honing the skills of our lecturers. During the recruitment process, we know that many people will state whether they have been teaching and sometimes, during the teaching demonstration, when we realise you are good with the knowledge but not too good with delivery, then we flag you to go for the course or orientation.

Senior officer of public HEI/TEI 2 The interviewees who represented regulatory bodies, for their part, explained that because of their position as regulators of the entire higher education/tertiary education system, they do not have any direct role in assessing teacher training in HEIs/TEIs. They argued that this

notwithstanding, they have some general guidelines which they ensure that HEIs/TEIs adhere to for quality assurance purposes. One of the regulatory body representatives put this aptly: When the curriculum is brought to us, we have certain requirements that you need to meet. We make sure that those who are going to teach have terminal degrees. We also make sure that for any new programme, there are at least three lecturers and one has to be a senior lecturer. We don’t assess lecturers directly in faculties. As part of the quality assurance processes, students are supposed to evaluate their lecturers. So we encourage students–teacher assessment. We also have peer assessment policy and so based on the feedback we get when we go there, we get to know what is happening. At times we go to the institutions and engage the students to get information to know how the teachers are faring. As a teacher, you need to upgrade yourself, so we tell institutions to have career development policies. We insist they tell us that these teachers have undergone these training within the semester.

Senior officer of a regulatory body 2 Thus, the evidence from this study, quite apart from providing some understanding of how teacher training assessment is conducted generally in HEIs/TEIs in Ghana, has in addition, given credence to the view that HEIs/TEIs and their regulatory authority in Ghana do indeed have, and trigger a number of ‘external’ teacher training assessment mechanisms to ensure that good-quality staff are recruited and retained for quality services delivery (Abraham, 2017; Baryeh, 2009).

10.5 Chapter summary

This chapter has provided insights into how teaching and teacher training assessment is conducted generally in HEIs/TEIs in Ghana. The findings show, for example, that although a variety of different ways/means are used by Ghanaian HEIs/TEIs involved TNE partnerships to assess teaching, the emphasis appears to focus on two key mechanisms, namely: students’ feedback (in the form of student satisfaction and/or engagement surveys) and peer observation of lessons. Other most recent and

innovative means, such as peer rating, self-evaluation, teaching portfolios and administrators’ ratings seem to be used only minimally. Second, it also came to light that teaching in HEIs/TEIs in Ghana is assessed for a plethora of reasons, but that the focus appears to centre on improving the quality of teaching delivery and curriculum improvement than concerns for the quality of students learning. As argued by the literature (e.g. Center for Research on Learning and Teaching, 2016; Felder and

Brent, 2004; Goos and Salomons, 2017; Hoyt and Pallett, 1999), assessment of teaching and learning should be done in tandem to help teachers improve and refine their teaching practices to help improve students' learning and performance. Third, the findings also suggest that teacher training assessment in Ghanaian HEIs/TEIs engaged in TNE partnerships is undertaken using a variety of different methods and approaches (including verification of

academic qualifications, examination and/or assessment of referee reports, examination of interview reports, examination of self-evaluation reports, ensuring that lecturers possess terminal degrees, and peer assessments) to ensure that good-quality staff are recruited and retained for quality services delivery.

Chapter 11

Key findings, conclusions and recommendations

11.1 Overview

In this last chapter of the research report, a summary of the entire research process and key findings are presented. Based on the key findings of the research presented, conclusions, indicating the implications of the findings for policy, practice, theory and research are presented. Thereafter, recommendations to help contextualise and deal with the implications of the findings are provided. Finally, suggested areas for advocacy and further research are indicated to guide future research plans.

11.2 What are the ways/means by which teaching in Ghanaian HEIs/TEIs is assessed?

In the globalised, post-Fordist world in which we find ourselves today, TNE partnerships have become a core element of nations' 'higher education as business' philosophy (Marginson, 2002), and a defining characteristic of the transition of universities into 'multi-million dollar academic enterprises' reliant upon 'flexible internal and external networks' with businesses, communities and other universities (Gallagher, 2000). In Ghana, visible signs of the birth of TNE abound in recent times. Unfortunately, it is unclear how these partnerships are taking hold, as research to provide insights into the processes and practices of these partnership is lacking.

It is against this backdrop that the research study on which this report is based was undertaken. The research investigated TNE partnerships and the environment of distance learning generally in HEIs/TEIs in Ghana. The rationale for this research endeavour essentially is to provide insights into the state of higher education in Ghana with the view to supporting both the government of Ghana and its international development partners in identifying the key areas where they could work to improve the quality of, and access to, Ghanaian HEIs/TEIs, while at the same time providing its international development partners with value in the form of qualitative and/or economically beneficial partnerships.

In pursuit of this overarching research goal, 11 research questions were posed to drive the study:

1.What does a critical review of literature relating to Ghanaian higher education/tertiary education say about:

a.the profile of Ghanaian HEIs/TEIs in respect of staff/student ratios; general class sizes; graduate employability assessment; partnerships and industry links; access to broadband/internet, etc.?

b.Ghana's regulatory and policy framework regarding HEIs/TEIs and systems?

c.assessment needs of the Ghanaian HEIs/TEIs and system at large?

d.teaching and teacher training assessment in Ghanaian HEIs/TEIs?

e.trends in Ghanaian HEIs/TEIs research?

f.partnership needs of Ghanaian HEIs/TEIs?

2.How is the concept of TNE understood and/or conceptualised by institutional actors in the Ghanaian higher education/tertiary education landscape?

3.How do successful TNE partnerships work in Ghanaian HEIs/TEIs?

4.What are the main inhibitors to successful TNE partnerships in Ghanaian HEIs/TEIs?

5.What are the underlying drivers for the success of TNE in Ghanaian HEIs/TEIs?

6.How or in what ways are international partnerships' development offices at/in Ghanaian HEIs/TEIs driving the TNE agenda?

7.To what extent has government of Ghana's higher education policy (past and present) influenced the development of TNE partnerships?

8.How relevant are the linkages between Ghanaian HEIs/TEIs and industry to the TNE agenda?

9.What are the TNE partnership needs of Ghanaian HEIs/TEIs?

10.How are TNE assessment needs in Ghanaian HEIs/TEIs conducted/undertaken?

11.How is teaching and teacher training in Ghanaian HEIs/TEIs assessed?

To help generate evidence-informed findings to address these research questions, a multi-phase mixed-method research design, informed by exploratory and explanatory sequential designs, was used to explore and understand in-depth

existing TNE partnerships in Ghanaian HEIs/TEIs. The exploratory sequential segment of this design was characterised by an initial qualitative phase of data collection and analysis (mainly through document analysis and literature reviews to provide context for TNE partnership in Ghanaian HEIs/TEIs and to guide the development of data collection instruments), followed by a phase of quantitative data collection and analysis, with a final phase of integration or linking of data from the two separate strands (Berman, 2017; Creswell and Plano Clark, 2011; Subedi, 2016). The explanatory sequential segment of the multi-phase mixed-method research design, on the other hand, consists of first collecting quantitative data and then collecting qualitative data thereafter to help explain or elaborate on the quantitative results (Subedi, 2016). The justification for this design lies in the fact that the quantitative data and results provide a general picture of the research problem; but that more analysis specifically through qualitative data collection is needed to refine, extend or explain the general picture (Creswell and Plano Clark, 2011). Thus, combining the two designs (i.e. the exploratory sequential design and the explanatory sequential design) in this study has aided the research process enormously in a number of ways. Essentially, the use of multi-phase mixed-method research design has helped, first of all, to collect and analyse qualitative data (in the form of document analysis and literature reviews) and then based on the qualitative findings, to develop the quantitative aspect (i.e. survey) of the study. This process then led to the collection and analysis of quantitative data, which was then followed by the collection and analysis of qualitative case study data from multiple sites. This led finally to the overall integration, interpretation and reporting of the findings of the study.

The sample for this research comprised Ghanaian HEIs/TEIs and regulatory bodies involved in higher education/tertiary education administration in Ghana. In selecting the sample, census, purposeful random and criterion sampling techniques were employed.

First, the census sampling technique was employed to study the entire population of HEIs/TEIs to profile them. Second, the purposeful random sampling technique was used to sample 102 HEIs/TEIs for a quantitative survey. Third, the criterion sampling strategy (with the help of 'screening questionnaires' employed as the first phase of the survey) was used to select 28 HEIs/TEIs involved in TNE partnerships for a second phase of quantitative survey regarding the nature and scope of their existing partnerships. Fourth, the purposeful sampling technique was used to select 17 higher education/tertiary education actors/officials for multi-site case study interviews regarding their respective institutions' experiences and roles in TNE partnerships. Thus, the various sampling techniques used enabled key actors and institutions with rich information about TNE partnerships within the higher education sector to be sampled for in-depth analysis.

Owing to the composite data collection intent embedded within the variant of the mixed-methods approach adopted for the study, data was collected using the document review guide, self-administered questionnaires and open-ended semi-structured interview guide. The document review guide, consisting mainly of a checklist, was designed and used to identify and select relevant documents (e.g. policy documents and regulations, institutional reports, data files, journals on higher education and other written artefacts) needed for initial scoping and literature review for the purposes of the study. Two sets of questionnaires were used to collect data from participating institutions. The first set of the questionnaire was used to screen for the 102 participating institutions regarding their involvement or otherwise in TNE partnerships. The second set of the questionnaire was used as a follow-up activity for the 28 HEIs/TEIs that indicated they were in some form of TNE partnerships regarding the nature and scope of their existing partnerships. The semi-structured open-ended interview guide, for its part, was used to collect relevant qualitative data through face-to-face interviews with 17 actors/officials (e.g. representatives of regulatory bodies, international relations offices/registrar's offices and heads of departments of HEIs/TEIs) involved in higher education administration in Ghana.

Data collection procedures pertaining especially

to access to the HEIs/TEIs across the country was facilitated by the British Council prior to the research team going to the field for data collection. This took the form of emails and letters sent by the British Council to all the institutions to be involved in the study two clear weeks before the research team embarked upon data collection. In addition, personal introductory letters were given to the field officers to be delivered to the institutions to enable them to grant them access to the HEIs/TEIs for the purposes of data collection. In all, the country was divided into zones for data collection purposes, and research data was collected in three phases. Phase one involved desk review of relevant policy documents, empirical literature and technical and institutional reports to provide the context and theoretical support for the research. Phase two constituted a cross-sectional survey involving the collection and analysis of quantitative data from 102 HEIs/TEIs about their involvement (or otherwise) in TNE partnerships with reasons. Phase three, which was sub-divided into two stages, comprised a follow-up survey conducted with 28 HEIs/TEIs, and in-depth multi-site case study interviews conducted with 17 officials selected regarding the nature and scope of their TNE partnerships.

The analysis of data collected was undertaken based on the three phases of data collection outlined. First, the textual data collected through document and literature reviews were analysed thematically through processes of skimming (superficial examination), reading (thorough examination), and interpretation. Second, the survey data collected was organised and analysed using SPSS version 20, and the findings presented using descriptive statistics (i.e. frequency tables and charts). Third, the analysis of interview transcripts generated through the multi-site case study interviews was analysed using NVivo 8 to store, code, categorise and analyse the data. The use of NVivo software facilitated a more nuanced comparison within and across cases using coded data as well as data storage (Bogdan and Biklen, 1992). Thus the thematic analysis used generally in this study involved a careful, more focused re-reading and review of the data, which involved taking a closer look at the

selected data and coding and categorising the data based on its characteristics to uncover themes pertinent to TNE partnerships in HEIs/TEIs in Ghana.

The findings that have emerged from the research processes described herein are presented in the next section.

11.3 Key findings

In the presentation of the research findings, the research questions that have underpinned the study (apart from research questions 1 and 11) were re-organised and fused together into chapters, depending on their focus and/or underlying themes, and their corresponding findings were presented accordingly. Research question 1 constituted the scoping literature review for the research, and as such was treated as a separate chapter on its own. Similarly, research question 11 focused on assessing how teaching and teacher training in Ghanaian HEIs/TEIs is undertaken and so was constituted into another discrete chapter.

Chapter 5 for its part, did not follow this general rule of ensuring that the research findings were presented in chapters based on the research questions posed directly. It presents findings of the first part of the survey conducted with 102 HEIs/TEIs regarding their engagement, or otherwise, in TNE partnerships and their reasons for doing and/or not doing so. In all, four questionnaire items, instead of research questions, were marshalled to address this purpose. The rationale, essentially, was for this chapter to serve as a basis on which the second part of the survey with the 28 HEIs/TEIs, together with the findings of the 'multi-site' case study interviews are anchored. For this reason, and in order to ensure that the principles of clarity and succinctness were adhered to, this chapter was also presented as a standalone chapter.

For the avoidance of clumsiness in the presentation of the research findings, each chapter is identified first before the presentation of its corresponding findings.

Chapter 4 serves the purpose of a scoping literature review for the research. The issues that have emerged from the review of relevant literature on Ghanaian higher

education/tertiary education indicate that:

a.the Ghanaian higher education/tertiary education system and institutions have witnessed considerable expansion over the last two to three decades. Thus, HEIs/TEIs and student enrolment have increased exponentially but without the corresponding increase in infrastructure and staffing thereby resulting in HEIs/TEIs' inability to the established thresholds of student/staff ratios and class sizes. Also, a logical consequence of the expansion is the churning out of a perceived unprecedented numbers of graduates who struggle to find employment after graduation. The high levels of unemployment among graduates from the HEIs/TEIs in Ghana have been interpreted to mean that the graduates are unemployable. Meanwhile, the literature lacks scientific studies on graduate employability assessment. Nonetheless, the anecdotal claims of unemployability of graduate from Ghanaian HEIs/TEIs seem to have gained acceptance among many stakeholders because the literature reveals a weak partnership links between HEIs/TEIs and industry which is seen to be a catalyst for graduate employability.

b.a low penetration of high-speed broadband internet in the Ghanaian higher education system to support the effective use of technology for skills training.

c.the conduct of needs assessment in Ghanaian HEIs/TEIs, and the system at large needs not be a single one-time operation, but a continuing and periodic activity.

d.evidence on higher education teaching and teacher training assessment is not only anecdotal but also lacking.

e.the trends in the Ghanaian HEIs/TEIs' research and TNE partnership needs show that social capital, measurable goals, administrative support, creativity, innovation and sustained funding are some of the key TNE partnership needs of HEIs/TEIs in Ghana.

f.a number of regulatory and policy frameworks have been adopted to re-engineer the Ghanaian higher education system since independence. Nonetheless, these regulatory and policy frameworks have been patchy and incoherent, resulting in a lack of a comprehensive higher education policy that facilitates effective and efficient TNE partnerships in the Ghanaian higher/tertiary education system and institutions.

Chapter 5 presents findings of the first part of the survey conducted with 102 HEIs/TEIs along the lines of four questionnaire items. The analysis of the data generated suggest that:

a.out of a total of 102 (from the 215 HEIs/TEIs currently existing and/or in operation in Ghana) surveyed, 55 (54 per cent) of them were public (i.e. government funded), 45 (44 per cent) were private (or privately funded), while two (two per cent) were public/private funded.

b.28 (27 per cent) HEIs/TEIs out of the total number of 102 were engaged in TNE partnerships, while a whopping 74 (73 per cent) of them did not have or were not involved in any form of TNE partnerships.

c.the major reasons cited by many of the 74 HEIs/TEIs who reported that they did not have or were not engaged in any form of TNE partnerships included: insufficient knowledge about TNE partnerships; inadequate infrastructure to support TNE partnerships; inhibitions from regulatory bodies; and lack of knowledge about TNE partnerships.

d.out of the nine reasons outlined for which both public and private HEIs/TEIs were required to indicate the ones that prevented them mostly from engaging in TNE partnerships, public HEIs/TEIs outweighed their private counterparts on five, whereas the private HEIs/TEIs also surpassed the public HEIs/TEIs on four. The five reasons areas in which the public HEIs/TEIs outweighed their private counterparts include lack of knowledge about TNE partnerships; insufficient knowledge about TNE partnerships;

fear of failure of TNE partnerships; inhibitions from regulatory bodies; and inadequate infrastructure to support TNE partnerships. On the other hand, the four reason areas in which the private HEIs/TEIs surpassed their public counterparts comprised: inadequate technology to support TNE partnerships; not financially attractive; fear of insecurity for students and faculty; and lack of interest in TNE partnerships.

Chapter 6 presents the findings of the demographic characteristics of both the survey and qualitative case study interview participants of the study together with the findings of three research questions (research questions 2, 3 and 6). The analyses of data reveal that:

a.out of the 28 institutions who indicated that they were in some form of TNE partnership(s), 22 (78 per cent) were established between the period 1996 to 2019, whereas only six (22 per cent) were established between the period 1951 to 1995.

b.20 (71 per cent) of the 28 HEIs/TEIs who were engaged in TNE partnerships were privately owned, whereas eight (29 per cent) were publicly or state-owned.

c.out of the 28 HEIs/TEIs who were engaged in TNE partnerships, six were doctorate degrees awarding institutions, eight and nine of them were bachelor's and master's degrees awarding institutions respectively, three were non-degree awarding institutions, while two of them did not provide responses to the question about the degrees they award.

d.five out of the 28 HEIs/TEIs awarded their own degrees, 22 did not award their own degree, while one did not provide a response to the question.

e.nine of the 28 HEIs/TEIs jointly (i.e. with foreign TNE providers) deliver study programmes outside Ghana, while 15 did not. Four HEIs/TEIs did not provide responses to the question about whether or not they jointly deliver study programmes outside the country.

f.five of the foreign institution in partnership with the 28 Ghanaian HET/TEIs come from the USA, three come from the UK, two each from Ukraine and France, while one each comes from Finland, Switzerland, Spain and Nigeria.

g.TNE partnerships in Ghanaian HEIs/TEIs are much more pronounced and/or fostered mainly in the sciences and humanities than in other disciplines (e.g. business, peace and security, fashion design and graphics, computing, etc.).

h.out of the 17 actors/officials HEIs/TEIs selected for the multi-site in-depth case study interviews, five were drawn from or represented regulatory bodies/agencies; six each came from or represented public and private HEIs/TEIs respectively.

i.generally, participants (and perhaps the various institutions they represented), have some intuitive knowledge and understanding about TNE partnerships as a concept, but that this knowledge appears not to be comprehensive and/or embrative of all the vital ingredients. The tacit understanding/knowledge that the participants of the study have about TNE partnerships appear generally to have stemmed from and/or reflected the partnership operations of their respective institutions.

j.the status of TNE partnerships in Ghanaian HEIs/TEIs can be understood or evaluated from the perspective of five broad thematic areas: aims of TNE partnerships, benefits of TNE partnerships, models of TNE partnerships, KPIs of TNE partnerships, and factors responsible for success of TNE partnerships. Regarding aims, participants viewed ‘improving the quality of student experience with new approaches to learning’, and ‘enhancing employability prospects of graduates both domestically and internationally’ as the two key aims for having TNE partnerships in Ghanaian HEIs/TEIs. Concerning benefits, participants rated ‘the provision of safe haven to accommodate foreign students and educators’; ‘enhancing/deepening collaboration/co-operation between Ghana and other countries’; ‘promoting internationalisation strategy’; and ‘opportunity for human resource capacity building’ as the top four benefits their HEIs/TEIs derived from TNE partnerships. With respect to models, the findings indicate that the three most used models of TNE partnerships by the Ghanaian HEIs/TEIs are top-up programmes; articulation agreements; and split-site agreements. Also, the findings suggest that ‘commitment to recruitment and marketing issues’; and ‘the academic programme and curriculum effectiveness’ were the two KPIs for assessing the success of TNE partnerships by the Ghanaian HEIs/TEIs engaged in TNE

partnerships. Last, the findings suggest that ‘effective communication to ensure that all partners are kept informed’; ‘shared commitment to implement the programme’; ‘shared arrangements for monitoring and reporting process’; and ‘shared aspirations’ are the main factors that make TNE partnerships work in Ghanaian HEIs/TEIs.

k.Ghanaian HEIs/TEIs who are engaged in TNE partnerships committed resources such as cost-effective and reliable internet connectivity, qualified and experienced faculty and state-of-the-art technology to help drive the partnership agenda. The resources committed, however, does not appear to be sufficient (as pointed out by participants in chapters 7 and 8 of this report).

l.Ghanaian HEIs/TEIs who are engaged in TNE partnerships drive their institutions’ TNE agenda through strategies such as: positioning the institution within a global higher education system, developing institutional capacity, and positioning their graduates as global citizens and future members of a global workforce.

m.some of the Ghanaian HEIs/TEIs that are engaged in TNE partnerships have come to recognise the importance of establishing international development offices to help promote, support and coordinate all facets of their TNE partnership activities.

In Chapter 7, the findings to two research questions (i.e. research questions 4 and 5) are presented. The findings indicate that:

a.the main inhibitors of TNE partnerships in Ghanaian HEIs/TEIs surveyed include the lack of/inadequate funding, non-availability of internet infrastructure, poor quality assurance systems, and the absence of policy to drive the TNE partnership agenda. Other hindrances to TNE partnerships in Ghanaian HEIs/TEIs surveyed include lack of trust between TNE partnership institutions, issues of accreditation, unhealthy competition between partners and imbalances/inequalities in resources for TNE partnerships engagements.

b.‘securing sustainable funding’, ‘having clear initial planning for the partnership’ and ‘opportunities for capacity building and exposure’ are top three underlying drivers for success of TNE partnership in the 28 Ghanaian HEIs/TEIs surveyed. Other drivers of success in the 28 Ghanaian HEIs/TEIs surveyed, namely: ‘regulatory compliance on the part of both parties’, ‘clearly agreed ownership criteria’, ‘the desire for global visibility’, and ‘the provision of adequate and quality infrastructure and technology’ also drive TNE partnerships, but minimally.

Chapter 8 presents the findings to two research questions (i.e. questions 9 and 10) put together into one single theme, namely: trends in Ghana’s HEIs/TEIs’ research and partnership needs. The findings to these two research questions suggest that:

a.factors, namely: lack of sustained funding, lack/inadequate resources, lack of administrative support services, lack of consistent and regular monitoring and evaluation, non-commitment to good management/governance principles and/or structures, inadequate human resource capacity building, and lack of quality assurance mechanisms are the major needs of Ghanaian HEIs/TEIs engaged in TNE partnerships.

b.‘students’ surveys’, ‘alumni surveys’ and ‘student appraisals’ are the major ways by which needs assessments are conducted by Ghanaian HEIs/TEIs involved in TNE partnerships.

In Chapter 9, research findings relating to how Ghana’s HEI/TEI policy and regulatory framework has impacted TNE partnerships are presented and discussed around two research questions (i.e. research questions 7 and 8). The first of these two research questions examined how the government of Ghana’s education policy has influenced and still continues to influence the development of TNE partnerships in the country. The second research question, on the other hand, examined the relevance of the linkages between Ghanaian HEIs/TEIs and industry to TNE partnerships agenda. The findings indicate that:

a.the only policy and/or regulatory framework that appears to have some influence on TNE partnerships of HEIs/TEIs in Ghana is the policy and/or law that established the NAB (i.e. PNDC

Law 317 of 1993/Act 744 of 2007). Even with this, the finding suggests that the law (and by extension NAB) has or represents a weak influence regarding TNE operations in HEIs/TEIs because its level of influence was limited to TNE programme accreditation only.

b.the 28 HEIs/TEIs which indicated they were in some TNE partnerships agreed generally that the linkages between their HEIs/TEIs and industry were relevant to TNE agenda insofar as they (i.e. the linkages) offer their students attachments and placements opportunities in industry, and thereby contributing to training and curriculum development to produce graduates with the required knowledge and skills for the workforce of the country and the world at large.

Chapter 10 presents the research findings to one overarching research concerned with how teaching and teacher training assessments are conducted in Ghanaian HEIs/TEIs in the context of TNE partnerships. The research question was sub-divided into three. The first sub-question examined the ways/means by which teaching is assessed in HEIs/TEIs in Ghana. The second sub-research question investigated the reasons for assessing teaching in HEIs/TEIs, while the third examined the procedures/practices for undertaking teacher training assessment in HEIs/TEIs. The findings to the overarching research question suggest that:

a.two key mechanisms, namely: students’ feedback (in the form of student satisfaction and/or engagement surveys) and peer observation of lessons: are used mainly by Ghanaian HEIs/TEIs involved in TNE partnerships to assess teaching. Other most recent and innovative means, such as peer rating, self-evaluation, teaching portfolios and administrators’ ratings, seem to be used only minimally.

b.the focus of teaching assessments in Ghanaian HEI/TEI centres on improving the quality of teaching delivery and curriculum improvement than concerns for the quality of students learning.

c.teacher training assessment is undertaken in Ghanaian HEIs/TEIs that are engaged in TNE partnerships using a variety of different methods and approaches (including verification of academic qualifications, examination and/or assessment of referee reports, examination of interview reports, examination of self-evaluation reports, ensuring that lecturers possess terminal degrees, peer assessments) to ensure that good-quality staff are recruited and retained for quality services delivery.

11.4 Conclusions

In the light of the findings of the research study enlisted in the previous section, a number of conclusions could be drawn to put forth the implications of the findings for policy, practice, theory and further research. In the following few lines, the conclusions drawn from the study's findings are presented in line with the chapters that conveyed the findings.

1.From the findings of the scoping literature review conducted, which is presented in Chapter 4 of this report, it becomes immediately apparent in conclusion that Ghana's higher education system and institutions stand to benefit significantly from TNE partnerships because TNE partnerships could help address challenges such as staffing and infrastructural deficits, graduate employability assessment, and HEIs/TEIs and industry links. For this to happen, however, the literature review suggests, albeit implicitly, that concerted efforts need to be made by the Ghanaian higher education authority to, for example, enact appropriate laws and regulatory frameworks to ensure that activities of stakeholders are streamlined to enable TNE partnerships to flourish for the benefits to accrue to the country and TNE partnership institutions and their students.

2.The findings illustrated in Chapter 5 suggest generally that:

i.the number of Ghanaian HEIs/TEIs engaged in TNE partnerships is rather very low. The findings show that 74 out of a total of 102 were not involved in any form of TNE partnerships (see Figure 3). This could be interpreted to mean that Ghanaian HEIs/TEIs are not taking advantage of the opportunities TNE partnerships present to

develop their institution to derive benefits for themselves, their students and country. However, in a broader and more lenient sense, this finding could be taken to imply two key points, first, that finding signifies the birth of TNE partnerships in the higher education/tertiary education sector in Ghana; and second, that TNE partnership schemes with Ghanaian HEIs/TEIs are at their early stages of development. If one decides to take the latter broader and lenient path, then the conclusion could be drawn that TNE partnership schemes in Ghanaian HEIs/TEIs may be susceptible to a high level of risks (e.g. unfavourable competitions) mainly because they are at their early stages of development and perhaps may not have garnered enough experience and exposure to build-up the right 'muscles' to enable them survive in an intensely competitive and unfavourable educational terrain such as Ghana's.

ii.the majority of Ghanaian HEIs/TEIs are not in any form of TNE partnership mainly because they lack knowledge about such partnership processes and practices, and do not have adequate infrastructural facilities to support TNE partnership demands. Against this backdrop, it could be concluded that perhaps stakeholders of HEIs/TEIs in Ghana might not be investing sufficiently in the areas of research (to generate the needed knowledge about recent innovations, schemes and inventions) and infrastructure needs of their institutions.

3.From the research findings illustrated in Chapter 6, a number of valid conclusions can be drawn. In particular:

i.in relation to the finding which indicate that privately owned HEIs/TEIs have more TNE partnerships than those that are publicly or state-owned (see Figure 7), it can be concluded simply that the private HEI/HEIs/TEIs are perhaps better destinations for TNE partnerships (i.e. in terms of programmes accreditation processes and practices, less 'bureaucratic tapeisms', etc.) in Ghana.

ii.the conclusion can also be reached (concerning the findings as regard the countries of origin of the foreign institutions that are in TNE partnerships with Ghanaian HEIs/TEIs) that the focus on the USA and UK as the countries with the highest TNE partnership institutions is probably because Ghanaian students generally find certificates awarded by institutions from these two countries very prestigious and attractive.

iii.regarding the areas in which TNE partnerships are fostered, it is not surprising to find that partnerships appeared to be fostered more in the sciences and humanities than in many other disciplines (e.g. fashion and graphic design, computer technology, etc.). Thus, the phenomenon can be explained in terms of recent efforts aimed at stimulating developmental agendas of developing countries, particularly in helping them to find solutions to health and educational issues among marginalised children.

iv.concerning the issues of participants' conceptualisation of TNE partnerships as a concept, the conclusion can be drawn that they (i.e. participants) were making do with the tacit knowledge they had gained from their limited engagements with/on TNE partnership activities. This is particularly the case since the findings of the study provide ample evidence to show that TNE partnership activities in HEIs/TEIs in Ghana are still emerging.

v.with respect to findings surrounding the state of TNE partnerships in HEIs/TEIs in Ghana, it can be concluded against the findings illuminated that conceptualising and/or evaluating 'innovative programmes' with a broad lens, such as was done by participants in this study, is much more useful way of understanding how these innovations work.

vi.as regard the finding of the research that Ghanaian HEIs/TEIs enter into TNE partnerships with the main aim of improving the quality of their students' experiences and not essentially to enhance revenue generation, the implication therein is that perhaps Ghanaian HEIs/TEIs may not have yet bought into (and are possibly not deriving immense benefits) from the 'higher education as business' philosophy which is currently trending at the global stage. On another breadth, this could be interpreted to mean that Ghanaian HEIs/TEIs prioritised the experiences their students stand to gain from TNE partnerships more than the financial gains.

vii.with regard to the findings that Ghanaian HEIs/TEIs drive their institutions' TNE agenda through strategies such as positioning the institution within a global higher education system, developing institutional capacity, and positioning their graduates as global citizens and future members of a global workforce, it could be deduced that perhaps the emphasis of their TNE partnerships is on preparing and/or giving their students better learning experiences for the 'world of work'.

viii.in relation to the finding that some of the Ghanaian HEIs/TEIs that are engaged in TNE partnerships have or are establishing international development offices to help promote, support and co-ordinate all facets of their TNE partnership activities, implies that these institutions have come to recognise the importance of the TNE partnership philosophy, and thus are making frantic efforts to join the community of institutions involved in TNE partnerships to ensure that they derive the necessary benefits for themselves, their students and country.

4.From the findings illustrated in Chapter 7, one major conclusion can be drawn. The findings illustrated imply, at least covertly, that for TNE partnerships to be driven well to success, HEIs/TEIs on both sides of the partnership arrangement need to be clear, and have a mutual understanding about policies, plans and structures that guide the partnership as well as assuring quality of the partnerships.

5.Regarding the findings illustrated in Chapter 8, two key conclusions can be drawn:

i.concerning the findings in respect to the needs of Ghanaian HEIs/TEIs engaged in TNE partnerships, it is safe to conclude that the views articulated by participants are not any different from those espoused in the development literature concerning low-income regions.

ii.in line with the findings regarding how needs assessments of TNE partnerships in Ghanaian HEIs/TEIs are conducted, it can be concluded that the processes largely are students-driven, meaning that the information the HEIs/TEIs rely on to determine the needs assessment of their TNE partnerships largely come from students. These processes do not seem to take account of the views and/or inputs from other relevant stakeholders, especially from staff, peer institutions and industry.

6.The findings illustrated in Chapter 9 regarding how Ghana's HEI/TEI policy and regulatory framework has impacted TNE partnerships can also attract two interrelated conclusions:

i.one of the major findings in this chapter indicates that the only policy or law which influences TNE partnership activities of HEIs/TEIs in Ghana (i.e. PNDC Law 317 of 1993/Act 744 of 2007) has or represents a weak influence because its level of influence was limited to TNE programme accreditation only. Against this backdrop, it can be concluded conveniently that the Ghanaian higher education/tertiary education lacks appropriate policy and regulatory frameworks to regulate TNE partnerships to put them on a more secure footing to ensure there are always win-win situations for Ghanaian HEIs/TEIs and their foreign TNE counterparts.

ii.the other finding indicate that participants intimated that linkages between their HEIs/TEIs and industry were relevant to TNE agenda insofar as they (i.e. the linkages) offer their students attachments and placements opportunities in industry, and thereby contributing to training and curriculum development to produce graduates with the required knowledge and skills for the workforce of the country and the world at large. It can, therefore, be concluded safely that Ghanaian HEIs/TEIs engaged in TNE partnerships appear to be well aware of the skills and competences

required of the 21st century graduates and making frantic efforts to take advantage of the opportunity TNE partnerships offer to prepare their students adequately for the 'world of work'.

7.Concerning the findings discussed in Chapter 10 about how teaching and teacher training assessments are conducted in Ghanaian HEIs/TEIs in the context of TNE partnerships, a number of interesting conclusions can be drawn. For example:

i.one of the findings indicate that two key mechanisms, namely student feedback (in the form of student satisfaction and/or engagement surveys) and peer observation of lessons, are used mainly by Ghanaian HEIs/TEIs involved TNE partnerships to assess teaching. Against this backdrop, it is safe to conclude that Ghanaian HEIs/TEIs involved in TNE partnerships either lack knowledge about some of the most recent and innovative means, such as peer rating, self-evaluation, teaching portfolios, administrators' ratings, for assessing their students or that they simply do not prioritise these strategies in their assessment of teaching.

ii.another finding relative to the theme of the chapter reveals that the focus of teaching assessments in Ghanaian HEIs/TEIs concerned, centres on improving the quality of teaching delivery and curriculum improvement than concerns for the quality of students learning. This implies that teaching assessments in these institutions are perhaps not undertaken in tandem with learning to help teachers improve and refine their teaching practices to help improve students' learning and performance.

iii.A third finding relative to the same theme suggests that teacher training assessment is undertaken in Ghanaian HEIs/TEIs that are engaged in TNE partnerships using methods and approaches (including verification of academic qualifications, examination and/or assessment of referee reports, examination of interview reports,

examination of self-evaluation reports, ensuring that lecturers possess terminal degrees, and peer assessments) to ensure that good-quality staff are recruited and retained for quality services delivery. In line with this finding the conclusion could be drawn to the effect that the Ghanaian HEIs/TEIs involved in this study may have genuine intentions to transform the learning experiences of their students, however,

these good intentions appear to be constrained generally by their lack of knowledge and expertise about innovative and resourceful ways of undertaking teaching and teacher

training assessments generally in HEIs/TEIs.

11.5 Recommendations

Based on the findings of the research presented and the conclusions drawn, the following recommendations are put forward to help contextualise and deal with the implications of the findings enlisted.

1.It emerged from the findings of the scoping literature review conducted for the purposes of this study that Ghana's higher education system and institutions stand to benefit significantly from TNE partnerships because TNE partnerships could help address many of the challenges of the sector, such as staffing and infrastructural deficits, graduate employability assessment, and HEIs/TEIs and industry links. However, for this to happen very fast, we recommend strongly that the Ghanaian higher education authority should step in to enact appropriate laws and regulatory frameworks to ensure that activities of stakeholders are streamlined to enable TNE partnerships to flourish for the benefits to accrue to the country and TNE partnership institutions and their students.

2.It is also apparent from the findings of the study that the number of Ghanaian HEIs/TEIs engaged in TNE partnerships is rather very low. This, however, was interpreted broadly in context to signify the birth of TNE partnerships in the higher education/tertiary education sector in Ghana, and that TNE partnership schemes with Ghanaian HEIs/TEIs appear to be at their early stages of development. Nevertheless, this finding appears to imply that Ghanaian HEIs/TEIs may not be taking advantage of the opportunities TNE partnerships present to develop their institution to derive benefits for themselves, their students and the country. Similarly, an aspect of the findings also indicates that the majority of Ghanaian HEIs/TEIs were not in any form of TNE partnerships mainly because they either lacked knowledge about such partnership processes and practices; or they did not have adequate infrastructural facilities to support TNE partnership demands. Against the backdrop of these two key findings, we

recommend that the stakeholders of HEIs/TEIs in Ghana, including the government of Ghana and the HEIs/TEIs themselves, should invest sufficiently in the areas of research (to generate the needed knowledge about recent innovations, schemes and inventions) and infrastructural needs of their institutions. This, in our view, will ensure that the deficit gap in knowledge and infrastructure will be breached to enable HEIs/TEIs to play their useful roles towards the country's socio-economic and technological development.

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3. In relation to the finding which indicate that privately owned HEIs/TEIs have more TNE partnerships than those that are publicly or state-owned, we recommend that management of publicly funded HEIs/TEIs in Ghana work in close collaboration with the Ghanaian higher education regulatory agencies to fashion out modalities to 'cut out' or at least reduce the bureaucratic tendencies relating to programmes accreditation and all other higher education processes and practices in their institutions of higher learning. In our view, if this recommendation is pursued, it will make the environment in public HEIs/TEIs conducive for TNE partnerships and thereby help make these institutions better destinations for international partnership initiatives.

4. Regarding the aspect of the findings relative to the countries of origin of the foreign institutions that are into TNE partnerships with Ghanaian HEIs/TEIs, it is heart-warming to know that the USA and UK have been identified as the countries with the highest TNE partnership institutions operating in Ghana. While the reason for this 'good' news may probably have been due the importance Ghanaian students generally attach to certificates awarded by institutions from these two countries, the number of the foreign institutions appeared to be alarmingly very low. Only five TNE institutions from the USA and three from the UK were/are into partnerships with HEIs/TEIs in Ghana. For this reason, we recommend for the development agencies of these two countries (e.g. the British Council,

Department for International Development and USAID) to work closely with more of their higher education sector to encourage them to enter into useful TNE partnership arrangements with their Ghanaian counterparts. This will ensure that they work together to improve the standards and quality of higher education in their respective countries as well as accrue the needed benefits for themselves, their students and respective countries.

5. Against the backdrop of the finding which indicates generally that TNE partnerships appeared to be fostered more in the sciences and humanities than in many other disciplines (e.g. fashion and graphic design, and computer technology), we acknowledge that perhaps this may have been occasioned by the admonition to developing countries

for their development efforts to be to be informed and/or driven by their countries' development agendas. In this regard, we recommend for Ghanaian HEIs/TEIs to broaden, or at best, re-direct their TNE partnership efforts to include other relevant need areas (such as ICT infrastructure development) to ensure that their activities contribute directly towards national development efforts. In doing so, however, we will caution that the HEIs/TEIs focus on their partnership activities strictly to ensure that parallel development structures are not created within HEIs/TEIs to lead to unnecessary duplication and bifurcation of governance roles between themselves and the development agencies of government.

6. Concerning the findings of the research relating broadly to the state of TNE in Ghanaian higher education/tertiary education, we recommend that HEIs/TEIs in Ghana, as well as the government of Ghana, need to invest sufficiently into the higher education sub-sector in areas, including both human and financial resources, technology and infrastructure, so as to be able to reap the full benefits that TNE partnerships offer. In our view, these investments, if made, would transform the higher education landscape and assist in getting TNE partnership activities from its current level of 'emerging' to 'established'. This, when achieved, obviously would have 'knock-on' improvements on other areas such as the Ghanaian HEIs/TEIs' understanding/ conceptualisation of TNE partnership; internationalisation strategies being adopted in

the country; the funding models; and resources committed to executing the partnerships.

7. It also emerged from the research findings that some of the Ghanaian HEIs/TEIs that are engaged in TNE partnerships have or are establishing international development offices to help promote, support and co-ordinate all facets of their TNE partnership activities. In relation to this finding, we recommend that these institutions make concerted efforts to maintain a well-resourced and functional offices for this purpose. For those HEIs/TEIs who either are yet to establish international development offices or are not involved in any form of TNE partnerships, we recommend the setting up of these offices to help inform and/or drive their internationalisation strategies.

8. In relation to the finding about how or the ways by which TNE partnerships can be driven well to success, we recommend that apart from the inputs from regulatory agencies, it is advisable for HEIs/TEIs on both sides of the partnership arrangement to be clear, and have a mutual understanding about policies, plans and structures that guide the partnership as well as assuring the quality of their partnerships.

9. Also, in relation to how needs assessments of TNE partnerships in Ghanaian HEIs/TEIs are conducted, it came to light that the processes largely are student-driven, meaning that the information the HEIs/TEIs rely on to determine the needs assessment of their TNE partnerships largely come from students. Against this backdrop, we recommend that in conducting TNE needs assessments, HEIs/TEIs broaden their scope to take account of the views and/or inputs from other relevant stakeholders, especially from staff, peer institutions and industry.

10. Another major finding of the research suggests that the only policy and/or regulatory framework that appears to have some influence on TNE partnerships of HEIs/TEIs in Ghana is the policy and/or law that established the NAB (i.e. PNDC Law 317 of 1993/Act 744 of 2007). Even with, the finding suggests that the law (and by extension NAB) has or represents a weak influence regarding TNE operations in HEIs/TEIs because its level of influence was limited to TNE programme accreditation only. In view of this, we recommend strongly that the Ghanaian higher education authority enacts appropriate

policy and regulatory frameworks to regulate TNE partnerships to put all HEIs/TEIs on a more secure footing to ensure there are always win-win situations for Ghanaian HEIs/TEIs and their foreign TNE counterparts.

11. In respect of the finding which indicate that participants recognised the relevance of linkages between their HEIs/TEIs and industry to TNE age, we recommend, for purposes of sustainability, that Ghanaian HEIs/TEIs engaged in TNE partnerships should formalise their linkages with industry to offer their students continuous attachments and placements opportunities to produce graduates with the required knowledge and skills for the 21st century job market.

12. Regarding the finding about the mechanisms used by Ghanaian HEIs/TEIs involved TNE partnerships to assess teaching, it was apparent that two key mechanisms, students' feedback (in the form of student satisfaction and/or engagement surveys) and peer observation of lessons, are the ones prioritised. We therefore recommend that the HEIs/TEIs give equal attention to some of the most recent and innovative means, such as peer rating, self-evaluation, teaching portfolios and administrators' ratings, for assessing teaching in the institutions of higher learning.

13. Also, in respect of the finding which reveals that the focus of teaching assessments in Ghanaian HEIs/TEIs involved in TNE partnerships centres on improving the quality of teaching delivery and curriculum improvement than concerns for the quality of students learning, we recommend that concerted efforts are made by these institutions to ensure that teaching assessments are undertaken in tandem with learning. This, in our view, would help teachers improve and refine their teaching practices to help improve students' learning and performance.

14. Regarding the issue about how teacher training assessment is undertaken in Ghanaian HEIs/TEIs that are engaged in TNE partnerships, the findings reveal that this is achieved through methods and approaches (including verification of academic qualifications, examination and/or assessment of referee reports, examination of interview reports, examination of self-evaluation reports, ensuring that lecturers possess terminal degrees, and peer assessments). We

recommend, in view of this finding, that the HEIs/TEIs concerned should vary these methods and approaches to ensure that good-quality staff are recruited and retained for quality service delivery in their institutions.

11.6 Suggested areas for advocacy and further research

Admittedly, the intention (and perhaps the wherewithal) to undertake a systematic and comprehensive nationwide research study, such as the one into TNE partnerships in Ghanaian HEIs/TEIs, is not only noble but also an ambitious undertaking. In this regard, the British Council needs to be commended for its bold initiative of commissioning the research on which this research report is based. This is particularly the case, as the study has essentially (and as the findings would indicate) examined TNE partnerships and the environment of distance learning in Ghanaian HEIs/TEIs, and has provided evidence, in a telling way, regarding the state of TNE partnerships generally in HEIs/TEIs in the country. Specifically, this research has, among other things, provided some basic data on Ghanaian HEIs/TEIs; provided TNE data on a cross-section of the HEIs/TEIs; outlined areas of partnerships that could be beneficial to Ghanaian HEIs/TEIs and their communities; highlighted trends in Ghana's higher education research and partnership needs; and has also undertaken an extensive literature review on existing regulations and policies within Ghana's higher education sector. Ultimately, and as is reported in the last few sections of this report on the key findings, conclusions and recommendations, we believe the findings of this research have provided some useful pieces of advice and recommendations that will support Ghana and its development partners involved higher education partnerships activities to improve the quality of, and access to Ghanaian HEIs/TEIs, while at the same time providing its international development partners with value in the form of qualitative and/or economically beneficial partnerships.

In view of this, it is therefore our expectation that as a follow-up on the research findings enlisted in this report, the British Council, and perhaps any other interested funding agency,

would spearhead the execution of the research communications, dissemination and user-engagement activities we have outlined in the study (see Section 2.8) to ensure that the findings of the research have lasting impacts in improving the Ghanaian higher education/tertiary education landscape.

In our engagement with this research essentially, we adopted the collaborative social network theory, particularly literature relating to boundary spanning, mediation and brokerage, as our underpinning theoretical framework for the research. The variant of social network theory of interest to our research seeks to bring disparate groups together so that they can work effectively and synergistically (Long et al., 2013). In this theory, social networks are seen increasingly as an optimal structure through which to organise, and think conceptually about clusters of diverse individuals, groups or organisations who aim to work together collaboratively. Used together with the other integral components of social network theory, boundary spanning, mediation and brokerage facilitate transactions and the flow of information between people or groups separated or hindered by some gap or barrier (Borgatti and Halgin, 2011; Braithwaite, 2010; Burt, 1992, 2005; Chauvet et al., 2011; Kilduff and Brass, 2010). Our view, upheld strongly by the social networks literature as well as our research findings, is that, the higher education sector in Ghana is 'a context that is rich in isolated clusters, such as "silos" and professional "tribes" (Long et al., 2013: 1) in need of connectivity'. This being the case, it is our expectation therefore that the British Council (and perhaps other funding agencies) would demonstrate leadership by assuming roles as boundary spanners, mediators and brokers, to first connect and keep together the very many institutions in the Ghanaian higher education space for TNE purposes, and second, to lead on the implementation of the research communications, dissemination and user-

engagement activities proposed in the context of this research.

In the case of further follow-up research to ensure that the interest and enthusiasm that these research efforts have ignited do not die off abruptly, we propose for a 'new' body of research to be commissioned and undertaken with the active involvement of the foreign TNE partnership institutions operating currently in Ghana. The theme of this 'new' research potentially could be on the strides the foreign TNE partnership institution is making in terms of

their partnership activities with their Ghanaian counterparts as well as the challenges they have had or are having to surmount in ensuring that their partnership agreements are not derailed unduly. This proposal, for us, is critical as it would serve to complement our research endeavour to keep the research momentum generated in Ghanaian higher education, and in particular TNE partnerships, ongoing.

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Appendices

Appendix A: Impact and knowledge sharing activities

In view of the overarching research problem outlined, the current research sought to investigate TNE partnerships and the environment of distance learning in HEIs/TEIs in Ghana. This was undertaken with the view to generate insights on the current and past TNE partnerships in Ghanaian HEIs/TEIs to assist the country to accrue the needed benefits for its citizens. To help achieve this broad research purpose, and in consultations with funders of the impact and knowledge sharing activities were carefully designed research for execution. The activities are organised along the lines of two key themes, namely: research dissemination activities and user-engagement activities.

Research dissemination activities

These basically refer to planned activities intended to help disseminate the findings of the research widely to a variety of audiences. For the purposes of this research, these dissemination activities will include:

- Seminar presentations: there shall be at least two of these seminars held at the University of Cape Coast (the host institution of the research) to ensure that preliminary findings of the research are disseminated to the academic community. This also would allow the research team to solicit feedback to help it improve and strengthen the research outcomes.
- Round table discussions: this is an essential feature of our dissemination plan to engage actors of higher education in the Ghanaian education space for a thorough discussion of the research findings on TNE partnerships in Ghanaian HEIs/TEIs. The intention is also to use this forum for discussing pertinent educational issues to re-ignite the debate relating particularly to the need to foster higher education/industry relationships to ensure that Ghanaian HEIs/TEIs churn out efficient and effective workforce for the 21st century job market.
- Conference presentations: to ensure that the findings of the research are disseminated widely to a variety of audiences, issues emanating from the research would be developed into research papers and presented at national and international conferences on higher education. Our plan is to solicit financial assistance from

the British Council to enable us to present findings of the research at two events: the 2019 annual conference of the British Educational Research Association and the conference of the British Association for International & Comparative Education.

- Article publications in high-impact national and international peer-reviewed journals: the intention of the research team regarding the outcomes of the project is that issues emanating from the research together with research papers presented at conferences would be developed into research articles for publication in high-impact national and international journals. The research journals we had in mind as at the time of commencing the research activities include: Ghana Journal of Higher Education; British Educational Research Journal; Journal of Higher Education Policy and Management; Journal of Studies in International Education; Higher Education Review; and the International Review of Research in Open and Distributed Learning. In all, we envisage to publish at least five academic articles in these high-impact peer-reviewed journals by the end of the project activities.

- Book writing project: the plan of the research team is that the research dissemination and user-engagement activities ultimately would culminate in the writing of a book entitled Transnational Education (TNE) Partnerships in Ghanaian Higher Education Institution: Problems, Prospects, Potentials and Possibilities. Towards this end, funding assistance vis-à-vis technical support would be sought from the British Council and the NCTE, Ghana.

User-engagement activities

User-engagement activities in this context refer to those activities planned and undertaken to engage actors of Ghanaian higher education to ensure that the research provides a lasting value and impact in helping to reform the sector. The activities to be implemented will include:

- Holding a three-day International TNE conference: this conference to be hosted by IEPA, University of Cape Coast in consultation with the British Council, will be themed 'Globalisation and Transnational Education (TNE) Partnerships: The Emerging Trends in International Higher Education'. The intention is to use this platform to disseminate the findings of the research to the 'outside world', and also to offer opportunity to higher education actors from many other contexts and countries to present research papers on TNE partnership issues. The conference is intended to serve as a forum for participants to engage one another, share experiences and to network among themselves.

- Holding a one-day national TNHE partnership policy dialogue: this is intended to provide opportunity for the research team to hold dialogue with the Ghanaian educational authorities, together with the Ghanaian industry, development partners, civil society organisations, NGOs, international NGOs, community-based organisations and other relevant stakeholders in higher education. This will provide an appropriate platform for disseminating the research findings and discussing the next steps relating particularly to how the educational authorities will work with stakeholders to improve the quality of and access to Ghanaian higher education institutions.

- Organising TNHE partnership training workshops: the plan here is to engage all HEIs/TEIs across the country once the research is completed to share the findings with them, and to provide them with training in areas of need. A particular area of focus for the training will be improving industry-university links to ensure graduates of HEIs/TEIs are well trained, placed and utilised effectively in their respective schedules and places of work to enable them to contribute their quota towards national development.

- Undertaking TNE partnership needs assessment for Ghanaian HEIs/TEIs: one of the

issues the TNE literature identifies as responsible for the slow pace of development of TNE partnerships in developing countries relates to the partnership needs of HEIs/TEIs in these countries. In view of this, and in a bid to assist Ghanaian HEIs/TEIs to overcome this challenge, research assistance, in the form of TNE partnership needs assessments, will be offered to them to enable identify their partnership needs and make concerted efforts towards addressing these needs and thereby repositioning themselves as viable institutions for TNE partnerships.

Appendix B: Consent to participate in the TNE research

Consent form for participants of the transnational education (TNE) partnership research

Consent to participate in TNE research

Introduction

The British Council has commissioned the Institute for Educational Planning and Administration (IEPA) from the University of Cape Coast to conduct a Transnational Education Partnership (TNE) research in Ghanaian Higher Education. The main purpose is to generate research insights that would provide an understanding of the nature, form, and current status of transnational education partnerships in Ghanaian Higher Education Institutions (HEIs/TEIs). This research activity is intended broadly to support the British Council in identifying the key areas to work with the government of Ghana and the UK Higher Education sector to improve the quality of and access to Ghanaian HEIs/TEIs. At the same time, the research would provide Ghanaian HEIs/TEIs with value in the form of qualitative and/or economically beneficial partnerships.

Significance of the Findings of this Research

It is anticipated that this research will explore current and past TNE partnerships in Ghanaian tertiary/higher education institutions with the view to assist the country to accrue the needed benefits from TNE partnerships for its citizens. Specifically, this research will, among other things:

- provide basic data on all Ghanaian tertiary/higher education;
- provide TNE data on cross-section of tertiary/higher education institutions in the country;
- outline areas of research that would be beneficial to Ghanaian tertiary/higher education institutions and its community of beneficiaries;
- highlight trends in Ghana's higher education research and partnership needs;
- undertake an extensive literature review on existing regulations and policies governing Ghana's higher education sector; and
- provide advice and recommendations that will support Ghana and its development

partners involved higher education partnerships activities in the country.

Confidentiality

This study shall be anonymous – We will not be collecting or retaining personal information about you or your institution.

The records of this study shall be kept strictly confidential – The research records will be kept in a locked file, and all electronic information will be coded and secured using a password-protected file.

The written and audio recordings are for our reporting purposes only – You will not hear your voice or see your written responses on any media outlet.

We will not include any information in any report we may publish that would make it possible for you to be identified.

Right to Refuse or Withdraw from the Study

The decision to participate in this study is entirely that of your institution.

You may refuse to take part in the study at any time without it affecting your relationship with the investigators or funders of the study.

You have the right not to answer any question you deem threatening.

You may withdraw completely from the study at the point of data collection.

You also have the right to request that the investigators should not report any specific responses you give in their research findings.

Right to Ask Questions and Report Concerns

You have the right to ask questions about the study and to have those questions answered by the investigators before, during and after the research.

If you have further questions and/or concerns, please feel free to contact the Lead Investigators at any time at hudzor@ucc.edu.gh or rbosu@ucc.edu.gh Alternatively, you could reach the lead researchers via mobile phone on 0505280782 or 02044576089.

Consent

Your signature below indicates that you have agreed to participate in this research study and that you have read and understood the information provided herein.

Participant's Name:.....
Date:.....

Participant's Signature:.....

I n v e s t i g a t o r / R e s e a r c h e r ' s
Name:.....
Date:.....

Investigator's Signature:.....

Appendix C: TNE survey questionnaire (part I)

British Council research project

Transnational education partnership survey

Questionnaire For higher education institutions In Ghana (Part I)

Introduction

This Transnational Education (TNE) Partnership research is commissioned by the British Council, Ghana. The purpose is to generate research insights that would provide an understanding of the nature, form, and current status of transnational education partnerships in Ghanaian Higher Education Institutions (HEIs/TEIs). Your institution's participation in this research is deemed important in helping to gain a deeper understanding of the issues of transnational education partnerships in Ghana.

In this study, TNE is defined as the mobility of academic programmes and providers across international borders. In other words, it is education delivered in a country other than the country in which the awarding institution is based. [For example, students based in country A studying for a degree from a university in country B.] Whereas TNE partnership is taken contextually to refer to any form of collaboration with a foreign HEI.

Background Information on the Institution

The following set of items require you to provide information about your institution. Please complete item 1 by writing the required information in the space provided. For the rest of the items, select appropriate response(s) by ticking (✓) the boxes that apply to your institution.

1.Year of Establishment of the institution:.....

2.Type of Institution

a.Public []

b.Private[]

3.Does your institution have any collaboration with any foreign institution?

a.Yes []

b.No []

•(If you answer No to item 3, please go to Item 4. If you answer Yes to item 3, please continue with

Part II of the questionnaire which will be given to you by the Researcher administering the instrument.)

4. Which of the following are your reasons for your institution's non-engagement in TNE partnerships? (Tick as many as may apply)

Reason for non-engagement	Tick
Lack of knowledge about TNE partnership	
Insufficient knowledge about TNE partnership	
Not financially attractive	
Fear of insecurity for students and faculty	
Fear of failure of the TNE partnership	
Inhibitions from regulatory bodies (such as NAB, NCTE)	
Inadequate infrastructure to support TNE partnership	
Inadequate technology to support TNE partnership	
Other	

Thank you for accepting to be part of this study.

Appendix D: TNE survey questionnaire (part II)

British Council research project

Transnational education partnership survey

Questionnaire For higher education institutions In Ghana (Part II)

About the Questionnaire

This questionnaire asks for information about transnational education (TNE) partnerships relating to your institutions. The questionnaire takes approximately 60 minutes to complete. Wherever items refer to 'this institution', we simply mean 'your tertiary/higher education institution'. Instructions for answering the items are indicated in italics in each of the sections of the questionnaire to guide you. On completion, please return the questionnaire to the researcher/research assistant who administered it to you. If you have any concerns or you want more information about the research, you can reach the Lead Researchers by phone on 0505280782 or 0244576089.

Section A: Institutional Background Information

The items in this section require you to provide background information about your institution. Please respond to those items that require you to provide written response by writing in the spaces provided. For the other items, please tick (✓) boxes that correspond with your responses.

1.Year of Establishment:

2.Year of First Accreditation:

3.Year of Last Accreditation:

4.Type of Institution

a.Public []

b.Private []

5.Does your institution award its own degree?

a.Yes []

b.No []

6.Which of these qualifications/degrees are awarded by your institution?

a.Certificates []

b.Diplomas []

c.HNDs []

d.Bachelor's degrees []

e.Master's degrees []

f.Doctoral degrees []

g.Other (specify)

Section B: Transnational Education (TNE) Partnerships in Higher Education Institutions in Ghana

For items in this section (in exception of item 13), please tick (✓) appropriate boxes that apply to you. Where you have 'other' responses to give to any of the items, indicate these responses in the appropriate spaces provided. For item 13, indicate your response(s) by writing in the spaces provided.

7.Which of the following definitions best describes your institution's understanding of transnational education (TNE)?

a.students are based in a different country from the awarding institution for all or part of their study. []

b.the mobility of academic programmes and providers across international borders. []

c.all types of higher education study programmes, or sets of course of study, or education services in which the learners located in a country from the one where the awarding institution is based. []

d.the awarding institution and host institution provide programmes leading to joint degrees. []

e.online courses developed by foreign institutions for students in the host country.
[]

8.Does your institution have any collaboration with any foreign institution?

c.Yes []

d.No []

9.Does your institution deliver a study programme on behalf of a foreign HEI/ provider?

a.Yes []

b.No []

10.Does your institution deliver a study programme in collaboration with a foreign HEI/ provider?

a.Yes []

b.No []

11.Does your institution deliver a study programme outside Ghana?

a.Yes []

b.No []

If Yes, which country(s)?
.....

12.Does your institution jointly deliver a study programme outside Ghana?

a.Yes []

b.No []

If No, ignore Q. 13.

13.List the names of countries and institutions delivering the programme(s).

Country	Institution
a.
b.
c.

14.In which of the following discipline area(s) are there TNE partnerships in your institution?

a.Humanities []

b.Business []

c. Science []

d. Education
[]

e. None of the above disciplines []

f. Other (specify)
.....

Section C: Successful TNE Partnerships in HEIs/ TEIs

The statements in this section of the questionnaire are about successful TNE partnerships in HEIs/TEIs. Please indicate your level of agreement or disagreement with the statements in Table 1 in relation to your institution, where 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly agree. Please tick (√) only one choice in each row.

15. In my institution:

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
TNE partnership agenda is driven through:	
a)	Initiating activity – market scanning of TNE activities
b)	Initial planning of TNE activities
c)	Assuring regulatory compliance of TNE activities
d)	Deciding delivery modes of TNE activities
e)	Business and financial plans of TNE activities
f)	Contracting of TNE activities
g)	Staff development on TNE activities
h)	Programme delivery of TNE activities
i)	Respecting cultural differences of TNE activities
j)	Programme closure and teach-out of TNE activities
k)	Longer-term follow-up on TNE activities
l)	Other (Specify)•
TNE partnership(s) work when there is:	
a)	Depth of the alliances
b)	Shared aspirations
c)	Shared strategies
d)	Unified governance structure
e)	Effective governance structure
f)	Deployment of best talents
g)	Autonomous structure to help establish the identity of the partnership
h)	Shared commitment to implement the programme
i)	Shared arrangements for monitoring and reporting process
j)	Effective communication to ensure that all partners are kept informed

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
k) Other (Specify)	
TNE partnerships operate through the following models/forms:	
a) International Branch Campus	
b) Franchise arrangement (other instructional side or off-site location)	
c) Joint degree programme	
d) Articulation agreements	
e) Double/dual degree programme	
f) Twinning programme	
g) Distance delivery	
h) Joint venture	
i) Independent overseas' HEI	
j) Flying faculty	
k) Progression arrangement	
l) Split-site arrangement	
m) Top-up programme	
n) Other (Specify)	
TNE partnership models/forms are intended to achieve the following objectives:	
a) Reduce brain drain	
b) Build up capacity	
c) Enhance the field of national education	
d) Generate income	
e) Enhance the institution's academic reputation as a desirable location for academic work	
f) Enhance the institution's image—both locally and internationally	

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
g) Other (Specify)	
Internationalisation strategy(ies) adopted include:	
a) Positioning the institution within a global system of HE	
b) Preparing graduates as global citizens	
c) Preparing future members of a global workforce	
d) Positioning graduates as global citizens and future members of a global workforce	
e) Developing institutional capacity	
f) Developing national capacity	
g) Developing international capacity	
h) Other (Specify)	
Key Performance Indicators (KPIs) of TNE partnerships address the extent to which the institution manages:	
a) The academic programme and curriculum issues	
b) Teaching and faculty	
c) Recruitment and marketing	
d) Quality assurance and oversight	
e) Enrolment rate	
f) Progression rate	
g) Student retention rate	
h) Faculty retention rate	
i) Graduation rate	
j) Other (Specify)	

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
Funding model(s) adopted by TNE partnerships include:	
a)	Host/local institution full funding model
b)	Sending/foreign institution full funding model
c)	Student fees funding model
d)	Cost-sharing funding model
e)	Third-party full funding model
f)	Government funding model
g)	Other (Specify)
Resources committed to TNE partnerships include:	
a)	Seamless (unified) learning environment
b)	Appropriate learning materials
c)	Faculty
d)	State-of-the-art technology
e)	Cost-effective and reliable Internet connectivity
f)	Administrative staff
g)	Finances
h)	Other (Specify)
TNE partnerships are inhibited when:	
a)	There is no sharing of risk
b)	There is no sharing of responsibility
c)	There is no sharing of accountability or benefits

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
d)	There is no sharing of benefits:
e)	The inequalities in partners' resources and expertise determine their relative influence in the partnership's decision making
f)	One person or partner has all the power and/or drives the process
g)	There is a hidden motivation which is not declared to all partners
h)	The partnership was established just to "keep up appearances
i)	Partnership members do not have the training to identify issues and resolve internal conflicts
j)	Partners are not chosen carefully, particularly if it is difficult to "de-partner"
k)	The TNE partnerships operate purely business models
l)	Standards and entry requirements for programmes are lowered due to financial interests
m)	Only programmes that are relatively profitable and affordable to establish are offered
n)	Programmes that the 'host country' does not necessarily need are offered
o)	The TNE programmes and partnerships are not sustainable
p)	The quality assurance systems of the 'host country' do not conform to those of the 'awarding institution'
q)	Cultural norms and values, including language, are not given due recognition
r)	Low-quality programmes are offered
s)	Questionable foreign transnational education providers are accredited without due diligence
t)	Unhealthy competition between TNE partnership institutions and the host country's educational institutions
u)	The host country's indigenous educational curricula is subjected/exposed to a foreign one

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
d)	There is no sharing of benefits:
e)	The inequalities in partners' resources and expertise determine their relative influence in the partnership's decision making
f)	One person or partner has all the power and/or drives the process
g)	There is a hidden motivation which is not declared to all partners
h)	The partnership was established just to "keep up appearances
i)	Partnership members do not have the training to identify issues and resolve internal conflicts
j)	Partners are not chosen carefully, particularly if it is difficult to "de-partner"
k)	The TNE partnerships operate purely business models
l)	Standards and entry requirements for programmes are lowered due to financial interests
m)	Only programmes that are relatively profitable and affordable to establish are offered
n)	Programmes that the 'host country' does not necessarily need are offered
o)	The TNE programmes and partnerships are not sustainable
p)	The quality assurance systems of the 'host country' do not conform to those of the 'awarding institution'
q)	Cultural norms and values, including language, are not given due recognition
r)	Low-quality programmes are offered
s)	Questionable foreign transnational education providers are accredited without due diligence
t)	Unhealthy competition between TNE partnership institutions and the host country's educational institutions
u)	The host country's indigenous educational curricula is subjected/exposed to a foreign one

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
v)	Other (Specify)
	TNE partnership agenda is driven through:
a)	Facilitating speedy development of quality programmes
b)	Offering students quality assured, reputable programmes, with a focus on employability
c)	Improving the quality of student experience with new approaches to learning
d)	Improving students' access to learning support systems
e)	Enhancing employability prospects of graduates, both domestically and internationally
f)	Contributing to staff development through new (and innovative) approaches to teaching, opportunities for acquiring research degree and PG Diplomas
g)	Enhancing understanding of need for rigour in quality assurance, supported by strong systems
h)	Providing students a more affordable option to acquire a foreign qualification, compared with studying internationally
i)	Enhancing revenue generation
j)	Other (Specify)
	TNE partnership(s) are influenced largely by:
a)	1992 Constitution of the Republic of Ghana
b)	The National Council for Tertiary Education Act 454 of 1993
c)	The National Accreditation Board PNDC Law 317 of 1993 (Act 744 of 1997)
d)	National Board for Professional and Technician Examinations Act 492 of 1994
e)	GETFund ACT 581 of 2000

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
f)	Student Loan Trust Fund Act 820 of 2005
g)	The Disability Act, 2006. Act 715
h)	Education Act 778 of 2008
i)	Council for Technical and Vocational Act 718 of 2008
j)	Education Strategic Plans (2003–2015, 2010–2020, 2018–2030)
k)	ICT policy for tertiary education 2004/2006
l)	Universal Declaration of Human Rights (UDHR), 1948
m)	The Convention on the Elimination of all Forms of Discrimination Against Women, 1979
n)	World Declaration on Education for All (1990)
o)	The Millennium Development Goals (MDG)/Sustainable Development Goals (SDGs)
p)	United Nations Convention on the Rights of Persons with Disabilities (2006)
q)	Other (Specify)
Linkages between HEIs/TEIs and industry are relevant to TNE agenda insofar as these linkages:	
a)	Contribute to R&D and innovation
b)	Incentivize patenting, licensing, and technology transfer of university research
c)	Contribute to training and curriculum development to produce graduates with the required knowledge and skills for the workforce
d)	Provide consultancy and business services (i.e., testing and certification)
e)	Facilitate technology transfer (e.g., through prototype development, technology incubation, the creation of spin-off companies for commercialization, licensing and royalty agreements)
f)	Offer professional courses on a fee-basis to respond to the particular skill and training needs of industry

Table 1 • Successful TNE Partnerships in HEIs/TEIs

	Level of Agreement
g)	Create opportunities for student attachments and placements in industry
h)	Define student research projects that focus on issues and problems of direct interest to industry
i)	Other (Specify)

Appendix E: TNE interview guide for participants

British Council research project

Transnational education partnership case study

Interview guide for international relations/registrar's office

Introduction

This Transnational Education (TNE) Partnership research is commissioned by the British Council, Ghana. The purpose is to generate research insights that would provide understanding of the nature, form, and current status of transnational education partnerships in Ghanaian Higher Education Institutions (HEIs/TEIs). This research activity is intended broadly to support the British Council in identifying the key areas to work with the government of Ghana and the UK Higher Education sector to improve the quality of and access to Ghanaian HEIs/TEIs. Your institution's participation in this research is deemed important in helping to gain a deeper understanding of the issues of transnational education partnerships in Ghana.

Ground rules for the interview

1.Before we begin, we would like to assure you that this interview is not a test so there are no wrong answers and you will not be judged.

2.We are not here to check whether or not your organisation has complied with appropriate laws and regulations governing higher education provision and delivery in the country. Rather, we would like to understand the nature, form, and current status of transnational education partnerships in Ghanaian HEIs/TEIs so as to be able to provide advice and recommendations that will support Ghana and its development partners involved higher education partnerships activities in the country.

3.Please feel free to speak about your opinion, concerns and issues, even if you think they are negative. We need to understand how TNE partnerships operate in Ghana, and benefits that these partnerships accrue to citizens.

4.Please, can we ask that you either switch off your phone or put it on silent mode so you are not unduly disturbed during the period of the interview? Thank you.

[Please, start recording of the interview now. Kindly record the date of interview, institution's name and designation of interviewee]

1.To begin with, can you please explain briefly how transnational education (TNE) partnership is understood and/or conceptualised in/by your institution?

•Probe for meaning, definition and features of TNE partnerships.

2.What forms/types of TNE partnerships exist in your institution?

•Probe for the various forms/types including:

•International Branch Campus;

•Franchise arrangement (other instructional side or off-site location);

•Joint degree programme;

•Articulation agreements;

•Double/dual degree programme;

•Twinning programme;

•Distance delivery;

•Joint venture;

•Independent overseas' HEI;

•Flying faculty;

•Progression arrangement;

•Split-site arrangement;

•Top-up programme.

3.How do successful TNE partnerships work in your institution?

•Probe for information along the lines of:

•TNE objectives (e.g., to reduce brain drain; to build up capacity; to enhance the field of national education; to generate income; to enhance the institution's academic reputation as a desirable location for an academic institution; to maximize prestige and help to enhance the university's image – both locally and internationally);

•Internationalisation strategies (e.g., Positioning the institution within a global system of HE; Preparing graduates as global citizens and future members of a global workforce; Positioning our graduates as global citizens and future members of a global workforce; Developing institutional capacity; Developing national capacity; Developing international capacity);

•KPIs (e.g., The academic programme and curriculum issues; Teaching and faculty; Recruitment and marketing; Quality assurance and oversight; Enrolment rate; Progression rate; Student retention rate; Faculty retention rate; Graduation rate);

•Funding models/regime (e.g., Host/local institution full funding model; Sending/foreign institution full funding model; Student fees funding model; Cost-sharing funding model; Third-party full funding model; Government funding model);

•Resources committed to TNE partnership in your institution (e.g., Seamless (unified) learning environment; Appropriate learning materials; Faculty; State-of-the-art technology; Cost-effective and reliable Internet connectivity; Administrative staff; Finances.

4.What, in your view, are the underlying drivers for the success of TNE partnerships in your institution?

•Probe/prompt for appropriate responses along the lines of:

•Initiating activity – market scanning;

•Initial planning;

•Assuring regulatory compliance;

•Deciding delivery modes;

•Business and financial plan;

•Contracting;

•Staff development – respecting cultural differences;

•Programme delivery;

•Programme closure and teach-out;

•Longer-term follow-up.

5.What are the main inhibitors to successful TNE partnerships in your institution?

•Probe/prompt for appropriate responses along the lines of the following:

•There is no sharing of risk, responsibility, accountability or benefits;

•The inequalities in partners' resources and expertise determine their relative influence in the partnership's decision making;

•One person or partner has all the power and/or drives the process;

•There is a hidden motivation which is not declared to all partners;

•Partnership members do not have the training to identify issues and resolve internal conflicts;

•The business modus operandi of TNE partnership institutions doesn't resonate with the host institution's philosophy;

•Lowering of standards and entry requirements for programmes due to financial interest;

•Offering programmes that the 'host country' does not necessarily need;

•Sustainability of TNE programmes and partnerships;

•Lack of conformity of quality assurance systems with those of the 'host country';

•Impact of cultural norms and values, including language;

•Low quality of programmes offered;

•Questionable accreditation of foreign transnational education providers;

•Unhealthy competition between TNE partnership institutions and the host country's educational institutions.

6.How is the TNE partnership agenda in/of your institution being driven by the international partnership development offices of your institution?

- Probe/prompt along the lines of:
- Facilitating speedy development of quality programmes;
- Offering students quality assured, reputable programmes, with a focus on employability;
- Improving the quality of student experience with new approaches to learning, critical thinking and access to learning support from a foreign partner;
- Enhancing the employability of graduates, both domestically and internationally;
- Contributing to staff development through new (and innovative) approaches to teaching, opportunities for acquiring research degree and PG Diplomas;
- Enhancing understanding of need for rigour in quality assurance, supported by strong systems;
- Providing students, a more affordable option to acquire a foreign qualification, compared with studying internationally;
- Enhancing revenue generation.

7.Are the TNE partnerships in/of your institution (i.e. both past and present) governed by any regulatory frameworks?

- Probe/prompt along the lines of:
- 1992 Constitution of the Republic of Ghana;
- The National Council for Tertiary Education Act 454 of 1993;
- The National Accreditation Board PNDC Law 317 of 1993 (Act 744 of 1997);
- National Board for Professional and Technician Examinations Act 492 of 1994;
- GETFund ACT 581 of 2000;
- Student Loan Trust Fund Act 820 of 2005;
- The Disability Act, 2006. Act 715; Education Act 778 of 2008;
- Council for Technical and Vocational Act 718 of 2008;
- Education Strategic Plans (2003–2015, 2010–2020, 2018–2030);

•ICT policy for tertiary education 2004/2006; Universal Declaration of Human Rights (UDHR), 1948;

- The Convention on the Elimination of all forms of Discrimination Against Women, 1979;
- World Declaration on Education for All (1990);
- The Millennium Development Goals (MDG)/ Sustainable Development Goals (SDGs);
- United Nations Convention on the Rights of Persons with Disabilities (2006).

8.What links exist between your institution and industry? How are these links facilitated? In your opinion, how relevant are these links to your institution's TNE agenda?

- Probe/prompt for the relevance of the industry/ institution links in terms of contributions in the areas of:
- Contributing to R&D and innovation;
- Incentivizing patenting, licensing, and technology transfer of university research;
- Contributing to training and curriculum development to produce graduates with the required knowledge and skills for the workforce;
- Providing consultancy and business services (i.e., testing and certification);
- Facilitating technology transfer (e.g., through prototype development, technology incubation, the creation of spin-off companies for commercialization, licensing and royalty agreements);
- Offering professional courses on a fee-basis to respond to the particular skill and training needs of industry;
- Creating opportunities for student attachments and placements in industry;
- Defining student research projects that focus on issues and problems of direct interest to industry.

9.What, in your view, are the TNE partnership needs of your institution?

- Probe/prompt along the lines of:
- Sustained funding;
- Sustainability planning;
- Administrative support;
- Supportive institutional infrastructure;
- Shared ownership of partnership projects;
- Consistent and regular monitoring and evaluation;
- Commitment to good management/ governance principles and/or structures;
- Human resource capacity building;
- ICT infrastructural development;
- Trust and transparency amongst partner;
- Joint strategic planning and implementation of partnership plan and project activities;
- Clear division of roles and responsibilities of personnel.

10.TNE assessment needs are conducted/ undertaken through a number of ways/means. In your institution, what are some of these ways/ means by which assessment needs are undertaken?

- Probe/prompt along the lines of the following:
- Students and staff survey;
- Examining existing curriculum;
- Assessment of physical facilities;
- Departmental, faculty, college and institutional strategic plans;
- Review of emerging trends in international higher education;
- Data from peer institutions.

11.Teaching and Teacher Training Assessment in HEIs/TEIs is conducted through a number of ways. For what reasons/purposes is teaching and teacher training assessment undertaken in your institution?

- Probe/prompt for reasons/purposes along the lines of:
- Academic staff tenure
- Academic staff promotion

•Assisting teachers in deciding and developing the ways, methods, techniques of teaching

- Helping to formulate and reformulate suitable and realistic objectives of instruction
- Helping to improve instruction
- Planning appropriate and adequate techniques of instruction
- Helping to collect feedback for teaching and curriculum improvement
- Helping to develop a portfolio for job applications
- Assisting in gathering data as part of personnel decisions, such as reappointments
- Providing teachers with useful information on the quality of content and delivery.

12.What are the means through which teaching in your institution is assessed?

- Probe/prompt for the means along the lines of:
- Student satisfaction survey
- Student engagement survey
- Peer rating
- Self-evaluation
- Teaching portfolios
- Teacher's self-reflection reports
- Administrator ratings
- Alumni rating
- Teaching scholarship
- Student interviews
- External reviews.

13.What are the means through which teacher training assessment is conducted in your institution?

- Probe/prompt for the means through teacher training assessment is conducted along the lines of:
- Verification of academic qualification
- Examination of reference reports
- Examination of interview reports
- Examination of self-evaluation reports.

Finally, do you have any other thing to say regarding TNE partnerships in Ghana HEIs/TEIs?

Thank you for your time and cooperation! We look forward to talking to you again should the need arise.

Appendix F: Document review guide

Table 1 • Information needed and document required

Item	Information Needed	Document required	Meet requirement YES/NO	Remark
1	Profile of HEIs/TEIs in Ghana <ul style="list-style-type: none">•Student–staff ratios of TEIs in Ghana•General class sizes•Graduate Employability Assessment•Partnership and industry links•Access to broadband/Internet			
2	Needs Assessment of Ghanaian HEIs/TEIs <ul style="list-style-type: none">•Needs assessment conceptualized•Rationale for needs assessment•Implications of needs assessment for HEIs/TEIs			
3	Teaching and Teacher Training Assessment in Ghanaian HEIs/TEIs <ul style="list-style-type: none">•Teaching methods in HEIs/TEIs•Qualifications for teaching in HEIs/TEIs•Assessment of teaching in HEIs/TEIs•Teacher training assessment in HEIs/TEIs			
	Trends in HE research and Partnership Needs of Ghanaian HEIs/TEIs <ul style="list-style-type: none">•Trends in Ghana’s HE research•TNE partnership needs of HEIs/TEIs			

Table 1 • Information needed and document required

Item	Information Needed	Document required	Meet requirement YES/NO	Remark
4	<p>Trends in HE research and Partnership Needs of Ghanaian HEIs/TEIs</p> <ul style="list-style-type: none"> •Trends in Ghana's HE research •TNE partnership needs of HEIs/TEIs 			
5	<p>Higher Education Regulations and Policies in Ghana</p> <ul style="list-style-type: none"> •Pre 1992 Constitution educational reforms and HE policies •The 1992 Constitution and present HE regulations and policies •Global declarations and international conventions on HE regulations and policy in Ghana 			

Table 2 • Type of Staff by Status and Gender

Type of Staff	Number of Academic and Administrative Staff by Status and Gender			
	Local		Foreign	
	Male	Female	Male	Female
	Faculty			
	Administrative Staff			

Table 3 • Rank of Academic Staff by Status and Gender

Rank of Faculty	Number of Faculty by status and gender			
	Local		Foreign	
	Male	Female	Male	Female
Professor				
Associate Professor				
Senior Lecture/ Research Fellow				
Lecturer/Research Fellow				
Asst. Lecturer/Research Fellow				
Teaching Associate				

Table 4 • Student Enrolment by Gender and Status

Gender	Number of Students Enrolled							
	2015		2016		2017		2018	
	Local	Foreign	Local	Foreign	Local	Foreign	Local	Foreign
Male								
Female								

Table 5 • Student Graduation by Gender and Status

Gender	Number of Students Enrolled							
	2015		2016		2017		2018	
	Local	Foreign	Local	Foreign	Local	Foreign	Local	Foreign
Male								
Female								

Table 6 • Academic Staff Enrolment by Gender and Status

Gender	Number of Students Enrolled							
	2015		2016		2017		2018	
	Local	Foreign	Local	Foreign	Local	Foreign	Local	Foreign
Male								
Female								

G Concepts in social network

Table 1 • Common brokerage terms, features and motivations

Term	Features	Motivation	Reference
Boundary spanner	Bridges the structural hole between two clusters conceptualised as being separated by a boundary of some sort, e.g. outside the network or department	To overcome a boundary and facilitate communication/ knowledge flow across it	Tushman (1977); Cross and Prusak (2002)
Bridge	Bridges the structural hole between two clusters	To include outsiders in information flows or achieve co-ordination	Burt (1992); Valente and Fujimoto (2010)
Broker	Acts as an intermediary between two unlinked actors/ clusters	To facilitate some transaction, resolve a conflict or increase personal power or social capital	Cross and Prusak (2002); Marsden (1982); Shi et al. (2009)
Broker in a structural fold	The broker is the common actor in two overlapping, cohesive clusters	To be an engaged member of two groups. Tends to be disruptive as loyalties may be seen to be divided	Vedres and Stark (2010)
Consultant/ cosmopolitan/itinerant broker	Links two alters in an outside cluster/s who are not directly linked	To facilitate negotiations between alters or seek to exploit their separation	Gould and Fernandez (1989); Shi et al. (2009)
Co-ordinator	Links alters within their own cluster who are not linked directly	To improve co-ordinated effort or to centralise knowledge exchange	Gould and Fernandez (1989); Shi et al. (2009)
Gatekeeper	Bridges the structural hole between their cluster and an outside cluster, controlling what information passes into or out of their cluster	Often associated negatively with a hoarding of information, or positively bringing useful information/ filtering out irrelevant information	Gould and Fernandez (1989); Shi et al. (2009); Craneheld and Yoong (2007)

Table 1 • Common brokerage terms, features and motivations

Term	Features	Motivation	Reference
Go-between	Stands between two unlinked actors offering some service, e.g. facilitating access to advise, resources	Usually facilitative but can result in work overload for actor or information bottlenecks	Cummings and Cross (2003); Luo (2005)
Information or knowledge broker	Keeps separate groups in a network co-ordinated or informed	To improve network information flows and prevent fragmentation	Cross and Prusak (2002)
Liaison	Bridges the gap between two different outside clusters without having prior allegiance to either	To facilitate negotiations between alters – often a commercial transaction	Gould and Fernandez (1989); Shi et al. (2009)
Mediator/conflict resolver	Seeks to increase understanding between two parties separated by a mismatch of knowledge, expectations, culture, etc.	To resolve conflict between parties – role often held by actors familiar with both sides	Gray (2008); Simmel (1950); Di Marco et al. (2010)
Peripheral specialist	Holder of specialist knowledge that tends to occupy peripheral positions	To be available for consultation yet still devote time to their specialty	Cross and Prusak (2002)
Representative	Bridges the gap between another actor from the same cluster and an actor from an outside cluster	To facilitate external contact – may be a delegated negotiator	Gould and Fernandez (1989); Shi et al. (2009)
Tertius gaudens (the third who enjoys)	A brokerage strategy to keep alters apart	To increase the broker's personal social capital or power	Burt (1992); Simmel (1950)
Tertius iungens (the third who joins)	A brokerage strategy to join alters together	To increase network performance	Lingo and O'Mahony (2010); Obstfeld (2005)



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