

# Rethinking Higher Education Governance in Ghana

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# **Rethinking Higher Education Governance in Ghana**

## **Reflections of a Professional Administrator**

**Paul Effah**



Council for the Development of Social Science Research in Africa  
DAKAR

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ISBN: 978-2-86978-786-5

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Typesetting: Alpha Ousmane Dia

Cover Design: CODESRIA

Distributed in Africa by CODESRIA

Distributed elsewhere by African Books Collective, Oxford, UK

Website: [www.africanbookscollective.com](http://www.africanbookscollective.com)

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CODESRIA would like to express its gratitude to the Carnegie Corporation of New York (CCNY), the Swedish International Development Cooperation Agency (SIDA), the Open Society Foundations (OSFs), UN Women, the African Capacity Building Foundation (ACBF), Oumou Dilly Foundation and the Government of Senegal for supporting its research, training and publication programmes.

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# Preface

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Higher education is an academic business. Its core purpose is to undertake research, teach and provide service to the community. It is for this reason that academic staff or faculty and students are in the frontline of the academic business. If this was true in the past when funding was secure and reliable, the same cannot be said of today. World over, public funding of higher education is dwindling. Student numbers are increasing exponentially while collaboration between the university and industry, which was tangential to academic work, is no longer an option but an integral part of the university's work.

The purely self-governing and collegial model of governance imposed by the British model and adopted by universities in most Anglophone Africa is gradually giving way to corporate managerialism, a characteristic of the United States governance system. Under the circumstances, governance and management of higher education institutions have become increasingly more complex than ever before. Leadership and management of universities and other higher education institutions, which were combined in the university Professor or teacher, have had to be decoupled from academic work. There is now a requirement for professional training other than merely learning on-the-job or through trial and error and the experience that comes with progressing through the academic hierarchy. Thus, academic leadership and management were acquainted as one progressed from headship of department, through deanship/directorship to positions such as Pro-Vice-Chancellorship and Vice-Chancellorship.

The situation has changed, requiring professional services and competence to complement the effort of academic leadership. Managing students, human resources, space, examinations and, indeed, the academic enterprise, has become a professional business and can no longer be left to amateurs or be provided as an adjunct to the academic business as happened in the past. Giving the student members involved, admissions for example, can no longer be handled manually as done in the past but have to be automated using appropriate information

technology software. It was for considerations such as these that led Clark Kerr to envision the university as a multi-versity, a community of scholars and non-academic staff each complementing the other. It was for the same reason that Henry Wasser refers to the university of the knowledge driven 21<sup>st</sup> century as “University of Calculation” describing it as a convenient assembly of talents. The implication is that no university can become great without the combined effort of both the academic and non-academic professionals working together towards the academic goal.

In this book, I begin a journey from childhood to adulthood using the opportunity to rethink the higher education system in Ghana. These reflections are structured into eight chapters. Chapter One, the introduction, gives an overview of higher education in Ghana, tracing the development of higher from Achimota College in the late 1920’s to the current period. Chapter Two, childhood, early life and choice of a career gives an account of how the author progressed through childhood to the position of university administrator. Chapter Three talks about the University. As the title *A University in the midst of Turbulence* indicates, the University of Cape Coast has experienced some challenges in the past. The chapter discusses the challenges and how they were addressed. The chapter ends with a discussion of how the university was returned to normalcy and the role played by subsequent university administrations.

Chapter Four recounts the role played by the author as the founding Registrar of the University for Development Studies, Tamale. In Chapter Five the author outlines efforts towards repositioning the National Council for Tertiary Education (NCTE) to its preeminent position in the higher education subsector in Ghana. The chapter further discusses the author’s role in managing two major donor interventions – that of the World Bank and the Government of Netherlands .

Chapter Six is on institutionalisation of Training in Governance and Leadership. As part of the author’s vision for tertiary education, he had indicated the need to organise training for heads of tertiary education institutions as well as their councils. These training programmes were institutionalised by NCTE and later scaled up as Senior Academic Leadership Training (SALT) for West Africa. The chapter outlines the impact of SALT in Ghana and Nigeria.

In Chapter Seven, the author’s stint as an Academic in the position of scholar-In-Residence at GIMPA and as President of the Radford University College, are discussed. In the last chapter, consultancies, national assignments and scholarly works by the author are discussed.

# Acknowledgements

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For the recognition accorded me by inviting me to put together my memoirs into a book my thanks goes to The Council for the Development of Social Science Research in Africa (CODESRIA), Senegal.



# Abbreviations

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AAU	Association of African Universities
ACBF	African Capacity Building Foundation
ALGC	Administration, Legal and Governance Committee
CBT	Competency-Based Training
CoBES	Community-Based Education and Services
CODESRIA	Council for the Development of Social Science Research in Africa
CSIR	Council for Scientific and Industrial Research
CVCP	Committee of Vice-Chancellors and Principals
ECOWAS	Economic Community of West African States
EMGL	Executive Masters in Governance and Leadership
ERA	Evaluation Report Agency
FPMU	Funds and Procurement Management Unit
GIMPA	Ghana Institute of Management and Public Administration
GMSA	Ghana Muslims Students Association
GSGL	Graduate School of Governance and Leadership
HE	His/Her Excellency
IAC	Interim Administration Committee
IFCAT	Institute for Field Practical Programme
IUC	Interim University Council
JICA	Japan International Cooperation Agency
KNUST	Kwame Nkrumah University of Science and Technology
MoU	Memorandum of Understanding
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
NDF	Northern Development Foundation

NORRIP	Northern Regional Integrated
ODL	Open Distance Learning
PBL	Problem-Based Learning
PNDC	Provincial National Defense Council
SALS	Senior Academic Leaders
SALT	Senior Academic Leadership Training
SMHS	School of Medicine and Health Sciences
SRC	Student Representative Council
SUMA	Senior Universities Managers Associations
TNA	Training Needs Assessment
TTFPP	Third Trimester Field Practical Program
TVET	Technical Vocational Education and Training
UDS	University of Development Service
UG	University of Ghana
UHAS	University of Health and Allied Sciences
UNER	University of Energy and Natural Resource
US/USA	United States of America
UTAG	Universities Teachers Association of Ghana

# About the Author

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Paul Effah is a product of the universities of Cape Coast and Ghana where he had his undergraduate and postgraduate qualifications respectively. Having trained as a professional teacher, he began a career in teaching before joining the university administration as an Assistant Registrar rising through the ranks to become Registrar. His background in university administration prepared him for what was to become the longest period in his career, Executive Secretary of the National Council for Tertiary Education, a council which is the apex supervisory body for tertiary education with responsibility for advising Government on the development of tertiary education institutions in Ghana. In that capacity he led the development of a cluster of physical infrastructure which has now become the hub of regulatory bodies in higher education in Ghana. He also institutionalized training programmes in Governance for University Council members and in leadership for senior university leaders and managers.

Paul Effah has gained international recognition as a governance and leadership consultant and facilitator in higher education in many countries in Africa. The acronym, SALT, representing Senior Academic Leadership Training which he led in Ghana and Nigeria has become synonymous with him

Paul Effah has undertaken many national assignments and served on many committees and selection panels in higher education. He has written and presented many conference papers, published journal articles, books and chapters in books on higher education. Paul Effah is currently the President of Radford University College, a private University located at East Legon, Accra, Ghana. He also consults for the Partnership for African Social and Governance Research (PASGR) in Nairobi, Kenya in the training of university leaders in Africa.



# Overview of Tertiary Education in Ghana

## **Introduction**

Education in most countries of the world is organised on three principal levels, namely, basic, secondary and higher, tertiary or post-secondary. The definition of higher education differs from country to country. In the United State of America, for example, the term “higher education” covers the provision made by two and four-year colleges, universities and professional schools (Department of Education and Science 1989). In the United Kingdom, until 1992, there was a distinction at the post-secondary level between higher education as centred in universities that offer undergraduate, postgraduate programmes and engaged in research, and “further education” those offered in polytechnics, and colleges. The binary line between polytechnics and universities has since 1992 been broken with the latter now firmly absorbed into the higher education system.

In Africa, the conference of heads of university institutions in 1962 laid to rest in Tanarrive, Madagascar the seeming lack of clarity of the term higher education which was used to refer to post high school education for the eighteen (18) years plus. This was the definition of higher education in Ghana until the late 1980s when the University Rationalisation Committed (URC) set up in 1987 as part of a comprehensive review of the educational system introduced the term “tertiary education” to refer to universities and other post-secondary technical, vocational educational institutions such as polytechnics. A recommendation was made for the establishment of Regional Colleges of Applied Science, Arts and Technology (RECAAST) to comprise the nursing, teacher training and agricultural colleges. This recommendation was not implemented, but tertiary education has now been expanded to encompass all these institutions.

## **The Beginnings of Higher Education in Ghana**

Several accounts of the beginnings of higher education in Ghana have been given by several authors (see for example, Bening 2005; Agbodeka 1998; Effah 2003). All these accounts trace the beginning of higher education to the establishment of two commissions by the colonial government, the Asquith and Elliot Commissions. A number of the accounts including Bening (2005) highlight the inspiration from people like Dr Edward Blyden who suggested in the late 1890s the establishment of a West African University; J.E. Casely Hayford who proposed in 1911 a national university for the Gold Coast and Ashanti to be located in Kumasi; and Sir Harry Johnson who proposed the establishment of a West African University to give special prominence to African Studies. But perhaps it is Achimota Collage, established by Sir F.G. Guggisberg in the late 1920's, which may be said to be the real beginning of higher education in Ghana (Effah 2003). Established to provide instruction from kindergarten to intermediate courses to prepare students for university programmes, Achimota produced the first engineering graduate, R.P. Baffour, later to become the first Ghanaian Vice-Chancellor of the Kwame Nkrumah University of Science and Technology (KNUST). Seven others passed the same degree examination before the establishment of the first colonial university college in the Gold Coast (Balme 1954, cited in Bening 2005).

## **The University of Ghana**

In 1943, the British government set up the Asquith and Elliot Commissions. The Asquith Commission was, among others, "to consider the principles which should guide the promotion of higher education, learning and research and the development of universities in the colonies" (Colonial Office 1945a, cited in Bening 2005). It is instructive to note that the main consideration for deciding to establish universities in the dependencies was that the British government had initiated a programme of social and economic development for the colonies which is "not merely the outcome of a desire to fulfill our moral obligations as trustees of the welfare of colonial people, but is also designed to lead to the exercise of self-government by them" (Colonial Office 1945a cited in Bening 2005). This motive was later to largely determine the nature of universities to be established in the colonies.

The other commission, the Elliot Commission, was appointed by the British government specifically to report on the organisation and facilities of the existing centres of higher education in British West Africa and to make recommendations regarding the future university development in that region (Colonial Office 1945b

cited in Bening 2005). The urgency about the need to extend higher education to the British West Africa was not in doubt. The issue that brought division among members of the Commission was implementation. In the view of the majority, the influence of higher education institutions on the development of Europe could not have been achieved if the institutions had not been brought into closer contact with the community. To have the full benefit of university education, therefore, the majority of the members of the Commission recommended that Nigeria, Gold Coast and Sierra Leone should each have a university college. A minority view favoured one comprehensive unitary university college for the whole of British West Africa. They countered the majority view by pointing out that they did not pay sufficient attention to the question of the number of students likely to be available, nor to the difficulties of making the necessary provision for staff, equipment and finance. (Colonial Office 1945, cited in Bening 2005). The Chiefs and people of the Gold Coast would stop at nothing but the creation of a university along the lines proposed by the majority view of the Elliot Commission. In the Legislative Council the voices of C.W. Tachie-Menson, Nene Nure Ologo V, Dr J.B. Danquah, Nene Azu Mate Kole and others echoed the urgent need for the Gold Coast to have its own university college. The farmers of the Gold Coast, the Bar Association, the old Boys Association of Achimota and other secondary schools in the colony were not left out in the agitation for a university college for the Gold Coast. A special committee of the legislative council appointed to collate views on the issue came to the conclusion that several factors had swayed public opinion in support of a local higher educational institution. Ironically, it was A. Creech-Jones, a signatory to the minority report of the Commission on Higher Education in West Africa who had to take the final decision on the establishment of a university college in the Gold Coast as the then secretary of state for the colonies. Compelled by the strong demand for a university college and the evident willingness and capacity of the people to provide the necessary financial support, the only choice left for the British government was to grant the desire of the people. The University College of the Gold Coast was founded on August 11, 1984 in a special relationship with the University of London. Renamed University College of Ghana after Ghana's independence in 1957, the institution became autonomous in 1961 as the University of Ghana.

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

The College of Technology, Science and Arts (CTSA) which was transformed into the Kwame Nkrumah University of Science and Technology, was established in October 1951 for the purpose of providing studies, training and research in

technology, science and arts (Gold Coast 1951, cited in Bening, 2005). Beginning January 1952 with 200 teacher training students transferred from the Achimota College, the College admitted its first batch of students in 1952 into the School of Engineering and the Department of Commerce. The College became a purely science and technology institution in 1958 with the relocation of the teacher training courses and the Department of Commerce to Winneba and Achimota respectively. In December 1960, an international commission was appointed to advise the government, “on the future development of university education in Ghana, in connection with the proposal to transform the University College of Ghana and the Kumasi College of Technology into an independent University of Ghana.” The Commission highlighted a number of important attributes of a good liberal arts and science university, many of which were crafted into the respective Acts establishing the University of Ghana and the Kwame Nkrumah University of Science and Technology. These attributes included an understanding of the contemporary world, the need to undertake research and independent thought as well as the aspiration to internationalise (Ghana 1961, cited in Bening 2005). The Commission largely confirmed the academic patterns followed by the two universities, namely, Arts, Natural and Social Science with related postgraduate research at the University of Ghana and degree, diploma and related courses in technological subjects in Kumasi. The academic programmes were to be reviewed periodically in order “to ensure that these are preparing young Ghanaians adequately for key positions in the economic development of the nation and in order that the curricula should reflect the life and culture of Africa” (Ghana 1961 cited in Bening 2005).

### **The University of Cape Coast**

The establishment of a University in Cape Coast was announced by President Kwame Nkrumah himself on November 5, 1960 at a durbar in Cape Coast, hinting that the university would cater for the urgent need for graduate teachers for the various secondary schools, teacher training colleges and technical institutions in the country. The applause which greeted this announcement was tremendous (Dwarko, 1988). The choice of Cape Coast as the location of the university was not by accident. It was meant to be a fitting tribute to the achievements of Cape Coast as the cradle of education in the country and as a former capital of the Gold Coast which had produced the country’s first generation of nationalist ( Dwarko, 1988). The University was inaugurated on December 15, 1962 and placed in a special relationship with the University of Ghana, which meant that the University of Ghana would award the College’s degrees, certificates and diplomas. Renamed University College of Science Education (UCSE) in 1964, the College was given

its former name, the University College of Cape Coast, by the National Liberation Council after the overthrow of the Nkrumah government on February 24, 1966 until October 1, 1971 when the College became autonomous. It is instructive to note that Act 390 of 1971 establishing the University of Cape Coast did not envision it as an institution entirely dedicated to the training of teachers as held by many. Contrary to this public perception, the University was initially to emphasise the training of graduate teachers, as provided for within Act 390 of the act that established the university. The section read:

The focus of the university is to provide instruction and to make provision for research and for the advancement of knowledge in such branches of learning and study, for such persons (whether members of the university or not) and in such manner as it shall determine; provided that initially the University shall give emphasis to the preparation of teachers (graduate and others) for the secondary schools, teacher training colleges, polytechnics, and technical institutions in Ghana.

The perception from some section of the public that the University of Cape Coast is veering off its mandate will be visited in Chapter Three of this book.

## **Post 1988 Tertiary Education Institutions**

The year 1987 has become a landmark in the tertiary education landscape in Ghana. It was the year that the University Rationalisation Committee (URC) was set up under the chairmanship of Prof. Esi Sutherland Addy, then PNDC Secretary for Education, to undertake a comprehensive review of the tertiary education system in Ghana to, among other things, expand access to tertiary education, following educational reforms undertaken at the basic and secondary levels of education. The URC submitted its report in 1988 in which a number of comprehensive recommendations were made, including the establishment of a university in the northern Ghana and the amalgamation of a number of institutions into one tertiary education institution, which eventually became the University of Education, Winneba.

## **The University of Education**

The University College of Education, Winneba (UCEW), which later became a full-fledged University of Education (UEW) Winneba, was one of the institutions recommended by URC. The UCEW was established on September 30, 1992 by upgrading and putting together a number of institutions which had hitherto been managed by the Ghana Education Service (GES): the Specialist Training

College; National Academy of Music; Advanced Teachers Training College (all located at Winneba); the School of Ghanaian Languages (Ajumako); St. Andrews Agricultural Training College (Mampong-Ashanti); and the Kumasi Advanced Technical Teachers College. The amalgamated UCEW was placed in a special relationship with the University of Cape Coast (UCC), which had itself been in a similar relationship with the University of Ghana, Legon, to, among other things, provide teachers with professional competence for teaching institutions such as pre-school, basic, senior secondary school and non-formal education institutions.

On May 14, 2014, UCEW attained its autonomy to become the University of Education, Winneba (UEW), as a multi-campus University with the College of Technology Education in Kumasi, and the College of Agriculture at Mampong-Ashanti as campuses.

### **The University of Mines and Technology**

The University of Mines and Technology (UMaT) began as a Technical Institute in 1952 to serve the mining area of Tarkwa. In 1976, the Department of Mining and Mineral Engineering at KNUST was transformed into an Institute of Mining and Mineral Engineering comprising two schools of mines; one in Kumasi and the other at Tarkwa (Bening 2005). But it was the URC that proposed that the two Schools should be merged into one to be sited at Tarkwa, to specialise in mining, the earth sciences and related disciplines. UMaT was established by an act of Parliament in 2004 as a full-fledged autonomous university.

### **Other Developments in Higher Education**

Within the public sector, there are now professional institutions which have been upgraded to university status. The Institute of Professional Studies which began as a private institute and was taken over by government in the late 1970s has now been granted full university status as the University of Professional Studies, Accra. The Ghana Institute of Management and Public administration (GIMPA) has since 2004 been established by Act 676 granting it full University status but charged with the responsibility for training public servants and providing education, training and services in leadership, management and public administration in addition to its functions.

Other public sector specialised tertiary education institutions include, the Ghana Institute of Languages (GIL), the Ghana Institute of Journalism (GIJ), the National Film and Television Institute (NAFTI) and the Regional Maritime University.

Since 2011, two more specialised universities have been established; the University of Energy and Natural Resources in Sunyani in the Brong Ahafo Region and the University of Health and Allied Sciences at Ho in the Volta Region. A third specialised University, the University of Environment and Sustainable Development, is being contemplated by Government. A task force set up to plan the establishment of the University submitted its report to government on June 8, 2015.

Polytechnics in the country have been upgraded and established as tertiary institutions by the Polytechnics Act 745 with the following objects. To:

- provide tertiary education in the fields of manufacturing, commerce, science, technology, applied arts and any other field approved by the Minister for Education; and
- Provide opportunities for skills development, applied research and publication of research findings.

There is one polytechnic in each of the ten administrative regions of Ghana. Although the polytechnics have made significant contributions to the training of human capital for national development, they have been accused of ‘mission creep’, that is, trying to be like universities and offering more programmes in the humanities than the science and technology-oriented ones (NCTE, 2012). Government is contemplating upgrading some of the polytechnics to technical universities. Modalities for the implementation of this policy are being worked out.

At the base of the tertiary education landscape are the 38 Colleges of Education established by Act 778, of 2008 to train teachers at Diploma level for basic schools. The Colleges used to be teacher training colleges as second cycle institutions. With the upgrading, the Colleges of Education continue to experience most of the challenges they faced as teacher training colleges. Chief among them are inadequate human resource capacity and infrastructure to meet the standards required of tertiary status.

With regard to private participation in tertiary education, developments are similar to those occurring in other parts of Africa. There is an upsurge of private institutions in Ghana. There are currently over 60 accredited universities, university colleges and tutorial colleges operating in Ghana, offering innovative programmes with flexible modes of delivery and giving some of the public institutions a challenge to become resourceful and competitive.

### **The Missing Link in Ghana’s Education System**

UNESCO International Institute for Educational Planning (IIEP) has noted severally that education and training systems in many countries are failing in their

mandate to provide quality education that is both universally accessible and relevant to the youth in their new and changing environments. The IIEP adds that many young people consequently become disenfranchised with their education systems. To this may be added a category of the youth described as “Not in Education, Employment or Training” (NEET) introduced in South Africa by the Centre for Higher Education Transformation (CHET) which shocked the world education community with the declaration that almost three million youth between the ages 18 and 24 are in the NEET category. What I call the “missing link” in Ghana’s education system, which characterises many other educational systems in Africa and beyond, is the gap which has been created by the overconcentration on the grammar type of education to the near neglect of technical, vocational education and training (TVET). It is this kind of lopsided development of the education system which has created what may be described as an inverted pyramid with the top of the structure heavier than the base, a situation where total enrolment in public and private universities is more than twice that of all colleges, polytechnics and, indeed, all TVET institutions, put together.

One major challenge that arises from an educational system such as the one described above is graduate unemployment which in Ghana, “is growing and now at a double-digit level” (Government of Ghana, 2008; 2010). Yet, it may not be incorrect to suggest that the number of employed and unemployed graduates provides an indication of a measure of the quality and relevance of a tertiary education system in a country. It questions whether institutions of higher learning are providing skills relevant to the work place. It is further an indicator of the strength of an economy and its responsiveness to the needs and aspirations of a country’s workforce. It also raises questions as to whether or not the rates of economic growth and development create employment opportunities in the country (Snodgrass 1977; World Bank 2007). The reality in Ghana is that there is a growing joblessness among university and polytechnic graduates (Baah-Boateng, 2004) which, regrettably, is leading to a waning public confidence in education delivery in the country and damaging the social standing and well-being of graduates, causing a psychological strain on them (King and Palmer 2006; Ryan 2000). There is also the creation of economic waste in the country (Lewin 2000) undermining the efficiency of public investment of higher education in Ghana (Boateng and Ofori-Sarpong 2002). To illustrate, there are instances where having spent three years in a polytechnic to acquire an HND in say Management, the polytechnic graduate enrolls in a university from the first year to spend another four years to pursue a programme in other subjects, for example, sociology and political science, spending altogether seven post-secondary years to obtain an

undergraduate qualification. A logical progression would have been to spend one or two years for a top-up qualification. This is only one example of what might be considered economic waste in the educational system, enjoying tuition free education at both the university and in the polytechnic. It may be instructive to point out that for some programmes, the situation is changing. In the hospitality and engineering programmes, the universities, both public and private, are increasingly mounting top-up programmes for the HND graduates. Some Polytechnics have also started mounting top-up programmes in BTech. This, notwithstanding, the point has been made that graduate unemployment has become a blind spot of higher education in Ghana (Aryeetey and Baah-Boateng 2007). A specific issue that needs to be addressed is the mission of higher education. It is tempting to over simplify the mission of higher education into equipping the student with employable skills. Jacques Delors (1999) puts this matter to rest in his discussion of the four pillars of education. These are to learn to do; to learn to be; to learn to know; and to learn to live together. To learn to know is the learning which equips us with learning tools and critical mind which engenders greater curiosity and sharpens our critical faculties to enable us to develop our own independent judgment. It is also about lifelong learning and continuous professional development. To learn to do is associated with the issue of occupational training, emphasising how we adapt education to equip people to do the types of work needed in the future. The emphasis is on skill acquisition and personal competence. To learn to be, i.e. character training, has been one of the pillars of university education. It is professional training plus "...moral education essential for producing men of character suitable to be leaders of the people and custodians of the cultural heritage" (Ashby cited in Odumosu 1973). To learn to live together is about social cohesion, how our education and social training should bring us together. In this regard, any education that sets us apart from our neighbour or community is not education but mis-education.

Therefore, far from concluding that education only equips students with skills for the world of work, one recognises the importance of the other missions of education. But, the reality is that the youth must be prepared to earn a living in addition to being prepared to be complete persons fit to live and fit to be lived with. It is for this reason that the question of institutional and programme differentiation needs to be taken seriously. This concept has made positive impact in other economies and, with some adaptation, holds promise for Ghana and other countries in Africa. In putting forth this proposal, one is not oblivious to efforts being made towards this end in Ghana. What is being suggested is not a sporadic incursion into the subject but a concerted and systematic effort, supported by a

political will and appropriate policies and budget with detailed implementation procedures to ensure that implementation is sustained. There are several examples, worldwide, of countries that have adopted the concept differentiation that Ghana can turn to for direction. The United States of America and the Netherlands, for example, are cases in point.

### **The Concept of Differentiation in the Netherlands and the United States of America**

The concept of differentiation as applied to education in the Netherlands puts institutions into different categories each with specific focus, mission and mandate, which they are made to adhere to. The Dutch higher education system has two distinct types of study programme, the profession-oriented and research-oriented programmes. Although Ghana may be said to have distinct institutions committed to the training of students with different orientation and focus, this is more in intent than in practice, because they are characterised by what is termed “mission-creep.” The next few pages describe true differentiated educational systems operated by the Dutch and in the United States of America. As noted, there are two distinct types of higher education, the profession-oriented and research-oriented programmes. The latter is provided by the research universities while the former is provided by the applied science universities. In 2006, there were 41 universities of applied science and only 14 research universities in the Netherlands with enrolment in the former constituting almost two thirds of all students in higher education. This is unlike the situation in Ghana where enrolment in universities is about three times that in polytechnics. Even more significant are the characteristics of the system operated by the universities of applied science (HBO 2006). Many applied science universities were actually founded by the business sector, which explains the kind of partnership and collaboration between them. All programmes have committees with representation from educational institutions and regional business associations which work together to ensure the relevance of the programmes provided. There is agreement at the national level between the Netherlands Association of Universities of Applied Sciences and the employer’s organisations to ensure alignment between national networks of educational programmes and organisations representing branches of industry in the same field of work. Attachment and internship programmes are not taken lightly. Students of the universities of applied science familiarise themselves with their future professional practice during the course of their four-year programmes. Approximately 25 per of a student’s study consists of a practical component in a

placement or graduation assignment. Incidentally, a study may also be available on a cooperative education basis. The structure of the system is based on the principle that the interaction between the universities and the business sector is the best guarantee labour force that knows what the business sector wants. Indeed, in 2004, 90 per cent of the students of the universities of applied sciences who graduated found work within three months. The benefit to business is the contribution in knowledge and innovation that the students and their teachers bring. Such benefits would not come naturally in the Ghanaian situation. Socio-cultural differences may not allow this to happen easily. However, the nature and structure of the universities of applied science and the kind of collaboration that exists between them in the Netherlands have lessons for Ghana if differentiation should have meaning and applicability.

There are also lessons to be learnt from the higher education system in the United States of America with their differentiated higher education system which has the community colleges at the base.

Delivering the Convocation Lecture as part of the 8<sup>th</sup> Convocation Ceremony Distinguished Lecture Series, titled “Repositioning African Universities for Excellence: Theoretical and Practical Perspectives,” held on July 25, 2013, I explained the nature of differentiation in the US higher education system. In the middle of the structure are the Land Grant Colleges and the state universities established to deal with the problems of agriculture and mechanical arts and the trades identified at the Boston Convention in 1848, literally by the whole of the US. The land grant colleges which became the great state universities were tasked to study and assist in finding solutions to the problems facing America. At that time, the most important industry in America was Agriculture and, therefore, it was only natural that agriculture would be the focus of their endeavours (Effah, 2013).

The land grant colleges trained extension officers who were sent to the field to assist the farmers to identify their problems and find solutions. Such was their contribution that at some point, it was estimated that 50 per cent of the agricultural produce of America was attributed to the work of the Land Grant Colleges (Bowden 1977). At the top of the US differentiated higher education system are the research universities such as Harvard, Yale, Princeton, etc, many of which are private.

Unlike the British higher education system which frowned on TVET and career-focused education (Bowden, 1977), the American system promoted it. The American commitment to open access to higher education and career-focused and skills-oriented education was the reason for the establishment of community

colleges which together enroll close to a third of all American students in post-secondary education, at present, the only sector which continues to grow. It is at the colleges where students are equipped with the knowledge and skills in applied and vocational courses in a range of fields that lead directly to employment such as in restaurant management, metal work and automobile mechanics. The students are further trained in general education so that those who wish to transfer to other universities can do so.

## Childhood, Early Life and the Choice of a Career

Born to Opanin Anthony Ben Effah and Madam Mary Akosua Pomaa, all of Wamfie in the Brong Ahafo Region, I am the fourth of six children. The list is as follows: Stephen, Peter, Cecilia, Paul, Lucy and Michael Effah. I did not set out to go to school; I merely followed my elder sister, Cecilia, and brother, Peter, who were in school.

Since there was no one to take care of me at home when my parents were going to farm, they arranged with my sister's class teacher to allow me to sit by my sister in class one. My recollection, confirmed by my elder brother Peter and Stephen is that, I did everything that the class one pupils were asked to do in class; when the pupils were asked to stand I would also stand; sit, I would sit; out to play, I would join them.

For most part of the academic year, I accompanied my sister to school with a cloth tied around my neck to make me look smart. During the latter part of the academic year, I insisted on a school uniform which was provided. I had a slate like any other pupil and my own stool which I carried from home every day. I however shared a table with my sister.

The teacher would often look at my work in addition to my sister's and congratulate me. Although I was encouraged by the teacher's comments, I was concerned that my name was not officially in the school register. I recall faintly and consistently reporting that my name was not in the class register that was marked by the teacher in the mornings, following which I was consoled that my name would soon be written. This continued for the whole of the academic year except during the short spells that I was down with malaria, or had cuts and bruises on my body when I was out to play with my friends, something that

occasionally prevented me from going to school. On such occasions, either my mother would absent herself from the farm and take care of me or I would be left with one of our neighbours.

In primary two, I again carried my chair and joined my sister. A similar arrangement was made with my sister's teacher. It was clear that my performance was good. In consultation with my parents and the class teacher, the head teacher officially enrolled me in primary two. Cecilia and I were now in the same class. We sat at the same table for some time but, presumably because we were talking too much, we were separated. I was very young but good in class, coming always second after Cecilia.

It was the following year, primary three, when the unexpected happened. Some of my father's friends had been advising him that it was not the best arrangement to have all his children in school while he went to farm alone. He had often been seen carrying everything he needed on the farm on him – cutlass, hoe, water, fire, seedlings, etc. while all his children were in school. After resisting the pressure from his friends and relations for some time, my father finally decided to take Cecilia and Peter out of school to join him on the farm. This was a big blow to them. Not even the intervention of the head teacher and teachers in the school changed my father's mind. He explained that he did not have enough money to keep all his children in school. He was alone on the farm and would sometimes come home around seven o'clock in the evening. As children, we sometimes could see him visibly disturbed. Since he had difficulty making ends meet, he had taken the decision that he would go to the village, Bia, about 15 kilometers away from Wamfie to start a cocoa farm, the reason he had decided to take Cecilia and Peter with him. I was very disturbed by the absence of my sister. As she was the elder of the two, she would keep our money, buy food during break periods while I simply ate what she provided. She sometimes would carry my chair as well as hers while I followed her walking like a king. I was pampered, which was why I sorely felt her absence.

Primary three became a defining moment in my life. With my sister and brother out of school, I was no longer interested in going to school. I started playing truant. I would put on my school uniform and end up hunting for birds with a friend in the bush. Eventually, the head teacher had to report my behaviour to my parents. When my parents questioned why I had decided not to go to school, my response was that I was no longer interested in going to school and would rather join my brother and sister in the village. The unexpected happened. As if enquiring why I did not want to go to school was the last straw, I decided to leave home the next day to my aunt's house at the next town, Asuotiano, about two and half kilometers

from Wamfie without telling anyone. My parents combed everywhere at Wamfie but did not find me. They checked in the school, my friends' houses, and every possible place they thought I could be hiding. They were on the verge of going to report my absence from home at the police station when my eldest brother, Stephen, suggested that they check at my aunt's house at Asuotiano first. Early the next day, before they could send someone to check, my aunt sent a relation to inform my parents that I was with her. This was a great relief to my parents as tension about my disappearance from home was mounting. Not unexpected, the next day found me in the village. Angered by what I had done, my parents decided to take me to the village. We boarded a vehicle which took us about half way through the journey. We did the rest, about eight kilometres, on foot. I was tired by the time we got to the village. Although it was a good reunion with my sister and brother who had left school for the village, I soon began to experience real village life. Food was available in excess. Fruits were in abundance; so also were all kinds of unfriendly insects and animals. The sight of snakes now and then was scaring. My parents soon realised that I was merely a burden in the village.

I could not carry any heavy load from the village to the farm. Neither could I clear any piece of land assigned to me. On one occasion, the pot of water I was carrying to the farm broke when I stumbled and fell. Peter had to go back home to fetch another pot of water. The only job I could be assigned to was to roast yam and plantain for lunch for the family and labourers weeding our father's cocoa farm. I was relieved of that assignment because the roasted plantain and yams were getting burnt beyond recognition. I assigned to myself the job of climbing trees and hunting for birds. I was branded as a lazy boy not suitable for the farm. After spending only a week in the village my parents, prepared to send me back to Wamfie to continue my education. A day before I left for home, we all gathered around a family fire in the evening, lit to give some warmth. The family took turns to advise me on the need to go back to school.

The next morning all was set to go back to Wamfie, half the journey on foot and the rest in a vehicle. I recall it was a Friday evening that my father, Peter and I arrived from the village. I do not quite remember what month of the year it was. That same evening the parish priest in charge of the Dormaa Ahenkro Roman Catholic Parish came to Wamfie to say mass. I accompanied my father to church that evening. My father was at the time the assistant catechist of the Wamfie Roman Catholic Church and, in that position, played a significant role in the affairs of the church. After the church service, he met the Reverend Father who, I recall, was simply called Fr. Hubert. During the conversation between the two, the Rev. Fr. enquired who I was. Answering the questions posed by the Catholic

priest, my father mentioned that I had decided not to go to school. The Rev. Fr. was surprised to hear that I did not want to go to school. He told my father that he would come to Wamfie the following Monday to take me to school.

The Catholic priest came as promised. My encounter with him put some fear in me; both young and old members of the church held, and still hold, Catholic priests in high esteem. I, however, thought that the Catholic priest would either forget to come or, because of his numerous duties, would simply not find the time to come. My father kept reminding me to get my school uniform and books ready in preparation for the Rev. Fr. He had a small car, I later got to know that it was a VW Beetle. He handed me over to the head teacher when we got to the school and asked him to take good care of me. He promised that he would come every morning to check if I had gone to school. This was still in class three. For one working week, from Monday to Friday, Fr. Hubert came every morning from Dormaa Ahenkro to Wamfie to take me to school in his car.

From that week I was treated like a king at the school, described by many as “Fr. Hubert’s boy.” Anytime Fr. brought me to school, both teachers and pupils would come out to see us. He would take me to the head teacher and leave. Within a year or so Fr. Hubert left for Holland. His departure ended the special relationship I had with him. I am forever grateful to Fr. Hubert for ensuring that I did not stop my schooling. But for him, I would perhaps be telling a different story today.

The next hurdle I had to cross occurred at the end of primary five. I was told that I was too young to continue to primary six, about two years ahead of my age mates. I was, therefore, persuaded to repeat the class. Although I had misgivings about this decision, I nevertheless decided to obey my teachers and parents and repeated class five. Hurrying to complete primary six was not always exciting. There was only one middle school, the Presbyterian Middle School. As there were four primary schools in the neighbourhood, Wamfie, Asuotiano and Wamanafo, many of the pupils had to vie for places in the only middle school form one. A kind of common entrance examination had to be organised for all the primary six students in the neighbourhood.

Getting to primary six was a nightmare, the end of primary six examination was for us a far more difficult examination than even the middle school leaving certificate examination that was taken at the end of ten years of schooling in form four. I was comforted for two reasons; one, I was not repeated on account of poor performance in school. And second, I would have a temporary respite from not writing so soon the dreadful end of primary six examinations. I repeated primary five without any significant setbacks.

The next major hurdle was the end of primary six examinations. I do not recall the number of pupils who sat for the examination, but we were in excess of 100. The Presbyterian Middle School could take only 40 in middle form one. It was a joy to see my name up on the list occupying the second position. I knew I would pass the examination but I was not sure I could be among the top three or four. Of the 35 or so pupils from the Roman Catholic School who wrote the entrance examination, about 15 of us got places at the Presbyterian Middle School form one. There were others from Asuotiano, Wamanafo and the other surrounding villages, leaving only a few places for the Presbyterian Primary School itself. This state of affairs generated some agitation among the members of the Presbyterian Church. Rightly so, they did not understand why they should build their school and not have places for their children. It took some time to resolve the problem which led to the establishment of the Roman Catholic Middle School at Wamfie and other middle schools at Ausotiano, Wamanafo and the surrounding villages to absorb pupils from their respective primary schools.

### **Life in the Middle School**

The Presbyterian Middle School, Wamfie, is one of the places I always remember and cherish. It did not take long after reporting in form one for me to come to the attention of the head teacher and other teachers. A combination of factors may have accounted for this. First, I was among the youngest pupils in the school. Second, I maintained the first or second positions in class assignments and during the first term examination in form one. Third, I was also generally calm and quiet. Not surprisingly, during the second term I was appointed to one of the most coveted and privileged positions in the school, the office boy. For the next two and half years, I remained the office boy. As the office boy, I was in charge of the head teacher's office and store. I ensured safe custody of all school items, from class registers, lesson notebooks, chalk, textbooks, and school equipment to brooms. Any pupil or teacher who needed any item from either the office or the adjoining store had to go through me. I was the first to come to school and the last to leave. I would go to the head teacher's house early morning to pick the office key, clean the office and the store, arrange the books and dust the tables and chairs. After closing, I would make sure that every item that needed to be kept in the office was there. I would lock up the office and send the key to the head teacher's house before going home. That was the daily routine.

As the office boy, I was exempted from the general weeding and cleaning of the school compound and the playing field. I also did not attend the morning assembly. As with other positions, the office boy was expected to be appointed

on a yearly basis. During my time, I was made to hold the position until the end of form three before a new person was appointed. In my third year, I was not cleaning the office myself. I would call some of the form one pupils to do the cleaning under my strict supervision. It was considered a privileged to be invited to work in the office as that automatically relieved one from other assignments on the school compound. I performed my duties as the office boy to admiration of the head teacher, teachers and pupils alike.

Coming from a Catholic to a Presbyterian School one noticed some significant changes. The mode of conducting morning assembly and of worship was different. We also had to change from Akuapim Twi taught in the primary school to Asante Twi in the middle school. Sporting activities were taken more seriously in the middle school than in the primary school. Singing was compulsory at both levels.

In form three, our class teacher, Mr. Maya, from Somanya in the Eastern Region of Ghana, took keen interest in me. He invited me to his house to help him in his household chores including washing, cleaning and ironing. He came to introduce himself to my parents and asked for their permission for me to give him a helping hand in his house. In class, I assisted him to mark multiple choice assignments. He would mark my work and ask me to mark those of my other mates and to enter the marks onto a format that would now be called a spread sheet.

In middle form four, I was replaced as the office boy. I, however, had unrestricted access to the office and, initially, asked to supervise the new boy's work. Our year group had a difficult task because we had to start a new system of examination termed "shading" which involved using a special pencil, I recall it was a "2b or bb", to shade across a letter from A to E which we thought was the right answer to a question. We had to write our index numbers also in pencil. It was not simple then. Apart from appearing a complex exercise, the system's novelty and its late introduction gave us cause to worry. Indeed, there were some of our mates who had made up their minds that they would not understand the new shading system. Not surprisingly, our batch, the first to start the shading system, did not perform well in the final middle form four examinations. Out of the nearly 40 candidates who sat the final examination, less than half passed. Many of those who failed had to make arrangements to rewrite the examination in subsequent years.

### **What next after Middle Form Four?**

In forms three and four, some of our mates whose parents could afford wrote the common entrance examinations for admission into secondary schools. A number of them passed and left middle school to start their secondary school

education. My parents could not afford secondary education so I did not write the examinations. My teachers, especially, Mr. Maya, my form three teacher, were visibly disturbed that I could not write the common entrance examination. I however, wrote the Teacher Training College examination in form four. While in the house waiting for the results of the middle school leaving examinations, I received a letter inviting me to the Presbyterian Education Unit in Sunyani to be considered for appointment as a pupil teacher. I responded to the invitation. This was the first time I was visiting Sunyani on my own. In Sunyani, I enquired from a taxi driver where I could find the Presbyterian Education Unit. He offered to take me there. I have forgotten how much he charged me. What I remember is that I had to forego my lunch that day as the money left on me after paying the taxi driver was too small to cater for both lunch and transport back to Wamfie.

The manager at the Presbyterian Education Unit was a very pleasant person. I later learnt he was called Mr. Agyei. When he saw me, he smiled and asked whether I thought I could lead an independent life outside of my parents' house. I answered in the affirmative. I had completed a form indicating my name and the purpose of my visit. He therefore knew why I had come. Upon seeing me, he asked me to go back home and come in two weeks' time. I reported in two weeks as he had directed. The manager asked me to raise my right hand which I did. He smiled and said he was wondering how I would write on the blackboard. I did not comment. Finally he said "Paul, I don't think you can stay on your own in another town. I have decided to post you to the Local Authority Presbyterian Primary School at Wamfie. I will come to visit you." All I could say was "Thank You Sir." He asked me to wait at the secretary's office for my letter and the head teacher's copy. I held the letters in disbelief. I could not understand what had happened to me as I left the manager's office. I got back home and informed my parents about the good news. Everybody was happy in the house. Early next morning, I left for the school to give the head teacher's copy of the letter to him. He introduced me to his teachers and gave me notebooks to start preparing my lesson notes. He assigned me to teach class three. On my way home, I passed through the Roman Catholic Primary School to visit one of the teachers I knew. I told him my story and he gave me an old teacher's notebook to serve as a guide. I also passed through a tailor's shop to arrange for a teachers' uniform, a white shirt and a black pair of shorts. I polished my black sandals and I was ready to go to school when school reopened in four days time.

In the meantime, word had reached everybody in the neighbourhood that even before the results of the Middle School Leaving Certificate Examination were released, I had been appointed a teacher at the L/A Presbyterian Primary School.

The inquisitive ones among them passed through the house to seek confirmation of what they had heard. School was reopening on a Monday morning. I think it was in October, 1965. The previous Sunday I had collected my uniform from the tailor well ironed. I had already polished my sandals waiting for the arrival of dawn on Monday. I am not sure now whether I was able sleep that Sunday night. I recall getting up very early on the Monday, having a bath and dressing up for school. I cannot tell whether I had breakfast before saying goodbye to my proud parents.

I was introduced to the teachers and pupils at the assembly as the new teacher for class three. After the assembly, we had a short meeting at the head teacher's office. I announced myself by demonstrating what I could do when I gave the head teacher my teaching notes for the first week. He glanced through them and asked me to join him to go to the classroom. I could sense that he was surprised at what I had done. In the classroom he spoke to the pupils urging them to give me the respect and co-operation I needed and to take their studies seriously. He then left the class in my hands.

All this while, I had been planning what to do because I knew that I could not reach the blackboard. I decided that I would put three tables together in front of the blackboard and to walk on them while teaching to enable me reach the blackboard. That day news went round that a "Teacher Ketewa" meaning a "small teacher" in the local language had been appointed and had to walk on tables before he could write on the blackboard. The next morning the windows to the classroom were full of people, some craning their necks to see, for the first time, a teacher walking on tables while teaching. The head teacher spoke to the people to stop coming to stand by the windows to watch me teach. As the appeals did not seem to help, the head teacher finally decided to relocate the class to the church where the blackboard was on a tripod stand which could be adjusted within my reach. This ended the stream of old and young people trooping to watch me walk on tables while teaching. But the name, "Teacher Ketewa" has remained to this day, known to my generation.

The next anxious moment was when the results of the Middle School Leaving Certificate Examinations would be released. My anxiety was that as a teacher I should not be seen going back to school to write the Middle School Leaving Certificate Examinations again, which would have been the case if I had failed. When the news of the release of the examinations broke out I did not have the courage go to school that day. That evening Mr. T.D. Amoah, the head teacher of the Middle School sent someone to invite me to his house. When I went he announced the good news that I had passed the examinations. My next hurdle was to prepare and write the Teacher Training College examinations.

## **From the Teacher Training College to the University**

The year 1967 was a turning point in my career. It was the year I wrote and passed the entrance examination to the Teacher Training College. My choice of a Teacher Training College was obvious. It was Kumasi Anglican Teacher Training College. The reason was simple. My elder brother, Stephen, was in his final year at the College. The news that I had passed the entrance examination was not surprising judging from the nature of preparations I had made before going to write the examinations. I had also been buying a few items to keep ahead of going to a Teacher Training College. It, therefore, did not take much effort to put together the items I needed to go to College.

The first two weeks at College were not easy for me. I resembled my elder brother so much that it did not take any effort to be recognised. The common refrain was, “you think because your brother is here nobody can touch you.” And, on each encounter with one or two of our seniors, I would either get a small knock or push or be sent on an errand. When news began to spread on campus that I was doing well in class, the situation began to change. The first term was full of activities. Weeding the compound, sweeping, cleaning, dusting, washing and undertaking short errands for senior boys became the routine. Sports and games punctuated classroom work. For the first year students, coming together during the first term gave us opportunity to make new friends among both old and new students. Similar interests in learning brought me closer to Adigun, a Nigerian student who was born in Ghana and had never been to Nigeria. Adigun demonstrated better understanding of Mathematics during our private studies but always trailed behind me in class tests. This was partly because he never took his time to do anything, always in a hurry to finish his work before anybody else. As a result of this haste, Adigun could easily add three and three to get nine. Anytime I scored a higher mark in Mathematics he would threaten, “Paul, we would not study Math together again.” This, notwithstanding, we continued to be study partners during the period we were together at College.

First term holidays are always eventful and exciting for first year students. Mine were not different. I was anxiously looking forward to it. First, I would have some respite from the daily routine of being woken up by a bell, sweeping and cleaning, morning assembly before going to the classroom. Second, I would also have the opportunity to go to my hometown to see my parents and the rest of the family as well as friends. Those who only heard that I had gone to College would also have the opportunity to see me. Eager to go home, I left my elder brother who said his study group was meeting to do some work before going down on holidays.

This was understandable because he was in the final year. I could not wait till the next morning to see some of my relatives and friends although I arrived home at about 5.30pm. I stayed till about 11.00pm talking to my parents, brother and sister about my experiences before going to bed. One activity which, I remember, took a lot of my time during the holidays was helping my colleague pupil teachers I had left behind to prepare for the Teacher Training College examinations. It did not take long for one to be bored staying at home.

In those days communication was not that good. It was, therefore, difficult to know whether our first term results had been released. I enquired from my elder brother who came home later because he was preparing for his final examinations whether our results had been released. They had not. The results, he was told, would be posted on the notice board. I was anxious, which was part of the reason I was itching to go back to College. When finally I alighted from the Kumasi bound car at Kejetia in Kumasi, on my way to College, I saw one of my College mates. He was in form two. He said “Effah well done, you placed second in your class.” My heart jumped in disbelief. As I boarded a taxi to the Campus I was excited. Several congratulatory messages came my way on campus. I made many more new friends, particularly among the teachers and senior students. During the second term examinations I came first and again won the admiration of both teachers and students.

I enjoyed my College life. I was a member of several groups and clubs – debating society, reading club, Brong Ahafo students union, and many more. There were three significant events worth reporting, two happened during the second year and the third in the final year. Our Geography teacher in form two was teaching us the geography of Sudan and described Aswan Dam, as “under construction.” In my readings at the British Council Library in Kumasi ahead of the lecture, I had read that the Aswan Dam had been completed. I raised my hand and informed the teacher about what I had read. He told me that after class he would like to accompany me to the Library to see the source of my information. At the Library I showed him the journal from which I got the information. The next day he told the class that at the time he was compiling his notes the Dam was under construction. For my prize, he offered to give me money to register to write the General Certificate of Education Ordinary level examination in Geography. The reaction of the Geography teacher was not what we anticipated would happen in class. Some of my classmates had come to advise me to get some senior students to accompany me to the teacher to apologise for what they thought constituted “challenging” the teacher in class. All kinds of interpretation were put on the statement I made until that morning when he came to erase any doubts about

being angered by what I said. This, notwithstanding, I learnt a useful lesson. I came to appreciate that I could have gone to the Geography teacher after the lesson to inform him about what I had learnt from the Library. On the other hand, it gave the teacher a signal that he should not take things for granted and that he should be revising his notes. This is a lesson also for all teachers, in this technological age, where the young ones seem to be ahead of the old in information communication technology and related skills.

The second event I wish to report on occurred in April 1969; this was the College's speech and prize giving day during which I topped the class and picked almost three quarters of the prizes awarded in the class. I was in form two. As my name was mentioned, I stepped forward to collect one prize after the other, piling the book prizes on the ground as I picked them about half-way between my seat and the podium. The applause I received was overwhelmingly deafening. The speech and prize giving day took place on a Saturday in April 1969. Was it on 29<sup>th</sup>? I think it was. I recall that there was a thanksgiving service the next day, Sunday, at the St. Cyprian's Anglican Church in Kumasi, now a Cathedral. The Monday following the Speech and Prize giving day, one of the students came to me early in the morning as I was preparing to go to the Assembly and said "Paul, you are in the papers"! I rushed out to see it. There I was, in a white suit receiving a prize. The heading was "His proud moment." The problem with the feature article was that it had indicated "Charles Effah" instead of "Paul Effah" receiving a prize for being the best student in class. During the rest of the week both students and teachers took turns to congratulate me and to urge me to continue to work hard.

At home during the holidays I had to explain the mix-up in the names to my parents and friends. I had not changed my name as some suggested. The name "Charles" was a mistake by the press. Charles was the first boy in form one and his first name had inadvertently been exchanged with mine.

I had happy moments at College. I was liked by the teachers, some of whom occasionally invited me to their homes for meals. Many of the students at the College had already sat and obtained some credit passes at the GCE 'O' Level Examinations. A few even had some passes at the Advanced Level. These seniors served as role models and a source of encouragement to us. As I did not have money, I decided to wait till I completed College before writing the GCE 'O' Level Examinations. Indeed, I did not take the offer from my Geography teacher who wanted to pay my registration fee to write the GCE 'O' Level examination in Geography. I did not like to write the examinations one subject after another. I wanted to pass five or six subjects at the same time to qualify to go to university.

Still reporting on events, I recall that in my final year I got a prize in Mathematics. A classmate, in “A” class, I was in “B”, called Roland Oko, and I tied for the prize in English. To determine who should be given the prize, we were both invited to write an Essay. When the results came, I had six out of ten while Oko had six and a half out of ten. Oko was therefore given the prize in English. A lot of students were happy about the seemingly fair distribution of the prizes, complaining that Effah always wanted to collect all the prizes in class! In fact, some of my mates told me that I should allow other students to take some of the prizes.

After our final examinations, we were posted to various stations which separated us. Many of us have still not met. I was posted to Dumasua, a village near Sunyani in the Brong Ahafo Region, to start my teaching career. I had passed through Dumasua several times without ever making a stop. I began preparations to write my GCE ‘O’ level examinations during the holidays, before I reported at Dumasua.

### **Teaching and Preparing to go to the University**

The first thing I did during the holidays was to go to Dumasua to look for accommodation. I had no difficulty. Although the school I had been posted to, Dumasua R/C Primary was on holidays, the head teacher was in town. I was taken to him when I made the necessary enquires. He helped me to identify a suitable accommodation close to the School. With accommodation secured, I went back home to plan for my GCE ‘O’ Level examinations. I had planned to register for and write the London GCE examinations in January, 1972. The June, 1971 examinations were over and I did not have money to register. I had just returned from College and did not want to ask anyone for money to register for the examinations. I did not want to be told to exercise patience and to write the examinations when I started teaching. I went to see an Agricultural Extension Officer in the neighbourhood to give me a loan of 25 cedis which I needed for the registration. He agreed to give me 15 cedis to be repaid within three months. I went to visit my uncle, Opanin Kwaku Firi (he was very fair) and told him I had completed College and was about to start teaching when school reopened. He asked me about my plans for the future and I told him I wanted to go to University. He was very proud of me. When I was leaving his house, he asked me to come back the next day. As if he knew the amount I wanted, he gave me ten cedis. I had the 25 cedis I needed to register for the examinations. I started learning even before school reopened. I was assigned to teach class five. After school each day, I stayed back for some time to study before going home. This continued until

I wrote the examinations. Judging from the questions I answered, I thought that I had done well. Therefore, without waiting for the results to be released, I decided to register for the June, 1973 Advanced Level examinations. My colleague teachers in the school and other friends who knew what I had planned thought I was too ambitious. Indeed, a sixth former who was also teaching in the same school was emphatic that there was no way I could pass Geography at the Advanced Level.

I went to see the Government teacher at the Sunyani Secondary School, Mr. Yaw Sae-Brawusi, who gave me a lot of encouragement. He also gave me some of his notes to copy. The release of the 'O' Level examinations served as a further catalyst. I had passed all the five subjects I offered; English, Mathematics, Economics, Geography and History. This spurred me on to learn even harder. There was an aspect of Geography, surveying, which posed the greatest challenge to me.

I wrote the 'A' Level examinations. Before the results were released, Universities had advertised for the sale of admission forms. I bought forms for the Kwame Nkrumah University of Science and Technology and the University of Cape Coast. I did not know what programme I should apply for. I settled on Land Economy at KNUST and Geography, Economics and Education at Cape Coast. When the results were released, I had Government – A; General Paper – A; Economics – B; and Geography – C. I was offered admission to read Land Economy at KNUST. Cape Coast also offered me the subjects I had chosen. Many people were surprised at my results. I settled for KNUST to read for a degree in Land Economy. I spent two weeks in KNUST. I went to the office of the Ghana Education Service to enquire whether, as a teacher, I would be granted study leave with pay. I was told that Land Economy was not among those listed for study leave with pay. In the meantime, I had received word from some of my colleagues at Cape Coast that they had already compiled their names for submission to the GES Headquarters for consideration to be granted the study leave. I went to the Head of Department of Land Economy and told him that I was leaving for Cape Coast. Although he was surprised at my decision (we were only twelve in class) he did not stop me from leaving. So I joined my colleagues at the University of Cape Coast and started late registration. I was comfortable because many of my friends and colleague teachers were in Cape Coast. I was called several names by my colleagues including "international student." Some even insulted me for leaving a programme like Land Economy to a place where I was essentially going to be a teacher.

For most of my university life, what colleagues remembered me for was that I was always unwell. For almost about a third of the period I spent at the University, I was either in the hospital or simply sick in the house. It was far later in my

career that I was diagnosed as having “H Pyloric Ulcer” and given appropriate medication. The bouts of sickness and unease notwithstanding, I managed to graduate with my colleagues in July 1976. For my National Service, I was posted to the Ofori Panin Secondary School at Akim Tafo in the Eastern Region. While there, I taught Geography and Economics to form five and lower six students. And to this day, I continue to meet many of the students I taught in several capacities. Getting to the end of my national service period, I saw an advertisement for Economics teachers for the Institute of Professional Studies (IPS) (now University of Professional Studies, Accra), then a private institution which had been taken over by Government. I was one of two Economics teachers recruited to teach Economics at the Institute.

### **The Choice of a Career**

At the IPS I had several ideas. I considered a career in Accountancy. Another option was to join one of the banks. Finally, I decided that while I taught at IPS, I would pursue a Masters Degree in Public Administration at the University of Ghana, Legon. It was not easy combining the normal teaching load with the Master’s programme. Within a period of two years I had completed my Masters Degree with a Thesis option. Indeed, I was one of two out of a class of 18 who completed the programme within the stipulated time. Two things happened just about the time that I was about to complete the Masters programme. One was the defining moment in my career. I received a beautifully worded letter from the Registrar of the University of Ghana, Legon, offering me an opportunity to work within the University Administration. The letter indicated that from time to time, the University looked round to identify young men and women with potential to recruit into the University Administration. It said the University had identified me and was inviting me to meet the Registrar for further discussion. The letter read in part:

From time to time, the University looks round for suitable candidates who could be trained for positions in its Central Administration. This is in addition to candidates who may compete for positions through normal advertisements. I am writing to inform you that the University is interested in recruiting you to work in the Central Administration eventually as Assistant Registrar subject, of course, to your performance at an interview which will be arranged shortly..... I shall be grateful if you will let me know whether you will be interested in such an invitation.

I went to see the Registrar. His message was simple. “We want to work with you in the University Administration. If you want knowledge you belong here. If you want money, the University is not a place for you. Go and think about it

and see me in a week's time." This was the beginning of my career in University Administration. It just happened. Happenstance indeed!; which goes to buttress the point that there are hardly any people who set out to plan for a career in University Administration. The fact that I had been identified and talent-hunted did not constitute an automatic "passport" to join the University Administration. As noted in the excerpt from the Registrar's letter quoted above, I still had to go through the recruitment process. I was invited to join a group of nine candidates for a selection interview. The process was very friendly. The panel held a general discussion with all the candidates followed by individual interviews. We were all seated in a horse-shoe format together with some members of the University Administration. A topic would be introduced and we would be invited in turns to comment on the issue. In the process, the panel took the opportunity to assess our creativity, innovative abilities and initiative. Later as a staff in the Administration, I had access to my assessment, which made references to distinguishing myself as well as the brief and succinct manner I aired my views.

My assessment after the interview read in part as follows: "Mr. Paul Effah distinguished himself during the general discussion period. During the individual interview, he handled his questions very well. He showed in-depth appreciation of problems and has a good way of making his views known in a brief and succinct manner. He showed that he would be stable." (Notes on the Selection Committee meeting held on Wednesday, 18<sup>th</sup> February, 1981 at 10.00 am in the office of the Registrar).

After this first round of interviews the six of us who were selected were invited to report for work as Junior Assistant Registrars for three months after which we were invited to meet the University's Appointment and Promotions Committee for consideration. All but one of us, I recall, were appointed as Junior Assistant Registrars and the other three as Junior Assistant Registrars in training. I was subsequently confirmed as Assistant Registrar in February, 1982.

In those days, references on candidates seeking employment were taken seriously, particularly when one was being talent-hunted. References were taken from one undergraduate lecturer from the University of Cape Coast and another from a Professor at the Postgraduate level. There was a third from the Institute of Professional Studies, Legon, where I was working as a tutor. Part of the reference from my undergraduate lecturer read: "Mr. Effah rated sixth in his set of 25 students. I taught him Macroeconomic Theory and Development Economics in his final year and he rated fourth and seventh respectively in them.... Mr. Effah is personable, and also very hardworking and conscientious." The Professor at

the postgraduate level wrote among others: "During the last academic year, the applicant submitted his Thesis entitled 'The Establishment, Administration, and Operations of the First Ghana Building Society' for which I was his supervisor. In my view, I have little doubt that his Thesis will be accepted by the appropriate Board. The applicant applied himself with diligence to his studies, effectively and intelligently participated at seminars and his papers were submitted according to schedule. Attendance at lectures and seminars was most punctual. The Thesis clearly indicates the candidate's ability where research is concerned. The applicant has a quiet disposition, is respectful and appears to have mixed well with his colleagues."

The reference from the Institute of Professional Studies followed a similar pattern. An excerpt reads: "Mr. Effah held a number of appointments including Hall Tutor, Staff Secretary, and Director of Studies. He performed his duties efficiently and exhibited a great sense of responsibility and initiative. He was sober, hardworking and trustworthy. It may interest you to know that Mr. Effah was one of the teachers who were initially recruited when the Government took over the Institute and has left a record as one of the best tutors the Institute has ever had." And, to demonstrate the importance that the University attached to references especially for candidates being talent-hunted, one was taken from my hall of residence. It read in part as follows: "Mr. Effah became a resident student of this Hall on his admission to the MPA course in October 1978. He took the MPA written examinations in June, 1979 and passed. He spent the 1979/1980 session working on his Thesis. He went out of residence at the beginning of this session presumably to work further on his Thesis. Mr. Effah is a very quiet person. He is always respectful and gets on well with his colleagues. We have found him to be a very hardworking student and his conduct has been very good."

This system of talent-hunting has been lost to the higher education sector. It is a system that should be combined with the regular recruitments through advertisements. Talent-hunting targets specific people with specific skills and abilities, people whose progress would have been monitored and followed. The people so identified and hunted for would also generally have a certain level of commitment to the institution. In my case, I was so elated by the letter I received from the Registrar that I would read it over and over again, particularly when I was tempted by other offers in the system. On such occasions, I would reflect on how I had been specifically hunted for to join the University Administration and taken a firm decision to stay. Again, an initial screening, in terms of process, like the one I went through, is useful. It offers a relaxed atmosphere for candidates to show their special skills and abilities. Was it by providence that I went to school? And, could it have been sheer coincidence that I took a career in University Administration?

**Box 1:**

Hard work, perseverance and right attitudes always yield good results.

While working in the University Administration, I was assigned to serve as secretary to the Committee of Vice-Chancellors (CVC). It was in that capacity, coordinating and working through the Vice-Chancellors with all the universities, that I was appointed secretary to the Interim Administration Committee (IAC) of the University of Cape Coast. My association with the university became formalised.

The next chapter, chapter three, discusses in some detail events in that university which culminated in the appointment of the IAC as well as subsequent developments.



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## A University in the Midst of Turbulence

The University of Cape Coast was established for a good cause. Its initial mission was to give “emphasis to the preparation of teachers (graduate and other) for the secondary schools, teacher-training colleges, polytechnics and technical institutes in Ghana” (Act 390 of 1971, Section 2a). The University was, however, bedeviled with many administrative challenges which reached a peak in 1990 with the suspension of its Act and Statutes by the then Provincial National Defense Council (PNDC) under Chairman Jerry John Rawlings and the appointment of an Interim Administration Committee to take over the functions of the Council, Vice-Chancellor and Academic Board and to run the affairs of the University. The author of this book was the secretary to the IAC. What were some of the events leading to the appointment of IAC? Could these have been prevented? Are there any lessons that could be drawn from the work of the IAC? With hindsight, was the appointment of the IAC justifiable? This chapter discusses some of these questions. The administrative challenges that culminated in the setting of IAC did not descend on the University like the onset of rain. They were caused by a number of factors, some of which, like genes, were inherited at birth.

The first was the manner in which the university was established. That there was an urgent need for a third university at the time, after Legon and Kumasi, specifically dedicated to the training of teachers was not in doubt, giving the unprecedented expansion in education that characterised Dr. Nkrumah’s administration. The Accelerated Development Plan of 1951/1952; the introduction of fee-free primary and secondary education; the establishment of the Ghana Education Trust with its network of secondary schools spread throughout the country; the expansion programme in teacher training colleges; the building of new technical institutes and polytechnics, all accounted for the phenomenal growth in education at the

pre-tertiary level, putting pressure on the need for teachers. By far, perhaps the biggest problem with President Nkrumah's desire to establish the University was the speed with which it was established without much preparation, a situation that has characterised the establishment of subsequent universities in the country. Bening (2005; 32) asserts that the university of Cape Coast was established by government fiat in 1962 lending credence to the charge of inadequate preparation before the establishment of the University. Its birth was simply announced at a durbar in Cape Coast on 5 November 1960 by President Nkrumah where he hinted that the university would cater for the urgent need for graduate teachers for the various secondary schools, teacher training colleges and technical institutes in the country. That is how the University was born! In an article "The University of Cape Coast as I knew it, 1962-1965" published in the Silver Jubilee Brochure of the University, Adarkwa-Dadzie (1988) gives useful insights into some of the challenges that confronted the University in its formative years. I present in the next few paragraphs extensive quotes from Adarkwa-Dadzie's description of the physical infrastructure inherited by the university as well as its academic life to illustrate some of the grave challenges faced by the University at its inception. The University was opened in September 1962 for the Preliminary Arts and Science Students and in November of the same year for the first year Arts students who had been transferred from the Kwame Nkrumah University of Science and Technology in buildings originally intended for use as the Osagyefo Training College. In Adarkwa-Dadzie's account "it was a real tug-of-war getting the students to move down from Kumasi to Cape Coast ... for the following reasons."

The imposing and well equipped new halls of residence for men; colourful and shaded compound and two rooms (chamber and hall) for each female student at the old site made students feel extremely comfortable; buses were available to students for commuting between the distant Halls and "Mecca" the academic centre. The big and well equipped library with hard working and friendly lecturers made learning a real pleasure at the University. Student meals compared well with those of the best hotels in the town and were served in expensive crockery. The main meals – breakfast, lunch and supper were laced with a 10 o'clock snack and the "night cap" well prepared cocoa drink deposited at the Porter's lodges of the Halls for the student to take before going to bed. There was no limit to the number of cups students could drink. These conditions may be contrasted with the physical and academic infrastructure the student met at Cape Coast. The buildings we saw on the compound were a set of GET (Ghana Education Trust) buildings, like the type seen at Ghana National College, Cape Coast. They included:

- The Administration Block (now in use)
- The front part of the Faculty of Arts building and the Faculty of Science building (the block housing the dining hall)/kitchen complex, and assembly hall.
- Halls of residence – the two storey blocks just behind the dining hall, (now Faculty of Education) served as halls of residence for the men, simply named Halls 2, and 3, Hall 4 now Oguaa Hall, popularly known as “the barracks” constituted the third men’s Hall. They were single storey and a few in number. Hall 1, now Adehye Hall, was made up of only the front part of the present complex which housed the ladies. The big student dormitories were partitioned to take four students in a room.
- The Library – the building now being used as the chapel constituted the college library before the present one to the south was built.
- The bookshop – the present bookshop has been in use since the inception of the university.

Adarkwa-Dadzie’s description of the university compound and the activities going on at the time give a clear indication of some of the problems the students experienced. She lamented “The compound and the main roads were tarred in the first year, thus stopping the dust bath on the campus. With all these construction going on around us, the noise on the compound was sometimes unbearable and very often, one had to strain to follow lectures. However, we braved it for the three years.” Such was the nature of the physical infrastructure on the campus that Prof. K.B. Dickson, Vice-Chancellor of the University, described the University several times in private conversation as “an unfinished university.” As it would become evident in the discussion of the establishment of the University for Development Studies, Tamale. Starting a university in borrowed premises or makeshift buildings and arrangements has its own difficulties which lead to either stagnation or stunted growth. The challenges of the academic life of the students were even more revealing. One incident recounted by Adarkwa-Dadzie brings home the picture of lack of preparation more vividly.

“The University at its inception was a college of the University of Ghana, Legon. The syllabus followed was, therefore, that of the BA General (Ghana) Degree. During the long vacation of the second year, while students were at home working feverishly on their projects for the (final) third year examinations, then occurred a BOMBHELL! Letters reached the students at their various homes informing and instructing each student that EDUCATION had suddenly been made a compulsory subject for the degree course in University of Cape Coast.

When the College re-opened in September 1964, 14 final year students had left the course as a result; some had entered second year at Legon and others had abandoned the course and found jobs. The final examinations were conducted by University of Ghana in Arts subjects. The examinations in Education, including Teaching Practice, were conducted by the University of Manchester, UK. Academic Staff from Manchester University were invited to supervise the teaching practice. Out of the 28 candidates who sat the examinations, 24 passed (23 men and one woman). Very good results. A tribute to the hard work of the lectures, the administration, the library, the staff and other supporting service of the University.

Altogether the poor state of infrastructure largely accounted for the instability on the university campus. As was borne out in later years, crises during the administration of Prof. K.B. Dickson beginning in 1987, 25 years after the establishment of the university, was attributed partly to inadequate and poor state of infrastructure. In a resolution passed by the Students Representative Council (SRC) on February 22, 1988 on the general welfare on campus, the students stressed the increasingly poor state of the physical conditions on the campus. They specifically mentioned the poor state of the campus roads with potholes, excessively leaking roofs in all the halls, poor lighting, and chronic water problems on campus, among others. Nor can the crisis at Cape Coast be put down entirely to poor state of infrastructure. The governance system, leadership of the institution and the entire human resource regime of the University, were equally to blame.

### **The Interim Administration Committee Factor**

The University of Cape Coast had until 1991 a history of administrative instability. Dwarko and Kwarteng (2003) have in their book, *A History of the University of Cape Coast*, chronicled some of these. They cite the two-time appointment of Dr. C.A. Ackah as Principal of the institution, the appointment of Prof. E.A. Boateng later to become the first Vice-Chancellor in 1973, the 44 point allegations made by the Students Representatives Council (SRC) demanding his removal and some of the administrative crisis experienced by the University of Cape Coast.

But of interest is the crisis during the tenure of Prof. K.B. Dickson which may be described as the straw that broke the camel's back at the University of Cape Coast and led to the appointment of the Interim Administration Committee by the PNDC. Prof. Dickson was appointed Vice-Chancellor of the University of Cape Coast on 1st October 1988 to take over from Prof. Odamtten who had been acting since 1978.

Prof. Dickson was, until his appointment, Dean of the Faculty of Social Studies and Head of the Department of Geography, University of Ghana, Legon.

His first term of five years was peaceful. It was during the last three years of his second term that matters came to a head. In February 1988, a year after the silver jubilee of the establishment of the university, the SRC passed a resolution on the general welfare of the campus. They complained about the poor state of the roads, the lighting system, excessive leaking roofs in halls of residence and asked for the proper accounting of anniversary contributions paid by students. They passed a vote of no confidence in the Vice-Chancellor and asked for his removal. The University Teachers Association of Ghana (Cape Coast Branch) followed a similar pattern, passing a vote of no confidence in the Vice-Chancellor, accusing him of administrative mismanagement, unfair allocation of bungalows, receiving items from the university farm without payment, reducing contracts of senior members, traveling excessively and demanded his removal (Dwarko and Kwarteng 2003). The Council asked the Vice-Chancellor to proceed on leave, issued a special bulletin of the University Gazette, listing what the Vice-Chancellor's "crimes" were.

A sprinter group "The University Academic Staff Union" emerged out of UTAG and condemned the action of Council to publish the Special Bulletin. The government appointed the Francois Committee to investigate the matter. The Francois Committee exonerated the Vice-Chancellor, but UTAG would not relent in its effort to make the University ungovernable. The Council under J.J. Mensa Kane resigned. Dwarko and Kwarteng (2003) attribute the resignation of Council to its dismissal of Prof. Naa Aforley Sackeyfio and her reinstatement by the PNDC government. It was at this point that the government appointed the Interim Administration Committee under the Chairmanship of Prof. Austin Tetteh of the Department of Planning, KNUST. The other members were Prof. K.G. Assoku of the University of Ghana and Prof. Martha Tamakloe, also of KNUST. The Honorable Minister of Education requested the services of Mr. Paul Effah, Secretary to the Committee of Vice-Chancellors at the University of Ghana, Legon, to serve as secretary to the committee.

The IAC was, by a letter dated 18th September, 1990 appointed by law (PNDC Law 243) to perform the functions and exercise the powers of the University Council and Senate and to be responsible for the administration of the University, notwithstanding the provisions of any law or other thing to the contrary. In particular, the Committee was requested, among other things:

- To make recommendations to the PNDC Secretary for Education for the appointment of Vice-Chancellor to succeed Prof. K.B. Dickson;
- To appoint a Registrar and fill the key offices which may be vacant;

- To review the staff of the University, including assessment of the credentials of members with a view to establishing and maintaining accepted academic standards and efficiency.
- To recommend, if found necessary, changes in the Act and Statutes of the University to make administration and governance more effective;
- To exercise the powers of the University Council and Senate and be responsible for the administration of the university.

For the next one year, the IAC was scheduled to make weekly visits to the University of Cape Coast to carry out its assignment. Apart from the day-to-day administration of the University, the IAC preoccupied itself with the search for a new Vice-Chancellor and the review of the credentials of faculty members.

The appointment of Vice-Chancellor was about the most crucial of the functions of IAC to bring long-term peace and harmony and to return the campus to normalcy. The new Vice-Chancellor was to be one acceptable to all the fending parties. The first option for the IAC was naturally to consider the possibility of nominating candidates from within the University. After reviewing a number of potential candidates from the University, it was noted that the University was divided into at least two opposing factions and that each potential Vice-Chancellor was strongly associated to one faction or the other. Given these circumstances, it was felt that appointing any of the internal candidates to the position of Vice-Chancellor would tend to perpetuate the divisive tendencies on campus and cripple the administration of the University. None of the candidates could, in the view of IAC, win the support of the majority of the members on the campus. Following consultations, names of a number of external candidates were submitted to the PNDC Secretary for Education for the consideration of Government. When Government asked for an expanded list, it was obvious that none of the candidates was acceptable. The indications were that an internal candidate would still be preferable. The IAC consequently reviewed the list of faculty it had promoted to the position of Associate Professor and identified Prof. S. K. Adjepong who had returned from a sabbatical leave from Nigeria, was staying outside campus and, to a large extent, had not been part of the problems on campus.

He was neither an active member of UTAG, Cape Coast branch nor the Academic Staff Association. The IAC conducted a background check on him, invited him for a discussion and submitted his name to government. Within a matter of three days he had been appointed Vice-Chancellor of the University. The appointment came as a surprise to many people on campus as many, including some in the University administration, did not seem to know him. Seen as a

neutral person he was readily accepted by all feuding parties. There was a huge sigh of relief as favourable comments and pledges came from the groups and unions in the university. With this appointment, return to normalcy was assured. This, looking back, was one of the major achievements of the IAC. Others included the appointment of Pro-Vice-Chancellor, Registrar, Finance Officer, Auditor as well as others in relatively junior staff positions. Moving concurrently with the search for a Vice-Chancellor was the review of credentials of senior members.

It was the general view of many observers concerned with the administrative crisis in the University of Cape Coast that many of the academic staff who were creating difficulties on campus were academically unproductive. This perception may have accounted for the mandate to the IAC to review the credentials of senior members with the view to establishing and maintaining acceptable academic standards and efficiency. Before the appointment of IAC, the previous council had initiated some action in this regard. The IAC gave the opportunity to all senior members to update their academic records with the university. Upon examining the curriculum vitae of all academic staff, the IAC put question marks on the claims to academic credentials made by a handful of academic staff and consequently scrutinised them by writing to enquire about their authenticity from the universities they claimed to have attended. In the process, it was noted that one staff who had claimed to have a PhD did not have one. His appointment was terminated and a report made to the PNDC Secretary for Education.

In a number of cases, the IAC was constrained to recommend that the interest of the University would be better served if their services were dispensed with. In the process, a recommendation was made for the termination of the appointment of nine persons including a Professor and a senior administrative/professional staff. The IAC further made proposals for the review of the Act and Statutes of the University.

### **Return to Normalcy on Campus**

Following a recommendation made by the IAC, Government appointed Prof. S.K. Adjepong, Vice-Chancellor of the University. His tenure still remains the longest in the history of the University.

It was a difficult start for him as the IAC had left behind some difficult decisions to implement. Some faculty members had been dismissed, others had been given two years to produce at least an article in a refereed journal or be sacked. The new Vice-Chancellor was to oversee and manage the implementation of these decisions by IAC.

The citations of honorary doctorate degrees awarded by the University to Prof. Adjepong and subsequent Vice-Chancellors capture some of their major contributions to the University.

Under the leadership of Prof. Adjepong as Vice-Chancellor, the University enjoyed relative peace and stability. The University further enjoyed phenomenal growth and development in student population, staff and student accommodation and academic facilities, including the completion of the University's library complex which had been under construction for over 20 years. Other projects included the Faculties of Arts and Social Science buildings, the Sasakawa Centre, the UCC learning centre of the African Virtual University and the Laser and Optics Centre.

The Vice-Chancellor's tenure also witnessed the introduction of innovative and market driven degree programmes in Vocational and Technical Education and Agricultural Extension. He courageously spearheaded the introduction of a new grading system which sparked a lot of controversy among students. In line with its mandate, the University under the leadership of Prof Adjepong forged partnerships with a number of local and international institutions and agencies which brought academic and physical projects to the University. Prof. Adjepong is remembered as a peace maker and a unifier who helped to sustain the peace and harmony that the IAC brokered at the University.

Prof. S.K Adjepong was replaced by Reverend Prof. Emmanuel Adow Obeng as Vice-Chancellor to continue the foundation that had been laid by his predecessor. Prof. Adow Obeng is credited with the establishment of the School of Medical Sciences, the development of Information Communication Technology infrastructure, growth and expansion of the Centre for Continuing Education, projection of the University's reputation as a University of choice, promotion of academic quality assurance, vigorous support for students' welfare, and the effective enforcement of discipline on campus. The University also attained internal visibility through increased collaboration with international institutions of higher learning. Prof. Obeng is also remembered as the brain behind the setting up of the Faculty of Law in the University.

Next after Prof. Obeng was Prof. Naana Jane Opoku-Agyeman. Her appointment in 2008 saw the review of the University's strategic plan that had expired. During her tenure, a number of positive developments occurred in teaching and learning. Over 40 new programmes were introduced. Academic delivery received remarkable improvement.

Over 90 per cent of lecturers were rated 'very good' to 'excellent' in the following assessable areas: development of course outlines, regularity and

punctuality and mode of delivery. A compilation by Alberta Yaa Graham titled “Tenure of Office; Compilation of Activities in the University” indicates that from 2009–2012, a total of three hundred and twenty-seven (327) staff including one hundred and thirty (130) senior members were granted study leave to pursue various programmes both in local and foreign institutions. The same source shows that total publications by staff in all faculties including the Library and Registrar’s Offices increased from 301 in 2009 to 571 in 2012. In terms of postgraduate programmes awarded, the number of PhD’s increased from three (3) in 2008 to nine (9) in 2012, but a cumulative total of thirty four (34) over the period.

For MPhil, the number was fifty-six (56) in 2008 and two hundred and twenty-two (222) in 2012 and cumulative total of 626 between 2008 and 2012. Preparations for the commencement of the Faculty of Law initiated by previous Vice-Chancellors was continued.

The University was granted accreditation by the National Accreditation Board and the National Council for Tertiary Education to start a Law programme. Recruitment of new faculty also continued. Following a promise made by His Excellency the President in his 2011 State of the Nation Address to Parliament, preparations for the establishment of a Fisheries College at Anomabo in the Central Region began.

Many other initiatives were taken on a number of projects. The University featured in the web rankings in 2011, placing 90th in Africa and 4th in Ghana.

Prof. D.D. Kuupole assumed office as Vice-Chancellor on October 1, 2012 after the end of Prof. Naana Jane Opoku-Agyemang’s tenure. He immediately came out with his vision for the University in line with the 2012-2017 corporate plan of the University. High on his agenda were: the preparation of a research agenda for the University; the creation of a collegiate system; a vigorous pursuit of a human resource approach; and revision of the Act and Statutes of the University to reflect current changes and trends.

One of the missing links in the strategic plans of most universities in Africa is a research agenda to shape departmental and faculty research. On assumption of office, therefore, Prof. Kuupole focused on the development of a research policy agenda as one of his top priorities.

By this, the University of Cape Coast remedied this major omission in most University strategic plans in Africa. There is now a clear faculty/departmental/individual guide to research, driving it towards a University wide and national development policy. To further promote research, a special Research Fund has been created.

Another major initiative was the creation of a collegiate system in the university. The new system was to help the university work towards the devolution of some areas of administration to the colleges to allow for efficiency in the delivery of services including the library, information technology, staff and student recruitment and welfare.

This is in line with modern developments in corporate governance where hierarchies are flattening and decision-making is moving gradually from the centre towards the periphery of organisations. Five Colleges have been created: Humanities and Legal Studies; Agriculture and Natural Sciences; Education Studies, Health and Allied Sciences and Distance Education.

Many new Vice-Chancellors are confronted with hard choices: infrastructure and human resource development, fixing systems gaps, change and innovation, expertise, etc. The development of human resources towered among the priorities of Prof. Kuupole. He sought the services of a consultant to submit a proposal on the development of the human resource at all levels of the university.

Following approval of Council, a number of training sessions have been organised for the Council itself and for other categories of staff as follows:

- Orientation for the newly appointed Vice-Chancellor and Registrar;
- Training of Provosts, College Registrars and Finance Officers of the Collegiate System;
- Training of Heads of Department and Co-ordinators;
- Training of Lecturers in the aims of high education and how to progress in the system;
- Training of Senior Administrative and Professional staff; and
- Training programmes have been planned for the other categories of staff.

In view of the many developments that have taken place since the University attained full university status in 1971, Prof. Kuupole, on assumption of office, decided to review the Act 390 of 1971 establishing the university and subsequently PNDC Law 278, 1992.

A committee appointed for the purpose has long submitted its report to the university administration. Work on the revision of the Act is far advanced. The final document submitted to the Minister of Education has been returned with comments of the University. The final version has been submitted through the Ministry of Education for the consideration of government.

The University of Cape Coast continues to make major strides. The worst is over and the University is being repositioned to take its proper position among the community of universities.

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## A Founding Registrar of a New University

The University for Development Studies, Tamale was established in 1992 with a specific mandate to address the developmental and environmental problems associated with the northern savannah zone of the country and the rural areas throughout the country. Section 2(c) of PNDC Law 279 of 1993 establishing the university enjoins it “to blend the academic world with that of the community to provide constructive interaction between the two for the total development of northern Ghana in particular and the country as a whole.” The author was the first Registrar. How did the University start? What were some of the initial challenges? What lessons are there for the establishment of other new universities? Has the university served as a growth pole in the northern part of the country? The chapter addresses some of the above questions.

### **The Untold UDS Story**

I had barely spent a year as the Ag Deputy Registrar (Personnel), at the University of Ghana, Legon, in 1992 when I was invited by the Vice-Chancellor to his office one late afternoon. The message was simple. The Government was contemplating appointing me as the acting Registrar of the University for Development Studies, Tamale, which was yet to open for academic work. I had before the appointment to the post of Ag Deputy Registrar (Personnel) spent the past seven years or so as the secretary to the Committee of Vice-Chancellors and Principals (CVCP). It had been a very hectic period since, with the absence of a coordinating body like the National Council for Tertiary Education (NCTE), the CVCP had to serve as a buffer body between the tertiary education institutions and the government. I had also just completed an assignment as Secretary to the Interim Administration

Committee (IAC) appointed by government to act as Council, Academic Board and serve as Vice-Chancellor of the University of Cape Coast during the crisis period during and after the tenure of appointment of Prof. K. B. Dickson as Vice-Chancellor.

Not long after the hint by the Vice-Chancellor, a letter came from government appointing me Ag Registrar of the new University. This happened a few weeks after the appointment of an Interim University Council with Brigadier G.K. Deh as Chairman and Prof. R.B. Bening as Ag Vice-Chancellor of the University. The other members of the Council were: Prof. Ebenezer Laing from the University of Ghana, Legon; Prof. P. Austin Tetteh from the Kwame Nkrumah University of Science and Technology (KNUST), Kumasi; Prof. Walter S. Alhassan, Director-General of the Council for Scientific and Industrial Research (CSIR); Prof. A.B. Ankomah from KNUST; Col. G. L. Bayortor (rtd); and Mrs. Nabilla Williams of the University of Ghana, Legon. Mr. Agana Banga, a retired Finance Officer of the University of Ghana was appointed Ag Finance Officer of the University.

Starting the University was not an easy task. The three key officers appointed to start the University, Prof. Bening, Ag Vice-Chancellor, Paul Effah, Ag Registrar and Agana Banga, Ag Finance Officer had to quickly meet to plan for the inauguration of the Interim Council and for academic work to begin. The three key officers met almost on a daily basis. I recall our first trip to Tamale to meet the Regional Coordinating Council for a briefing on properties acquired and renovations undertaken on behalf of the University.

It was a hectic trip as we had to tour all sites and properties intended for the University. I recall that we stayed at the Residency where I first began to draft a students' handbook under a mango tree. We had no secretariat, no vehicle and no office. The Vice-Chancellor had a friend at the Northern Regional Integrated Project (NORRIP) and he used this connection to secure a Toyota pick-up for our use while in Tamale. We also used the friend's office to type our work. We would meet in the evening before or sometimes after dinner to review each other's work. Starting from scratch, we had a lot of draft documents to prepare for the consideration of the Interim Council to enable the University to open for academic work. On each trip, we would spend about a week in Tamale, come back to Accra to continue with the preparation of our respective documents – handbooks, conditions and scheme of service for senior members, senior and junior staff, budget, draft advertisements, etc. It was a lot of work. We had to do this in addition to preparations we had to make in terms of looking for accommodation for staff in readiness for both staff recruitment and students admissions.

## Selected Episodes

Before I position lessons from the establishment of UDS within a theoretical framework, it would be instructive to share a few interesting developments that occurred during the formative years of the University. The University opened for academic work in September, 1993 with 40 students admitted to the Faculty of Agriculture, housed at the School of Hygiene Hostel to attend lectures at the Islamic Secondary School for Science (ISSS), all in Tamale. A second batch of 40 students were admitted in the Faculty of Agriculture in 1994 and a first batch of 60 students into Integrated Development Studies. The Faculty of Agriculture relocated to Nyankpala to occupy the campus of the former Agricultural College which had vacated the place and transferred to Damango. The Nyankpala campus, to say the least, was not ready to receive students. An attempt had been made to put the campus in shape for the students but this could be said to be less than satisfactory. The pioneer students with all the enthusiasm occasionally complained about the ordeal they had to go through. The road network was bad; the buildings had not seen any renovation for more than three decades; and although the Savannah Agricultural Research Institute (SARI) of CSIR supported the campus with some portable water, this was terribly inadequate. Not even the supply provided by the Ghana Water and Sewerage Corporation and the supplementation by private operators could meet the needs of the faculty and students on the Nyankpala campus.

An incident, or was it a drama, occurred at Nyankpala, that is worthy of reporting. It relates to the lack of water on the campus. This was not long after the students of the Faculty of Agriculture had moved to the Nyankpala campus. Complaints about inadequate water had become a common feature on the campus. One evening, the students, agitated by the incessant lack of water on the campus, decided that they would organise a demonstration at Tamale to present their concerns to the administration and the Regional Minister. One of the students left the campus on a bicycle, a distance of about 19 kilometers, to the Registrar's residence. When I enquired what had brought him over, the tired looking fellow reported what his colleagues planned to do the next day. The Vice-Chancellor was not in town, he had left that morning for Accra on official business. In my desperation to foil the students plan to demonstrate the next morning, I called the late Vice-President of the Republic of Ghana, H.E. Aliu Mahama, then a prominent engineer and constructor in Tamale with a project on campus, and shared my predicament. He decided to bail the University out. He called two water tanker-drivers and asked them to supply water to the Nyankpala campus that night. The water was supplied at about 1:00 a.m. in the early hours of the next morning.

Unknown to the student body that water had been supplied, they gathered at about 5:00 a.m. amidst singing and dancing ready to march to Tamale. An advance party had already left Nyankpala when information reached the students that water was flowing through the taps. In the meantime, knowing what I had done, I left my residence about 6:00 a.m. heading towards Nyankpala. I met a group of students with placards heading for Tamale. They were about ten. I stopped and engaged them. Their story was simple. They were tired of inadequate water supply since moving to Nyankpala. I assured them that there was water and that we should go back to Nyankpala. I was in a Toyota double-cabin pick-up. I put four of them inside the vehicle and the rest in the bucket behind and drove them back to the campus. Although there was water, the students were divided as to whether to carry on with the demonstration or not. My visit was timely. I used the opportunity to talk to the students, sharing in their frustrations and urging them, as pioneers, to exercise some patience as the university authorities tried to find solutions to some of their challenges. I nevertheless ended up receiving their petition. It was a wonderful experience for me. I thought that I had succeeded in dismantling their planned demonstration. I also won the confidence of the students as they felt that the university administration cared for them.

The second experience related to the same person, H.E. Vice-President Aliu Mahama. This was about the organisation of a sporting activity by the Students Representative Council (SRC) as part of their week's activities. The budget for the event had been estimated at about five-hundred cedis (¢500,000). The University was expecting the release of some money by government which had not been received yet and genuinely did not have the money they were asking for. The SRC would not understand the university administration no matter the explanation. They felt that they should operate like students in any other university. Without numbers, they did not have much in their SRC accounts and therefore depended on the university administration for support for most of their activities. The students had invited some of their colleague SRCs from other universities and did not want to cancel their planned activities. Again, we did not shy away from contacting H.E. Aliu Mahama for support. His intervention saved the university from another head-on collision with the students as they were bent on having their sporting activities. Looking back, it is amazing how such 'little' mercies from many benefactors enabled the University to plod on until it gained its feet firmly on the ground.

A third experience I recall was a little gesture I made which brought multiplier effects to the University. This was sometime in the last quarter of 1994 when the British Council in collaboration with the University launched a library and information outreach programme at the central administration at Tamale. The

programme was subsequently expanded to serve Nyankpala and the Upper East Region. Before the establishment of the outreach programme, the British Council planned a visit to the University in Tamale. Two ladies from the British Council visited, one from the British Council, Ghana Office, and the other, a senior officer from the UK Office. I had a double-cabin pick-up which I used. On the day of the visit, I hired a taxi and released my pick-up to pick the British Council officials from the airport and left the vehicle for their use the whole day. They were taken to the Nyankpala campus, the Regional Hospital and other places they had planned to visit. In the evening that day, the University arranged to host them to a dinner at a popular restaurant in town, "GIDIPASS." Apparently they had noted that I had released my vehicle to them and hired a taxi for my use. This act touched them and they expressed their appreciation in several ways. At the dinner, they asked for two things that I thought the British Council could do for the university. The first thing I wanted them to do was to help the university to establish a link with one of the universities in the UK to support the development of the newly established Faculty of Agriculture through exchange of staff and students. They noted the request and asked that we should submit two proposals for their consideration. It is pleasing to note that this conversation blossomed into the first viable link between the Department of Animal Science and Glasgow University on "Sustainable Utilisation of Crop Residues for Livestock Production Towards Poverty Alleviation." This link led to a number of exchanges between the Head of Department, Prof. K.T. Djang-Fordjour, and a Senior Research Animal Nutritionist, Prof. R.G Hemingway of the University of Glasgow, Scotland. Many other lecturers had opportunity to visit Glasgow through this link.

The second request I made was for sponsorship to attend a workshop at the Universities of Oxford and Warwick in the UK organised for university administrators. Again, the visitors from the British Council picked up the conference fees and ticket and other expenses to enable me attend the workshop.

Another issue worthy of reporting on relates to a crisis that arose following the temporary movement of the Faculty of Integrated Development Studies (FIDS) from Tamale to Navrongo. R.B. Bening (2005) has written extensively on this subject. As has been noted, UDS opened for academic work at the ISSS in September 1993, while the students stayed at the School of Hygiene. Substantial innovation works had to be undertaken on these premises before the students could move in. In 1994, the students of the Faculty of Agriculture were transferred to the Nyankpala campus. The first batch of students of FIDS remained at the School of Hygiene and the ISSS. The Ghana Muslims Students Association (GMSA) had not been happy about what they felt was the unilateral action taken

by the Honorable Minister for Education, Mr. Harry Sawyerr, to take over ISSS for UDS for five years (Bening, 2005).

Faced with the problem of finding a suitable location for FIDS, the Academic Board of the University discussed the matter. It was noted that following petitions by the GMSA, the Minister for Education had ordered “verbally that the premises (ISSS) should be vacated within two weeks, without indicating where the Faculty should be moved to” (Bening, 2005). Noting that the University was established as a multi-campus institution, and considering the limitations in terms of infrastructure at Nyankpala, the Academic Board decided that the best option open to the University was to transfer FIDS temporarily to Navrongo, Institute for Field Communication and Agricultural Training (IFCAT), a facility owned by the Ministry of Food and Agriculture (MOFA). This recommendation was put before IUC which approved the movement. It was decided that a request should be made the Minister of MOFA and the Minister of Education. While the Minister of MOFA, Mr. Ibrahim Adam wrote to release IFCAT to the University, the Ministry of Education released the budget required for the movement of IFCAT but no official response was received by the Minister of Education approving the request to move to IFCAT, Navrongo (Bening, 2005).

Given the circumstances, the university administration implemented the decision to move FIDS to IFCAT, Navrongo. The temporary relocation of FIDS generated a series of petitions to government demanding that the decision should be reversed. It was rumoured that the university administration was transferring the University from Northern Region to the Upper East Region. The agitations that followed the movement developed into serious demonstrations against the Vice-Chancellor and Registrar as they were seen as the principal people behind the movement. A group, the Northern Development Foundation (NDF), “called on the University Council to either dismiss the Ag Vice-Chancellor and the Registrar, who had been earmarked for elimination during the demonstration at Tamale on January 18, 1996 or “remove the UDS totally from Northern Region” (Bening, 2005).

The Vice-Chancellor was out of town during the demonstration. I was going to visit the Nyankpala campus the morning of the demonstration. The demonstrators had wind of my intended trip to Nyankpala. I was fortunate to have a team of officers from the Bureau of National Investigations (BNI) and the police who came to my rescue to shepherd me through the difficult times. I was advised against going to Nyankpala. I used a different route to the office. I had to leave the official residence as the demonstrators had planned to come to the house that morning on their way to the Regional Coordinating Council. I left the office at 9:30 am in a different vehicle ahead of the demonstrators who had planned to get there at 10:00

am. They met the Pro-Vice-Chancellor, Prof. G.W.K Mensah who received their petition. I did not sleep in my house that night. Arrangements were made without anyone's knowledge for me to sleep elsewhere. I was informed later that the Regional Minister had been to my residence to enquire if anyone knew where I was and to ask me to return to the house, adding that I would be safe. Arrangements were made for me to fly to Accra the next morning. It was at the airport that I sent a note to my household that I was safe and that I had left Tamale for Accra.

There were series of meetings to resolve the issue. Prominent among them was the one involving the IUC, Ag Vice-Chancellor, the four Regional Ministers (Upper East, Northern, Upper West, and Brong Ahafo) and the Minister of Education. A press release issued on January 25, 1996 reported the agreements reached according Bening (2005) to as follows:

- i) the movement of the students of the Faculty of Integrated Development Studies (FIDS) from Tamale to Navrongo should be a temporary measure until the end of the first Trimester i.e. end of May 1996. The temporary movement does not imply a movement of the Central Administration or the entire university from Tamale to a new location.
- ii) The Ministry of Education has taken due note of the problems facing staff and students at the Nyankpala campus immediately. This will enable the students of the FIDS to move to the Nyankpala campus beginning of the second Trimester, i.e. middle of June 1996.
- iii) In consonance with the legal mandate which created the UDS as a multi-campus institution spread over Brong Ahafo, Northern, Upper East, and Upper West Regions, the Council of the University for Development Studies should present a detailed proposal stating which faculties will be located in each of the four Regions. The proposal should include the requirements for establishing each Faculty.
- iv) Regional Advisory Councils will be established in each of the four regions to advise the Minister of Education on all matters related to the formation of the Faculties.
- v) The general public and students should, therefore, remain calm and cooperate with the University authorities to ensure the smooth development and operation of the University.

With these developments, calm and normalcy were restored to the University in Tamale. The Ag Vice-Chancellor and I returned to the University to continue our work. The matter of location of the campuses among the northern regions took some time to resolve, certainly not without controversy.

## **UDS in a Theoretical Framework**

A list compiled by Salmi (2010) titled “Ten common errors when building a New World-class University” present an excellent theoretical framework to serve as a useful guide for the establishment of new Universities. Salmi (2010) introduces his paper with a quote from Richard Miller, President of Ohio College, which emphasises the courage required to create a new institution in the following words:

The opportunity to start from a blank page and create an entire institution from concept to reality is a rare and precious gift. It enables many possibilities that would be unthinkable at established universities. But it requires vision, passion and courage to attempt to innovate and to deliberately create a new and improved learning culture.

### **Build a Magnificent Campus; Expect Magic to Happen**

The first error or pitfall is “Build a magnificent campus; expect magic to happen.” Salmi endorses the fact that physical infrastructure is obviously the most visible part of a new university and a good academic infrastructure is also an important part of the educational experience of students and teachers alike. But he cautions in mentioning that a strong leadership team, a well-thought curriculum and highly qualified academics, little more than an empty shell that embodies a waste of valuable resources.

UDS did not start from a magnificent campus. To this extent, it could be said that it did not fall into Salmi’s first error or pitfall. The University was mandated to start from existing facilities in the four Northern Regions of Ghana, namely, Northern, Upper East, Upper West and Brong Ahafo. The reality is that it started from borrowed premises. As the next section shows, the University started from the Islamic Secondary School for Science (ISSS) intended to be a Muslim Girls Secondary School and the School of Hygiene, all in Tamale. The University spent close to a billion cedis (\$250,000) to provide the facilities required to upgrade them to university status. It was evident after the first year that the University could not continue to operate in the borrowed premises. It then had to spend some money again at its Nyankpala campus to enable the Faculty of Agriculture move there. The University had to follow the plan laid out by the former Agricultural College located at Nyankpala. Complete demolition of structures to enable the campus to be planned afresh was going to be expensive. In the process, the existing structures largely dictated the development of physical infrastructure on the campus.

Later developments of campuses of the other regions followed the same pattern. The School of Medicine and Health Sciences started in a borrowed building at

the Tamale Regional Hospital, which required a lot of renovation. The Navrongo campus started at the Institute for Field Communication and Agricultural Training while the Wa campus started at the renovated buildings belonging to the Regional Coordinating Council. The funds spent on creating and recreating old buildings would have been enough to start one new campus, properly planned with all the amenities which would have avoided the many difficulties the University faced in its formative years which threatened the very survival of the University. While subsequent sections discuss issues about curriculum, governance and qualified academics, I would use the opportunity to say a word about the requirement of a strong leadership team.

The Task Force that planned the establishment of the university envisaged that a Vice-Chancellor would be appointed from outside the country who could possibly mobilise resources from international sources and a local Pro-Vice-Chancellor to complement his efforts. This was not to happen. Instead, a distinguished scholar in the person of Prof. Raymond Bagulo Bening was appointed to act as Vice-Chancellor. The three key officers appointed, the Ag Vice-Chancellor, the Ag Registrar (Paul Effah) and the Ag Finance Officer (Agama Banga) had all worked together at the University of Ghana, Legon and, therefore, knew each other well. The team was no doubt a good one; each of the three key officers was experienced in university administration. Through the Interim Council, distinguished professors from sister universities were invited to assist in the process of starting the University. What was missing was the capacity to network and the ability to mobilise funds from international sources to complement local and government resources. This affected the University to a large extent. New universities require of its leadership, particularly the vice-chancellor, strong network and resource mobilising skills.

### **Design the Curriculum after Constructing the Facilities**

As far as this pitfall is concerned, the UDS had it right from the outset. Before the University started, Government had appointed a Task Force to design a curriculum to reflect the vision and mission of the University. The University was envisioned as a developmental university along the lines of the Land Grant Colleges in the United States of America (USA), which, at some point, were credited with being responsible for half of the agricultural produce in the USA. The UDS had its curricula for the various programmes in Agriculture and Integrated Studies in place before new students were admitted and the academic year started. The University's curricula were designed with a practical-based orientation in view. For instance, students studying agricultural programmes were to be taught how

to operate and use a tractor. They were also taught to operate demonstration farms and serve as agricultural extension officers visiting farmers, bringing their problems to the University and trying to find solutions to them. A third trimester was specifically devoted to this activity.

It is advisable that for the success of any new university, a well-designed curriculum suitable for programme(s) to be run by the university should be in place before the first batch of students start their academic year and semester. This ensures that students are focused on what to do or the relevant options or choices to select in the university.

This pitfall often assumes that teaching and learning can easily be adapted to the physical environment of the institution. If this statement was true of the traditional lecture-based teaching mode of delivery, it could not be said of the modern innovative pedagogical practices often requiring innovative facilities. Salmi (2010) in this regard advises that promoters of a new university should refrain from launching into the architectural design state of their institution until they have established not only a clear definition of the vision and mission of the new institution, but have also determined some of the specific content of teaching and research. Additionally, it is particularly essential to prepare an academic plan for the new institution ahead of the physical infrastructure and to tailor the latter to the requirement of the former rather than the other way around. Salmi's last piece of advice on this matter is that the academic staff should be given the opportunity to influence the design of the pedagogical and research spaces of the new institution.

The report of the Task Force on the establishment of the University in the North of Ghana, the blue print on the UDS, had detailed out very comprehensively the nature of academic programmes of the new institution (NCTE, 2005). In this regard, the university did not fall into Samil's second pitfall, namely, "design the curriculum after constructing the facilities." The blueprint stated clearly that the university "should blaze a trail by effectively combining academic studies with field practical training." The university was to aim at producing men and women who were practical oriented without sacrificing academic excellence. The institution was also to prepare individuals to establish careers in their chosen areas of specialisation and train practitioners through its problem-based teaching and extension work in the community.

The Faculty of Agriculture was to provide academic programmes leading to a single general degree, Bachelor of Science (Agriculture Technology) with very little specialisation. While the Faculty of Integrated Development Studies was to provide a pedagogic environment in which the political, social, economic,

environmental and spatial factors in development were studied as a single integrated task aimed at offering a broad training in the Social Sciences with only limited specialisation to enable the students acquire a wide and interdisciplinary view of issues of development (NCTE, 2005). Fieldwork and planning workshops were the principal vehicles of synthesising results of academic work and empirical knowledge gathered from the community-based case studies (Bening, 2005). Foundation departments and course syllabuses were prepared for the Faculties of Agriculture and Integrated Development Studies.

The situation was not the same for the School of Medicine and Health Sciences (SMHS). The Sub-Committee on SMHS did not complete its work on the development of detailed syllabuses for the School although in broad terms, the major defining features of the School had been determined by the Task Force. It was therefore left to the Dean of the School to fashion the course structure in collaboration with his colleagues from the Medical Schools at the University of Ghana, Legon, and the now Kwame Nkrumah University of Science and Technology, Kumasi, in consultation with the Medical and Dental Council. This presented difficulties as changes in Deanship meant different interpretation of the approach to be adopted by the School.

The Task Force planning the establishment of the University had proposed that “The approach to be used in training students should be problem-based, student-centred, interdisciplinary and community-oriented. The method of training will ensure that students explore disciplines at their own initiative, experience healthcare practice at an early stage and learn to address actual problems of the community” (NCTE, 2005). The report explained further that, “The approach avoided the traditional division of the curriculum into pre-clinical, Para-clinical and clinical sections and integrated teaching, organised according to the system of the human body, done by clinical and non-clinical staff alike.”

Although the syllabuses had largely been prepared (except for the SMHS), the University somehow fell into the second pitfall of designing the curriculum after constructing the facilities in the sense that, in order to keep down costs, the Task Force enjoined the new University to start operation using existing infrastructure at Tamale and elsewhere in the four northern regions of Ghana (NCTE, 2005). Specific facilities mentioned included the Tamale Regional Hospital, the Institute for Field Communication and Agricultural Training (IFCAT) of Navrongo, the Rural Health Training School at Kintampo and the uncompleted regional office building of the Soil Research Institute of the CSIR at Tamale, which became the headquarters of the University.

As noted in the previous section, the University had to adjust its work to suit the structures and environment it had inherited with all the implications for academic work. As to the advice to get faculty involved in the drawing up of the curriculum, this was difficult to adhere to, particularly with new Universities starting from the scratch as UDS did. According to Salmi (2010), what is important is that during the formative years, the faculty should be experienced and understand the philosophy of the University. Part of the problem of UDS was that owing to circumstances beyond its control, the University had to deal with two to three Deans, each with his own interpretation of the philosophy of the University. The founding Dean died within two years of starting the school; another was conservative, partly traditional and partly modern and another extremely radical and modern. One of the Deans did not believe in preparation in the basic sciences before proceeding to clinical training. His view was to combine the two approaches i.e. basic sciences and clinical training. Such changes in orientation caused a lot of difficulties for the school.

Another problem was that most of the lecturers were junior, trained in the traditional system and having just obtained their postgraduate degrees. Changing to the approach envisioned by the founders of the University posed serious difficulties. I recall an incident where, while a lecturer was teaching, a Head of Department went to the classroom to observe his teaching and questioned whether the lecturer's method conformed to the community-based, student-centred approach envisioned by the University. The lecturer was so angered by the head's action in the presence of the students that he engaged in a verbal exchange with the head. I further recall a student coming to my office at the central administration to report the matter. I went to the classroom with the student in my vehicle and brought both the head and the lecturer to my office to handle the situation. What happened related to how to give feedback. I had to use all the conflict management and negotiation skills I had to resolve the matter. The student who came to report the incident is now a medical doctor. There were many other problems caused by the differences in the lecturers' understanding of the philosophy and the vision of the University and, heightened by the inadequate human, academic and infrastructural facilities that characterised the University tensions and conflicts, which started at the slightest provocation.

### **Import Content from Somewhere Else**

The third pitfall or error in the establishment of a new University is to "Import content from somewhere else." Salmi's explanation is that there is the tendency to

look almost exclusively at the top-ranking institutions in industrialised countries to copy elements of their curriculum instead of going through the more labour-intensive process of custom designing one's own programmes. As pointed out by Salmi (2010), it is impractical to envision shopping around and bringing curricular fragments from a variety of top-notch institutions across different countries/cultures, assuming that everything could easily get together and fall in place to create an automatic learning and research culture in the new University. He therefore notes that although curriculum development is demanding, it is the main mechanism that could allow a unique innovative organisational culture to grow.

In terms of curriculum development, lots of curriculum content were imported from the University of Ghana and the Kwame Nkrumah University of Science and Technology. This was understandable as most members of the Task Force and the lecturers of UDS were from those universities. Although modelled on what the Land Grant Colleges were doing in America, UDS could not follow their example because of the lack of basic resources. The Medical School, for example, was to adopt the Problem-Based Learning (PBL) and Community-Based Education and Service (CoBES) approach, but the lecturers appointed were not knowledgeable in this approach. As a result of the different approaches to the preparation of the Medical students, there were some challenges about which approach to adopt for the Medical School. In the end, the traditional setting was adopted because that was the approach in which most lecturers were knowledgeable. Indeed, UDS had no choice. The Tamale Teaching Hospital was not ready when the SMHS opened for academic work. When the students completed their basic sciences and had to start their clinicals, they had to be shared between the two existing medical schools, Legon and Kumasi. This put a lot of strain on the University's financial resources. The author had then assumed office as the Executive Secretary of NCTE and had to adopt a "top-slicing" approach to fund their training in the two Medical Schools. Their budget was taken out of the entire tertiary budget before allocations were made.

One of the unique features of the University was the fact that it successfully blended its academic programmes with intensive community-based field practical training, dubbed the Third Trimester Field Practical Programme (TTFPP). The UDS is the only public university in Ghana practicing the TTFPP approach. With the TTFPP approach, the whole of the third trimester is devoted solely to practical fieldwork in the local communities. Students of a given year group are sent to a specific region or district and in smaller groups are made to live and interact with the people in the local communities during each third trimester. Since its inception in 1993, the programme quality had improved over the years

to the extent that many rural communities in northern Ghana had obtained basic necessities such as schools, drinking water and roads (Gordana and Abaidoo 2013).

The TTFPP puts together students from all the faculties: Agriculture; Integrated Development Studies; Applied Sciences; and the School of Medicine and Health Sciences. This integrated approach is informed by the growing awareness of the holistic approach to the solution of development problems of the deprived communities, which the University has positioned itself to serve. This integrated approach enables students to appreciate community problems and opportunities in a holistic manner through the perception and appreciation of such problems from various angles. Secondly, the integration has helped broaden the knowledge and experience of students, as they have the opportunity to interact and learn from each other. It has also fostered in students the spirit of teamwork essential for working in a world that is increasingly becoming complex and requiring collective effort to overcome challenges. The future of TTFPP is bright. It will continue to build students into robust graduates well informed about challenges of rural community and well prepared to lead development agents in the social transformation of rural communities. The biggest challenge, however, remains how to continue to fund the project and to motivate both staff and students to stick to its original mandate.

### **Design with an OECD Ecosystem in Mind, Implement Elsewhere**

The fourth pitfall is to “Design with an OECD ecosystem in mind.” Salmi (2010) notes that there are three key features that make flagship universities in industrialised countries successful. These are Concentration of Talent, Abundant Resources and Favourable Governance. Replicating these features are fundamental requirements for any new university but does not encompass the full complement of operational conditions that underpin the kind of environment that ensures a successful world-class university. He lists some of the potentially important dimensions of a favourable ecosystem as supportive leadership at the national level with the capacity to implement reforms, appropriate regulatory and quality assurance framework, financial resources and incentives. Above all, there are requirements for political and economic stability, the rule of law, the existence of basic freedoms, and a favourable location. The absence of one or more of these is likely to compromise the quality of the new university to survive and progress.

In the case of UDS, there was certainly the political will to establish the University. The former President, His Excellency Jerry John Rawlings, was very

passionate about the University; so also was the Minister of Education at the time (Mr. Harry Sawyerr). The handicap, however, was that this political will did not transform into adequate financial resources. In terms of the first element, one could say that the University started with some qualified staff, both academic and non-academic. They were however not in the numbers required. The critical point as indicated elsewhere in this book was about their level of understanding of the mission of the University. The students had the minimum entry qualifications. There were others with very good grades who could have been admitted to any of the older universities in Ghana but chose to be part of the pioneering effort at UDS.

The first batch of UDS students who were admitted in September 1993 for the Bachelor of Science (Agric Tech) programme completed in August, 1997. Out of the thirty-nine (39) students, twenty-three (23) made Second Class (Honours) Upper Division, fourteen (14) made Second Class (Honours) Lower Division. Two (2) students, however, could not meet all the requirements for the award of the degree.

New universities should ensure that talents (in terms of lecturers and students) recruited are the best and can match the standard of already established universities. They should not just recruit any staff or admit any candidate because they are new institutions. They should insist on getting the right persons. Recruiting unqualified persons has the potential of creating problems for the institution at a future date. As already stated, UDS did not have adequate resources. It was far behind older universities in terms of resources. Materials and financial resources were woefully inadequate.

With regard to the regulation of higher education, provision was made in 1993 for the establishment of two regulatory bodies, NCTE and NAB. NCTE is the policy making body while actual accreditation of both institutional and programme is undertaken by NAB. In spite of the resource constraints and other logistical challenges facing both bodies, appreciable progress has been made in regulating higher education and accreditation of both public and private institutions in Ghana. For example, in the Friday, July 10, 2015 issue of the Daily Graphic, NAB published a list of 51 unaccredited institutions and warned the public to stay away from those institutions. This is a major deterrent to others who would like to run institutions without going through the appropriate accreditation process. Regulatory bodies must work to rid the higher education system of unaccredited institutions.

## **Delay Putting in Place the Board and Appointing the Leadership Team**

The fifth error is to “Delay putting in place the board and appointing the leadership team.” Salmi’s argument in this regard is that the establishment of a new university is a serious business and should be carried out not by any disinterested committee but by a dynamic leadership team working under the authority of an independent board with the capacity to offer guidance and empowerment. Putting in place an appropriate governance framework from the outset is therefore a key factor of success. UDS got it right in terms of the governance framework. Government set up an Interim Council made up of the following membership:

Brig. (Dr.) G.K. Deh (Rtd)	-	Chairman
Prof. Raymond Bagulo Bening (from UG)	-	Member
Prof. Ebenezer Laing (from UG)	-	Member
Prof. P. Austin Tetteh (from KNUST)	-	Member
Prof. Walter S. Alhassan (from CSIR)	-	Member
Prof. Agyeman B. Ankomah (from KNUST)	-	Member
Col. G. L. Bayorbor (Rtd)	-	Member
Mrs. Nabila Williams (from UG)	-	Member

As can be seen from the names above, apart from the Chairman and Col. G. L. Bayorbor who were retired military personnel and Prof. Walter S. Alhassan from CSIR, the rest of the council members to oversee the establishment of the University were from various universities, either from the University of Ghana or Kwame Nkrumah University of Science and Technology. The appointment of the top management team followed that of the Council. The Interim University Council was thereafter entrusted with the responsibility of identifying and selecting key and other officers of the University. Without capacity to do this all by itself, the Interim University Council set up two appointment Committees, one for academic staff and the other for non-academic staff and selected people from the other sister universities to serve on them. To facilitate its business, the Interim Council adopted the statutes of KNUST to guide it in its operations until it developed its own. The Council as well as the leadership of the institution must understand the vision and mission of the University. It is always necessary to facilitate a workshop for both Council and the Leadership of the University to ensure that they are all on the same page, speaking the same language, as far as matters relating to the university were concerned.

This did not happen at UDS, and it took some time for members to understand each other in terms of the University's objective. The blue print that had been prepared by the Task Force on the establishment of the University helped to some extent but left many gaps to be filled. Another limitation on the part of the Council was that they did not have the capacity to mobilise financial and material resources for the University. Their capacity in terms of networking was limited. There was, however, sufficient enthusiasm, goodwill and commitment to carry out the work of establishing the University.

### **Stack the Board with Political Appointees**

The sixth pitfall that Salmi discusses is "Stack the board with political appointees." He points to the temptation and the danger of packing new boards with political appointees rather than getting people in areas of expertise needed in the management of the new and growing institution such as legal, finance, infrastructure, former institutional leaders, etc. Another related misstep that Salmi draws attention to is the appointment of board members who have too little time.

UDS did not fall into this trap. As seen above, the interim council members were not politicians; they had varied backgrounds, which was helpful. Col. Bayabor was an accountant; Prof. Alhassan was an agricultural scientist and former Director General of CSIR. There were academics in other disciplines on the Council. The Chairman was a medical doctor. The one clear omission was a legal person. What the Council did was to appoint one on a retainer basis. In terms of an expertise in administration, finance and infrastructure, the Ag Registrar, Ag Finance Officer and later the Director of Works, filled those necessary gaps, which complemented those of consultants whose services were periodically used.

### **Plan for Up-Front Capital Costs, but Pay Little Attention to Long-Term Financial Sustainability**

The seventh pitfall or error is to "Plan for up-front capital costs, but pay little attention to long-term financial sustainability." This error highlights the situation where promoters of a new university are eager to announce, with enthusiasm, huge endowments dedicated to the establishment of the University but pay little attention to the capital investment required to start the university. The lesson here is to emphasise the need to adequately provide for the formative years of the institution and to develop a business model that allows the new institution to grow and endure in a financially sustainable manner (Salmi 2010).

The decision to establish UDS had been envisioned long before its establishment. A Task Force had also been set up to prepare a blue print to guide its establishment. Yet it could be said that the programme for the establishment of the University was rushed. The government had set a date, September, 1993 for the University to open for academic work. Not much preparatory work could be done between March 1993 when the Interim University Council was appointed and September, 1993 when the University was expected to officially open. The problems reported earlier in this chapter were largely occasioned by the rush with which the University was started without adequate preparations. One could conclude that UDS fell into Salmi's seventh trap. The founders of the University neither planned adequately for up-front capital costs nor paid due attention to long-term financial sustainability. This was not to say that annual budgets were not prepared and approved. The University was treated like any of the older ones going through the normal budgetary process. As a new university, it required a special project budget to assist it to address its teething challenges. This was not the case, which created many of the problems which confronted the University during its formative years. For new universities to take off smoothly, adequate funding should be provided.

### **Be too Ambitious in Enrollment Targets**

Salmi's (2010) eighth pitfall is to "Be too ambitious in enrollment targets." He argues that leaders of new institutions sometimes think that they can enroll large numbers of students, which is rarely achieved without sacrificing quality. Salmi advises that it is usually a better idea to begin with a small number of programmes and student body if quality is not to be compromised. In his view, smaller numbers enable the new institution to deploy resources more prudently, to take time to develop its academic culture and to give precedence to quality factors.

UDS started with only the Faculty of Agriculture and admitted only forty (40) students in the first year. Of course, given the circumstances under which UDS started, in borrowed buildings from two separate institutions, it could not have done otherwise. In the second academic year, 1994/1995, the admission of 44 students into the Faculty of Agriculture and 59 students into the Faculty of Integrated Development Studies was a little ambitious, given the fact that there had been no improvement in the physical infrastructure. No doubt during the following academic year, 1995/1996, the University was entangled in a series of crises arising out of the limitations on the physical facilities.

## **Think That Everything Can Be Accomplished In 18 Months**

The penultimate pitfall is to “Think that everything can be accomplished in 18 months.” Salmi (2010) advises that rushing through the initial phase of design and implementation can often only lead to hasty decisions that can have an adverse effect on the quality and cost of the project. He notes, rightly, that institution building is a long term process that requires stable leadership, continuous improvement and patience. UDS was established as a multi-campus institution but started from its headquarters in Tamale in the Northern Region. Pressure began to be built from other regions of the north for campuses to be sited in those regions; managing those tensions was not easy. Bening (2005) has documented in detail the politics of location of the campuses for readers who may be interested.

The University has now been in existence for over 20 years. From a mere initial 40 students, the student enrollment now stands at over 20,000. Instead of temporary buildings and makeshift arrangements, UDS has built some faculties including an administrative block, and other campuses. A phased approach to the development of a new university is the preferred approach unless the new university has been endowed with abundant physical, human and financial resources, which is hardly the case.

## **Rely Exclusively on Foreign Academics without Building up Local Capacity**

The tenth pitfall in Salmi’s list is to “Rely exclusively on foreign academics without building up local capacity.” It would have been impossible to adopt this approach in the UDS example. Finding an expatriate Vice-Chancellor to start the University as was proposed by the Task Force was not possible. It could not have been possible to rely on foreign academics. They were simply not available. Occasionally, a few foreign academics came through, either on sabbatical or short leave. UDS therefore could not have fallen into this pitfall. On the contrary, UDS recruited young academics, many of whom had just qualified as lecturers, and built their capacities. There were a few mistakes here and there, but altogether, it was a rewarding strategy.

## **Lessons for the future**

The experience of UDS teaches a few lessons. It confirms that starting a new university, if it is public, requires political will. It does not only require thorough planning and availability of financial, material and human resources, but also commitment to the establishment of the new university. People will be expected

to do far more than the normal. Leaders and managers of the university would also be expected to deploy effective communication skills to motivate and move people to work.

In an article, “The Early Years of the Establishment of University for Development Studies: A Pioneer Student Perspective” published in the UDS 20<sup>th</sup> Anniversary Brochure; Dr. Raphael Adu-Gyamfi, one of the first batch of 40 students admitted into the Faculty of Agriculture in 1993 and now a lecturer in the same Faculty, described the author, who was the first Registrar of the university, as follows: “Mr. Paul Effah, a very diplomatic man who can convince you to go to hell and you will look forward to going there.” At some point in 1995, when Council did not renew the appointment of the Finance Officer, I was asked by the Council to combine the roles of Registrar with that of Finance Officer. I combined the two roles for more than a year and a half. This is the sort of thing that could happen to a pioneer in a new university. Pioneer staff should hold themselves in readiness for similar and even more difficult situations.

The University for Development Studies has come to stay. It holds a great promise for the future. It has opened up a lot of developmental related opportunities, especially in the three northern savannah regions in which campuses are located.

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## Executive Secretary to Reposition NCTE

One afternoon as I was driving round the big circle at Little Legon at the University of Ghana, Legon, I met Prof. D.A. Akyeampong of the Department of Mathematics, University of Ghana, coming towards the circle from another lane signaling me to stop. I pulled up at a convenient place and came out of my car. He also stopped and came out to meet me. He then broached the subject about the likelihood of the incumbent Executive Secretary of NCTE retiring at the end of the year and wanted to know whether I would be interested in applying for the position. He said with my background, training and the experience gathered in higher education, he thought I would be an effective Executive Secretary. I thanked him and informed him that I would give the idea some thought and get back to him.

I went home and discussed the idea with my family. My wife was naturally happy because that appointment would mean rejoining the family in Accra. At the time, I was the Registrar of the University for Development Studies staying in Tamale in the Northern Region of Ghana. Apart from joining the family, the position of Executive Secretary was higher than that of the Registrar in the tertiary education sector. We agreed that I would apply for the position when it was advertised.

I met Prof. Akyeampong on another occasion in Accra and informed him about my decision to apply for the position when advertised. He told me that Council had extended the appointment of Executive Secretary for one more year after which the position would be advertised. I nevertheless decided to prepare the necessary documents and read up more about the role of regulatory bodies in general and that of NCTE in particular. I also decided to spend some time looking at the challenges in the tertiary education sector and how these could be addressed.

## **Vision Statement**

The advertisement finally came requiring applicants to submit a two-page vision statement, among others.

My vision for tertiary education in Ghana recognised the need for a strong, accessible system which is key to developing well-rounded people and a prosperous nation. It highlighted the objectives for tertiary education as set out in the White Paper on the reforms to tertiary education in 1991 which sought to achieve financial sustainability, greater access, relevance, improved quality and efficiency of operations, among others. The vision statement went on to list the challenges facing tertiary education as: inadequate funding; pressure to expand intake; declining quality of education; inadequate academic and non-academic facilities; the need for an integrated tertiary education sector; the need to improve leadership and management of the institutions as well as the general conditions of service for staff. A special emphasis was given to the need to strengthen the secretariat of the NCTE.

I recalled the functions of NCTE as set out in Act 454 of 1993 and sought to foster and promote the interests of tertiary education through advocacy, policy analysis, research, effective communication, information sharing and dissemination, and international co-operation. I emphasised the urgent need to improve internal management of the tertiary education institutions. To this end, I argued for the need for all the institutions to prepare strategic plans (some had already begun the process). The introduction of a systematic and structured leadership and management training programme for newly appointed Heads of Institutions, Deans, Directors, Heads of Department as well as Senior Administrative and Professional staff, was very high on my agenda.

To assist in the achievement of my vision statement, I emphasised the need to attract and retain qualified professionals to strengthen the Secretariat of NCTE. I envisaged five functional units within the Secretariat, namely, Information, Research, Planning, Budgeting and Administration. I saw a Secretariat that would be able to collect and analyse data for effective decision-making and undertake research as a basis for the Council's advice to the Minister for Education, and government. The Secretariat was to serve as the machinery for providing efficient administration and secretarial support to the Council.

I also envisioned a differentiated tertiary education system where various institutions with different mandates worked within an integrated tertiary education system. I thought that with my background and training, professional expertise, and experience in the management of tertiary education institutions

and the skills I had acquired over the years, I should be able to function effectively if appointed the Executive Secretary of NCTE.

Looking back, I have a sense of satisfaction that, various challenges notwithstanding, I largely achieved what I envisioned before setting out as Executive Secretary. The impressive set of buildings that now house all the regulatory agencies is an initiative I took after assuming office as Executive Secretary. Certainly the leadership and management training and the training of Council members of tertiary education institutions that have been institutionalised today and the books and manuals that have been developed to facilitate the training are lasting legacies I have left behind.

### **Face Lift for NCTE.**

During the period that I applied for the post of Executive Secretary of NCTE and the preparations that I made for the interview, I never visited the Secretariat of NCTE. I had passed by their offices a couple of times and therefore knew the location. The interviews were held at the Ministry of Education and, therefore, did not take me to the office. I received a letter from the Secretary to the Public Services Commission (PSC) offering me appointment on behalf of the President of the Republic of Ghana as the Executive Secretary of NCTE. Part of the letter detailing my responsibilities read “As the Executive Secretary, you will be responsible for the overall tertiary education policy, the preparation of annual reports and the day-to-day administration of the Secretariat of the Council,” giving a signal that it was a heavy responsibility I was going to carry.

I wrote to accept the appointment and indicated when I could assume duty. I had to discuss the new responsibility with the Vice-Chancellor and Chairman of the Council of the University for Development Studies to enable them make arrangements to appoint a new Registrar for the University. The incumbent Executive Secretary of NCTE had retired and the Deputy was holding the fort. I informed both the Chairman and the Deputy Executive Secretary when I proposed to start work. I remember it was October 1, 1999. I got to the office very early at about seven hours GMT. I met the security officer who welcomed me. I introduced myself and he was glad to meet me. He opened the main entrance to the office, a bungalow turned into an office occupied by two organisations, NCTE and NAB. There was a big general office which used to be a sitting room. I sat there for a while looking round. I saw that the place had been run down. The ceiling was caving in, some of the windows were hanging, some doors could not close properly and the wall had not been painted for years. After sitting for

a while, I saw a few staff walk in. I left the room and came outside and took the opportunity to walk around the building. I was not impressed about what I saw. Although the surroundings had been swept, the compound was dusty and some parts overgrown. At about 15 hours GMT, the Deputy Executive Secretary who had visited the Ministry of Education before coming to the office arrived. We spent some time talking about the office and what the Secretariat had been doing during the past year or so. He had no handing over notes for me. I left the office disappointed.

The Chairman of Council invited me that evening for discussions about plans I had for the Secretariat. I shared my initial observations and disappointments with him. He said to me “Paul if everything was perfect at the Secretariat, they would not have sent you there. Go and fix those problems.” I shared my initial plans and strategies with the Chairman and went to the office the next day determined to effect positive changes at the place. I had a meeting with all staff to share my vision and give them words of encouragement. I followed this up with general meetings with the various sectional heads. I got the Deputy Executive Secretary to send out letters to the Ministry of Education and its agencies, the tertiary education institutions as well as various relevant organisations to announce my assumption of duty as the Executive Secretary and followed some of them with personal visits to introduce myself. I scheduled visits also to the universities and polytechnics.

I noticed a rather cold reception from the Deputy Executive Secretary. I thought this was natural as the two of us were among six people who had applied for the Executive Secretary position. I had a meeting with him to discuss how I thought we could put the competition behind us and work as a team. I needed to show him how genuine I was in extending a hand of cooperation and togetherness towards the work of the Secretariat. I emphasised the point to the staff of the Secretariat that I was going to work with them and we would succeed or fail together. During the first week in office, I had an official invitation to attend a conference on higher education in Paris, France. I delegated the Deputy Executive Secretary to attend on my behalf. The Deputy Executive Secretary was very surprised at my action. I facilitated his acquisition of visa and the appropriate per diem to enable him attend the conference. On his return, I had prepared a draft showing which Councils, Boards, and Committees the senior officers at the Secretariat would serve on. I discussed this with him and made sure that each of us had a board or committee to serve on based on our respective work schedules, background and training. I deeply involved the Deputy and the other officers in my administration. It did not take time for them to appreciate the genuineness in my actions.

Within the first two weeks, there were three important initiatives I took. One was to prepare a handbook on tertiary education. This involved a compilation of a list of all tertiary education institutions in the sector by category and mandates. The regulatory bodies – NCTE, NAB, and NABTEX were included in the list. Within a month, the handbook had been compiled, comb-bound and was being circulated in the tertiary education sub-sector. The compilation advertised how ready we were to reposition the tertiary education sector, particularly to raise the image of NCTE.

The second initiative was to give NCTE a face-lift. I invited three separate companies to inspect the premises, recommend renovations and submit quotations for consideration. I had held a meeting with all staff and discussed with them the nature of renovations we wanted to carry out. Prominent among the things we wanted to do was to fix the ceiling which was caving in, divide the large sitting room into small offices similar to what obtains in most banking halls, paint the building, fix air conditioners, and pave the entire compound to end the dust bath that followed vehicles driving in and out of the compound. The most difficult job was to extend an enclosed porch behind the bungalow and turn it into a conference room where Council meetings would be held. I wanted to put to an end the situation where Council had to queue for a conference room to at the Ministry of Education, not to mention the difficulty in finding parking spaces for Council members at the Ministry. With the approval of Council, the Secretariat was transformed within three months of my assumption of office.

One of the main responsibilities of Council is budgetary, assessing the needs of the various institutions and advising the Minister of Education on allocations to the various institutions in the sector. Council had been using the incrementalist approach, looking at how much was allocated to a particular institution the previous year and using that as the basis for determining each institution's allocation for the current year. I examined the system and noticed that some institutions could be disadvantaged if they carried with them a wrong historical past. This was the third thing I thought I should change from the outset.

Two things came to mind. First was to attempt a more scientific approach to determining the allocation. Secondly, I noticed that the Council itself did not look at the budget estimates before they were submitted to the Ministry of Education. On the first, we decided to determine the unit cost of training students in the various disciplines and to use the unit cost and the number of students in the various disciplines to determine each institution's budget. Some work had already been done on the unit cost approach by Mr. Kingsley Adu, then Finance Officer of KNUST. This approach was a complete departure from the incremental

approach and yielded unfamiliar figures. We invited the Finance Committee of Council to discuss the new figures but we did not have enough time to involve the institutions before submitting them to the Ministry of Education. We followed this up with a presentation to the Parliamentary Select Committee on Education which lauded our presentation. The Ministry of Finance had given budget ceilings which made it difficult to apply the full range of the unit cost approach.

When we attempted to use the new approach, some of the institutions were unhappy. The formula used had assigned weights to the various programmes such that science students had a higher weight than those in the arts and humanities. The Secretariat subsequently received a lot of complaints from the institutions that had received relatively lower budgets on account of having more students in the arts and humanities. Although the unit cost approach was more scientific and an improvement on the incremental approach, two things conspired to make its application problematic. The first was that the unit cost approach was not taken into account at the Ministry of Finance in setting budget ceilings for the education sector. Any improvements made at the NCTE were therefore thrown out of gear by the allocations made by the Ministry of Finance.

The second difficulty related to the computation of the unit cost approach itself. While it could be used for the allocation of recurrent expenditure, it could not serve as the basis for allocating capital expenditure. It was therefore not appropriate mechanism for allocating funds to young institutions for physical and academic infrastructure. Countries that use funding formula have adopted a combination of multiple systems such as competitive funding, discretionary and earmarked funding approaches. Ghana still requires some more work on looking for an appropriate funding formula that would introduce healthy competition among the institutions, reward efficiency and effectiveness, and ensure that agreed government priorities are funded.

## **Infrastructural Development**

I have made references to renovation works undertaken to improve the Secretariat of NCTE. These changes, together with other developments and activities, propelled the Council and its Secretariat to the limelight. Going through the records, I came across documents showing that efforts had been made in the past to put up buildings for the Secretariat. The World Bank was willing to vote some money for the construction of a new Secretariat for the Council on a piece of land provided by the University of Ghana, Legon. Owing to a number of challenges, this idea was abandoned. I decided to revisit the idea and to vigorously pursue it.

The first step I took was to visit the Vice-Chancellor of the University of Ghana, Prof. Kwadwo Asenso-Okyere, to request if he would be kind enough to release a piece of the Legon lands for the Secretariat to put up permanent buildings. The Vice-Chancellor asked me to put my request in writing for consideration by the appropriate committee of the university. I wrote the letter and decided on the next course of action which was about funding. I went to see the Chief Director of the Ministry of Education, Mr. Ato Essuman. I shared with him the idea of putting up a permanent secretariat for NCTE. He thought that it was a good idea but suggested that I should include NAB and NABPTEX so that all the regulatory bodies would be at one location, making it a one-stop-shop for tertiary education matters. I then went to my Council to discuss the matter and to get their support.

Initially NABPTEX pulled out, suggesting that as an examinations body, they would like somewhere else. But they later abandoned that idea. The University of Ghana allocated a piece of land opposite the Secretariat's current location. It involved moving many garages and traders. Initial attempts proved difficult. Indications were that the traders were so entrenched at that location that even a court order would take some time to come into force. We went back to Legon to discuss our difficulty and to ask for an alternative location. Finally, the present location was given to us. The Director of Works and Physical Development was instrumental in securing the present location.

The establishment of the Ghana Education Trust Fund (GETFund) was timely. The NCTE and the Ministry of Education had a major role in the allocation of the tertiary education component of the GETFund. The Chief Director and I proposed that an amount of GH¢ 3 million (US\$ 609,756) should be set aside each year towards the construction of the buildings of the Secretariat. This was endorsed by the Minister for Education. I had ideas about the nature of building the Secretariat should have that was influenced by some buildings I had seen locally and internationally. The Councils of NCTE, NAB, and NABPTEX decided to set up a joint development committee which I chaired to discuss the design and structure of the buildings. The Executive Secretaries of NAB and NABPTEX Messrs. Kwame Dattey and Ben Antwi-Boasiako both served on the committee. We agreed on a common design that would be replicated for each of the Councils. A joint Entity Tender committee was constituted made up of the Executive Secretaries of the three regulatory bodies to advertise and award the contract for the construction of the buildings. The Chief Director and I were also members of the Ministerial Review Committee to approve contracts beyond a certain limit. The Ministerial Review Committee approved the award of the contract for work to start. A consultant was also appointed to supervise the construction. A series of

site meetings were held until the work was completed. We had a meeting under my chairmanship to allocate the blocks. NCTE was the first to select one of the blocks, followed by NAB and the third went to NABPTEX.

NAB was the first to move into its buildings followed by NABPTEX and NCTE. The two institutions were in rented premises and as their tenancy agreements had expired, there was some pressure on them to move. NCTE on the other hand was housed in a government bungalow and, therefore, although the bungalow had become inadequate for its purpose, the pressure to move was not as intense as that on NAB and NABPTEX. NCTE could no longer wait as rumours began to spread about attempts being made by some institutions to lobby for offices within the Secretariat. Finally, in June 2010, NCTE moved into the new buildings. It is instructive to know that I spent only a month in the office and retired at the end of July, 2010. I still have a lot of satisfaction anytime I visit the buildings housing the Secretariats of NCTE, NAB and NABPTEX.

### **Teaching and Learning Innovation Fund (TALIF)**

One of the major interventions during the period I served as Executive Secretary was to actively participate in the design and implementation of the Teaching and Learning Innovation Fund (TALIF) component of the Education Sector Project (EdSep) of the Ministry of Education introduced in 2004. TALIF was financed with credit from the International Development Assistance (IDA) of the World Bank Group. The amount of money available under TALIF was \$33.40 million out of a total of \$78 million for the entire EdSep programme.

TALIF came after the 1980s and 1990s, a period characterised by massive deterioration in educational infrastructure, and the introduction of years of education reforms, resulting in high social demand for higher education, and the general dwindling in public funding, among others. The combined effect was created by a situation where enrolment in the tertiary education institutions had far exceeded the capacity for both physical and academic infrastructure to accommodate.

This situation had posed a serious challenge to the tertiary education sector threatening to compromise quality and to erode confidence in a system, once acclaimed to be among the best in Africa, South of the Sahara. TALIF, therefore, became one of the many interventions introduced to arrest the declining quality in tertiary education.

TALIF sought to support innovation required to improve education generally in polytechnics, the University for Development Studies, Tamale, and at the postgraduate level in the other universities. It was also to support distance education, professional continuing education and the supervisory bodies – NCTE, NAB and NABPTEX. The specific goals were to:

- Raise the quality of tertiary level teaching and learning activities;
- Sharpen the relevance and skills content of polytechnic education;
- Improve the efficiency by which polytechnics, universities and system supervisory institutions manage their academic programmes; and through the combined effect of these, open up greater access to tertiary level academic programmes in order to meet the increasing demand brought about by population growth and globalisation.

These goals were arrived at through studies commissioned by NCTE into areas such as ICT plan, postgraduate studies, socio-economic background of students, governance and management of tertiary education and HIV/AIDS intervention and support. Following the submission and review of these reports, NCTE prioritised the areas and allocated funds according to the weights assigned to the respective areas which were, for purposes of TALIF, called windows. Figure 1 shows the various windows and the relative weights assigned to them.

Polytechnic education was assigned the highest weight of 36 per cent of the funds available to reflect the importance that Council attached to the technical vocational education and training (TVET). The second highest was postgraduate training (22 per cent). The least allocation (4 per cent) was to HIV/AIDS prevention and support.

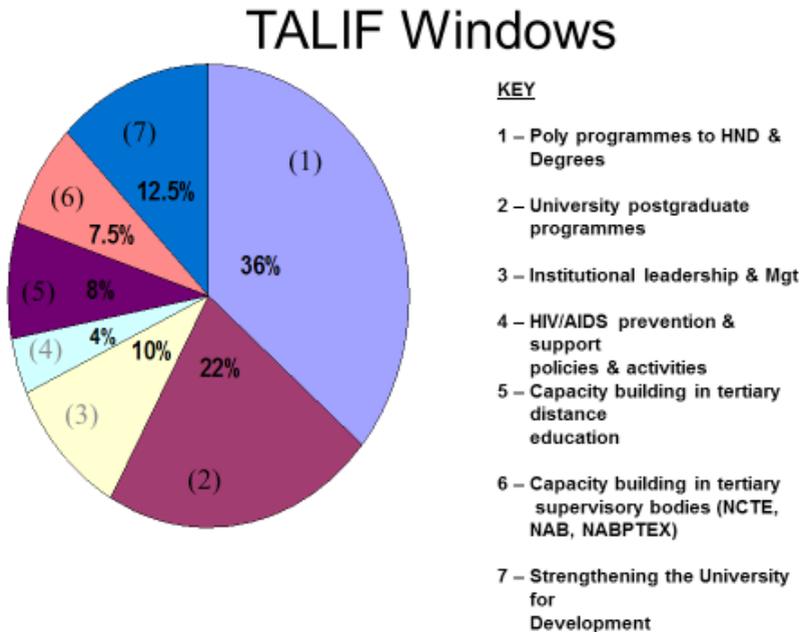


Figure 5.1 TALIF Windows

The University for Development Studies was treated as a special case. It was excluded from an earlier World Bank intervention. At a meeting in Denver, Colorado, USA, Mr. William Saint from the World Bank and I felt that UDS should have a special window to itself. This proposal was accepted by NCTE, MOE and the World Bank. TALIF therefore adopted a demand-driven approach. Institutions requesting funds were to identify their own problem, suggest strategies and innovative ways of addressing them. It was Mr. William Saint who coined the name TALIF.

As Executive Secretary, I managed the day to day operations of TALIF but had a TALIF Executive Committee made up of selected members of NCTE which approved proposals for funding.

A few significant issues which informed the way TALIF was designed and implemented. First, as noted, there had been a previous World Bank intervention in 1991 which was operated from the Funds and Procurement Management Unit (FPMU) of the Ministry of Education, whose mode of operation became a source of concern to some tertiary education institutions. Their concern related largely

to a perception of lack of involvement in the activities of the FPMU. Second, the University for Development Studies (UDS) had been excluded from the earlier World Bank intervention. Third, a new Procurement Act, perceived by many as a limitation on procurement activities, had also been promulgated. TALIF, therefore, had to be operated differently to be able to gain acceptability and to elicit the co-operation of the tertiary education institutions.

At the end of TALIF, NCTE and the World Bank commissioned an Evaluation. I was privileged to write a foreword for the Evaluation Report (Anarfi, 2009). This Evaluation adopted a combination of desk study, reconnaissance visits, field survey and, in particular, the administration of six sets of questionnaires, which gave the assessment a very comprehensive outlook. The impression one makes from the evaluation of the performance of TALIF is that it generally met its objectives. This was largely due to the organisational structure of TALIF in the institutions which the Evaluation indicated to be “carefully developed and appeared to have functioned smoothly.” In terms of impact on teaching and learning, the Evaluation showed that most objectives were either fully accomplished or even more than accomplished. Many projects (72 per cent) were also assessed to be sustainable, given the measures put in place. In terms of relevance and skills development, there was agreement that some positive impact had been made. One of the interesting results of the Evaluation is the assessment by majority of the students interviewed that TALIF had provided facilities that resulted in innovative ways in learning, increased the use of computers, provided intensive practical sessions and access to publications and books.

These views could be fully appreciated when put in the right context where some departments did not have a single computer or vehicles to take students on field trips. It was thus an innovation to move from the lecture method to PowerPoint presentations, facilitated by the acquisition of computers and LCD projectors with the support of TALIF. So also was the discipline of enforcing deadlines and milestones strengthened by the introduction of TALIF. Even more obvious was improvement in staff development, particularly in areas where the institutions lacked capacity. Some staff had the opportunity to acquire higher degrees while others attended short professional courses to upgrade their skills.

TALIF was not without problems. The Evaluation highlighted some of these. The principal challenge was procurement-related. One opportunity arising out of this challenge was the establishment of procurement units in almost all the tertiary education institutions. It is largely to the credit of TALIF that the establishment of procurement units has been institutionalised to deal with procurement-related issues, the one single major limitation on the implementation of TALIF projects.

## Lessons Learned

The TALIF programme was so well received that almost universally, there was a general call that it should be renewed and institutionalised. This implied that its competitive bidding spirit had equally been embraced, which was a major realisation by Ghanaian higher education institutions that project funds could be administered competitively on the lines of the approach adopted by TALIF.

Many lecturers in tertiary institutions, especially those in the polytechnics, improved their proposal writing skills. In the process, they had an insight into the implementation of time-bound projects. They also realised the need to take budgeting seriously.

The projects challenged staff to think beyond the ordinary. It brought to the fore how ICT could be used effectively to enhance teaching and learning. TALIF opened a window of limitless opportunities for the development of a new breed of graduates who were abreast with modern technology. One important lesson was that if resources were available and put to good use, objectives could be achieved within time limits. TALIF projects also made it possible for the universities to ensure that students finish their graduate programmes on time.

At the midterm review of TALIF, the following innovations were reported, among others:

- **Introduction of dialogical approach to teaching**

The Catholic University College of Ghana, Fiapre, had developed a dialogical method of teaching through the application of a TALIF grant.

- **Standard Operating Procedure (SOP)**

The Noguchi Memorial Institute for Medical Research developed a Standard Operating Procedure (SOP) for handling proposals during **Call for Proposals** under the TALIF programme. This discipline had since been maintained.

- **HIV/AIDS outcome of the School of Public Health, University of Ghana, Legon**

- The School of Public Health, University of Ghana Medical School, had introduced a course on Voluntary Counselling and Testing (VCT) and Prevention of Mother to Child Transmission (PMTCT) of HIV/AIDS which all students in the Masters degree programme in Public Health (MPH) were required to take.
- These students also acted as peer counsellors for their friends and colleagues on the university campus.

- The application of this programme within the tertiary education system had made significant contribution to the fight against HIV/AIDS nationwide.

TALIF endorsed the fact that the place of practical teaching in many fields in higher education could not be underestimated. In this respect, relevant tools and equipment were to be made integral part of the basic apparatus for effective teaching and learning in tertiary institutions. Equally important was the maintenance of such equipment to ensure sustainability.

The organisational structure of TALIF at the institutional level did not give a definite role to departmental heads. This sometimes created friction between some heads of department who wanted to ensure transparency and project implementers who wanted to hold on to their project as their own babies. Such projects stalled when the sole implementers left for one reason or the other and heads did not want to have anything to do with them.

It was a good thing that the University for Development Studies and the Polytechnics were set up as separate windows. That enabled them to do things they would not have been able to do if they had to compete with other institutions in the sector. As relatively new institutions, they did not have the capacity to compete with the older institutions on the same basis.

When people are challenged, they become innovative, that is, they bring out new ways of doing things. TALIF came to whip up the appetite of staff of tertiary institutions for funds to be able to put their ideas together to improve teaching and learning in their institutions. TALIF certainly has made an impact in the tertiary education sector and has left a structure and design that could guide the implementation of similar funds in future. As the one with the responsibility to manage TALIF, I naturally feel proud of the achievements made under the project.

### ***NUFFIC***

Another major funding agency I worked with during my tenure as Executive a Secretary was the Netherlands Organisation for International Co-operation in Higher Education (NUFFIC) through the Royal Netherlands Embassy in Accra. Details of this work have been provided in Chapter Eight. NUFFIC provided funding for leadership training for Polytechnics, for the improvement of five selected programmes, namely, Agricultural Engineering, Business Information Technology, Civil Engineering, Textiles and Garment Production and Building Technology. In addition, some funds were allocated for the strengthening of the secretariats of NCTE, NAB, and NAPTEX. The overall objective of the project

for the supervisory bodies, NPT-GH-142, was to “build the capacities of the three supervisory bodies of tertiary education institutions to enable them supervise the delivery of quality tertiary education in Ghana.”

Each of the three supervisory bodies had the opportunity to train three staff at the Masters level and one at the PhD level. All the staff at the Master’s level have completed their programmes; two of the PhD candidates have also completed and been awarded their degrees and the rest are still in process. A number of short courses were also organised for staff of the supervisory bodies. Through the programme, many polytechnic teachers had opportunity to upgrade themselves to the PhD level.

As the Executive Secretary of NCTE, I had the overall responsibility for the project. One of the outputs of the project was a book, *Regulating Tertiary Education: Ghanaian and International Perspectives* which I edited with Prof. Adriaan Hofman, and reported on in Chapter Eight of this book.

### **Some other Activities**

#### ***Chairman of ECOWAS Ministers of Education Agenda Preparation Committee***

Between 2002 and 2004, the Minister of Education of Ghana assumed of ECOWAS Ministers of Education. Before any meeting of the Ministers, experts in Education met to prepare the agenda for the meeting. UNESCO Ghana office at the Ministry of Education was responsible for the organisation of the agenda preparation committee in consultation with the ECOWAS Secretariat in Abuja, Nigeria. As the head of the Ghana expert team, I was nominated to chair the agenda preparation committee for the Ministers of Education. The agenda preparation meetings were held at the ECOWAS Secretariat in Abuja, Nigeria. This role gave me a lot of exposure and experience in fact and diplomacy, particularly in determining which items to put on the agenda. Colleagues from the sub-region appreciated the effective way I chaired the meetings.

#### ***At UNESCO BREDA Meeting in Dakar, Senegal***

One of the significant experiences I also recall during my tenure as Executive Secretary was when I was invited as an expert on education to attend a UNESCO BREDA meeting with Prof. C. Ameyaw-Akumfi, the Minister of Education in Dakar, Senegal.

At this meeting, some major decisions were to be taken by the various countries within ECOWAS in terms of broad areas of education in which each country wanted to provide leadership. The experts in education were to hold a preparatory meeting before the arrival of the Ministers of Education. I therefore took the lead to Dakar. The Minister was to arrive the next day through Abidjan, Cote D'Ivoire. Unfortunately, owing to some disturbances there which led to the temporary closure of the borders, he could not travel. In short, the Minister could not come to the meeting and I had to represent Ghana. I knew that the issue of which area in education Ghana wanted to provide leadership was going to come up. I tried the next morning before the meeting to reach the Minister. I got through to his office and wanted to speak to him. A secretary in the office who picked the receiver simply said on phone "the Minister is busy you can't speak to him," and she cut the conversation. I tried several times but could not reach the Minister.

I went to the meeting and apologised for the inability of the Minister to attend because of cancellation of his flight through Cote D'Ivoire. When the matter of selection of areas came up, I opted for technical vocational education and training (TVET) for Ghana. At that time Ghana had, through JICA, commissioned a group of experts from Japan to assist with the repositioning of TVET in Ghana. A Unit had been created attached to NCTE under my supervision. It was this Unit that was transformed into the Council for Technical Vocational Education (COTVET), established by an Act of Parliament. Given the work that was being done in TVET, I thought that Ghana could easily lead the rest of ECOWAS in that area. When the meeting ended and I came back to Ghana I was eager to hear what the Minister would say. My report was favourably received and I was commended by the Minister. He in fact told me that TVET was what he would have chosen if he was at the meeting. This gave me a lot of satisfaction and built my confidence.



## Governance And Leadership Training

### Introduction

This chapter contains work published in *Leadership and Management* (2015) edited by Johann Monton and Lauren Wildschut and *Towards Quality Higher Education in Ghana* (2015) edited by Paul Effah.

As these works have shown, structured and systematic leadership training for academic leaders in higher education in Africa is a relatively recent phenomenon compared to business and industry, and only began during the early 1990s after the AAU had initiated its Senior University Management (SUMA) training programmes.

I had the opportunity of participating in the SUMA training held in Cairo, Egypt in 2001. The AAU had invited me to prepare and lead in a case study session. I recall the title of my case study was “The role of an over enthusiastic Minister for Education in the establishment of a new university.” I learnt from the AAU experience and also gained a lot more confidence after the training.

On assumption of duty as Executive Secretary of NCTE, I identified the urgent need to address some of the skills gaps in the performance of senior university leaders and the councils of the various institutions. My first step was to seek funding from the Association for the Development of Education in Africa (ADEA) Working Group on Higher Education to develop a manual for the training of university council members. It was not an easy beginning. Initial comments from some vice-chancellors and registrars were discouraging, because, as it was noted, universities were not business concerns and, therefore, business principles could not easily be applied to them. Another intimidating factor was

the perception that relatively junior colleagues wanted to train senior colleagues on subjects on which some of them had had decades of academic experience.

Two strategies were adopted to address these concerns. The first was to invite a highly respected academic, Prof. Henrietta Mensa-Bonsu from the Faculty of Law at the University of Ghana, Legon, to join in the preparation of a training manual, using *Effective Governance: A Guide for Council Members of Universities and Technikons* (1999), a book written in South Africa by Fred Hayward and Daniel Nicayiyana as a reference point. This provided the framework for the new manual on *Governance of Tertiary Education Institutions in Ghana*, which was urgently needed as a reference material for the training of council members particularly the new ones. Due to changes in government, new appointments are made to the various councils, every two to four years.

Another strategy was to undertake a comprehensive review of many other manuals and to make the Ghana manual reader-friendly. Arguably the most effective approach was to have the draft manual reviewed by leaders in Ghanaian higher education, the likes of Prof. Alex Kwabong, the first African Vice-Chancellor of the premier university, the University of Ghana; Dr. E. Evans-Anfom, a former Vice-Chancellor and Chairman of the then National Council for Higher Education; Prof. George Benneh Chairman of the NCTE; Dr. R. B. Turkson, former Dean of the Faculty of Law, University of Ghana; and Mr. William Saint of the World Bank.

After their comments had been taken into account, the revised draft was sent to all members of councils, before planning and organising a workshop for them. Feedback from the first workshop was good, and so following its success, the NCTE decided that all newly appointed councils should go through a similar orientation. It was the enthusiasm generated from this workshop on governance which led to the next step, which was to prepare another manual for training Vice-Chancellors and heads of other tertiary education institutions. Carnegie Corporation of New York also provided funding for the preparation of a strategic plan for the NCTE and additional funding for a book on academic leadership. Two other manuals were written jointly with Prof. Henrietta Mensa-Bonsu on conflict resolution. The first was *Conflict Resolution Skills for Managers of Tertiary Education Institutions* and the second *Mechanics of Conflict Resolution for Managers of Tertiary Education Institutions*.

A similar process was adopted for the draft on *Governance of Tertiary Education Institution in Ghana*. The Vice-Chancellors and other senior university managers reviewed the drafts before they were used as the basis for the leadership training,

and the NCTE similarly decided that all newly appointed heads should go through that kind of training. It is significant to note that after the first workshop, the Committee of Vice-Chancellors and some of the institutions invited the NCTE resource persons to facilitate similar workshops in their institutions.

The first workshop for Vice-Chancellors and other university leaders took place at Agona Swedru in the Central Region of Ghana on December 2–3, 2002. Twenty-six participants made up of Vice-Chancellors, Pro-Vice-Chancellors, Registrars and Finance Officers of public universities attended the workshop. The Chief Director of the Ministry of Education also attended. The topics covered and their respective resource persons are listed in the table below.

**Table 6.1:** First NCTE Leadership Workshop in Ghana -2002

<b>Topic</b>	<b>Presenter</b>
Leadership development	Paul Effah, Executive Secretary, NCTE
The academic environment	Prof. F.O. Kwami, former Vice-Chancellor, Kwame Nkrumah University of Science and Technology
The role of leadership in successful strategic planning	Dr. Fred Hayward, American Council on Education, USA
Leadership and conflict management and resolution	Prof. Henrietta J.A.N. Mensa-Bonsu, Faculty of Law, University of Ghana, Legon
Leadership at the institutional, faculty and departmental level	Prof. S. K. Adjepong, former Vice-Chancellor, University of Cape Coast
Business Strategy Simulation	Martyn Mensah, BDC Consulting, Accra, Ghana

The presentations generated a lot of interest and were rated highly by the participants. Some of the comments of the participants included the following:

- Extremely useful presentations
- Excellent presentations, demonstrating rich experience
- Good overview on management of tertiary education institutions with important revelations about the position of librarians
- More illustrations and case studies should be included in future presentations
- The resource persons demonstrated in-depth knowledge of all the structures constituting the academic environment

This first workshop was typical of the training workshops which characterised the tertiary education landscape for university council members, managers and leaders of institutions in Ghana between 2001 and 2010. These training programmes

provided support and motivation for the submission of the most recent proposal in 2010 to Carnegie Corporation of New York and led to the new block of training programmes conducted in Ghana since 2010 under the auspices of the NCTE.

### **Background to Senior Academic Leadership Training (SALT)**

Training, particularly one which is structured and systematic, confers many benefits on organisations and individuals. This type of training broadens the horizon of employees, enables them to acquire new skills, links them to new trends and technological knowhow, and empowers them generally; all of which enhance individual performance and organisational productivity.

Staff, both junior and senior, in varying degrees, come to their jobs with some basic knowledge and technical skills. To remain competitive and resourceful, the knowledge base and technical skills of staff should be enhanced periodically. The training should not be limited to junior and senior staff. Even more important is the need for staff in management and leadership positions to upgrade their knowledge and skills to be able to address the complexities of their organisations. It was in furtherance of this that the National Council for Tertiary Education (NCTE), during my tenure as the Executive Secretary, sought funding from the Carnegie Corporation of New York to scale up the two training programmes it had institutionalised: training for Council members and the other for senior university managers and leaders. Indeed, I felt the need for such a training in the mid-1980s when I was secretary to the Committee of Vice-Chancellors (CVC) in Ghana.

Institutionalising leadership training is not easy, even in business and industry where it seems to be appreciated more. It is even more difficult in the tertiary education sector where such training is not an established tradition. Leadership training is more on the job, through apprenticeship and mentoring or, at best, through uncoordinated sporadic doses, at the institutional levels. The initial effort at leadership training at NCTE can be said to have been successful.

The relative success at institutionalisation of leadership training at NCTE was due to a number of factors. First, there was a strong and committed leadership at NCTE, which believed that training was possible. Second, was the consultative approach adopted, which involved the writing of manuals by people of sufficient experience and seniority in the tertiary sector from both the academic and senior administrative and professional staff. The third was the case study approach which afforded participants the opportunity to share experiences. Not least among the factors was the strategy to enlist the commitment and support of the leadership

of the tertiary education institutions at the highest level by asking them to review the materials for training, taking part in the training and to nominate officers for the training.

### **SALT: A Great Name!**

SALT, the acronym for Senior Academic Leadership Training, was largely a logical extension of the leadership training that had been institutionalised at NCTE for all heads and senior managers as well as members of councils of tertiary education institutions in Ghana during the decade beginning 2000. SALT was the name that startled many and caused some to take a glance twice or more at the banners featuring it. An official of the Carnegie Corporation of New York described it simply as “a great name” worthy of patenting. Some participants at both local and international platforms, referred to the project director of SALT simply as “SALT” to the amazement of onlookers. SALT has become a household name among higher education institutions in Ghana, and to some extent in Nigeria.

A number of factors facilitated the implementation of SALT. The first was that it did not start from scratch. It was a continuation of NCTE leadership training and as such benefited from its prior experience. Another factor which propelled SALT to greater heights was that it came after two leadership training programmes sponsored by the Carnegie Corporation; that of the Tanzanian Universities Commission (TUC) and the National Council for Higher Education (NCHE) in Uganda. Being the third of the leadership programmes organised by national councils/commissions in Africa, SALT had the opportunity of learning from the successes and challenges of the programmes in Tanzania and Uganda. The initial proposal for SALT began as a concept paper. It resulted from extensive discussions on leadership training with Tade Aina of the Carnegie Corporation of New York on one of his visits to NCTE, Ghana in 2009. Tade Aina introduced me to Claudia Fritelli, a programme officer at the Carnegie Corporation who shepherded the concept paper into an actual proposal for the consideration of the Carnegie Corporation.

### **Training Needs Assessment**

As part of grant requirements of the Carnegie Corporation, NCTE had to undertake a training needs assessment (TNA) and, as noted, benefited from the experiences of Uganda and Tanzania in designing the instrument for the survey. Undertaking the TNA at NCTE met a couple of initial challenges. An initial

skepticism was about the capacity of NCTE to undertake the exercise. There were some academics in some of the universities who felt that the TNA should have been undertaken in one of the education related universities. The second was the feeling that attention should be focused on the resource constraints and the deprivations of the campuses, some of which had become very critical. A related view was that inadequacies in the performance of some senior university administrative/professional staff were not in doubt and that attention should be focused on bringing that category of staff to their required standard. With some persistence and determination the questionnaire was administered to a total of 183 university leaders and managers from the University of Ghana, Legon (55 or 30.1 per cent), the Kwame Nkrumah University of Science and Technology (29 or 25.8 per cent), the University of Cape Coast (81 or 44.3 per cent) and one private university, the Catholic University College of Ghana (18 or 9.8 per cent). About 25 per cent of the respondents occupied senior management positions (Vice-Chancellors, Deans, and Directors), a further 34.4 per cent were heads of department and the remaining respondents were lecturers or senior lecturers not occupying any administrative positions.

The TNA benefited from the technical advice of the Evaluation Research Agency (ERA) of Stellenbosch, South Africa, which had been commissioned by the Carnegie Corporation of New York to monitor and evaluate the three leadership programmes in Africa in Tanzania, Uganda and Ghana. Key issues in higher education were ranked in the TNA as follows:

- University research and scholarships;
- University governance;
- Quality assurance and standards;
- Effective academic leadership;
- Leadership in strategic planning;
- Knowledge of aims of higher education;
- Global trends in higher education.

The second section of the questionnaire focused on the respondents' views on leadership skills highlighted visioning (40 per cent); resource mobilisation skills (19.7 per cent), communication skills (17.5 per cent) and diagnostic and problem solving skills (11.5 per cent). The results of the TNA guided the Steering Committee of SALT in the selection of modules for the training. (For a detailed discussion of the TNA, see *Leadership and Management: Case Studies in Training in Higher Education in Africa*, edited by Johann Morton and Lauren Wildschut (2015).

## Modules and Module Writers

SALT had proposed to write modules to facilitate the leadership training. Based on the report on the TNA, the Steering Committee of SALT decided on the following key areas:

- University Governance
- Research and Governance
- Quality Assurance
- Academic Leadership
- Financial Management and Resource Mobilisation

The Steering Committee selected the following module writers: Paul Effah, Executive Secretary of NCTE, on account of the manuals and books he had written earlier on governance and leadership; Prof. Ivan Addae-Mensah, former Vice-Chancellor of the University of Ghana with extensive experience in research; G. F. Daniel, a former Registrar of the University of Ghana on account of his experience in university council business; Kingsley Adu, a former Finance Officer of KNUST and Ton Vroeijsstijn, a quality assurance expert from the Netherlands.

The authors of the specific modules were as follows:

- University Governance: Theoretical Perspectives –Paul Effah
- University Governance: Some Talking Points – G. F. Daniel
- Repositioning Research in African Universities – Paul Effah and Prof. Ivan Addae-Mensah
- Quality Assurance –Ton Vroeijsstijn
- Academic Leadership – Paul Effah
- Financial Management and Resource Mobilisation – Kingsley Adu

All the modules were reviewed by local experts as well as by ERA.

## Distinguishing Features of SALT

Every programme has its own distinguishing features. For SALT, three that stand out are the adoption of the vertical mode of training, the use of case studies and partnership between public and private tertiary education institutions. The vertical mode, otherwise known as the hierarchical mode adopted by SALT in Phase One, brings together participants from different levels of responsibility. For example, Vice-Chancellors, Pro-Vice-Chancellors, Deans/Directors, Heads of Department, Registrars and Finance Officers are trained together. This approach emphasises

a reality; that all the functionaries in the institution work together to achieve a common goal – quality and relevant tertiary education. The disadvantage, however, is that traditionally, when superiors and juniors are put together, the latter are reluctant to speak out or to offer an opinion, particularly if their ideas seem to counter those proffered by their superiors. This challenge, notwithstanding, previous experience from NCTE leadership training had showed that, properly managed, the advantages of the vertical mode outweigh its disadvantages and that the approach could rather be a forum for junior faculty and staff to acquire experience and to broaden their horizon, and to learn from their senior colleagues.

The case study approach situates problems of institutions in particular contexts and invites participants to offer solutions based on their experiences. It also offers a platform for the exchange of experiences; challenges the creative and innovative abilities of participants and enables them to deepen their understanding of the complexities of the academic environment.

The third special feature of SALT was the opportunity offered for leaders and managers of both public and private universities to come together to share experiences and to learn from each other.

Although the focus of SALT was on Ghana, and to some extent Nigeria, the modules exposed participants to some global and international dimensions. The participants from Nigeria also highlighted the peculiar challenges confronting Nigerian universities. The presentation by Prof. A.B.T. Kasozi, former Executive Secretary of NCHE, Uganda, as well as the module from Ton Vroeijenstijn, a consultant on Quality Assurance from the Netherlands, gave a global and international touch to SALT.

SALT has been a wonderful experience. The journey through conception, operationalisation to end of programme may be described as insightful, challenging, eventful and rewarding. At the behest of the Carnegie Corporation of New York, the Evaluation Research Agency of Stellenborch, South Africa, conducted an end of project evaluation of SALT Phase One. This section of the chapter captures aspects of the evaluation report published in *Towards Quality Higher Education in Ghana* edited by Paul Effah (2015).

The overarching objective of SALT phase one was to identify and address skill gaps in leadership performance in universities in West Africa with the view to promoting quality relevant higher education. In specific terms, SALT sought to achieve five objectives:

1. To guide Senior Academic Leaders (SALs) to identify the challenges facing their institutions and to propose specific interventions to address them;

2. To expose SALS to global and international trends and best practices in higher education;
3. To enhance the knowledge, skills, and attitudes of SALS to enable them to respond to the current challenges of the higher education sector.
4. To provide a forum/platform for SALS to exchange ideas and to share experiences; and
5. To facilitate the building and strengthening of networks among institutions and SALS of higher education institutions.

In terms of objective one, the training modules used by SALT discussed in some detail some of the challenges facing African Universities such as low research output, difficulties with resource mobilisation and the near explosion in student enrolment. Some suggestions for addressing them were also made. Ghana's experience with the Teaching and Learning Innovation Fund which served as a catalyst for injecting hope and vibrancy in the tertiary education sector at a time when it was suffering from severe resource constraints was shared as a demand-driven and competitive approach to improving teaching and learning in higher education institutions. The case study sessions also provided an opportunity for participants to discuss solutions to various challenges faced by universities. ERA's conclusion was that this objective was mostly achieved.

On the second objective to expose SALS to global and international trends and best practices in higher education, most module materials made extensive reference to international research and provided citations for these papers. In this regard, maximum use was made of publications by the Centre for Higher Education Transformation (CHET), in particular, those of HERANA studies. Again, limited use was also made of international presenters, as in the case of Quality Assurance where a Dutch was invited to write a module and also to give a presentation. As would be expected, most of the module writers and presenters were local experts with wide experience in higher education administration and management. ERA's overall assessment of this objective was that it was achieved to some extent.

The third objective was to enhance the knowledge, skills and attitudes of SALS to enable them to respond to the current challenges of higher education sector. The best way to ascertaining information on this objective was through the survey undertaken by ERA. Participants were quite unanimous in indicating how the training had improved their knowledge. They spoke about the relevance of the content to the local higher education context. Evaluation reports of participants confirmed that some of the presentations were practical in nature and provided

tools to use in their respective institutions which informed ERA's assessment of this objective as mostly achieved. In the view of ERA, the fourth objective, to provide a forum/platform for SALs to exchange ideas and to share experiences, was achieved to some extent. The case study sessions that followed some of the presentations provided the opportunity for this interaction, and the sharing of experiences. There were suggestions to the effect that more interactions would have been preferred.

The last objective was to facilitate the building and strengthening of networks among institutions and SALs of higher education institutions. ERA's assessment was that it was achieved to some extent. Undoubtedly, SALT provided a forum for the exchange of ideas and opportunity for participants to network. To facilitate easy identification, participants, for example, took with them a group photograph showing particulars of each participant underneath their respective pictures.

Follow-up workshops cemented relationships that had been forged during earlier workshops. Surveys and interviews undertaken by ERA pointed out the need for more interaction through platforms such as on-line forums. That SALT objectives had largely been achieved was also evident from the following comment made by an official from the Carnegie Corporation of New York.

NCTE SALT has achieved the objectives of the grant in the following ways: The SALT training has trained 400 participants; it has embodied and disseminated a set of principles on higher education reform including good governance, approaches to leadership, academic freedom, knowledge generation and research, and quality and excellence; it has incorporated and disseminated research on higher education in Africa; it has used the programme to disseminate and communicate policy issues that are being addressed in the Ghanaian higher education sector.

### ***NCTE, 2014***

On the issue of the quality of SALT, although participants of SALT workshops indicated their impressions through their evaluations, the most comprehensive assessment of SALT was the one provided by ERA. The first question that ERA posed in the survey carried out by SALT was, how do you rate the value of ALL workshops attended to your job? The rating was 1= Poor and 7= Excellent. The distribution of the ratings showed that most respondents (95 per cent) believed that the SALT workshops were of good to great value.

In terms of the balance between theoretical and practical components of the workshops, ERA's assessment shows that the ratings were skewed towards "too practical" with most respondents happy with the balance between practical and

theoretical components. Even more significant were the ratings of participants on the following seven specific aspects of the workshop; course content, training materials, presenters, case study sessions, training venue, accommodation and overall organisation. The survey showed that a large majority of the respondents, 87 per cent, rated all aspects of the training as either “Good” or “Excellent.” In terms of areas for improvement, there were suggestions about including more group activities in presentations. Selecting some presenters from other countries was highlighted. Perhaps an appropriate way of ending this section is to reproduce ERA’s concluding comments on the quality of the SALT workshops (ERA, 2014).

Delegates felt that the programme was highly valuable and relevant to their jobs and that there was a good balance of practical and theoretical elements in the training. Dr. Paul Effah’s presentations were very frequently rated as the most informative due to a combination of his experience, his methodology, and the practical content of his presentations. Although all aspects of the training received high ratings in terms of quality, a variety of suggestions were still made. In particular, respondents felt that they needed more training in the current topics and additional topics and the workshops could be more practical or interactive in nature.

In terms of the benefits of the SALT programme or what impact it made, ERA analysed two sources of data – survey and interviews. An overwhelming majority of respondents, 84 per cent, confirmed that SALT had enabled them to make changes in their leadership and management practices. Areas cited by respondents in order of importance included leadership, interpersonal skills and relations, management, research, quality assurance, policy and procedure, financial management and resource mobilisation, capacity building, strategic planning, student issues and learning, accommodation and human resource (ERA, 2014). Probing the kind of leadership changes respondents had in mind, the most common reported change was participatory leadership. Others cited included mentoring, supervision, motivation and team building.

On the impact of SALT on management, the comments cited were general in nature and included delegation, staff meetings, time management, reporting systems, team work and ICT related. A number of individual participants have made insightful comments about their participation in SALT workshops. A few of these published in Tertiary Education News (NCTE, 2014) are reproduced below:

- The Senior Academic Leadership Training (SALT) IV was, indeed, impactful and enriching. It is a model that should be encouraged.”

Dr. Williams Akan Bassey

Director, Academic Planning Unit

Covenant University

Nigeria

- SALT is very comprehensive, well researched and practical-oriented training with modules facilitated by people with in-depth knowledge and understanding of the subject matter. Extremely useful to all personnel in higher education management.” Prof. Daniel Obeng-Ofori

Pro-Vice-Chancellor,

University of Energy and Natural Resources

Ghana

- SALT is one of the best programmes I have attended as a university lecturer. It has a great potential to transform management and leadership in tertiary institutions in Ghana and West Africa. Dr. Paul Effah is a transformational leader and an asset to Ghana, and should be congratulated for putting together such a great package.

Prof. Richard Amankwah

Head of Department, Mineral Engineering

University of Mines and Technology

Ghana

- The most helpful thing about the training for me was the involvement of their Experienced Facilitators and the style they adopted during their presentations was awesome. They were open, positive and practical on issues which could be quickly incorporated into daily practice. The training was also highly engaging, very informative, enriching and provided me with opportunities for reflection.

Jennifer Akude (Ms)

Registrar, Data Link Institute

Ghana

- The SALT programme is, indeed, an empowerment programme and I subsequently became the Registrar of my University. I have drawn strength from some of the modules I was exposed to and this has contributed immensely to my effectiveness.” Dr. (Mrs.) Taiwo F. Ipaye

Registrar University of Lagos

Nigeria

- My experience at SALT 2013 was a perfect preparation for improved performance in my University in her pursuit to become one of the best ten universities in the world by 2022.”

Mr. Fadugba Olumuyiwa  
Academic Level Advisor  
Covenant University  
Nigeria

Beyond individual comments, SALT has produced local materials for leadership training in Africa, particularly Anglophone West Africa. In the same way it has also provided training to, and mentored, young academics to facilitate at such workshops under the tutelage of senior academic and professional higher education administrators.

The SALT modules have subsequently been compiled into a book, *Towards Quality Higher Education in Ghana* which I edited. The book could serve as a useful reference material for SALT alumni. It could also be a useful guide to contemporary university and higher education leaders and managers facing challenges of unimaginable proportions. As institutions may have unique circumstances, no panacea is proffered. The challenges highlighted in this book and some strategies and recommendations offered may be lessons that university leaders and managers may adopt and adapt in addressing the challenges that confront them.



## A Stint as an Academic

### **Scholar-In-Residence**

Act 676 of 2004 establishing the Ghana Institute of Management and Public Management (GIMPA) provides that the Executive Secretary of NCTE shall be a member of the GIMPA Council. I, therefore, had the opportunity of serving on the Council until I retired in July 2010. On retirement, the GIMPA Council offered me a two-year post retirement contract as a Scholar-In-Residence, effective August 1, 2010 and assigned to the School of Governance and Leadership (GSGL). My duties included teaching, intellectual contribution/professional development and service. In terms of teaching, I was assigned to teach Governance 2 at the modular and evening sessions of the Executive Masters in Governance and Leadership (EMGL) degree programme for the 2011/2012 and 2012/2013 academic year. I was also assigned to teach Governance and Leadership at the Master of Public Sector Management degree programme of the Public Sector Management Training Programme (PSMTP) of the African Capacity Building Foundation (ACBF) in the 2011/2012 academic year. I also taught Strategic Thinking and Management, and Leadership at the Postgraduate Certificate in Administration and Management and the Postgraduate Diploma in Leadership and Management Programme of the AngloGold Ashanti Management Training Programmes in 2012. The last of examinable programme I taught was Leadership at a ten-week Postgraduate Diploma in Public Administration for the Liberian National Police from August 26 to November 15, 2013.

Among the non-examinable programmes I taught were:

- Customised training in Leadership and Management for managers of Christian Health Association of Ghana (CHAG) in 2012

- Capacity-building programmes for the Centre for Management Development (CMD) of the (GIMPA) Business School namely:
  - Executive leadership development
  - Globalisation and corporate leadership challenges
  - Understanding the change management process; and
  - The evolution of leadership

I facilitated at the National Peace Council and the United Nations Development Programme (UNDP) capacity-building conference for members of the newly established National Peace Council of Ghana in 2011. In terms of intellectual contribution and professional development, I developed an instrument for assessment as part of a training needs assessment (TNA) undertaken with Prof. Samuel Adams and Dr. Kingsley Agomor, both Faculty of GSGL, GIMPA. The TNA was a requirement for the SALT programme sponsored by the Carnegie Corporation of New York. A TNA is generally recognised as the first step in any professional approach to training. It is the foundation or starting point for any successful training intervention. It creates value for money. Its logic is simple: one must first determine the location, scope and magnitude of the training to ensure its success.

TNA helps to identify performance requirement within an organisation to help direct resource to areas of greatest needs. In this regard, a TNA helps to reduce or prevent expenditures on training programmes that do not increase the efficiency and effectiveness of the workforce. As noted in Chapter Six, the SALT TNA directed the training to areas that the higher education providers and managers felt were critical. The skills and experience acquired from the SALT TNA, were applied to a similar request from Newmont Ghana Gold-Ahoho.

At the request of management of Newmont Ghana Gold-Ahoho, in January 2012 to GIMPA to train their middle level staff in management and leadership, GIMPA invited me to lead a three-member team to undertake a TNA at Newmont at Kenyasi Ahoho site. The TNA was to inform a training programme to be organised for the staff of the Process Maintenance Department of Newmont. A set of questionnaires was prepared by the GIMPA TNA team made up of Paul Effah, Kingsley Agormor, a Faculty and Gloria Appoh, a Deputy Registrar and submitted to Newmont to be administered to the staff concerned ahead of the team's visit. This was followed up with focus group discussions and interviews on site with the management teams of the Process Maintenance Department.

Based on the analysis of data, focus group discussion and meetings with management, the following areas were recommended:

- Effective communication
- Effective supervision
- Delegation
- Decision-making
- Diagnostic and problem solving, and
- Report writing

In further discussion with the Management of Newmont, crisis management, initiative and innovation, and time management were added to the topics.

The training was facilitated by seven (7) lecturers as follows:

- Prof Samuel Adams – Effective Performance; Decision Making
- Mr. Kinsley Agormor – Crisis Management; Initiative and Innovation
- Mr. Nana Banyin Pratt/ – Effective communication;
- Mrs Olivia Bush – Report writing
- Dr. Joe Taabazuig – Effective supervision and coordination
- Mr. Henry Atta Paidoo/ – Delegation;
- Dr. Paul Effah – Motivation and Time management

The programme was coordinated by three people, Paul Effah, Gloria Appoh and Irene Serwa Ofori, the administrative coordinator, Process Maintenance at Newmont. The training programme was highly commended by Newmont. The success depended upon a number of factors. Thorough preparations were made by the GIMPA team. The programme had the support of the Leadership of GIMPA. Facilitators were consulted in the budget preparation. The programme coordinators were very enthusiastic about the work. It was useful to have a local coordinator at Newmont to facilitate the programme on site. In this particular case, the local coordinator was so good that every aspect of the programme seemed to have been put in the right place. It was not surprising that the training programmes were a success.

An aspect of my role as Scholar-In-Residence was to coordinate and build capacity among faculty for running short courses in Leadership and Management. The training organised for the supervisors of Newmont Ghana Gold Limited–Ahofo, was to fulfil this role. To this end, I initiated action on developing a training programme for 240 Ministers of the Ghana Baptist Convention throughout the country and another for the La King and his elders. Implementation of these initiatives did not begin until I left GIMPA. In the area of service provision, I performed several roles and served on both standing and ad hoc committees of the

Institute, including the Academic Board, Faculty Appointments Review Committee and the Administration, Legal and Grievance Committee of Council (ALGC). I was the chairman of ALGC when I was on Council. There were a number of sensitive cases that I was handling before my retirement. Council, therefore, decided that I should continue to serve on the Committee to dispose of those cases. There were two petitions filed against the Rector by two faculty members. The Committee used all the mediatory and diplomatic means available to handle the issues involved to the satisfaction of both parties to the admiration of Council.

My work on Committees did not end with statutory ones. There were a few adhoc committees I served on. There was, for example, the Staff Establishment Committee which I chaired, and which sought to determine the establishment for the Institute. Throughout the public universities in Ghana, the issue of the disproportionate number of junior staff in relation to academic staff and students has become a source of worry. The Committee was, therefore, set up to make recommendations on the establishment for the various categories of staff at GIMPA. The Committee submitted its report in July, 2012.

Another activity, I recall undertaking was serving as a resource person at a two-day retreat at the GSCL. We used the opportunity to undertake a review of the school's activities and to plan for its future. I also recall a term in negotiations I left at the retreat which has been associated with me since, BATNA an acronym for "Best Alternative to a Negotiated Agreement." Another term relates to meetings which has become synonymous with Dr. Paul Effah at GIMPA is Tropman's (1985) "Agenda Integrity Rule" admonishing committees not to take decisions on matters not listed in the agenda. I sought this to emphasise the requirement for notice at meetings. Giving notice before meetings ensures adequate preparations by members of the committee or board and also avoids surprises at meetings. Finally, as a Scholar-In-Residence, I was requested to mentor a deputy registrar and another junior faculty. Below is the dean's report on my performance in his end of year activity report for the 2010/2011.

- Dr Paul Effah helped with the reorganisation of the Academic Registry. This is "work in progress" and he helped lay the foundation for the restructuring exercise. His performance in this area is very good.
- **Teaching**

He taught in both PSMTTP and MGL Programmes. In addition, he was also involved in the short courses organised by CMD-GIMPA Business School. His teaching is rated excellent.

- **Intellectual contribution/professional development**

Dr Effah published one book on tertiary education, developed assessment and training instruments; conducted training in eight universities, as part of a team from GSGL developed a module on research; and attended and facilitated a number of workshops in three polytechnics and two universities in Ghana. His performance in the area is rated excellent.

- **Service**

He performed several roles, and served on both standing and adhoc committees of the Institute, including the Academic Board and the Administration, Legal and Grievance Committee of Council. He also served on a member of boards outside GIMPA. His performance in this area is excellent.

- Dr Effah's overall rating is excellent.

The experience at GIMPA as a Scholar-In-Residence was worthwhile. It provided an opportunity to do things I had not regularly been doing in my last employment as Executive Secretary. I taught Total Quality Management to students from KNUST on the Commonwealth Executive Masters in Business Administration. The work at GIMPA enabled me to teach various masters programmes on a regular basis. I went through the discipline of preparing courses outlines, lecture notes and setting examination questions, giving seminars, preparing marking schemes, arranging for tutorials, etc., while pursuing one's research interest.

There was opportunity to network and make new friends, especially as most of the students pursuing the GIMPA programmes were very senior people in both the public and private sectors of the country. I recall that in one of my classes, there were a number of Ministers of State, Members of Parliament, Chief Executive Officers and General Managers. The short leadership and management development courses of the Business School also widened the scope of organisations that one had to deal with. There was also opportunity to meet faculty from the various schools of GIMPA. The academic board and the other boards and committees and even the faculty lounge provided a platform or setting to know the other faculty members.

It was useful to learn from the uniqueness of GIMPA. As a tertiary education institution, it has the mandate to train students of the higher education level and offer courses leading to the award of certificates, diplomas and degree up to the doctoral levels. It also has a specific mandate to train personnel of the civil, public and private sectors of the economy. Another area of GIMPA's uniqueness is that it has financial and operational autonomy and is self-financing, unlike other public tertiary institutions which depend upon Government for subvention to pay salaries.

Many who have passed through the walls of GIMPA in the past will remember the white buildings surrounded by greenery and the well-trimmed grass and hedges. In terms of governance structure and academic delivery, GIMPA faces the same challenges, may be more, as those bedevilling most tertiary education institutions in Ghana. One arises from the fact that the institute is run on systems and structures woven from both British and American traditions, a typical challenge in the Ghanaian higher education system which was understandably modelled along British colonial traditions. Indeed, most of the pioneers of Ghana's higher education had their university education in either the University College of the Gold Coast and later University of Ghana or in United Kingdom. With time, the higher education system in Ghana has incorporated many practices from the United States of America. The combination of the two systems, particularly the British self-governing/collegial and the American co-operate managerialism, has left in its trail some challenges. Not many faculty appreciate the presence of a strong strategic, corporate leaders involving issuing directives from the centre. People are more familiar with a situation where the Rector acts as *primus-inter-parcs* first among equals, simply coordinating academic leadership in the institution. The lesson is that while, as a result of globalisation, it is necessary to learn from global systems, these have to be integrated into the local systems in such a way that it does not develop into incompatible parallel systems in the same institution with disastrous consequences for the institution.

### **President of Radford**

I did not set out to be the president of a university. I had not applied for any such position. While at GIMPA as a Scholar-In-Residence, the Executive Chairman called to say that he wanted to book an appointment to see me. I asked what it was about and how he got my number. He said my number was given to him by one Mr. George Donkor who served with me on the Council of the University of Cape Coast. He wanted to discuss the possibility of having me to advise him on a number of issues relating to a university he had founded, the Radford University College. Nana Worae Wiredu, the Founder and Executive Chairman finally came to see me. We discussed a number of issues relating to Radford and concluded on a consultancy arrangement to visit the college once a week to advise on issues that may arise. This arrangement went on for a while. I was at Radford one Friday to discuss a number of issues relating to the university with him. The discussion centred on the introduction of new programmes. I shared with him the import of a conversation I had with a young lady I met in Japan who had completed a degree in English and was studying for a diploma in bridal programme. I said when I enquired from the

lady why she had taken to bridal programme, she said the degree had broadened her outlook but it was the diploma in bridal programme that would enable her to set up her own business and give her a regular source of income. I told the Executive Chairman that given the entrepreneurial focus of the University College, the graphic and fashion departments of Radford could adopt the approach. The Executive Chairman asked me to put my thoughts on paper for him the following Monday. I got to the campus on Monday only to hear that Nana Worae Wiredu had passed on in the early hours of Sunday. A retired and experienced Prof. D.E.K. Amenumey was then acting as the President. Arrangements were made for Nana Dwomoh Sarpong, another member of the board of trustees, to take over the management of the University College. Prof. D.E.K. Amenumey who was acting as President had already given notice of his intentions to retire before the Executive Chairman died. He had been asked to hold the fort until a replacement was found. Mr. Donkor who introduced me to the late chairman invited me for a discussion and informed me that after a thorough search the board had come to a conclusion that I should be invited to take over from Prof. D.E.K. Amenumey as President for a period of six months as they searched for a substantive President. I thanked him and said I was going to give the idea some thought and get back to him. I had at that time ended my contract with GIMPA as Scholar-In-Residence but was still coordinating SALT as the project director. I accepted the appointment as President on very flexible conditions and have since not disengaged.

### **The Mission and Focus of Radford**

Every university shares its time among three key functions – research, teaching and service. But each university's emphasis depends upon the type of university and its mandate. There are, for example, research-intensive universities, the likes of OxforDs, Cambridges, the Harvards and Yales which focus on cutting-edge research and the production of PhD graduates. The research findings are published in top-defining journals. Research is an important activity in any university. It creates new knowledge without which development cannot take place. Indeed a university that does not recreate itself in terms of research can die out of lack of knowledge. Research is taken seriously at Radford because it informs teaching and prepares students for future academic work. Radford, however, is not a research-intensive university. It may be regarded as an applied science institution or an entrepreneurial university college. What distinguishes Radford from others is the extent to which knowledge is applied. The mandate of Radford is to create entrepreneurs, creative practitioners and applied science graduates capable of meeting the needs of Ghana and beyond.

For this purpose, the college inculcates in its students the ability to think critically, creatively and innovatively, imbuing in them a sense of initiative, critical for the world of work. Students are taught how to develop business models no matter the programme one is pursuing. They are assisted to appreciate problems of society by bringing accomplished professionals and industrialists to give seminars to deepen student's understanding of good business sense and to broaden their horizon. Social clubs such as 'Enactus Radford' also sponsor business workshop and competitions which help to sharpen students' thinking and communication skills. It is, therefore, not surprising that many of the graduates from Radford establish businesses or create the conditions for establishing them, before they graduate and leave the walls of the college. Radford practices the concept of 'ala carte' menu in the restaurant in the higher education which provides a flexible agreement for students to pick from a variety of subject combinations. The objective in this regard is to meet the diverse needs of the various categories of students admitted into the college.

Equipping students with appropriate skills and competencies is an activity that Radford takes seriously. This is important, particularly as graduate unemployment has become a major concern in most African countries. Related to this is the comment made by Oscar Wilde, quoted in the Sunday times of October 10, 2010; that the value of university education is teaching "the exquisite art of idleness," in apparent reference to graduate unemployment confronting many African countries. Radford seeks to correct this impression of university education.

Radford graduated its 2013/2014 class in Business Administration, Fashion, Graphic Design, and Information Communication Technology (ICT) Applied Science at an impressive second congregation held on July 11, 2015. Operating under the tutelage of KNUST means that graduates are awarded KNUST degrees and certificates. On this occasion, the Pro-Vice-Chancellor represented the Vice-Chancellor.

In terms of the performance of the graduates, the following statistics sums it all. Radford graduated 93 graduates at the ceremony. Twenty-two (22) representing 24 per cent obtained First Class; 45 representing 48 per cent had Second Class Upper Division while 26 representing 28 per cent obtained Second Class Lower Division. Nobody had either a third class or a pass. These were significant results, particularly as it was the first time Radford was graduating undergraduate degree students.

Although a relatively young university, Radford has made some significant strides. Radford has successfully organised two international Graduate Fashion Shows and succeeded in bringing together people from industry and academia. At the 2014

show, a student won an award to exhibit her works and those of her colleagues in Milan, Italy. At the graduate show of 2015, another student won an award to study in the United States of America for a year. These shows are preceded by exhibitions organised by the Fashion and Graphic Design departments, demonstrating creativity and innovation. Also demonstrating the entrepreneurial spirit of the graduates, the congregation noted with admiration the fact that the gowns won by the graduands, faculty and board of trustees had been made by one of the graduands. The awards were not limited to the Fashion and Graphic Design students. A team from “Enactus Radford” was second in the Unilever Idea Trophy competition in 2012. A Radford student was also a finalist in the “Anzisha Awards” for young entrepreneurs in 2014 in South Africa competing with 16 candidates from other African countries.

### **Lessons from Radford**

Radford continues to show the lead in many aspects of private university’s governance structure. With only one or two exceptions, almost all private universities in the country have been affiliated to the traditional older public university in Ghana such as the University of Ghana, Legon. KNUST, University of Cape Coast and the University of Education, Winneba. These traditional universities have, as noted earlier, been modeled on those of the British tradition with the Chancellor as the ceremonial head, followed in hierarchy by the Chairman and the Vice-Chancellor. Councils are at the apex of the formal structure, exercising board general supervision with responsibility for the management of finances of the institution. As mentor institution providing tutelage to the private universities, there is the temptation to influence the governance structure of the private institutions. One of the biggest issues is often the perceived tension between the chairman or chancellor, and the President with responsibilities for the institution’s academic business.

At Radford, the separation of the relative roles has been neatly done to the admiration of other institutions who come to find more about how it is achieved. As President, I Chair the Academic Board which approves the examination results of students. There is a management meeting with the heads of department (both academic and non-academic) which receives periodic reports and deals with issues requiring urgent attention. Many of these relate to the provision of equipment. This meeting is chaired by the Executive Chairman and in his absence, the President. The Executive Chairman is responsible for the business side of the college such that financial transaction requires his approval. The division of functions work well for Radford and helps to avoid needless confrontations. One of the suggestions

I made at Radford following a workshop I organised for academic heads was for the University College to devolve authority and responsibility to heads of department and to empower them to run the academic business of the university college. The department is the knowledge cell and nucleus of the university. It is the department that admits and graduates the student. A lot of the universities activities take place at the department. This suggestion has been implemented and seems to be working well. Heads of department are involved in the selection of students and faculty and other academic business of the university college.

Another lesson relates to innovation introduced at the 2015 graduation ceremony and which seems to be doing the rounds. This was the simple act of getting students to turn the tassel on their caps from right to left upon graduation. This is something that is not part of traditions of graduation ceremonies in Ghanaian universities. Graduands are advised to keep the tassel on their oxford caps on the right. After the award, they then asked to shift the tassel from right to left to signify the change in their status. The short intervention went like this, President says:

The Radford University College is releasing you today into society as graduates. To signify the change in your status, may you now shift the tassel on your cap from right to left. Congratulations!”

The turning of the tassel was done in unison which caught the attention and admiration of all present. Word left the packed hall about the innovation and creativity introduced. It is most likely that some of the institutions would institutionalise this practice.

One major observation I have made in the relatively short period I have served as President relates to the role of head of department. Although hardworking, some of them are not team players. If allowed, they would like to do all the work themselves without involving anyone else. Peak performance is achieved when leaders work through people. One head of department explained that she would prefer to do the work instead of delegating it to others only to find that it has been left undone. This is a legitimate concern. But the solution is not to attempt to do it by oneself. There are several strategies to adopt to enlist the support, co-operation and involvement of staff. One strategy relates to empowerment in the true sense of the word. This involves training and the provision of the necessary authority autonomy and the resource to carry out the work. Another way of securing commitment from one's colleagues is to build trust, respect each other, share success or credit with everyone and give recognition where it is due.

## National Assignments, Consultancies and Scholarly Works

This last chapter discusses national assignments and consultancies undertaken as well as scholarly works and contribution to knowledge in higher education in the form of articles, books, manuals and other publications.

### **National Assignments**

Throughout my career as a professional administrator, there were a number of major assignments and consultancies that I undertook. Reference has been made in Chapter Five to serving as secretary to the Interim Administration Committee of the University of Cape Coast established by Government in September 1990 to perform the functions and exercise the powers of the University Council and the Senate and to be responsible for the administration of the University. This, as noted, had been occasioned by developments on campus which had made the University ungovernable.

Another was my appointment as secretary to the committee set up by His Excellency the President of the Republic of Ghana in accordance with Article 71 of the 1992 Constitution to advise on the remuneration of H.E. the President, H.E. the Vice-President, Ministers of State, Parliamentarians, Council of State and other specified State Functionaries. This was in 1993 when I had been appointed as Ag Registrar to help start the University for Development Studies, Tamale. This assignment gave me an opportunity to learn about the salary structure of the Executive Arm of Government in most countries of the world. The report of the Committee popularly referred to as “Greenstreet Committee”

after its Chairman, Prof. Miranda Greenstreet of the University of Ghana at the time, generated a lot of debate about the appropriate levels of remuneration for Government/State functionaries and Members of Parliament. The Greenstreet Committee was reconvened by Government in 1998 to determine issues about salaries and allowances raised by some of the functionaries mentioned in Article 71 of the 1992 Constitution. I had a lot of exposure and gained a lot of experience through the work of the Committee. The discussions the Committee had with representatives of the various functionaries also broadened my network base.

The other major national assignment was my appointment as Chairman of an eleven-member Committee by the Honourable Minister for Education in 2001 to advise on the restructuring of the Students Loan Trust Fund (SLTF) established by Act 820 of 2011. As part of the work of the Committee, and as Chairman of the Committee, I had the opportunity to travel with the representative of the Social Security and National Insurance Trust (SSNIT) and another members of the private sector sponsored by the Ministry of Education to attend a workshop on students loan scheme at Denver, Colorado, USA. While there, we took the opportunity to study how their scheme worked. The experience from the Denver workshop improved the quality of the Committee's report.

As recent as 2011, when Government decided to establish two new Universities – the University of Energy and Natural Resources (UNER), Sunyani, Brong Ahafo Region, and the University of Health and Allied Sciences (UHAS) in Ho, Volta Region, a Task Force was set up to prepare the blueprint for the establishment of the Universities. After the submission and the acceptance of the Task Force Report by Government, an Implementation Committee was appointed to see to the implementation of the report. I had the opportunity to serve on the Implementation Committee. In that capacity, I was hired as a consultant to work out the modalities for acquiring parcels of land and facilities that the institutions could use, and to prepare appropriate memoranda of understanding to be signed with the relevant institutions. I led a team from government to meet with KNUST led by the Pro-Vice-Chancellor, Prof. Peter Donkor to discuss the modalities for taking over KNUST's Faculty of Renewable Natural Resources at Sunyani to become the nucleus of the University of Energy and Natural Resources in Sunyani. This included arrangements for the transfer of staff and students. Similar arrangements were made for UHAS at Ho. Draft MoUs were discussed and approved by the Implementation Committee. The formal signing of the MoUs was left for the administrations of the new Universities when they were appointed and the respective institutions, ministries and agencies. In the case of UNER, the MoU was between the University and KNUST.

In 2014 the Chairman of NCTE, Prof. Clifford N.B. Tagoe, appointed me as Chairman of a Technical Committee to review the NCTE Act, Act 454 of 1993 and propose an accompanying Legislative Instrument in line with provisions in Article 71 of the 1992 Constitution of the Republic of Ghana. The other members of the Committee were Prof. Henrietta J.A.N. Mensa-Bonsu, a professor of Law, and Prof. Esi Sutherland Addy, a professor of African Studies, with Dr. Emmanuel Newman, Head of Department Planning, as the Secretary.

The Committee considered the roles and responsibilities of similar regulating bodies in Africa and made far-reaching recommendations, including a recommendation for a change in name to a “Commission” to be in line with other similar bodies willed into existence by the 1992 Constitution of the Republic of Ghana. NCTE has adopted the recommendations which have become the basis of their proposal to the Minister of Education.

## Consultancies

Among the major consultancies undertaken was serving as consultant to the Government of Netherlands through NUFFIC in a study about the identification of needs and the organisation of stakeholders meeting prior to the introduction of NPT programme in the tertiary education sector in Ghana already discussed in Chapter Five. The approach adopted in identifying the sector priority areas and in building consensus won the admiration of the Government of Netherlands through the Embassy in Accra.

Another consultancy was to the National Council for Higher Education (NCHE) in Uganda. During the formative years of the Council, Dr. Fred Hayward of the American Council of Education, USA, and I were invited as resource persons at a capacity building workshop for the members of NCHE from July, 25–30, 2004 at the Nile Resort, Jinga, Uganda. Fred Hayward presented a paper on Strategic Planning while mine was on *The Role of Higher Education Regulatory Agencies*.

I used the example of United Kingdom’s University Grants Committee to highlight the following advisory roles of a regulatory agency (Effah, 2005):

- As a buffer interposing between the government and tertiary education institutions to protect the institutions from external control and the public against duplication or waste of resources, i.e. serving as a counsellor and a watchdog;
- Financial or budgetary responsibilities – enquiring into the financial needs of the institutions under it and advising on allocation of funds towards the running costs and capital expenditure of the institutions;

- Publishing information on higher education;
- Coordinating various activities including planning of higher education; and
- Articulating and promoting a central vision and direction for higher education.

I also shared with participants the strengths and weakness of the Ghanaian structure which has three regulatory agencies – NCTE, NAB and NAPBTEX – as opposed to their unitary structure and made some recommendations; emphasising the need to adopt an open, transparent and scientific approach to resource allocation to the tertiary education institutions. There were also a question and answer sessions during which Dr Hayward and I took turns to shed more light on the need for strategic planning and the challenges facing regulatory agencies and how to address them.

The Tertiary Education Council (TEC) in Botswana is another institution in Africa which invited me to assist it with addressing some of its developmental challenges. I was, for example, invited to facilitate at a workshop on governance and leadership for heads of tertiary education institutions and council members organised by TEC from November 8–9, 2005 in Gabrone, Botswana. Other consultancies undertaken at TEC in Botswana were to assist with the determination of the unit cost of training students in the various programmes at the University and other tertiary education institutions as well as an assessment and determination of appropriate levels of autonomy of Colleges of Education. I undertook those consultancies with a colleague, Mr Kingsley Adu, then Finance Officer of KNUST.

Following work undertaken in managing the grant from the Government of Netherlands through NUFFIC, I was invited together with Dr. P. Bouw, Chairman of the Board of Supervisors of the Vrije Universiteit-Windesheim, Amsterdam, the Netherlands, and former President-Director of KLM Airlines, Amsterdam, to present at a workshop on “The Role of the Board in the Governance of Universities Undergoing Transformation” under the auspices of the African Institute of Management Development and Governance (AIMDG) and the Centre for International Co-operation (CIS)-Vrije Universiteit, Amsterdam, at the Ethiopian Management Institute (EMI) from December 9–10, 2006 in Addis Ababa, Ethiopia. The Government of Ethiopia had established 13 new universities and had appointed new heads of institution, as well as Council members and chairs and had organised the workshop through the Ministry of Education to share experiences of the Netherlands and Ghana. My specific topic was “The Role of the Board and Top Management in Meeting the Challenges of Higher

Education Institutions (HEIs) in Transformation: Experience from Ghana.” Dr. Bouw and I used the opportunity to share some thoughts on how Ethiopia could address some of the challenges facing its tertiary education system.

## Articles and Chapters in Books

As part of my scholarly works, I have contributed to knowledge in higher education by authoring a number of articles, chapters and books. This section discusses a number of the articles, chapters and books highlighting their respective focus.

One of the very first contributions was a paper titled “Development Initiatives in Higher Education: The Case of the University for Development Studies, Tamale, Ghana” which was presented at a conference in Central European University, Prague, and published subsequently in the *World on the Move and Higher Education in Transition* by Central European University. The article discussed the background to the establishment of the University for Development Studies, emphasising the “developmental concept” on which it was modelled, linking it to America’s Land Grant Universities. The paper further highlights the unique features of the University’s pro-poor, community-based, student-centred and problem-based methodology and practical-oriented approach. Its eight-week novel, the third trimester field practical training discussed in detail in Chapter Four, is also emphasised.

Some of the benefits of establishing a University, particularly in a relatively deprived area are discussed. In particular, the availability of a pool of professionals and scientists to participate in local development initiatives, serving on committees of district and municipal assemblies, opening up of the catchment area of the University, creating job opportunities, etc., are highlighted.

Another article, “The Training and Development of Academic Librarians in Ghana” was published in *Library Management*, Vol. 19, No. 1, 1998 when I was Registrar of the University for Development Studies, Tamale. The paper underscores the focal position of the library, highlights its critical role in facilitating the work of the university and contributes to the quest for appropriate approaches to the training and development of academic librarians to ensure that the important role assigned to the library is fulfilled. It cites Prof. Alex Kwapong’s statement likening the library to the heart in the context of a human body to buttress the crucial role that the library plays in the University. Schemes available in Ghana for equipping academic librarians with the requisite training and skills are discussed. Recommendations are made for a more structured, and systematic training and development programmes for academic librarians in Ghana.

The central role of the library and the training of librarians are even more important now than before. There is a renewed interest in the subject because of the apparent debate arising out of the emergence of information communication technology and other new technologies such as the e-library. There have been suggestions that the new technologies have reduced the importance of traditional libraries. There are those who question whether universities need librarians or information officers or technologists. A related debate is about whether or not to classify librarians as professionals or academics. Various universities have their own views on the subject. This debate has implications for the nature of preparation and the kind of professional development and training programmes organised for academic librarians in Ghana. The article written close to two decades ago can still contribute to these debates about libraries and librarians.

In 2005, the Sunyani Polytechnic organised what was described as the first or maiden lecture series with the theme “Polytechnics and National Development.” Within this context, I was invited to present a paper on “A Decade of Polytechnic Education in Ghana: An Assessment of Achievements and Failures.” The paper began with the evolution of polytechnic education in Ghana, set out benchmarks for an effective technical vocational education and training (TVET) system and then attempted an assessment of the performance of polytechnic education against those benchmarks developed by the United Nations Educational Scientific and Cultural Organisation (UNESCO) and the International Labour Organisation (ILO). Four issues need to be highlighted. One is inadequate funding for polytechnic education. Another is the lack of infrastructure including well equipped workshops and laboratories. The third is the manner in which the industrial attachment scheme is organised, while the fourth relates to the spate of strike actions confronting polytechnics. Illustrating with a table, it was shown that in 2004, out of the 32 weeks in the academic year, 27 were disrupted by strike actions by students, the Teachers and Educational Workers Union (TEWU) and the Polytechnic Teachers Association of Ghana (POTAG). Only five weeks of that academic year were devoted to academic work. I used the paper as an opportunity to share some emerging trends and the future of polytechnic education.

The issues raised in the paper are still relevant today. In an era where graduate unemployment is becoming common and the world is crying for differentiation among tertiary education institutions, the country can no longer afford to let Polytechnics deviate from their core mandate. In a study commissioned by the British Council, in 2014, the Institute of Education, University of London in partnership with Kenyatta University, Kenya; University of Education, Winneba, Ghana; University of Free State, South Africa; and University of Ibadan, Nigeria,

very interesting and serious concerns are shared about graduate employability in Sub-Saharan Africa (British Council, 2014). The study highlights the fact that a major challenge for the region is that of creating jobs for its growing population. It confirms that all four countries in the study have concerns about graduate employment. It puts the unemployment rate for undergraduate degree holders at 23.1 per cent, with South Africa at 5.9 per cent (the rate is high for those with diploma and certificates).

Although unemployment figures specifically for university graduates were not available for Ghana and Kenya, across the 25-29 age group as a whole, the unemployment rate was 41.6 per cent for Ghana and 15.7 per cent in Kenya. It is significant to note that the age group 25-29 corresponds closely with recent graduates. The study quotes another in Kenya which estimates that on average, it takes a university graduate five years to secure a job in Kenya. Given this disturbing picture about graduate unemployment, the kind of education provided by Polytechnics cannot be taken lightly if Ghana has to address the issue of graduate unemployment.

It is heartening to note that the Government of Ghana has decided to upgrade polytechnics into technical universities. A lot of preparatory and background work has been done. A committee set up to work out modalities for the upgrading of polytechnics has submitted its report. Some criteria have been set and teams empaneled to assess the readiness of the Polytechnics for the upgrading exercise.

A number of issues need to be discussed. In a period characterised by graduate unemployment, where there is the perception that the value of university education is to specialise in “the exquisite art of idleness” (Wilde, 2010) in apparent reference to graduate unemployment among university graduates, converting polytechnics into technical universities should really emphasise technical and vocational education to give students hands-on, career-focused education. It also means that the technical universities would be provided with the resources required to keep their mandate. One of the major difficulties of polytechnics is that they are constrained by lack of resources as result of which they are unable to run the science and technology-based programmes they are mandated to offer. Unless they are well resourced they would continue to find solace in the arts and humanities programmes which do not require much resources to run. Indeed, water finds an escape route through already existing cracks instead of making new ones. An easier approach to the upgrading exercise is to phase the conversion of the polytechnics into technical universities. The fear is that political pressure on the government might lead to wholesale conversion of all the polytechnics at the same time which might have undesirable consequences.

A related matter is the nature of collaboration and partnership that would be forged between the technical universities and industry. The existing arrangement between the polytechnics and industry appears unstructured and unable to yield the desired results. Attachments and internship programmes of the technical universities must, therefore, be structured differently. Arrangements must be made for teachers in the technical universities to acquire practical skills to enable them complement the efforts of industry. The situation where total enrolment of students in polytechnics is only about a quarter of those in universities is unacceptable for a country like Ghana. For instance, in the 2013/2014 academic year, total enrolment of polytechnics was 54,897 as compared to 208,117 for universities and university colleges, both public and private (NCTE, 2014). The situation should be reversed to ensure that many more of the youth coming out of the second cycle institutions would seek TVET education. This is one way of addressing graduate unemployment among the youth, and can only happen when a conscious effort is made to improve technical and vocational education at all levels.

The book, *African Higher Education: An International Reference Handbook*, edited by Damtew Teferra and Philip G. Altbach (2003), was the first comprehensive volume to provide extended analysis of higher education in Africa. Their aim was to extend knowledge and analysis on African higher education with the goal of contributing to policymaking and to a research base and therefore “searched for the best possible researchers to contribute essays to this volume” (Teferra and Altbach, 2003). The comprehensive nature of the book was borne out by the fact that it included analytical essays on all of Africa’s fifty-four (54) countries as well as several key topics relating to African higher education. The book won an award as the most outstanding achievement in African bibliography and reference works, published during the previous two years, and administered by the African Librarian Council.

I authored the chapter on Ghana which began with an overview of higher education in Ghana, tracing the beginnings of higher education partly to Achimota College and largely the Asquith and Elliot Commissions set up by the British colonial government. It further discussed current trends, changing patterns and major issues in tertiary education in Ghana. Issues of access, quality, and relevance, funding, structure, administration and governance of tertiary education institutions received attention. The chapter raised the thorny issues of brain drain and challenges, and dilemmas of research, and concludes with a section on the future developments of tertiary education in Ghana. The chapter is emphatic that if Ghana is concerned with sustainable development, then improving tertiary education must be a necessity. Promoting tertiary education would be increasingly crucial in the years ahead.

Private participation in higher education has become a common feature in the higher education landscape in Africa. It generated a lot of interest and attention in Africa in the 1980s. It was to explore this new trend in higher education that UNESCO sponsored a conference on private higher education and later the compilation of the proceedings into a book with the title *Growth and Expansion of Private Higher Education in Africa*, edited by N.V. Yarghese and published by the International Institute for Educational Planning (IIEP) in 2006. I authored a chapter on Ghana which traced the background to private participation in higher education in Ghana to those in pre-tertiary institutions set up by individuals and churches. It further discussed a number of issues, including the emergence of private participation at the tertiary level, the size, ownership, links with universities abroad, pattern of course offerings, staffing, sources of funding, quality control, research, public policy, equity and gender and observations by the author.

Private participation in tertiary education has become a permanent feature in the education system in Ghana. The story about Radford University College in Chapter Seven is a perfect example of what a private tertiary education institution can contribute to the development of tertiary education and the economy of Ghana.

Increasingly beyond participation of the private sector, the concept of internationalisation is increasingly gaining currency in higher education in Africa. It is in this light that one should see the book, *Higher Education in Africa: The International Dimension*, edited by Damtew Teferra and Jane Knight and published by the Centre for International Higher Education, Lynch School of Education, Boston College, Massachusetts, USA in 2008. I authored the Ghana chapter with Bernadin Senadza of the Department of Economics, University of Ghana, Legon. We discussed the rationale for internationalisation, internationalisation policies, strategies and structures, internationalisation activities, highlighting student mobility, Ghanaian students studying abroad, international students in Ghana and changes in curricula and new programmes.

The chapter draws the link between higher education and internationalisation by echoing Lord Bowden's (1997) statement that a "University" is not called as such because it teaches everything, but because its students may be drawn from anywhere, a characteristic which remains one of the most important attributes of a true university today. Indeed, many universities have provision in their Acts which enjoin them to internationalise. For example, Act 79 of 1961 establishing the University of Ghana made it mandatory for the university to internationalise. The new University of Ghana Act, 2010 (Act 806) does not depart from this. Section 4 (g) under Aims of the University provides that "opportunities for

higher education and research will be provided for students from other countries, particularly countries from Africa,” maintaining provision 2 (h) in Act 79 of 1961 which has been repealed.

No university in the 21<sup>st</sup> century can ignore or discount the influence of internationalisation and globalisation. On account of this, Marginson (2011) has coined a word, GLONACAL, from three words, global, national, and local, emphasising the need for every university to meet local, national, international and global criteria such that changes in any of these criteria affects the institution. A related issue is the international and global ranking of tertiary education institutions that has become an important feature in higher education. Students are no longer trained for local markets; they are also trained and prepared to compete in the international and global markets, heightening the competitive nature of higher education.

The emergence of open distance learning (ODL) as one of the approaches to dealing with the issue of massification in higher education and explosion in student numbers has also generated a lot of discussion about internationalisation in higher education. The chapter concludes by posing one of the most difficult questions about how to ensure quality, bringing into sharp focus the challenge of quality assurance in all its ramifications.

## **Books and Manuals**

The first in the series of books and manuals I have authored was a Manual *Governance of Tertiary Education Institutions in Ghana* co-authored with Prof. Henrietta J. A.N. Mensa-Bonsu. It was prepared to begin a series of training programmes for newly appointed council members of tertiary education institutions when I assumed office as Executive Secretary. The need for a Manual to serve as a reference material for the training had become important. Prof. Henrietta Mensa-Bonsu and I therefore decided to put together the Manual in a reader-friendly manner to highlight the major issues in the business of Council. *Effective Governance: A Guide for Council Members of Universities and Teknikons*, by Daniel J. Ncayiyana and Fred M. Hayward’s publication, served as useful guide. Stalwarts in higher education, the likes of Prof. Alex Kwapong, former Vice-Chancellor of the University of Ghana; Dr. E. Evans-Anfom, former Vice-Chancellor of KNUST and former Chairman of the National Council for Higher Education; and Prof. George Benneh, former Vice-Chancellor of the University of Ghana and Chairman of NCTE at the time, reviewed the manuscript and shared their comments with us. These, as well as comments by William Saint of the

World Bank, not only improved the quality of the Manual but became a source of great encouragement. Most council members were very experienced in higher education administration and management although others may not have had any such experience. Preparing a Manual for their training and facilitating the training were not to be taken lightly. It was for this reason that we needed the review of the material by distinguished higher education experts mentioned above.

A significant contribution to the Manual was made by Dr. R.B Turkson, then Dean of the Faculty of Law, University of Ghana, Legon. It was at his instance that Henrietta and I decided to categorise the functions of a University Council into law-making, administrative and supervisory roles, which has been widely accepted and acknowledged, at least, in the higher education sector in Ghana. The Manual outlines the relative roles of the chairman, secretary and individual members of Council and discusses the relationship between the various councils and the regulatory bodies such as NCTE, NAB and NABPTEX.

Two related manuals co-authored with Prof. Henrietta J.A.N Mensa-Bonsu and used for the training of heads of various tertiary education institutions were *Conflict Management and Resolution Skills for Managers of Tertiary Education Institutions* and *Mechanics of Dispute Resolution for Managers of Tertiary Education Institutions* both of which were written in 2003. While the former discusses how conflicts could be avoided, the latter discusses how conflicts and disputes can be resolved.

Another major contribution to the literature on higher education was the book, *Leadership in Academic Institutions*, which I authored in 2003 and is cited in some literature on tertiary education in Africa. It took a bold step to author this book as it required a lot of courage and determination to prepare a resource material for the training of Vice-Chancellors, Rectors, Principals and other heads of tertiary education institutions. Leadership in academic institutions is one area that suffers a deficit in terms of local materials. This book, therefore, came in handy and timely. Its publication was supported by the Carnegie Corporation of New York.

I nursed the idea of putting together some material for the training of Vice-Chancellors when I served as secretary to the Committee of Vice-Chancellors (CVC) in the 1980's, coordinating the work of Universities. In the absence of a regulatory body like the NCTE at the time, the CVC became the de factor buffer between the institutions and government. Those were difficult and trying times. As the Vice-Chancellors took turns to chair the CVC, I had the privilege and opportunity to learn closely under their feet.

Their successes and challenges brought to the fore what I considered as their strengths and desired strengths. I began to note down some of those points with the view that I would have the opportunity at a future date to analyse and put them in context.

As the Executive Secretary of NCTE, providing leadership and policy guidance for the entire tertiary education sector, I thought that the time had come to operationalise the idea I had nursed over the years. Within this context, the distinction between leadership and management was important. So also was a discussion of the various approaches to leadership. The importance of leadership in the academic environment, leadership development, flawed leadership styles and leadership challenges in academic institutions were some of the issues that I thought should be brought to the attention of the university leaders in the book. As with the Manual on *Governance of Tertiary Education Institutions in Ghana*, the manuscript on *Leadership in Academic Institutions* was reviewed by experienced university administrators as well as the heads of the various institutions at a workshop before it was published into a book.

Meant as “Notes” to supplement what has been filed over the years, *Committees at Work* published in 2009 by the Ghana Universities Press was borne from the experience from professional administrators and secretaries to various committees and university. Co-authored with Mr. G.F. Daniel, former Registrar of the University of Ghana, the book discusses the committee system, the various types, constitution, membership and purpose; and the various roles of each individual on the committee, highlighting those of the secretary and chairman.

*Regulating Tertiary Education: Ghanaian and International Perspectives*, edited by Prof. Adriaan Hofman and I, was a compilation of some of the results of work undertaken under the Dutch Government’s Netherlands Organisation for International Cooperation in Higher Education (NPT/NUFFIC) programme “Capacity Building for Supervisory Bodies of Tertiary Education in Ghana.” The book discussed in its six chapters aspects of tertiary education in Ghana covering reforms, structure and regulation. It further discussed the funding system, pointing out the need for a coherent higher education funding policy reinforced by an efficient funding mechanism. Issues of accreditation were discussed, shedding light on both international and local challenges. The basic concepts relevance of CBT in Ghana is also presented in the book together with three basic principles of accreditation that have been successful in the Netherlands. The book concludes with information on NPT project activities, especially on the importance of monitoring as a tool for an evidence-based higher education policy in Ghana.

*Towards Quality Higher Education in Higher Education* published by Woeli Publishing Services in 2015 is a collection of modules prepared for the SALT programme for university leaders in the West African sub-region. All the chapters in the book which I edited (except the introduction and conclusion) were modules used for SALT Phase One, written by specially selected university leaders and managers on account of their experience and knowledge in higher education administration and management.

The book provides a reference point for training in academic leadership which is central to the development of higher education. Governance is the process of Council overseeing the operations of the institution, monitoring its performance and that of management, and determining policies of the institution. Two chapters are devoted to the issue of governance. The other chapters highlight the importance research and quality assurance higher educations.

### **Award of Honorary Doctorate Degree**

In recognition of my contributions to scholarship, the KNUST decided on November 26, 2011, to award me the degree of Doctor of Literature (D.Litt) honoris causa. Part of the citation accompanying the award read:

You have truly carved a niche for yourself as a distinguished authority in the area of Higher Education Governance. Your scholarly works and peer-reviewed Journal Articles on higher education have become reference documents for researchers and university administrators. ... Through your dedicated service you have made significant impact on the vision and aspiration of our universities. ... You facilitated funds from the World Bank for the improvement in Tertiary Education through the Teaching and Learning Innovation Fund (TALIF) ... In recognition of your outstanding contribution to higher education, promotion of educational Leadership and Governance, the University on the occasion of its 60<sup>th</sup> Anniversary and Founders' Day, confers on you DOCTOR OF LITERATURE, honoris causa-D.Litt, hc.



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