



# CIMG Pathway 5 Professional Post-Graduate Diploma in Marketing

Strategic Marketing in Practice (PGD 502)

December 2022  
**Case Study**

**The National University of Ghana (NUG)**

# CASE STUDY

## Use of case study material in Strategic Marketing in Practice

### Important information for candidates

The purpose of the case study is to test your knowledge and understanding of the Strategic Marketing in Practice course in a global context. The examiner will grade candidates' contributions based on the questions that are given in the examination.

The function is described in the candidate's brief, and students will be expected to make specific recommendations. Candidates should familiarize themselves with the case study completely. The case studies are based on real-life scenarios, and they provide all of the required facts concerning the case organisation.

Anomalies may be detected in the facts supplied in this case study, just as they are in real life. When responding to tasks, please make any necessary assumptions. Candidates are evaluated on their overall comprehension of the case and its major concerns rather than on simple details. Candidates must conduct a full strategic marketing audit of the case study organisation as part of their preparation for the assignment. The audit allows candidates to demonstrate their ability to:

- use relevant models and approaches to analyze data from a case study and a specific industry experiencing unique challenges
- evaluate the audit's findings to offer context for the current situation and the implications they can derive
- develop their own models for analyzing the data using their own ideas.

Students should only use the information contained in the case study, as well as their knowledge and grasp of the syllabus, when completing the organisation audit. Candidates must bring their own unique perspective to their audit and present their own work.

Copying of pre-prepared 'group' audits for the case organisation, including those written by consultants/tutors or by any third party, is strictly prohibited and will result in the audits being deemed null and void. The exercises will require solely the candidate's analysis, and personally composed answers will be necessary to pass the examination.

Candidates produce the strategic marketing audit on the case organisation onto six sides of A4 paper, using font size 11 or smaller. Tables, models, and diagrams must have a font size of at least 9 points. Only a summary of the audit must be included on the six sides. It should not include any decisions, goals, or plans. The audit pages should be numbered and given as an appendix to the examination for convenience of reference when addressing the examination questions. The audit is not counted as part of the word count for this examination and will not be graded.

**Although no marks are given for the case organisation six-side audit itself, candidates will be graded on how they use and refer to the audit's findings when responding to the assignments.**

Candidates are advised not to repeat or copy their National University of Ghana's six-side audit when answering the assignment tasks. It is important that candidates refer the examiner to the six-side audit where and when appropriate, when answering the tasks.

When answering the examination questions, candidates are encouraged not to repeat or copy the case organisation six-side audit. It is critical that candidates link the examiner to the six-side audit where and when appropriate.

As part of the examination, candidates must provide the case organisation six-side audit, describing how and in what sense the insights gained are valuable and relevant. At the end of their answer booklet, they must include this audit as an appendix.

**The Chartered Institute of Marketing, Ghana has the right to reject the six-side that does not follow these rules.**

### **Important Information**

The following data is based on real-life institution, but details have been modified for evaluation purposes. It does not necessarily reflect current industry management practices or The Chartered Institute of Marketing Ghana's views and opinion

# **STRATEGIC MARKETING IN PRACTICE**

## **CASE STUDY**

### **Candidate brief**

#### **Scenario**

The National University of Ghana (NUG) has hired you as a Marketing Director. The Academic Board of the University has asked you to conduct a six-sided strategic marketing audit to examine both internal and external issues, including strategic uncertainty in the external market affecting NUG's future, so that the university can better comprehend its strategic growth and profitability alternatives. NUG's strengths and limitations, core competencies, value proposition, competitive advantage, value generation, and readiness to compete in the country and regional markets should all be considered.

You should also take into account NUG's existing strategic goals and direction, as well as her culture, vision and mission, and current brand strategy, as well as its contribution to increasing access to university education. You should also examine the obstacles and opportunities presented by global trends, and technological advancements.

You should assess the university's financial status as part of your six-sided audit, including sustainable funding sources to implement strategy alternatives, strategic risks, constraints, and risk mitigation techniques.

## **National University of Ghana Profile**

The National University of Ghana, Act 2005 (Act 872) was passed on March 12, 2005, and it founded The National University of Ghana, (NUG). The National University College of Education of Ghana (NUCEG) was first founded by PNDC Law 423 (1992) by combining the following seven diploma-granting institutions: the Specialist Training College, the Advanced Teacher Training College, and the National Academy of Music, all of which are located in Accra; the School of Modern Languages, which is in Tamale; the College of Special Education, which is in Kumasi; St. Thomas Training College also in Takoradi.

To lead a new national vision of education and refocus Ghana's efforts on quick economic and social development, the university is tasked with developing competent educators. It is anticipated that the National University of Ghana will take the lead in the nation's effort to develop academics whose knowledge will be completely responsive to the realities and needs of modern-day Ghana and the West African sub-region.

About Forty-three thousand, four hundred and sixty (43,460) students were enrolled as of the beginning of the 2018/2019 academic year (with 43% of them being female). 17,487 of those were normal students, while 15,564 and 10,409 were enrolled in the sandwich and distance learning programs, respectively. A total of 1,998 full-time employees (23 percent women) worked for the university, including 1,578 non-teaching employees and 420 research and teaching staff.

At the end of the 2021 academic year, there were 61,711 students enrolled (42 percent of them were female), including 38,768 full-time students and 18,821 distance learners (21%). However, enrolment in the sandwich dropped to 4,122 (-60%).

## **Location (Campuses, Faculties, Academic Departments, and Study Centres)**

There are campuses of the university in Accra, Takoradi, Kumasi, and Tamale. At Techiman, a fifth Campus is being built. There are 40 study centres located all around the nation. There are currently 54 departments and 13 faculties at the university. The following are the faculties: School of Creative Arts, Faculty of Educational Studies, Faculty of Foreign Languages, Education and Communication Faculty, Faculty of Ghanaian Languages Education, Faculty of Science Education, Faculty of Social Sciences Education, Faculty of Business Education, Faculty of Technical Education, and Faculty of Vocational Education.

### **Accra Campus**

The University's main campus, the Accra Campus, is dispersed across three locations (North, Central, and South) in the Accra Metropolis. The North Campus is home to the university's Central Administration. The campus has the School of Creative Arts , Faculty of Educational Studies, Faculty of Science Education Faculty of Social Science Education, and the School of Business. The rest are the Faculty of Foreign Languages Education and Communication, and the School of Graduate Studies. The School of Graduate Studies runs Postgraduate Diploma, Master's, and PhD programmes for all the departments in the University. The School has coordinating offices at the constituent campuses.

### **KUMASI CAMPUS**

The Kumasi Campus, which hosts the College of Technology Education, is about 280 kilometres north of Accra. There are four faculties under the College of Technology Education: They are the Faculty of Business Education, Faculty of Technical Education, Faculty of Vocational Education , and the Faculty of Education and Communication. There is also the Faculty of Science and Environment Education.

### **Takoradi Campus**

The Takoradi Campus, situated 198 kilometres south-west of Accra, hosts the College of Agriculture Education. There are three faculties under the College of Agriculture Education, which are; The Faculty of Agriculture Education, Faculty of Science and Environment Education, and the Faculty of Education and General Studies

### **Tamale Campus**

The Tamale Campus, situated about 640 kilometres northwest of the Accra Campus, hosts the College of Languages Education which only have the Faculty of Ghanaian Languages Education

## **Academic Calendar and Programme Orientation**

The University uses a multi-track<sup>1</sup> system (Regular, Sandwich, and Distance). The standard academic year runs from August to May. There are two sixteen-week semesters in operation. While the second semester goes from January through May, the first semester spans from August through December. June through August and December through January are when the Sandwich programs are scheduled. The regular programs and the distance learning programs are performed together.

## **Undergraduate Programmes**

The National University of Ghana, the largest institution in Sub-Saharan Africa dedicated to teacher education, offers the following undergraduate programs. A total of two (2) certificate programs are available. There are eleven (11) different diploma programs. Undergraduate degree The Bachelor's degree is available in 84 areas (all in 38 disciplines), and it typically takes four years to complete. SIP, or the Student Internship Program, is a requirement for a Bachelor's degree. Students either teach in the field or participate in an industrial attachment. Students also create teaching portfolios, do action research, and write reports on their practical experiences as part of their training. Additionally, a few departments offer two-year Post-Diploma programs.

## **Graduate Programs:**

There are 75 fields in which graduate programs are available. The graduate programs are coordinated by the School of Graduate Studies.

## **Institutes, Directorates, and Centres**

### **Institute for Distance and e-Learning (IDeL)**

With the primary objective of providing top-notch distance and e-learning programs, the previous Institute for Educational Development and Extension (IEDE) changed its name to the Institute for Distance and e-Learning (IDeL) in September 2018. The mother Institute (IEDE) of the National University of Ghana has been the leading supplier of distance learning in Ghana since 1995. (NUG).

### **Distance Education Study Centres**

The Institute of Distance and e-Learning has forty (40) Study Centres across the sixteen regions of Ghana.

## **Institute for Teacher Education and Continuous Professional Development (ITECPD)**

In June 2018, the former Institute for Educational Development and Extension (IEDE) was transformed into the Institute for Teacher Education and Continuous Professional Development (ITECPD) to:

- offer comprehensive, high-quality school-based teaching experiences to student teachers; -
- offer quality mentoring to colleges of education;
- offer opportunities for staff at tertiary and non-tertiary institutions to continue their professional development; - and
- promote research relationships with professional, statutory, and regulatory bodies as well as other universities.

The Institute runs the following one-year graduate programmes:

- Master of Education in Mentorship
- Postgraduate Diploma in Teaching and Learning in Higher Education

## **Institute for Educational Research and Innovation Studies (IERIS)**

The National University of Ghana in Accra founded the Institute for Educational Research and Innovation Studies in 2014 to take the lead in educational research and innovations. Its mandate is to carry research the administration and leadership of education, the practice of basic education, and educational policy at the institutional and governmental levels. The Institute's objective is to become an African and Ghanaian Centre of Research Excellence for Educational Development. The institute's objective is to advance a culture of research and innovation, the growth of human resources in educational research, and the application of evidence-based knowledge to practice and policymaking in the field of education.

The National Centre for Research into Basic Education (NCRIBE), the Centre for Educational Policy Studies, and the Centre for School and Community Science and Technology Studies (SACOST) make up the Institute for Educational Research and Innovation Studies (IEIRIS). The following details the precise mandates of these departments:

### **Centre for School and Community Science and Technology Studies (SACOST)**

To enhance science and technology education on the African continent, SACOST's mission is to foster multidisciplinary research and development activities in native, unofficial, and formal manufacturing enterprises. The Centre's goal is to develop quality knowledge,



publication skills, and relevant research expertise to bridge pre-university education with community and workplace science and technology. It serves as a Pan-African Research and Documentation Centre to advance social science and technology education in African classrooms..

### **Centre for Educational Policy Studies (CEPS)**

To provide a thorough knowledge of the interaction between educational policy, research, and practice at the institutional, national, and worldwide levels, CEPS was established as a renowned, interdisciplinary research-led Centre. In addition to doing research and imparting knowledge, the Centre is a key player in the creation and implementation of educational policies in Ghana and worldwide.

### **National Centre for Research into Basic Education (NCRIBE)**

To perform evidence-based research to guide educational policies, the National Centre for Research into Basic Education (NCRIBE) was formed in collaboration with the Ministry of Education and the Ghana Education Service. The Centre's primary goals are to conduct research on Basic Education and to inform national and worldwide audiences about the most effective ways to promote Basic Education. NCRIBE was established as a centre of excellence for research into problems with the provision of basic education in Ghana. It serves as a repository of information and the nation's primary source on matters about elementary education.

### **Centre for Conflict, Human Rights and Peace Studies -(CHRAPS)**

The Department of Social Studies Education in the Faculty of Social Science Education of the National University of Ghana, was the origin of the Centre for Conflict, Human Rights and Peace Studies (CHRAPS). The Centre, which launched in the 2016–2017 academic year, has the same standing as a department of higher education. It aspires, among other things, to be Ghana's leading institution for independent study and in-depth analysis of issues relating to the intersections of conflict, peace, and human rights processes in West Africa and elsewhere. To generate graduates who will lead peace processes and human rights work for many years and in various situations, the Centre aspires to build on the work being done through the human rights education program in the Department of Social Studies Education.

In addition to doing research, the Centre also provides full- and part-time (regular, weekend, and sandwich) academic programs. The Centre currently provides Executive Master's degrees in Human Rights and Peace Studies, as well as M.A. and M.Phil. degree programs.

### **Externally Funded Projects Office (EFPO)**

To promote institutional initiatives, boost the efficiency of donor funds utilization, and strengthen links between the university and its donor partners, the Externally Funded Projects Office (EFPO) was formally formed in November 2007. In particular, the EFPO finds prospects for outside funding, plans grant proposal development, gathers programming reports, and budgets and oversees donor fund finances, plans consultancy and research services for the University, and provides advice on Educational Technology Initiative. Except for the Tamale Campus, the EFPO has offices on each of the University's component campuses.

The overall objective of the EFPO is to increase the external inflow of funds into the University. This will be achieved through the following:

- growing the donor base,
- facilitating the creation of grant proposals,
- assisting with project execution,
- establishing appropriate financial monitoring, planning, and reporting for the project;
- making sure that project programmatic monitoring, assessing, and reporting are effective;
- enhancing the abilities of consultants and project implementers,
- organising consulting proposal submissions, and
- organising the delivery of consulting services.

### **Centre for International Programmes**

In 2003, the Office of International Relations was established, mainstreaming the international relations office into university structures. In order to "harness the synergy between the two offices in a bid to maximize their potentials," the Office of International Relations and the University Relations Office were combined to become the International Relations and Public Affairs Division (IRPAD) during the academic year 2012–2013. Its duties included overseeing the University's worldwide relations and marketing the NUG brand.

The University once more chose to establish the Division of Publications and Communication and the Centre for International Programmes (CIP) out of IRPAD and other existing offices for the 2017–2018 academic year. This becomes effective in March 2016. The University's foreign contacts and programs are expected to be managed by CIP. The CIP was institutionalized with a Dean (as its head) in order to enable it to perform its herculean task of internationalization (i.e., partnerships, linkages, cooperation, etc.) effectively in order to advance the global internationalization agenda of NUG, which was elevated to be at par with faculties and schools in the University in 2015.

### **Counselling Centre**

The Counselling Centre was founded in September 1998 to offer a welcoming setting where University students and staff could go for advice and counselling. Additionally, the Centre offers services to people inside and outside the University community. Academic, social, career, and personal counselling are all provided services. To improve its operations, the Centre is anticipated to go up to a directorate level with several of units.

### **Office for Institutional Advancement (OIA)**

In 2008, the Office for Institutional Advancement (OIA) was founded. Its focus falls under NUG's mission and vision and includes enhancing contributions, money, and resource solicitation, coordinating alumni interactions, and managing the NUG Endowment Fund Trust efficiently and effectively to offer additional budget support for teaching, learning, and research.

The Alumni Relations Office and the Advancement Office, which make up the Office for Institutional Advancement, work together to carry out the following duties:

- Objectives Improve the university's reputation among the general population.
- Encourage a vibrant and ongoing alumni involvement
- Make it easier to maintain and expand the NUG Endowment Trust Fund.
- By using gifts and resource solicitation, diversify your sources of income.
- Aid in attracting and keeping talented employees with room for progress

## **Centre for Hearing and Speech Services**

The Department of Special Education of the Faculty of Educational Studies at NUG, created the Centre for Hearing and Speech Services (CHSS), an audiological/speech facility, in 1993. The Centre's mission is to be an African leader in the delivery of the highest calibre professional services to people, particularly infants and children with educationally significant speech and hearing problems. The Centre has the following sub-units:

- Audiological Diagnosis Unit,
- Ear Irrigation (ear-wash) Unit,
- Speech Diagnosis and Correction Unit (not as developed and functional as the audiology component),
- Hearing Aid Evaluation and Fitting Unit,
- Hearing Aid Repair Unit, and
- Ear Impression and Ear-Mould Making Unit.

The services rendered at the Centre include:

- audiology tests (pure tone and bone conducting testing; tympanometry; acoustic reflexes; Eustachian Tube dysfunction tests, Oto-acoustic Tests (OAE); Auditory Brainstem Response (ABR) tests)
- medical hearing screening of fresh NUG students
- field/community outreach/hearing screening programmes using a customized mobile Hearing Assessment Clinic (HARK)
- Hearing Aid (pre- and post-evaluation)
- Hearing Aid fitting and counselling
- Speech Audiometry screening and diagnosis using (AAST- a computer-based adaptive test developed in selected local languages)
- speech recognition testing
- practical clinical training for students pursuing programmes in the education of individuals with hearing impairments (EHI)

The Centre will be upgraded to become a School of Audiology and Speech and Language Rehabilitation during the Plan Period. At the Master's and doctoral levels, there will be training programs for medical, educational, and speech/language therapists. For professionals including ENT nurses, rehabilitation specialists, and speech education coordinators, there will also be brief courses on audiology and speech and language therapy.

### **Gender Mainstreaming Directorate**

In order to support efforts to promote gender equity and equality in Ghana's educational system and to make sure that gender receives the necessary attention in various university activities, the Gender Mainstreaming Directorate was founded in 2006. Within the next four years, it seeks to work in conjunction with numerous faculties, institutes, schools, and departments to address gender issues in the university community and to promote the creation of an interdisciplinary gender studies program (2019-2023). It conducts its duties in accordance with the Sustainable Development Goals, the African Charter and Protocol to the African Charter, which the Government of Ghana has adopted, the 1992 Ghanaian Constitution, and international treaties like CEDAW.

### **Quality Assurance Directorate**

The National University of Ghana (NUG) created the Quality Assurance Unit in 2003, and it was raised to a directorate in 2014 in order to increase efficiency and completely cover all of NUG's component campuses. The National Accreditation Board (NAB) and the National Council for Tertiary Education (NCTE) developed standards and criteria, and the Directorate was established to ensure their application (NCTE). In order to improve the University, it was also necessary to define all performance metrics and quality benchmarks through the creation of a quality assurance system. By establishing coordinating offices throughout all of the University's campuses, which are directly under the direction of the Quality Assurance Director, the Directorate's activities have been increased. The Directorate carries out the following duties:

- provide guidelines to all sections of the University to enable them to respond positively to Quality Assurance issues relating to their outfits;
- evaluate the academic programs for their relevance to the mission of the university;
- evaluate lecturers' approach to teaching through students' appraisal of courses and teaching;
- evaluate students' learning behaviours through lecturer's appraisal of students' learning; and provide leadership to the campuses on issue
- Assess the level of collaboration between internal partners (different sections of the University) and external partners (industries, philanthropists, alumni, etc.);
- Assess University policy documents for their relevance to the University's mission and goals; and

- Provide advice to various sections of the University in areas like capacity building, good governance, and maintenance of the University's properties, infrastructure, equipment, and furniture.

### **Centre for Community-Based Rehabilitation and Disability Studies (CBRD)**

To encourage the provision of specialized services for people with impairments, the CBRD was founded in 2004 in partnership with Sight Savers International. The following Community Based Rehabilitation Studies programs are offered by it:

- Two-year Diploma
- Two-year Post-Diploma (B.Ed.)
- Four-year B.Ed

### **Centre for Competency-Based Training and Research**

In 2015, the government implemented changes in the Technical and Vocational Education and Training (TVET) sector, leading to the creation of the Centre for Competency-Based Training and Research (CCBTR). The Centre is the driving force behind the adoption of CBT for all TVET programs.

### **Basic Schools Directorate**

The Office of NUG Basic Schools was established in 2009 to manage the operations of the schools and to start and facilitate plans for the development of Practice Schools on the Accra and other University campuses. This is in line with the university's mission to improve and advance education by preparing qualified professionals to teach at all levels. The office currently conducts the following duties:

- The University Practice Schools' academic standards will be consolidated and improved,
- The teaching and learning environment will be improved, and
- The University will have oversight authority for all University Practice Schools across all of its member campuses.

The Office is coordinating with the pertinent organisations, including the Directorate of Works and Physical Development and other stakeholders, to see that current Practice School projects are completed on all of the University's campuses that make up its constituent parts. In order to fully assume management of the Banisters' Early Childhood Centre at the North Campus, Accra, it is also coordinating with the pertinent sections and associations. Additionally, discussions on building a cutting-edge Early Childhood Centre on the North Campus are still going on.

## **The University Library**

The University Library is in charge of providing the university community with leadership in library services. It ensures that the institution has access to the knowledge required to uphold the highest standards of learning, teaching, and research. Books, serials, journals (both hard copy and online), online databases, internet services, catalogue cabinets, and the NUG Online Public Access Catalogue are among the materials available in the library (NUGOPAC).

## NUG's Vision, mission, culture, and strategic direction

### Vision Statement

*To be an internationally reputable institution for teacher education and research*

### Mission Statement

*to conduct research, disseminate knowledge, and contribute to the creation of educational policy in addition to training competent professional teachers for all levels of education.*

### Core Values

The core values required for achieving the vision, mission, and the strategies include:

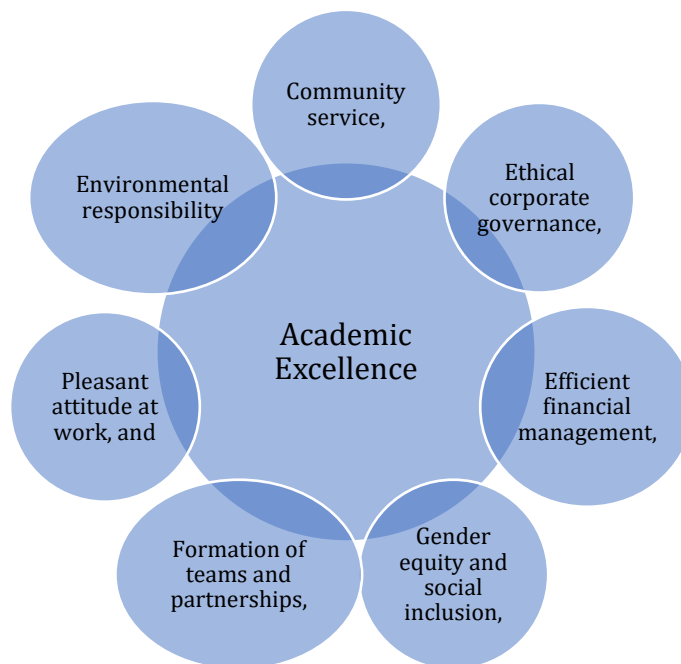


Figure 1. NUG's Shared Values

NUG has developed a set of guiding principles that explain its vision of being internationally reputable university for teacher education and research. NUG **academic excellence** will be attained through the recruitment, retention, and support of creative professors, as well as through ongoing program evaluation and improvement.

Volunteering in **community service** will demonstrate a degree of civic consciousness and sympathy for others, as well as your commitment to certain causes. All of information put together will assist paint a complete portrait of who we are as NUG.

Ethical **corporate governance** and '**efficient financial management**' are the two primary pillars of the NUG Way. NUG's view of gender equality is centred on making sure that all staff, be it men and women, boys and girls, are given the freedom to exercise their fundamental rights.



**Teamwork** skills are considered essential for personal, academic and professional achievement at NUG as we believe that collaboration is vital and that **partnerships** within and outside the Faculty for the benefit of Ghana.

Our ability to succeed at work may depend on our attitude. Keeping a positive outlook at work will advance our career and help us get promoted. Finally NUG seek to be **environmentally responsible** in all the things we do.

## **Global Educational Trends on Research and Innovation**

Globally, research plays a key role in structural transformation of societies. The identification of areas of research drawn on the Sustainable Development Goal 4 (SDG 4) will generate evidence for monitoring and improving Ghana's performance in education, locally and internationally. Evidence-based research will be central to the University's transformation process, and ultimately strengthen our impact and visibility on the global landscape.

The 2020 benchmarking World Bank report shows that research output remains low in Sub-Saharan African Universities. The National University of Ghana should, therefore, cultivate greater collaborative research across faculties, campuses, and disciplines, both locally and internationally to attract research funds. This calls for the training and recruitment of high quality staff in emerging areas, establishment of well-endowed chairs and stimulus fund for investment in priority research initiatives, increased graduate students mentored-research in innovative projects, and expanded participation in research events and conferences.

## **Top Trends in Global Higher Education**

Industry and academic experts have observed an alarming trend of skills gaps in the workforce over the past few years. Despite lengthy job postings, there are still too many open positions, or the ones that are filled have individuals who are not a good fit. This stands in stark contrast to the typical situation in which newly hired college graduates immediately fill roles despite having received the necessary education and training. The idea of matching a tertiary education with work requirements has, at least historically, been conceptualized in that way. This engrained standard is nonetheless called into question by the most recent change in entrepreneurial methods, the cultural setting, and the demographics of the student body.

More work needs to be done by educational institutions to guarantee that graduates acquire pertinent information and skills that better prepare them for the future of employment, especially in light of the forces causing these massive transitions and the most recent university statistics that support the. However, this is easier said than done, and universities and colleges alike must keep up with the most recent developments in higher education in order to connect their offerings with the labour market and stay one step ahead of rivals.

In order to better inform students, teachers, and administrators about the changes to be expected in higher education institutions around the world, this paper will cover current social, technical, financial, and academic developments. It offers an overview of the higher education environment and identifies the major variables influencing these developments in the sector.

**The following patterns in higher education around the world are discernible;**

### **Social Trends**

#### **Diversity in Higher Education Students and Faculty**

Universities and colleges are tasked with promoting learners' achievement and preparation for workforce competitiveness. Towards that end, institutions should strive to foster educational excellence and shrink opportunity gaps by creating welcoming and diverse campuses. Besides, educators ought to recognize the educational value of ethnic and racial diversity and work towards breaking the barriers that inhibit proper diversification. That being said, while many colleges and universities claim to have an articulated commitment to and mission for diversification, only a few devotedly walked the talk early on.

### **Mental Health Awareness**

Experts use terms like "crisis" and "epidemic" to describe the lingering mental health challenges university students struggle with. The American Psychological Association backs this claim in a study on the prevalence of mental disorders amongst first-year students in eight countries, which revealed that 35% struggle with mental illness. That is further aggravated by an alarming numbers in the student stress statistics throughout the United States and other countries in Africa.

This challenge has compelled universities to come up with innovative approaches, online resources, and creative programs to increase mental health awareness. Institutions are dealing with the issues early on by proactively sharing mental health information with students during orientation sessions.

# 19.9 Million

The number of first-year students **with mental health concerns** in 2019



Source: Imagine America Foundation

Research.com

## Technological Trends

### Embracing Artificial Intelligence for Learning

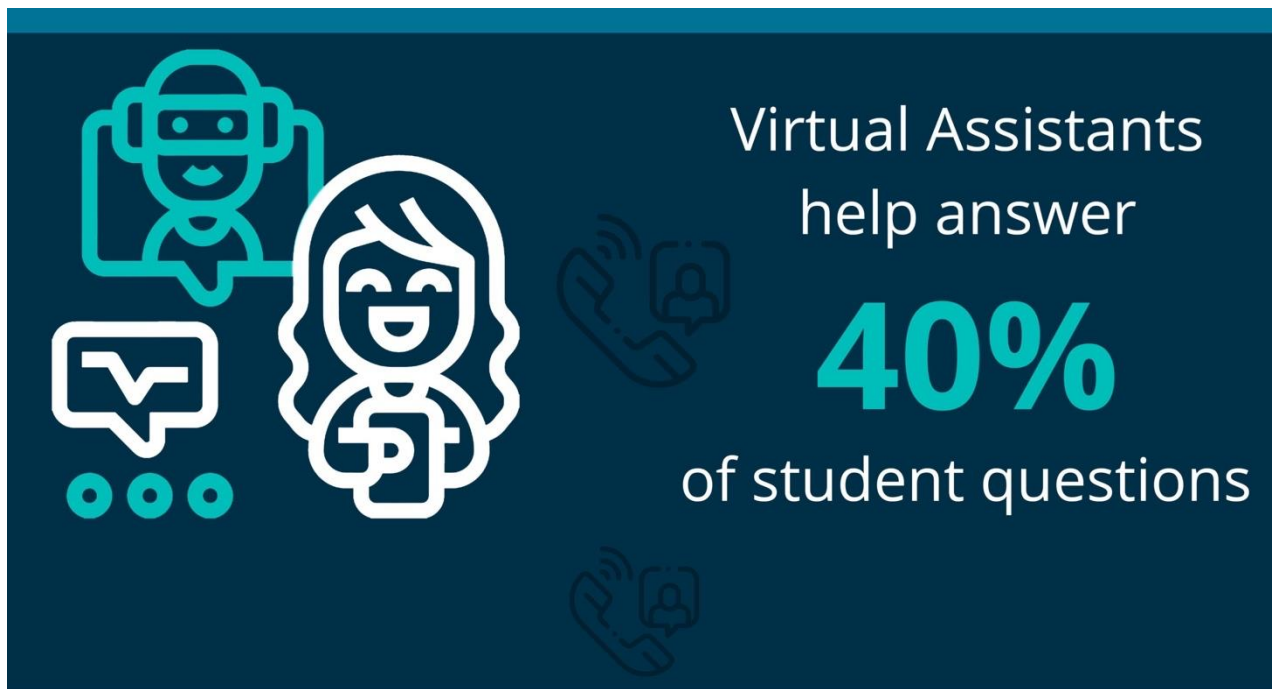
The role of technology in higher learning is not only in equipping students with information but also in bridging access to quality education. It should help sidestep the constraints of time and location to promote lifelong learning opportunities for all while encouraging creativity, curiosity, and collaboration. One technology that brings an outsized potential to achieve these benefits for higher education is artificial intelligence (AI).

Since it entered the higher education realm, AI has stirred a buzz, thanks to the way it is transforming the methods of doing things in this industry. Understandably, there is a good deal of optimism that this emerging technology will automate and streamline workflows and processes that have been tedious and long.

Already, a number of universities are leveraging AI to offload time-sensitive academic and administrative tasks to; enhance enrolment, improve IT processes, and boost learning experience for students.

While AI holds an unfathomable promise for institutions of higher learning, its adoption in the education industry is still low. A 2019 survey revealed that even though university management are aware of the significant role AI could play over the next 10-15 years, many are sceptical about its implementation. Studies show that only 41% of universities and

colleges have a clear AI strategy in place. Also, cost remains a major impediment and it is, therefore, unsurprising that 57% of institutions have yet to allocate budget for AI projects.



Source: McKinsey Global Institute

Research.com

### Online Learning is More Prevalent

For history buffs, the **history of eLearning** offers some deep insights into its origins. Online learning is a broad term that encompasses other modes of learning, such as blended learning and e-learning. It is a subcategory of digital learning that simply means the use of online tools for learning. This type of learning takes place in non-traditional settings, enabling students to engage in learning, regardless of the constraint of time, distance, or location. In other words, the lecturer and the student do not have to be in the same room for learning to occur. The very nature of online learning, as well as technological advancements, explain the reasons why it is becoming so prevalent.

The latest statistics show that **55% of today's college and university students are Gen Zers**. The new generation of students are accustomed to using technology from a younger age and thus are comfortable at home using tech tools to acquire knowledge and skills. Pew Research reports that 95% of Gen Zers have access to smartphones, whereas 97% use at least one of the major online platforms.

As such, the online landscape is well-known to today's students, thus online learning is a proposition they inherently want to try. Currently, a third of higher education students are taking at least one class online..

Moreover, the advent of high-speed internet, which facilitates ubiquitous connectivity, gives online learning a boost. This, coupled with virtual communication and virtual reality technology means lecturers can deliver live online-only lectures to students in remote locations. The use of online-only courses has gathered momentum in recent months and it is poised to accelerate even after the COVID-19 dust settles.

### **Virtual Reality for Education**

Virtual Reality (VR) is heralded by many as a game-changer in higher education. It is not a surprise, then, that the education sector was expected to attract the second most VR-related investments in 2018..

As this immersive technology evolves, educators are increasingly looking into ways to incorporate VR into pedagogical approaches because of the benefits it delivers to students. Increased engagement and motivation, exploratory and contextualized learning, and experiential learning opportunities that may otherwise be inaccessible, are some of the affordances granted by VR. Using VR in deep learning, primarily in science and medical fields, triggers empathic responses that give students a perspective that has an enormous lasting impact. Interestingly, these benefits are too mesmerizing to forego for 78% of higher education institutions.

As of 2018, 18% of universities and colleges had fully deployed VR, 28% had used it to some extent, and 32% were testing the technology. These numbers are projected to grow rapidly in the coming years as more institutions jump on the bandwagon.

### **Curriculum Trends**

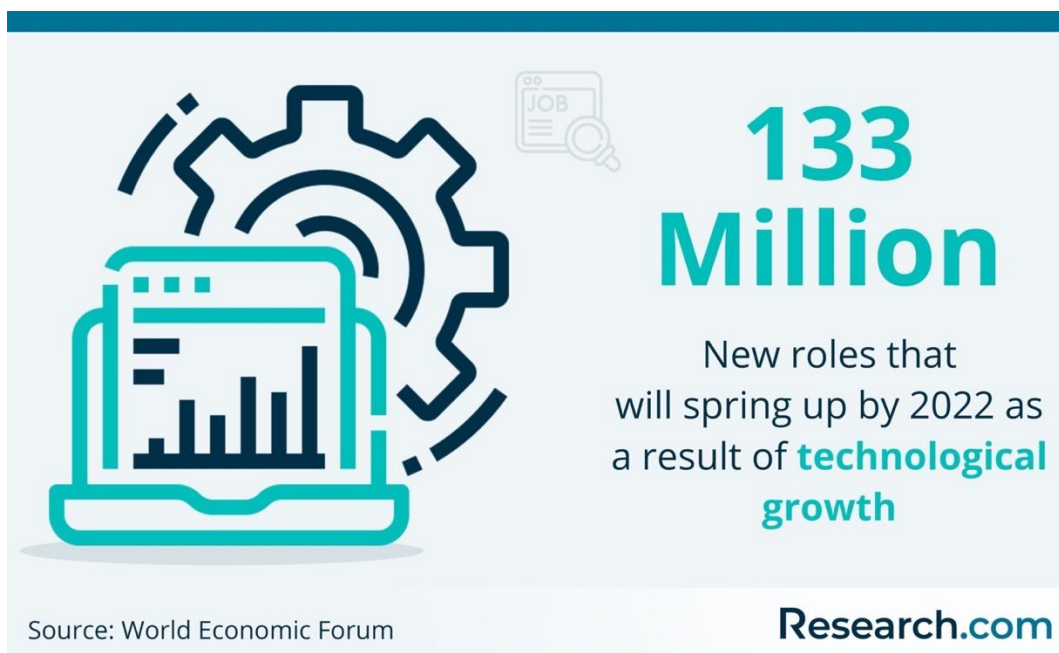
#### **More Focus on Closing the Skills Gap**

Mauricio Macri (former president of Argentina), while addressing the G20 summit in 2018 said "the future of work is a race between technology and education" (Accenture, 2020). Simply put, as technology advances, education systems should metamorphose, anticipate, and prepare for the impact of digital on the workforce.

That said, institutions of higher learning ought to focus on moulding future employees by imparting knowledge, skills, and competencies that are demanded in the labour markets. For this reason, there is an urgent need to reimagine degree programs, courses, and curricula in general, to meet the needs of modern learners, while keeping pace with the evolving workforce.

Primarily, the Fourth Industrial Revolution, impelled by the rapid advances in robotics, AI, and other emerging technologies have created skill gaps across all industries. More precisely, the division of labour between machines, algorithms, and humans is poised to generate 133 million new roles globally by 2022. Likewise, the impact of technology-driven automation, the intricacies of job process, and the fragmentation of decision-making of the current workplace environment collectively result in the increasing skills demand across business sectors and industries.

The race to solve the escalating skills crisis continues to take shape as institutions collaborate with corporates to devise the perfect remedy. Today, there is the rapid adoption of Corporate Partnership Programs within a centralized university's career services departments. Additionally, as the most relevant and useful blend of skills for each employee continually shift, Competency-Based Education (CBE) is gaining prominence. CBE helps institutions to address the needs of individual students and lays greater emphasis on broadening their variety of skills.



## **The Rise of Massive Open Online Course (MOOCs)**

Massive Open Online Courses (MOOCs) are open online courses created for a large number of participants, provide free access, and can be accessed anytime, anywhere by anyone as long as they have an internet connection. Building on the foundation of popular online courses, MOOCs have established a firm foothold in the education sector. Today, this revolutionary concept is reshaping the higher education model.

To better understand what has propelled this disruptive education model to its current stature, we must first understand the benefits of MOOCs. First, unlike traditional online courses, MOOCs come with the benefit of unlimited enrolment, fewer requirements, and are accessible on a global scale. Second, MOOCs are being offered at a minimal cost so they are the safest bet to turn the tide of overwhelming cost of education.

Another interesting fact is that MOOCs are not fixed into the traditional semester models of universities. This means students can start a course at any time and can be of any length. Better still, most of the courses are short and highly focused on a specific topic. This makes them a compelling prospect for learners who want to gain a deeper understanding of one area.

Top universities are increasingly launching MOOCs not only to stay ahead of the curve but also to improve access to education. In 2019 alone, MOOC providers launched approximately 2,500 courses, 170 micro-credential, and 11 online degrees. Overall, the MOOC movement has so far reached more than 110 million learners, excluding China.

## **Enrolment of International Students**

The decrease in the number of new students enrolling at international universities is a trend that is gathering pace. In 2019 alone, 51% of institutions of higher learning in Africa recorded a decrease in the new enrolment of international students. On the other hand, 7% indicated no change, whereas 42% reported an increase.

In another report, it is estimated that, the total decline in international student enrolment to be 0.9% in 2019. The failure to attract new international students by universities in Africa, is a gain for institutions in other countries, such as China, Australia and Canada. Australia, in particular, has recorded significantly high enrolment rates—a 47% increase—between 2015 and 2020.



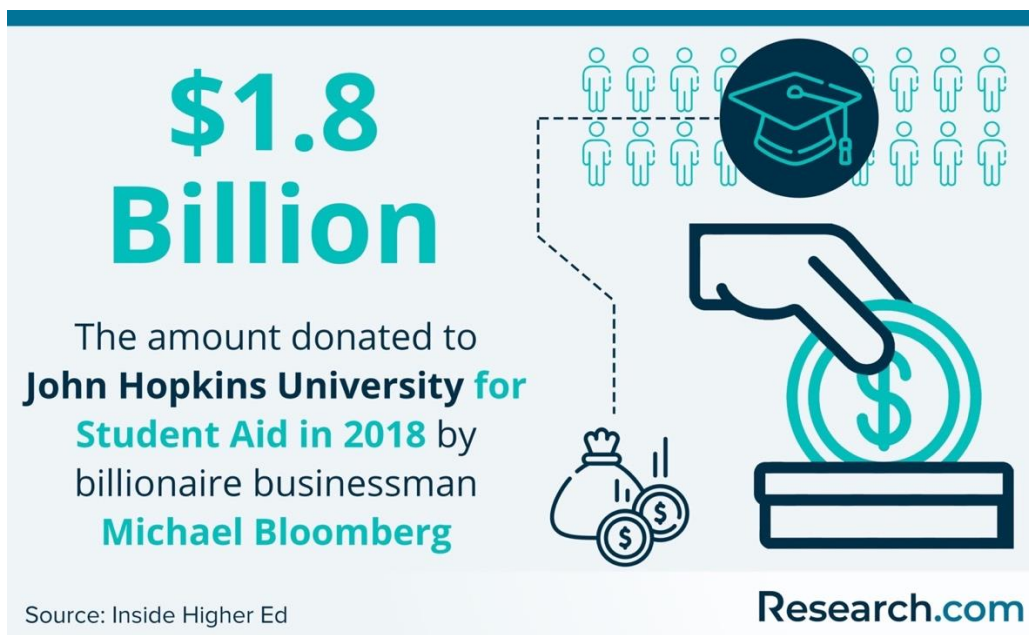
What is to blame for this change? Among the factors that are driving this change include escalating global competition, social and political climate, and high cost of higher education.

## Financial Trends

### A Changing Pathway for Fundraising Campaigns

According to a report, the overall giving to institutions of higher learning decreased by 3.7% in 2020. That is bad news. On the flip side, the total contributions to universities and colleges, increased by 7.2% to reach \$46.73 billion. Besides, in the same year, seven institutions received at least one donation over \$100 million, which is the largest number of institutions to hit that milestone since 2015.

As huge capital campaign donations take an upward trend, donations from individual alumni have taken the exact opposite path. Although the overall donation to institutions of higher learning is increasing, it is coming from fewer individuals. Michael Bloomberg's historic \$1.8 billion donations to John Hopkins University is the epitome of the changing pathway in giving. It signifies the start of a new trend where many donors have pulled out of giving, but the few that are ready to give are doing it so generously.



### The Growing Need for Alternate Funding Options

Institutions of higher learning in Africa and beyond, have been heavily reliant on government funding. The decreasing funding from state governments has sent some school's operations on a tailspin, forcing them to look elsewhere for funding.

As pressure to find financing mounts, public universities and colleges have gone back to the drawing board. The goal is to create initiatives that can pique the interest of businesses and private entities to fund learning.

### **Keeping Up with Changing Landscape of Higher Education**

The high education landscape is rapidly changing. The arena is being hit from all sides by social, curriculum, technological, and financial changes. Institutions that want to maintain a leg up on competitors and align better with their goal to produce “marketable” future employees should be prepared to adapt to these trends.

The changes witnessed in higher education have brought tangible benefits. For example, emerging technologies, such as VR have simplified learning, making it easily accessible to all learners, regardless of their location. Additionally, AI has enabled institutions to offer personalized learning to help learners gain the perfect blend of skills. All these developments explain why higher education pursuits like an online master’s degree in education technology are gaining traction, to rein in all these technologies and turn them into meaningful components of modern education.

However, these technologies, in their current mode of application, are very expensive. For this reason, many institutions are unable to make the most of them. To work around this hurdle, universities and colleges should heavily invest in research to come up with innovative yet cheaper ways to adopt emerging technologies.

The technologies aside, more research is needed to determine what curriculum will work best for future learners. Moreover, stakeholders ought to engage the government and iron out issues that are causing a decline in the number of international students. Besides, as the number of non-traditional continues to soar, universities should double down on providing better support services.

**Source:** <https://research.com/education/trends-in-higher-education> by **Imed Bouchrika, Phd.**

## **NUG's Future Aspirations based on Research on Higher Education Trends in Africa**

A desk research conducted by the research unit of the National University of Ghana with some recommendations reveals the following as educational trends in Ghana

- **Excellent Academic Standards in Teaching and Learning**

Students today are technologically sophisticated. More and more higher education institutions are able to meet the frequently shifting needs of new or "evergreen" students who are entering campuses. Faculty and lecturers must incorporate technology into their lessons. Students anticipate that institutions will provide them with information and services that are tailored to their requirements. In this regard, faculty members must stay current with new developments in technology and education. *The University should offer technology-focused training, programs, and support for students and staff in order to do this.*

- **Pragmatic and Meaningful Administrative System**

A pragmatic and meaningful administrative structure is essential to a company's ability to fulfill its mission and vision. In general, colleges recognize a competent administrative structure as a solid foundation for smooth operations. To effectively carry out its duty, a set of rules, regulations, processes, and procedures must always be proactive, adaptable, and responsive. *Therefore, it is crucial that the National University of Ghana transforms its administrative system by removing overburdensome bureaucratic bottlenecks, enhancing its information management system, and guaranteeing professional competence for a first-rate administrative system based on best practices.*

- **Community , National, Regional, and International Partnership for Development**

There is an increasing need for teachers and students to acquire cross-cultural experience as tertiary institutions has become more globally and internationally focused. More involvement from stakeholders is required in this. Stakeholders have long possessed a great deal of authority, urgency, and power in university management. Their participation, attention, and sway have the potential to spur partnerships for growth. In order to improve academic and administrative activities, the university should be able to identify and adequately understand the role and position stakeholders perform and occupy within the university system. *Once more, the University must further leverage the influence and power of its stakeholders through strategic collaborative partnerships for the advancement of its mission and primary mandate.*

- **Enhanced Access, Equity, and Inclusion**

The importance of access, equity, and inclusion in higher education has grown on a national and international scale. Universities are creating cultures and policies to promote the inclusion of students from a variety of cultural backgrounds, as well as those who have different racial, ethnic, gendered, sexual orientations, nationalities, ages, economic classes, linguistic, and physical abilities. Access, equity, and inclusion in higher education are essential to achieving Sustainable Development Goal 4 because they help combat prejudice, reduce poverty, improve quality of life, and empower people. The university should develop inclusive cultures and policies, modify existing infrastructure and services to make them accessible, ensure that all new equipment, infrastructure, and services comply with universal design principles, and design and implement responsive systems to support individuals and groups in accordance with their needs. *Support should include equal or differential treatment considered equivalent in terms of rights, benefits, obligations, and opportunities to enhance inclusion.*

- **Proactive Quality Assurance**

All higher education institutions must now prioritize quality assurance concerns in order to maintain high standards for the provision of programs and services. The efficient implementation of planned, systematic monitoring and evaluation processes to simplify program design and delivery is ensured by a proactive quality assurance system. Quality adherence in research and academic activity, assessment delivery, infrastructure design, data management, and information sharing are all now essential universal standards that every institution should strive to implement. University management has improved nationally as a result of the quality assurance measures set forth by the Ghana Tertiary Education Commission (GTEC). The National University of Ghana is conscious of the implications for quality assurance in all activities as it works to increase enrolment, expand academic programs and facilities, diversify lecture delivery methods, and promote equity and inclusion. In order to secure sustainability and maintain its position as the top university for teacher education in the West African sub-region, the current Corporate Strategic Plan aims to increase quality assurance procedures in all areas of university operations..

- **Financial Sustainability and Accountability**

Because of the urgent need to educate professionals to support national development and foster access to higher education, the Ghanaian government has historically assumed a dominating role in funding tertiary education. However, in recent years, state funding of higher education has dropped as a result of rising tertiary education demand and rising higher education costs. Public universities in Ghana are under increasing pressure to spend state funds more responsibly as private funding for tertiary education rises as a result of cost-sharing agreements and competing pressures on the already overburdened public coffers expand. In order to preserve its financial viability, the University must be creative in adapting different funding strategies. When using the limited resources at its disposal, the University must also assure sustainability, accountability, and value for money. These will put the university in a good position to carry out its mission, meet its strategic goals, and satisfy stakeholder expectations.

## **The State of the Ghanaian Higher Education Market**

About 300,000 prospective students are thought to be looking for university education each year in Ghana. Private and state universities and colleges typically enrol somewhere around 150,000 students, which is a definite sign of a desirable domestic market. The demand for enrolment of students in the West Africa sub-region is predicted to be close to 1,500,000. At the moment, 10% of Ghana's annual enrolment is made up of foreign students. Many higher education institutions have developed tactics for recruiting overseas students as a result of the rising global marketization of higher education

## **The Market Characteristics**

The Ghanaian Government recently instituted a number of policy initiatives with the goals of:

- Relaxing central government control and intervention in university education; and
- Creating a competitive market among universities and university schools.

### **The following are the main characteristics of the university education markets:**

- Prospective students have the freedom to enrol in any of the accredited universities and university colleges in the nation.
- There is competition between private universities on the market, and there is also some competition amongst public universities.
- Public universities are able to choose how many students they accept within a given academic year.
- Private universities are able to choose their own tuition rates in order to maintain their allure and competitiveness.
- The state only controls a portion of the public universities' tuition fees while some category of students the state permit the public Universities to determine the level of fees to charge.
- There is significant high demand by international students for University Education in Ghana which is currently about 10% of total enrolment annually.
- The public universities largely account for close to 70% of the market.
- All Universities have to meet the Ghana Tertiary Education Commission's requirement
- Freedom of entry into the market ( freedom of establishing new universities)
- Universities have the freedom to make relevant information available to the public.

The market structure is predominantly a mixture of state regulation and autonomy of Universities which assume a monopolistic competitive market in character as can be seen in table below.

The magnitude of the competition experienced by Universities in the country has influenced their strategy and innovation to attract local and international students in recent times. This is exemplified in the dramatic rise in international fee paying students which is gradually becoming a major source of revenue for universities in Ghana. The expansion of the capacity of access to University Education is important in ensuring University Education capacity challenges are adequately addressed. This can centrally be handled by the Ghana Tertiary Education Commission through quick and prompt redress of problems associated with affiliation.

## **NUG 's CSR and Corporate Brand Reputation**

Since its founding in 2005 NUG has drawn those looking to debate contentious topics. The university has always been dedicated to the advancement of human rights and democratic ideals, critical thinking, and effective involvement in the social fabric of its multicultural setting. Every year, NUG either held conferences or sponsored events on issues like diversity, women's rights, labor conditions, sustainability, corporate social responsibility, renewable energy, entrepreneurship, and social local governance.

The objective of NUG is to grow the market while preserving current revenue through steadfast clientele. Controlling our brand reputation has benefits for shareholders, financial success, employee retention, increased competitiveness, and customers.

The brand image of NUG is that of a model educational institution that develops the skills of African senior executives, entrepreneurs, and instructors. On the basis of this brand image, the majority of companies in Ghana and the West African Sub-region have partnered with NUG to supply services and initiatives. The Stanbic Bank - Vodafone Women Entrepreneurship Program, the Vodafone Ghana SME Masterclass, the Union Bank and Leading Ladies Africa Enterprise & Leadership Program, and NUG's collaboration with NBSSI in delivering a full Masterclass on specific topics are all noteworthy initiatives. These activities and services support NUG's unique corporate identity as it strives to offer professional and high-quality education in the sub-region.



## **Competition**

Private Universities and University Colleges in Ghana have expanded as a result of the rise in demand for higher education. There were 13 accredited public universities and colleges 8 technical universities and 81 private tertiary institutions. The upsurge in demand for university education in Ghana triggered the growth in Private Universities and University Colleges.

### **NUG 's key competitors are as follows:**

#### **University of Ghana**

The University of Ghana, the top university in Ghana, was established by Ordinance on August 11, 1948 as the University College of the Gold Coast with the mission of delivering and advancing higher education, learning, and research. The University launched a Strategic Plan in 2014 as it prepared to stand out in the field of research to influence both the national and international levels. The goal of the strategic plan (2014–2024) is to build on the progress made from the review of the university's mission and practices and place it in the context of Ghana's and the world's very dynamic higher education environment.

A total of 61,000 students, including those participating in a regular, sandwich, and weekend programs, distance learning, and students from affiliated schools, make up the student body. The University has seen a steady increase in the number of international students who enroll in the ordinary undergraduate and graduate programs as well as study abroad and other special programs created for international students. These students hail from more than 70 different countries. The University of Ghana has developed a reputation as one of the most respected universities on the continent, making it the top choice for scholars, researchers, and students.

### **University of Cape Coast**

As a university college connected to the University of Ghana, Legon, the University of Cape Coast was founded in October 1962. An Act of Parliament known as the University of Cape Coast Act, 1971 [Act 390] made the University College an independent institution on October 1st, 1971, with the power to award its degrees, diplomas, and certificates. The University of Cape Coast Law, 1992 [PNDC Law 278] was subsequently passed in order to replace the original Act. After 25 years of operation, the current Law (P.N.D.C.L. 278) is currently being reviewed.

The University's initial mission was to provide graduate professional teachers for Ghana's second-cycle institutions and the Ministry of Education to meet the country's accelerated education program's workforce requirements at the time of its establishment. Currently, the University have a student population 78,485 which comprises 52.40% males and 47.60% females. Just this year in June UCC was ranked the topmost University in Ghana and West Africa.

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

The University of Science and Technology succeeded the Kumasi College of Technology which was established by a Government Ordinance on 6th October, 1951. It was however, opened officially on 22nd January, 1952 with 200 Teacher Training students transferred from Achimota, to form the nucleus of the new College.. Currently the school has a student population of 61,465

The Act establishing the University defines its mandate, which essentially is to provide higher education, undertake research, disseminate knowledge and foster relationships with the outside persons and bodies. The strategic mandate of the University is derived from Science and Technology in its name.

### **University of Development Studies**

The University for Development Studies (UDS) is Ghana's first public University in the North. It was established by the Government of Ghana by PNDC Law 279 and gazette on 15th May, 1992 with aims:

- a) to provide higher education to all persons suitably qualified and capable of benefiting from such education;
- b) to undertake research and promote the advancement and dissemination of knowledge and its application to the needs and aspirations of the people of Ghana; and
- c) to blend the academic world with that of the community in order to provide constructive interaction between the two for the total development of northern Ghana in particular and the country as a whole.

The pedagogical philosophy of UDS is said to have been borne out of a new thinking in higher education emphasizing the need for universities as teaching and research institutions to play more active role in addressing societal problems (especially rural areas) for speedy development. The University has a student population of 23,231.

### **University of Professional Studies, Accra**

The University of Professional Studies, Accra (UPSA) is a progressive public institution that provides both academic and professional higher education in Ghana. With over fifty (50) years of experience, UPSA has achieved the reputation as the oldest Ghanaian human resource development institution in professional Accountancy and Management with many of its products in key leadership positions in Ghana and abroad.

UPSA strive to provide and promote quality higher education and training in management and other related disciplines by leveraging a structured mix of Scholarship with Professionalism in Ghana and beyond. The student population is around 25,210.

## APPENDIX 1 News on NUG

**Top News Topics**

- UTAG & TUTAG News
- IMF - Ghana News
- Ghana Showbiz
- e-Levy Stories
- Floods
- Relationships
- FDA Ghana Stories
- COVID19 News
- JJ RAWLINGS
- Home
- General News
- Ghana Politics
- Oil & Gas
- Telecoms
- Civic Realities
- Native Daughter

### Varsity labour unions threaten strike ... Over alleged varied conditions of service

Date: Sep - 29 - 2022 , 09:57 BY: Emmanuel Bonney Category: General News

Prof. Solomon Nunoo (middle), National President, UTAG, addressing the news conference. With him are Dr Beth Offei-Awuku (left), President, Ghana Association of University Administrators, and Sulemana Abdul-Rahman, Chairman, Teachers and Educational Workers' Union. Picture: Maxwell Ocloo

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Managing Cyber Threats by Finance Professionals	The Outstanding Accountant - Interview Skills	Updates of Tax Legislation (for Planning & Corporate Administration)
Facilitator: Mr. Eric A. Mensah	Facilitator: Ms. Gifty Ofori	Facilitator: Dr. Isaac Nyame
Wednesday, 9 <sup>th</sup> November, 2022 9:00 a.m. to 2:00 p.m.	Thursday, 10 <sup>th</sup> November, 2022 9:00 a.m. to 2:00 p.m.	Wednesday, 30 <sup>th</sup> November, 2022 9:00 a.m. to 2:00 p.m.

**Four labour unions in the public universities have called on the government to immediately rescind its intention to vary their conditions of service.**

Failure to do that, they said, would compel them to withdraw their services — teaching and related activities — from Wednesday, October 5, 2022.

The four unions are the University Teachers Association of Ghana (UTAG), the Ghana Association of University Administrators (GAUA), the Tertiary Education Workers Union of Ghana (TEWU-GH) and the Senior Staff Association of Universities of Ghana (SSA-UoG)

### Presser

Speaking on behalf of the unions at a news conference in Accra yesterday, the President of UTAG, Prof. Solomon Nunoo, said their working conditions had been overly varied on their blind side, with the intention of a selective application of the same conditions unbeknown to them by the employer.

"The labour unions took notice of a letter from the Ministry of Finance on the revision of fuel allowance payable to eligible staff in public and technical universities dated August 5, 2022, and signed by the Deputy Minister of Finance, Abena Osei-Asare," he said.

He also referred to another letter from the Ministry of Finance dated March 16, 2022, on the subject: "Allowances Payable on the Payroll of Public Universities", signed again by Ms Osei-Asare and addressed to the Director General of the Ghana Tertiary Education Commission (GTEC).

Prof. Nunoo said UTAG had since written two letters to the Minister of Finance and the Executive Secretary of the National Labour Commission (NLC) dated April 11, 2022 and June 15, 2022 and copied to the Ghana Tertiary Education Commission (GTEC) seeking "clarification on the basis for the unilateral variation in the conditions of service of university teachers and by extension all workers of public universities without the laid down procedures for negotiations".

### Response

“Unfortunately, UTAG did not receive a response from the Minister of Finance; and again response in respect of NLC’s directive, where the NLC gave the Minister of Finance seven working days to respond, was to no avail.

“In UTAG’s previous letters, UTAG stated unequivocally that per the signed Memorandum of Agreement (MoA) between the employer and UTAG on June 16, 2021, the employer agreed to review fuel allowance bi-annually with the approved rates and the first date review should have occurred in December 2021, but did not happen in spite of the reminders sent to the employer,” he explained.

Prof. Nunoo said contrary to the MoA under reference, the Minister of Finance, per its own letter dated March 16, 2022, again directed that fuel allowance and other allowances that depended on ex-pump price for fuel, which was, hitherto, pegged to number of gallons had now been converted and determined in absolute rates without recourse to any of the labour unions in the public universities.

“Thus, we totally reject this absolute rate as the procedure for taking such a decision was not followed and the status quo should remain until agreed at a negotiation. Again, the employer ignored the concerns of the unions,” he said, adding that “after a long delay in respect of the bi-annual review, the Minister of Finance, in a letter dated August 5, 2022, gave approval for the adjustment of ex-pump price of fuel and, consequently, the unit cost pegged at GH¢10.99 per litre with effect from July 1, 2022, for all eligible staff after more than a year of the signing of the MoA.”

The UTAG President said, “it has come to our knowledge that, henceforth, there is going to be disparities in the implementation of this adjusted ex-pump rate, which is contrary to the existing practice, notably for Vehicle Maintenance and Off-Campus Allowances.

“The disparities here being that it is going to be applicable only to duty bearers of our universities. This action is not only unacceptable but creates a class system, like the famous George Owel’s Animal Farm and discounting that the other members of staff and the duty bearer both go to the same marketplace,” Prof. Nunoo said.

“We wish to put on record that the Vehicle Maintenance and Off-Campus Allowances, payable to eligible staff in public universities in Ghana, are paid on a base rate of GH¢4.99 per litre until June 2021 when it was adjusted to GH¢6.05 per litre. So, what has changed for this blatant disregard for the agreed laid down procedures,” he said.

According to him, the intended reversal of the recent upward adjustments from GH¢10.99 to GH¢6.05 was just not reflective of the economic conditions at the pump and, therefore, unthinkable for the government even to conceive such an idea to do so.

UTAG and her sister unions, he said, would wish to entreat the employer to thread carefully so as not to mar the already jeopardised tertiary education front, saying the labour unions would not countenance such fragrant disregard of agreed modalities of conditions of service.

## **Strike**

Prof. Nunoo said following the suspension of the UTAG Strike action in March 2022, the National Executive Committee of UTAG promised to monitor and police the full implementation of all agreements with the government, and to work with clear timelines and roadmaps to ensure that all promises and agreements were respected.

However, he said, it was sad to note that there were still challenges with the implementation of the Online Teaching Support Allowance, while non-payroll allowances were still outstanding.

“This situation has made the university teacher worse off in the face of the present precarious economic situation we find ourselves in, and yet the employer is bent on derailing the little gains achieved,” he said.

Again, he said, the unions had observed that the implementation of the GTEC document on Harmonised Allowances had made several university administrators and professionals worse off, which was against the labour laws, and that “this requires urgent attention for redress”.

“Lastly, the payment of the Book and Research Allowances (BRA) for this year has delayed. This continued delay is also causing unnecessary apprehension on the various campuses. The employer should remember that we are in a new academic year, for which reason the continuous delay in the payment is unacceptable.

“Per the agreement that led to the suspension of the UTAG industrial action, the 2021/2022 BRA were slated to be paid at the end of August 2022. Unfortunately, to date, they have not been paid. The constant follow-ups have only yielded evasive excuses, and typical of the reactionary and less proactive leadership style, all the relevant ministries and their heads, including Finance, National Security, Education, and Employment, and the National Labour Commission are looking on, and waiting for us to explode before they act,” he lamented.

**Source: <https://www.graphic.com.gh> September 29<sup>th</sup>, 2022.**

## News item

### Top News Topics

UTAG & TUTAG News  
IMF - Ghana News  
Ghana Showbiz  
e-Levy Stories  
Floods  
Relationships  
FDA Ghana Stories  
COVID19 News  
JJ RAWLINGS  
Home  
General News  
Ghana Politics  
Oil & Gas  
Telecoms

## Centralised university applications portal must work

Date: Oct - 10 - 2022 , 07:21 BY: Zadok Kwame Gyesei | Category: Editorials



### **One traumatic experience parents and guardians of children ready for university education go through is seeking admission for their children and wards.**

Currently, parents and guardians are compelled to buy admission forms of different universities and hope that the children and wards will be lucky to secure admission to at least one of them.

In cases where the applicant is offered admission to two or more universities, he or she is able to take up only one of the offers, meaning that the money spent on admission forms for the other universities goes waste, since forms bought are not returnable

Rightly so, money obtained from the sale of admission forms becomes internally generated funds for the universities, but the situation is a drain on parents and guardians who, in their zeal to get schools for their children and wards, are forced to buy many application forms to brighten the chances of the children and wards gaining admission.

Apart from the cost burden, which can often be a barrier to many, the process of applying individually to various university is a huge inconvenience to both prospective students and their parents and guardians.

That is why the announcement that, beginning from the 2023/24 academic year, all prospective university students will apply for admission from a single platform called the Centralised Applications Processing Service (CAPS) must be good news, especially to parents.

The Director-General of the Ghana Tertiary Education Commission (GTEC), Prof. Mohammed Salifu, who disclosed this to the Daily Graphic in an interview recently, said the commission was currently working with stakeholders to ensure that the portal was up and running for the 2023/24 academic year.

He said the GTEC had already met with vice-chancellors of the universities and relevant stakeholders on the development and was currently working with a consultant on the various technical issues.

The Daily Graphic sees this move as a positive way of resolving some of the admission challenges and wishes to urge the GTEC and vice-chancellors to ensure that the portal works.

With CAPS, as we understand it, one access code enables an applicant to apply to three universities at the same time and choose three programmes in each university.

The good thing is that with this process, if a qualified candidate applies and is not picked or does not accept any offers in the first instance, he or she can take advantage of a special arrangement called the 'CAPS Mall', which will operate like a shopping mall.

At the 'mall' will be qualified students who were not picked and universities still looking for students.

Alternatively, applicants who get offers from universities in the first instance but do not like the programmes offered them can go to the 'mall' to search for their preferred programmes in different universities. This, surely, is a better idea and major game changer in facilitating university admission and easing access for prospective applicants.

Prof. Salifu added another advantage of adopting the CAPS — it will bring to an end the headache of unaccredited programmes, since no unaccredited institution or programme will be allowed on the portal.

This is particularly appetising, considering the fact that there have been instances when students complete programmes of study, only for them to be told that either the programmes or the institutions themselves are not accredited.

Indeed, recently, some students became frightened when the Auditor-General released its report that two public universities were running programmes that were either unaccredited or had their accreditation expired.

We doff our hat to the pioneers of this idea, especially the immediate past Minister of Education, Dr Matthew Opoku Prempeh, and the former Minister of State in charge of Tertiary Education, Prof. Kwesi Yankah, for their relentless effort to get to this far. We also commend the Minister for Education, Dr Yaw Osei Adutwum, for his determination to see this important reform come to fruition.

We have learnt about the heightened interest already shown by private universities and the smaller and growing public universities in particular and urge all to support the initiative for its successful implementation.

Surely, a system such as this cannot be implemented without some hiccups. It is a fact that when the GTEC begins to implement CAPS, there will be some teething problems, but they must be seen as normal, being a new programme, and with time and enough goodwill from all stakeholders, such challenges will be quickly ironed out.



The Universities and Colleges Admission Service (UCAS), which is being implemented in the UK, a replica of which we are going to do here, was not perfect when it was rolled out. So our appeal is for cooperation and collective commitment from all to make CAPS work.

**Source:** <https://www.graphic.com.gh/daily-graphic-editorials/centralised-university-applications-portal-must-work.html>

# A sustainable higher education funding model is a priority

**Eric Fredua-Kwarteng** 21 May 2022

The 21st century has witnessed enormous challenges when it comes to financing higher education.

The situation is dire in Africa where the demand for higher education has surged more than three-fold, where the number of higher education institutions has increased exponentially while much of the continent's economy is stagnant when it comes to the production of raw materials, and where governments face poor tax revenues.

Thus, finding a sustainable but strategic method of financing higher education in Africa should be a priority for policy-makers, researchers and donor institutions if higher education institutions are to offer accessible and affordable higher education.

For these reasons, the *University World News* article "**Government urged to abandon new university finance plans**" dated 29 March warrants significant attention from all African higher education experts, policy analysts and researchers.

In the article, culled from Ghana's *Joy Online*, it is reported that Ghana's finance minister has proposed "fixed block grants" for public-funded universities as part of the raft of medium-term measures to address the fiscal challenges facing the Ghanaian national economy.

With the "fixed block grants" the government anticipates it will wean public universities off its payroll and make them responsible for their own payroll and other recurring expenses.

This approach to financing higher education has been criticised as a short-sighted proposal on the part of the government. However, it is necessary to review how Ghana's public universities are funded and consider the foundations for a more robust public higher education system which ensures its accessibility and sustainability.

Such a review process should follow democratic procedures.

## **Annual block grants**

The annual block grant is an amount of money that a government disburses to its universities every year. It gives a university the autonomy to determine how much to allocate among its competing financial needs. However, the university is fully accountable to the government about how it spends the grant.

It allows the institution to engage in realistic strategic planning, establish appropriate financial controls, including budgets, over its expenses, expenditures and revenue streams in accordance with its priorities and particular circumstances.

It also allows the university to identify other revenue tools it could use to boost its revenue streams.

And finally, the university is allowed to charge competitive tuition fees according to government guidelines.

Nonetheless, the government will provide funding for research projects and capital expenditures, such as building maintenance and renovation and the construction of new lecture halls and laboratories, or allow the university to enter into a contract with private developers to provide such necessary infrastructure.

**Fixed block grants: A different modality**

As a big advocate of annual block grants for African universities, I am increasingly worried that fixed block grants for Ghanaian public-funded universities are a totally different financial modality.

It seems such a grant would be disbursed once to every university or higher education institution for it to use to pay off its daily, weekly and monthly expenses, including its payroll.

This financial modality would put many public-funded universities, particularly the newly established ones, into financial difficulties with the result that they would have to respond with higher tuition fees and service charges for students. These universities are already suffering from severe under-investment and their staff salaries are out of sync with inflation and rising living costs.

It would be impossible for Ghana's government to say that public universities are on their own financially and then turn around and dictate to them how much they should charge their students for tuition fees and other services.

I therefore agree with the leadership of Africa Education Watch that this would lead to inaccessible and unaffordable university education in Ghana. It would also be difficult for the government to achieve its own policy objective of increasing higher education enrolment from 18% to 40% by 2030.

Finally, it would negatively impact the constitutional right of Ghanaians to higher education.

### **New financing sources**

The traditional mode of financing public university education in Africa is unsustainable over a long period. Originating after political independence from European colonial powers, this mode of financing requires the central government to be responsible for higher education expenses and expenditures.

Higher education institutions in return remit the tuition revenue they collect from students to the central government. Consequently, higher education institutions are dependent on central government for all their funding. This is a classic case of what I call "absolute dependence".

A change in the absolute dependence of Ghana's public universities on government funding will require central government to hold conferences with appropriate stakeholders to explore new financing sources.

In fact, new financing plans for higher education institutions cannot be simply imposed on them. That would ignite a series of strikes by staff and students and it would throw the higher education system into chaos.

Higher education institutions and other stakeholders should have input into the plans and reasonable time should be taken for adjustments to them and for their implementation.

*Dr Eric Fredua-Kwarteng is an educator and policy expert in Canada.*

Source: <https://www.universityworldnews.com/post.php?story=20220516142341829>

# **Graduate Unemployment: GTEC to refuse re-accreditation for programs falling short of employability**

**Graduate Unemployment: GTEC to refuse re-accreditation for programs falling short of employability**

The Ghana Tertiary Education Commission (GTEC) will not renew accreditation for programs that fall short of employability requirements.

Speaking on behalf of the Education Minister at the 18th congregation of Koforidua Technical University(KTU), the Deputy Director-General of GTEC, Dr. Ahmed Jinapor Abdulai stated that “moving forward, institutions seeking re-accreditation of their programs must demonstrate evidence of employment of graduates of such programs informed by tracer studies before such programs will be accredited. In fact, programs that fall short of such requirement will not be accredited”

He emphasized that the interest of the commission in accreditation is whether institutions are able to demonstrate employability of their students as primary mission in seeking accreditation.

He admonished tertiary education institutions to be guided by the 2020 to 2021 Auditor General’s report which flagged hundreds of non-accredited programs, and adapt to GTEC’s new wind of accreditation with alacrity.

“In simple terms, programs must be accredited or not advertised”

Dr. Ahmed Jinapor stated that, GTEC is currently working to roll out a single platform for admission applications to all Universities in Ghana captioned as the Central Application Processing Service (CAPS) where only accredited institutions and programs will be allowed.

The theme of the graduation ceremony was “Effective Technical University-Industry Collaborations: Key to Development and Possible Job Creation in Ghana”.

A total of 1,692 HND students graduated out of which 146 obtained First Class honours. 24 graduands from Auto Engineering graduated with “competent with merit” certificates.

Source: [www.gtec.edu.gh](http://www.gtec.edu.gh)

## APPENDIX 1

### NUG'S STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED DEC. 2021

Description	Note	2021 GHS '000	2020 GHS '000
<b>INCOME</b>			
Government Subventions & Grants	2	80,488,418	77,174,576
Donor Funds	3	2,674,203	145,676
Fees and Other Income	4	111,149,908	86,971,372
<b>TOTAL INCOME</b>		<b>194,312,529</b>	<b>164,291,624</b>
<b>EXPENDITURE</b>			
Cost of Employee Compensation	5	82,523,408	73,096,654
Cost of Goods & Services- Non Teaching	6	24,591,886	19,216,069
Cost of Goods & Services- Teaching	7	23,615,478	19,719,632
Cost of Investment written off	8	10,044,349	14,186,741
<b>TOTAL EXPENDITURE</b>		<b>140,775,121</b>	<b>126,219,096</b>
<b>Surplus for the year (Transferred to Accumulated Fund)</b>		<b>53,537,408</b>	<b>38,072,628</b>

*NB Data is provided to satisfy the requirement of assessment and not a true reflection*

## APPENDIX 2

### NUG'S STATEMENT OF FINANCIAL POSITION AS AT 31<sup>ST</sup> DECEMBER 2021

Description	Note	2021 GHS '000	2020 GHS '000
<b>ASSETS</b>			
<b>NON-CURRENT ASSETS</b>			
Property, Plant & Equipment	9	84,071,972	65,781,317
Long Term Investment	10	356,187	49,001
<b>Total Non-Current Assets</b>		<b>84,428,159</b>	<b>65,830,318</b>
<b>CURRENT ASSETS</b>			
Inventory	11	522,797	300,363
Accounts Receivable	12	6,767,773	6,387,692
Short-Term Investments	13	75,977,779	49,971,156
Bana and Cash Balances	14	11,740,987	3,397,915
<b>TOTAL ASSETS</b>		<b>179,437,495</b>	<b>125,887,444</b>
<b>LIABILITIES &amp; ACCUMULATED FUND</b>			
<b>CURRENT LIABILITIES</b>			
Accounts Payable	15	2,401,317	3,258,198
<b>Total Current Liabilities</b>		<b>2,401,317</b>	<b>3,258,198</b>
<b>ACCUMULATED FUND</b>			
Accumulated Fund		171,580,852	116,957,830
Revaluation Reserve		4,384,925	4,384,925
Special Funds	16	1,070,401	1,286,491
<b>Total Accumulated Fund</b>		<b>177,437,495</b>	<b>125,887,444</b>
<b>TOTAL LIABILITIES AND ACCUMULATED FUND</b>		<b>179,437,495</b>	<b>125,887,444</b>

### APPENDIX 3

#### NUG's STATEMENT OF CASH FLOW FOR THE YEAR ENDED 31<sup>ST</sup> DECMEBER, 2021.

Description	2021 GHS '000	2020 GHS '000
<b>OPERATING ACTIVITIES</b>		
Operating Surplus (before Returns on Investment & Servicing of Finance)	42,073,524	32,240,403
Increase in Inventory	-222,434	-234,181
Increase in Account Receivable	-380,081	-2,566,651
(Decrease)/Increase in Accounts Payable	856,881	2,207,019
<b>Net Cash Inflow from Operating Activities</b>	<b>40,614,128</b>	<b>31,646,590</b>
<b>INVESTING ACTIVITIES</b>		
Interest Income Received	11,864,108	6,191,467
Interest Paid	-400,224	-359,343
Additions to Properties, Plant & Equipment	-18,290,655	-11,900,415
Increase in Long-Term Investment	-307,186	0
<b>Net Cash Outflow from Investing Activities</b>	<b>-7,133,957</b>	<b>25,578,299</b>
<b>Net Cash Inflow before Financing Activities</b>	<b>33,349,695</b>	<b>26,475,731</b>

Financing activities		
(Decrease)/Increase in Project/Research/Other Funds	-216,090	897,432
Prior Year Adjustment	1,085,614	0
<b>Net Cash Inflow before Financing Activities</b>	<b>869,524</b>	<b>897,432</b>
Increase in Cash and Cash Equivalent	<b>34,349,695</b>	<b>26,475,731</b>

#### **Analysis of Changes in Cash and Cash Equivalents during the Year**

Balance as at 1st January	53,369,071	26,893,340
Net Cash inflow for the year	34,349,695	26,475,731
Balance as at 31st December	<b>87,718,766</b>	<b>53,369,071</b>
Composition of Cash and Cash Equivalent:		
Short-term Investment	75,977,779	49,971,156
Bank and Cash Balance	11,740,987	3,397,915
<b>Total</b>	<b>87,718,766</b>	<b>53,369,071</b>



**APPENDIX 4****STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31<sup>ST</sup> DEC. 2021**

	<b>Accumulated Fund</b>	<b>Special Funds</b>	<b>Revaluation Reserve</b>	<b>Total</b>
	<b>000, GHS</b>	<b>000, GHS</b>	<b>000, GHS</b>	<b>000, GHS</b>
Balance as at 1st January, 2021	1,169,578,30	1,286,490	4,384,925	122.629,246
Transfer from Statement of Comprehensive Income	53,537,408	0	0	53,537,408
Prior year adjustment/Decrease in Special fund	1,085,614	-216,090	0	869,524
<b>Balance as at 31st Dec, 2021</b>	<b>171,580,852</b>	<b>1,070,401</b>	<b>4,384,925</b>	<b>177,038,178</b>

*NB Data is provided to satisfy the requirement of assessment and not a true reflection*



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