

# Ghana

## National Higher Education Equity Policies

### Governance

The Ministry of Education with a higher education department and the Minister of State for Tertiary Education are responsible for defining national policies in higher education.

The National Council for Tertiary Education leads education reform initiatives and shapes policies to be approved by the Ministry of Education (<http://ncte.edu.gh/>)

### Higher Education Policy Documents

What are the current official documents defining the national higher education strategy / policies?

- Education Strategic Plan (2010-2020)
- Upcoming initiatives: Education Strategic Plan 2018 – 2030
- “Declaration and Action Plan from the National Summit on Tertiary Education in Ghana on National Council for Tertiary Education: Crafting a National Vision & Plan for the 21<sup>st</sup> Century” National Council for Higher Education, Trust Africa, Accra, November 2-4, 2016
- The Ministry of Gender Equality has drafted an Affirmative Action and Anti-Discrimination Bill to promote gender equality in Ghana, but the Bill has not been approved yet.

### Equity Policy Documents

What broad and specific equity objectives do the policy documents identify?

- Equitable access is the first area of focus in the 2016 Declaration and Action Plan: “Inclusive, equitable and mass tertiary education opportunities provided for all eligible persons.”
- The Strategic Goal for the Tertiary Education sector is: “Increase equitable access to high quality tertiary education that provides relevant courses to young adults within Colleges of Education, Polytechnics and Universities, and for research and intellectual stimulus” (ESP 2010-2020 p.27).
- The Education Strategic Plan states that a goal of the tertiary sector is to: “To promote professionalism, equity, excellence, autonomy and academic freedom in the tertiary subsector” (ESP 2010-2020 p.17).

- One strategy outlined in the ESP to achieve the Tertiary Education goals is to “Facilitate and increase equitable access to tertiary education, including distance education, for those eligible” (ESP 2010-2020 p.18)
- Gender equity is a guiding principle of the ESP: “To eliminate gender and other disparities that arise from exclusion and poverty” (ESP 2010-2020 p.22)

Which equity target groups are identified in the policy documents?

- Gender groups
- Students with disabilities
- Students from remote or hard-to-reach areas

Does the country have concrete targets for the participation of specific equity groups?

- Some targets are listed in the 2016 Declaration and Action Plan (but these are recommendations).
- The Education Strategic Plan Volume 2 (Action Plan) states the following targets:
  - At least 40% of cohort entering tertiary education (all kinds) is female by 2015
  - Tertiary education institutions provide facilities, tuition and amenities that enable students with disabilities
  - Boarding and travel grants available for students from remote/hard-to-reach areas

Ghana does not have a standalone policy document dedicated to equity promotion in higher education.

What specific interventions and/or instruments of equity promotion are included in the official strategy and policy documents (monetary and non-monetary)?

### ***Monetary Policy Instruments***

Student loans are the main financial instrument to promote equity. The Student Loan Trust Fund (SLTF) has been in operation since 2007.

### ***Non-Monetary Policy Instruments***

- Reformed admission procedures / Affirmative action programs: Some universities have introduced quotas and flexible admissions for students from disadvantaged groups (socioeconomic status, gender), for example

the Kwame Nkrumah University of Science and Technology, the University of Ghana and the University of Cape Coast.

### **Financial Resources**

What financial resources does the country devote to equity promotion measures?

- Not available.

### **Quality Assurance**

The quality assurance criteria do not take equity elements into consideration.

### **Monitoring and Evaluation**

- The National Council for Tertiary Education is responsible for monitoring the impact of equity promotion measures.

According to the 2017 World Bank publication (Sharing Higher Education's Promise), Ghana is one of the successful cases in Sub-Saharan African, when it comes to equity in tertiary education. "Ghana is one of the few countries in the region wherein students from households in the bottom quintiles of income distribution represent a respectable share of tertiary enrollment" (page 79). The gender parity index is lower than the regional average.

### **Dedicated Equity Promotion Agency**

Ghana does not have an agency dedicated to equity promotion in higher education.

### **Sources**

National Council for Higher Education (<http://ncte.edu.gh/>)

Ministry of Education, *Education Strategic Plan Volume 1 (ESP) 2010 – 2020*, 2013 <https://www.globalpartnership.org/content/government-ghana-education-strategic-plan-2010-2020-volume-1-policies-strategies-delivery>

Ministry of Education, *Education Strategic Plan 2010 – 2020 (Vol. 2)*, 2013, <https://www.globalpartnership.org/content/government-ghana-education-strategic-plan-2010-2020-esp-volume-2-strategies-and-work>

Peter Darvas, Shang Gao, Yijun Shen, and Bilal Bawany *Sharing Higher Education's Promise beyond the Few in Sub-Saharan Africa* World Bank 2017

<https://openknowledge.worldbank.org/bitstream/handle/10986/27617/9781464810503.pdf?sequence=2&isAllowed=y>

“Declaration and Action Plan from the National Summit on Tertiary Education in Ghana on National Council for Tertiary Education: Crafting a National Vision & Plan for the 21<sup>st</sup> Century” National Council for Higher Education, Trust Africa, Accra, November 2-4, 2016