

An Overview of Challenges and Prospects of Private Higher Education in Ghana

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Abstract

The study's primary purpose was to explore the challenges and prospects of Private Higher Education (PrHE) in Ghana. The role of Private Higher Education Institutions (PrHEIs) in Ghana in the last couple of decades cannot be over or under-accentuated. Therefore, this study aimed to determine the role and growth of PrHEIs in Ghana and their challenges and prospects.

The desk research was used to gather data and information from databases, books, journals, publications, and websites that were relevant. Easy access to a variety of data and information sources, as well as lower costs and quicker response times, are all benefits of secondary research. Desk research has certain drawbacks, too, such as the possibility of bias in the available data, the inability to elicit further information or request clarification, and the lack of control over the data quality.

PrHE in Ghana is essential to African Higher Education (HE), proliferating in response to the increasing demand for HE. Therefore, PrHE in Ghana has opportunities to contribute immensely to the country's development, particularly in HE and generally in the economy.

Several key issues are identified when examining the challenges of private higher education in Ghana. For example, limited access and affordability, Quality assurance, Faculty recruitment and retention, and lack of world-class infrastructure and facilities, limited financial resources and lack of governmental support are common. Despite these challenges.

Despite these challenges, PrHEIs in Ghana can strive to provide quality education, expand access, and contribute to the development of a skilled workforce and the country's overall growth.

Keywords: Challenges, Prospects, Growth, Private Higher Education, Ghana

Introduction

This study provides a short snap of some of the challenges PrHEIs face, with particular reference to Ghana and also discusses some of the prospects available to the PrHE.

Ghana is located in West Africa, bordered by the Ivory Coast to the west, Burkina Faso to the north, Togo to the east, and the Gulf of Guinea to the south. Its capital and largest city is Accra. Ghana has over 31 million people, over 100 ethnic groups and a diverse cultural heritage. English is the official language, while Akan, Ewe, and other indigenous languages are also spoken. The country has a rich history, including the ancient Kingdom of Ghana, a centre of trade and commerce in West Africa. (BBC NEWS, 2023). Ghana was colonised by the British in the late 19th century and gained independence in 1957, becoming the first African nation to achieve independence; it got off to a good start, comparable to Singapore, Malaysia, and South Korea, which are positioned on the trajectory of developed countries, but since gaining independence, it has deteriorated, primarily due to a lack of effective leadership with a vision, poor policy implementation, and low industrialisation (Ayee, 2013).

Despite economic development progress, Ghana faces infrastructure, education, and healthcare challenges. The government has implemented various initiatives to address these issues, including expanding access to education, improving healthcare services, and promoting private-sector investment.

Higher Education

Higher Education (HE) refers to any formal education beyond the secondary level, typically provided by universities, colleges, and other institutions of higher education that offer academic degrees, diplomas, and certificates. HE programmes can include a foundation year, undergraduate and graduate degrees, professional certifications & diplomas, and vocational and technical training courses students take after age 18 (National Career Service, 2023). These programmes typically require greater academic rigour and specialisation than secondary education and often focus on specific fields of study.

HE has been argued to be an essential growth element (Bloom et al. 2014) and regarded as the ‘engine of development in the new world knowledge economy’. In addition, vast literature reported that the income growth rate is positively influenced by higher education (See Barro 2003; Seetanah 2009). As a result, HE can provide individuals with a wide range of benefits, including improved career prospects, higher earning potential, and the development of critical thinking and problem-solving skills.

It can also significantly impact society as a whole, driving innovation and economic growth. It can also significantly impact society as a whole, driving innovation and economic growth. However, higher education can also be costly and time-consuming and may not be accessible to all individuals due to financial or other barriers. As such, ongoing efforts are to increase access to higher education for a more diverse range of students, including through scholarships, financial aid, and online learning options.

The demand for HE has grown phenomenally worldwide in recent years (Prisacarlu and Shah, 2016, Qureshi and Khawaja, 2021). As a result, HE markets proliferated (Komljenovic and Robertson, 2017) across the world. Over 235 million higher education students were enrolled globally in 2020, more than double the 100 million students enrolled in 2000. The number of students in Europe and Northern America increased by 24% between 2000 and 2020. In the same two decades, the number of students in Central and Southern Asia increased by 268%, the highest rate among regional groupings, from 13% of world students in 2000 to 21% in 2020 (UNESCO,2022).

Private Higher Education

PrHE refers to educational institutions not publicly funded or supported by the government. Instead, private entities, such as corporations or non-profit organisations, typically own and operate these institutions.

Varghese's (2004) classification of private higher education institutions depends on the level or degree of ownership relationship. He further specifies the following core patterns as the distinct ownership patterns characteristic of private HEIs evident in Africa. The patterns explored are private HEIs:

1. operating in collaboration with foreign institutions
2. established through government or public universities with foreign collaboration
3. owned by religious organisations, and
4. operated as private firms within the country and are owned by nationals.

The UNESCO Institute of Statistics considers private institutions as those not operated by a public authority but controlled and managed by a private body. In a nutshell, PrHEIs are independent, do not receive government funding and operate for profit (Qureshi, Khawaja, Zia, 2020).

PrHEIs often charge tuition and fees for enrolment/registration and may offer a range of academic programmes and degrees. These institutions may also have different admission requirements and standards than Public Higher Education Institutions (PuHIs).

Private higher education can provide students with unique opportunities, such as smaller classes, more individualised attention from faculty members, and specialised academic programmes. However, a private institution can also be more expensive than a public institution.

Overall, private higher education offers diverse options for students seeking post-secondary education and can provide valuable educational experiences and opportunities.

The global growth of PrHE has been a significant trend over the past few decades, and especially the last decade has seen substantial growth of PrHE globally (Akinwalere, 2023). About a third of enrolment worldwide is estimated to be in private HEIs and two thirds in public HEIs (PROPHE 2018). The enrolment share in private HEIs ranges from about 15% in Oceania to 54% in Latin America and the Caribbean (UNESCO, 2021b).

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Higher Education in Ghana

Before the 1990s, the public sector dominated the provision of tertiary education in Sub-Saharan Africa (Anabila et al., 2020). The government established the earlier HEIs in Ghana and, for that matter, are primarily Not-for-Profit Organisations aiming at providing access to education for all Ghanaians (Fosu and Poku, 2014). Before the 1990s, the public sector dominated the provision of tertiary education in Sub-Saharan Africa (Anabila et al., 2020). From two private universities in 1999, the number has increased exponentially over the years. There are currently 81 PrHEIs, 10 public universities and 3 polytechnics in Ghana (Anabila et al., 2020). Both public and private institutions provide higher education in Ghana.

The country has a range of universities, polytechnics, and colleges that offer undergraduate and graduate degrees and professional and technical training.

The primary provider of PuHE in Ghana is the University of Ghana, located in the capital city of Accra. Other public universities in the country include the Kwame Nkrumah University of Science and Technology, the University of Cape Coast, and the University of Education, Winneba. In addition to universities, polytechnics and technical universities offer vocational and technical training programmes.

Private universities and colleges have also emerged in Ghana in recent years, offering a range of academic programs and degrees. Some prominent private universities include Ashesi, Central, and Valley View.

The Ghanaian government has strongly emphasised expanding access to higher education, with various initiatives aimed at increasing enrolment and improving the quality of education. However, challenges still exist, including limited funding, inadequate infrastructure, and a shortage of qualified faculty members.

Despite these challenges, higher education in Ghana continues to grow, with increasing numbers of students pursuing post-secondary education and positioning itself as a hub for higher education in West Africa.

Private Higher Education in Ghana

Ghana is an emerging economy with education as the cornerstone of its development agenda. Accordingly, successive governments have prioritised the sector's development through various educational reforms, resulting in a remarkable increase in tertiary educational institutions, primarily PrHEIs (Anabila et al., 2020).

PrHE in Ghana has grown significantly in recent years, offering a range of academic programmes and degrees. Private universities and colleges in Ghana are not funded by the government but are established and run by private organisations or individuals.

In Ghana, the privatisation of higher education is fast growing for several reasons:

1. There is the incapacity of the public sector to satisfy the increasing demand for HE, consequently, the demand for the private sector to expand students' access to higher education.
2. There are the deregulation policies of the governments on providing education and hence giving sufficient opportunities for private participation in HE.
3. In many African countries, the demand for employment-oriented courses and subjects of study has changed, and public universities seem unable to respond adequately to this phenomenon. Hence it becomes imperative that the private sector should increase.
4. In most African countries, PuHE is criticised for inefficiency, while the private sector is increasingly elevated for its efficiency and effectiveness.

(Osokoya, 2007)

Some prominent private universities in Ghana include Ashesi University, Regent University College of Science and Technology, Wisconsin International University College, and Ghana Technology University College.

PrHEIs in Ghana often have smaller class sizes, more personalised attention from faculty members, and modern facilities and equipment. They also often offer more

flexible schedules and opportunities for working students to attend classes on a part-time or evening basis.

However, private higher education in Ghana can be more expensive than public institutions and may be out of reach for some students due to financial constraints. Additionally, the quality of education at private institutions can vary widely, and it is crucial for students to carefully research and evaluate their options before choosing a private university or college.

Overall, private higher education in Ghana provides students with various options for post-secondary education and offers unique benefits and opportunities.

Table 01: List of Private Higher Education Institutions in Ghana

S.No.	University
1	Accra Institute of Technology (AIT)
2	Akrofi-Christaller Institute of Theology, Mission and Culture
3	All Nations University College
4	Ashesi University
14	Catholic University College Of Ghana
5	Central University
13	Christian Service University College
6	Garden City University College
7	Ghana Technology University College
8	Methodist University College Ghana
9	Pentecost University College
10	Perez University College
15	Presbyterian University College
11	Radford University College
12	Regent University College of Science and Technology
16	Trinity Theological Seminary
17	Valley View University
18	Webster University Ghana
19	Wisconsin International University College Ghana
20	Zenith University College

Source: Author's selection

Note: This is not an exhaustive list; several other PrHEIs exist in Ghana.

According to data from the National Council for Tertiary Education (NCTE) of Ghana, the number of students enrolled in PrHEIs in Ghana has steadily increased. As of the 2020/2021 academic year, the total student enrolment in private higher education institutions in Ghana was approximately 94,000, which represents about 27% of the total tertiary student population in the country.

This is a significant increase compared to a decade ago when the number of students enrolled in PrHEIs was around 20,000, representing only about 6% of Ghana's total tertiary student population.

The increase in enrolment can be attributed to various factors, such as the expansion of PrEHIs, the growing demand for HE, and the perceived quality of education offered by some PrHEIs.

It is important to note that the quality of education offered by PrHEIs can vary widely, and students should carefully research and evaluate their options before enrolling in any institution.

State Policy on Private Higher Education Ghana

The Government of Ghana has a policy framework that outlines its stance on private higher education. The policy recognises the role of private institutions in expanding access to higher education, improving the quality of education, and supporting economic growth and development.

Some of the critical elements of the policy framework on PrHE in Ghana include:

1. **Regulation:** Private higher education institutions in Ghana are subject to the same regulatory framework as public institutions. In 1993, the government of Ghana established the National Accreditation Board (NAB) as the nation's quality-assurance body for HEIs. The NAB used to accredit private universities and colleges in Ghana to ensure that they meet minimum standards for quality and that their programmes are relevant to the job market's needs (TSEVI, 2014). Recently, the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB) have been merged under the new Education Regulatory Bodies Act, 2020 (Act 1023) to form the Ghana Tertiary Education Commission (GTEC).
2. **Objects of the Commission:** The objects of the Commission are to regulate tertiary education in all its forms with a view to promote
 - efficient and effective administration and accreditation of tertiary education institutions;
 - principles of the provision of consistent quality of service by tertiary education institutions;
 - advancement and application of knowledge through teaching, scholarly research and collaboration with industry and public sector; and
 - the development of appropriate human capital for the sustainable advancement of the national economy.

Source : <https://gtec.edu.gh/general-overview>

3. **Collaboration:** The Ghana government works hand in hand with private actors to deliver equitable and quality higher education (Wellington, 2023). The government encourages private higher education institutions to collaborate with public institutions, industry, and other stakeholders to promote innovation, research, and

knowledge transfer. Such collaborations will provide opportunities for students to work on practical projects that solve real-world problems.

4. **Financial Support:** The government supports private higher education institutions by providing financial assistance through various programs such as the Students' Loan Trust Fund (LSTF). The fund was established in December 2005 under Act 820 of Ghana's parliament to support higher education institutions and needy students (Atuahene, 2008). This financial assistance helps to make education more affordable and accessible to students. Any Ghanaian student in an accredited tertiary institution whether public or private in Ghana studying an accredited program can apply for loan. (For more information visit <https://www.sltf.gov.gh>)
5. **Quality Assurance:** Quality assurance in HEIs in Ghana began in the early 1990s—in response to an increase in PrHEIs providing postsecondary education and concern over their level of performance (TSEVI, 2014). The government emphasises quality assurance in private higher education institutions by monitoring their programs, facilities, and services to ensure they meet the required standards for quality education. This includes conducting regular evaluations and assessments of private institutions to ensure they maintain high education standards. The higher educational sector in Ghana should provide a sufficiently high quality of education for students, ensuring the HE system is valuable to graduates (Abraham, 2017).
6. **Promotion of Best Practices:** The government encourages PrHEIs to adopt best practices in their operations and management to ensure they are sustainable and provide high-quality education to their students. Overall, the government's policy framework on private higher education in Ghana seeks to promote the growth and development of PrHEIs while ensuring that they maintain high education standards and meet the job market's needs. By working with PrHEIs, the government aims to improve the overall quality of higher education in Ghana and contribute to the country's development goals. Barro (2001) highlights that the quality of education has a higher effect on subsequent growth than the quantity of education. Therefore, PrHEIs should focus more on quality as it directly relates to growth.

Challenges of Private Higher Education in Ghana

Private higher education in Ghana faces several challenges that can impact the quality of education offered and limit student access. Some of the main challenges include the following:

1. **Access and Affordability (High Cost):** Higher education in Ghana used to be free, just like primary education. However, in the early 1990s, the government could not increase and continue funds for supporting HEIs due to low expenditure on higher education, and as a result, HEIs had no choice but to charge high tuition fees (Dadzie, 2009). As a result, some of the PuHEIs charge higher fees, making them only accessible to the elite. Private higher education in Ghana can be significantly more expensive than public institutions, making it difficult for some students to afford it. This can limit the

diversity of the student body and may affect the quality of education offered. According to Enterversity (2021), the average cost of higher education in Ghana for PuHEIs is between GH¢1400 (\$243.45) to GH¢2100 (365.17). On the other hand, the cost of PrHEIs is between GH¢5,000 (\$869.46) to GH¢9,000 (\$1,565.03) (Acquah, 2021).

2. **Limited Funding:** Private universities and colleges in Ghana typically do not receive government funding (Acquah, 2021), which can limit their ability to invest in facilities, equipment, and faculty (Asamoah, 2017). This can impact the quality of education offered and the ability of institutions to attract and retain talented faculty members. As a result, private higher education institutions often have limited financial resources.
3. **Regulatory Framework:** The regulatory framework for private higher education in Ghana is still developing, and private institutions need more robust oversight and accreditation to ensure that they meet quality standards and provide students with a valuable education.
4. **Limited accreditation:** Some private higher education institutions in Ghana may not be fully accredited by the relevant authorities, which can impact the validity and recognition of their degrees and diplomas.
5. **Academic Staff Recruitment and Retention:** Academic staff Recruitment and retention is a significant challenge faced by PrHEIs in Ghana. Most Ghanaian prefers to work in the public sector for job security. However, many studies declare that every organisation's survival depends on how effective its recruitment and selection practices are (Ofori & Aryeetey (2011, Asante, 2015) and job satisfaction leading to retention.
6. **Faculty Development:** Private universities in Ghana may struggle to attract and retain qualified faculty members due to competition with public institutions and limited funding. This can impact the quality of education offered and limit opportunities for research and innovation.
7. **Lack of government support:** Private universities and colleges (For-profit seeking institutions) in Ghana do not receive funding or support from the government; some are registered as corporate bodies and operate like a corporate sector or enterprise, and a few as non-profit (Varghese, 2004)., which can make it difficult for them to compete with public institutions and offer the same level of services and resources.
8. **Quality assurance:** In higher education, quality has become a policy priority worldwide (Seyfried & Pohlenz, 2018; Yuan, Minghat, & Talib, 2021). There are concerns about the quality assurance mechanisms in place for private higher education in Ghana (Tsevi, 2014), and there have been instances of fraudulent institutions offering fake degrees or diplomas.
9. **Lack of Research:** Teaching is the primary function carried out by the PrHEs, and they rarely emphasise research. Public universities are engaged both in teaching and research (Varghese, 2004), but the level of involvement in research is low. Private universities in Ghana may have limited or no funding for research, limiting their ability to contribute to advancing knowledge in their respective fields.

10. **Other Challenges:** In addition to the challenges mentioned above, Armah (n.d.) has identified the following challenges:
- I. unmotivated students such as time-constrained working professionals who are under pressure to get more advanced degrees due to qualification inflation
 - II. religious leaders and politicians not intending to use the graduate degree to conduct research but rather to shore up their social standing and
 - III. unscrupulous private citizens willing to pay to get a graduate degree without actually doing the work for it

(Armah, n.d.)

Despite these challenges, private higher education in Ghana continues to grow and provide valuable educational opportunities for students. However, it is crucial for students to carefully research their options and evaluate the quality and accreditation of private institutions before enrolling.

Overall, while private HE in Ghana offers students a range of opportunities, these challenges can impact the quality and accessibility of education offered and limit the ability of institutions to meet the needs of students and society as a whole.

Prospects of Private Higher Education

Private higher education in Ghana has significant potential for growth and has already made important contributions to the country's education sector. Some of the prospects for private higher education in Ghana include the following:

1. **Increased Access:** According to Tertiary Education Commission, the country has seven chartered private universities and 105 private university colleges (Odjidja, 2201). Private universities and colleges in Ghana can help to increase access to higher education, particularly for students who may not have been able to attend a public institution due to limited space or financial constraints.
2. **Improved Quality of Education:** It is challenging to generalise the quality of PrHEIs. They differ widely, depending on infrastructural facilities, the quality of programmes offered, the qualification levels of teachers, the performance of students in their evaluation during studies, and their performance once on the labour market (Varghese, 2004). A few PrHEIs are the best; many are average or poor in quality. For example, the best PrHEIs in Ghana often have, world class infrastructure, smaller class sizes and more personalised attention from faculty members. This can lead to an improved quality of education and better preparation of graduates for the job market.

3. **Diversification of Higher Education:** Private universities and colleges in Ghana can help to diversify the country's higher education sector by offering a range of academic programs and degrees that may not be available at public institutions. This can create new opportunities for students and help to meet the growing demand for post-secondary education.
4. **Increased Investment and Growth:** With the growth of private higher education in Ghana, there is the potential for increased investment in the sector, which can lead to expanding existing institutions and creating new ones. This can create jobs, generate revenue, and contribute to the country's economic development.
5. **Innovation:** Private institutions in Ghana often have more flexibility to introduce innovative programs and teaching methods, which can help to enhance the quality of education and better prepare students for the job market.
6. **Industry-Driven Curriculum:** Private institutions in Ghana can partner with industries to develop programmes aligned with the job market's needs, giving graduates the skills and knowledge, they need to succeed in their careers.
7. **Specialisation:** Private universities and colleges in Ghana can focus on specific fields or disciplines, allowing them to develop specialised expertise and provide students with unique educational opportunities.
8. **Industry Partnerships:** Private institutions in Ghana can form partnerships with industry and employers to help ensure that their programs are relevant to the job market's needs and provide students with practical skills and experiences.
9. **Enhanced Funding:** With increased interest and investment in private higher education, there is the potential for increased funding and resources to support the growth and development of private institutions in Ghana.
10. **Research and Innovation:** Private institutions in Ghana can prioritise research opportunities to offer PhD programs. In addition, innovation leads to the development of new technologies and ideas that can drive economic growth and development.

Overall, private higher education in Ghana has the potential to play an essential role in expanding access to higher education and improving the quality of education in the country. By addressing the challenges facing private institutions and building on their strengths, private higher education can help to meet the growing demand for post-secondary education in Ghana and contribute to the country's development.

Future of Private Higher Education in Ghana

The future of private higher education in Ghana is promising as the sector continues to grow and evolve to meet the changing needs of students and the job market. Some of the critical factors that will shape the future of private higher education in Ghana include:

1. **Technology Integration:** Private universities and colleges in Ghana will likely continue to integrate technology into their programs and curricula, including online learning platforms and virtual classroom technologies. This can increase access to education, provide more flexibility for students, and improve the quality of education by incorporating emerging technologies into teaching and learning.
2. **Collaboration with Industry:** Private institutions in Ghana will increasingly collaborate with industry to develop programs tailored to the job market's needs, ensuring that graduates have the skills and knowledge required to succeed in their careers.
3. **Focus on Research:** Private universities and colleges in Ghana will likely prioritise research, innovation, and entrepreneurship, which can drive economic growth and development. This includes expanding research facilities, attracting talented researchers and scholars, and partnering with government and industry to pursue research projects that have practical applications.
4. **Increased Investment:** As the demand for post-secondary education in Ghana continues to grow, there will be increased investment in private higher education from domestic and international sources. This investment will help to expand existing institutions, create new ones, and improve the quality of education offered.
5. **Emphasis on Quality:** Private institutions in Ghana will strongly emphasise quality in the coming years, ensuring that their programs and services meet the needs of students and are aligned with international standards. This includes investing in faculty development, modernising facilities, and implementing quality assurance processes to maintain high education standards.

Overall, the future of PrHE in Ghana is bright, with continued growth and development expected in the coming years. As the sector evolves to meet the changing needs of students and the job market, PrHEIs will play an increasingly important role in expanding access to education, driving economic growth and development, and preparing graduates for successful careers.

Conclusion

Private provision of higher education can contribute toward a balanced education development, having both sectors compete to enhance their quality provisions. However, expanding educational opportunities to more Ghanaians as existing PuHEIs cannot meet the high demand for tertiary education due to rapid population growth. Therefore, PrHEIs have come forward to absorb the increasing demand. There is concern that expanding PrHEIs may lead to lower education quality. For this reason, the National Accreditation Board (NAB) has been empowered through a law

to grant both institutional and programme accreditation. It is for this rationale that affiliation is essential.

The significance of research in a university cannot be undervalued. Research is so central to the university's work that it is often acknowledged as the hallmark of the university. Nevertheless, the research activities are low in PuHEIs, and not many research activities in PrHEIs in Ghana. It is generally perceived that research activities are expensive, and PrHEIs primarily rely on tuition fees and no other sources to fund research; therefore, they do not have research activities.

Recommendations

Access and Affordability (High Cost)

- PrHEIs can explore options to make education more accessible and affordable to a broader range of students. This can be achieved by establishing scholarship programmes, flexible payment plans, and partnerships with financial institutions to provide student loans and grants.
- PrHEIs should develop relations with various national and international charities and funding organisations financially supporting deserving and talented students. The complete list of all national, regional and international charities and funding organisations should be available on their websites with easy access.
- The Ghana Education Trust Fund (GETFund) was established in 2002 a significant landmark in Ghana's education history. Students pursuing accredited programmes at PrHEIs are eligible for the same student loans operated through the Social Security and National Insurance Trust (SSNIT) as their colleagues studying at PuHEIs. Therefore, PrHEIs should brief students on SSNTT and support their loan applications.

Staffing

- PrHEIs should create more part-time teaching opportunities with lucrative packages and attract academic staff from PuHEIs.
- In order to appoint qualified and experienced staff, PrHEIs should appoint recently retired staff such as Deans, Professors, and Heads of departments from PuHEIs.
- PrHEIs should invite visiting faculty from Asia, Europe and North America to take short-term teaching appointments.

Academic Staff Development

- PrHEIs should prioritise professional development opportunities for academic staff. This can involve supporting attendance at conferences, workshops, and seminars, funding research projects, and facilitating opportunities for faculty to engage in scholarly activities and publish their work.

Funding

The primary source of funding for PrHEIs is tuition fees. Private tertiary institutions in Ghana are free to set their own fee levels. Tuition fees range from 1,000 United States dollars (US\$3,000) to US\$8,000 annually.

- PrHEIs should rely on other sources of funding other than tuition fees. Other sources include financial support from abroad such as grants and donations. For example, Islamic University College Ghana get 50% support from abroad and All Nations University, with 70 per cent of its funding from grants and donations.
- The Teaching and Learning Innovation Fund (TALIF) is available for PrHEIs. They should submit proposals based on clearly defined criteria to access 2 per cent of the amount available each year on condition that they have a minimum of 3 years of accreditation from NAB. For example, PrHEI (Ashesi) has completed the installation of a new lab for the Computer Science department, funded by a \$20,000 grant from the Teaching and Learning Innovation Fund (TALIF).
- PrHEIs should explore opportunities for external funding and partnerships to enhance their financial sustainability and expand their resources. This can involve seeking grants from governmental and non-governmental organisations, establishing partnerships with regional and international universities for research and student exchange programmes, and engaging with alumni for fundraising initiatives.

Quality Assurance

- PrHEIs should prioritise quality assurance to meet and maintain high academic standards. This can involve implementing rigorous faculty recruitment processes, investing in faculty development and training, improving infrastructure and facilities, and adhering to accreditation requirements.

Collaborate with PuHEIs:

- PrHEIs can explore partnerships with PuHEIs to leverage shared resources, expertise, and facilities. Collaborative initiatives can include joint research projects, faculty exchanges, and sharing of library and research resources. Such collaborations can minimise the high operating cost, enhance the academic reputation of PrHEIs and facilitate knowledge exchange.

Funding Statement

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Declaration of Conflicting Interests

The author declares no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

Acknowledgements

I am grateful to Dr Fayyaz Qureshi for his motivation and support in completing this paper.

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