



## **WESLEY COLLEGE OF EDUCATION-KUMASI**

### **PUBLIC ENGAGEMENT POLICY**

#### **POLICY #: WCPD/PE/03**

**This policy is an embodiment of three (3) policies which involves:**

- Policy on Alumni Relations
- Policy on Partnership with International Institution of Higher Learning
- Policy on Relationship with Private Sector Partnership

#### **POLICY 1: ALUMNI RELATIONS**

##### **OBJECTIVE/PURPOSE**

The Wesley College of Education (Wesley CoE) Council recognizes the importance of alumni associations in fostering and maintaining close and mutually beneficial ties between alumni and the College. It is intent of the Council:

- To develop policies and procedure governing the recognition and management of alumni organizations
- Ensure cooperative and collaborative efforts between the alumni organizations and the College in developmental activities

##### **SCOPE AND APPLICATION**

Our area of coverage shall apply to all alumni, alumni association year groups, members of staff and student in the college.

#### **1. POLICY STATEMENT**

##### **Guiding Principles**

- Alumni associations should be organized and operated for the benefit of the College and its alumni.
- Alumni associations should provide service and support to its members and to the College.
- Alumni associations may not restrict membership or benefits of membership on the basis of race, religion, national origin, gender, physical disability or sexual orientation.
- Alumni associations should recognize the unique role of the Responsible Official (as defined herein) in setting College priorities.

## **2. SUPPORTING PROCEDURES**

### **2.1. Recognition**

An alumni association may use the name, facilities or resources of the College only if recognized by the Council pursuant to this policy, only to the extent permitted by this policy. In order to be recognized as an alumni association, an organization must have, as its sole purpose, one or more of the following:

- A. To foster or promote the general welfare of the College; or
- B. To advocate for public or private support of the College; or
- C. To provide educational, charitable or cultural activities for the benefit of the alumni or a College.

The procedure for recognition of a new alumni association is set forth below:

### **2.2. Association**

Alumni Associations may be associated with the College, or a component thereof; all of which are herein for convenience referred to as the College.

### **2.3. Responsible Official**

The Responsible Official is responsible for the relationship between the College and the alumni association. The Principal of the College shall be the Responsible Official for an alumni association associated with his or her College or a component thereof. In the case of Alumni Association International or an alumni association affiliated with a regional higher education center, the Council Chairman shall be the Responsible Official.

### **2.4 Organization of Alumni Association**

Alumni Associations must be organized in one of two alternative structures.

- A. An alumni association may be organized under the Companies Act 1963 Act 179 (section 27 and 28) as (Incorporated Alumni Associations). The governing body of an Incorporated Alumni Association shall be its Board of Directors, which shall include a representative from the College (or for an alumni association associated with the College, a representative from the College) as an ex-officio non-voting member.
- B. Alternatively, an alumni association or office of alumni relations may choose to conduct and finance its program under the auspices and financial and operational oversight of the College or the College (Internal Alumni Associations). In this case, advisory boards may be formed to assist and support the College's alumni association or office of alumni relations, but the College (or, for an internal alumni association associated with the College) shall maintain all of the books and records of the programme.

## **2.5. Operating Agreement/Policies and Procedures**

Incorporated Alumni Associations must enter into a written operating agreement between the College and the alumni association (or for an incorporated alumni association associated with the College, between the alumni association and the College) on an annual basis authorizing the alumni association to operate and identifying the sharing of resources, facilities and employees and the costs thereof, and the consideration from the alumni association for the costs associated with the use of College resources, facilities and employees. The operating agreement shall also articulate the responsibility of the alumni association to be clear in its communications, negotiations and transactions with third parties that while associated with the College, the alumni association is a separate and distinct entity and the obligations of the alumni association are not the obligations of the College.

An Internal Alumni Association shall establish, in cooperation with the College it serves (or, for an internal alumni association associated with the College), written policies and procedures governing its operations.

## **2.6 Procedure to Recognize New Alumni Association**

All requests to the College Council for the recognition of a new alumni association should be approved by, and submitted through the Principal of the College. In the event that an alumni association affiliated with a regional higher education center should be proposed, the Council Chairman would be the Responsible Official and the request should be approved by and submitted through the Council Chairman. Other than these instances, it is not anticipated that any new alumni associations would be affiliated with the Wesley CoE.

Requests should be submitted six weeks prior to the full Council meeting at which the request will be considered. Requests will be reviewed within the Wesley CoE Office of the Principal before being submitted for review by the Public Engagement Committee of the College will then 1) decline the request, 2) request additional information or clarification, or 3) recommend recognition by the full Council.

In making requests for recognition of a new alumni association, the following information is to be submitted:

- A. Rationale for proposed establishment of the alumni association.
- B. Structure and functions of the proposed alumni association.
- C. A copy of the proposed operating agreement for an independent alumni association and a copy of the policy and procedures for an internal association.

## **2.7 Termination of Recognition**

A Principal or the Council may terminate the recognition of an alumni association that does not comply with this policy or the College's policy and procedures. In such case, the alumni association shall no longer hold itself out to the public as being affiliated with the

Wesley CoE.

### **3. RESPONSIBILITY FOR IMPLEMENTATION**

Those who are responsible for implementation are:

- Principal
- Vice Principal
- Dean of Students' Affairs
- Academic Board
- SRC
- Interim Staff Alumni Representative

### **GENDER RESPONSIVE STATEMENT**

The implementation of this policy regards students' contribution to the development projects and decision making process. This policy gives equal opportunities to both males and females irrespective of level or gender.

### **4. RESPONSIBILITY FOR MONITORING, IMPLEMENTATION AND COMPLIANCE**

- i. Vice Principal
- ii. SRC
- iii. Interim Staff Alumni Representative

### **5. STATUS**

The policy is awaiting council approval but has been partially implemented on since 21<sup>st</sup> February 2017 to date.

Key Decisions taken: Management has set up a functional alumni office and alumni staff are manning the office

### **6. KEY STAKEHOLDERS**

- i. Staff
- ii. Students
- iii. Alumni Associations (Year Groups)

### **7. APPROVAL BODY**

College Governing Council is the highest approval body of the College and shall approved the Policy

## **8. INITIATING BODY**

College Management

## **9. DEFINITION OF TERMS**

## **10. RELATED LEGISLATION**

Constitution of Ghana (1992) Section 21 (1) (e)

freedom of association, which shall include freedom to form or join trade unions or other associations, national or international, for the protection of their interest;

Companies Code Act 1963 Act 179 Section 27 and 28

## **POLICY 2: POLICY ON PARTNERSHIP WITH INTERNATIONAL INSTITUTION OF HIGHER LEARNING**

### **1. Purpose/Objective**

- Enhance the international dimension, achieve mutual exchange of experiences and perspectives, and to raise the quality and utility of activities – in accordance with Wesley College of Education’s current strategy
- Contribute to the development of capacity in accordance with Wesley College of Education’s specific strategy for global development.
- The purpose of this policy is to set out the principles and processes which apply to the development, approval, monitoring and review of educational partnerships with external organizations.
- The policy aims to aid the development of meaningful and fruitful engagements with external partner(s), without restricting innovation or the development of research links.
- The framework ensures that the College is providing a high quality teaching-learning experience for all students on the increasing range of partnership activity the College is engaging with both within Ghana and internationally.

### **2. Scope/Application**

- Provision which leads to either a programme or award of credit from Wesley College of Education in collaboration with an external partner.
- Provision delivered by Wesley College of Education staff in a transnational context including ‘flying faculty’ arrangements and overseas campuses.
- Articulation arrangements.
- Wesley College provision funded and partially delivered by an external organisation.
- Provision provided by an external partner which contributes to a Wesley College of Education award.
- Joint Research Degree Provision.
- Joint Venture activity such as Wesley College of Education’s partnerships with International Organisations.

### **3. The policy statement**

- To support the strategic aims and values of Wesley College of Education.
- To support the College’s Internationalisation Strategy, in particular Strategic Objectives SO1 and SO3:

SO1: Develop and sustain a number of high quality in-country operations and partnerships to deliver excellence in teaching, training, engagement and research.

SO3: Develop a cohort of high quality Partners abroad that share our vision.

- That the College has ultimate responsibility for the quality, academic standards and student experience of any award granted in its name wherever these take place and whoever provides them.
- That the academic standards of an award involving an educational partnership should be equivalent to comparable awards/credit delivered at the College.
- That the approach taken to the approval of a partnership should be proportionate to the level of risk, nature and level of complexity involved in the project.
- The development of an educational partnership can be rewarding for the College and the proposed partner; it can lead to a number of different strands of collaboration from staff/student exchanges to joint programmes and research projects.
- Staff embarking on a collaborative arrangement should not underestimate the time commitment required to develop a successful partnership. The most successful projects are those which involve ongoing dialogue with the proposed partner(s) to develop a common understanding of the respective operating environments and where each partner is fully aware and engaged with their respective roles and responsibilities.

#### **4. Supporting Procedures**

- A range of support is available both within the University and externally to support the development of partnerships.
- Professional support advice should be sought at an early stage to help the development of any educational partnership. Sources include:
- Learning and Teaching Projects Operational Group (LATPOG) comprises professional support staff from Research and Enterprise Services (RES), International Office, Learning and Teaching Development Service (LTDS), NUIT, Library, Student Progress, Human Resources and Finance who offer advice and guidance on a range of topics such as:
  - i. Country specific information for international collaborations.
  - ii. EU funding opportunities and assistance in completing funding bids.
  - iii. Costing and pricing.
  - iv. Contractual advice.
  - v. Quality management.
  - vi. Licensing issues.
  - vii. IT requirements.
  - viii. Admissions and enrolment.
  - ix. Visa issues.
  - x. Employment issues.

Involving LATPOG at an early stage of the development of an educational partnership can help identify and resolve issues and provide support and guidance for both the proposing academic unit and the partner.

b. Faculty Learning and Teaching Administrators– who provide support and advice on the preparation for the Programme Approval Committee and on relevant Faculty policies.

c. The Learning and Teaching Development Service, which is responsible for supporting the processes for the approval, monitoring and review of educational partnerships. Key staff contact details and a range of resources are available at <http://www.wesco.edu.gh>

d. For those programmes that are subject to professional, statutory or regulatory body approval or accreditation it is important to have discussions at an early stage. These should ensure that it is clear from the outset whether recognition of the programme will be possible or not; if any, requirements or approval levels are required.

### **Memorandum of Understanding**

- Often, particularly with overseas institutions, a Memorandum of Understanding (MoU) can help to develop a relationship further. Such agreements do not commit the College to specific activities and are not

### **Educational Partnerships Policy**

- Learning and Teaching Development Service legally binding but are a useful tool to show commitment to the further development of the relationship with a partner organisation.
- Information and guidance on the MoU process is available at Information sources

## **5. Responsibility for Implementation**

The College's Principal, advised by the College Implementation Committee, has ultimate responsibility for the strategic direction of partnerships. The Vice-Principal has delegated authority for overseeing the quality and standards of all programmes, including those offered through partnership. Deans of Students have responsibility for partnership provision within each of their Departments, with Academic Board overseeing matters of quality and standards and College Management Committee advising on matters of strategy and resource. Each partnership has an Academic Partnership Coordinator, ultimately responsible to the Dean of students in the respective Departments; who acts as the main point of contact between the College and the partner and oversees the academic development of the partnership.



Award-bearing collaborative activity with one partner institution that cuts across more than one Department is termed and 'institutional partnership'. For the purposes of coherence and efficiency, programme-related activity for institutional partnerships would normally be managed under the Academic Board model used for validation, reporting to Validation and Institutional Partnerships Committee. Relevant governance structure responsibilities and reporting lines are detailed in the Memorandum of Agreement.

The College retains a Register of Collaborative Provision as a central record of all partnership provision.

### **GENDER RESPONSIVE STATEMENT**

The implementation of this policy regards students' contribution to the development projects and decision making process. This policy gives equal opportunities to both males and females irrespective of level or gender.

## **6. Responsibility for Monitoring, Implementation and Compliance**

The College's Principal, advised by the College Implementation Committee, has ultimate responsibility for the strategic direction of partnerships. The Vice-Principal has delegated authority for overseeing the quality and standards of all programmes, including those offered through partnerships. Deans of Students have the responsibility for partnership provision within each of their Departments, with Academic Board overseeing matters of quality and standards and College Management Committee, advising on matters of strategy and resource. Each partnership has an Academic Partnership Coordinator, ultimately responsible to the Dean of students in the respective Departments, who act as the main point of contact between the College and the partner and oversees the academic development of the partnership. Quality Assurance Unit, Teaching Practice Unit and Project work Committee.

## **7. Status**

## **8. Key Stakeholders**

The Principal, Vice-Principal, Heads of Departments, Assessment/Quality assurance Unit

## **9. Approval Body**

The College Council

## **10. Initiating Body**

The College Academic Board

**11. Definition of Terms**

- i. Partnership-
- ii. Collaboration-
- iii. Mutual Exchange-
- iv. Staff Development-
- v. Internationalization-
- vi. Strategy-
- vii. Policy-
- viii. Quality Assurance-
- ix. Management-
- x. Committee-

**12. Related Legislation**

**13. Related Policy and other Documents**

**14. Effective Date**

**15. Review Date**

**16. Keywords**

- i. Institutional -Partnership
- ii. Collaboration
- iii. Mutual Exchange
- iv. Staff Development
- v. Internationalization
- vi. Strategy
- vii. Teaching Practice Unit
- viii. Academic Development
- ix. Quality Assurance
- x. Management
- xi. Project Work Committee

**17. Owner / Sponsor**

The College council

**18. Author**

**19. Further information**

## **POLICY 3: POLICY ON RELATIONSHIP WITH PRIVATE SECTOR PARTNERSHIP WITH WESLEY COLLEGE OF EDUCATION**

### **Objectives of the Policy**

Under the growing pressure to improve teacher education and the need to meet the teacher pupil ratio coupled with innovation in the training of pre- service teachers, it is imperative to partner with the private sector as a policy solution for the training of pre-service teachers. The objectives for the Private sector Partnership with the College (PPC) is to:

- train teachers in the rural areas to improve effective teaching
- fill up the infrastructure gap,
- provide a range of inputs and services.
- increase access and choice
- improve quality of computer education and computer-aided education and increase operational efficiency
- increase supply of education to meet student demand
- increase access, improve quality, and reduce inequity
- develop the school stadia to a state of the art facility
- promote banking services in the college.

### **Scope**

The policy is applicable to:

- i. Education Department
- ii. IT Department
- iii. Quality Assurance
- iv. Social Sciences Department
- v. Science Department
- vi. Pre- Voc Department.
- vii. Department of languages
- viii. Non – teaching Staff
- ix. Physical Education Unit
- x. SRC

## **The Policy Statements**

To ensure the attainment of the aforementioned objectives, a synergy between the college and private sector is paramount with regard to:

### **(A). Training of Teachers**

Quality in education depends on the interaction between students and teachers. Without well trained teachers, schools have little hope of improving the learning outcomes of their students. But well-qualified teachers refuse postings to the rural areas. The college could partner with a private sector to train teachers in both the rural areas and the college's catchment jurisdiction to improve effective teaching. This can be done through teaching in clusters by subject Specialists from the college.

#### **1. Teaching in Clusters by Subject Specialists**

As a result, of teachers' refusal to accept postings to the rural areas, it has often failed to improve the quality of their instruction. In response to this problem, Teaching in Clusters by Subject Specialists (TICSS) is most appropriate. The "subject specialists" from the college work in low-performance schools.

- They visit the schools two or three times a week to conduct classes. They end up by playing a catalytic role in lifting educational standards at these underachieving institutions. For one thing, they improve the academic performance of their students, raising the mean grade point average. For another, they introduce innovative teaching methods.
- The subject specialist would be deputed to teach only in the basic school, so as to better utilize his or her superior knowledge of a subject area.
- The subject specialist would be deployed in a cluster of two or three schools, located in a rural or urban area, where he or she would be required to teach at least five periods a day at each school and give homework assignments once a week.
- The subject specialist would give tests to his or her classes once a month, and would forward the results to the corroborators, that is the college and private sector players through the school administrators.
- Before vacation, the subject specialist would devise a School Improvement Plan (SIP), and would be responsible for convincing the school administrators in his or her cluster to offer vacation classes for at least 20 days.
- During the vacation classes, the subject specialist would regularly visit the schools to spend three or four class periods working with the weaker students. The subject specialist would also help his or her own pupils to complete their vacation homework.
- As part of the SIP, the subject specialist would work in tandem with the administrators in his or her schools to hold a cluster-based teacher training program, and would work with the administrators to coordinate the program. Subject to the approval of the schools, and depending on his or her expertise, the subject specialist would serve as adviser to the

schools' examination committee and would help junior teachers prepare tests for their classes.

- The subject specialist would be obliged to accept any additional academic responsibilities assigned by the school administrators due to his or her superior qualifications and status among the teachers.
- The subject specialist would maintain a record of his or her daily activities at work, including a lesson planner clearly delineating his or her teaching methodology and syllabus.
- If the subject specialist's field is English, he or she would work closely with junior language teachers, guiding them and preparing their students for debates and essay contests within and between the cluster schools.

## **2. Filling the gap left by the state.**

(i) A mode for filling up the infrastructure gap:

The huge gap between the requirement and the availability of school infrastructure in the country requires an attention. In order to achieve targeted school enrollment ratio a large sum of fund could not be bear by the government alone in a stipulated period of time. Involving the private sector in the endeavor the financial resources could be augmented. The private sectors participation in the development of physical infrastructure enables the college to cater for a large student population without substantial spending on their part.

The most common type of PPP involving large infrastructure projects in the education sector is Build-Operate-Transfer (BOT) as observed by LaRocque (2016). The college partners with a private operator by granting a franchise (concession) to finance, build and operate an educational facility such as a additional lecture theatres, halls or hostel. The college, in effect, leases the facility from the private sector for specified period, after which the facility is transferred to the college.

## **3. Provision of a range of inputs and services**

The private partners from the financial sector can generate suitable instruments for raising funds for the college. Similarly for the support service as well as the operational services, private sector can deliver with much greater efficiency as compared to the government.

The college can contract with private providers to deliver a range of inputs and services with the expectation that they will introduce new pedagogical skills and management efficiencies that the public sector lacks, thus generating alternatives to traditional forms of public education. A contract for education-related services can cover a range of services and inputs including the management of the college, provision of subsidies and private finance initiatives for the college maintenance, and professional services such as teacher training, curriculum design, and textbook provision.

The delivery of services, for which a private sector is involved in the educational project, may broadly be classified as educational and support services. The service produced in education includes teacher training, examination, curriculum design, etc. While the support services include library, IT facility, transportation, cafeteria, gymnasium, etc. Apart from these there are few examples of some specialized services like management service, operational service, professional service, etc. for the refurbishment and up-grading of existing facilities. Hogan and Lovells (2014) classifies these services as soft and hard facilities. The soft facilities involve management services such as cleaning or catering and hard services involve building and maintenance service.

Since, education is one of the social benevolent service, all such philanthropic entities i.e. voluntary organizations, non-governmental organizations, faith based organizations; social entrepreneurs, etc. are included within the term private sector, in addition to the corporate entities.

#### **4. The Assisted Places Scheme programme**

The Assisted Places Scheme programme will provide financial support for poor students with high academic achievement to attend college of Education. Additionally, a demand-driven funding system for the college is allocated based on student numbers.

#### **5. Cluster Computer Education.**

The college IT Department works with the cluster of schools in the Kumasi metropolitan assembly in systems integration, facilities management, education delivery, and teacher training, thereby providing quality computer education and computer-aided education to thousands of schools. Many of the classrooms will be used as IT centers, open to the school children and teachers during the day, then used by the franchise holder in the evenings.

#### **6. Increase supply of Education to meet students demand**

The government gives a payment to each student that they enroll. The college seeks assistance from a private investor to take on additional students, and provide subsidies which are loosely tied to the number of students enrolled. The number of students enrolled is given sponsorship by the private investor.

#### **7. Increase access, improves quality, and reduces inequity**

To increase access, the college will seek the assistance of a private investor to subsidize the tuition fees and educational materials for out-of-school children in some selected districts. The project will also train more new teachers and contract qualified NGOs and school inspectors to strengthen the capacity of school management committees. To improve quality, the project will pilot student-centered learning programs adapted for multi-grade classrooms, support student health and nutrition programs and strengthen private schools' capacity to deliver early indicators (grade 2) of learning outcomes, particularly basic literacy.

## **8. Development of the school stadia**

The 8<sup>th</sup> objective involves developing the school stadia to a state of the art facility. The school stadia should be upgraded to the state of the art facility. It can be made available on rental basis to the general public with a fee decided by the sports committee of the college. The athletic oval should be given a face lift to reflect a contemporary state of the art facility. The aforementioned can be materialized if the college partners with a private investor.

## **9. Promotion of banking services in the college.**

With the re- introduction of students allowance, it would be prudent to promote banking services in the college. This can be realized by partnering with a financial institution to install Automatic Teller Machine (ATM) at a strategic place in the college for students to be able to withdraw money instead of commuting to town to withdraw money. It will go a long to avoid misuse of instructional time.

## **Supporting Procedures**

Although a partnership can ultimately contribute to the overall capacity of the college by adding to denting expertise, knowledge and experience that would otherwise be unavailable to the college, it is also the case that the college possesses a certain level of capacity and capability to consider, pursue and ensure the full implementation of the policy. The following specific procedures can be put in place to direct the policy objectives:

- i. The full implementation of the training of teachers will be spear headed by the academic board.
- ii. With regard to infrastructure development the college council and some members from the private sector will endeavour to make do with their most valuable resources time and attention in supervising the infrastructure development. In order for any complex service to be considered for tendering, it must first be understood, measured and monitored at some minimum level. For example, if the true costs of various internally provided services are not known, it is extraordinarily difficult for both parties to determine the value to themselves of any tendering proposal.
- iii. The academic board, education department, teaching practice unit of the college and private investor will be responsible for the provision of varied inputs and services
- iv. The Assisted Places Scheme programme will be partnered by the college and private investor.
- v. IT review committee and NGOs and the cluster schools.
- vi. Partners : Private investor
- vii. Partners : Nonpublic primary schools, Department of education, school management committees, the National School Feeding Program, the World Bank.

## **Responsibility for Implementation**

- i. Those individuals who will be responsible for the implementation of the training of teachers is all departmental heads at the college.

- ii. Actualising the infrastructural development will be monitored by the principal, key stakeholder from the private sector and the accountant of the college.
- iii. The managerial team of the college, head of finance of the private investor, estate officer of the college, the school construction and maintenance unit, and professional services such as, curriculum designers, and textbook providers.
- iv. The college principal, head of accounts department and the fiancé officer of the investor.
- v. The IT Department
- vi. The principal and the financier
- vii. Parents of out-of-school children, teaching practice unit of the college and the financier.

### **GENDER RESPONSIVE STATEMENT**

The implementation of this policy regards students' contribution to the development projects and decision making process. This policy gives equal opportunities to both males and females irrespective of level or gender.

### **Responsibility for Monitoring, Implementation, and Compliance**

- i. The Principal
- ii. Quality Assurance committee.
- iii. Estate Developer
- iv. Education Department.
- v. Pre- voc department

### **Status**

A Short History of the rise and popularity of PPPS as a Policy Idea

Before becoming a popular policy approach in education, private -public partnerships (PPPs) had been implemented in other policy sectors for a long time. PPPs as a concept emerged in the U.S. at the beginning of the 1980s. At that time, several local governments adopted “innovative structures” to work together with business organizations in local development affairs. PPPs were, in particular, discussed and implemented in relation to areas such as urban renewal and local economic development. The idea was immediately adopted and disseminated by well-known policy entrepreneurs such as Peter Drucker, and researchers at the Brookings Institute (Wettenhall, 2003).

In this initial stage, the PPP policy debate had a strong managerial bias. Essentially, the main objective of PPP advocates consisted of trying to bring the public sector closer to private sector organizational culture in order to address perceived inefficiencies in state provision of public services. In the 1980s, “partnerships” resonated very well with plans of the Reagan administration that consisted of re-structuring the government sector to make it more efficient and cost-effective (Linder, 1999).

It is also possible to identify what PPPs are not and why. PPPs should not be confused either with ‘privatization’ or with ‘outsourcing’. Privatization in education immediately calls up the image of privatization in the industrial or commercial sector. In those sectors, for to take place it



is normally assumed that one set of assets in the form of organization is sold to the private sector from the public sector and total control and ownership passes between them. (Electricity, gas supply companies and telecoms during the period of the Thatcher government are the images of privatisation in the UK; there are no major analogies in the US.) This is not the pattern that is emerging in education. What is happening, instead, is that various partnerships are being established where organizations in the for-profit and the not-for-profit sectors are undertaking activities either for or with organizations in the public sector (local or national education authorities).

### **Key Stakeholders**

- i. The Chair person of the college council
- ii. The Principal
- iii. Departmental heads
- iv. A representatives from the private sector
- v.College Artisans

### **Approved Body**

- i. Ministry of Education
- ii. Ghana Education Service
- iii. Teacher Education Unit of the Ghana Education Service
- iv. Regional Education
- v. District Education
- vi. The College Council
- vii. The sports committee

### **Initiating Body**

- i. The Principal
- ii. The staff of the College

### **Definition of Terms**

**PPPs** - The overall idea of the definitions is that PPPs are partnerships between the public sector and the private sector for the purposes of designing, planning, financing, constructing and/or operating projects which would be regarded traditionally as falling within the remit of the public sector. PPP takes a variety of forms, with varying degrees of public and private sector involvement and varying levels of public and private sector risk. In fact, risk transfer from the public to the private sector is a critical element of all PPPs. The goal is to combine the best capabilities of the public and private sectors for mutual benefit (Farlam, 2005).

### **Effective Date**

- i. It is envisaged that the policy commence on the beginning of the 2018 academic year
- ii. The policy should last for a period of 3 years.

### **Review Date**

- i. The policy should be reviewed at the commencement and at the end of every academic year of the basic schools academic calendar.
- ii. As a matter of necessity, an evaluation will be carried out in every fortnight in meeting at the premises of the college.
- iii. An evaluative and assessment decisions will be made under the period under review.

**Key Words.**

- i. PPP – Private Public Partnership
- ii. PPC - Private Partnership with the College

**Owner/ Sponsor**

- i. The Principal, Wesley College of Education

**Author**

- i. The College Council

**Further Information**

For further information on the aforementioned policy, the following individuals can be contacted:

- i. The Principal Wesley College of Education  
Post Office Box 1927  
Kumasi.
- ii. Phone Number
- iii. The Administrative College Secretary