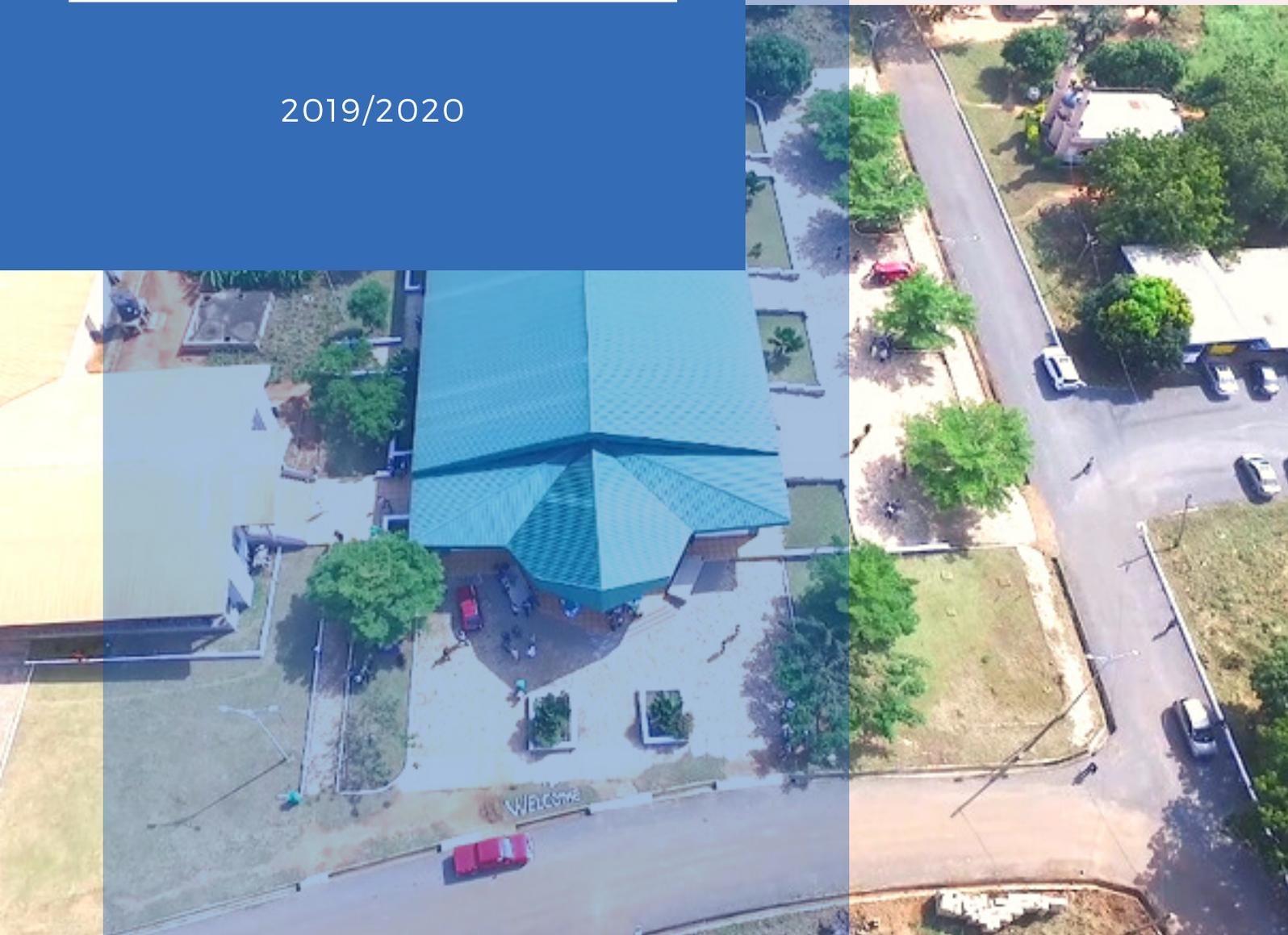




**ACCRA COLLEGE
OF EDUCATION**

ANNUAL REPORT

2019/2020



ACCRA COLLEGE OF EDUCATION



PRINCIPAL'S REPORT TO THE GOVERNING COUNCIL

FROM

2018 - 2020

DR. SAMUEL AWINKENE ATINTONO

PRINCIPAL

OCTOBER, 2020



Dr. Samuel Awinkene Atintono
Principal

TABLE OF CONTENTS



Content	Page
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
LIST OF ABBREVIATIONS.....	viii
EXECUTIVE SUMMARY.....	viii
SECTION ONE.....	1
GENERAL INTRODUCTION.....	1
1.1 Preamble.....	1
1.2 Brief History of the College.....	2
SECTION TWO: ACHIEVEMENTS.....	4
2.0 Introduction.	4
2.1 Good Governance.	5
2.1.1 Inauguration of the Governing Council of the College.....	5
2.1.2 Establishment of Council Committees.....	5
2.1.3 Academic Board Committees Established and Functioning.....	6
2.1.4 Redevelopment of the Strategic Plan for the College.....	6
2.1.5 Reorganization of the College Administration....	7
2.1.6 Affiliations.....	7

TABLE OF CONTENTS



Content	Page
2.2 Academic Affairs.....	8
2.2.1 Academic Programmes.	8
2.2.2 Student Enrollment/Admissions.	9
2.2.4 Student Graduation Statistics.....	10
2.3 Staffing.....	11
2.3.1 Current Staff Population.....	11
2.3.2 Staffing for 2019/2020 Academic Year.....	12
2.3.3 Staff Statistics across three Years.....	12
2.4 Staff Development	13
2.4.1 Appointment/Confirmation of Management Staff.....	13
2.4.2 Promotion of Staff.....	13
2.4.3 Workshops, Conferences and Programmes.....	13
2.4.4 Staff on Further Studies.....	15
2.4.5 Staff Welfare.....	15
2.4.6 Online Teaching and Learning.....	16
2.5 Physical infrastructural Development	16
2.5.1 Improvement of Academic facilities and Physical Development	16
2.5.2 Electricals and Electronics.....	18
2.5.3 MIS Infrastructural Development.....	19
2.6 Internal Controls.....	20
2.7 External Grant/Support	21

TABLE OF CONTENTS



Content	Page
2.7.1 Grant for setting up the Teaching Learning Resource Center	21
2.7.2 Transition Support Fund.....	22
2.7.3 GETFund Support	22
2.7.4 Support from MP and Parliamentary Candidate.....	22
2.7.5 Alumni Support.....	22
2.8 Collaboration, Partnership and Exchange Programmes..	23
2.9 The College Demonstration School	24
2.10 College Ceremonies/ Events.....	24
2.11 Financial Performance.	24
SECTION THREE: CHALLENGES.	26
3.0 Introduction.	26
3.1 Human Resource Capacity.	27
3.1 Residential Facilities.....	27
3.2 Office Space and Resources.	27
3.3 Internet Services.	27
3.4 Cooperation and Prompt Response to work.....	27
3.5 Transportation Activities.	27
3.6 Finances of the College.	28
3.7 Security on Campus.	28

TABLE OF CONTENTS



Content	Page
SECTION FOUR: RECOMMENDATIONS.....	29
AND CONCLUSION	
4.0 Introduction.....	29
4.1 Recommendations/Future Projections.....	30
4.2 Conclusion.....	30

LIST OF TABLES



Table 1: Past Principals.....	2
Table 2: Students Enrollment by Gender and Programme for 2019/2020 Academic Year.....	7
Table 3: Students Enrolment by Gender and Programme for 2018/2019 Academic Year	8
Table 4: Statistics on Staff Population for 2019/2020 Academic year	9
Table 5: Summary of the Workshops, Conferences and Programmes.	12
Table 6: Staff on Further Studies.....	13
Table 7: Academic Facilities and Physical Development for the 2019/2020 Academic Year	15
Table 8: Electronics and Electrical Materials Received from Energy Ministry.....	16
Table 9: ICT related Projects.	17
Table 10: Internal Audit Plan.....	18
Table 11: Expenditure Trend Analysis 2018 to 2020.....	21

LIST OF FIGURES



Figure 1: Graduates Output for 2018/2019 and 2019/2020.....	9
Figure 2: New Staffing for 2019/2020 Academic Year.....	10
Figure 3: Staff Statistics across three years.....	10

LIST OF ABBREVIATIONS

AcCE	Accra College of Education
ATRACO	Accra Teachers Training College
CoE	Colleges of Education
DBE	Diploma in Basic Education
GES	Ghana Education Service
ICT	Information and Communication Technology
KNUST	Kwame Nkrumah University of Science and Technology
MoE	Ministry of Education
MoU	Memorandum of Understanding
NCTE	National Council for Tertiary Education
NTECF	National Teacher Education Curriculum Framework
NTS	National Teachers Standard
SSA	Senior Staff A
TLRC	Teaching Learning Resource Center
UCC	University of Cape Coast
UDS	University for Development Studies
UEW	University of Education Winneba
UG	University of Ghana
T-TEL	Transforming Teacher Education and Learning



EXECUTIVE SUMMARY

This report is the first to be presented to the Governing Council and it covers the period between November, 2018 and October, 2020. As a result of the absence of the Governing Council for the 2018/2019 academic year no report was submitted to the Council except the state of the College report which was presented when the Council was newly constituted in August 2019. This report, therefore, seeks to cover the two years period since the Principal assumed office. The report aims at informing the Governing Council of the activities of the College to enable them appreciate the state of the College and the way forward towards achieving its vision and mission. It highlights the achievements, challenges, future prospects as well as recommendations.

The Principal assumed office on November 1, 2018 as the 7th Principal of Accra College of Education. Upon assumption of office, he set about pursuing his vision first by seeking to build strong relationships with the Governing Council of the College and the Management team.

With them and other stakeholders, efforts were made to improve the College governance, academic environment and infrastructure for effective teaching and learning. The College experienced improvements in governance, academic, human resource development and physical growth for the period. The external relations of the College are broadened and affiliated relations deepened and strengthened.

The achievements are reviewed based on thematic areas: governance and leadership, academic affairs, staffing, staff development, physical development, internal controls, external relations/grants/supports, collaborations, partnership and exchange programmes, community service and college finance. The two-year period of the Principal's tenure is not without some challenges which includes: inadequate human resource capacity, residential facilities, office space for staff and resources, limited internet services, co-operation and prompt response to work ethics, transportation, finances of the College, and security issues on campus



Several projections are made for the coming years specifically: increasing human resources capacity of the College, improving IGF through water production, construction of hostel facilities and Guest house, seeking accreditation for academic programmes, increasing academic and physical infrastructure (student hostels and staff accommodation), improving the landscape on campus, improving security on campus and sanitation.

The coming years will also see a lot of local and international collaborations in order to enhance the visibility of the College in Ghana and the international community. I express my sincere gratitude to the Governing Council for the confidence reposed in me to take Accra College of Education to the highest level in its commitment to become the ultimate centre of excellence for quality teacher education. I recognize and appreciate the Council's immense support and contributions for the collective achievements so far for the general good of the College.

It is indeed a great time to be part of the Accra College of Education community and I welcome all stakeholders to join us in our forward march towards the achievement of greater recognition within the global academic community.

SECTION 1

GENERAL INTRODUCTION 1.1 (PREAMBLE)

The report aims at informing the Council of the activities of the College to enable them appreciate the state of the College and the efforts made towards achieving its vision and mission. Specifically, the report highlights the achievements, challenges, future prospects as well as recommendations.

Accra College of Education, formerly known as the Accra Teachers Training College (ATRACO) is one of the 46 Colleges of Education in Ghana. Its main mandate is to train and orient student-teachers to become competent professional teachers of high caliber for basic schools in Ghana through quality teaching and learning, research and application of modern technologies. As one of the leading Colleges of Education in Ghana, the College aims to produce the next generation of teachers to drive national development through our teaching, research and outreach learning programmes.



1.2 BRIEF HISTORY OF THE COLLEGE

Accra College of Education was established in November, 1962 at Accra New Town as a Government Teacher Training College with an initial intake of nineteen (19) students. The College was moved to its present site at East Legon in January, 1985. It remained the only non-residential Teacher Training College until October, 2001 when it gained its full residential status. Over the years, the College has run different programmes including Certificate ‘A’ 4-year Post Middle; Certificate ‘A’ 2-year Post Secondary; 2-year modular Post Middle for pupil teachers; Certificate ‘A’ 3-year Post Secondary, a 3-year Diploma in Basic Education and is currently running 4-year Bachelor in Primary Education, and 4-year Bachelor in Junior High Education programmes with specializations largely in the Social Sciences. The College was affiliated to the University of Cape Coast until 2018 that it had new affiliation with the University of Ghana, Legon.

The College has eight academic departments which include Languages, Social Sciences, Education Studies, Visual Arts, Home Economics, Early Childhood, Mathematics/ICT, and Science.

“

Graduates of the College are serving at all levels in the country’s educational institutions as well as in the civil and public service at top management positions. Others have become very successful in their private businesses.

”

Various Principals have contributed greatly to the upliftment of the College since its inception.

Table 1 presents the past Principals and their tenure of office. The current Principal, Dr. Samuel Awinkene Atintono, was duly appointed as the 7th Principal of Accra College of Education on November 1, 2018 through competitive interview spear headed by the National Council for Tertiary Education (NCTE) and subsequently confirmed by the Governing Council of Accra College of Education and was inducted into office on November 13, 2020.

Table 1 : Past Principals

NAME	DURATION
Mrs. Christiana Bampoe Henaku	2007 - 2018
Mr. Abubakar Wallace	2000 - 2007
Mr. Emmanuel K. Kassah	1990 - 1999
Mr. Fredinard N. Gberbie	1978 - 1989
Rev. Kodjo Haizel	1972 - 1977
Mr. L. B. Ama Hesse	1962 - 1972

SECTION 2

ACHIEVEMENTS 2.0 INTRODUCTION

Over the past two years, the Accra College of Education has experienced improvements in various areas including, governance, academic excellence, human resource development, physical infrastructural development, improved external relations amongst others. This section highlights the various achievements the College has chalked in the period under review and are organized under the following thematic areas: good governance, academic affairs, staffing, staff development, physical infrastructural development, internal controls, external relations or grants or supports, collaborations, partnership and exchange programmes, College finance and community service.



2.1 Good Governance

During the period under review, the College has seen considerable improvement in the area of governance. Key milestones chalked under good governance are highlighted below.

2.1.1 Inauguration of the Governing Council of the College

The upgrading of Colleges of Education to tertiary status demanded the appointment of a Governing Council to provide strategic directions for the College. Consequently, the Governing Council of Accra College of Education was officially inaugurated in September 2019, at the beginning of the 2018/2019 academic year.

Since its inauguration, the Council has provided strategic directions for the growth of the College. Key decisions and projects could not have been undertaken without the support of the Council.

2.1.2 Establishment of Council Committees

A direct consequence of the inauguration of the Governing Council is the formation and functioning of the Council Committees. These Committees include: Finance Committee, Entity Tender Committee, Audit Committee, Appointment and Promotions Committee and Development Committee. These Committees have been actively playing their roles to complement the effort of Council in the governance of the College.



2.1.3 Academic Board Committees Established and Functioning

As part of the activities to ensure effective governance, the Academic Board and its committees were formed. Some senior management members of the College have been appointed to substantive positions, and administrative structures have been put in place.

It is worth noting that the Committees have all started well, and are working towards meeting the objectives for which they were established. These Committees of the College are working with Council in developing strategies; fostering effective links between the College and external stakeholders; and helping to maintain and enhance the image and reputation of the College.



2.1.4 Redevelopment of the Strategic plan for the College

The existing strategic plan (2017 – 2020) is due to expire by December 2020. The College has set up a Strategic Plan Committee to spearhead the development of a new Strategic Plan for the College. This strategic plan is expected to provide strategic direction to the College for the next five years.

The new strategic plan will emphasize nine (9) thematic areas; Research, Innovation and Professional Development; Excellent Academic Standards in Teaching and Learning; Collaboration and Stakeholder Engagement; Physical Infrastructure Development; ICT Infrastructure Development; College Support Services enhancement; Financial Sustainability and Accountability; Good Corporate Governance, Health, Sanitation and Environment.

It is our hope that the strict compliance to the proposed College Strategic Plan would drive us towards transforming the College into a world class teacher education institution which has research and teaching at the core of its function.

2.1.5 Reorganization of College Administration

As part of the restructuring of the College administration, we have established a separate but complementary unit for the Central Administration of the College under the office of the College Secretary.

These units include General Administration Unit, Students/Academic Affairs Unit, Human Resource Unit, and Guidance and Counselling Unit. Since November 2018, other new units have been created to complement the already existing non-academic departments/units. Prominent amongst them include the establishment of the Audit Unit, Works and Estates units. Find below the current list of all non-academic departments/units.

Non -Academic Departments / Units

- Central Administration
 - Human Resource Center
 - Guidance and Counselling Unit
 - Student/Academic Affairs Unit
 - General Administration Unit
 - Catering Unit
 - Work Estate(Sanitation/General Labourer) Unit
 - Security Unit
 - Transport Unit
 - MIS Unit
 - Electrical Unit
- Finance and Accounts Unit
- Internal Audit Unit
- Procurement/Stores Unit
- Quality Assurance

2.1.6 Affiliations

In order to ensure good governance and enjoy the wealth of mentorship and opportunities from well-established universities, the College has been able to sign various Memoranda of Understanding (MoU) to aid its progress.

The Accra College of Education has since its establishment been affiliated to UCC. However, following the designation of the College as a tertiary institution as part of government reforms of all the 46 Colleges of Education, the College has been affiliated to the University of Ghana, Legon. This affiliation was made official via the signing of MoU on September 5, 2019 between the two institutions.



Other MoU signed include Foso College of Education, Ada College of Education, and the Evangelical Presbyterian College of Education, Amedzofe. These MoUs were signed with the view of deepening collaboration and enhancing research.

2.2 Academic Affairs

2.2.1 Academic Programme

As part of the reforms of the initial teacher education in the country, Government rolled out a 4-Year Bachelor of Education Degree (B.Ed.) programme. This programme started in the 2018/2019 academic year. This programme is fully aligned with the expectations, principles and practices set out in the National Teacher Education Curriculum Framework (NTECF).



Student teachers pursuing this degree programme will be fully prepared to meet the National Teachers Standard (NTS). This new B.Ed. curriculum aims to transform initial teacher's education (ITE) and through this secure the training of highly qualified motivated new teachers who are able to inspire their learners to achieve better outcomes in basic education. The B.Ed. curriculum has been written through a collaboration of four teacher education universities together with some colleagues from the Colleges of Education, bringing together for the first-time leading educationist across Ghana to create the curriculum.

Despite the introduction of the new curriculum, the College still runs Three-Year Diploma in Basic Education for level 300 students who were the last batch to complete in July 2020. The College has started processes to introduce B.Ed in Early Grade option to increase the programmes offered to three. The College has nine (9) academic departments:

Academic Departments

- Languages
- Mathematics / ICT
- Sciences
- Education Sciences
- Social Sciences
- Visual Arts
- Home Economics
- Early Childhood
- Library

2.2.2 Student Enrollment / Admission

Owing to the fact that this report spans twenty-four months, the section will provide details on the student enrollment for the 2019/2020 and 2018/2019 admissions cycles. The 2019/2020 academic year's admission was very competitive. In all, a total of 3,152 applicants expressed interest in the College. Out of this number, 1,213 chose the College as their first choice, 939 chose it as their second choice and a further 1000 applicants as their third choice. However, as a result of our limited infrastructure, we could only admit 351 applicants. Out of this number, 201 were males while 150 were females. It is worth mentioning that for the 2019/2020 admissions, Management deliberately increased female admission by 20% in order to gradually meet our gender parity policy target of 50:50. The College has over the years attained an average ratio of 72:28 for male and female respectively. However, due to the deliberate efforts of this the ratio stands at 58:42.

Regarding admissions into the two main academic programmes offered by the College, for the four-year Bachelor of Education programme (Primary and Junior High School Education), the College admitted 86 students into the Primary Education option, while 265 were admitted into the Junior High School option. Find below in Table 2 details on the student enrollment for the 2019/2020 cycle.

Table 2 : Students Enrollments by Gender and Programme for 2019/2020 Academic Year.

Programme	GENDER	TYPE OF CERTIFICATE			GRAND TOTAL
		Degree (L100)	Degree (L200)	Diploma (L300)	
Primary Education	Male	35	59	0	94
	Female	51	49	0	100
	Total	86	108	0	194
Junior High School Education	Male	166	129	0	295
	Female	99	61	0	160
	Total	265	190	0	455
General	Male	0	0	195	195
	Female	0	0	117	117
	Total	0	0	312	312
Total Population	Male	201	188	195	584
	Female	150	110	117	377
	Total	351	298	312	961

For the 2018/2019 admissions cycle, the College received a total of 1,505 applications. Out of which 1, 262 qualified for admission. However, the College was able to admit only 318 students representing 25.5% of the total number of qualified applicants. Out of this number, 197 were males while 121 females. The student population at the end of 2018/2019 academic year stood at 944 students. This Figure consists of 582 males and 362 females respectively. See details below in Table 3.

Table 3 : Students Enrollments by Gender and Programme for 2018/2019 Academic Programme

DEPARTMENT	GENDER	TYPE OF CERTIFICATE			GRAND TOTAL
		Degree (100)	Diploma (200)	Diploma (300)	
Primary Education	Male	61	0	0	61
	Female	55	0	0	55
	Total	116	0	0	116
Junior High Education	Male	136	0	0	136
	Female	66	0	0	66
	Total	202	0	0	202
General	Male	0	196	189	385
	Female	0	117	124	241
	Total	0	313	313	626
Total Population	Male	197	196	189	582
	Female	121	117	124	362
	Total	318	313	313	944

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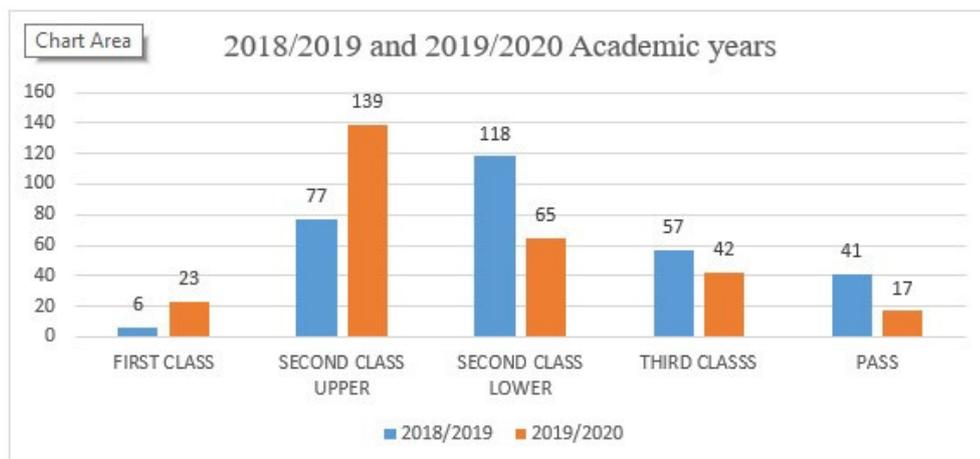
2.2.4 Student Graduation Statistics

In the 2019/2020 academic year, the College recorded an overall improvement in performance as illustrated in Figure 1 below.

Graduate Output Analysis

An analysis of the student performance in the 2019/2020 academic year, shows that the College recorded a 283% increase in first class and an impressive 81% increase in second class upper. A direct consequence of these increases was the attainment of a 45% decrease in second class lower, 26% decrease in third class and 58% decrease in students graduating with a pass. See details below (Figure 1).

Figure 1: Graduates Output for 2018/2019 and 2019/2020



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2.3 Staffing

2.3.1 Current Staff Population

Over the period, the College has seen an increase in staff strength from 82 in the 2018/2019 academic year to 121 in the 2019/2020 academic year. The details are as follows:

Table 4: Statistics on Staff Population for 2019/2020 Academic year

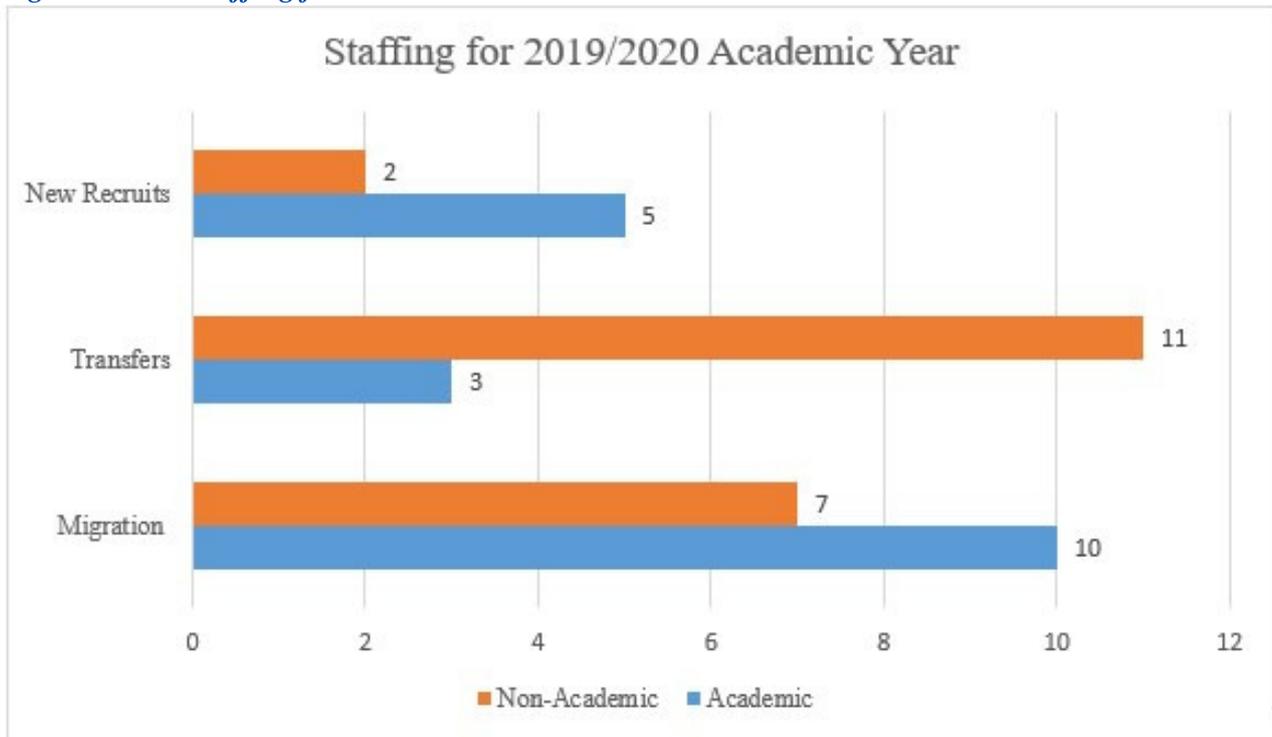
Department	Male	Female	Total	Dept.	Male	Female	Total
Central Administration	12	6	18	Science	7	3	10
Catering	3	10	13	Education	3	4	7
Works/Estates/Electrical	3	0	3	Mathematics/ICT	4	4	8
Finance & Account	4	0	4	Languages	5	8	14
Laboratory	1	0	1	Soc. Science	7	4	11
Security	7	0	7	Early Childhood	1	1	2
Sanitation/General Labourer	3	2	5	Visual Arts	0	2	
Procurement/Stores	3	2	5	Home Economics	0	1	
Audit	3	2	5	Library		1	
Transport	3	0	3				
MIS	1	1	2				
Sub Total	43	24	67		27	27	54
Grant Total							121

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2.3.2 Staffing 2019/2020 Academic Year

Figure 2 below gives a graphical representation of staff strength for both non-academic and academic staff. The academic departments saw 18 new staff which constituted 5 new recruits, 10 migrated staff, and 3 transfers. The Non-Academic department on the other hand, saw 20 new staffing which constituted 2 new recruits, 11 transfers and 7 migrated staff. See details below.

Figure 2: New Staffing for 2019/2020 Academic Year

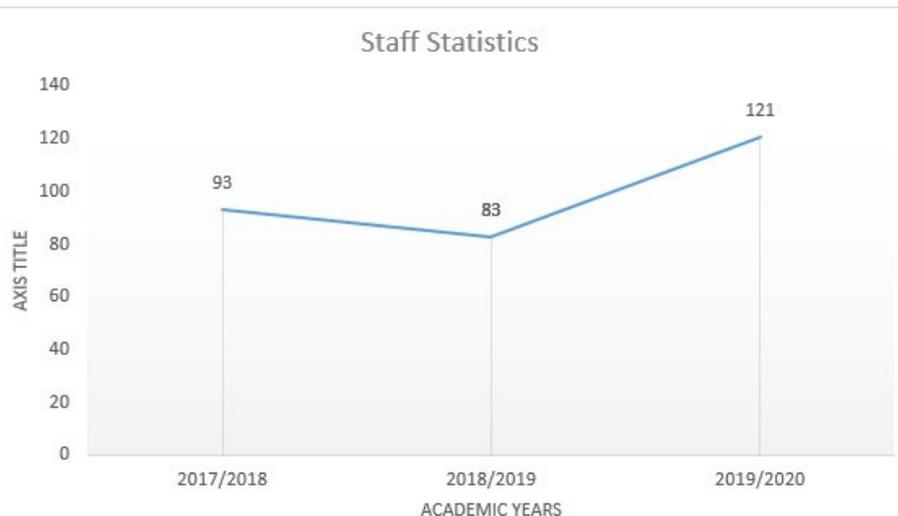


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2.3.3 Staffing Statistics across three Years

Figure 3 below illustrates staff strength across three years. Between the 2018/2019 and 2019/2020 academic year, the College saw a 46% increase in staff strength.

Figure 3: Staff Statistics Across three years



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2.4 Staff Development

2.4.1 Appointment/ Confirmation of Management Staff

Two senior management staff, College Vice-Principal and College Secretary were confirmed while 3 Senior Staff ‘A’ members were appointed to other senior management positions specifically, College Librarian, College Finance Officer and Internal Auditor.

2.4.2 Promotion of Staff

One tutor has been promoted to the rank of Senior Tutor. There are also a number of applications for promotions under review.

2.4.3 Workshops, Conferences and Programs

This fiscal year saw a lot of trainings and workshops for staff and Senior Management officials. These trainings as listed below, contributed to broadening the knowledge and building the capacity of the staff at the various departments and units. Through the effort of management, the following workshops and conferences have been attended by various members of staff. Most of the attendance was by virtual mode as a result of the Covid-19.

Table 5: Summary of Workshops, Conferences and Programmes

DATE	WORKHOPS/CONFERENCES
28 th to 29 th September, 2020 – 1 st Session 5 th to 7 th October, 2020	Training Programme for Administrative Staff of Colleges of Education organized by University of Ghana
28 – 29 th September, 2020	Public Finance Management Training organized by Ghana Scholarship Secretariat
29 to 30 th September, 2020	AUDA-NEPAD Calestones Juma Executive Dialogue organized by African Union Development Agency
28 th to 29 th September, 2020	Workshop on Appointments and Promotions in the Colleges of Education by University of Ghana, Legon
22 th to 24 th September, 2020	Professional Development Workshop on Material Preparation for Year Two Semester One by (Part 1) by University of Ghana
31 st August, 2020	National Council for Tertiary Education Scholarship Training Programme by NCTE
17 th August, 2020	Strategic Plan Workshop organized by AcCE and Facilitator by DR. Ananga, from NCTE
20 th August, 2020	The Strategic Plan Committee Consultative Workshop with all Staff of the College for input gathering.
9 th June, 2020	Budget Workshop by AcCE
12 TH -13 TH March, 2020	Workshop on Professional Development Sessions by GES, University of Ghana, School of Education and Leadership.
28 th February, 2020	National Curriculum and Assessment Stakeholders Engagement on CPP Curriculum organized by NCTE at the GNAT Hall
26 th February, 2020	Staff Development Workshop organized by the University of Ghana, School of Education and Leadership
18 th – 19 th February, 2020	Action Research Workshop, Accra College of Education



20 th December, 2019	Colleges of Education Middle Leaders Capacity Development; Leadership Role – Assessment task
13 th November, 2019	The impact of Instructional leadership on Student Outcomes: Implication for School Improvement Policy in Ghana, British Council Auditorium, Accra
26 th September, 2019	Great Migration, US Embassy, Accra
September, 2019	Training of College Course Leads on Course Manual and PD Guide, Accra
14 th -15 th August, 2019	College Leadership Capacity Development and Policy Dialogue Workshop by GES, Noda Hotel, Kumasi
26 th June, 2019	The Second National Education Learning Summit for Teacher Education Practitioners on “Transforming learning, Sustaining Change: Evidence and Learning for Improved Teacher Education”, Ghana Shippers’ House, Accra
31 st May, 2019	Professionalizing the Teaching Profession by NTC
7 th – 8 th May, 2019	Gender and Inclusive Summit organized by NCTE & T-TEL at Mensvic Hotel, East Legon, Accra.
12 th March, 2019	Stakeholders Workshop, Strengthening Quality Assurance for Institutional Effectiveness, National Accreditation Board, Accra

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2.4.4 Staff on Further Studies

The College recognizes the effort of staff to pursue academic and professional knowledge and believes that further studies is an essential strategy to upgrading the human capacity of staff to meet the demands of the new tertiary status. Table 6 below shows that 10 staff members from 5 academic Departments are pursuing further studies to build their academic and professional capacities. Out of this number, 8 staff members are pursuing PhD and two staff members are pursuing MPhil. One non-teaching staff is pursuing first degree. Most of them are on part-time study leave with pay while others are on full time study leave-with pay. Most of these staff have through the staff development fund received GETFund sponsorship for the payment of their fees.

Table 6 : Staff on Further Studies

Department	Gender		Total	Degree	Programmes	Year Started	Expected year of Completion
	Male	Female					
Science	3	1	4	PhD	Crop Science	2019	2024
					Medical Entomology	2018	2021
					Food Science	2019	2023
Languages	1	0	1	Mphil	Language (Ewe)	2018	2020
Mathematics	1	1	2	PhD	Mathematics	2019	2024
					Education		
Social Science	1	1	2	Mphil	Human Rights	2019	2021
					Conflict		
					Social Studies	2017	2020
Education	0	1	1	PhD	Educational	2019	2021
					Psychology		
IFESH		1	1	Degree	Business Administration (HR)	2018	2022
Total			11				

©2020 AcCE Staff on Further Studies

2.4.5 Staff Welfare

Motivation of staff members is key to the progress of the College, and as a result Management instituted breakfast and lunch for staff. This decision contributed immensely to the growth and welfare of the staff. Besides, a sendoff party was organized for the past Principal, Mrs. Christian Bampo Henaku to celebrate her leadership and achievements.

2.4.6 Online Teaching and Learning

In response to the outbreak of the COVID-19 pandemic, the College, introduced the online teaching and Learning system to enable us complete the second semester of the academic year. During the implementation of this online teaching and Learning system, we identified some challenges including low student participation, due to the lack of smart phones to connect to the learning platforms. Subsequently, the College with support from T-TEL, procured about 80 smart phones which were given to the students who could not participate in the online learning sessions at a subsidized price.

An online training programme for four weeks aim at building the capacity of academic staff for online lesson preparation and teaching was also organized in collaboration with the University of Amsterdam, Netherlands. This was a successful programme.

2.5 Physical Infrastructural Development

2.5.1 Improvement of Academic Facilities and Physical Development

For the past two years, the College has adopted a holistic approach to both academic and infrastructural development of the College. This approach has translated into the birth of the several projects which were initiated and completed during the 2019/2020 academic year. Prominent achievements include,

1. Procurement of the five hundred (500) classroom furniture for various lecture blocks.
2. Acquisition and installation of five hundred (500) metal bunk beds to replace the old, bedbug infested-wooden beds.
3. Acquisition and installation of public address system, projectors and projector screens at the various lecture halls, ICT Lab, Auditorium, Cafeteria and Conference Halls.
4. Renovation Establishment of the Teaching and Learning Resource Centre (TLRC) to suit modern education and training aid for both tutors and student-teachers (learners).



5. Renovation works at the Principal's Office, Principal's bungalow, College Secretary office, washrooms at Lecture halls, and washrooms at the male and female hall of residence.

6. The construction of ultra modern washrooms for both male and female students.

7. The extension of new office and classroom complex from a three to four-storey building

See table 7 for an extensive list



Table 7 : Academic Facilities and Physical Development for the 2019/2020 Academic year

Projects	Quantity	Source of Funding	Status	Year
Furniture for classrooms	500 sets	GETFund	Completed	2019
Provision of offices for HoDs	8	Sales of Forms and IGF	Completed	2019
Renovation of the washrooms at the Lecture Halls	12	IGF	Completed	2019
Creation of larger Lecture halls and renovation of Lecture halls (lights, fans)	4	IGF	Completed	2019
Metal bunk beds	500 pieces	GETFund	Completed	2020
P.A system for Lecture halls, College Auditorium and Conference room (screens, projectors).	P.A system = 8 sets Screens=6 Projectors=6	GETFund	Completed	2020
Refurbishment of Principal's office, Principal Bungalow, and College Secretary office	2 offices and waiting area	IGF	Completed	2018
Provision of laptops, printers and photocopiers for staff and offices (Lot 1&2),	Laptops = 10 Desktops=10 Printers=12 Photocopiers=2	IGF GETFund MP's Donation	Completed	2020
Replacement of Gas Pipe line to the Pantry	Coper metal	IGF	Completed	2020*
Renovation of male and female dormitories	Painting, electrical works	IGF	Completed	2019
Construction washrooms for both male and female students	12 Units	GAMA	Completed	2019
Extension of new building to four storey (offices, lecture halls)	1	GETFund	In-progress	2018
TLM Resource Center	1	T-TEL/PRINCOF	Completed	2020

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2.5.2 Electricals and Electronics

An electrical unit was created and resourced to manage all electrical and electronic issues in the College. A total amount of GH¢ 5,255.00 was spent in purchasing electrical tools to resource the unit. These tools included: Electrical material kit, clamping shoe, folding ladder, safety boot, working gloves, safety rob, conduit drawer, google set, safety helmet, over helmet, Air-condition servicing machine (Lavor Tempesta, 2400W), water hoist, Gas Gauge and Refrigerant Cylinder. With the provisions of the above tools and an instrumental Electrical Engineer, the following can now be executed: routine maintenance, daily co-ordination with our utility providers, and servicing of Air conditioners.



Due to the vast and wide lobbying networking skills of the Principal, the following materials were donated by the Ministry of Energy. These included led bulbs, led street light and a 315KVA 3 phase transformer which can now sustain the current load of the College. The quantity of each item is shown on the Table 8 below:

Table 8: Electronics and Electrical Materials Received from Energy Ministry

ITEM	QTY
6w led bulb	600
9w Led Bulb	200
13w Led Bulb	200
150w Led Street Light	100
150w Led Street Light	100
11KV/315KVA 3Phase Transformer	1

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2.5.3 MIS Infrastructural Development

For the College to run effectively and efficiently, it absolutely depends on reliable and highly available IT systems. As depicted in Table 9, the College through the Management Information System (MIS) unit established a Local Area Network (LAN). This means that, the College manages its own LAN. The College MIS unit is currently reconfiguring NanoStations which when done will enhance network communication.

The MIS unit has also begun extension of Wi-Fi connectivity to other buildings in the College. Some equipment have also be allowed for the extension of Wi-Fi to Block 1. In addition, the Government of Ghana in collaboration with the Ministry of Education has provided internet for the College with Busy Internet being the Internet Service Provider (ISP).

Also, the College is in the process of reaching an agreement between with Blue Cloud Network (Ozone) to help the College's network/internet accessibility. Meanwhile, a feasibility study has been conducted with K-net and Varkey Foundation, to extend internet to some facilities in the College. During this academic year, two servers have been purchased by the College for the unit. One of the servers is currently being used to run the Colleges of Education Management Information System (CEMIS). The other server is being used as a DNS/DHCP server to assign and resolve IP addresses to client computers. Details of these are presented below in Table 9.

Table 9: ICT related Projects

PROJECTS	SOURCE OF FUNDING	STATUS	YEAR
Local Area Network (LAN) connectivity	IGF	Completed	2020
Wi-Fi extension to Admin Annex	Ozone Ghana	Completed	2020
Wi-Fi connectivity	Government of Ghana and Ministry of Education	Completed	2020
Purchase of computer servers	IGF	Completed	2020
Corporate Emails	IGF	Completed	2020
Building of College's website	IGF	On-going	2020
Wi-Fi extension	Plan Ghana	On-going	2020
CEMIS Implementation	NCTE	On-going	2020
Network Extension	Grant from NCTE	On-going	2020

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2.6 Internal Controls

With assumption of office, the Principal consciously ensured that the internal controls of the College were strengthened for efficient functioning. The Internal Audit unit was setup to ensure that activities are evaluated in order to contribute to the improvement of the College's governance, risk management, and control processes using a systematic, disciplined, and risk-based approach. The College's credibility and corporate image is enhanced when internal controls are proactive to offer new insights and consider future impact. This practice requires Management's insight into the internal audit activity and support in every possible direction. The inception of the Internal Audit Unit of the College at the beginning of the 2019/2020 academic year have made the following strides:

- The formation of the Internal Audit Committee.
- The appointment of substantive Internal Auditor in progress.
- Effective in-house training of staff of the Unit by the Internal Auditor.
- Effective and efficient structuring of the internal audit function into
 1. Pre-audit and Post-audit Section,
 2. Ethics and Compliance Section,
 3. Operations and Transactions Section,
 4. Risk Management and Governance Section.
- Development of the Audit Charter
- Providing Consultancy to Management in policy development in respect of:
 1. Fixed Asset Management Policy Framework
 2. Internal Audit Policy

- Conduct of Review Audit and Issuance of its provisional report.
- Performance of day-to-day pre-audit, post audit and operational audit.
- Providing advisory role to Management and other Units/Departments.

The execution of the Unit’s annual Plan is in Progress and the following engagements are in progress:

Table 10 : Internal Audit Plan

Audit Engagement	Status	Remarks
Post Audit Report on Review of Payment Vouchers for Jan., Feb. & March, 2020	At Final Stage with Provisional Report	Provisional Report ready for Management attention
Cash Management and Liquidity Audit	At 70% completion state	Further evidence gathering in-progress
Training of Audit & Finance Staff awaiting	AT the initial Stage	In-progress
Orientation of Management on Internal Auditing Process	20% complete	Response from IAA for their facilitation

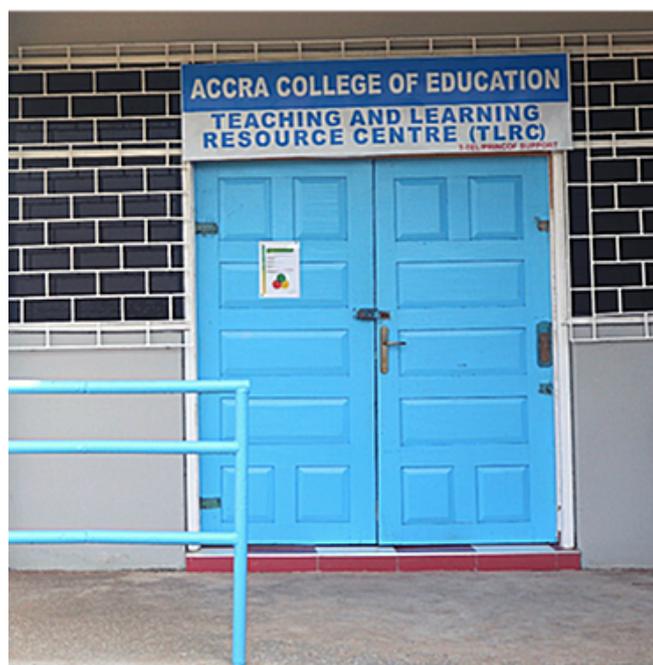
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2.7 External Grant / Support

The College has support from the following:

2.7.1 Grant for Setting up Teacher Learning Resource

The Transforming Teacher Education and Learning (T-TEL) through NCTE a partner in supporting teacher education in Ghana especially the Colleges of Education rolled out a number of projects and programmes to support the development of Colleges of Education. The College submitted a proposal for a competitive grant call by T-TEL and was among the few Colleges of Education to win a GH¢30, 000.00 grant for the establishment of Teaching and Learning Resource Centre. With the help of this grant the College has renovated an existing classroom and set up the Teaching and Learning Resource Center and appointed a staff to coordinate the activities.



2.7.2 Transition Support Fund

The Transition Support Fund is a grant to support the Colleges of Education in their transition to tertiary institution status. Colleges were assessed with respect to the level of achievement in the implementation of the 4-year B.Ed programme in terms of teaching, supported teaching in schools, professional development and partnership with schools to enable them qualify for the grant. The College was assessed twice in 2019 and 2020 and qualified after a vigorous assessment. Thus, the College received a total award of GH¢100,000.00 to support staff development and capacity building. In order to ensure equity and fairness the College has developed a policy document to guide the disbursement of the fund.

2.7.3 GETFund Support

The College has received its annual allocations from the GETfund for Infrastructural and Staff development. For the two academic years, a total allocation of GH¢152,000.00 has been received by the College.

2.7.4 Support From MP and Parliamentary Candidate

The College received support from both incumbent Member of Parliament and NDC parliamentary candidate in the Ayawaso West-Wuogon Constituency. While the NPP MP donated four laptops, 300 PPEs (face mask, sanitizers) to the College, the NDC parliamentary candidate donated 500 pieces of PPEs to aid in the fight against COVID-19. The College Management was grateful for this support.

2.7.5 Alumni Support

The College has identified the Alumni as a key stakeholder. Consequently, the College is working together with the Alumni groups to reach more Alumni of the College, to energize and galvanize them to support the College. As a show of commitment, the Alumni groups have as recently as October 9th, 2020 donated a projector, projector screen, laptop computer and footballs to the College.



The 1999 year group at the AcCE Conference Hall to present their donation to the College

2.8 Collaboration, Partnerships and Exchange Programmes

The College has partnership with the following organizations;

AUDA - NEPAD STEM

The AUDA-NEPAD partnership with the College has its main objective of promoting the teaching of science and technology through capacity building of tutors. The pilot phase ended in December 2019. A new phase of the project has assumed a national character and is focused on effectively harnessing innovation and emerging technologies for Africa's development and the Principal is leading the Ghana Team with the College Secretary and another tutor being members. The Director of the National Science Center, a Lecturer at UG and another lecturer at Central University are the other members. This partnership focuses on African Union's Agenda 2063.

University of Education, Winneba

The University of Education uses the academic facilities of the College for some of its distance education lectures and examinations during weekends. They have been given office facility located on the College compound.

Osu Library Fund

A Canadian non-governmental organization has put up a community library on the College compound. It is managed by the N.G.O, G.E.S, Accra Metropolitan Assembly and the College.

Varkey Foundation

It is a not-for-profit organization established to improve the standards of education for underprivileged children throughout the world. Varkey Foundation has a mission to ensure that all children have good teachers. The project "train for tomorrow [T4T]" feeds into the National Council for Tertiary Education (NTCE) mandate to transform teacher education in Ghana. The College was selected as one of the training hubs to serve five (5) districts and 40 schools within the Ayawaso West Municipal.

Ghana Navy

Senior Rates Administrative Course (S. R. A. C), the Basic and Leadership Training School (BLTS) of the Ghana Navy organizes a four-week management and instructional technique course for Petty Officers and equivalent ranks in the Army and Air force and the College participates in the programme as teaching instructors.

Vodafone Ghana

The College is also in collaboration with Vodafone Ghana to provide data and call services for students and staff at the cost of GH¢10.00 per student, per month.

2.9 The College Demonstration School

The College has established a Demonstration school which was opened on the 12th of September, 2017. The school runs from kindergarten to Junior High School. Management recently has set up a Committee to coordinate the activities of the School for effective management. The first batch of the JHS students participated in the just ended BECE in September.

2.10 The College Ceremonies / Events

The College has successfully organised two matriculations ceremonies: 2018/2019- and 2019/2020-year groups and the 11th Congregation Ceremony for the 2018/2019. The graduation ceremony for the 2019/2020 group has been put on hold as a result of the Covid-19.

2.11 Financial Performance

As part of fostering the attitude of sustainability and financial stability, the College has its sources of funding from, Government of Ghana subvention, GETFund, donations and Grants, and Internally Generated Funds (mainly schools fees). The College has instituted some activities and projects geared towards the generation of funds internally. Among these activities include; renting out the College's facilities such as the Auditorium, College park and space, classrooms, gowns etc. Table 11 below depicts the expenditure trend analysis from 2018 to July, 2020. The fiscal year received 47% of its total funds from Government for compensations and goods and services. About 44% of the funds came as IGF and 9% of the funds came from GETFund which was mainly for staff development.

Table 11: Expenditure Trend Analysis 2018 to 2020

Sources of Fund	2018	2019	2020*
	GH¢	GH¢	GH¢
GOG	2,274,140.00	2,377,510.03	1,796,619.02
IGF	3,982,237.83	4,533,478.23	1,187,753.76
GETFund	3,748,394.80	782,500.00	1,481,878.30
Total	10,004,772.63	3,613,488.00	4,466,251.08

*=Actual as at July 2020 annualized.

The College hopes to increase the College's internally generated funds by:

- Establishment of a guest house for the College
- Organization evening and weekends programmes
- Production of pure water for sales
- Improvement of landscape of some areas on campus for hiring.

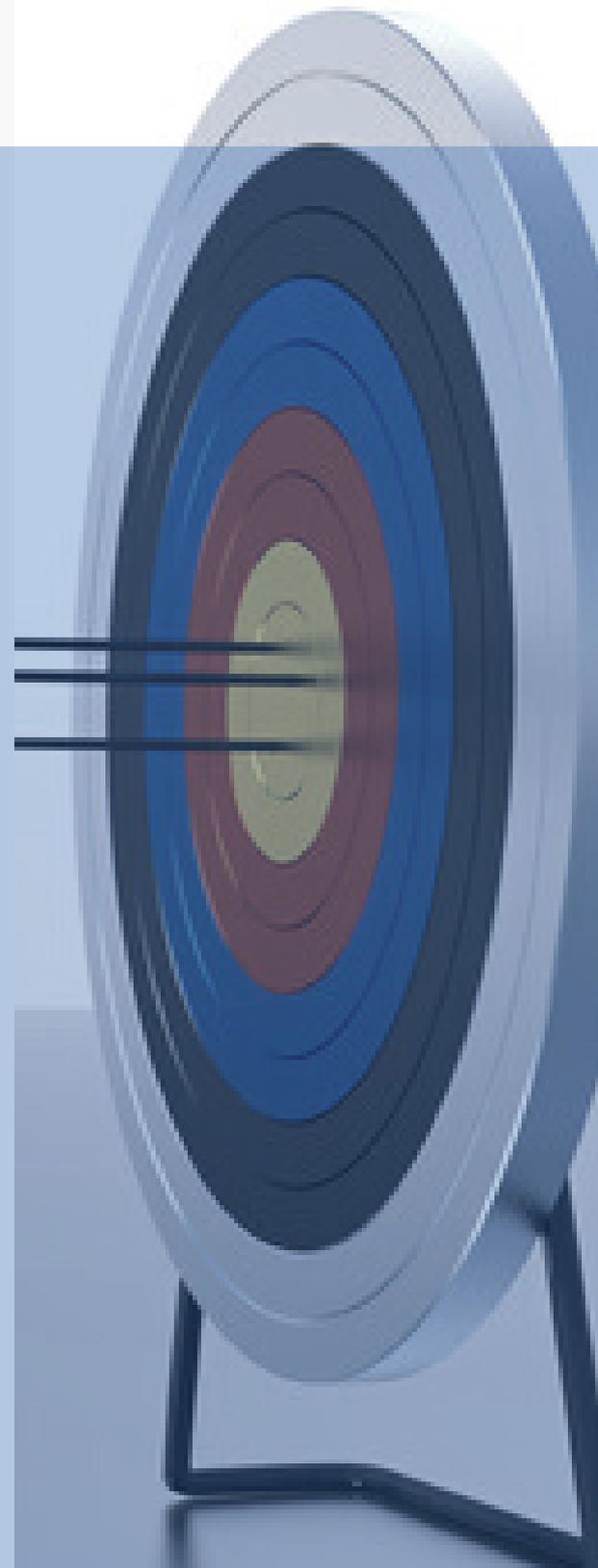
2.12 Other Achievements

- A new program for the Early Grade has been mounted to complement the College's programs.
- The library procured 105 volumes of books worth GH¢8,500 from local Bookshops E.g. Kingdom Bookshop
- Fixing CCTV at the administration block to improve security at the block.
- Improving sanitation on campus by procuring 'skip to keep' refuse and being emptied frequently.
- The Principal has a very good relationship with all staff from the cleaners to the senior management staff.

SECTION 3

CHALLENGES

Despite the efforts by Management to transform the Collage to meet the demand of tertiary education, the College still faces significant challenges. This section highlights some of the challenges of the College.



3.1 Human Resource Capacity

Even though the human resource capacity of the College has improved this academic year, there is still an urgent need for staffing since it is the nucleus around which effective work of the College can take place. In view of this, proposals for technical and financial clearance have already been submitted to NCTE for consideration.

3.1 Residential Facilities

The effects of the inadequate residential facilities for students and staff is taking a toll on enrollment figures and commitment to work respectively. Currently, the College is unable to admit more qualified students due to the limited accommodation space available. Also the current situation where the vast majority of tutors live outside the school is affecting productivity.

3.2 Office Space and Resources

Inadequate office space especially for academic staff is negatively affecting staff performance. Most of the offices are shared while other staff do not even have offices. This is challenging as confidential issues are compromised due to exposure of some staff to critical documents. Most offices are insufficiently resourced with office furniture and computers (laptops) which affects the efficiency and effectiveness of some Departments/Units.

3.3 Internet Services

The internet connection at the administration block is very good but it does not extend to other areas of the College and this impacts negatively on research by tutors. The only available point where the internet is relatively strong is in and around the library building. Inadequate access to online resources poses challenges regarding teaching, learning and research. Inadequate number of ICT equipment makes it difficult to teach the practical aspect of the subject and transform the system of administration from paper-based to digitized system.

3.4 Cooperation and Prompt Response to work

Administrative correspondences sometimes do not receive much attention, cooperation and prompt responses from some of the Units/Departments. This challenge is a contravention to the authorities that establishes and give credence to the existence of the College and its activities. Measures have been adopted by management to raise awareness of the need for cooperation and prompt response to work by all staff.

3.5 Transportation Activities

The College currently has four Vehicles with some being over ten years of age and would need replacement. This puts the College vehicles support in a state of inadequacy, hence making it difficult to support administrative work and monitor STS activities.

3.6 Finances of the College

One of the fundamental challenges of the College is how to raise the needed funds for both academic work and infrastructural development. The College has huge funding gaps for infrastructural expansion. Some initiatives introduced by the Principal to mitigate the challenge include: instituting measures to improve IGF, collaborations with the corporate world, networking with stakeholders such as government, ministries, agencies, alumni among others to get support.

3.7 Security on Campus

The issue of security is a major problem on campus with limited staff. The College needs requisite tools (i.e. communication devices, descent uniforms, and boots, security pepper spray, tasers, stun guns, handheld metal detector security wands, etc.) for security staff.

The College is putting plans in place to collaborate with Ghana police service or the University of Ghana's Security Unit with the requisite level of experience in the use of the aforementioned tools to train the security staff of the College on the use of such tools. There is also the need for some security installation (i.e., security cameras, security lights, etc.) at the main access point beyond the presence of security personnel. Beyond the main access point, in the medium to long term, installation of such surveillance infrastructure is considered as critical for College facilities, i.e. science block building, the library, the halls of residence, etc. This would aid in the overall policing of the College.

Moreover, in collaboration with the University of Ghana's security Department, current and future security officers could be given some training on various basic search protocols and questioning procedures.

SECTION 4

RECOMMENDATIONS AND CONCLUSIONS

This aspect of the report on the recommendations and conclusion as well as future projections. Going forward, the College Governing Council as well as Management need to take steps to eliminate or reduce the challenges recounted. This will help improve the efficiency and effectiveness of the College and enable it execute its functional and administrative roles.

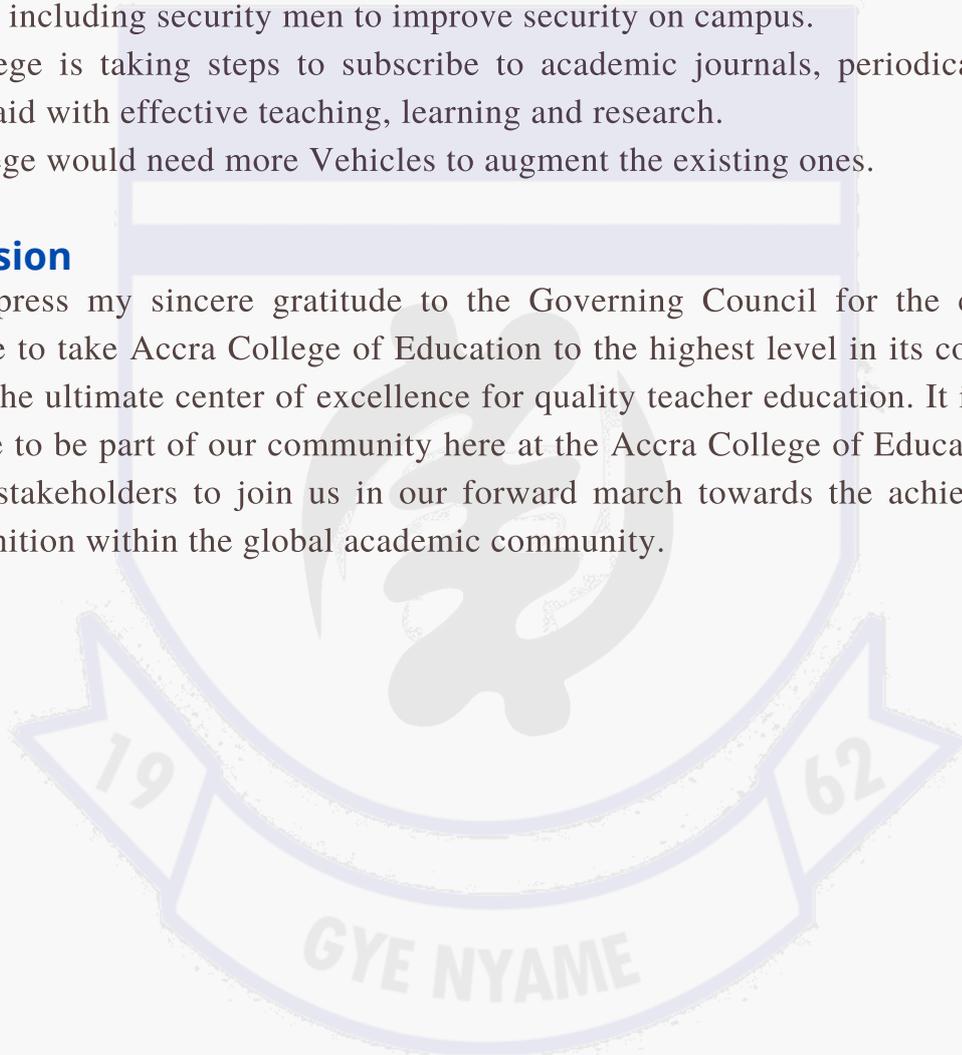


4.1 Recommendations/Future Projections

- There is an urgent need for residential facilities for students to increase enrollment figures.
- The College is strategically located to attract more qualified students to achieve full tertiary status.
- There is also the need for staff accommodation on campus. This will motivate staff to stay for long hours after instructional hours and over the weekends to participate in College activities and to also support students where necessary.
- The College needs to recruit staff both teaching and non-teaching to fill various vacancies including security men to improve security on campus.
- The College is taking steps to subscribe to academic journals, periodicals and E-books to aid with effective teaching, learning and research.
- The College would need more Vehicles to augment the existing ones.

4.2 Conclusion

I wish to express my sincere gratitude to the Governing Council for the confidence reposed in me to take Accra College of Education to the highest level in its commitment to achieving the ultimate center of excellence for quality teacher education. It is indeed a great pleasure to be part of our community here at the Accra College of Education, and I welcome all stakeholders to join us in our forward march towards the achievement of greater recognition within the global academic community.





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