

NATIONAL COUNCIL FOR TERTIARY EDUCATION



STATISTICAL REPORT ON TERTIARY EDUCATION FOR 2017/2018 ACADEMIC YEAR

Planning, Research and Policy Development (PRPD) Department

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LIST OF ACRONYMS

DCI	Data Collection Instrument
GER	Gross Enrolment Ratio
GJ	Ghana Institute of Journalism
GIL	Ghana Institute of Languages
GIMPA	Ghana Institute of Management and Public Administration
GPI	Gender Parity Index
GSSM	Ghana School of Surveying and Mapping
HND	Higher National Diploma
ILG	Institute of Local Government
ISCED	International Standard Classification of Education
KAIPTC	Kofi Annan International Peacekeeping Training Centre
KNUST	Kwame Nkrumah University of Science and Technology
MA	Master of Arts
MBA	Master of Business Administration
M.Ed.	Master of Education
MPA	Master of Public Administration
M.Phil.	Master of Philosophy
MSc.	Master of Science
NAFTI	National Film and Television Institute (NAFTI)
NCTE	National Council for Tertiary Education
PhD	Doctor of Philosophy
PRPD	Planning, Research and Policy Development
RMU	Regional Maritime University
STR	Student Teacher Ratio
TEI	Tertiary Education Institution
UCC	University of Cape Coast
UDS	University for Development Studies
UENR	University of Energy and Natural Resources
UEW	University of Education, Winneba
UG	University of Ghana, Legon
UHAS	University of Health and Allied Sciences
UMAT	University of Mines and Technology
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPSA	University for Professional Studies, Accra

INTRODUCTION

The National Council for Tertiary Education (NCTE) Act, 1993 (Act 454) established the Council to, among other things, advise the Minister of Education on the development of tertiary education institutions in Ghana. Act 454, also enjoins the Council to: recommend national standards and norms including standards and norms on staff, costs, accommodation and time utilisation for approval by the Minister of Education; monitor the implementation of any approved national standards and norms by the institutions and publish information on tertiary education in Ghana.

In an effort to make adequate and reliable data available for policy formulation and planning in the tertiary education sector in Ghana, the Planning, Research and Policy Development (PRPD) Department of NCTE collects, collates, analyses and reports on data from all accredited Tertiary Education Institutions (TEIs) in Ghana. This report is a summary of the data presented to NCTE by the Tertiary Education Institutions (TEIs) in the 2017/2018 academic year. It includes data on sandwich and distance programmes offered in the public universities. However, more expansive data on TEIs may be found in the Summary of Statistics of TEIs, another publication by the NCTE.

In this report, the TEIs in Ghana are categorised as Public Universities, Private Universities, Public Specialised/Professional Teaching Institutions, Technical Universities and Polytechnics, Public and Private Colleges of Education, Public and Private Nursing and Midwifery Training Colleges and Colleges of Agriculture. Data from the various TEIs are categorised according to the International Standard Classification of Education (ISCED) classifications.

ISCED uses two main cross-classification variables to classify education programmes by their content: i.e. Levels of education and Fields of education. For tertiary education, the levels are 5, 6, 7 and 8. These are known as Short-cycle tertiary education, Bachelor's or equivalent level (three to four years), Master's or equivalent level and Doctoral or equivalent level, respectively.

The report is divided into seven sections. The first section is an overview of the tertiary education sector in Ghana. The second and third sections cover Public Funded Universities, Public Technical Universities and Polytechnics respectively. The data on Public Specialised/Professional Teaching Institutions and the Colleges of Education are in the fourth and fifth sections respectively. Data on Private Universities in Ghana are covered in the sixth section of this report.

Finally, the seventh section presents data on Colleges of Agriculture and the Nursing and Midwifery Training Colleges. The appendix lists the various accredited institutions, which presented data in the 2017/2018 academic year.

METHODOLOGY

A Data Collection Instrument (DCI) in both soft and hard copies were sent to each TEI by post and in some cases, hand delivered to TEIs in January. A deadline of March 30, 2018 was set for the completion of the data collection exercise. The data provided by the TEIs were cleaned, collated and validated to ensure data quality.

All data submitted by the TEIs are checked for errors, and any errors identified were communicated to the responsible officers for correction. In situations where the institution failed to correct the errors identified, the Data Management Unit at NCTE applied its best judgement to ensure that the data presented in this report reflected the performance of the institutions concerned.

The collected data were analysed against the standards and norms established by the NCTE.

1. SUMMARY OF ALL TERTIARY INSTITUTIONS

1.1 ENROLMENT

This report covered data collected from over 100 accredited public and private tertiary education institutions. The institutions covered are Public Universities, Technical Universities and Polytechnics, Colleges of Education (Public and Private), Public Specialised/Professional Teaching Institutions, Private Universities (University, University Colleges, Tutorial Colleges, and Distance Education Institutions), Colleges of Agriculture and Nursing and Midwifery Training Colleges (Public and Private).

Table 1 shows the types and numbers of public and private institutions during the 2017/2018 academic year.

Table 1: Type and Number of Institutions

<i>Public Institutions</i>	<i>Number</i>	<i>Private institutions</i>	<i>Number</i>
Universities	9	Universities (Universities, University Colleges, Colleges, Tutorial Colleges and Distance Education Institutions)	79
Technical University/ Polytechnics	10	Colleges of Education	2
Colleges of Education	46	Nursing and Midwifery Training Colleges	3
Specialised Institutions	8		
Colleges of Agriculture	2		
Nursing and Midwifery Training Colleges	39		
Total	114	Total	84

Source: PRPD Department, NCTE

Table 2 shows the types of institutions and the total number of students enrolled in the 2017/2018 academic year. Four hundred and forty-three thousand six hundred and ninety-three (443,693) students enrolled in TEIs in Ghana. This shows that student enrolment decreased by 0.06% in the 2017/2018 academic year. The table shows that the Public Tertiary Education Institutions enrolled 84.20% of the total number of students in the tertiary education sector. The high enrolment in Public Universities may be accounted for by the enrolment in sandwich and distance learning programmes.

However, not all the accredited tertiary institutions presented data. Some of the accredited Private Universities had not enrolled any students for the 2017/2018 academic year and some TEIs did not respond to the request for information.

Table 2: Types of Institutions and Students Enrolled by Gender

<i>Institutions</i>	<i>Number of Students</i>			
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>%</i>
Public Universities ¹	147,170	96,909	244,079	55.01
Public Technical Universities and Polytechnics	32,707	19,826	52,533	11.84
Public Colleges of Education	25,664	22,489	48,153	10.85
Private Colleges of Education	3,043	3,095	6,138	1.38
Public Specialised Institutions	6,265	4,993	11,258	2.54
Private Universities	36,455	26,997	63,452	14.30
Public Nurses Training Colleges	4,263	12,675	16,938	3.82
Private Nurses Training College	147	385	532	0.12
Colleges of Agriculture	513	97	610	0.14
Total	256,227	187,466	443,693	100

Source: PRPD Department, NCTE

Fifty-six percent (56%) of the students were enrolled in Bachelor's or equivalent level programmes whilst 37% were enrolled in Short-cycle programmes (i.e. Diploma, Higher National Diploma (HND) or Certificate programmes). Six percent (6%) of the students were enrolled in Second Degree/Certificate programmes (i.e. Postgraduate Certificate, Postgraduate Diploma and Masters degrees) whilst about 1% were enrolled in Doctoral or equivalent level (i.e. Doctor of Philosophy (PhD)) programmes in the 2017/2018 academic year.

Table 3 shows the breakdown of the total enrolment by the types of programmes in the public and private tertiary education institutions.

Table 3: Number of Students Enrolled by Type of Programme

<i>Type of Programme</i>	<i>Number of Students</i>			
	<i>Public Institutions</i>	<i>Private Institutions</i>	<i>Total</i>	<i>Percentage (%)</i>
Short-cycle level (ISCED 5)	152,947	11,849	164,796	37.14
Bachelor's or equivalent level (ISCED 6)	195,831	54,902	250,733	56.51
Master's or equivalent level (ISCED 7)	22,899	3,096	25,995	5.86
Doctoral or equivalent level (ISCED 8)	1,894	275	2,169	0.49
Total	373,571	70,122	443,693	100

Source: PRPD Department, NCTE

¹ The enrolment figures for the Public Universities includes Distance and Sandwich Students

1.2 GROSS ENROLMENT RATIO (GER)

Gross Enrolment Ratio (GER) is the number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education. For tertiary level, the population age group is between age 19 and 23.

The Gross Enrolment Ratio² shows the general level of participation in a given level of education. It also indicates the capacity of the education system to enrol students of a particular age group. A high GER generally indicates a high degree of participation in a particular level of education regardless of the ages of the students. A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled. The achievement of a GER of 100% is therefore a necessary, but not sufficient condition for enrolling all eligible children in school. The formula for calculating GER is:

$$\text{GER} = 100 \times [\text{Tertiary enrolment} / \text{Five-year age cohort following theoretical age of secondary education completion}]$$

Figure 1: Gross Enrolment Ratio of Total Tertiary Education in Ghana

<p>GER = [Total Tertiary Enrolment/Population within 19-23yrs] *100</p> <p>Total Tertiary Enrolment = 443,693</p> <p>Population within 19–23 years = 2,747,534</p> <p>Therefore, GER = (443,978/2,747,534) * 100</p> <p style="text-align: center;">= 16.15%</p> <p>NCTE Target for GER is 25%</p>
--

Source of Population within 19–23 years: Ghana Statistical Service. August 24, 2018

Source of Total Tertiary Enrolment: PRPD Department, NCTE

1.3 GENDER PARITY INDEX (GPI)

The Gender Parity Index (GPI) is a socio-economic index usually designed to measure the relative access to education of males and females. In its simplest form, it is calculated as the quotient of the number of females divided by the number of males enrolled in a given stage of education (primary, secondary, tertiary, etc.).

GPI is a measure of the progress towards gender parity in education participation

² Education Indicators Technical Guidelines — UNESCO Report November 2009

and/or learning opportunities available for women in relation to those available to men and reflects the level of women's empowerment in society.

The formula for calculating GPI is:

$$\text{GPI} = \frac{\text{Enrolment in Tertiary Education for females}}{\text{Enrolment in Tertiary Education for males}}$$

A GPI value of one (1) indicates parity between females and males. In general, a value less than one indicates disparity in favour of male and a value greater than one indicates disparity in favour of female.

Figure 2: Gender Parity Index for Tertiary Education in Ghana

$\text{GPI} = \frac{\text{Enrolment in Tertiary Education for females}}{\text{Enrolment in Tertiary Education for males}}$
Enrolment for Females = 187,466
Enrolment for Males = 256,227
Therefore, $\text{GPI} = \frac{187,466}{256,227}$
$\quad\quad\quad = 0.73$
NCTE Norm for GPI = 1

Source of Enrolment for Males and Females: PRPD Department, NCTE

1.4 NUMBER OF STUDENTS IN TERTIARY EDUCATION PER 100,000 INHABITANTS

This indicator denotes the number of students enrolled in tertiary education in a given academic year per 100,000 inhabitants.

A high number of students per 100,000 inhabitants indicate a generally high level of participation in tertiary education in relation to a country's population. The number of students enrolled in tertiary education in Ghana for the 2017/2018 academic year per 100,000 inhabitants is shown in Figure 3.

Figure 3: Number of Students Enrolled in Tertiary Education Institutions in a Given Academic Year per 100,000 inhabitants

$\text{Formula} = \left[\frac{\text{Total Tertiary Student Enrolment}}{\text{Population}} \times 100,000 \right] \text{ per } 100,000 \text{ inhabitants.}$
Total Enrolment = 443,693
Population = 29,614,337
Therefore = $> \left(\frac{443,693}{29,614,337} \right) \times 100,000$
$\quad\quad\quad = 1,498.24 \cong 1,498 \text{ per } 100,000 \text{ inhabitants.}$

???

Source of Population: Ghana Statistical Service
Source of Total Enrolment: PRPD Department, NCTE

1.5 ENROLMENT IN SCIENCE AND ARTS-RELATED PROGRAMMES

The NCTE norm, stipulates an enrolment ratio of 60:40 for Science and Arts-related programmes. In the 2017/2018 academic year, 151,536 students were enrolled in Science-related (i.e. Applied Science, Technology, Agriculture, Engineering etc.) programmes, while 292,157 students were enrolled in Arts-related (i.e. Business, Social Science, Humanities etc.) programmes.

Figure 4 presents data on the number of students enrolled in Science and Arts-related programmes. It also depicts the enrolment ratio of Science and Arts-related programmes as compared to the NCTE norm.

Figure 4: Enrolments in Science and Arts Related Programmes

	Science	Arts
Total Enrolment	151,536	292,157
% Norm	60	40
% Actual	34	66

Source: PRPD Department, NCTE

The greater number of students in Arts-related programmes may be attributed to the fact that majority of the Private TEIs run Arts-related programmes only.

Additionally, a high proportion of Senior High School (SHS) graduates apply to read Arts-related programmes in the Public TEIs.

2. PUBLIC FUNDED UNIVERSITIES

There are nine Public Funded Universities in Ghana. They are; University of Ghana (UG), Kwame Nkrumah University of Science and Technology (KNUST), University of Cape Coast (UCC), University of Education, Winneba (UEW), University for Development Studies (UDS), University of Mines and Technology (UMAT), University for Professional Studies, Accra (UPSA), University of Energy and Natural Resources (UENR) and University of Health and Allied Sciences (UHAS).

The Public Funded Universities enrol the highest number of students in tertiary education institutions in Ghana. They enrol more than 55% of all students in the tertiary sector. Some of these Public Universities run Sandwich Programmes and have campuses in the regions of Ghana from which they run Distance Education Programmes.

2.1 ADMISSIONS INTO FULL-TIME (REGULAR) STUDY

The Public Universities in the past few years have seen a consistent rise in the number of students applying for admissions annually. However, these high numbers of applications do not truly reflect the exact number of candidates seeking university education. This is because applicants buy multiple forms to ensure their success in accessing tertiary education.

Table 4 shows applications for admission, qualified applicants, admission offers and new entrants to the Public Universities in 2017/2018. The two cohorts (i.e. the three-year and four-year group) of SHS graduates into tertiary institutions accounts for the large number of applicants in the 2014/2015 academic year.

Table 4: Admissions from 2013/2014 to 2017/2018

????	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Applications for Admission	202,274	468,466	130,201	136,647	170,004
Applicants Qualified	126,472	88,830	87,516	107,225	115,182
Admission Offers	74,173	66,115	69,763	82,913	95,787
New Entrants	34,881	35,969	47,892	49,980	59,922
Qualified Applicants Who Do Not Gain Admission Offers	52,299	22,715	17,753	24,312	19,395

Source: PRPD Department, NCTE

In Figure 5, we can see a trend of students' admission data for the past five academic years in the Public Universities of Ghana.

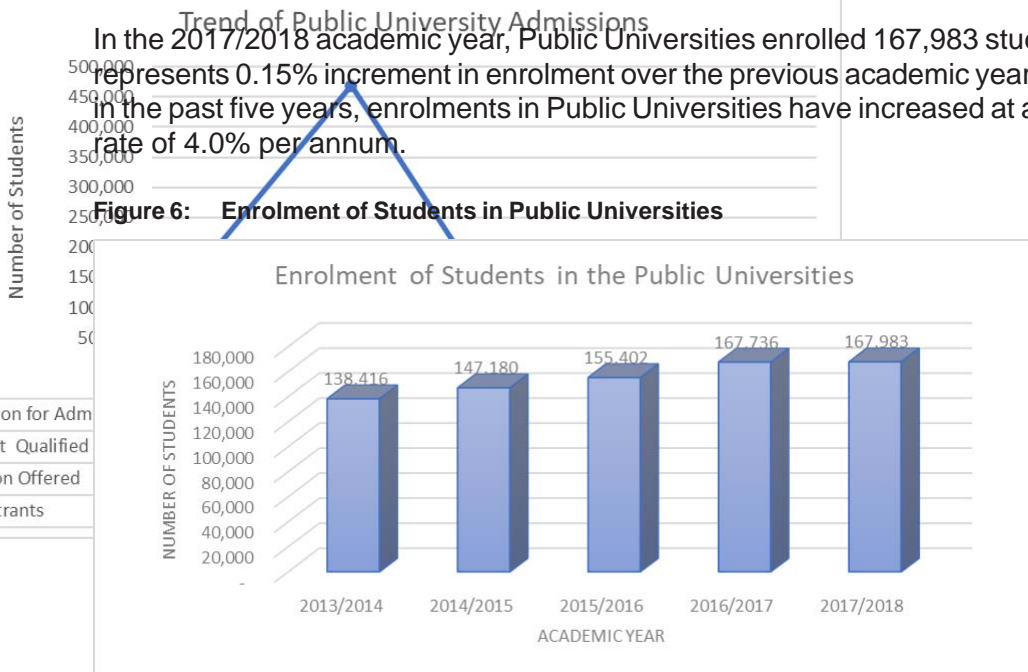
Figure 5: Admissions from 2013/2014 to 2017/2018

Source: PRPD Department, NCTE

2.2 FULL-TIME (REGULAR) STUDENTS' ENROLMENT

In the 2017/2018 academic year, Public Universities enrolled 167,983 students. This represents 0.15% increment in enrolment over the previous academic year. However, in the past five years, enrolments in Public Universities have increased at an average rate of 4.0% per annum.

Figure 6: Enrolment of Students in Public Universities



Source: PRPD Department, NCTE

Sixty-four percent (64%) of the students enrolled in the Public Universities were males whilst 36% were females. Thus, the ratio of 64:36 enrolment of males and females does not conform to the NCTE norm, which specifies an enrolment ratio of 50:50.

The GPI for Public Universities is 0.57. This is the same figure recorded in the 2016/2017 academic year. Even though the GPI is low, female enrolments in the Public Universities has been increasing at an average rate of 4.69% per annum in the past five academic years. Table 5 shows the enrolment in the Public Universities by gender.

Table 5: Students Enrolled in the Public University by Gender and Academic Year

Gender	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Male	89,755	94,836	99,644	107,076	106,988
Female	48,661	52,344	55,758	60,660	60,995
% Change (Females)	–	7.57	6.52	8.79	0.55

Source: PRPD Department, NCTE

2.3 FULL-TIME (REGULAR) POSTGRADUATE STUDENTS' ENROLMENT

The NCTEs target for enrolment of postgraduate students is 25% of total students' enrolments. In the 2017/2018 academic year, 11,595 students enrolled in postgraduate programmes. This represents 6.90% of total number of students enrolled.

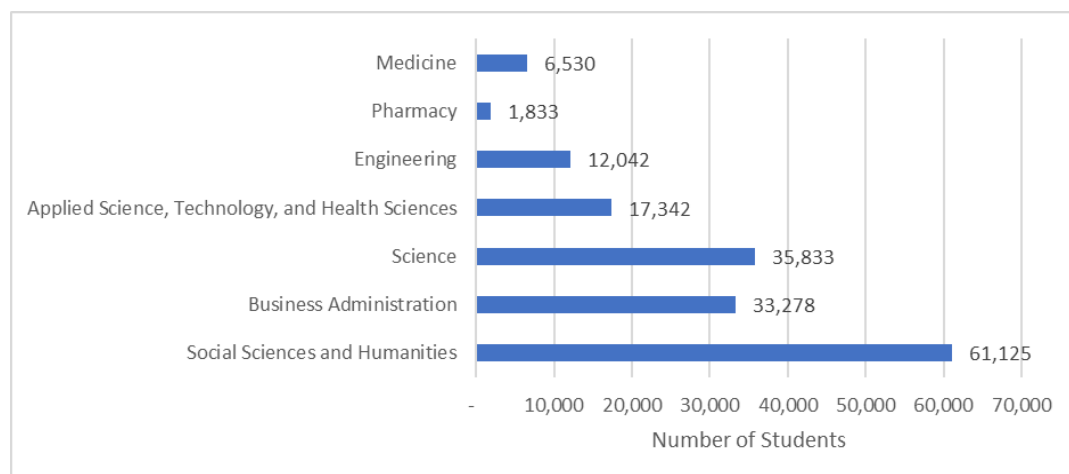
Sixty-four percent (64%) of the students enrolled in postgraduate programmes were males while 36% were females. Thirty-nine percent (39%) of the postgraduate students enrolled in Master's degree programmes (MBA, MA, MSc, M.Ed., MPA, etc.). Additionally, 45% enrolled in MPhil programmes while 16% pursued PhD programmes.

The University of Ghana (UG) and Kwame Nkrumah University of Science and Technology (KNUST) together enrolled the majority (69%) of the postgraduate students. That is, UG enrolled 42% and KNUST 27%. Ninety-seven percent (97%) of postgraduate students enrolled in the Public Universities were Ghanaians.

2.4 FULL-TIME ENROLMENT IN SCIENCE AND ARTS-RELATED PROGRAMMES

The NCTE norm stipulates a 60:40 enrolment ratio for Science and Arts programmes. However, during the 2017/2018 academic year, 44% (73,580) of the students enrolled in Science-related programmes, while 56% (94,403) enrolled in Arts-related programmes. Figure 7 shows the actual enrolments by fields of study for the 2017/2018 academic year.

Figure 7: Full-time Student Enrolments by Fields of Study



Source: PRPD Department, NCTE

The NCTE norms recommend an annual growth rate of 6% for Science-related programmes and 4% for Arts-related programmes. Seventy-three thousand five hundred and eighty (73,580) students were enrolled in Science-related programmes, this indicates an increase of 6.31% in the 2017/2018 academic year. For Arts-related programmes, there was a reduction of 4.18% in enrolment in the year under review.

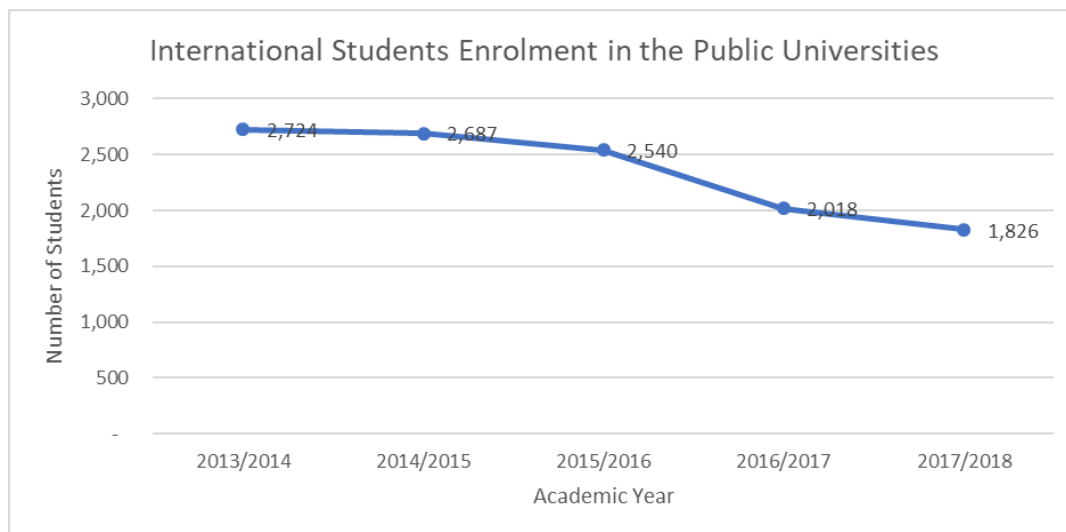
2.5 ENROLMENT OF INTERNATIONAL STUDENTS

The NCTE has recommended a quota of 10% for enrolments of international students. In the 2017/2018 academic year, 1,826 international students enrolled in the nine Public Funded Universities. The international students account for 1.09% of the full-time student enrolment in the Public Universities. The University of Ghana and KNUST account for 91% enrolled international students. There were more female international students than males. Indeed, 51% of the international students were females.

Figure 8 shows a trend of international student enrolment from 2013/2014 to 2017/2018 academic year. The figure shows that the number of international students enrolled in the Public Universities has been reducing in the past four academic years.

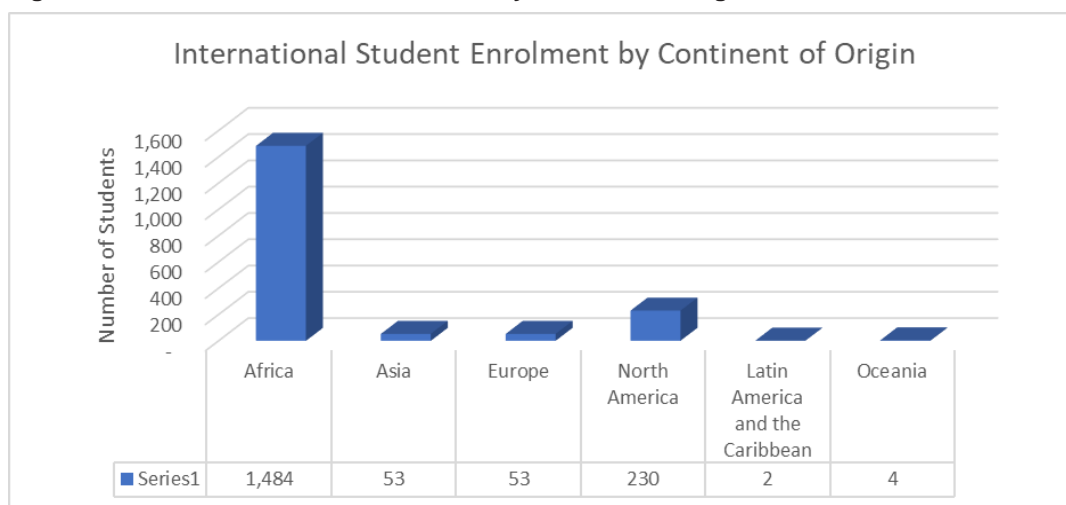
The countries of origin of international students include the United States of America, China and Germany. However, the majority of international students in the Public Universities in Ghana during the 2017/2018 academic year originated from African countries. Figure 9 shows the continents of origin of international students in public universities.

Figure 8: International Students Enrolment in the Public Universities



Source: PRPD Department, NCTE

Figure 9: International Students Enrolment by Continent of Origin for 2017/2018



Source: PRPD Department, NCTE

2.6 FULL-TIME (REGULAR) ENROLMENT OF FEE-PAYING STUDENTS

Twenty thousand one hundred and eighty-two (20,182³) students were enrolled as

³ This figure does not include UDS; UHAS and UENR do not have any fee-paying students.

full fee-paying students in the Public Universities. Fifty-six percent (56%) of the students were males while 44% were females. In addition, 93% of the full-fee paying students were Ghanaians.

The University for Professional Studies, Accra accounted for 55% of the total number of fee-paying students. This is because all of its students pay full fees. The Kwame Nkrumah University of Science and Technology accounted for 28% while University of Ghana accounted for 14% of the full fee-paying students. In addition, 86% of fee-paying students were enrolled in First Degree programmes. Eight percent (8%) were enrolled in certificate/diploma while 6% were enrolled in postgraduate programmes.

2.7 FULL-TIME (TEACHING) ACADEMIC STAFF

This section presents data on full-time (teaching) academic staff. The Publicly Funded Universities in the 2017/2018 academic year employed 4,372 full-time academic staff with 79% being males and 21% being females. The ranks of the academic staff were as follows: 147 were Professors, 348 Associate Professors, 1,190 Senior Lecturers, 1,869 Lecturers, 813 Assistant Lecturers and 5 Tutors.

The NCTE norms recommend that the ratio of the ranks of academic staff in the Universities should be: Professor 10%, Associate Professor 15%, Senior Lecturer, 35% and Lecturer 40%. Table 6 shows the ranks of academic staff in the public universities as presented to NCTE.

Table 6: Ranks of Academic (Teaching) Staff Compared with NCTE Norm in 2017/2018

<i>Rank</i>	<i>NCTE Norm</i>	<i>Actual</i>
Professor	10%	4.14%
Associate Professor	15%	9.79%
Senior Lecturer	35%	33.48%
Lecturer	40%	52.59%

Source: PRPD Department, NCTE

2.8 AGE OF FULL-TIME TEACHING STAFF

The age distribution of the full-time academic staff in the 2017/2018 academic year was as follows: 1.60% were below 30 years, 32.09% were between 30 years and 40 years, 35.41% were between 41 years and 50 years, 24.43% were between 51 years and 60 years and 6.47% were above 60 years. Table 7 shows the age distribution of the full-time teaching staff.

Table 7: Age of Full-time Teaching Staff in Public Universities

<i>Age Distribution</i>	<i>Number of Staff</i>
Below 30 Years	70
Between 30 Years and 40 Years	1,403
Between 41 Years and 50 Years	1,548
Between 51 Years and 60 Years	1,068
Above 60 Years	283

Source: PRPD Department, NCTE

2.9 STUDENT-TEACHER RATIOS

Student-Teacher Ratio (STR) is the number of students who attend a university divided by the number of teachers in the institution. The NCTE norms recommend STR for the various broad subject fields run in the universities. Table 8 shows the student-teacher ratios for the 2017/2018 academic year in the various subject fields.

Table 8: Student-Teacher Ratios for 2017/2018

<i>Subject Categories</i>	<i>Norm</i>	<i>Actual</i>
Social Science and Humanities	27:1	43:1
Business Administration	27:1	79:1
Science	18:1	35:1
Applied Science, Technology and Health Sciences	18:1	26:1
Engineering	18:1	37:1
Pharmacy	15:1	21:1
Medicine	12:1	17:1

Source: PRPD Department, NCTE

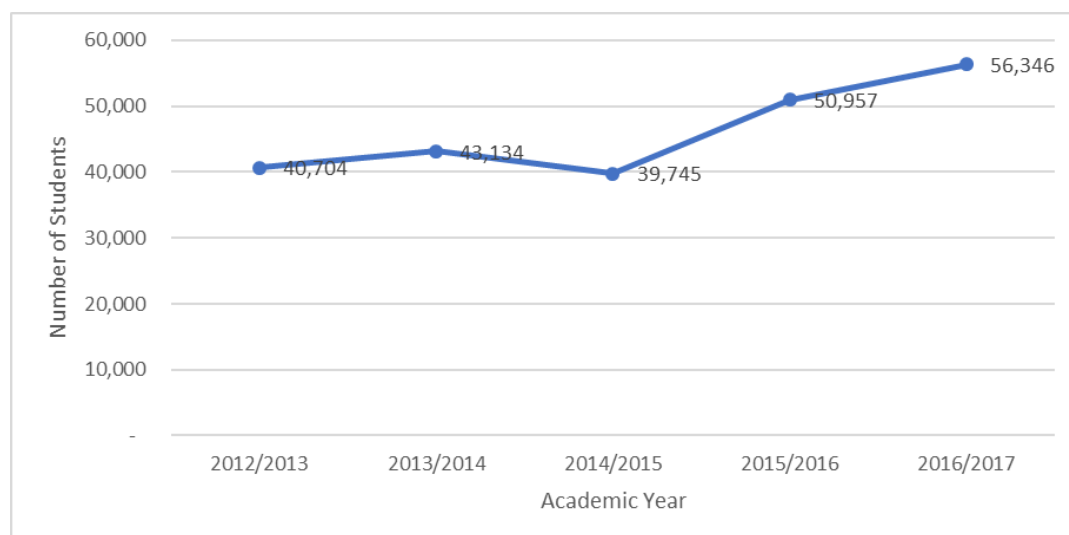
The Public Universities, in the 2017/2018 academic year, did not meet the STR norm for the different subject categories as recommended by NCTE.

2.10 GRADUATE OUTPUT

In the 2016/2017 academic year, 56,346 students graduated from Public Universities. Their distribution by programme type is as follows: Certificate programmes 0.11%, Diploma programmes 10.52%, First Degree programmes 74.72%, Postgraduate Diploma 0.50%, Master's programmes 10.82%, MPhil programmes 2.99% and PhD programmes 0.34%.

Figure 10 shows a trend of students who have graduated from the Public Universities from 2012/2013 to 2016/2017.

Figure 10: Graduate Output for Public Universities



Source: PRPD Department, NCTE

2.11 STUDENT ENROLMENTS IN DISTANCE AND SANDWICH PROGRAMMES

In the 2017/2018 academic year, majority (i.e. over 90%) of the distance education programmes run by the public universities were in the fields of social science, humanities and business administration. Only a few programmes were offered in the fields of science, applied science, technology, health sciences and engineering. The programmes run were mostly undergraduate degree programmes with just a few being postgraduate programmes.

Sixty-five thousand six hundred and eighty-nine (65,689) students were enrolled in distance education programmes. Fifty-three percent (53%) were males while 47% were female. The enrolment figure shows a decrease of 18.01% over the previous academic year's performance. Table 9 shows enrolments in distance education programmes in the last five academic years.

In the 2017/2018 academic year, the University of Cape Coast and University of Education, Winneba accounted for about 78.60% students enrolled in distance education programmes. The University of Cape Coast enrolled 49.9% of distance education students whilst UEW enrolled 28.7%. In addition, 4,234 students were enrolled in Science-related distance education programmes and 61,455 students were enrolled in Arts-related distance education programmes.

Table 9: Student Enrolment in Distance Education Programmes

<i>Gender</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>	<i>2017/2018</i>
Male	38,952	38,042	27,217	43,367	34,689
Female	27,701	28,359	22,044	36,752	31,000
Total	66,653	66,401	49,261	80,119	65,689

Source: PRPD Department, NCTE

In the 2017/2018 academic year, 10,407 students enrolled in sandwich programmes (53% were males and 47% females). Two thousand eight hundred and three (2,803) students were enrolled in Science-related sandwich programmes, whilst 7,604 students were enrolled in Arts-related sandwich programmes. Table 10 shows enrolments of students in sandwich programmes in the past four years.

Table 10: Student Enrolment in Sandwich Programmes from 2013/2014 to 2017/2018

<i>Gender</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>	<i>2017/2018</i>
Male	9,787	9,715	8,278	5,970	5,493
Female	7,092	7,710	6,655	4,844	4,914
Total	16,879	17,425	14,933	10,814	10,407

Source: PRPD Department, NCTE

3. PUBLIC TECHNICAL UNIVERSITIES AND POLYTECHNICS

The Polytechnics have gone through a process to convert them to Technical Universities with the aim of strengthening Technical, Vocational Education and Training (TVET). Presently, there are eight Technical Universities in Ghana, namely: Accra Technical University, Kumasi Technical University, Cape Coast Technical University, Koforidua Technical University, Ho Technical University, Sunyani Technical University, Takoradi Technical University and Tamale Technical University.

The Wa and Bolgatanga Polytechnics are the remaining two Polytechnics which are yet to be upgraded as Technical Universities.

3.1 ADMISSIONS INTO TECHNICAL UNIVERSITIES AND POLYTECHNICS

Thirty-two thousand eight hundred and eighty-nine (32,899) students applied for admission in the 2017/2018 academic year. There was 13.04% increase in the number of applicants in the 2017/2018 academic year. Accordingly, there was 31.59% increase in new entrants to Technical Universities and Polytechnics.

Table 11 depicts the actual numbers of qualified applicants who enrolled in the various Technical Universities and Polytechnics as new entrants in the year under review. The table indicates that there are large numbers of student applicants to the Technical Universities and Polytechnics.

Table 11: Trend of Admissions into Technical Universities and Polytechnics

<i>Admissions</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>	<i>2017/2018</i>
Applications for Admission	30,289	30,894	29,148	29,096	32,889
Applicant Qualified	26,672	27,512	25,367	24,295	28,481
Admission Offered	23,760	26,281	24,193	22,887	27,604
New Entrants	18,573	19,217	18,181	17,313	22,783

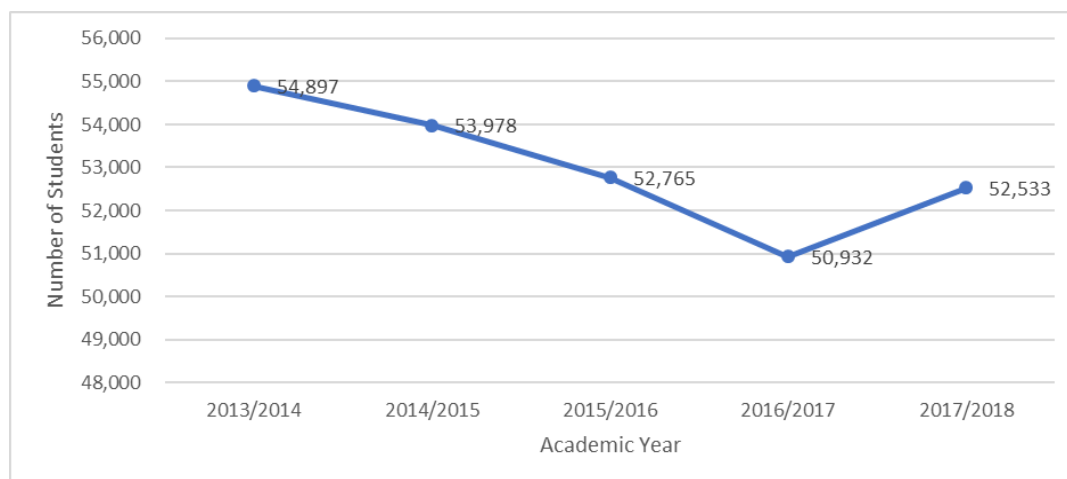
Source: PRPD Department, NCTE

3.2 ENROLMENT IN THE TECHNICAL UNIVERSITIES AND POLYTECHNICS

In the 2017/2018 academic year, students enrolled in the eight Technical Universities and two Polytechnics was 52,533. Data presented to NCTE shows a 3.14% increase in enrolment as compared to the previous academic year.

Figure 11 depicts the trend of enrolments in the Technical Universities and Polytechnics over the past five academic years.

Figure 11: Enrolment of Students in the Technical Universities and Polytechnics



Source: PRPD Department, NCTE

Sixty-two percent (62%) of the student enrolled were males whilst 38% were females. This does not conform to the NCTE norm of 50:50 for gender parity. The gender parity index for the Technical Universities and Polytechnics is 0.61.

Table 12 shows enrolment in the Technical Universities and Polytechnics by gender. The data indicates that, with the exception of 2017/2018 there had been a steady decline in female enrolments in the Technical Universities and Polytechnics in the past five years.

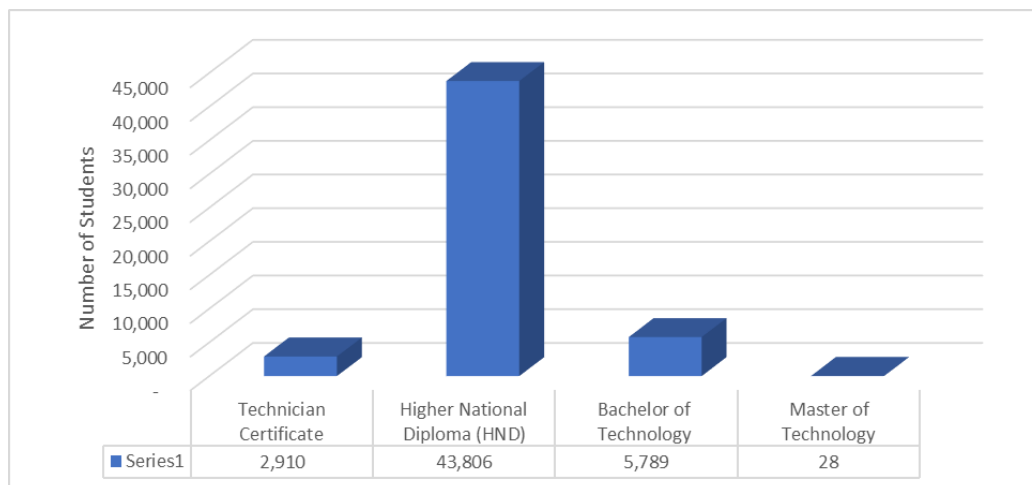
Table 12: Polytechnic Enrolment by Gender from 2012/2013–2017/2018

Gender	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Male	35,931	35,574	34,688	33,365	32,707
Female	18,966	18,404	18,077	17,567	19,826
% Change (Female Enrolments)	–	-2.96	-1.78	-2.82	12.86

Source: PRPD Department, NCTE

In the 2017/2018 academic year, 83.39% students were enrolled in Higher National Diploma (HND) programmes, whilst 11.02% of the students were enrolled in Bachelor’s (Bachelor of Technology and Bachelor of Science) degree programmes and 5.54% in Technician Certificate programmes. The enrolments in Masters of Technology programmes constituted 0.05% of total enrolments in 2018/2019 as shown in Figure 12.

Figure 12: Technical University and Polytechnic Enrolment by Programme Type for 2017/2018



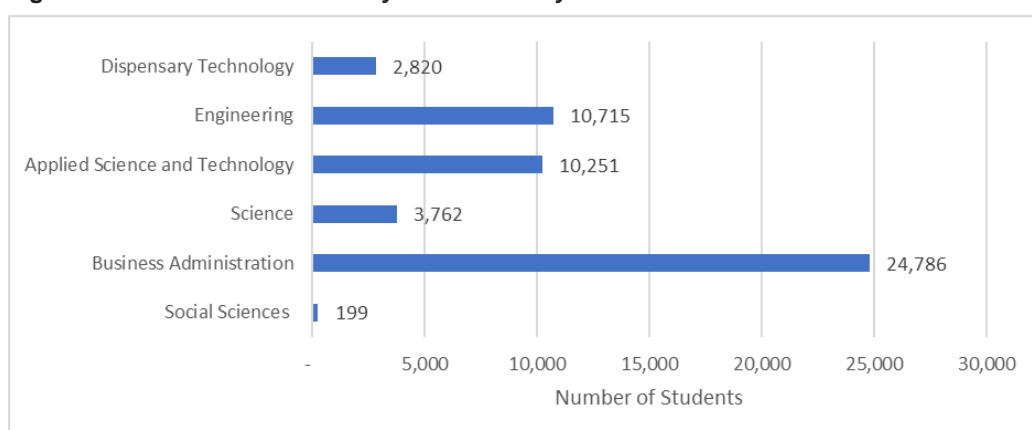
Source: PRPD Department, NCTE

3.3 STUDENT ENROLMENT IN SCIENCE AND ARTS-RELATED PROGRAMMES

The NCTE norm stipulates a 60:40 enrolment ratio for Science and Arts-related programmes. In the 2017/2018 academic year, 52% (27,548) of the students enrolled in Science-related programmes whilst 48% (24,985) enrolled in Arts-related programmes.

Figure 13 shows the actual student numbers enrolled for in the 2017/2018 academic year by fields of study.

Figure 13: Student Enrolments by Fields of Study



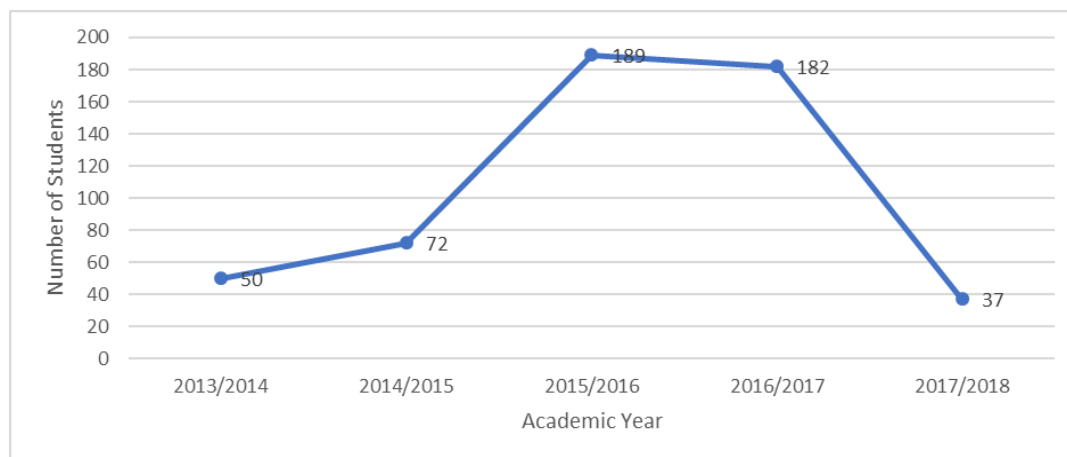
Source: PRPD Department, NCTE

The NCTE norms recommend an annual growth rate of 6% for Science-related programmes and 4% for Arts-related programmes. In the 2017/2018 academic year, 27,548 students enrolled in Science-related programmes. This indicates an annual increase of 10.96% in Science enrolments. For Arts-related programmes, there was a reduction by 4.29% in annual enrolment for the 2017/2018 academic year.

3.4 INTERNATIONAL STUDENTS

Thirty-seven (37) international students were enrolled in three Technical Universities, namely, Accra Technical University, Kumasi Technical University and Koforidua Technical University in the 2017/2018 academic year. This is a 79.67% reduction in the number of international students enrolled in the 2016/2017 academic year. Figure 14 shows a trend of international students' enrolment in the past five academic years.

Figure 14: International Students Enrolments in Technical University and Polytechnics



Source: PRPD Department, NCTE

All the international students studying in the Technical Universities were from African countries. Table 13 shows the country of origin of the international students.

3.5 ACADEMIC (TEACHING) STAFF

This section presents data on full-time (teaching) academic staff. In the 2017/2018 academic year, there were 1,977 full-time (teaching) academic staff in the Technical Universities and Polytechnics. Eighty-two percent (82%) of these lecturers were males whilst 18% were females. The ranks of the academic staff are as follows: 15 were Principal Lecturers, 509 Senior Lecturers, 1,228 Lecturers, 61 Assistant

Lecturers, 3 Chief Instructors, 42 Principal Instructors, 107 Senior Instructors, 11 Instructors and 1 Assistant Instructor.

Table 13: Enrolment of International Students in Technical Universities and Polytechnics by Country of Origin, 2017/2018

<i>Country</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Benin	2	0	2
Burkina Faso	1	2	3
Congo	3	0	3
Equatorial Guinea	3	0	3
Gabon	6	1	7
Gambia	3	2	5
Niger	2	1	3
Nigeria	5	3	8
Sierra Leone	0	1	1
Togo	2	0	2
Total	27	10	37

Source: PRPD Department, NCTE

The NCTE norms recommends that the ratio of ranks of academic staff in the Polytechnics should be Chief Lecturer (Professor) 10%, Principal Lecturer (Associate Professor) 15%, Senior Lecturers 35% and Lecturer 40%. Table 14, shows the ranks of the academic staff of the Technical Universities and Polytechnics for the 2017/2018 academic year as presented to NCTE.

Table 14: Ranks of Academic Staff Compared with NCTE Norm

<i>Ranks</i>	<i>Norm</i>	<i>Actual</i>
Chief Lecturer (Professor)	10%	0%
Principal Lecturer (Associate Professor)	15%	0.86%
Senior Lecturer	30%	29.05%
Lecturer	45%	70.09%

Source: PRPD Department, NCTE

3.6 AGE DISTRIBUTION OF FULL-TIME TEACHING STAFF

The age distribution of teaching staff in the 2017/2018 academic year was as follows: 1.7% were below 30 years, 38.6% were between 30 years and 40 years, 40.7% were between 41 years and 50 years, 18.4% were between 51 years and 60 years

and 0.6% were above 60 years. Table 15 depicts the age distribution of the full-time teaching staff.

Table 15: Age of Full-time Teaching Staff in Technical Universities and Polytechnics

<i>Age Distribution</i>	<i>Number of Staff</i>
Below 30 Years	33
Between 30 Years and 40 Years	764
Between 41 Years and 50 Years	804
Between 51 Years and 60 Years	364
Above 60 Years	12

Source: PRPD Department, NCTE

3.7 STUDENT-TEACHER RATIOS

Student-Teacher Ratio (STR) is the number of students who attend an institution divided by the number of teachers in that institution. The NCTE norms recommend STR for the various broad subject fields run in the Technical Universities and Polytechnics.

Table 16 shows the STR for the 2017/2018 academic year in the various subject fields for the Technical Universities and Polytechnics.

Table 16: Student Teacher Ratios for 2017/2018

<i>Subject Categories</i>	<i>Norm</i>	<i>Actual</i>
Social Sciences	25:1	50:1
Business Administration	25:1	37:1
Science	20:1	16:1
Applied Science and Technology	18:1	20:1
Engineering	15:1	21:1
Dispensary Technology	18:1	39:1

Source: PRPD Department, NCTE

The Technical Universities and Polytechnics only met the STR norm for Science in the 2017/2018 academic year.

3.8 GRADUATE OUTPUT

Thirteen thousand five hundred and thirty-three (13,533⁴) students graduated from

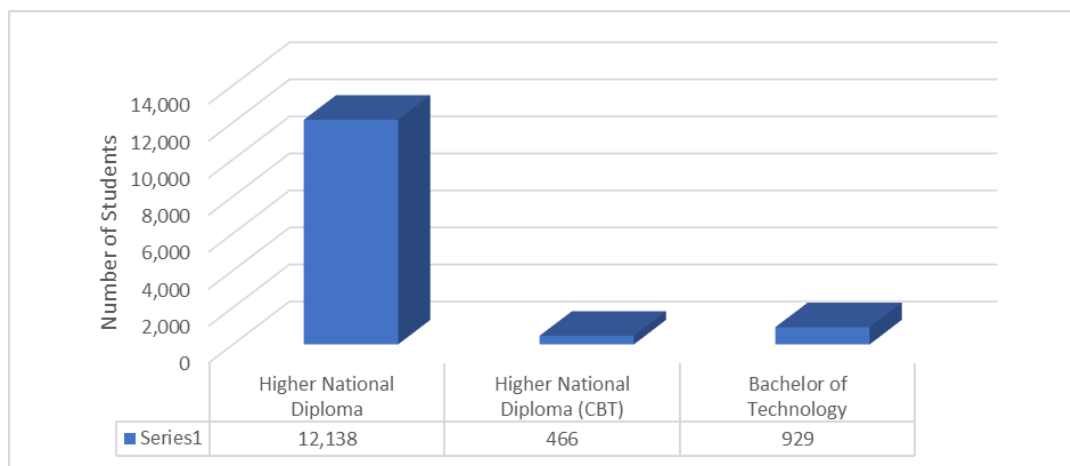
⁴ As at the time of producing this document, Ho and Cape Coast Technical Universities had not provided data and so this number is not a total representation of the sector.

Technical Universities and Polytechnics in the 2016/2017 academic year. Sixty-five percent (65%) of the graduates were males and 35% were females.

Their distribution by programme type is as follows: 89.7% obtained Higher National Diploma (HND), 3.4% obtained Higher National Diploma (Competency Based Training option) and 6.9% obtained Bachelor of Technology Degrees.

Figure 15 depicts a graphical representation of the number of graduates and by the type of programme.

Figure 15: Graduate Output for the Technical Universities and Polytechnics for 2017/2018



Source: PRPD Department, NCTE

4. PUBLIC SPECIALISED/PROFESSIONAL TEACHING INSTITUTIONS

The Public Specialised/Professional Teaching Institutions are institutions established to run professional programmes and train students in specific professional areas such as maritime, filmmaking, public administration, journalism and languages, amongst others.

Currently, there are eight accredited Public Specialised/Professional Teaching Institutions in Ghana. The data in this report covers all the eight-accredited Public Specialised/Professional Teaching Institutions. The institutions covered are the Ghana Institute of Journalism (GIJ), the Ghana Institute of Languages (GIL), the Ghana Institute of Management and Public Administration (GIMPA), the Ghana School of Surveying and Mapping (GSSM), the Institute of Local Government (ILG), the Kofi Annan International Peacekeeping Training Centre (KAIPTC), the National Film and Television Institute (NAFTI), and Regional Maritime University (RMU).

4.1 STUDENT ENROLMENT

Eleven thousand two hundred and fifty-eight (11,258) students were enrolled in the eight Public Specialised/Professional Teaching Institutions in the 2017/2018 academic year. The male female configuration of enrolment was 56:44 which does not conform to the NCTE norm, which specifies a ratio of 50:50. There was an annual increase in student enrolment by 9.06% in the 2017/2018 academic year.

The GPI for the Public Specialised/Professional Teaching Institutions for 2017/2018 is 0.80. This value is lower than the 0.81 achieved in the 2016/2017 academic year. Female enrolments in the Public Specialised/Professional Teaching Institutions have been increasing and Table 17 shows the enrolment of students in the Public Specialised/Professional Teaching Institutions by gender in the past five years.

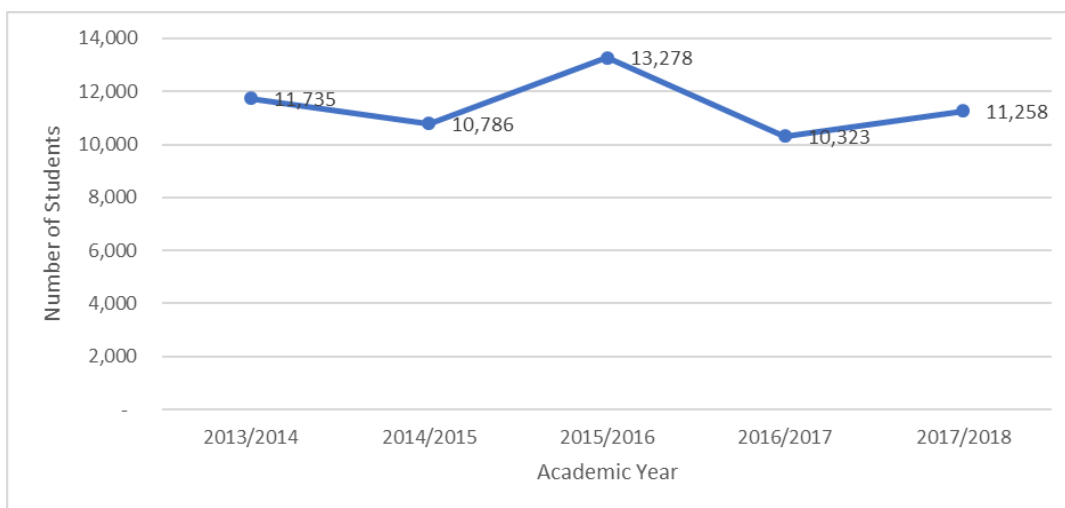
Table 17: Student Enrolled in the Public Specialised/Professional Institutions by Gender and Academic Year

<i>Gender</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>	<i>2017/2018</i>
Male	6,918	6,094	7,213	5,692	6,265
Female	4,817	4,692	6,065	4,631	4,993
% Change (Female)	–	–2.59	29.26	–23.64	7.82

Source: PRPD Department, NCTE

During the past five academic years, enrolments in the Public Specialised/Professional Teaching Institutions increased at an average rate of 0.36% per annum. Figure 16 shows the trend of students' enrolments in past five years.

Figure 16: Enrolment of Students in Public Specialised Institutions



Source: PRPD Department, NCTE

4.2 ENROLMENT IN SCIENCE AND ARTS-RELATED PROGRAMMES

The NCTE norm stipulates a 60:40 enrolment ratio for Science to Arts-related programmes. In the 2017/2018 academic year, 79% (8,882) of the students enrolled in Arts-related programmes and 21% (2,376) of the students enrolled in Science-related programmes.

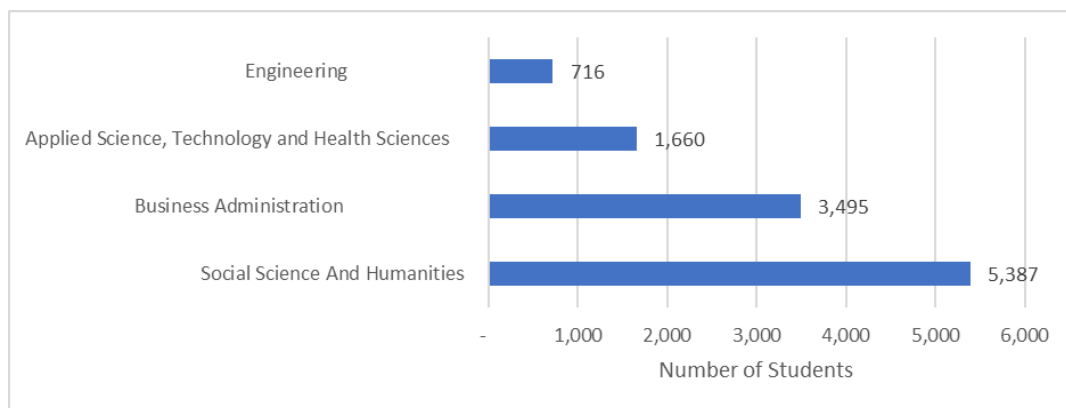
Forty-eight percent (48%) of the students were enrolled in Social Science and Humanities-related programmes, 31% were enrolled in Business Administration programmes, 15% were enrolled in Applied Science, Technology and Health Sciences programmes and 6% were enrolled in Engineering programmes. Figure 17 shows enrolments by fields of study for the 2017/2018 academic year.

4.3 POSTGRADUATE ENROLMENT

The NCTE target for enrolment of postgraduate students is 25%. One thousand six hundred and ninety (1,690) students were enrolled in various postgraduate programmes. This represents 15% of total population of students.

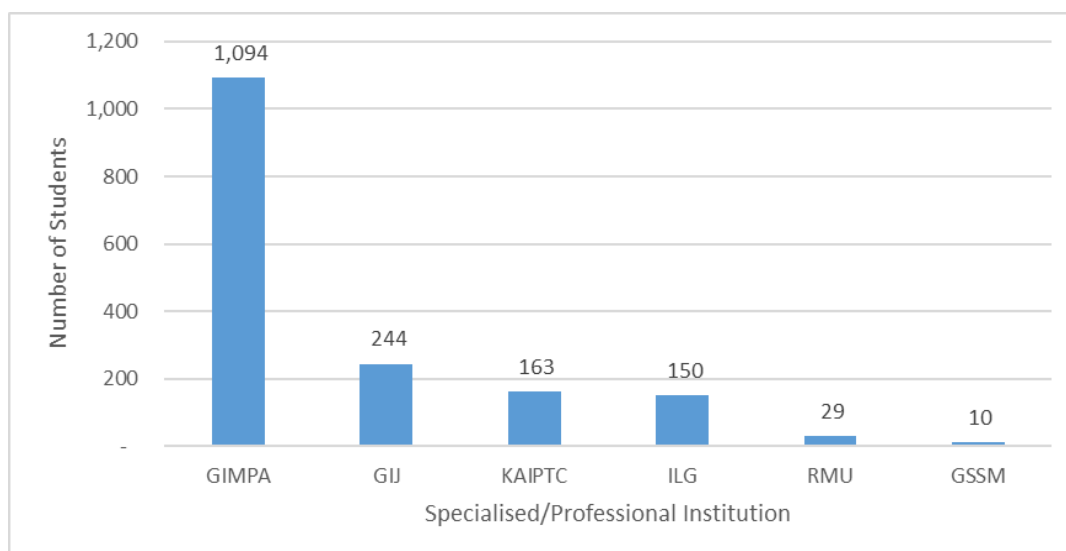
The ratio of males enrolled to that of females is 57:43. The breakdown of postgraduates enrolled by institution is as presented in Figure 18. The Ghana Institute of Management and Public Administration (GIMPA) enrolled the highest number (65%) of postgraduate students.

Figure 17: Student Enrolment by Fields of Study in the Public Specialised Institutions



Source: PRPD Department, NCTE

Figure 18: Postgraduate Enrolment for Public Specialised/Professional Teaching Institutions



Source: PRPD Department, NCTE

Furthermore, 96% of the students were enrolled in Master Degree programmes (i.e. MBA, MA, MSc, M.Ed. and MPhil), 2% in Postgraduate Diploma programmes and 2% in PhD programmes

4.4 INTERNATIONAL STUDENTS

The NCTE has recommended a quota of 10% for enrolment of international students. In the 2017/2018 academic year, 529 (60% were males and 40% were females) international students were enrolled in six of the eight Public Specialised/Professional Teaching Institutions. The Ghana School of Surveying and Mapping and the Institute of Local Government did not enrol any international student for the 2017/2018 academic year.

The Regional Maritime University, GIL and GIMPA enrolled 96.4% of the total number of international students (i.e. 39.1%, 35.9% and 21.4% respectively).

The majority of the international students studying in the Public Specialised/Professional Teaching Institutions during the 2017/2018 academic year were Africans. Table 18 shows the continents of origin of the international students for the 2017/2018 academic year.

Table 18: Enrolment of International Students in Public Specialised Institutions by Continent

<i>Continent</i>	<i>Africa</i>	<i>Europe</i>	<i>Asia</i>
Number of Students	520	6	3

Source: PRPD Department, NCTE

4.5 FULL-TIME (TEACHING) ACADEMIC STAFF

The Public Specialised/Professional Teaching Institutions employed 653 full-time teaching staff in the 2017/2018 academic year with 81% being males and 19% being females. The ranks of the teaching staff are as follows: 16 were Professors, 22 were Associate Professors, 118 were Senior Lectures, 372 were Lecturers, 35 were Assistant Lecturers and 90 were Tutors.

The NCTE norm recommends that the ratio of academic staff should be 10% Professors, 15% Associate Professors, 35% Senior Lecturers and 40% Lecturers. Table 19 shows the ranks of academic staff in the Public Specialised/Professional Teaching Institutions as presented to NCTE.

Table 19: Ranks of Academic Staff Compared to NCTE Norm

<i>Rank</i>	<i>NCTE Norm</i>	<i>Actual</i>
Professor	10%	3.0%
Associate Professor	15%	4.2%
Senior Lecturer	35%	22.3%
Lecturer	40%	70.5%

Source: PRPD Department, NCTE

4.6 STUDENT-TEACHER RATIOS

The NCTE norms recommend Student-Teacher Ratio (STR) for the various broad subject fields run in the Public Specialised/Professional Teaching Institutions.

Table 20 shows the STR for the 2017/2018 academic year in the various subject fields for the Public Specialised/Professional Teaching Institutions.

Table 20: Student Teacher Ratios for 2017/2018

<i>Subject Categories</i>	<i>Norm</i>	<i>Actual</i>
Social Science and Humanities	27:1	17:1
Business administration	27:1	19:1
Applied Science, Technology and Health Sciences	18:1	16:1
Engineering	18:1	14:1

Source: PRPD Department, NCTE

The Public Specialised/Professional Teaching Institutions met the STR norm for all the subject categories as recommended by NCTE in the 2017/2018 academic year.

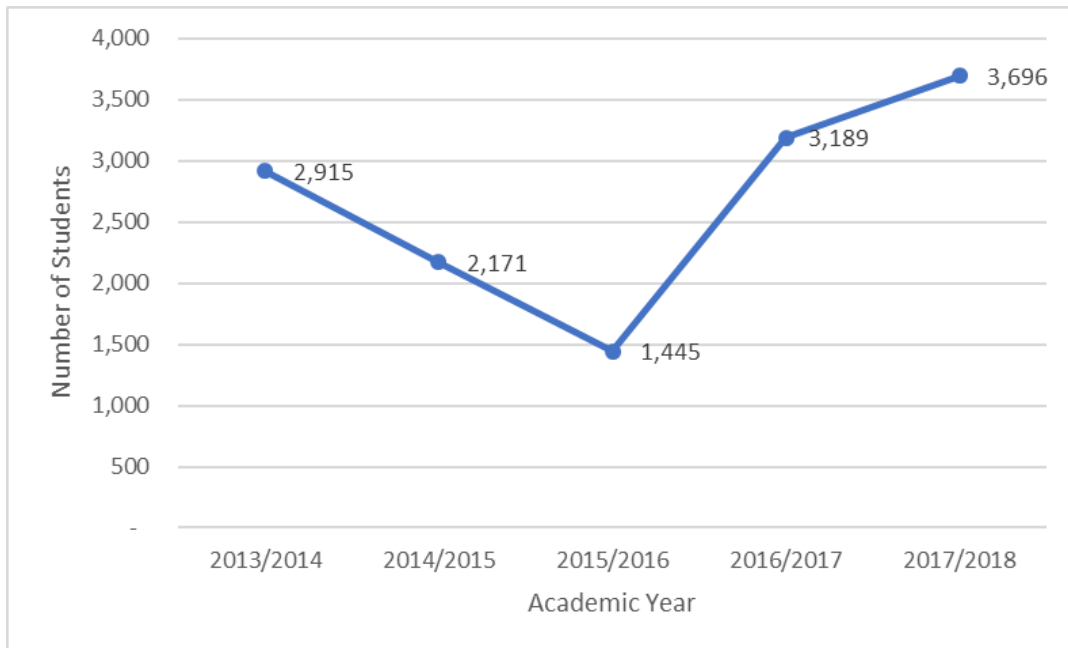
4.7 GRADUATE OUTPUT

Three thousand six hundred and ninety-six 3,696⁵ students graduated from the Public Specialised/Professional Teaching Institutions in the 2016/2017 academic year. Their distribution by programme is as follows: Certificate programmes 14.91%, Diploma programmes 12.55%, First Degree programmes 48.30%, Postgraduate Diploma programmes 0.27%, Master's degree programmes 23.92% and MPhil 0.05%.

No student graduated with a PhD or with a Postgraduate certificate. Figure 19 shows the number of students who graduated in the past five years in the Public Specialised/Professional Teaching Institutions.

⁵ As at the time of producing this document, GIJ had not submitted graduate data.

Figure 19: Number of Graduate Students for Public Specialised/Professional Teaching Institutions



Source: PRPD Department, NCTE

5. COLLEGES OF EDUCATION

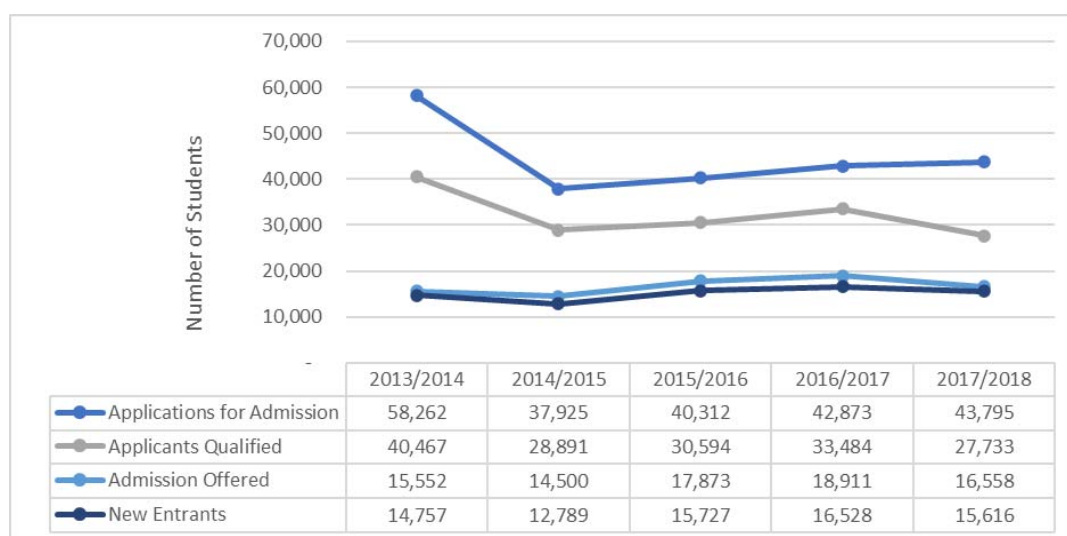
5.1 PUBLIC COLLEGES OF EDUCATION

Presently Ghana has 46 Public Colleges of Education that are distributed all over the country. The 46 Public Colleges of Education are made up of 38 mixed-gender and eight single-gender Colleges of Education. Of these eight single-gender Colleges of Education, seven are an all-female college and one is an all-male college.

5.2 ADMISSIONS

Forty-three thousand seven hundred ninety-five (43,795) students applied for admission into the 46 Public Colleges of Education. There was a 2.15% annualised increase in student applications in 2017/2018. However, for the same academic year, the number of new entrants into the Colleges of Education saw a reduction by 5.52%. Figure 20 shows a trend of admission into the Public Colleges of Education for the past five academic years.

Figure 20: Admissions into the Public Colleges of Education



Source: PRPD Department, NCTE

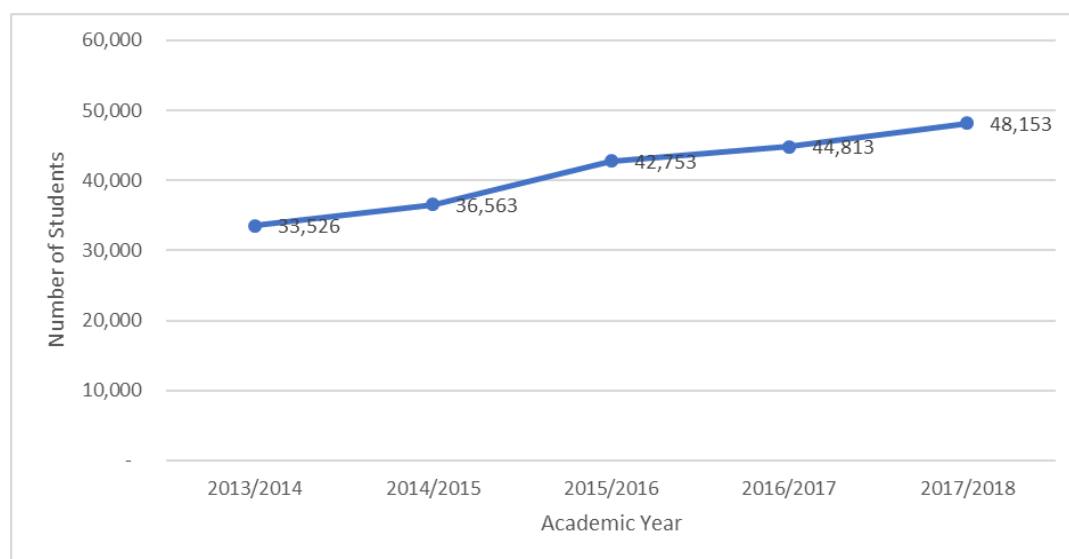
5.3 STUDENT ENROLMENT

In the 2017/2018 academic year, student enrolments in the Public Colleges of Education was 48,153. This shows an annualised increase of 7.45% in the 2017/

2018 academic year. Data show increases in rates of enrolments in the Public Colleges of Education.

Figure 21 shows the trend of student enrolment in the Colleges of Education in the past five academic years.

Figure 21: Student Enrolments in the Public Colleges of Education



Source: PRPD Department, NCTE

The ratio of 53:47 enrolment of males and females does not conform to the NCTE norm, which specifies a ratio of 50:50. The GPI for the Colleges of Education is 0.88 and this figure is higher than the 0.86 recorded in 2016/2017. Table 21 show enrolments in the Public Colleges of Education by gender in the past five years.

Table 21: Student Enrolled in the Public Colleges of Education by Gender and Academic Year

Gender	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Male	19,022	20,551	23,611	24,041	25,664
Female	14,504	16,012	19,142	20,772	22,489
% Change (Female)	–	10.40	19.55	8.52	8.27

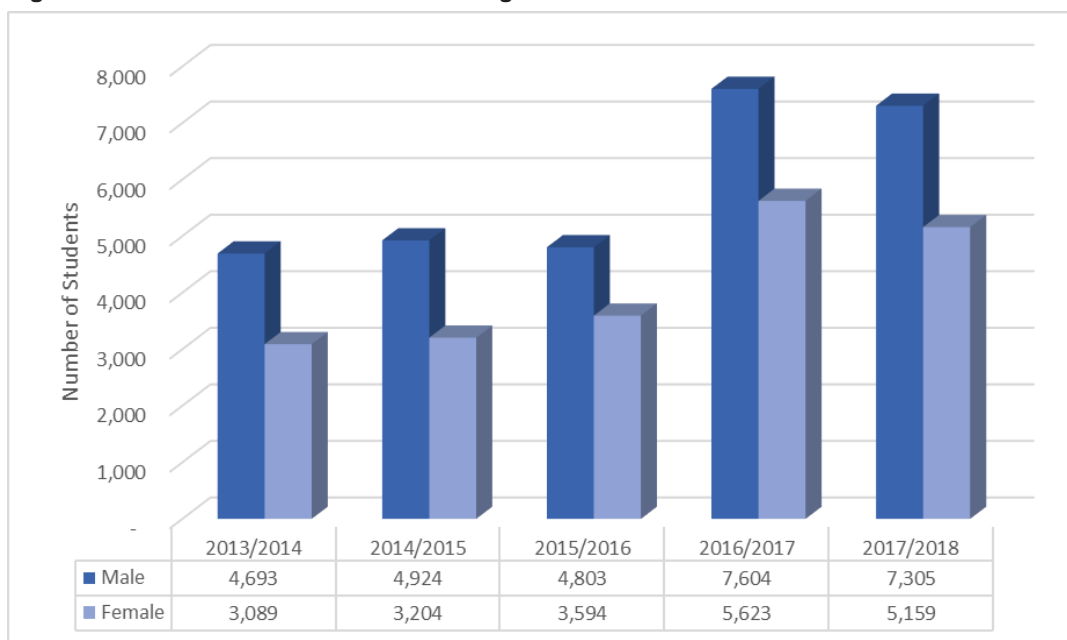
Source: PRPD Department, NCTE

5.4 GRADUATE OUTPUT

In the 2017/2018 academic year, 12,464 students graduated from the Public Colleges of Education with 59% being males and 41% being females. Figure 22 shows the

number of graduates produced from the Public Colleges of Education disaggregated by gender over the past five academic years.

Figure 22: Graduates from the Public Colleges of Education



Source: PRPD Department, NCTE

5.5 FULL-TIME (TEACHING) ACADEMIC STAFF

The Public Colleges of Education employed 1,779 full-time teaching staff in the 2017/2018 academic year with 75% being male tutors and 25% being female tutors. Figure 23 shows the distribution of the academic staff by qualification in the past five academic years.

5.6 PRIVATE COLLEGES OF EDUCATION

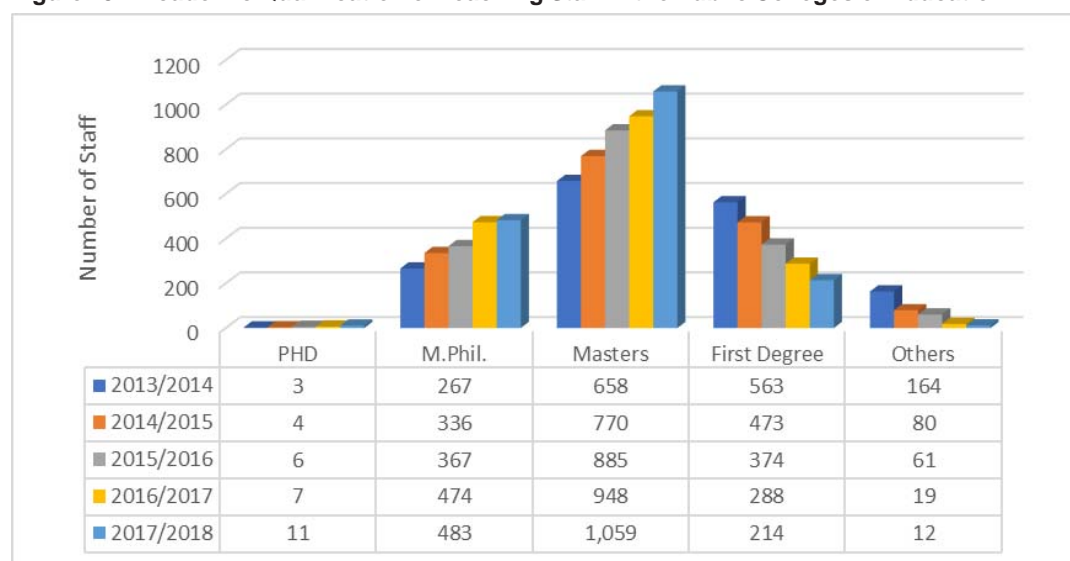
In the 2017/2018, there were three accredited Private Colleges of Education in operation. However, data presented in this report was for two Private Colleges of Education namely, Christ the Teacher College of Education and Jackson College of Education.

5.7 ADMISSIONS

Four thousand four hundred and ninety-one (4,491) students applied for admission

into the two Private Colleges of Education in the 2017/2018 academic year. The data indicates that student applications increased by 87% in 2017/2018. Additionally, there was an increase in the number of new entrants into the Colleges of Education for the 2017/2018 academic year. There was an increase of 63% from 2016/2017 academic year.

Figure 23: Academic Qualification of Teaching Staff in the Public Colleges of Education



Source: PRPD Department, NCTE

Figure 24 shows the trend of admission into the Private Colleges of Education for the past five academic years.

5.8 STUDENT ENROLMENT

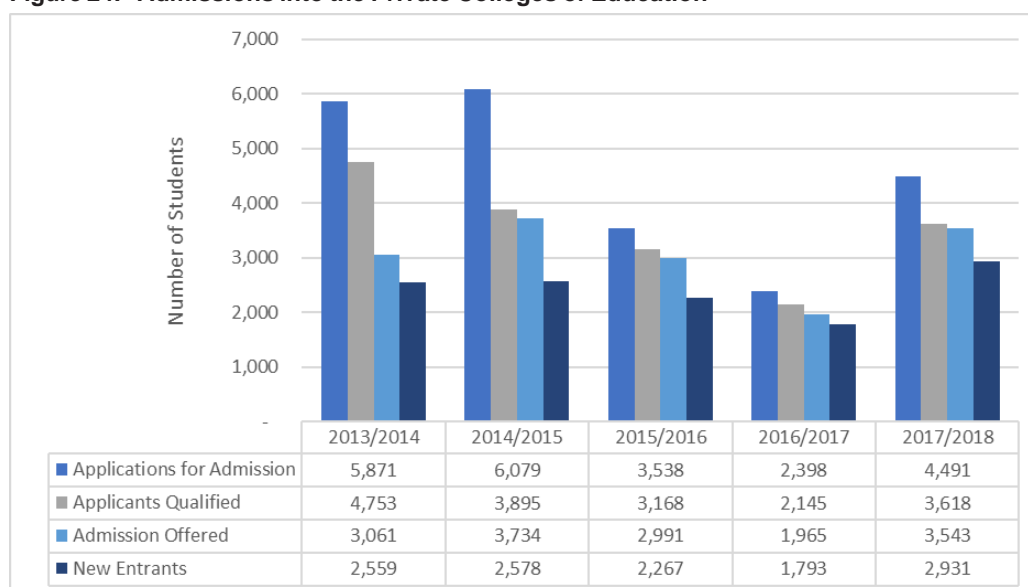
Six thousand one hundred and thirty-eight (6,138) students were enrolled in the Private Colleges of Education in the 2017/2018 academic year. This shows an annualised increase of 18.13% in student enrolment in 2017/2018. The ratio of enrolment of males to females is 50:50. From the enrolment by gender figures, the GPI for the Private Colleges of Education is 1.02, which exceeds the NCTE norm of one for GPI. Figure 25 shows a trend of the enrolment by gender in the past five academic years.

5.9 GRADUATE OUTPUT

Two thousand two hundred and seventeen (2,217) students graduated from the Private Colleges of Education in the 2016/2017 academic year. Forty-nine percent (49%)

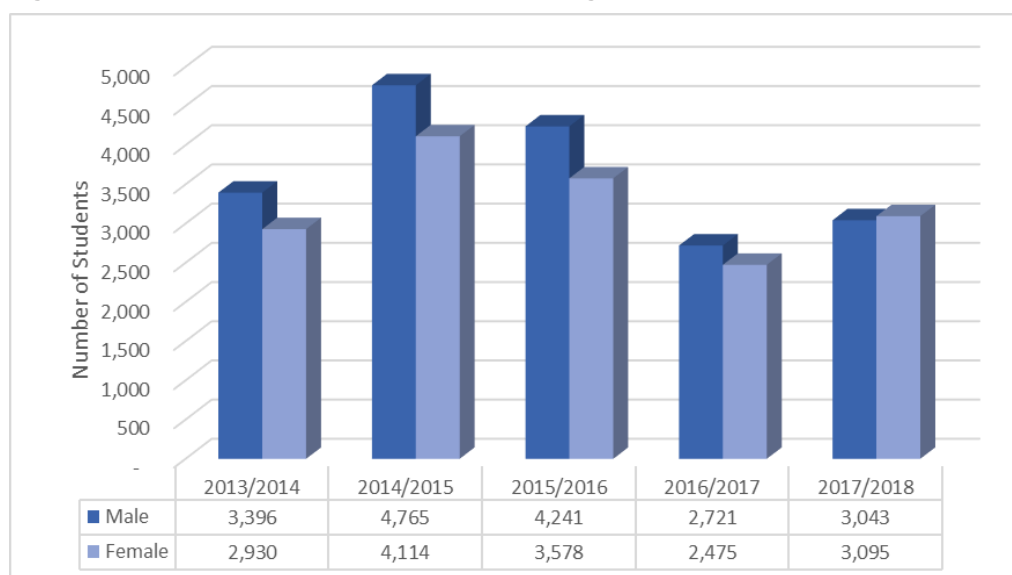
were males whilst the rest were females. Figure 26 shows the number of graduates from the Private Colleges of Education in the past five academic years.

Figure 24: Admissions into the Private Colleges of Education



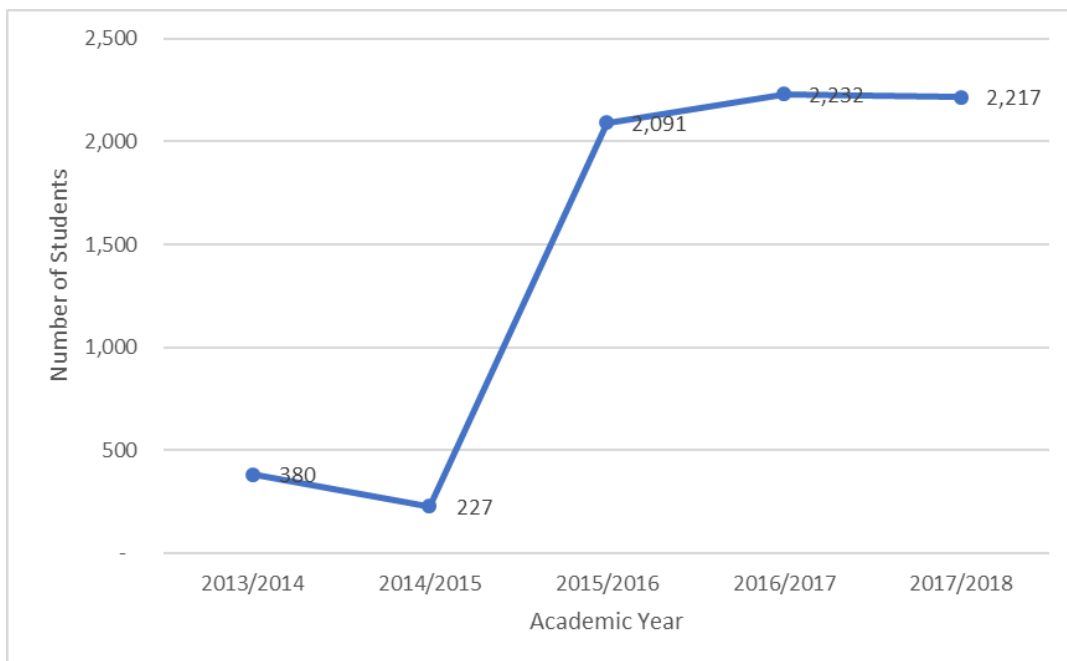
Source: PRPD Department, NCTE

Figure 25: Student Enrolments in the Private Colleges of Education



Source: PRPD Department, NCTE

Figure 26: Graduate Output from the Private Colleges of Education

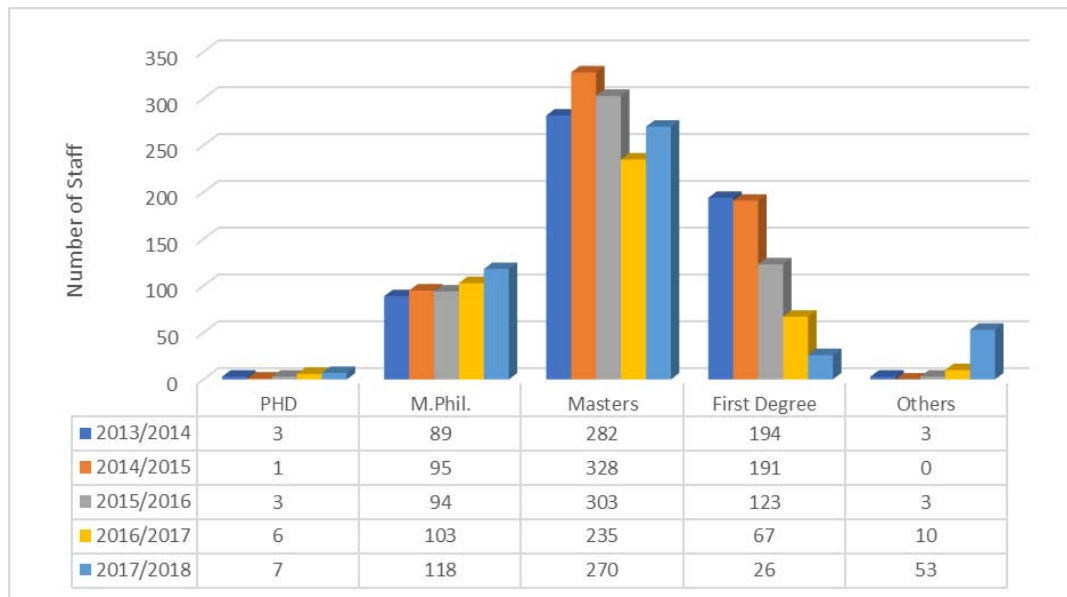


Source: PRPD Department, NCTE

5.10 ACADEMIC STAFF

Four hundred and seventy-four (474) tutors were employed in the Private Colleges of Education in 2017/2018. The males constituted 86% of the tutors in the Private Colleges of Education. The academic qualifications of the tutors were as follows: PhD was 7, MPhil was 118, Masters Degrees was 270, First Degree 26 and Others Professional qualification was 53. Figure 27 shows the full-time teaching staff by academic qualification in the past five academic years.

Figure 27: Academic Qualification of Teaching Staff in the Private Colleges of Education



Source: PRPD Department, NCTE

6. PRIVATE UNIVERSITIES

The Private Universities are categorised into Chartered Private Universities (i.e. institutions that confer their own degree), Private University Colleges offering Degree/HND Programmes, Tutorial Colleges and Distance Learning Institutions. The Private Universities enrol the second highest number of students among all the types of TEIs in Ghana as they enrol a little over 14% of all students in the tertiary sector.

In the 2017/2018 academic year, there were 92 accredited private universities. However, 79 Private Universities presented data to NCTE.

6.1 ADMISSIONS

Thirty-two thousand nine hundred and seventy-six (32,976) students applied for admission to Private Universities in the 2017/2018 academic year. This indicates that there was increase in applications by 0.93% in the 2017/2018 academic year. In addition, 18,249 students enrolled as new entrants into the various Private Universities in Ghana. This indicates a reduction by 18.52% from the 2016/2017 academic year. Table 22 shows the actual student figures of qualified applicants who entered the Private Universities as new entrants. The table indicates that a large number of applicants do not gain admission into the universities.

Table 22: Admissions into the Private Universities

Admissions	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Applications for Admission	44,270	37,790	34,627	32,671	32,976
Applicant Qualified	34,857	30,356	27,678	26,433	27,032
Admission Offered	32,348	29,422	26,582	24,932	25,266
New Entrants	27,298	23,483	20,786	22,398	18,249

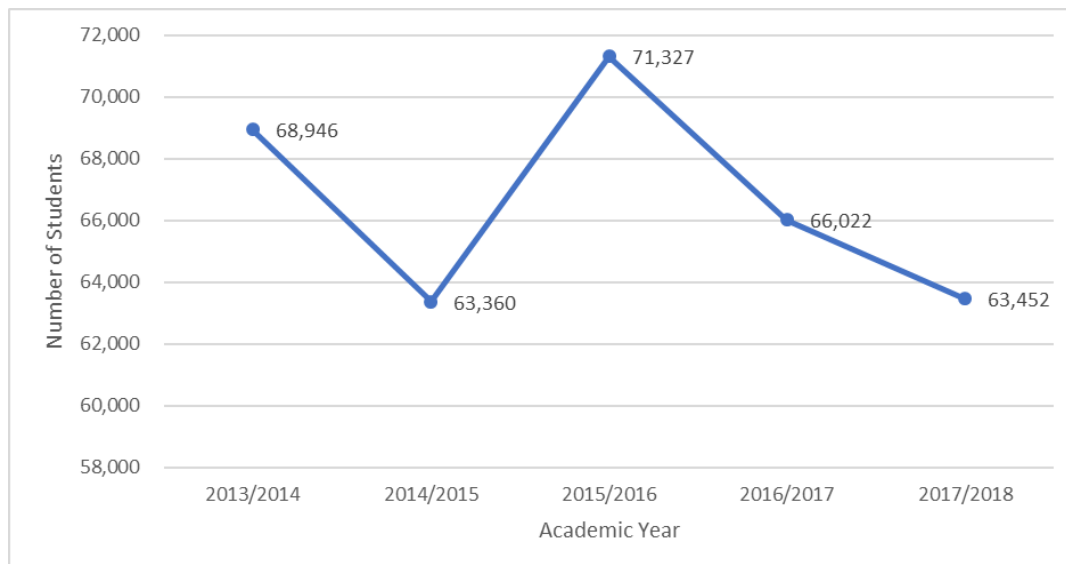
Source: PRPD Department, NCTE

6.2 STUDENT ENROLMENT

Student enrolment in the Private Universities was 63,452. The enrolment reduced by 3.89% in the 2017/2018 academic year. The ratio of 57:43 enrolment of males and females does not conform to the NCTE norm, which specifies a ratio of 50:50. The GPI for the 2017/2018 academic year for private universities is 0.74.

Figure 28 shows the trend of student enrolments in the past five years in the Private Universities (i.e. Chartered Private Universities, Private Tertiary Institutions Offering Degree/HND Programmes, Tutorial Colleges and Distance Learning Institutions). During the past five academic years, enrolments in the private universities have been reducing at an average rate of 1.37% per annum.

Figure 28: Student Enrolment in Private Tertiary Institutions



Source: PRPD Department, NCTE

6.3 POSTGRADUATE ENROLMENT

The NCTE target for enrolment of postgraduate students is 25% of the total students' enrolments. In the 2017/2018 academic year, 3,371 students were enrolled in postgraduate programmes. This represented 5.31% of total enrolment. Sixty-six percent (66%) of the students enrolled in postgraduate programmes were males and 34% were females.

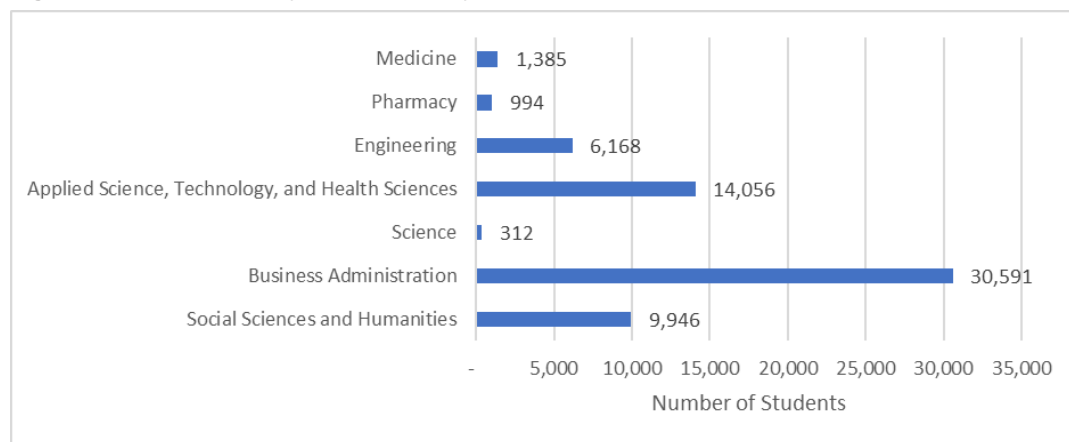
The Ghana Technology University College enrolled the highest number of postgraduate students (613) followed by Central University (338) and Wisconsin University College (247). Approximately 84.40% of the students enrolled in Master's Degree programmes (i.e. MBA, MA, MSc, M.Ed. and MPhil), 8.16% of students in PhD programmes and 7.44% enrolled in Postgraduate Diploma and Postgraduate Certificate Programmes.

6.4 STUDENT ENROLMENT IN SCIENCE AND ARTS-RELATED PROGRAMMES

The NCTE norms stipulates a 60:40 enrolment ratio for Science and Arts-related programmes. During the 2017/2018 academic year, 64% (40,537) of the students enrolled in Art-related programmes while 36% (22,915) of the students enrolled in Science-related programmes.

In the 2017/2018 academic year, 16% of the students enrolled in the Social Science and Humanities programmes, 48% enrolled in Business Administration programmes, 22% enrolled in Applied Science, Technology and Health Sciences programmes, while 10% enrolled in Engineering programmes. In addition, 2% enrolled in Medicine related programmes and 2% in Pharmacy programmes. Figure 29 shows the student enrolment by fields of study for the 2017/2018 academic year.

Figure 29: Enrolments by Fields of Study



Source: PRPD Department, NCTE

6.5 INTERNATIONAL STUDENTS

In the 2017/2018 academic year, 7,584 international students enrolled in the Private Universities. Fifty-eight percent (58%) of the international students were males and 42% were females. The international students' enrolments accounts for 11.95% of the total students' population in the Private Universities.

The Accra Institute of Technology enrolled 17.62% of the international students, with Zenith University College, Wisconsin International University College, Ghana Technology University College and Regent University College of Science and Technology enrolling 10.13%, 6.58%, 6.43%, and 5.40% international students respectively.

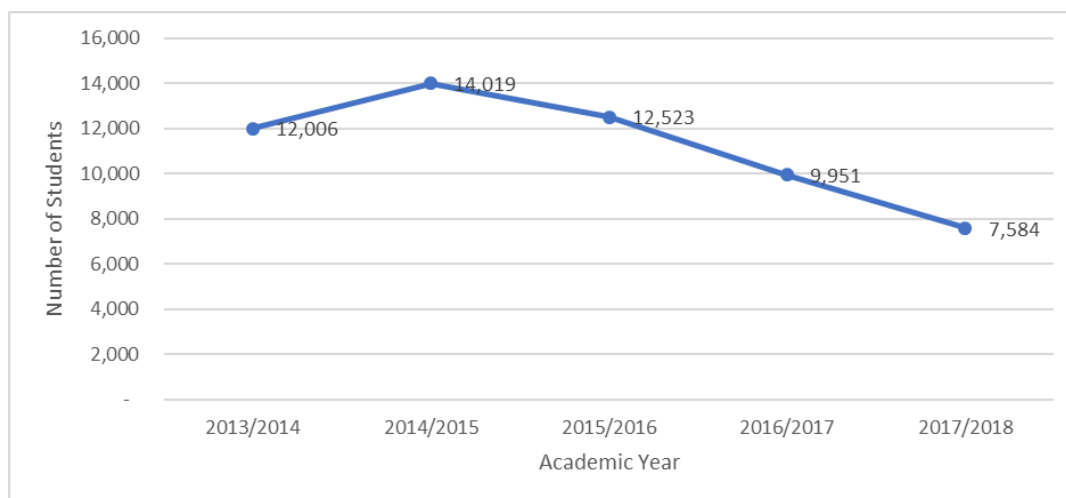
In the past five years there has been a reduction in the number of international students in Private Universities. Figure 30 shows the enrolment trends of international students in the Private Universities in the past five academic years.

6.6 FULL-TIME (TEACHING) ACADEMIC STAFF

The Private Universities employed 3,023 full-time teaching staff with 79% being males and 21% being females. One hundred and thirteen (113) were Professors, 157 were

Associate Professors, 485 were Senior lecturers, 1,887 were Lecturers, 240 were Assistant Lecturers and 141 were Tutors. Additionally, 715 of the teaching staff had a PhD, 877 had an M.Phil. Degree, 1,117 had a Master’s (MSc. MBA, M.Ed. MA. etc.) Degree and 314 were holders of other academic qualifications that are more of professional qualifications.

Figure 30: International Student Enrolment by Gender



Source: PRPD Department, NCTE

The NCTE norm for academic staff in the university’s recommends that 10% of the staff should be Professors, 15% Associate Professors, 35% Senior Lecturers and 40% Lecturers. Table 23 shows the ranks of the full-time academic staff for the Private Universities as presented to NCTE.

Table 23: Ranks of Academic Staff Compared with NCTE Norm in 2017/2018

Rank	NCTE Norm	Actual
Professor	10%	4.28%
Associate Professor	15%	5.94%
Senior Lecturer	35%	18.36%
Lecturer	40%	71.42%

Source: PRPD Department, NCTE

6.7 STUDENT-TEACHER RATIOS

The NCTE norms recommend Student–Teacher Ratios (STR) for the various broad subject fields run in the Universities.

Table 24 shows the STR for the 2017/2018 academic year in the various subject fields for the Private Universities.

Table 24: Student Teacher Ratios for 2017/2018

<i>Subject</i>	<i>Norm</i>	<i>Actual</i>
Social Science and Humanities	27:1	13:1
Business Administration	27:1	26:1
Science	18:1	5:1
Applied Science, Technology and Health Sciences	18:1	24:1
Engineering	18:1	20:1
Pharmacy	15:1	62:1
Medicine	12:1	4:1

Source: PRPD Department, NCTE

The Private Universities met the STR norm for all subject categories except Applied Science, Technology and Health Sciences, Engineering and Pharmacy programmes in the 2017/2018 academic year.

6.8 PART-TIME (TEACHING) ACADEMIC STAFF

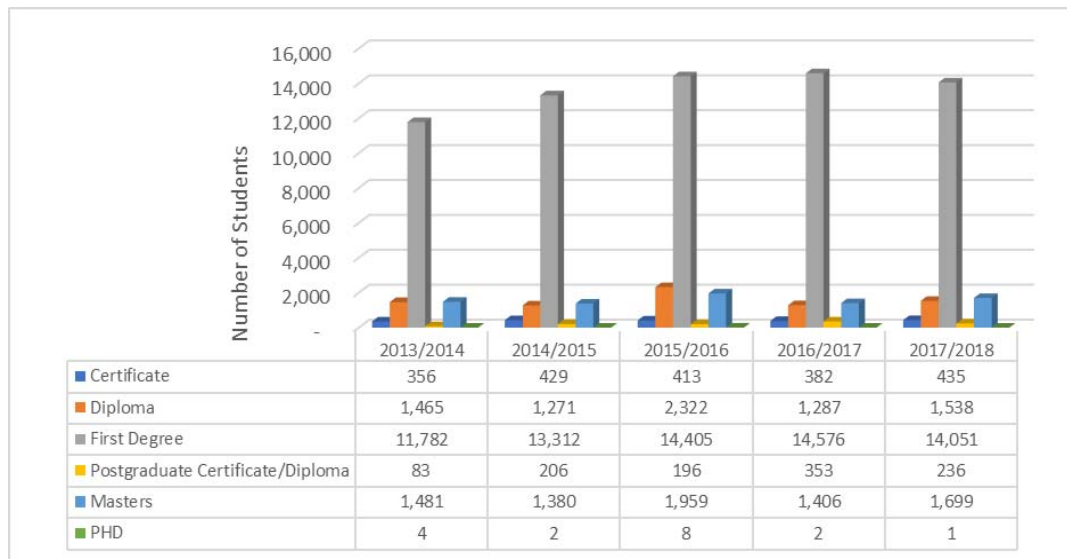
The Private Universities employed 2,546 part-time teaching staff in the 2017/2018 academic year with 83% being males and 17% females. Sixty-six (66) were Professors, 120 were Associate Professors, 409 were Senior Lecturers, 1,618 were Lecturers, 211 were Assistant Lecturers and 122 were Tutors.

Additionally, 529 of the part-time teaching staff had PhDs, 631 had MPhil qualifications, 985 had Master's (MSc. MBA, M.Ed. MA. etc.) Degree certificates and 401 had other academic qualifications, which are more of professional in nature.

6.9 GRADUATE OUTPUT

Seventeen thousand nine hundred and sixty (17,960) students graduated from the Private Universities in the 2016/2017 academic year. Their distribution by programme is as follows: Certificate programmes 2.42%, Diploma programmes 8.56%, First Degree 78.24%, Postgraduate Certificate/Diploma programmes 1.31%, Master's degree 9.46% and PhD 0.01%. Figure 31 shows the trend of graduate output in the past five academic years by programme type.

Figure 31: Graduate Output in Private Tertiary Institutions



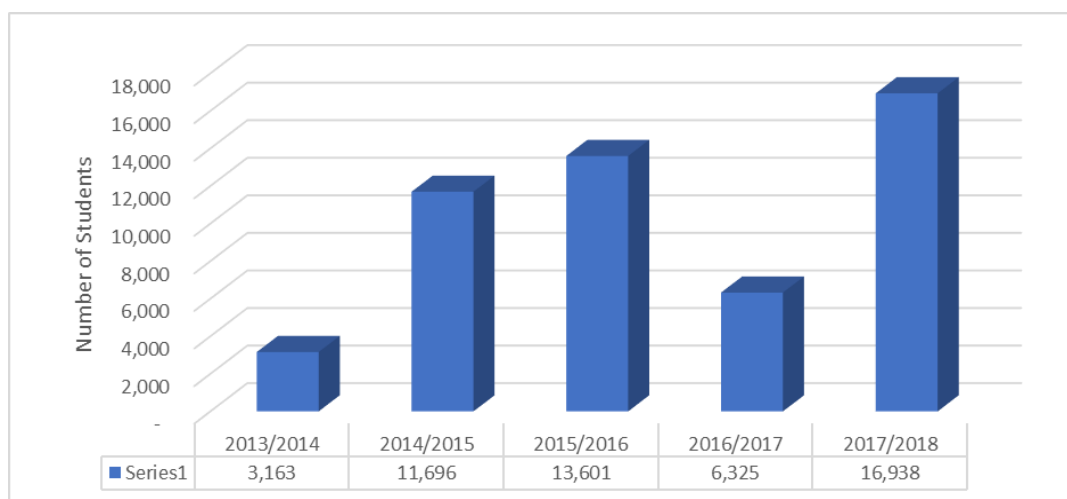
Source: PRPD Department, NCTE

7. NURSING AND MIDWIFERY TRAINING COLLEGES AND COLLEGES OF AGRICULTURE

7.1 ENROLMENT IN THE PUBLIC NURSING AND MIDWIFERY TRAINING COLLEGES

In the 2017/2018 academic year, 16,938 students were enrolled in 39 Public Nursing and Midwifery Training Colleges. The data indicates an increase in student enrolment by 167.79% in the 2017/2018 academic year. Figure 32 shows an enrolment trend for the Public Nursing and Midwifery Training Colleges in the past five years.

Figure 32: Enrolment in the Public Nursing and Midwifery Training Colleges



Source: PRPD Department, NCTE

In the 2017/2018 academic year, 25% (4,263) were male students and 75% (12,675) were female students. The ratio of 25:75 of enrolment of males and females does not conform to the NCTE norm, which specifies a ratio of 50:50. The GPI for the Public Nursing and Midwifery Training Colleges is 3.0.

Even though the nursing and midwifery field is seen traditionally as a field for females, the data presented to NCTE shows that male enrolments have been increasing gradually in the past five academic years. Table 25 shows the enrolment in the Public Nursing and Midwifery Training Colleges by gender and the percentage change in male enrolments.

7.2 FULL-TIME (TEACHING) ACADEMIC STAFF

The Public Nursing and Midwifery Training Colleges employed 805 tutors with 44%

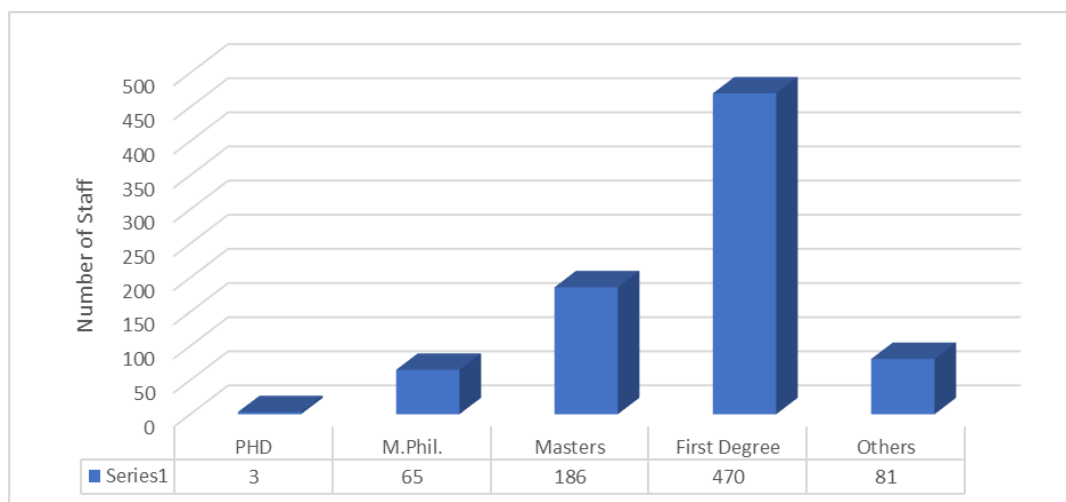
being males and 56% being females. The distribution of the qualifications of the Tutors is as follows: 55.23% had First Degrees, 25.32% had Master degrees, 11.21% had MPhil degrees, 7.02% had Other qualifications and 1.22% had a PhD. Figure 33 shows the academic qualifications of the teaching staff.

Table 25: Students Enrolled in the Public Nursing and Midwifery Colleges

Gender	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Female	2,507	8,382	10,027	4,691	12,675
Male	656	3,314	3,574	1,634	4,263
% Change (Males)	–	405.18	7.85	–54.28	160.89

Source: PRPD Department, NCTE

Figure 33: Academic Staff Qualification for Public Nursing and Midwifery Training Colleges



Source: PRPD Department, NCTE

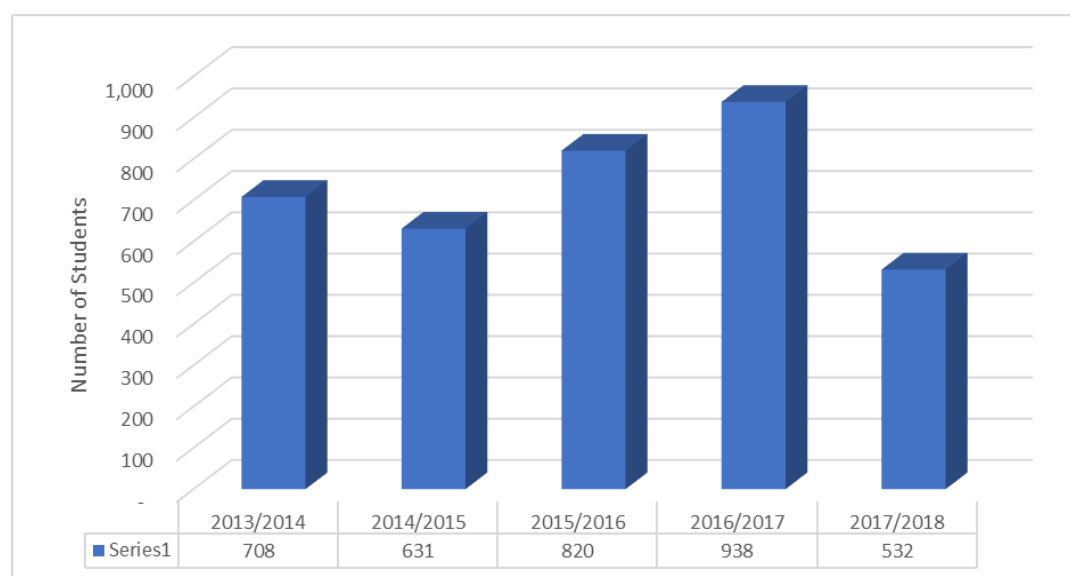
7.3 ENROLMENT IN PRIVATE NURSING AND MIDWIFERY TRAINING COLLEGES

Five hundred and thirty-two (532) students were enrolled in three accredited Private Nursing and Midwifery Training Colleges. The data indicates a reduction by 43.28% in the 2017/2018 academic year.

Twenty-eight percent (28%) of the students were males and 72% were females. The ratio of 28:72 of enrolment of males and females does not conform to the NCTE norm, which specifies a ratio of 50:50. From the enrolment by gender figures, the GPI for the Private Nursing and Midwifery Training Colleges is 2.6.

Figure 34 shows an enrolment trend for the Private Nursing and Midwifery Training Colleges in the past five academic years.

Figure 34: Student Enrolment in the Private Nursing and Midwifery Training Colleges



Source: PRPD Department, NCTE

The data presented to NCTE, shows that male enrolments have been increasing on an average of 12.73% per annum in the past five academic years. Table 26 shows the enrolment of students by gender in the Private Nursing and Midwifery Training Colleges in the past five academic years.

Table 26: Students Enrolled in the Private Nursing and Midwifery Colleges

Gender	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Female	592	521	661	668	385
Male	116	110	159	270	147
% Change (Males)	–	–5.17	44.55	69.81	–45.56

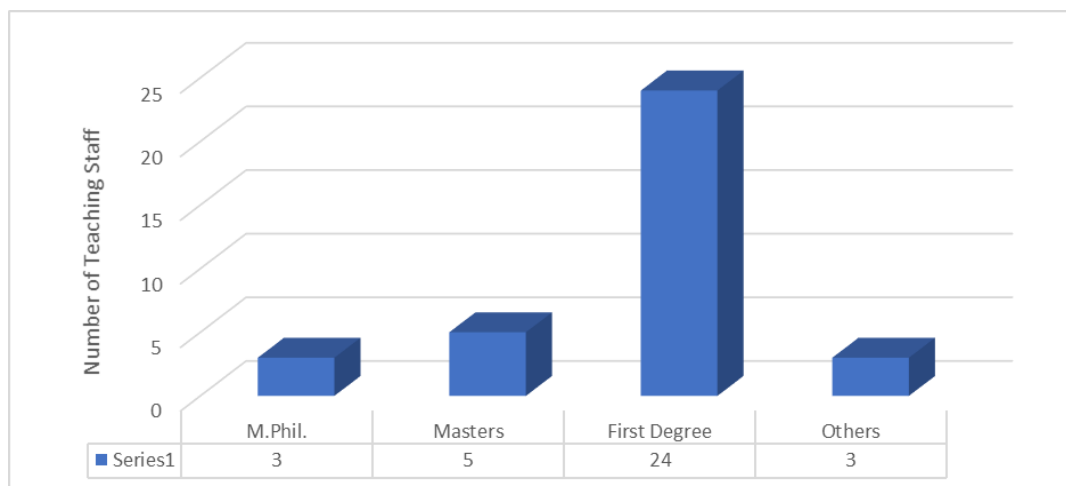
Source: PRPD Department, NCTE

7.4 FULL-TIME ACADEMIC STAFF

The Private Nursing and Midwifery Training Colleges employed 35 full-time teaching staff with 60% being males and 40% being females. The distribution of the qualifications of the Tutors is as follows: 55.23% had First Degrees, 25.32% had Master degrees,

11.21% had MPhil degrees, 7.02% had Other qualifications and 1.22% had a PhD. Figure 35 shows the academic qualification of the full-time teaching staff in the Private Nursing and Midwifery Training Colleges.

Figure 35: Academic Staff Qualification for Private Nursing and Midwifery Training Colleges



Source: PRPD Department, NCTE

7.5 ENROLMENT IN COLLEGES OF AGRICULTURE

There were three accredited Colleges of Agriculture, however data presented to NCTE, was for two Colleges of Agriculture i.e. Kwadaso Agriculture College and Animal Health College.

The total number of students enrolled in the 2017/2018 academic year was 610. Eighty-four percent (84%) of the students were males and 16% were females. The ratio of 84:16 of enrolment of males and females does not conform to the NCTE norm, which specifies a ratio of 50:50. From the enrolment by gender figures, the GPI for the Colleges of Agriculture is 0.19.

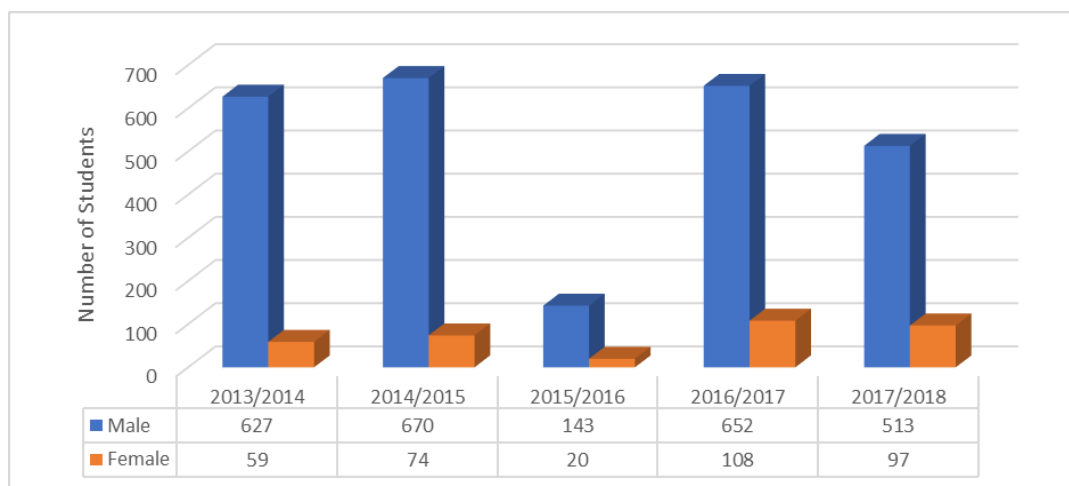
Figure 36 shows a student enrolment trend for the Colleges of Agriculture in the past five years. There is a reduction in the 2015/2016 academic year because only one College of Agriculture presented data.

7.6 FULL-TIME (TEACHING) ACADEMIC STAFF

In the 2017/2018 academic year, the Colleges of Agriculture employed 43 full-time teaching staff with 81% being males and 19% being females. The distribution of the qualifications of the Tutors is as follows: 55.23% had First Degrees, 25.32% had Master degrees, 11.21% had MPhil degrees, 7.02% had Other qualifications and

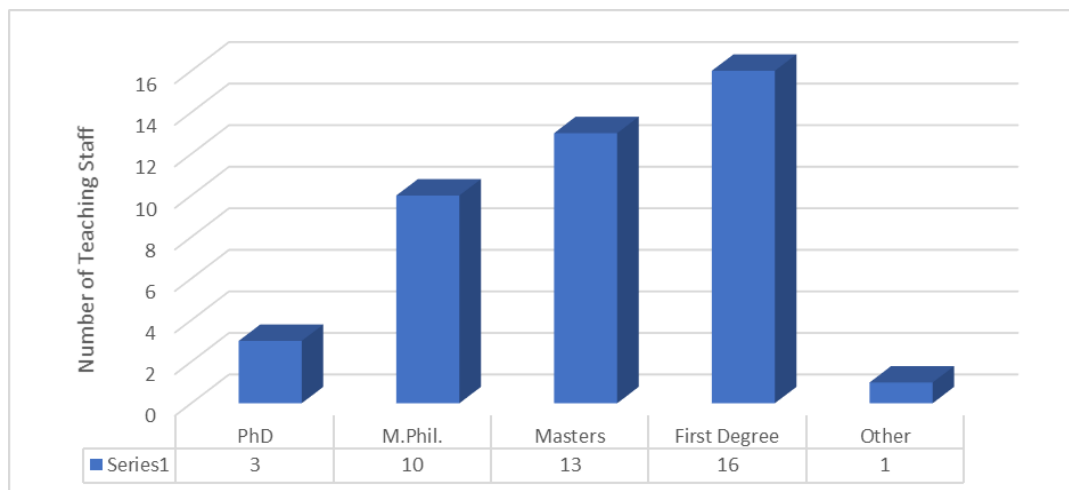
1.22% had a PhD. Figure 37 shows the qualifications of the full-time teaching staff for the 2017/2018 academic year.

Figure 36: Student Enrolment by Gender in the Colleges of Agriculture



Source: PRPD Department, NCTE

Figure 37: Academic Staff Qualification for Colleges of Agriculture



Source: PRPD Department, NCTE

APPENDIX: LIST OF TERTIARY EDUCATION INSTITUTIONS

This is the list of Tertiary Education Institutions the 2017/2018 data covers.

PUBLIC UNIVERSITIES

Regular Student Enrolment

<i>UNIVERSITY</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. University of Ghana	17,474	15,008	32,482
2. Kwame Nkrumah University of Science and Technology	24,443	14,188	38,631
3. University of Cape Coast	12,893	7,373	20,266
4. University of Education, Winneba	26,979	11,789	38,768
5. University of Development Studies	11,801	5,344	17,145
6. University of Mines and Technology	1,914	385	2,299
7. University for Energy and Natural Resources	3,445	774	4,219
8. University for Health and Allied Sciences	1,708	1,350	3,058
9. University for Professional Studies	6,331	4,784	11,115
TOTAL	106,988	60,995	167,983

Distance Student Enrolment

<i>UNIVERSITY</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. University of Ghana	3,627	2,880	6,507
2. Kwame Nkrumah University of Science and Technology	4,931	2,056	6,987
3. University of Cape Coast	17,496	15,302	32,798
4. University of Education, Winneba	8,210	10,611	18,821
5. University for Energy and Natural Resources	425	151	576
TOTAL	34,689	31,000	65,689

Sandwich Student Enrolment

<i>UNIVERSITY</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. University of Ghana	1,026	630	1,656
2. Kwame Nkrumah University of Science and Technology	–	180	180
3. University of Cape Coast	2,248	2,201	4,449
4. University of Education, Winneba	2,219	1,903	4,122
TOTAL	5,493	4,914	10,407

TECHNICAL UNIVERSITIES AND POLYTECHNICS

<i>TECHNICAL UNIVERSITY/POLYTECHNIC</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Accra Technical University	5,743	4,278	10,021
2. Kumasi Technical University	4,610	2,205	6,815
3. Takoradi Technical University	6,281	3,289	9,570
4. Ho Technical University	2,398	1,420	3,818
5. Cape Coast Technical University	1,532	1,231	2,763
6. Tamale Technical University	3,783	2,122	5,905
7. Sunyani Technical University	2,994	1,601	4,595
8. Koforidua Technical University	4,210	2,939	7,149
9. Wa Polytechnic	524	213	737
10. Bolgatanga Polytechnic	632	528	1,160
TOTAL	32,707	19,826	52,533

PUBLIC SPECIALISED/PROFESSIONAL TEACHING INSTITUTIONS

<i>INSTITUTION</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. National Film and Television Institute	356	101	457
2. Ghana Institute of Languages	608	611	1,219
3. Institute of Local Government Studies	105	45	150
4. Regional Maritime University	1,422	213	1,635
5. Ghana Institute of Journalism	682	1,297	1,979
6. Ghana Institute of Management and Public Administration	2,726	2,640	5,366
7. Ghana School of Survey and Mapping	252	37	289
8. Kofi Annan International Peacekeeping Training Centre	114	49	163
TOTAL	6,265	4,993	11,258

PRIVATE UNIVERSITIES

<i>UNIVERSITY/UNIVERSITY COLLEGE</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Academic City College	91	45	136
2. Accra Business School	210	141	351
3. Accra College of Medicine	22	28	50
4. Accra Institute of Technology	2,097	704	2,801
5. Advance Business College	55	30	85
6. African University College of Communications (AUCC)	644	753	1,397
7. Akrofi-Christaller Institute of Theology, Missions and Culture	61	16	77
8. All Nations University College	1,021	63	1,657
9. Anglican University College	138	40	178
10. Ashesi University	455	414	869
11. Baldwin University College	82	36	118
12. Catholic Institute of Business And Technology	24	12	36
13. Catholic University College, Ghana	1,324	942	2,266
14. Central University	3,648	3,461	7,109
15. China Europe International Business School	0	25	25
16. Christ Apostolic University College	610	302	912
17. Christian Service University College	271	148	419
18. Community University College	65	50	115
19. Data Link Institute	765	567	1,332
20. Dominion University College	419	253	672
21. Ensign College of Public Health	21	27	48
22. Entrepreneurship Training Institute	214	596	810
23. Evangelical Presbyterian University College	548	479	1,027
24. Family Health Medical School	39	51	90
25. Fountainhead Christian College	55	49	104
26. Garden City University College	708	916	1,624
27. Ghana Baptist University College	606	508	1,114
28. Ghana Christian University College	135	155	290
29. Ghana Insurance College	217	151	368
30. Ghana Technology University College	5,105	1,353	6,458
31. Golden Sunbeam International	8	6	14

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32. Good News Theological Seminary	21	6	27
33. Heritage Christian University College	131	44	175
34. Institute of Business Management and Journalism	151	175	326
35. Intercom Programming and Manufacturing Company (Ipmc)	223	40	263
36. Islamic University College	687	467	1,154
37. Jayee University College	186	199	385
38. Joyce Ababio College of Creative Design	21	325	346
39. Kaaf University College	966	543	1,509
40. Kessben University College	301	161	462
41. Kings University College	385	253	638
42. Knutsford College	212	163	375
43. Lancaster University College, Ghana	238	196	434
44. Laweh University College	85	60	145
45. Lucas College	26	22	48
46. Maranatha University College	81	41	122
47. Marshall University College	159	156	315
48. Methodist University College	1,415	1,520	2,935
49. Millar Institute for Transdisciplinary and Development	55	28	83
50. Mountcrest University College	288	249	537
51. Neumann University College	22	75	97
52. NIIT Education Training Centre (Blue Crest)	586	298	884
53. Nobel International University College	156	49	205
54. Nyansapo University College	10	6	16
55. Pentecost University College	1,600	1,354	2,954
56. Perez University College	183	135	318
57. Presbyterian University College	1,175	1,034	2,209
58. Princefield University College	41	19	60
59. Principal's College	51	57	108
60. Radford University College	357	443	800
61. Regent University College of Science and Technology	832	458	1,290
62. Spiritan University College	146	59	205
63. Springs College	7	14	21
64. Ss. Peter and Paul Pastoral Institute	12	1	13

National Council for Tertiary Education

65. St. Karol Nursing College	32	130	162
66. St. Nicholas College	48	1	49
67. Tamale Technical University College	98	28	126
68. Trans African College	62	46	108
69. Trinity Theological Seminary	514	81	595
70. University College of Agriculture and Environmental Studies	62	21	83
71. University College of Management Studies	737	714	1,451
72. University of Applied Management	212	127	339
73. Valley View University	1,600	1,234	2,834
74. Webster University, Ghana	38	65	103
75. West End University College	156	121	277
76. Wintech Professional Institute	83	75	158
77. Wisconsin International University College	1,767	2,087	3,854
78. Withrow University College	15	50	65
79. Zenith University College	564	673	1,237
TOTAL	36,455	26,997	63,452

PUBLIC COLLEGES OF EDUCATION

<i>COLLEGE OF EDUCATION</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Abetifi Presbyterian College of Education	674	564	1,238
2. Accra College of Education	586	375	961
3. Ada College of Education	596	389	985
4. Agogo Presbyterian Women's College of Education	–	1,070	1,070
5. Akatsi College Of Education	892	417	1,309
6. Akrokerri College of Education	800	501	1,301
7. Al-Faruq College of Education	212	210	422
8. Atebubu College of Education	751	426	1,177
9. Bagabaga College of Education	1,099	487	1,586
10. Berekum College of Education	891	655	1,546
11. Bia Lamplighter College of Education	158	116	274
12. Dambai College of Education	552	245	797
13. E.P. College of Education, Amedzofe	407	205	612
14. E.P. College of Education, Bimbilla	1,280	393	1,673

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15. Enchi College of Education	567	458	1,025
16. Foso College of Education	725	404	1,129
17. Gambaga College of Education	482	286	768
18. Gbewaa College of Education	881	432	1,313
19. Holy Child College of Education	–	971	971
20. Jasikan College of Education	634	547	1,181
21. Kibi Presbyterian College of Education	551	411	962
22. Komenda College of Education	836	460	1,296
23. Mampong Technical College of Education	1,433	-	1,433
24. McCoy College of Education	136	98	234
25. Methodist College of Education	144	134	278
26. Mount Mary College of Education	523	557	1,080
27. N.J. Ahmadiyya College of Education	843	432	1,275
28. Offinso College of Education	681	523	1,204
29. Our Lady of Apostle's College Of Education	–	1,168	1,168
30. Peki College of Education	542	352	894
31. Presbyterian College of Education, Akropong	894	642	1,536
32. Presbyterian Women's College of Education, Aburi	–	709	709
33. SDA College of Education, Asokore	641	698	1,339
34. SDA, College of Education, Agona	346	344	690
35. St. Ambrose College of Education	276	250	526
36. St. Francis College of Education	882	358	1,240
37. St. John Bosco College of Education	886	388	1,274
38. St. Joseph's College of Education	619	316	935
39. St. Louis College of Education	–	1,222	1,222
40. St. Monica's College of Education	–	1,397	1,397
41. St. Vincent College of Education	161	86	247
42. St. Teresa's College of Education	–	916	916
43. Tamale College of Education	1,064	568	1,632
44. Tumu College of Education	557	386	943
45. Wesley College of Education	728	509	1,237
46. Wiawso College of Education	734	414	1,148
TOTAL	25,664	22,489	48,153

PRIVATE COLLEGES OF EDUCATION

<i>COLLEGE OF EDUCATION</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Christ The Teacher College of Education	63	73	136
2. Jackson College of Education	2,980	3,022	6,002
TOTAL	3,043	3,095	6,138

PUBLIC NURSING, MIDWIFERY AND ALLIED HEALTH TRAINING COLLEGES

<i>INSTITUTION</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. 37 Military Hospital Nursing and Midwifery Training College	138	372	510
2. Community Health Nursing Training School, Akim Oda	126	279	405
3. Fomena Community Health Nursing Training School	90	209	299
4. Holy Family Nursing Training College, Kenten Techiman	120	369	489
5. Holy Family Nursing Training College, Nkawkaw	51	165	216
6. Hopkins Health Training Institute, Akim Oda	3	26	29
7. Kokofo Nursing Training College	127	233	360
8. Midwifery Training College, Bolgatanga	–	223	223
9. Midwifery Training College, Hohoe	–	289	289
10. Midwifery Training College, Jirapa	–	229	229
11. Midwifery Training College, Tumu	–	142	142
12. Midwifery Training College, Yeji	–	86	86
13. Nursing and Midwifery Training College, Atibie	–	467	467
14. Nursing and Midwifery Training College, Berekum	202	573	775
15. Nursing and Midwifery Training College, Bole	60	48	108
16. Nursing and Midwifery Training College, Gushegu	–	181	181
17. Nursing and Midwifery Training College, Keta	138	376	514
18. Nursing and Midwifery Training College, Koforidua	98	559	657
19. Nursing and Midwifery Training College, Korle-Bu	139	902	1,041
20. Nursing and Midwifery Training College, Kpembe	237	333	570
21. Nursing and Midwifery Training College, Kumasi	146	739	885
22. Nursing and Midwifery Training College, Nandom	–	108	108
23. Nursing and Midwifery Training College, Osiem	67	125	192

24. Nursing and Midwifery Training College, Seikwah	109	106	215
25. Nursing and Midwifery Training College, Sekondi	89	517	606
26. Nursing and Midwifery Training College, Sunyani	226	646	872
27. Nursing and Midwifery Training College, Tarkwa	–	325	325
28. Nursing and Midwifery Training College, Twifo-Praso	203	767	970
29. Nursing Training College, Jirapa	266	170	436
30. Nursing Training College, Sampa	88	242	330
31. Nursing Training College, Zuarungu	204	143	347
32. Nursing Training College, Techiman-Krobo	101	175	276
33. Nursing Training College, Sefwi-Wiawso	134	207	341
34. Public Health Nursing School, Korle-Bu	74	512	586
35. S.D.A Midwifery College, Agona - Asamang	–	192	192
36. S.D.A Nursing and Midwifery Training College, Asanta	50	146	196
37. S.D.A Nursing and Midwifery Training College, Kwadaso	914	316	1,230
38. S.T. Patrick's Nursing and Midwifery Training College	–	1,079	1,079
39. Tamale Community Health Nursing School	63	99	162
TOTAL	4,263	12,675	16,938

PRIVATE NURSING AND MIDWIFERY TRAINING COLLEGES

<i>INSTITUTION</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Western Hills Nursing School	17	91	108
2. Nightingale School of Nursing	–	86	86
3. Royal Ann College of Health	130	208	338
TOTAL	147	385	532

COLLEGES OF AGRICULTURE

<i>COLLEGE OF AGRICULTURE</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1. Kwadaso College of Agriculture	394	81	475
2. Animal Health College, Tamale	119	16	135
TOTAL	513	97	610

