

NATIONAL COUNCIL FOR TERTIARY EDUCATION



STATISTICAL REPORT ON TERTIARY EDUCATION FOR 2015/2016 ACADEMIC YEAR

Research, Planning and Policy Development (RPPD) Department

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LIST OF ACRONYMS

DCI	Data Collection Instrument
GER	Gross Enrolment Ratio
GIJ	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
MPhil	Master of Philosophy
MSc.	Master of Science
NAFTI	National Film and Television Institute (NAFTI)
NCTE	National Council for Tertiary Education
PhD	Doctor of Philosophy
RMU	Regional Maritime University
RPPD	Research, Planning and Policy Development
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 of 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 of the Minister of Education; to monitor the implementation of any approved national standards and norms by the institutions; and to publish information on tertiary education in Ghana. In an effort to make adequate and reliable data and information available for research, policy formulation and planning for tertiary education in Ghana, the NCTE collects, collates, analyses, and reports on data from all accredited Tertiary Education Institutions (TEIs) in Ghana.

The TEIs in Ghana are categorised in this report as Public Universities, Private Universities, Public Specialised/Professional Teaching Institutions, Polytechnics, Public Colleges of Education, Private Colleges of Education and Public Nursing Training Colleges, Private Nursing Training Colleges and Colleges of Agriculture.

This report is a brief account of the indicators computed for tertiary education in Ghana for the 2015/2016 academic year. It includes data on sandwich and distance education students. However, detailed data on each type of TEI covered in this report is in the Statistical Digest prepared by the Research, Planning and Policy Development (RPPD) Department of NCTE.

This report has been divided into seven sections. The first section gives an introduction and overview of the tertiary education sector and discusses the indicators of tertiary education at the National Level. The second and third sections cover the Public Funded Universities and Polytechnics respectively. The indicators for Public Specialised/Professional Teaching Institutions and the Colleges of Education have been presented in the fourth and fifth sections respectively. The sixth section covers the indicators for the Private Universities in Ghana.

Finally, the indicators for the Colleges of Agriculture and the Nursing Training Colleges have been discussed in the seventh section and there is an appendix which shows the various accredited institutions from which data is presented on.

METHODOLOGY

Data Collection is an important aspect of any type of research or study and inaccurate data collection can impact the results of a study and ultimately lead to invalid results. To make it easy to collect data from the various TEIs, a pre-designed Data Collection Instrument (DCI) in both soft and hard copies was attached to a request letter and sent to each TEI by post and in some instances, hand delivered at the end of January 2016.

The TEIs were given up to the end of April 2016 as deadline to submit the completed DCI. Both soft and hard copies of the completed DCI were submitted by the TEIs to facilitate access to various aspects of the information provided at various stages of the processing. The information provided by the TEIs in the completed format were collated, cleaned, and validated to ensure information quality.

All submitted data was checked for possible errors and any errors identified in the submitted data were communicated to the officers in-charge at the respective TEI for correction. However, in some instances, it was difficult to get all identified errors to be corrected, so this document tried as much as possible to present data and information that reflects the true nature of what was submitted by the institutions.

The collected data were analysed against the standards and norms as set by the NCTE and translated and interpreted into a reader friendly report.

1. SUMMARY OF ALL TERTIARY INSTITUTIONS

1.1 ENROLMENT

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

Table 1 shows the two categories of tertiary institutions (i.e. public and private) and the types and number of institutions in each category. These were the number of accredited TEIs which submitted data to NCTE for the 2015/2016 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	Tertiary Institutions (Universities, University Colleges, Tutorial Colleges and Distance Education Institutions)	72
Polytechnics	10	Colleges of Education	6
Colleges of Education	40	Nursing Training Colleges	3
Specialised Institutions	8		
Colleges of Agriculture	1		
Nursing Training Colleges	23		
Total	91	Total	81

A total of 422,122¹ students were recorded to have been enrolled in the various types of tertiary education institutions in Ghana. However, data was not received from all the accredited TEIs.

Table 2 shows the type of institution and the total number of students enrolled for the 2015/2016 academic year. From the table, we can observe that Public Universities enrol more than 50% of the total number of students in the tertiary sector and this is followed by students enrolled in the Private Tertiary Institutions.

Table 2: Types of Institutions and Students Enrolled by Gender

<i>Type of Institution</i>	<i>Number of Students</i>			
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>%</i>
Public Universities ²	135,139	84,457	219,596	52.02
Polytechnics	34,688	18,077	52,765	12.50
Public Colleges of Education	23,611	19,142	42,753	10.13
Private Colleges of Education	4,241	3,578	7,819	1.85
Public Specialised Institutions	7,213	6,065	13,278	3.15
Private Tertiary Institutions	41,234	30,093	71,327	16.90
Public Nursing Training Colleges	3,574	10,027	13,601	3.22
Private Nursing Training College	159	661	820	0.19
Colleges of Agriculture ³	143	20	163	0.04
Total	250,002	172,120	422,122	100

¹ This figure includes Distance Education and Sandwich students.

² The enrolment figure for the Public Universities includes Distance and Sandwich Students.

³ The enrolment is for only one (1) College of Agriculture.

Some of the Public Universities run sandwich and distance learning programmes and this may account for the high number of students they enrol.

The International Standard Classification of Education (ISCED), is a classification standard which is applied in statistics worldwide with the purpose of assembling, compiling and analysing cross-nationally comparable data. ISCED is the reference classification for organising education programmes and related qualifications by education levels and fields. ISCED is a product of international agreement and adopted formally by the General Conference of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Member States.

ISCED classifies education programmes by their content using two main cross-classification variables: levels of education and fields of education. For tertiary education the classification comprises ISCED levels 5, 6, 7 and 8, which are labelled as short-cycle tertiary education (at least 2 years), Bachelor's or equivalent level (three to four years), Master's or equivalent level and Doctoral or equivalent level, respectively.

In the 2015/2016 academic year, 55.18% of the total student population were studying for Bachelor's or equivalent level programmes. Also 39.04% of the student population were enrolled in short-cycle level programmes (i.e. Diploma, Higher National Diploma (HND) or Certificate programmes) and 5.34% and 0.44% enrolled in Master's or equivalent level programmes (i.e. Postgraduate Certificate, Postgraduate Diploma and Master degrees) and Doctoral or equivalent level (i.e. Doctor of Philosophy (Ph.D.)) programmes respectively.

Table 3 shows a breakdown of the total enrolment by the type of programme in the two categories of tertiary institutions.

Table 3: Number of Student 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)	151,502	13,294	164,796	39.04
Bachelor's or equivalent level (ISCED 6)	169,409	63,510	232,919	55.18
Master's or equivalent level (ISCED 7)	19,441	3,120	22,561	5.34
Doctoral or equivalent level (ISCED 8)	1,804	42	1,846	0.44
Total	342,156	79,966	422,122	100

1.2 GROSS ENROLMENT RATIO (GER)

Gross Enrolment Ratio (GER) is defined as 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, and this 5-year age group starts from the official secondary school graduation age.

The GER 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.

According to the UNESCO Institute of Statistics⁴, a high GER generally indicates a high degree of participation, whether the pupils belong to the official age group or not. 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.

⁴ Education Indicators Technical Guidelines—UNESCO Report November 2009.

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

This indicator shows the general level of participation in tertiary education by indicating the proportion (or density) of students within a country’s population and this is done by calculating 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 2015/2016 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

Formula = $[(\text{Total Tertiary Student Enrolment}/\text{Population}) * 100,000]$ per 100,000 inhabitants.	
Total Enrolment	= 422,122
Population	= 28,308,301
Therefore	= $> (422,122/28,308,301) * 100,000$
	= 1,491.16 1,491 per 100,000 inhabitants.
Source of Population: Ghana Statistical Service: 2010 Population Projection by Sex, 2010–2016	

1.5 ENROLMENT IN SCIENCE AND ARTS RELATED PROGRAMMES

The NCTE norm stipulates per fields of study a 60:40 enrolment ratio for Science and Arts related programmes. Out of the 422,122 students enrolled in tertiary institutions in Ghana, 139,337 students were studying Science (i.e. Applied Science, Technology, Agriculture, Engineering etc.) related programmes and 282,785 students were pursuing Arts (i.e. Business, Social Science, Humanities etc.) related programmes.

Figure 4 shows the number of students enrolled in Science related programmes as compared to Art related programmes and shows what was recorded in the various tertiary institutions and compares it to the NCTE norm. From the data we can observe that there are more students enrolled in Arts related programmes than in Science related programmes.

This may be because majority of the private tertiary institutions only run Arts related programmes. Also, a lot more students enrolled in the Public Universities and Polytechnics are studying more Arts related programmes than Science related programmes.

Figure 4: Enrolments in Science and Arts Related Programmes

	Science	Arts
Total Enrolment	139,337	282,785
% Norm	60	40
% Actual	33	67

2. PUBLIC FUNDED UNIVERSITIES

There are nine (9) operational public funded universities in Ghana, namely, University of Ghana, Legon (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 of Professional Studies, Accra (UPSA), University of Energy and Natural Resources (UENR) and University of Health and Allied Sciences (UHAS).

Amongst the nine (9) public funded universities, UHAS and UENR began to accept students in the 2012/2013 academic year and have been in existence for only four (4) years. The University for Professional Studies, Accra also became a Public University in the same academic year.

The public funded universities have the highest number of students among all the types of tertiary institutions as they enrol a little over 50% of all students in the tertiary sector and this is because some of these public universities have campuses in most regions where they run distance education programmes. The public universities have been in existence longer than all the other types of institutions so this may account for the high enrolment figures.

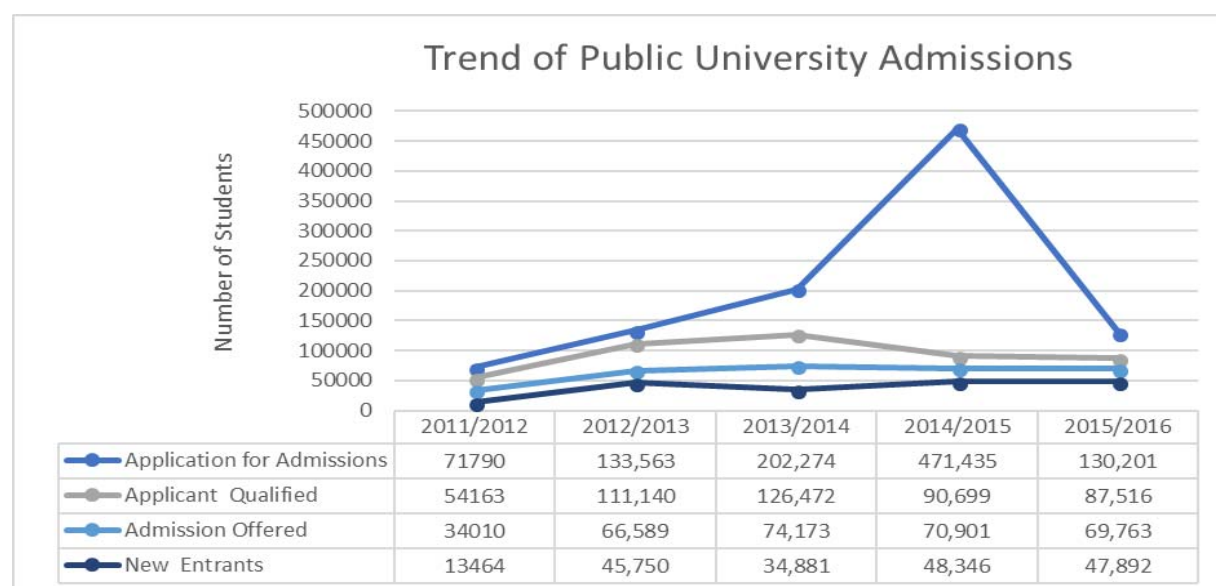
2.1 ADMISSIONS INTO FULL-TIME (REGULAR) STUDY

In the last five academic years, student application into the Public Universities has been increasing on an average of 39.64% in every application year. The highest increase in application was recorded in 2014/2015, when the number of student applications increased by 133.07% from the previous academic year of 2013/2014.

However, in the 2015/2016 academic year there was a reduction by 72.38% of students who applied for admission into the public universities as compared to the 2014/2015 academic year. There was also a reduction by 1% of students who enrolled into the public universities as new entrants in the 2015/2016 academic year as compared to the previous academic year of 2014/2015.

Figure 5, shows the actual student numbers for those who applied, qualified, received admission offers and actually entered the 9 public universities in the last five academic years.

Figure 5: Admissions from 2011/2012 to 2015/2016



2.2 FULL-TIME (REGULAR) STUDENTS' ENROLMENT

For the 2015/2016 academic year, student enrolment in the nine (9) public funded universities

was 155,402⁵ and this shows an increase of 5.59% compared with the 2014/2015 student enrolment of 147,180.⁶

Out of a total of 155,402 students enrolled in the 2015/2016 academic year, 99,644 were male and 55,758 were female representing sixty-four percent (64%) and thirty-six percent (36%) respectively giving a ratio of 64:36 which does not conform to the NCTE norm of 50:50 for gender parity. From the enrolment by gender figures, the gender parity index for public universities was 0.56.

Even though there are more male students enrolled in the public universities than female students, female student's enrolments in the Public Universities has been increasing on an average of 9.58% in the last five (5) academic years. Table 4 shows the enrolment in the public universities by gender in the last five academic years.

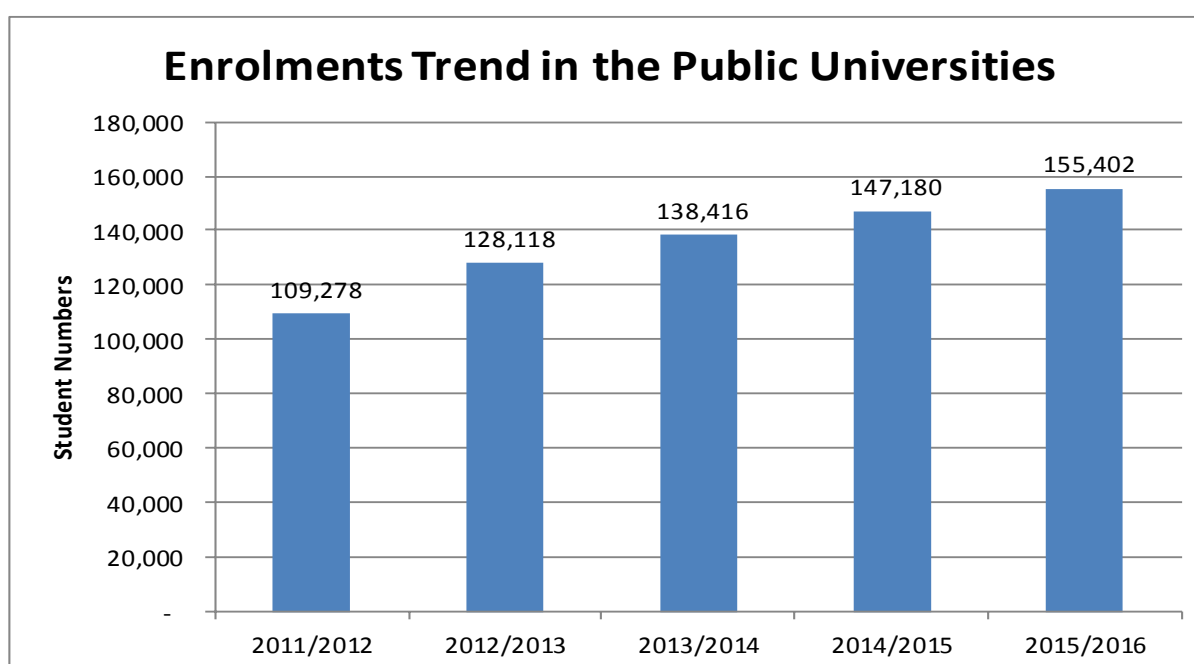
Table 4: Students Enrolled in the Public University by Gender and Academic Year

Gender	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Male	73,627	84,937	89,755	94,836	99,644
Female	35,651	43,181	48,661	52,344	55,758
% Change for Females	0	21.12	12.69	7.57	6.52

Full-time students' enrolments in the public universities has been increasing over the last few years. The sector has seen an average increase of 7.44% of full-time students in the last five academic years. The biggest increase in student enrolment (17.24%) was recorded in 2012/2013 when the two new universities UHAS and UENR began accepting students and UPISA became a public university.

Figure 6 shows a trend of full-time students' enrolment from the 2011/2012 academic year to the 2015/2016 academic year.

Figure 6: Enrolment of Full-Time Students in Public Universities from 2011/2012 to 2015/2016



⁵ This figure does not include distance and sandwich students

⁶ This figure does not include distance and sandwich students

2.3 FULL-TIME (REGULAR) POSTGRADUATE STUDENT ENROLMENT

The NCTE norm stipulates a minimum postgraduate enrolment of 25% of total enrolment; however, 11,699 students were enrolled in postgraduate programmes representing only 7.5% of full-time students enrolled in the public funded.

Out of the 11,699 students enrolled, 66% of the students enrolled were males while 34% were females. The University of Ghana and Kwame Nkrumah University of Science and Technology together enrolled majority (67.4%) of the postgraduate students—41.3% and 26.1% respectively. More than 95% of the postgraduate students enrolled were Ghanaians. Of the total enrolment for postgraduate programmes, 84.9% of the students were enrolled in Master's Degree programmes (MBA, MA, MSc, M.Ed. MPA, MPhil etc.), and 13.3% in PhD programmes. With 1.8% enrolled in Postgraduate Diploma Programmes.

2.4 FULL-TIME ENROLMENT IN SCIENCE AND ARTS RELATED PROGRAMMES

The NCTE norms stipulate a 60:40 enrolment ratio for Science and Arts related programmes. During the 2015/2016 academic year, 43% (66,636) of the students were enrolled in Science related programmes while 57% (88,766) were enrolled in Arts related programmes. The figures show that the university enrolments are at variance with the national norm.

In the 2015/2016 academic year, it was observed that 41% of the students enrolled in Social Science and Humanities programmes, 17% of the students enrolled in Science related programmes, 17% of the students enrolled in Applied Science, Technology and Health Science related programmes, 16% of the students enrolled in Business Administration programmes, 6% of the students in Engineering programmes, 3% of the students enrolled in the Medicine programme and the remaining 1% in Pharmacy programmes.

Out of 66,636 enrolled in Science related programmes (Engineering, Medicine, Applied Science, etc.), 68% were males and 32% were females.

2.5 ENROLMENT OF INTERNATIONAL STUDENTS

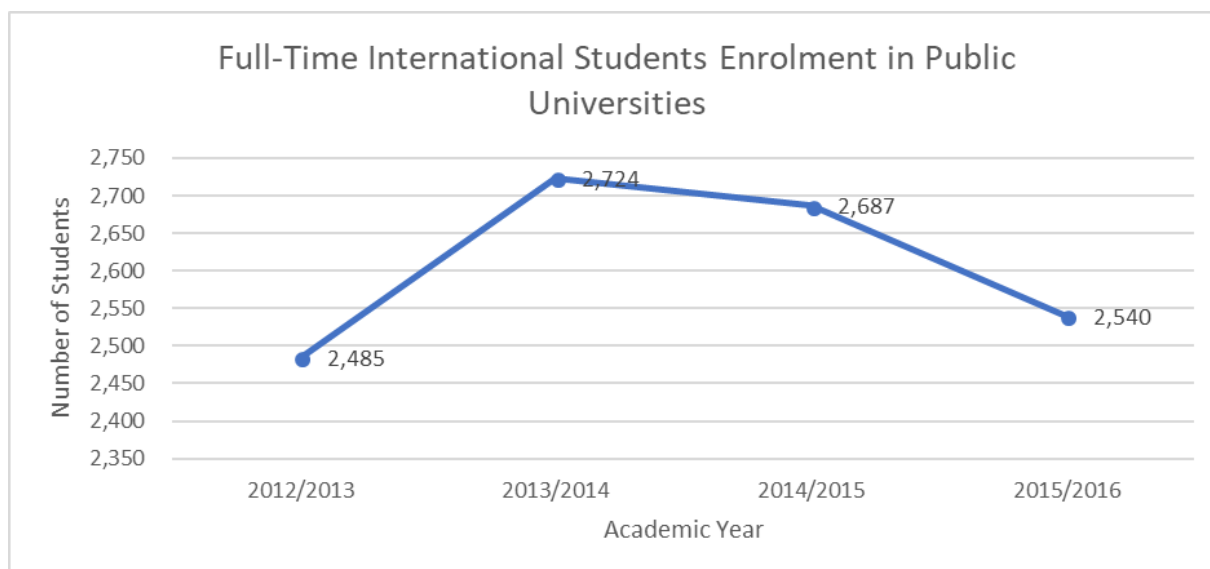
The NCTE norm allocates a 10% quota of total student enrolment for international students. For the 2015/2016 academic year, a total of 2,540 international students were enrolled in the public universities as compared to 2,687 in 2014/2015. Every public university enrolled some international students during the 2015/2016 academic year. The international student enrolment was 1.63% of the total full-time student enrolment.

Out of a total of 2,540 international students enrolled 1,354 of the students were males and 1,186 were females. Kwame Nkrumah University of Science and Technology and University of Ghana enrolled 79.84% of the international students (i.e. 47.20% and 32.64% respectively).

Figure 7 shows a trend of international student enrolment from 2012/2013 to 2015/2016 academic year. From the figure we can observe that the number of international students enrolled in the Public Universities has been reducing in the last three (3) academic years.

Also majority of the international students studying in the Public Universities are from Africa and are predominantly West Africans (especially from Nigeria, La Cote D'Ivoire, Benin and Togo). The breakdown of international students by country and gender for every Public University can be found in the NCTE Statistical Digest.

Figure 7: International Students Enrolment in the Public Universities from 2012/2013 to 2015/2016



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

A total of 23,005 full fee-paying students enrolled in the various public funded universities with 57% being male and 43% being female during the 2015/2016 academic year. Also, out of the total of 23,005 fee-paying students, 89% were Ghanaians and the remaining 11% were international students.

For the 2015/2016 academic year, 86.21% of full fee-paying students were enrolled in first-degree programmes, 9.73% of the total number of fee-paying students were enrolled in postgraduate programmes and the remaining 4.06% of students were enrolled in certificate/diploma programmes.

2.7 FULL-TIME (TEACHING) ACADEMIC STAFF

For quality of education to be maintained there should be an adequate number of qualified academic staff in the universities. A total of 3,740 full-time teaching academic staff were employed by the public funded universities for the 2015/2016 academic year with 3,021 being males and 719 being females. Out of this number, 161 were Professors, 249 Associate Professors, 864 Senior Lecturers, 1,800 Lecturers, 588 Assistant Lecturers and 78 Tutors.

Whereas the proportions of Lecturers in the public funded universities exceed the NCTE norm, the proportions of the other ranks, namely; Professor, Associate Professor and Senior Lecturers were lower than the NCTE norm. Compared with the norm, the observed academic pyramid for the public funded universities is narrower at the top but broader at the base. Table 5 shows the ranks of academic staff in the public universities and how they measured against the NCTE standard and norms.

Table 5: Ranks of Academic (Teaching) Staff Compared with NCTE Norm in 2015/2016

Rank	Professor	Associate Professor	Senior Lecturer	Lecturer
NCTE Norm	10%	15%	35%	40%
Actual	5.2%	8.1%	28.1%	58.6%

2.8 STUDENT-TEACHER RATIOS

Student-teacher ratios (STR) are benchmarks which are used to determine whether quality is being maintained in the various public universities. The NCTE norms spell out the required STRs for the various categorisations of programmes that are run in the universities. The student-teacher ratios for 2015/2016 academic year in the various subject fields have been depicted in Table 6.

Table 6: Student Teacher Ratios for 2015/2016

Subject	Norm	Actual
Social Science and Humanities	27:1	57:1
Business Administration	27:1	89:1
Science	18:1	33:1
Applied Science, Technology and Health Sciences	18:1	36:1
Engineering	18:1	37:1
Medicine	12:1	20:1
Pharmacy	15:1	20:1

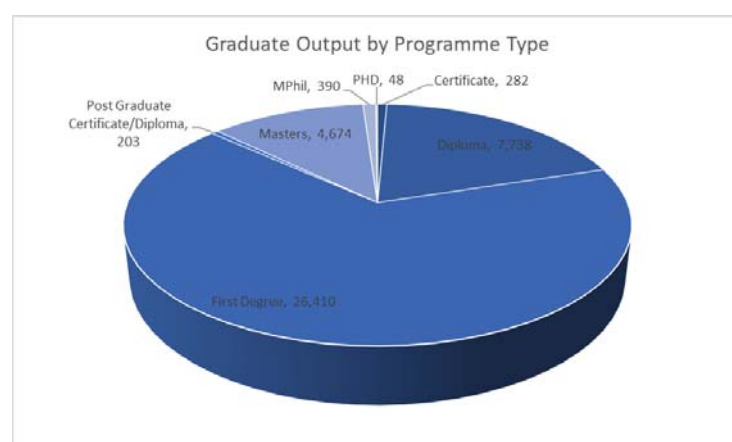
2.9 GRADUATE OUTPUT

At the time of collecting data from the various Public Universities for this report, final year students in the current academic year had not graduated so the data on graduate student is based on data of students who graduated in the previous academic year of 2014/2015.

A total of 39,745⁷ students graduated during the 2014/2015 year with 22,404 being males and 17,341 being females. That year 66.45% of the students graduated with First Degrees, 19.47% with Diplomas, 11.76% with Masters degrees (i.e. MSc, MA, M.Ed., MBA etc.), 0.98% with MPhil., 0.71% in Certificate programmes, 0.51% in Postgraduate Diploma Programmes and 0.12% students graduating with PhDs.

The number of students who have graduated from the public universities is shown in Figure 8 and it is disaggregated by the type of programme.

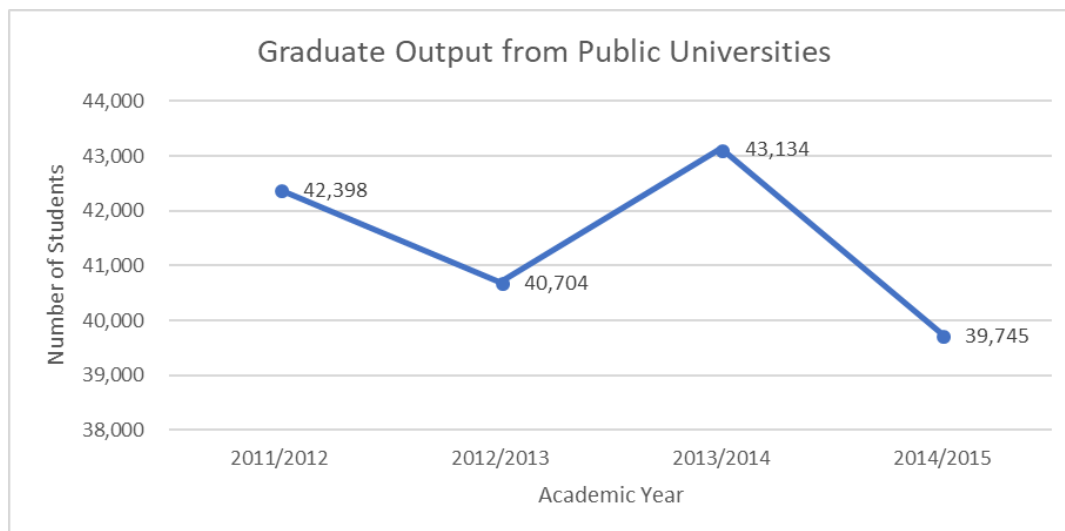
Figure 8: Graduate Output by Type of Programme, 2014/2015



⁷ This figure does not include data from UCC, UDS and UHAS. UCC graduated 5,420 students however data is not disaggregated by gender so was not added to the total graduate data.

Figure 9 shows a trend of graduate output from the public universities of Ghana from the 2011/2012 academic year to the 2014/2015 academic year.

Figure 9: Graduate Output for Public Universities from 2011/2012 to 2014/2015



2.10 ENROLMENTS IN DISTANCE AND SANDWICH PROGRAMMES

The public universities enrol a large number of students in distance education and sandwich programmes. The University of Ghana, University of Cape Coast, Kwame Nkrumah University of Science and Technology and the University of Education, Winneba are the public universities that run distance education programmes.

Most of the programmes that are run as distance education programmes are in the fields of social science, humanities and business administration. Only a few programmes are run in the fields of science, applied science, technology, health sciences and engineering and majority of the distance programmes are undergraduate degree programmes.

For the 2015/2016 academic year, 49,261 students were enrolled in distance education programmes and out of this number 27,217 were males and the remaining 22,044 were females. Table 7 shows enrolments in distance education programmes for the past five academic years. Out of the total students enrolled in distance education programmes 93.3% were enrolled in arts related programmes with the remaining 6.7% enrolled in science related programmes.

Table 7: Student Enrolment in Distance Education Programmes from 2011/2012 to 2015/2016

<i>Academic Year</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
2011/2012	18,175	15,207	33,382
2012/2013	34,894	24,645	59,539
2013/2014	38,952	27,701	66,653
2014/2015	38,042	28,359	66,401
2015/2016	27,217	22,044	49,261

The public universities also enrol students into sandwich programmes. The sandwich programmes are often run during the long vacation period when the full-time students are on vacation.

In the 2015/2016 academic year 14,933 students were enrolled in sandwich programmes and Table 8 shows enrolments of students in sandwich programmes for the past three years. Out of the 14,933 students enrolled 22.7% were enrolled in science related programmes and the remaining 77.3% enrolled in art related programmes. Also, 47.21% of the total enrolment for sandwich were enrolled in short cycle programmes, 21.72% in bachelor or equivalent level programmes and 31.07% in master's or equivalent level programmes.

**Table 8: Student Enrolment in Sandwich Programmes
from 2013/2014 to 2015/2016**

<i>Academic Year</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
2013/2014	9,787	7,092	16,879
2014/2015	9,715	7,710	17,425
2015/2016	8,278	6,655	14,933

3. POLYTECHNICS

There are 10 Polytechnics in Ghana, namely Accra, Kumasi, Cape Coast, Koforidua, Ho, Sunyani, Takoradi, Tamale, Wa and Bolgatanga Polytechnics. The Polytechnics are fairly distributed across the country with one in each region of Ghana.

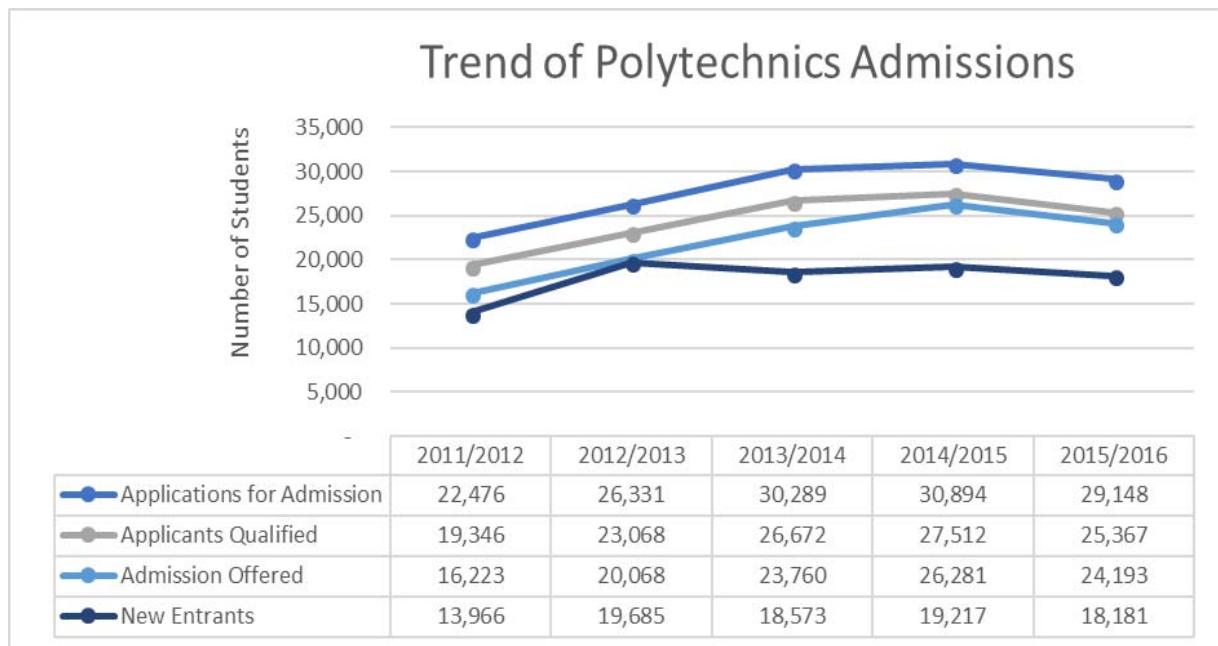
Presently the polytechnics are undergoing a conversion process to become Technical Universities with the aim of strengthening technical vocational education and training.

3.1 ADMISSIONS IN POLYTECHNICS

In the last five academic years, the number of students who applied to be enrolled into the Polytechnics has been increasing on an average of 5.71%. The actual student numbers for those who applied, qualified, received admission offers and actually entered the polytechnics in the last 5 years is depicted in Figure 10.

From the figure, we can observe that there are huge numbers of students who want to enroll into the polytechnics however there are not enough spaces to accommodate all of them.

Figure 10: Admissions into the Polytechnics from 2011/2012 to 2015/2016



3.2 ENROLMENT IN POLYTECHNICS

In the 2015/2016 academic year 52,765 students were enrolled in the 10 polytechnics. Out of this number 34,688 were males and 18,077 were females representing 66% and 34% respectively, giving a ratio of 66:34. However, this was a reduction of 2.25% from the previous academic year, 2014/2015, which recorded a total student population of 53,978. The ratio of 66:34 does not conform to the NCTE norm of 50:50 for gender parity. From the enrolment figures, the gender parity index for polytechnics is 0.52 and this is an increase from the previous academic year's figure of 0.51.

About 93% of the students in the Polytechnics were enrolled in the HND programme in 2015/2016, with 3% of the tertiary students enrolled in Bachelor's (Bachelor of Technology and Bachelor of Science) degree programmes and the remaining 4% enrolled in Technician certificate programmes as shown in Figure 11.

Figure 11: Polytechnic Enrolment by Programme for 2015/2016

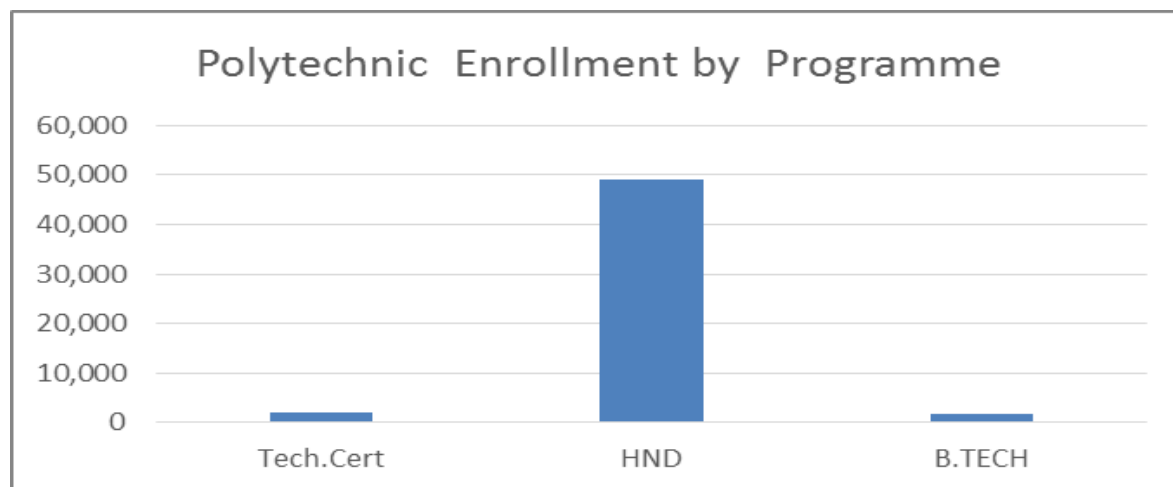


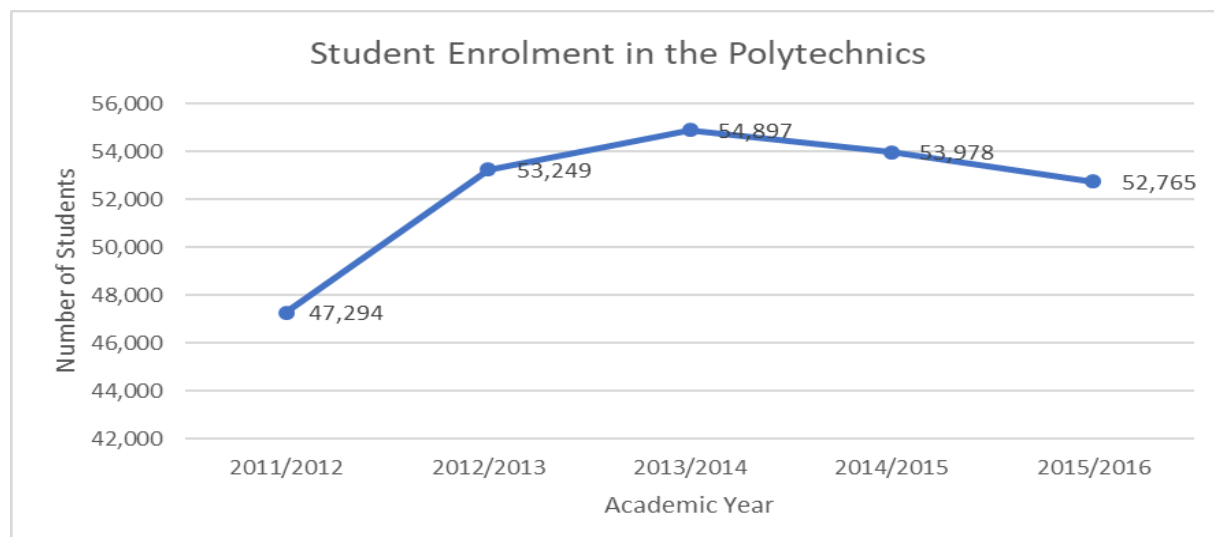
Table 9 shows the enrolment in the polytechnics by gender. From the table we can observe that there are more male students enrolled into the polytechnics than female students. There was an increase in female enrolments between the 2011/2012 and 2013/2014 academic year, however in the last 2 academic years (2014/2015 and 2015/2016) the sector has seen a decline in female enrolments.

Table 9: Polytechnic Enrolment by Gender from 2011/2012-2015/2016

Gender	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Male	32,858	35,486	35,931	35,574	34,688
Female	14,436	17,592	18,966	18,404	18,077
% Change (Females)		12.59	3.09	-1.67	-2.25

Figure 12 shows a trend of student enrolments into the Polytechnics from 2011/2012 to 2015/2016. From the figure we can observe that enrolments into the Polytechnics has been reducing in the last 2 academic years.

Figure 12: Enrolment of Students for Five Years



3.3 ENROLMENTS BY FIELD OF STUDY

The NCTE norm stipulates a 60:40 enrolment ratio for Science and Arts programmes. Forty-four percent (23,387) of the students in the Polytechnics enrolled in Science programmes during the 2015/2016 academic year, while 56% (29,378) enrolled in Arts programmes.

A total of 29,276 students were enrolled in Business Administration programmes and this was followed by Engineering programmes enrolling 10,901 students. Applied Science, Dispensary Technology, Science and Social Science programmes recorded student's enrolments of 8,443, 2,008, 2,035 and 102 respectively.

In the current academic year, Business Administration enrolled the highest percentage of students in the Polytechnics (55%), followed by Engineering (21%), Applied Science (16%), Science (4%), Dispensary Technology (3.8%) and Social Science (0.2%).

3.4 INTERNATIONAL STUDENTS

Generally, the Polytechnics do not enrol a lot of international students. In the 2015/2016 academic year, 189 international students enrolled in only 4 out of the 10 Polytechnics.

Their distribution was as follows, Cape Coast Polytechnic enrolled 79%, Kumasi Polytechnic 13%, Koforidua Polytechnic 4%, and Accra Polytechnic 4%. Africa was the only source of international students for the Polytechnics in the 2015/2016 academic year as was same in the 2014/2015 academic year. Table 10 shows the countries of origin of the international students.

Table 10: Enrolment of International Students in Polytechnics by Country of Origin, 2015/2016

<i>Country</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Benin	3	0	3
Burkina Faso	4	0	4
Congo	1	0	1
Equatorial Guinea	2	0	2
Gabon	6	0	6
Gambia	2	0	2
Niger	1	0	1
Nigeria	150	18	168
Sierra Leone	1	0	1
Togo	1	0	1
Total	171	18	189

3.5 ACADEMIC STAFF

The Polytechnics in the 2015/2016 academic year employed 1,906 full-time academic teaching staff with 1,576 being males and 330 being females.

From the data collected, the proportions of Chief Lecturer, Principal Lecturer and Senior Lecturers were less than the NCTE norm; however, the proportion of Lecturers exceeded the norm.

From Table 11, the academic staff norm is compared with the actual over a four-year period (i.e. 2012/2013 to 2015/2016).

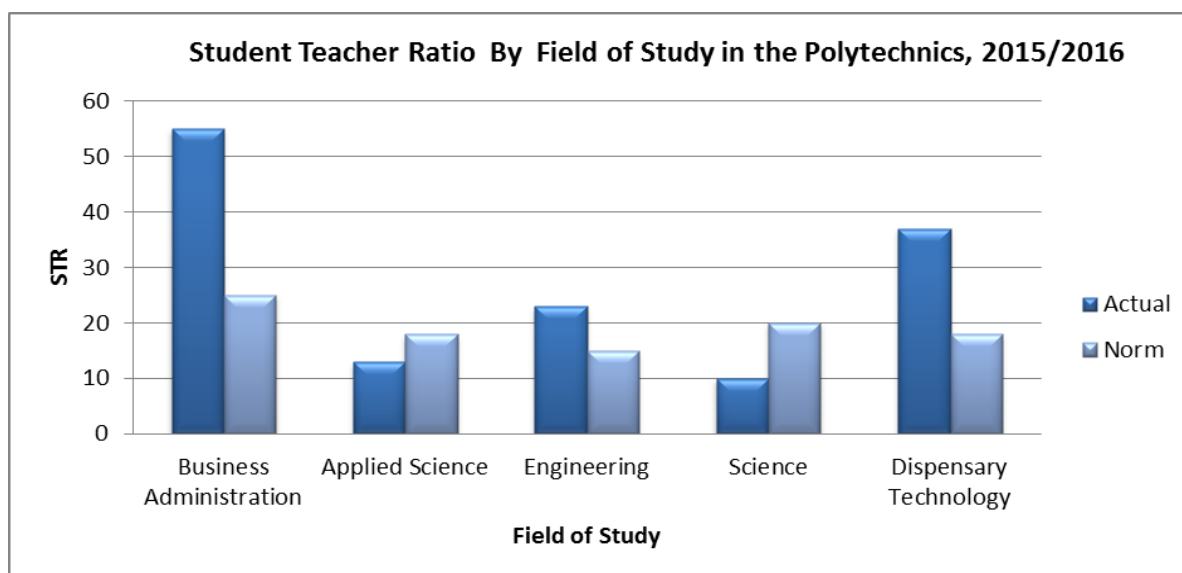
Table 11: Ranks of Academic Staff Compared with NCTE Norm

Rank	NCTE Norm	Actual (2012/2013)	Actual (2013/2014)	Actual (2014/2015)	Actual (2015/2016)
Chief Lecturer	10.0%	0.0%	0.0%	0.0%	0.3%
Principal Lecturer	15.0%	0.0%	0.0%	0.4%	0.3%
Senior Lecturer	30.0%	7.0%	9.0%	13.1%	21.6%
Lecturer	45.0%	93.0%	91.0%	86.5%	77.8%

3.6 STUDENT-TEACHER RATIOS

Student-teacher ratios are benchmarks which are used to determine whether quality is being maintained in the various polytechnics. The norms spell out the required student to teacher ratio for the various categorisations of programmes that are run in the polytechnics.

Figure 13: Graph Comparing Actual Teacher Ratios in Some fields of Study with the Norm



In Figure 13 we can observe the Student Teacher Ratios (STR) as observed in the polytechnics for the 2015/2016 academic year. The NCTE norm is compared with the actuals recorded from the various polytechnics. The observed STRs for Engineering, Business Administration and Dispensary Technology studies exceed the norm.

Additionally, Business Administration studies recorded the largest deviation from the norm. The actual student teacher ratio for 2015/2016 has been depicted in Table 12.

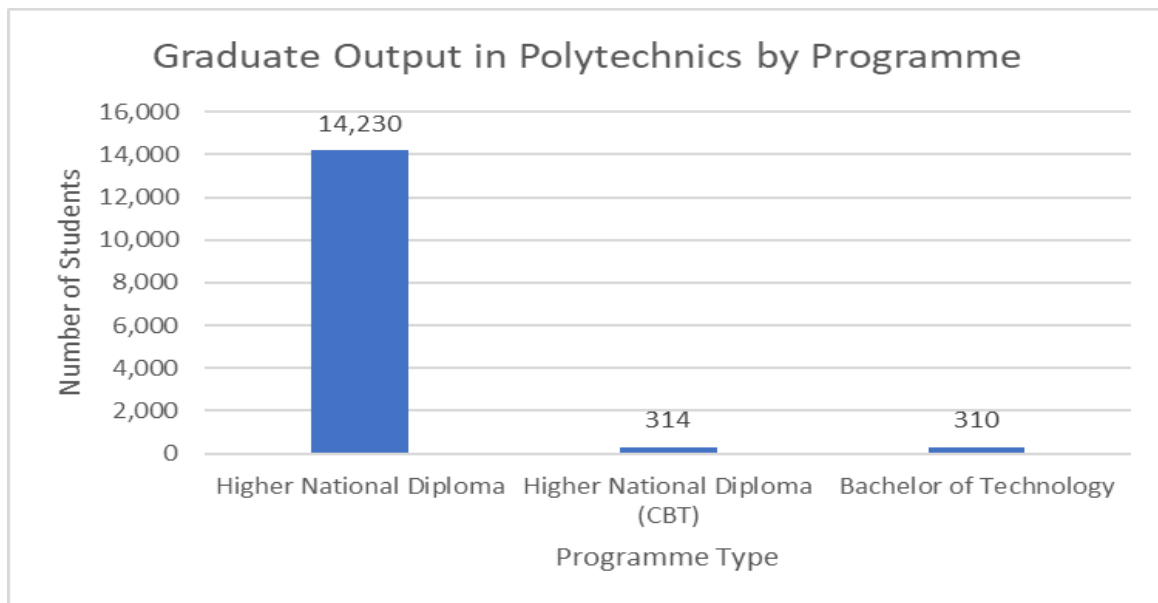
Table 12: Student Teacher Ratios for 2015/2016

Subject	Norm	Actual
Business Administration	25:1	49:1
Applied Science and Technology	18:1	16:1
Engineering	15:1	23:1
Science	20:1	10:1
Dispensary Technology	18:1	37:1
Social Science	25:1	3:1

3.7 GRADUATE OUTPUT

A total of 14,854⁸ graduates passed out from the polytechnics. Out of the total, 9,353 of them were males representing 63% and 5,501 were females representing 37%. Out of the 14,854 graduated students, 96% graduated with Higher National Diploma (HND), 2% with HND (Competency Based Training) and the remaining 2% with a Bachelor of Technology degree. Figure 15 depicts a graphical representation of the number of graduates and by the type of programme.

Figure 14: Graduate Output for Polytechnics for 2015/2016



⁸ As at time of producing this document, one (1) polytechnics had not provided data, therefore this number is not a total representation of the sector.

4. PUBLIC SPECIALISED/PROFESSIONAL TEACHING INSTITUTIONS

The public specialised or professional teaching institutions are public institutions that were established to run professional programmes and train students in specific subject areas like maritime studies, film making, public administration, journalism and languages amongst others. Currently, there are eight (8) accredited public specialised/professional teaching institutions in Ghana and all of them were covered in the data collection exercise for 2015/2016.

They are namely; Ghana Institute of Journalism (GIJ), Ghana Institute of Management and Public Administration (GIMPA), National Film and Television Institute (NAFTI), Kofi Annan International Peacekeeping Training Centre (KAIPTC), Ghana School of Surveying and Mapping (GSSM), Institute of Local Government (ILG), Ghana Institute of Languages (GIL) and Regional Maritime University (RMU)

4.1 STUDENT ENROLMENT

A total of 13,278 students enrolled in the eight (8) specialised institutions for the 2015/2016 academic year with 7,213 being males and 6,065 being females representing fifty-four per cent (54%) and forty-six percent (46%) respectively which gives a ratio of 54:46. This does not conform to the NCTE norm of 50:50 for male and female enrolment.

The NCTE norm for Gender Parity Index is 1, that is, for every male student enrolled there should be a female. However, the gender parity index for the public specialised institutions is 0.84 which implies that for every 100 males enrolled there were 84 females and therefore, did not conform to NCTE norm for Gender Parity Index.

4.2 ENROLMENT IN SCIENCE AND ARTS RELATED PROGRAMMES

The NCTE norm stipulates a 60:40 enrolment ratio for Science and Arts programmes. About eighty-one percent (81%) of the students in the public specialised institutions enrolled in the Art based programmes and the remaining nineteen percent (19%) enrolled in Science programmes giving a ratio of 19:81. The actual enrolments were 2,528 students for Science and 10,750 students for Arts.

In the 2015/2016 academic year, a total of 6,131 students were enrolled in Social Science and Humanities programmes, with 4,619 enrolled in Business Administration programmes. Also, 1,794 enrolled in Applied Science, Technology and Health Sciences programmes and the remaining 734 enrolled in Engineering programmes.

4.3 POSTGRADUATE ENROLMENT

The NCTE norms stipulate a minimum postgraduate enrolment of 25% of total enrolment; however, 2,020 students were enrolled in postgraduate programmes representing only 15% of the total student enrolment for the 2015/2016 academic year.

Out of this number enrolled in postgraduate programmes, 59% of the students who enrolled were males while 41% were females. The Ghana Institute of Management and Public Administration enrolled 78% of the postgraduate students which was the highest in the sub sector. The Institute of Local Government and the Kofi Annan International Peace Keeping Training Center are institutions which enroll postgraduate students only and they enrolled 8.6% and 5.2% postgraduate students respectively. Over 98% of the enrolled students are Ghanaians.

Of the total enrolment for postgraduate programmes, 85.6% of the students were enrolled in Master's Degree programmes (i.e. MBA, MA, MSc, M.Ed., MPA, MPhil etc.), 9.1% in Postgraduate Diploma programmes, 3.0% in Postgraduate Certificate Programme and 2.3% in PhD programmes.

4.4 INTERNATIONAL STUDENTS

In the 2015/2016 academic year, there were 766 international students enrolled in six (6) out of

the eight (8) public specialised institutions with 508 being males and 258 being females.

NAFTI and ILG did not enrol any international student for the 2015/2016 academic year. Regional Maritime University had the largest share of international students' enrolment in the specialised public institutions (36.3%), followed by GIL (30.3%), GIMPA (30.3%), KAIPTC (2.6%), GIJ (0.4%) and GSSM (0.1%). Of all the international students enrolled, 98.2% were of African descent mostly from West Africa (i.e. Nigeria, Ivory Coast, Benin, and Liberia); 1.4% from Europe, and 0.1% coming from North America.

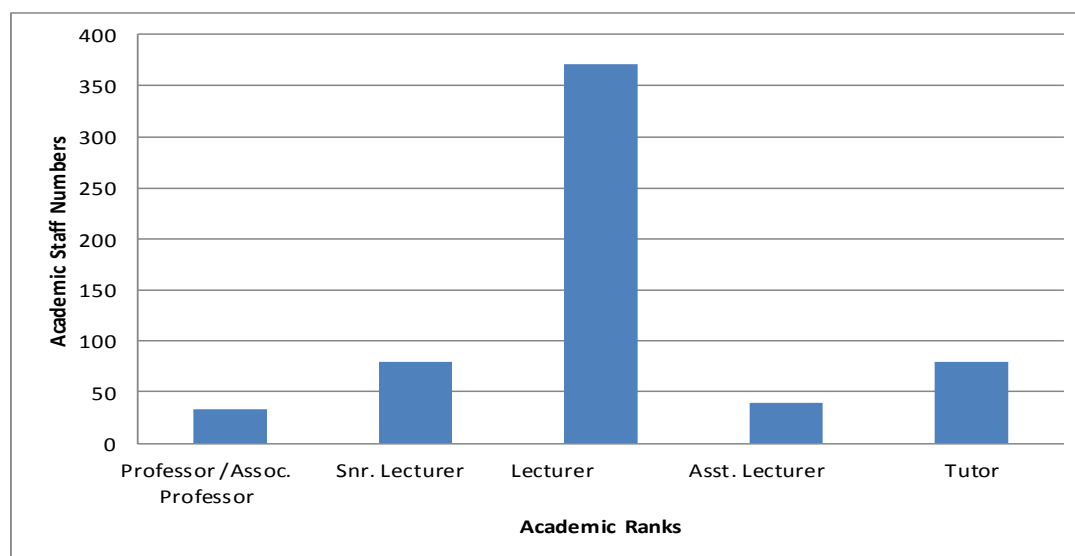
Table 13: Enrolment of International Students in Public Specialised Institutions by Continent for 2015/2016

<i>Continent</i>	<i>No. of Students</i>
Africa	752
North America	1
Europe	11
Unknown ⁹	2

4.5 FULL-TIME (TEACHING) ACADEMIC STAFF

There were 604 full-time teaching academic staff in the public specialised institutions in Ghana. Out of the total academic staff, there were 33 Professors/Associate Professors, 80 Senior Lectures, 371 Lecturers, 40 Assistant Lecturers and 80 Tutors. Figure 15 shows a graphical representation of the numbers of the academic staff.

Figure 15: Academic Staff for Specialised Institutions for 2015/2016



The NCTE norm for academic staff in public specialised tertiary institutions states that 25% of the academic staff should be Professors and Associate Professors, 35% Senior Lecturers and 40% Lecturers.

The academic pyramid for the Specialised Institutions for the 2015/2016 academic year has been provided in Table 14. From the table, we can observe that there are more Lecturers employed than any other rank.

⁹ The country or continent from which two students are coming from was not provided.

Table 14: Ranks of Academic Staff Compared to NCTE Norm

<i>Rank</i>	<i>NCTE Norm</i>	<i>Actual</i>
Professor/Associate Professor	25%	6.8%
Senior Lecturer	35%	16.5%
Lecturer	40%	76.7%

4.6 STUDENT-TEACHER RATIOS

The National Council for Tertiary Education spells out a student-teacher ratio norm for the various subjects that are taught in the tertiary institutions. The student-teacher ratios are benchmarks which are used to determine whether quality is being maintained in the various tertiary institutions. The norms spell out the required student-teacher ratio for the various categorisations of programmes that are run in the institutions.

Shown in Table 15 are the student-teacher ratios for 2015/2016 academic year in the various subject fields. From the table, we can tell that aside Applied Science, Technology and Health Sciences related programmes being run in the public specialised institutions, the remaining programmes are all within the stipulated norms set by the NCTE.

Table 15: Student Academic Staff Ratios

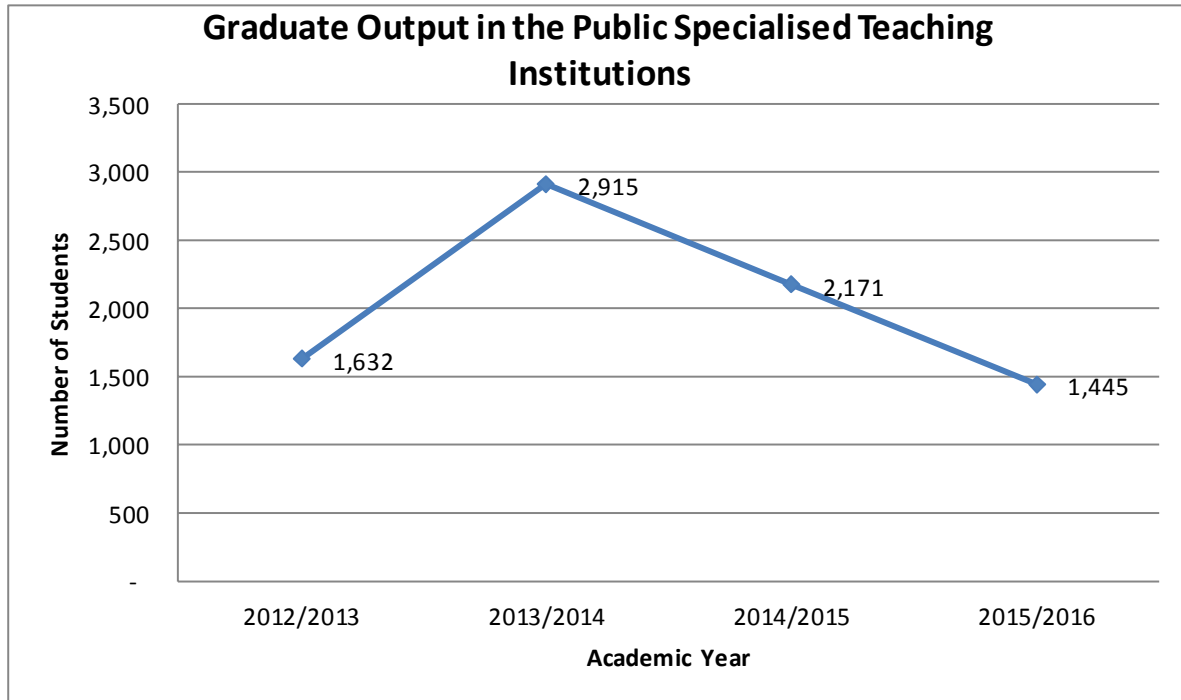
<i>Subject</i>	<i>Norm</i>	<i>Actual</i>
Social Science and Humanities	27:1	21:1
Business administration	27:1	26:1
Applied Science, Technology and Health Sciences	18:1	20:1
Engineering	18:1	17:1

4.7 GRADUATE OUTPUT

A total of 1,445 students graduated during the year under review and their distribution is as follows: Diploma programmes 12%, First Degree programmes 67.6%, Postgraduate Certificate and Diploma programmes 3.4% and Master's degree programmes 17%. No student graduated with a PhD or with certificate programme.

Out of the 1,445 students who graduated, 680 studied programmes in Social Science and Humanities, 637 studied Business Administration programmes, 81 studied engineering programmes and 47 studied Applied Science, Technology and Health Sciences programmes. Figure 16 shows a trend of graduate output in the public specialised/professional teaching institutions in the last four academic years.

Figure 16: Graduate Output for Public Specialised Institutions from 2012/2013 to 2015/2016



5. PUBLIC AND PRIVATE COLLEGES OF EDUCATION

5.1 PUBLIC COLLEGES OF EDUCATION

In the 2015/2016 academic year, two (2) private colleges of education i.e. Gambaga College of Education and St. Ambrose College of Education became public colleges of education and this increased the number of public colleges of education from 38 to 40.

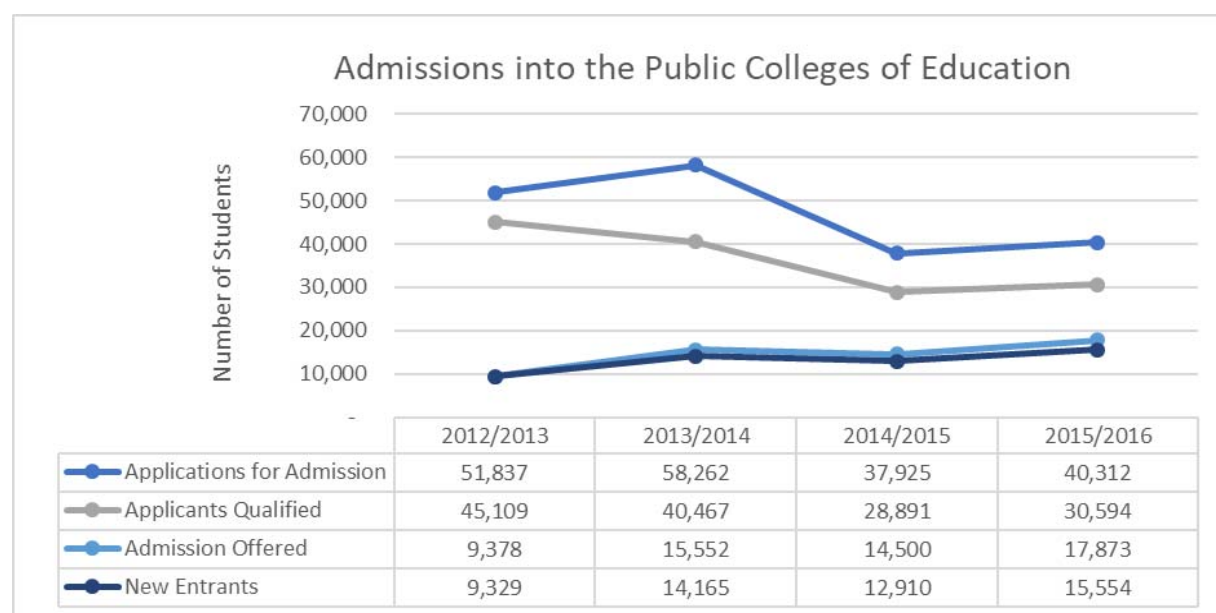
The colleges of education are distributed all over the country and every region of Ghana has at least one college of education located in it. Out of the 40 colleges of education, 34 are mixed gender institutions and the remaining 6 are single gender institutions. Out of the 6 single gender colleges of education, only one is an all-male college.

5.2 ADMISSIONS

The 2015/2016 academic year had 40,312 students applying to the various public colleges of education of which 22,852 of them were males and the remaining 17,460 being females. Out of the total number of applicants, 30,594 were qualified and 17,873 student applicants were offered admission. However only 15,554 students enrolled as new entrants into the 40 Public Colleges of Education.

A trend of admissions for the last four academic years is shown in Figure 17.

Figure 17: Admissions into the Public Colleges of Education from 2012/2013 to 2015/2016

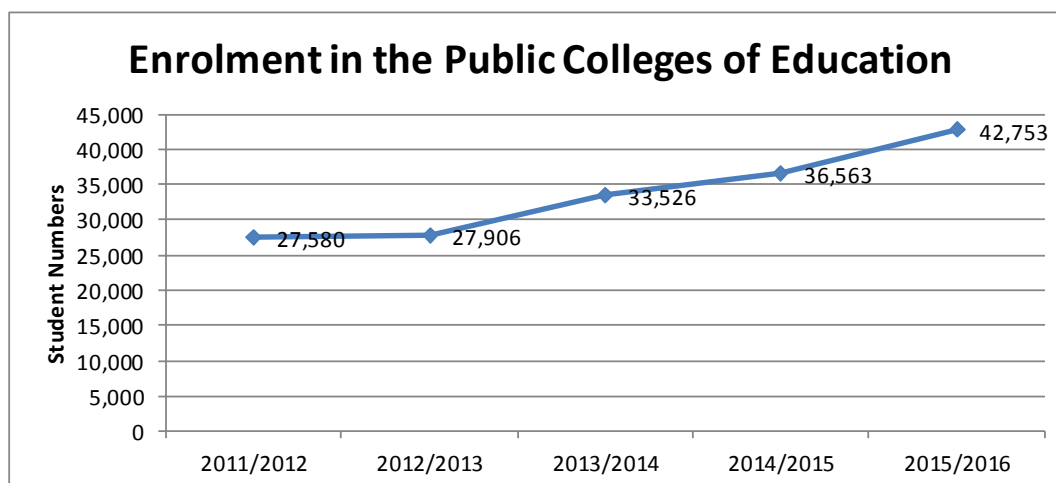


5.3 STUDENT ENROLMENT

In the 2015/2016 academic year, the public colleges recorded a total enrolment of 42,753. This figure was an increase of 16.93% from 36,563 which was recorded in the 2014/2015 academic year. Out of 42,753 students enrolled in the colleges of education, 23,611 were males and 19,142 were females representing 55% and 45% respectively and this gives a ratio of 55:45.

This picture does not conform to the NCTE norm of 50:50 for gender parity in enrolment. The gender parity index for the Colleges of Education is 0.81 and Figure 18 shows the trend of student enrolment in the colleges of education in the last five academic years.

Figure 18: Student Enrolments in the Public Colleges of Education



During the last 5 years, enrolment of students in the Colleges of Education have been consistently increasing. Table 16 shows the percentage change in enrolments in the colleges of education from the 2011/2012 to 2015/2016 academic years. From the table we notice that the 2013/2014 academic year recorded the highest increase of 20.14%. However, the increase in 2015/2016 may be attributed to the absorption of two private Colleges of Education as part of the public colleges in the 2015/2016 academic year.

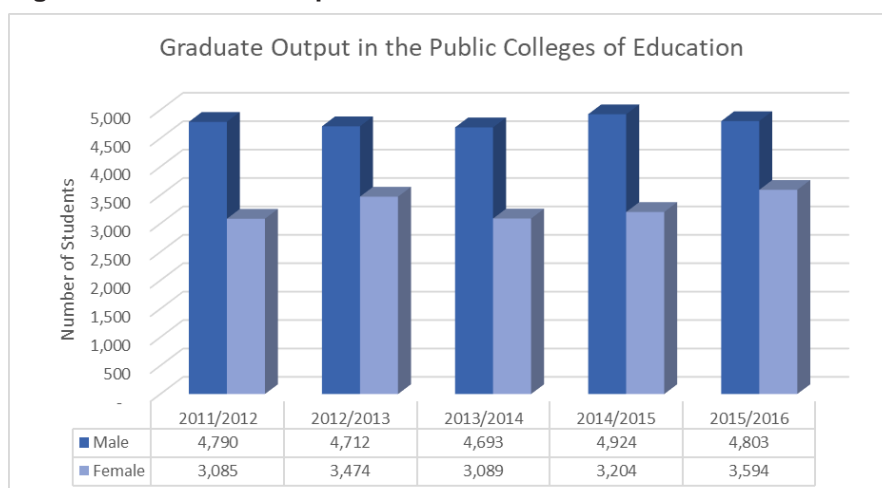
Table 16: Enrolment of Public Colleges of Education from 2011/2012 to 2015/2016

ACADEMIC YEAR	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
STUDENT ENROLMENT	27,580	27,906	33,526	36,563	42,753
% CHANGE	–	1.18	20.14	9.1	16.93

5.4 GRADUATE OUTPUT

A total of 8,397 students graduated from the Public Colleges of Education in the 2015/2016 academic year. Out of this number 4,803 were males and 3,594 were females. Figure 19 shows the number of graduates produced from the colleges of education disaggregated by gender over the last five academic years.

Figure 19: Graduate Output from 2011/2012 to 2015/2016

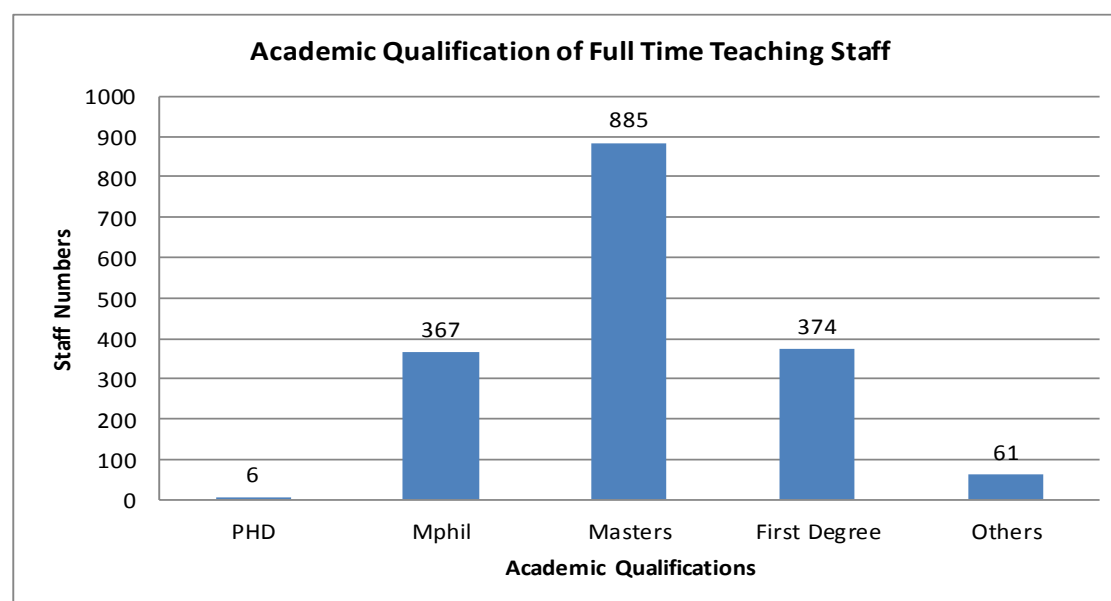


5.5 FULL-TIME (TEACHING) ACADEMIC STAFF

A total of 1,693 academic staff was recorded from the 40 colleges of education as being employed as being full-time teaching staff. Out of this number, 1,296 were male tutors and 397 were female tutors. Figure 20 illustrates the distribution of the academic staff by qualification for the 2015/2016 academic year.

From the figure, 0.3% of the staff were PhD holders, 21.7% had MPhil degrees, 52.3% had Master's Degree (i.e. MSc, MBA, MA, Med etc.), 22.1% had First Degree and 3.6% had professional qualifications categorised as others in the analysis.

Figure 20: Academic Qualification of Teaching Staff in the Public Colleges of Education



5.6 PRIVATE COLLEGES OF EDUCATION

Traditionally the training of teachers for basic education has solely been the prerogative of public colleges of education institutions, but in recent years the sector has witnessed an encouraging emergence of a few private colleges of education in the country.

Currently there are about six (6) private colleges of education in operation and all of them have been covered in this report. They are Cambridge College of Education located in Kumasi, Holy Spirit College of Education located in Ho, Jackson College of Education located in Kumasi, McCoy College of Education located in Nadowli, Methodist College of Education located in Akim Oda and SDA College of Education located in Agona-Kumasi.

5.7 ADMISSION

The 2015/2016 academic year had 3,538 students applying for admission into the six private colleges of education of which 1,877 were males and 1,661 were females. Out of those who applied, 3,168 students were qualified but only 2,991 student's applicants got admission offers. Out of the 2,991 students offered admission only 2,267 students enrolled as new entrants into the six private colleges of education.

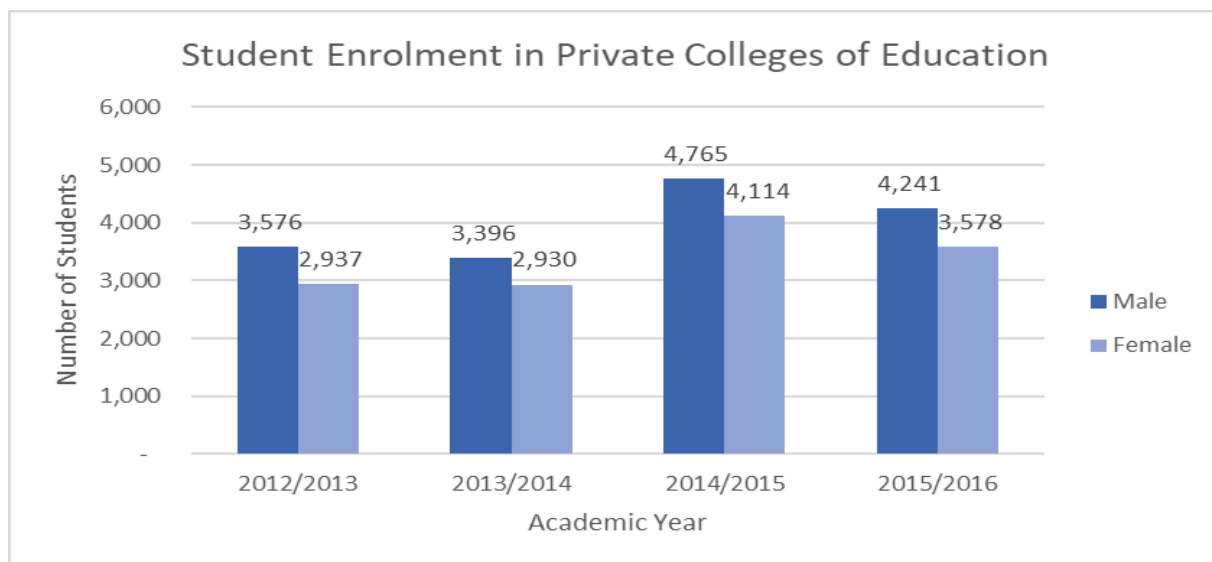
5.8 STUDENT ENROLMENT

Enrolment of students into private colleges of education was 7,819 with 4,241 being males and

3,578 being females in the 2015/2016 academic year and this shows a reduction of 12% from the enrolment figure of 8,879 for 2014/2015. From the data available enrolment ratios by gender is 54:46 and this does not conform to the NCTE’s norm of 50:50. The GPI is 0.84.

Figure 21 shows a trend of enrolments in the private Colleges of Education from the 2012/2013 academic year to 2015/2016 academic year.

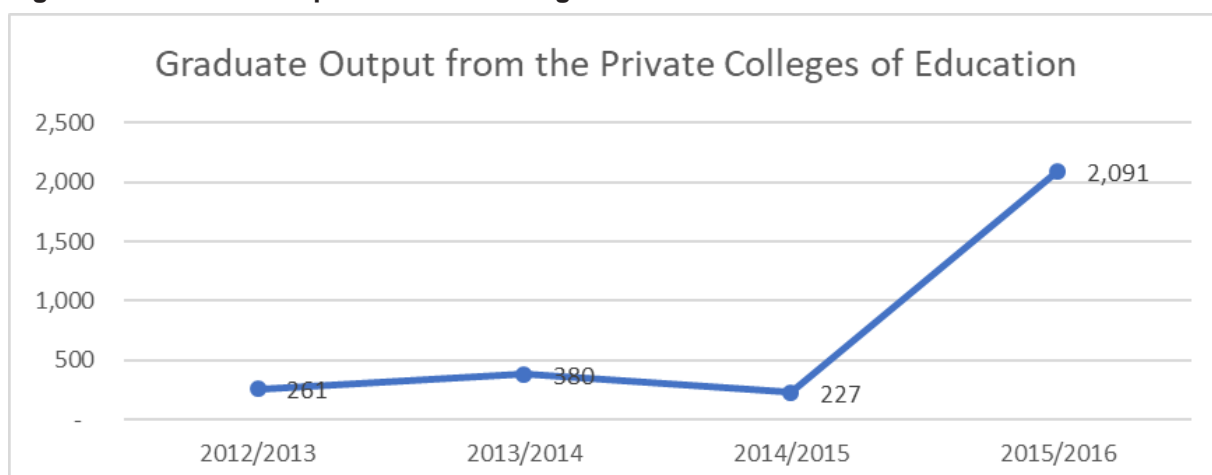
Figure 21: Enrolment in Private Colleges of Education



5.9 GRADUATE OUTPUT

A total of 2,091 students graduated from the Private Colleges of Education in the 2015/2016 academic year. Out of this number 1,050 were males and 1,041 were females. Figure 22 shows the number of graduates from the colleges of education in the last four academic years.

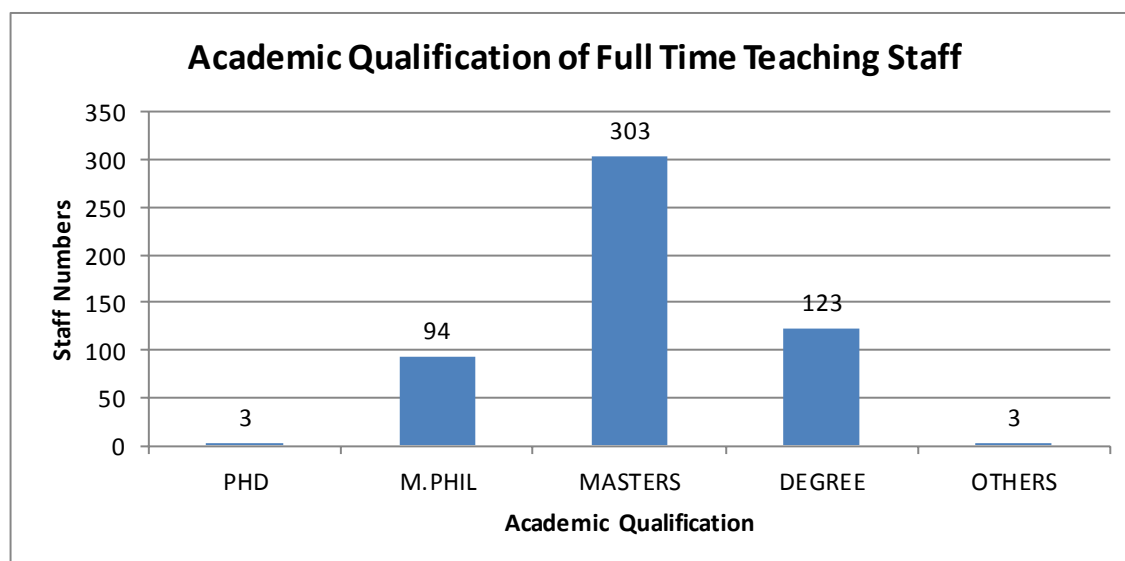
Figure 22: Graduate Output in Private Colleges of Education from 2012/2013 to 2015/2016



5.10 ACADEMIC STAFF

The full-time academic staff strength of the sector for the present academic year was 526. Out of this 436 were male tutors and 90 were female tutors. Figure 23 shows their distribution by academic qualification.

Figure 23: Academic Qualification of Teaching Staff in the Private Colleges of Education, 2015/2016



Out of the full-time academic staff, 57.61% had Master's (MSc, MA, MBA, etc.) degrees, 23.38% had First Degree, 17.87% had MPhil degrees and 0.57% had a PhD. The remaining 0.57% were tutors with professional qualifications in the various subject areas.

6. PRIVATE TERTIARY INSTITUTIONS

The number of private tertiary education institutions have been gradually increasing over the years. This is good for the tertiary sector because they provide additional entry points for students to access tertiary education as well as provide options in the type of institutions and programme they can enroll into.

The private tertiary education institutions are categorized into Private Tertiary Institutions Offering Degree/HND Programmes, Chartered Private Tertiary Institutions (these institutions confer their own degree), Tutorial Colleges and Distance Learning Institutions. For the 2015/2016 academic year there were seventy-two (72) accredited private tertiary education institutions and all of which are covered in this report.

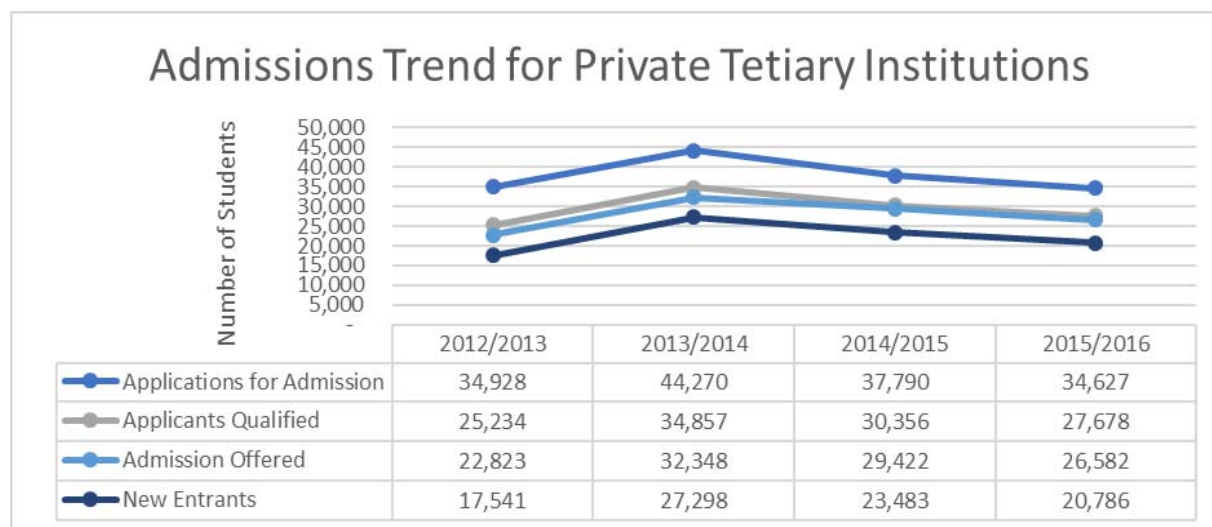
6.1 ADMISSIONS

Over the last four academic years, student application into the private tertiary institutions has not been consistent. In the last four years, aside the 2013/2014 academic year, where there was an increase in the number of students who applied for admissions into the private tertiary institutions there has been a decrease in the number of student applications every year.

In the 2015/2016 academic year, 34,627 students applied for admission and out of this number, 27,678 students were qualified. Out of the qualified applicants, 26,582 were offered admission and 20,786 students applicants enrolled as new entrants into the various private tertiary institutions.

Figure 24 shows a trend of the actual student numbers for those who applied, those who were qualified, those who received admission offers and those who actually entered the private tertiary education institutions from the 2012/2013 to 2015/2016 academic years.

Figure 24: Admissions into Private Tertiary Institutions from 2012/2013 to 2015/2016



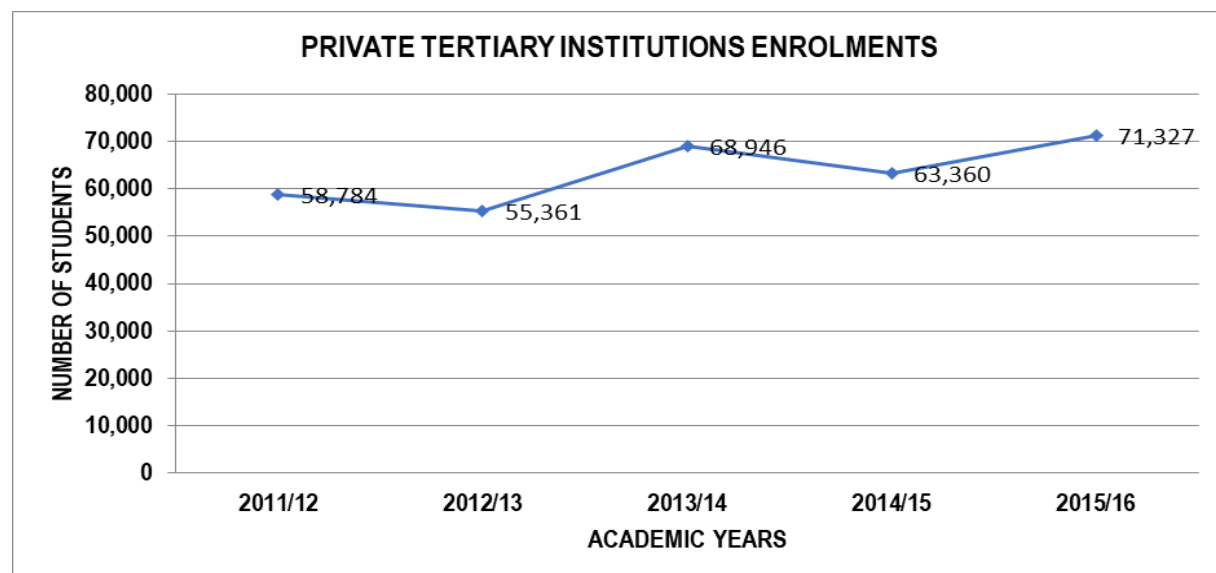
6.2 STUDENT ENROLMENT

In the 2015/2016 academic year, 71,327 students were enrolled in the private tertiary institutions in Ghana. Out of the 71,327 students enrolled, 41,234 were male and 30,093 were female, representing 58% and 42% respectively, which gives a student enrolment ratio of 58:42. This figure does not conform to the NCTE norm for gender parity of 50:50.

From the enrolment figures, the gender parity index in the 2015/2016 academic year for private tertiary education institutions is 0.73 which is higher than 0.72 recorded in 2014/2015. Figure 25 shows a trend of enrolments in the past five years in the private tertiary institutions.

From the enrolment figures we can tell that the enrolments in the private tertiary institutions has been increasing at an average rate of 5.80% annually in the last 5 years. However, in 2015/2016 where 71,327 students are recorded to have enrolled, there was an increase of 12.57% as compared to the 2014/2015 academic year which recorded an enrolment figure of 63,360.

Figure 25: Total Student Enrolments from 2011/2012 to 2015/2016



6.3 POSTGRADUATE ENROLMENT

The NCTE norm stipulates a minimum postgraduate enrolment of 25% of total enrolment; however, 2,517 students were enrolled in postgraduate programmes representing only 3.53% of students in the private universities enrolled in postgraduate programmes.

Out of the 2,517 students enrolled, 68% of the students were males while 32% were females. The Methodist University College of Ghana admitted the highest number of postgraduate students (379) followed by Ghana Technology University College (344) and Wisconsin University College (300). Of the total enrolment for postgraduate programmes, about 85.2% of the students were enrolled in Master's Degree programmes (i.e. MBA, MA, MSc, M.Ed. and MPhil), and 12.8% in PhD programmes. The remaining 1.8% of the students were enrolled in postgraduate diploma and postgraduate certificate programmes.

6.4 STUDENT ENROLMENT IN SCIENCE AND ARTS RELATED PROGRAMMES

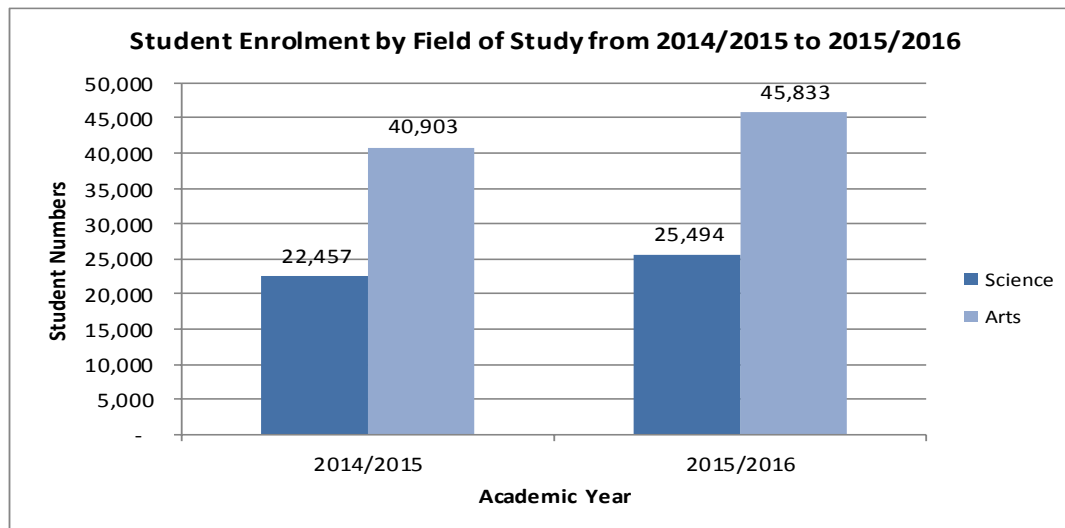
The NCTE standards and norms stipulate a 60:40 enrolment ratio for Science and Arts related programmes. However, in the private tertiary institutions, student's enrolment over the years has been higher in Arts related programmes because majority of the institutions predominantly run Arts related programmes.

Out of the 71,327 students enrolled in the 2015/16 academic year, 45,833 students are pursuing Arts related programs as against 25,494 students studying Science related programs. Though the NCTE standards and norms spell out a ratio of 60:40 for Science to Arts related programmes, the actual ratio of Science to Arts related programmes was 36:64 hence does not conform to the NCTE norm.

In the 2015/2016 academic year, 16,157 students were enrolled in Social Science and Humanities programs, with 29,598 enrolled in Business Administration programs. Also 9,677 were enrolled in Applied Science, Technology and Health Sciences related programmes, 9,456

enrolled in Engineering programmes and 175 enrolled in Medicine. Figure 26 shows enrolment in Arts and Science related programmes for the last two academic years.

Figure 26: Student Enrolments in Arts and Science Programmes



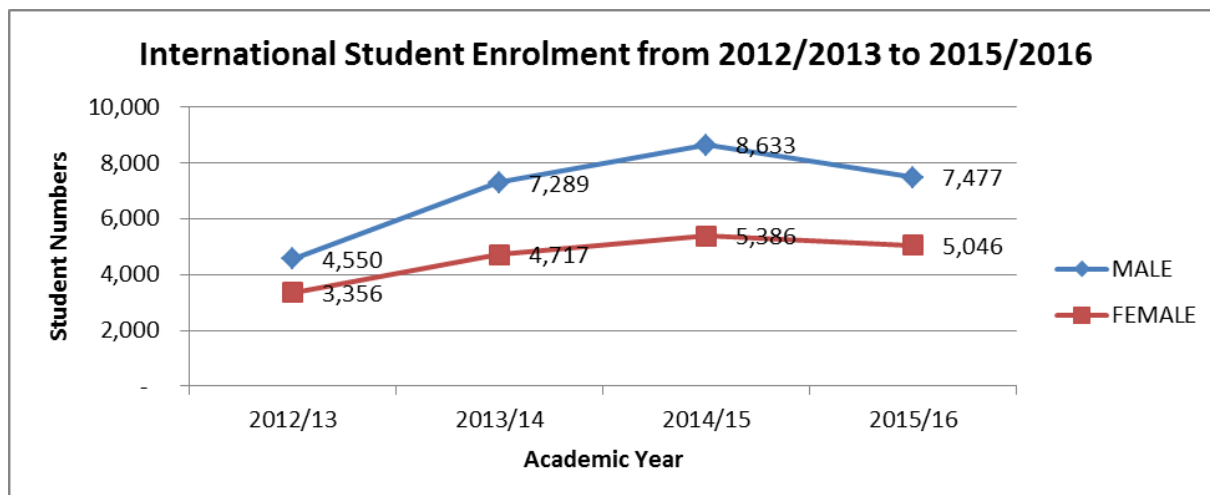
6.5 INTERNATIONAL STUDENTS

Majority of the Private tertiary institutions have been attracting foreign students mostly from the sub-region especially the Federal Republic of Nigeria. The foreign student's participation in the Ghanaian tertiary education sub-sector contributes a significant portion of funds to the administration of the private tertiary institutions in Ghana.

During the 2015/2016 academic year, 12,523 students were enrolled as international students in the private tertiary institutions and this represented 17.57% of the total student's population in the 2015/2016 academic year which is more than the 10% standard set by the NCTE. Out of the figure 7,477 students were male and 5,046 were female.

The following institutions recorded the highest number of international students i.e. Accra Institute of Technology 1,756 (14%), Academic City College 1,555 (12%), Zenith University College 1,305 (10%) and Wisconsin University College, Ghana 997 (7.96%). Figure 27 shows the enrolment trend of international students for the last four academic years.

Figure 27: International Student Enrolment by Gender from 2012/2013 to 2015/2016



6.6 ACADEMIC STAFF

There were 2,618 full-time teaching academic staff employed in the Private Tertiary institutions for the 2015/2016 of which 2,093 were males and 525 were females. Out of the total, 211 of the staff were Associate Professors, 506 were Senior lecturers, 1,649 were Lecturers, 128 were Assistant Lecturers and 124 were Tutors.

The NCTE norm for academic staff in universities states that 10% of the staff should be Professors, 15% Associate Professors, 35% Senior Lecturers and 40% Lecturers. According to the 2015/16 academic staff data, 8% were Assistant Professors, 19% were Senior lecturers and 73% were full time lecturers. This implies that the Private tertiary institutions were not meeting the standards and norms as set out by the NCTE in the 2015/2016 academic year.

In 2015/2016, there were 599 of the teaching staff who had PhD's, 669 had MPhil degrees, 1,121 had Master's (MSc, MBA, M.Ed, MA etc.) degrees and 229 had other academic qualifications which are more of professional qualifications. Table 17 shows the academic pyramid of the private tertiary institutions.

Table 17: Ranks of Academic Staff Compared with NCTE Norm in 2015/2016

<i>Rank</i>	<i>NCTE Norm</i>	<i>Actual</i>
Professor	10%	0%
Associate Professor	15%	8%
Senior Lecturer	35%	19%
Lecturer	40%	73%

6.7 STUDENT-TEACHER RATIOS

The student-teacher ratios are benchmarks which are used to determine whether quality is being maintained in the various universities. The NCTE norms stipulate the STR for the various programmes in the tertiary institutions. The aim of these ratios among other things is to improve teacher student's interaction and teaching and learning between students and lecturers.

The STRs for the 2015/2016 academic year in the various subject fields have been shown in Table 18. From the table, we can observe that the NCTE norms on STRs was not achieved for the 2015/16 academic year.

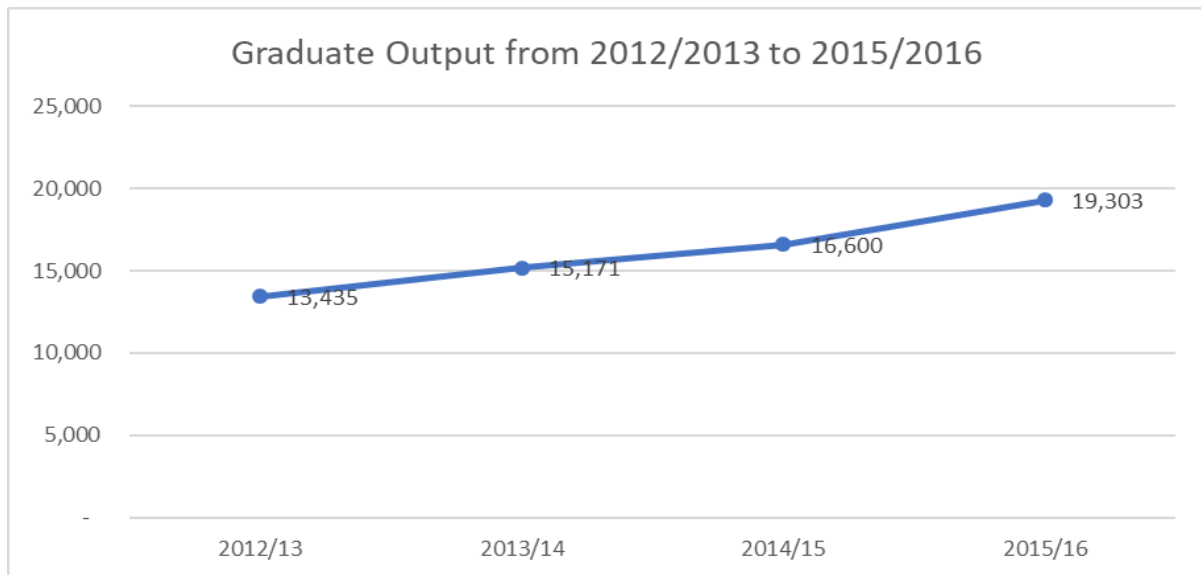
Table 18: Student Teacher Ratios for 2015/2016

<i>Subject</i>	<i>Norm</i>	<i>Actual</i>
Social Science and Humanities	27:1	14:1
Business Administration	27:1	34:1
Science	18:1	10:1
Applied Science, Technology and Health Sciences	18:1	55:1
Engineering	18:1	30:1

6.8 GRADUATE OUTPUT

A total of 19,303 students graduated during the year under review and their distribution was as follows: Certificate programmes 2.14%, Diploma programmes 12.03%, First Degree programmes 74.63%, Postgraduate Certificate/Diploma programmes 1.01%, Masters Programmes 10.15%, and PhD programmes 0.04%. Figure 28 shows a trend of graduate output for the last four academic years.

Figure 28: Graduate Output in Private Tertiary Institutions



7. COLLEGES OF AGRICULTURE AND NURSING AND MIDWIFERY TRAINING COLLEGES

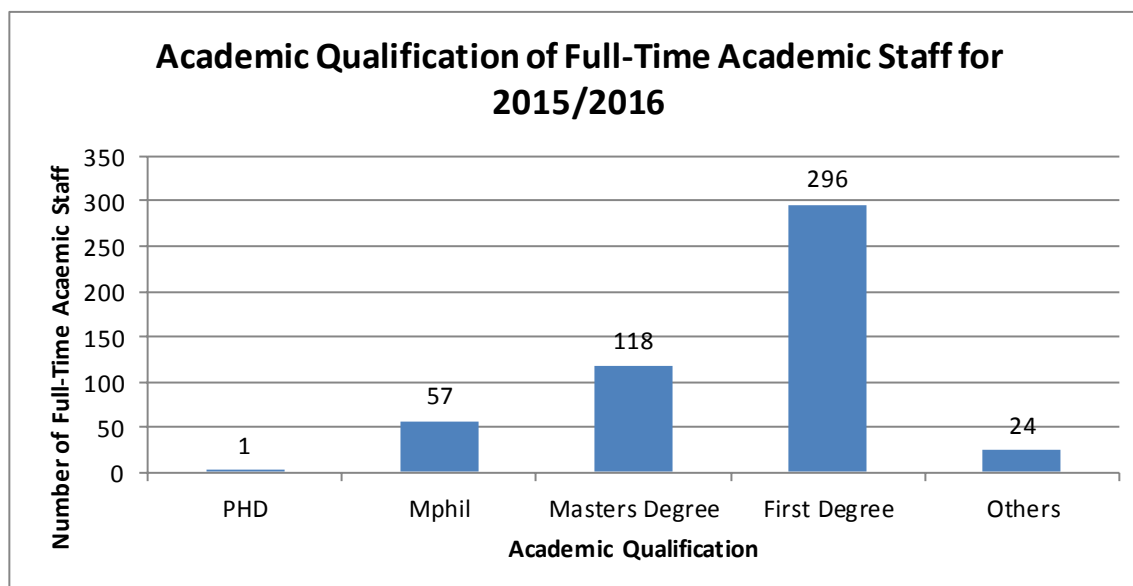
7.1 ENROLMENT IN PUBLIC NURSING AND MIDWIFERY TRAINING COLLEGES

For the 2015/2016 academic year, a total of 13,601 students were enrolled in 23 public nursing training colleges. Out of this number 3,574 were male students and 10,027 were female. This gives a gender ratio of 26:74 which does not conform to the NCTE norm of 50:50 for gender parity. From the enrolment figures, the gender parity index for public nursing training colleges is 2.8 which exceeded the norm of 1. The data confirms that traditionally the field of nursing is dominated by females.

7.2 FULL-TIME (TEACHING) ACADEMIC STAFF

During the year under review, the numerical strength of academic staff in the Public Nursing and Midwifery Training Colleges is 496. Out of this, 233 were males and 273 were females. Figure 29 shows the academic qualification of the full-time teaching staff.

Figure 29: Academic Staff Qualification for Public Nursing and Midwifery Training Colleges



7.3 ENROLMENT IN PRIVATE NURSING AND MIDWIFERY TRAINING COLLEGES

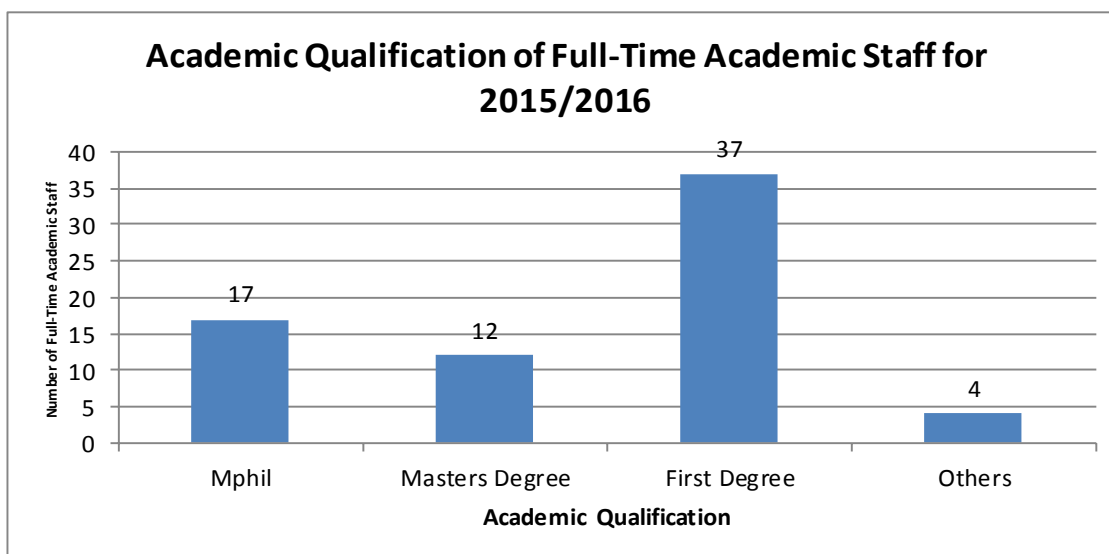
For the year under review, there were 3 accredited private nursing and midwifery training colleges and all were captured in the data collection process.

For the 2015/2016 academic year, a total of 820 students are enrolled in the 3 Private Nursing Training Colleges. One hundred and fifty-nine (159) students were males with 661 students being females representing 19% and 81% of total student enrolment respectively. This gives a ratio of 19:81 which does not conform to the NCTE norm of 50:50 for gender parity. From the enrolment figures, the gender parity index for the private nursing training colleges was 4.2 which exceeds the norm of 1.

7.4 FULL-TIME ACADEMIC STAFF

During the year under review, the numerical strength of academic staff is 70. Out of this figure, 41 were males and 29 were females. Figure 30 shows the academic qualification of the staff.

Figure 30: Academic Staff Qualification for Private Nursing Colleges for 2015/2016



7.5 ENROLMENT IN COLLEGES OF AGRICULTURE

There were three accredited Colleges of Agriculture, however only one college was able to provide data as at time of preparing this report. The Colleges of Agriculture are namely Kwadaso Agriculture College, Animal Health and Production College (Pong-Tamale) and Ohawu Agriculture College. The data however only covers Ohawu Agriculture College.

The total number of students enrolled for the 2015/2016 academic year was 163 of which 143 students were males and the remaining 20 being female. This represents a gender ratio of 88:12 where 88% represents male and 12% represents female. This does not conform to the NCTE norm of 50:50 for gender parity. From the enrolment by gender figures, the gender parity index for the college of agriculture is 0.14.

7.6 FULL-TIME TEACHING STAFF IN COLLEGES OF AGRICULTURE

In the year under review, a total of 16 teaching staff were recorded to be employed in the Ohawu College of Agriculture and out of this number 12 were male tutors and 4 were female tutors. Out of the 16 staff, 3 have MPhil, Degrees, 3 have Masters Degrees and 10 have First Degrees. Also, the staff ranks of the teaching staff are distributed as follows: 1 Director of Agriculture, 1 Deputy Director of Agriculture, 3 Senior Agriculture Officer, 3 Agriculture Officers and 8 Assistant Agriculture Officers.

8. APPENDIX: LIST OF TERTIARY INSTITUTIONS

This is the list of tertiary education institutions the 2015/2016 data covers.

8.1 PUBLIC UNIVERSITIES

1. University of Ghana, Legon
2. Kwame Nkrumah University of Science and Technology
3. University of Cape Coast
4. University for Development Studies
5. University of Education, Winneba
6. University of Mines and Technology, Tarkwa
7. University for Energy and Natural Resources, Sunyani
8. University for Health and Allied Sciences, Ho
9. University for Professional Studies, Accra

8.2 POLYTECHNICS

1. Accra Polytechnic
2. Kumasi Polytechnic
3. Takoradi Polytechnic
4. Ho Polytechnic
5. Cape Coast Polytechnic
6. Tamale Polytechnic
7. Sunyani Polytechnic
8. Koforidua Polytechnic
9. Wa Polytechnic
10. Bolgatanga Polytechnic

8.3 PUBLIC SPECIALISED/PROFESSIONAL INSTITUTIONS

1. Ghana Institute of Languages
2. Ghana Institute of Journalism
3. Ghana Institute of Management and Public Administration
4. National Film and Television Institute
5. Regional Maritime University
6. Institute of Local Government Studies
7. Kofi Annan International Peacekeeping Training Centre
8. Ghana School for Surveying and Mapping

8.4 PUBLIC COLLEGES OF EDUCATION

1. Abetifi Presbyterian College of Education
2. Accra College of Education
3. Ada College of Education
4. Agogo Presbyterian Women's College of Education
5. Akatsi College of Education
6. Akrokerrri College of Education
7. Atebubu College of Education
8. Bagabaga College of Education
9. Berekum College of Education
10. Dambai College of Education
11. E.P. College of Education, Amedzofe
12. E.P. College of Education, Bimbilla
13. Enchi College of Education
14. Foso College of Education
15. Gambaga College of Education
16. Gbewaa College of Education

17. Holy Child College of Education
18. Jasikan College of Education
19. Kibi Presbyterian College of Education
20. Komenda College of Education
21. Mampong Technical College of Education
22. Mount Mary College of Education
23. N.J. Ahmadiyya College of Education
24. Offinso College of Education
25. Our Lady of Apostle's College of Education
26. Peki College of Education
27. Presbyterian College of Education, Akropong
28. Presbyterian Women's College of Education, Aburi
29. Seventh Day Adventist College of Education, Asokore-Koforidua
30. St. Ambrose College of Education
31. St. Francis College of Education
32. St. John Bosco College of Education
33. St. Joseph's College of Education, Bechem
34. St. Louis College of Education
35. St. Monica's College of Education
36. St. Teresa's College of Education
37. Tamale College of Education
38. Tumu College of Education
39. Wesley College of Education
40. Wiawso College of Education

8.5 PRIVATE COLLEGES OF EDUCATION

1. Cambridge College of Education
2. Holy Spirit College of Education
3. Jackson Education College of Education
4. McCoy College of Education
5. Methodist College of Education
6. Seventh Day Adventist College of Education, Agona-Kumasi

8.6 PUBLIC NURSING AND MIDWIFERY TRAINING COLLEGES

1. 37 Military Nursing and Midwifery Training College
2. Presbyterian Nursing and Midwifery Training College, Agogo
3. Psychiatric Nursing Training College, Ankaful
4. Nursing and Midwifery Training College, Atibie
5. Nursing and Midwifery Training College, Bole
6. Nursing and Midwifery Training College, Bolgatanga
7. Nursing and Midwifery Training College, Cape Coast
8. Community Health Nursing Training College, Tamale
9. Nursing and Midwifery Training College, Dunkwa On-Offin
10. Nurses Training College, Ho
11. Holy Family Nursing and Midwifery Training College, Berekum
12. Nursing and Midwifery Training College, Jirapa
13. Nursing and Midwifery Training College, Koforidua
14. Nursing and Midwifery Training College, Korle Bu
15. Nursing and Midwifery Training College, Kpembe
16. Nursing and Midwifery Training College, Kumasi
17. Nursing and Midwifery Training College, Nandom
18. Pantang Nursing and Midwifery Training College

19. Presbyterian Nurses Training School, Bawku
20. Nursing and Midwifery Training College, Sekondi
21. Nursing and Midwifery Training College, Sunyani
22. Midwifery Training College, Tumu
23. Nursing and Midwifery Training College, Zuarungu

8.7 PRIVATE NURSING AND MIDWIFERY TRAINING COLLEGES

1. Narh-Bita Nursing and Midwifery Training College
2. Nightingale Nursing and Midwifery Training College
3. Western Hills Nursing and Midwifery Training College

8.8 COLLEGE OF AGRICULTURE

1. Ohawu College of Agriculture

8.9 PRIVATE TERTIARY INSTITUTIONS

1. Academic City College
2. Accra Institute of Technology
3. Advanced Business College
4. African University College of Communications (AUCC)
5. Akrofi-Christaller Institute
6. All Nations University College
7. Almond Institute
8. Anglican University College
9. Ashesi University College
10. Blue Crest University College
11. Catholic Institute of Business and Technology
12. Catholic University College, Ghana
13. Central University College
14. China Europe International Business School (Africa Campus)
15. Christ Apostolic University College
16. Christian Service University College
17. City of London College, Ghana
18. Community University College
19. Concord Business College
20. Data Link Institute
21. Dominion University College
22. Ensign College of Public Health
23. Entrepreneurship Training Institute
24. Evangelical Presbyterian University College
25. Fountainhead Christian University College
26. Garden City University College
27. Ghana Christian University College
28. Ghana Technology University College
29. Ghana Baptist University College
30. Ghana Insurance College
31. Good News Theological College and Seminary
32. Institute of Business Management and Journalism
33. Intercom Programming and Manufacturing Company (IPMC)
34. Islamic University College
35. Jayee University College
36. Joyce Ababio College of Creative Design
37. Kaaf University College

38. Kings University College
39. Knutsford University College
40. Lancaster University College, Ghana
41. Laweh Open University College
42. Maranatha University College
43. Marshall University College
44. Maryson College
45. Methodist University College, Ghana
46. Millar Institute for Transdisciplinary and Development Studies
47. Mountcrest University College
48. Pan African University College
49. Pentecost University College
50. Presbyterian University College
51. Principal's College
52. Radford University College
53. Regent University College of Science and Technology
54. SS Peter and Paul Pastoral College
55. Spiritan University College
56. Springs College
57. St. Karol Nursing College
58. St. Magarette University College
59. St. Nicholas College
60. Tamale Technical University College
61. Trans African University College
62. Trinity Theological Seminary
63. University College of Agriculture and Environmental Studies
64. University College of Management Studies
65. University of Applied Management
66. Valley View University
67. Webster University, Ghana
68. West End University College
69. Wintech Professional Institute
70. Wisconsin University College
71. Yeshua Institute of Science and Technology
72. Zenith University College