

NATIONAL COUNCIL FOR TERTIARY EDUCATION



STATISTICAL REPORT ON TERTIARY EDUCATION FOR 2016/2017 ACADEMIC YEAR

Research, Planning and Policy Development (RPPD) Department

Published by
National Council for Tertiary Education
P O Box MB 28
Accra

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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 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 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, Technical Universities and 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 2016/2017 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, Technical Universities, and Polytechnics respectively. The indicators for Public Specialised/Professional Teaching Institutions and the Colleges of Education are 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 that 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 affect 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 cases, hand delivered at the end of January 2017.

The TEIs had up to the end of March 2017 as deadline to submit the completed DCI. The TEIs submitted both soft and hard copies of the completed DCI 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 were checked for possible errors and any errors identified in the submitted data were communicated to the officers in-charge at the respective TEIs for correction. However, in some instances, it was difficult to get all identified errors corrected, so this document tried as much as possible to present data and information that reflect 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 have been 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 education institutions. The institutions covered are Public Universities, Technical Universities and Polytechnics, Colleges of Education (Public and Private), Public Specialised/Professional Teaching Institutions, Private Tertiary Institutions (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 two categories of tertiary institutions (i.e. public and private) and the types and number of institutions in each category. These are the number of accredited TEIs that submitted data to NCTE for the 2016/2017 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)	74
Technical University/Polytechnics	10	Colleges of Education	3
Colleges of Education	45	Nursing Training Colleges	4
Specialised Institutions	8		
Colleges of Agriculture	3		
Nursing Training Colleges	15		
Total	90	Total	81

A total of 443,978¹ students are recorded to be enrolled in various programmes for the 2016/2017 academic year. This shows an increase of 5.18% from the figure of 422,122 students recorded in the 2015/2016 academic year. However, data was not received from all the accredited tertiary institutions as some of the accredited Private Tertiary Institutions had not enrolled any students for the 2016/2017 academic year.

Table 2 shows the type of institution and the total number of students enrolled for the 2016/2017 academic year. From the table, it is clear that Public Universities enrol about 58% of the total number of students in the tertiary sector and this is followed by students enrolled in the Private Tertiary Institutions. Some of the Public Universities run sandwich and distance learning programmes and this may account for the high student enrolment figures.

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, Bachelor's or equivalent level (three to four years), Master's or equivalent level and doctoral or equivalent level, respectively.

¹ This Figure includes Distance Education and Sandwich Students.

Table 2: Types of Institutions and Students Enrolled by Gender

Type of Institution	Number of Students			
	Male	Female	Total	%
Public Universities ²	156,413	102,256	258,669	58.2617
Technical Universities and Polytechnics	33,365	17,567	50,932	11.4717
Public Colleges of Education	24,041	20,772	44,813	10.0935
Private Colleges of Education	2,721	2,475	5,196	1.1703
Public Specialised Institutions	5,692	4,631	10,323	2.3251
Private Tertiary Institutions	37,350	28,672	66,022	14.8706
Public Nurses Training Colleges	1,634	4,691	6,325	1.4246
Private Nurses Training College	270	668	938	0.2113
Colleges of Agriculture	652	108	760	0.1712
Total	262,138	181,840	443,978	100

In the 2016/2017 academic year, 56.02% of the total student population were studying for Bachelor's or equivalent level programmes. Also 38.26% of the student population were enrolled in short-cycle programmes (i.e. Diploma, Higher National Diploma (HND) or Certificate programmes) and 5.29% and 0.43% 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 (PhD)) 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

Type of Programme	Number of Students			
	Public Institutions	Private Institutions	Total	Percentage (%)
Short-cycle level (ISCED 5)	158,594	11,286	169,880	38.26
Bachelor's or equivalent level (ISCED 6)	191,230	57,474	248,704	56.02
Master's or equivalent level (ISCED 7)	20,270	3,228	23,498	5.29
Doctoral or equivalent level (ISCED 8)	1,728	168	1,896	0.43
Total	371,822	72,156	443,978	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 Gross Enrolment Ratio 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.

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

According to the UNESCO Institute of Statistics³, 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.

The formula for calculating GER is:

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

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 = 443,978</p> <p>Population within 19–23 years = 2,645,989</p> <p>Therefore, GER = (443,978/2,645,989)* 100</p> <p style="text-align: center;">= 16.78%</p> <p>NCTE Norm for GER is 25%</p> <p>Source of Population within 19-23 years: Ghana Statistical Service. 11th October, 2016</p>
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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 and/ or learning opportunities available for women in relation to those available to men and also 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 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favour of male and a value greater than 1 indicates disparity in favour of female.

Figure 2: Gender Parity Index for Tertiary Education in Ghana

<p>GPI= [Enrolment in Tertiary Education for females] / [Enrolment in Tertiary Education for males]</p> <p>Enrolment for Females = 181,840</p> <p>Enrolment for Males = 262,138</p> <p>Therefore, GPI = 181,840/262,138</p> <p style="text-align: center;">= 0.69</p> <p>NCTE Norm for GPI = 1</p>
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³ 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 2016/2017 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 =	443,978
Population =	28,308,301
Therefore =	$> (443,978/28,308,301) * 100,000$
	$= 1,568.37 \cong 1,568$ 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 to Arts programmes. Out of 443,978 students enrolled in the tertiary institutions in Ghana for 2016/2017, 131,298 students are studying Science (i.e. Applied Science, Technology, Agriculture, Engineering etc.) related programmes and 312,680 students are 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 Figure 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. 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	131,298	312,680
% Norm	60	40
% Actual	30	70

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 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 among all the types of tertiary institutions in Ghana as they enrol a little over 50% of all students in the tertiary sector. Some of these public universities run sandwich programmes and have campuses in most regions of Ghana from which they run distance education programmes so this may account for their high enrolment figures.

2.1 ADMISSIONS INTO FULL-TIME (REGULAR) STUDY

The demand for access to higher education has been rising consistently in the past few years with huge numbers of students applying regularly with each succeeding year. However, these high proportions of applications are not unique applicants and do not truly reflect the exact number of candidates seeking university education. This may be because of student applicants buying one or more university application forms to ensure a candidate gets an admission offer in spite of meeting admission requirements.

Hence this report is unable to accurately determine the percentage of candidates who are disadvantaged by the current admission system. Perhaps, the development of a central admission system in the future will improve the admission process.

However, a comparative analysis of the dataset for the last three academic years (2014/2015–2016/2017) using 2014/2015 as the base year shows a reduction by 72.38% and 71.01% in student applications for 2015/2016 and 2016/2017 respectively. On the contrary, the dataset of the new entrants to the universities for the same period portrays a reduction in enrolment by 0.94% and an increase in enrolment by 3.387% for 2015/16 and 2016/17 respectively.

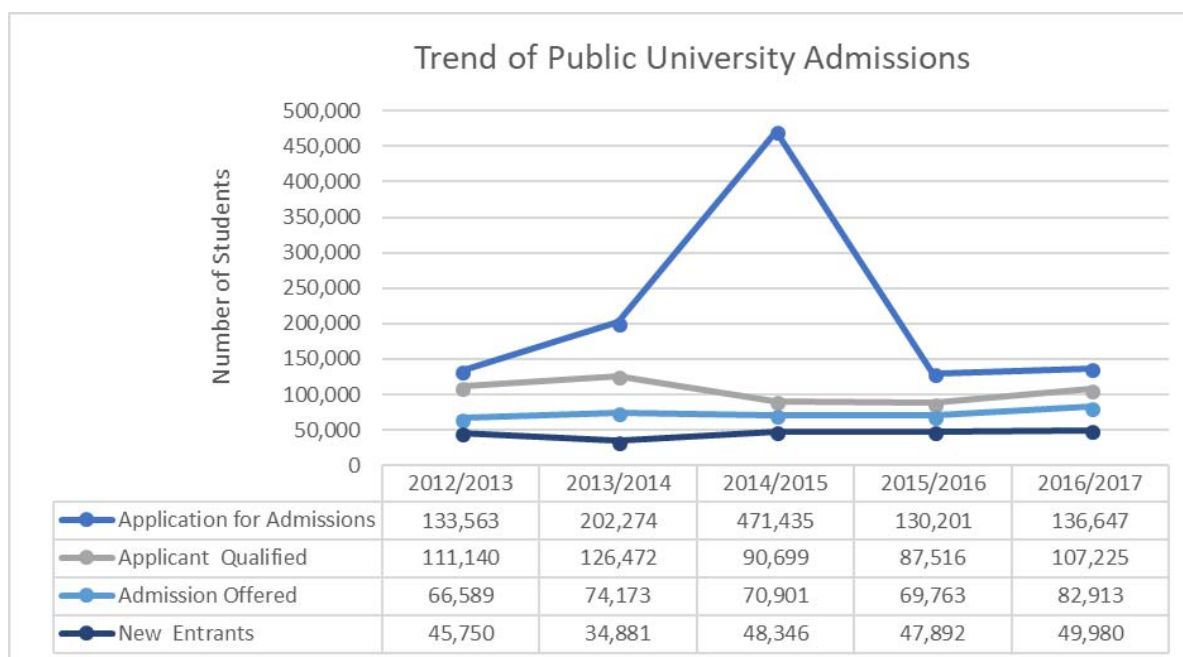
The actual student numbers for those who applied, qualified, received admission offers and subsequently entered the public universities as new entrants is shown in Table 4. From the Table we can tell that a huge number of qualified student applicants do not get admission into the universities. Even though the figures shown in the Table do not reflect the true number of applicants due to some students buying multiple application forms, the figures involved are significant.

Table 4: Admissions from 2012/2013 to 2016/2017

<i>Admission</i>	<i>2012/2013</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>
Applications for Admission	133,563	202,274	471,435	130,201	136,647
Applicant Qualified	111,140	126,472	90,699	87,516	107,225
Admission Offered	66,589	74,173	70,901	69,763	82,913
New Entrants	45,750	34,881	48,346	47,892	49,980
Qualified Applicants Who Do Not Gain Admission Offers	44,551	52,299	19,798	17,753	24,312

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

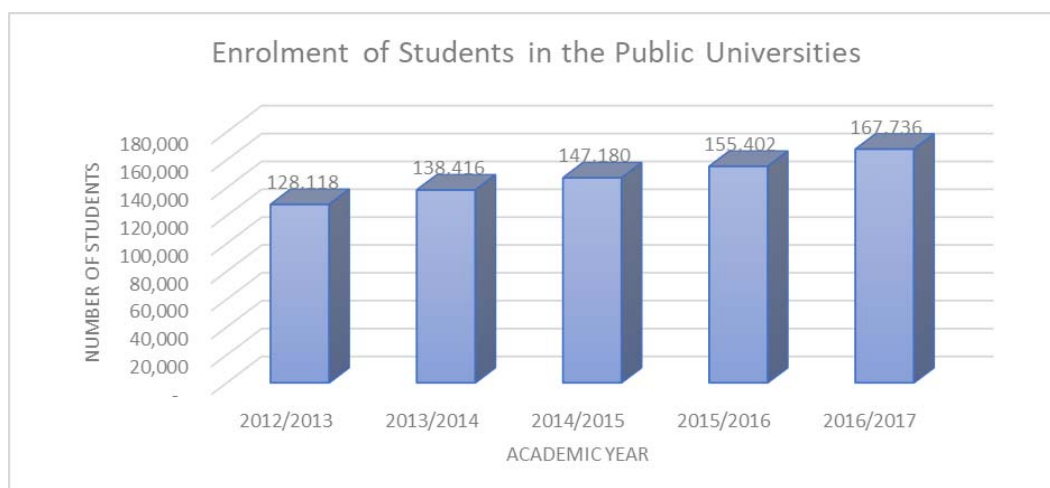
Figure 5: Admissions from 2012/2013 to 2016/2017



2.2 FULL-TIME (REGULAR) STUDENTS' ENROLMENT

For the 2016/2017 academic year, student enrolment in the nine (9) public funded universities was 167,736 and this shows an increase of 7.94% compared with the 2015/2016 student enrolment of 155,402. In Figure 6, we can see the enrolment pattern of full-time students in the public universities in the last five academic years. From the enrolment figures we can tell that enrolments have been increasing on an average of 5.58% in the last 5 years.

Figure 6: Enrolment of Students in Public Universities



Out of a total of 167,736 students enrolled in the 2016/2017 academic year, 107,076 were males and 60,660 were females 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 is 0.57 which is higher than 0.56 recorded in the 2015/2016 academic year.

Even though the gender parity index is low, female enrolments in the Public Universities has been increasing on an average of 7.11% in the last 5 academic years. Table 5 shows the enrolment in the public universities by gender and the percentage change in female enrolments in the public universities.

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

Gender	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Male	84,937	89,755	94,836	99,644	107,076
Female	43,181	48,661	52,344	55,758	60,660
% Change (Females)		12.69	7.57	6.52	8.79

2.3 FULL-TIME (REGULAR) POSTGRADUATE STUDENTS' ENROLMENT

Postgraduate education plays a major role in creating the next generation of policy developers and implementers with the capacity to transform society. Postgraduate study is indeed considered as the lifeblood of research within the academic departments of universities and research institutions. Hence, postgraduate students are essential to the whole research enterprise.

Due to the benefits of postgraduate education, NCTE monitors the tertiary education institutions to find out the number of postgraduate students they enrol and has set a minimum quota of 25% of total students' enrolments for postgraduate students. However, in spite of the NCTE norm, in the 2016/2017 academic year, only 11,669 students were enrolled in postgraduate programmes representing 6.96%.

Out of the 11,669 students enrolled in various postgraduate programmes, 64% of the students enrolled were males while 36% were females. The University of Ghana and Kwame Nkrumah University of Science and Technology together enrolled majority (67%) of the post-graduate students—41% and 26% respectively. Ninety six percent of the postgraduate students enrolled are of Ghanaian origin. Out of the total enrolment for postgraduate programmes, 40.47% of the students were enrolled in Master Degree programmes (MBA, MA, MSc, M.Ed., MPA, etc.), 43.02% in MPhil programmes, 14.38% in PhD programmes and 2.13% of the students were enrolled in Postgraduate Diploma programmes.

2.4 FULL-TIME ENROLMENT IN SCIENCE AND ARTS RELATED PROGRAMMES

Science and Technology has made significant changes in human history and culture. Many agrarian economies have changed drastically because of advancement in scientific and technological innovations. Hence the need to stimulate the interest in the study of science and technology and monitor its progress is of national importance. The NCTE recognises the economic value of science and technology education and has developed academic norms to monitor student enrolments in these fields of study.

The norm stipulates a 60:40 enrolment ratio for Science to Arts related programmes, however during the 2016/2017 academic year, 41% (69,214) of the students were enrolled in Science related programmes while 59% (98,522) were enrolled in Arts related programmes. The ratios show that the university enrolments are at variance with the national norms.

In the 2016/2017 academic year, it was observed that 43% of the full-time students were enrolled in Social Science and Humanities programmes, 19% of the students were enrolled in Science related programmes, 16% of the students are enrolled in Business Administration programmes, 11% of the students were enrolled in Applied Science, Technology and Health Science related programmes, 6% of the students in Engineering programmes, 4% of the students were enrolled in Medicine programmes and the remaining 1% in Pharmacy programmes. Out of

69,214 enrolled in Science related programmes (Engineering, Medicine, Applied Science, etc.), 70% were males and 30% were females.

From the above statistics, we can tell that the universities are training more people in Arts related fields, hence there will be more people with arts or humanities background than scientific backgrounds for the labour market.

2.5 ENROLMENT OF INTERNATIONAL STUDENTS

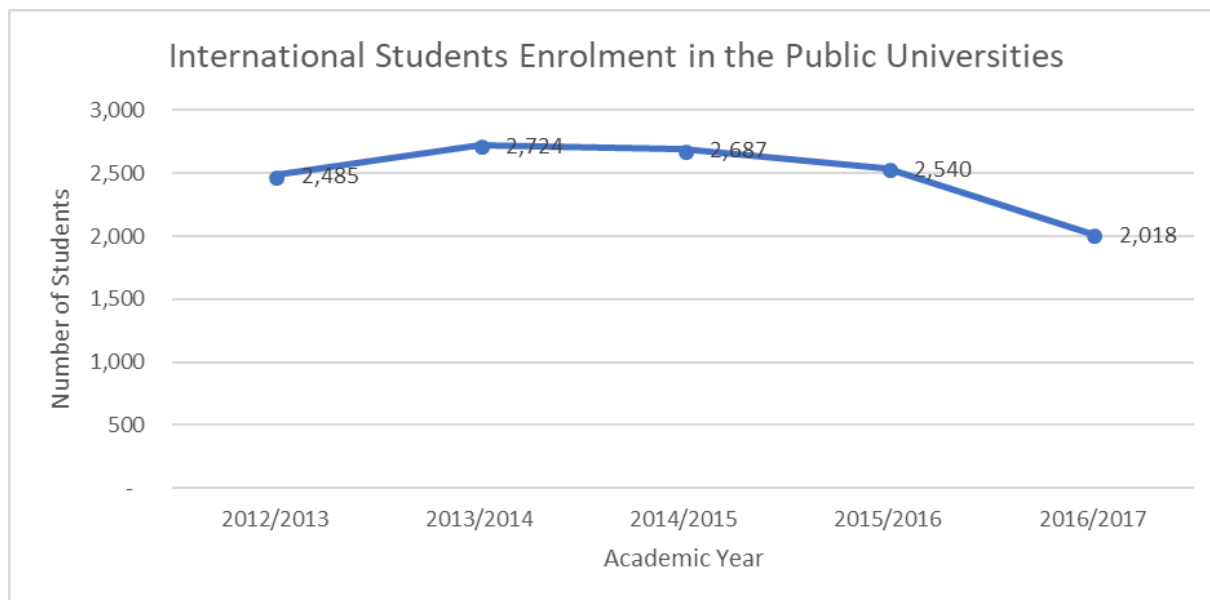
International students are either credit seeking on short-term international programmes as part of their home degree, or degree seeking, when they are enrolled in an entire programme abroad. The presence of international students is of interest to the universities that host them, but is also increasingly of interest for governments, cities and a range of other organisations connected to the business of tertiary education. The NCTE recognising this need has set a minimum quota of 10% of total student enrolments to be international students.

For the 2016/2017 academic year, a total of 2,018 international students were enrolled in the nine (9) public funded universities. The international students' enrolment accounts for 1.20% of the full-time student enrolment in the public universities and this does not meet the norm set by NCTE.

Out of a total of 2,018 international students enrolled 1,035 of the students were males and 983 were females with Kwame Nkrumah University of Science and Technology and University of Ghana enrolling 84% of the total number of international students (i.e. 46% and 38% respectively).

Figure 7 shows a trend of international student enrolment from 2012/2013 to 2016/2017 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 3 academic years.

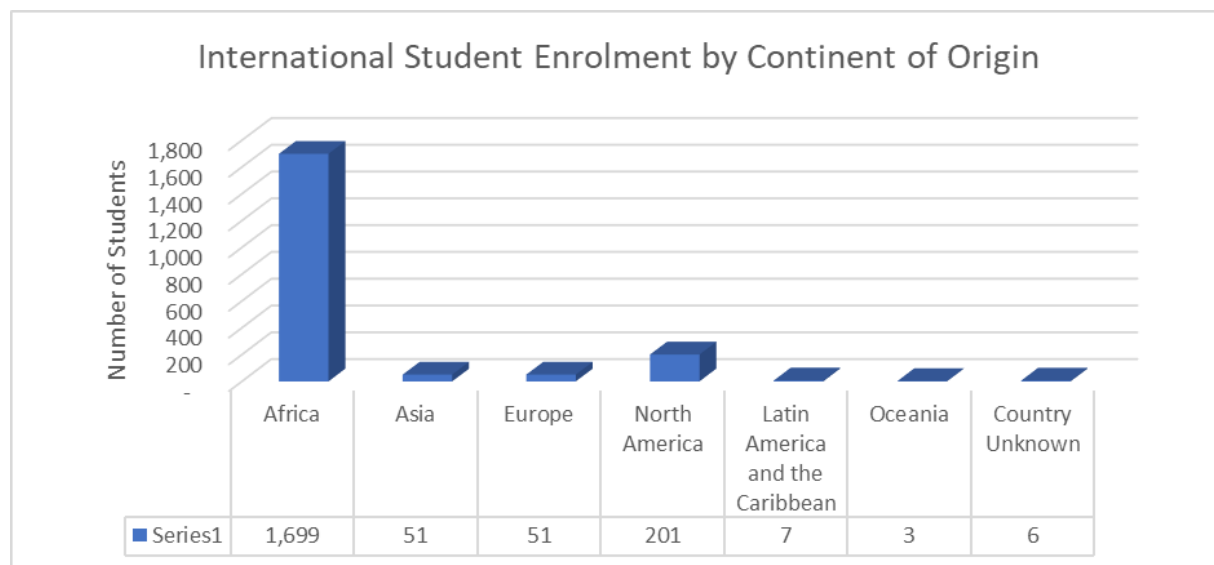
Figure 7: International Students Enrolment in the Public Universities



Majority of the international students studying in the Public Universities are from Africa and are predominantly from West African countries such as Nigeria, La Côte d'Ivoire, Benin, Togo⁴ etc. Figure 8 shows the various continents from which the international students are coming from.

⁴ The breakdown by countries can be seen in the NCTE Statistical Digest.

Figure 8: International Students Enrolment by Continent of Origin for 2016/2017



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

A total of 22,631 full fee-paying students were enrolled in the various public funded universities with 56% being male and 44% being female during the 2016/2017 academic year.

Postgraduate enrolment accounts for 9.1% of the total number of fee-paying students enrolled while 4.8% and 86.1% of the remaining students were enrolled in certificate/diploma and first-degree programmes respectively.

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 4,084 full-time academic staff were employed by the public funded universities for the 2016/2017 academic year with 3,251 being males and 833 being females. Out of this number, 120 were Professors, 289 Associate Professors, 1,083 Senior Lecturers, 1,799 Lecturers, 755 Assistant Lecturers and 38 Tutors.

Whereas the proportion of Lecturers in the public funded universities exceeded the NCTE norm, the proportions of the other ranks, namely; Professor, Associate Professor and Senior Lecturer are 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 6 shows the ranks of academic staff in the public universities and how they measured against the NCTE standard and norms.

Table 6: Ranks of Academic (Teaching) Staff Compared with NCTE Norm in 2016/2017

Rank	NCTE Norm	Actual
Professor	10%	3.6%
Associate Professor	15%	8.8%
Senior Lecturer	35%	32.9%
Lecturer	40%	54.7%

2.8 STUDENT-TEACHER RATIO

Student-teacher ratios (STR) are benchmarks which are used to determine whether quality is being maintained in the various public universities. The NCTE has developed norms which spell out the required student to teacher ratio for various categorisations of programmes that are run in the universities. The student-teacher ratios for 2016/2017 academic year in the various subject fields have been shown in Table 7.

Table 7: Student Teacher Ratios for 2016/2017

<i>Subject</i>	<i>Norm</i>	<i>Actual</i>
Social Science and Humanities	27:1	55:1
Business Administration	27:1	67:1
Science	18:1	29:1
Applied Science, Technology and Health Sciences	18:1	27:1
Engineering	18:1	38:1
Pharmacy	15:1	27:1
Medicine	12:1	27:1

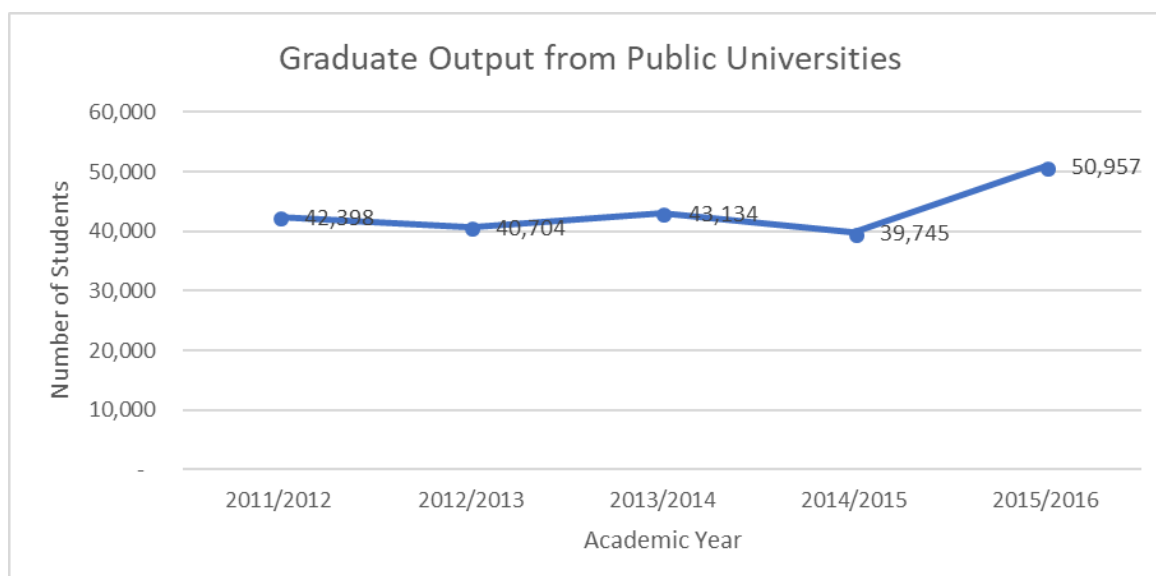
2.9 GRADUATE OUTPUT

Data on students recorded to have graduated from the public universities is based on students who graduated during the previous academic year. This is because at the time of collecting data from the institutions, students in the 2016/2017 academic year had not graduated.

A total of 50,957 students were recorded to have graduated from the public universities in the 2015/2016 year and their distribution is as follows: Certificate programmes 0.19%, Diploma programmes 26.18%, First Degree programmes 64.37%, Postgraduate Diploma programmes 0.08%, Masters programmes 7.77%, MPhil programmes 1.12% and PhD programmes 0.29%.

Figure 9 shows a trend of students who have graduated from the public universities from 2011/2012 to 2015/2016.

Figure 9: Graduate Output for Public Universities



2.10 STUDENT ENROLMENTS IN DISTANCE AND SANDWICH PROGRAMMES

Distance education is a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom or in some cases having the occasional face-to-face encounters with tutors or attending weeklong school sessions. In recent years, the advent of the internet and widespread use of the computer has led to a huge growth in distantly delivered tuition and study.

Some public universities of Ghana also run distance education programmes and they enrol a large number of students through these programmes. The University of Ghana, University of Cape Coast, Kwame Nkrumah University of Science and Technology and the University of Education, Winneba are the only public universities that offer distance education programmes currently.

Majority of the distance education programmes run by the public universities 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. The programmes run are mostly undergraduate degree programmes with just a few being postgraduate programmes.

For the 2016/2017 academic year, 80,119 students were enrolled in distance education programmes in the public universities. This figure shows an increase of 62.64% as compared to 49,261 students enrolled in the previous academic year. Out of the 80,119 students enrolled, there were 43,367 male students and 36,752 female students. Table 8 shows enrolments in distance education programmes in the last 5 academic years.

Table 8: Student Enrolment in Distance Education Programmes

<i>Gender</i>	<i>2012/2013</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>
Male	34,894	38,952	38,042	27,217	43,367
Female	24,645	27,701	28,359	22,044	36,752
Total	59,539	66,653	66,401	49,261	80,119

For the 2016/2017 academic year, the University of Cape Coast and University of Education, Winneba accounts for about 86% of the distance education student population with each enrolling 63% and 23% of the total distance education student population respectively. Also, for the year under review there were 2,162 students enrolled in science related distance education programmes and 77,957 students enrolled in arts related distance education programmes.

The public universities also enrol students into sandwich programmes. These programmes are often run during the long vacation period. In the 2016/2017 academic year 10,814 students were enrolled in sandwich programmes and out of this number of students 5,970 were male and 4,844 were female. Table 9 shows enrolments of students in sandwich programmes for the past four years. Out of the 10,814 students enrolled in sandwich programmes, 25.8% were enrolled in science related programmes and the remaining 74.2% enrolled in arts related programmes.

Table 9: Student Enrolment in Sandwich Programmes from 2013/2014 to 2016/2017

<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
2016/2017	5,970	4,844	10,814

3. TECHNICAL UNIVERSITIES AND POLYTECHNICS

Polytechnic education in Ghana has evolved since the establishment of the ten (10) Polytechnics. The Polytechnics were established to provide middle level management personnel to support the economic development of the country. The Polytechnics have performed creditably over the years and have produced qualified graduates who are working in various sectors of the economy.

The polytechnics have gone through a process to convert them to Technical Universities with the aim of strengthening technical vocational education and training. Presently there are 8 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 Polytechnic and Bolgatanga Polytechnic are yet to be converted into technical universities. All of these institutions are fairly distributed across the country with one in each region of Ghana.

3.1 ADMISSIONS IN TECHNICAL UNIVERSITIES AND POLYTECHNICS

In the last 5 academic years, the number of students who applied to be enrolled into the Technical Universities and Polytechnics has been increasing steadily. The highest number of applications for admission was recorded in 2014/2015, when 30,894 students applied for admission into the Technical Universities and Polytechnics.

However, in the 2015/2016 academic year there was a reduction by 5.65% of students who applied for admission into the technical universities and polytechnics and that trend also continued in the 2016/2017 academic year which also recorded a 0.18% decrease in applications from the 2015/2016 academic year.

Due to the reducing number of applications for admission into the Technical Universities and Polytechnics, there has been a reduction in the number of students who entered into the institutions as new entrants. In the last five years, there has been an average reduction of 2% in the number of students who entered the technical universities and polytechnics as new entrants.

The actual student numbers for those who applied, qualified, received admission offers and actually entered the various technical universities and polytechnics as new entrants is depicted in Table 10. From the Table, we can observe that there are huge numbers of students who want to enrol into the technical universities and polytechnics however there are not enough spaces to accommodate all of them.

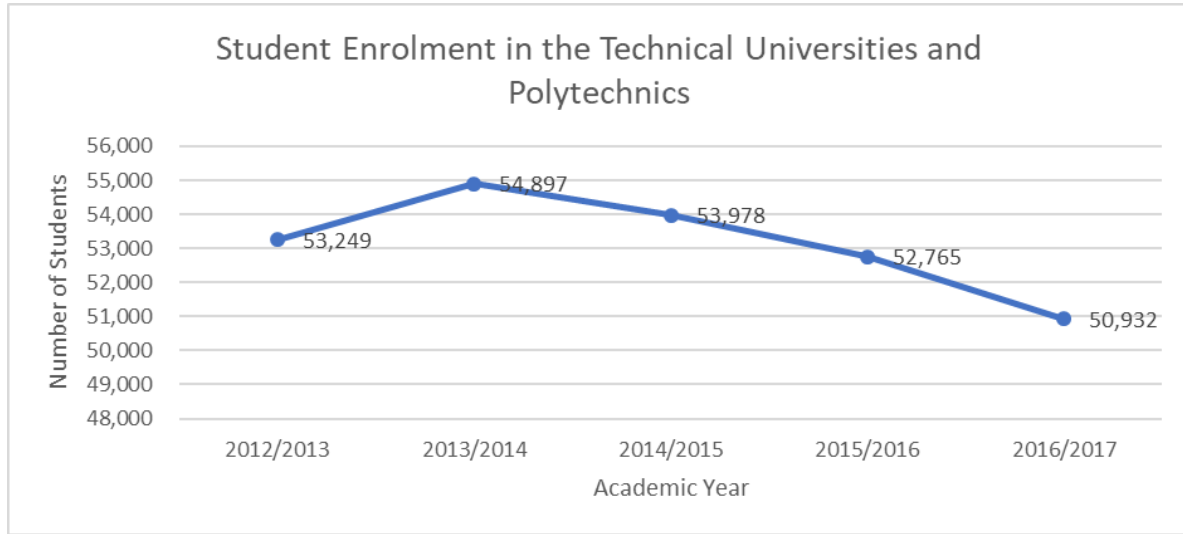
Table 10: Trend of Admissions into Technical Universities and Polytechnics

<i>Admissions</i>	<i>2012/2013</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>
Applications for Admission	26,331	30,289	30,894	29,148	29,096
Applicant Qualified	23,068	26,672	27,512	25,367	24,295
Admission Offered	20,068	23,760	26,281	24,193	22,887
New Entrants	19,685	18,573	19,217	18,181	17,313

3.2 ENROLMENT IN THE TECHNICAL UNIVERSITIES AND POLYTECHNICS

In the 2016/2017 academic year 50,932 students were enrolled in the Technical Universities and Polytechnics and this shows a decrease of 3.47% from the previous academic enrolment of 52,765. In figure 10 we can see a trend of enrolments in the Technical Universities and Polytechnics in the last five years and can observe that student enrolments have been decreasing in the last 3 academic years.

Figure 10: Enrolment of Students in the Technical Universities and Polytechnics



Out of the total student enrolment of 50,932 for the 2016/2017 academic year, there were 33,365 male students and 17,567 female students. This gives a male to female student ratio of 66:34 and this does not conform to the NCTE norm of 50:50 for gender parity. From the enrolment figures, the gender parity index for polytechnics is 0.53 and this is an increase from the previous academic year's figure of 0.52.

Out of the 50,932 students enrolled in the various institutions, 44,664 of the students in the Technical Universities and Polytechnics were enrolled in Higher National Diploma programmes, while 3,521 of the students are enrolled in Bachelor's (Bachelor of Technology and Bachelor of Science) degree programmes with the remaining 2,747 enrolled in Technician Certificate programmes as shown in Figure 11.

Figure 11: Technical University and Polytechnic Enrolment by Programme Type for 2016/2017

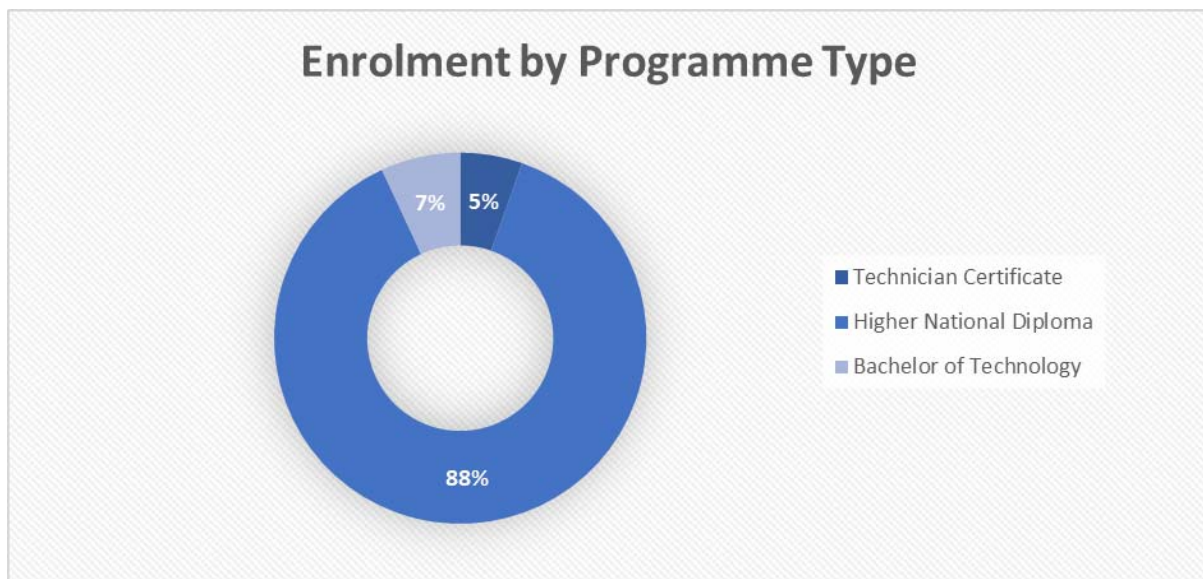


Table 11 shows the enrolment in the technical universities and polytechnics by gender. From the table we can observe that there are more males enrolled than females. Also, in the last 3 years there has been a sturdy decline in female enrolments in the technical universities and polytechnics.

Table 11: Polytechnic Enrolment by Gender from 2012/2013-2016/2017

Gender	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Male	35,486	35,931	35,574	34,688	33,365
Female	17,592	18,966	18,404	18,077	17,567
% Change (Female Enrolments)		7.81	-2.96	-1.78	-2.82

3.3 STUDENT ENROLMENT IN SCIENCE AND ARTS RELATED PROGRAMMES

The NCTE norm stipulates a 60:40 enrolment ratio for Science to Arts related programmes. In the 2016/2017 academic year, 49% (24,827) of the students were enrolled in Science related programmes and 51% (26,105) enrolled in Arts related programmes.

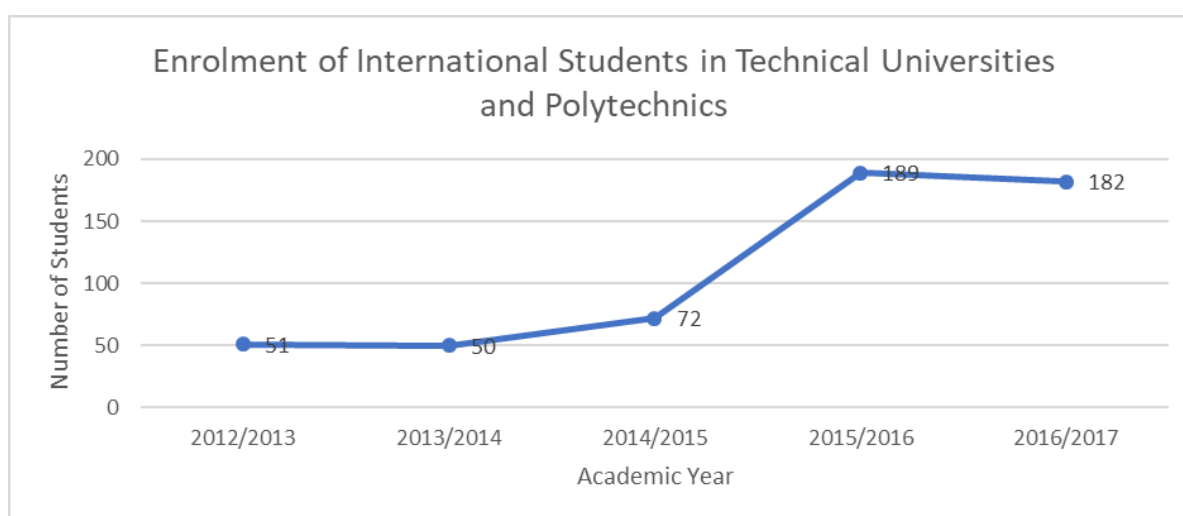
For the 2016/2017 academic year, 25,593 students are enrolled in Business Administration programmes and 11,240 students enrolled in Engineering programmes. There were also 9,060 students enrolled in Applied Science and Technology programmes, 2,360 students enrolled in Dispensary Technology programmes, 2,167 enrolled in Science related programmes and 512 students enrolled in Social Science programmes.

3.4 INTERNATIONAL STUDENTS

Generally, the Technical Universities and Polytechnics do not enrol a lot of international students. However, it is the hope that, with the conversion of the Polytechnics into Technical Universities, they will begin to attract more international students.

In 2016/2017, a total of 182 international students were enrolled in three Technical Universities, namely, Accra Technical University, Kumasi Technical University and Cape Coast Technical University. This figure is a reduction by 3.70% from 189 international students recorded in the 2015/2016 academic year. Figure 12 shows a trend of international students' enrolment in the last 5 academic years.

Figure 12: International Students Enrolments in Technical University and Polytechnics



All the international students enrolled in the Technical Universities are from Africa and this has been the case in the last 5 academic years. Table 12 shows the country of origin of the international students.

Table 12: Enrolment of International Students in Technical Universities and Polytechnics by Country of Origin, 2016/2017

<i>Country</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Benin	1	1	2
Burkina Faso	2	0	2
Congo	1	0	1
Equatorial Guinea	1	0	1
Gabon	1	0	1
Gambia	2	0	2
Guinea	3	0	3
Niger	1	0	1
Nigeria	148	18	166
Sierra Leone	0	1	1
Togo	2	0	2
Total	162	20	182

3.5 ACADEMIC STAFF

In the 2016/2017 academic year, there were 1,993 full-time academic teaching staff in the Technical Universities and Polytechnics with 1,633 being males and 360 being females. Out of the total number of teaching staff, 13 were Chief Lecturers (Professors), 9 Principal Lecturers (Associate Professors), 461 Senior Lecturers, 1,257 Lecturers, 46 Assistant Lecturers, 1 Chief Instructor, 56 Principal Instructors, 109 Senior Instructors, 17 Instructors and 24 Assistant Instructors.

From the data collected, the proportions of Chief Lecturer (Professor), Principal Lecturer (Associate Professor) and Senior Lecturers were less than the NCTE norm; however, the proportion of Lecturers exceeded the norm. In table 13, we can see the academic staff norm being compared to what was recorded from the Technical Universities and Polytechnics over a five-academic year period.

Table 13: Ranks of Academic Staff Compared with NCTE Norm

<i>Ranks</i>	<i>2012/2013</i>		<i>2013/2014</i>		<i>2014/2015</i>		<i>2015/2016</i>		<i>2016/2017</i>	
	<i>Norm</i>	<i>Actual</i>	<i>Norm</i>	<i>Actual</i>	<i>Norm</i>	<i>Actual</i>	<i>Norm</i>	<i>Actual</i>	<i>Norm</i>	<i>Actual</i>
Chief Lecturer	10%	0%	10%	0%	10%	0%	10%	0.3%	10%	0.8%
Principal Lecturer	15%	0%	15%	0%	15%	0.4%	15%	0.4%	15%	0.5%
Senior Lecturer	30%	7%	30%	9%	30%	13.1%	30%	21.7%	30%	26.5%
Lecturer	45%	93%	45%	91%	45%	86.5%	45%	77.6%	45%	72.2%

3.6 STUDENT-TEACHER RATIOS

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

The STRs for the 2016/2017 academic year are shown in Table 14. In the Table the NCTE norm for the various STRs are compared with the actuals and it can be observed that the STRs for Engineering, Business Administration and Dispensary Technology programmes exceed the norm. However, Applied Science and Science programmes were within the norm.

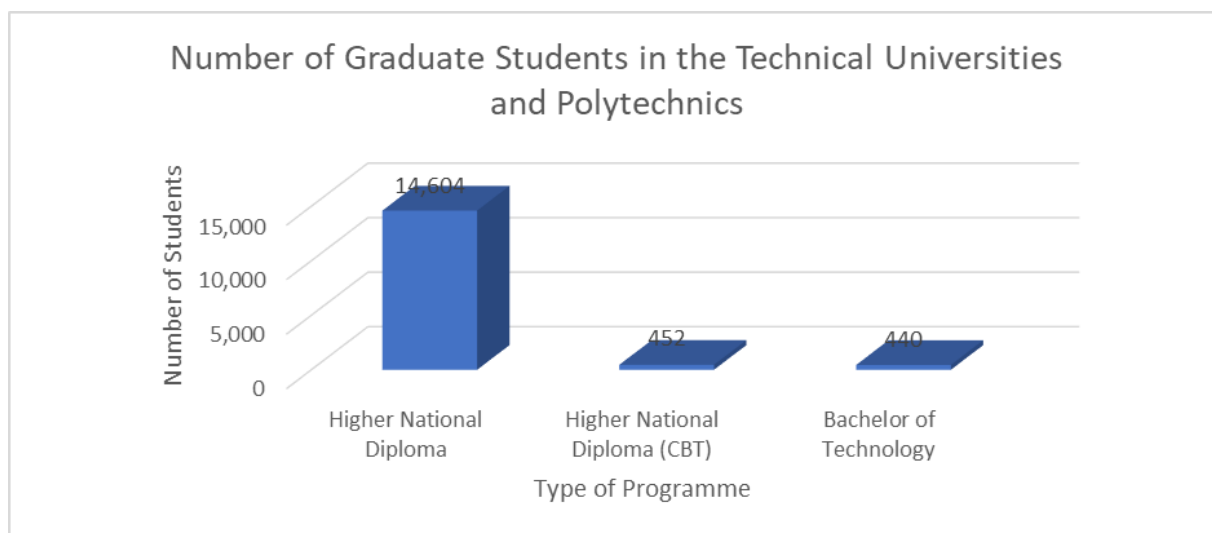
Table 14: Student Teacher Ratios for 2016/2017

Subject	Norm	Actual
Social Science	25:1	94:1
Business Administration	25:1	41:1
Applied Science, Technology and Health Sciences	18:1	16:1
Engineering	15:1	21:1
Science	20:1	11:1
Dispensary Technology	18:1	45:1

3.7 GRADUATE OUTPUT

A total of 15,496⁵ students graduated from the various Technical Universities and Polytechnics in the year under review. Out of the total, 9,842 of them were males and 5,654 were females. Out of the students who graduated, 94% graduated with a Higher National Diploma (HND), 3% with a Higher National Diploma (Competency Based Training option) and the remaining 3% with a Bachelor of Technology degree. Figure 13 depicts a graphical representation of the number of graduates and by the type of programme.

Figure 13: Graduate Output for the Technical Universities and Polytechnics for 2015/2016



⁵ As at time of producing this document (1) technical university had not provided data and so 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. The data in this report covers all the 8-accredited public specialised/professional teaching institutions. The institutions covered are; Ghana Institute of Journalism (GIJ), Ghana Institute of Languages (GIL), Ghana Institute of Management and Public Administration (GIMPA), Ghana School of Surveying and Mapping (GSSM), Institute of Local Government (ILG), Kofi Annan International Peacekeeping Training Centre (KAIPCT), National Film and Television Institute (NAFTI), and Regional Maritime University (RMU).

4.1 STUDENT ENROLMENT

For the 2016/2017 academic year a total of 10,323 students were enrolled in the eight (8) specialised institutions. This shows a reduction of 22.25% from the previous academic year's enrolment figure of 13,278.

Out of the 10,323 students enrolled in the specialised teaching institutions for the 2016/2017 academic year, 5,692 were males (i.e. 55% of total student population) and 4,631 were females (i.e. 44.86% of the total student population). This gives a gender parity ratio of 55:45 and this does not conform to the NCTE norm of 50:50 for male to female enrolment ratio.

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 0.81 and this value is lower than 0.84 that was recorded in the 2015/2016 academic year.

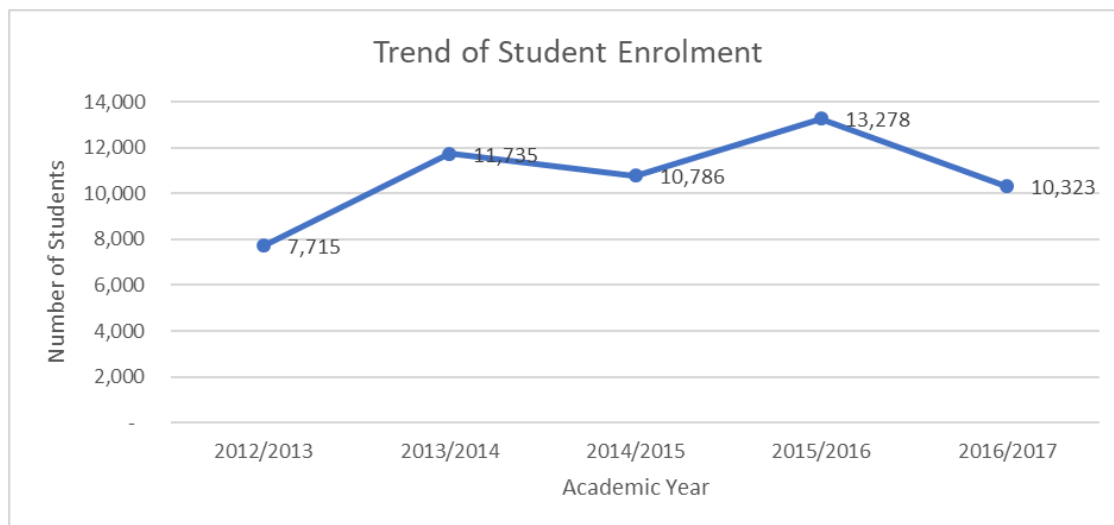
Although the gender parity index has reduced for the current year under review, female enrolments in the public specialised/professional teaching institutions has been increasing on an average of 10.59% in the last 5 academic years. In Table 15 we can see the enrolment of students in the public professional/teaching institutions by gender in the last 5 years and the percentage change in female enrolments.

Table 15: Student Enrolled in the Public Specialised/Professional Institutions by Gender and Academic Year

<i>Gender</i>	<i>2012/2013</i>	<i>2013/2014</i>	<i>2014/2015</i>	<i>2015/2016</i>	<i>2016/2017</i>
Male	4,502	6,918	6,094	7,213	5,692
Female	3,213	4,817	4,692	6,065	4,631
% Change (Female)		49.92	-2.59	29.26	-23.64

In the last five academic years, there has been an average increase of 8.97% in student enrolments in the public specialised/professional institutions. Figure 14 shows a trend of students' enrolments in the public specialised/professional institutions from the 2012/2013 academic year to the 2016/2017 academic year.

Figure 14: Enrolment of Students in Public Specialised Institutions



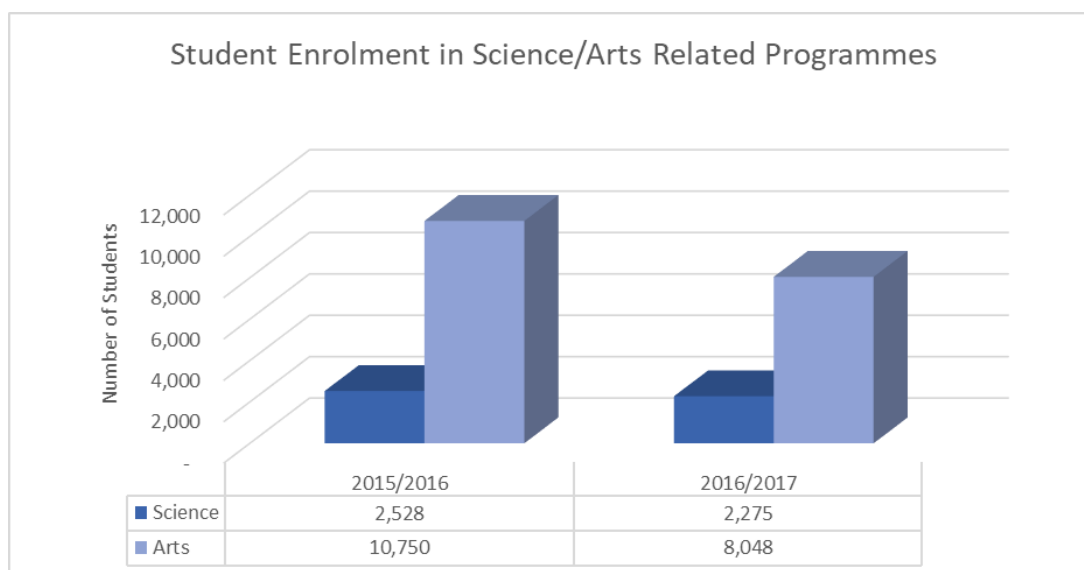
4.2 ENROLMENT IN SCIENCE AND ARTS RELATED PROGRAMMES

The NCTE norm stipulates a 60:40 enrolment ratio for Science to Arts related programmes. In the 2016/2017 academic year, 78% (8,048) of the total student population in the public specialised institutions were enrolled in the Art related programmes and the remaining 22% (2,275) were enrolled in Science related programmes. This gives a Science to Arts enrolment ratio of 22:78 and this does not conform to the NCTE norm.

In the 2016/2017 academic year, there were 4,458 students enrolled in Social Science and Humanities related programmes, 3,590 students enrolled in Business Administration programmes. Also, 1,625 students were enrolled in Applied Science, Technology and Health Sciences programmes and 650 students were enrolled in Engineering programmes.

Out of the total number of students enrolled in science related programmes (2,275), 89.45% were male and the remaining 10.55% were females. Figure 15 shows enrolments in Science and Arts related programmes for the last two academic years.

Figure 15: Student Enrolment in Science and Arts Related Programmes in the Public Specialised Institutions



4.3 POSTGRADUATE ENROLMENT

When it comes to postgraduate enrolment, the NCTE norms stipulate a minimum postgraduate enrolment of 25% of total student enrolment. However, for the year under review there were only 1,767 postgraduate students enrolled in various programmes in the 8 public specialised institutions. This number amounts to 17.12% of the total student population and this does not conform to the NCTE norm. Out of the 8-public specialised/professional institutions, Kofi Annan International Peace Keeping Training Centre (KAIPTC) and the Institute of Local Government run only postgraduate programmes.

Out of 1,767 students enrolled in postgraduate programmes, 58% of the students who enrolled were males while 42% were females. The Ghana Institute of Management and Public Administration enrolled 71% of the postgraduate students which was the highest in the sub sector. The Institute of Local Government and the Kofi Annan International Peacekeeping Training Centre enrolled 9.7% and 6.2% of the total postgraduate students respectively and the Ghana Institute of Journalism enrolled 11.3% of the total postgraduate enrolment.

Of the total enrolment for postgraduate programmes, 87.7% of the students were enrolled in Master Degree programmes (i.e. MBA, MA, MSc, M.Ed. and MPhil), 9.5% in Postgraduate Diploma programmes, 3.0% in Postgraduate Certificate Programme and 2.8% in PhD programmes.

4.4 INTERNATIONAL STUDENTS

The NCTE standards and norms has a 10% quota for international students out of the total number of students in an institution. In the 2016/2017 academic year, there were 827 international students enrolled in six (6) out of the eight (8) public specialised institutions with 402 being males and 425 being females.

The Ghana School of Surveying and Mapping and the Institute of Local Government did not enrol any international student for the 2016/2017 academic year, but the Ghana Institute of Languages had the largest share of international students' enrolment in the specialised public institutions (57.3%), followed by RMU (25.1%), GIMPA (15.4%), KAIPTC (1.6%), GIJ (0.5%) and NAFTI (0.1%).

Table 16 shows the number of international students by the continent they originate from for the 2016/2017 academic year.

Table 16: Enrolment of International Students in Public Specialised Institutions by Continent

<i>Continent</i>	<i>Africa</i>	<i>Europe</i>	<i>Asia</i>	<i>Latin America and the Caribbean</i>	<i>Dual Citizen/Unknown</i>
Number of Students	650	13	3	1	160

4.5 FULL-TIME (TEACHING) ACADEMIC STAFF

In the year under review (2016/2017 academic year) there were 421 full-time teaching academic staff in the public specialised institutions in Ghana with 330 being males and 91 being females. Out of the total academic staff, there were 5 Professors, 8 Associate Professors, 84 Senior Lectures, 223 Lecturers, 39 Assistant Lecturers and 62 Tutors.

The NCTE norm for academic staff in public specialised tertiary institutions states that 10% of the academic staff should be Professors, 15% Associate Professors, 35% Senior Lecturers and 40% Lecturers.

The academic pyramid for the Specialised Institutions for the 2016/2017 academic year has been provided in Table 17. From the table, we can observe that there are more Lecturers employed than any other rank.

Table 17: Ranks of Academic Staff Compared to NCTE Norm

<i>Rank</i>	<i>NCTE Norm</i>	<i>Actual</i>
Professor	10%	1.56%
Associate Professor	15%	2.50%
Senior Lecturer	35%	26.25%
Lecturer	40%	69.69%

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 to teacher ratio for the various categorisations of programmes that are run.

Shown in Table 18 are the student teacher ratios for 2016/2017 academic year in the various subject fields. From the table, apart from engineering and social science and humanities programmes being run in the public specialised institutions, the remaining programmes are not within the stipulated norms set by the NCTE.

Table 18: Student Teacher Ratios for 2016/2017

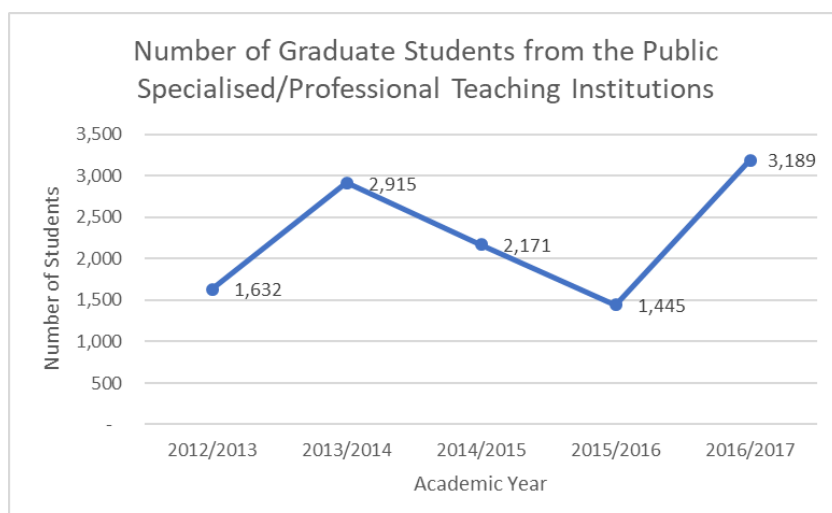
<i>Subject</i>	<i>Norm</i>	<i>Actual</i>
Social Science and Humanities	27:1	22:1
Business administration	27:1	36:1
Applied Science, Technology and Health Sciences	18:1	25:1
Engineering	18:1	12:1

4.6 GRADUATE OUTPUT

A total of 3,189 students graduated during the year under review and their distribution is as follows: Certificate programmes 10.38%, Diploma programmes 11.13%, First Degree programmes 50.52%, Postgraduate Diploma programmes 0.31% and Master’s degree programmes 27.66%. No student graduated with a PhD or with a Postgraduate certificate.

Figure 16 shows a representation of students who have graduated in the last five years in the public specialised/professional teaching institutions.

Figure 16: Number of Graduate Students for Public Specialised Institutions from 2012/2013 to 2016/2017



5. PUBLIC AND PRIVATE COLLEGES OF EDUCATION

5.1 PUBLIC COLLEGES OF EDUCATION

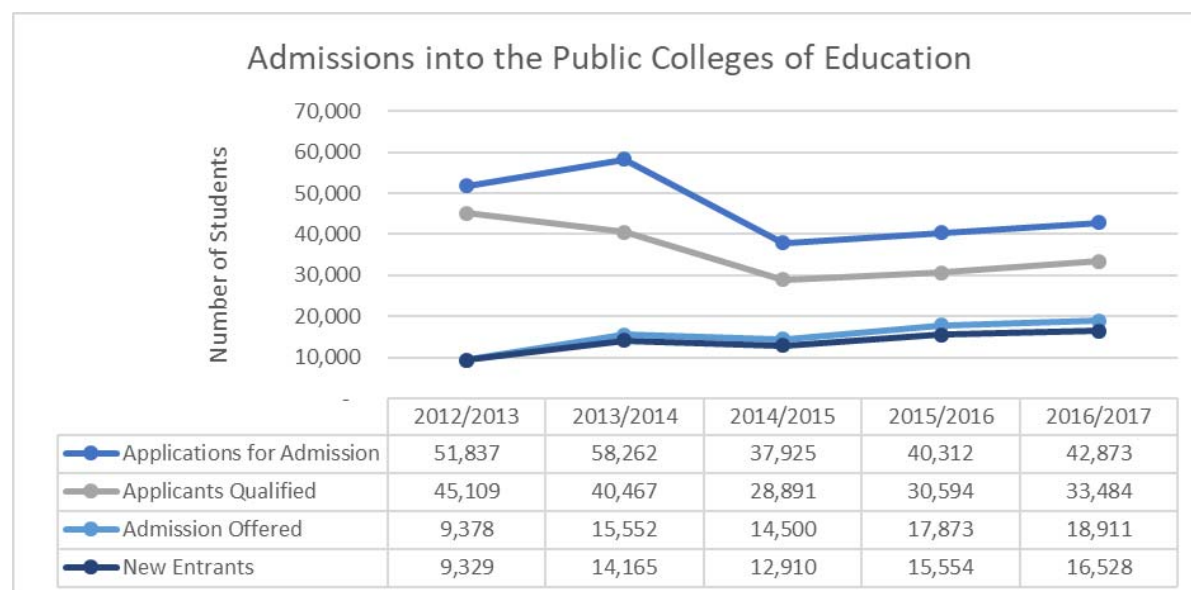
Presently there are forty-five (45) public colleges of education in Ghana. These colleges of education are distributed all over the country and every region of Ghana has at least one college of education located in it. In the 2016/2017 academic year, five (5) private colleges of education i.e. Bia Lamplighter College of Education, McCoy College of Education, Methodist College of Education, Seventh Day Adventist College of Education, Agona-Ashanti and St. Vincent College of Education were absorbed by government and became public colleges of education and this increased the number of public colleges of education from 40 to 45.

Out of the 45 public colleges of education, 39 of them are mixed gender institutions and the remaining 6 are single gender institutions. Out of these 6 single gender colleges of education, five are an all-female college and one is an all-male college.

5.2 ADMISSIONS

In the 2016/2017 academic year, 42,873 students applied to the forty-five public colleges of education for admission. Out of the total number of applicants, 33,484 were qualified and 18,911 student applicants were offered admission. However only 16,528 students were enrolled as new entrants into the various colleges of education. A trend of admissions data for the last five academic years is shown in Figure 17.

Figure 17: Admissions into the Public Colleges of Education

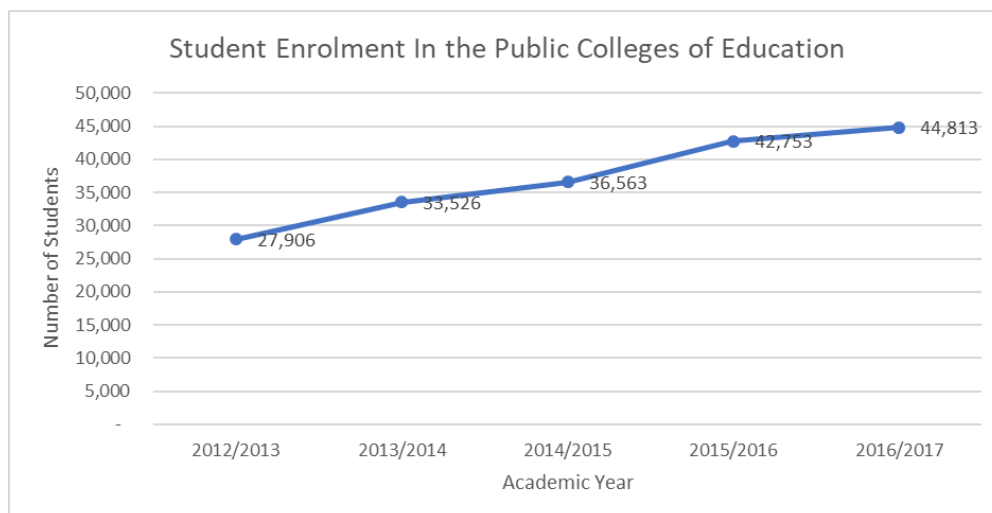


5.3 STUDENT ENROLMENT

In the 2016/2017 academic year, the public colleges of education recorded a total enrolment of 44,813 and this was an increase of 4.82% from the enrolment figure of 42,753 recorded in the 2015/2016 academic year. Figure 18 shows the trend of student enrolment in the colleges of education in the last 5 academic years.

Out of 44,813 students enrolled in the colleges of education, 24,041 were males, 20,772 were females representing 54% and 46% respectively, and this gives a male to female student ratio of 54:46. This 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 0.86 and this figure is higher than the 0.81 recorded in the previous academic year.

Figure 18: Student Enrolments in the Public Colleges of Education



The increase in the gender parity index shows that female enrolments are increasing in the public colleges of education. Table 19 show enrolments in the public colleges of education by gender and the percentage change in female enrolments in the last five years.

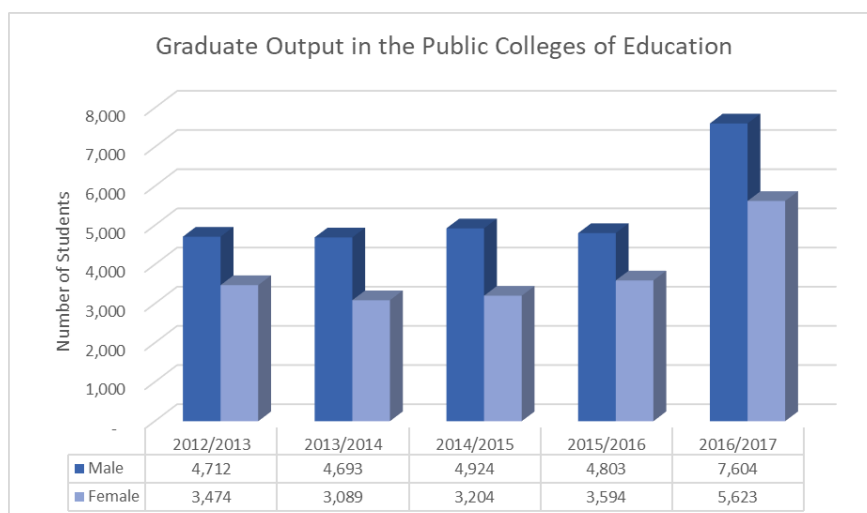
Table 19: Student Enrolled in the Public Colleges of Education by Gender and Academic Year

Gender	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Male	15,825	19,022	20,551	23,611	24,041
Female	12,081	14,504	16,012	19,142	20,772
% Change (Female)		20.06	10.40	19.55	8.52

5.4 GRADUATE OUTPUT

A total of 13,227 students graduated from the public colleges of education in the 2016/2017 academic year. Out of this number, 7,604 were males and 5,623 were females. Figure 19 shows the number of graduates produced from the public colleges of education disaggregated by gender over the last five academic years.

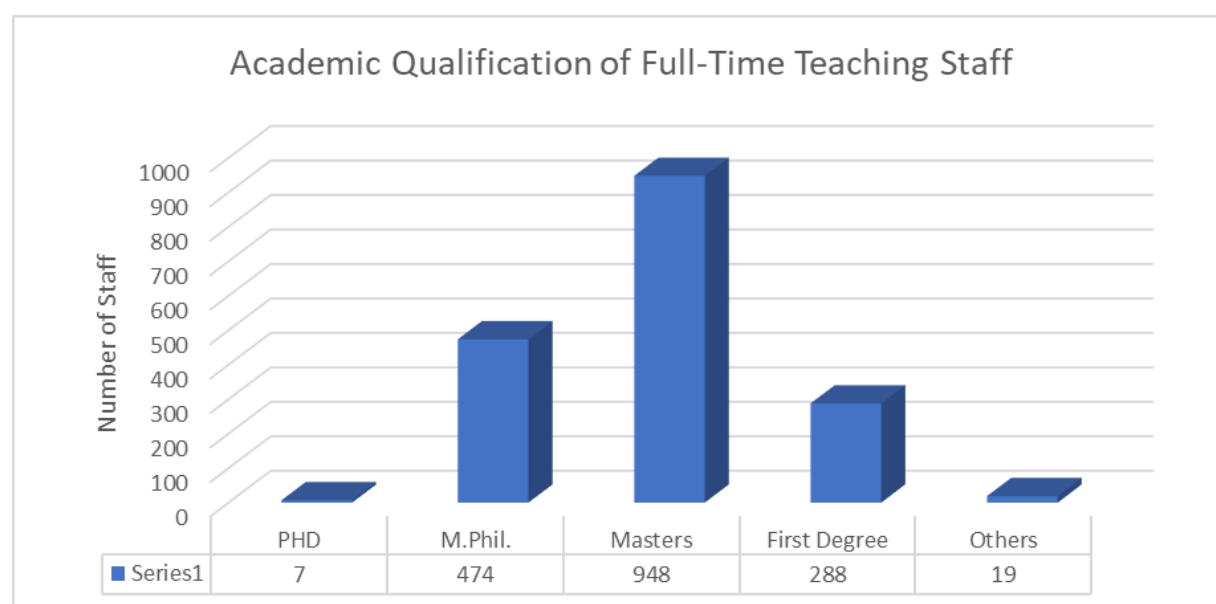
Figure 19: Graduate Output from the Public Colleges of Education



5.5 FULL-TIME (TEACHING) ACADEMIC STAFF

A total of 1,736 full-time teaching staff was recorded from the 45 public colleges of education in the 2016/2017 academic year. Out of this number, 1,326 were males and 410 were females. Out of 1,736 full-time teaching academic staff, 1,161 were Tutors and 575 were Assistant Tutors. In the year under review, 0.4% were PhD holders, 27.3% had MPhil degrees, 54.6% had Master Degrees (MSc, MA, M.Ed., MBA, MTech etc.), 16.6% had Bachelor Degrees and 1.1% had professional qualifications. Figure 20 illustrates the distribution of the academic staff by qualification in the year under review.

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



5.6 PRIVATE COLLEGES OF EDUCATION

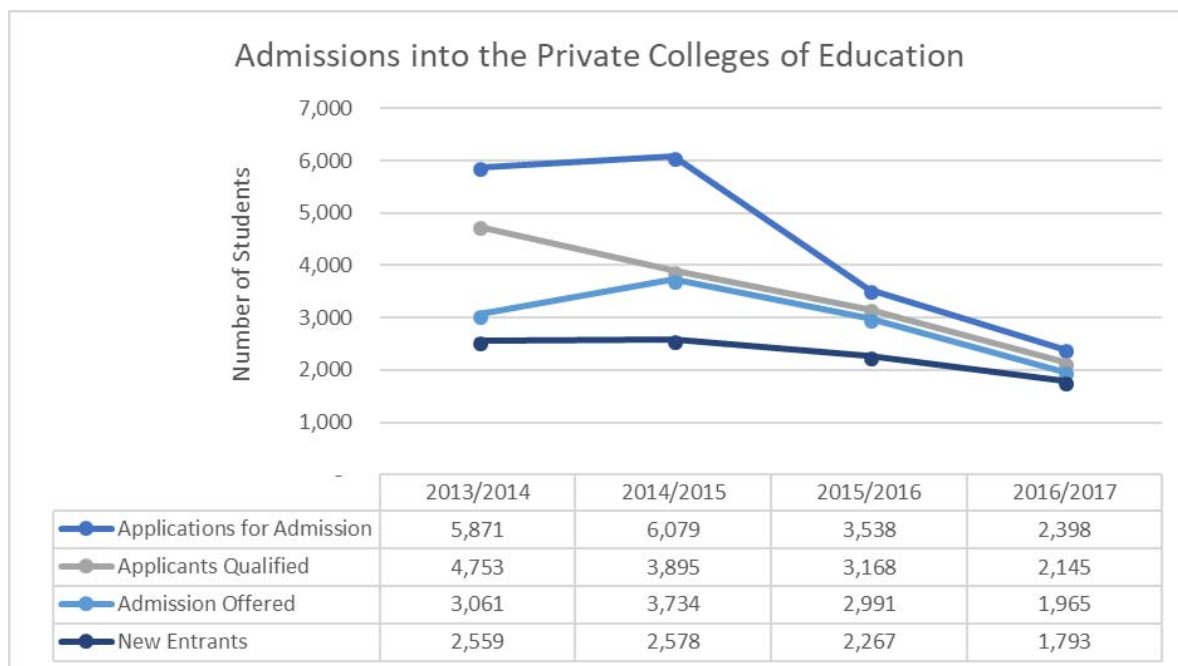
Traditionally the training of teachers for basic education has solely been the prerogative of public colleges of education institutions, but in recent years, the sector has witnessed an encouraging emergence of a few private colleges of education in the country.

For 2016/2017 there were four (4) accredited private colleges of education in operation and this because some of the private colleges of education have been converted to public colleges of education. In this report, data is presented on three out of the four accredited private colleges of education. The report covers the following colleges; Cambridge College of Education, Jackson Education Complex and Christ the Teacher College of Education.

5.7 ADMISSION

In the 2016/2017 academic year, 2,398 students applied for admission into the three private colleges of education. Out of the total number of applicants, 2,145 were qualified and 1,965 student applicants were offered admission into the private colleges of education. Out of the number of students offered admission, 1,793 students enrolled as new entrants into the three colleges of education. Figure 21 shows admissions data for the private colleges of education for the last four academic years.

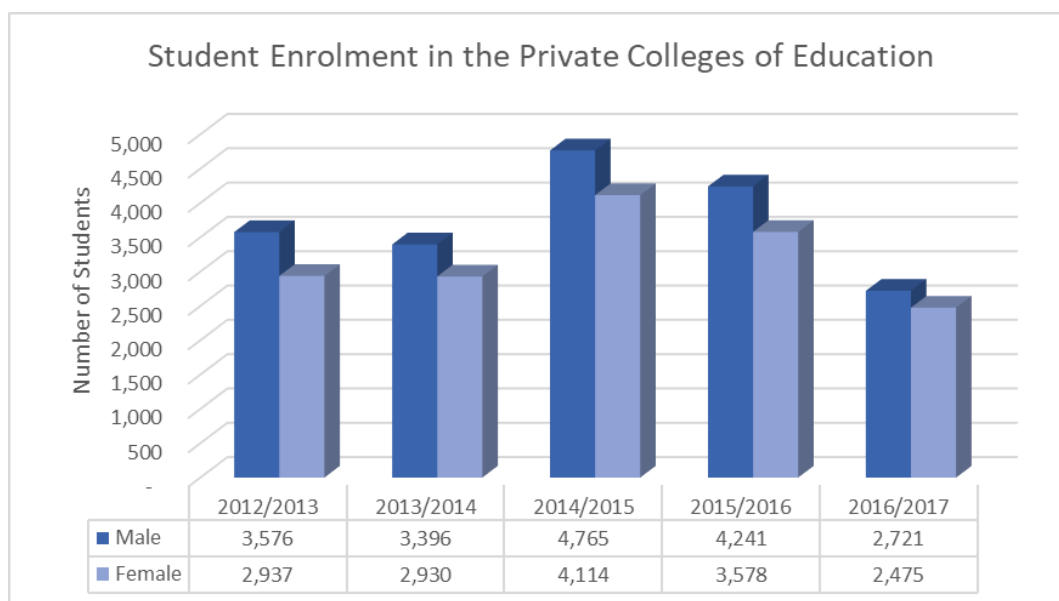
Figure 21: Admissions into the Private Colleges of Education



5.8 STUDENT ENROLMENT

The total students' enrolment in the private colleges of education for the 2016/2017 academic year is 5,196 and this is a reduction of 33.55% from the enrolment figure of 7,819 for 2015/2016. Figure 22 shows a trend of enrolments in the private colleges of education from the 2012/2013 academic year to 2016/2017 academic year by gender.

Figure 22: Student Enrolments in the Private Colleges of Education

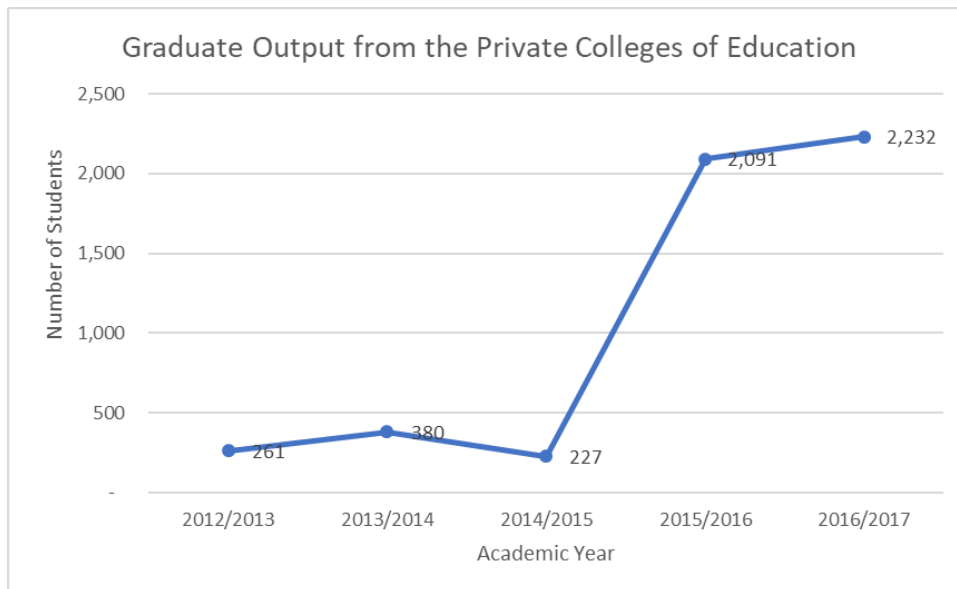


Out of the total student enrolment of 5,196, 2,721 students were males and 2,475 were females. This gives a male to female student ratio of 52:48 and this does not conform to the NCTE's norm of 50:50 for gender parity. The gender parity index (GPI) is 0.91.

5.9 GRADUATE OUTPUT

A total of 2,232 students graduated from the Private Colleges of Education in the 2016/2017 academic year. Out of this number, 1,102 were males and 1,130 were females. Figure 23 shows the number of graduates from the private colleges of education in the last five academic years.

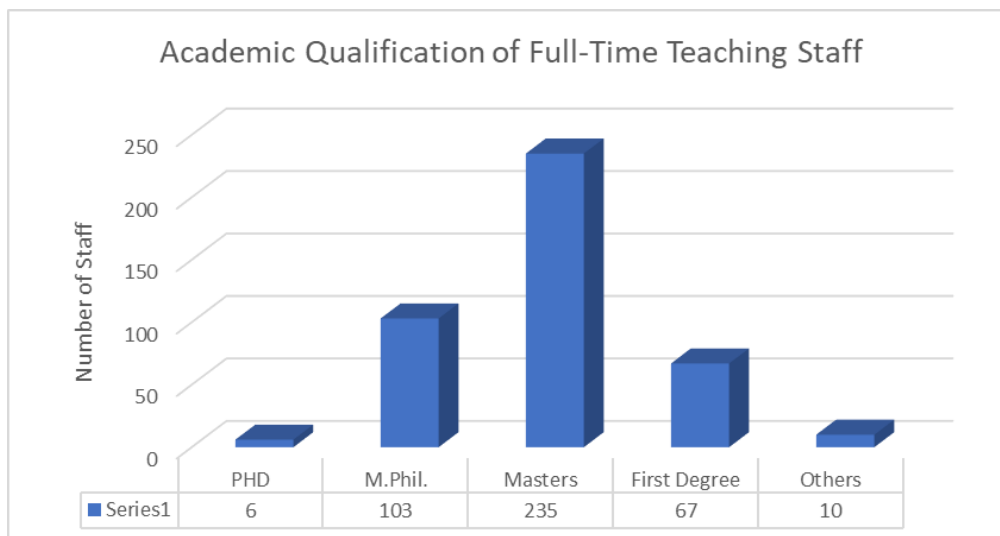
Figure 23: Graduate Output from the Private Colleges of Education



5.10 ACADEMIC STAFF

The full-time academic teaching staff strength of the sector for the present academic year was 433. Out of this total, 359 were male tutors and 74 were female tutors. Figure 24 shows the full-time teaching staff by academic qualification for the 2016/2017 academic year.

Figure 24⁶: Academic Qualification of Teaching Staff in the Private Colleges of Education



⁶ Data on Academic Qualification was not provided by one College. Others refers to teachers with professional qualification.

6. PRIVATE TERTIARY INSTITUTIONS

The number of private tertiary education institutions has 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 programmes they can enrol into.

The private tertiary education institutions are categorised into Chartered Private Tertiary Institutions (i.e. institutions that confer their own degree), Private Tertiary Institutions Offering Degree/HND Programmes, Tutorial Colleges and Distance Learning Institutions. In the 2016/2017 academic year, there were eighty-seven (87) accredited private tertiary institutions. However, this report covers data received from seventy-four (74) accredited private tertiary education institutions, with the remaining thirteen (13) institutions reporting they did not enrol any students for the 2016/2017 academic year.

6.1 ADMISSIONS

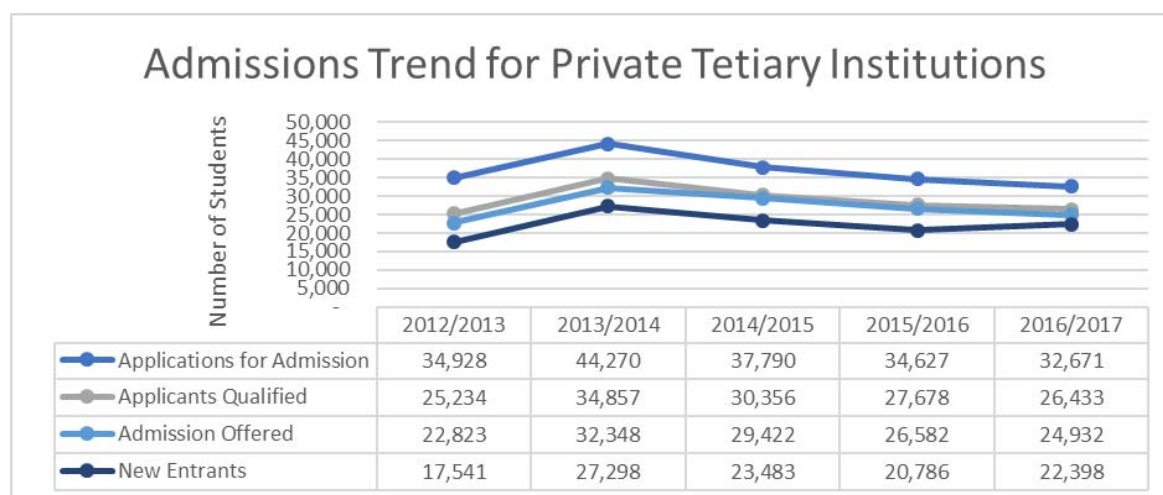
A huge number of applications are made into the Private Tertiary Institutions every year and this is good for the tertiary education sector. In the last five academic years, student applications into the Private Universities have been reducing gradually and it is only in the 2013/2014 academic year, where there was an increase in the number of students who applied for admission.

In the current year under review, 32,671 students applied for admission and out of this number, 26,433 students were qualified for admission. Out of the qualified applicants, 24,932 were offered admission into the various private tertiary institutions and 22,398 student applicants enrolled as new entrants into the various private tertiary institutions in Ghana.

Even though the number of students who applied for admission in the 2016/2017 year was lower than the number that applied for admission in the 2015/2016 academic year, there was an increase of 7.76% in the number of students that enrolled as new entrants into the Private Tertiary Institutions.

In Figure 25, we can see 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 as new entrants from the 2012/2013 academic year to the 2016/2017 academic year.

Figure 25: Admissions into Private Tertiary Institutions



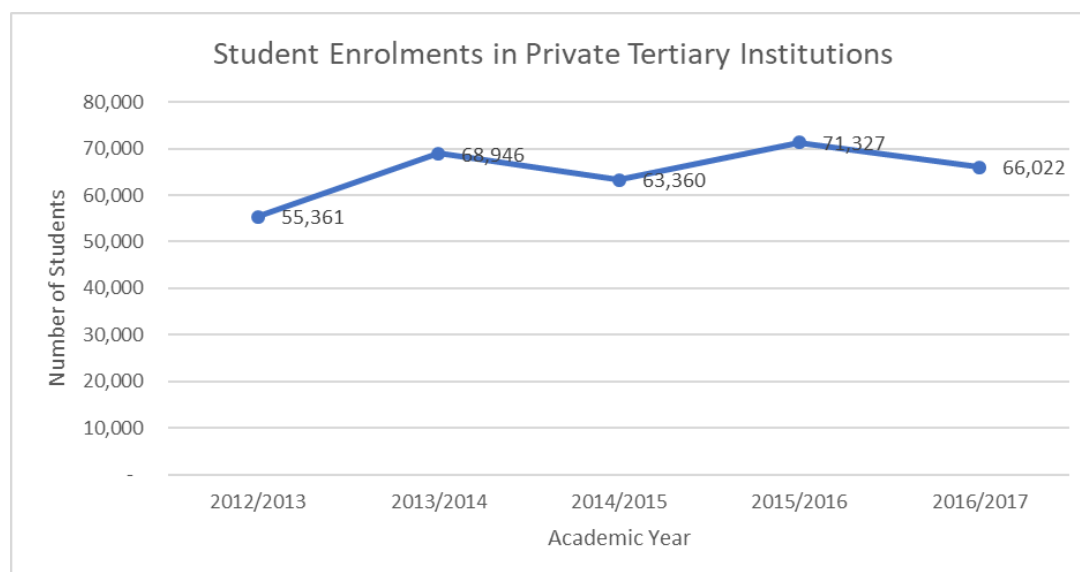
6.2 STUDENT ENROLMENT

Student enrolment in the Private Universities has always been high due to the number of accredited private tertiary institutions that exist. In the 2016/2017 academic year, 66,022 students were

enrolled in the private tertiary institutions in Ghana. Out of this number, 37,350 were male and 28,672 were female, representing 57% and 43% respectively, which gives a student enrolment ratio of 57:43. 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 2016/2017 academic year for private tertiary education institutions is 0.77, which is higher than 0.73 recorded in the previous academic year. Figure 26 presents a trend of student enrolments in the past five years in the private tertiary institutions (i.e. Chartered Private Universities, Private Tertiary Institutions Offering Degree/HND Programmes, Tutorial Colleges and Distance Learning Institutions).

Figure 26: Student Enrolment in Private Tertiary Institutions



From the graph we can tell that the enrolments in the private tertiary institutions has been increasing and decreasing over the last five academic years, however averagely in the last five years the student enrolments has been increasing at an average rate of 4.31% annually. In the 2016/2017 academic year, which recorded 66,022 students as the total number of students enrolled in the private tertiary institutions, there was a decrease of 7.44% as compared to the 2015/2016 academic year that recorded an enrolment figure of 71,327.

6.3 POSTGRADUATE ENROLMENT

The NCTE norm stipulates a minimum postgraduate enrolment of 25% of total student enrolment; however, 3,396 students were enrolled in postgraduate programmes representing only 5.14% of the total students enrolled in various programmes in the private tertiary universities.

Out of the 3,396 students enrolled, 62.25% of the students were males while 37.75% were females. The Ghana Technology University College of Ghana admitted the highest number of postgraduate students (532) followed by Methodist University College, Ghana (402) and Wisconsin University College (331). Of the total enrolment for postgraduate programmes, about 86.95% of the students were enrolled in Master's Degree programmes (i.e. MBA, MA, MSc, M.Ed. and MPhil), and 4.95% in PhD programmes. The remaining student enrolled in Postgraduate Diploma and Postgraduate Certificate programmes which represents 8.10%.

6.4 STUDENT ENROLMENT IN SCIENCE AND ARTS RELATED PROGRAMMES

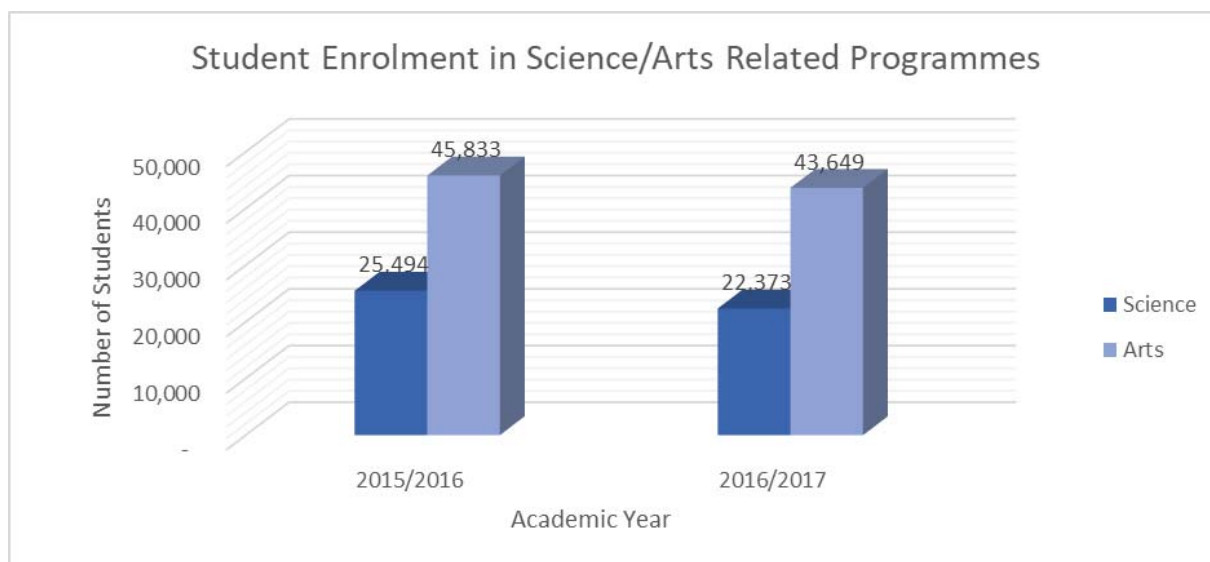
The NCTE standards and norms stipulate a 60:40 enrolment ratio for Science and Arts related programmes. However, in the private tertiary institutions, student's enrolment over the years has

been higher in Arts related programmes because majority of the institutions predominantly run Arts related programmes.

Out of the 66,022 students enrolled in the private tertiary institutions for the 2016/17 academic year, 43,649 students are pursuing Arts related programs while the remaining 22,373 students were studying Science related programmes. Of the students enrolled in Arts related programmes 22,460 of them are male and the remaining 21,189 are females. With respect to the science related programmes, there were 14,890 male students and 7,483 female students enrolled and studying science related programmes. Although the NCTE standards and norms spell out a ratio of 60:40 enrolment in Science: Arts related programs, the actual enrolment ratio for Science: Arts related programs stands at 34:66 and this does not conform to the NCTE norm.

In the 2016/2017 academic year, 14,863 students were enrolled in Social Science and Humanities programs, with 25,449 students enrolled in Business Administration programs. Also 18,878 students were enrolled in Applied Science, Technology and Health Sciences programmes, 5,054 students enrolled in Engineering programmes and 1,778 students enrolled in Science related programmes. Figure 27 shows enrolments in Arts and Science related programs for the 2015/2016 and 2016/2017 academic years.

Figure 27: Student Enrolments in Arts and Science Programmes



6.5 INTERNATIONAL STUDENTS

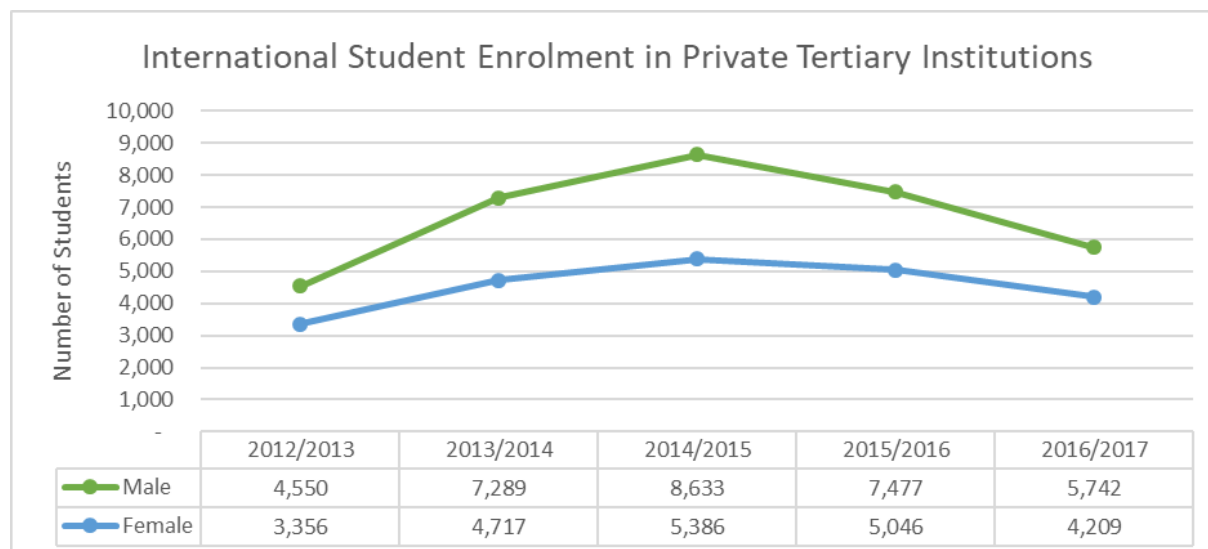
The private tertiary institutions have managed to attract a lot of international students for themselves especially students from the West African sub-region. Even though no proper empirical study has been done to ascertain the reasons for international students coming to Ghana, it is however believed that the relative political stability and the standards of tertiary education in Ghana, is what attracts them. International students' participation in the Ghanaian tertiary education sub-sector contributes a significant portion of funds to the administration of the private tertiary institutions in Ghana.

In the year under review, 9,951 students were enrolled as international students in the private tertiary institutions and this represented 15.07% of the total student's population for private tertiary institutions for the 2016/2017 academic year. This percentage of international students is more than the 10% quota set for international students by NCTE. Out of the total number of international students 5,742 students were males and the remaining 4,209 students were females.

The following institutions recorded the highest number of international students i.e. Accra

Institute of Technology (1,653), Zenith University College (1,268), Wisconsin International College (901), Ghana Technology University College (505) and Central University College (504). Figure 28 shows an enrolment trend of international students for the last 5 academic years.

Figure 28: International Student Enrolment by Gender



6.6 ACADEMIC (TEACHING) STAFF

In the 2016/2017 academic year, it was recorded that there are 2,845 full-time teaching academic staff employed in the Private Tertiary institutions. Out of this number of full-time teaching staff, 2,283 are male and the remaining 562 are females. Also, 204 of the full-time teaching staff are Associate Professors, 500 are Senior Lecturers, 1,868 of them are Lecturers, 125 are Assistant Lecturers and the remaining 148 are 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. However, the academic data recorded shows that, in the private tertiary institutions, 7.93% of the teaching staff are Assistant Professors. Of the remaining teaching staff, 19.44% of them are Senior lecturers and 72.63% are Lecturers. This implies that the Private tertiary institutions are not meeting the standards and norms as set out by the NCTE with regards to full time Academic Staff.

In the year under review, 649 of the teaching staff have a PhD, 848 have an MPhil Degree, 1,068 are Master's (MSc. MBA, M.Ed. MA. etc.) degree holders and the remaining 280 are holders of other academic qualifications which are more of professional qualifications. In Table 20, we have the academic staff pyramid of the private tertiary institutions.

Table 20: Ranks of Academic Staff Compared with NCTE Norm in 2016/2017

Rank	NCTE Norm	Actual
Professor	10%	0%
Associate Professor	15%	7.93%
Senior Lecturer	35%	19.44%
Lecturer	40%	72.63%

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 aim of these ratios among other things is to improve teacher student interactions and teaching and learning between students and lecturers. The norms spell out the required student to teacher ratio for the various categorisations of programmes that are run in the universities.

The student teacher ratios for 2016/2017 academic year in the various subject fields have been shown in Table 21. From the Table, we can observe that the NCTE norms on student teacher ratios were not achieved for the 2016/2017 academic year.

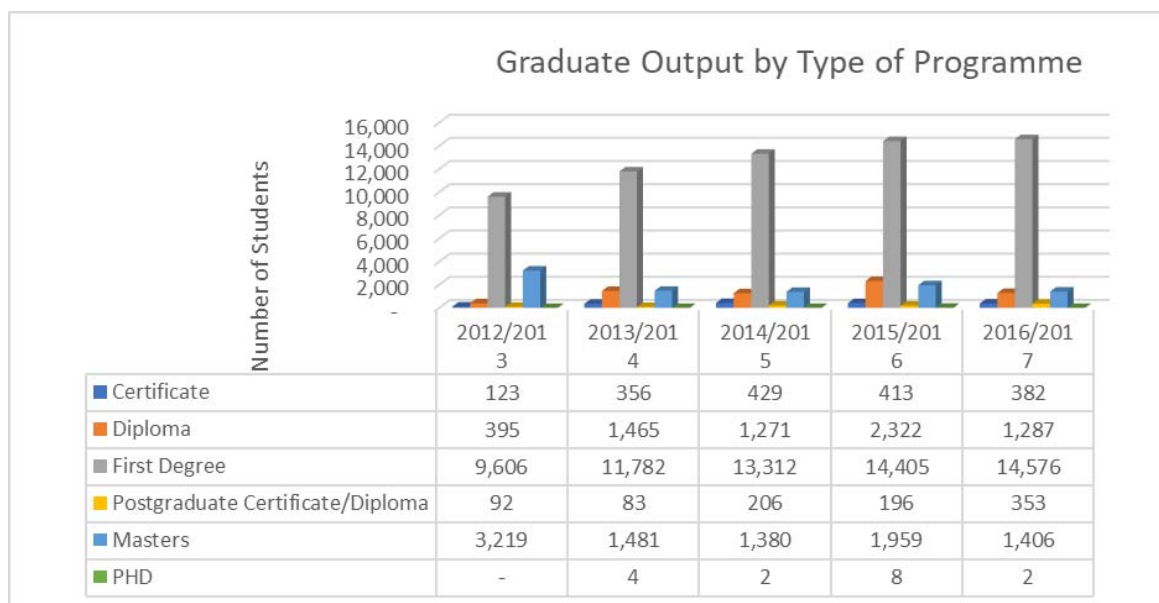
Table 21: Student Teacher Ratios for 2016/2017

<i>Subject</i>	<i>Norm</i>	<i>Actual</i>
Social Science and Humanities	27:1	20:1
Business Administration	27:1	21:1
Science	18:1	26:1
Applied Science, Technology and Health Sciences	18:1	30:1
Engineering	18:1	23:1

6.8 GRADUATE OUTPUT

A total of 18,006 students graduated from the various private tertiary institutions in the year under review and their distribution is as follows; Certificate programmes 382, Diploma programmes 1,287, First Degree programmes 14,576, Postgraduate Certificate/Diploma programmes 353, Masters Programmes 1,406, and PhD programmes 2. Figure 29 shows a trend of graduate output for the last five academic years by programme type. From the figure we can tell that majority of the students enrolled in the private tertiary institutions are First Degree students and very few students were enrolled or graduate with PhDs.

Figure 29: Graduate Output in Private Tertiary Institutions

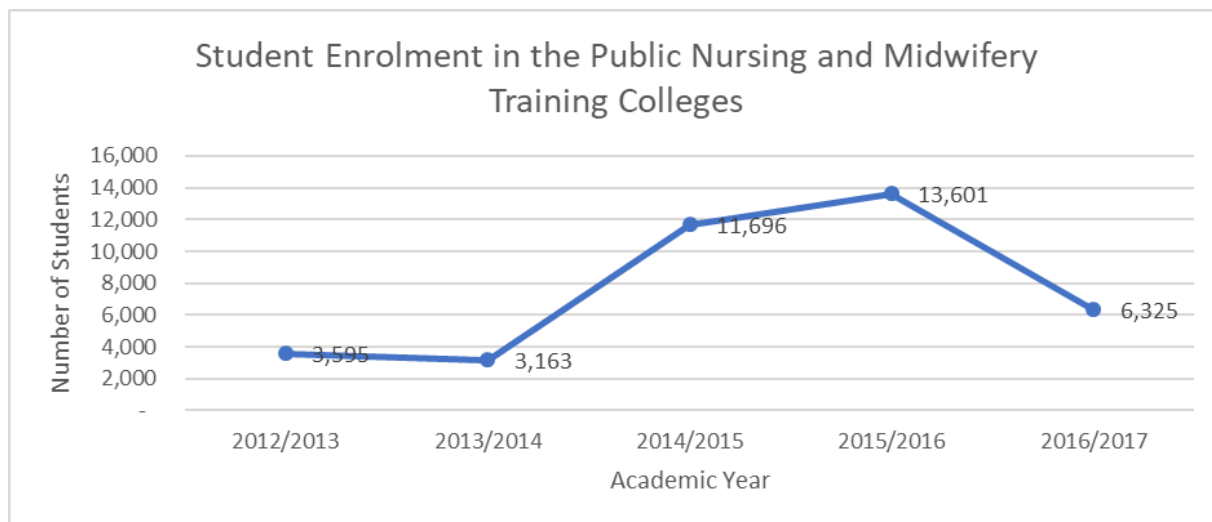


7. COLLEGES OF AGRICULTURE AND NURSING AND MIDWIFERY TRAINING COLLEGES

7.1 ENROLMENT IN PUBLIC NURSING AND MIDWIFERY TRAINING COLLEGES

In the 2016/2017 academic year 6,325 students were recorded to have been enrolled in 15 public nursing and midwifery training colleges. This was a reduction by 53.50% from the previous academic year total enrolment of 13,601 students. Figure 30 shows an enrolment trend for the public nursing and midwifery training colleges for the last five years.

Figure 30: Student Enrolment in the Public Nursing and Midwifery Training Colleges



Out of the total enrolment, 1,634 (26%) were male students and 4,691 (74%) were female students and 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 the public nursing and midwifery training colleges is 2.9 which exceeds the norm of 1. The data confirms that traditionally females dominate the field of nursing.

Even though the nursing and midwifery field is traditionally seen as a field for females, the male enrolments have been increasing on a yearly average of 66.34% in the last five (5) academic years. Table 22 shows the enrolment in the public nursing and midwifery training colleges by gender and the percentage change in male enrolments.

Table 22: Students Enrolled in the Public Nursing and Midwifery Colleges

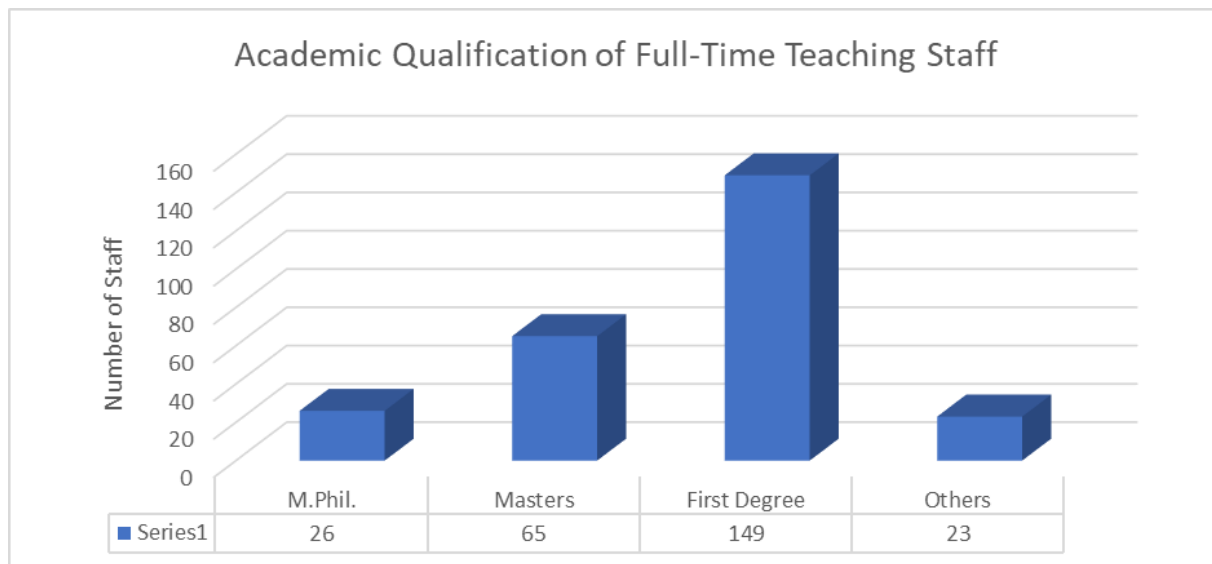
Gender	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Female	2,696	2,507	8,382	10,027	4,691
Male	899	656	3,314	3,574	1,634
% Change (Males)		-27.03	405.18	7.85	-54.28

7.2 FULL-TIME (TEACHING) ACADEMIC STAFF

In the year under review, the numerical strength of full-time teaching staff in the Public Nursing and Midwifery Training Colleges was 287. Out of this number, 119 were males and 168 were females. The staff ranks of the teaching staff are distributed as follows; 9 Directors of Health, 47 Deputy Chief Health Tutors, 39 Principal Health Tutors, 64 Senior Health Tutors, 94 Health

Tutors and 34 Assistant Health Tutors. Figure 31 shows the representation of the academic qualification of the teaching staff for the 2016/2017 academic year.

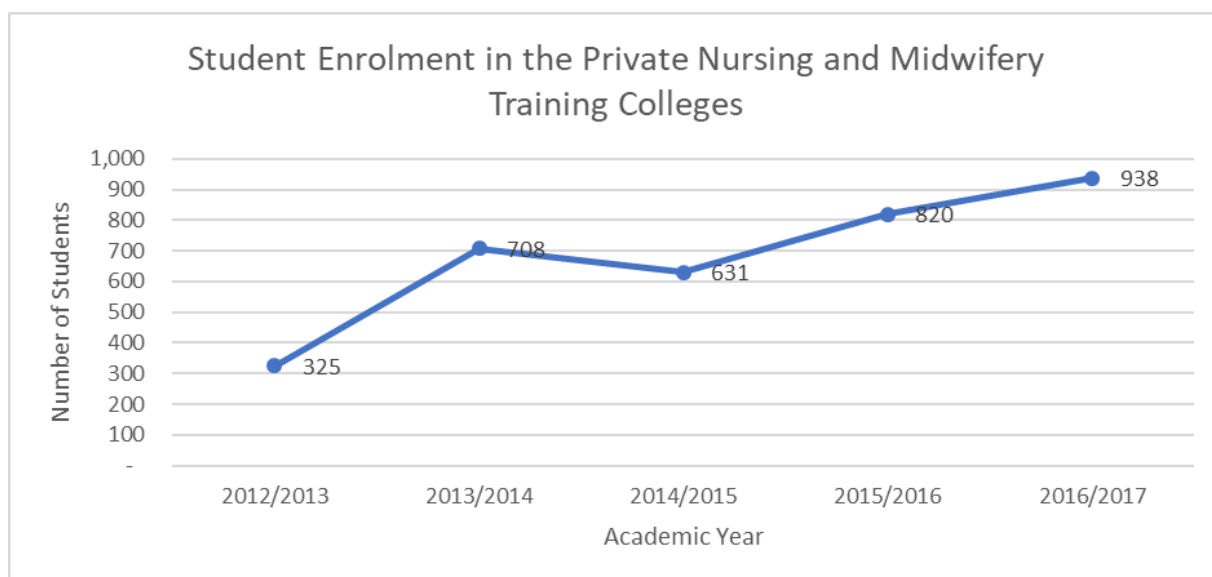
Figure 31⁷: Academic Staff Qualification for Public Nursing and Midwifery Training Colleges



7.3 ENROLMENT IN PRIVATE NURSING AND MIDWIFERY TRAINING COLLEGES

For the year under review, there were five accredited private nursing and midwifery training colleges, however data was received from four colleges. In the 2016/2017 academic year, a total of 938 students were enrolled in the four Colleges. This is an increase of 14.39% from the previous academic year total enrolment figure of 820. Figure 32 shows an enrolment trend for the private nursing and midwifery training colleges for the last five years.

Figure 32: Student Enrolment in the Private Nursing and Midwifery Training Colleges



⁷ Some NMTCs did not provide data. Others also refers to Professional Qualifications.

Out of the total enrolment, 270 (29%) were male students and 668 (71%) were female students and this gives a gender ratio of 29:71 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 and midwifery training colleges is 2.5 which exceeds the norm of 1.

Even though the nursing and midwifery field is traditionally seen as a field for females, the male enrolments in the private nursing and midwifery colleges have been increasing on an average of 40.50% in the last five (5) academic years. Table 23 shows the enrolment in the private nursing and midwifery training colleges by gender and the percentage change in male enrolments.

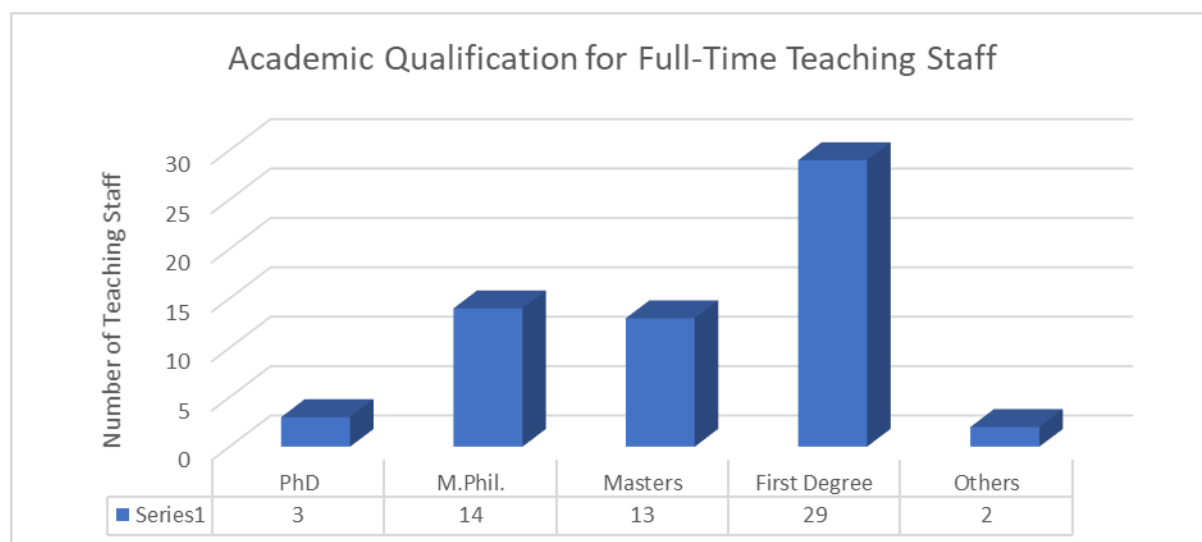
Table 23: Students Enrolled in the Private Nursing and Midwifery Colleges

Gender	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Female	265	592	521	661	668
Male	60	116	110	159	270
% Change (Males)		93.33	-5.17	44.55	69.81

7.4 FULL-TIME ACADEMIC STAFF

In the 2016/2017 academic year, there were 64 full-time teaching staff in the Private Nursing and Midwifery Training Colleges. Out of this number, 33 were males and 31 were females. The staff ranks of the full-time teaching staff are distributed as follows; i.e. 5 Directors of Health, 15 Deputy Chief Health Tutors, 2 Principal Health Tutors, 16 Senior Health Tutors, 29 Health Tutors and 3 Assistant Health Tutors. Figure 33 shows the representation of the academic qualification for the 2016/2017 academic year.

Figure 33⁸: Academic Staff Qualification for Private Nursing and Midwifery Training Colleges



7.5 ENROLMENT IN COLLEGES OF AGRICULTURE

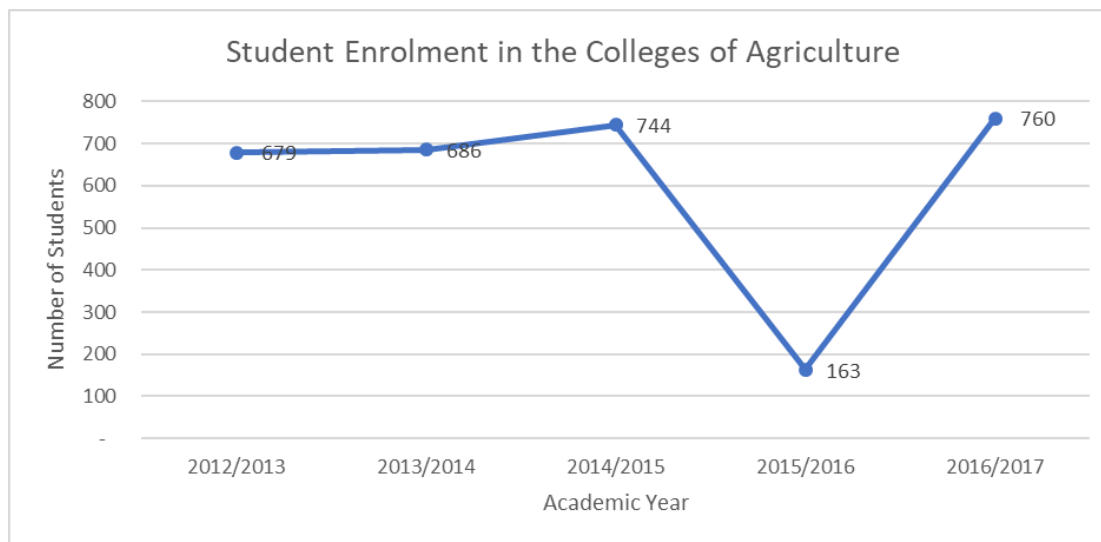
There were three accredited Colleges of Agriculture for the 2016/2017 academic year and this report covers all the three colleges in this report. The Colleges of Agriculture are namely Kwadaso Agriculture College, Animal Health and Production College (Pong-Tamale) and Ohawu Agriculture College.

⁸ One Nursing and Midwifery Training College did not provide data. Others also refers to Professional Qualifications.

The total number of students enrolled for the 2016/2017 academic year is 760 of which 652 students were male and 108 were females. This represents a gender ratio of 86:14 and 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 colleges of agriculture is 0.17 and this figure tends to point to the notion that is held that males dominate the field of agriculture.

Figure 34 shows a student enrolment trend for the College of Agriculture for the last five years. There is a huge reduction in the 2015/2016 academic year because the data recorded is for only one college of agriculture, as data was not received from the other colleges of agriculture.

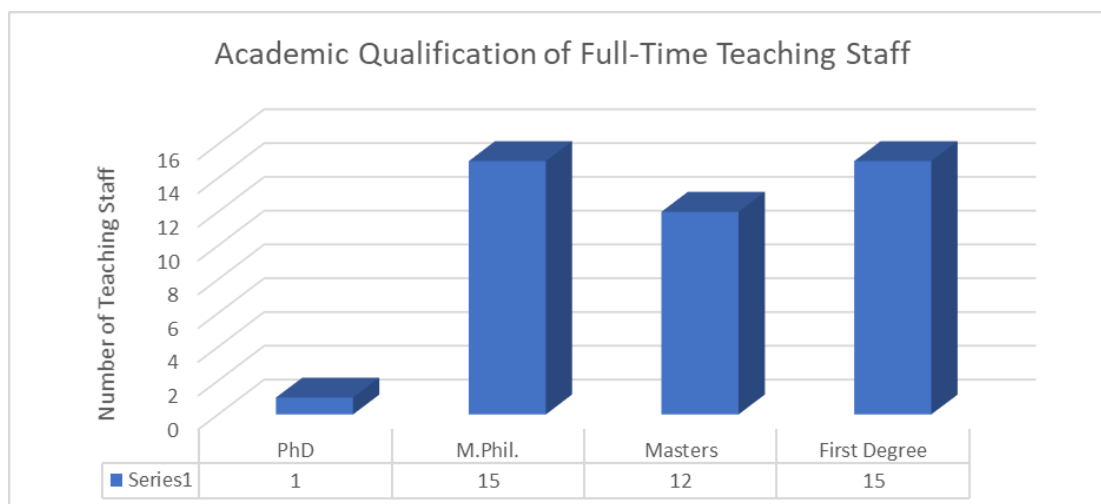
Figure 34: Student Enrolment in the Colleges of Agriculture



7.6 FULL-TIME (TEACHING) ACADEMIC STAFF

In the year under review, there were 43 full-time teaching staff in the Colleges of Agriculture. Out of this number, 34 were males and 9 were females. The staff ranks of the teaching staff are distributed as follows; 3 Directors of Agriculture, 6 Deputy Directors of Agriculture, 3 Assistant Directors of Agriculture, 2 Senior Agriculture Officer, 16 Agriculture Officers and 13 Assistant Agriculture Officers. Figure 35 shows the representation of the academic qualification for the 2016/2017 academic year.

Figure 35: Academic Staff Qualification for Colleges of Agriculture



8. APPENDIX: LIST OF TERTIARY INSTITUTIONS

This is the list of tertiary education institutions the 2016/2017 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 TECHNICAL UNIVERSITIES AND POLYTECHNICS

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

8.3 PUBLIC SPECIALISED/PROFESSIONAL INSTITUTIONS

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

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. Akrokerry College of Education
7. Atebubu College of Education
8. Bagabaga College of Education
9. Berekum College of Education
10. Bia Lamplighter College of Education
11. Dambai College of Education
12. E.P. College of Education, Amedzofe
13. E.P. College of Education, Bimbilla
14. Enchi College of Education
15. Foso College of Education

16. Gambaga College of Education
17. Gbewaa College of Education
18. Holy Child College of Education
19. Jasikan College of Education
20. Kibi Presbyterian College of Education
21. Komenda College of Education
22. Mampong Technical College of Education
23. McCoy College of Education
24. Methodist College of Education
25. Mount Mary College of Education
26. Nustrat Jahan Ahmadiyya College of Education
27. Offinso College of Education
28. Our Lady of Apostle's College of Education
29. Peki College of Education
30. Presbyterian Women's College of Education, Aburi
31. Presbyterian College of Education, Akropong
32. Seventh Day Adventist College of Education, Agona
33. Seventh Day Adventist College of Education, Koforidua
34. St. Ambrose College of Education
35. St. Francis College of Education
36. St. John Bosco College of Education
37. St. Joseph's College of Education
38. St. Louis College of Education
39. St. Monica's College of Education
40. St. Teresa's College of Education
41. St. Vincent College of Education
42. Tamale College of Education
43. Tumu College of Education
44. Wesley College of Education
45. Wiawso College of Education

8.5 PRIVATE COLLEGES OF EDUCATION

1. Cambridge College of Education
2. Christ the Teacher College of Education
3. Jackson Education Complex

8.6 PUBLIC NURSING AND MIDWIFERY TRAINING COLLEGES

1. Ankaful Nursing and Midwifery Training College
2. Korle Bu Nursing and Midwifery Training College
3. Holy Family Nursing and Midwifery Training College, Berekum
4. Nursing and Midwifery Training College, Atibie
5. Nursing and Midwifery Training College, Bole
6. Nursing and Midwifery Training College, Gushegu
7. Nursing and Midwifery Training College, Hohoe
8. Nursing and Midwifery Training College, Koforidua
9. Nursing and Midwifery Training College, Kpembe
10. Nursing and Midwifery Training College, Nandom
11. Community Health Nursing Training College, Navorongo
12. Nursing and Midwifery Training College, Tumu
13. Pantang Nursing and Midwifery Training College
14. Presbyterian Nursing and Midwifery Training College, Bawku
15. Tamale Community Health Nursing Training College

8.7 PRIVATE NURSING AND MIDWIFERY TRAINING COLLEGES

1. Narh-Bita College
2. Premier Nursing Training College
3. Royal Ann College of Health
4. Western Hills Nursing College

8.8 COLLEGES OF AGRICULTURE

1. Kwadaso College of Agriculture
2. Ohawu College of Agriculture
3. Pong 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. Catholic Institute of Business and Technology
11. Catholic University College, Ghana
12. Central University
13. China Europe International Business School
14. Christ Apostolic University College
15. Christian Service University College
16. Community University College
17. Concord Business College
18. Data Link Institute
19. Dominion University College
20. Ensign College of Public Health
21. Entrepreneurship Training Institute
22. Evangelical Presbyterian University College
23. Fountainhead Christian University College
24. Garden City University College
25. Ghana Christian University College
26. Ghana Technology University College
27. Ghana Baptist University College
28. Ghana Insurance College
29. Heritage Christian University College
30. Intercom Programming and Manufacturing Company (IPMC)
31. Institute of Business Management and Journalism
32. Islamic University College
33. Jayee University College
34. Joyce Ababio College of Creative Design
35. Kaaf University College
36. KESSBEN University College
37. Kings University College
38. Knutsford University College
39. Lancaster University College, Ghana
40. Laweh Open University College

41. Maranatha University College
42. Marshall University College
43. Methodist University College, Ghana
44. Millar Institute for Development Studies
45. Mountcrest University College
46. Blue Crest University College
47. Noble International Business School
48. Nyansapo University College
49. Pentecost University College
50. Perez University College
51. Presbyterian University College
52. Principal's College
53. Radford University College
54. Regent University College of Science and Technology
55. SS Peter and Paul Pastoral Institute
56. Spiritan University College
57. Spring University College
58. St. Karol Nursing College
59. St. Magarette University College
60. St. Nicholas College
61. Tamale Technical University College
62. Trans African University College
63. Trinity Theological Seminary
64. University College of Agriculture and Environmental Science
65. University College of Management Studies
66. University of Applied Management
67. Valley View University
68. Webster University, Ghana
69. West End University College
70. Wintech Professional Institute
71. Wisconsin International University College
72. Withrow University College
73. Yeshua Institute of Technology
74. Zenith University College