

UNESCO National Commission Country Report

Under the UNESCO World Higher Education Conference ([WHEC2022](#))

[Section for Higher Education](#) | Division for Education 2030

Higher Education Report: Ghana

UNESCO National Commission in alliance with [higher education institution(s) or other organisations]

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Accra, Date [14/03/2022]

Abstract

The paper presents a country report on Ghana's Tertiary Education Institutions (TEIs) in the context of Higher Education Conference at Barcelona, Spain. It covers data collected from 265 accredited public and private Tertiary Education Institutions. The institutions covered were Public Universities, Public Technical Universities, Public and Private Colleges of Education, Public Specialised/Professional Teaching Institutions, Private Universities (University, University Colleges, Tutorial Colleges, and Distance Education Institutions), Colleges of Agriculture and Public and Private Nursing, Midwifery and Allied Health Training Colleges. This report was based on information from well researched documents from Ghana Tertiary Education Commission (GTEC) and other relevant agencies under the sector Ministry. The dynamics and demographics of the tertiary education space in Ghana are very well articulated in this paper.

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LIST OF ACRONYMS

DCI	Data Collection Instrument
DMD	Data Management Department
GAFCSC	Ghana Armed Forces Command and Staff College
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
GTEC	Ghana Tertiary Education Commission
HND	Higher National Diploma
ILG	Institute of Local Government
ISCED	International Standard Classification of Education
JHS	Junior High School
KA IPTC	Kofi Annan International Peacekeeping Training Centre
KNUST	Kwame Nkrumah University of Science and Technology
MA	Master of Arts
MBA	Master of Business Administration
M.Ed.	Master of Education
MPA	Master of Public Administration
M.Phil.	Master of Philosophy
MSc.	Master of Science
NAFTI	National Film and Television Institute (NAFTI)
NCTE	National Council for Tertiary Education
PhD	Doctor of Philosophy
PPMED	Planning, Policy, Monitoring and Evaluation Directorate
RMU	Regional Maritime University
SHS	Senior High School
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

Presentation

This is a country report of Ghana in the context of Higher Education Conference at Barcelona, Spain. This report was prepared using information from well researched documents from Ghana Tertiary Education Commission (GTEC) and other relevant agencies under the sector Ministry. It gives in depth information about the tertiary space with particular emphasis on number of universities (both Public and Private), gender segregation, historical enrolment and graduation rate, quality and types of higher education institutions, legal and institutional framework of higher education, current challenges and recommendations.

Current situation of higher education

1.1 Historical Enrolment and Graduation Rates

In the 2020/2021 academic year, 580,751 students were enrolled in tertiary education institutions in Ghana. Public tertiary education institutions enrolled 88% of the total student population whereas the remaining 12% were enrolled in private tertiary education institutions. Table 1 shows the types of TEIs and enrolments. The trend of enrolment across institutions over the last six years has been increasing (see Appendix 1) and it's projected that it will continue to rise largely because of the implementation of the Free Senior High School Policy.

Table 1: Types of Institutions and Students Enrolled by Gender

INSTITUTION	NUMBER OF STUDENTS			
	Male	Female	Total	%
Public Universities ⁵	187,611	145,175	332,786	57.3
Technical Universities	39,898	23,830	63,728	11.0
Public Colleges of Education	26,107	27,213	53,320	9.2
Private Colleges of Education	2,318	3,523	5,841	1.0
Public Specialised Institutions ⁶	5,945	6,292	12,237	2.1
Private Universities ⁷	32,332	29,324	61,656	10.6
Public Nursing, Midwifery, and Allied Health Training Colleges	10,949	38,098	49,047	8.4

⁵ The enrolment figures for the Public Universities includes Distance and Sandwich Students

⁶ The enrolment figures for the Public Specialized Institutions includes Sandwich Students

⁷ The enrolment figures for the Private Universities includes Distance and Sandwich Students

Private Nursing, Midwifery, and Allied Health Training Colleges	397	700	1,097	0.2
Colleges of Agriculture	746	293	1,039	0.2
Total	306,303	274,448	580,751	100

Source: Data Management Department, GTEC.

Student enrolments increased from 547,045 in 2019/2020 to 580,751 in 2020/2021. This indicates an increase of 6%. Enrolment in the public TEIs increased from 474,956 in 2019/2020 to 512,157 in 2020/2021 representing an increase of 8%.

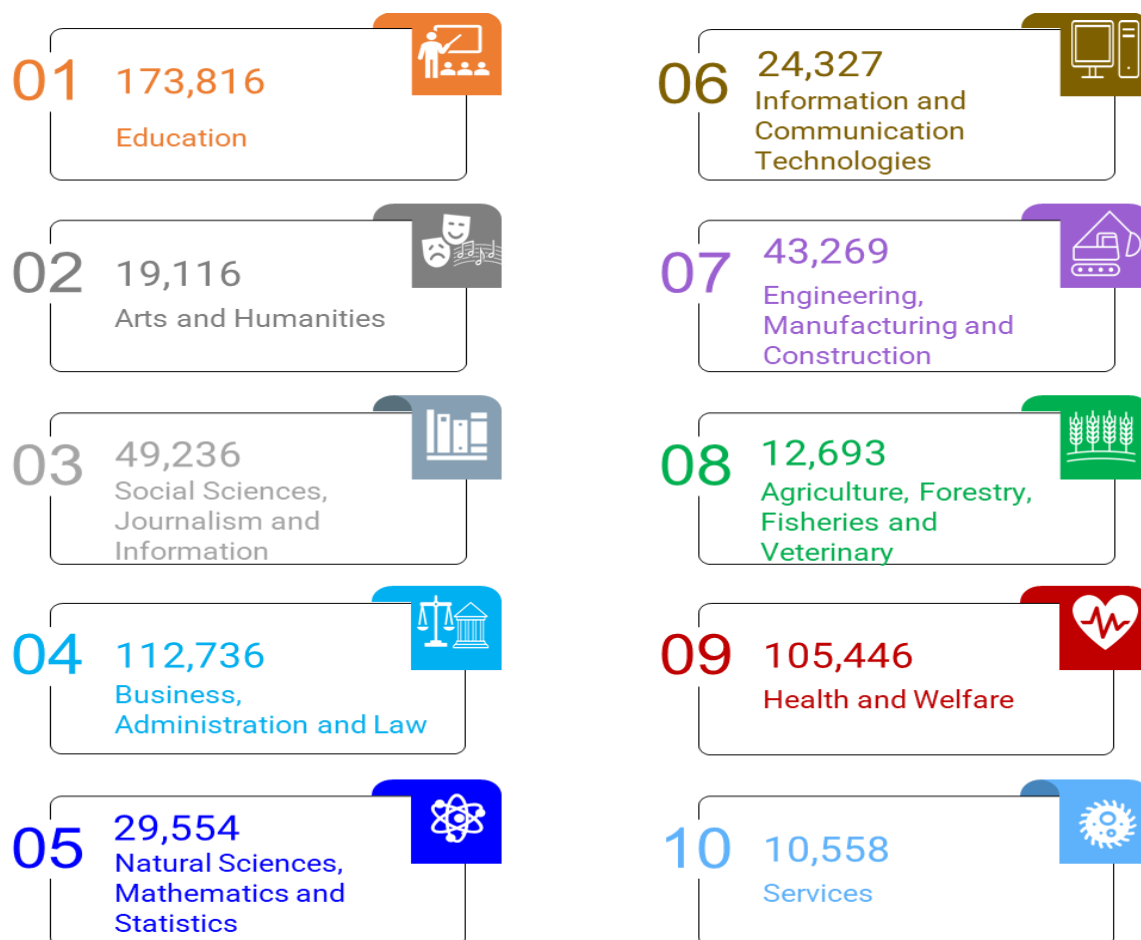
In the 2020/2021 academic year, 69% of students were enrolled in bachelor's or equivalent level programmes. Whilst 25% were enrolled in short-cycle programmes (i.e., Diploma or Higher National Diploma (HND) programmes). Six percent (6%) of students were enrolled in second degree/certificate programmes (i.e., Postgraduate Diploma and Master's Degree) whilst less than 1% were enrolled in doctoral or equivalent level (i.e., Doctor of Philosophy (PhD)) programmes. Table 2 shows a breakdown of the total enrolments by the types of programmes in public and private tertiary education institutions according to ISCED levels.

Table 2: Number of Students Enrolled By Type of Institution and ISCED Levels

Type of Programme	Number of Students			
	Public Institutions	Private Institutions	Total	Percentage (%)
Short-cycle level (ISCED 5)	132,542	10,145	142,687	24.57
Bachelor's or equivalent level (ISCED 6)	344,505	54,195	398,700	68.65
Master's or equivalent level (ISCED 7)	31,904	3,989	35,893	6.18
Doctoral or equivalent level (ISCED 8)	3,206	265	3,471	0.60
Total	512,157	68,594	580,751	100

Source: Data Management Department, GTEC

Figure 1 represents data on TEIs by fields of study in the 2020/2021 academic year as categorised according to the International Standard Classification of Education (ISCED).

Figure 1: Student Enrolment by ISCED Fields of Study


Source: Data Management Department, GTEC

1.1.1 Gross Tertiary Enrolment Ratio (GTER)

Gross Enrolment Ratio (GER) is the number of students enrolled in each 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 the tertiary level, the population used is the 5-year age group starting from the official secondary school graduation age i.e., between age 18 and 22 in Ghana.

The Gross Enrolment Ratio⁸ shows the general level of participation in each level of education. It also indicates the capacity of the education system to enrol students of a particular age group. A high GER generally points to a high degree of participation in a specific level of education regardless of the ages of the students.

⁸ Education Indicators Technical Guidelines – UNESCO Report November 2009

A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all 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:

GER = 100 x [Tertiary enrolment/Five-year age cohort following theoretical age of secondary education completion]

Figure 2: Gross Enrolment Ratio of Total Tertiary Education in Ghana

<p>GER = [Total Tertiary Enrolment/Population within 18-22yrs] *100</p> <p>Total Tertiary Enrolment = 580,751</p> <p>Population within 18-22 years = 2,903,685</p> <p>Therefore, GER = (580,751/2,903,685) * 100</p> <p style="text-align: center;">= 20.00% ≅ 20%</p> <p>GTEC Target for GER is 25%</p> <p><i>Source of Population within 18-22 years: Ghana Statistical Service. September 19, 2020</i></p> <p><i>Source of Total Tertiary Enrolment: DMD, GTEC</i></p>

1.1.2 Gender Parity Index (GPI)

The Gender Parity Index (GPI)⁹ is a socio-economic index usually designed to measure the relative access to education of males and females. In its simplest form, GPI is the quotient of the number of females divided by the number of males enrolled in each 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 reflects the level of women's empowerment in society. The formula for calculating GPI is:

GPI= [Enrolment in Tertiary Education for females] / [Enrolment in Tertiary Education for males]

⁹ Education Indicators Technical Guidelines – UNESCO Report November 2009

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

Figure 3: Gender Parity Index for Tertiary Education in Ghana

GPI= [Enrolment in Tertiary Education for females] / [Enrolment in Tertiary Education for males]

Enrolment for Females = **274,448**

Enrolment for Males = **306,303**

Therefore, **GPI = 274,448 / 306,303**

= 0.90

GTEC Norm for GPI = 1

Source of Enrolment for Males and Females: DMD, GTEC

1.1.3 Number of Students in Tertiary Education Per 100,000 Inhabitants

This indicator denotes the number of students enrolled in tertiary education in a given academic year per 100,000 inhabitants. This indicator shows the general level of participation in tertiary education by indicating the proportion (or density) of students within a country's population.

A high number of students per 100,000 inhabitants indicate a generally high level of participation in tertiary education to a country's population. Figure 4 shows the number of students enrolled in tertiary education in Ghana for the 2020/2021 academic year per 100,000 inhabitants.

Figure 4: Number of Students Enrolled in Tertiary Education Institutions in a Given Academic Year per 100,000 inhabitants

Formula = [Total Tertiary Student Enrolment/Population] * 100,000] per 100,000 inhabitants.

Total Enrolment = **580,751**

Population = **30,792,608**

Therefore => $(580,751 / 30,792,608) * 100,000$

= **1,886.01** \cong **1,886 per 100,000 inhabitants.**

Source of Population:

<https://census2021.statsghana.gov.gh/presspage.php?readmorenews=MTQ1MTUyODEyMC43MDc1&Press-Release-on-Provisional-Results>

[Dc1&Press-Release-on-Provisional-Results](#)

Source of Total Enrolment: PPMED, GTEC

Data collected by the GTEC indicates that there are 1,886 students per population of 100,000. This level of participation in tertiary education is low, thus efforts should be made to promote access to tertiary education in Ghana.

1.1.4 Enrolment in Science and Arts-Related Programmes in Tertiary Education Institutions

In the 2020/2021 academic year, 225,847 students were enrolled in science-related (i.e., Applied Science, Technology, Agriculture, Engineering etc.) programmes, while 354,904 students were enrolled in arts-related (i.e., Business, Social Science, Humanities, etc.) programmes. Figure 5 presents data on the number of students enrolled in science and arts-related programmes. It also depicts the enrolment ratio of science and arts-related programmes as compared to the GTEC norm.

Figure 1: Enrolment in Science and Arts-Related Programmes

	Science	Arts
Total, Enrolment	225,847	354,904
%Norm	60	40
%Actual	39	61

Source: Data Management Department, GTEC

Figure 5 shows that the Science to Arts ratio is 39:61. The greater number of students in Arts-related programmes may be attributed to the fact that the majority of the private TEIs run Arts-related programmes only. Additionally, a high proportion of Senior High School (SHS) graduates apply to read Arts-related programmes in the public TEIs.

During the year under review, 225,847 students were enrolled in science-related programmes. Therefore, there was a 17.5% increase in enrolment in science-related programmes in the 2020/2021 academic year. For arts-related programmes, 354,904 students were enrolled, and this depicts an increase of annual enrolment of 0.1% in 2020/2021.

1.1.4 Graduate Output

In the year under review, data presented to GTEC indicates that 107,263¹⁰ students graduated from the various TEIs in Ghana. Fifty-six percent (56%) of the graduates were males whilst 44% were females. The distribution by programmes pursued by the graduates using the ISCED classification were as follows: Diploma programmes 38.3%, First Degree programmes 51.9%, Masters and MPhil degree programmes 9.6%, and PhD programmes 0.2%. Table 5 shows a breakdown of the graduates by the types of programmes in public and private tertiary education institutions according to ISCED levels.

Table 3: Number of Graduates By Type of Institution and ISCED Levels

Type of Programme	Number of Students			
	Public Institutions	Private Institutions	Total	Percentage (%)
Short-cycle level (ISCED 5)	37,203	3,846	39,733	38.3
Bachelor's or equivalent level (ISCED 6)	45,996	9,648	55,644	51.9
Master's or equivalent level (ISCED 7)	8,350	1,949	10,299	9.6
Doctoral or equivalent level (ISCED 8)	208	63	271	0.2
Total	91,757	15,506	107,263	100

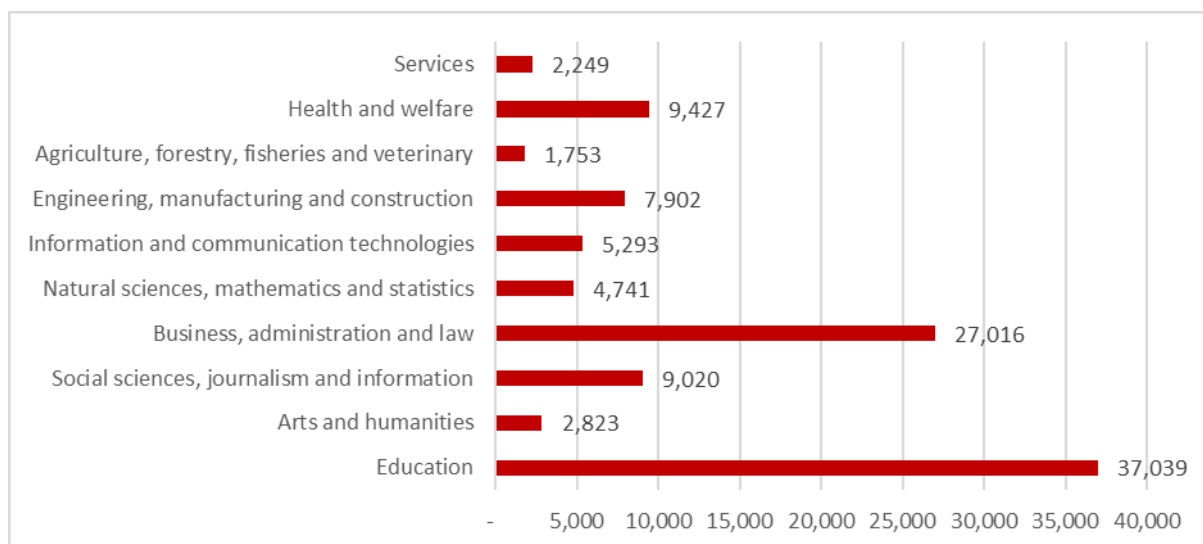
Source: Data Management Department, GTEC

Figure 6 shows the number of students who graduated in the year under review using the ISCED fields of education. It is worth noting that the last six years has seen consistent year-on-year growth

¹⁰ Data does not include NMAHTC (Public and Private)

graduation numbers (see Appendix 2). Thus it can be safely projected that in spite of the surge of the covid-19 pandemic, next graduation will produce more graduates than the year under review.

Figure 6: Graduate Students by ISCED Fields of Education



Source: Data Management Department, GTEC

1.2 Quantity and Types of Higher Education Institutions

Table 3: Quantity and Types of Higher Education Institutions

PUBLIC INSTITUTIONS	NUMBER	PRIVATE INSTITUTIONS	NUMBER
Universities	14	Universities (Universities, University Colleges, Tutorial Colleges, and Distance Education Institutions)	86
Technical University and Polytechnics	10	Colleges of Education	3
Colleges of Education	46	Nursing, Midwifery and Allied Health Training Colleges	5
Specialised/Professional Teaching Institutions	9		
Colleges of Agriculture	3		

Nursing, Midwifery and Allied Health Training Colleges	89		
Total	171	Total	94
Grand Total			265

Table 3 presents the number of Tertiary Education Institutions (TEIs) in Ghana and their classification. As of the time of collecting this data, the overall total number of TEIs were 265. The number of Public Tertiary Institutions are 171 and the Private institutions are 94. The institutions covered were Public Universities, Public Technical Universities, Public and Private Colleges of Education, Public Specialised/Professional Teaching Institutions, Private Universities (University, University Colleges, Tutorial Colleges, and Distance Education Institutions), Colleges of Agriculture and Public and Private Nursing, Midwifery and Allied Health Training Colleges.

1.3 Legal and institutional framework of higher education

The key legislation governing tertiary education based on which the Policies have been developed include the following:

1.3.1 *The 1992 Constitution of the Republic of Ghana*

Article 25 (1) gives all persons “the right to equal educational opportunities and facilities ...”, and Article 25 (1c) states that “higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by progressive introduction of free education”. Article 25(2) further provides that every person has “the right, at his own expense, to establish and maintain a private school at all levels and of such categories and in accordance with such conditions as may be provided by law”.

In addition, Article 38 of the Constitution obligates the Government to provide educational facilities at all levels and in all the Regions of Ghana and make those facilities available to all citizens to the greatest extent feasible. The State is obliged to provide equal access to university or equivalent education with emphasis on science and technology.

1.3.2 The United Nations Sustainable Development Goals

The UN Sustainable Development Goal 4, which is the overall goal for education and is endorsed by Ghana, is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The SDGs are internationally agreed development goals.

1.3.3 Africa Union Agenda 2063

The AU Agenda 2063 is the collective vision and roadmap for the transformation of Africa in the next 50 years developed under the guidance of the AU Commission. One of the seven aspirations of Agenda 2063 demands a commitment to speeding up actions to catalyze education and skills revolution and actively promote science, technology, research and innovation to building knowledge, human capabilities and skills to drive innovations and for the African country, among other things, to build and expand African knowledge society through transformation and investment in universities and other fields.

1.3.4 Education Act, 2008 (Act 778)

The Education Act, 2008 (Act 778) seeks to provide for the establishment of an educational system intended to produce well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens for the total development and democratic advancement of the nation. Act 778 places the education system into three progressive levels which include 'tertiary education' as education provided at universities, polytechnics or colleges of education.

1.3.5 Ghana Tertiary Education Commission (GTEC)

The Ghana Tertiary Education Commission (GTEC) Act, 2020 (Act 1023) established the Commission to, among other things, advise the Minister of Education on the development of tertiary education institutions, accreditation of institutions and publish information on tertiary education in Ghana. Act 1023 also enjoins the Board to recommend national standards and norms including standards and norms on staff, costs, accommodation, and time utilisation for approval by the Minister of Education; monitor the implementation of any approved national standards and norms by the institutions and publish information on tertiary education in Ghana.

1.3.6 The Commission for Technical and Vocational Education and Training (CTVET)

The Commission for Technical and Vocational Education and Training was established by the Education Regulatory Bodies Act 2020 (Act 1023). The mandate of CTVET is to regulate, promote and administer technical and vocational education and training for transformation and innovation for sustainable development.

1.3.7 The Ghana Education Trust Fund Act, 2000 (Act 581)

GETFund pursuant to the Ghana Education Trust Fund Act, 2000 (Act 581)

makes available funds for infrastructure, human resource capacity building and research in TEIs through the NCTE.

1.3.8 Students Loan Trust Fund Act, 2011 (Act 820)

The Students Loan Trust Fund was established by the Students Loan Trust Fund Act, 2011 (Act 820) to administer and manage loans in a manner that ensures that eligible students in accredited institutions have equal financial access to tertiary education.

1.3.9 Laws establishing Tertiary Institutions

- Acts of Public Universities: Public Universities were established by individual Acts.
- The Colleges of Education Act, 2012 (Act 847): The Colleges of Education Act, 2012 (Act 847) elevated teacher training colleges to tertiary status, and designated them as Colleges of Education.
- The Polytechnics Act, 2007 (Act 745): Overarching law for Polytechnics.
- The Technical Universities Act 2016 (Act 922); Technical Universities (Amendment) Act, 2018 (Act 974): Overarching law for Technical Universities.
- Private Universities: Fully fledged private universities have their own Charters.

Current challenges in higher education

Challenge 1.

One of the major challenges that beset the higher educational sector is infrastructural deficit. There has been increased enrolment without corresponding increase in infrastructure. In view of this most students are clustered into lecture halls that should accommodate lesser students. Residential accommodation is also limited to only a fraction of students leaving many students staying outside campus. This to a large extent affect academic performance and general wellbeing of students.

Challenge 2.

Another challenge that confront the tertiary education space is the imbalance of students offering science vis-a-vis those in humanities. The Education Strategic Plan (ESP) 2018-2030 clearly outlines Ghana's vision and goals for the education sector and detailed strategies to achieve these goals. One key policy objective in the ESP is to achieve a 60:40 Science: Humanities ratio favouring science at the tertiary level. However, only about 12% of students at the Senior High Schools are studying science, making the 60:40 Science: Humanities ratio at the tertiary almost impossible.

Challenge 3.

Delay in the release of subvention or funds to the tertiary institutions is another challenge that confront higher educational sector in Ghana. Institutions mandated to provide funds at certain intervals are unable to release funds as expected. This has dire consequences on the performance of the tertiary institutions.

Towards 2030 and beyond: recommendations for the future

Recommendation 1.

To address the infrastructure deficit, the government is taken steps to put up infrastructure in the tertiary education institutions through Ghana Education Trust Fund (GETFund) to augment the existing infrastructure. Currently, each of the all 46 Colleges of Education are benefiting from a 400-bed ultra-modern residential accommodation facility fully sponsored by GETFund. It is heavily recommended that the government partners with the private sector for Build Operate and Transfer (BOT) and other Public Private Partnership (PPP) arrangements to bridge the infrastructural deficit.

Recommendation 2.

To address the challenge of Science: Humanities ratio, it is recommended that the government pursues the following strategies;

- a. First, we will consider a review of the Senior High School (SHS) Curriculum to make it dynamic or flexible to enable students to change their minds to study any programme at the university. For example, it should be seamless for a Business student to switch to science at the university because of the preparatory courses he might have taken at the SHS.
- b. We will also introduce a Pre-Science, Technology, Engineering, and Mathematics (Pre-STEM) programme, which will admit all non-science students desirous of studying any STEM-related field and prepare them for one year before enrolling in any Science programme at the tertiary level.
- c. Invest more resources in building new science SHS and equipping existing schools with logistics required to promote science at the schools. We will also work with the teacher training institutions to train more science teachers to handle the increasing student numbers in science. This will help increase the number of science students in the pipeline for tertiary education.

Pursuing the above strategies can significantly improve the 12% story at the Senior High Schools and ultimately help achieve the 60:40 Science: Humanities ratio at the tertiary level.

Recommendation 3

To deal with the delays in the release of the subventions or funds, it is recommended that the Ministry of Education through GTEC prepares a detailed Cash Flow Plan and highlights those funds' cash flow timing and criticality. The timing of the funds will consider all the bureaucratic processes we need to go through. After preparing this detailed cash flow plan, we will engage the Chief Director of the Finance Ministry to assist in the implementation of the plan and also declare them as priority payments since the lives of the students depend on it.

Annexes

Annex 1

Student Enrolment in the Tertiary Education Institutions by Type of Institution and Gender for Ten Years

TYPE OF INSTITUTION	2015/2016			2016/2017			2017/2018			2018/2019			2019/2020			2020/2021		
	NUMBER OF STUDENTS			NUMBER OF STUDENTS			NUMBER OF STUDENTS			NUMBER OF STUDENTS			NUMBER OF STUDENTS			NUMBER OF STUDENTS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public Universities	135,139	84,457	219,596	156,413	102,256	258,669	147,170	96,909	244,079	164,186	119,872	284,058	178,200	138,827	317,027	187,611	145,175	332,786
Public Technical Universities and Polytechnics	34,688	18,077	52,765	33,365	17,567	50,932	32,707	19,826	52,533	31,095	19,744	50,839	34,303	22,307	56,610	39,898	23,830	63,728
Public Colleges of Education	23,611	19,142	42,753	24,041	20,772	44,813	25,664	22,489	48,153	25,434	22,651	48,085	24,888	22,697	47,585	26,107	27,213	53,320
Private Colleges of Education	4,241	3,578	7,819	2,721	2,475	5,196	3,043	3,095	6,138	2,970	4,124	7,094	3,242	4,545	7,787	2,318	3,523	5,841
Public Specialised Institutions	7,213	6,065	13,278	5,692	4,631	10,323	6,265	4,993	11,258	5,831	5,957	11,788	6,026	6,500	12,526	5,945	6,292	12,237
Private Universities (University, University Colleges, Tutorial Colleges etc.)	41,234	30,093	71,327	37,350	28,672	66,022	36,455	26,997	63,452	37,208	27,580	64,788	35,786	27,459	63,245	32,332	29,324	61,656
Public Nursing, Midwifery and Allied Health Training Colleges	3,574	10,027	13,601	1,634	4,691	6,325	4,263	12,675	16,938	6,729	21,581	28,310	10,114	30,366	40,480	10,949	38,098	49,047
Private Nursing and Midwifery Training Colleges	159	661	820	270	668	938	147	385	532	140	397	537	427	630	1,057	397	700	1,097
Colleges of Agriculture	143	20	163	652	108	760	513	97	610	536	113	649	570	158	728	746	293	1,039
Total	250,002	172,120	422,122	262,138	181,840	443,978	256,227	187,466	443,693	274,129	222,019	496,148	293,556	253,489	547,045	306,303	274,448	580,751
Enrolments from Public Universities																		
Regular	99,644	55,758	155,402	107,076	60,660	167,736	106,988	60,995	167,983	114,442	74,137	188,579	127,562	85,752	213,314	146,065	99,820	245,885
Distance	27,217	22,044	49,261	43,367	36,752	80,119	34,689	31,000	65,689	43,349	40,095	83,444	43,529	43,657	87,186	32,813	33,063	65,876
Sandwich	8,278	6,655	14,933	5,970	4,844	10,814	5,493	4,914	10,407	6,395	5,640	12,035	7,109	9,418	16,527	8,733	12,292	21,025
Total	135,139	84,457	219,596	156,413	102,256	258,669	147,170	96,909	244,079	164,186	119,872	284,058	178,200	138,827	317,027	187,611	145,175	332,786
Enrolments from Private Universities																		
Regular	-	-	-	-	-	-	-	-	-	35,073	26,239	61,312	33,710	25,999	59,709	29,534	27,967	57,501
Distance	-	-	-	-	-	-	-	-	-	377	333	710	445	360	805	571	375	946
Sandwich	-	-	-	-	-	-	-	-	-	1,758	1,008	2,766	1,631	1,100	2,731	2,227	982	3,209
Total	-	-	-	-	-	-	-	-	-	37,208	27,580	64,788	35,786	27,459	63,245	32,332	29,324	61,656
Enrolments from Public Specialised Institutions																		
Regular	-	-	-	-	-	-	-	-	-	-	-	-	5,894	6,389	12,283	5,812	6,157	11,969
Distance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sandwich	-	-	-	-	-	-	-	-	-	-	-	-	132	111	243	133	135	268
Total	-	-	-	-	-	-	-	-	-	-	-	-	6,026	6,500	12,526	5,945	6,292	12,237

Annex 2

GRADUATE DATA BY GENDER IN THE TERTIARY EDUCATION INSTITUTIONS FROM 2015/2016 TO 2020/2021

TYPE OF INSTITUTION	2015/2016			2016/2017			2017/2018			2018/2019			2019/2020			2020/2021		
	NUMBER OF STUDENTS			NUMBER OF STUDENTS			NUMBER OF STUDENTS			NUMBER OF STUDENTS			NUMBER OF STUDENTS			NUMBER OF STUDENTS		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public Universities	22,404	17,341	39,745	30,325	20,632	50,957	34,460	21,886	56,346	35,040	19,786	54,826	30,489	25,502	55,991	31,196	25,651	56,847
Public Technical Universities and Polytechnics	9,353	5,501	14,854	9,842	5,653	15,495	8,665	4,668	13,333	9,458	5,345	14,803	7,895	4,055	11,950	9,863	6,005	15,868
Public Colleges of Education	4,803	3,594	8,397	7,604	5,623	13,227	7,305	5,159	12,464	7,670	6,703	14,373	8,497	7,544	16,041	7,845	6,637	14,482
Private Colleges of Education	1,050	1,041	2,091	1,102	1,130	2,232	1,088	1,129	2,217	787	737	1,524	585	608	1,193	525	610	1,135
Public Specialised Institutions	1,010	435	1,445	1,669	1,520	3,189	2,328	1,368	3,696	1,839	1,851	3,690	1,996	2,021	4,017	2,190	2,189	4,379
Private Universities (University, University Colleges, Tutorial Colleges etc.)	11,482	7,821	19,303	10,673	7,333	18,006	9,953	8,007	17,960	9,909	7,374	17,283	10,274	6,206	16,480	8,451	5,920	14,371
Public Nursing, Midwifery and Allied Health Training Colleges	681	959	1,640	377	927	1,304	733	2,806	3,539	-	-	-	-	-	-	-	-	-
Private Nursing and Midwifery Training Colleges	22	16	38	48	134	182	10	64	74	-	-	-	-	-	-	-	-	-
Colleges of Agriculture	44	1	45	234	24	258	42	3	45	-	-	-	37	12	49	140	41	181
Total	50,849	36,709	87,558	61,874	42,976	104,850	64,784	45,090	109,874	64,703	41,796	106,499	59,773	45,948	105,721	60,210	47,053	107,263

Note:

Refers to Data Unavailable