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Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard

An ESRC/DFID Poverty Reduction Programme Research Project

Executive Summary of Research Report

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http://www.sussex.ac.uk/education/cheer/wphegt

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Abbreviations

AA	Affirmative Action
EFA	Education for All
ESC	Equity Scorecard
ESRC	Economic and Social Research Council
GER	Gross Enrolment Rate
HE	Higher education
HEI	Higher education institution
IOM	International Organisation on Migration
MDGs	Millennium Development Goals
NGO	Non-governmental organisation
PHE	Private higher education
SES	Socio-economic status
SRHE	Society for Research into Higher Education
SSA	Sub-Saharan Africa
STEM	Science, Technology, Engineering and Mathematics
UKFIET	United Kingdom Forum for International Education and Training
WP	Widening participation

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Executive Summary

Introduction

This three-and-a-half year ESRC-DFID funded project, (RES-167-25-0078) 'Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard,' is a new evidence base that contributes to making higher education more socially inclusive in sub-Saharan Africa (SSA) (**http://www.sussex.ac.uk/wphegt**). It was a mixed methods study of one public and one private case study university in each country, combining:

- 200 student life history interviews, comprising interviews with 119 students from public universities and 81 from private universities, registered on different programmes and coming from a diversity of backgrounds including under-represented groups such as women, mature, low socio-economic status and disabled students. Students were asked about their experiences of primary, secondary and higher education, and about their motivations, transitions, support, decision-making and first impressions of higher education, its impact on them and their future plans.

- 200 key staff and policymakers interviews, comprising 172 semi-structured interviews with senior academics, lecturers and staff working closely with students in the four case study institutions and 28 interviews with policymakers. Academic staff and policymakers were asked about policies, interventions, strategies and challenges for widening participation, and the part that their universities had played in working towards the Millennium Development Goals.

- 100 Equity Scorecards compiled largely from raw data on admission/access, retention, completion and achievement, for four programmes of study in relation to three structures of inequality: gender, socio-economic status (SES) and age.

The research questions included: investigating which social groups are currently and traditionally under-represented as students in the case study institutions and whether these correlate with wider national and international patterns of social exclusion; how the case study institutions are interpreting and responding to the Millennium Development Goals; and if there is a relationship between learners' prior experiences of education, their socio-economic backgrounds and their experiences and achievement in education. Questions have also been posed about what mechanisms for support have been put in place for 'non-traditional' students to facilitate retention and achievement and how 'non-traditional' students might experience these interventions. Diverse stakeholders have been asked about their perceptions of the main barriers to participation for under-represented groups and what strategies the case study institutions can develop to improve the recruitment, retention and achievement of students from non-traditional backgrounds.

Via the field work and its analysis, the project has produced statistical data on patterns of participation, retention and achievement and has aimed to build theory about socio-cultural aspects of higher education in Ghana and Tanzania.

Summary of Research Findings

1. Policy: Widening Participation, the Millennium Development Goals, and Monitoring and Evaluation

1. **Widening participation** (WP) was supported by staff and policymakers in both countries. They were keen to include more women and students with low socio-economic status (SES), and mature and disabled students. However, they also expressed considerable concerns about the unfunded expansion of African higher education and its consequences *e.g.* lack of resources, overcrowding, staff overwork, and the threat to quality and standards.

2. **Admissions procedures** were the most common cause of concern in both countries *e.g.* staff argued that more flexibility in relation to cut off points was needed, particularly in STEM (Science, Technology, Engineering and Mathematics) subjects, if participation was to be widened.

3. Some programmes monitored only gender in their admission procedures, and not socio-economic status, age or disability. Even when gender was monitored, there were still some disturbing patterns left unchecked. Our Equity Scorecards on applications and admissions suggest that, in some programmes *e.g.* the B.Sc. Agribusiness Management at the Ghanaian private university, the percentage of women applicants accepted was significantly lower than men's, even when a high proportion of women reached the minimum standards to enter university (See Equity Scorecards 10 and 11).

   Other programmes *e.g.* the B.Sc. Optometry at the Ghanaian public university and the B.Sc Engineering at the Tanzanian public university had reasonable participation rates for women, but very low participation rates for students from low SES backgrounds and mature students. Our Equity Scorecards suggest that the major route into higher education for many such students is via Education programmes. In Africa, Education has a low exchange rate in the labour market.

4. **Monitoring and Evaluation** was uneven and unsystematic. Widening participation is a policy goal in both countries, but it was not being monitored in terms of student retention and completion, or in relation to a range of social indicators. Monitoring tended to concentrate narrowly on gender and access. Most of the comments about policy successes in widening participation were drawn from academic staff's professional experiences, rather than from systematic monitoring procedures of strategic interventions such as pre-entry courses in science, lower cut-off points for women, mature entry routes and quotas for students from low SES backgrounds.

5. **Support** ranged from the provision of counselling services to a national loan scheme. While many students – especially those from low SES backgrounds – provided evidence that their participation had been dependent on loans and bursaries, other structured interventions for support had not been evaluated in relation to their success in facilitating retention and completion. Some students appreciated the support that they had received *e.g.* from lecturers and the loans board. However, there were also complaints of unsupportive lecturers and a lack of learning resources and facilities, including libraries

and IT. Many students had experienced problems with assessment, fees and poor, or lack of, residential accommodation.

6. **Private Higher Education** (PHE) was seen by staff and policymakers as a mechanism for increasing participation. However, there was much concern among public university staff and policymakers about quality, standards, staffing and the relationship with the public universities, *i.e.* poaching or sharing staff, and equivalent degree standards. Discourses of loss were present in many student narratives in PHE in both countries, *e.g.* missed opportunity to enter higher status public university universities, loss of status, with some seeing PHE as second choice.

7. **The Millennium Development Goals (MDG)** were not widely related to higher education by academic staff. Policymakers who were more immersed in policy discourses were more likely to use the terminology of MDG. However, when asked why participation should be widened in higher education, many academic staff did cite poverty alleviation, national development and social inclusion, suggesting that there was a general, if implicit, support for the substance of MDG.

Recommendations

1. Management information - the need for systematic collection and analysis of data on retention and achievement as well as access, disaggregated by gender, age, socio-economic status (SES) and disability, for monitoring purposes and strategic planning.
2. Monitoring and evaluation - of admissions procedures, including for the purpose of facilitating the admission of students from under-represented groups who meet the minimum entry requirement. This should also be applied to retention, completion and achievement.
3. Quality assurance - enhanced monitoring, accountability and quality assurance of public and private higher education institutions is needed. This should include student centred-services and structured systems for student feedback.
4. Capacity and resourcing issues - policy and management action to be taken to ensure that human and learning resources are allocated commensurately with student numbers in order to ensure quality of the learning environment.

2. Growing Up

Schooling

1. **Lack of teachers** in state primary and secondary schools led to early years' educational under-achievement, especially for students from deprived/ disadvantaged areas.

2. **Lack of STEM teachers,** particularly in state and girls' schools, leading to a small pool of students qualified to enter STEM subjects in university.

3. **Violence** was widely reported *i.e.* abuse, bullying and corporal punishment in primary and secondary schools in both countries, but particularly in Ghana. This was reported as physically and emotionally damaging, and produced lifelong negative associations between education, violence and humiliation.

4. **Lack of teacher professionalism** was reported widely in both countries and in both primary and secondary schools *e.g.* absenteeism, constructing students as unpaid domestic and agricultural labour; not teaching classes and then charging for tuition; inappropriate relationships with students.

5. **Rural areas** often had poor quality and inaccessible state schools. Class sizes were large, often multigrade, and facilities and pedagogy were often poor.

6. **Children from low socio-economic groups** were disadvantaged in myriad ways *e.g.* lack of family capital to pay school fees, books, uniforms and transport to schools. In the rural areas they frequently had to contribute to the family economy via agricultural and domestic responsibilities. This often excluded them from education.

Family

1. **Support from mothers at the primary school** stage was commonly reported. This took the form of encouragement, rewards for educational successes with food *e.g.* cakes, biscuits and sweets, and emotional support. However, as family budgets were often controlled by fathers, **paternal support** in two-parent families usually determined educational participation at every stage from basic to higher education.

2. **Socio-cultural factors** including polygamy, extended families, divorce, bereavement and violence were reported in both countries by all categories of students. Sometimes the extended family worked against educational participation as financial resources were spread thinly. On other occasions, aunts, uncles and cousins who had experienced HE acted as role models, and provided alternative reference points.

3. **Families' social and material capital** often constructed educational aspirations. Some of the students interviewed from non-deprived backgrounds had been encouraged and supported from an early age to aspire and prioritise education. This encouragement took the form of help with school choice (*e.g.* private sector), advice from a wide network of professional relatives and friends, and financial and moral support. Many of the students from deprived schools/regions had entered higher education despite the absence of such support: they entered as a result of their personal effort and determination as mature students after periods of employment, or with bursaries and loans. Students from low SES backgrounds were frequently motivated to pursue their education in order to escape poverty and 'become a somebody' (Wexler, 1992)[1].

Recommendations

Ministries of Education in both countries to develop and monitor:
1. A code of professional ethics for teachers in primary and secondary schools;
2. Professional development for teachers, especially on social inclusion issues;
3. More robust quality assurance of primary and secondary education, inspection and audit arrangements;

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[1] Wexler, P. (1992) *Becoming a Somebody: Toward a Social Psychology of School*, Basingstoke, Burgess Science Press.

4. Adequate supply of trained teachers and facilities particularly for schools in rural and deprived regions and improved access to good quality science teaching, especially for girls.

3. Higher Education

1. **Positive and enabling experiences** were reported by students in both countries and in all case study universities: *e.g.* supportive and accessible lecturers, enjoyable and well-taught programmes of study, good relations with students, independent learning, self-confidence, self-efficacy and the development of social capital in the form of networks.

2. **Negative experiences** were also reported widely: *e.g.* lack of, or poor quality, facilities and resources, large classes, poor pedagogy, lecturers' lack of professionalism, problems with assessment, favouritism and corruption, and lack of transparency in admissions procedures and student loan entitlements. The aspect of higher education that created the strongest positive and negative feelings was assessment. Many experienced it as unstable and unreliable, incorporating few quality assurance service-level agreements. Nevertheless, failure and success were important indicators of academic and learner identities in both countries.

3. **The symbolic power of being a student** was evident in both countries. In spite of many negative and unsatisfactory experiences, the desire for social mobility, status and employability drove students to enter and persist in higher education. Most wanted to continue into postgraduate study and/or pursue a profession. At the same time many students perceived graduate status as an important distinction that would bring them social and material rewards.

4. **Higher education was perceived as both a public and a private good** (Singh, 2001)[2]. Some students were motivated by a commitment to social responsibility and using their skills to help deprived communities. Others, from both countries, had ambitions to contribute to national development by using their skills and competencies in the knowledge society and thus bring their countries out of low-income status. Many conceptualised HE as a vehicle for achieving a comfortable lifestyle for themselves and their extended families.

Recommendations

Quality assurance procedures should be introduced and audited to:

1. Ensure consistent educational experiences and standards for students via service-level agreements and student-centred services;
2. Monitor staffing and resourcing issues;
3. Review admissions procedures;
4. Review assessment procedures *e.g.* double marking, external examiners' system, grade criteria;

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[2] Singh, M. (2001) Reinserting the 'Public Good' into Higher Education Transformation. *Globalisation and Higher Education - Views from the South* University of Cape Town, South African Council of Higher Education.

5. Provide professional development of lecturers *e.g.* academic practice, working with diverse learning groups, ethical and professional conduct;

6. Apply stronger codes of professional conduct, especially in cases of sexual harassment, with sanctions for offenders and support mechanisms for victims, including protection against possible ensuing victimisation;

7. Provide more structured support for 'non-traditional' students including academic literacy programmes, access courses, buildings to be made accessible for disabled students, peer mentoring and buddy arrangements. These provisions should be evaluated in terms of take-up as well as quality.

4. Structures of Inequality

Gender

1. **The transformative and instrumental potential of higher education** was noted by many female students *e.g.* securing financial independence, professional identity and status.

2. **Sexual harassment in higher education** was reported by staff and students, particularly in relation to male tutors pressurising female students for sex in return for grades. This was to the detriment of female students' physical and emotional well-being and had an impact on their learner identities. It also deterred them from seeking tutorial support from male tutors or making themselves visible in class. Many male students - especially in Ghana - lacked awareness of gender and power. Some accused female students of complicity *e.g.* using their sexuality to obtain higher grades. This undermined women's learner identities as their achievements were attributed to a form of prostitution, rather than to academic ability.

3. **Harassment from male students was reported by female students in both countries.** Some male students pressured female students sexually and also appropriated female students' domestic labour expecting a range of services *e.g.* cooking, laundry. Responding to these assumptions and expectations about their role disturbed and distracted women from their studies. This environment left them with limited lifestyle choices *e.g.* having a boyfriend was the norm, and those women who did not succumb to this pressure were stigmatised/ marginalised.

4. **Facilitating women's entry to STEM subjects** was often seen by academic staff and policymakers in both countries as a goal for widening participation. However, women's representation in the STEM programmes was still low – for instance, the average female enrolment across the levels was 20.23% on the B.Ed. Maths programme and 24.88% on the B.Sc. Engineering programme in Tanzania, and, in Ghana, 26.18% on the B.Sc. Optometry programme and 11.38% on the B.Sc. Agri-Business Management programme. Entry rates of mature and low SES female students were particularly low.

5. **Affirmative action programmes** such as the scheme to promote women's entry to the B.Sc. in Engineering in the Tanzania public university had been successful in increasing the number of women in the programme. However, when gender was intersected with age and SES, participation rates of low SES and older women were shown to be very low (See ESC 1). Many male students perceived affirmative action as a form of reverse

discrimination and favouritism, particularly in Ghana, where it was not as formally executed as in Tanzania.

6. **Social difficulties** were reported by some women who did succeed in entering STEM programmes *e.g.* their minority status in class, and also in wider society, where STEM subjects were seen as incompatible with socially constructed feminine identities.

Poverty

1. **Students from low SES backgrounds** were severely under-represented on all the programmes in the universities studied. The subject area of Education attracted the most students from low SES in both countries. While this is an important pathway, it is also a profession in Africa with a low exchange rate in the labour market, thus reinforcing economic hierarchies.

2. **The completion and achievement of students** from low SES backgrounds was similar to that of more privileged students after entering HE. The main obstacle to overcome was access – to get into HE in the first place. They faced a range of barriers to education in general, and to higher education in particular. These included lack of parental social and material capital, lack of schools, especially in rural areas, and limited opportunities to develop the capacity to aspire (Appadurai, 2004) *e.g.* lack of role models, the pressing labour needs of rural economies.

3. **Formal financial support** including government loans and bursaries from the state and from the international donor community were of major importance in facilitating entry of this social group.

4. **Management information systems** did not include data on the SES of students in any of the case study universities in relation to access, retention and achievement. Only gender was routinely recorded, and age erratically recorded. This study had to rely on the collection of raw data on students' SES for the Equity Scorecards

Age

1. **Interrupted or truncated educational histories** were reported by many mature students. Many had entered HE to improve their life chances and fulfil ambitions that their families were unable to fund at earlier stages of their lives.

2. **Age and attainment in basic education** do not usually correlate in Africa, and multi-grade classes are common. However, many mature students experienced the learner identity of 'other', with higher education experienced as an off-time event. Some mature students felt that the ideal student was perceived to be the younger student without family responsibilities and with normative educational trajectories.

3. **Different modes of delivery** *e.g.* part-time, evening and weekend programmes, particularly in the private universities, facilitated participation of mature students. However, many experienced the strain of learning while earning.

4. **Mature students were severely under-represented in most programmes in both countries** except for the B. Education (Primary) at the public university in Ghana, the B. Ed. Maths at the private university in Tanzania and, to a lesser extent, the B. Business Administration in the private university in Tanzania. Age was not monitored in any of the case study universities in relation to either retention or achievement. This study had to collect raw data on the age of students for the Equity Scorecards.

Disability

1. **Physical and cultural challenges** were revealed in the eleven life history interviews with disabled students. Seven were from the public and two from the private universities in Tanzania. There was one from each of the public and private universities in Ghana. There were the problems of access to the built environment and learning resources and also of attitudes, ignorance and prejudice; but also great pride in what they had achieved against the odds.

2. **Educational success** was perceived as a way of mitigating some of the problems associated with disability *e.g.* financial independence, negative social status. Many students had had a lifetime of struggle to enter educational provision, and had to demonstrate their learning capacity in the face of marginalisation and prejudice.

3. **Lack of structured support for students with disabilities** was widely reported by students and by academic staff *e.g.* resources in Braille, loop systems. Academic staff in Tanzania discussed disability more widely than in Ghana. In Ghana, twenty- five academic staff in the public university, seven in the private university and three policymakers discussed under-representation, barriers, enablers and challenges for disabled students. In Tanzania forty- two academic staff in the public university, twenty-five in the private university and ten policymakers did so. In both countries they identified barriers in terms of physical access to environments designed for the able-bodied, and social barriers such as prejudices and cultural mythologies, to describe many of the challenges.

4. **Lack of policy attention**. While there was a strong discourse of disability and disadvantage in both countries, it is a structure of inequality that does not appear to have received significant policy or research attention in relation to higher education in sub-Saharan Africa.

Recommendations

1. Robust management information systems need to be set up and maintained in all the case study universities to monitor structures of inequality in relation to educational outcomes. The Equity Scorecards could be used to inform this process. The uneven participation rates of female, older and low socio-economic status students in different programmes of study should be investigated and monitored.
2. The application of stricter codes of professional conduct is needed, especially in cases of sexual harassment, with sanctions for offenders and support mechanisms for victims, including protection against possible ensuing victimisation.
3. Introduction of training programmes for staff, to develop awareness and skills relating to WP, and to ethical and professional conduct.

4. More structured support for 'non-traditional' students needs to be available *e.g.* academic literacy programmes, access courses, adaptive aids, buildings to be made accessible for disabled students, peer mentoring and buddy arrangements.

5. Equity Scorecards: Summary of Findings

Access

1. The admissions process on some programmes such as the B.Sc. Agri-Business Management in Ghana seems to be indirectly discriminating against women who are disproportionately rejected compared to men with similar qualifications. This offers scope for affirmative action, *e.g.* assisting women who meet the minimum entry criteria to enrol.

2. Variations between programmes in the numbers of women, students from low SES backgrounds and mature students are suggestive of particular lines of inquiry. For example, the private university in Tanzania enrolled many more mature students than the private university in Ghana. The public university in Tanzania enrolled very few mature students, whereas the public university in Ghana had large numbers only on certain programmes (especially Education). This offers scope for a review of institutional policies and procedures. Such variations highlight the need to examine admissions criteria and procedures, the design of programmes (including mode of delivery) and their promotion to under-represented groups.

3. Students from low SES backgrounds were under-represented on all programmes, and were nearly, or totally, absent from some programmes. This suggests that schemes to assist young people from disadvantaged backgrounds to enter higher education (such as quotas) are not working and that WP efforts need to target this group more effectively.

4. Across all four universities, mature students were predominantly male (with the exception of B. Management Studies at the public Ghanaian university and B.Sc. Human Resources Management at the private Ghanaian university). Mature students from low SES backgrounds were almost totally absent except on the B. Education (Primary) in Ghana. This suggests the need for WP initiatives to target mature women and men and women from disadvantaged backgrounds more effectively.

Retention

1. In both countries, the rate of withdrawal of mature students was much higher than that of the cohort as a whole on all the programmes for which data were available[3]. This suggests that, even when mature students gain access to HE, they still face difficulties in progressing and completing their degree programmes. Their progression and completion rates need to be monitored carefully and support targeted where appropriate.

2. In Ghana, fewer low SES students withdrew than other categories of students on all but one programme (B. Management Studies). In Tanzania, slightly more withdrew on the

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[3] Data were not available on retention from the private university in Tanzania and data on the withdrawal of mature students on the B. Commerce in the public university were incomplete.

B.Sc. Engineering than other categories. Elsewhere, retention was as good as, or better than, that of other categories. Overall, therefore, we can conclude that once low SES students gain access to HE, they do well.

3. Women's retention compared to men varied across programmes; on some it was higher, on others lower. On the B.Sc. Engineering in Tanzania, nearly four times as many men as women withdrew and more men withdrew on the B. Science with Education. Women, therefore, appear overall to do as well as men, including in traditional male subject areas.

Achievement

1. Students from low SES backgrounds performed overall as well as, and in a few cases significantly better than, others in their respective cohorts. In Ghana, on the six programmes where they were enrolled, a higher number achieved second class degrees; and in the public university many more were awarded first class degrees. In Tanzania, the numbers who achieved both first and second class degrees varied compared to the cohort but was broadly similar.

2. The percentage of mature students achieving second class degrees was lower than for their respective cohorts on all five programmes in Ghana where they were enrolled. In Tanzania, they did better on two out of the seven programmes where they were enrolled, and the same as other groups in one (B.Ed. Maths).

3. A higher percentage of women gained second class degrees than men on ten out of the 15 programmes for which degree results are available, including the B.Sc. Optometry and B.Sc. Accountancy, traditional male areas of study. However, slightly more men achieved first class degrees on the six programmes where they were awarded, except on the B. Business Administration, where more women did.

Recommendations

The above findings, especially as they relate to mature and low SES students, highlight the need for more systematic management information data to be collected in relation to under-represented groups. Data on access, retention and completion, disaggregated by gender, SES and age, need to be routinely collected and scrutinised. WP policies and initiatives intended to address the under-representation of certain groups need to be closely monitored and evaluated.

Conclusion to Executive Summary

This mixed methods study sought to investigate the nature, scale and effectiveness of widening participation initiatives in two universities, one public and one private, in Ghana and two in Tanzania. Life history interviews with 200 students from diverse backgrounds explored the influence of early schooling and family life on their aspirations for higher education, their experiences to date of higher education, and perceived barriers to the participation of 'non-traditional' students. A further 200 semi-structured interviews with national policymakers and staff of the four universities gathered information on widening participation policies, interventions, strategies and challenges, and the part that the universities had played in working towards the Millennium Development Goals.

Alongside the qualitative data, the project gathered raw data on admission/access, retention, completion and achievement in each institution, for four programmes of study in relation to three structures of inequality: gender, socio-economic status (SES) and age. From the data, the project has produced a series of Equity Scorecards which illustrate patterns of participation by three under-represented groups: female students, students from low socio-economic backgrounds and mature students, on the selected programmes. The main findings include:

- despite increasing numbers entering HE, women were still in the minority and numbers were low on certain programmes;
- numbers of mature students were very low except on certain programmes and they tended to be male;
- most programmes enrolled extremely small numbers of students from low socio-economic backgrounds, and some had none at all;
- mature students from low socio-economic backgrounds, mature women, and low SES women were particularly under-represented;
- a higher number of mature students withdrew from their programmes relative to the cohort as a whole and they tended to achieve lower degree classifications.
- fewer low SES students withdrew and they performed as well as, and sometimes better than, other groups;
- in Tanzania, in the programmes we studied, the private university admitted more mature students than the public university. In Ghana, it was the opposite;
- in both countries, private universities tended to admit a higher proportion of women than public universities but there were significant variations of participation rate between programmes.

The study concludes that universities and policymakers need to commit themselves to rigorous monitoring and evaluation of WP initiatives and to the collection and scrutiny of data disaggregated by gender, SES and age (and disability), so that they can more effectively monitor participation by under-represented groups and develop strategies to improve their recruitment, retention and achievement. Counting more students into higher education is important, but it is also crucial that all students access provision of a high and consistent standard. Quality and equality need to be intersected.

ANNEX 1: Equity Scorecards

ESC 1: Access to B.Sc. Engineering according to Age, Gender and Socio-Economic Status at a Public University in Tanzania by Levels in 2007/2008

B.Sc. Engineering	Men	Women	Low SES			Age 30 or over			Mature and Low SES		
			Total	Men	Women	Total	Men	Women	Total	Men	Women
Level 100	73.96	26.04	8.85	6.88	1.97	0.98	0.49	0.49	0.00	0.00	0.00
Level 200	75.05	24.95	10.14	8.77	1.36	1.36	0.19	1.17	0.00	0.00	0.00
Level 300	76.83	23.17	9.82	9.07	0.76	1.76	1.26	0.50	0.25	0.25	0.00
Level 400	74.66	25.34	10.78	9.70	1.08	4.31	2.70	1.62	1.08	0.81	0.27

(Column header: % of Students on the Programme)

ESC 10: Applications and Admission to Four Programmes at a Ghanaian Private University in 2007/2008 Disaggregated by Gender

Programme	Number of Applicants			% of Women Applicants	Reason for rejection				% of Applicants Accepted		
	Total	Men	Women		Women		Men		All	Women	Men
					BC	NMC	BC	NMC			
B.Sc. Economics	391	267	124	31.71	52.73	47.27	49.58	50.42	11.51	11.29	11.61
B.Sc. Human Resources Management	1575	567	1,008	64	46.53	53.47	52.27	47.73	14.41	14.29	14.64
B.Sc. Agri-Business Management	102	81	21	20.59	50.00	50.00	52.94	47.06	13.73	4.76	16.05
B.Sc. Accountancy	1050	620	430	40.95	35.47	64.53	33.72	66.28	15.25	12.79	16.96

BC: Percentage of women or men applicants rejected because they did not meet the cut-off point assigned by the university to the particular program applied.

NMC: Percentage of women or men applicants rejected because they did not meet the criteria to enter the university.

ESC 11: Applications and Admission to Four Programmes at a Ghanaian Public University in 2007/2008 Disaggregated by Gender

Programme	Number of Applicants			% of Women Applicants	Reason for rejection				% of Applicants Accepted		
					Women		Men				
	Total	Men	Women		BC	NMC	BC	NMC	All	Women	Men
B. Commerce	930	707	223	23.98	93.37	6.63	93.40	6.60	19.35	19.28	19.38
B. Management Studies	971	675	296	30.48	97.14	2.86	94.55	5.45	16.37	17.91	15.70
B. Education (Primary)	239	171	63	26.36	22.86	77.14	28.57	71.43	53.14	44.44	56.25
B. Sc. Optometry	99	85	14	14.14	100.0	0.00	85.07	14.93	26.26	57.14	21.18

BC: Percentage of women or men applicants rejected because they did not meet the cut-off point assigned by the university to the particular program applied.
NMC: Percentage of women or men applicants rejected because they did not meet the criteria to enter the university.

ESC 23: Rate of Withdrawal on 4 Programmes according to Age, Gender and Socio Economic Status for the cohort of students completing in 2007/2008 at a Tanzanian Public University

Programme	Men		Women		Low SES Students		Non Low SES		Mature Students		Non Mature	
	% on programme	% withdrawal	% on programme	% withdrawal	% on programme	% withdrawal	% on programme	% withdrawal	% on programme	% withdrawal	% on programme	% withdrawal
B. Commerce	70.73	10.29	29.27	9.25	6.26	5.41	93.74	10.29	1.86	*	98.14	*
LLB. Law	58.30	9.27	41.70	12.04	7.72	5.00	92.28	10.88	6.56	35.29	93.44	8.68
B.Sc. Engineering	77.67	19.46	22.33	5.21	11.16	20.83	88.84	15.71	5.35	34.78	94.65	15.23
B. Science with Education	61.90	27.69	38.10	25.00	10.48	27.27	89.52	26.60	6.67	42.86	93.33	25.51

* Insufficient data on the age of withdrawn students from this programme