



REPUBLIC OF THE GAMBIA

Ministry of Basic and Secondary Education

*Directorate of Planning, Policy Analysis,
Research & Budgeting*

EDUCATION STATISTICS SUMMARY REPORT 2022



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Abbreviations and Acronyms

%	Percentage/Proportion
AAGR	Average Annual Growth Rate
AMANA	Secretariat of the Arab-Islamic education in The Gambia
Clrm.	Classrooms
Conv.	Conventional
CR	Completion Rate
ECD	Early Childhood Development
Edu.	Education
EMIS	Education Management Information System
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
Gmb.	Gambian
Gov.	Government
GPI	Gender Parity Index
Gr-Aid.	Grant-Aided
LBE	Lower Basic Education
LBS	Lower Basic School
Madr.	Madrasah
MoBSE	Ministry of Basic and Secondary Education
Mngt	Management
NDP	National Development Plan
Perm.	Permanent
PPARBD	Policy Planning Analysis Research Budgeting Directorate
Priv.	Private
PTR	Pupils per Teacher Ratio
PTR	Pupil to Teacher Ratio
Pub.	Public
QT	Qualified Teacher
Reg.	Region
Sch	School
SMT	Senior Management Team
SSE	Senior Secondary Education
SSS	Senior Secondary School
Tot.	Total
Trs	Teachers
UBE	Upper Basic Education

Glossary and Definition of Terms

Completion Rate (CR):

Number of pupils enrolled in a final grade of a given level of education expressed as percentage of school-age population of that grade.

Gender Parity Index (GPI):

Ratio of females to males, that is, the number of females divided by males.

Government School:

Schools managed and run by government

Grant-Aided School:

These are schools that are sub vented by government

Gross Intake Rate (GIR):

Total number of new entrants in the first grade of pre-primary or primary education expressed as a percentage of the official school-entrance age population.

Gross Enrolment Ratio (GER):

Total number of pupils/students enrolled in a given level of education expressed as a percentage of the corresponding school-age population.

Madrasah:

These are commonly call madrasahs and Government harnesses them to tailor their curriculum through AMANAH to create similar opportunities for their students just like students in conventional schools

Pupil Teacher Ratio (PTR):

Average number of pupils per teacher in a given level of education.

Percentage of New Entrants into Grade One Schools with ECD Experience:

New entrants into Grade One who have attended ECD expressed as percentage of all new entrants.

Proportion of Girls:

Number of female students expressed as percentage of total number of students.

Percentage Distribution of Teaching Staff by Qualification and Gender:

Distribution of teachers by qualification expressed as percentage of all teachers.

Private Conventional Schools:

These are private schools that follow the Gambia's formal school curriculum just like the government schools.

Private Schools:

These are schools run and managed by private entities. They received no subvention from central government. These includes madrasahs and private conventional schools.

Public schools:

This comprises of Government and grant-aided managed schools.

Preface



The Ministry of Basic and Secondary Education is pleased to release the 2022 Education Summary Statistics Report, as part of the Monitoring and Evaluation system of the Education Sector for everyone to comprehend and use. The Education Policy prioritizes the Education Management Information System (EMIS) agenda for effective education planning and policy making which is based on a rigorous monitoring and evaluation of the sector's performance. In

our endeavour to improve the delivery of education services in The Gambia, the stakeholder group in education, including the Senior Management Team (SMT) of the Ministry, are being urged to effectively utilise the information contained in this report.

Finally, I would like to express my sincere gratitude to the Early Childhood Development Proprietors, Lower Basic Head teachers, Upper and Secondary School Principals for taking time to provide the Planning Directorate with the valuable primary data about their schools. Without these data, this report would not have been completed.

A handwritten signature in blue ink, appearing to read 'Claudiana A. Cole', written over a horizontal line.

.....
Honourable Mrs. Claudiana A. Cole
Minister of Basic and Secondary Education

Forward

This document is prepared to give a summary report of the data published in the 2022 yearbook for everyone to understand and use. This report is organized into five sections, namely; Education institutions, Enrolment, Basic School indicators, Education indicators and Teachers/Facilitators.

Education institution statistics includes information on the number of centers (**ECD**) and schools (**LBE**, **UBE** and **SSE**), the growth rate over the last five years and the most recent two years growth. The analysis is reported by management type namely; public and private schools/institutions and disaggregated by national and regional levels. This section further shows the share of private schools in the number of schools/institutions over the **last five years**.

The enrolment statistics shows the number of students (enrolment) in schools/institutions disaggregated by gender (male and female). The enrolment is further classified into public (government and grant-aided) and private (madrassa and private convention) schools.

Under the education statistics section, key education indicators regarding enrolment are analyzed including the gender parity indexes. The population-related indicators such as Gross Intake Rate (**GIR**), Gross Enrolment Rate (**GER**), and the Completion Rate (**CR**) are also reported in a tabular and graphical form by trend. This report is using the new population projection based on the 2013 Census data of The Gambia Bureau of Statistics (GBoS). As a result, all the population-related indicators in this report are revised and different from previous publications.

Teachers' data is also reported under the teachers' section, which include the number of teachers and proportion of female teachers in the education system. The proportion of qualified teachers is also analyzed which helps the sector to know the number of trained teachers in the education system. There is also an analysis done on the involvement of female Gambian teachers in the teaching profession. The report also shows the proportion of qualified Gambian teachers and qualified female Gambian teachers out of the total Gambian teachers. The report also provides the number of students taught by a teacher measured through the pupils per teacher ratio (**PTR**).



.....
Sohna Foon Chore
Director
Planning Policy Analysis Budgeting and Research Directorate

Executive Summary

Nationally, the number of institutions has increased from 2,945 in 2018 to 3,518 in 2022, indicating 573 additional institutions. This constitutes an increment of 240 ECD centers, 199 LBE, 101 UBE and 33 SSE schools over the last five years. In terms of growth in the number of institutions, the rate at which institutions are established nationwide is 4.5% for ECD, 3.2% for LBE, 5.3% for UBE and 4.1% for SSE over the period. Correspondingly, the total enrolment has increased in the Basic and Secondary Education sector to **747,216** in 2022, moving from **631,375** in 2018. This translates into **115,841** additional children over the same period.

Similarly, the gross enrolment rate (GER) has also increased across all levels of education over the same period. In 2022, the GER stands at 42.9% in ECD, 104.7% in LBE, 71.5% in UBE and 52.7% in SSE. Nonetheless, regional disparities are noticed and low GER values are observed in the rural regions: Region 3 & 5 for ECD (30.9% & 34.1%), Region 5 for LBE (81.0%), and Region 6 for UBE and SSE with 44.1% and 13.7% respectively.

In addition, the completion rate has improved during the period under review. The completion rate in 2022 is 88.1% at LBE, 62.6% at UBE and 44.1% at SSE level. Girls are not only participating more than boys but also completing education levels (LBE, UBE & SSE) more than boys.

Nationally, the sector records 77,058 new entrants in grade 1 in 2022; of which more than two-third (69.3%) have ECD experience. Regions 1, 4, 5 and 6 registered the highest proportion of new entrants in grade 1 with ECD experience.

Moreover, the teacher stock including ECD facilitators has increased for all education levels from **20,450** in 2018 to **26,789** in 2022, indicating an additional 6,339 teachers - 833 for ECD, 3,201 in LBE, 1,442 in UBE and 863 in SSE in the same period (2018-2022)

Between 2018 and 2022, the **PTR** has improved nationally. Considering the indicator by school management type, it moves from 38:1 to 33:1 for public and from 36:1 to 32:1 for private institutions.

Furthermore, 55.9% of LBE, 54.2% of UBE and 44.1% of SSE schools are double shifting and about 48% of teachers in public institutions are involved in double shift teaching. Regionally, four out of five teachers (80%) in Region 5 and more than half in Region 3, 4 and 6 are involved in double shifting.

Globally, there is improvement in the provision of basic school facilities; 90.6% have access to safe drinking water, 83.3% have adequate separate toilets, about three quarter of schools (74.2%) are secured with perimeter fences, more than half of schools (57.2%) have libraries, 95.0% of classrooms are permanent, about 92% of furniture (seats and desks) are in good condition, and more than half (53.3%) of schools have access to electricity.

Additionally, 16.1% of schools have computers for pedagogy, 9.8% have access to internet for pedagogy, 70.3% have access to basic hand washing facilities (WASH), 13.6% of Schools have adapted infrastructure for students, more than one-third (38.9%) of schools offer life skill based, HIV & sexuality education, 61.0% have gender- based violence (GBV) policy and more than three-quarter (76.7%) have homework policy.

1. Institutions

1.1. Evolution of Number of Institutions by Management Type and Education Level

Education Level	Public		Private		Total			% Private	
	2018	2022	2018	2022	2018	2022	Diff.	2018	2022
ECD	453	519	804	978	1,257	1,497	240	63.96%	65.33%
LBE	560	614	501	646	1,061	1,260	199	47.22%	51.27%
UBE	212	245	226	294	438	539	101	51.60%	54.55%
SSE	109	118	80	104	189	222	33	42.33%	46.85%
National	1,334	1,496	1,611	2,022	2,945	3,518	573	54.70%	57.48%

Table 1.1 shows the number of institutions by education level and school management type for 2018 and 2022. Nationally, the number of institutions has increased from 2,945 in 2018 to 3,518 in 2022, indicating 573 additional institutions. This constitutes an increment of 240 ECD centers, 199 LBE, 101 UBE and 33 SSE schools over the last five years.

Furthermore, by school management type, the number of public institutions has increased from 1,334 in 2018 to 1,496 in 2022 and private institutions from 1,611 in 2018 to 2,022 in 2022.

1.2. Number of Institutions by Education Level, 2018 vs 2022

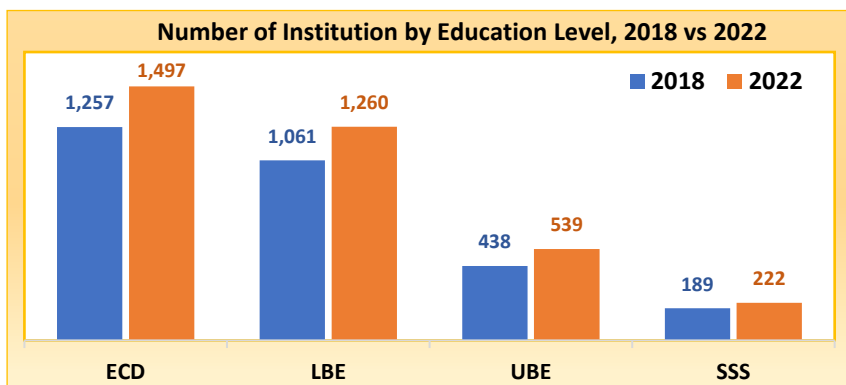


Chart 1.2 visualizes the number of institutions by education level in the year 2018 and 2022.

Between 2018 and 2022, the number of institutions has increased from 1,257 to 1,497 for ECD, 1,061 to 1,260 for LBE, 438 to 539 for UBE and 189 to 222 for SSE.

1.3. Share of Number of Private Institutions by Education Level, 2018 & 2022

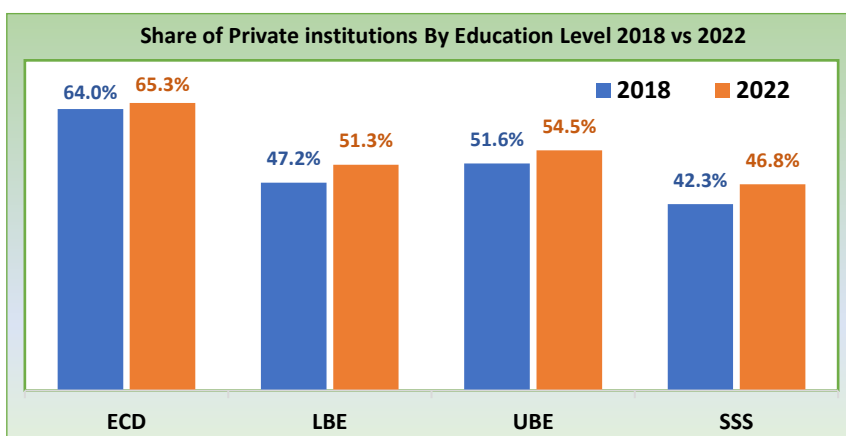


Chart 1.3 shows the share of private institutions by education level.

It reveals that the share of private institution has increased across all educational levels over the period (2018 – 2022), ECD from 64.0% to 65.3%, LBE 47.2% to 51.3%, UBE 51.6% to 54.5% and SSE 42.3% to 46.8%.

1.4. Average Annual Growth Rate of Number of Institutions by Management Type & Edu. Level

School Management	ECD			LBE			UBE			SSE		
	2018	2022	AAGR	2018	2022	AAGR	2018	2022	AAGR	2018	2022	AAGR
Public												
Government.	416	478	3.5%	522	566	2.0%	177	203	3.5%	65	73	2.9%
Grant-Aided.	37	41	2.6%	60	63	1.2%	35	42	4.7%	44	45	0.6%
Total Public	453	519	3.5%	582	629	2.0%	212	245	3.7%	109	118	2.0%
Private												
Conventional	194	308	12.3%	215	271	6.0%	69	90	6.9%	36	42	3.9%
Madrasah.	610	670	2.4%	202	233	3.6%	157	204	6.8%	44	62	9.0%
Total Private	804	978	5.0%	417	504	4.9%	226	294	6.8%	80	104	6.8%
National	1,257	1,497	4.5%	999	1,133	3.2%	438	539	5.3%	189	222	4.1%

Table 1.4 shows the evolution of the number of institutions and the **average annual growth rate (AAGR)** between 2018 and 2022 by education level and school management type. Nationally, the AAGR of the number of institutions by educational level is 4.5% for ECD, 3.2% for LBE, 5.3% for UBE and 4.1% for SSE.

Over the period 2018 to 2022, the AAGR of the number of schools in the **public** sector is 3.5%, 2.0%, 3.7% and 2.0% for ECD, LBE, UBE and SSE respectively whilst the **private** sector records an AAGR of 4.5%, 3.2%, 5.3% and 4.1% for ECD, LBE, UBE and SSE respectively.

The rate at which private institutions are established is higher than that of the public institutions by 1.5% points for ECD, 2.9% points for LBE, 3.1% points for UBE and 4.8% points for SSE.

1.5. Average Annual Growth Rate of Schools by Education Level and Region

Region	ECD			LBE			UBE			SSE		
	2018	2022	AAGR	2018	2022	AAGR	2018	2022	AAGR	2018	2022	AAGR
Region 1	233	266	3.4%	152	173	3.3%	82	93	3.2%	49	56	3.4%
Region 2	443	562	6.1%	329	410	5.7%	153	212	8.5%	69	87	6.0%
Region 3	161	186	3.7%	165	194	4.1%	61	73	4.6%	26	29	2.8%
Region 4	80	103	6.5%	84	108	6.5%	29	36	5.6%	11	13	4.3%
Region 5	155	186	4.7%	160	195	5.1%	48	52	2.0%	16	18	3.0%
Region 6	185	194	1.2%	171	180	1.3%	65	73	2.9%	18	19	1.4%
National	1,257	1,497	4.5%	1,061	1,260	4.4%	438	539	5.3%	189	222	4.1%

Table 1.5 shows the number of Institutions over the period (2018 and 2022) and the rate at which they are increasing annually by region and education level.

Nationally, the rate at which institutions are established by level of education is higher in Region 4 by 6.5% for both ECD and LBE, Region 2 for UBE and SSE with 8.5% and 6.0% respectively.

In terms of the low rate of school establishment, Region 6 records the least AAGR across all levels with 1.2% for ECD, 1.3% for LBE, and 1.4% for SSE except UBE where Region 5 records the least with 2.0%.

2. Basic School Indicators

2.1. Basic School Indicators by Management Type in 2022 (Part 1)

School Mngt. Type	% Schools Double-Shifting	% Schools Multi Grading	% Schools Fenced	%having safe drinking water	% having adequate separate toilets	% Schools having electricity	% Schools having library	% Perm. Clrms.	% Good Seats	% Good Desks
Public	89.1%	7.3%	72.3%	92.6%	84.9%	40.5%	72.7%	95.5%	91.6%	91.4%
Private	18.3%	16.1%	76.3%	88.5%	81.6%	66.6%	40.9%	94.3%	93.7%	92.2%
National	54.4%	11.6%	74.2%	90.6%	83.3%	53.3%	57.2%	95.0%	92.4%	91.7%

Table 2.1 shows basic school indicators by management type in 2022. Nationally, more than half (54.4%) of schools are double-shifting, 90.6% have access to safe drinking water, 83.3% have adequate separate toilets, about three quarter of schools (74.2%) are secured with perimeter fences, more than half of schools (57.2%) have libraries, 95.0% of classrooms are permanent, 92.4% of seats and 91.7% of desks are in good condition, and more than half (53.3%) of schools have access to electricity. Multi-grading, which takes place only at the LBE level, occurs in 11.6% of schools.

By school management type, 89.1% of **public** schools are double shifting, 92.6% have access to safe drinking water and 95.5% of classrooms are permanent structures. On the other hand, 18.3% of **private** schools are double shifting, 88.5% have access to safe drinking water and 94.3% of classrooms are permanent structures.

2.2. Basic School Indicators by Management Type in 2022 (Part 2)

School Mngt. Type	% Schools having computers for pedagogy	% Schools having internet for pedagogy	% Schools having basic hand washing facilities	% Schools having adapted infrastr. for students	% Schools having life skill based, HIV & Sexuality Education	% Schools having Gender-based Violence Policy	% Schools having homework Policy
Public	15.1%	8.8%	98.0%	11.7%	49.4%	69.0%	87.0%
Private	17.1%	10.8%	41.4%	15.5%	28.0%	52.5%	65.9%
National	16.1%	9.8%	70.3%	13.6%	38.9%	61.0%	76.7%

As shown in Table 2.2, nationally, 16.1% of schools have computers for pedagogy, 9.8% have access to internet for pedagogy, 70.3% have access to basic hand washing facilities (WASH), 13.6% of Schools have adapted infrastructure for students, more than one third (38.9%) of schools offer life skill based, HIV & Sexuality Education, 61.0% have Gender- based Violence (GBV) policy and more than three quarter (76.7%) have homework policy.

By school management type, 15.1% of **public** schools have computer for pedagogy, 49.4% offers life skill based, HIV & sexuality education, and 87.0% have homework policy whereas in **private** schools, 17.1% have computers for pedagogy, 28.0% offers life skill based, HIV & sexuality education and 65.9% have homework policy.

2.3. Basic School Indicators by Education Level in 2022 (Part 1)

Edu. Level	% Schools Double-Shifting	% Schools Multi Grading	% Schools Fenced	%having safe drinking water	% having adequate separate toilets	% Schools having electricity	% Schools having library	% Perm. Clrms.	% Good Seats	% Good Desks
LBE	55.9%	15.6%	70.2%	91.3%	86.0%	45.4%	52.2%	94.5%	91.8%	91.0%
UBE	54.2%	...	81.3%	94.2%	85.7%	63.6%	63.1%	95.4%	92.0%	90.9%
SSE	44.1%	...	84.2%	83.3%	71.2%	73.0%	67.1%	98.1%	95.3%	94.2%

Table 2.3 shows basic school indicators by education level in 2022. Nationally, 55.9% of LBE, 54.2% of UBE and 44.1% of SSE schools are double shifting. In terms of security, 84.2% of SSE schools have perimeter fence compared to 70.2% for LBE and 81.3 for UBE.

Across all levels of education (LBE, UBE & SSE), at least 83.3% of schools have access to safe drinking water, more than 94% of classrooms are permanent structures; at least 90% of schools have good furniture (seats and desks) and 15.6% of schools are multigrading. Moreover, about three-quarter of SSE have access to electricity.

2.4. Basic School Indicators by Education Level in 2022 (Part 2)

Edu. Level	% Schools having computers for pedagogy	% Schools having internet for pedagogy	% Schools having basic hand washing facilities	% Schools having adapted infrastr. for students	% Schools having life skill based, HIV & Sexuality Education	% Schools having Gender-based Violence Policy	% Schools having homework Policy
LBE	10.6%	4.6%	68.2%	11.0%	35.2%	57.6%	74.9%
UBE	19.9%	11.7%	67.5%	13.9%	41.0%	62.3%	74.0%
SSE	31.5%	26.1%	72.1%	22.5%	48.6%	70.7%	82.9%

As shown in table 2.4, the basic education indicators (computer for pedagogy, internet for pedagogy, life skills based, HIV & sexuality education, gender-based violence policy and homework policy) exist across all levels of education (LBE, UBE & SSE). The value of these indicators increases as the level of education gets higher.

However, across all levels of education (LBE, UBE & SSE), less than half of schools offer Life Skills based, HIV & Sexuality Education, at least 57.6% of schools have GBV policy, and about three-quarter of schools have homework policy.

2.5. Basic School indicators by Region in 2022 (Part 1)

Region	% Schools Double Shifting	% Schools Multi Grading	% Schools Fenced	% having safe drinking water	% having adeq. Sep. toilets	% Schools having electricity	% Schools having library	% Perm. Clrms.	% Good Seats	% Good Desks
Region 1	29.1%	7.6%	98.3%	99.3%	87.9%	97.2%	75.8%	94.3%	93.6%	91.3%
Region 2	42.0%	9.2%	81.6%	92.4%	79.7%	69.1%	51.2%	96.5%	93.3%	93.1%
Region 3	70.6%	13.1%	61.2%	86.9%	82.9%	24.9%	58.4%	95.6%	91.1%	90.6%
Region 4	71.2%	32.6%	68.9%	82.6%	77.3%	29.5%	54.5%	93.7%	89.2%	87.6%
Region 5	83.5%	10.4%	48.7%	88.3%	85.2%	16.1%	53.5%	88.8%	91.4%	92.0%
Region 6	62.0%	10.2%	67.6%	85.6%	88.9%	38.4%	52.3%	97.3%	89.5%	89.8%

Table 2.5 shows basic school Indicators by region in 2022. In Regions 1 and 2, less than half of the schools are double shifting whilst more than 60% of schools in the upper regions (3,4,5 & 6) are double shifting. Moreover, Region 4 with 32.6% records the highest proportion of schools multi-grading.

Furthermore, almost all schools (98.3%) in Region 1 have perimeter fence in contrast to Region 5 which records only 48.7%. However, Region 4 is the lowest in terms of access to safe drinking water and adequate separate toilets with 82.6% and 77.3% respectively. At least 87.6% of furniture (seats and desks) in all regions are in good condition.

2.6. Basic School indicators by Region in 2022 (Part 2)

Region	% Schools having computers for pedagogy	% Schools having internet for pedagogy	% Schools having basic hand washing facilities	% Schools having adapted infrastr. for students	% Schools having life skill based, HIV & Sexuality Education	% Schools having Gender-based Violence Policy	% Schools having homework Policy
Region 1	33.6%	27.3%	65.7%	27.7%	40.8%	64.7%	78.9%
Region 2	17.0%	8.5%	60.1%	12.5%	35.2%	58.7%	75.0%
Region 3	6.9%	2.9%	79.6%	5.3%	33.9%	54.7%	74.7%
Region 4	15.2%	9.1%	81.8%	9.8%	41.7%	59.1%	72.7%
Region 5	8.7%	4.8%	86.5%	11.7%	44.8%	65.2%	81.7%
Region 6	8.8%	3.2%	69.0%	11.1%	44.0%	65.7%	77.3%

As shown in Table 2.6, Region 1 records 33.6% as the highest proportion of schools with computers for pedagogy compared to Region 3 which records 6.9% as the lowest, 44.8% of the schools in Region 5 offers life skills based, HIV & sexuality education compared to Region 3 with 33.9%, and only 3.2% of schools in Region 6 have access to internet for pedagogy unlike region one with 27.3%.

Moreover, across all regions, more than half of schools have GBV policy and at least 72.1% of schools have homework policy.

3. Enrolment

3.1. Enrolment by Management Type and Education Level, 2018 & 2022

School Management Type	ECD			LBE			UBE			SSE		
	2018	2022	AAGR	2018	2022	AAGR	2018	2022	AAGR	2018	2022	AAGR
Public												
Government	31,627	38,610	5.1%	220,779	247,939	2.9%	59,557	72,675	5.1%	16,751	23,168	8.4%
Grant-Aided	2,951	2,811	-1.2%	25,880	28,135	2.1%	17,091	20,092	4.1%	35,252	36,972	1.2%
Total Public	34,578	41,421	4.6%	246,659	276,074	2.9%	76,648	92,767	4.9%	52,003	60,140	3.7%
Private												
Private-Conv.	18,177	25,190	8.5%	70,346	92,908	7.2%	12,546	17,768	9.1%	5,452	8,777	12.6%
Madrasah	65,232	64,341	-0.3%	33,318	45,495	8.1%	8,914	12,546	8.9%	7,502	9,789	6.9%
Total Private	83,409	89,531	1.8%	103,664	138,403	7.5%	21,460	30,314	9.0%	12,954	18,566	9.4%
National	117,987	130,952	2.6%	350,323	414,477	4.3%	98,108	123,081	5.8%	64,957	78,706	4.9%

Table 3.1 shows the evolution of schools' enrolment and the AAGR across all education levels by school management type (*Public vs Private*) between 2018 and 2022. Nationally, enrolment has increased across all education levels over the five-year period; ECD (117,987 to 130,952), LBE (350,323 to 414,477), UBE (98,108 to 123,081) and SSE (64,957 to 78,706).

Over this period, the enrolment of public institutions grows in all levels: ECD increased by an extra 6,843 children, LBE by 29,415 students, UBE by 16,119 students and SSE by 8,137 students.

A general increase of the AAGR is observed between 2018 and 2022 in both **public** and **private** institutions' enrolment with the private growing slightly faster than the **public** especially in the LBE, UBE and SSE levels. However, in ECD, the enrolment growth rate is higher in the **public** institutions with 4.6% compared to 1.8% in **private**.

3.2. Enrolment by Management Type and Education Level, 2018 & 2022

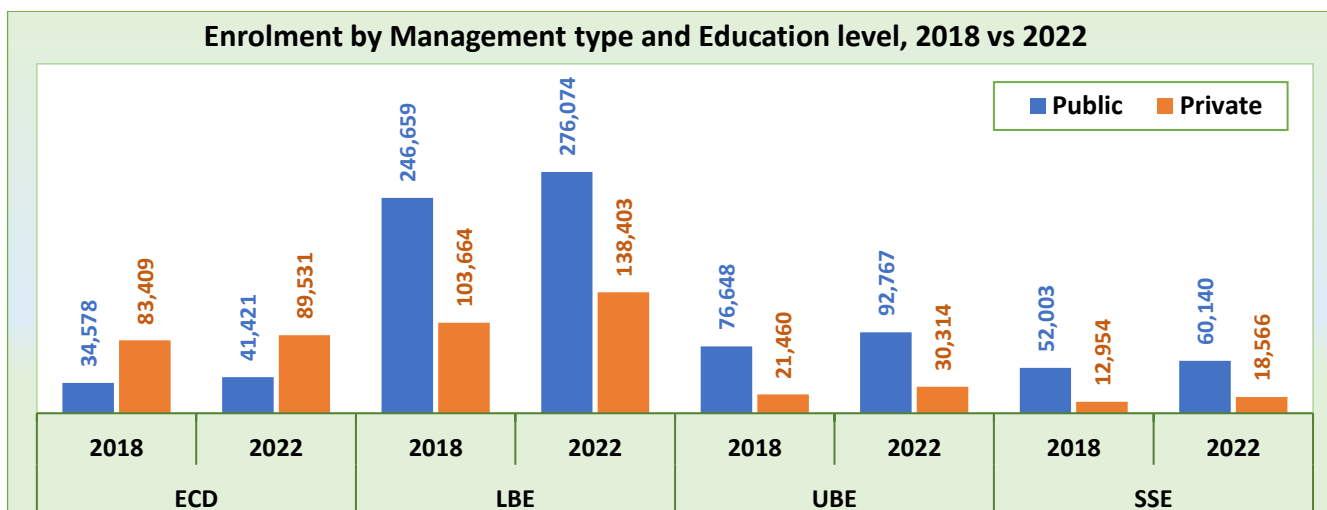


Chart 3.2 depicts the total enrolment by school management type and education level in 2018 and 2022. Nationwide, the total enrolment for ECD, LBE, UBE and SSE is **747,216** in 2022 moving from **631,375** in 2018. This translates into 115,841 additional children over the period in the Basic and Secondary education sector. Considering the enrolment distribution by school management type, there is an increase in both **public** and **private** enrolment across all education levels. The **private** records the bigger share of the ECD enrolment while the **public** share is higher in the other levels.

3.3. Evolution of Enrolment by Education Level and Region, 2018 to 2022

Region	ECD			LBE			UBE			SSE		
	2018	2022	AAGR	2018	2022	AAGR	2018	2022	AAGR	2018	2022	AAGR
Region 1	25,284	24,885	-0.4%	75,324	76,961	0.5%	28,516	30,568	1.8%	24,190	25,827	1.7%
Region 2	49,038	56,826	3.8%	137,257	171,257	5.7%	40,242	55,000	8.1%	25,059	35,898	9.4%
Region 3	10,956	11,604	1.4%	39,324	44,275	3.0%	9,560	11,764	5.3%	4,805	5,685	4.3%
Region 4	5,060	6,865	7.9%	16,662	21,164	6.2%	4,486	5,522	5.3%	2,409	2,976	5.4%
Region 5	9,635	13,127	8.0%	34,447	43,231	5.8%	8,367	10,199	5.1%	6,218	5,654	-2.3%
Region 6	18,014	17,645	-0.5%	47,309	57,589	5.0%	6,937	10,028	9.7%	2,276	2,666	4.0%

Table 3.3 shows the AAGR of enrolment between 2018 and 2022 by region and education level. During this period, Regions 4 and 5 achieved great increase in ECD and LBE enrolment by 8% and 6% growth rates respectively. Furthermore, Regions 2 and 6 recorded the highest growth rate at the UBE level with 8.1% and 9.7% respectively. The highest enrolment growth in SSE is registered in Region 2 with a rate of 9.4%.

3.4. Share of Girls Enrolment by Education Level, 2018 to 2022

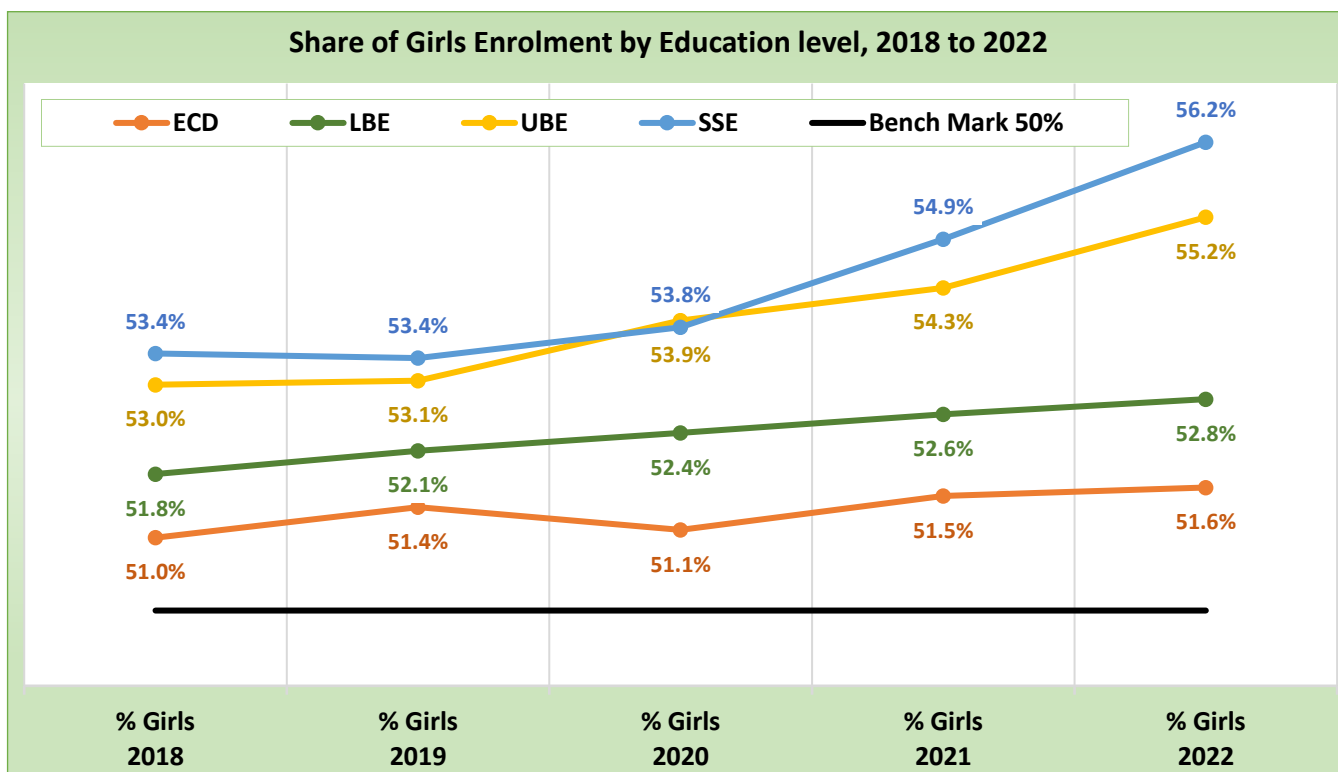


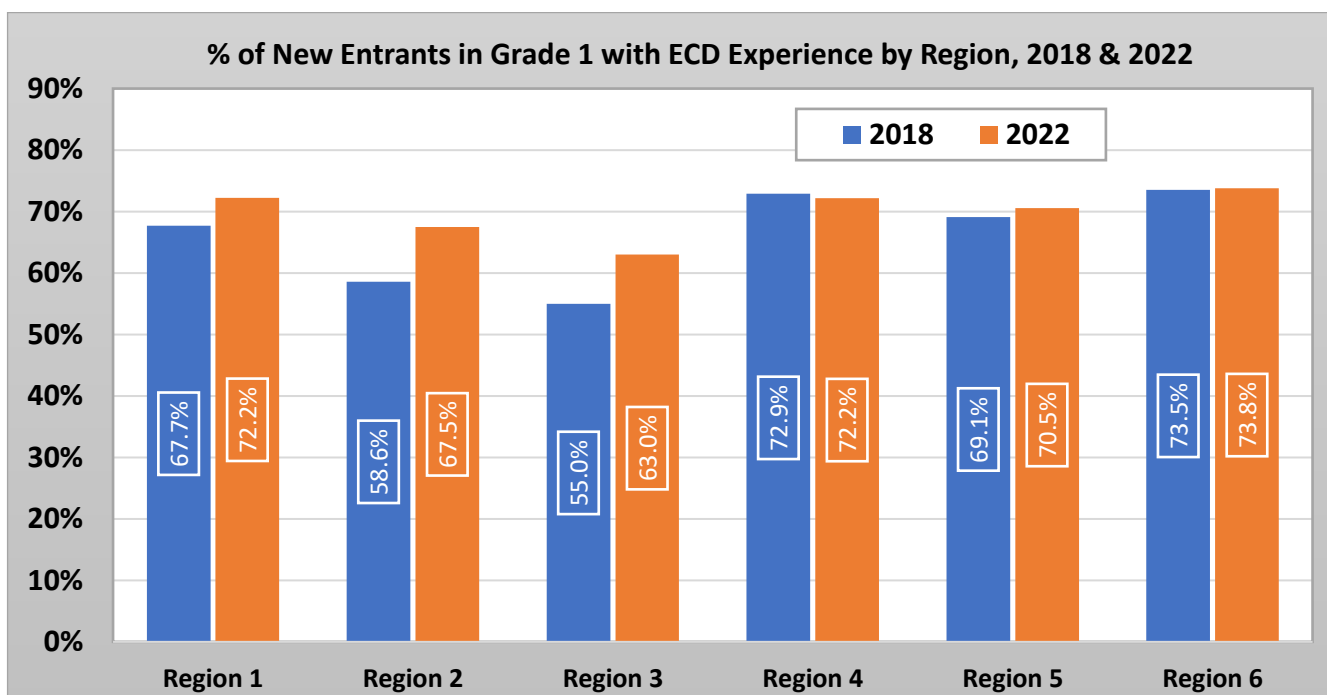
Figure 3.4 shows the share (%) of girls by education level over the period 2018 to 2022. It reveals that there are more girls enrolled across all education levels. The trend over the period depicts that the share of girls is increasing annually above 50%.

3.5. New Entrants in Grade 1 and with ECD experience by region, 2018 & 2022

Region	New Entrants to Grade 1		New Entrants to Grade1 with ECD Experience		Proportion of New Entrants to Grade1 with ECD Experience	
	2018	2022	2018	2022	2018	2022
Region 1	14,016	13,439	9,491	9,709	67.7%	72.2%
Region 2	27,210	31,190	15,936	21,055	58.6%	67.5%
Region 3	7,605	8,395	4,180	5,290	55.0%	63.0%
Region 4	3,248	3,865	2,367	2,789	72.9%	72.2%
Region 5	7,145	8,907	4,937	6,283	69.1%	70.5%
Region 6	10,546	11,262	7,754	8,310	73.5%	73.8%
National	69,770	77,058	44,665	53,436	64.0%	69.3%

Table 3.5 shows the number of children enrolled in grade one with ECD experience by region in 2018 and in 2022. Nationally, during the period the number of children who spent at least one year in ECD has increased from 64.0% in 2018 to 69.3% in 2022. This indicates that more than two-third of children enrolled in grade one in 2022 have ECD experience.

3.6. Proportion of New entrants in Grade 1 with ECD Experience by Region, 2018 & 2022



Graph 3.6 illustrates an increase in the new entrants to Grade 1 with ECD experience across all regions from 2018 to 2022. Regions 1, 4, 5 and 6 registered good proportions in 2022 with more than 70%, meaning that almost three-quarter of children enrolled in Grade 1 in these regions have ECD experience. Regions 2 and 3 have improved to about 9 and 8 percentage points respectively between 2018 and 2022.

4. Education Indicators

4.1. Evolution of Gross Intake Rates (GIR) - Grade 1 (LBE) by Region, 2018 to 2022

Region	Total Gross Intake Rates (GIR) - Grade 1 (LBE)					Gender Parity Index on Gross Intake Rate				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Region 1	135.1%	135.2%	136.4%	118.4%	120.4%	1.12	1.14	1.14	1.15	1.17
Region 2	114.1%	117.3%	116.1%	106.3%	110.4%	1.04	1.07	1.07	1.10	1.10
Region 3	94.0%	102.1%	103.9%	90.0%	92.5%	1.00	1.04	1.02	0.99	0.98
Region 4	114.7%	126.5%	126.6%	126.7%	126.9%	1.13	1.12	1.16	1.18	1.12
Region 5	81.0%	88.5%	83.3%	77.8%	89.8%	1.25	1.25	1.27	1.34	1.29
Region 6	114.7%	115.0%	113.0%	102.2%	107.8%	1.02	1.05	1.06	1.06	1.06
National	110.5%	114.3%	113.3%	102.5%	107.2%	1.07	1.10	1.10	1.12	1.11

Table 4.1 illustrates the evolution of Gross Intake Rate (GIR) by region. Nationally, the GIR is stabilizing gradually from 110.5% in 2018 to 107.2% in 2022. However, Region 4 records the highest GIR with 126.9%, indicating an effect of backlog of over-age and under-age children entering grade 1.

Regionally, the Gender Parity Index (GPI) on GIR shows that there are less girls enrolled in Region 3 in 2021 and 2022 compared to other regions which is mostly in favor of girls.

4.2. Gross Intake Rates (GIR) - Grade 1 (LBE) & Gender Parity Index on GIR

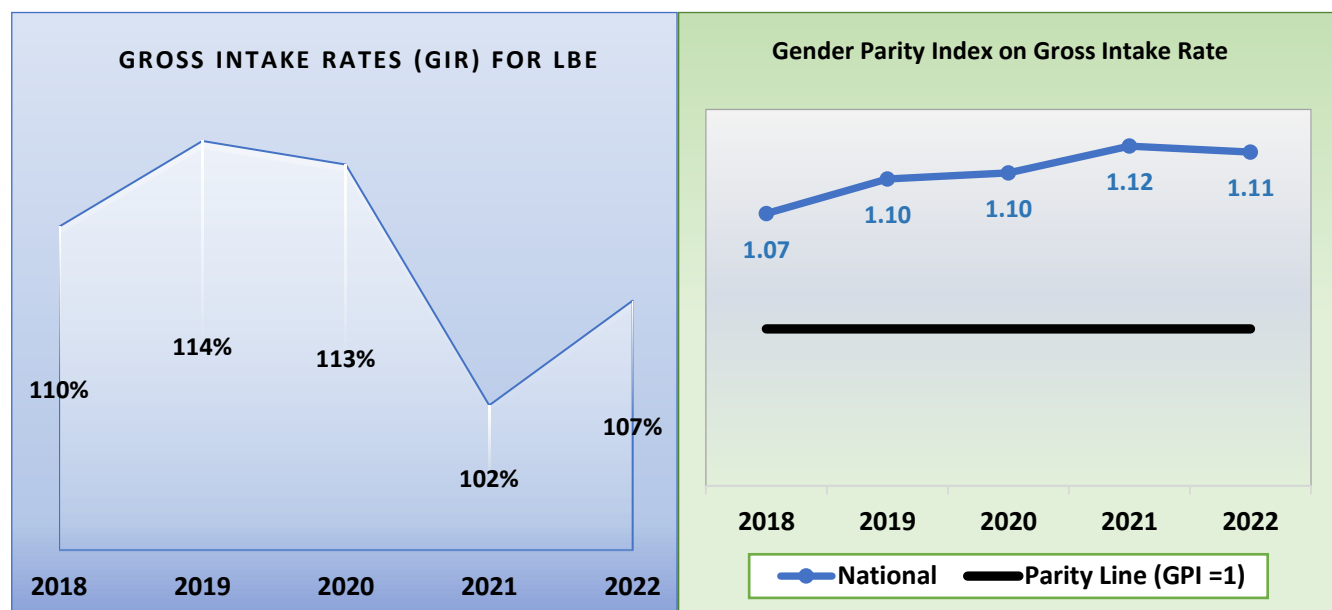


Chart 4.2 above visualizes the gross intake rate (GIR) for LBE and the corresponding Gender Parity Index (GPI). The GIR above 100% over the period shows the presence of under age and over age children. In 2021, a drop of 11 percentage point of the GIR is observed which could be associated to Covid-19 pandemic but the trend starts normalizing in 2022 by 5 percentage point. Similarly, the parity Index, being above One (1) is in favor of girls. Taking reference from the 2016-2030 Education policy, parity in terms of intake at the LBE is attained and maintained.

4.3. Trend of Gross Intake Rate in LBE by Gender

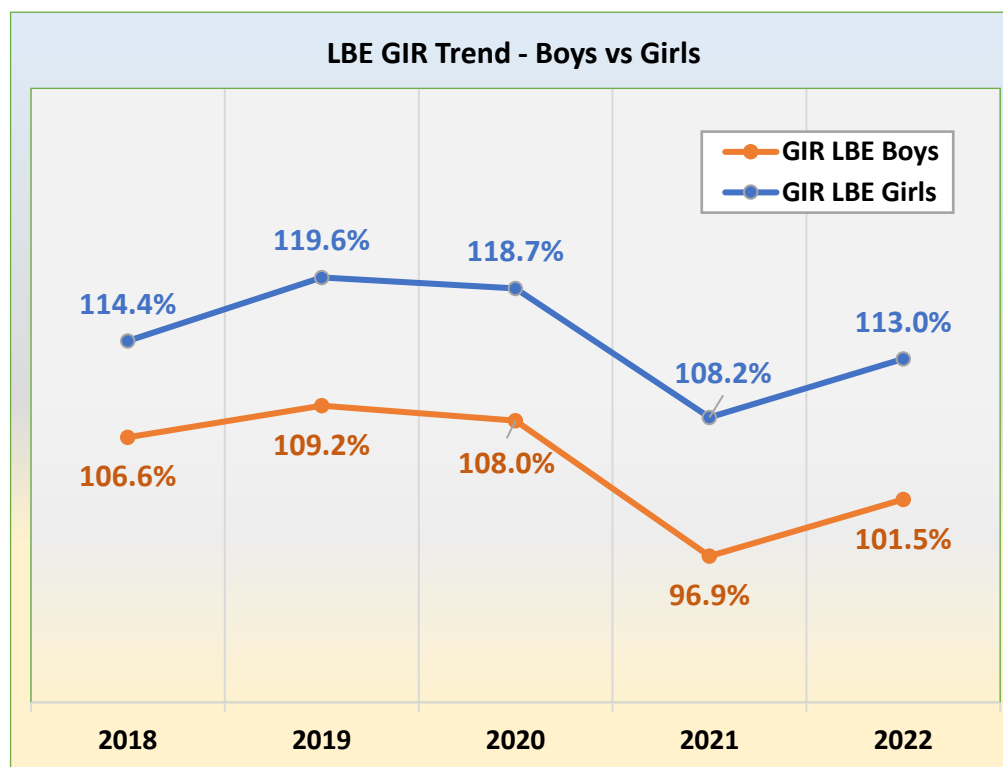


Chart 4.3 shows the trend of the gross intake rate (GIR) for both boys and girls from 2018 to 2022. The GIR for both boys and girls is moving in a similar trend. However, it can be clearly seen that there are more girls enrolled in Grade 1 than boys over the period. The GIR is above 100% for both genders from 2018 to 2022 except for boys in 2021 which stood at 96.9%.

4.4. Evolution of Gross Enrolment Rates (GER) by Education Level, 2018 to 2022

Edu. Level	Gross Enrolment Rates (GER) by levels					Gender Parity Index on GER				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
ECD	42.9%	44.4%	44.7%	42.4%	42.9%	1.07	1.08	1.07	1.09	1.10
LBE	100.7%	104.4%	105.9%	104.7%	104.7%	1.10	1.11	1.12	1.14	1.15
UBE	63.8%	64.4%	66.6%	69.0%	71.5%	1.12	1.15	1.15	1.19	1.21
SSE	48.8%	50.6%	52.2%	52.8%	52.7%	1.17	1.16	1.18	1.24	1.31

Table 4.4 presents the evolution of the gross enrolment rates (GER) by Education level from 2018 to 2022. It shows a steady growth in GER for all levels of education over the period. During this interval, the GER has increased by 4.0, 7.7 and 3.9 percentage points for LBE, UBE and SSE respectively while the value for ECD remained the same (42.9%) for 2018 and 2022.

The **gender parity index** (GPI) on GER is in favor of girls (*value of GPI being more than 1*), it is apparent that there are more girls enrolled across all education levels from 2018 to 2022.

4.5. Evolution of GER and Gender Parity Index on GER, 2018 to 2022

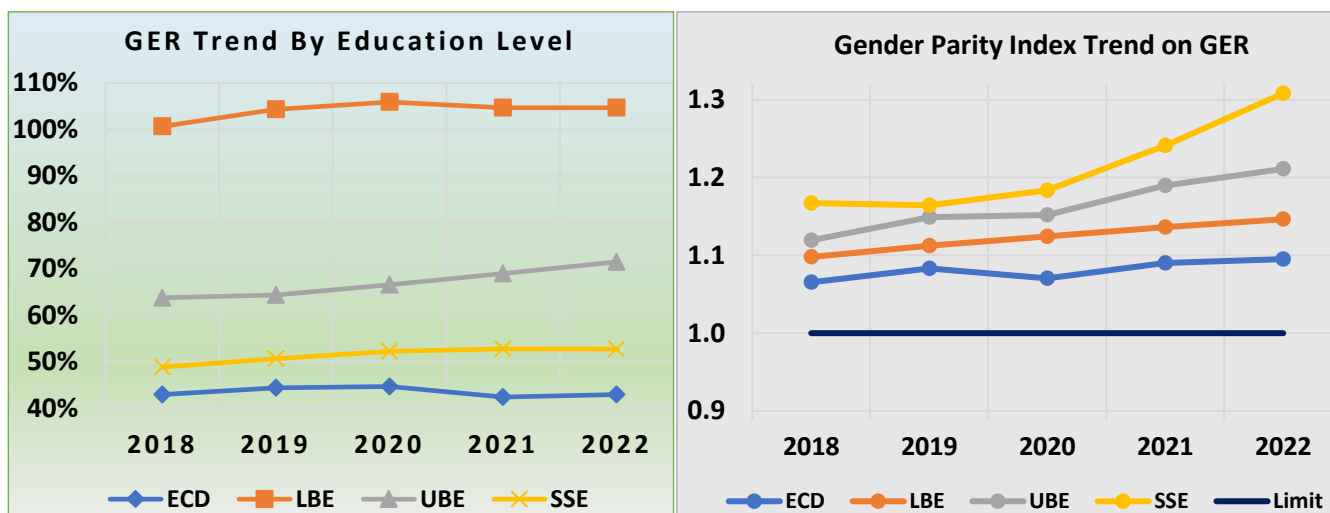


Chart 4.5 shows the GER trend by education level and the respective gender parity index. There is a progressive increase of GER from 2018 to 2022 at all education levels. Correspondingly, the gender parity Index (with a *value above 1*) indicates that it is in favor of girls. Taking reference from the 2016-2030 Education policy, parity in terms of intake at the LBE is attained.

4.6. Trend of Gross Enrolment Rate by Education Level and Region, 2018 vs 2022

Region	ECD		LBE		UBE		SSE	
	2018	2022	2018	2022	2018	2022	2018	2022
Region 1	53.7%	49.5%	130.6%	122.9%	106.6%	106.2%	97.3%	100.1%
Region 2	46.2%	46.0%	103.8%	109.2%	70.3%	81.8%	48.1%	58.8%
Region 3	31.7%	30.9%	88.1%	88.7%	51.3%	56.8%	29.2%	30.7%
Region 4	42.8%	55.5%	105.6%	124.6%	65.0%	74.0%	38.4%	42.7%
Region 5	26.8%	34.1%	72.0%	81.0%	46.2%	50.9%	39.2%	32.2%
Region 6	45.7%	40.8%	94.9%	102.2%	34.1%	44.1%	13.1%	13.7%
National	42.9%	42.9%	100.7%	104.7%	66.3%	73.7%	48.8%	52.7%

Table 4.6 shows the trend of Gross Enrolment Rate by Education levels and Region in 2018 and 2022.

Regionally, as at 2022, Region 4 records the highest GER for ECD and LBE with 55.5% and 124.6% respectively, while Region 1 records the highest GER for UBE and SSE with 106.2% and 100.1% respectively.

However, the lowest GER by education level is observed in Region 3 for ECD (30.9%), Region 5 for LBE (81.0%), and Region 6 for UBE and SSE (44.1% & 13.7%) respectively.

4.7. Trend of Gross Enrolment Rate by Education Level and Gender

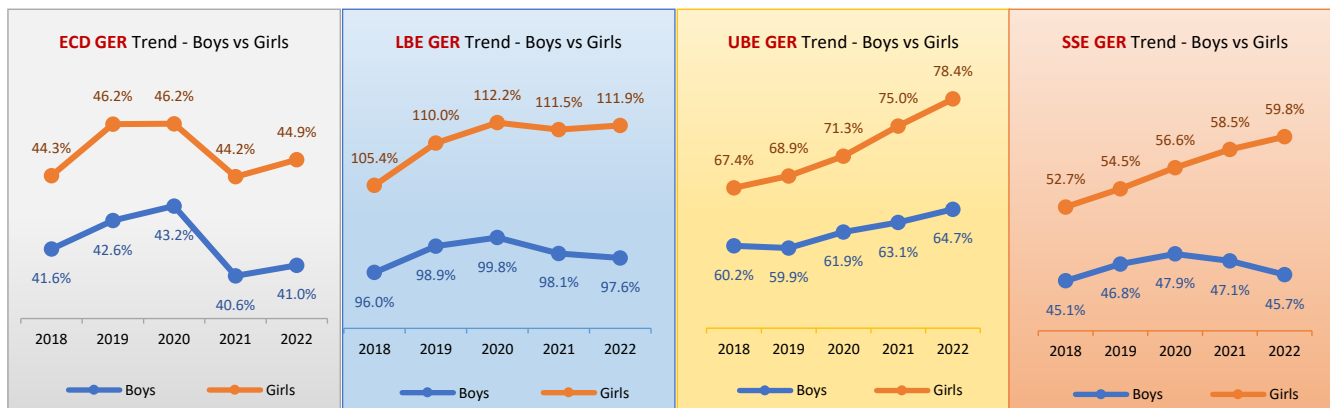


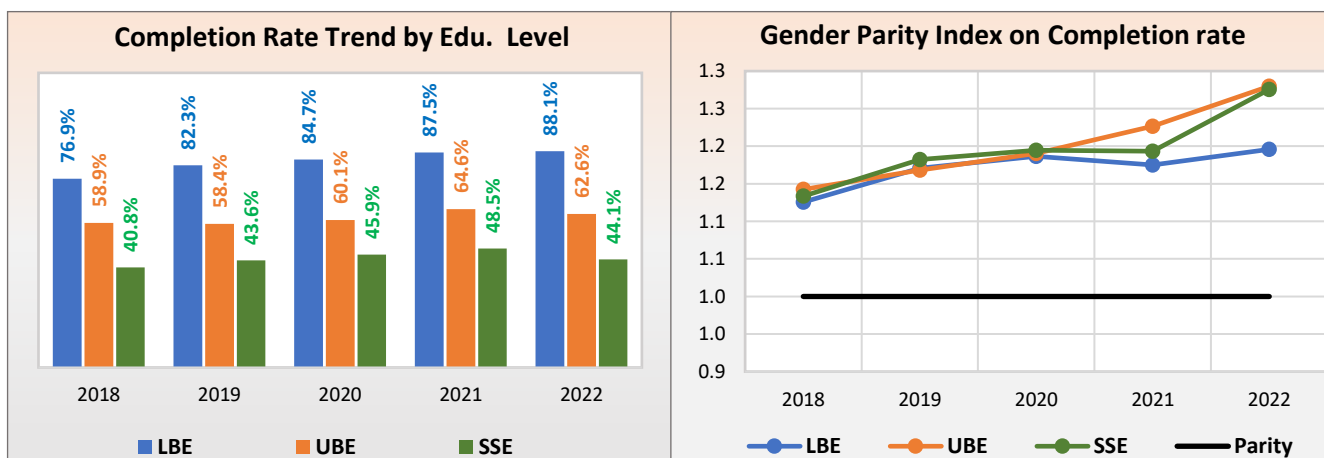
Chart 4.7 shows the trend of gross enrolment rate by education level and gender. There are more girls enrolled than boys in all levels of education. The GER for ECD and LBE dropped for both genders in 2021 due to Covid-19 pandemic but the trend started recovery in 2022; while the GER for girls in UBE and SSE is growing over the period 2018 and 2022. However, the GER for boys in LBE and SSE dropped from 2021 to 2022 by 0.5 and 1.4 percentage points respectively.

4.8. Evolution of Completion Rates (CR) by Education Level

Edu. Level	Completion Rate (CR)					Gender Parity Index on CR				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
LBE	76.9%	82.3%	84.7%	87.5%	88.1%	1.13	1.17	1.19	1.17	1.20
UBE	58.9%	58.4%	60.1%	64.6%	62.6%	1.14	1.17	1.19	1.23	1.28
SSE	40.8%	43.6%	45.9%	48.5%	44.1%	1.13	1.18	1.19	1.19	1.28

Table 4.8 shows the evolution of completion rate (CR) by education levels. Nationally, the CR follows a growing trend over the period 2018 and 2022 for all education levels. In 2022, the CR stands at 88.1% in LBE, 62.6% in UBE and 44.1% in SSE.

4.9. Completion Rates and Gender Parity Index on Completion Rate



Graph 4.9 displays the completion rate (CR) and the corresponding GPI over a period of five years (2018 to 2022) by education level. The GPI on CR has shown an increase in all levels between 2018 and 2022, LBE increased from 1.13 to 1.20, UBE from 1.14 to 1.28 and SSE from 1.13 to 1.28. This indicates that girls are completing education levels (LBE, UBE and SSE) more than boys.

4.10. Completion Rate by Education Level and Region, 2018 & 2022

Region	LBE		UBE		SSE	
	2018	2022	2018	2022	2018	2022
Region 1	112.7%	113.4%	100.5%	102.6%	78.8%	83.2%
Region 2	78.3%	94.2%	64.3%	67.5%	39.9%	48.0%
Region 3	67.3%	72.7%	41.4%	48.1%	24.6%	27.7%
Region 4	83.0%	95.3%	57.0%	57.6%	37.1%	36.5%
Region 5	53.5%	64.3%	37.0%	40.1%	33.0%	26.4%
Region 6	55.8%	71.4%	24.9%	31.4%	9.3%	9.7%
National	76.9%	88.1%	58.9%	62.6%	40.8%	44.1%

Table 4.10 shows the completion rate (CR) from 2018 to 2022 by region. It reveals an increasing trend in all educational levels and regions over the period.

Regionally, as of 2022, Region 1 has the highest CR in all education levels. The CR for SSE in Region 5 drops from 33.0% to 26.4%. More than 100% CR in region 1 could be associated to student travelling from other regions to attend schools in region 1.

On the other hand, Region 6 registered the lowest CR in UBE and SSE with 31.4% and 9.7% respectively while Region 5 recorded the lowest in LBE with 64.3%.

4.11. Trend of Completion Rate by Education Level and Gender, 2018 to 2022

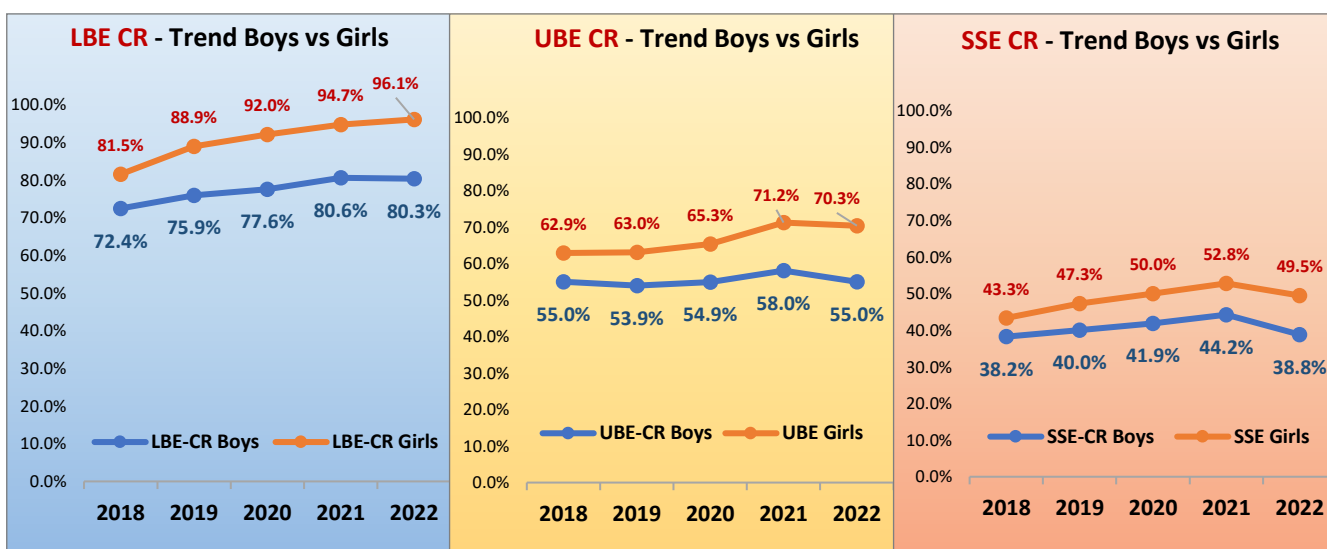


Chart 4.11 shows the completion rate by education level and gender. The rate for both genders is increasing in all levels of education from 2018 to 2022. **Across all education levels, the completion rate is consistently higher for girls compared to boys.**

5. Teachers and Facilitators

5.1. Evolution of Teachers by Management Type and Education Level, 2018 & 2022

Edu. Level	Public				Private				Total	
	Government		Gr-Aided		Private Conv.		Madrassah			
	2018	2022	2018	2022	2018	2022	2018	2022	2018	2022
ECD	701	1024	65	93	449	610	2257	2578	3472	4305
LBE	5999	7788	610	766	1576	2294	1400	1938	9585	12786
UBE	3062	3750	476	708	599	905	633	849	4770	6212
SSE	787	1180	1047	1260	338	488	451	558	2623	3486
National	10549	13742	2198	2827	2962	4297	4741	5923	20450	26789

Table 5.1 shows the evolution of teachers by school management type and education levels between 2018 and 2022. During the period under review, the total number of teachers including ECD facilitators has increased for all levels of education from 20,450 to 26,789.

Looking at school management type, the number of teachers in public institutions has increased from 12,747 in 2018 to 16,569 in 2022. The number of teachers in private institutions also increased from 7,703 to 10,220 in 2018 and 2022 respectively.

By education level, ECD facilitators have increased from 3,472 in 2018 to 4,305 in 2022. LBE, UBE and SSE teachers have increased from (9,585 to 12,786), (4,770 to 6,212) and (2,623 to 3,486) respectively during the same period.

5.2. Proportion of Qualified and Gambian Teachers by Education level, 2018 & 2022

Edu. Level	Total Teachers		% Qualified Teachers		% Gambian Teachers		% Qualif. Gambian Trs (Out of Total Gambian Trs)	
	2018	2022	2018	2022	2018	2022	2018	2022
ECD	3,472	4,305	70.7%	76.3%	92.6%	91.7%	76.4%	83.2%
LBE	9,585	12,786	87.3%	88.4%	93.8%	93.3%	87.4%	88.5%
UBE	4,770	6,212	94.2%	94.7%	91.6%	92.7%	94.2%	94.5%
SSE	2,623	3,486	96.7%	97.4%	84.9%	86.3%	96.3%	97.1%
National	20,450	26,789	87.3%	89.1%	91.9%	92.0%	88.2%	90.1%

Table 5.2 explains the proportion of qualified and Gambian teachers by education level in 2018 and 2022. During this period, the proportion of qualified teachers has increased for all education levels. The proportion of Gambian teachers has increased for UBE & SSE and decreased for ECD & LBE while that of qualified Gambian teachers has also increased for all education levels.

5.3. Proportion of Teachers Qualification and Nationality, 2018 & 2022

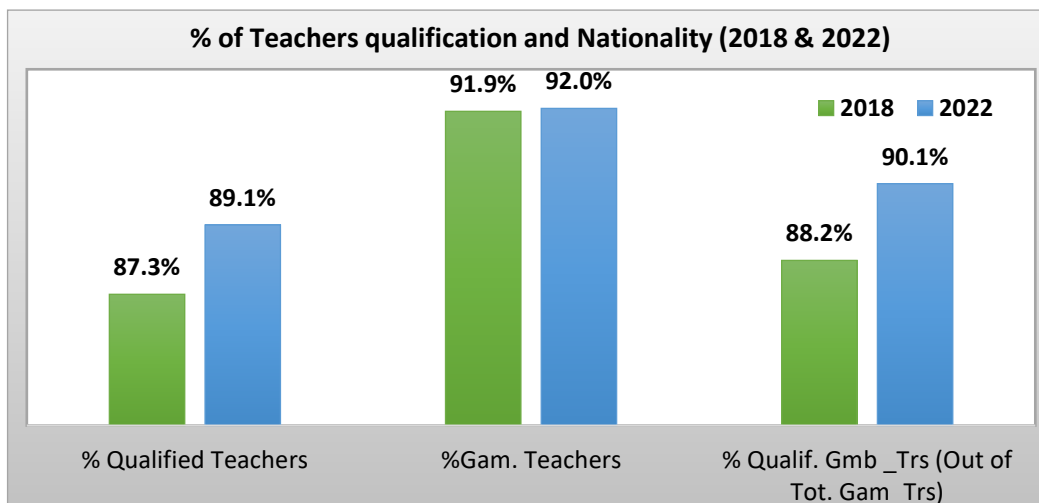


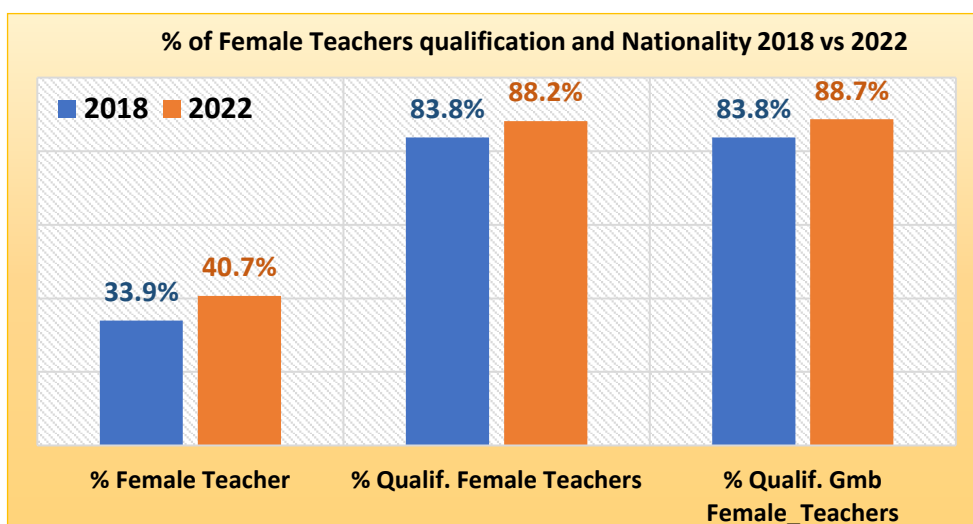
Chart 5.3 shows that the proportion of qualified teachers has increased from 87.3% to 89.1%, whilst that of Gambian teachers stagnated at 92.0% between 2018 and 2022. Furthermore, the proportion of qualified Gambian teachers increased slightly by 2 percentage points.

5.4. % of Female Teachers, Qualification and Nationality by Education Level, 2018 & 2022

Edu. Level	Total Teachers		% Female Teacher		% Qualified Female Teachers		% Qualified Gambian Female Teachers	
	2018	2022	2018	2022	2018	2022	2018	2022
ECD	3,472	4,305	56.9%	68.5%	67.9%	76.4%	67.6%	76.6%
LBE	9,585	12,786	35.7%	44.2%	88.2%	87.4%	88.1%	91.8%
UBE	4,770	6,212	24.5%	27.7%	94.6%	94.2%	95.1%	96.1%
SSE	2,623	3,486	11.2%	13.8%	95.2%	96.3%	94.3%	98.5%
National	20,450	26,789	33.9%	40.7%	83.8%	88.2%	83.8%	88.7%

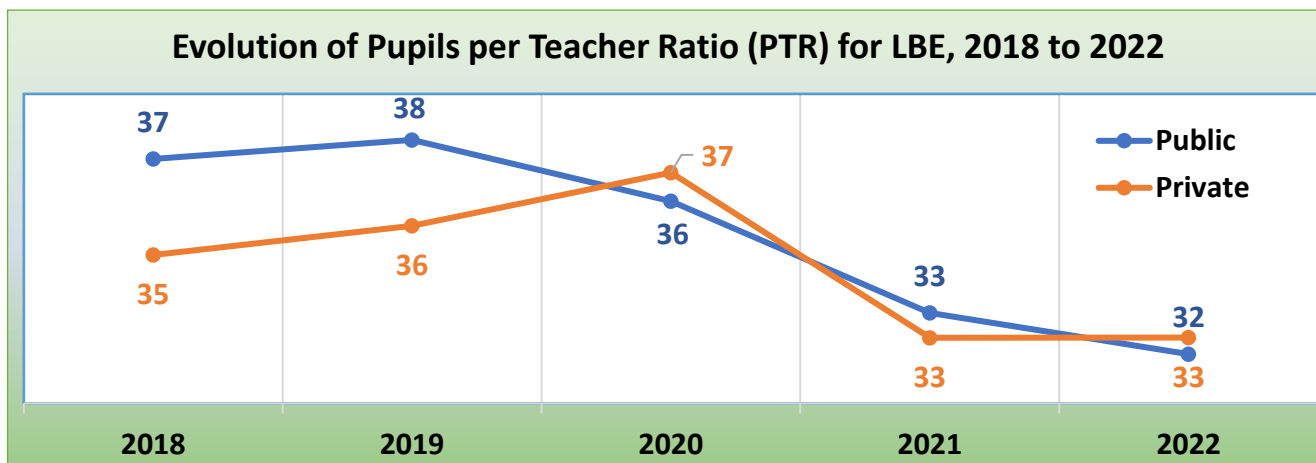
Table 5.4 illustrates the proportion of female teachers, qualified female teachers and qualified female Gambian teachers across all levels of education in 2018 and 2022. An increasing trend is observed for the proportion of female teachers, qualified female teachers, and qualified Gambian female teachers across all levels of education.

5.5. Proportion of Female Teachers, Qualification and Nationality, 2018 & 2022



As illustrated in graph 5.5, the proportion of female teachers, qualified female teachers and qualified Gambian female teachers has increased between 2018 and 2022 from 33.9% to 40.7%, 83.8% to 88.2% and 83.8% to 88.7% respectively.

5.6. Evolution of Pupils per Teacher Ratio for LBE, 2018 to 2022



As shown in Chart 5.6 above, the pupil/teacher ratio (i.e. the number of pupils per teacher) in public schools has improved from 38:1 in 2019 to 33:1 in 2022, while in private schools, the pupil/teacher ratio improved from 36:1 in 2020 to 32:1 in 2022. It is generally assumed that a low pupil-teacher ratio will enable the teacher to pay more attention to individual students, which may result to better performance in the long run.

5.7. % of Double Shift Teachers by Management Type and Education Level, 2018 & 2022

Edu. level.	Public		Private		Total	
	2018	2022	2018	2022	2018	2022
LBE	28.7%	41.3%	6.9%	9.1%	22.0%	30.7%
UBE	37.9%	53.7%	9.0%	9.1%	30.4%	41.1%
SSE	53.5%	58.6%	11.9%	15.3%	41.0%	45.6%
National	35.2%	47.6%	8.2%	10.0%	27.3%	35.9%

Table 5.7 highlights the proportion of double shift teachers by school management type and education level from 2018 to 2022. Nationally, the proportion of teachers double shifting in public schools has increased from 35.2% in 2018 to 47.6% in 2022, and that of private schools increased from 8.2% to 10.0% between 2018 and 2022.

By level of education, the proportion of teachers double shifting in both public and private schools has increased at all levels over the same period.

5.8. Proportion of Teachers Double Shifting by Region, 2018 & 2022

Region	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	National
2018	11.4%	19.0%	47.7%	50.2%	57.7%	57.4%	27.3%
2022	17.0%	24.1%	63.5%	56.6%	80.1%	64.2%	35.9%

Table 5.8 shows the proportion of teachers double-shifting by region. The proportion of teachers double shifting has increased across all regions from 2018 to 2022. Region 5 registered the highest proportion of teachers double shifting in 2018 and 2022, whilst Region 1 recorded the lowest in the same period.

Nationally, 27.3% of teacher were on double-shift in 2018, while in 2022 it increases to 35.9%.

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REPUBLIC OF THE GAMBIA

Ministry of Basic and Secondary Education

*Directorate of Planning, Policy Analysis,
Research & Budgeting*

EDUCATION STATISTICS SUMMARY REPORT 2022



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Ministry of Basic and Secondary Education

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