REPUBLIC OF THE GAMBIA

Ministry of Basic and Secondary Education

Directorate of Planning, Policy Analysis, Research & Budgeting

EDUCATION STATISTICS SUMMARY REPORT 2025

Produced by MoBSE-Planning-EMIS with financial support from World Bank-The Gambia

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Foreword

As the Minister of Basic and Secondary Education, I am happy to announce the release of the **2025 Education Statistics Summary Report**, a vital component of our unwavering commitment to monitoring and evaluating the progress of our Education Sector Strategic Plan 2016-2030.

This report, although designed as a summary to make the data from the 2025 yearbook understandable and usable for all, provides **key insights** into the current state of education. These statistics serve as an invaluable resource for evidence-based planning and policymaking. The report's data is crucial for tracking progress toward achieving educational goals outlined in the Recovery-Focused National Development Plan (RF-NDP) 2023-2027 and Sustainable Development Goal 4. Beyond its role as a monitoring tool, the report also aims to raise awareness and offer actionable policy recommendations to enhance the efficiency and equity of education access

I encourage all stakeholders, including MoBSE Senior Management Team, the Local Education Group, School Leaders, Development Partners, and the public to actively engage with this data. By doing so, we can collectively strengthen our education system and enhance the delivery of education services in The Gambia, paving the way for a brighter future for our children.

I would also like to express my heartfelt gratitude to the School heads and all other stakeholders who contributed to the development of this publication. Your dedication to providing essential data has been instrumental in shaping this comprehensive report.

Thank you all for your unwavering commitment to education and the prosperity of our country. Through our collective efforts, we can continue to make a meaningful difference.

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Honourable Habibatou Drammeh, PhD
Minister of Basic and Secondary Education

Preface

This document is prepared to give a summary report of the data published in the 2025 yearbook for everyone to understand and use. This report is organized into five sections, namely, **Education institutions**, **Enrolment**, **Basic School indicators**, **population-related Education indicators** and **Teachers/Facilitators**.

The **Education Institutions** section includes information on the number of centres (ECD) and schools (LBE, UBE, and SSE), along with growth rates in recent years. The analysis is broken down by management type – public and private – and disaggregated at national and regional levels. This section also highlights the share of private schools in the total number of institutions over the last two years or the last five years.

The **Enrolment** section presents the number of students enrolled in institutions, disaggregated by gender (male and female). Enrolment is further classified by management type: ***public*** (Government and Grant-Aided) versus ***private*** (Madrassa and Private Conventional) schools. Under the **Education Indicators** section, key indicators related to enrolment are analysed, including Gender Parity Indexes. The population-related indicators – such as Gross Intake Rate (GIR), Gross Enrolment Rate (GER), and Completion Rate (CR) – are reported in both tabular and graphical form, including trends over time. This report uses population projections based on the 2013 Census data of GBoS.

The **Teachers** section presents comprehensive data on the teaching workforce, including the total number of teachers and the share of female teachers. It further analyses the proportion of qualified teachers, providing insights into the availability of trained personnel. Special attention is given to the participation of Gambian female teachers in the profession, with detailed breakdowns highlighting the proportion of qualified Gambian teachers overall, as well as the subset who are female. Additionally, the report examines the distribution of students per teacher through the pupils-per-teacher ratio (PTR), offering a measure of classroom teaching capacity and workload.

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Sohna Foon Chore
Director
Planning Policy Analysis Budgeting and Research Directorate

Acknowledgment

This **Education Statistics Summary Report (ESSR) 2025** was produced through a highly participatory and collaborative process, led by the seasoned staff of the Policy, Planning, Analysis, Research, and Budgeting Directorate (PPARBD) of the Ministry of Basic and Secondary Education (MoBSE). The team played a pivotal role in undertaking detailed and contextually grounded analyses to ensure that the findings presented in this report are evidence-based, relevant, and reflective of the realities of The Gambia's education sector. Beyond serving as a monitoring tool for national education statistics, the report also seeks to raise awareness and provide actionable policy recommendations aimed at enhancing both the efficiency and equity of education access.

This initiative was made possible through the generous financial support of the World Bank Group under the RISE Project. The management and staff of MoBSE wish to convey their profound gratitude and sincere appreciation to the World Bank, particularly to Mr. Jason Weaver (*World Bank Country Task Team Leader*), for his unwavering support toward the successful production of the 2025 Education Statistics Summary Report. Special thanks are also extended to Mr. Bassirou Toure (*EMIS Consultant*) for his invaluable technical assistance and guidance throughout the development process.

MoBSE further acknowledges with deep appreciation, the contributions of the local technical team from PPARBD, whose dedication and professionalism were instrumental in the successful completion of this report. In particular, the ministry recognises the contributions of Ms. Sohna Foon-Chore (*Director*), Mr. Musa K. S. Sarr (*Principal Education Officer*), Mr. Baboucarr O. Jarju (*Principal Education Officer*), Mr. Ousman Saine (*System Administrator*), Ms. Fatoumata B. O. Kah (*System Analyst*), Mr. Seedy Ahmed Jallow (*Assistant System Analyst*), Mr. Halifa Faye (*Senior Education Officer*), Mr. Modou Wurie Sowe (*Senior Education Officer*), Mr. Yahya Njie (*Education Officer*), Mr. Modou Sowe (*Education Officer*), Ms. Fatou Jallow (*Education Officer*) and Mr. Abdoulie Njie (*Education Officer*). Their commitment, technical expertise, and collaborative spirit were central to the quality and integrity of this publication.

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Executive Summary

The 2025 Education Statistics Summary Report (ESSR) provides a detailed overview of The Gambia's education sector, offering critical insights into access, equity, quality, and efficiency. A total of **4,039** educational institutions were recorded nationwide, with **1,662** publicly managed and **2,377** privately operated. Early Childhood Development (**ECD**) and Lower Basic Education (**LBE**) dominate the institutional landscape, underscoring a national emphasis on foundational learning. In contrast, Upper Basic and Senior Secondary Education (UBE and SSE) remain limited in number, signalling transition constraints beyond the primary level.

Total **enrolment** reached **830,895** learners in 2025, with **LBE** alone accounting for **442,901** students – about **53.3%** of the national total (just over half of all learners). Notably, **83.8%** of Grade 1 pupils in 2025 had ECD experience prior to entering primary school, indicating substantial progress in school readiness and a growing commitment to early childhood education among Gambian families.

Gender Parity Index (GPI) values exceed **1.00** across all levels on the reported indicators, denoting a consistent female advantage, and peak at **1.52** for the **SSE** completion rate. This reflects a persistent trend of higher female participation and achievement, highlighting concerns about male retention in upper grades and the need for strategies to better support boys through secondary education.

School infrastructure and basic services have seen encouraging improvements, with over **95%** of schools providing safe drinking water and **93.4%** using permanent classrooms. However, digital inclusion remains weak: only **13.2%** of schools have internet connectivity for teaching (and about 15.6% have computers available for pedagogical use), underscoring a significant technology gap in the classroom. Double shifting affects **52%** of schools, and **13.3%** of **LBE** institutions employ multigrading, especially in rural settings. While safety and life skills policies are more robust at higher levels, early grades require further support.

The national teaching workforce totals **29,860** teachers, with **LBE** employing the largest share (13,495, about **45.2%** of all teachers). Teacher qualification **rates** improve by level, ranging from **76.4%** in **ECD** to **97.8%** in **SSE**. Public schools continue to outperform private ones in teacher credentials and gender balance. Furthermore, despite a strong national R^2 coefficient of **0.87** for teacher-posting consistency, disparities are observed, particularly in ***Region 5N*** where **84.9%** of teachers are on double shift, highlighting the need for equitable deployment. Sustained investment in infrastructure, digital learning tools, and teacher training (including incentives for rural postings) is crucial for advancing inclusive, quality education outcomes across all regions of The Gambia.

Abbreviations and Acronyms

%	Percentage/Proportion
Clrm.	Classrooms
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-A.	Grant-Aided
ICT	Information and Communication Technology
LBE	Lower Basic Education
LBS	Lower Basic School
Madr.	Madrassa
Mngt.	Management
MoBSE	Ministry of Basic and Secondary Education
Perm.	Permanent
PPARBD	Policy Planning Analysis Research Budgeting Directorate
Priv.	Private Conventional
PTR	Pupils per Teacher Ratio
Pub.	Public
QT	Qualified Teacher
R^2	Coefficient of Determination
Reg.	Region
RF-NDP	Recovery - Focused National Development Plan
Sch	School
SMT	Senior Management Team
SSE	Senior Secondary Education
SSS	Senior Secondary School
Tot.	Total
Trs	Teachers
UBE	Upper Basic Education
UBS	Upper Basic School

Glossary and Definition of Terms

Completion Rate (CR):

Completion Rate is a statistical indicator that measures the proportion of individuals within a specific official age cohort who have successfully completed the final grade of a given education level. It helps assess system efficiency in guiding learners through the entire cycle without dropping out.

Double shifting:

Double shifting is the practice of running two separate school sessions (morning and afternoon) within the same facility to maximize classroom use, often in response to overcrowding, teacher shortage or infrastructure constraints.

Gender Parity Index (GPI):

The Gender Parity Index is a comparative measure that reflects the ratio of female to male participation in a specific level of education. A GPI of 1.0 indicates gender equality, while values above or below signal disparities in favour of one gender.

Government School:

It refers to public institutions fully owned, managed, and financed by the government. These schools follow the national curriculum and serve as the main channel for providing equitable access to education nationwide.

Grant-Aided School:

These are schools managed by an established Board of Directors (BoD) that receive financial subvention from the government to support their operations. They must adhere to national standards and align with public education priorities.

Gross Intake Rate (GIR):

GIR is the total number of new entrants into Grade 1 of a given education level, regardless of age, expressed as a percentage of the population at the official entry age. It assesses the accessibility of school entry.

Gross Enrolment Rate (GER):

GER is a measure of total enrolment at a particular level of education, regardless of age, expressed as a percentage of the population in the official age group for that level. It indicates the general participation rate in education.

Madrassa:

Madrassas are Islamic-based institutions recognised and supported by the government. through the Secretariat of the Arab-Islamic Education in The Gambia (AMANAH). They integrate religious studies with general education, aligning with national curriculum and priorities for quality learning.

Multigrading:

It refers to a teaching practice where one teacher simultaneously instructs pupils from different grades within the same classroom, commonly used in small or rural schools with low enrolment.

Pupil-Teacher Ratio (PTR):

PTR is the average number of pupils assigned to each teacher at a given level. It is a proxy for class size and teacher workload, influencing instructional quality and learning outcomes.

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

This shows the proportion of pupils newly enrolled in Grade 1 who have attended at least one year of ECD or pre-primary education. It reflects school readiness and pre-primary education coverage.

Proportion of Girls:

This indicator reflects the share of female learners in total enrolment at a given level. It is used to assess gender balance and promote inclusive participation in education.

Private Conventional Schools:

These are non-governmental schools that operate independently but follow the national curriculum as prescribed by MoBSE. They are subject to regulation but funded privately.

Private Schools:

This broad category includes all non-government schools, such as madrassas and conventional schools, that are operated by private entities without government funding.

Public Schools:

Public Schools encompass both government and grant-aided institutions. They receive financial support from the state and serve majority of learners nationwide.

Qualified Teacher:

A Qualified Teacher is one who has fulfilled the required national training and certification standards necessary for teaching at a particular level of education.

R-Square (R^2):

R-Square is a statistical measure used to assess the degree of alignment between two variables.

1. Institutions

1.1. Number of Institutions by Education Level in 2025

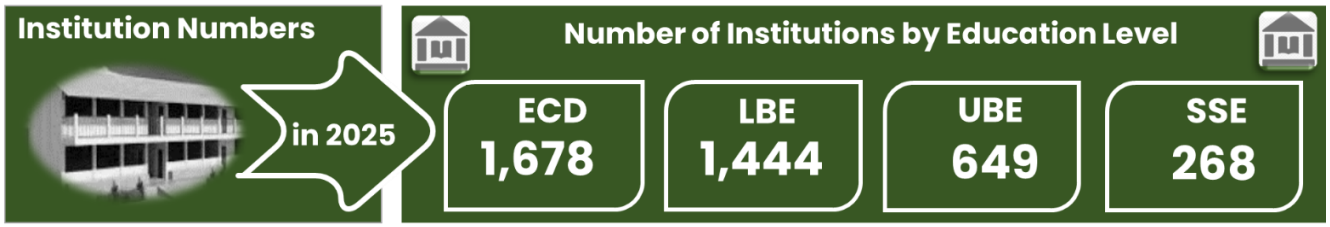

Figure 1.1: Number of Institutions by Education Level in 2025

The number of educational institutions across The Gambia in 2025 reveals the structural breadth of the system at various levels. According to **Figure 1.1**, Early Childhood Development (ECD) constitute the largest share with **1,678** centres, followed by Lower Basic Education (LBE) at **1,444** schools. Upper Basic Education (UBE) institutions stand at **649**, and Senior Secondary Education (SSE) institutions are the fewest, with **268**. This distribution reflects the pyramid structure of the education system, where foundational levels accommodate majority of learners before progression narrows at higher levels.

The dominance of LBE and ECD institutions signifies national investment in foundational learning, aligning with policy objectives that prioritize early childhood and basic education. The relatively lower numbers at the UBE and SSE levels highlight potential transition and retention challenges that the system continues to face. Strengthening pathways between education levels remains crucial to ensuring inclusive progression and continuity in schooling.

1.2. Share of Institutions by Management Type & Education Level in 2025

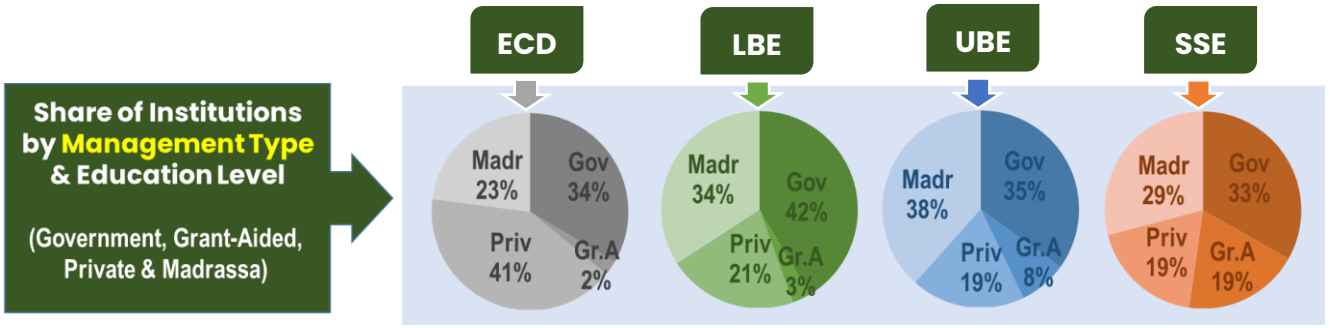

Figure 1.2: Share of Institutions by Management Type & Education Level in 2025

Figure 1.2 illustrates the share of educational institutions by management type and level in 2025, disaggregated into Government (Gov), Grant-Aided (Gr. A), Private Conventional (Priv), and Madrassa (Madr) categories across four education levels: ECD, LBE, UBE, and SSE.

At the **ECD** level, Private Conventional institutions dominate with **41%**, followed by Government at **34%**, Madrassa at **23%**, and Grant-Aided at just **2%**. This reflects a strong private sector (Private Conventional & Madrassa) presence in early childhood education. Furthermore, in the **LBE**, Government institutions lead with **42%**, while Madrassa schools also have a significant share at **34%**. Private Conventional institutions make up **21%**, and Grant-Aided schools constitute **3%**, highlighting a mixed management landscape.

The **UBE** level shows a more balanced distribution, with Madrassa schools at **38%**, Government at **35%**, Private Conventional at **19%**, and Grant-Aided at **8%**. At the **SSE** level, the share is relatively more diversified: Government institutions account for **33%**, Madrassa for **29%**, Private Conventional for **19%**, and Grant-Aided schools also hold **19%** share. This balance indicates the coexistence of multiple providers at the highest level of basic education, with a relatively strong representation from both public and private actors.

Overall, the figure reveals that while ***public*** institutions maintain a strong presence particularly at the **LBE** level, ***private*** institutions are essential contributors across all levels, especially in **ECD** and **UBE**. This management mix across levels has direct implications for policy and regulation with private institutions playing a key role, ensuring the sector's equitable access and inclusion objectives.

1.3. Proportion of Private Institutions by Education Level in 2025

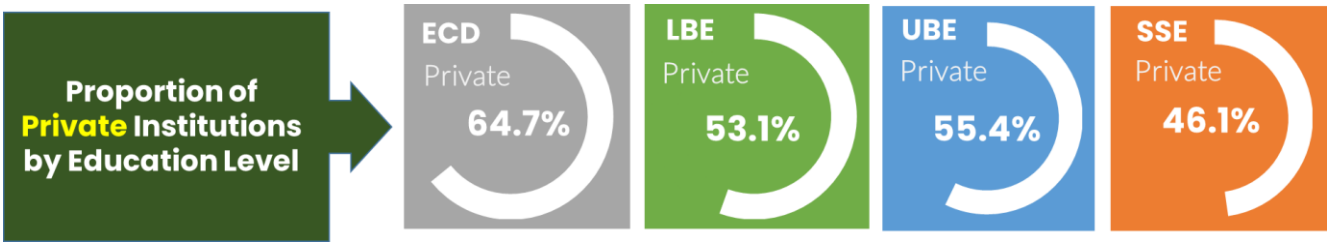

Figure 1.3: Proportion of Private Institutions by Education Level in 2025

The **Private** institutions (Private Conventional and Madrassa) make up a substantial proportion of educational establishments in The Gambia, particularly at the **ECD** level, where they account for **64.7%** of total centres. At the **LBE** level, this proportion stands at **53.1%** and slightly increases to **55.4%** at **UBE**. The lowest private share is seen at **SSE**, where private institutions constitute **46.1%**. This trend reflects the continued predominance of private and community actors in early childhood education. It also indicates increasing government involvement and provision of schools as learners progress from basic to senior secondary education. The high share of private schools suggests growing diversification of service delivery, which, while expanding options, may raise concerns about affordability, particularly in rural regions and among disadvantaged populations.

1.4. Number of Institutions by Management Type and Education Level in 2025

Edu. Level	Public			Private			Total (Pub.+Priv.)
	Gov.	Gr. A	*Total-Pub.*	Conv.	Madr.	*Total-Priv.*	
ECD	562	40	***602***	385	691	***1,076***	**1,678**
LBE	599	43	***642***	309	493	***802***	**1,444**
UBE	227	51	***278***	122	249	***371***	**649**
SSE	89	51	**140**	50	78	**128**	**268**
National	**1,477**	**185**	***1,662***	**866**	**1,511**	***2,377***	**4,039**

Table 1.1: Number of Institutions by Management Type and Education Level in 2025

Table 1.1 shows that out of a total of **4,039** education institutions nationwide in 2025, 1,662 are publicly managed (Government and Grant-Aided), while **2,377** fall under private management (Private Conventional and Madrassa). The private sector's dominance is particularly evident in **ECD**, with **1,076**

private centres compared to **602** public centres, indicating the foundational importance of private initiatives in early learning provision.

Madrassas make up a substantial portion of private institutions, especially at **LBE** and **UBE** levels, contributing to diversity in provision of education but also calling for continued alignment with national quality and curriculum standards. Moreover, within public management, government schools are the majority across all levels, while grant-aided institutions play a notable complementary role, especially at **UBE** and **SSE**.

1.5. Number of Institutions by Region and Education level in 2025

Region	ECD	LBE	UBE	SSE
Region 1	278	190	107	63
Region2E	119	104	56	14
Region 2W	522	408	214	95
Region 3	211	212	84	33
Region 4	118	111	42	16
Region 5N	102	100	31	9
Region 5S	112	115	31	12
Region 6	216	204	84	26
National	1,678	1,444	649	268

Figure 1.4: Number of Institutions by Region and Education level in 2025

Figure 1.4 reveals the regional distribution of educational institutions across The Gambia's eight education regions in 2025.

Region 1 and ***Region 2W*** (which together cover the Greater Banjul Area and part of West Coast) host the highest number of institutions across all levels, consistent with their higher population density and urbanization. In contrast, ***Regions 5N, 5S***, and ***6*** remain underserved, especially at **UBE** and **SSE** levels, reflecting persistent geographic inequalities.

These disparities depict a continued urban–rural divide in education infrastructure, which may restrict access to post-primary education for rural learners.

1.6. Number of Institutions by Education Level, 2021 vs 2025

Between 2021 and 2025, all education levels registered an increase in the number of institutions. **Figure 1.5** compares the counts of schools/centres in 2021 against those in 2025 for each level. The most notable expansion occurred at the **ECD** level, which grew from **1,460** centres in 2021 to **1,678** in 2025 – a **14.9%** increase. **LBE** institutions increased from **1,229** to **1,444**, while **UBE** institutions grew from **524** to **649** over the same period. The **SSE** level showed a more modest increase, from **213** schools in 2021 to **268** in 2025.

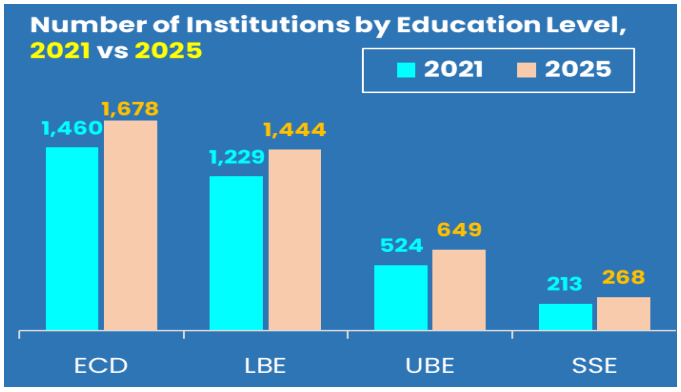

Figure 1.5: Number of Institutions by Education Level, 2021 vs 2025

This upward trend indicates a sustained national effort to expand access, particularly at the foundational levels. The significant growth in **ECD** centres aligns with national and global priorities for **ECD**, while the continued expansion at **LBE** and **UBE** levels suggests responsiveness to population growth and policy mandates for universal basic education. However, the relatively modest expansion at **SSE** reflects structural constraints or demand-side challenges, warranting further investment to strengthen senior secondary pathways.

2. Basic School Indicators

2.1. Basic School Indicators (Part 1) in 2025

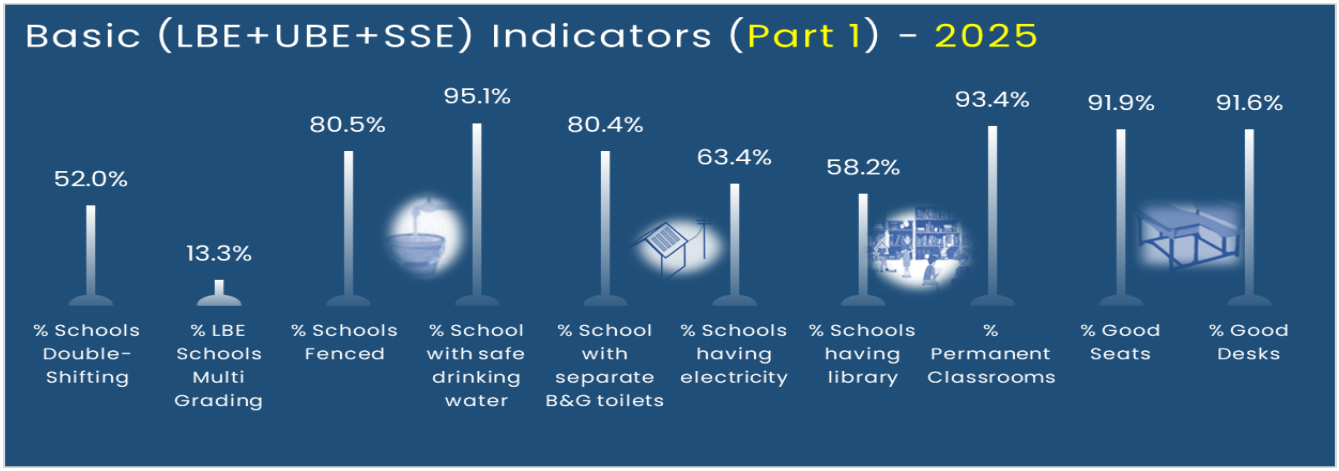

Figure 2.1: Basic School Indicators (Part 1) in 2025

Figure 2.1 presents key infrastructural and operational indicators for basic education (aggregated across LBE, UBE, and SSE levels) in 2025. Notably, **95.1%** of schools have access to safe drinking water, reflecting substantial progress in basic health and sanitation services. Permanent classrooms also show high prevalence, with **93.4%** of schools having standard infrastructure, about **92%** of seats and desks are in good condition. This suggests strong investment in basic learning conditions and physical infrastructure. However, **52.0%** of schools operate double shifting, indicating that overcrowding remains a challenge, potentially due to reasons such as high enrolment rates, teacher and furniture shortage, insufficient classroom space etc.

In terms of safety and gender-sensitive infrastructure, **80.5%** of schools are fenced, and **80.4%** have separate toilets for boys and girls. Electricity access remains moderate, with **63.4%** of schools connected to power, while libraries are available in only **58.2%** of schools, underscoring a gap in access to learning resources. Multi-grade teaching is practiced in about **13%** of **LBE** schools, reflecting how the education sector adapts to low population areas, aligned with the education policy to increase access by supporting multi-grade classrooms, especially in smaller and less densely populated communities.

2.2. Basic School Indicators (Part 2) in 2025

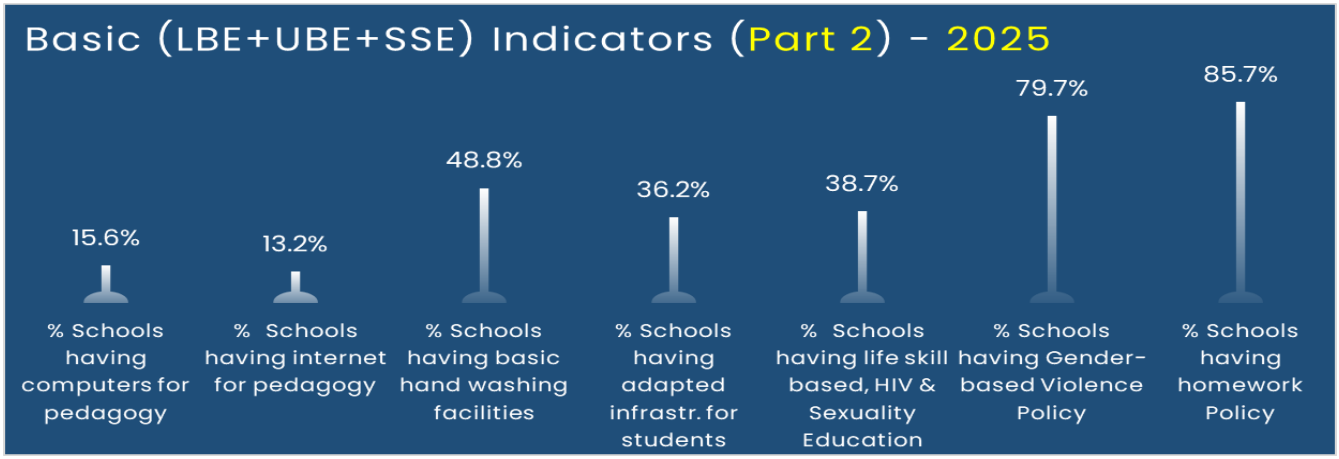

Figure 2.2 Basic School Indicators (Part 2) in 2025

Figure 2.2 highlights additional basic school indicators for 2025, focusing on digital infrastructure, hygiene, inclusivity, and policy enforcement (aggregated across LBE, UBE, and SSE levels). The data reveal notably low access to digital learning tools, with only **15.6%** of schools having computers for pedagogical purposes and an even lower **13.2%** equipped with internet connectivity for teaching and learning. These figures underscore significant digital gaps that could hinder the integration of ICT in classroom instruction. In terms of hygiene, **48.8%** of schools report having basic handwashing facilities, suggesting a moderate level of preparedness in promoting hygiene and public health standards.

The indicators further reveal encouraging levels of policy adoption and targeted interventions. A substantial **85.7%** of schools report having homework policies, and **79.7%** have gender-based violence (GBV) policies in place, reflecting strong efforts to institutionalise learner protection and academic discipline. Additionally, **38.7%** of schools offer life skills-based HIV and sexuality education, and **36.2%** have adapted infrastructure to support learners with special needs, showing important strides toward inclusive education.

2.3. Basic School Indicators by Management Type and Education Level in 2025 (Part1)

Local Management & Education level		% Schools Double-Shifting	% LBE Schools Multi Grading	% Schools Fenced	% School with safe drinking water	% School with separate B&G toilets	% Schools having electricity	% Schools having library	% Permanent Classrooms	% Good Seats	% Good Desks
Local Mngt.	Public	89.3%	4.5%	81.4%	96.4%	87.7%	50.3%	77.1%	93.3%	91.1%	90.7%
	Private	17.2%	20.3%	79.6%	93.8%	73.6%	75.8%	40.6%	93.5%	93.4%	93.1%
Edu. Level	LBE	51.5%	13.3%	78.5%	95.8%	83.9%	57.1%	54.4%	92.8%	91.0%	90.7%
	UBE	50.2%	...	85.1%	96.9%	81.5%	73.5%	60.9%	94.3%	92.5%	91.4%
	SSE	48.1%	...	85.1%	91.8%	67.9%	79.5%	65.7%	94.9%	96.0%	95.4%
National		52.0%	13.3%	80.5%	95.1%	80.4%	63.4%	58.2%	93.4%	91.9%	91.6%

Table 2.1: Basic School Indicators by Management Type and Education Level in 2025 (Part1)

An in-depth look at **Table 2.1** shows that **LBE** schools especially under public management have the heaviest burden of infrastructure and double shifting practices. More than half (**51.5%**) of **LBE** schools operate on double shifts, and **13.3%** employ multi-grade teaching. Fencing coverage is highest at the **UBE** and **SSE** levels (**85.1%** each), reflecting improved perimeter security at higher levels, compared to **78.5%** for **LBE** schools. Electricity access is notably low in **LBE** at **57.1%**, which is below the national average of **63.4%**.

Library availability increases steadily with education level, **54.4%** at **LBE**, **60.9%** at **UBE**, and **65.7%** at **SSE** suggesting a positive correlation between level of schooling and access to academic resources. Similarly, the percentage of good seats and desks availability improves from **91.0%** and **90.7%** at **LBE** to **96.0%** and **95.4%** at **SSE**, respectively.

The data underscores that while access to essential infrastructure like water and permanent classrooms is commendably high across all levels, disparities in key teaching and learning enablers such as

electricity, libraries, and fencing must be addressed, particularly at the foundational **LBE** level. Key Interventions directed in these areas would result to important gains in learning outcomes and equity.

2.4. Basic School Indicators by Management Type and Education Level in 2025 (Part 2)

Local Management & Education level		% 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
Local Mngt.	Public	15.6%	7.6%	46.8%	40.5%	46.4%	86.0%
	Private	15.6%	18.4%	50.6%	32.1%	31.4%	73.8%
Edu. Level	LBE	10.5%	8.2%	47.4%	30.5%	34.2%	78.1%
	UBE	18.5%	14.0%	47.6%	36.7%	42.1%	82.3%
	SSE	33.2%	28.7%	55.6%	50.4%	50.7%	84.3%
National		15.6%	13.2%	48.8%	36.2%	38.7%	79.7%

Table 2.2: Basic School Indicators by Management Type and Education Level in 2025 (Part 2)

In **Table 2.2**, internet availability remains generally low across all management types and education levels, with only **10.5%** of **LBE** schools, **18.5%** of **UBE** schools, and **33.2%** of **SSE** schools equipped with internet for pedagogical purposes. These figures underline a digital divide that could affect the integration of ICT into teaching and learning, particularly at the early stages.

Hand-washing facilities are more common in **SSE** (**21.2%**) and **UBE** (**14.0%**) compared to **LBE** (**8.2%**), which relate to infrastructure investments driven by adolescent health concerns. Adapted infrastructure for children with disabilities is relatively evenly distributed across levels, hovering around **47%,** which is a promising foundation for expanding inclusive education nationwide.

2.5. Basic School Indicators by Education Level in 2025

Figure 2.3 focuses on Basic School Indicators by education levels in 2025.

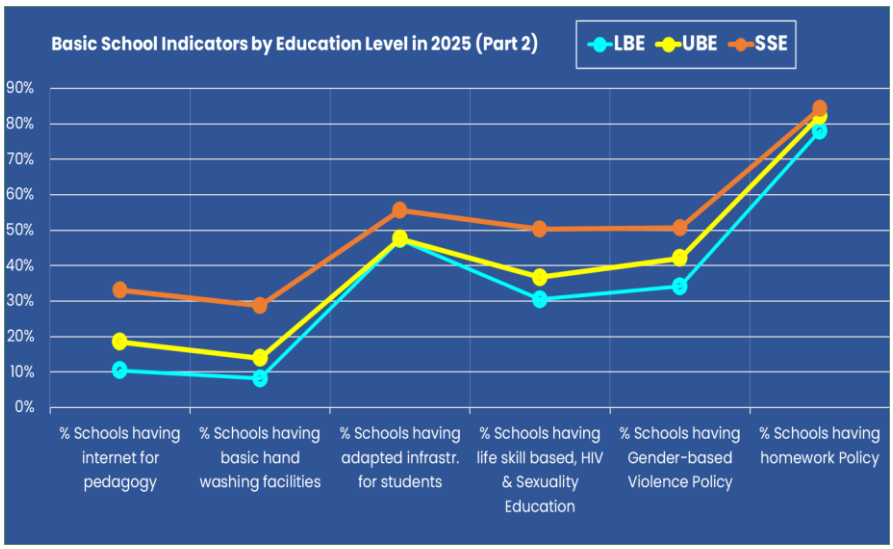

Figure 2.3: Basic School Indicators by Education Level in 2025

The availability of life skills, HIV and sexuality education improves with education level: **30.5%** at **LBE**, **36.7%** at **UBE**, and **50.4%** at **SSE**. Gender-Based Violence (GBV) policies and homework policies are most widespread at the **SSE** level (**50.7%** and **84.3%** respectively), reinforcing the sector's focus on adolescent wellbeing and academic discipline. Nevertheless, the lower indicators values at **LBE** and **UBE** levels compared to **SSE** signal the need for more comprehensive implementation of holistic education frameworks at earlier stages.

3. Enrolment

3.1. Enrolment by Education Level in 2025

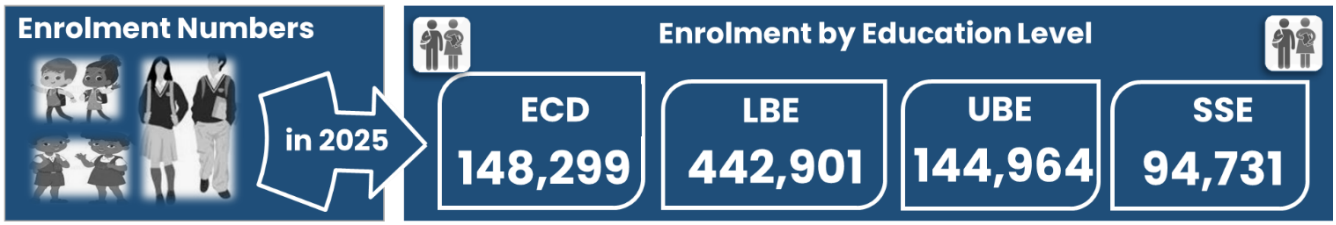

Figure 3.1: Enrolment by Education Level in 2025

The enrolment landscape across The Gambia in 2025 reveals a total school population of **830,895** learners, spread across four main education levels. According to Figure 3.1, **LBE** accounts for the largest share of enrolment with **442,901** learners, representing over half (**53.3%**) of the national total. **UBE** follows with **144,964** learners, and **SSE** with **94,731** learners, while **ECD** enrolment stands at **148,299**.

This distribution underscores the significant expansion of access at foundational levels, especially in primary education. The strong enrolment base at the **LBE** level reflects the government's continued prioritization of universal basic education. The enrolment structure also reflects demographic patterns, with a youthful population heavily concentrated in the earlier stages of education.

3.2. Share of Enrolment by Management Type & Education Level in 2025

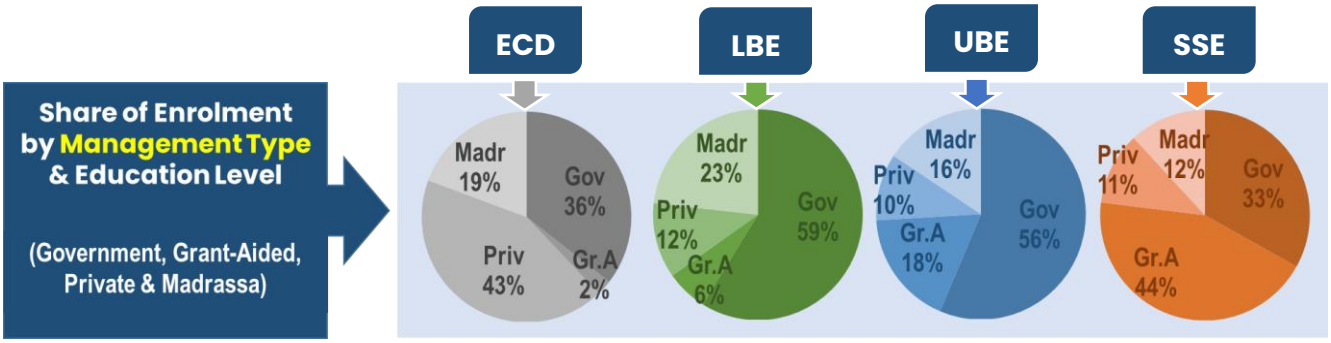

Figure 3.2: Share of Enrolment by Management Type & Education Level in 2025

Figure 3.2 illustrates the share of enrolment by management type, Government, Grant-Aided, Private Conventional, and Madrassa in 2025 across levels of education: **ECD**, **LBE**, **UBE**, and **SSE**.

At the **ECD** level, Private Conventional account for the largest share of enrolment at **43%**, followed by Government schools at **36%**, Madrassa centres at **19%**, and Grant-Aided centres with a marginal **2%**. This distribution underscores the dominance of private actors (Private Conventional & Madrassa) in early childhood education, reflecting demand-driven enrolment preferences or higher private actors' provision at this foundational stage (ECD level).

As education progresses to higher levels, the government assumes more prominent role. In **LBE**, government schools dominate with **59%** of total enrolment, while Madrassa institutions hold **23%**, and Private Conventional and Grant-Aided schools account for **12%** and **6%** respectively. Similarly, at the **UBE** level, **56%** of enrolment is in Government schools, **18%** in grant-aided, **16%** in Madrassa institutions and Private Conventional schools contributing **10%**.

However, the **SSE** level reveals a more diversified landscape: Grant-Aided schools enrol the highest proportion of students (**44%**), followed by Government (**33%**), Madrassa (**12%**), and Private Conventional (**11%**) schools. This trend suggests that while government provision is strongest in the compulsory education years (LBE and UBE), the role of grant-aided schools becomes particularly significant at the **SSE** level.

3.3. Share of Girls Enrolment by Education Level in 2025

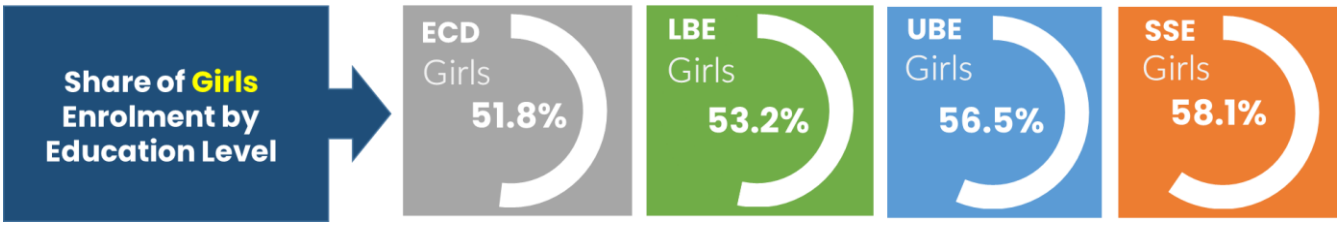

Figure 3.3: Share of Girls Enrolment by Education Level in 2025

Figure 3.3 illustrates the gender distribution in enrolment across the four main education levels in 2025, with a particular focus on the proportion of girls. At the national level, the data reflect continued progress toward gender parity, especially at the foundational stages. Girls make up **51.8%** of enrolment in **ECD**, indicating a strong start in early learning participation for the girl child. This balanced representation continues into **LBE**, **UBE** and **SSE** where girls constitute **53.2%, 56.5%** and **58.1%** of total enrolment respectively, showing gender disparity in favour of girls.

3.4. Enrolment distribution by Level/Grade in 2025

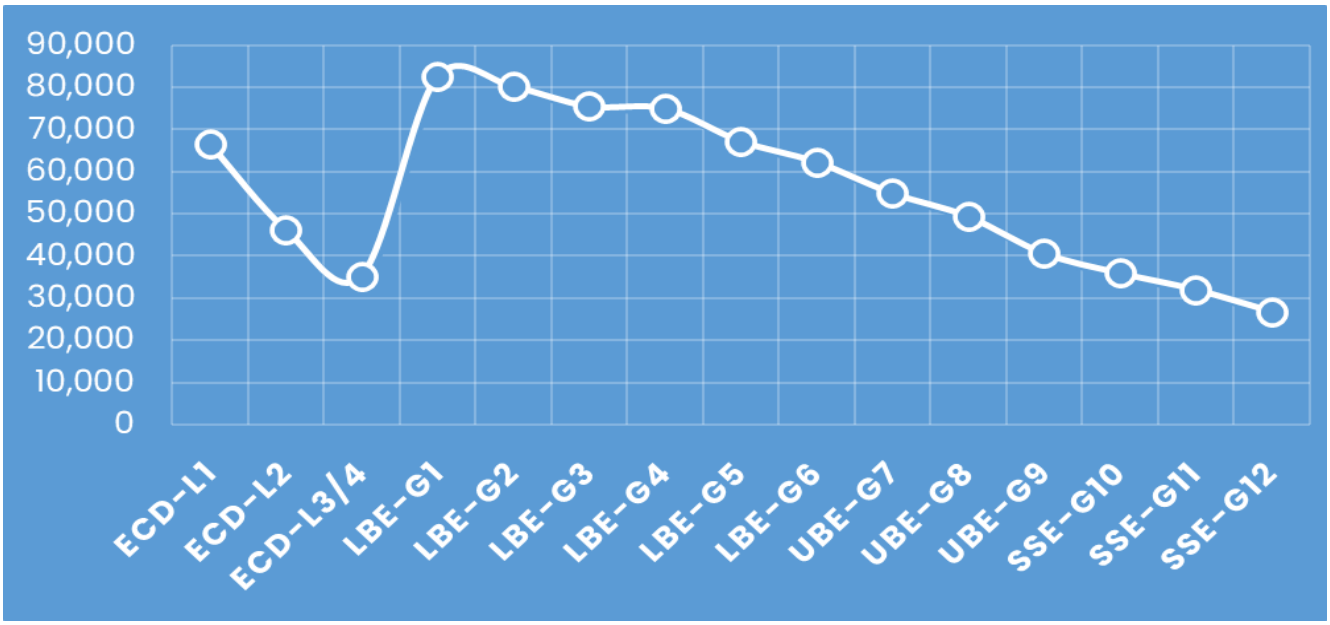

Figure 3.4: Enrolment distribution by Level/Grade in 2025

Figure 3.4 presents the enrolment distribution by grade across the different levels of formal education in 2025, covering levels and grades within **ECD (L1–L3/4)**, **LBE (G1–G6)**, **UBE (G7–G9)**, and **SSE (G10–G12)**. The data show that enrolment follows a broad-based triangular pattern, with the largest concentration of learners found in early and lower grades, particularly at Grade 1**,** which registers the highest number of pupils. This high enrolment at the **LBE** entry level is consistent with rising access to foundational education, supported by community sensitization, improved access to lower basic education.

As pupils move up through the grades, a gradual decline in enrolment is observed at each successive grade. From ***Grade 1*** onward, the number of learners decreases incrementally, with sharper drop-offs beginning around ***Grade 7*** (start of **UBE**) and continuing through to ***Grade 12***. This pattern highlights challenges in retention, transition, and progression, especially from **LBE** to **UBE**, and even more acutely from **UBE** to **SSE**. The possible contributing factors include distance to schools, socio-economic constraints, and the rising household cost of education for older learners especially in rural and low-income households, etc.

High enrolment in the early grades shows that many children are gaining access to school. However, the steady drop in numbers at higher grades highlights ongoing challenges in the education system and shows why focused efforts are needed to help students complete their grades and move on to the next level. In short, the challenge for education system is not just getting children into school, but making sure they stay, complete, and succeed fairly.

3.5. Proportion (%) of new entrants in Grade1 with ECD Experience in 2025

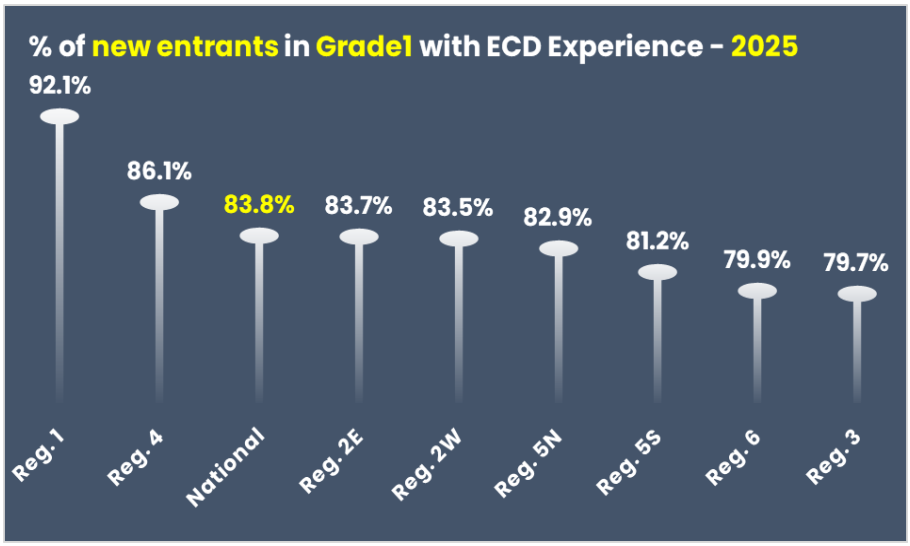

Figure 3.5: Proportion (%) of new entrants in Grade1 with ECD Experience in 2025

Figure 3.5 highlights a critical early childhood education indicator: the proportion of new entrants in Grade 1 (the first year of LBE school) in 2025 who have attended some form of **ECD** program prior to starting Grade 1.

Nationally, **83.8%** of learners entering Grade 1 in 2025 had attended an **ECD** programme, indicating substantial progress in school readiness and early learning exposure. In other words, nearly ***five out of every six*** children beginning **LBE** school have benefitted from early childhood education.

This figure reflects the growing recognition of **ECD** as a foundation for lifelong learning. The data suggest that nearly ***four out of five*** children now begin formal schooling equipped with essential early cognitive and social development, which is known to enhance later academic performance, reduce repetition, and improve retention. It also signals that efforts to expand **ECD** access, through both public and private provision, are yielding positive outcomes.

However, the data also signal an equity gap: the remaining **16.2%** of new Grade 1 entrants in 2025 did not benefit from any **ECD** services. These children, roughly ***one in six*** of all Grade 1 newcomers, are more vulnerable to learning difficulties and early dropout, since they start formal schooling at a disadvantage compared to their peers who had early childhood education. This underscores the importance of universalizing access to early childhood education, particularly targeting children in rural, low-income, or otherwise underserved areas who are less likely to attend ECD.

3.6. Enrolment distribution by Region & Education Level in 2025

Region	ECD	LBE	UBE	SSE
Region 1	24,735	70,828	32,466	29,680
Region 2E	8,808	28,142	9,268	3,440
Region 2W	56,596	165,340	58,636	41,587
Region 3	13,642	47,126	13,831	6,647
Region 4	7,494	19,997	6,164	3,359
Region 5N	6,494	20,217	4,467	2,151
Region 5S	8,098	25,831	7,135	4,205
Region 6	22,432	65,420	12,997	3,662
National	148,299	442,901	144,964	94,731

Table 3.1: Enrolment distribution by Region & Education Level in 2025

Table 3.1 presents the enrolment distribution in 2025 by both region and education level (ECD, LBE, UBE, SSE) across the eight regional education directorates.

The 2025 regional enrolment distribution reflects significant disparities, shaped in part by the varying population sizes across the regions. ***Region 2W***, which is the most populous, recorded the highest enrolment figures across all education levels, with **56,596** in **ECD**, **165,340** in **LBE**, **58,636** in **UBE**, and **41,587** in **SSE**. This dominant share is expected, as regions with larger populations tend to have more school-aged children. ***Regions 1*** and ***6*** also showed comparatively high enrolment figures, consistent with their relatively urban influence and substantial populations.

Regions such as **2E, 3, and 4** demonstrated moderate enrolment levels. For instance, ***Region 3*** enrolled **47,126** learners in **LBE** and **13,831** in **UBE**. These values suggest active education participation relative to their population sizes. ***Region 2E*** had a lower enrolment count, but this is likely proportional to its smaller population base. Such patterns highlight the importance of contextualising education data within demographic realities, as absolute figures alone may not accurately reflect performance or access levels. Moreover, ***Regions 5N*** and ***5S*** has the smallest enrolment numbers, particularly in **UBE** and **SSE**. ***Region 5N***, for example, recorded just **4,467** in **UBE** and **2,151** in **SSE**.

3.7. Enrolment by Management Type and Education Level in 2025

Edu. Level	Public			Private			Total (Pub.+Priv.)
	Gov.	Gr.A	*Total-Pub.*	Conv.	Madr.	*Total-Priv.*	
ECD	52,706	3,498	***56,204***	28,691	63,404	***92,095***	**148,299**
LBE	260,528	28,209	***288,737***	51,315	102,849	***154,164***	**442,901**
UBE	81,718	25,642	***107,360***	14,886	22,718	***37,604***	**144,964**
SSE	31,338	41,546	***72,884***	10,572	11,275	***21,847***	**94,731**
National	**426,290**	**98,895**	***525,185***	**105,464**	**200,246**	***305,710***	**830,895**

Table 3.2: Enrolment by Management Type and Education Level in 2025

Table 3.2 provides a more detailed view of enrolment across public and private institutions by education level in 2025, revealing both the scale and the distribution of learners across management types. Nationally, ***public*** institutions (Government and Grant-Aided) enrolled **525,185** learners, representing **63.2%** of total enrolment, while ***private*** institutions (Conventional and Madrassa) accounted for **305,710** learners, or **36.8%**.

At the **ECD** level, private institutions dominate with **92,095** learners (62.1%), comprising **28,691** in ***Conventional*** and **63,404** in ***Madrassa***, compared to **56,204** learners (37.9%) in public ECD centres. This confirms that early learning services are largely driven by private actors. Conversely, at the **LBE** level,

the public sector takes the lead with **288,737** learners (65.2%), while **private** providers (51,315 in conventional and 102,849 in Madrassa) enrol **154,164** learners (34.8%).

In **UBE**, ***public*** enrolment totals **107,360** learners (74.1%), while ***private*** enrolment, composed of **14,886** in ***Conventional*** and **22,718** in ***Madrassa***, amounts to **37,604** (25.9%). At the **SSE level**, public institutions remain dominant with **72,884** learners (76.9%), while ***private*** schools enrolled **21,847** learners (23.1%). Overall, ***Madrassas*** constitute a major share of private enrolment, especially at the **ECD** and **LBE** levels.

3.8. Enrolment by Education Level, 2021 vs 2025

Figure 3.6 presents the evolution of enrolment across the education levels between 2021 and 2025, revealing substantial growth throughout the system.

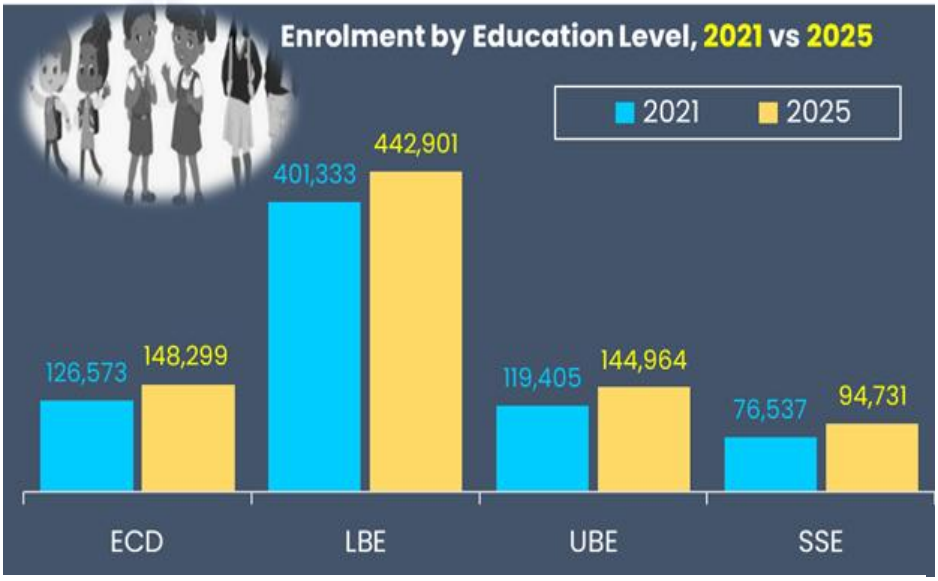

Figure 3.6: Enrolment by Education Level, 2021 vs 2025

LBE shows the most significant numerical increase, rising from **401,333** in 2021 to **442,901** in 2025, an increase of over **42,000** learners. This expansion underscores the continued prioritization of universal basic education and improvements in school access at the **LBE** level. It suggests that efforts such as school construction, enrolment drives, and policies like free basic education in the public or community outreach have been effective in bringing more children into **LBE** school over the five-year period.

At the **ECD** level, enrolment increased from **126,573** in 2021 to **148,299** in 2025, reflecting a growing recognition of early learning's importance and the impact of expanded private sector involvement. Similarly, **UBE** enrolment grew to **144,964** in 2025, up from **119,405** in 2021, though the growth rate is more modest. **SSE** experienced the smallest increase, rising to **94,731** in 2025 from **76,537** in 2021, signalling slower progress in transitioning learners to higher secondary levels.

In summary, these trends reflect steady upward pattern in school participation, especially at the foundational stages. However, the lower gains at **UBE** and **SSE** compared to **LBE** suggest that while access has improved, the education sector still faces challenges in retaining learners beyond **LBE**. Sector managers must strategize efforts to support smooth transitions and reduce attrition across the education cycle, particularly for under-served regions with historically low retention.

4. Education Indicators

4.1. Gross Intake Rates (GIR) - Grade 1 (LBE) by Region in 2025

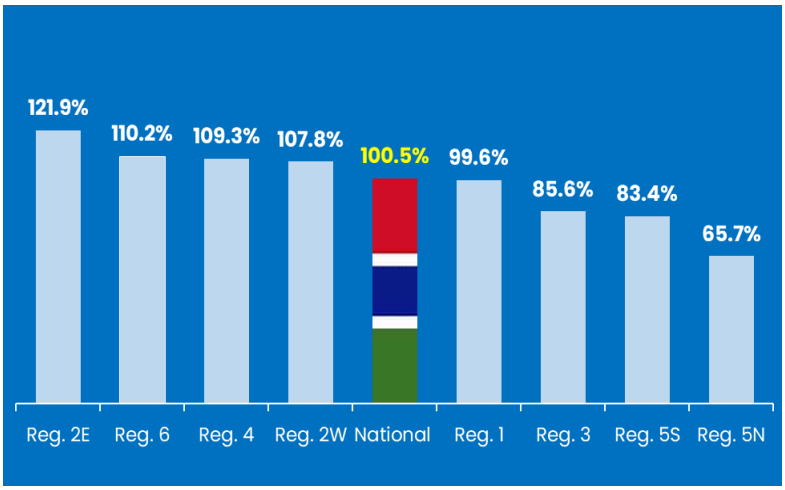

Figure 4.1: Gross Intake Rates (GIR) - Grade 1 (LBE) by Region in 2025

Figure 4.1 illustrates the Gross Intake Rate (GIR) into Grade 1 of LBE across the eight education regions of The Gambia in 2025.

The national **GIR** stands at **100.5%**, indicating that the number of new entrants into Grade 1 exceeds the official population of children at the primary school entry age (7 years). This overage figure suggests that, while access has expanded, a significant portion of children are entering Grade 1 either later or earlier than the official age.

Regionally, ***Region 2E*** records the highest GIR at **121.9%**, followed closely by ***Region 6*** at **110.2%**. These elevated rates reflect both high access and the prevalence of over-age intake, often associated with delayed school entry. In contrast, ***Region 5N*** report the lowest GIR, at **65.7%**. These lower rates suggest relatively fewer over-age or early entrants and potentially indicate more constrained access or demographic shifts in those rural regions.

The high GIR figures, particularly in urban regions, point to both progress and inefficiencies. On the one hand, the data affirm that primary education is becoming increasingly accessible across the country; on the other hand, the persistence of over-age entry underscores the need to promote timely enrolment at ***age 7***, strengthen early childhood education access, and enhance awareness among parents and communities. Reducing over-age entry is essential for improving internal efficiency.

4.2. Gross Enrolment Rates (GER) by Education Level, 2021 vs 2025

Figure 4.2 compares the Gross Enrolment Rate (GER) for each education level (ECD, LBE, UBE, SSE) between the year 2021 and 2025.

The data reflect steady improvements in access at every level of the education system between 2021 and 2025.

At the **ECD** level, GER increased from **42.4%** in **2021** to **45.7%** in **2025**, indicating a moderate but meaningful expansion in early learning participation. This is driven by the proliferation of **ECD** attached centres

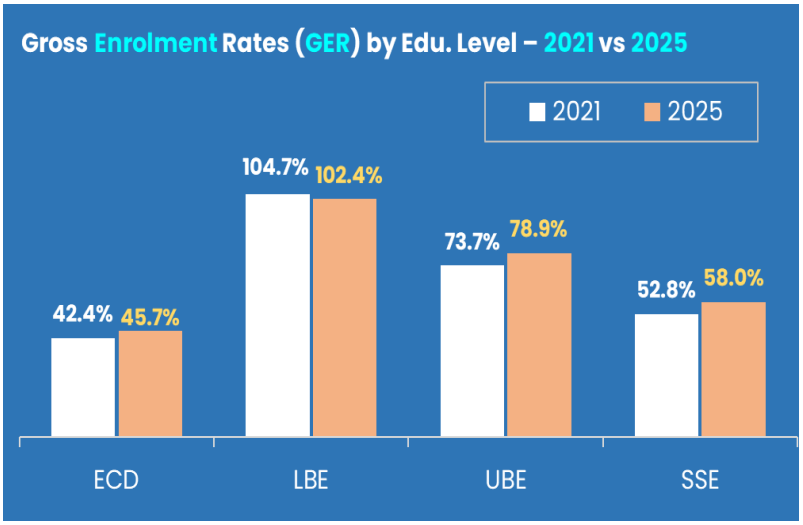

Figure 4.2: Gross Enrolment Rates (GER) by Education Level, 2021 vs 2025

in public LBS and growing public awareness of the value of **ECD**, though access remains uneven across regions.

At the **LBE** level, **GER** dropped from **104.7%** in 2021 to **102.4%** in 2025, confirming The Gambia's continued success in providing broad access to primary education. The figure above **100%** suggests the continued presence of over-age and under-age learners in primary grades, pointing to the need for more consistent school readiness and age-appropriate entry.

The **UBE GER** rose from **73.7%** in **2021** to **78.9%** in **2025**, reflecting meaningful progress in upper basic enrolment but also highlighting the persistence of structural barriers to full transition and retention beyond ***Grade 6***. At the **SSE** level, **GER** rose from **52.8%** to **58.0%**, indicating an improvement in **SSE** access. However, this still falls short of universal participation, indicating the need for expanded school construction, targeted subsidies, and gender-sensitive retention measures at post-basic levels.

The overall upward trend in **GER** across education levels underscores progress in system expansion and policy effectiveness. However, it also calls attention to the importance of addressing quality, progression, and internal efficiency, as simply increasing enrolment does not guarantee learning. To achieve inclusive and equitable education for all, ***MoBSE*** must continue to align access gains with sustained investments in infrastructure, teaching & learning materials, and support education services delivery especially in underserved communities.

4.3. Completion Rates (CR) by Education Level, 2021 vs 2025

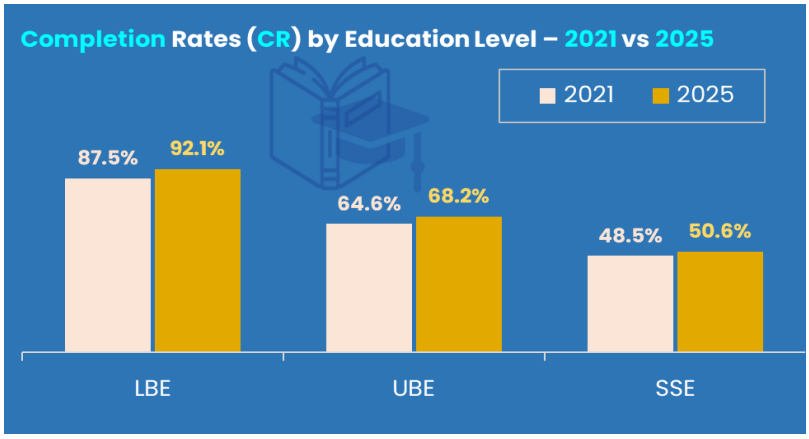

Figure 4.3: Completion Rates (CR) by Education Level, 2021 vs 2025

Figure 4.3 shows the trend in Completion Rates (CR) by education level between 2021 and 2025, revealing the extent to which learners are completing each level of education. **LBE** completion rate remains relatively high and stable, moving from **87.5%** in 2021 to **92.1%** in 2025, suggesting that almost all children who start primary school eventually complete it. This high completion rate aligns with sustained investments in universal basic education and signals that barriers to finishing primary school have largely been mitigated. However, the challenge shifts to ensuring smooth transition and sustained retention into higher levels.

For **UBE**, the completion rate rose modestly from **64.6%** to **68.2%** in 2021 and 2025 respectively, reflecting improved transition and retention beyond the primary level, though still short of universal completion. The most notable concern remains at the **SSE** level, where the completion rate increased only slightly, from **48.5%** in 2021 to **50.6%** in 2025.

Generally, while progress is evident, especially in LBE and UBE, the low SSE completion rate remains a major equity concern. **MoBSE** needs to reinforce targeted policies needed to support the most vulnerable students and those in underserved areas to complete their full education cycle.

4.4. Gender Parity Index on Education Indicators in 2025

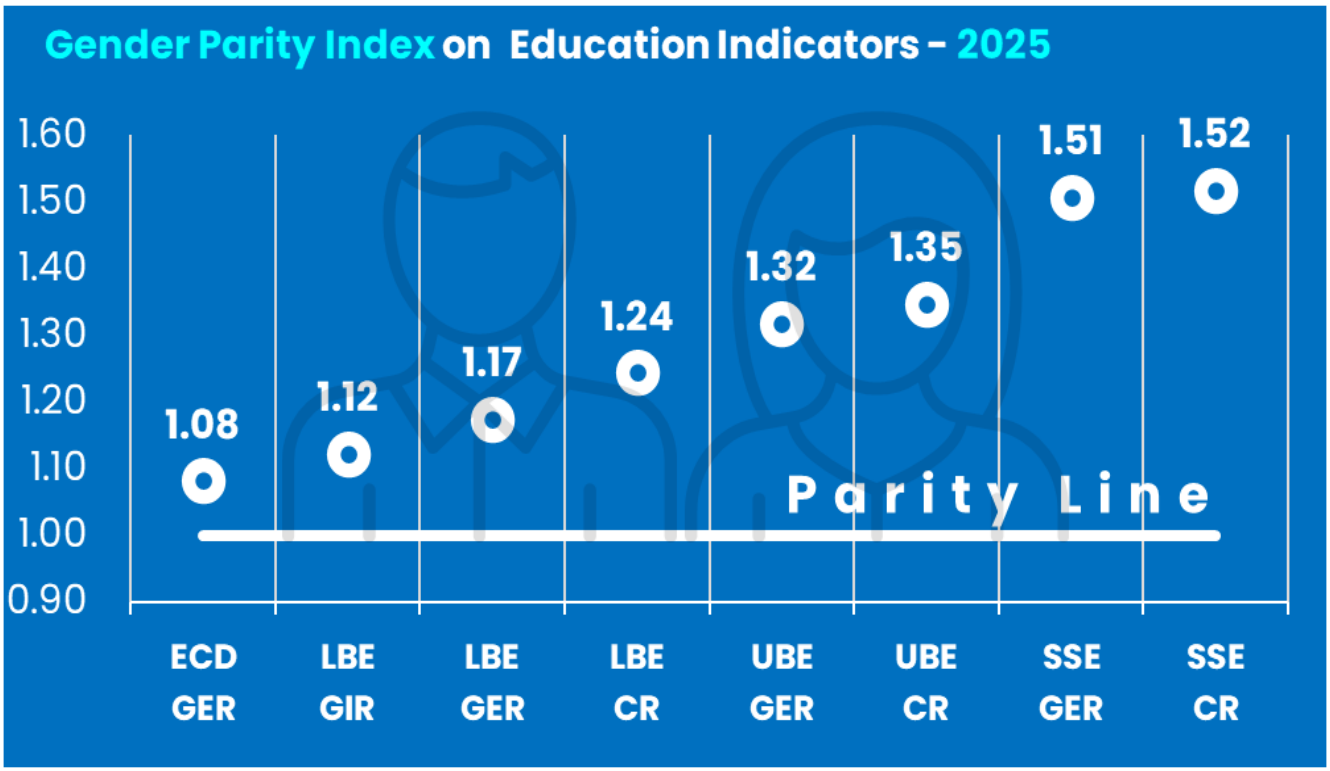

Figure 4.4: Gender Parity Index on Education Indicators in 2025

Figure 4.4 presents the Gender Parity Index (GPI) across key education indicators in 2025, giving insight into how equitably boys and girls are accessing and completing education at different levels. A **GPI** value of 1.00 signifies perfect gender parity (equal participation of males and females). Values above 1.00 indicate a female advantage (more girls relative to boys), while values below 1.00 indicate a male advantage.

In 2025, **ECD GPI** on GER stands at **1.08** in early childhood enrolment. This demonstrates successful efforts in encouraging girls' participation from the earliest stages of education. At the **LBE level**, GPI on **GER** and **CR** stands at **1.17** and **1.24** respectively, showing sustained disparity in enrolment and completion at the primary level in favour of girls.

Similarly, the gender parity indexes shows disparity in higher levels. At **UBE**, GPI on GER and CR is **1.32** and **1.35** respectively indicating that girls are more represented compared to boys in this level. The gender gap widens further at the **SSE** level, where the GPI is **1.51** for **GER** and **1.52** for **CR**. This suggests that boys face increasing challenges in accessing and completing secondary education.

These GPI figures collectively point to a significant and persistent female advantage in educational participation and completion in The Gambia as of 2025. While historically the concern was about girls' access, the current data flips the concern towards boys' under-participation, especially in the upper grades. Such a scenario calls for nuanced gender-responsive policies: continuing to support girls to maintain their gains but also investigating and addressing the reasons behind boys' lower enrolment and completion.

Achieving a more balanced gender parity will be important for ensuring that both men and women can contribute equally to the country's development and that no group is left behind by the education system.

5. Teachers and Facilitators

5.1. Teachers/Facilitators by Education Level in 2025

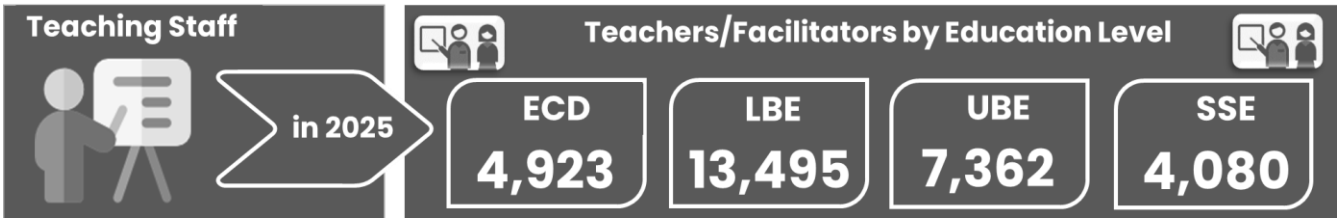

Figure 5.1: Teachers/Facilitators by Education Level in 2025

Figure 5.1 presents the distribution of teachers and facilitators across education levels in 2025. The national teaching workforce totals **29,860**, with **LBE** accounting for the largest share with **13,495** teachers, representing **45.2%** of the total. **UBE** follows with **7,362** teachers (24.6%), while **ECD** registered **4,923** teachers (16.5%) and **SSE** has the smallest share, with **4,080** teachers (13.7%).

This distribution reflects enrolment patterns, where **LBE** holds the highest number of learners and, therefore, requires the most teaching staff. However, the relatively low number of teachers at the **ECD** level compared to its enrolment suggests a high child-to-teacher ratio in early childhood settings. Similarly, while **SSE** enrolment is the lowest among the four levels, the number of teachers suggests either smaller class sizes or a more specialized subject-teaching structure that requires more staff per learner.

5.2. Teaching Staff Share by Management Type & Education Level in 2025

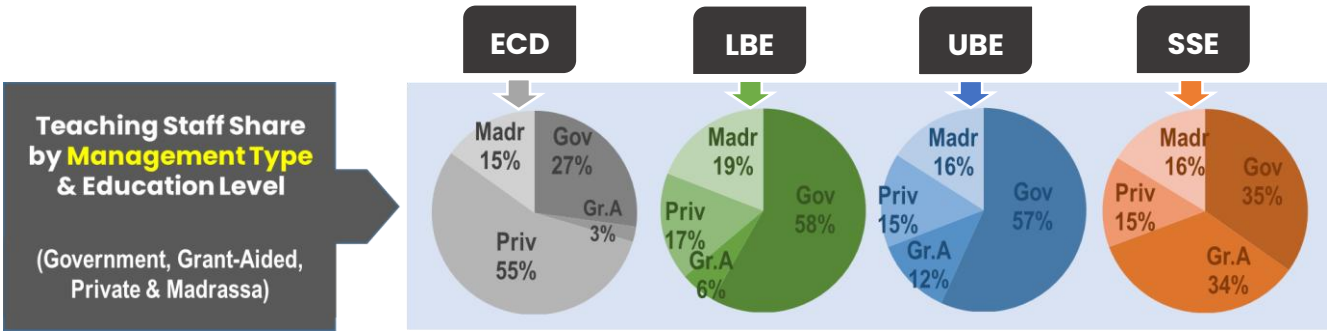

Figure 5.2: Teaching Staff Share by Management Type & Education Level in 2025

Figure 5.2 presents the distribution of teaching staff across education levels: **ECD, LBE, UBE,** and **SSE** by management type: Government, Grant-Aided, Private Conventional, and Madrassa. It highlights the management structure's role in staffing across the different sub-sectors.

At the **ECD** level, majority of teaching staff are under ***Private Conventional*** (**55%**), followed by ***Government*** (**27%**), ***Madrassa*** (**15%**), and ***Grant-Aided*** (**3%**). This shows a strong private sector (Private Conventional and Madrassa) dominance in early childhood education.

In **LBE**, ***Government*** takes the lead with **58%** of the teaching staff, while ***Madrassa*** accounts for **19%**, ***Private Conventional*** for **17%**, and ***Grant-Aided*** for **6%**. This indicates a significant government role at the foundational basic education level.

For **UBE**, ***Government*** again accounts for the majority share at **57%**, followed by ***Madrassa*** (**16%**), ***Private Conventional*** (**15%**), and ***Grant-Aided*** (**12%**). At this level, staffing is more evenly distributed among the different types compared to **LBE**.

At the **SSE** level, ***Government*** and ***Grant-Aided*** share the largest proportions with **35%** and **34%** respectively. ***Private Conventional*** institutions contribute **15%** and ***Madrassa*** make up **16%**. This reflects a balanced contribution between Government and Grant-Aided institutions as well as between Private Conventional and Madrassa in **SSE** teaching staff.

Generally, the chart shows that ***Government*** plays the dominant role in staffing across all basic and senior levels, while ***Private Conventional*** dominates at the **ECD** level. ***Madrassa*** and ***Grant-Aided*** providers maintain consistency, though smaller, shares across the board.

5.3. Share of Qualified Teachers by Education Level in 2025

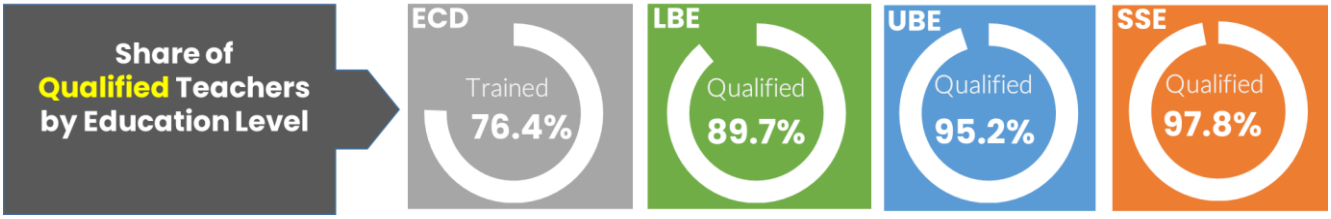

Figure 5.3: Share of Qualified Teachers by Education Level in 2025

Figure 5.3 highlights the proportion of qualified teachers across education levels: ECD, LBE, UBE, and SSE as of 2025.

At the **ECD** level, **76.4%** of teachers are trained, indicating that nearly ***one*** in ***four*** **ECD** teachers still lack formal preparation. This reflects a significant qualification gap at the foundational stage of education, where trained facilitators are essential for shaping early learning experiences and cognitive development. The shortfall in professional preparation at this level would affect the quality of instruction and foundational skill acquisition among **ECD** learners.

In **LBE**, **89.7%** of teachers are qualified, suggesting a notable improvement in teacher qualifications as learners transition into primary school. This upward trend in professional training indicates progress in ensuring competent teaching staff, which is crucial for reinforcing literacy and numeracy skills. However, the remaining unqualified teachers still presents a challenge, indicating the need for interventions to achieve universal teacher qualification.

UBE shows a higher qualification rate of **95.2%**, indicating a strong presence of qualified professionals teaching staffs at the **UBE** level. This substantial coverage signifies strengthened instructional quality, likely contributing to improved learning outcomes as students prepare for higher education levels.

At the **SSE** level, qualification is nearly universal, with **97.8%** of teachers being qualified. This reflects a robust commitment to teacher professionalism and educational quality at the **SSE** level, where subject specialisation and advanced instructional methods are essential.

Overall, the data suggest a progressive increase in teacher qualification rates from **ECD** through **SSE**, with the highest gaps appearing at the early childhood level. This trend highlights the need for the sector to invest more in **ECD** teacher training to ensure quality education from the earliest years.

5.4. Teaching Staff Indicators (1) - Public vs Private in 2025

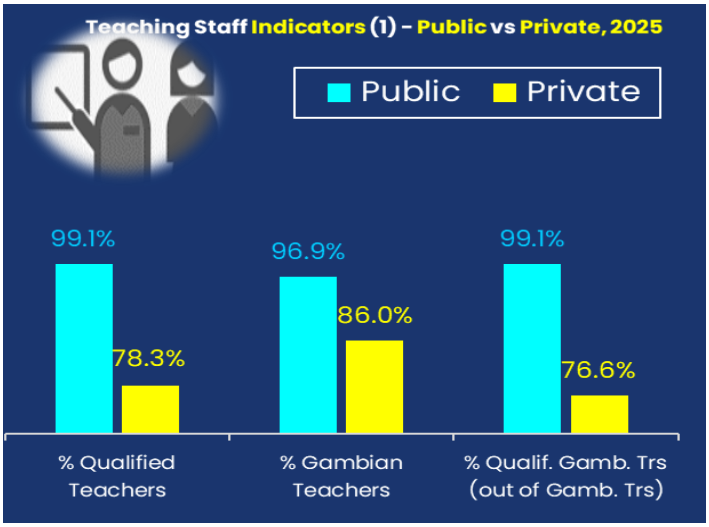

Figure 5.4: Teaching Staff Indicators (1) - Public vs Private in 2025

Figure 5.4 compares key teaching staff indicators between the ***public*** and ***private*** school sectors in 2025. These indicators include the proportion of qualified teachers, the percentage of Gambian teachers, and the share of qualified Gambian teachers within each sector (Public and Private).

Public schools demonstrate a significantly higher percentage of qualified teachers, with **99.1%** of their staff meeting national qualification standards, compared to only **78.3%** in private schools. This notable gap reflects stronger adherence to teacher qualification requirements within the public sector. When it comes to the nationality of teachers, **96.9%** of public-school teachers are Gambians, whereas in private schools the proportion is slightly lower at **86.0%**. Although both sectors rely primarily on local teachers, public schools employ a greater share of nationals, indicating a stronger alignment with national employment priorities.

Lastly, the share of qualified Gambian teachers (as a proportion of all Gambian teachers) is again higher in public schools. A significant **99.1%** of Gambian teachers in public schools are qualified, while the figure drops to **76.6%** in private institutions. This suggests that not only does the public sector employ more Gambians, but it also ensures they are better trained.

5.5. Teaching Staff Indicators (2) - Public vs Private in 2025

Figure 5.5 presents a comparative analysis of key teaching staff indicators for public and private schools in 2025, focusing specifically on ***female teacher representation*** and qualification levels. The data reveal a stark gender disparity between public and private sectors. In public schools, **76.0%** of teaching staff are female, while private schools report a significantly lower share at only **24.0%**. This suggests that public institutions are substantially more gender-balanced or even female-dominated compared to private institutions, where male teachers appear to be predominant.

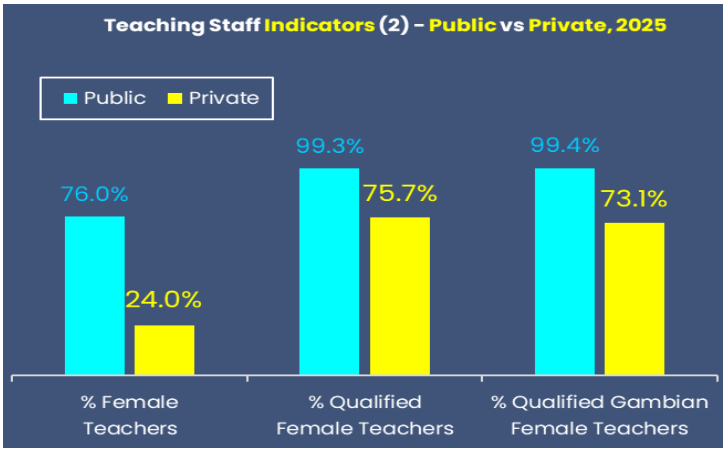

Figure 5.5: Teaching Staff Indicators (2) - Public vs Private in 2025

The qualifications of female teachers also show a consistent advantage for public schools. About **99.3%** of female teachers are qualified in public institutions, whereas the private sector reports a lower qualification rate of **75.7%**. The gap is similarly reflected in the share of ***qualified Gambian female*** teachers, where public schools lead with **99.4%**, compared to **73.1%** in private schools.

5.6. Proportion of teachers on double-shift by Region in 2025

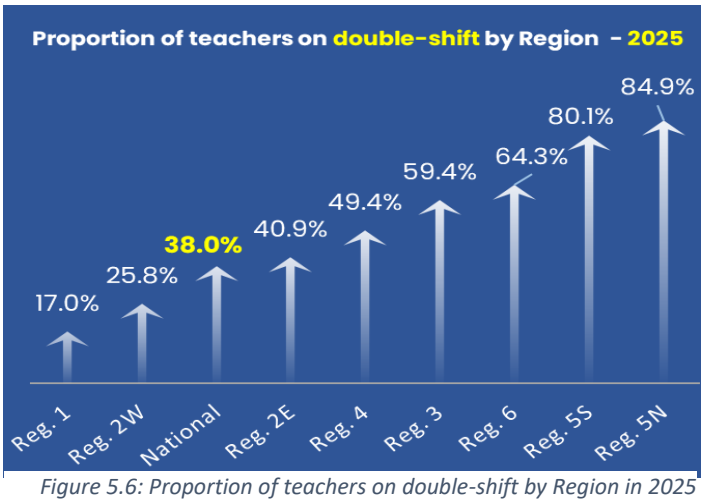

Figure 5.6: Proportion of teachers on double-shift by Region in 2025

Figure 5.6 illustrates the proportion of teachers on double-shift by region in 2025, highlighting regional disparities across The Gambia. Nationally, **38.0%** of teachers are engaged in double-shift teaching. However, this national figure masks considerable variation between regions. The lowest proportion is observed in ***Region 1***, where only **17.0%** of teachers are on double shifts, followed by ***Region 2W*** with **25.8%**. These relatively low figures reflect better staffing levels or more manageable enrolment pressures in urban areas.

In contrast, upper regions exhibit significantly higher double-shift rates, indicating potential teacher shortages and infrastructural limitations. ***Region 5N*** reports the highest rate at **84.9%**, followed closely by ***Region 5S*** (**80.1%**) and **Region 6** (**64.3%**). Other regions with above-average proportions include ***Region 3*** at **59.4%**, ***Region 4*** at **49.4%**, and ***Region 2E*** at **40.9%**. These trends suggest a pronounced burden on teachers in rural regions, where double-shift teaching is more prevalent and could potentially affect teaching quality, teacher well-being, and student learning outcomes.

5.7. Trend of Pupils per Teacher Ratio (PTR) in LBE - 2021 to 2025

Figure 5.7 shows the trend of Pupils per Teacher Ratio (PTR) in **LBE** across public and private schools from 2021 to 2025, revealing slight but notable divergences in classroom dynamics between the two.

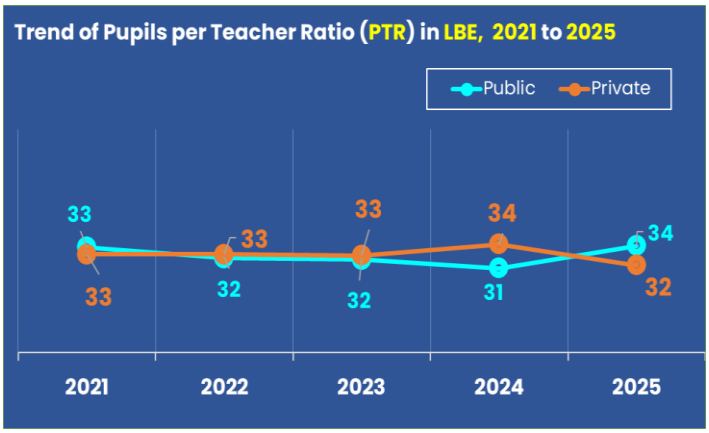

Figure 5.7: Trend of Pupils per Teacher Ratio (PTR) in LBE - 2021 to 2025

In **2021**, both public and private schools recorded a PTR of **33**, indicating parity in average classroom size. From **2022** to **2023**, public schools maintained a slightly lower PTR of **32**, while private schools remained constant at **33**, suggesting more favourable learner-teacher ratios in the public sector during those years. However, a shift occurred in **2024**, where the public PTR dropped further to **31**, while the private PTR increased to **34**, indicating larger average class sizes in private institutions.

By **2025**, the trend reversed as public schools experienced a rise in PTR to **34**, while private schools showed a modest reduction to **32**. This marks a shift, with public classrooms becoming more crowded than private ones, mainly because MoBSE has not been permitted to recruit new teachers over the past two years, which has limited the supply of teachers in public schools . The overall pattern suggests that, while public schools initially maintained a lower PTR, by 2025 they face increasing pupil-teacher ratios, which signal pressures from enrolment growth or staffing constraints.

5.8. PTR LBE - Public by Region in 2025

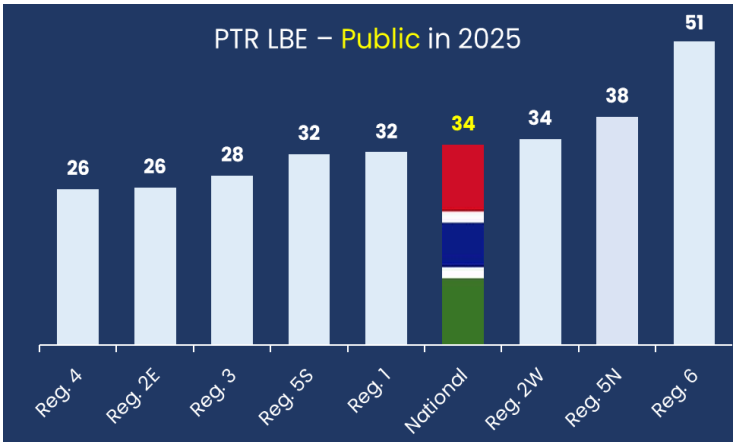

Figure 5.8: PTR LBE - Public by Region in 2025

Figure 5.8 illustrates the Pupil-Teacher Ratio (PTR) in **LBE** across public schools by region in **2025**, providing insight into regional disparities in classroom congestion.

The national average PTR stands at **34**, but regional variations reveal notable imbalances. The most congested classrooms are found in ***Region 6***, which reports a PTR of **51**, significantly above the national average and suggesting severe teacher shortages relative to enrolment. This is followed by ***Region 5N*** with a PTR of **38**, and ***Region 2W*** at **34**, matching the national average. Conversely, less congested classrooms are observed in ***Region 4*** and ***Region 2E***, both recording the lowest PTR of **26**. ***Region 3*** follows with **28**, while ***Region 5S*** and ***Region 1*** each report PTR of **32**, which remain slightly below the national benchmark.

5.9. Number of Teachers by Management Type and Education Level in 2025

Edu. Level	Public			Private			Total (Pub.+Priv.)
	Gov.	Gr.A	*Total-Pub.*	Conv.	Madr.	*Total-Priv.*	
ECD	1,338	119	***1,457***	741	2,725	***3,466***	**4,923**
LBE	7,859	754	***8,613***	2,309	2,573	***4,882***	**13,495**
UBE	4,181	906	***5,087***	1,100	1,175	***2,275***	**7,362**
SSE	1,421	1,405	***2,826***	590	664	***1,254***	**4,080**
National	**14,799**	**3,184**	***17,983***	**4,740**	**7,137**	***11,877***	**29,860**

Table 5.1: Number of Teachers by Management Type and Education Level in 2025

Table 5.1 provides a detailed breakdown of the number of teachers by management type and education level in 2025, revealing the structure and composition of the national teaching workforce. Overall, the teaching workforce totals **29,860**, with notable variation across management types and education levels.

Across all levels, ***public*** (Government and Grant-Aided) employ **17,983** teachers, representing **60.2%** of the total workforce. ***Private*** (Conventional and Madrassa) employ **11,877** teachers, or **39.8%** of the total. At the **ECD level**, there are **4,923** *teachers*, of which **1,457** serve in public centres and **3,466** in private institutions demonstrating the dominance of private provision in early childhood education.

For **LBE**, the public sector employs **8,613** teachers (7,859 in Government, 754 in Grant-Aided), while the private sector employs **4,882** (2,309 in Conventional, 2,573 in Madrassa). The total **LBE** teaching force of **13,495** reflects the level's large enrolment and foundational importance. In **UBE**, public schools engage **5,087** teachers, compared to **2,275** in the private. **SSE** follows a similar trend, with **2,826** public school teachers and **1,254** private school teachers.

6. Teacher Posting Consistency at LBE Level in Public Schools in 2025

6.1. Teacher Posting Consistency (R^2 Coefficient) – Public LBE National

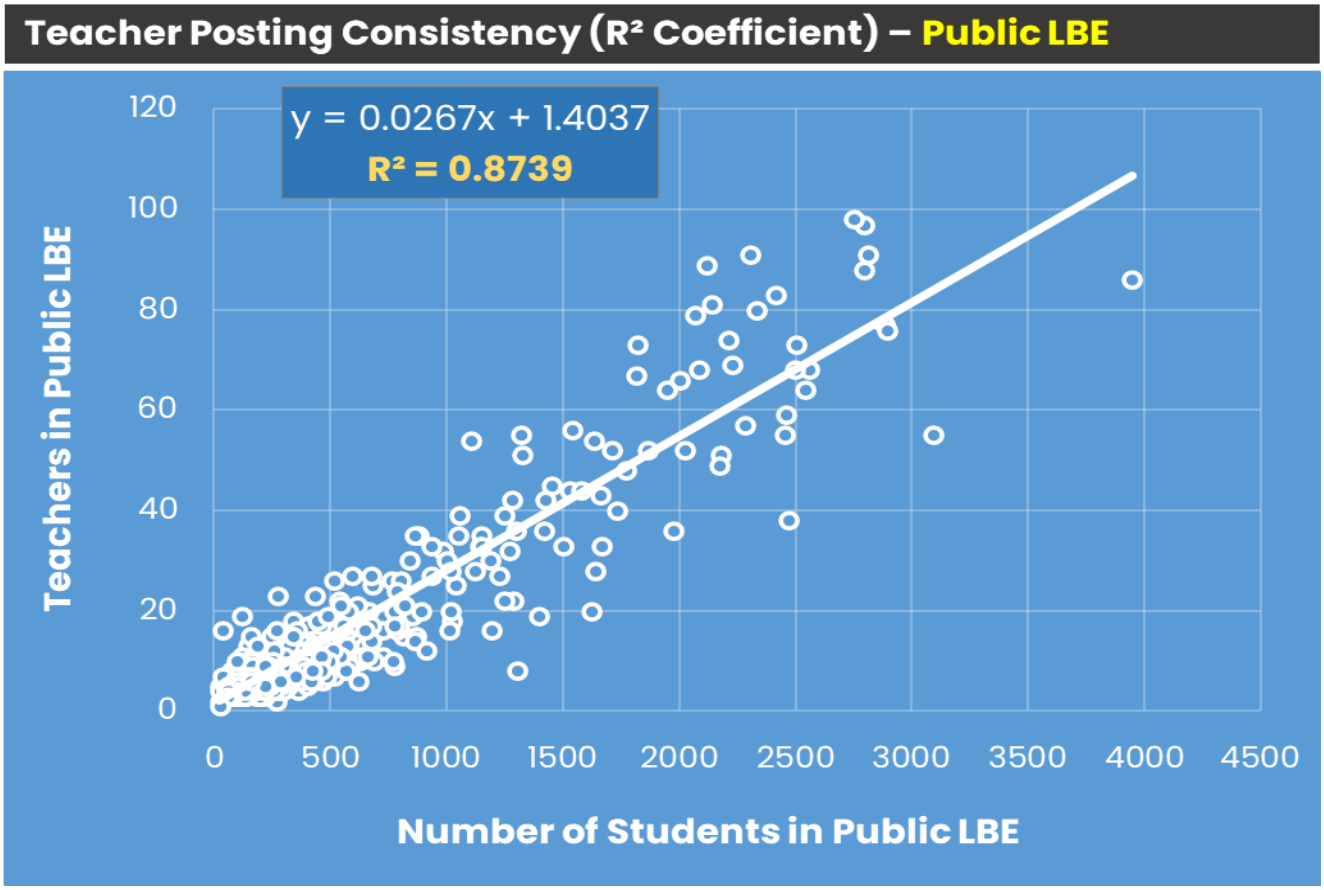

Figure 6.1: Teacher Posting Consistency (R^2 Coefficient) – Public LBE National in 2025

Figure 6.1 presents a national-level analysis of ***teacher posting consistency*** in public **LBE** schools using the ***R^2 coefficient***. The **R^2** coefficient here measures how closely teacher allocations to schools align with school enrolment sizes. In simpler terms, it quantifies the consistency of deploying teachers relative to the number of pupils in each school. An **R^2** value closer to 1 indicates a high consistency (schools with more pupils have proportionally more teachers, and fewer pupils have fewer teachers in a near-linear relationship), whereas a lower **R^2** indicates more randomness or a mismatch in the postings.

In 2025, the national **R^2** coefficient is **0.87**, meaning **87%** of the variation in teacher postings across public **LBE** schools is explained by enrolment. This reflects a strong and efficient correlation, indicating that, at the national level, teachers are generally being deployed in proportion to the number of pupils enrolled.

This high **R^2** demonstrates the effective application of rational deployment strategies and suggests that the Ministry's teacher management system is working well nationally, leaving only **13%** of variation unexplained by enrolment size. That unexplained **13%** could be due to certain small schools having a minimum number of teachers (even if few pupils) or other special cases (like multi-grade schools needing an extra teacher, or remote hardship schools perhaps having vacant posts).

To enhance consistency, particularly in outlier schools where teacher supply is either insufficient or excessive, MoBSE should consider leveraging EMIS tools for real-time deployment planning, alongside incentives for equitable teacher mobility and rural service.

6.2. Teacher Posting Consistency (R^2 Coefficient) – Public LBE by Region

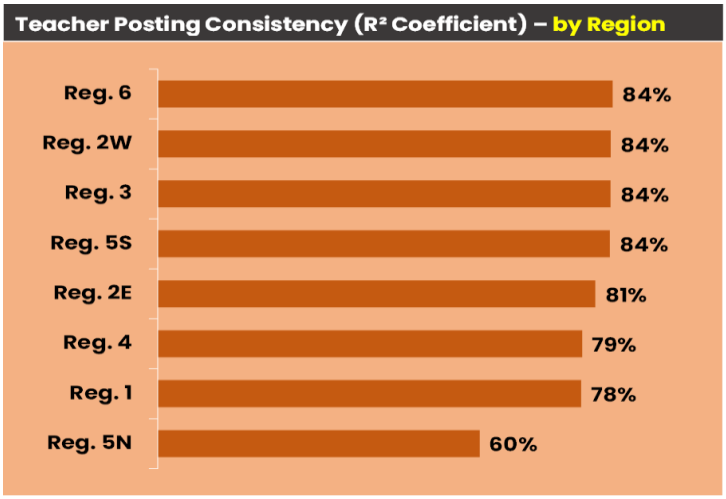

Figure 6.2: Teacher Posting Consistency in Public LBE by Region in 2025

Figure 6.2 disaggregates teacher posting consistency at the public **LBE** level by region in 2025 using the R^2 coefficient, a statistical measure that quantifies the extent to which teacher deployment corresponds with school enrolment.

As mentioned in the previous section, the **R^2** stands at **0.87** nationally, indicating that **87%** of the variation in teacher allocation across public LBE schools can be explained by enrolment figures.

However, the graph reveals significant inter-regional variations, pointing to disparities in the rationality and equity of teacher posting practices.

Regions 6, ***2W***, ***3***, and ***5S*** all record the highest posting consistency with an identical **R^2** of **0.84**, showing a strong alignment between teacher distribution and learner enrolment. This suggests a relatively well-coordinated deployment strategy in these regions, ensuring that teachers are allocated proportionally based on student population, contributing to equitable access to instructional resources. ***Region 2E*** also performs well with an **R^2** of **0.81**, followed closely by ***Region 4*** (**0.79**) and ***Region 1*** (**0.78**), indicating moderate alignment and structured deployment systems that still respond effectively to enrolment demands.

On the opposite end, ***Region 5N*** demonstrates the lowest consistency, with an **R^2** of **0.60**, signalling a substantial mismatch between the number of teachers and enrolment across schools in the region. This weak correlation suggests that a large proportion of teacher deployment is not determined by learner population, which could stem from logistical constraints such as school inaccessibility, poor infrastructure, or reluctance of teachers to be posted to remote or underserved areas. Such misalignment would lead to overcrowded classrooms in some schools and underutilization of teachers in others, thereby affecting the overall quality and equity of education service delivery.

The observed disparities in teacher posting consistency across regions underscore the importance of implementing differentiated and context-responsive teacher management strategies. High-performing regions such as ***Regions 6***, ***2W***, ***3***, and ***5S*** can serve as benchmarks for replicating effective practices in other areas. Meanwhile, underperforming regions such as ***Region 5N*** should benefit from interventions such as rural posting incentives (such as hardship allowances, teachers' quarters, etc.), improvement of school infrastructure, decentralised decision-making in postings, and regular monitoring of teacher allocation patterns. These measures would contribute towards strengthening the efficiency and equity of teacher distribution nationwide.

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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 2025

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