



REPUBLIC OF THE GAMBIA

Ministry of Basic and Secondary Education

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

EDUCATION STATISTICS SUMMARY REPORT 2019

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ABBREVIATION

Clrm	Classroom
CR	Completion Rate
DCC	Day Care Center
ECD	Early Childhood Development
Enr	Enrolment
F	Female
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
Gov.	Government
LBE	Lower Basic Education
LBS	Lower Basic School
Perm.	Permanent
PTR	Pupil to Teacher Ratio
QT	Qualified Teacher
Sch	School
SSE	Senior Secondary Education
SSS	Senior Secondary School
Struct	Structure
T	Total
Trs	Teachers
UBE	Upper Basic Education
UTG	University of The Gambia

Glossary and Definition of Terms

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.

Net Enrolment Ratio (NER)

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

Gender Parity Index (GPI)

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

Government School: Schools manage and run by government

Grant-Aided: These are mission schools they are government sub vented schools.

Pupil Teacher Ratio (PTR)

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

Pupil to Qualified Teacher Ratio (PQTR)

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

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.

Pupil per Text Book Ratio (PBR)

Average number of pupils per book.

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

Private-Madrasah: These are commonly call madrasahs they more of Islamic faith base school. Government harness them to tailor their curriculum through AMANA to create similar opportunities for

their students just like students in conventional schools

Private Schools: these are schools run and management by private entities. They received no subvention from central government. These include madrasahs and private convent schools.

Public schools: This comprises of Government and grant-aided managed schools.

Forward

This document is prepared to give a summary report of the data published in the yearbook for the layman to understand and consume. This report is organized into five sections namely; Education institutions, Enrolment, Education indicators, Teachers/Facilitators and tests/examinations results.

Education institution statistics includes the number of centers (DCC and ECD) and schools (LBS, UBS and SSS), the growth rate over the last five years and 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 further shows the share of private 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 classified into public (government and grant-aided) and private (madrasah and private convention) schools.

Under the education statistics, key education indicators regarding enrolment are analyzed. These include the Gross Enrolment Rate (GER), the share of girls in the enrolment, the share of schools by management type (public and private) and the parity index in term of enrolment. The Gross Intake Rate (GIR) and the Completion Rate (CR) are also reported in a tabular and graphical form by trend.

Teachers' data is also reported, 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 stage 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 out the proportion of qualified Gambian teachers and qualified female Gambian teachers out of the total Gambian teachers.

Under the teachers' section, the report provides the number of students taught by a teacher and the number of students taught by a qualified teacher measured by PTR and PqTR respectively.

Examination and assessment data are also analyzed, which included NAT, GABECE and WASSCE. West African Examination Council W.A.E.C is the body that is responsible of conducting all nation examination and assessment test for the five West African English speaking countries namely The Gambia, Ghana, Nigeria, Sierra Leone and Liberia. The most famous Examinations conducted by this body are West African Senior Secondary Certificate Examination W.S.S.C.E and Gambia Basic Education Certificate Examination G.A.B.E.C.E. Amongst the most famous National Assessment Test (NAT) are NAT3, NAT5, and NAT8.

The examinations are conducted annually while the Assessment Tests are conducted every two years by levels. NAT3 is conducted at Grade 3, subjects tested are Mathematics and English only. NAT5 is conducted at Grade 5, subjects tested are the core subjects namely English, Mathematics, Science and Social and Environment Studies. The subjects tested in NAT5 are tested also in NAT8 (Grade 8).

As mention at the beginning of the document, this report is prepared to give an in-depth summary of the yearbook for the layman to understand and consume the data.

Executive summary

In 2019, the education sector recorded 1,384 centers providing Early Childhood Development (ECD) compared to 1,115 centers in 2015, which means an additional 269 ECD centers were established with an Average Annual Growth Rates (AAGR) of 5.6% during the period. At the lower basic level, 1,153 schools were registered in 2019 compared to 928 schools in 2015, with an AAGR of 7.4% and an additional 225 LBE schools established over the same period. Between 2015 and 2019, the highest LBE school growth rate was recorded in Region Two with 7.1% and Region Four recorded the lowest growth (4.2%). In 2019, about half (50%) of the Lower Basic Education schools are managed by the private sector. At the secondary education level, there are 481 and 193 schools in 2019, providing upper Basic and senior secondary education respectively. This represents a total growth of 7.4% for both UBE and SSE from 2015 to 2019. For UBE and SSE schools, the regions with the highest growth rate over the same period was Region Two with 11.3% and region 6 with 15.5% respectively while the lowest growth rate was recorded in region 1 with 4.0% for UBE and 1.0% for SSE. Under these subsectors, the private sector manages more than 50% of UBE schools, 44% of the SSE schools. In terms of organization of teaching and learning (double shifting and multi-grading), at the LBE level, a little more than half (53.4%) of schools practice double shifting and 55.1% and 44.0% of UBE and SSE schools are also doubling shifting respectively. Only 16.1% LBS practice multi-grade classes.

In general, enrollment has increased progressively for all education levels from 2015 to 2019 representing an Average Annual Growth of 6.9% from 2015. Region Four recorded the highest enrolment growth in ECD from 2015 to 2019 with 8.7% while the lowest growth was observed in Region 1 of 3.8%. For the LBE level, Region Six recorded the highest enrolment growth (8.6%), whilst the lowest growth (3.7%) was observed in Region One. In addition, the sector recorded 74,530 new entrants in grade 1 in 2009; of which 48,395 or about two-third (64.9%) children have ECD experience. For the secondary education levels (UBE and SSE), enrollment records show that there are 104,554 pupils in UBE and 69,315 in SSE. This indicates an average annual growth of 3.8% for UBE and 7.9% for SSE from 2015 to 2019. The highest enrolment growth 12.2% recorded for Region Four, and Region One, recorded the lowest UBE growth with 1.0% for UBE and Region 3 recorded an enrollment growth of 2.1% for SSE between 2015 and 2019. The data also shows that gender parity in terms of enrolment has been achieved since 2015 in UBE enrollment with the gender parity index of 1.00 and 2017 for SSE.

The Gross Enrolment Rate (GER) has also witnessed a steady increase between 2015 and 2019 and gender parity attained from 2015 to 2017 and regained back in 2019. In 2019, the ECD GER read 54.6% and the gender parity was 1.06 in favor of girls. In 2019, the GER for the LBE was 117.9% with a parity of 1.08, the GER for the UBE is 66.1%, and the GER for the SSE was 49.4%. The completion rate trend in the past five years also Shows not only there have been more children enrolling in school, but also more children have completed schooling as well. In 2019, the completion rate of LBE was 88.2, and the completion rates for UBE and SSE were 59.0% and 41.9% respectively. There are as many boys completing as girls, out of the total number of students who completed LBE, 92.2% are girls

The facilitator stock for ECD in 2019 amounted to 3,459, which represents an additional 773 facilitators from 2015 to 2019. There were 10,110 teachers teaching in the LBE component in 2019 compared to 7,902 teachers in 2015. Out of the total LBE teaching force, 8,898 or 87.8% of teachers are qualified and the current Pupils per teacher ratio (PTR) at the LBE level was 34:1 in 2019. The teacher stock recorded at the UBE were 5,310 and 2,802 recorded for the SSE levels in 2019 giving pupils per teacher ratio of 18:1 for UBE and 23:1 for SSE. In term of basic school learning environment, 82.9% of LBE schools have access to safe drinking water, 79.4% of schools with adequate separate toilets, 94.2% have permanent classrooms and 60% of SSE schools have access to electricity.

Regarding learning outcomes, the National Assessment Test (NAT) for Grade 3 students was conducted in 2019. 45,081 students were registered, of which 95% took the test. The passing rates for English, Math and integrated studies were 61.3%, 55.9% and 42.2 respectively. In terms of NAT 8, there were 27,938 students registered in NAT8

in 2019. Out of the total registered, 93.3% took the test. Performance-wise, 70.1% passed the English test and 16.6% passed the Mathematics test.

At the secondary level, the GABECE and WASSCE examinations were conducted annually. There were 23,363 candidates registered the GABECE in 2019 and 98.3% sat. Overall, 50.2% of test takers scored 42 and less. For the WASSCE, 13,806 students registered, of which 97.6% took the exam in 2019. Looking at the performance by the core subject English and Mathematics, 33.7% of test takers passed English and 10.4% obtained credit in English language while 40.0% passed Mathematics and 19.6% obtained credit in Mathematics in 2019.

1 Institution

The number of institutions for all education levels (ECD, LBE, UBE & SSE) by management type (Government, Grant-Aided, Private Conventional & Madrasah) has increased from 2,539 in 2015 to 3,211 in 2019.

1.1 Evolution of the number of institutions by management type

Education Level	2015					2019				
	Public		Private		Total	Public		Private		Total
	Gov	Gr-Aided	conv	madrasa		Gov	Gr-Aided	conv	madrasa	
ECD	360	32	562	161	1,115	424	52	661	247	1,384
LBE	464	40	134	290	928	535	42	208	368	1,153
UBE	143	31	51	136	361	182	38	86	175	481
SSE	40	39	31	35	145	64	44	35	50	193
National	1,007	142	778	622	2,549	1,205	176	990	840	3,211

The above table shows an additional 269 ECD centers, 225 LBE, 120 UBE and 48 SSE schools were established between 2015 and 2019.

1.2 Number of institutions and share of private between 2015 and 2019

Education Level	2015		2019	
	Total	%Private	Total	%Private
ECD	1,115	35.2%	1,384	34.4%
LBE	928	45.7%	1,153	50.0%
UBE	361	51.8%	481	54.3%
SSS	145	45.5%	193	44.0%

The table shows the number of institutions (Schools & ECDs) by management type. In 2019, about two-third of ECD and half of LBE are under private. More UBE schools are under private whilst public has more schools at SSE level.

1.3 Number of institutions by Education level and Region, 2015 vs 2019

Region	ECD			LBE			UBE			SSE		
	2015	2019	AAGR	2015	2019	AAGR	2015	2019	AAGR	2015	2019	AAGR
Region 1	226	247	2.2%	132	163	5.4%	76	89	4.0%	47	49	1.0%
Region 2	378	513	7.9%	279	367	7.1%	116	178	11.3%	52	73	8.9%
Region 3	147	174	4.3%	151	179	4.3%	48	67	8.7%	20	28	8.8%
Region 4	73	90	5.4%	83	98	4.2%	26	30	3.6%	7	11	12.0%
Region 5	138	166	4.7%	139	174	5.8%	40	50	5.7%	10	16	12.5%
Region 6	153	194	6.1%	144	172	4.5%	55	67	5.1%	9	16	15.5%
National	1,115	1,384	5.6%	928	1,153	5.6%	361	481	7.4%	145	193	7.4%

The above table shows the number of Institution and average annual growth rate by region in 2015 and 2019. Regionally, the Average Annual Growth Rates (AAGR) of the number of schools from 2015 to 2019 by education level is 5.6% for ECD, 5.6% LBE, 7.4% UBE and 7.4% SSE. The highest **AAGR** is recorded in Region 6 for SSE and Region 2 for ECD, LBE and UBE.

1.4 Number of institution by management type – 2015 vs 2019

Management Type	ECD			LBE			UBE			SSE		
	2015	2019	AAGR	2015	2019	AAGR	2015	2019	AAGR	2015	2019	AAGR
Government	360	424	4.2%	464	535	3.6%	143	182	6.2%	40	64	12.5%
Grant-Aided	32	52	12.9%	40	42	1.2%	31	38	5.2%	39	44	3.1%
Total Public	392	476	5.0%	504	577	3.4%	174	220	6.0%	79	108	8.1%
Private-Conv.	161	247	11.3%	134	208	11.6%	51	86	14.0%	31	35	3.1%
Madrassa	562	661	4.1%	290	368	6.1%	136	175	6.5%	35	50	9.3%
Total Private	723	908	5.9%	424	576	8.0%	187	261	8.7%	66	85	6.5%
National	1,115	1,384	5.6%	928	1,153	5.6%	361	481	7.4%	145	193	7.4%

The above table shows the number of institutions and annual average growth rate by management type (Government, Grant-Aided, Private conventions and Madrassah). For public schools there is 5.0%, 3.4%, 6.0% and 8.1% of **AAGR** (Average Annual Growth Rate) for ECD, LBE, UBE and SSE respectively. A quite similar trend is observed for the conventional private institutions and Madrasahs.

2 Basic School indicators and organization of teaching and learning in 2019

School level	Number of Schools	% Dbl. Shift Schools	% Multi Grade Schools	% Fenced Sch	% With safe drinking water	% With adeq. separate toilets	% Schools having electricity	% Schools having library	Total Clrms	% Perm. Clrms	Total Seats	% Good Seats	Total Desks	% Good Desks
LBE	1,153	54.2%	16.1%	65.9%	83.8%	80.1%	34.6%	50.0%	8,559	93.0%	200,699	90.3%	179,803	89.6%
UBE	481	55.1%	N/A	77.8%	88.1%	84.4%	50.3%	62.8%	2,375	96.2%	67,985	90.2%	62,915	89.9%
SSE	193	44.0%	N/A	81.3%	64.2%	63.2%	61.1%	72.5%	1,529	98.4%	52,528	84.3%	46,991	85.9%
Total	1,827	53.4%	10.2%	70.7%	82.9%	79.4%	41.5%	55.7%	12,463	94.2%	321,212	89.3%	289,709	89.0%

The above table shows more than half (53.4%) of schools are double shifting. Multi-grading is only happening at the LBE level and about one out of six schools (16.1%) are concerned. Furthermore, 82.9% of schools have access to safe drinking water, 79.4% of schools are with adequate separate toilets, 70.7% have perimeter fence, 55.7% have school library, 94.2% have permanent classrooms, 89.3% have good Seats and 89.0% have good desks. Overall 41.5% of schools have access to electricity but more than 60% of SSE have access to electricity.

2.1 Basic School indicators by region in 2019

Region	Number of Schools	% Dbl. Shift Schools	% Multi Grade Schools	% Fenced Sch	% With safe drinking water	% With adeq. separate toilets	% Schools having electricity	% Schools having library	Total Clrms	% Perm. Clrms	Total Seats	% Good Seats	Total Desks	% Good Desks
Region 1	303	24.75%	7.26%	92.41%	95.38%	86.80%	96.37%	72.61%	3,294	97.45%	88,506	93.24%	82,562	93.25%
Region 2	628	41.56%	8.28%	74.20%	78.18%	73.57%	55.73%	48.41%	4,389	93.30%	132,138	86.84%	115,270	86.36%
Region 3	275	67.27%	13.09%	59.27%	82.18%	72.36%	13.09%	56.73%	1,499	91.33%	30,526	90.12%	27,559	90.07%
Region 4	139	66.19%	28.06%	57.55%	76.26%	77.70%	7.91%	58.27%	727	95.05%	15,448	89.18%	14,033	86.17%
Region 5	240	78.33%	14.17%	53.33%	82.92%	81.67%	10.42%	56.67%	1,193	90.03%	26,351	88.65%	24,332	88.39%
Region 6	256	67.97%	11.33%	67.97%	79.30%	87.11%	17.58%	47.27%	1,361	96.03%	28,243	88.50%	25,953	88.56%

Looking at the above table, Region 5 recorded the highest proportion of double shifting schools with a rate of 78.3%. The highest multi-grading rates is recorded in Region 4 with 28.1% of schools affected. Overall, more than 53% of schools in every region have perimeter fence. More than three-quarter of schools in every region have access to safe drinking water.

3 Enrolment

3.1 Enrolment by Management type and Education level

Local Management	ECD		LBE		UBE		SSE	
	2015	2019	2015	2019	2015	2019	2015	2019
Government	23,219	31,035	189,288	231,071	57,890	61,752	8,679	18,221
Grant-Aided	2,535	3,114	21,655	25,544	13,928	18,293	29,400	36,357
Total Public	25,754	34,149	210,943	256,615	71,818	80,045	38,079	54,578
Private-Conv.	58,702	69,870	24,727	40,116	7,509	10,524	8,464	8,027
Madrassa	13,098	21,762	57,833	78,231	10,849	13,985	4,682	6,710
Total Private	71,800	91,632	82,560	118,347	18,358	24,509	13,146	14,737
National	97,554	125,781	293,503	374,962	90,176	104,554	51,225	69,315

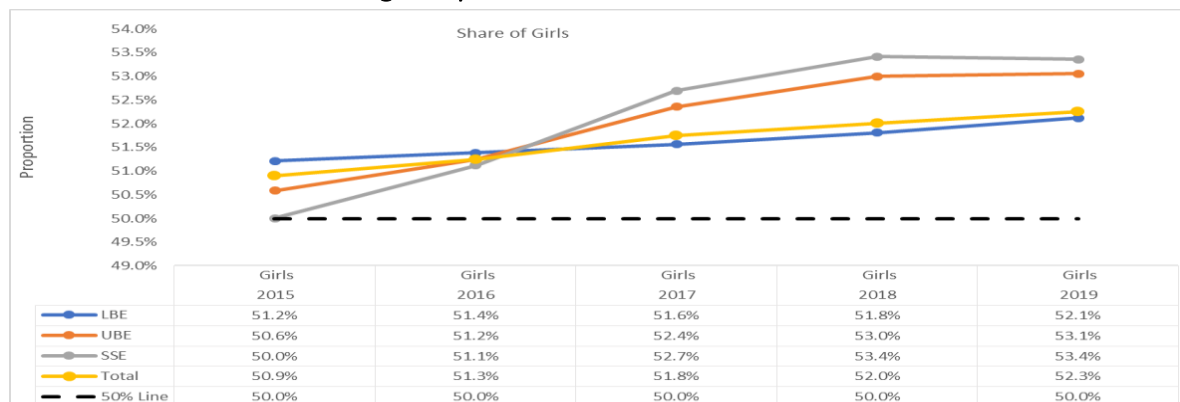
Considering the enrolment in all education levels by management type: **Public** - (Government, Grant-Aided), **Private** - (Private Conventional and Madrasah), an overall increment is observed between 2015 and 2019. Over the period, the enrolment of public institutions grow from (25,754 to 34,149 for ECD), (210,943 to 256,615 for LBE), (71,818 to 80,045 for UBE) and (38,079 to 54,578 for SSE). A similar pattern is observed for private institutions as depicted in the above table. Nationally, enrollment has increased in all education levels from 2015 to 2019 by growing (from 97,554 to 125,781) for ECD, (from 293,503 to 374,962) for LBE, (from 90,176 to 104,554) for UBE and (from 51,225 to 69,315) for SSE.

3.2 Enrolment by management type and Education Level

Management Type	ECD			LBS			UBS			SSS		
	2015	2019	AAGR	2015	2019	AAGR	2015	2019	AAGR	2015	2019	AAGR
Government	23,219	31,035	7.5%	189,288	231,071	5.1%	57,890	61,752	1.6%	8,679	18,221	20.4%
Grant-Aided	2,535	3,114	5.3%	21,655	25,544	4.2%	13,928	18,293	7.1%	29,400	36,357	5.5%
Private-Conv.	58,702	69,870	4.5%	24,727	40,116	12.9%	7,509	10,524	8.8%	8,464	8,027	-1.3%
Madrassa	13,098	21,762	13.5%	57,833	78,231	7.8%	10,849	13,985	6.6%	4,682	6,710	9.4%

The above table shows the enrolment and annual average growth rate between 2015 and 2019. There is an increasing average annual enrolment growth rate in all education levels and all management type in the period 2015–2019. In addition, Madrasah has the highest average annual growth rate for ECD, private conventional for LBE and UBE. Government recorded the highest average annual growth rate for SSE.

3.2.1 Evolution of share of girls by Education level



According to the graph above, the **share (%)** of girls has increased over the over the period 2015 to 2019 for all education levels. In addition, more than 50% of enrolment are girls.

3.2.2 New Entrance in Grade 1 by region

Region	2015		2019	
	New Entrants	New Entrants with ECD	New Entrants	New Entrants with ECD
Region 1	13,355	7,092	14,285	9,808
Region 2	24,082	13,338	29,144	18,620
Region 3	7,361	2,846	8,499	4,682
Region 4	2,959	971	3,647	2,457
Region 5	6,485	2,853	8,034	4,817
Region 6	9,123	4,720	10,921	8,011
National	63,365	31,820	74,530	48,395

The above tables show the new entrance in grade one and the number with ECD experience. Looking at the table, there were 63,365 enrolled in Grade one. Out of this rolled 31,820 students have ECD experience. As of 2019 the new entrance to Grade one has increased to 74,530 students, out of which 48,395 students have ECD experience. In 2019 Region six enrolled 10,921 students of which 8,011 students have ECD experience which represents the highest proportion of ECD experience at about 73%.

3.2.3 Evolution of Enrolment by Education level and Region between (2015 – 2019)

Region	ECD			LBE			UBE			SSE		
	2015	2019	AAGR	2015	2019	AAGR	2015	2019	AAGR	2015	2019	AAGR
Region 1	22,559	26,167	3.8%	68,017	78,561	3.7%	27,914	29,066	1.0%	20,422	25,113	5.3%
Region 2	40,631	53,943	7.3%	111,230	148,823	7.6%	36,494	43,529	4.5%	18,105	27,993	11.5%
Region 3	8,992	12,223	8.0%	34,966	41,214	4.2%	8,944	10,642	4.4%	4,678	5,075	2.1%
Region 4	3,964	5,536	8.7%	14,832	18,905	6.3%	3,986	4,873	5.2%	1,663	2,635	12.2%
Region 5	7,646	9,988	6.9%	28,127	36,853	7.0%	6,744	8,829	7.0%	4,668	6,386	8.1%
Region 6	13,762	17,924	6.8%	36,331	50,606	8.6%	6,094	7,615	5.7%	1,689	2,113	5.8%
National	97,554	125,781	6.6%	293,503	374,962	6.3%	90,176	104,554	3.8%	51,225	69,315	7.9%

The above table shows the annual average growth rate of enrolment from 2015 to 2019. The annual average growth rate of enrolment for all education levels in all regions between 2015 and 2019 shows an increase. During this period, Region 4 recorded the highest annual enrolment growth rate at ECD and

SSE levels. Region 6 and Region 5 have the highest annual enrolment growth rate at UBE and SSE respectively over the same period.

4 Education Indicators

4.1 Evolution of Gross Intake Rates (GIR) Grade 1 (LBE) by Region from 2015 to 2019

Region	2015		2016		2017		2018		2019	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
Region 1	123.8%	121.2%	117.0%	114.7%	122.5%	119.4%	123.1%	120.9%	123.1%	121.2%
Region 2	163.6%	165.1%	157.4%	159.1%	164.2%	166.5%	173.9%	175.3%	182.9%	186.2%
Region 3	103.2%	106.2%	103.7%	105.9%	100.6%	104.5%	100.2%	102.4%	109.8%	114.0%
Region 4	97.5%	98.6%	93.1%	95.1%	93.3%	91.4%	100.6%	104.8%	110.7%	114.8%
Region 5	85.0%	92.3%	84.2%	90.3%	82.0%	87.4%	88.1%	95.3%	97.1%	105.0%
Region 6	120.8%	119.1%	124.6%	124.4%	116.9%	114.8%	131.4%	128.9%	133.3%	132.9%
National	124.6%	125.9%	121.6%	122.9%	122.9%	123.9%	129.2%	130.5%	135.4%	137.9%

The above table shows the Gross Intake Rate in Grade one by region. Nationally, the GIR shows a dropped in 2016 and resumed growth in 2017 during the period 2015 to 2019. The regional GIR does not show a consistent trend over the period 2015-2019. Considering 2015 and 2019, an increased in GIR is observed in all regions.

The GIR for girls shows an increasing trend except around 2016, which shows a slides drop within the time 2015 to 2019 as shown in the figure above. From 2017 to 2019, the GIR component for girls have registered significant growth over the period 015 to 2019.

4.2 Evolution of Gross Enrolment Rates (GER) by Education level from 2015 to 2019

Edu. Level	2015		2016		2017		2018		2019	
	Total	Parity	Total	Parity	Total	Parity	Total	Parity	Total	Parity
ECD	45.3%	1.04	45.8%	1.05	46.5%	1.06	53.3%	0.52	54.6%	1.06
LBE	101.2%	1.05	104.0%	1.05	108.6%	1.06	116.5%	1.13	117.9%	1.08
UBE	68.3%	1.00	66.8%	1.03	67.4%	1.07	71.3%	0.68	70.5%	1.10
SSE	41.6%	0.95	44.0%	0.99	45.9%	1.06	49.8%	0.48	49.4%	1.09

In all education levels, an increasing trend of Gross Enrolment Rate (GER) is observed from 2015 to 2019. The GER for LBE remains steady above 100% since 2015. Over the period, the GER indicator gains 9.3 percentage points increment at ECD, 16.7 percentage points at LBE, 7.8 percentage points at SSE level while it remains quite constant for the UBE from 2015 to 2017 and resumed growth in 2018 and 2019. Comparing the Gross Enrolment Rates (GER) from 2015 to 2019, LBE level has achieved more than 100% GER since 2015 while UBE and SSE levels are below 100% as illustrated in the chart above. In term of parity index, in 2019 all education level attained parity.

4.3 Trend of Gross Enrolment Rate by Education level and Region

Region	ECD		LBE		UBE		SSE	
	2015	2019	2015	2019	2015	2019	2015	2019
Region 1	47.7%	50.8%	112.4%	119.2%	100.8%	97.3%	68.9%	78.4%
Region 2	56.4%	65.8%	110.6%	126.6%	77.7%	77.5%	40.7%	51.6%
Region 3	37.2%	52.1%	106.8%	126.2%	59.7%	68.3%	36.7%	37.5%
Region 4	41.1%	60.1%	101.7%	126.6%	57.7%	65.4%	30.4%	44.4%
Region 5	23.5%	29.2%	64.8%	78.1%	39.2%	46.5%	30.0%	36.4%
Region 6	46.7%	59.4%	95.2%	127.1%	33.3%	37.4%	11.0%	12.4%
Total	45.3%	54.6%	101.2%	117.9%	68.3%	70.5%	41.6%	49.4%

Between 2015 and 2019, the GER of all education levels in all regions is showing an increasing trend except for UBE Regions 1 and 2. Regionally as of 2019, Region 2 attained the highest GER for ECD, Region 6 for LBE and Region 1 for UBE and SSE.

4.4 Evolution of Completion Rates (CR) by Education level

Edu. Level	2015		2016		2017		2018		2019	
	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
LBE	73.6%	74.4%	75.4%	76.0%	78.7%	80.0%	82.1%	84.3%	88.2%	92.2%
UBE	64.7%	63.5%	61.0%	61.2%	58.9%	60.2%	59.5%	61.4%	59.0%	61.4%
SSE	34.9%	33.5%	36.6%	36.1%	37.7%	37.7%	39.3%	40.2%	41.9%	43.7%

Between the periods 2015 to 2019, the Completion Rate (CR) has increased for LBE by 14.6 percentage points and SSE by 7 percentage points. However, at the UBE level the CR shows a drop from 2016 to 2017 and resumed growth in 2018. Across all education levels, the completion rate for girls is experiencing similar trend.

4.5 Completion Rate by region

Region	LBE		UBE		SSE	
	2015	2019	2015	2019	2015	2019
Region 1	99.0%	106.5%	103.3%	91.0%	61.1%	69.5%
Region 2	82.3%	98.1%	75.7%	65.3%	33.0%	41.5%
Region 3	70.4%	87.6%	52.9%	54.4%	33.0%	33.3%
Region 4	69.9%	84.7%	45.5%	52.1%	23.5%	40.9%
Region 5	39.5%	52.9%	33.6%	33.2%	22.2%	30.9%
Region 6	53.6%	72.5%	24.3%	24.6%	8.3%	10.2%
National	73.6%	88.2%	64.7%	59.0%	34.9%	41.9%

The above table shows the completion rate from 2015 to 2019. The completion rate shows more than 100% in region 1 for LBE in 2019 and for UBE in 2018, which shows that there are students coming from other regions to school in region 1. Region 1 shows the highest CR for all education level. The lowest is observed in region 5 for LBE and region 6 for UBE and SSE.

5 Teachers and Facilitators

5.1 Evolution of Teachers by Education level and Management type, 2015 and 2019

Education Level	2015					2019				
	Public		private		Total	Public		private		Total
	Gov	Gr-Aided	conv	madrassa		Gov	Gr-Aided	conv	madrassa	
ECD	516	46	273	1,851	2,686	652	86	408	2,313	3,459
LBE	5,117	472	1,258	1,055	7,902	6,194	586	1,730	1,600	10,110
UBE	2,153	537	579	568	3,837	3,201	626	670	813	5,310
SSS	403	922	287	487	2,099	808	1,116	400	478	2,802
National	8,189	1,977	2,397	3,961	16,524	10,855	2,414	3,208	5,204	21,681

From 2015 to 2019, the number of teachers has increased from 16,524 to 21,681. Over this period, the number of teachers by management type (Government, Grant-Aided, Private Conventional and Madrasah) has increased at all education levels. Public (Government & Grant-Aided) has increased from 10,166 in 2015 to 13,269 in 2019 while private (Private Conventional & Madrasah) increased from 6,358 in 2015 to 8,412 in 2019.

5.1.1 Proportion of qualified Teachers by Education level (2015 and 2019)

Education Level	2015			2019		
	Total	QT	%QT	Total	QT	%QT
ECD	2099	1,974	94.0%	3459	2,470	71.4%
LBE	7,902	6,781	85.8%	10,110	8,878	87.8%
UBE	3,837	3,472	90.5%	5,310	5,060	95.3%
SSE	2,099	1,974	94.0%	2,802	2,719	97.0%
National	15,937	14,201	89.1%	21,681	19,127	88.2%

In 2015 and 2019, the number of qualified teachers has increased from 14,201 to 19,127, which represent 89.1% and 88.2% out the total number of teachers respectively. In 2019, the highest proportion of qualified teachers is registered in SSE with 97.0%.

5.2 Proportion of Gambian Teachers out of total Teachers by Education level, 2015 and 2019

Education Level	2015			2019		
	Total	Gambian	%Gambian	Total	Gambia	%Gambian
ECD	2,686	2,448	91.1%	3,459	3,286	95.0%
LBE	7,902	7,301	92.4%	10,110	9,591	94.9%
UBE	3,837	3,389	88.3%	5,310	4,813	90.6%
SSS	2,099	1,573	74.9%	2,802	2,400	85.7%
National	16,524	14,711	89.0%	21,681	20,090	92.7%

The above table shows the participation of Gambians in the teaching profession. Over all, there were 14,711 Gambian teachers in 2015 out of 16,524 teachers, which represent 89.0%. This shows an increase in 2019. There are 20,090 Gambian teachers out of 21,681 teachers in 2019, which is equals to 2.7% of the total teachers. Out of all school levels, Gambians participate most in the ECD centers and LBE schools. At the ECD, the number of Gambian facilitators increased from 2,448 to 3,459 over the last five years,

which projected 91.1% in 2015 to 95.0% in 2019. Similar thing occurred in the Lower Basic, the number of Gambian teachers increased from 7,301 to 10,110 over the same period. This show a proportional increased from 92.4% to 94.9% over the same period. The proportion of Gambian teachers has increased about 4 percentage points. Among all Gambian teachers, 89.0% were trained in 2015 and 92.7% in 2019.

5.3 Proportion of Qualified Gambian Teachers out of total Gambian Teachers (2015 and 2019)

Education Level	2015			2019		
	TG	QGT	%QGT	TG	QGT	%QGT
ECD	2,448	1,798	73.4%	3,286	2347	71.4%
LBE	7,301	6,280	86.0%	9,591	8,429	87.9%
UBE	3,389	3047	89.9%	4,813	4,577	95.1%
SSS	1,573	1464	93.1%	2,400	2,321	96.7%
National	14,711	12,589	85.6%	20,090	17,674	88.0%

NOTE: TG: Total Gambian, QGT: Qualified Gambian Teachers

The above table shows the total Gambia teachers and the qualified Gambian teachers out of the total Gambian teacher. In 2015, out of 14,711 Gambian teachers, 12,589 are trained. The number of total Gambian teachers increased to 20,090 out of which 17,674 are trained. There is proportional growth from 85.6% to 88.0% from 2015 to 2019. The highest proportion of qualified Gambian teachers is registered in the SSE level while the lowest is recorded in ECD.

5.4 Proportion of qualified Female Teachers by Education level, 2015 and 2019

Education Level	2015		2019	
	% QF/ TF	% QG/TG	%QF/ TF	% QG/TG
ECD	68.9%	73.4%	68.9%	71.4%
LBE	86.8%	86.0%	89.6%	87.9%
UBE	90.1%	89.9%	95.9%	95.1%
SSS	92.5%	93.1%	97.2%	96.7%
Total	84.6%	85.6%	87.9%	87.8%

Q.F: Qualified Female, T.F: Total Female, Q.G: Qualified Gambian

The above table shows the proportion of qualified teachers by education level. Looking at the total schools, the proportion of female qualified teachers out of total female teachers remained steady around 88% in 2019. More 87% of the total Gambian teachers are qualified. The proportion of qualified Gambian teachers out of total Gambian teachers has increased about 3 percentage points.

5.5 Evolution of total number of Teachers by Education level from 2015 to 2019

Education level	2015		2016		2017		2018		2019	
	Total	% Female	Total	% Female	Total	% Female	Total	% Female	Total	% Female
ECD	2,686	50.8%	3,072	52.5%	3,130	53.9%	3,472	56.9%	3,459	59.2%
LBE	7,902	33.1%	8,730	33.8%	9,049	34.8%	9,585	35.7%	10,110	36.2%
UBE	3,837	19.2%	3,901	20.5%	4,201	23.2%	4,770	24.5%	5,310	25.5%
SSS	2,099	9.5%	2,312	10.5%	2,430	10.9%	2,623	11.2%	2,802	11.5%
Total	16,524	29.7%	18,015	31.1%	18,810	32.3%	20,450	33.5%	21,681	34.1%

The number of teachers has increased globally by 16,524 in 2015 to 21,681 in 2019. At the Early Childhood Development (ECD) center, there is an increased of facilitators from 2,686 in 2015 to 3,459 in 2019. The number of teachers in the lower basic level also increased from 7,902 in 2015 to 10,110 in 2019. Likewise at the upper basic and senior secondary levels an increased from 3,837 to 5,310 and 2099 to 2802 respectively.

5.6 Proportion of Double shift Teachers by Public & private and Education level, 2015 and 2019

Education level.	2015		2019	
	Public	Private	Public	Private
LBE	14.9%	10.2%	32.6%	7.5%
UBE	35.0%	8.1%	41.4%	7.7%
SSE	55.1%	13.1%	56.0%	8.8%
National	24.5%	7.0%	38.3%	6.0%

Comparing the double shift teachers between 2015 and 2019, Public schools increased from 24.5% to 38.3% while Private schools dropped from 7.0% to 6.0%. In other words double shift teachers increased by 13.8% in the public school while private school has reduced by 1.0%. Looking at public schools by education level, the highest double shift teaching happens at the SSE level. Between 2015 and 2019 double shift teachers in SSE has increase from 55.1% to 56.0% respectively.

5.7 Proportion of double shifting Teachers by Public & Private and Region, 2015 and 2019.

Region	2015		2019	
	Public	Private	Public	Private
Region 1	15.3%	5.9%	12.3%	4.2%
Region 2	16.8%	4.3%	25.7%	4.4%
Region 3	28.1%	15.3%	62.8%	17.0%
Region 4	21.4%	9.1%	62.4%	12.7%
Region 5	41.8%	16.3%	67.9%	20.2%
Region 6	56.6%	24.5%	79.1%	19.2%
National	24.5%	7.0%	38.3%	6.0%

Looking at the double shift teaching by region, Apart from region 1 all other regions have increased in term of double teachers, Region 6 has the highest proportion double shift teachers in 2015 and 2019 except private SSE in 2019.

5.8 Proportion of Female teachers by region and Education Level, 2015 and 2019

Region	2015								2019							
	ECD		LBE		UBE		SSE		ECD		LBE		UBE		SSE	
	ToT	%F	Total	%F	ToT	%F	ToT	%F	ToT	%F	ToT	%F	ToT	%F	ToT	%F
1	784	65%	1,987	42%	1,313	22%	884	10%	914	72%	2,609	43%	1,690	29%	1,015	12%
2	1,153	55%	2,976	40%	1,480	22%	749	10%	1,585	63%	4,236	42%	2,147	27%	1,175	14%
3	258	40%	950	23%	393	14%	164	7%	309	52%	1,100	29%	519	21%	233	7%
4	103	33%	501	20%	155	14%	61	7%	142	38%	447	25%	227	21%	102	9%
5	167	29%	782	21%	260	10%	154	8%	230	41%	877	23%	397	18%	175	5%
6	221	16%	706	15%	236	8%	87	6%	279	31%	841	15%	330	17%	102	6%
TI	2,686	51%	7,902	33%	3,837	19%	2,099	9%	3,459	59%	10,110	36%	5,310	26%	2,802	12%

The above table shows the proportion of female teachers out of total teachers, from 2015 against 2019. Female participate more in ECD and LBE between 2015 and 2019. In 2019, more than half of the total ECD facilitators are females. This proportion follows a downtrend as the level of education gets higher. Regionally, female teachers are mainly concentrated in schools in region 1 and 2 in all education levels and the concentration is worst in region 6 and may be region 5 at SSE level.

5.9 Qualified female out female teachers by Region and Education Level, 2015 and 2019

Region	2015								2019							
	ECD		LBE		UBE		SSE		ECD		LBE		UBE		SSE	
	TF	%QF	TF	%QF	TF	%QF	TF	%QF	TF	%QF	TF	%QF	TF	%QF	TF	%QF
1	507	62%	842	88%	287	97%	89	94%	655	71%	1,122	93%	490	98%	120	96%
2	637	72%	1,181	89%	326	90%	78	96%	996	68%	1,773	90%	581	97%	163	98%
3	104	63%	218	84%	54	78%	11	100%	162	72%	322	88%	109	89%	16	100%
4	34	68%	101	89%	22	77%	4	75%	54	63%	113	78%	47	98%	9	89%
5	48	92%	168	84%	27	81%	12	75%	94	84%	201	92%	73	96%	9	100%
6	35	89%	104	63%	20	50%	5	40%	86	48%	128	59%	56	79%	6	100%
TI	1,365	69%	2,614	87%	736	90%	199	92%	2,047	69%	3,659	90%	1,356	96%	323	97%

The number of qualified teachers shows an increased from 2015 to 2018. In 2015 about 69% for ECD, 87% for LBE, 90% for UBE and 92% for SSE of total female teachers are qualified. This proportion remains steady in ECD in 2019. At the level of LBE, UBE and SSE this proportion has shown a significant growth, its current proportion maps 90%, 96% and 97% respectively.

Currently, the region with the highest trained female qualified tutors out of the total female tutors at the ECD level is region 5 with 84%. For the LBE and UBE level, region 1 recorded the highest proportion of 93% and 98% respectively. At the SSE level region 3, 5 and 6 recorded 100% of its' female teachers as qualified.

5.10 Proportion of Gambian teachers out of total teachers by region and Education Level

Region	2015								2019							
	ECD		LBE		UBE		SSE		ECD		LBE		UBE		SSE	
	ToT	%Gm	ToT	%Gm	ToT	%Gm	ToT	%Gm	ToT	%Gm	ToT	%Gm	ToT	%Gm	ToT	%Gm
1	784	83%	1,987	80%	1,313	74%	884	56%	914	92%	2,609	89%	1,690	79%	1,015	70%
2	1,153	92%	2,976	95%	1,480	94%	749	90%	1,585	94%	4,236	95%	2,147	94%	1,175	95%
3	258	98%	950	97%	393	97%	164	93%	309	98%	1,100	99%	519	97%	233	92%
4	103	99%	501	99%	155	99%	61	89%	142	98%	447	99%	227	99%	102	94%
5	167	99%	782	98%	260	97%	154	86%	230	100%	877	100%	397	99%	175	100%
6	221	100%	706	99%	236	99%	87	76%	279	99%	841	97%	330	99%	102	81%
TI	2,686	91%	7,902	92%	3,837	88%	2,099	75%	3,459	95%	10,110	95%	5,310	91%	2,802	86%

In the period 2015 and 2019, the proportion of Gambian teachers increased from 91% to 95% in ECD, 92% to 95% LBE, 88% to 91% UBE and 75% to 86% SSE. This indicates a significant involvement Gambians in the teaching profession.

5.11 Proportion of students per Teacher Ratio (PTR), 2015 and 2019

Education Level	2015			2019		
	Total Trs	Enrolment	PTR	Total Trs	Enrolment	PTR
ECD	2,099	87,021	41	3,459	117,987	34
LBE	7,902	274,939	35	10,110	350,323	35
UBE	3,837	87,391	23	5,310	98,108	18
SSS	2,099	49,113	23	2,802	64,957	23
National	16,049	500,318	31	21,917	633,543	29

The above table shows the number of children taken care by a teacher on average across all education level, technically call pupil per teacher ratio (PTR). Tactically the smaller the PTR the easier the teacher will be able to monitor and control the children. According to the data, the PTR is showing a positive move meaning the teacher on average is handing less kids and this help to ease monitoring and evaluation. Over all, the total PTR move from 31 children per teacher in 2015 to 29 in 2019, despite the increase in enrolment from 500,318 children in 2015 to 633,543 in 2019. Apart from LBE and SSE, which remains steady over the period, all other school levels show a significant change in the PTR.

5.12 Proportion of Gambian teachers out of total teacher by Region and Education Level.

Region	2015								2019							
	ECD		LBE		UBE		SSE		ECD		LBE		UBE		SSE	
	ToT	%Gam. Trs	ToT	%Gam. Trs	ToT	%Gam. Trs	ToT	%Gam. Trs	ToT	%Gam. Trs	ToT	%Gam. Trs	ToT	%Gam. Trs	ToT	%Gam. Trs
1	784	83%	1,987	80%	1,313	74%	884	56%	2,415	35%	2,609	89%	1,690	79%	1,015	70%
2	1,153	92%	2,976	95%	1,480	94%	749	90%	3,363	44%	4,236	95%	2,147	94%	1,175	95%
3	258	98%	950	97%	393	97%	164	93%	831	37%	1,100	99%	519	97%	233	92%
4	103	99%	501	99%	155	99%	61	89%	360	39%	447	99%	227	99%	102	94%
5	167	99%	782	98%	260	97%	154	86%	675	34%	877	100%	397	99%	175	100%
6	221	100%	706	99%	236	99%	87	76%	570	49%	841	97%	330	99%	102	81%
Total	2,686	91%	7,902	92%	3,837	88%	2,099	75%	8,214	40%	10,110	95%	5,310	91%	2,802	86%

The above table shows the distribution of Gambian teachers out of the total teacher stock by education level from 2015 to 2019. At the level of ECD in 2015, region 6 shows 100% Gambian facilitators. Region 4 shows 99% Gambian teachers in LBE and UBE and region 3 shows 93% Gambian teachers in SSE. In 2019, region 5 recorded 100% Gambian teachers for LBE and SSE.

5.13 Proportion of Qualified Gambian teachers out of total Gambian teacher by region and Education Level, 2015 and 2019

Region	2015								2019							
	ECD		LBE		UBE		SSE		ECD		LBE		UBE		SSE	
	TGT	%QGT	TGT	%QGT	TGT	%QGT	TGT	%QGT	TGT	%QGT	TGT	%QGT	TGT	%QGT	TGT	%QGT
1	649	65%	1,593	89%	977	92%	493	93%	841	73%	2,332	91%	1,342	97%	709	96%
2	1,059	72%	2,833	87%	1,392	91%	674	95%	1,496	69%	4,039	89%	2,019	95%	1,122	97%
3	252	72%	918	85%	380	88%	153	92%	304	75%	1,087	89%	506	94%	215	96%
4	102	81%	497	93%	153	90%	54	89%	139	79%	443	88%	225	97%	96	98%
5	166	95%	764	89%	253	88%	133	92%	229	86%	873	92%	395	97%	175	98%
6	220	88%	696	70%	234	79%	66	83%	277	61%	817	66%	326	85%	83	94%
Tl	2,448	73%	7,301	86%	3,389	90%	1,573	93%	3,286	71%	9,591	88%	4,813	95%	2,400	97%

TGT : Total Gambian Teachers, QGT : Qualified Gambian Teachers

The above table shows regionally, the proportion of trained Gambian teachers out of the total Gambian teachers stock. As of 2019, Gambian teachers are participating most in the province particularly in regions 4 and 5 at the level of LBE, UBE, and SSE. For a better visual, see the figure below.

6 National Assessment Test and Examination:

The National Assessment Test (NAT) is a process of assessing children performance in some selected grades (3, 5 and 8) to measure school academic perform in Lower and Upper Basic Education. NAT is more of the school than the individual students are. NAT 3 and NAT 5 are biannual test and alter while NAT 8 is an annual test. The Examinations are more of formal test of student's knowledge and proficiency or skills in a subject. There are two type of examination namely GABECE and WASSCE. GABECE is a national examination, which marks the end of nine years of uninterrupted Basic education. This examination grants student access to senior secondary education in the Gambia. The WASSCE examination is more of international, sit by Senior Secondary school students from the five West African English speaking which are The Gambia, Nigeria, Ghana, Sierra Leone and Liberia. This Examination marks the end of senior secondary education and grant student admission to universities and other higher institution of learning.

6.1 NAT3 Assessment:

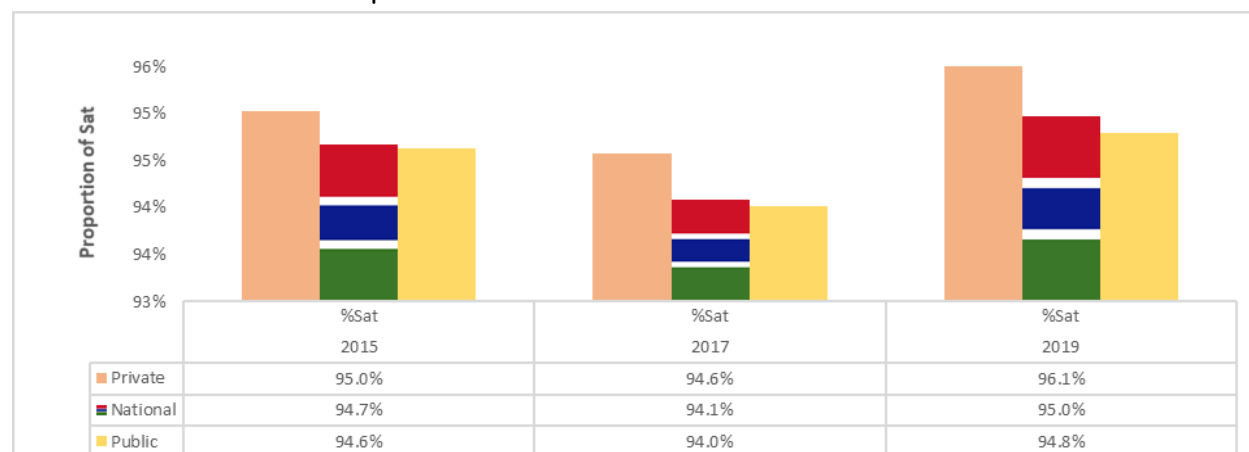
This is an assessment that is conduct at the third grade of the Gambia lower basic education. This altered with NAT 5, which is done at the fifth grade of The Gambia lower basic School. In 2018/19 academic year, NAT assessment was conduct in the third and eighth grade called NAT3. The results are as follows:

6.1.1 NAT 3 - Trend of Number of Registered, 2015 - 2019

Management Type	2015	2017	2019
	Rgst Candidates	Rgst Candidates	Rgst Candidates
Public	33,172	36,915	38,682
Private	4,257	5,348	6,399
National	37,429	42,263	45,081

The above shows the number of student registered and proportion that sat the assessment by year. Overall, attendance is higher in private schools than public. In 2019, 45, 081 students registered NAT3.

6.1.2 NAT 3 - Trend of Proportion of Sat



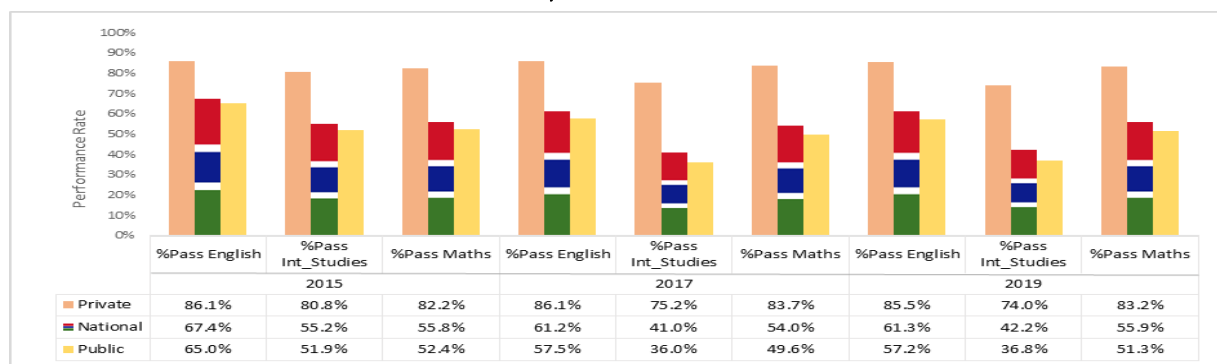
The above figure shows the proportion of students who sat NAT3 from 2015 to 2019. From 2015 to 2019 the proportion of Sat is higher in private than public. Over this period private proportion is higher than National proportion throughout.

6.1.3 Evolution of Number of Registered and Proportion of Sat by region

Region	2015		2017		2019	
	Rgst Candidates	%Sat	Rgst Candidates	%Sat	Rgst Candidates	%Sat
Region 1	9,590	94.3%	10,085	92.9%	10,331	93.7%
Region 2	14,273	95.1%	17,238	93.6%	18,451	94.9%
Region 3	4,371	94.6%	4,633	95.7%	5,091	95.5%
Region 4	1,928	97.5%	1,866	96.4%	1,916	97.4%
Region 5	3,948	92.5%	4,427	93.7%	4,753	94.4%
Region 6	3,319	95.1%	4,014	96.9%	4,539	97.2%
National	37,429	94.7%	42,263	94.1%	45,081	95.0%

The above table shows the number of students registered and proportion sat NAT3. Over the period 2015 and 2019, all regions presented more than 92% of their registered candidates to the NAT3 test. Region 4 have the highest proportion of candidates who sat the NAT3 in 2015 and 2019, while Region6 in 2017.

6.1.4 Evolution of Performance in NAT 3, 2015 – 2019



The above table shows the NAT3 Performance by management type. From 2015 to 2019 private schools perform better than public schools in all subject in the NAT3 assessment. Looking at the above figure private performance is above National performance rate in all subjects throughout the period 2015 to 2019.

6.1.5 Evolution of Performance in NAT3 by Region

Region	2015			2017			2019		
	%Pass English	%Pass Int_Studies	%Pass Maths	%Pass English	%Pass Int_Studies	%Pass Maths	%Pass English	%Pass Int_Studies	%Pass Maths
Region 1	73.4%	60.0%	62.1%	69.0%	48.4%	62.0%	67.1%	48.6%	63.0%
Region 2	70.5%	57.6%	58.8%	63.1%	41.1%	54.9%	64.2%	41.7%	57.5%
Region 3	65.4%	54.6%	53.7%	56.1%	36.7%	51.7%	58.3%	38.7%	53.3%
Region 4	68.2%	57.4%	56.3%	71.7%	50.7%	61.4%	73.5%	60.2%	69.4%
Region 5	51.3%	42.4%	40.3%	41.7%	28.5%	36.9%	45.9%	30.7%	40.9%
Region 6	57.1%	45.3%	45.0%	55.8%	36.3%	48.1%	50.6%	37.6%	46.3%
National	67.4%	55.2%	55.8%	61.2%	41.0%	54.0%	61.3%	42.2%	55.9%

The above table shows NAT3 performance by region. Region 4 has the highest performance rate in all subjects over the period 2015 to 2019. Looking at the Table children tend to perform better in English and Math than Integrated Studies in region1 and region2 throughout the period.

6.2 NAT8 Assessment:

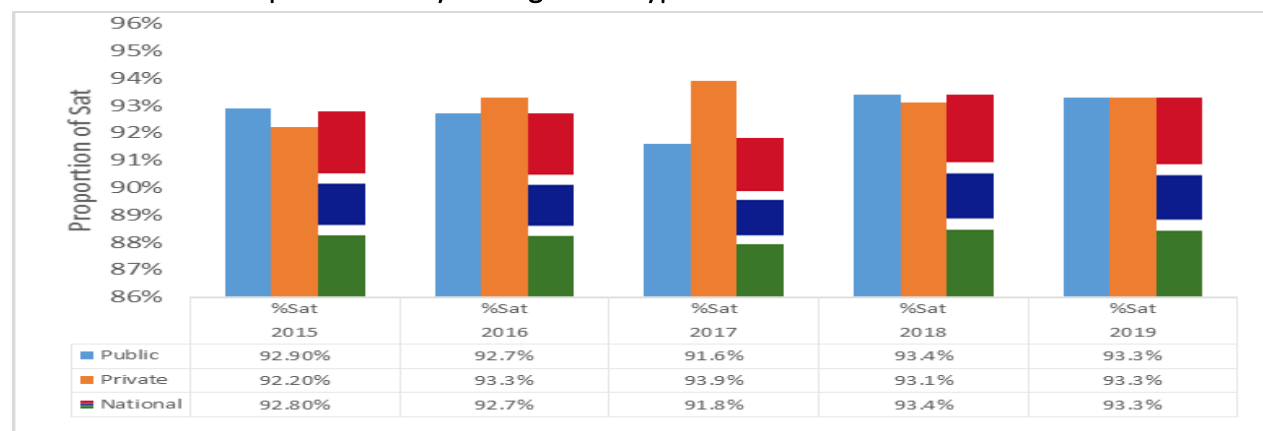
This is an assessment that is conducted at the second grade of the Gambia upper basic education. The analysis of the results are as follows:

6.3 Trend of Number of Registered, 2015 to 2019

Management Type	2015	2016	2017	2018	2019
	Rgst Candidates	Rgst Candidates	Rgst Candidates	Rgst Candidates	Rgst Candidates
Public	22,302	22,768	23,342	24,114	24,883
Private	2,083	2,179	2,313	2,628	3,055
National	24,385	24,947	25,655	26,742	27,938

The above shows the number of students registered and proportion that sat the NAT8 assessment by year. Overall, attendance is higher in private schools in 2015, 18 and 19 respectively than public. As of 2019, 27,938 students registered NAT8.

6.3.1 Trend of Proportion Sat by management type



The above figure shows the proportion of students who sat NAT8 from 2015 to 2019. From 2015 to 2017 the proportion of Sat is higher in private than public but this trend changed from 2018 to 2019. There is equal proportion sat in both Public and private in 2019. Over this period, private proportion is higher than or equal to National proportion throughout.

6.4 Evolution of Number of Registered and Proportion Sat by region

Region	2015		2016		2017		2018		2019	
	Rgst Candidates	%Sat	Rgst Candidates	%Sat	Rgst Candidates	%Sat	Rgst Candidates	%Sat	Rgst Candidates	%Sat
Region 1	7,613	91.4%	7,682	92.9%	8,030	89.2%	8,108	92.2%	8,097	93.3%
Region 2	9,993	92.7%	10,321	92.1%	10,587	91.5%	11,261	92.7%	11,919	92.0%
Region 3	2,536	94.8%	2,508	91.5%	2,543	93.5%	2,722	94.9%	2,856	93.7%
Region 4	1,134	95.8%	1,167	94.0%	1,158	96.1%	1,204	96.3%	1,190	97.4%
Region 5	1,838	94.6%	1,797	93.0%	1,903	95.5%	1,968	96.1%	2,227	94.8%
Region 6	1,271	93.7%	1,472	96.6%	1,434	97.0%	1,479	96.8%	1,649	97.0%
National	24,385	92.8%	24,947	92.7%	25,655	91.8%	26,742	93.4%	27,938	93.3%

6.5 Evolution of Proportion of Pass by Subject and Management Type

Subject Management Type	2015	2016	2017	2018	2019
English					
Public	54.4%	62.5%	66.8%	73.8%	70.1%
Private	87.5%	89.6%	86.7%	92.9%	90.8%
Math					
Public	32.4%	38.8%	57.6%	20.3%	16.6%
Private	60.2%	72.4%	80.2%	50.2%	40.1%
Science					
Public	38.7%	49.5%	63.3%	39.8%	39.2%
Private	73.7%	80.9%	82.2%	68.6%	65.9%
SES					
Public	56.8%	59.6%	65.6%	71.1%	55.8%
Private	86.5%	86.3%	84.6%	90.6%	83.1%

The above table shows the trend pass rate of students by subjects and management type. Looking at the table private perform better than public in all subjects throughout the period 2015 to 2019. In 2019 students perform better in English and SES than Math and Science.

6.6 Proportion of Pass by Subject and Region in NAT 8, 2015 and 2019

Region	2015				2019			
	English	Math	Science	SES	English	Math	Science	SES
Region 1	66.4%	40.5%	48.2%	64.7%	77.2%	24.5%	46.7%	63.8%
Region 2	56.3%	33.8%	40.5%	58.1%	74.4%	18.6%	43.1%	60.9%
Region 3	54.7%	34.9%	43.9%	63.0%	68.1%	13.4%	35.3%	49.8%
Region 4	46.1%	34.6%	36.8%	53.0%	77.9%	24.7%	51.0%	65.8%
Region 5	44.4%	25.6%	29.9%	52.0%	55.9%	14.1%	33.7%	48.9%
Region 6	44.3%	21.9%	29.2%	46.4%	60.2%	9.8%	29.5%	43.8%
National	57.2%	34.8%	41.6%	59.3%	72.3%	19.1%	42.1%	58.8%

The above table shows the evolution of proportion of pass rate by subject and region in 2015 and 2019. Looking at the performance by the core subjects, 57.2% of the students pass English in 2015 and 72.3% in 2019. In term of Mathematics 34.8% pass in 2015 and 19.1% pass in 2019 who show a dropped of 15.7% percentage point. Looking at Science and SES, the proportion of pass are 41.6 and 59.3% respectively in 2015 whilst in 2019 the pass rates are 42.1% for Science and 58.8% for SES. Regionally, Region 1 recorded the highest proportion of pass in 2015 for all the four core subjects whilst Region 4 recorded the highest proportion of passes for all the core subjects in 2019.

6.7 GABECE Examination:

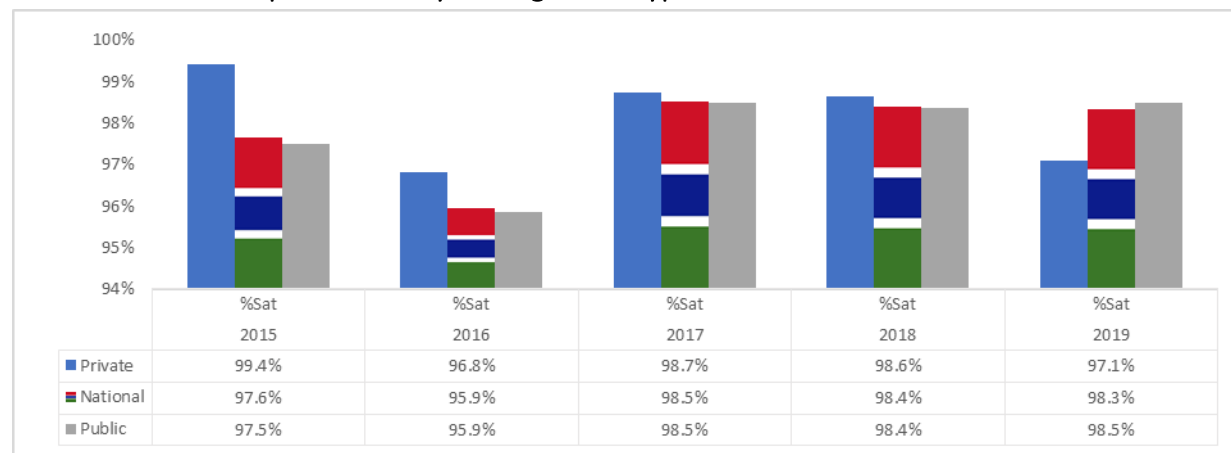
Unlike the NAT3 and NAT8, GABECE is an examination. This is conducted yearly at the 9th grade to mark the end of the 9 years of uninterrupted basic education. This examination grantee student to access senior secondary education in The Gambia. The government cut of mark is set at aggregate 42 to access government senior secondary education. The aggregate scores is calculated technically as the scores in the four core subjects plus any other two best subjects in the electives. The results analysis are as follows.

6.7.1 Trend of Number of Registered 2015 to 2019

Management Type	2015	2016	2017	2018	2019
	Rgst Candidates	Rgst Candidates	Rgst Candidates	Rgst Candidates	Rgst Candidates
Public	20,726	20,541	20,916	20,119	20,963
Private	1,704	1,952	1,977	2,248	2,400
National	22,430	22,493	22,893	22,367	23,363

The above table shows the number of students registered in the GABECE examination from 2015 to 2019. Overall, Public schools present more students than private schools. In 2019, there were 23,363 registered for the GABECE examination. Out of this number 20,963 are students in Public schools and 2,400 in Private schools.

6.7.2 Trend of Proportion Sat by Management type



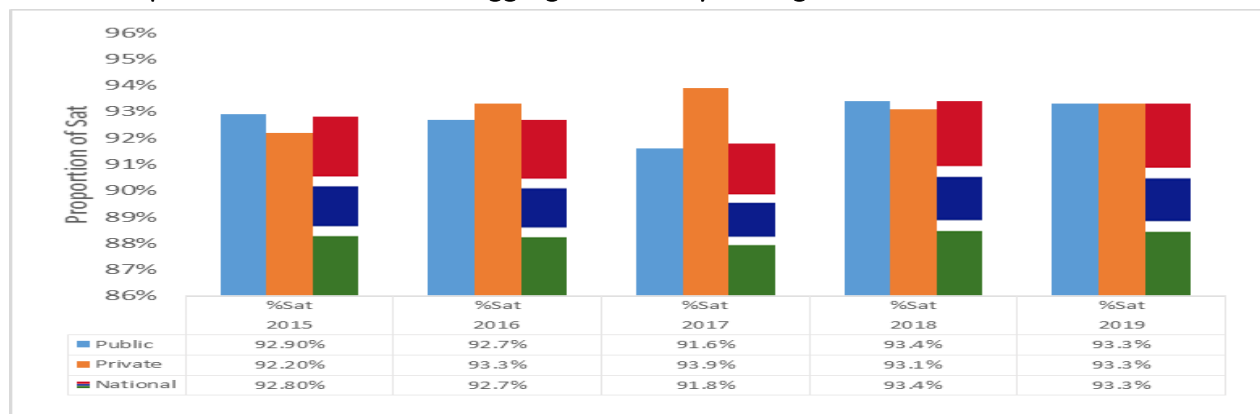
The above figure shows the proportion of students who sat the GABECE examination from 2015 to 2019. From 2015 to 2018, Private schools shows higher proportion of sat than public school. In 2019, the trend change, public schools have higher proportion of sat than private schools which is slightly above the national proportion.

6.7.3 Evolution of Number of Registered and Proportion Sat by region

Region	2015		2016		2017		2018		2019	
	Registered Candidates	%Sat	Registered Candidates	%Sat	Registered Candidates	%Sat	Registered Candidates	%Sat	Registered Candidates	%Sat
Region 1	7,133	98.9%	7,191	98.2%	7,143	98.8%	7,330	98.8%	7,244	98.9%
Region 2	9,760	97.2%	9,547	94.0%	10,003	98.9%	9,402	98.7%	10,187	98.6%
Region 3	2,165	97.6%	2,264	97.0%	2,087	97.3%	1,839	97.2%	2,290	98.0%
Region 4	843	98.5%	920	91.0%	978	97.6%	1,049	97.6%	1,025	98.7%
Region 5	1,505	98.5%	1,563	97.9%	1,596	98.0%	1,606	97.3%	1,565	96.7%
Region 6	1,024	90.6%	1,008	97.2%	1,086	97.2%	1,141	97.4%	1,052	94.2%
National	22,430	97.6%	22,493	95.9%	22,893	98.5%	22,367	98.4%	23,363	98.3%

The above table shows the number of registered students and proportion of sat from 2015 to 2019. Overall, all regions present more than 90% of their registered students to the Examination. As of 2019, more than 98% of the total registered candidate sat the GABECE. The region with the lowest proportion of Sat is Region 6.

6.7.4 Proportion of Students with Aggregate <=42 by Management



The above table shows the proportion of students that have aggregate 42 and below. Globally, 50.2% of the candidates who sat the GABECE examination in 2019 have at least aggregate 42 unlike in 2015, which was 39.2%. From 2015 to 2019, private schools have shown more than three out of every four students have at least aggregate 42 except 2016, which is above national performance. The proportion of performance in public schools is below national average from 2015 to 2019.

6.7.5 Proportion of Students with Aggregate <=42 by Region

Region	2015	2016	2017	2018	2019
Region 1	43.9%	42.2%	45.9%	43.8%	54.0%
Region 2	39.0%	35.9%	44.6%	43.5%	52.2%
Region 3	34.3%	36.2%	40.5%	40.6%	46.7%
Region 4	45.3%	39.3%	41.9%	43.8%	48.7%
Region 5	32.1%	27.6%	27.0%	32.6%	35.7%
Region 6	23.2%	25.8%	41.0%	39.7%	33.3%
National	39.2%	37.1%	43.1%	42.4%	50.2%

The above table shows the proportion of candidates with aggregate 42 and less in the GABECE examination by region. In 2015, region 4 recorded the highest proportion of students with at least aggregate 42, which was above national proportion. As of 2019, Region 1 and Region 2 have more than

50% of their students with aggregate 42 and less. That is, one out of every two students has at least aggregate 42.

6.8 WASSCE Examination:

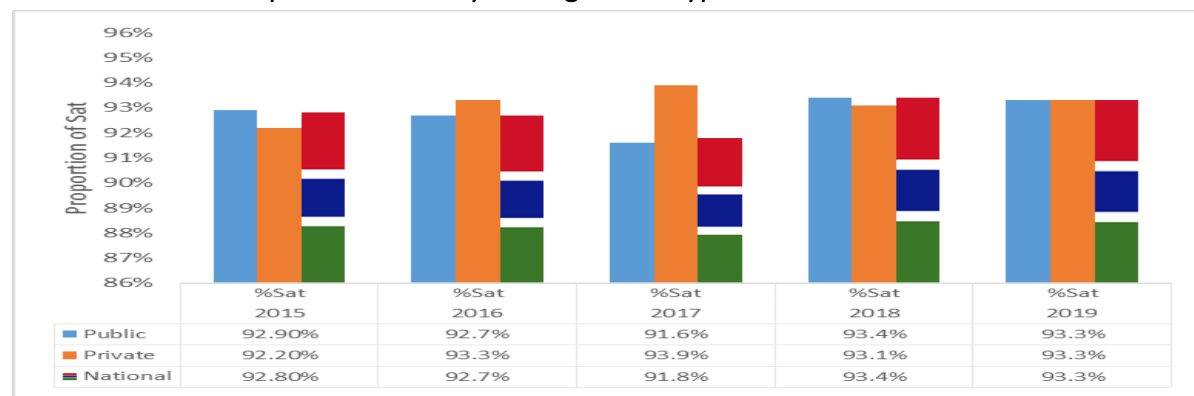
Like the GABECE, WASSCE mark end of Secondary education program. This examination give students access to admission to universities and colleges. Different universities and colleges set their entry requirement base on the WASSCE examination. In The Gambia, the state university called the University of the Gambia (UTG) grant admission to students with five WASSCE credits including English and Mathematics in the Sciences and five WASSCE credit including English and a pass in Mathematics for social sciences. Other private universities and colleges set their own standards depending on their admission policies. The analysis of the results are as follows:

6.8.1 Trend of Number of Registered

Management Type	2015	2016	2017	2018	2019
	Registered Candidates	Registered Candidates	Registered Candidates	Registered Candidates	Registered Candidates
Public	7,201	9,392	10,182	11,306	11,772
Private	2,440	2,267	1,939	2,028	2,034
National	9,641	11,659	12,121	13,334	13,806

The above table shows the number of students registered for the WASSCE examination from 2015 to 2019. Overall, Public schools present more students than private. In 2019, there were 13,805 students registered for the WASSCE examination. Out of this number 11,772 are students in Public schools, which represent 85.3% of the total registered students and 2,034 in Private schools.

6.8.2 Trend of Proportion of Sat by Management Type



The figure above shows the proportion of students who sat the WASSCE examination from 2015 to 2019. From this period, Private schools shows higher proportion of sat than public school except in 2016.

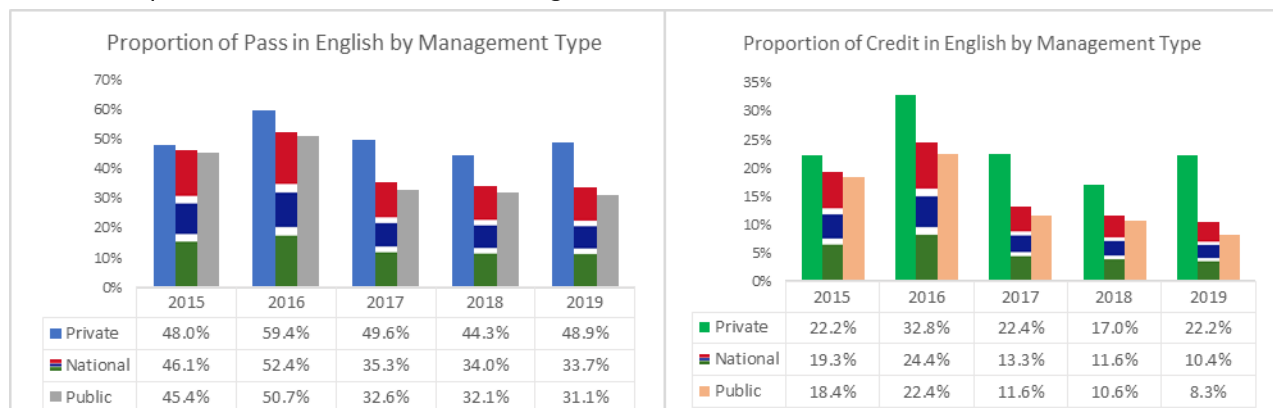
6.8.3 Trend of Number of Registered and Proportion of Sat by Region

Region	2015		2016		2017		2018		2019	
	Registered Candidates	%Sat	Registered Candidates	%Sat	Registered Candidates	%Sat	Registered Candidates	%Sat	Registered Candidates	%Sat
Region 1	4,169	99.3%	4,764	94.0%	4,671	98.6%	5,109	98.2%	5,239	98.5%
Region 2	3,890	98.4%	4,733	95.8%	5,201	98.9%	5,771	98.5%	6,038	97.1%

Region 3	674	98.8%	901	98.1%	1,028	99.0%	1,045	96.0%	1,105	98.1%
Region 4	185	98.4%	293	97.6%	286	97.6%	387	98.4%	366	99.5%
Region 5	433	100.0%	685	98.5%	688	99.4%	686	98.1%	676	98.5%
Region 6	290	96.9%	283	98.6%	247	99.6%	336	97.6%	382	93.2%
National	9,641	98.8%	11,659	95.5%	12,121	98.8%	13,334	98.1%	13,806	97.7%

The above table shows the number of registered students and proportion of sat from 2015 to 2019 in the WASSCE. More than 93% of the registered candidates sat the WASSCE examination in every region. In 2019, Region 6 has the lowest proportion of candidates who sat the examination.

6.8.4 Proportion that Pass and Credit English



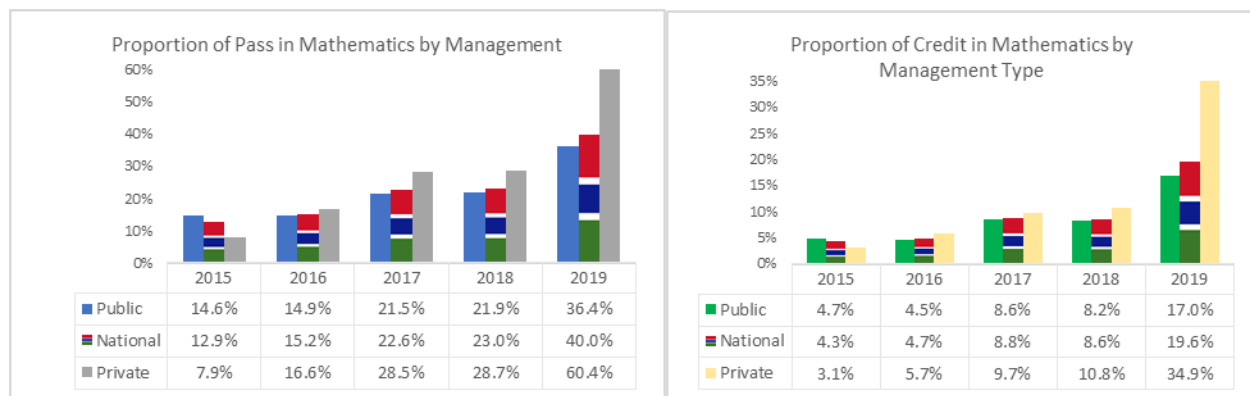
The above figures show the proportional trend of Pass and credit in English language for WASSCE examination from 2015 to 2019. During the period 2015 – 2019, private schools shows higher performance in term of passes and credit in English language. Throughout this period private schools have perform above national proportion in English for both pass and credit.

6.8.5 Proportion of Pass and Credit in English by Region

Region	%Pass English					%Credit English				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Region 1	58.1%	67.2%	50.7%	46.2%	43.7%	29.5%	37.0%	23.8%	19.9%	17.1%
Region 2	39.3%	47.8%	30.5%	29.6%	32.6%	13.2%	19.3%	8.6%	7.3%	7.8%
Region 3	25.1%	30.9%	10.4%	16.9%	15.2%	4.7%	9.3%	0.9%	3.0%	2.1%
Region 4	35.7%	19.6%	8.3%	15.8%	11.8%	9.9%	4.5%	1.1%	3.7%	1.9%
Region 5	36.3%	34.9%	17.3%	11.0%	14.8%	8.3%	9.1%	2.1%	0.7%	2.4%
Region 6	32.9%	33.7%	33.1%	41.9%	22.8%	10.4%	10.8%	11.4%	16.2%	5.6%
National	46.1%	52.4%	35.3%	34.0%	33.7%	19.3%	24.4%	13.3%	11.6%	10.4%

The above table shows the proportion of pass and credit in English Language by region from 2015 to 2019 for the WASSCE examination. In 2019 nationally, 33.7% pass English Language and 10.4% credit English Language. From the period 2015 and 2019, Region 1 has the highest proportion of pass in English Language. Despite the high proportion, it shows a dropping performing trend. Similar picture reflects at the credit level.

6.8.6 Trend of Performance in Mathematics



The above figures show the proportional trend of Pass and credit in Mathematics for the WASSCE examination from 2015 to 2019. During the period 2015 – 2019, private schools shows higher performance in term of pass and credit in Mathematics except in 2015. Apart from 2015, private schools performed above national proportion in English for both pass and credit.

6.8.7 Proportion of Pass and Credit Mathematics by Region

Region	%Pass Maths					%Credit Maths				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Region 1	17.3%	23.3%	34.7%	24.0%	43.2%	7.5%	8.8%	15.1%	10.6%	22.0%
Region 2	9.8%	12.6%	19.3%	25.7%	46.9%	2.1%	2.6%	6.0%	8.5%	23.3%
Region 3	14.4%	2.7%	1.5%	10.3%	14.5%	2.0%	0.2%	0.5%	1.0%	3.7%
Region 4	4.2%	0.8%	1.5%	25.8%	22.5%	0.0%	0.0%	0.0%	9.2%	4.5%
Region 5	6.3%	6.1%	3.5%	4.4%	10.1%	1.4%	1.7%	1.4%	1.1%	5.1%
Region 6	1.2%	4.6%	25.9%	35.1%	36.0%	0.0%	1.5%	12.9%	18.2%	18.0%
National	12.9%	15.2%	22.6%	23.0%	40.0%	4.3%	4.7%	8.8%	8.6%	19.6%

The above table shows the proportion of pass and credit in Mathematics by region from 2015 to 2019 for the WASSCE examination. In 2019, 40% of the students pass and 19.6% credit Mathematics at national level. From the period 2015 and 2017, Region 1 recorded the highest proportion of pass in Mathematics. In 2018, Region 6 recorded the highest proportion in Mathematics. In 2019, Region 2 scored the highest proportion of pass in mathematics. Similar picture reflects at the credit level.