



REPUBLIC OF THE GAMBIA

Ministry of Basic and Secondary Education

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

EDUCATION STATISTICS SUMMARY REPORT 2023



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Table of Content

Abbreviations and Acronyms.....	ii
Glossary and Definition of Terms.....	iii
Preface.....	iv
Forward.....	v
Executive Summary.....	vi
1. Institutions.....	7
1.1. Evolution of Number of Institutions by Management Type and Education Level	7
1.2. Number of Institutions by Education Level, 2019 vs 2023.....	7
1.3. Share of Number of Private Institutions by Education Level, 2019 & 2023.....	7
1.4. Average Annual Growth Rate of Number of Institutions by Management Type & Edu. Level.....	8
1.5. Average Annual Growth Rate of Schools by Education Level and Region.....	8
2. Basic School Indicators.....	9
2.1. Basic School Indicators by Management Type in 2023 (Part1)	9
2.2. Basic School Indicators by Management Type in 2023 (Part 2)	9
2.3. Basic School Indicators by Education Level in 2023 (Part 1).....	10
2.4. Basic School Indicators by Education Level in 2023 (Part 2).....	10
2.5. Basic School indicators by Region in 2023 (Part 1).....	11
2.6. Basic School indicators by Region in 2023 (Part 2).....	11
3. Enrolment	12
3.1. Enrolment by Management Type and Education Level, 2019 & 2023	12
3.2. Enrolment by Management Type and Education Level, 2019 & 2023	12
3.3. Evolution of Enrolment by Education Level and Region, 2019 to 2023	13
3.4. Share of Girls Enrolment by Education Level, 2019 to 2023.....	13
3.5. New Entrants in Grade 1 and with ECD experience by region, 2019 & 2023	14
3.6. Proportion of New entrants in Grade 1 with ECD Experience by Region, 2019 & 2023	14
4. Education Indicators	15
4.1. Evolution of Gross Intake Rates (GIR) - Grade 1 (LBE) by Region, 2019 to 2023	15
4.2. Gross Intake Rates (GIR) - Grade 1 (LBE) & Gender Parity Index on GIR	15
4.3. Trend of Gross Intake Rate in LBE by Gender	16
4.4. Evolution of Gross Enrolment Rates (GER) by Education Level, 2019 to 2023	16
4.5. Evolution of GER and Gender Parity Index on GER, 2019 to 2023.....	16
4.6. Trend of Gross Enrolment Rate by Education Level and Region, 2019 vs 2023.....	17
4.7. Trend of Gross Enrolment Rate by Education Level and Gender	18
4.8. Evolution of Completion Rates (CR) by Education Level	18
4.9. Completion Rates and Gender Parity Index on Completion Rate	18
4.10. Completion Rate by Education Level and Region, 2019 & 2023.....	19
4.11. Trend of Completion Rate by Education Level and Gender, 2019 to 2023	19
5. Teachers and Facilitators.....	20
5.1. Evolution of Teachers by Management Type and Education Level, 2019 & 2023.....	20
5.2. Proportion of Qualified and Gambian Teachers by Education level, 2019 & 2023	20
5.3. Proportion of Teachers Qualification and Nationality, 2019 & 2023	21
5.4. % of Female Teachers, Qualification and Nationality by Education Level, 2019 & 2023	21
5.5. Proportion of Female Teachers, Qualification and Nationality, 2019 & 2023.....	21
5.6. Evolution of Pupils per Teacher Ratio for LBE, 2019 to 2023.....	22
5.7. % of Double Shift Teachers by Management Type and Education Level, 2019 & 2023	22
5.8. Proportion of Teachers Double Shifting by Region, 2019 & 2023	22

Abbreviations and Acronyms

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

Glossary and Definition of Terms

Completion Rate (CR):

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

Gender Parity Index (GPI):

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

Government School:

Schools managed and run by government

Grant-Aided School:

These are schools that are sub vented by government

Gross Intake Rate (GIR):

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

Gross Enrolment Ratio (GER):

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

Madrasah:

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

Pupil Teacher Ratio (PTR):

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

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

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

Proportion of Girls:

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

Percentage Distribution of Teaching Staff by Qualification and Gender:

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

Private Conventional Schools:

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

Private Schools:

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

Public schools:

This comprises of Government and grant-aided managed schools.

Preface



The Ministry of Basic and Secondary Education is delighted to announce the publication of the 2023 Education Summary Statistics Report. This report is a vital component of the Education Sector's Monitoring and Evaluation system and is intended for broad understanding and utilization. The Education Policy places significant emphasis on the Education Management Information System (EMIS) agenda, aimed at enhancing education planning and policymaking through rigorous monitoring and evaluation of sector performance.

In our continuous efforts to enhance educational service delivery in The Gambia, we earnestly encourage all stakeholders within the education sector, including the Senior Management Team (SMT) of the Ministry, to effectively harness the insights provided in this report.

Lastly, I wish to convey my heartfelt appreciation to the proprietors of Early Childhood Development Centres, the headteachers of Lower Basic schools, as well as the principals of Upper and Secondary schools. Their invaluable primary data about their respective institutions have played an indispensable role in shaping this report. Indeed, without these essential data, the completion of this report would not have been possible.

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

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

Forward

This document has been prepared to present a condensed overview of the data featured in the 2023 yearbook, with the intention of making it accessible and usable for all readers. The report is structured into five distinct sections, specifically covering Education Institutions, Enrollment, Fundamental School Indicators, Education Indicators, and Teachers/Facilitators.

Within the Education Institution statistics, you will find details regarding the count of centers (ECD) and schools (LBE, UBE, and SSE), along with the growth rate observed over the past five years. The analysis is categorized based on management type, namely public and private schools/institutions, and further broken down to regional levels. Enrollment statistics outline the student count (enrollment) in schools/institutions, segregated by gender (male and female). The enrollment data is also categorized into public (government and grant-aided) and private (madrassa and private convention) schools.

The Education Statistics section delves into crucial education indicators related to enrollment, including gender parity indexes. Furthermore, indicators related to population figures, such as Gross Intake Rate (GIR), Gross Enrolment Rate (GER), and Completion Rate (CR), are displayed in both tabular and graphical formats to highlight trends. For this report, population projections relying on the 2013 Census data from The Gambia Bureau of Statistics (GBoS) have been utilized.

Teachers' information is likewise incorporated within the teachers' section, encompassing teacher counts and the proportion of female educators within the education system. The proportion of qualified teachers is also scrutinized, providing insights into the presence of trained educators within the system. An analysis of the involvement of female Gambian teachers in the teaching profession is conducted. Additionally, the report offers a breakdown of qualified Gambian teachers and qualified female Gambian teachers as a fraction of the total Gambian teacher population. The document also provides some insights on the number of students taught by each teacher, through pupils per teacher ratio (PTR).



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

Executive Summary

At a national level, there has been an increase in the total number of institutions, increasing from 3,209 in 2019 to 3,689 in 2023, indicating a growth of 480 additional establishments. This expansion can be attributed to the rise in ECD centers by 174, LBE schools by 167, UBE schools by 95, and SSE schools by 44 over the past five years. Looking at the growth rates of these institutions numbers, the establishment of educational facilities nationwide has seen a rise of 3.0% for ECD, 3.4% for LBE, 4.6% for UBE, and 5.3% for SSE during this period. Consequently, the total student enrollment within the Basic and Secondary Education sector has grown to 783,034 in 2023, up from 674,612 in 2019, indicating an increase of 108,422 students during the same period.

Furthermore, the gross enrollment rate (GER) has shown an upward trend across all educational levels. In 2023, the GER stands at 43.7% for ECD, 104.7% for LBE, 77.6% for UBE, and 55.37% for SSE. However, disparities in enrollment rates are evident across regions, with lower GER values observed in rural areas such as Region 3 and 5N for ECD (32.5% and 32.6%), Region 5N for LBE and UBE (75.1% and 43.0%), and Region 6 SSE (15.0%).

Moreover, the completion rates have improved during the review period. In 2023, the completion rates are 87.8% for LBE, 65.3% for UBE, and 48.0% for SSE. Interestingly, girls are not only showing greater participation than boys but also exhibit higher completion rates in LBE, UBE, and SSE education levels. In addition, the education sector has welcomed 78,340 new students in grade 1 in 2023, with more than two-thirds (70.1%) having prior experience in ECD. Regions 1, 2, 3, and 4 have registered the highest proportion of new grade 1 entrants with ECD experience.

Additionally, there has been an increase in the number of teachers across all education levels, including ECD facilitators. The count has risen from 21,681 in 2019 to 28,319 in 2023, signifying an additional 6,638 teachers. Among these, there were 1,150 additional educators for ECD, 3,149 for LBE, 1,373 for UBE, and 966 for SSE within the same period to 2023. Consequently, there has been a national improvement in the Pupil-Teacher Ratio (PTR) over the same period. Considering the PTR by school management type, the ratio of students to teachers in public schools has seen a positive shift from 38:1 in 2019 to 32:1 in 2023, while private schools have experienced a similar improvement from 36:1 in 2019 to 33:1 in 2023.

Furthermore, the practice of double shifting is still prevalent in the system. Approximately 53.9% of LBE schools, 53.1% of UBE schools, and 44.3% of SSE schools operate on double-shift. Moreover, around 44.2% of teachers in public schools are engaged in double shift teaching. On a regional basis, more than half of the teachers in Regions 4, 5N, 5S, and 6 are double shifting. This trend underscores the evolving landscape of teacher workloads and highlights the need for further examination and potential strategies to address the teacher double-shift phenomenon.

On a global scale, there have been advancements in the provision of essential school facilities. Notably, 92.02% of schools now have access to safe drinking water, 83.53% possess sufficient separate toilet facilities. Additionally, 76.5% of schools are secured with perimeter fences, and 58.07% have established libraries. Moreover, 93.63% of classrooms are permanent structures, while over 91% of furniture, including seats and desks, remain in good condition. Furthermore, more than half (56.16%) of schools have access to electricity.

Moreover, certain educational resources have become more prevalent. About 14.67% of schools are equipped with computers for pedagogical purposes, and 14.61% have access to the internet for educational use. Moreover, 61.72% of schools have access to basic hand washing facilities (WASH), and 41.48% of schools have adapted infrastructure to cater to the needs of students. Additionally, more than one-third (39.24%) of schools provide life skills-based education, including instruction on HIV and sexuality. A substantial portion, 72.74%, of schools have a policy addressing gender-based violence (GBV), and a significant majority (82.9%) have established a homework policy.

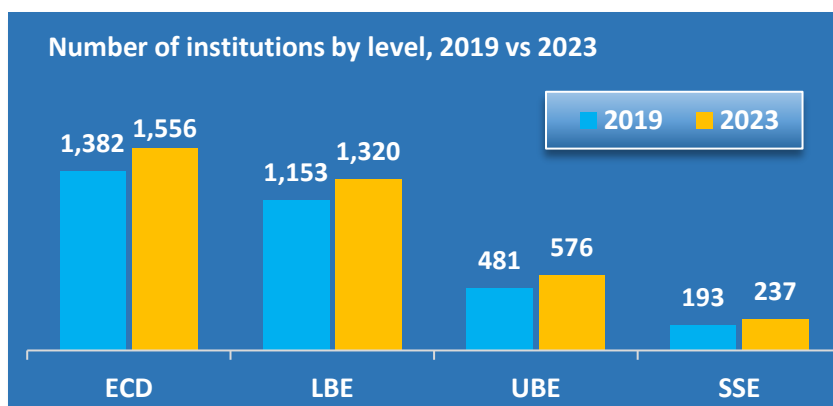
1. Institutions

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

Education Level	Public		Private		Total			% Private	
	2019	2023	2019	2023	2019	2023	diff	2019	2023
ECD	490	540	892	1,016	1,382	1,556	174	64.5%	65.3%
LBE	581	630	572	690	1,153	1,320	167	49.6%	52.3%
UBE	223	256	258	320	481	576	95	53.6%	55.6%
SSE	108	126	85	111	193	237	44	44.0%	46.8%
National	1,402	1,552	1,807	2,137	3,209	3,689	480	56.3%	57.9%

Table 1.1 presents data on the number of educational institutions categorized by education level and school management type for the years 2019 and 2023. The nationwide analysis reveals an increase in the total number of institutions, rising from 3,209 in 2019 to 3,689 in 2023, indicating a growth of 480 additional establishments. This expansion can be attributed to the rise in ECD centers by 174, LBE schools by 167, UBE schools by 95, and SSE schools by 44 over the past five years. Furthermore, when considering the school management type, the number of public institutions has experienced an increase from 1,402 in 2019 to 1,552 in 2023. Similarly, private institutions have also witnessed growth, rising from 1,807 in 2019 to 2,137 in 2023. The percentage of private institutions is also consistently increasing in all categories, indicating a growing presence of private education in the country.

1.2. Number of Institutions by Education Level, 2019 vs 2023



The chart focuses on the number of educational institutions within their respective levels between 2019 and 2023. Over this period, there has been a notable upward trend in the number of institutions across all levels – with increase from 1,382 to 1,556 for ECD, 1,153 to 1,320 for LBE, 481 to 576 for UBE and 193 to 237 for SSE.

1.3. Share of Number of Private Institutions by Education Level, 2019 & 2023

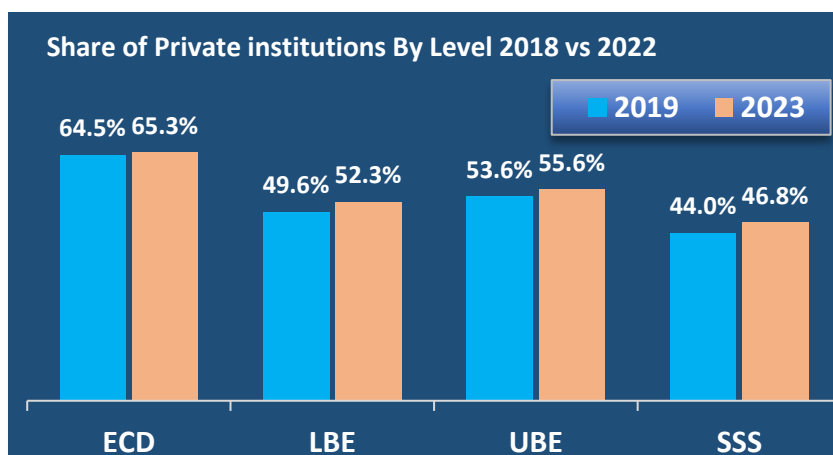


Chart 1.3 displays the proportion of private institutions in various education levels. The data indicates a consistent rise in the share of private institutions from 2019 to 2023. Specifically, the share increased in ECD from 64.5% to 65.3%, in LBE from 49.6% to 52.3%, in UBE from 53.6% to 55.6%, and in SSE from 44.0% to 46.8%.

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

School Management	ECD			LBE			UBE			SSE		
	2019	2023	AAGR	2019	2023	AAGR	2019	2023	AAGR	2019	2023	AAGR
Public												
Government.	441	500	3.2%	535	583	2.2%	185	216	3.9%	65	80	5.3%
Grant-Aided.	49	40	-4.9%	46	47	0.5%	38	40	1.3%	43	46	1.7%
Total Public	490	540	2.5%	581	630	2.0%	223	256	3.5%	108	126	3.9%
Private												
Conventional	637	692	2.1%	197	254	6.6%	81	101	5.7%	35	46	7.1%
Madrasah.	255	324	6.2%	375	436	3.8%	177	219	5.5%	50	65	6.8%
Total Private	892	1,016	3.3%	572	690	4.8%	258	320	5.5%	85	111	6.9%
National	1,382	1,556	3.0%	1,153	1,320	3.4%	481	576	4.6%	193	237	5.3%

Table 1.4 presents data on the number of educational institutions and their average annual growth rate (AAGR) from 2019 to 2023, categorized by education level and school management type. The national AAGR for the number of institutions varies across different education levels, with 3.0% for Early Childhood Development (ECD), 3.4% for Lower Basic Education (LBE), 4.6% for Upper Basic Education (UBE), and 5.3% for Secondary School Education (SSE).

When considering the public sector, the AAGR for the number of schools is 2.5%, 2.0%, 3.5%, and 3.9% for ECD, LBE, UBE, and SSE respectively. On the other hand, the private sector experiences higher growth rates, with an AAGR of 3.3%, 4.8%, 5.5%, and 6.9% for ECD, LBE, UBE, and SSE, respectively.

Comparing the establishment rates, private institutions grow at a faster pace than public institutions, with a difference of 0.8% points in ECD, 2.8% points in LBE, 2.0% points in UBE, and 3.0% points in SSE.

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

Region	ECD			LBE			UBE			SSE		
	2019	2023	AAGR	2019	2023	AAGR	2019	2023	AAGR	2019	2023	AAGR
Region 1	247	272	2.4%	163	181	2.7%	89	98	2.4%	49	60	5.2%
Region 2	511	579	3.2%	367	424	3.7%	178	221	5.6%	73	88	4.8%
Region 3	174	200	3.5%	179	208	3.8%	67	82	5.2%	28	30	1.7%
Region 4	90	107	4.4%	98	109	2.7%	30	39	6.8%	11	15	8.1%
Region 5N	98	106	2.0%	100	110	2.4%	28	31	2.6%	9	12	7.5%
Region 5S	68	88	6.7%	74	98	7.3%	22	27	5.3%	7	8	3.4%
Region 6	194	204	1.3%	172	190	2.5%	67	78	3.9%	16	24	10.7%
National	1,382	1,556	3.0%	1,153	1,320	3.4%	481	576	4.6%	193	237	5.3%

Table 1.5 presents data on the number of educational institutions from 2019 to 2023, as well as the annual growth rate by region and education level. Across the nation, Region 5S has the highest rate of institution establishment, with a 6.7% increase annually for Early Childhood Development (ECD) and a 7.3% increase for Lower Basic Education (LBE). Region 4 has the highest rate for Upper Basic Education (UBE) at 6.8%, while Region 6 leads in Secondary School Education (SSE) with a growth rate of 10.7%.

On the other hand, some regions have lower rates of school establishment. Region 6 has the lowest Annual Average Growth Rate (AAGR) for ECD at 1.3%, Region 5N has the lowest AAGR for LBE at 2.4%, Region 1 has the lowest AAGR for UBE at 2.4%, and Region 3 has the lowest AAGR for SSE at 1.7%.

2. Basic School Indicators

2.1. Basic School Indicators by Management Type in 2023 (Part1)

School Mngt. Type	% Schools Double-Shifting	% Schools Multi Grading	% Schools Fenced	%having safe drinking water	% having adequate separate toilets	% Schools having electricity	% Schools having library	% Perm. Clrms.	% Good Seats	% Good Desks
Public	87.8%	4.8%	74.8%	93.5%	85.6%	43.1%	74.5%	94.0%	91.2%	92.1%
Private	17.7%	16.5%	78.2%	90.5%	81.5%	69.4%	41.5%	93.1%	91.0%	91.9%
National	53.0%	10.6%	76.5%	92.0%	83.5%	56.2%	58.1%	93.6%	91.1%	92.0%

Table 2.1 shows basic school indicators by management type in 2023. The data revealed that nationally, more than half of schools (53%) operate on double shifting mode. Additionally, 92% of schools have access to safe drinking water, and 83.5% have adequate separate toilets. More than three-quarters of schools (76.50%) are secured with perimeter fences, and more than half (58.07%) have libraries. Furthermore, 93.6% of classrooms are permanent, and 91.1% of seats and 92% of desks are in good condition. Electricity is available in more than half (56.16%) of schools. Multi-grading, which occurs only at the LBE level, is practiced in 10.6% of schools.

When examining school management types, it was noticed that 87.8% of public schools are on double shift. Additionally, 93.5% of public schools have access to safe drinking water, and 94% of their classrooms are permanent structures. In contrast, 17.7% of private schools are operating on double shift. Moreover, 90.5% of private schools have access to safe drinking water, and 93.11 of their classrooms are permanent structures.

2.2. Basic School Indicators by Management Type in 2023 (Part 2)

School Mngt. Type	% Schools having computers for pedagogy	% Schools having internet for pedagogy	% Schools having basic hand washing facilities	% Schools having adapted infrastr. for students	% Schools having life skill based, HIV & Sexuality Education	% Schools having Gender-based Violence Policy	% Schools having homework Policy
Public	15.0%	12.4%	59.8%	44.0%	46.3%	78.0%	87.5%
Private	14.4%	16.8%	63.6%	39.0%	32.1%	67.5%	78.3%
National	14.7%	14.6%	61.7%	41.5%	39.2%	72.7%	82.9%

As shown in Table 2.2, about 14.7% of schools have integrated computers into their teaching methods, while 14.6% have access to the internet for educational purposes. Additionally, approximately 61.7% of schools have basic hand washing facilities (WASH), and 41.5% have adapted infrastructure to accommodate students. Furthermore, more than one third (39.24%) of schools offer life skill based, HIV & Sexuality Education. Notably, 72.74% of schools have established policies to address Gender-based Violence (GBV), and an overwhelming majority (82.91%) have implemented homework policies.

By school management type, 15% of **public** schools have computer for pedagogy, 46.3% offers life skill based, HIV & sexuality education, and 87.5% have homework policy whereas in **private** schools, 14.4% have computers for pedagogy, 32.1% offers life skill based, HIV & sexuality education and 78.31 have homework policy.

2.3. Basic School Indicators by Education Level in 2023 (Part 1)

Edu. Level	% Schools Double-Shifting	% Schools Multi Grading	% Schools Fenced	%having safe drinking water	% having adequate separate toilets	% Schools having electricity	% Schools having library	% Perm. Clrms.	% Good Seats	% Good Desks
LBE	53.9%	14.3%	73.0%	92.7%	86.1%	48.3%	53.2%	93.4%	91.0%	91.3%
UBE	53.1%	...	84.5%	95.3%	86.8%	66.1%	63.2%	93.9%	92.7%	92.4%
SSE	44.3%	...	83.5%	86.9%	86.4%	75.5%	70.0%	94.3%	93.9%	94.7%

Table 2.3 shows basic school indicators by education level in 2023, revealing that a substantial proportion of schools are operating on double shifts, with 53.9% of LBE schools, 53.1% of UBE schools, and 44.3% of SSE schools affected. Security measures are also a concern, as 84.5% of UBE schools have perimeter fencing, compared to 83.5% for SSE schools and 73.0% for LBE schools. However, positive trends are observed in terms of infrastructure and resources.

Across all education levels, 86.9% of schools have access to safe drinking water, ensuring a healthy learning environment and most classrooms, over 93%, are permanent structures. Additionally, 91% of schools are equipped with quality furniture, including seats and desks, essential for student comfort and engagement. Furthermore, 14.3% of LBE schools are implementing multigrading, suggesting a flexible approach to accommodating students, more than three-quarters of SSE schools having access to electricity.

2.4. Basic School Indicators by Education Level in 2023 (Part 2)

Edu. Level	% Schools having computers for pedagogy	% Schools having internet for pedagogy	% Schools having basic hand washing facilities	% Schools having adapted infrastr. for students	% Schools having life skill based, HIV & Sexuality Education	% Schools having Gender-based Violence Policy	% Schools having homework Policy
LBE	8.6%	8.9%	59.0%	37.7%	35.1%	71.0%	82.0%
UBE	19.3%	17.9%	65.5%	43.2%	42.2%	74.1%	82.1%
SSE	32.1%	28.7%	70.5%	52.3%	86.4%	78.5%	86.1%

As shown in table 2.4, The education sector has made notable progress in implementing essential indicators for basic education across all levels (Lower Basic Education, Upper Basic Education, and Secondary School Education). The indicators include provisions for computer and internet access for pedagogical purposes, integration of life skills-based education, HIV and sexuality education, gender-based violence (GBV) policy, and homework policy. Notably, the presence of these indicators becomes more prominent as the educational level advances.

However, a closer examination reveals that there are areas that require attention. While most schools at the Secondary School Education level (SSE) offer Life Skills-based and HIV & Sexuality Education, the numbers are less promising for the Lower Basic Education (LBE) and Upper Basic Education (UBE) levels. Additionally, at least 71.0% of schools at all levels have adopted GBV policies, indicating a positive trend towards ensuring safe and secure educational environments. Furthermore, over 82% of schools have implemented homework policies, demonstrating commitment to fostering effective learning practices.

2.5. Basic School indicators by region in 2023 (Part 1)

Region	% Schools Double Shifting	% Schools Multi Grading	% Schools Fenced	% having safe drinking water	% having adeq. Sep. toilets	% Schools having electricity	% Schools having library	% Perm. Clrms.	% Good Seats	% Good Desks
Region 1	26.3%	8.2%	99.3%	98.0%	82.6%	98.7%	75.0%	96.0%	91.8%	92.5%
Region 2	41.8%	7.0%	85.3%	95.0%	83.7%	75.0%	54.0%	95.6%	92.7%	93.7%
Region 3	69.7%	16.9%	64.0%	88.5%	80.8%	29.1%	57.5%	90.6%	87.0%	88.4%
Region 4	64.4%	25.9%	69.6%	88.1%	83.7%	33.3%	57.0%	89.8%	88.0%	89.7%
Region 5N	80.0%	13.0%	47.8%	87.8%	87.0%	12.2%	59.1%	90.7%	89.5%	88.8%
Region 5S	79.5%	6.1%	53.0%	90.9%	87.9%	18.9%	50.8%	84.9%	91.0%	93.4%
Region 6	62.5%	8.6%	69.4%	85.3%	83.2%	38.4%	51.3%	93.4%	88.8%	88.9%

Table 2.5 shows basic school indicators by region in 2023. In Regions 1 and 2, less than half of the schools are double shifting whilst more than 60% of schools in the upper regions (3, 4, 5N, 5S & 6) are double shifting. Moreover, Region 4 with 25.9%, records the highest proportion of schools multi-grading. Infrastructure indicators reveal significant variations between regions. Region 1 demonstrates an impressive 99.3% of schools with perimeter fences. However, Region 5N lags, with only 47.8% of schools equipped with perimeter fencing. Region 5N faces challenges in terms of electricity access, registering the lowest rate at 12.2%. A positive trend is observed in terms of furniture condition with at least 87% of seats and desks classified in good condition.

2.6. Basic School indicators by region in 2023 (Part 2)

Region	% Schools having computers for pedagogy	% Schools having internet for pedagogy	% Schools having basic hand washing facilities	% Schools having adapted infrastr. for students	% Schools having life skill based, HIV & Sexuality Education	% Schools having Gender-based Violence Policy	% Schools having homework Policy
Region 1	29.6%	31.9%	64.1%	50.0%	38.8%	72.7%	80.6%
Region 2	16.7%	19.7%	64.7%	41.2%	43.3%	72.5%	83.5%
Region 3	6.5%	5.7%	63.6%	34.1%	39.5%	69.3%	82.0%
Region 4	9.6%	7.4%	71.1%	41.5%	24.4%	65.9%	83.7%
Region 5N	7.0%	4.3%	53.0%	40.9%	35.7%	71.3%	81.7%
Region 5S	11.4%	5.3%	50.8%	39.4%	39.4%	80.3%	83.3%
Region 6	7.8%	3.4%	53.9%	40.9%	39.2%	77.6%	85.3%

As shown in Table 2.6, The adoption of computers for pedagogical purposes varies significantly across regions. Region 1 stands out with the highest proportion of schools (29.6%) utilizing computers for teaching, while Region 3 lags with only 6.5% of schools employing this technology. Moreover, internet access for pedagogy is higher in Region1 (31.9%) compared to Region6 (3.4%). Region 2 leads in offering life skills-based education, including HIV and sexuality education, with 43.3% of schools providing these programs. In contrast, Region 4 falls short with only 24.4% of schools offering such education. Across all regions, an encouraging trend emerges as more than half of the schools have implemented policies addressing Gender-Based Violence (GBV). Additionally, a commendable majority of schools (at least 80.6%) have established homework policies.

3. Enrolment

3.1. Enrolment by Management Type and Education Level, 2019 & 2023

School Management Type	ECD			LBE			UBE			SSE		
	2019	2023	AAGR	2019	2023	AAGR	2019	2023	AAGR	2019	2023	AAGR
Public												
Government	33,407	42,633	6.3%	231,173	257,178	2.7%	62,310	79,789	6.4%	18,410	27,055	10.1%
Grant-Aided	2,985	3,023	0.3%	26,754	28,327	1.4%	18,121	20,872	3.6%	36,168	37,827	1.1%
Total Public	36,392	45,656	5.8%	257,927	285,505	2.6%	80,431	100,661	5.8%	54,578	64,882	4.4%
Private												
Private-Conv.	67,163	65,334	-0.7%	37,815	47,005	5.6%	10,237	13,615	7.4%	8,091	10,826	7.6%
Madrasah	22,226	25,293	3.3%	79,220	95,543	4.8%	13,886	19,396	8.7%	6,646	9,318	8.8%
Total Private	89,389	90,627	0.3%	117,035	142,548	5.1%	24,123	33,011	8.2%	14,737	20,144	8.1%
National	125,781	136,283	2.0%	374,962	428,053	3.4%	104,554	133,672	6.3%	69,315	85,026	5.2%

Table 3.1 highlights enrolment trends across different education levels by school management type between the years 2019 and 2023. Nationally, enrolment has shown a positive trajectory across all education levels, demonstrating growth over the five-year period under consideration. Specifically, the enrolment figures have increased as follows: ECD from 125,781 to 136,283, LBE from 374,962 to 428,053, UBE from 104,554 to 133,672, and SSE from 69,315 to 85,026. In public institutions, the enrolment figures for ECD, LBE, UBE, and SSE have grown by 10,502 children, 53,091 students, 29,118 students, and 15,711 students, respectively. The Annual Average Growth Rate (AAGR) of enrolment is following general upward trend between 2019 and 2023. Private institutions have experienced slightly faster growth than their public counterparts, particularly in the LBE, UBE, and SSE levels. However, a distinct observation emerges at the ECD level, where public institutions have demonstrated a higher enrolment growth rate of 5.8%, compared to a modest 0.3% in private ECD centers.

3.2. Enrolment by Management Type and Education Level, 2019 & 2023

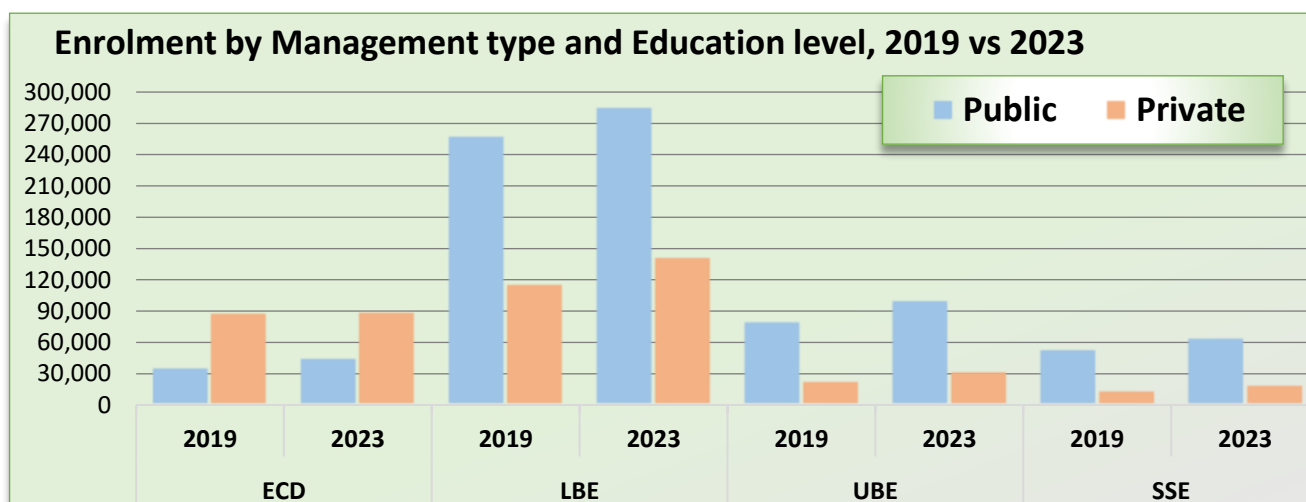


Chart 3.2 illustrates shifts in enrolment across different school management types and education levels between 2019 and 2023. The nationwide enrolment figures for ECD, LBE, UBE, and SSE show a growth from 674,612 in 2019 to 783,034 in 2023. This equates to an increase of 108,422 students over the specified period within the Basic and Secondary education sector. The distribution of enrolment among various school management types reveals a notable rise in both public and private enrolments across all educational levels. Specifically, private institutions are responsible for a larger portion of ECD enrolments, while public institutions have a higher share in the other education levels.

3.3. Evolution of Enrolment by Education Level and Region, 2019 to 2023

Region	ECD			LBE			UBE			SSE		
	2019	2023	AAGR	2019	2023	AAGR	2019	2023	AAGR	2019	2023	AAGR
Region 1	26,167	24,696	-1.4%	78,561	75,548	-1.0%	29,066	32,249	2.6%	25,113	27,635	2.4%
Region 2	53,943	59,133	2.3%	148,823	179,605	4.8%	43,529	61,432	9.0%	27,993	39,584	9.0%
Region 3	12,223	12,365	0.3%	41,214	46,435	3.0%	10,642	12,566	4.2%	5,075	5,949	4.1%
Region 4	5,536	7,192	6.8%	18,905	21,572	3.4%	4,873	5,938	5.1%	2,635	3,038	3.6%
Region 5N	3,623	5,957	13.2%	13,652	19,273	9.0%	3,303	3,960	4.6%	1,945	1,801	-1.9%
Region 5S	6,365	8,286	6.8%	23,201	25,385	2.3%	5,526	6,519	4.2%	4,441	4,023	-2.4%
Region 6	17,924	18,654	1.0%	50,606	60,235	4.5%	7,615	11,008	9.7%	2,113	2,996	9.1%

Table 3.3 presents the Annual Average Growth Rate (AAGR) of enrolment between 2019 and 2023, categorized by region and education level. Region 5N demonstrated substantial progress, achieving a remarkable 13.2% growth rate in ECD enrolment and 9.0% growth rate in LBE enrolment during the stated period. At UBE level, Regions 2 and 6 exhibited the highest growth rates, both at 9.0% and 9.7% respectively. Additionally, Region 6 led in the enrolment growth for SSE, registering an impressive 9.1% growth rate.

3.4. Share of Girls Enrolment by Education Level, 2019 to 2023

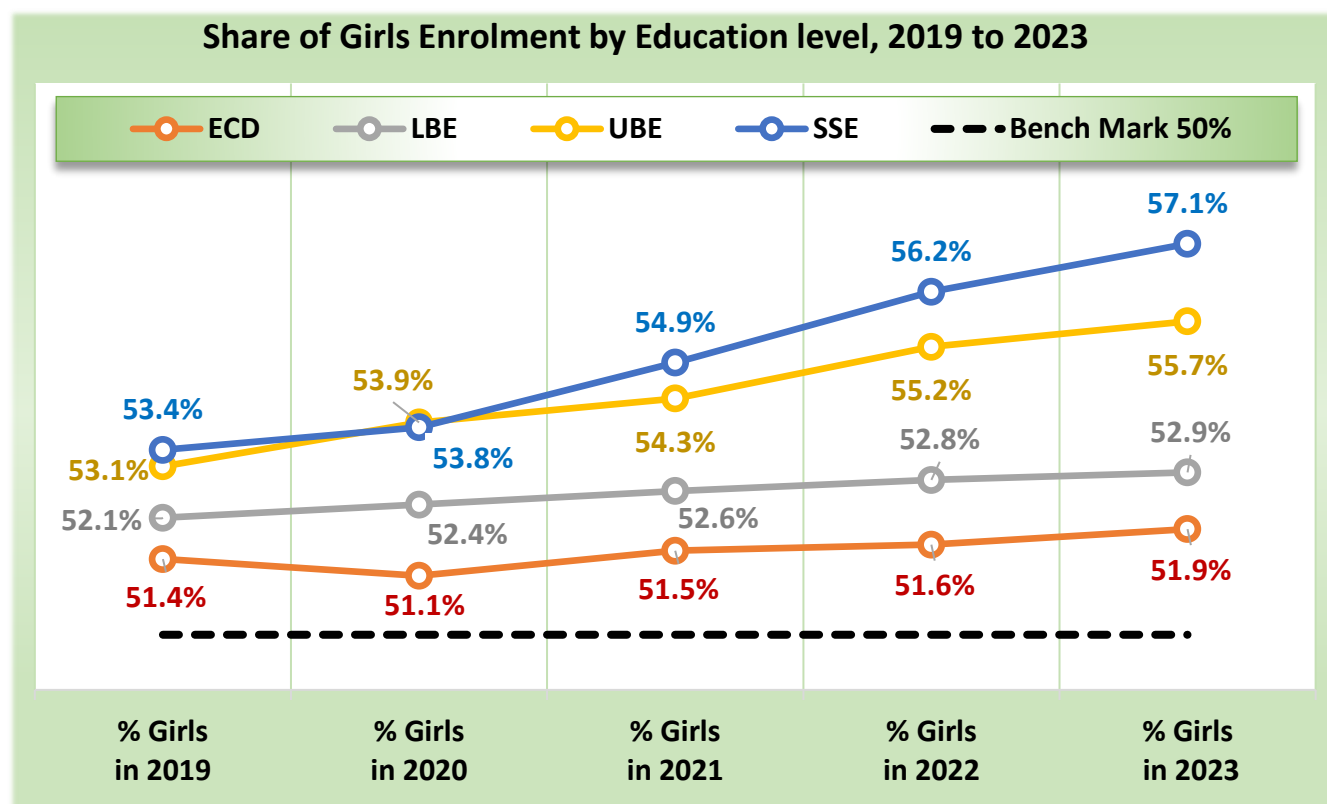


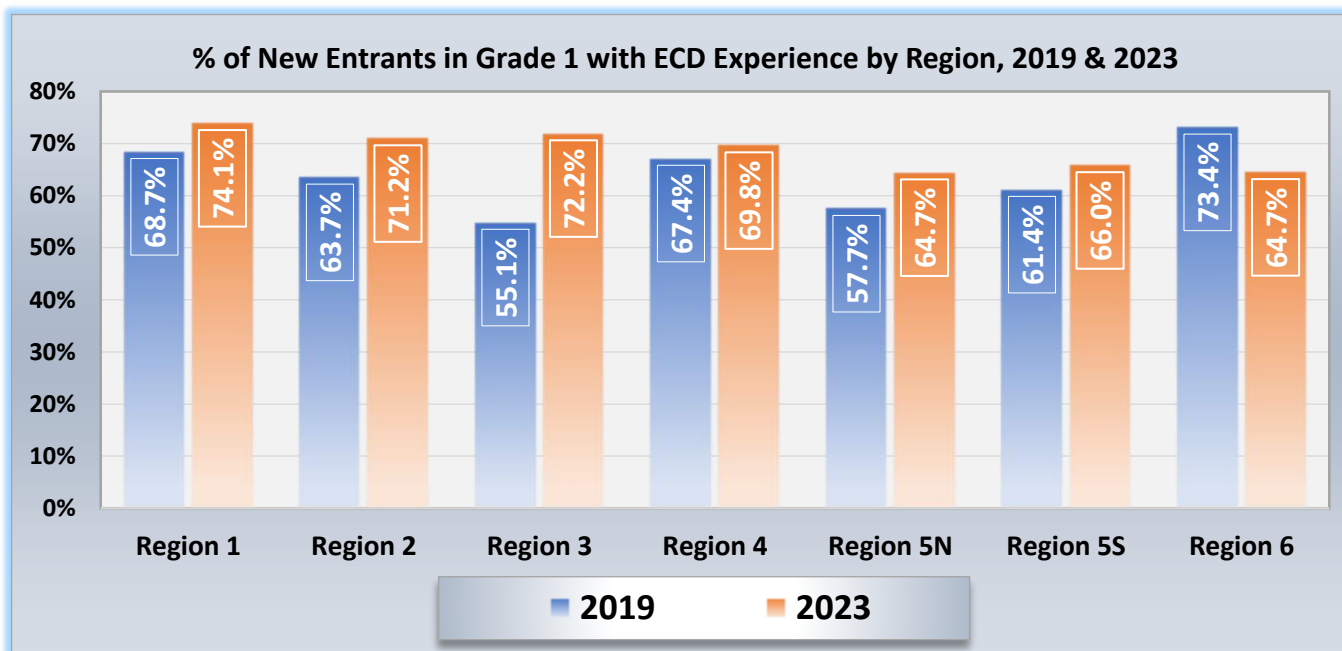
Figure 3.4 shows the share (%) of girls by education level over the period 2019 to 2023. The findings underscore a notable positive trend: there is a consistent and escalating representation of girls across all educational tiers. Notably, the data highlights a consistent yearly increase in the proportion of girls, surpassing the 50% mark in terms of enrollment share.

3.5. New Entrants in Grade 1 and with ECD experience by region, 2019 & 2023

Region	New Entrants to Grade 1		New Entrants to Grade1 with ECD Experience		Proportion of New Entrants to Grade1 with ECD Experience	
	2019	2023	2019	2023	2019	2023
Region 1	14,285	12,853	9,808	9,527	68.7%	74.1%
Region 2	29,208	32,501	18,620	23,141	63.7%	71.2%
Region 3	8,499	8,670	4,682	6,256	55.1%	72.2%
Region 4	3,647	3,552	2,457	2,481	67.4%	69.8%
Region 5N	3,166	3,837	1,828	2,481	57.7%	64.7%
Region 5S	4,868	4,968	2,989	3,281	61.4%	66.0%
Region 6	10,921	11,959	8,011	7,739	73.4%	64.7%
National	74,594	78,340	48,395	54,906	64.9%	70.1%

Table 3.5 shows the number of children enrolled in grade one with ECD experience by region for the years 2019 and 2023. Nationally, there has been a notable growth in the proportion of children who have benefited from at least one year of ECD prior to entering grade one. The percentage of children with ECD experience has risen from 64.9% in 2019 to 70.1% in 2023, indicating a significant increase of over five percentage points. This data underscores the positive trend of more than two-thirds of grade one students in 2023 having undergone ECD, reflecting the growing importance and integration of early childhood education.

3.6. Proportion of New entrants in Grade 1 with ECD Experience by Region, 2019 & 2023



Graph 3.6 depicts the proportion of new entrants to Grade 1 with ECD experience across regions for the years 2019 and 2023. Regions 1, 2, and 3 have achieved commendable results, with over 70% of Grade 1 students having undergone ECD education by 2023. Regions 5N and 5S have also made progress, with an increase of approximately 7 and 5 percentage points respectively over the span of these years. However, Region 6 faced a setback, experiencing a decline of around nine (9) percentage points during the same period.

4. Education Indicators

4.1. Evolution of Gross Intake Rates (GIR) - Grade 1 (LBE) by region, 2019 to 2023

Region	Total Gross Intake Rates (GIR) - Grade 1 (LBE)					Gender Parity Index on Gross Intake Rate				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Region 1	135.2%	136.4%	118.4%	120.4%	113.6%	1.14	1.14	1.15	1.17	1.17
Region 2	117.3%	116.1%	106.3%	110.4%	111.0%	1.07	1.07	1.10	1.10	1.11
Region 3	102.1%	103.9%	90.0%	92.5%	93.4%	1.04	1.02	0.99	0.98	0.96
Region 4	126.5%	126.6%	126.7%	126.9%	115.1%	1.12	1.16	1.18	1.12	1.16
Region 5N	74.1%	74.8%	73.9%	82.9%	78.9%	1.16	1.27	1.27	1.23	1.32
Region 5S	101.2%	90.9%	81.3%	96.1%	93.8%	1.33	1.28	1.41	1.34	1.20
Region 6	115.0%	113.0%	102.2%	107.8%	111.6%	1.05	1.06	1.06	1.06	1.11
National	114.3%	113.3%	102.5%	107.2%	106.1%	1.10	1.10	1.12	1.11	1.12

Table 4.1 illustrates the evolution of Gross Intake Rate (GIR) along with the corresponding Parity Index by region. At the national level, the GIR is gradually stabilizing, declining from 114.3% in 2019 to 106.1% in 2023, aiming to reach 100%. This indicates a reduction in the enrollment of both overage and underage students, promoting age-appropriate enrollment. Region 4 displays the highest GIR at 115.1% in 2023, indicating the impact of a backlog of students entering grade 1 who are either overage or underage. Analyzing the Gender Parity Index (GPI) concerning GIR regionally, it is evident that in 2021 and 2023, Region 3 has fewer girls enrolled compared to other regions where enrollment patterns are more favorable towards girls.

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

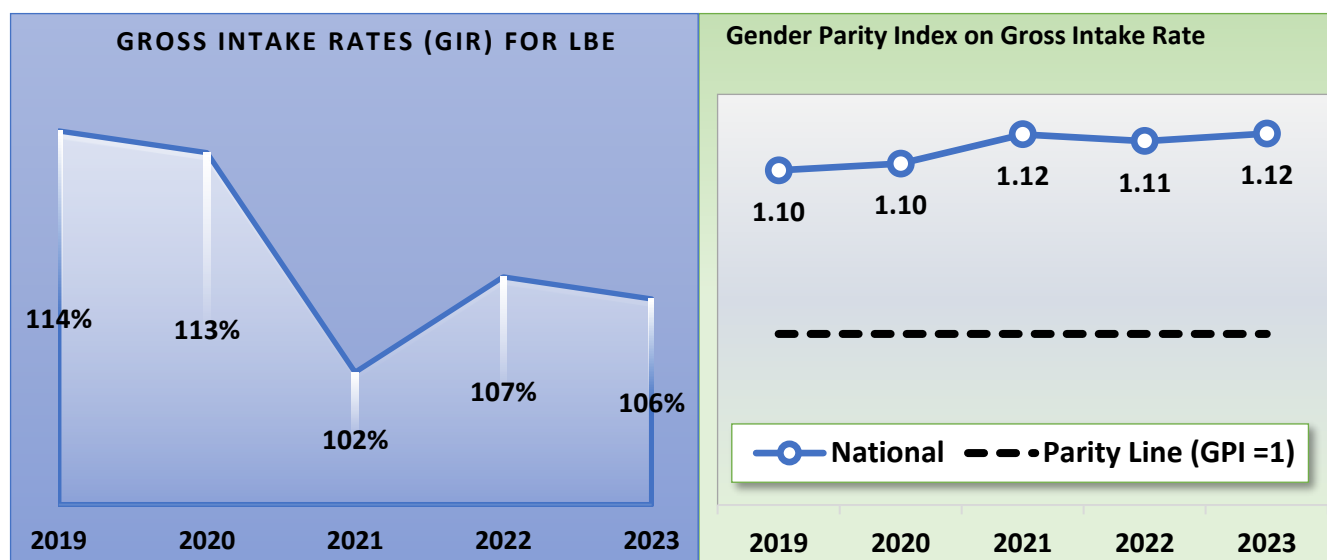


Chart 4.2 illustrates the Gross Intake Rate (GIR) for LBE along with the corresponding GPI. When the GIR exceeds 100% over a specific period, it indicates the presence of both underage and overage children. In 2021, there was an 11-percentage point decline in the GIR, due to the impact of the Covid-19 pandemic. However, the trend begins to stabilize in 2023, showing a 5-percentage point recovery. Moreover, the Gender Parity Index (GPI) remains above 1, indicating a favorable enrollment ratio for girls. This achievement aligns with the goals outlined in the 2016-2030 Education policy.

4.3. Trend of Gross Intake Rate in LBE by Gender

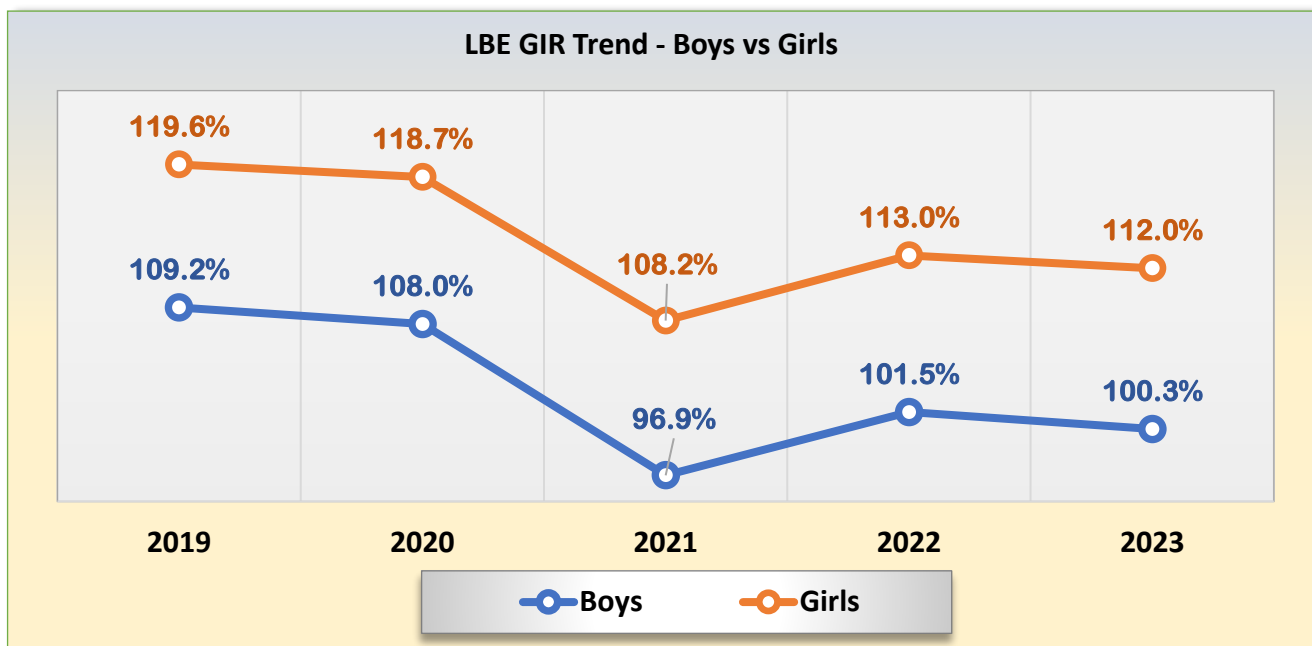


Chart 4.3 presents an analysis of the Gross Intake Rate (GIR) for both boys and girls between 2019 and 2023. The data indicates a consistent trend in the enrollment of both genders, with girls consistently outpacing boys in Grade 1 enrollment over this period. Notably, the GIR remains consistently above 100% for both boys and girls from 2019 to 2023, except for boys in 2021, where it declined to 96.9%. As stated in the previous section, the decline of the Grade 1 enrolment in 2021 for both boys and girls due to the impact of the Covid-19 pandemic.

4.4. Evolution of Gross Enrolment Rates (GER) by Education Level, 2019 to 2023

Edu. Level	Gross Enrolment Rates (GER) by levels					Gender Parity Index on GER				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
ECD	44.4%	44.7%	42.4%	42.9%	43.7%	1.08	1.07	1.09	1.10	1.11
LBE	104.4%	105.9%	104.7%	104.7%	104.7%	1.11	1.12	1.14	1.15	1.15
UBE	68.6%	71.1%	73.7%	73.7%	77.6%	1.15	1.19	1.21	1.26	1.28
SSE	50.6%	52.2%	52.8%	52.7%	55.3%	1.16	1.18	1.24	1.31	1.36

Table 4.4 presents the evolution of the Gross Enrolment Rates (GER) along with the corresponding GPI by Education level from 2019 to 2023. The analysis demonstrates consistent growth in GER across all education levels during this period. Specifically, the GER has observed notable increases of 0.3, 9.0, and 4.7 percentage points for LBE, UBE, and SSE, respectively. In contrast, the Early Childhood Development (ECD) sector has maintained a stable GER around 44% between 2019 and 2023.

A noteworthy trend is the Gender Parity Index (GPI) in relation to GER, indicating enrollment equality between genders. The GPI values, surpassing 1, reveal that there has been a higher enrollment of girls across all education levels from 2019 to 2023. This trend highlights a positive direction towards gender inclusivity and access to education. The increasing GERs suggest improved access to education across the education levels, while the GPI results highlight progress in promoting gender equality in enrollment.

4.5. Evolution of GER and Gender Parity Index on GER, 2019 to 2023

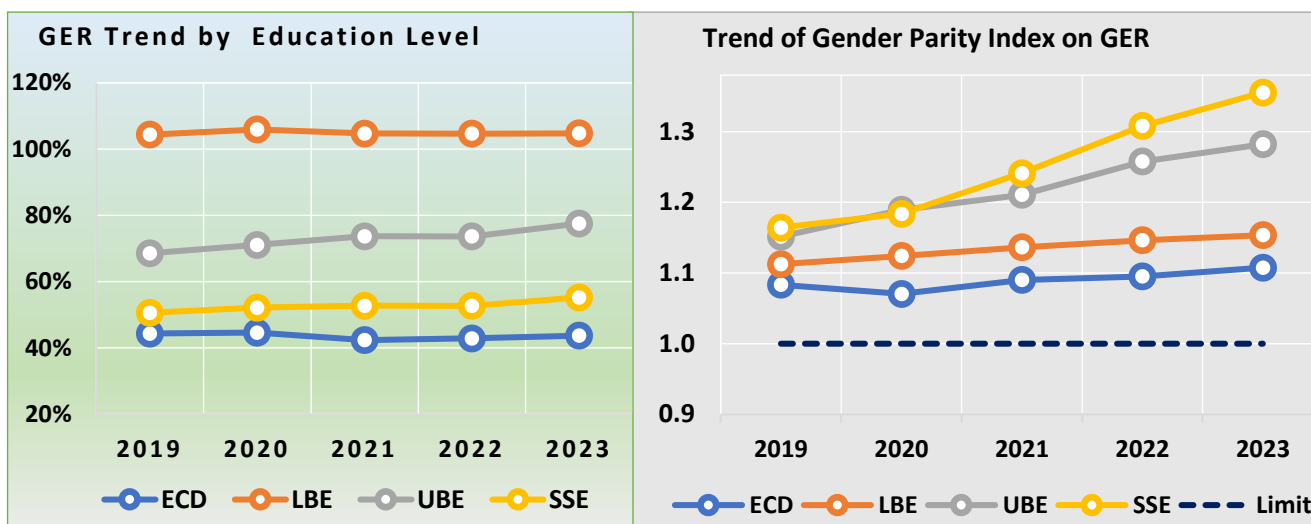


Chart 4.5 presents an analysis of Gross Enrolment Ratio (GER) trends across various education levels, along with corresponding gender parity indices. Notably, the GER has shown a consistent upward trajectory from the year 2019 to 2023 across all levels of education. Remarkably, the gender parity index values, which exceed 1, signify a favorable leaning towards female participation. These observations align with the goals set out in the 2016-2030 Education policy, where equitable intake proportions are achieved, particularly highlighted in the context of Lower Basic Education (LBE).

4.6. Trend of Gross Enrolment Rate by Education Level and Region, 2019 vs 2023

Region	ECD		LBE		UBE		SSE	
	2019	2023	2019	2023	2019	2023	2019	2023
Region 1	54.5%	48.6%	133.6%	118.2%	106.8%	109.7%	100.2%	106.0%
Region 2	48.7%	46.5%	107.8%	110.0%	73.0%	87.7%	51.6%	62.4%
Region 3	34.5%	32.5%	89.8%	90.5%	55.7%	59.1%	29.9%	31.2%
Region 4	46.2%	57.8%	117.8%	124.7%	69.3%	77.9%	40.9%	42.5%
Region 5N	21.3%	32.6%	60.2%	75.1%	40.1%	43.0%	28.2%	23.6%
Region 5S	32.3%	40.2%	87.7%	87.2%	53.6%	57.4%	47.4%	38.8%
Region 6	44.2%	42.3%	98.5%	103.8%	36.4%	47.0%	11.8%	15.0%
National	44.4%	43.7%	104.4%	104.7%	68.6%	77.6%	50.6%	55.3%

Table 4.6 shows the trend of Gross Enrolment Rate by Education level and Region in 2019 and 2023. The data highlights significant variations in enrolment rates, shedding light on regional disparities in the education sector. In 2023, Region 4 emerges as the leader in GER for Early Childhood Development (ECD) and Lower Basic Education (LBE), boasting rates of 57.8% and 124.7% respectively. Conversely, Region 1 takes the lead for Upper Basic Education (UBE) and Secondary School Education (SSE), with GERs of 109.7% and 106.0% respectively. Despite these positive strides, there remain areas of concern. In 2023, low enrolment rates were noticed in different regions at specific education levels. Region 3 records the lowest GER for ECD at 32.6%, while Region 5N experiences a similarly low GER of 75.1% for LBE. Furthermore, Region 6 displays a notable gap in GER for UBE and SSE, with rates of 47% and 15% respectively.

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

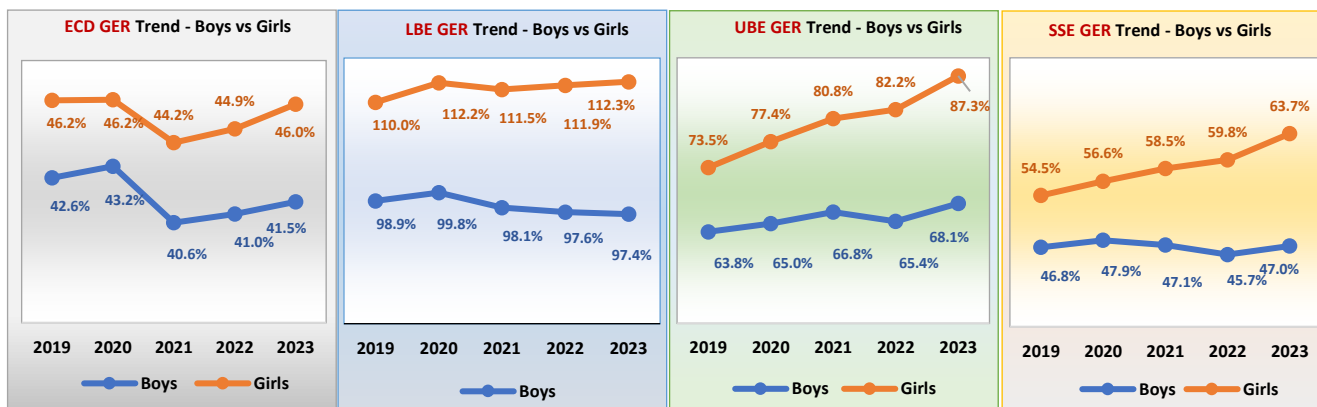


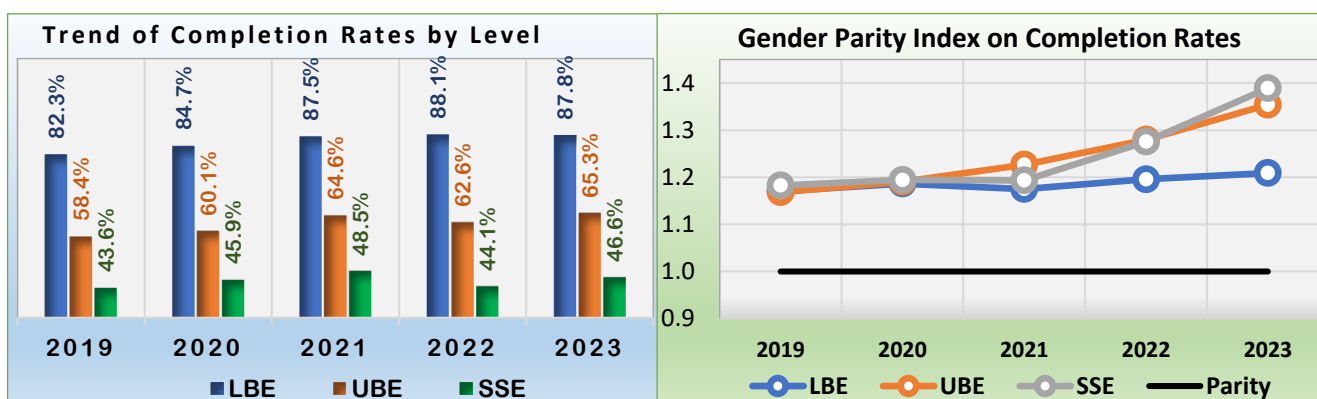
Chart 4.7 shows the trend of GER by education level and gender. It highlights a consistent trend of higher enrolment of girls compared to boys across all educational levels. The GER for Early Childhood Development (ECD) and Lower Basic Education (LBE) experienced a decline for both boys and girls in 2021, attributed to the disruptions caused by the Covid-19 pandemic. However, a positive recovery trend is being observed since 2022. Additionally, the GER for girls in UBE and SSE has demonstrated steady growth between 2019 and 2023, indicating improved access to education for female students.

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

Edu. Level	Completion Rate (CR)					Gender Parity Index on CR				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
LBE	82.3%	84.7%	87.5%	88.1%	87.8%	1.17	1.19	1.17	1.20	1.21
UBE	58.4%	60.1%	64.6%	62.6%	65.3%	1.17	1.19	1.23	1.28	1.35
SSE	43.6%	45.9%	48.5%	44.1%	46.6%	1.18	1.19	1.19	1.28	1.39

Table 4.8 shows the trend evolution of Completion Rate (CR) by education level. From 2019 to 2023, there is a consistent upward trajectory in CR across all education tiers on a national scale. Specifically, in 2023, the completion rate has reached 87.8% for LBE, 65.3% for UBE, and 46.6% for SSE.

4.9. Completion Rates and Gender Parity Index on Completion Rate



Graph 4.9 displays the completion rate (CR) and the corresponding GPI by education level from 2019 to 2023. The GPI associated with completion rates has shown a rise across all levels over the period. More specifically, the GPI for LBE increased from 1.13 to 1.20, for UBE it increased from 1.14 to 1.28, and for SSE it increased from 1.13 to 1.28. This trend signifies a positive shift where girls are surpassing boys in terms of successfully completing their education in LBE, UBE and SSE levels.

4.10. Completion Rate by Education Level and Region, 2019 & 2023

Region	LBE		UBE		SSE	
	2019	2023	2019	2023	2019	2023
Region 1	118.1%	111.8%	101.3%	104.0%	87.5%	87.4%
Region 2	86.4%	95.3%	62.7%	74.4%	43.7%	54.7%
Region 3	66.9%	72.4%	44.9%	45.4%	28.4%	27.2%
Region 4	81.9%	102.1%	55.4%	59.3%	40.6%	40.7%
Region 5N	48.7%	50.7%	29.4%	31.1%	23.0%	15.1%
Region 5S	66.5%	69.2%	38.3%	42.5%	43.1%	35.6%
Region 6	61.4%	69.1%	24.7%	33.6%	10.5%	11.5%
National	82.3%	87.8%	58.4%	65.3%	44.9%	48.0%

Table 4.10 shows the completion rate (CR) from 2019 to 2023 by region. A consistent upward trend in completion rates is observed across all education levels and regions during this period.

As of 2023, Region 1 stands out with the highest completion rates across all education levels. Notably, the completion rate for Secondary School Education (SSE) in Region5N and 5S experiences a decline from 23.0% to 15.1% and 43.1% to 35.6% respectively.

The exceptional completion rates exceeding 100% in Region1 for Lower Basic Education (LBE) is potentially due to students from other regions opting to attend schools within Region1.

Conversely, the lowest completion rate for Upper Basic Education (UBE) is recorded in Region5N at 31.1%, and for SSE, the lowest completion rate of 11.5% is observed in Region6 in the year 2023.

4.11. Trend of Completion Rate by Education Level and Gender, 2019 to 2023

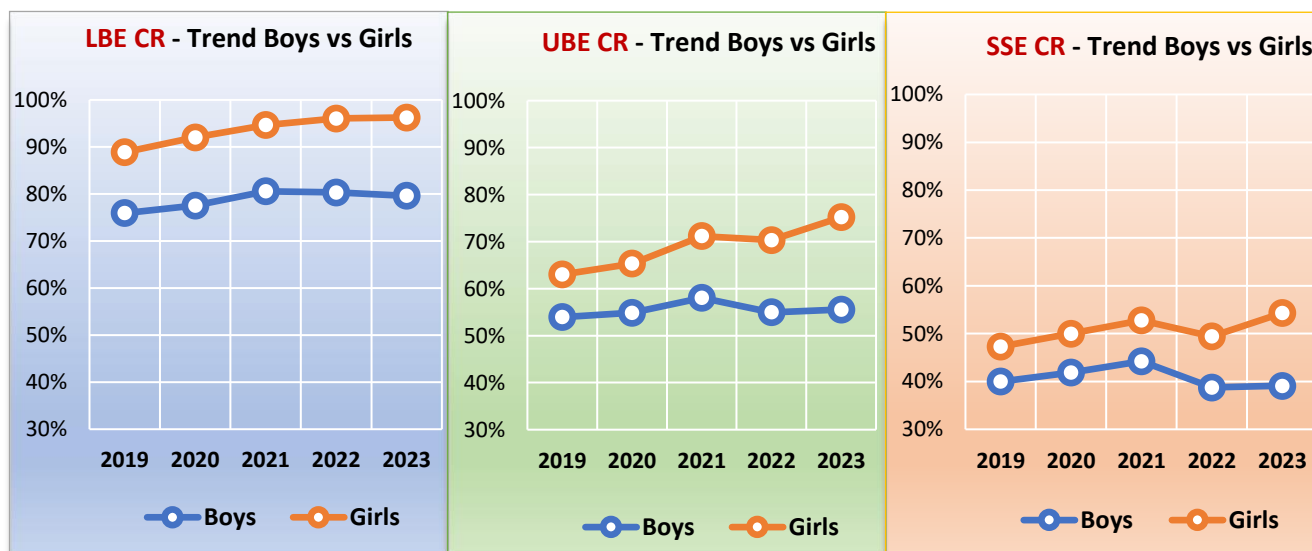


Chart 4.11 displays the progress in completion rates based on education levels and gender. The data reveals a positive trend, with completion rates for both boys and girls steadily rising across all education levels between 2019 and 2023.

Notably, girls consistently exhibit higher completion rates than boys at all levels of education. This information is crucial to understand the evolving dynamics and gender-related achievements within the education system.

5. Teachers and Facilitators

5.1. Evolution of Teachers by Management Type and Education Level, 2019 & 2023

Edu. Level	Public				Private				Total	
	Government		Gr-Aided		Private Conv.		Madrasah			
	2019	2023	2019	2023	2019	2023	2019	2023	2019	2023
ECD	711	1,147	82	94	2,254	2,711	412	657	3,459	4,609
LBE	6,199	8,081	619	798	1,543	2,115	1,749	2,265	10,110	13,259
UBE	3,243	4,186	621	709	776	808	670	980	5,310	6,683
SSE	826	1,427	1,098	1,261	492	609	386	471	2,802	3,768
National	10,979	14,841	2,420	2,862	5,065	6,243	3,217	4,373	21,681	28,319

Table 5.1 shows the evolution of teachers by school management type and education levels between 2019 and 2023. Over the specified period, there has been a significant increase in the overall number of teachers, including ECD facilitators, across all education levels, rising from 21,681 in 2019 to 28,319 in 2023.

When examining the distribution by management type, the data indicates a growth in the number of teachers employed in public institutions, surging from 13,399 in 2019 to 17,703 in 2023. Additionally, private institutions also experienced an increase in the number of teachers, rising from 8,282 in 2019 to 10,616 in 2023.

The analysis by education level demonstrates that the count of ECD facilitators has risen from 3,459 in 2019 to 4,609 in 2023. Furthermore, teachers in LBE, UBE, and SSE have also seen notable growth during this period. Specifically, the number of LBE teachers increased from 10,110 to 13,259, UBE teachers rose from 5,310 to 6,683, and SSE teachers expanded from 2,802 to 3,768.

This data highlights the positive evolution of the teacher workforce within the education sector, showing increases in teacher numbers across various management types and education levels.

5.2. Proportion of Qualified and Gambian Teachers by Education level, 2019 & 2023

Edu. Level	Total Teachers		% Qualified Teachers		%Gam. Teachers		% Qualif. Gambian Trs (Out of Total Gambian Trs)	
	2019	2023	2019	2023	2019	2023	2019	2023
ECD	3,459	4,609	71.4%	74.7%	95.0%	92.8%	71.4%	75.0%
LBE	10,110	13,259	87.8%	89.7%	94.9%	94.3%	87.9%	89.7%
UBE	5,310	6,683	95.3%	95.2%	90.6%	93.1%	95.1%	95.1%
SSE	2,802	3,768	97.0%	97.8%	85.7%	86.4%	96.7%	97.7%
National	21,681	28,319	88.2%	89.6%	92.7%	92.7%	88.0%	89.6%

Table 5.2 explains the proportion of qualified and Gambian teachers by education level in 2019 and 2023. The findings show a consistent increase in the percentage of qualified teachers across all education levels during this period. Additionally, the proportion of Gambian teachers has risen for the UBE and SSE levels but has declined for ECD and LBE levels. Notably, the percentage of qualified Gambian teachers has shown an overall increase across all education levels.

5.3. Proportion of Teachers Qualification and Nationality, 2019 & 2023

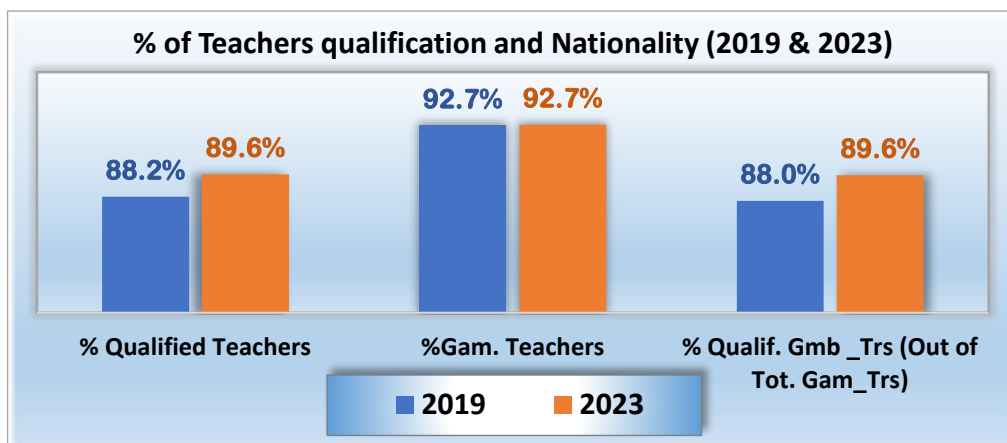


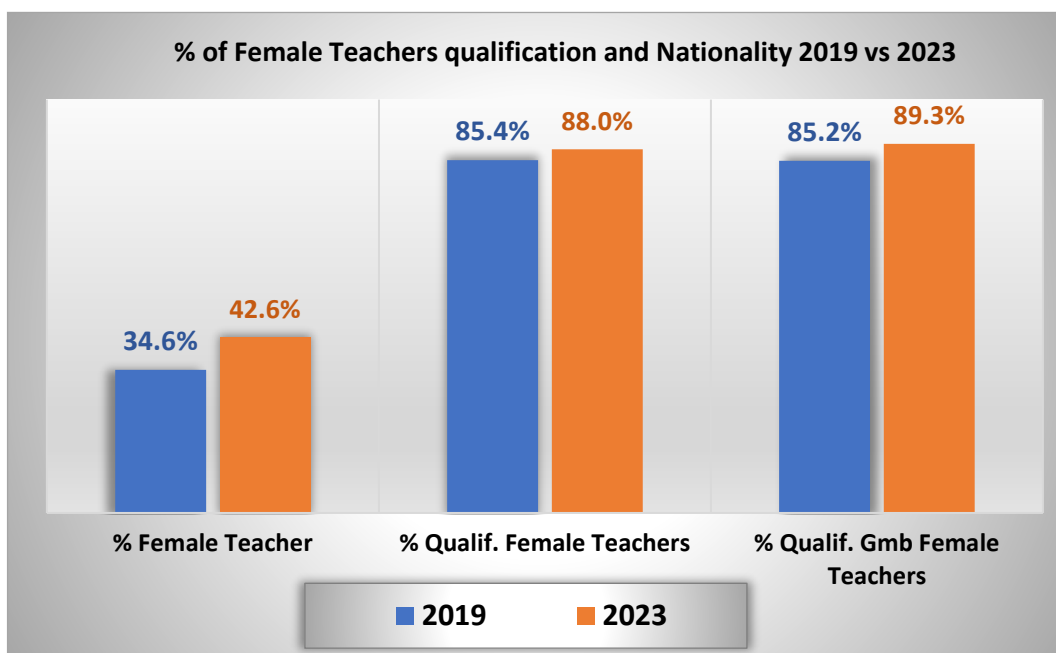
Chart 5.3 shows that the proportion of qualified teachers has increased from 88.2% to 89.6%, whilst that of Gambian teachers stagnated at 92.7% between 2019 and 2023. Furthermore, the proportion of qualified Gambian teachers increased slightly by 1.6 percentage points.

5.4. % of Female Teachers, Qualification and Nationality by Education Level, 2019 & 2023

Edu. Level	Total Teachers		% Female Teacher		% Qualified Female Teachers		% Qualified Gambian Female Teachers	
	2019	2023	2019	2023	2019	2023	2019	2023
ECD	3,459	4,609	59.2%	71.2%	68.9%	71.4%	68.8%	75.7%
LBE	10,110	13,259	36.2%	46.1%	89.6%	87.9%	89.6%	93.0%
UBE	5,310	6,683	25.6%	29.3%	95.9%	95.1%	95.8%	97.5%
SSE	2,802	3,768	11.5%	15.5%	97.2%	96.7%	97.2%	98.6%
National	21,681	28,319	34.6%	42.6%	85.4%	88.0%	85.2%	89.3%

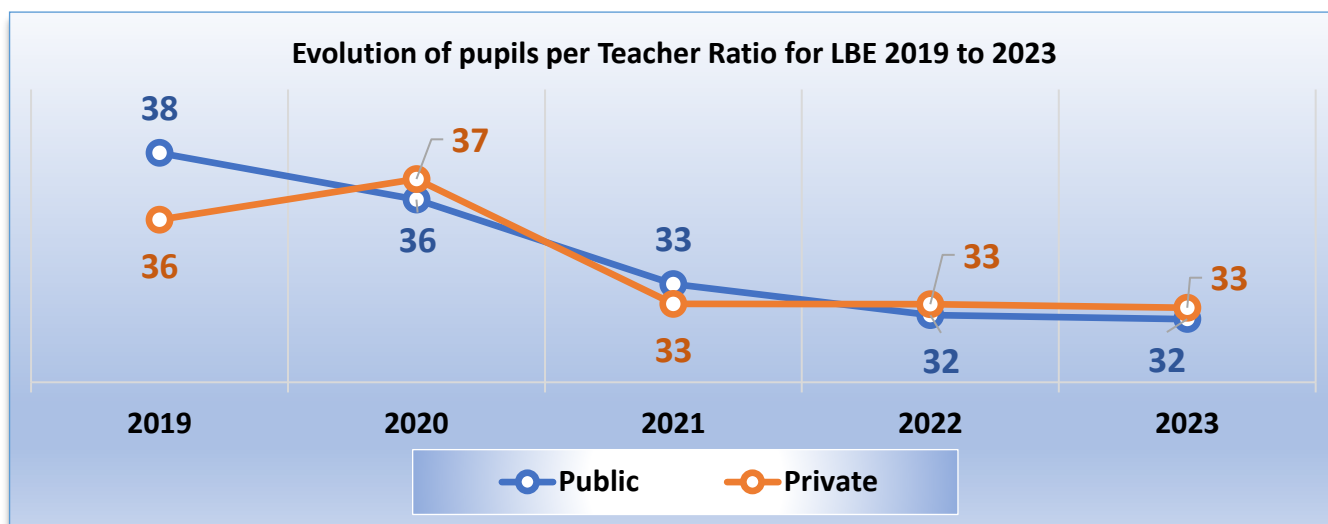
Table 5.4 illustrates the proportion of female teachers, qualified female teachers and qualified female Gambian teachers across all levels of education in 2019 and 2023. An increasing trend is observed in the proportion of female teachers, qualified female teachers, and qualified Gambian female teachers across all levels of education.

5.5. Proportion of Female Teachers, Qualification and Nationality, 2019 & 2023



As illustrated in graph 5.5, the proportion of female teachers, qualified female teachers and qualified Gambian female teachers has increased between 2019 and 2023 from 34.6% to 42.6%, 85.4% to 88.0% and 85.2% to 89.3% respectively.

5.6. Evolution of Pupils per Teacher Ratio for LBE, 2019 to 2023



As shown in Chart 5.6, the education sector has witnessed notable improvements in pupil/teacher ratios across both public and private schools, as demonstrated by the data presented. The ratio of students to teachers in public schools has seen a positive shift from 38:1 in 2019 to 32:1 in 2023, while private schools have experienced a similar improvement from 36:1 in 2019 to 33:1 in 2023. This trend in the ratio implies a greater capacity for teachers to offer personalized attention to students, which could have positive implications for long-term academic performance.

5.7. % of Double Shift Teachers by Management Type and Education Level, 2019 & 2023

Edu. level.	Public		Private		Total	
	2019	2023	2019	2023	2019	2023
LBE	32.4%	38.0%	7.3%	7.2%	24.3%	27.8%
UBE	40.1%	47.0%	7.0%	8.1%	31.1%	36.6%
SSE	54.8%	59.8%	8.9%	16.6%	40.4%	47.4%
National	38.2%	44.2%	7.5%	8.8%	28.7%	33.4%

Table 5.7 highlights the proportion of double shift teachers by school management type and education level from 2019 to 2023. Nationally, the proportion of teachers involved in double shifts has escalated within both public and private schools. In public schools, the percentage has grown from 38.2% in 2019 to 44.2% in 2023, while in private schools, it has increased from 7.5% to 8.8% during the same period.

5.8. Proportion of Teachers Double Shifting by Region, 2019 & 2023

Region	Region 1	Region 2	Region 3	Region 4	Region 5N	Region 5S	Region 6	Total
2019	9.7%	19.8%	57.7%	58.4%	70.6%	64.0%	58.1%	28.7%
2023	14.3%	23.2%	51.5%	56.4%	70.9%	75.2%	60.3%	33.4%

Table 5.8 shows the proportion of teachers double-shifting by region from 2019 to 2023. The proportion of teachers involve in double-shifting has witnessed a consistent increase in all regions during this period. Region 5S reported the highest rates both in 2019 and 2023. Conversely, Region 1 had the lowest proportion in the same time limit. Nationally, the scope of teacher double shifting has escalated from 28.7% in 2019 to 33.4% in 2023. This trend underscores the evolving landscape of teacher workloads and highlights the need for further examination and potential strategies to address this phenomenon in The Gambia's education system.

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REPUBLIC OF THE GAMBIA

Ministry of Basic and Secondary Education

*Directorate of Planning, Policy Analysis,
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EDUCATION STATISTICS SUMMARY REPORT 2023



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Republic of The Gambia

Ministry of Basic and Secondary Education

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