



REPUBLIC OF THE GAMBIA

Ministry of Basic and Secondary Education

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

EDUCATION STATISTICS SUMMARY REPORT 2024



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Abbreviations and Acronyms

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

Glossary and Definition of Terms

Completion Rate (CR):

The number of pupils enrolled in a final grade of a given level of education expressed as a percentage of the school-age population for that grade.

Gender Parity Index (GPI):

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

Government School:

Schools managed and run by the government

Grant-Aided School:

These are schools that are subvented by the government

Gross Intake Rate (GIR):

The 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 called madrasahs and the 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 a percentage of all new entrants.

Proportion of Girls:

The number of female students expressed as a percentage of the total number of students.

Percentage Distribution of Teaching Staff by Qualification and Gender:

Distribution of teachers by qualification expressed as a 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 include madrasahs and private conventional schools.

Public schools:

This comprises of Government and grant-aided managed schools.

Preface



As Minister of Basic and Secondary Education, I am delighted to announce the release of the 2024 Education Summary Statistics Report—a vital component of our robust Monitoring and Evaluation system within the Education Sector. This report is accessible to all, aiming to enhance transparency and informed decision-making.

Our Education Policy places significant emphasis on the Education Management Information System (EMIS). This strategic agenda ensures effective education planning and policymaking. By rigorously monitoring and evaluating sector performance, we can drive positive change and optimize resource allocation.

I urge all stakeholders, including the esteemed Senior Management Team (SMT) of the Ministry, to actively utilize the valuable insights contained in this report. Together, we can enhance the delivery of education services in The Gambia and create a brighter future for our children.

Lastly, my sincere gratitude goes to the Early Childhood Development Proprietors, Lower Basic Head Teachers, and Upper and Secondary School Principals. Their dedication in providing primary data to the Planning Directorate has been instrumental in shaping this comprehensive report. Without their invaluable contributions, this endeavour would not have been possible.

Thank you all for your unwavering commitment to education and our nation's prosperity.

A handwritten signature in blue ink, appearing to read 'G. Gomez'.

.....
Honourable Prof. Pierre Gomez
Minister of Basic and Secondary Education

Forward



This document is prepared to give a summary report of the data published in the 2024 yearbook for everyone to understand and use. This report is organized into five sections, namely; Education institutions, Enrolment, Basic School indicators, Education indicators and Teachers/Facilitators.

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

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

Under the education statistics section, key education indicators regarding enrolment are analyzed including the gender parity indexes. The population-related indicators such as the Gross Intake Rate (**GIR**), Gross Enrolment Rate (**GER**), and the Completion Rate (**CR**) are also reported in a tabular and graphical form by trend.

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

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

Executive Summary

Between 2020 and 2024, the number of educational institutions nationwide increased from 3,324 to 3,839, adding 515 new institutions. This growth includes 177 Early Childhood Development (ECD) centers, 178 Lower Basic Education (LBE) schools, 105 Upper Basic Education (UBE) schools, and 55 Senior Secondary Education (SSE) schools. The annual growth rates for these institutions are 3.0% for ECD, 3.6% for LBE, 4.8% for UBE, and 6.2% for SSE.

Total enrolment in Basic and Secondary Education rose from 708,484 in 2020 to 801,470 in 2024, an increase of 92,986 students. The gross enrolment rate (GER) also improved across most levels, except for LBE, which saw a slight decline of 1.9 percentage points. By 2024, the GER was 44.8% for ECD, 102.8% for LBE, 77.6% for UBE, and 55.9% for SSE. However, regional disparities persist, with lower GER values in rural areas: Region 5N&5S for ECD (34.0% & 39.8%), Region 5N for LBE (76.5%) and UBE (46.2%), and Region 6 for SSE (15.3%).

Completion rates have also improved, reaching 89.8% for LBE, 67.0% for UBE, and 48.1% for SSE in 2024. Girls are not only participating more than boys but also completing their education at higher rates across all levels.

In 2024, there were 76,299 new entrants in grade 1, with 77.2% having ECD experience. Regions 1, 4, and 5S had the highest proportions of new grade 1 entrants with ECD experience.

Additionally, 27.2% of LBE, 37.6% of UBE, and 47.2% of SSE schools operate on a double-shift system, with about 33.8% of teachers in public institutions participating in double-shift teaching. In regions 4, 5N, 5S, and 6, over half of the teachers are involved in double shifting.

On a global scale, there have been improvements in basic school facilities: 92.02% of schools have access to safe drinking water, 83.53% have adequate separate toilets, 76.5% are secured with perimeter fences, 58.86% have libraries, 92.83% of classrooms are permanent, over 91% of furniture (seats and desks) are in good condition, and 59.95% of schools have access to electricity.

Furthermore, 14.43% of schools have computers for educational purposes, 16.22% have internet access for pedagogy, 59.62% have basic hand washing facilities (WASH), 41.41% have adapted infrastructure for students, 39.50% offer life skills-based, HIV, and sexuality education, 77.03% have a gender-based violence (GBV) policy, and 86.32% have a homework policy.

1. Institutions

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

Education Level	Public		Private		Total (pub + priv.)		% Private institutions		
	2020	2024	2020	2024	2020	2024	diff	2020	2024
ECD	506	568	926	1,041	1,432	1,609	177	64.7%	64.7%
LBE	590	640	596	724	1,186	1,364	178	50.3%	53.1%
UBE	235	272	270	338	505	610	105	53.5%	55.4%
SSE	111	138	90	118	201	256	55	44.8%	46.1%
National	1,442	1,618	1,882	2,221	3,324	3,839	515	56.6%	57.9%

Table 1.1 illustrates the number of institutions by education level and school management type for the years 2020 and 2024. Nationally, the number of institutions grew from 3,324 in 2020 to 3,839 in 2024, adding 515 new institutions. This increase includes 177 ECD centers, 178 LBE schools, 105 UBE schools, and 55 SSE schools over the past five years.

Additionally, the number of public institutions rose from 1,442 in 2020 to 1,618 in 2024, while private institutions increased from 1,882 in 2020 to 2,221 in 2024.

1.2. Number of Institutions by Education Level, 2020 vs 2024

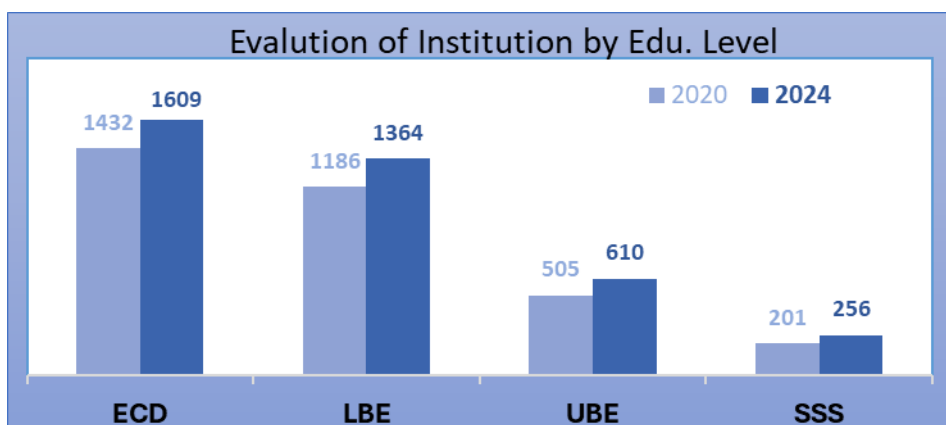


Chart 1.2 depicts the number of institutions by education level for the years 2020 and 2024. From 2020 to 2024, the number of institutions grew from 1,432 to 1,609 for ECD, 1,186 to 1,364 for LBE, 505 to 610 for UBE, and 201 to 256 for SSE.

1.3. Share of Number of Private Institutions by Education Level, 2020 & 2024

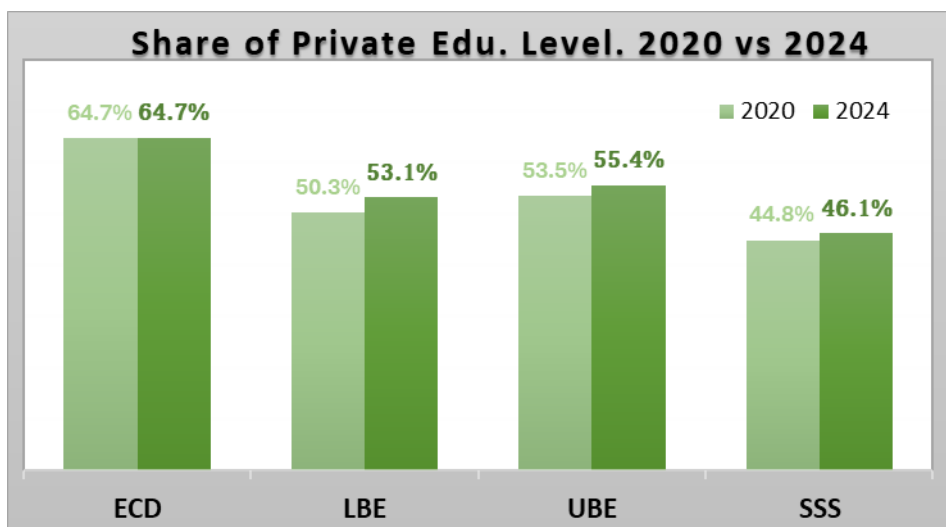


Chart 1.3 illustrates the share of private institutions by education level. It shows an increase in the share of private institutions across all educational levels from 2020 to 2024: ECD remained steady at 64.7%, LBE rose from 50.3% to 53.1%, UBE increased from 53.5% to 55.4%, and SSS grew from 44.8% to 46.1%.

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

Local Management	ECD			LBE			UBE			SSE		
	2020	2024	AAGR	2020	2024	AAGR	2020	2024	AAGR	2020	2024	AAGR
Public												
Government	462	530	3.5%	548	596	2.1%	193	227	4.1%	68	91	7.6%
Grant-Aided	44	38	-3.6%	42	44	1.2%	42	45	1.7%	43	47	2.2%
Total Public	506	568	2.9%	590	640	2.1%	235	272	3.7%	111	138	5.6%
Private												
Convention	648	700	1.9%	212	273	6.5%	83	107	6.6%	35	46	7.1%
Madrassa	278	341	5.2%	384	451	4.1%	187	231	5.4%	55	72	7.0%
Total Private	926	1,041	3.0%	596	724	5.0%	270	338	5.8%	90	118	7.0%
National	1,432	1,609	3.0%	1,186	1,364	3.6%	505	610	4.8%	201	256	6.2%

Table 1.4 details the evolution of the number of institutions and the average annual growth rate (AAGR) from 2020 to 2024, categorized by education level and school management type. Nationally, the AAGR for the number of institutions is 3.0% for ECD, 3.6% for LBE, 4.8% for UBE, and 6.2% for SSE.

From 2020 to 2024, the AAGR for public schools is 2.9% for ECD, 2.1% for LBE, 3.7% for UBE, and 5.6% for SSE. In the private sector, the AAGR is 3.0% for ECD, 5.0% for LBE, 5.8% for UBE, and 7.0% for SSE.

The establishment rate of private institutions surpasses that of public institutions by 0.1 percentage points for ECD, 2.9 percentage points for LBE, 2.1 percentage points for UBE, and 1.4 percentage points for SSE.

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

Region	ECD			LBE			UBE			SSE		
	2020	2024	AAGR	2020	2024	AAGR	2020	2024	AAGR	2020	2024	AAGR
Region 1	248	275	2.6%	170	185	2.1%	91	101	2.6%	52	62	4.5%
Region 2E	132	125	-	102	104	0.5%	50	55	2.4%	13	14	1.9%
Region 2W	405	476	4.1%	272	344	6.0%	141	185	7.0%	63	87	8.4%
Region 3	183	205	2.9%	186	214	3.6%	69	84	5.0%	28	32	3.4%
Region 4	95	108	3.3%	99	109	2.4%	33	42	6.2%	11	15	8.1%
Region 5N	74	100	7.8%	80	99	5.5%	22	29	7.2%	7	9	6.5%
Region 5S	97	109	3.0%	101	111	2.4%	29	31	1.7%	9	12	7.5%
Region 6	198	211	1.6%	176	198	3.0%	70	83	4.4%	18	25	8.6%
National	1,432	1,609	3.0%	1,186	1,364	3.6%	505	610	4.8%	201	256	6.2%

Table 1.5 presents the number of institutions from 2020 to 2024 and their annual growth rates by region and education level. Nationally, the rate at which institutions are established by level of education is higher in Region 5N with 7.8% for both ECD and 7.2% for UBE, Region 2W for LBE with 6.0% and Region 2W for SSE with 8.6%.

Conversely, the regions with the lowest school establishment rates are Region 2E with a drop for ECD, 0.5% for LBE, 1.9% for SSE, and Region 5S for UBE at 1.7%.

2. Basic School Indicators

2.1. Basic School Indicators by Management Type in 2024 (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	86.9%	5.2%	78.2%	94.6%	85.1%	47.0%	75.9%	92.9%	91.1%	91.8%
Private	17.8%	16.2%	78.8%	91.7%	77.7%	72.8%	41.9%	92.6%	93.2%	93.9%
National	52.3%	10.7%	78.5%	93.1%	81.4%	59.9%	58.9%	92.8%	91.9%	92.6%

Table 2.1 presents basic school indicators by management type in 2024. Nationally, over half (52.3%) of schools operate on double-shift, 93.1% have access to safe drinking water, 81.4% have adequate separate toilets, and more than three-quarters (78.5%) are secured with perimeter fences. Additionally, 58.9% of schools have libraries, 92.8% of classrooms are permanent, 91.9% of seats and 92.6% of desks are in good condition, and 59.9% of schools have access to electricity. Multi-grading, which occurs only at the LBE level, is present in 10.7% of schools.

By school management type, 86.9% of public schools operate on a double-shift system, 94.6% have access to safe drinking water, and 92.9% of classrooms are permanent structures. In contrast, 17.8% of private schools operate on a double-shift system, 91.7% have access to safe drinking water, and 92.6% of classrooms are permanent structures.

2.2. Basic School Indicators by Management Type in 2024 (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	13.2%	11.9%	61.7%	43.3%	51.4%	82.1%	90.7%
Private	15.6%	20.4%	57.6%	39.5%	32.5%	72.0%	82.0%
National	14.4%	16.2%	59.6%	41.4%	41.9%	77.0%	86.3%

As illustrated in Table 2.2, on a national level, 14.4% of schools are equipped with computers for pedagogical purposes, 16.2% have internet access for educational use, 59.6% have basic hand washing facilities (WASH), and 41.4% have adapted infrastructure for students. Additionally, 41.9% of schools offer life skills-based, HIV, and sexuality education, 77% have a gender-based violence (GBV) policy, and 86.3% have a homework policy.

When broken down by school management type, 13.2% of public schools have computers for pedagogy, 51.4% offer life skills-based, HIV, and sexuality education, and 90.7% have a homework policy. In comparison, 15.6% of private schools have computers for pedagogy, 32.5% offer life skills-based, HIV, and sexuality education, and 82% have a homework policy.

2.3. Basic School Indicators by Education Level in 2024 (Part 1)

School level	% Dbl. Shift Schools	% Multi Grade Schools	% Fenced Sch	% With safe drinking water	% With adeq. separate toilets	% Schools having electricity	% Schools having library	% Perm. Clrms	% Good Seats	% Good Desks
LBE	53.1%	14.6%	75.7%	93.8%	84.9%	52.7%	54.6%	92.6%	91.5%	91.6%
UBE	52.0%	...	85.4%	96.9%	84.4%	70.2%	63.1%	93.8%	94.1%	94.3%
SSE	43.8%	...	82.8%	88.3%	86.4%	76.2%	66.4%	92.3%	94.2%	94.0%
National	49.6%	14.6%	81.3%	93.0%	85.2%	66.3%	61.4%	92.9%	93.3%	93.3%

Table 2.3 presents basic school indicators by education level for 2024. Nationally, 53.1% of LBE, 52.0% of UBE, and 43.8% of SSE schools operate on a double-shift system. In terms of security, 85.4% of UBE schools have perimeter fences, compared to 75.7% for LBE and 82.8% for SSE.

Across all education levels (LBE, UBE, and SSE), at least 88.3% of schools have access to safe drinking water, more than 92.3% of classrooms are permanent structures, and at least 91.5% of schools have good quality furniture (seats and desks). Additionally, 14.6% of LBE schools practice multi-grading. Furthermore, more than three-quarters of SSE schools have access to electricity.

2.4. Basic School Indicators by Education Level in 2024 (Part 2)

School level	% computers pedagogical	% internet pedagogical	% basic hand washing facilities	% adapted infrastructure students	% life skill HIV Sexuality	% of gender violence	% policy homework
LBE	10.0%	10.3%	57.4%	37.5%	38.3%	75.6%	85.9%
UBE	16.9%	17.7%	60.5%	42.0%	44.3%	78.4%	83.4%
SSE	29.7%	32.4%	66.0%	50.4%	86.4%	79.3%	87.1%
National	18.8%	20.2%	61.3%	43.3%	56.3%	77.7%	85.5%

Table 2.4 highlights that basic education indicators, such as computers for pedagogy, internet access for pedagogy, life skills-based HIV and sexuality education, gender-based violence (GBV) policy, and homework policy, are present across all education levels (LBE, UBE, and SSE). The prevalence of these indicators increases with higher education levels.

However, less than half of the schools across all levels (LBE, UBE, and SSE) offer life skills-based HIV and sexuality education, except for SSE, where the figure is 86.4%. At least 75.6% of schools have a GBV policy, and more than 83.4% have a homework policy.

2.5. Basic School indicators by region in 2024 (Part 1)

Region	% Dbl. Shift Schools	% Multi Grade Schools	% Schools with Perimeter Fence	% Schools with safe drink. water	% Schools With adeq. Sep. toilets	% Schools having electricity	% Schools having library	% Perm. Clrm.	% Good Seats	% Good Desks
Region 1	24.6%	8.6%	99.0%	98.1%	83.1%	100%	75.1%	95.5%	90.2%	92.7%
Region 2E	47.7%	9.2%	67.7%	93.8%	90.0%	49.2%	53.8%	92.1%	91.0%	91.4%
Region 2W	38.7%	7.9%	89.0%	94.1%	76.4%	84.1%	53.8%	95.0%	94.2%	94.3%
Region 3	72.2%	14.1%	69.6%	90.7%	79.6%	31.9%	57.8%	91.2%	89.7%	90.2%
Region 4	56.3%	23.7%	74.1%	93.3%	84.4%	43.7%	60.0%	94.1%	91.6%	91.3%
Region 5N	83.8%	14.5%	54.7%	89.7%	85.5%	25.6%	61.5%	94.3%	89.5%	88.9%
Region 5S	82.0%	5.3%	60.2%	94.7%	85.7%	21.1%	55.6%	93.5%	91.3%	91.9%
Region 6	63.0%	10.7%	69.5%	87.7%	81.1%	41.6%	52.3%	83.7%	91.4%	91.7%

Table 2.5 presents basic school indicators by region for 2024. In Regions 1, 2E, and 2W, less than half of the schools (50%) operate on a double-shift system, whereas more than 60% of schools in the upper regions (3, 5N, 5S, and 6) do so. Region 4 has the highest proportion of schools practicing multi-grading at 23.7%.

Additionally, almost all schools in Region 1 (99%) have perimeter fences, compared to only 54.7% in Region 5N. Region 5S has the lowest access to electricity, with only 21.1% of schools having electricity. However, at least 87% of furniture (seats and desks) in all regions are in good condition.

2.6. Basic School indicators by region in 2024 (Part 2)

Region	% Schools having computers for pedagogy	% Schools with internet for pedagogy	% Schools having basic hand washing facilities	% Schools having adapted infrastr. for students	% Schools With life skill based, HIV & Sexuality Education	% Schools having Gender-based Violence Policy	% Schools having homework Policy
Region 1	30.4%	35.8%	62.9%	48.9%	47.3%	81.5%	89.1%
Region 2E	6.2%	9.2%	53.8%	29.2%	36.9%	73.1%	83.1%
Region 2W	18.1%	25.0%	55.4%	41.5%	35.8%	71.7%	83.9%
Region 3	9.6%	4.1%	60.4%	34.4%	43.0%	74.4%	83.3%
Region 4	7.4%	6.7%	78.5%	40.7%	46.7%	80.7%	89.6%
Region 5N	5.1%	12.0%	62.4%	45.3%	54.7%	80.3%	94.0%
Region 5S	8.3%	6.0%	60.2%	38.3%	42.9%	78.9%	87.2%
Region 6	7.8%	2.9%	54.3%	46.1%	39.9%	82.7%	86.8%

As illustrated in Table 2.6, Region 1 has the highest proportion of schools equipped with computers for pedagogy at 30.4%, while Region 5N has the lowest at 5.1%. Additionally, 54.7% of schools in Region 5N offer life skills-based HIV and sexuality education, compared to 35.8% in Region 2W. Only 2.9% of schools in Region 6 have internet access for pedagogy, in contrast to 35.8% in Region 1.

Furthermore, across all regions, more than half of the schools have a gender-based violence (GBV) policy, and at least 83.1% have a homework policy.

3. Enrolment

3.1. Enrolment by Management Type and Education Level, 2020 & 2024

Local Mgmt	ECD			LBE			UBE			SSE		
	2020	2024	AAGR	2020	2024	AAGR	2020	2024	AAGR	2020	2024	AAGR
Public												
Government	34,981	47,071	7.7%	240,248	258,719	1.9%	65,453	80,736	5.4%	20,105	29,633	10.2%
Grant-Aided	3,096	3,072	-0.2%	26,987	28,199	1.1%	19,636	22,552	3.5%	37,004	38,649	1.1%
Total Public	38,077	50,143	7.1%	267,235	286,918	1.8%	85,089	103,288	5.0%	57,109	68,282	4.6%
Private												
Private-Conv.	67,794	64,712	-1.2%	41,018	48,101	4.1%	11,197	14,029	5.8%	9,000	10,193	3.2%
Madrasa	24,241	27,447	3.2%	84,804	97,495	3.5%	15,466	20,772	7.7%	7,454	10,090	7.9%
Total Private	92,035	92,159	0.0%	125,822	145,596	3.7%	26,663	34,801	6.9%	16,454	20,283	5.4%
National	130,112	142,302	2.3%	393,057	432,514	2.4%	111,752	138,089	5.4%	73,563	88,565	4.7%

Table 3.1 details the evolution of school enrolment and the Average Annual Growth Rate (AAGR) across all education levels, categorized by school management type (Public vs. Private) from 2020 to 2024. Nationally, enrolment has increased across all education levels over this five-year period: ECD (from 130,112 to 142,302), LBE (from 393,057 to 432,514), UBE (from 111,752 to 138,089), and SSE (from 73,563 to 88,565).

During this period, enrolment in public institutions has grown at all levels: ECD by 12,066 children, LBE by 19,6683 students, UBE by 18,199 students, and SSE by 11,173 students.

A general increase in the AAGR is observed between 2020 and 2024 for both public and private institutions, with private institutions experiencing slightly faster growth, particularly at the LBE, UBE, and SSE levels. However, at the ECD level, the enrolment growth rate is higher in public institutions at 7.1%, compared to 0.0% in private ECD centers.

3.2. Enrolment by Management Type and Education Level, 2020 & 2024

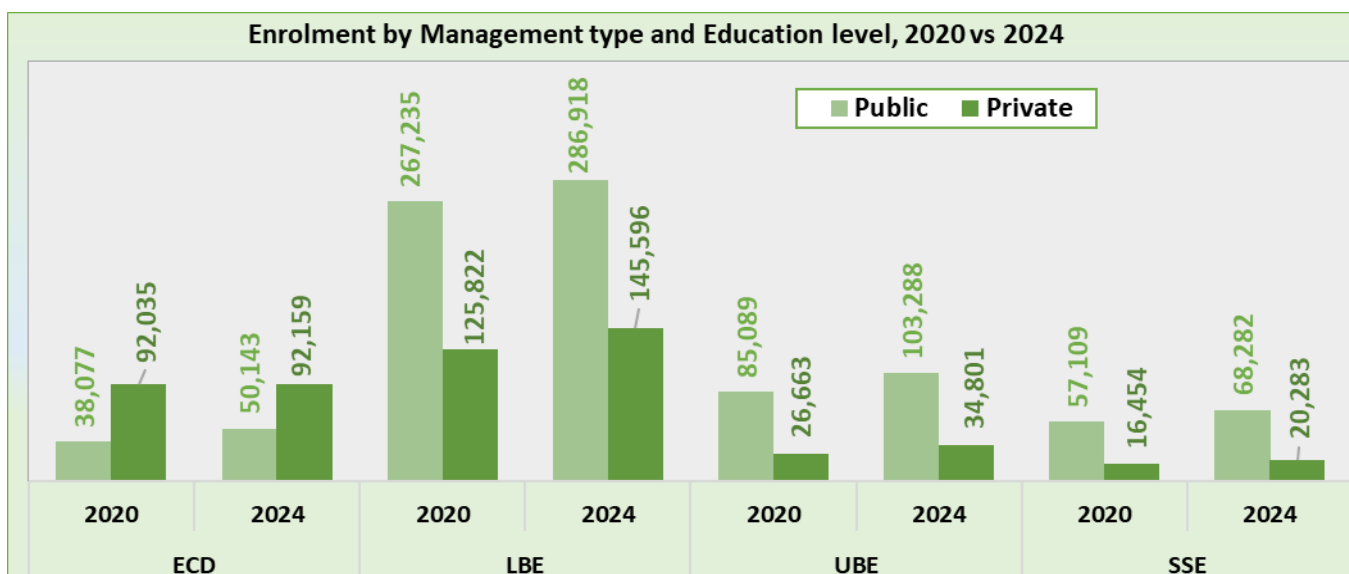


Chart 3.2 illustrates the total enrolment by school management type and education level for the years 2020 and 2024. Nationally, total enrolment for ECD, LBE, UBE, and SSE increased from 708,484 in 2020 to 801,470 in 2024, adding 92,986 children to the Basic and Secondary education sector. Both public and private enrolments have risen across all education levels. Private institutions account for a larger share of ECD enrolment, while public institutions have a higher share at the LBE, UBE, and SSE levels.

3.3. Evolution of Enrolment by Education Level and Region, 2020 to 2024

Region	ECD			LBE			UBE			SSE		
	2020	2024	AAGR	2020	2024	AAGR	2020	2024	AAGR	2020	2024	AAGR
Region 1	26,447	24,616	-1.8%	80,834	74,010	-2.2%	29,757	31,575	1.5%	26,308	28,495	2.0%
Region 2E	9,684	9,182	-1.3%	25,729	28,280	2.4%	6,853	9,041	7.2%	3,154	3,240	0.7%
Region 2W	47,101	53,142	3.1%	132,515	154,185	3.9%	41,400	55,438	7.6%	27,703	38,543	8.6%
Region 3	11,941	12,855	1.9%	43,102	46,919	2.1%	10,910	13,147	4.8%	5,369	6,238	3.8%
Region 4	6,301	7,332	3.9%	19,911	20,004	0.1%	5,547	5,719	0.8%	2,821	2,989	1.5%
Region 5N	4,097	6,319	11.4%	14,456	20,206	8.7%	3,252	4,380	7.7%	1,802	1,885	1.1%
Region 5S	6,154	8,286	7.7%	23,035	25,554	2.6%	5,580	6,790	5.0%	4,114	4,027	-0.5%
Region 6	18,387	20,570	2.8%	53,475	63,356	4.3%	8,453	11,999	9.2%	2,292	3,148	8.3%
National	130,112	142,302	2.3%	393,057	432,514	2.4%	111,752	138,089	5.4%	73,563	88,565	4.7%

Table 3.3 details the Average Annual Growth Rate (AAGR) of enrolment from 2020 to 2024 by region and education level. During this period, Region 5N experienced significant increases in enrolment, with ECD growing by 11.4% and LBE by 8.7%. Additionally, Region 6 recorded the highest growth rate at the UBE level, at 9.2%. The highest enrolment growth in SSE was observed in Region 2W, with an 8.6% increase.

3.4. Share of Girls Enrolment by Education Level, 2020 to 2024

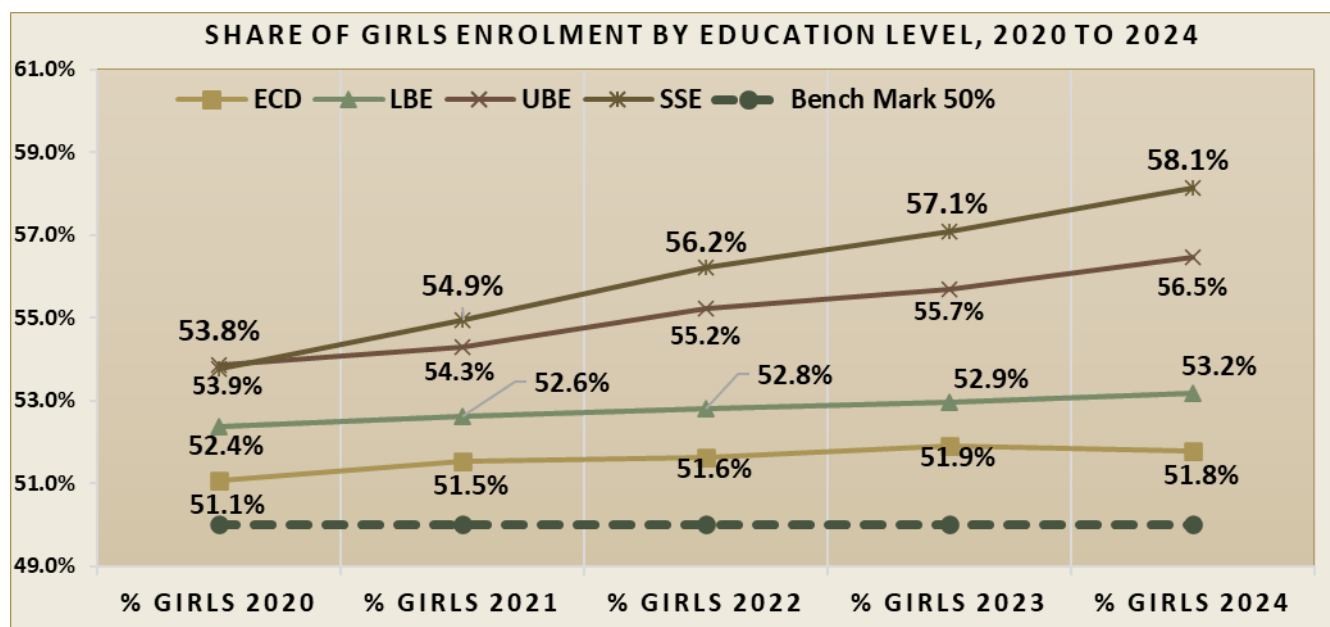


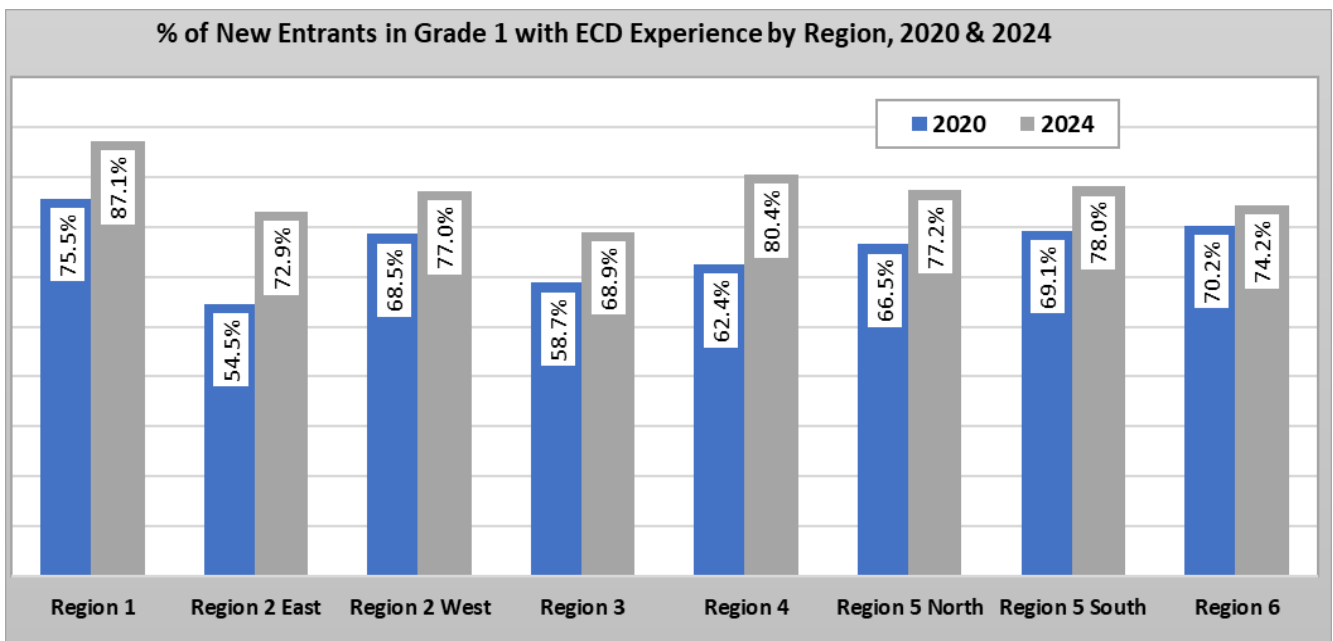
Figure 3.4 shows the share (%) of girls by education level over the period 2020 to 2024. It reveals that there are more girls enrolled across all education levels. The trend over the period depicts that the share of girls is increasing annually above 50% in every education level.

3.5. New Entrants in Grade 1 and with ECD experience by region, 2020 & 2024

Region	New Entrants to Grade 1		New Entrants to Grade1 with ECD Experience		New Entrants to Grade1 with ECD Experience	
	2020	2024	2020	2024	2020	2024
Region 1	14,672	12,212	11,082	10,631	75.5%	87.1%
Region 2E	5,101	4,770	2,779	3,479	54.5%	72.9%
Region 2W	25,087	27,141	17,183	20,908	68.5%	77.0%
Region 3	8,906	8,576	5,231	5,909	58.7%	68.9%
Region 4	3,715	3,451	2,318	2,774	62.4%	80.4%
Region 5N	3,306	3,762	2,197	2,905	66.5%	77.2%
Region 5S	4,486	4,454	3,100	3,475	69.1%	78.0%
Region 6	11,080	11,933	7,777	8,857	70.2%	74.2%
National	76,353	76,299	51,667	58,938	67.7%	77.2%

Table 3.5 presents the regional distribution of children enrolled in grade one with Early Childhood Development (ECD) experience for the years 2020 and 2024. Nationally, the proportion of children who had at least one year of ECD experience increased from 67.7% in 2020 to 77.2% in 2024. This data suggests that over two-thirds of children enrolled in grade one in 2023 had ECD experience.

3.6. Proportion of New entrants in Grade 1 with ECD Experience by Region, 2020 & 2024



Graph 3.6 depicts the rise in new Grade 1 entrants with Early Childhood Development (ECD) experience across all regions from 2020 to 2024. In 2024, Regions 1, 4, and 5S achieved notable proportions, with over 75% of children enrolled in Grade 1 having ECD experience. Regions R2E and 3 showed significant improvements, increasing by approximately 18.4 and 10.2 percentage points, respectively, between 2020 and 2024.

4. Education Indicators

4.1. Evolution of Gross Intake Rates (GIR) - Grade 1 (LBE) by region, 2020 to 2024

Region	Total Gross Intake Rates (GIR) - Grade 1 (LBE)					Gender Parity Index on Gross Intake Rate				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Region 1	136.4%	118.4%	120.4%	113.6%	107.1%	1.14	1.15	1.17	1.17	1.19
Region 2E	137.6%	129.8%	126.3%	127.1%	117.3%	0.97	1.10	1.03	1.04	1.06
Region 2W	112.5%	102.5%	107.8%	108.5%	104.1%	1.10	1.10	1.12	1.12	1.09
Region 3	103.9%	90.0%	92.5%	93.4%	90.7%	1.02	0.99	0.98	0.96	0.98
Region 4	126.6%	126.7%	126.9%	115.1%	110.9%	1.16	1.18	1.12	1.16	1.19
Region 5N	74.8%	73.9%	82.9%	78.9%	75.6%	1.27	1.27	1.23	1.32	1.19
Region 5S	90.9%	81.3%	96.1%	93.8%	82.8%	1.28	1.41	1.34	1.20	1.28
Region 6	113.0%	102.2%	107.8%	111.6%	109.1%	1.06	1.06	1.06	1.11	1.10
National	113.3%	118.7%	102.5%	108.2%	107.2%	1.13	1.06	1.12	1.01	1.07

Table 4.1 illustrates the regional evolution of the Gross Intake Rate (GIR). Nationally, the GIR is gradually stabilizing, decreasing from 113.3% in 2020 to 107.2% in 2024, indicating a reduction in the enrollment of overage and underage students. However, Region 2E recorded the highest GIR at 117.3% in 2024, reflecting a backlog of overage and underage children entering Grade 1.

Regionally, the Gender Parity Index (GPI) for GIR indicates that from 2021 to 2024, Region 3 had fewer girls enrolled compared to other regions, which generally favored girls.

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

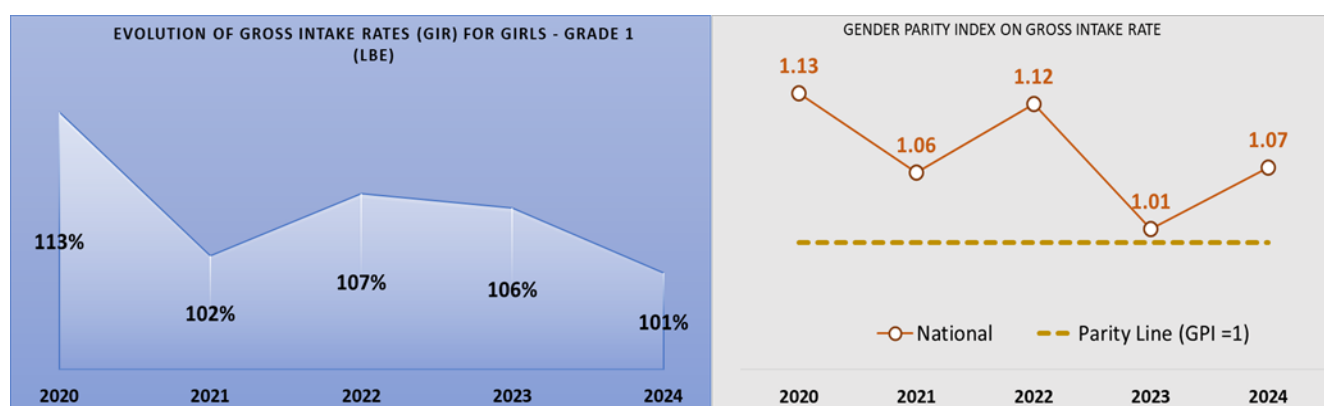


Chart 4.2 above illustrates the Gross Intake Rate (GIR) for Lower Basic Education (LBE) and the corresponding Gender Parity Index (GPI). The GIR exceeding 100% over the period indicates the enrollment of underage and overage children. In 2022, a 5-percentage point increase in the GIR is observed, potentially linked to the COVID-19 pandemic, but the trend begins to normalize by 2024 with a 5-percentage point decrease. Similarly, the GPI, being above 1, favors girls. According to the 2016-2030 Education Policy, parity in terms of intake at the LBE level has been achieved and maintained.

4.3. Trend of Gross Intake Rate in LBE by Gender

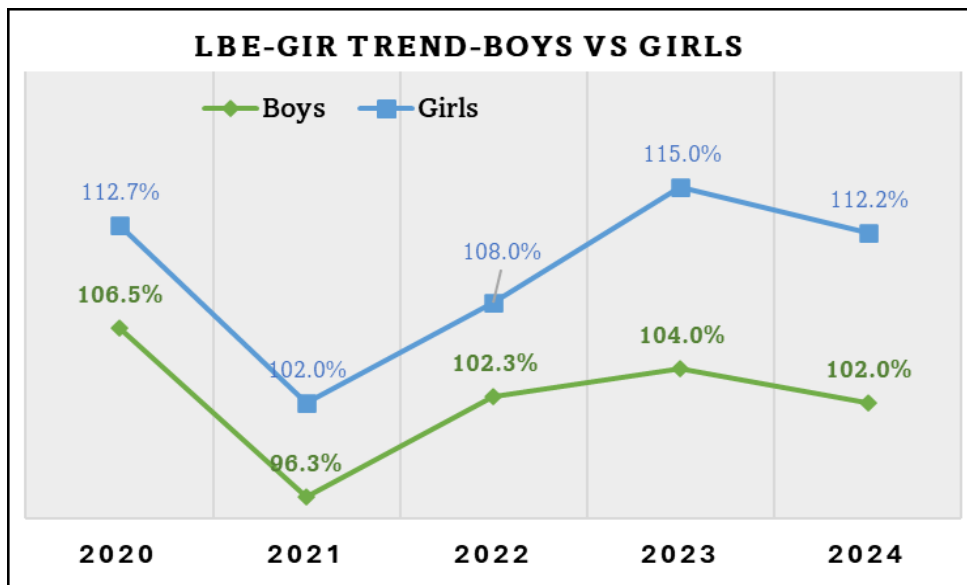


Chart 4.3 illustrates the gross intake rate (GIR) trends for boys and girls from 2020 to 2024. Both genders exhibit similar trends in GIR. However, it is evident that more girls are enrolled in Grade 1 compared to boys throughout this period. The GIR exceeds 100% for both genders from 2020 to 2024, except for boys in 2021, where it was 96.3.

4.4. Evolution of Gross Enrolment Rates (GER) by Education Level, 2020 to 2024

Edu Level	Gross Enrolment Rates (GER) by levels					Genda Parity Parity on GER				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
ECD	44.7%	42.4%	42.9%	43.7%	44.8%	1.07	1.09	1.10	1.11	1.10
LBE	105.9%	104.7%	104.7%	104.7%	102.8%	1.12	1.14	1.15	1.15	1.16
UBE	71.1%	73.7%	73.7%	77.6%	77.6%	1.19	1.21	1.26	1.28	1.32
SSE	52.2%	52.8%	52.7%	55.3%	55.9%	1.18	1.24	1.31	1.36	1.42

Table 4.4 shows the evolution of gross enrolment rates (GER) by education level from 2020 to 2024. It indicates a steady increase in GER for UBE and SSE levels, with rises of 6.5 and 3.7 percentage points, respectively. Conversely, GER for LBE decreased by 3.1 points, while ECD remained constant at 44%. The **gender parity index** (GPI) for GER favors girls (GPI > 1), indicating higher enrolment of girls across all education levels from 2020 to 2024.

4.5. Evolution of GER and Gender Parity Index on GER, 2020 to 2024

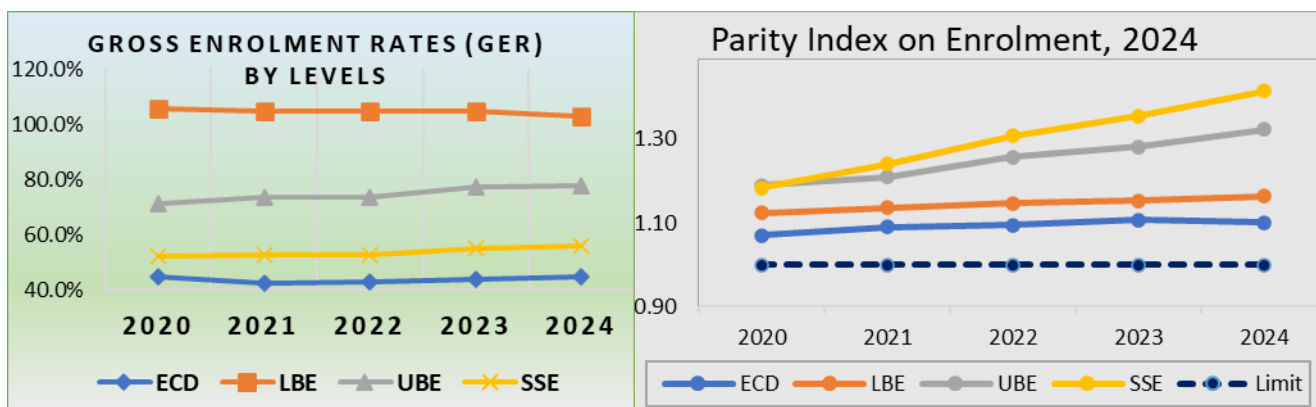


Chart 4.5 illustrates the GER trend by education level and the corresponding gender parity index. From 2020 to 2024, GER progressively increases across all education levels. The gender parity index, with values above 1, favors girls. According to the 2016-2030 Education policy, parity in intake at the LBE level has been achieved.

4.6. Trend of Gross Enrolment Rate by Education Level and Region, 2020 vs 2024

Region	ECD		LBE		UBE		SSE	
	2020	2024	2020	2024	2020	2024	2020	2024
Region 1	54.1%	47.9%	134.7%	113.6%	107.4%	105.2%	104.0%	108.0%
Region 2E	60.7%	53.4%	123.3%	121.2%	75.0%	88.8%	37.7%	33.9%
Region 2W	47.5%	46.7%	107.5%	105.4%	78.2%	88.4%	57.6%	68.3%
Region 3	33.0%	33.2%	91.4%	89.1%	55.6%	60.1%	30.7%	31.7%
Region 4	51.9%	58.5%	121.8%	113.6%	77.4%	73.4%	42.7%	40.6%
Region 5N	23.5%	34.0%	61.8%	76.5%	38.4%	46.2%	25.5%	24.1%
Region 5S	30.8%	39.8%	85.0%	85.9%	52.9%	58.2%	42.8%	37.8%
Region 6	44.3%	45.9%	101.0%	106.2%	39.3%	49.7%	12.5%	15.3%
National	44.7%	44.8%	105.9%	102.8%	71.1%	77.6%	52.2%	37.8%

Table 4.6 shows the trend of Gross Enrolment Rate (GER) by education levels and regions in 2020 and 2024. In 2024, Region 4 has the highest GER for ECD at 58.5%, Region 2E leads for LBE at 121.2%, and Region 1 records the highest GER for UBE and SSS at 105.2% and 108.0%, respectively. Conversely, the lowest GER in 2024 is observed in Region 3 for ECD (33.2%), Region 5N for LBE (76.5%) and UBE (46.2%), and Region 6 for SSS (15.3%).

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

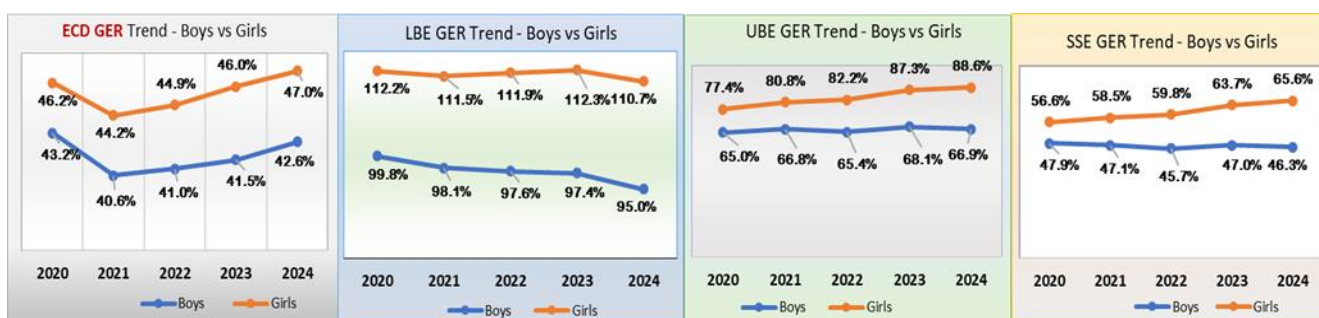


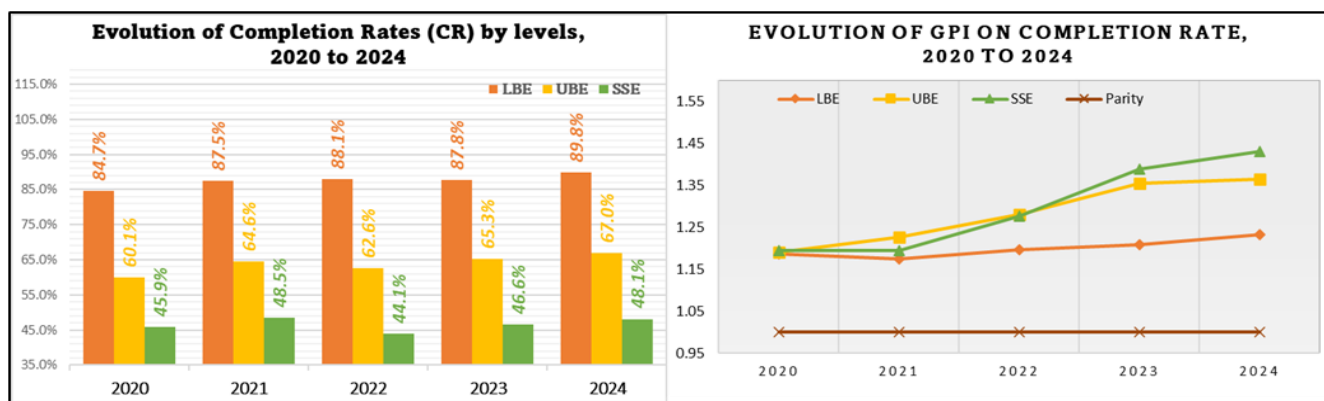
Chart 4.7 illustrates the trend of gross enrolment rate (GER) by education level and gender. More girls are enrolled than boys at all education levels. The GER for ECD declined for both genders in 2021 due to the COVID-19 pandemic. However, it continues increasing over the post COVID-19 period. Between 2020 to 2024, the GER is following a decline trend in LBE whilst increasing in UBE. Moreover, looking at the SSE level, the GER is increasing for girls whilst decreasing for boys from 2020 to 2024.

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

Edu. Level	Completion Rate (CR)					Gender Parity Index on CR				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
LBE	84.7%	87.5%	88.1%	87.8%	89.8%	1.19	1.17	1.20	1.21	1.23
UBE	60.1%	64.6%	62.6%	65.3%	67.0%	1.19	1.23	1.28	1.35	1.36
SSE	45.9%	48.5%	44.1%	46.6%	48.1%	1.19	1.19	1.28	1.39	1.43

Table 4.8 illustrates the evolution of completion rates (CR) by education level. Nationally, CR shows a growing trend from 2020 to 2024 across all education levels. In 2024, the CR is 89.8% for LBE, 67.0% for UBE, and 48.1% for SSE.

4.9. Completion Rates and Gender Parity Index on Completion Rate



Graph 4.9 shows the completion rates (CR) and the gender parity index (GPI) from 2020 to 2024 for different education levels. The GPI, which measures the ratio of girls to boys, has increased at all levels during this period. For LBE, it went from 1.19 to 1.23, for UBE from 1.19 to 1.36, and for SSE from 1.19 to 1.43. This means that more girls are finishing their education at these levels compared to boys.

4.10. Completion Rate by Education Level and Region, 2020 & 2024

Region	LBE		UBE		SSE	
	2020	2024	2020	2024	2020	2024
Region 1	119.1%	109.2%	102.3%	100.0%	94.0%	92.6%
Region 2E	87.7%	102.2%	59.4%	74.3%	29.7%	28.6%
Region 2W	90.8%	94.9%	64.6%	78.2%	50.6%	59.0%
Region 3	67.5%	75.6%	44.4%	50.4%	28.5%	32.7%
Region 4	91.7%	98.6%	61.5%	60.3%	40.6%	38.9%
Region 5N	48.8%	57.9%	32.5%	35.6%	22.5%	18.4%
Region 5S	65.1%	73.5%	42.8%	44.1%	38.5%	33.0%
Region 6	63.0%	77.9%	27.4%	34.4%	10.6%	12.4%
National	84.7%	89.8%	60.1%	67.0%	47.3%	49.6%

Table 4.10 presents the completion rates (CR) from 2020 to 2024 by region, showing trend across educational levels and regions.

As of 2024, Region 1 has the highest CR across all education levels. However, the CR for SSE in Regions 1, 2E, 4, 5N and 5S decreased. The CR exceeding 100% in Region 1 for LBE and UBE may be attributed to students traveling from other regions to attend schools there. Conversely, the lowest CR in UBE and SSE are observed in Region 6, with rates of 34.4% and 12.4%, respectively, in 2024.

4.11. Trend of Completion Rate by Education Level and Gender, 2020 to 2024

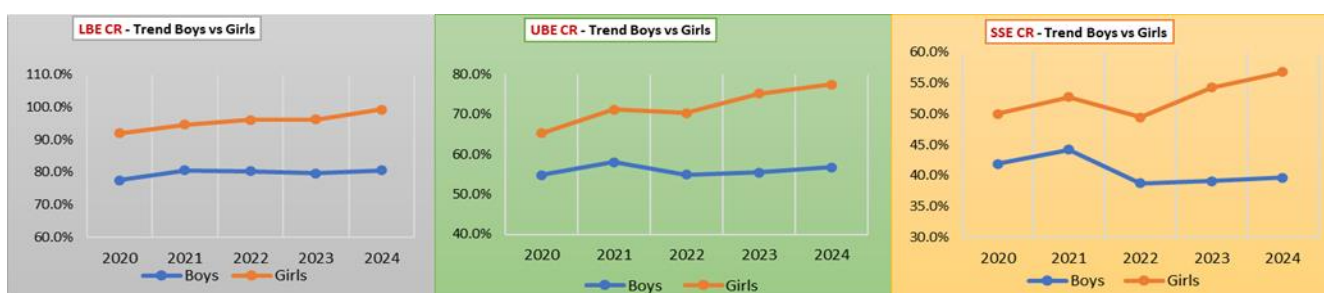


Chart 4.11 shows the completion rate by education level and gender. The rate for both genders is increasing in all levels of education from 2020 to 2024. Across all education levels, the completion rate is consistently higher for girls compared to boys.

5. Teachers and Facilitators

5.1. Evolution of Teachers by Management Type and Education Level, 2020 & 2024

Edu. Level	Public				Private				Total	
	Government		Gr-Aided		Private Conv.		Madrasa			
	2020	2024	2020	2024	2020	2024	2020	2024	2020	2024
ECD	719	1,279	98	103	2,385	2,766	441	657	3,643	4,805
LBE	6,648	8,401	726	762	1,578	2,084	1,828	2,246	10,780	13,493
UBE	3,353	4,274	653	805	772	866	814	976	5,592	6,921
SSE	922	1,601	11,03	1336	468	576	464	508	2,957	4,021
National	11,642	15,555	2,580	3,006	5,203	6,292	3,547	4,387	22,972	29,240

Table 5.1 shows the evolution of teachers by school management type and education levels from 2020 to 2024. During this period, the total number of teachers, including ECD facilitators, increased from 22,972 to 29,240.

By school management type, the number of teachers in public institutions rose from 14,222 in 2020 to 18,561 in 2024. Similarly, the number of teachers in private institutions increased from 8,750 to 10,679.

By education level, ECD facilitators grew from 3,643 in 2020 to 4,805 in 2024. The number of teachers for LBE, UBE, and SSE also increased, from 10,780 to 13,493, 5,592 to 6,921, and 2,957 to 4,021, respectively.

5.2. Proportion of Qualified and Gambian Teachers by Education level, 2020 & 2024

Edu. Level	Total Teachers		% Qualified Teachers		%Gam. Teachers		% Qualified. Gambian Trs. (Out of Tot. Gam. Trs.)	
	2020	2024	2020	2024	2020	2024	2020	2024
ECD	3,643	4,805	73.7%	76.4%	94.9%	93.5%	73.4%	76.7%
LBE	10,780	13,493	87.7%	89.8%	94.6%	94.4%	87.7%	90.0%
UBE	5,592	6,921	94.9%	95.6%	94.2%	94.7%	94.8%	95.5%
SSE	2,957	4,021	97.2%	97.9%	86.6%	86.8%	96.8%	97.9%
National	22,972	29,240	88.4%	90.1%	93.5%	93.3%	88.2%	90.1%

Table 5.2 details the proportion of qualified Gambian teachers by education level in 2020 and 2024. During this period, the proportion of qualified teachers increased across all education levels. The proportion of Gambian teachers rose for UBE and SSE but declined for ECD and LBE. Additionally, the proportion of qualified Gambian teachers increased for all education levels.

5.3. Proportion of Teachers Qualification and Nationality, 2020 & 2024

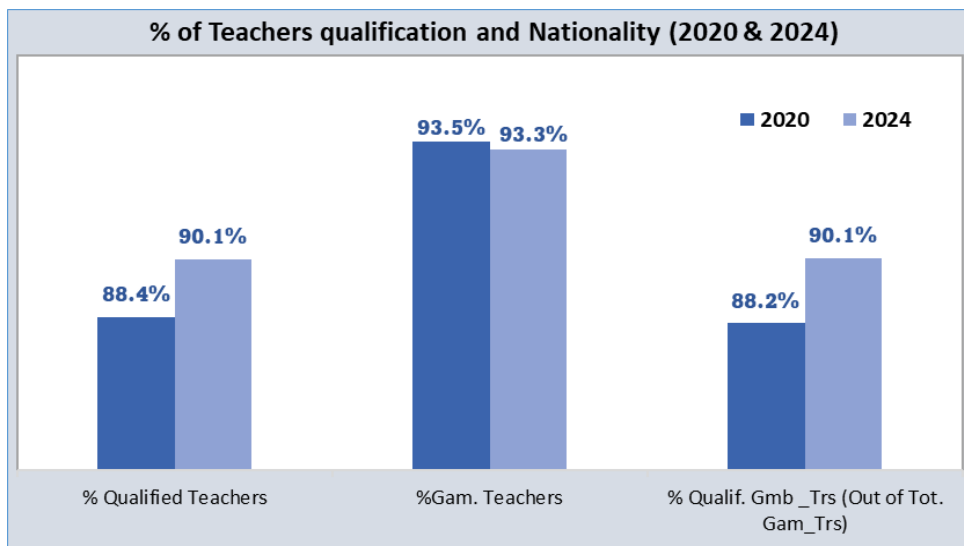


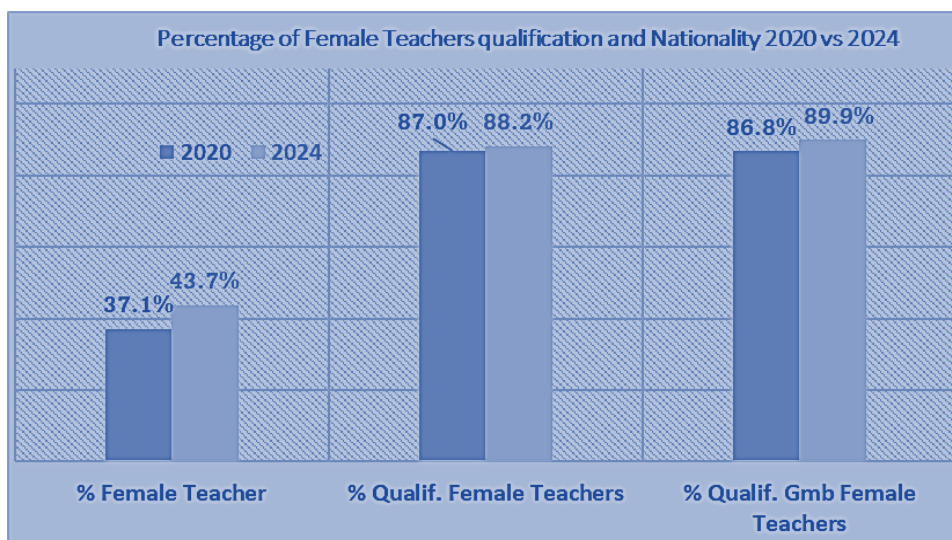
Chart 5.3 indicates that the proportion of qualified teachers increased from 88.4% to 90.1% (by 1.7 % points), while the proportion of Gambian slightly dropped from 93.5% to 93.3% (by 0.2 % points) between 2020 and 2024. Additionally, the proportion of qualified Gambian teachers rose slightly by 1.9 % points.

5.4. % of Female Teachers, Qualification and Nationality by Education Level, 2020 & 2024

Edu. Level	Total Teachers		% Female Teacher		% Qualified Female Teachers		% Qualified Gambian Female Teachers	
	2020	2024	2020	2024	2020	2024	2020	2024
ECD	3,643	4,805	62.8%	72.8%	73.5%	73.4%	73.1%	77.6%
LBE	10,780	13,493	40.0%	46.8%	90.3%	87.7%	90.3%	93.0%
UBE	5,592	6,921	25.7%	31.5%	95.8%	94.8%	95.7%	97.4%
SSE	2,957	4,021	12.8%	16.6%	97.6%	96.8%	97.3%	99.1%
National	22,972	29,240	37.1%	43.7%	87.0%	88.2%	86.8%	89.9%

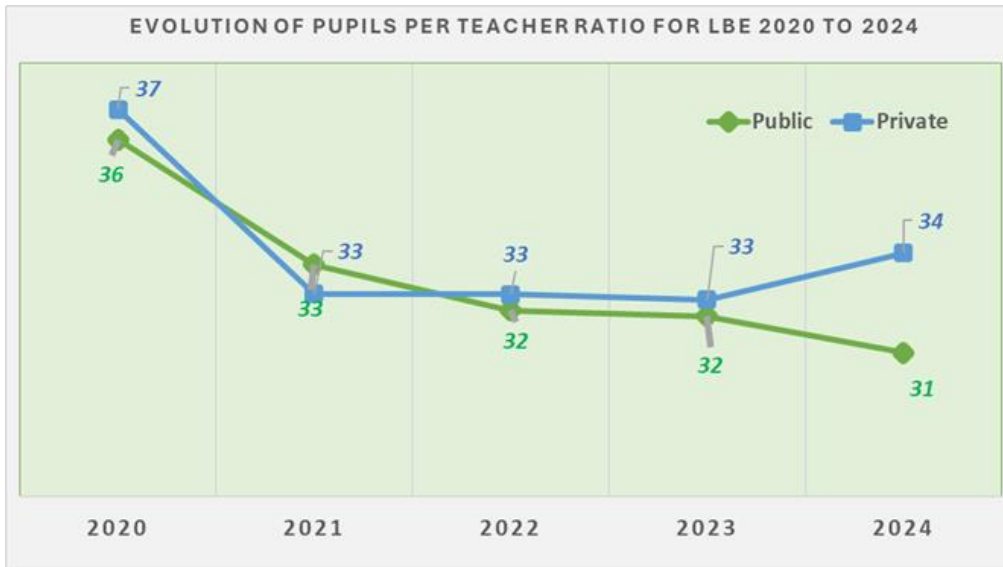
Table 5.4 illustrates the proportion of female teachers, qualified female teachers, and qualified female Gambian teachers across all education levels in 2020 and 2024. An increasing trend is observed for all these categories across all education levels.

5.5. Proportion of Female Teachers, Qualification and Nationality, 2020 & 2024



As illustrated in graph 5.5, the proportion of female teachers, qualified female teachers and qualified Gambian female teachers has increased between 2020 and 2024 from 37.1% to 43.7%, 87.0% to 88.2% and 86.8% to 89.9% respectively.

5.6. Evolution of Pupils per Teacher Ratio for LBE, 2020 to 2024



As shown in Chart 5.6, the pupil/teacher ratio (i.e. the number of pupils per teacher) in public schools has improved from 36:1 in 2020 to 31:1 in 2024, while in private schools, the pupil/teacher ratio improved from 37:1 in 2020 to 34:1 in 2024.

A low pupil-teacher ratio is often seen as beneficial because it allows teachers to give more focused attention to each student, potentially leading to improved performance over time.

5.7. % of Double Shift Teachers by Management Type and Education Level, 2020 & 2024

Edu. level.	Public		Private		Total	
	2020	2024	2020	2024	2020	2024
LBE	36.6%	36.8%	8.0%	7.0%	27.6%	27.2%
UBE	43.2%	49.2%	11.1%	5.7%	34.1%	37.6%
SSE	54.8%	61.6%	12.3%	15.7%	41.4%	49.2%
National	41.3%	44.7%	9.5%	7.9%	31.6%	33.8%

Table 5.7 highlights the proportion of double-shift teachers by school management type and education level from 2020 to 2024. Nationally, the proportion of teachers double shifting in public schools increased from 41.3% in 2020 to 44.7% in 2024, while in private schools, it decreased from 9.5% to 7.9%. Nationwide, the proportion of double shift teachers increased at all education levels.

5.8. Proportion of Teachers Double Shifting by Region, 2020 & 2024

Reg	Reg1	Reg2E	Reg2W	Reg3	Reg4	Reg5N	Reg5S	Reg6	Total
2020	11.8%	29.7%	19.0%	59.1%	54.1%	73.9%	69.8%	65.0%	31.6%
2024	14.8%	39.3%	22.6%	53.0%	40.2%	71.1%	75.8%	58.5%	33.8%

Table 5.8 shows the proportion of teachers double-shifting by region. The proportion of teachers double shifting has increased across all regions from 2020 to 2024. Region 5S registered the highest proportion of teachers double shifting in 2024, whilst Region 1 recorded the lowest in the same period.

Nationally, the percentage of teachers on double-shift rose from 31.6% in 2020 to 33.8% in 2024.

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REPUBLIC OF THE GAMBIA

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