

2013

POPULATION AND HOUSING CENSUS



THE REPUBLIC OF THE GAMBIA



EDUCATION CHARACTERISTICS

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List of Abbreviations and Acronyms

ECD	Early Childhood Development
GAR	Gross Attendant Rate
GBoS	Gambia Bureau of Statistics
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
ICT	Information and Communications Technology
LGA	Local Government Area
MoBSE	Ministry of Basic and Secondary Education
NAR	Net Attendant Rate
NER	Net Enrolment Ratio
SLE	School Life Expectancy
UNESCO	United Nations Educational Scientific and Cultural Organization

Concepts and Definitions

Literacy: Globally, the UNESCO has defined literacy as the ability to both read and write a simple statement in any language.

School enrolment: Refers to the number of pupils/students officially enrolled in a school Admission Register.

School attendance: School attendance translates regular physical presence of pupils/students in front of instructors appointed by accredited educational institution for the purpose of learning. School attendance is complementary but must be distinguished from 'school enrolment', which typically is obtained from administrative data.

Net Attendance Rates (NAR): Is expressed as a fraction or percentage, is measured from the ratio of persons in the official age-group attending any educational institution at a particular stage of the education cycle to persons of the same age-group. Thus, the **NAR** for lower secondary school is the ratio of **lower secondary** population relative to school-age population (13 to 15). By definition the NAR cannot exceed 100 per cent.

Gross Attendance Rates (GAR): Is measured as the total attendance at a particular stage of the education cycle, regardless of age, expressed as a percentage of the school-age population.

GAR for secondary schools: Is the total number of secondary school students, expressed as a percentage of the official secondary school-age population. If there are significant numbers of over-aged and under-aged pupils/students at a given level of schooling, the GAR can exceed 100 per cent.

School Life Expectancy (SLE): SLE is an indicator of the overall development of an education system, with regard to the average number of years of schooling such a system can offer to the eligible population, including those who have never attended school. A high value of SLE is an indication of a higher probability of children spending more years in school and higher overall retention within the education system. SLE computations assume that the probability of a child attending school at any given age is similar to the prevailing attendance.

Gender Parity Index (GPI): A value of 1 in the GPI indicates that there are no disparities between males and females. Values below 1 indicate disparities favouring males, and above 1, disparities favouring females.

Educational attainment: Educational attainment is defined as the highest grade successfully

completed within the education cycle or in post-graduate studies as appropriate.

Educational qualifications (level of education): Qualifications are the degrees, diplomas, certificates, professional titles, etc., that an individual has acquired, whether by full-time study, part-time study or private study, whether conferred in The Gambia or abroad and whether conferred by educational authorities, special examining bodies or professional bodies.¹

According to national needs, information on educational qualifications may be collected from persons who have reached a certain minimum age or level of educational attainment, and focuses on the title of the highest certificate, diploma or degree received.

¹ The acquisition of an educational qualification therefore implies the successful completion of a course of study or training program.

Preface

This is Volume 8 of the 2013 Population and Housing Census report. The report addresses several education indicators for policy making and other stakeholder monitoring of education sector development.

It is hoped that this report will provide useful information on the education sector to planners, researchers and other data users.

We thank Mr. Alpha Bah, of The Ministry of Basic and Secondary Education for the preparation of this report. We also thank other GBoS staff for finalizing the report.

We wish to extend sincere thanks to The Gambia Government for providing funding for the conduct of the census, and the United Nations Population Fund (UNFPA) for their support both technical and financial for the conduct of the 2013 Population and Housing Census.



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Statistician General

Executive Summary

Key findings of the education characteristics in the 2013 Population and Housing Census are summarized in bulletined format for ease of reference below:

School Attendance

- A little over half of the population (55.3 per cent), made up of 59.4 per cent of males and 51.3 per cent of females aged 3 years and above were reported as having a personal history of school attendance. Approximately 65 out of every 100 urban residents compared to 47 out of 100 rural residents were reported as having a personal history of school attendance.
- Persons who are currently attending school represent 30.8 per cent of the population, aged between 3 and 18 years. Of these, 12.7 per cent were attending Early Childhood Development (ECD) establishments, 51.8 per cent attending primary, whilst 34.0 per cent of the student population were attending lower and upper secondary and/or vocational education institutions.
- In 4 out of 8 LGAs, more than half of the population had “never attended school”. In the extreme case of Kuntaur LGA where only 18.8 per cent of the population were attending school at the time of the census, those who have never attended school represent 70.9 per cent of the population.

Enrolment

- Net Attendance Rates (NAR) across the country for children attending primary school was 69.4 per cent. Among adolescents attending lower and upper secondary schools, NAR was 32.7 per cent and 24.1 per cent respectively.
- As expected, Gross Attendance Rates (GAR) are significantly higher and range from 61.4 per cent (upper secondary schools) to 91.5 per cent (primary schools), peaking at 99.4 per cent amongst the primary school student population in urban areas. Notwithstanding, urban-rural disparities are more pronounced within lower secondary (27.3 per cent) and upper secondary (32.0 per cent) school establishments.
- At country level, computations of a Gender Parity Index (GPI) reveal marginally higher female enrolment rates in ECD (GPI =1.06) and primary school establishments (GPI= 1.02), marginally lower enrolment rates in lower secondary educational establishments (GPI=0.96), but significantly lower enrolment rates in upper secondary schools (GPI=0.78). With regards to the latter, disadvantages suffered by girls is quite

pronounced in rural areas where GPI at upper and lower secondary school levels stand at 0.68 and 0.93, respectively.

- Children in urban areas have, on average SLE of two years higher than their counterparts residing in rural areas, where, an average male child is expected to stay one year longer in the formal education system than the average female child. At LGA level, children living in Kanifing, Banjul, Brikama and Mansakonko are more likely to endure by 1 to 5 years longer in the school system compared to children residing in other LGAs.

Educational Attainment

- At the national level, 44.7 per cent of the population is reported as having received no formal education, whereas 2.2 per cent had tertiary education credentials. Persons whose highest level of educational achievement was primary; lower secondary and upper secondary school accounted for 22.3 per cent, 11.7 per cent and 13.9 per cent respectively of the population aged 3 years and above. Approximately 2 in every 10 persons with formal education background in Banjul and Kanifing, have upper secondary school (i.e. Grade 12) credentials.
- Female educational achievement at the early childhood development and primary levels equalled that of males, but dropped when compared at higher levels of formal education. With the exception of male tertiary education graduates resident in Banjul, the proportion of males with comparable educational achievement is consistently higher at all educational levels in other LGAs.
- Approximately 11.4 per cent of persons with disabilities are reported as having educational credentials at and beyond upper secondary school level. Across all educational levels, persons with disabilities possessing vocational education credentials made up the smallest group and those with primary education the largest group. About 2 per cent of males and 0.6 per cent of females make up 1.2 per cent of persons with disabilities with tertiary education credentials.
- Slightly more than 35 per cent of all unemployed persons have at least primary education credentials. By far, the largest group of people in employment (56.7 per cent) comprises of individuals with no formal education.
- Persons with vocational educational credentials are least represented (1.4 per cent) among the employed, but also constitute a very small fraction (1.0 per cent) of unemployed persons.

- Concurrently, 30.0 per cent to about 60 per cent of persons identified as professionals, technicians and clerical support workers possess upper secondary and tertiary education credentials. In general, other occupational categories employed higher proportions of individuals with lower educational attainment especially the agricultural sector which employed about 79.0 per cent of those with no education. Specifically, the data shows a comparatively larger population of female agricultural workers among persons without the benefit of study beyond primary school level.
- Fraction of the population accessing various information media are strongly correlated with the level of educational attainment within the general population. Access to newsprint in particular ranges from 2.5 per cent among persons with no educational attainment to 71.4 per cent among individuals who reported possessing tertiary education credentials.

Literacy

- Average literacy rate amongst the population aged 15 years and above was found to be 55.1 per cent. This population fraction of literate persons is an amalgam of 65.9 per cent and 45.0 per cent of respective male and female populations.
- Reported literacy rates were above 60.0 per cent among Banjul, Kanifing and Brikama LGA residents, but much lower among Kuntaur, Basse and Janjanbureh (31.0 per cent to 39.0 per cent). Not surprisingly, the proportion of literate persons is substantially higher among urban (62.3 per cent) than rural (46.5 per cent) residents.
- Amongst the functionally literate population, a little under 4 out of every 10 persons (38.7 per cent) are literate in one or more languages transcribed in Roman/Latin characters, whilst 15.0 per cent are literate in languages written in Arabic script, and a much small number of individuals (1.8 per cent) are literate in languages expressed in both Roman/Latin and Arabic scripts. Males reported consistently higher literacy rates in Arabic and/or Roman/Latin scripts, at both national and LGA levels.
- In contrast to the population aged 15 and above, the proportion of literate persons among 15 to 24 year olds (i.e., lower and ages of youth as per UNESCO Standard definition) was approximately 72.0 per cent, obtained by pooling 79.3 per cent of the urban and 60.0 per cent of rural youth reported as being literate, or alternatively 76.9 per cent of males and 67.4 per cent of females equally reported to be literate.
- Amongst the literate youth population, approximately 75 per cent of persons are reportedly literate in at least one language written in Roman/Latin characters. Overall,

literacy rates in languages rendered in Arabic script (21.9 per cent) is less widespread compared to languages written in Roman script.

- Whereas literacy skills derived from functional use of Roman/Latin characters is proportionally higher among literate females (76.9 per cent) than among males (72.2 per cent), the reverse is true when it comes to literacy of texts in Arabic script. Literacy in the Arabic script and language is higher among rural (34.1 per cent) than urban youth (15.7 per cent), but is still dominated by Roman script literacy rates (62.8 per cent) amongst rural youth population.
- At national level, almost 1 in 4 youth (22.5 per cent), 72.0 per cent of whom are living in rural areas, are reported as being illiterate. Indeed, youth illiteracy is widespread in all LGAs across the country, with Basse (51.3 per cent) and Kuntaur (53.9 per cent) having the highest proportions.

CHAPTER 1: INTRODUCTION

Background

1.1 Education System

Formal Education in The Gambia from primary school to university is based on a 6-3-3-4 cycle that is, 6 years of Lower Basic/Primary education (Grades 1 to 6); 3 years of Upper Basic/Lower Secondary education (Grades 7 to 9); 3 years of Senior Secondary education/Upper Secondary (Grades 10 to 12) and 4 years of Undergraduate education.

Official school enrolment age ranges from 3 to 6 years in Early Childhood Education, 7 to 12 years in Lower Basic education, 13 to 15 years in Upper Secondary education and 16 to 18 years in Senior Secondary education establishments. However, many children enrol later and some earlier than due dates of enrolment.

Figure 1.1: Structure and explanatory details of the Basic and Secondary Education System in The Gambia (Adapted from MoBSE, 2010. Country Status Report)

School (type of school)	Level	Legal age	
Nursery (Public, Private, Madrass)	Early Childhood Development	3	
		4	
		5	
		6	
Lower Basic School (Public, Private, Grant-aided, Madrassa)	Basic Education Primary	7	
		8	
		9	
		10	
		11	
		12	
Upper Basic School I (Public, Private, Grant-aided, Madrassa)	Lower Secondary Education	13	
		14	
		15	
-Senior Secondary School (Public, Private, Grant-aided, Madrassa) - Skills Centers (Publics, private)	Upper Secondary Education	16	
		Vocational Education and Training	17
			18

1.2 Data Sources and Limitations

The 2013 Population and Housing Census covered a module on education. With this module all household heads and their household members aged 3 years and above were asked questions on their education in terms of attendance, past and current school attendance and literacy status. Household heads were generally required to answer questions and where he/she was not available or not able to answer the questions any responsible person was interviewed. This could induce possible human errors thus minimally affect the accuracy of the data.

1.3 Structure of the report

This report contains four chapters. Chapter 1, spread over preceding pages provides a brief overview of the education system in The Gambia, gives definitions and explanations of key concepts to come later in the report, and briefly discusses the limitations of data that underpin the analysis presented in this report.

Chapter 2 presents information on past and current levels of school attendance. It focuses on the school-age population, and presents its distribution by sex, school-age category, and area of residence. It also reviews levels of gross and net attendance rates in primary and secondary schools by area of residence, Local Government Areas (LGAs) as well as estimates of SLE (a composite measure that estimates the average number of years a child is expected to remain in a given education system).

Chapter 3 provides information on educational attainment for the population aged 3 years and above. The analysis focused on educational attainment by Sex, LGA and Residence. The educational attainment of persons with disabilities was also analyzed, as well as economic activity and employment status of the population aged 7 years and above. The chapter concludes with discussion on access to print and broadcast media and Information Communications Technologies (ICT) among the population aged 7 years and over.

Chapter 4 focuses on literacy, an individual's ability to read and write in any script among the population aged 15 years and above for adult literacy and 15-24 years for youth as defined by UNESCO. Each category highlights the proportion of the population who are literate by area of Residence, Sex and LGA. It then focuses on the language of literacy, in an attempt to inform specific ongoing literacy programs in the education system. It is important to note that literacy status of household members was reported by eligible household respondents.

CHAPTER 2: SCHOOL ATTENDANCE

Census data reflecting various facets of school attendance are presented in the sections that follow.

2.1 School Attendance History among the Population

At the time of the Census, Table 2.1a shows that approximately 45 per cent of all persons 3 years and above have never attended school. Persons who reported to be currently attending school accounted for 30.8 per cent and 24.5 per cent reported as having attended school in the past.

Table 2. 1a: School attendance history of the population 3 years and over by sex and residence

School attendance	Male	Female	Urban	Rural	Total
Never	40.7	48.7	35.2	53.4	44.7
Now	31.9	29.7	32.4	29.3	30.8
Past	27.5	21.6	32.4	17.3	24.5

Among males, the population sub-group with a history of school attendance (now and in the past) was 59.4 per cent and 51.3 per cent among females. Additionally, the table shows that urban residents had a higher (64.8 per cent) record of school attendance (now and past) compared with their rural counterparts (46.6 per cent). Significantly, the proportion of persons in urban areas who reported having schooled in the past almost double the corresponding figure for the rural areas.

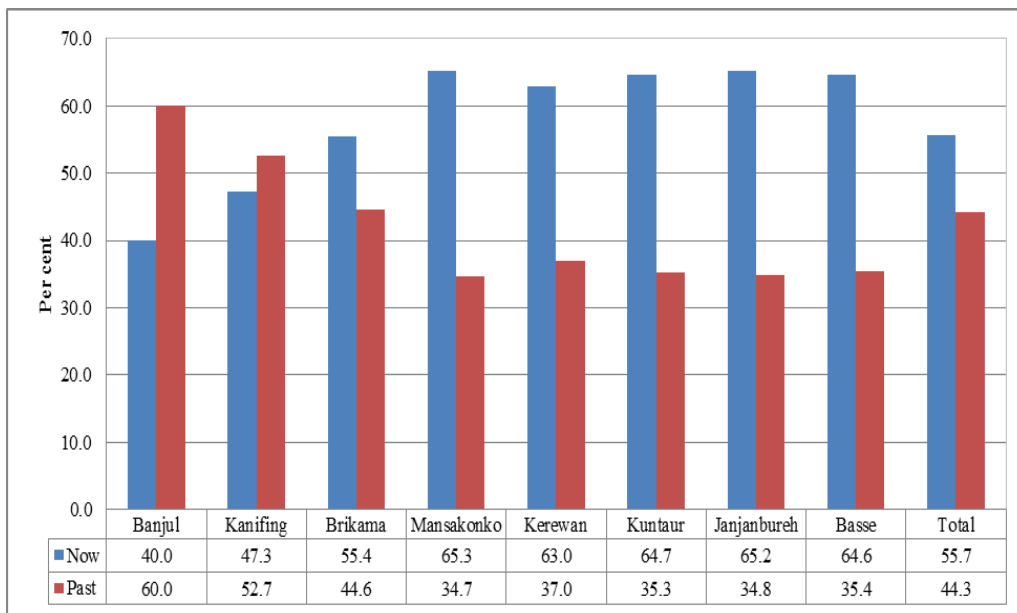
Table 2.1b presents both head count and percentage statistics relating to school attendance history at LGA level. The data shows that the proportion of the population who had “never attended school” was below the national average (44.7 per cent) in 3 out of 8 LGAs; higher than 50.0 per cent in 4 out of 8 LGAs; and was highest in Kuntaur LGA (70.9 per cent). As for residents attending school at the time of the census, Kuntaur also registered the lowest proportion (18.8 per cent). By contrast, this proportion ranges from 24.8 per cent to 34.8 per cent in other LGAs. Banjul and Kanifing have the highest proportion of those who attended school in the past with 41.8 per cent and 36.1 per cent respectively. Notably, 10.2 per cent of the population of Kuntaur reported as having attended school in the past.

Table 2.1b: School attendance history by LGA

LGA	Count				Per cent			
	Never	Now	Past	Total	Never	Now	Past	Total
Banjul	8,808	8,072	12,106	28,986	30.4	27.8	41.8	100.0
Kanifing	109,767	112,944	125,833	348,544	31.5	32.4	36.1	100.0
Brikama	233,873	218,435	175,532	627,840	37.3	34.8	28.0	100.0
Mansakonko	35,615	24,996	13,254	73,865	48.2	33.8	17.9	100.0
Kerewan	105,963	58,824	34,564	199,351	53.2	29.5	17.3	100.0
Kuntaur	61,742	16,365	8,915	87,022	70.9	18.8	10.2	100.0
Janjanbureh	69,678	28,115	15,013	112,806	61.8	24.9	13.3	100.0
Basse	132,205	53,273	29,227	214,705	61.6	24.8	13.6	100.0
Total	757,651	521,024	414,444	1,693,119	44.7	30.8	24.5	100.0

At the national level, Figure 2.1 shows that persons currently in school constitute 55.7 per cent of all persons who ever attended school. At sub-national level, Figure 2.2 shows that currently Mansakonko, Kuntaur, Janjanbureh and Basse LGAs each with about 65 per cent have the highest levels of school attendance. On the other hand, 44.3 per cent of the population reported having attended school in the past. At the sub-national level, Banjul had the highest (60.0 per cent) proportion of persons in this category followed by Kanifing and Brikama LGAs with 52.7 per cent and 44.6 per cent respectively. The remaining LGAs which are predominantly rural have lower proportions of their populations who attended school in the past. In effect, one in every three persons in these LGAs were reported to have been to school in the past.

Figure 2.1: Percentage distribution of the population 3 years and above currently or previously in school by LGA



2.2 Current School Attendance Rate by Age, Sex and Residence

The percentage distribution of the population 3 years and above by level of education, sex and area of residence, attending school at the time of the 2013 Census are presented in Table 2.2a and Table 2.2b. Table 2.2a shows that a total of 806,362 pupils/students were enumerated in 2013, of this total, 404,239 were females. It further shows that a total of 374,201 (46.4 per cent) of the students were residing in the rural areas of the country.

Table 2.2a: Number of school-going children by age, sex, and residence

Residence	Age (Years)				Total
	3-6	7-12	13-15	16-18	
Urban	129,644	153,837	72,224	76,456	432,161
Male	65,190	76,137	34,995	36,688	213,010
Female	64,454	77,700	37,229	39,768	219,151
Rural	122,120	140,953	59,559	51,569	374,201
Male	61,737	72,937	29,843	24,596	189,113
Female	60,383	68,016	29,716	26,973	185,088
Total	251,764	294,790	131,783	128,025	806,362
Male	126,927	149,074	64,838	61,284	402,123
Female	124,837	145,716	66,945	66,741	404,239

Table 2.2b presents the proportional distribution of students aged 3 years and above based on the type of educational institution attended by individuals at the time of the Census, sex and residence.

Using information on the age profile of students, Table 2.2b reveals that 12.7 per cent of all persons undergoing formal education were between the ages of 3 and 6 years and attending Early Childhood Development educational institutions. About 52 per cent of persons in school were aged 7 to 12 years and attending primary schools across the country. Students attending lower and upper secondary and/or vocational educational institutions made up 34.0 per cent of the student population.

By residence, attendance rates of upper secondary school, vocational and tertiary educational institutions are noticeably higher among persons aged 16 years and above in urban areas compared with their peers in rural areas. On the other hand, a greater proportion of pupils/students in rural areas (58.6 per cent) are in primary school compared with their urban counterparts (47.5 per cent).

A comparison of male and female student's distribution among different levels of the education system show significantly higher proportion of males in upper secondary, vocational and tertiary educational institutions in the urban than in the rural areas.

Table 2.2b: Percentage distribution of the population 3 years and above currently attending school, by level of education, sex and residence

	Early Childhood	Primary	Lower Secondary	Upper Secondary	Vocational	Tertiary*	Total
Urban							
Male	12.3	46.9	18.3	18.6	1.4	2.6	100.0
Female	13.1	48.2	19.1	16.7	1.1	1.8	100.0
Both Sexes	12.7	47.5	18.7	17.7	1.2	2.2	100.0
Rural							
Male	12.3	57.4	16.8	12.1	0.8	0.6	100.0
Female	13.3	59.8	16.5	9.6	0.4	0.3	100.0
Both Sexes	12.8	58.6	16.7	10.9	0.6	0.4	100.0
Total							
Male	12.3	51.0	17.7	16.1	1.1	1.8	100.0
Female	13.2	52.6	18.1	14.1	0.8	1.2	100.0
Both Sexes	12.7	51.8	17.9	15.1	1.0	1.5	100.0

*Tertiary education includes: Diploma, bachelor, master's and doctoral levels

2.3 School Attendance Rates

This section focuses on current level of coverage of the school-age population. Table 2.3a presents data on student's Gross Attendance Rates (GAR) and Net Attendance Rate (NAR) of different categories of educational institutions at national and LGA levels.

The data shows that the Gross Attendance Rates (GAR) are higher ranging from 61.4 per cent (upper secondary schools) to 91.5 per cent (primary schools), if one leaves out early childhood development phase of the learning process which only registers a minor difference (3.6 per cent) between GAR and NAR among 3 to 6-year-olds. The Net Attendance Rates across the country for children aged between 7 and 12 years was 69.4 per cent. Among adolescents attending lower secondary and upper secondary schools, Net Attendance Rate was 32.7 and 24.1 per cent respectively.

Table 2.3a: GAR and NAR by education level by LGA and residence

LGA	School attendance rates (GAR) in (percentage)				School attendance rates (NAR) in (percentage)			
	Early Childhood	Primary	Lower Secondary	Upper Secondary	Early Childhood	Primary	Lower Secondary	Upper Secondary
Banjul	31.6	110.3	91.8	78.1	28.7	84.5	54.9	45.2
Kanifing	35.8	101.7	90.2	83.0	31.5	79.5	45.9	35.4
Brikama	33.7	100.1	83.2	71.3	28.7	75.8	37.5	26.4
Mansakonko	25.1	101.1	67.1	48.7	22.0	74.3	28.1	17.8
Kerewan	20.0	87.6	59.9	50.0	17.4	66.6	27.9	20.0
Janjanbureh	10.2	55.8	38.6	30.7	8.8	42.5	17.7	11.5
Kuntaur	14.7	71.7	53.2	47.6	12.4	55.2	24.6	18.9
Basse	16.6	82.5	43.6	28.8	14.3	60.2	16.8	10.0
Residence								
Urban	31.5	99.4	83.2	74.3	27.2	76.2	40.1	30.6
Rural	20.9	82.9	55.9	42.3	17.9	62.0	23.8	14.5
Total	26.3	91.5	70.9	61.4	22.7	69.4	32.7	24.1

At sub-national/LGA level, Table 2.3a also indicates large variations in GAR across the country, with differences being most pronounced at primary and lower secondary education levels, as exemplified by statistics for Banjul (primary, 110.3 per cent; lower secondary, 91.8 per cent) and Janjanbureh (primary, 55.8 per cent; lower secondary, 38.6 per cent). NAR statistics exhibit similar geographical differences, albeit slightly attenuated. In this regard, NAR for primary and lower secondary schools in Banjul are 84.5 per cent and 54.9 per cent respectively, compared with 42.5 per cent and 17.7 per cent in schools of similar category in Janjanbureh. Excluding (ECD) establishments, schools in Banjul, Kanifing and Brikama LGAs on average register gross attendance rates above 60.0 per cent. ECD establishments account for a minimum NAR of 8.8 per cent in Janjanbureh and maximum GAR of 35.8 per cent in Kanifing. In addition, Table 2.3a shows that GAR is highest within the primary school student population in urban areas across the country (99.4 per cent), and urban-rural differentials are more pronounced within lower secondary (27.3 per cent) and upper secondary (32.0 per cent) school establishments.

Table 2.3b presents gender parity indices computed for different categories of educational establishments. At the national level, computed GPI reveals marginally higher female enrolment rates in early childhood development (GPI=1.06) and primary education establishments (GPI=1.02), marginally lower enrolment rates in lower secondary (GPI=0.96) educational establishments, but significantly lower enrolment rates in upper secondary schools (GPI=0.78).

Table 2.3b GAR by education level, sex and residence

Residence	Early Childhood	Primary	Lower Secondary	Upper Secondary
Urban	31.5	99.4	83.2	74.3
Male	30.5	99.8	84.6	82.0
Female	32.4	99.1	81.9	67.3
GPI	1.06	0.99	0.97	0.82
Rural	20.9	82.9	55.9	42.3
Male	20.4	80.9	57.8	50.7
Female	21.4	85.1	53.9	34.6
GPI	1.05	1.05	0.93	0.68
Total	26.3	91.5	70.9	61.4
Male	25.6	90.6	72.3	69.4
Female	27.1	92.6	69.5	54.1
GPI	1.06	1.02	0.96	0.78

In general, students' place of residence has marginal effects on GPI at pre-school, primary and lower secondary levels of education, but results in significant differences in GPI at secondary school levels, viz., 0.82 and 0.68 in urban and rural areas respectively. In addition, GPI tends to work more in favour of girls than boys in primary and early childhood education levels. However, the disadvantage of girls regarding secondary school attendance is particularly pronounced in the rural areas where parity stands at 0.68 and 0.93 for upper and lower secondary education respectively.

2.4 School Life Expectancy

This section discusses School Life Expectancy (SLE), an indicator that measures the total number of years of schooling a person of a given age can expect to receive in the future.²

Sometimes the expected number of years of schooling is not equal to the expected number of grades successfully completed due to repetition of one or more grades by students/pupils. Within The Gambia education system however, repetition rates are quite low, thus expected and actual years of schooling are very close if not the same.

² SLE might be distorted to a greater or lesser degree by the prevalence and cumulative number of years resulting from students failing to obtain promotion to a higher grade, forcing them to get stuck at particular grade for an additional year.

Table 2.4a: SLE (years) by residence and sex

Residence	Male	Female	Both Sexes
Urban	11.5	10.7	11.1
Rural	9.4	8.4	8.8
Total	10.3	9.4	9.9

Table 2.4a presents SLE values for 7 year-old school-going children by sex and residence. On average, children resident in The Gambia are expected to stay in the education system for approximately 10 years. According to the data, SLE for a child resident in urban areas (11.1 years) is two years higher than his/her counterpart resident in rural areas. Additionally, an average male child resident in the rural area is expected to stay one year longer in the education system than the average female.

Arranged in descending order, SLE in Table 2.4b shows that children living in Kanifing, Banjul, Brikama and Mansakonko LGAs are more likely to endure by 1 to 5 years longer in the school system compared to children residing in Kerewan, Janjanbureh, Basse and Kuntaur LGAs. SLE differences at LGA level by sex, exhibit lower variability and generally less pronounced (0.1 to 1.2 years). Kerewan, Janjanbureh, Basse and Kuntaur SLEs are below the national average.

Table 2.4b: SLE (years) by residence and Sex

LGA	Male	Female	Both Sexes
Kanifing	11.9	11.2	11.5
Banjul	11.3	11.5	11.4
Brikama	11.7	10.5	11.1
Mansakonko	10.8	9.6	10.1
Kerewan	9.6	8.6	9.0
Janjanbureh	7.5	7.6	7.5
Basse	6.6	7.8	7.1
Kuntaur	5.8	5.7	5.7
Total	10.3	9.4	9.9

CHAPTER 3: EDUCATIONAL ATTAINMENT

Chapter 3 provides information on educational attainment of the population aged 3 years and above. The analysis presented herein is focused on educational attainment by sex, disability status, age and place of residence. The relationship between educational attainment and access to different information media and employment status amongst the population aged 7 years and above is also discussed under this chapter.

3.1 Educational Attainment by Sex and Residence

Table 3.1 shows the distribution of the population aged 3 years and above by educational attainment, sex and residence. It can be observed from the table that 44.7 per cent of the population³ had no formal education, whereas 2.2 per cent had tertiary education credentials. At the time of the census, persons whose highest level of educational achievement was primary and upper secondary school accounted for 22.3 per cent and 13.9 per cent of the relevant census population, respectively.

On a national scale, Table 3.1 shows that female educational achievement at the early childhood development and primary levels equalled or slightly surpassed that of males, but lower when compared at higher levels of education. Moreover, the female sub-population had a higher proportion of individuals with no education.

The proportion of the population that had no education was higher in the rural areas (56.9 per cent) compared to the urban areas (36.1 per cent). The proportion who attained primary education in the rural areas (22.7 per cent) is slightly higher than the urban areas (22.0 per cent). Concerning upper secondary education attainment, the proportion was higher in the urban (19.0 per cent) than in the rural areas (6.9 per cent). It is also observed that, the proportion was higher in the urban than in the rural areas for those who had lower secondary education. In both areas, vocational and tertiary education attainment accounted for the lowest proportions

³ Excluding infants below 3 years

Table 3.1: Educational attainment of the population 3 years and above by sex and residence

	Count			Per cent		
	Male	Female	Both sexes	Male	Female	Both sexes
Urban						
None	157,609	197,647	355,256	32.0	40.1	36.1
Early childhood	21,118	22,332	43,450	4.3	4.5	4.4
Primary	106,033	111,198	217,231	21.6	22.5	22.0
Lower Secondary	70,639	66,449	137,088	14.4	13.5	13.9
Upper Secondary	108,595	78,279	186,874	22.1	15.9	19.0
Vocational	7,322	5,456	12,778	1.5	1.1	1.3
Tertiary*	20,584	12,087	32,671	4.2	2.4	3.3
Total	491,900	493,448	985,348	100.0	100.0	100.0
Rural						
None	180,424	223,124	403,548	53.2	60.3	56.9
Early childhood	13,416	14,041	27,457	4.0	3.8	3.9
Primary	77,771	82,923	160,694	22.9	22.4	22.7
Lower Secondary	31,197	29,353	60,550	9.2	7.9	8.5
Upper Secondary	30,289	18,730	49,019	8.9	5.1	6.9
Vocational	2,754	1,049	3,803	0.8	0.3	0.5
Tertiary*	3,264	1,055	4,319	1.0	0.3	0.6
Total	339,115	370,275	709,390	100.0	100.0	100.0
None	338,033	420,771	758,804	40.7	48.7	44.7
Early childhood	34,534	36,373	70,907	4.2	4.2	4.2
Primary	183,804	194,121	377,925	22.1	22.5	22.3
Lower Secondary	101,836	95,802	197,638	12.3	11.1	11.7
Upper Secondary	138,884	97,009	235,893	16.7	11.2	13.9
Vocational	10,076	6,505	16,581	1.2	0.8	1.0
Tertiary*	23,848	13,142	36,990	2.9	1.5	2.2
Total	831,015	863,723	1,694,738	100.0	100.0	100.0

*Tertiary education includes study at diploma, bachelor, master's and doctoral levels

Table 3.2 shows percentage distribution of the population by educational attainment, Local Government Area and Sex. The data shows that Banjul and Kanifing which are entirely urban settlements have higher percentage of residents who obtained upper secondary, vocational and tertiary education. Approximately 2 in every 10 persons with a formal education background in these parts of the country have upper secondary (Grade 12) credentials.

Table 3.2: Percentage distribution of the population aged 3 years and over by educational attainment, LGA and sex

	None	Early childhood	Primary	Lower Secondary	Upper Secondary	Vocational	Tertiary*	Total
LGA	Male							
Banjul	28.9	2.9	19.0	16.5	27.1	1.3	4.2	100.0
Kanifing	27.8	4.4	19.9	14.5	25.8	1.8	5.7	100.0
Brikama	32.7	5.0	23.4	14.7	19.6	1.3	3.3	100.0
Mansakonko	45.0	4.2	26.5	10.7	11.1	1.1	1.3	100.0
Kerewan	48.8	3.6	24.0	10.5	11.0	1.3	0.8	100.0
Kuntaur	70.1	2.3	15.0	5.5	6.1	0.6	0.5	100.0
Janjanbureh	60.2	2.8	18.8	7.7	8.7	0.7	1.1	100.0
Basse	57.1	3.3	24.0	7.7	6.7	0.4	0.7	100.0
Total	40.6	4.2	22.1	12.3	16.7	1.2	2.9	100.0
LGA	Female							
Banjul	32.1	3.5	20.6	15.0	23.6	1.5	3.8	100.0
Kanifing	34.7	4.6	21.4	14.3	19.7	1.5	3.8	100.0
Brikama	41.7	5.2	23.9	13.4	13.2	0.8	1.7	100.0
Mansakonko	51.1	4.1	27.7	9.8	6.4	0.4	0.3	100.0
Kerewan	57.2	3.6	22.9	8.8	6.9	0.5	0.2	100.0
Kuntaur	71.8	2.1	16.7	5.4	3.8	0.1	0.1	100.0
Janjanbureh	63.4	2.8	19.5	7.9	5.8	0.2	0.3	100.0
Basse	65.5	3.1	22.3	5.8	2.9	0.2	0.2	100.0
Total	48.7	4.2	22.5	11.1	11.2	0.8	1.5	100.0
LGA	Both sexes							
Banjul	30.3	3.2	19.7	15.8	25.5	1.4	4.0	100.0
Kanifing	31.3	4.5	20.6	14.4	22.8	1.6	4.8	100.0
Brikama	37.2	5.1	23.7	14.0	16.4	1.1	2.5	100.0
Mansakonko	48.2	4.2	27.1	10.2	8.7	0.7	0.8	100.0
Kerewan	53.2	3.6	23.4	9.6	8.9	0.9	0.5	100.0
Kuntaur	71.0	2.2	15.9	5.5	4.9	0.3	0.3	100.0
Janjanbureh	61.9	2.8	19.2	7.8	7.2	0.4	0.7	100.0
Basse	61.6	3.2	23.1	6.7	4.7	0.3	0.4	100.0
Total	44.7	4.2	22.3	11.7	13.9	1.0	2.2	100.0

**Tertiary education includes study at diploma, bachelor, master's and doctoral levels*

With the exception of (primary and ECD) education, the proportion of males with comparable educational achievement is consistently higher than females at all educational levels in all LGAs.

Whereas male residents of Banjul have a higher proportion of individuals who have completed lower secondary school (Grade 9) and upper secondary school (Grade 12), gender differences (1.5 per cent to 3.6 per cent) are small compared to male-female differential achievement at these levels in other LGAs.

3.3 Educational Attainment by Disability Status

Table 3.3 shows that 11.4 per cent of persons with disabilities who have ever attended school are reported as having educational credentials at and beyond upper secondary school level. Concurrently, 13.9 per cent had primary education credentials or lower (ECD). Across all educational levels, persons with disabilities possessing vocational education credentials made up the smallest group and those with primary education the largest group. About 2 per cent of males and 0.6 per cent of females make up 1.2 per cent of persons with disabilities with tertiary education credentials.

Table 3.3 also indicates a higher proportional representation of males among persons with disabilities across all levels of education from ECD to Tertiary. Females, on the other hand, accounted for the highest proportion (74.1 per cent) of those with no education compared to 60.4 per cent of their male counterparts.

Table 3.3: Percentage distribution of the population with disabilities 3 years and over by educational attainment and sex

Sex	None	Early Childhood	Primary	Lower Secondary	Upper Secondary	Vocational	Tertiary*	Total
Male	60.4	1.1	13.8	8.9	12.8	1.3	1.9	100.0
Female	74.1	1.0	11.8	6.1	6.0	0.4	0.6	100.0
Both sexes	67.3	1.1	12.8	7.5	9.4	0.8	1.2	100.0

**Tertiary education includes study at diploma, bachelor, master's and doctoral levels*

3.4 Educational attainment by age

Table 3.4 illustrates the proportion of the population aged 15 years and above who reported to have attained a level in an educational institution at the time of the census. Of those who attained upper secondary education, the majority (35.7 per cent) were aged 20 to 24 years. Also, 2 in every 10 adults aged below 20 and 25-29 years (24.1 per cent and 25.4 per cent respectively) had attained upper secondary (grade 12) level. About one-fifth (18.4 per cent) of the age-group 35 to 39 years also had upper secondary education.

The data further reveals that the proportions of lower secondary education attainment was higher among the age-group 15-19 years (37.0 per cent) than the 20-24 and 25-29 year olds combined. Primary school attainment did not show huge difference among the different cohorts from 15 to 44 years. It ranges from 10.2 per cent to 12.9 per cent. Beyond the age 44 years for primary, 34 years for lower and upper secondary levels, the attainment declines as age increases.

Table 3.4: Educational attainment by Age-group 15 years and above

Age group	None	Early childhood	Primary	Lower Secondary	Upper Secondary	Vocational	Tertiary*	Total
15-19	24.9	0.2	12.9	37.0	24.1	0.4	0.4	100.0
20-24	31.8	0.3	10.7	15.4	35.7	2.1	4.0	100.0
25-29	41.2	0.4	11.2	14.3	25.4	2.6	4.9	100.0
30-34	49.0	0.4	12.0	11.9	20.2	1.8	4.6	100.0
35-39	53.2	0.4	12.1	9.8	18.4	1.7	4.4	100.0
40-44	58.9	0.4	10.2	7.8	16.5	1.7	4.5	100.0
45-49	64.1	0.4	8.4	6.4	14.5	1.6	4.6	100.0
50-54	70.8	0.4	6.8	4.6	11.7	1.5	4.2	100.0
55-59	71.0	0.4	6.6	4.3	11.4	1.4	4.9	100.0
60-64	78.3	0.4	4.9	3.3	8.4	1.1	3.5	100.0
65-69	79.6	0.4	4.7	3.2	7.7	1.0	3.5	100.0
70-74	86.4	0.3	3.4	2.1	5.4	0.7	1.7	100.0
75-79	87.0	0.3	3.3	1.8	5.2	0.6	1.7	100.0
80-84	91.5	0.2	2.5	1.4	3.1	0.4	0.8	100.0
85+	92.1	0.3	2.5	1.5	2.7	0.3	0.6	100.0

**Tertiary education includes study at diploma, bachelor, master's and doctoral levels*

The proportion of tertiary education attainment shows similar pattern among the age-groups between 20 and 59 years. The population who had tertiary education was highest among the age-groups 25-29 and 55-59 years each with 4.9 per cent. Across all age-groups, the proportion of persons with vocational education was less than 3 per cent, the highest among individuals aged 25-29 years (2.6 per cent).

Proportionally, persons with no education was higher among the older age groups. Among the age-groups 15-34 years, persons with no education at the time was highest among those aged 30-34 years (49.0 per cent), followed by persons aged 25-29 years (41.2 per cent), and 20-24 years (24.9 per cent).

3.5 Educational attainment and employment status

During the Census, questions of economic activity were administered to the population 7 years and over. Data relevant to employment status and educational attainment is presented in Table 3.5

It can be observed from the table that the largest group of people in employment (56.7 per cent) comprises of individuals with no education credentials. This is mainly attributed to the proportion of population with no education who are engaged in agricultural activities. Persons with upper secondary and primary education accounted for (16.3 per cent) and (11.2 per cent) of the employed

population respectively. The least represented among the employed persons are those with early childhood education (0.4 per cent), and vocational education credentials (1.4 per cent). Noticeably, persons with primary education credentials accounted for more than one-third (35.1 per cent) and those with no education (28.3 per cent) of all unemployed persons. Slightly more than 16.0 per cent each for upper secondary (Grade 12) and lower secondary (Grade 9) graduates are unemployed, and persons with vocational and tertiary educational qualifications account for 1.0 per cent and 1.6 per cent of the unemployed population respectively.

Table 3.5: Percentage distribution of the economically active population 7 years and over by sex and educational attainment

Sex		None	Early Childhood	Primary	Lower Secondary	Upper Secondary	Vocational	Tertiary*	Total
Male	Employed	50.5	0.4	10.9	11.8	20.2	1.6	4.6	100.0
	Unemployed	19.5	1.5	39.2	17.3	19.2	1.2	2.1	100.0
Female	Employed	65.4	0.4	11.6	8.0	10.8	1.1	2.8	100.0
	Unemployed	34.5	1.3	32.2	15.6	14.4	0.8	1.2	100.0
Both sexes	Employed	56.7	0.4	11.2	10.2	16.3	1.4	3.9	100.0
	Unemployed	28.3	1.4	35.1	16.3	16.4	1.0	1.6	100.0

**Tertiary education includes study at diploma, bachelor, master's and doctoral levels*

Table 3.6 shows percentage distribution of the population 7 years and above by educational attainment for different types of employment. Among the population employed for pay, those with lower secondary education attainment constitute the most dominant sub-population (35.1 per cent) and those with no education least dominant at 0.3 per cent. For the self-employed sub-population, the proportion range from 0.4 per cent for those with early childhood education to 64.5 per cent for those with no education. In addition, population groups with no education and upper secondary education encompass highest proportions of employers with 38.3 per cent and 26.6 per cent respectively. The proportion of persons employed as unpaid family workers decreases with increasing educational attainment.

Table 3.6: Percentage distribution of the employed population 7 years and over by employment status and educational attainment

Employment status	None	Early Childhood	Primary	Lower Secondary	Upper Secondary	Vocational	Tertiary*	Total
Employment for Pay	0.3	9.3	13.4	35.1	4.0	12.7	25.3	100.0
Self Employed	64.5	0.4	12.2	9.9	11.4	0.6	1.0	100.0
Employer	38.3	0.4	10.9	12.8	26.6	2.7	8.4	100.0
Unpaid Family Worker	79.7	0.4	9.8	5.5	4.2	0.2	0.2	100.0
Other	43.2	0.5	22.1	20.3	10.6	0.7	2.7	100.0
Not Stated	55.6	0.4	11.1	12.3	16.0	1.4	3.3	100.0
Total	56.7	0.4	11.2	10.2	16.3	1.4	3.9	100.0
Count	348,865	2,395	68,725	62,596	100,121	8,557	23,824	615,083

**Tertiary education includes study at diploma, bachelor, master's and doctoral levels*

Presented in Table 3.7 are frequency distributions of the population 7 years and over, in different occupational categories disaggregated by sex and educational attainment. It is observed from the table that, the population with upper secondary (30.9 per cent) and tertiary education (60.9 per cent) virtually fill the ranks of legislators and senior (public) officials and professionals. Concurrently, 30.0 per cent to about 60 per cent of persons identified as professionals, technicians and clerical support workers, possess upper secondary and tertiary education credentials. In general, other occupational categories employed higher proportions of individuals with lower educational attainment especially the agricultural sector which employed about 79.0 per cent of those with no education.

Furthermore, the table reveals a comparatively larger population of female agricultural workers are persons with no education. Majority of the female legislators and senior officials attained tertiary education (65.0 per cent) and upper secondary education (29.1 per cent), in other occupational classes, variations in the proportion of males and females with similar educational attainment are less clear-cut.

Table 3.7: Percentage distribution of the population 7 years and over employed by occupation, sex and educational attainment

Occupation	Educational Attainment							Total
	None	Early Childhood	Primary	Lower Secondary	Upper Secondary	Vocational	Tertiary*	
Male								
Legislators, Senior Officials and Managers	1.9	0.0	0.1	0.1	31.4	6.8	59.8	100.0
Professionals	0.5	0.0	0.0	0.1	41.4	12.0	46.1	100.0
Technicians and Associate Professionals	11.8	0.2	5.9	11.0	45.6	5.5	20.1	100.0
Clerical Support Workers	6.1	0.1	3.2	8.1	57.6	6.6	18.3	100.0
Services, Shop & Market sales workers	42.1	0.4	9.1	12.5	31.1	1.6	3.2	100.0
Agricultural Workers	77.7	0.4	9.6	6.2	5.8	0.3	0.2	100.0
Craft and Related trade workers	44.3	0.5	16.2	18.7	17.7	0.9	1.8	100.0
Plant/ Machine Operators	46.3	0.4	16.0	17.8	18.1	0.7	0.8	100.0
Elementary occupations	53.2	0.6	14.1	17.6	13.2	0.6	0.9	100.0
Other	36.1	0.1	3.5	9.0	45.6	1.8	3.9	100.0
Not stated	17.2	1.6	40.6	17.7	19.6	1.3	2.1	100.0
Total	35.3	0.9	24.8	14.5	19.7	1.4	3.4	100.0
Female								
Legislators, Senior Officials and Managers	0.3	0.0	0.3	0.3	29.1	5.2	65.0	100.0
Professionals	0.2	0.0	0.0	0.1	44.4	11.8	43.6	100.0
Technicians and Associate Professionals	8.9	0.2	3.7	8.8	48.4	7.1	22.9	100.0
Clerical Support Workers	2.0	0.2	1.6	6.9	55.7	8.8	24.9	100.0
Services, Shop & Market sales workers	52.8	0.5	12.9	13.0	17.8	1.1	1.9	100.0
Agricultural Workers	79.8	0.4	11.6	5.4	2.7	0.1	0.0	100.0
Craft and Related Trade Workers	51.8	0.5	16.6	13.8	14.0	1.3	2.1	100.0
Plant/ Machine Operators and Assemblers	55.9	0.6	12.9	11.6	16.6	1.0	1.3	100.0
Elementary Occupations	53.4	0.6	17.2	17.2	10.6	0.5	0.7	100.0
Other	66.1	0.3	8.6	8.2	15.0	0.8	1.1	100.0
Not stated	26.8	1.5	37.7	16.7	15.1	0.9	1.3	100.0
Total	45.2	1.0	25.1	13.0	13.1	0.9	1.8	100.0
Both sexes								
Legislators, Senior Officials and Managers	1.5	0.0	0.2	0.1	30.9	6.5	60.9	100.0
Professionals	0.4	0.0	0.0	0.1	42.4	11.9	45.3	100.0
Technicians and Associate Professionals	11.1	0.2	5.4	10.4	46.3	5.9	20.8	100.0
Clerical Support Workers	4.3	0.1	2.5	7.6	56.7	7.6	21.3	100.0
Services, Shop & Market Sales workers	47.5	0.4	11.1	12.7	24.4	1.4	2.5	100.0
Agricultural Workers	78.9	0.4	10.7	5.7	4.0	0.2	0.1	100.0
Craft and Related Trade Workers	44.8	0.5	16.3	18.3	17.4	1.0	1.8	100.0
Plant/ Machine Operators	46.6	0.5	15.9	17.6	18.0	0.7	0.8	100.0
Elementary Occupations	53.3	0.6	16.4	17.3	11.2	0.5	0.7	100.0
Other	61.0	0.3	7.8	8.3	20.2	0.9	1.6	100.0
Not stated	22.3	1.5	39.1	17.2	17.2	1.0	1.7	100.0
Total	40.4	1.0	24.9	13.7	16.4	1.2	2.6	100.0

*Tertiary education includes study at diploma, bachelor, master's and doctoral levels

During the Census, the population 7 years and above were asked if they had access, at least once a week, to the following information media: newspaper/magazine, radio, television (TV), mobile phone, fixed-line/land phone and computer. The responses in Table 3.8 show that the population has greatest access to radio (87.1 per cent) and mobile phones (79.1 per cent) among all media types. Access to Information and Communications Technology (ICT)⁴ was lowest among fixed-line/land phone users.

The data further shows that as the educational level increases, the proportion of the population accessing information media, also increases. For newspaper/magazine in particular, readership ranges from 2.5 per cent among persons with no educational attainment to 73.6 per cent among individuals who reported possessing tertiary education credentials. Similar patterns can also be observed for access to TV, mobile phone, fixed-line/land phone and computer. For TV, the proportion range from 64.8 per cent for those with early childhood education to 89.0 per cent for those with tertiary education credentials.

Table 3.8: Population with access to ICT by educational attainment

Educational attainment	Newspapers	Radio	Television	Mobile Phone	Land Phone	Computer
None	2.5	85.0	56.5	79.5	3.4	2.2
Early Childhood	5.0	76.6	64.8	55.0	3.4	2.6
Primary	6.9	84.3	69.3	66.4	3.6	3.8
Lower Secondary	20.4	91.1	77.1	83.7	4.7	12.3
Upper Secondary	42.3	92.7	83.7	91.8	8.3	31.1
Vocational	53.2	92.1	85.5	92.8	11.9	46.6
Tertiary*	73.6	92.6	89.0	94.3	20.3	69.7
Total	15.0	87.1	68.2	79.1	4.9	10.9

**Tertiary education includes study at diploma, bachelor, master's and doctoral levels*

⁴ This encompasses, mobile phones, fixed-line/land phones and computers

CHAPTER 4: LITERACY

This chapter provides a snapshot of literacy status among the population aged 15 years and above; and 15 to 24 years⁵. Each section of this chapter starts by highlighting contrasts in the proportion of the population who is literate by areas of Residence, Sex and LGA. It then focuses on the language of literacy, in an attempt to inform specific ongoing literacy programs in the education system.

The household heads/respondents were asked if they or any member of their households aged 7 years and over could read and/or write in any language using Arabic, Roman⁶ or both characters, and their response recorded accordingly. The analysis below will provide information on the literacy status of the population aged 15 years and above by sex, area of residence and LGA.

4.1 Literacy among persons aged 15 years and above.

Table 4.1 shows that 55.1 per cent of the population aged 15 years and over reported being literate (can read and write). Specifically, literacy within the general population above 15 years is proportionally much higher among urban residents (64.2 per cent) compared to rural residents (40.5 per cent). Likewise, literacy is higher among males (65.9 per cent) than their female counterparts (45.0 per cent).

Table 4.1: Literacy status of population aged 15 years and above by sex and residence

Literacy status	Male	Female	Urban	Rural	Total
Read and Write	65.9	45	64.2	40.5	55.1
Read only	6.1	8.9	5.5	10.8	7.5
Cannot read or write	28	46.1	30.3	48.7	37.4
Total	100	100	100	100	100

4.2 Literacy by sex and LGA

Table 4.2 presents adult literacy data disaggregated by sex and Local Government Area. The table reveals that literacy rates among Banjul, Kanifing, and Brikama residents are at least 60 per cent and it is lowest among Kuntaur, Basse and Janjanbureh residents whose literacy rates are below the national average. Literacy rates among males are also consistently higher by 10.0 per cent to 28.0 per cent compared to their female counterparts within the same LGA. Overall, Kuntaur (14.7 per cent) and Janjanbureh (12.6 per cent) have the highest proportion of persons who could only read written text at the time of the census.

⁵ UNESCO standard definition of youth

⁶ Basic Latin and Latin extended

Table 4.2: Literacy by sex and LGA

LGA	Male			Female			Both Sexes		
	Read and Write	Read only	Cannot read or write	Read and Write	Read only	Cannot read or write	Read and Write	Read only	Cannot read or write
Banjul	74.2	3.7	22.1	64.4	2.8	32.8	69.8	3.3	26.9
Kanifing	76.8	4.1	19.1	61.9	4.7	33.4	69.4	4.4	26.2
Brikama	70.8	4.5	24.7	51.5	5.9	42.6	61.1	5.2	33.7
Mansakonko	64.8	6.7	28.5	37.2	12.8	49.9	49.7	10.1	40.3
Kerewan	60.4	8.7	30.9	35.6	13.1	51.3	46.9	11.1	42.0
Kuntaur	43.6	12.2	44.2	22.4	16.8	60.8	31.9	14.7	53.4
Janjanbureh	48.6	10.4	41.0	30.1	14.5	55.4	38.5	12.6	48.8
Basse	45.9	10.1	44.1	22.7	14.0	63.3	32.9	12.3	54.9
Total	65.9	6.2	28.0	45.0	8.9	46.1	55.1	7.6	37.4

4.3 The literate sub-population by literacy skills and residence

Table 4.3 provides additional information on the literacy status of residents in urban and rural areas who are reported as being literate, as recorded in Table 4.1. Of the population who reported being literate, slightly more than one-third (38.7 per cent) are literate in languages transcribed in Roman/Latin characters, whilst 15.0 per cent are literate in languages written in Arabic script. A small number (1.8 per cent) of individuals within the literate sub-population are literate in languages expressed in both Roman and Arabic scripts.

Table 4.3: Percentage of the literate sub-population by literacy skills and residence

Literacy Skills	Urban	Rural	Total
Literate in Arabic	12.0	19.2	15.0
Literate in Roman	47.9	26.0	38.7
Literate in both Arabic and Roman scripts	2.2	1.2	1.8
Literate in other scripts	0.2	0.1	0.1
Not stated	37.7	53.5	44.3
Total	100.0	100.0	100.0

4.4 The literate sub-population by literacy skills and sex

Table 4.4 shows the breadth of literacy skills of males and females from amongst The Gambia's literate sub-population aged 15 years and above. Analysis show that men have literacy rates approximately 5 per cent higher in Arabic and Roman scripts compared to women. Across all the literacy skills, male tend to have higher proportions than their female counterparts. Noticeably, the proportion of persons literate in both Arabic and Roman scripts is higher among males (2.4 per cent) than females (1.2 per cent).

Table 4.4: Percentage of the literate sub-population by literacy skills and sex

Literacy Skills	Male	Female	Total
Literate in Arabic	17.5	12.7	15.0
Literate in Roman	41.4	36.2	38.7
Literate in both Arabic and Roman scripts	2.4	1.2	1.8
Literate in other scripts	0.1	0.1	0.1
Not stated	38.6	49.8	44.3
Total	100.0	100.0	100.0

4.5 Literacy among persons aged 15-24 years⁷

Table 4.5 shows that about 72 per cent of youth aged 15-24 years are literate. It further shows that, 79.3 per cent of the urban residents can read and write compared to 60.0 per cent of their rural counterparts. The proportion of male literacy (76.9 per cent) is higher than that of the female (67.4 per cent). Significantly, about 1 in 4 (22.5 per cent) young people were reported as being illiterate, and most of these youth live in rural areas where the rate of illiteracy is nearly double the same metric among urban youth of similar age-group.

Table 4.5: Literacy status among persons aged between 15 and 24 years by sex and residence

Literacy status	Male	Female	Urban	Rural	Total
Read and write	76.9	67.4	79.3	60.0	71.9
Read only	4.7	6.4	3.7	8.5	5.6
Cannot read or write	18.4	26.2	17.0	31.5	22.5
Total	100.0	100.0	100.0	100.0	100.0

⁷ UNESCO standard definition of youth

Table 4.6 provides detailed and specific information on the literacy skills as recorded in Table 4.5. Approximately 3 out of 4 youth (74.6 per cent) is reportedly literate in one or more languages written in Roman/Latin characters. Literacy rates in languages written in Arabic script was 21.9 per cent, 3 out of 4 times less widespread compared to Roman script.

Table 4.6 also shows that literacy in the Arabic script is higher among rural youth (34.1 per cent) than their urban counterparts (15.7 per cent), even though literacy in Arabic script is still small in comparison to literacy in Roman script among youth residing in the rural areas (62.8 per cent). A small proportion of the youth (3.4 per cent) are literate in both Arabic and Roman script. Whereas literacy skills derived from functional use of Roman/Latin characters is proportionally higher among females (76.9 per cent) than males, the reverse is true when it comes to literacy of texts in Arabic script. The table further shows that between 2.8 per cent and 4.0 per cent of the youth are literate in languages written in both Roman and Arabic scripts.

Table 4.6: Percentage of the literate population aged 15 to 24 years by literacy Skills, sex, and residence

Type of script	Male	Female	Urban	Rural	Total
Literate in Arabic	23.6	20.1	15.7	34.1	21.9
Literate in Roman	72.2	76.9	80.5	62.8	74.6
Literate in both Arabic and Roman scripts	4.0	2.8	3.6	2.9	3.4
Literate in other scripts	0.1	0.2	0.2	0.2	0.1
Total	100.0	100.0	100.0	100.0	100.0

Proportionally, Table 4.7 shows that more male literate youth aged 15 to 24 years (82.8 per cent to 84.9 per cent) are resident in Banjul, Brikama and Kanifing LGA. Elsewhere, with the possible exception of Kuntaur, Basse and Janjanbureh LGAs, literacy rates among male youth exceed 60.0 per cent. It is also observed that male literacy rates are at least five percentage points higher compared to female in six LGAs. Exceptionally, Banjul's male and female youth are almost at par in terms of literacy.

Gender disaggregated data further shows that female youth illiteracy is higher in Basse (59.7 per cent) and Kuntaur (60.5 per cent). At the lower end of the scale, illiteracy among male youth in Kanifing and Brikama is reported at 15.1 per cent and 16.8 per cent, respectively. The proportion of young people who can only read is 4.7 per cent (males) and 6.4 per cent (females).

At national level, youth literacy rate stands at 71.9 per cent with Banjul, Brikama and Kanifing LGAs recording the highest proportions ranging from 79.5 per cent to 82.6 per cent. Analysis further indicates that a little over a quarter (22.5 per cent) of the youth cannot read or write at the time of the census. Youth illiteracy was lowest in Banjul and Kanifing LGAs recording 17.5 per cent each, and highest in Kuntaur and Basse with (53.9 per cent and 51.3 percent respectively).

Table 4.7: Literacy status among persons aged 15 to 24 years by LGA and sex

LGA	Male			Female			Both sexes		
	Read and write	Read only	Cannot read or write	Read and write	Read only	Cannot read or write	Read and write	Read only	Cannot read or write
Banjul	82.8	2.7	14.5	82.4	1.8	15.8	82.6	2.3	15.2
Kanifing	84.9	2.7	12.4	80.3	3.1	16.6	82.5	2.9	14.6
Brikama	83.2	2.9	13.9	76.0	3.9	20.1	79.5	3.4	17.0
Mansakonko	81.2	3.8	14.9	67.5	8.5	24.0	74.0	6.3	19.7
Kerewan	73.3	6.6	20.1	60.9	9.1	30.0	66.6	8.0	25.4
Kuntaur	54.6	11.2	34.2	39.5	13.8	46.7	46.2	12.7	41.2
Janjanbureh	59.3	8.7	32.0	52.5	10.8	36.7	55.6	9.8	34.5
Basse	58.4	8.6	33.0	40.3	12.4	47.3	48.7	10.6	40.7
Total	76.9	4.7	18.4	67.4	6.4	26.2	71.9	5.6	22.5

CONCLUSION

Inferences drawn from the preceding findings are presented in the form of concluding remarks as follows:

- Historical and current school attendance rates are strongly related to gender and residency of individuals, the latter variable plausibly exerting a stronger influence on attendance rates. Notwithstanding, the improvement of school attendance remains a challenge in most LGAs.
- With regard to the demographic make-up of 3 to 18 year olds, children between 3 and 6 years are under-represented in the student population. On the other hand, attendance rates of 7 to 12 year olds surpass their fractional representation in the student population.
- Many children attending Primary, Lower and Upper Secondary schools are starting school later than the official age of entry and/or repeating specific grades.
- Gender enrolment disparities in favour of males are more prominent at Upper Secondary school level and in rural areas.
- School Life Expectancy (SLE) is apparently related to a child's sex and modulated by spatial and urbanization factors. Based on the 2013 Census findings there is a need to redouble and focus efforts on up-scaling SLE.
- The fraction of the population who can read closely matches the size of the population with a personal history of school attendance among both sexes in rural and urban areas. To this effect, Roman/Latin script represents the dominant vehicle for expressing literacy skills in one or more languages for a large majority of people within the functionally literate population, despite recorded regional and gender differences in literacy rates in other scripts.
- Literacy rates among 15 to 24 year olds are well above comparative statistics at national level and for both sexes. However, tackling youth illiteracy, especially in rural areas, remains a major challenge facing communities and administrators within educational system.
- With few exceptions, males have higher educational attainment than females both within the general population and among the sub-population of persons with disabilities.
- The population fraction that have never been is much higher among females aged 15 years and above and rural residents. The high proportion of persons without education and relatively low educational attainment rates at upper secondary and post-secondary education raises questions

about students' pass rates at Grades 6, 9 and 12, and the absorptive capacity of school system at higher echelons.

- The census data suggests an apparently strong correlation between educational attainment, employment status and form of employment, which shows a sign of larger percentage of unemployed and non-paid employee workforces among persons with lowest educational attainment.
- Size notwithstanding, the group of persons with vocational education appears to be the most resilient segment of the workforce.
- Employed persons tend to concentrate in occupations that commensurate with their educational attainment. As a result, groups with ECD and primary education are generally affiliated with manual jobs, and those with secondary and tertiary education with less physically demanding and/or manual jobs.
- Educational attainment is strongly correlated with access to information media, especially print media.