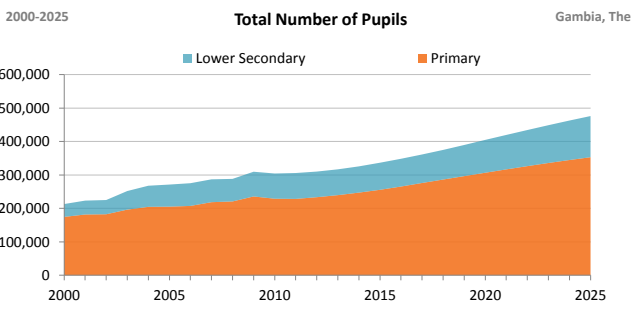
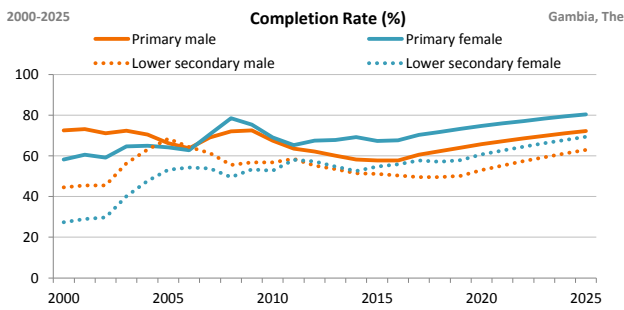
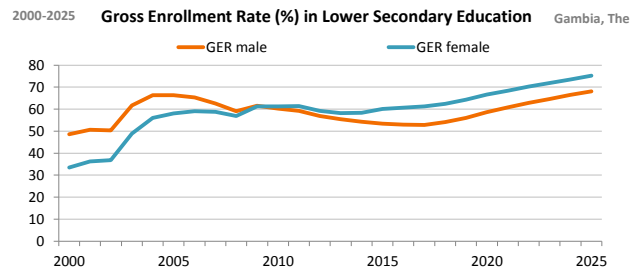
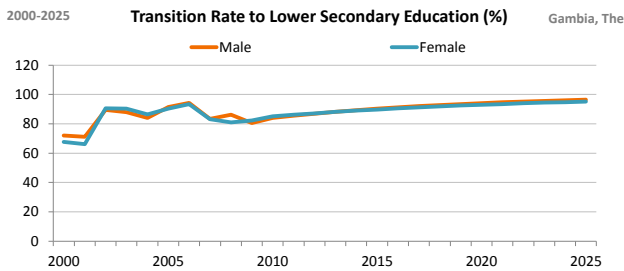
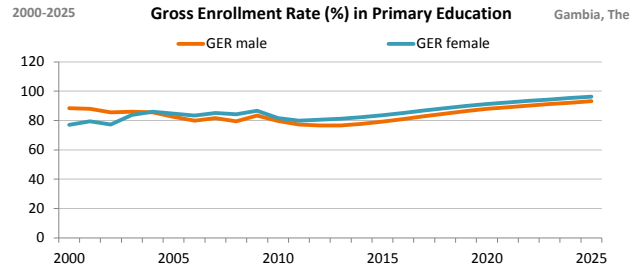
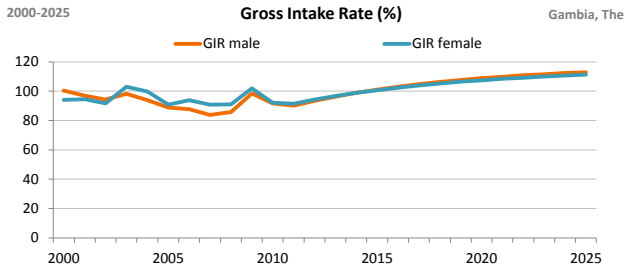


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Gambia, The



DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR) Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Gross Enrollment Rate (GER) Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

Transition Rate The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

Completion Rate The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

Primary Education At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

Lower Secondary Education At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

PRIMARY	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
	2000	174,625	100	94	88	77	73
2001	181,835	97	94	88	79	73	61
2002	182,562	94	92	86	77	71	59
2003	196,426	98	103	86	84	72	65
2004	204,731	94	100	86	86	71	65
2005	205,347	89	91	82	85	66	64
2006	207,474	88	94	80	83	64	63
2007	218,638	84	91	82	85	69	71
2008	220,931	86	91	80	84	72	79
2009	235,826	99	102	83	87	73	75
2010	229,013	92	92	80	82	67	69
2011	228,495	90	92	77	80	64	65
2012	233,583	93	94	77	81	62	68
2013	239,746	96	97	77	81	60	68
2014	247,297	99	99	78	82	58	69
2015	255,667	101	101	79	84	58	67
2016	265,440	103	102	81	85	58	68
2017	276,070	105	104	83	87	61	70
2018	286,315	106	105	85	88	62	72
2019	296,559	108	106	86	90	64	73
2020	306,644	109	107	88	91	66	75
2021	316,693	110	108	89	92	67	76
2022	326,484	111	109	90	93	69	77
2023	335,862	112	110	91	94	70	78
2024	344,740	112	111	92	95	71	79
2025	353,083	113	111	93	96	72	80

LOWER SECONDARY	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %	Female %
	2000	38,418	72	68	49	33	45
2001	41,493	71	66	51	36	45	29
2002	42,569	89	91	50	37	45	30
2003	55,559	88	90	62	49	56	40
2004	63,139	84	86	66	56	63	48
2005	66,026	91	90	66	58	68	53
2006	67,937	94	93	65	59	64	54
2007	68,336	83	83	63	59	61	54
2008	67,432	86	81	59	57	56	50
2009	73,855	81	82	61	61	57	53
2010	75,398	84	85	60	61	57	53
2011	77,408	85	86	59	61	59	58
2012	76,621	87	87	57	59	55	57
2013	77,127	88	88	55	58	53	55
2014	78,441	89	89	54	58	52	53
2015	81,003	90	90	53	60	51	55
2016	82,992	91	90	53	61	50	56
2017	85,229	92	91	53	61	50	58
2018	88,641	93	92	54	62	50	57
2019	93,108	93	92	56	64	50	58
2020	98,257	94	93	59	67	53	61
2021	103,076	95	93	61	68	55	63
2022	107,951	95	94	63	70	57	64
2023	112,939	96	94	65	72	59	66
2024	118,045	96	95	66	74	61	68
2025	123,140	96	95	68	75	63	69

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

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