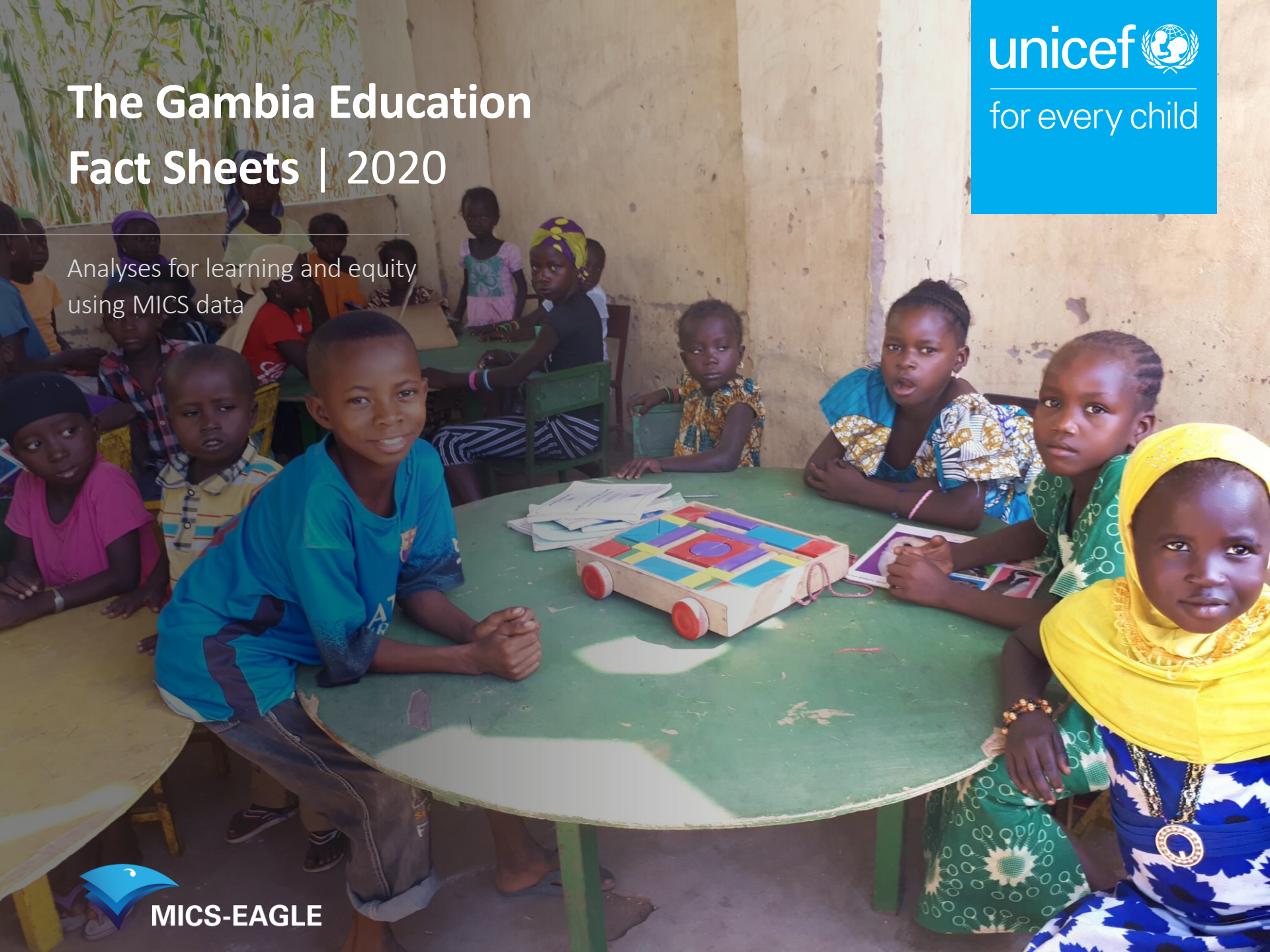
The Gambia Education Fact Sheets | 2020

Analyses for learning and equity using MICS data



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MICS-EAGLE

Acknowledgements

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of this fact sheet is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category. Profiling answers questions such as “what percentage of a key population group is male and what percentage is female?” or “what percentage of a key population group lives in rural and what percentage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent.

For example, a profile of children not completing upper secondary education will show what the main characteristics of children in the key population group for this indicator are. As upper secondary completion rates look into children aged 3–5 years older than the entry age for children for the last grade of upper secondary school, which is 18 years-old, the target population will be children aged 21–23 years who have not completed primary education. In The Gambia, 38.7 per cent of male children and 3.8 per cent of female children of the key population group not completing primary education. In turn, 26.7 per cent of children of the target population not completing primary education live in urban areas, with 53.8 per cent no completing in rural areas.

How is this fact sheet structured?

The MICS-EAGLE initiative offers activities at the national, regional, and global level. The seven topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):

Access and Completion

Skills
(learning outcomes, ICT skills and literacy rate)

Inclusive Education
(with a focus on disability)

Early Learning

Out-of-School Children

Repetition and Dropouts
(Internal Efficiency)

Child Protection
(child labour and child marriage)

Topic 1 Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills?
2. What characteristics are linked to higher reading and numeracy skills?
3. What is the percentage of each group of young people that are literate and what is the share that have ICT skills?
4. What is the profile of children not learning?

Foundational reading and numeracy skills (based on expectations for grades 2 and 3)

FIGURE 1 Share of children with foundational skills by grade

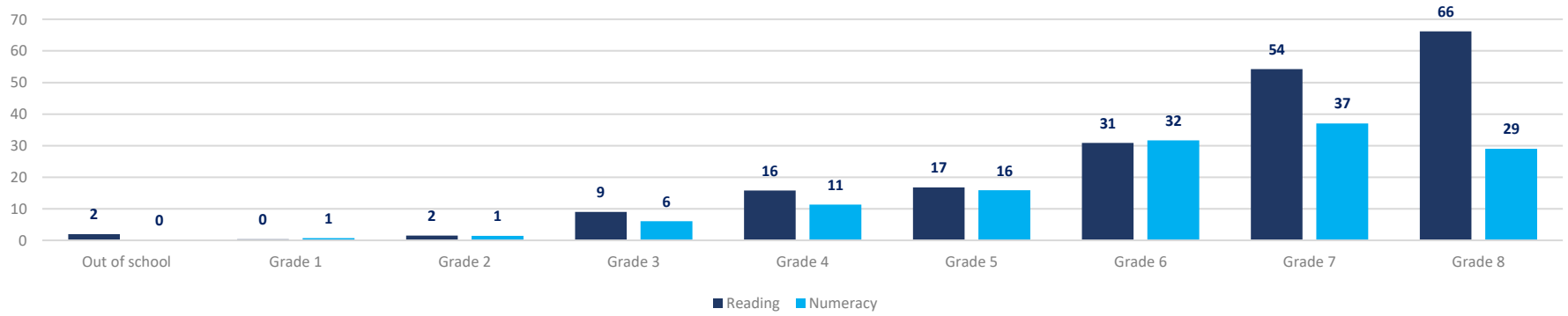
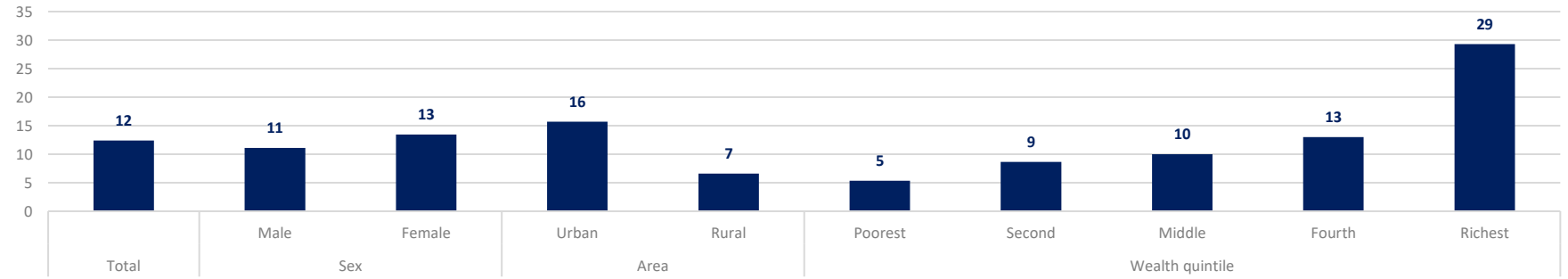
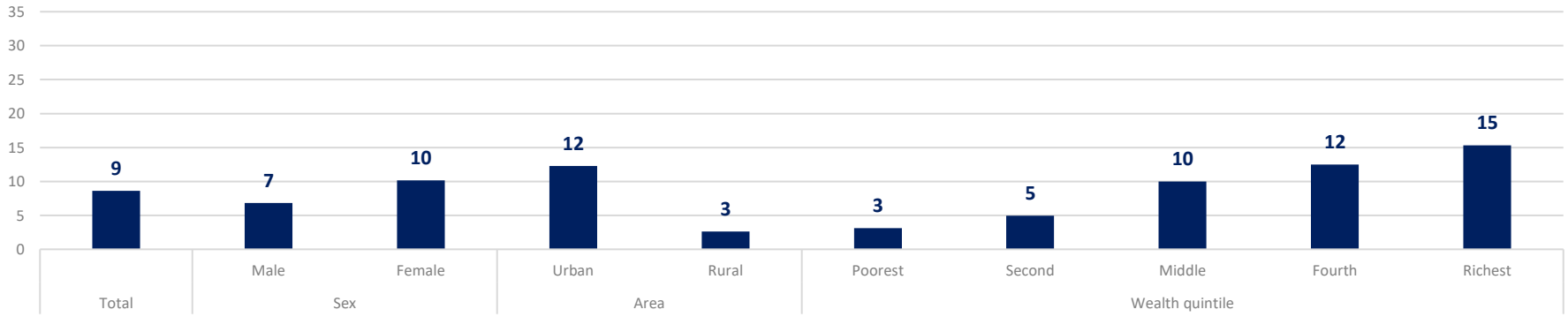


FIGURE 2 Share of children with foundational reading skills



Literacy and ICT skills

FIGURE 3 Share of children with foundational numeracy skills



Findings

- The MICS module on foundational learning skills measures achievement of learning outcomes in numeracy and reading expected for children in Grades 2 and 3. As such it is a measure of educational quality.
- Among children aged 7 to 14 years old, only 12 percent demonstrate minimal learning outcomes for reading and 9 percent demonstrate the same for numeracy. 9 percent of children in Grade 3 have the expected level of reading skills for that grade, and just 6 percent have the expected numeracy skills.
- The proportion of children with foundational skills rises in more advanced grades. The percentage of children with foundational reading skills rises to 31 percent in Grade 6 and to 66 percent in Grade 8. Acquisition of numeracy skills generally lags behind that of reading skills, especially after Grade 6, with only 37 percent of children mastering minimum numeracy skills by Grade 7.
- The overwhelming majority of out-of-school children lack foundational skills in both reading and numeracy, with only 2 percent found to have foundational reading skills and none found to have foundational numeracy skills.
- In the aggregate, the percentage of 7- to 14-year-olds who have foundational reading and numeracy skills is higher among females than males (13 percent versus 11 percent for reading and 10 percent versus 7 percent for numeracy).
- The percentage of children possessing foundational skills is significantly higher among children from the wealthiest quintile especially for reading. A child from the richest quintile is 6 times more likely to have basic reading skills than one from the poorest quintile, and 5 times more likely to have basic numeracy skills.
- Children living in rural areas are similarly disadvantaged: foundational reading skills are half as prevalent among rural children as opposed to urban children, while foundational numeracy skills are one fourth as prevalent.

Literacy and ICT skills

FIGURE 4 Youth (15-24 years-old) literacy

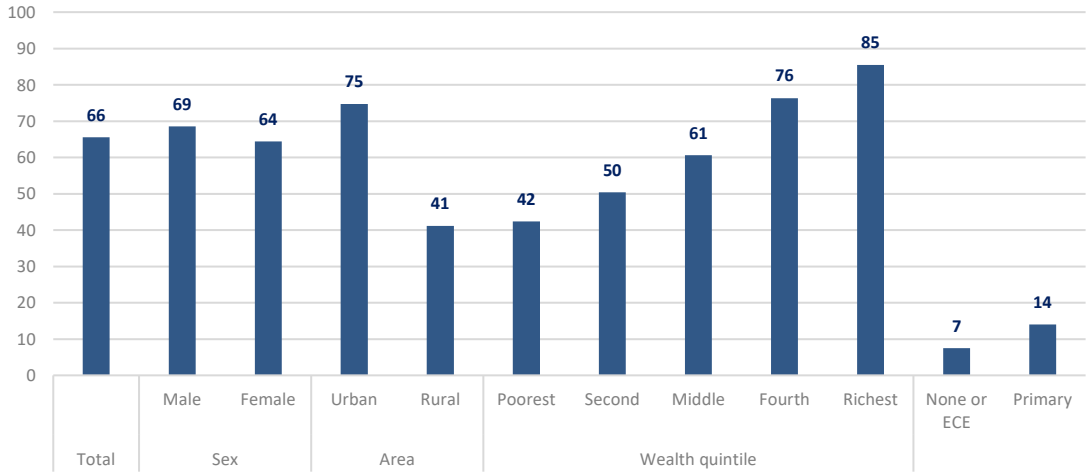
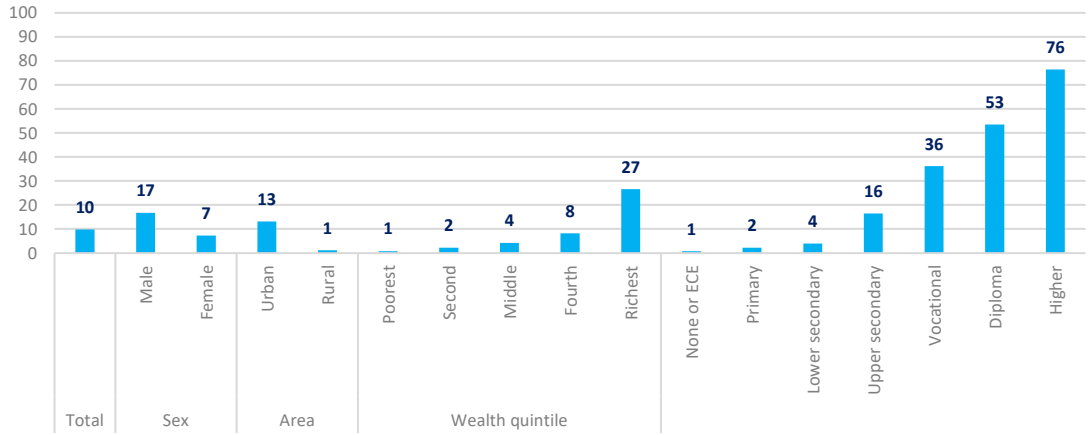


FIGURE 5 Youth (15-24 years-old) ICT skills



Findings

- According to this measure, 66 percent of 15- to 24-year-olds are literate, in the aggregate. Men in this age bracket are somewhat more likely to have achieved literacy than women (69 percent versus 64 percent).
- Disparities along the urban-rural divide have a major impact on literacy, with three quarters (75 percent) of city-dwellers achieving literacy but only 41 percent of those in rural areas.
- Poverty has an equally clear effect on individuals' achievement of literacy. Literacy is only half as common among the poorest individuals as it is among the richest (42 percent versus 85 percent).
- Only 14 percent of individuals who have not attended school beyond the primary level achieve literacy—and just 7 percent of those who have attended only ECE or no school at all.
- ICT skills are not prevalent in the population aged 15 to 24 years old, as measured by the proportion of youth and adults who used at least one of nine ICT skills in the three months leading up to the survey. On average, only 10 percent of individuals have foundational ICT skills. Men have higher rates of ICT skills than women (17 percent versus 7 percent).
- Individuals residing in rural areas, those with little or no education and those from the poorest quintile generally do not have ICT skills. Only among the richest individuals and among those who have attained at least a vocational level of education do more than 25 percent of individuals possess ICT skills.

Profile of children ages 7-14 who are not learning

FIGURE 6 Profiling of children who are not learning, by sex

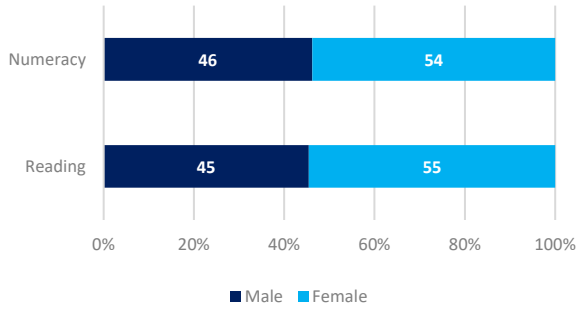


FIGURE 7 Profiling of children who are not learning, by area

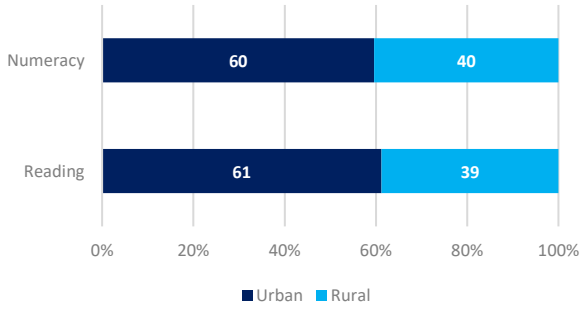


FIGURE 8 Profiling of children who are not learning, by wealth quintile

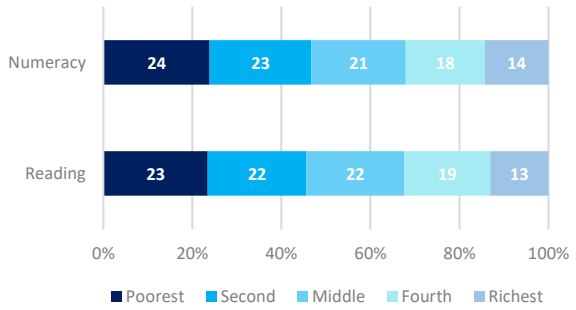


FIGURE 9 Profiling of children who are not learning, by LGA

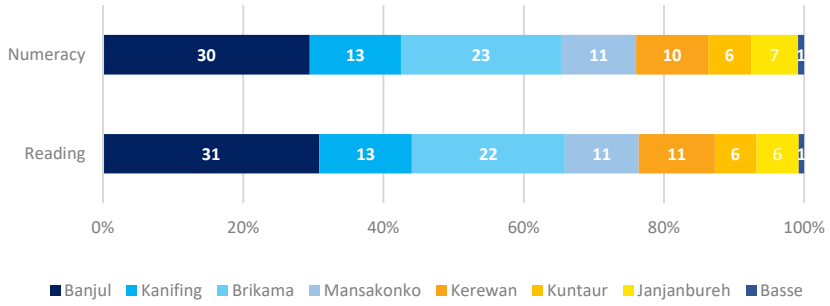
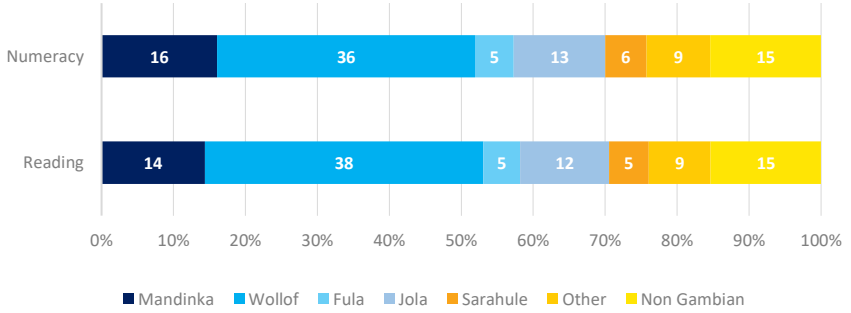


FIGURE 10 Profiling of children who are not learning, by ethnicity



Findings

- Girls constitute the majority (around 55 percent) of children who are not learning, for both reading and numeracy.
- Urban children who are not learning outnumber rural children who are not learning and this margin is even greater between boys and girls, with boys outnumbering girls (60 percent of those who lack basic skills in numeracy and 61 percent of those who lack basic skills in reading).
- The bottom three wealth quintiles are likewise over-represented among children who are not learning, jointly accounting for around two thirds (67 percent) of children lacking foundational reading and numeracy skills.

TABLE 1. Completion – Shares & headcounts by various socioeconomic characteristics

		Share (%) of children (age 7-14) Not learning		Headcount of children not learning (in thousands)	
		Reading	Numeracy	Reading	Numeracy
Total		**88**	**91**	**429**	**422**
Sex	Male	89	93	195	195
	Female	87	90	234	227
Area	Urban	84	88	262	251
	Rural	93	97	166	170
Wealth quintile	Poorest	95	97	101	101
	Second	91	95	95	96
	Middle	90	90	94	89
	Fourth	87	88	83	75
	Richest	71	85	56	60
Region (LGA)	Banjul	90	91	133	125
	Kanifing	88	90	57	55
	Brikama	88	93	94	97
	Mansakonko	84	91	46	46
	Kerewan	95	97	47	44
	Kuntaur	77	84	26	26
	Janjanbureh	82	92	26	28
	Basse	73	83	3	4
Ethnicity	Mandinka	76	87	61	67
	Wollof	86	88	165	150
	Fula	90	95	22	22
	Jola	92	95	53	53
	Sarahule	96	98	23	24
	Other	94	96	37	37
	Non-Gambian	96	97	65	64

Topic 2 Completion

Guiding questions

1. In which level of education is completion rate the lowest?
2. What are the characteristics of children who do not complete each level of education?
3. What Region (LGA)s have the lowest completion rates at each level?
4. What is the profile of children who not complete each level of education?

Overview

FIGURE 11 Overview of completion rates

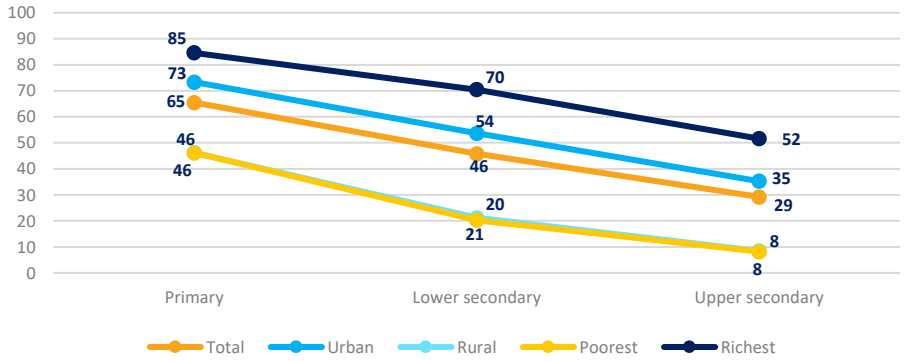


FIGURE 12 Primary completion rate

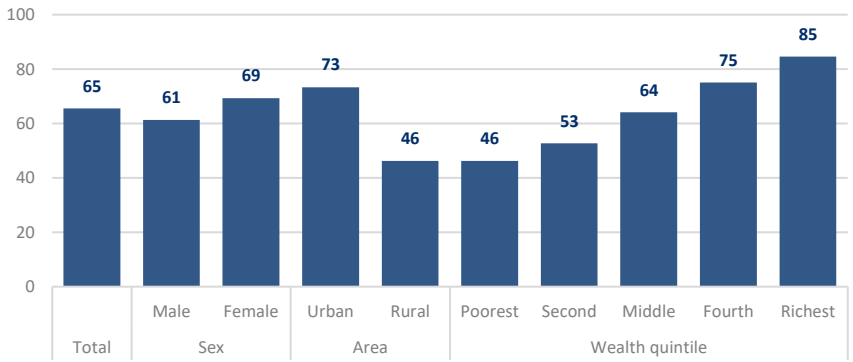


FIGURE 13 Lower secondary completion rate

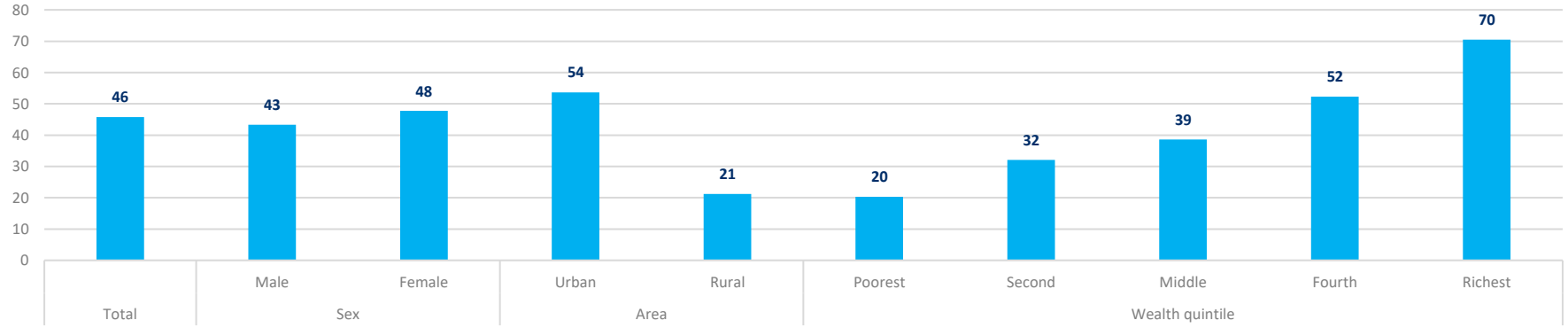
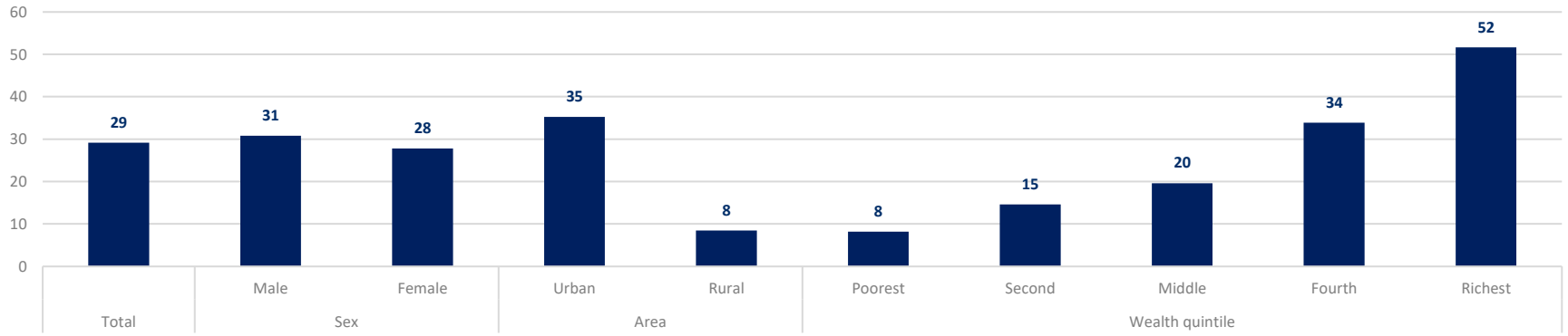


FIGURE 14 Upper secondary completion rate



Findings

- The completion rate reflects the percentage of children three to five years older than the intended age of completion for each level of education (primary, lower secondary, upper secondary) who have in fact completed the level in question.
- Only around 65 percent of children aged 15 to 17 complete primary education in the Gambia.
- Completion rates decline further at higher levels of education, with less than half (46 percent) of children completing lower secondary education and less than a third (29 percent) completing upper secondary.
- This decrease in completion rates at higher levels of education suggests that compared to primary education, students in lower and upper secondary school are more prone to dropouts or grade repetition.
- Disparities along regional, ethnic and socio-economic divides are reflected in the share of children from different groups completing each level of education.
- Girls complete primary school at a higher rate (69 percent) than boys (61 percent). However, while this dynamic is still present at the lower secondary level, it is reversed at the upper secondary level, where 31 percent of boys complete but only 28 percent of girls. This would suggest that early marriage, childbirth or other factors which predominately affect young women may represent additional obstacles to education at this level.
- Urban children complete each level of education at significantly higher rates than rural children at each level, beginning in primary school (73 percent versus 46 percent). Completion rates diverge further at higher levels of education: the percentage of urban youth who complete upper secondary school is nearly four times that or rural children (35 percent versus 8 percent).
- Even more severe disparity is visible along socio-economic lines: the primary school completion rate of the wealthiest children is almost twice as high as that of the poorest (85 percent versus 46 percent). At the upper secondary level, the wealthiest youth are more than seven times more likely to complete than the poorest, their completion rates being 52 percent and 8 percent, respectively.
- Across all three levels of education, the completion rates of children living in rural areas and those belonging to the poorest households fall below the national average. Most forms of disparity are more accentuated at higher levels of education.

Regional and ethnic disaggregation

FIGURE 15 Completion rates by ethnicity

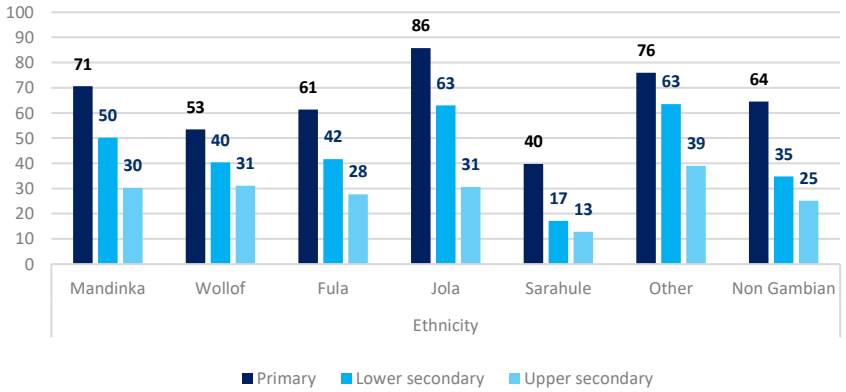


FIGURE 16 Primary completion rate

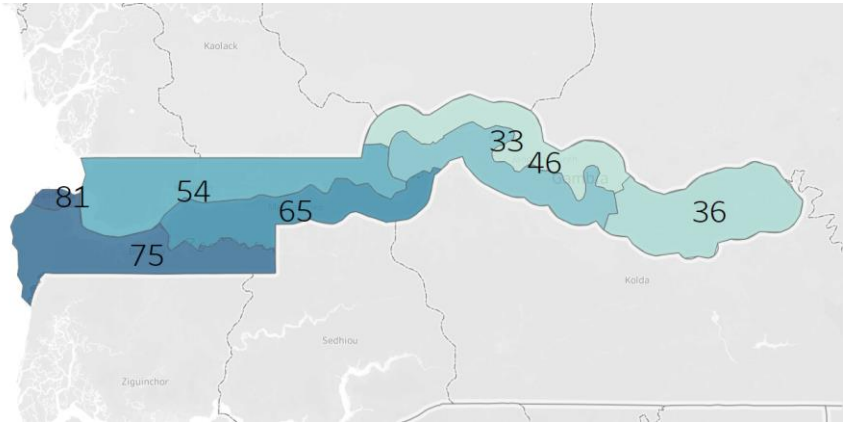


FIGURE 17 Lower secondary completion rate

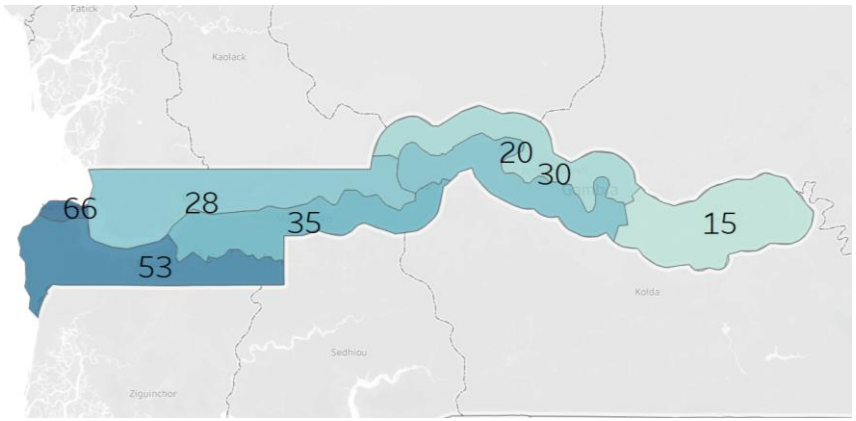
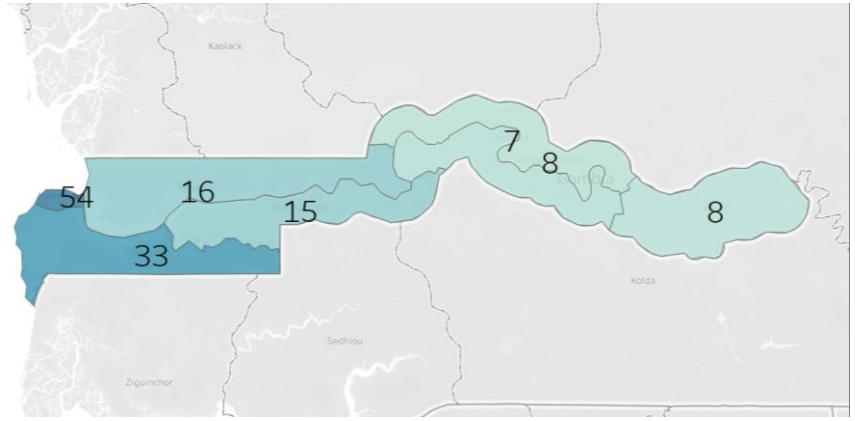


FIGURE 18 Upper secondary completion rate



Profile of children not completing school

FIGURE 19 Profiling of children who do not complete school, by sex

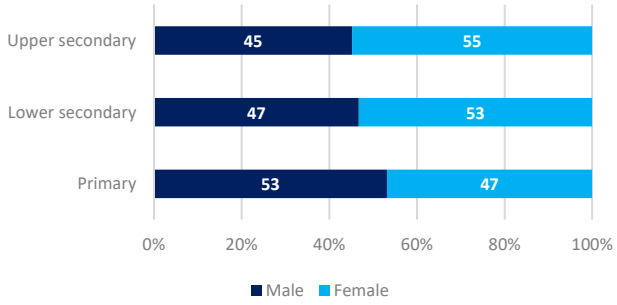


FIGURE 20 Profiling of children who do not complete school, by area

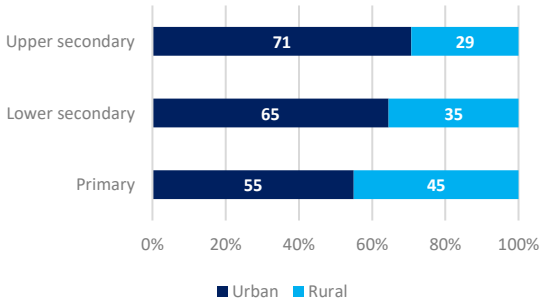


FIGURE 21 Profiling of children who do not complete school, by wealth quintile

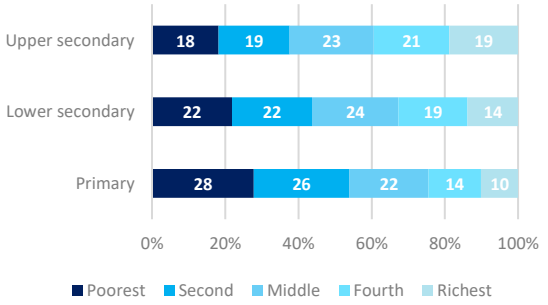
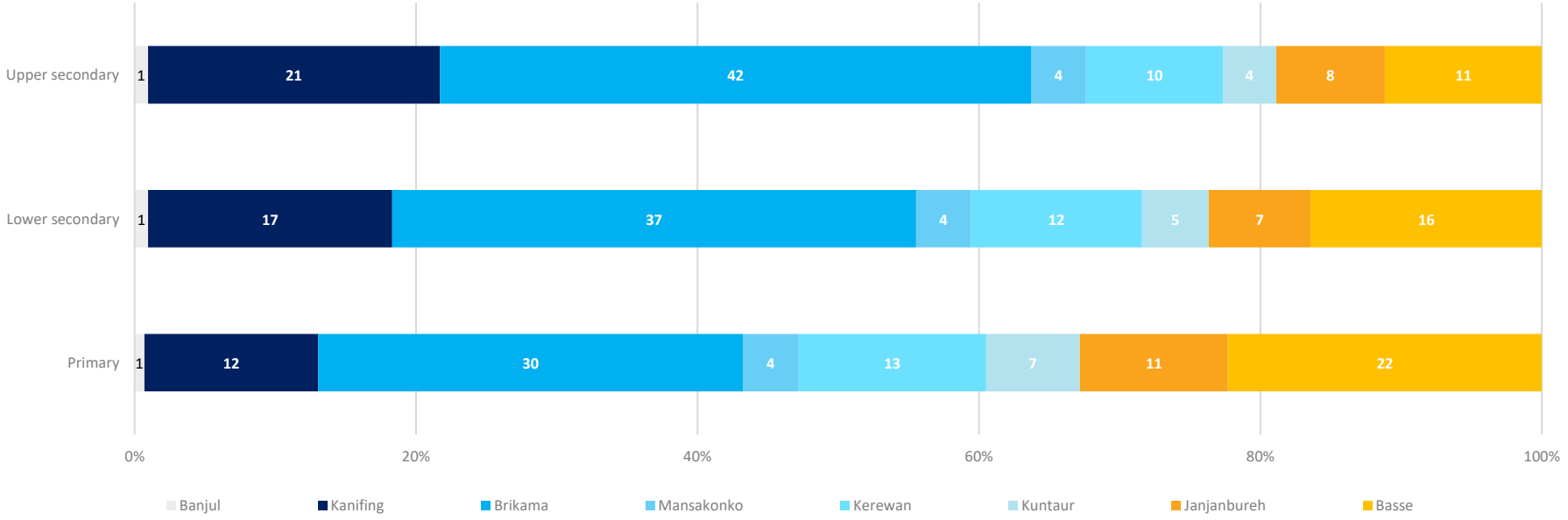


FIGURE 22 Profiling of children who do not complete school, by LGA



Profile of children not completing school

Findings

- At the primary level, there are more boys who do not complete than girls (53 percent versus 47 percent). This trend is reversed in secondary school: 53 percent of lower secondary non-completers are boys and 55 percent of upper secondary non-completers are girls.
- The geographic distribution of non-completers is weighted toward urban areas at every level of education, with the higher levels of education displaying this dynamic most acutely. Urban children constitute a bit more than half (55 percent) of non-completers at the primary level but more than two thirds (71 percent) of non-completers at the upper secondary level.
- The poorest quintile is overrepresented among primary school non-completers, making up 28 percent of those who do not complete that level, while the wealthiest 40 percent of children jointly constitute only 24 percent of primary non-completers. At the secondary level, non-completion is more evenly distributed by wealth quintile.
- Children in Brikama LGA constitute the largest share of non-completers at each level of education, with their share growing from 30 percent at the primary level to 42 percent at the upper secondary. The share of children in Basse LGA shows the opposite tendency, shrinking from 22 percent at the primary level to 11 percent at the upper secondary. Two provinces (Brikama and Kanifing) jointly contribute more than half of secondary school non-completers.

TABLE 2. Shares & headcounts by various socioeconomic characteristics

		Completion rates (%)			Headcount of children who did not complete (in thousands)		
		Primary	Lower Secondary	Upper Secondary	Primary	Lower Secondary	Upper Secondary
Total		**65**	**46**	**29**	**55**	**79**	**97**
Sex	Male	61	43	31	29	37	44
	Female	69	48	28	26	42	53
Area	Urban	73	54	35	30	51	69
	Rural	46	21	8	25	28	28
Wealth quintile	Poorest	46	20	8	15	17	18
	Second	53	32	15	14	17	19
	Middle	64	39	20	12	19	22
	Fourth	75	52	34	8	15	20
	Richest	85	70	52	6	11	18
Region (LGA)	Banjul	81	66	54	0	1	1
	Kanifing	79	60	42	7	14	20
	Brikama	75	53	33	17	30	41
	Mansakonko	65	35	15	2	3	4
	Kerewan	54	28	16	7	10	9
	Kuntaur	33	20	7	4	4	4
	Janjanbureh	46	30	8	6	6	7
	Basse	36	15	8	12	13	11
Ethnicity	Mandinka	71	50	30	15	25	33
	Wollof	53	40	31	8	9	11
	Fula	61	42	28	13	17	20
	Jola	86	63	31	3	6	11
	Sarahule	40	17	13	9	11	8
	Other	76	63	39	3	4	8
	Non Gambian	64	35	25	4	7	7

*headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.

Topic 3 Out-of-School Children

Guiding questions

1. Which level of education has the highest out-of-school children rate?
2. How many children are out of school?
3. What regions have the highest out of school rates?
4. Where do most children out of school live and what is their background?

Overview

FIGURE 23 Overview on out-of-school rates

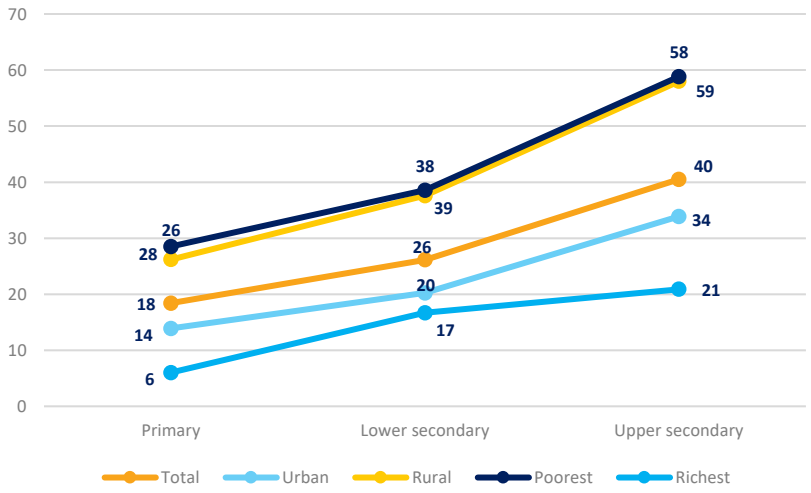
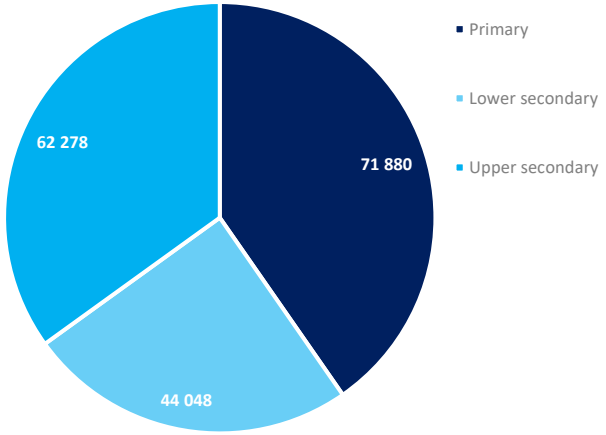


FIGURE 24 Out-of-school population in 2018 (Estimated)



Findings

- Countrywide, around one fifth, or 18 percent, of primary school-age children (7 to 12 years old) are out of school; the same can be said of about one fourth, or 26 percent, of lower secondary school-age children (13 to 15 years old), and 40 percent of upper secondary school-age children (16 to 18 years old). A plurality of out-of-school children are of primary age.
- Socioeconomic disparities are clearly reflected in out-of-school rates, and gaps between children of different groups widen with age.

Out-of-school children by level of education

FIGURE 25 Primary

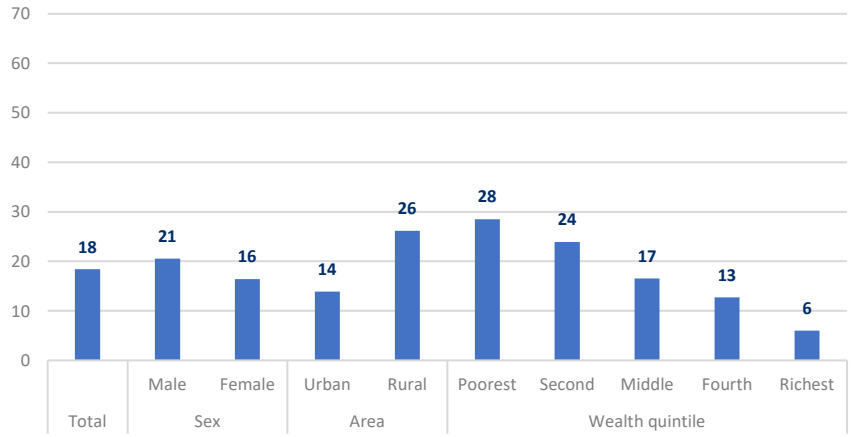


FIGURE 26 Lower secondary

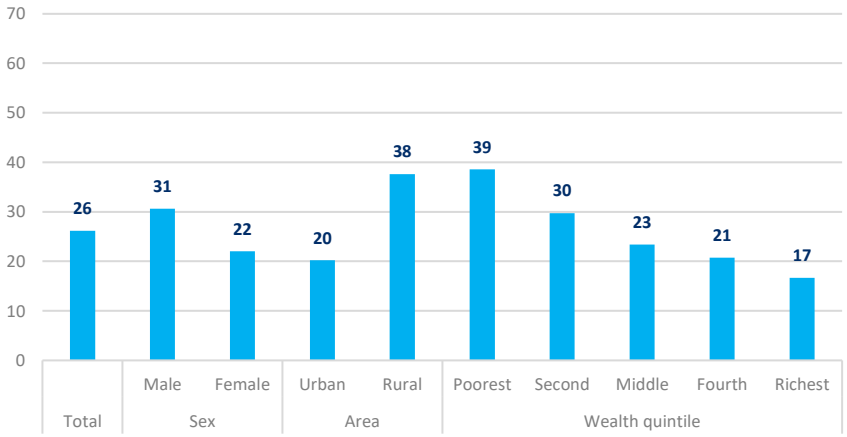
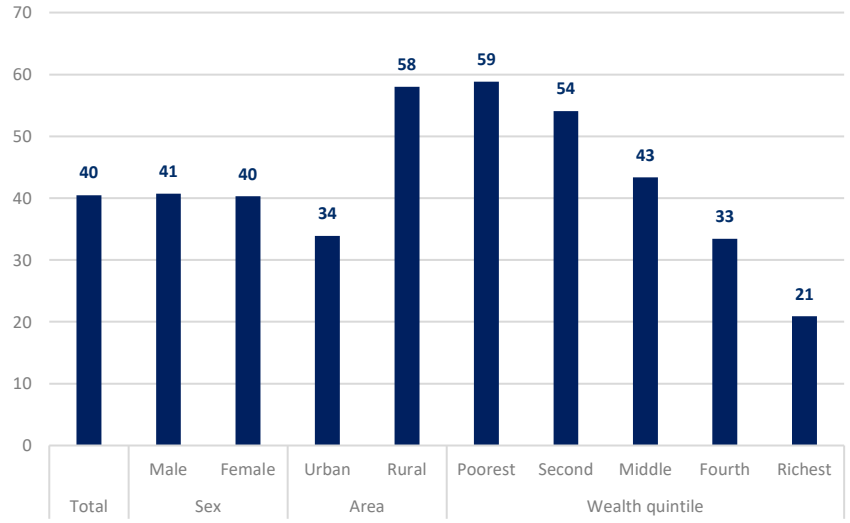


FIGURE 27 Upper secondary



Findings

- Significant disparities can be observed in attendance between regions and ethnic groups. At the primary level, children in Kuntaur and Janjanbureh are out of school at the highest or near-highest rates at all three levels of education; out-of-school rates in Basse, Kerewan and Mansakonko rise precipitously at the lower but especially the upper secondary level.

- Wollof, Sarahule, and Fula children are out of school at rates exceeding the national average at all three levels of education. At the upper secondary level, only children from the Jola and Mandinka groups, as well as those designated as "Other", present out-of-school rates lower than the national average for that level, and Sarahule children are out of school at a particularly high rate (60 percent).

Regional and ethnic disaggregation

FIGURE 28 OOSC by ethnicity

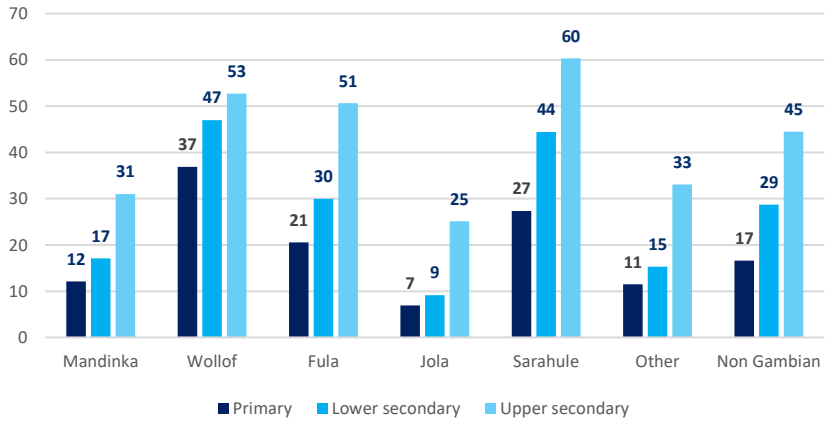


FIGURE 29 Primary out-of-school children rate

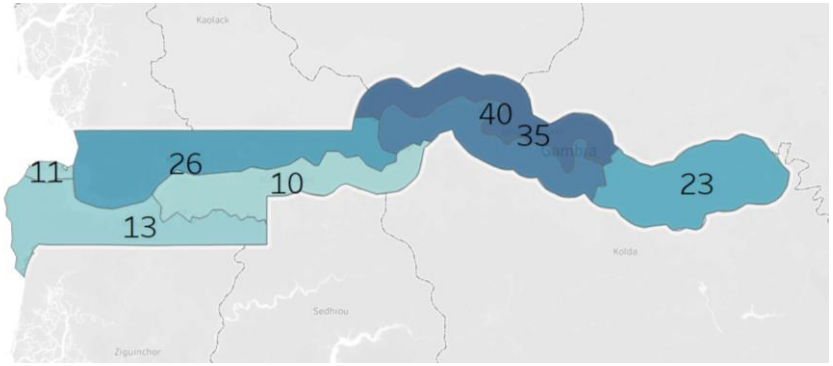


FIGURE 30 Lower secondary out-of-school children

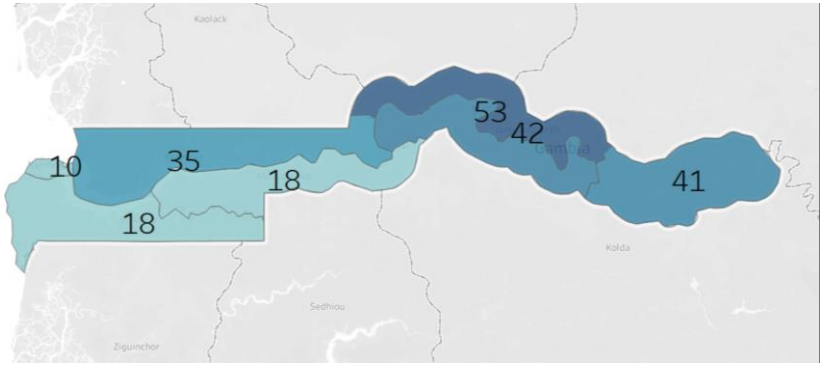
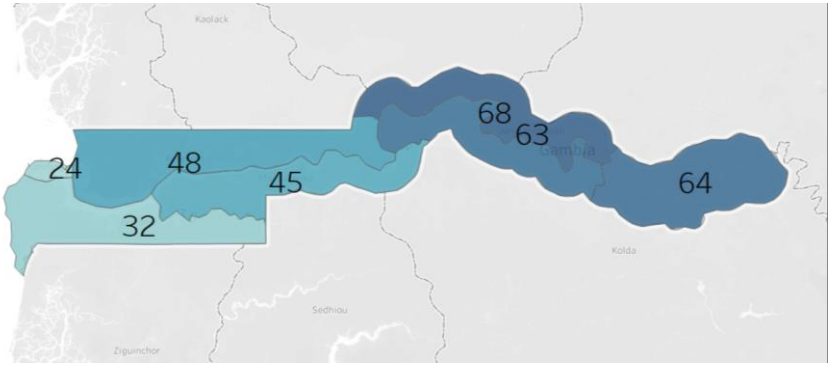


FIGURE 31 Upper secondary out-of-school children



Profile of children out of school

FIGURE 32 Profiling of children out of school, by sex

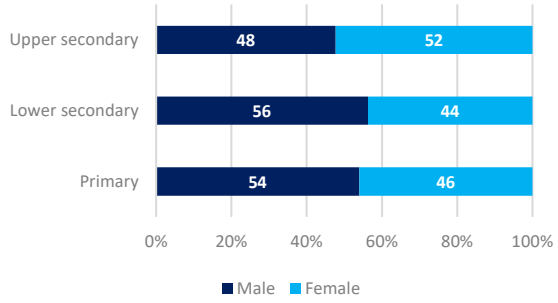


FIGURE 33 Profiling of children out of school, by area

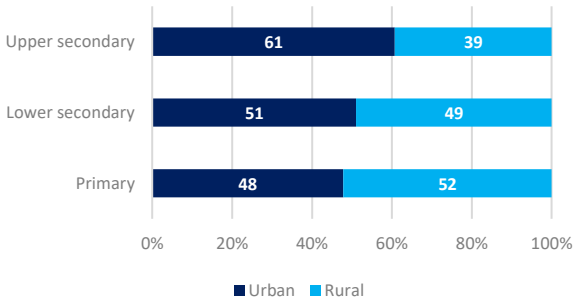


FIGURE 34 Profiling of children out of school, by wealth

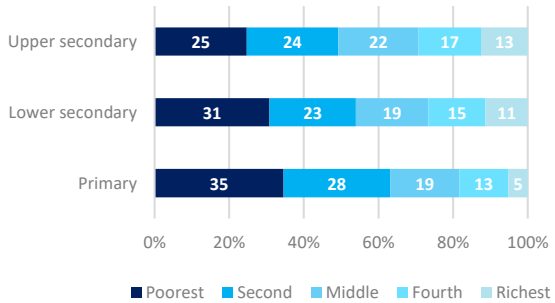


FIGURE 35 Profiling of children out of school, by LGA

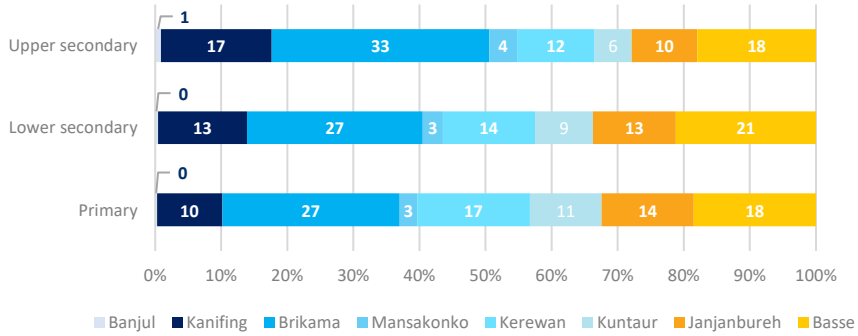
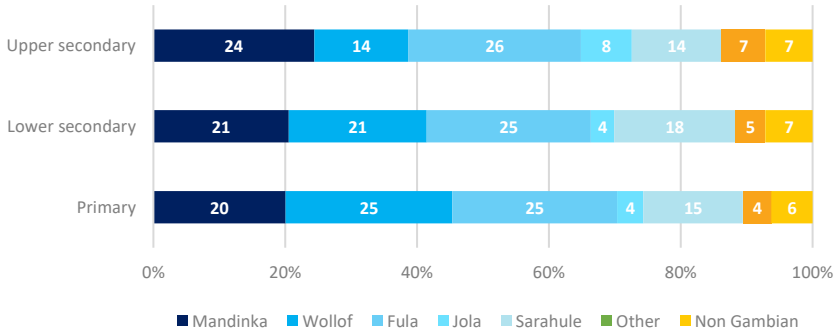


FIGURE 36 Profiling of children out of school, by ethnicity



Findings

- The majority of out-of-school children are boys at all levels but upper secondary, where girls are somewhat predominant. The greatest imbalance in favour of girls is seen at the lower secondary level, where 56 percent of out-of-school children are boys.
- While rural children are predominant relative to urban children at the primary level (52 percent versus 48 percent), urban children outnumber rural children from that point on. At the upper secondary level, 61 percent of out-of-school children live in urban areas.
- Children in the bottom two wealth quintiles comprise a disproportionate share of out-of-school children at all levels of education, but especially in primary and lower secondary, where they jointly account for a majority of children who are out of school—as high as 63 percent at the primary level, specifically.
- At the upper secondary level, relatively fewer children from wealthier quintiles remain in school compared with lower levels of education, but they are still under-represented compared to poorer children.
- Children in the LGAs of Brikama, Basse, and Kerewan constitute a stable majority of out-of-school children across ages, jointly contributing around 62 percent of the total at each level of education.
- Mandinka, Fula, and Wollof children together comprise the majority of out-of-school children at each level of education.

TABLE 3. Shares & headcounts by various socioeconomic characteristics

		Out of school rates (%)			Headcount of children out of school (in thousands)		
		Primary	Lower Secondary	Upper Secondary	Primary	Lower Secondary	Upper Secondary
Total		**18**	**26**	**40**	**72**	**44**	**62**
Sex	Male	21	31	41	39	25	30
	Female	16	22	40	33	19	33
Area	Urban	14	20	34	34	23	38
	Rural	26	38	58	38	22	24
Wealth quintile	Poorest	28	39	59	25	14	15
	Second	24	30	54	20	10	15
	Middle	17	23	43	13	9	13
	Fourth	13	21	33	9	7	10
	Richest	6	17	21	4	5	8
Region (LGA)	Banjul	5	10	24	0	0	1
	Kanifing	11	19	30	7	6	10
	Brikama	13	18	32	19	12	21
	Mansakonko	10	18	45	2	1	3
	Kerewan	26	35	48	12	6	7
	Kuntaur	40	53	68	8	4	4
	Janjanbureh	35	42	63	10	6	6
	Basse	23	41	64	13	9	11
Ethnicity	Mandinka	12	17	31	14	9	15
	Wollof	37	47	53	18	9	9
	Fula	21	30	51	18	11	16
	Jola	7	9	25	3	2	5
	Sarahule	27	44	60	11	8	8
	Other	11	15	33	3	2	4
	Non Gambian	17	29	45	4	3	4

Topic 4 Early Learning

Guiding questions

1. Which children are developmentally on track (measured by ECDI)?
2. Which level of education is attended by young children?
3. Do children attend grade 1 at the right age?
4. What is the profile of children not attending ECE?
5. What is the profile of children not developmentally on track (measured by ECDI)?

Overview

FIGURE 37 Early Childhood Development Index (ECDI) for children aged 3 to 4

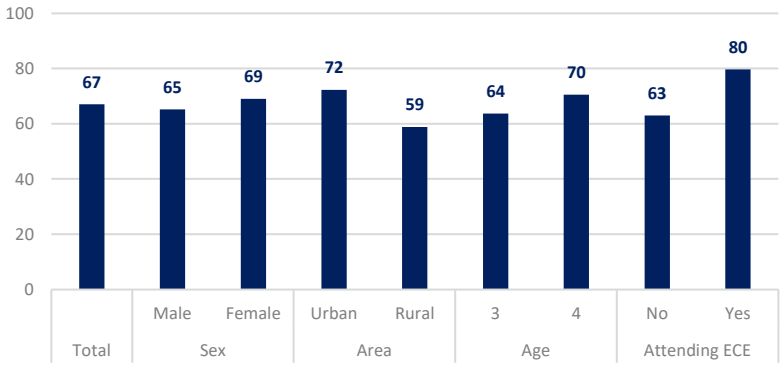


FIGURE 38 Percentage of children aged 36-59 months attending early childhood education

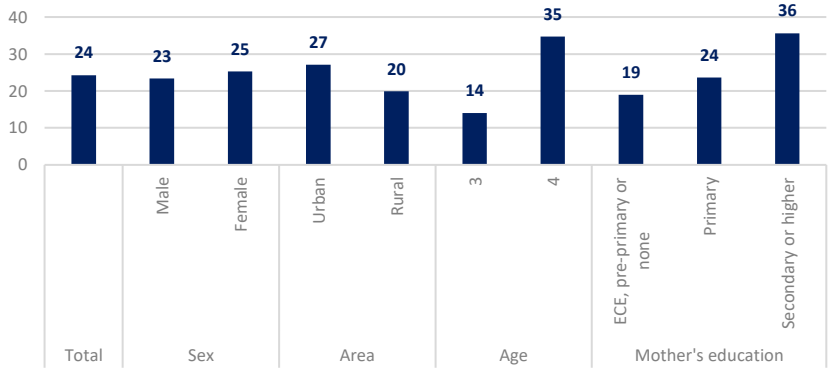


FIGURE 39 Level of education attended by age

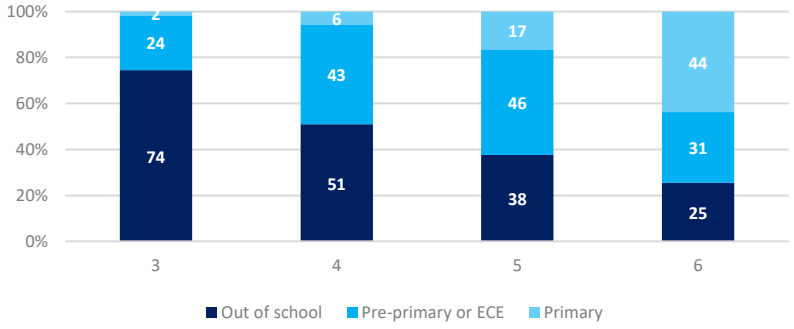
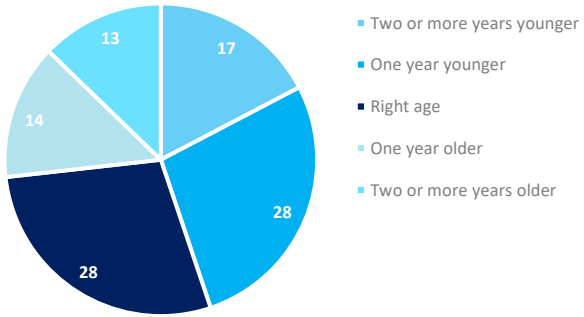


FIGURE 40 Age distribution in Grade 1 of primary education



Findings

- The MICS Early Childhood Development Index (ECDI) is a multidimensional measure of well-being for children aged 3-4. Through a series of basic tasks, it provides an indication of a child's literacy-numeracy, physical development, social-emotional development, and learning capacity.
- In the aggregate, two-thirds (67 percent) of children aged 3-4 are developmentally on track according to this measure.
- The share of children developmentally on track is higher among girls than among boys (69 percent versus 65 percent) and among urban children than among rural ones (72 percent versus 59 percent).
- Importantly, the proportion of 3 and 4-year-olds who are developmentally on track is much greater among those attending Early Childhood Education (ECE) than that of those not attending ECE, by 17 percentage points.
- This is a critical difference to track, especially given that only 14 percent of 3-year-olds and 35 percent of 4-year-olds nation-wide attend ECE.
- ECE attendance is higher among urban children and also among children whose mothers attended higher levels of education (even if overall rates remain low): 36 percent of children whose mothers attended secondary education or higher are in ECE, but just 24 percent of those whose mothers' highest level of education was lower than primary school. As a rule, children aged 3-4 years should be attending ECE, and children 5- to 6-years-old should be attending pre-primary school. But in the Gambia, 74 percent of 3-year-olds are out of school altogether. Even among 4-year-olds, the share of children attending ECE or pre-primary school is only 43 percent.
- It is not until the age of 5 that most children are in school. Nearly two thirds (63 percent) of children aged 5 years old are attending some kind of school: more than half (56 percent) of all 5-year-olds attend pre-primary school or ECE, and around a sixth (17 percent) attend primary. At 6 years old, a year before the official starting age for primary school in the Gambia, three quarters of children are in school: 44 percent in primary and 31 percent in pre-primary or ECE.
- Looking at children attending Grade 1, significant age variation can be observed: 28 percent are the officially sanctioned age of 7 years old, 28 percent are one year younger (i.e., 6 years old), and 17 percent are two or more years younger than the official age (i.e., 5 or younger), and 27 percent are one or more years older than the official age (i.e., 8 or older). All told, children in Grade 1 trend younger than the official starting age of 7, with a plurality of children coming in before the reaching that age.

Profile of children not developmentally on track or not attending ECE

FIGURE 41 Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by sex

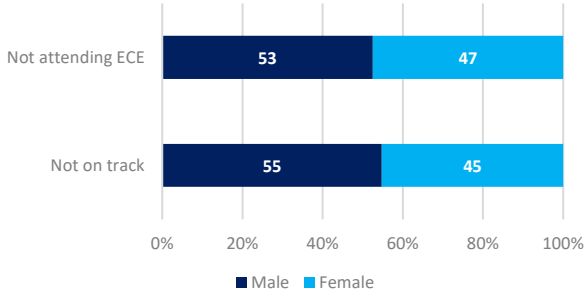


FIGURE 42 Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by area

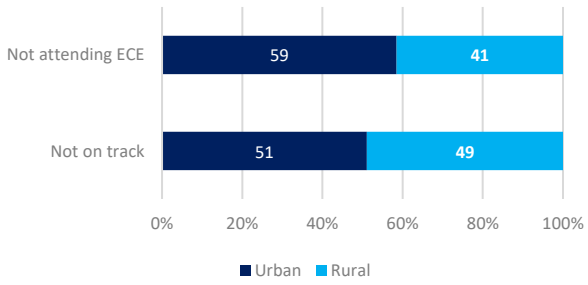


FIGURE 43 Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by wealth quintile

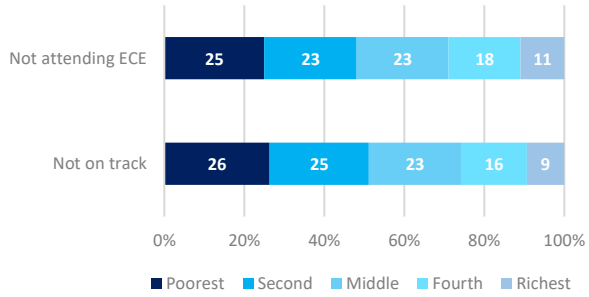


FIGURE 44 Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by LGA

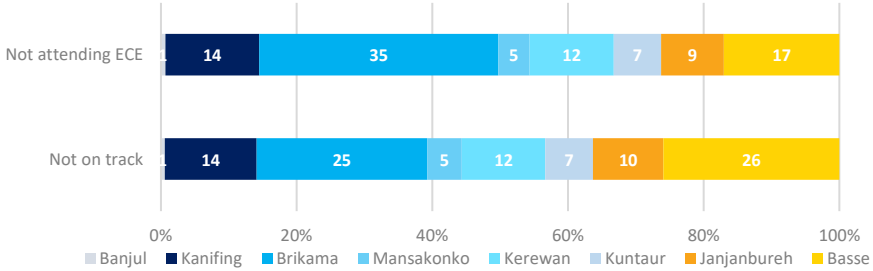
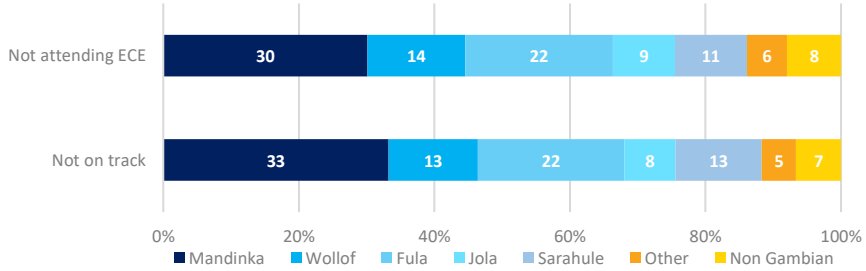


FIGURE 45 Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by ethnicity



Findings

- More than half (55 percent) of children who are developmentally not on track are boys, as are 53 percent of children not attending ECE.
- The majority (59 percent) of children not attending ECE live in urban areas, children who are developmentally not on track are split about evenly between rural and urban areas.
- The poorest quintiles are over-represented both among children who are developmentally not on track and among those who are not in ECE. Together, children from the poorest two quintiles constitute more than half (51 percent) of those who are not on track, and nearly half (48 percent) of those not attending ECE.
- Kanifing, Brikama and Basse jointly contribute around two thirds both of children who are not developmentally on track (65 percent) and of children who are not attending ECE (66 percent). Of those three LGAs, Brikama contains a particular concentration of those who are not in ECE: 35 percent of all children not attending ECE.
- Mandinka children alone constitute around a third of children who are not attending ECE (30 percent) or not on track developmentally (33 percent), with Fula, Wollof and Sarahule children also contributing sizable portions of those populations.

TABLE 4. Shares & headcounts by various socioeconomic characteristics

		Share (%) of children (age 3-4)		Headcount of children (in thousands)	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
Total		**33**	**76**	**52**	**119**
Sex	Male	35	77	28	62
	Female	31	75	23	57
Area	Urban	28	73	26	70
	Rural	41	80	25	49
Wealth quintile	Poorest	37	81	14	30
	Second	37	79	13	28
	Middle	36	82	12	27
	Fourth	28	71	9	21
	Richest	22	59	5	13
Region (LGA)	Banjul	21	57	0	1
	Kanifing	28	65	7	16
	Brikama	23	73	13	42
	Mansakonko	36	74	3	5
	Kerewan	35	80	6	15
	Kuntaur	38	87	4	8
	Janjanbureh	40	82	5	11
	Basse	54	82	13	20
Ethnicity	Mandinka	36	75	17	36
	Wollof	33	82	7	17
	Fula	32	74	11	26
	Jola	26	72	4	11
	Sarahule	45	87	7	13
	Other	23	63	3	7
	Non Gambian	28	77	3	9

* Headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.

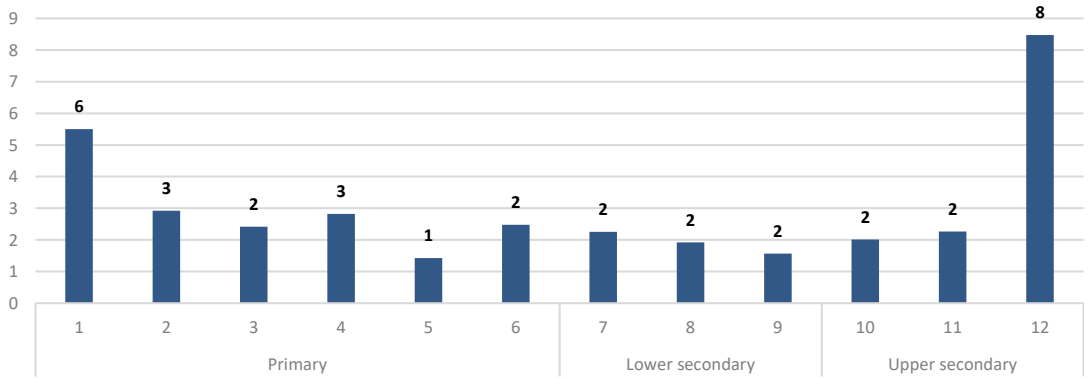
Topic 5 Repetition and Dropout

Guiding questions

1. At which level or grade have the highest level of repetition and dropout?
2. What is the profile of children who repeat grades?
3. What is the profile of children who drop out of school?

Overview

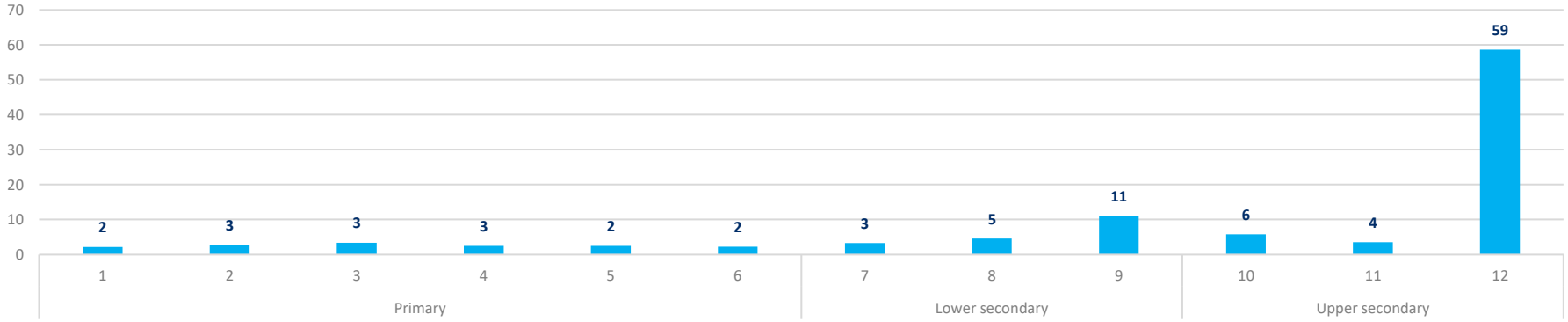
FIGURE 46 Repetition rate by grade



Findings

- In the aggregate, repetition rates are relatively low, falling between 1 percent and three percent for all grades other than the first grade of primary school (6 percent) and the final grade of upper secondary school, or Grade 12 (8 percent).
- Aggregate dropout rates remain low among students attending primary school, never exceeding 3 percent. At the lower secondary level, the dropout rate rises from 3 percent in Grade 7 to 11 percent in Grade 9, exhibiting an upward trend towards the end of the level before lowering again in the first two grades of upper secondary school. The percentage of children who drop out of school in the last grade of upper secondary school, however, is extremely high at 59 percent.

FIGURE 47 Dropout rate by grade



Profile of repeaters and dropouts

FIGURE 48 Profiling of repeaters and dropouts, by sex

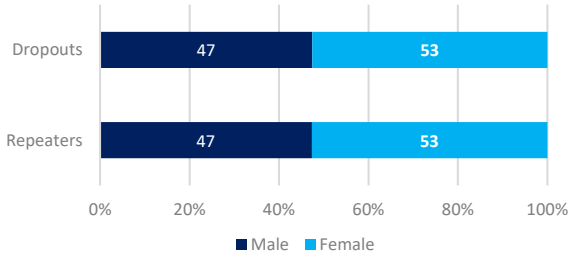


FIGURE 49 Profiling of repeaters and dropouts, by area

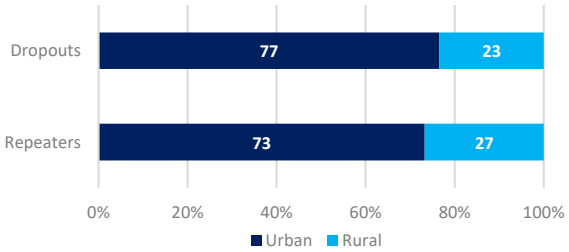


FIGURE 50 Profiling of repeaters and dropouts, by wealth quintile

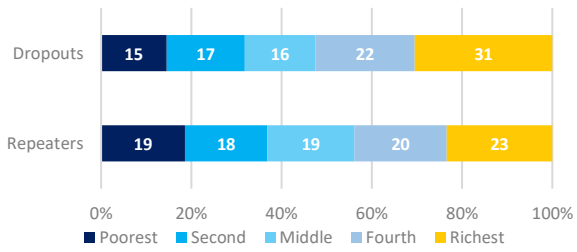


FIGURE 51 Profiling of repeaters and dropouts, by grade

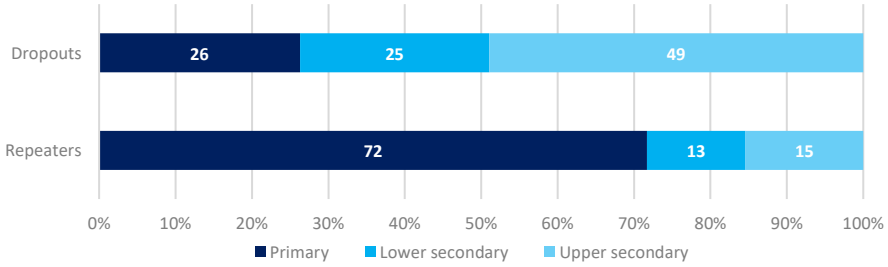
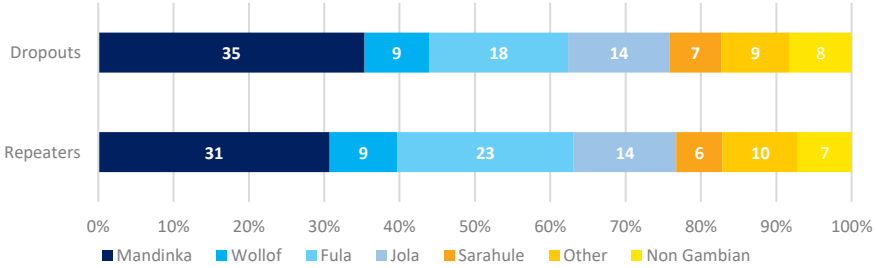


FIGURE 52 Profiling of repeaters and dropouts, by ethnicity



Findings

- Both repeaters and dropouts are concentrated in urban areas, with urban children constituting 77 percent of all dropouts and 73 percent of all repetitions.
- Richer children are over-represented both among repeaters and dropouts: the very top quintile constitutes 23 percent of the former and 31 percent of the latter. The top two quintiles contribute more than half (53 percent) of all dropouts. This is linked to the fact that children from poorer quintiles are less likely to be in school in the first place, and thus repeat grades and drop out of school in smaller absolute numbers.
- Nearly half (49 percent) of repeaters are students in upper secondary school, while primary school students constitute a sizeable majority (72 percent) of repeaters. Yet a full quarter of those who drop out do so while in primary school. This is a consequence of the much larger absolute number of children who attend primary school compared to higher levels of education. Given this relative disparity, even the low overall dropout and repetition rates for children in this age range—as seen above—translate into a large share of overall dropouts.
- Looking at ethnic representation, we see close correspondence between the populations of repeaters and dropouts. Around half of both repeaters (54 percent) and dropouts (53 percent) belong to either the Mandinka or the Fula, with the Mandinka being the most represented of all ethnic groups among both repeaters and dropouts.

TABLE 5. Shares & headcounts by various socioeconomic characteristics

		Rate (%)		Headcount of children (in thousands)	
		Repetition	Dropout	Repeaters	Dropouts
Total		14	5	92	36
Sex	Male	14	5	43	17
	Female	14	5	48	19
Area	Urban	14	5	67	28
	Rural	13	4	25	8
Wealth quintile	Poorest	15	4	17	5
	Second	13	4	17	6
	Middle	13	4	18	6
	Fourth	13	5	19	8
	Richest	14	6	22	11
Region (LGA)	Banjul	12	6	1	1
	Kanifing	13	6	19	10
	Brikama	15	4	44	15
	Mansakonko	15	4	5	1
	Kerewan	12	4	8	3
	Kuntaur	7	5	2	1
	Janjanbureh	11	4	4	2
	Basse	12	4	9	3
Ethnicity	Mandinka	12	5	28	13
	Wollof	13	4	8	3
	Fula	16	4	21	7
	Jola	15	5	12	5
	Sarahule	11	4	6	2
	Other	16	5	9	3
	Non Gambian	15	6	7	3

Topic 6 Child Protection

Guiding questions

1. For which groups is early marriage higher and how does it connect to literacy and ICT skills?
2. Which groups of children are more frequently in child labor?
3. How is child labor linked to education attendance and foundational learning skills?
4. How does child labor explain the profile of children out of school or not learning in school?

Child marriage and education (only women)

FIGURE 53 Prevalence of child marriage among youth aged 20 to 24 years-old

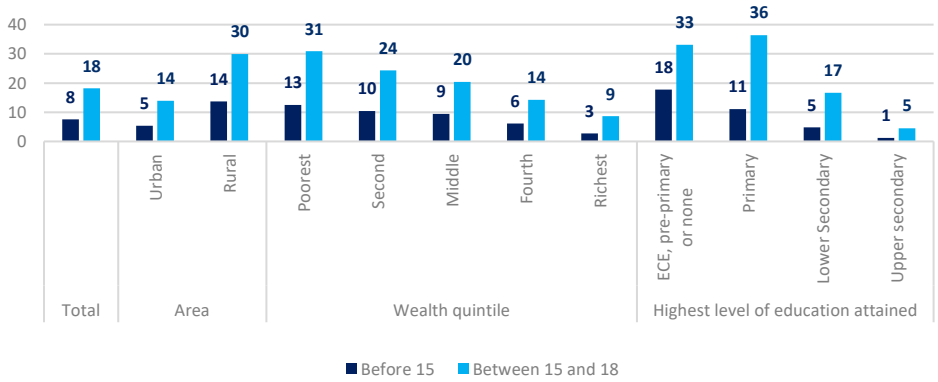
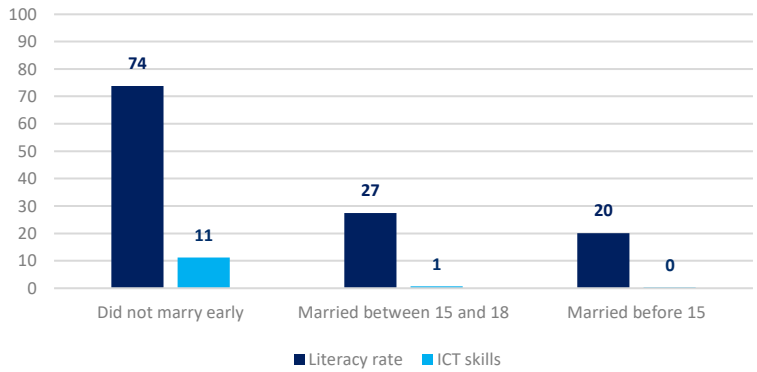


FIGURE 54 Out-of-school population in 2018 (Estimated)



Findings

- Around 18 percent of young women aged 20-24 years old got married or entered a union between their 15th and 18th birthday; 8 percent did so prior to their 15th birthday. This means that in the aggregate, around a quarter (26 percent) of women marry early.
- Early marriage is far more prevalent in rural areas than in urban ones, as well as among poorer families and among women who do not attain secondary education.
- Level of education is strongly associated with early marriage—and especially marriage before the age of 15—as children who marry early are less likely to stay in school and children who study longer are less likely to marry early.
- More than half (51 percent) of women who did not attend primary school are seen to marry before the age of 18, and nearly half (47 percent) of those who leave school before reaching the secondary level. Among women whose highest level of education is lower secondary school or higher, on the other hand, early marriage rates drop significantly.
- Women's literacy rates are also highly associated with early marriage: a full three quarters (74 percent) of those who do not marry early are literate, but only 27 percent of those who marry between the age of 15 and 18 years old, and 20 percent of those who marry before the age of 15.
- ICT skills are found almost exclusively among those who did not marry early.

Profile of repeaters and dropouts

FIGURE 55 Prevalence of child labor for children aged 5 to 17

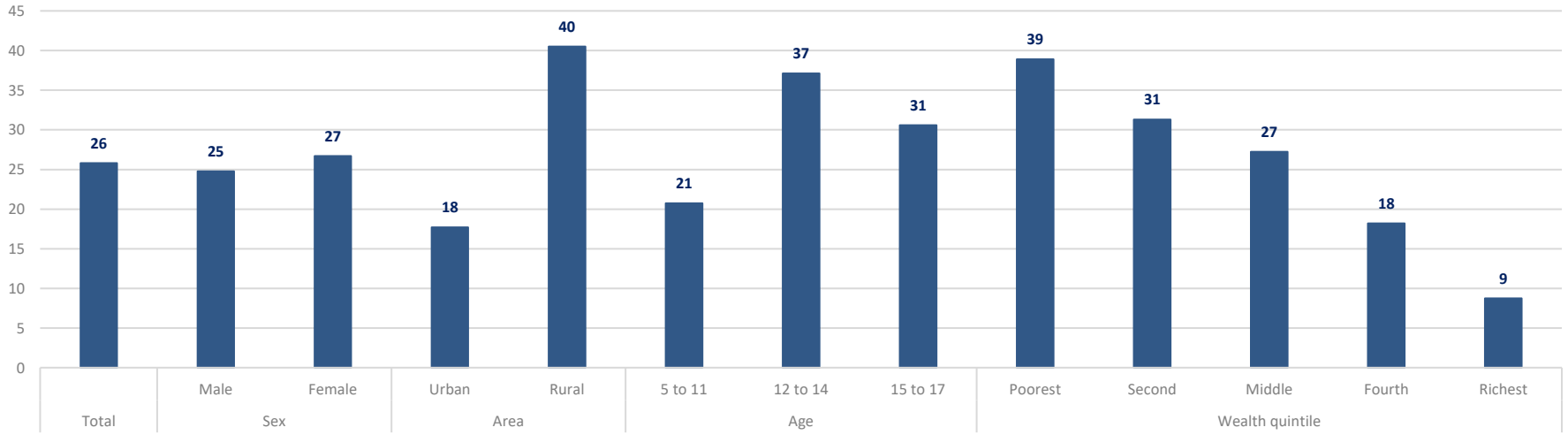


FIGURE 56 School attendance per age and child labor status

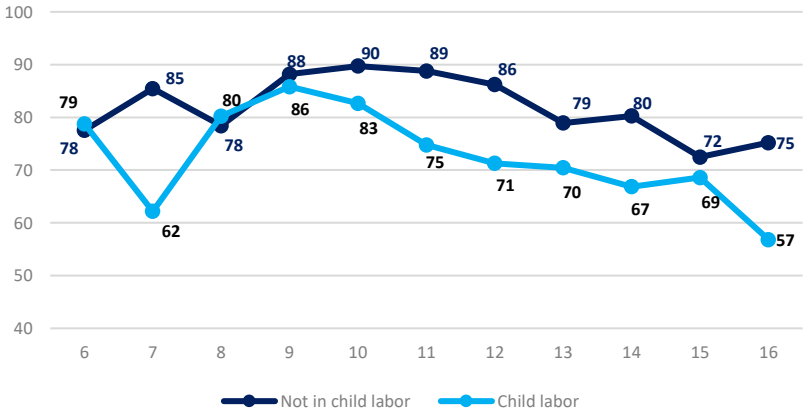
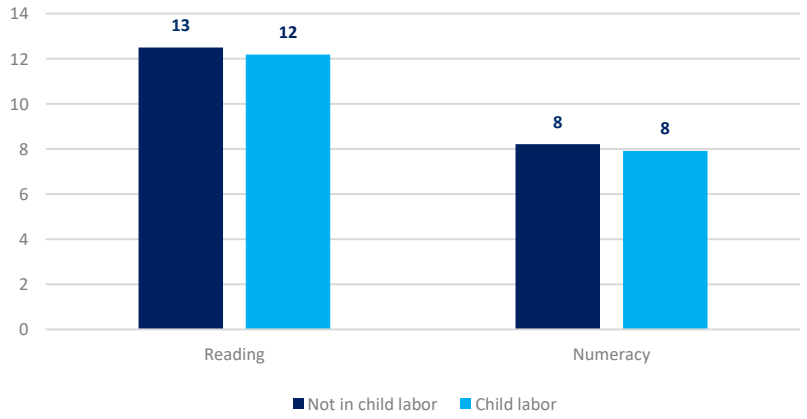


FIGURE 57 Foundational skills by child labor status (children aged 7 to 14)

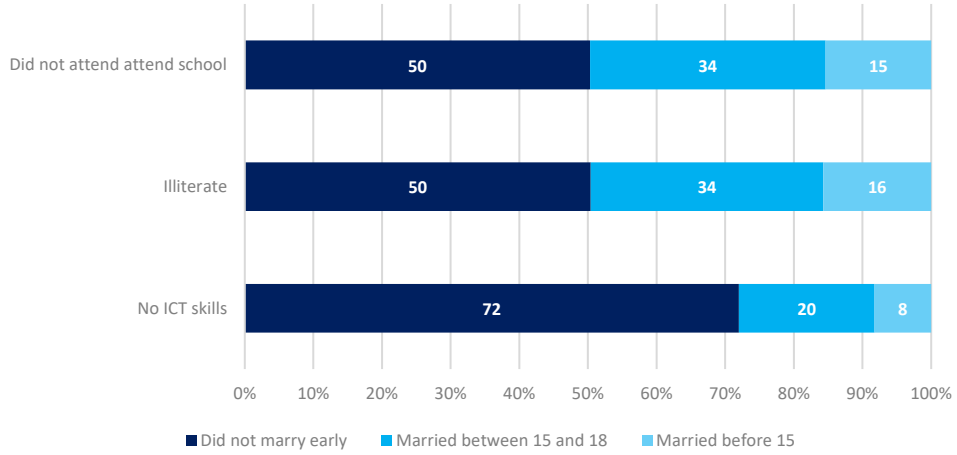


Findings

- More than a quarter (26 percent) of all children aged 5-17 years old are engaged in some form of child labor.
- The rates of child labor are similar for girls as for boys, and far higher among rural children (40 percent) than in urban ones (18 percent).
- Children from poor families work in significantly higher numbers than those from wealthier families: a full 39 percent of those from the poorest quintile are engaged in some kind of child labor.
- Children aged 12 to 14 are more often engaged in child labor (37 percent) than those aged 5 to 11 or 15 to 17.
- At the age of 7 (the official age for the start of primary school), the school attendance of children engaged in child labor drops far below that of children not engaged in child labor.
- This disparity is diminished among children aged 8 to 9, but reasserts itself to a significant degree among children aged 10 to 14. In this five-year age bracket, the attendance rate of children who are engaged in child labor is on average 12 percentage points higher than that of those who are not engaged in child labor. The gap in attendance rates between the two groups shoots to 18 percentage point among 16-year-olds.
- However, while rates of foundational skill acquisition are low overall, children engaged in child labor are on par with other children as regards reading and numeracy. Part of this can explained by the fact that working children are generally older, which makes them likely to have already acquired foundational skills in these domains.

Profile of children not learning and out of school by child labor and uneducated or unskilled youth by early marriage

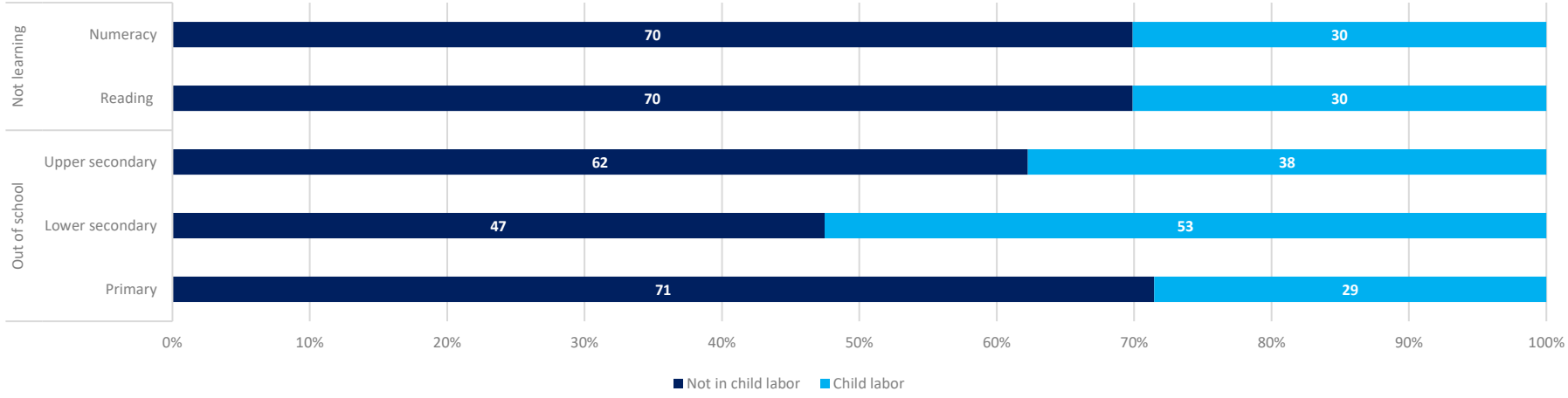
FIGURE 58 Profile of uneducated or unskilled women (20-24 years old) by date of marriage



Findings

- A full half (50 percent) of both illiterate women and women who never attended school are found to have married after the age of 18.
- As seen in the above, 26 percent of all children aged 5-17 years are engaged in child labor. The share of children not learning who are engaged in child labor is comparable to their share in the total population, at 30 percent for those without reading or numeracy skills.
- However, children engaged in child labor comprise 38 percent of all children who are out of school at the upper secondary level and 53 percent of those who are out of school at the lower secondary level, corroborating previous findings that they drop out of school earlier than their peers.

FIGURE 59 Profile of children out of school or not learning by child labor status



Topic 7 Inclusive Education

Guiding questions

1. Which groups of children have higher rates of functional difficulty?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Overview

FIGURE 60 Prevalence of disabilities (children aged 5 to 17)

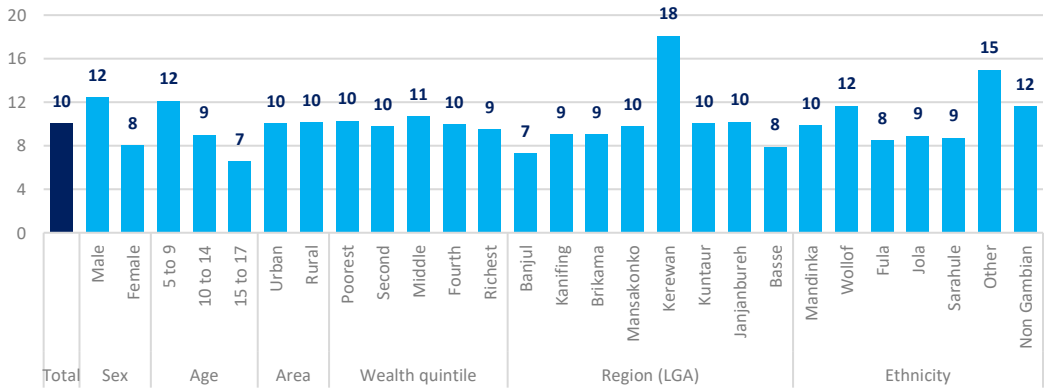
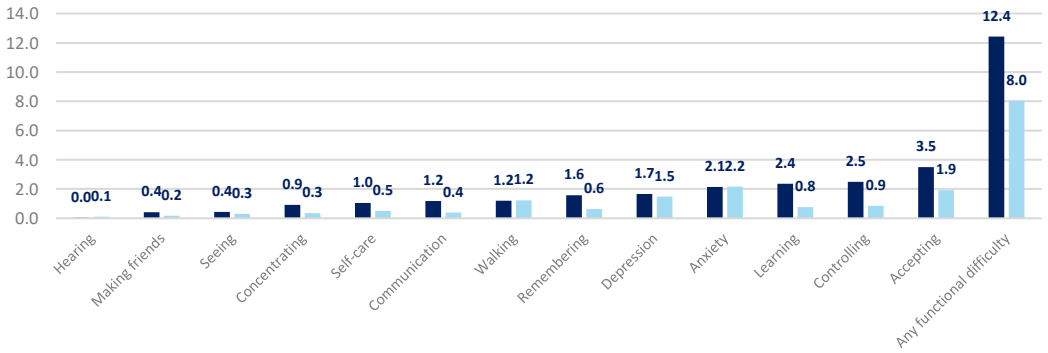


FIGURE 61 Prevalence of types of disabilities (children aged 5 to 17)



Findings

- Across the Gambia, 10 percent of all children aged 5-17 years old have at least one functional difficulty.
- The prevalence of functional difficulties is quite slightly higher among boys (12 percent) than among girls (8 percent), and among younger children (12 percent) than among older ones (7 percent).
- Similar proportions of children with functional difficulties are found across the urban-rural divide and also across socio-demographic echelons.
- The share of children with functional difficulties is by far the highest in the LGA (district) of Kerewan, at 18 percent. Banjul and Basse, on the other hand, feature rates of functional difficulty which fall below the national average. Rates are otherwise relatively similar across regions.
- The most common functional difficulties are emotional, cognitive, or behavioral, but prevalence rates by domain vary by sex. The top three domains for boys are accepting changes (3.5 percent), controlling behavior and controlling behavior (each at 2.5 percent), while the top three domains for girls are anxiety (2.2 percent), accepting changes (1.9 percent) and depression (1.5 percent).

Inclusive education (5 to 17 years old)

FIGURE 62 Adjusted net attendance rate by functional difficulties (children age 5 to 17)

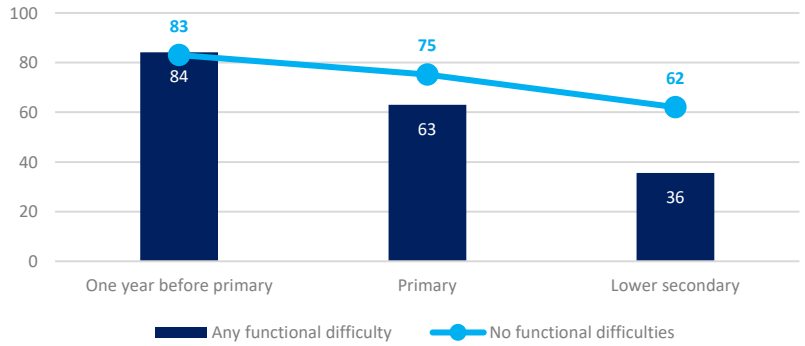


FIGURE 63 Foundational skills by functional difficulties (children age 7 to 14)

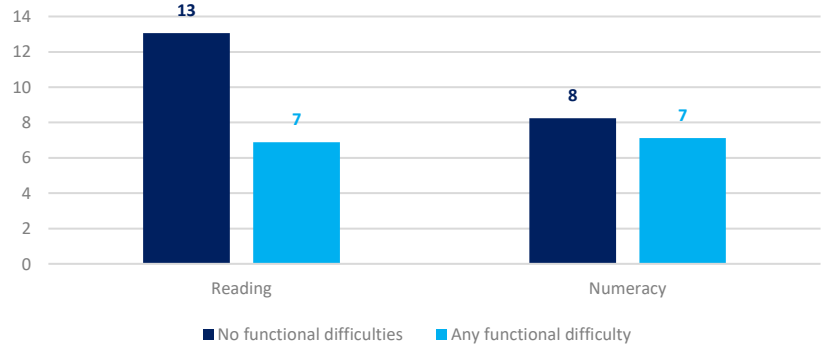
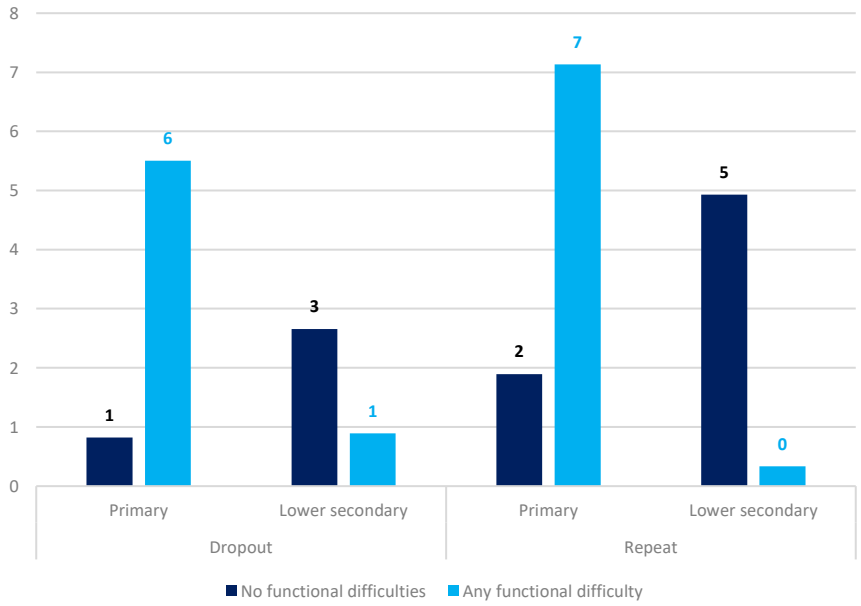


FIGURE 64 Dropout and repetition rates by level of education and functional difficulties (children age 5 to 17)

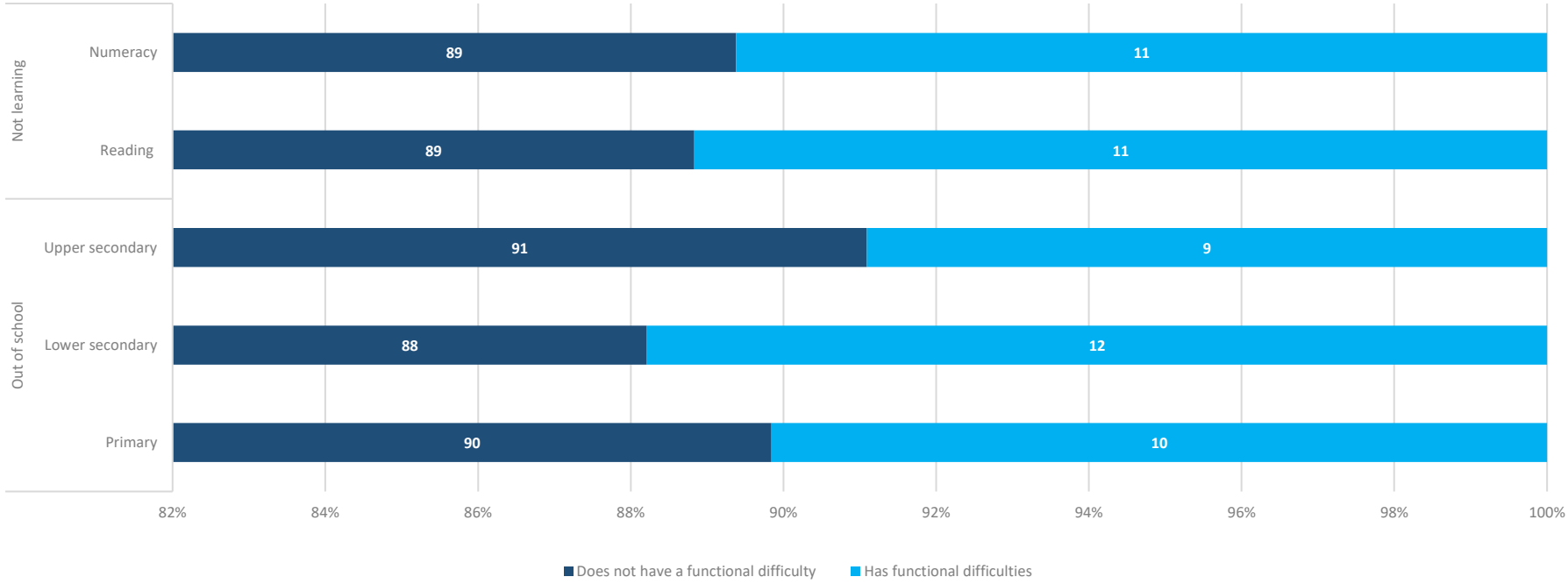


Findings

- Children with functional difficulties attend school at rates comparable to those without functional difficulties one year before primary education. But clear disparities in attendance emerge in primary education and grow more severe in lower secondary education.
- At the primary level, children who do not have functional difficulties attend at a 12 percent higher rate than those who do (75 percent versus 63 percent); at the lower secondary level, those without functional difficulties attend at a 26 percent higher rate than their peers with one or more functional difficulties (62 percent versus 36 percent).
- Dropout rates are low across the board, but are higher among children with functional difficulties than among those without—especially at the primary level, where children with functional difficulties drop out 6 times more than those without.
- The discrepancy between children by functional difficulties at the primary level is also evident when it comes to repetition: 7 percent of children with a functional difficulty repeated their last grade at this level; only 2 percent of those without any functional difficulties did the same. At the lower secondary level, this gap only widens. When it comes to foundational learning, children with functional difficulties generally do not fare as well as those without functional difficulties, particularly in reading: 13 percent of children with no functional difficulties have foundational reading skills compared to only 7 percent of those with some functional difficulty.

Profile of children not learning or out of school by disability

FIGURE 65 Profile of children out of school or not learning by functional difficulties



Findings

- Children with functional difficulties are not over-represented among children who are not learning or who are out of school, relative to their share in the general population. While this would seem to stand in contradiction to the lower rates of attendance seen among children with functional difficulties compared to those who do not, it is likely a result of the lower overall attendance rates seen at higher levels of education, where children with functional difficulties are most likely not to be attending compared to their peers.

TABLE 6. Shares & headcounts by various socioeconomic characteristics

	Headcount of children with disabilities					
	Out of school			In school		
	5-9	10-14	15-17	5-9	10-14	15-17
Any disability	14	6	6	36	22	6
Accepting change	4	1	3	9	6	2
Anxiety	1	1	2	7	7	1
Communication	1	0	1	2	1	0
Concentrating	1	0	1	2	1	
Controlling behaviour	2	1	1	6	3	0
Depression	1	1	2	6	4	1
Hearing		0		0	0	
Learning	3	2	1	4	3	1
Making friends	0	0	0	1	1	
Remembering	2	1	1	3	2	0
Seeing	0	0	0	2	0	1
Selfcare	3	0	2	2	0	
Walking	2	1	2	5	2	1

* Headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.

Topic 8 Remote Learning

Guiding questions

1. What share of students live in households with access to remote learning tool?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have remote learning tools?

Access to remote learning tools aged 3 to 24

FIGURE 66 Share of students with access to remote learning tools

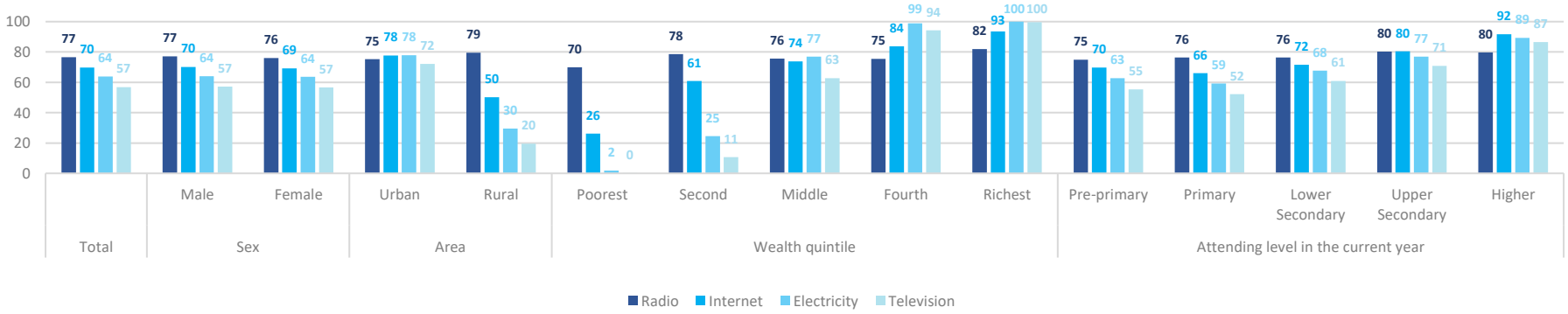
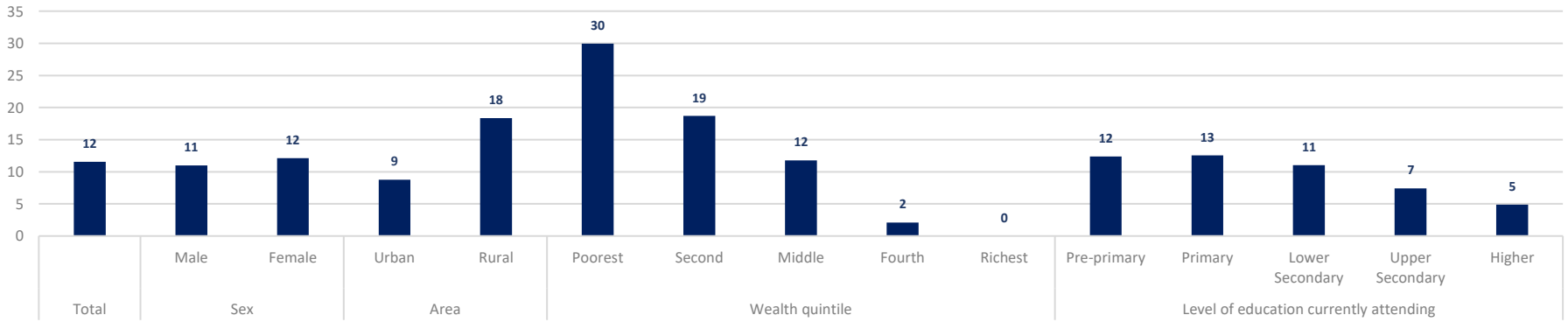
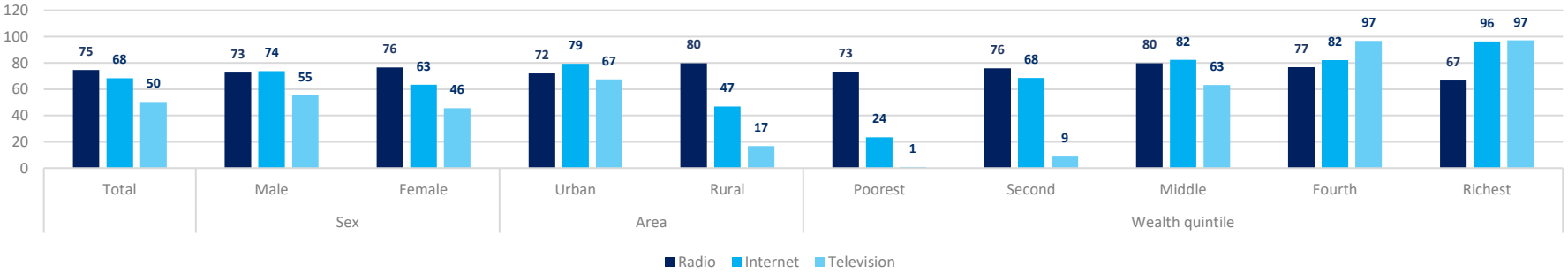


FIGURE 67 Share of students with neither TV nor radio access



Access to remote learning tools aged 3 to 24

FIGURE 68 Share of out of school children with access to remote learning tools (3 to 17 year-olds)

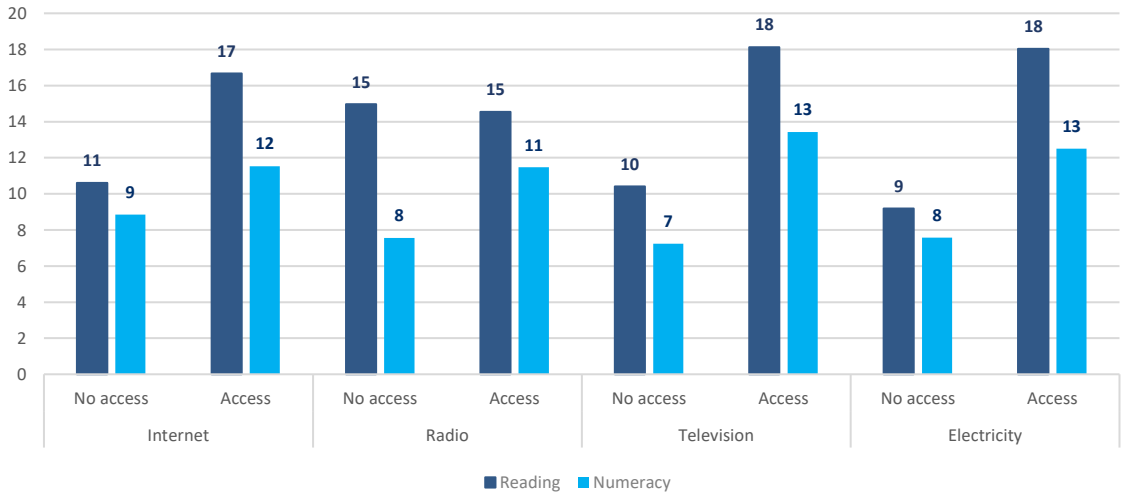


Findings

- Having access to remote learning tools, including radio, internet, electricity, and internet, is here defined as living in a household where such tools are available. It should be noted that some households may have internet access only through mobile networks, and that not all members of a given household may in fact have access to whatever device may be present. When a household has no electricity, children's ability to use a mobile internet connection for pedagogical purposes may also be compromised.
- At the national level, radio is the most widespread remote learning tool: 77 percent of all children attending school live in households with a radio. Notwithstanding the caveats mentioned in the paragraph above, 70 percent of students live in households with some kind of internet connection—a higher proportion than for electricity (64 percent) or television (57 percent).
- The richest students often have access to multiple remote learning tools, particularly electricity and television (100 percent), followed by internet (93 percent) and finally radio (82 percent). Radio is the only of these tools which is similarly accessible across sociodemographic tranches, with around three quarters of students of each wealth quintile having access.
- Only 2 percent of the poorest children live in households with access to electricity, and just 26 percent have access to internet. Poorer children are much more likely to have access to radio than to other tools, while richer children are somewhat more likely to have access to television than to other tools.
- Children in the middle wealth quintile, along with urban children, have similar levels of access to all the remote learning tools identified here. Rural children have access patterns which mirror those of poorer children: relatively high levels of access to radio (79 percent), but lower rates of access to internet (50 percent) and little access to electricity (30 percent) and television (20 percent).
- Children from the poorest socioeconomic quintile are more likely to be without both television and radio (30 percent) while richer children are almost never without access to both. The same divide is to be found between rural and urban children: rural children are twice as likely to lack access to both radio and television than urban children
- Children who are not attending any level of education may benefit from remote learning programs given access rates to remote learning tools.
- Higher proportions of out-of-school children have access to radio (75 percent) than to internet (68 percent) or television (50 percent). The access patterns of out-of-school children from different areas and wealth quintiles are similar to those of children attending school: poorer children generally have access only to radio while richer children have access to a broader range of remote learning tools, particularly television.

Foundational skills by access to remote learning tools aged 7 to 14

FIGURE 69 Foundational skills of students by access to remote learning tools



Findings

- A broad association can be seen between access to remote learning tools and acquisition of foundational skills in reading and numeracy, with only children both who do and do not have access to radio demonstrating similar reading skills at similar rates (15 percent).
- Children who lack access to television achieve foundational skills in reading and numeracy at only half the rate of those who have access; a similar gap can be observed for electricity. These are remote learning tools to which richer children have access in greater proportion.

Learning environment at home for children aged 7 to 14

FIGURE 70 No children's book in the household

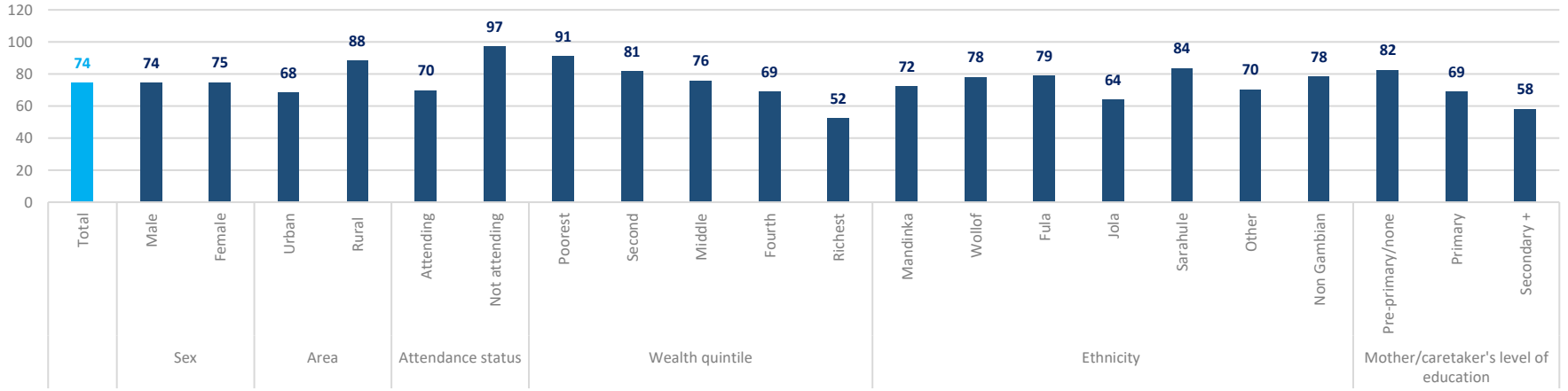
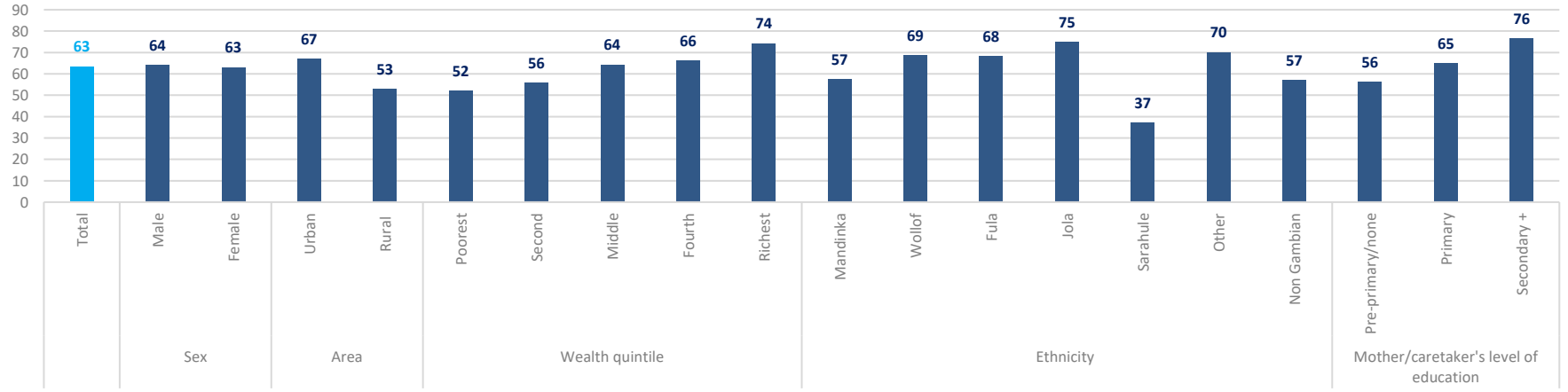


FIGURE 71 Anyone helps with homework



Findings

- Around three quarters of children in the Gambia live in households with no children's books present.
- A higher percentage of rural children (86 percent) than urban children (68 percent) live in households without these books, and a child from the poorest quintile is the most likely (91 percent) not to have access to children's books at home, while about half of the richest children have access to these types of books.
- While there is variation between ethnic groups, for each, access rates are between 64 percent and 84 percent. A larger proportion of children whose mothers have attained higher levels of education have children's books at home than do children whose mothers have lower educational attainment.
- Nearly two thirds of children have someone at home who helps them with homework. Children from urban areas have access to help at higher rates (67 percent) compared to rural children (53 percent); around half (52 percent) of the poorest children have access to help, compared to around three quarters (74 percent) of the richest.
- The Sarahule are an outlier when it comes to help with homework: only 37 percent of Sarahule children have someone at home who can give this kind of help, compared to around 60 percent or more for other ethnic groups.
- Higher percentages of children whose mothers have higher levels of educational attainment get help with homework than do those whose mothers have lower rates of educational attainment.

Profile of children with no access to remote learning tools aged 5 to 17

FIGURE 72 Profiling of children with no access to remote learning tools, by sex

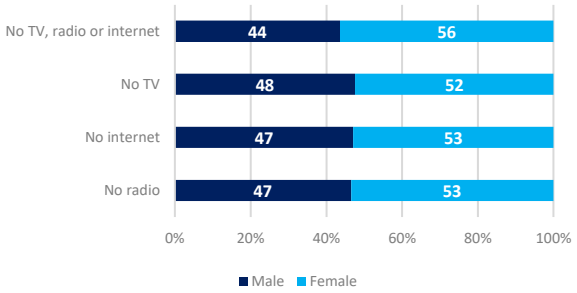


FIGURE 73 Profiling of children with no access to remote learning tools, by area

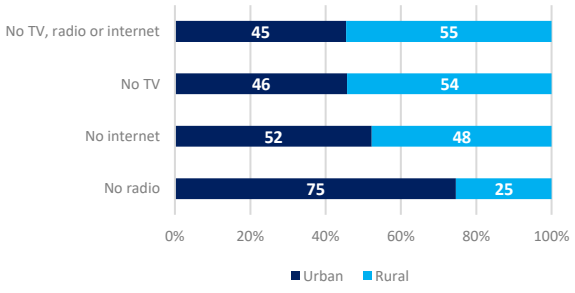


FIGURE 74 Profiling of children with no access to remote learning tools, by wealth quintile

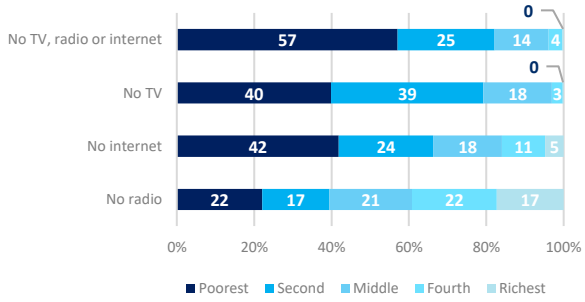


FIGURE 75 Profiling of children with no access to remote learning tools, by LGA

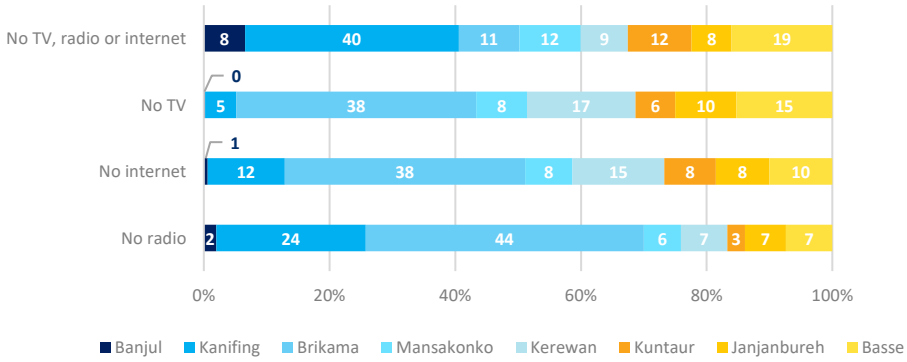
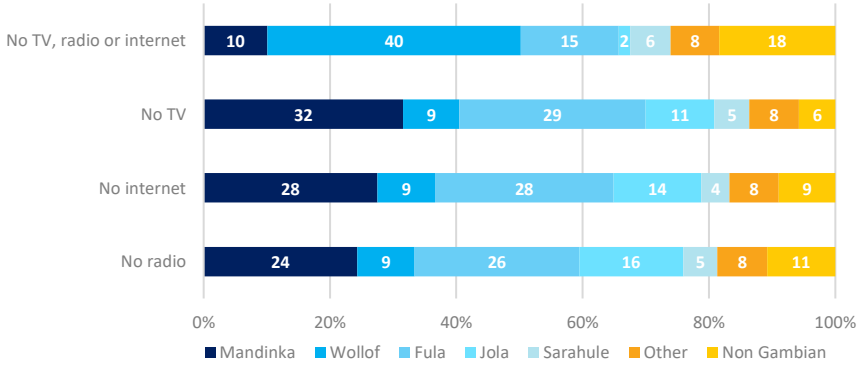


FIGURE 76 Profiling of children with no access to remote learning tools, by ethnicity



Findings

- While urban children are predominant (75 percent) among those who have no radio access compared to children in rural areas, rural children constitute the majority of children who have no television access (54 percent) and also no access to remote learning tools at all (55 percent)
- The poorest two quintiles of children are massively over-represented among children who have no television access (79 percent), no internet access (66 percent), and no access to remote learning tools at all (82 percent). Lack of access to radio is more evenly distributed across socio-economic tranches.
- Brikama children constitute the largest proportion of children who lack access to individual remote learning tools (at near or over 40 percent for radio, television, and internet), but occupy a smaller overall share than Kanifing children (40 percent) when it comes to the lack of all three of these tools. Kanifing children also represent a quarter of those who have no access to radio.
- When it comes to ethnicity, Mandinka children constitute a quarter or more of children who lack each remote learning tool individually, but only 10 percent of those who lack all three. Wollof children, on the other hand, represent a plurality of children who lack all three tools, at 40 percent of the total.

TABLE 7. Shares & headcounts by various socioeconomic characteristics

		Share (%) of students age 3 to 24				Headcount of students (ages 3 to 24, in thousands)			
		No radio	No internet	No TV	No radio, internet or TV	No radio	No internet	No TV	No radio, internet or TV
Total		**23**	**30**	**43**	**10**	**584**	**229**	**326**	**48**
Sex	Male	23	30	43	9	282	108	155	21
	Female	24	31	43	11	302	121	171	27
Area	Urban	25	22	28	5	410	120	150	22
	Rural	21	50	80	38	174	109	176	26
Wealth quintile	Poorest	30	74	100	98	91	96	129	27
	Second	22	39	89	44	113	56	129	12
	Middle	24	26	37	6	118	41	58	7
	Fourth	25	16	6	1	120	26	9	2
	Richest	18	7	0	-	142	11	1	0
Region (LGA)	Banjul	36	14	6	2	6	1	1	4
	Kanifing	27	18	10	3	114	28	16	19
	Brikama	24	27	38	9	254	88	126	6
	Mansakonko	29	48	72	36	26	17	26	6
	Kerewan	18	45	76	24	60	33	56	4
	Kuntaur	21	79	86	57	19	19	20	6
	Janjanbureh	28	47	75	36	30	19	32	4
	Basse	15	26	56	9	75	23	49	9
Ethnicity	Mandinka	17	24	39	5	220	63	104	5
	Wollof	23	30	41	10	55	21	29	19
	Fula	29	41	61	24	112	64	96	8
	Jola	31	34	39	11	65	32	36	1
	Sarahule	16	17	30	2	51	10	18	3
	Other	22	28	41	8	50	18	26	4
	Non Gambian	38	41	37	11	31	21	19	11

* Headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.

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for every child

UNICEF The Gambia
UN House
5 Kofi Annan Street
Cape Point, Bakau
PMB 85, Banjul

Tel: + +220 449 4780
Web: https://www.unicef.org/gambia