APPRAISAL REPORT

This appraisal report of The Gambia's Second Education Sector Strategic Plan 2014-2023 (ESSP II) and corresponding first phase Medium Term Plan 2014- 2017 was prepared by the Education Development Partners in support of the Government's request for continued financing under the Global Partnership for Education Fund (GPE).

While not neglecting the tertiary education components of the ESSP II and MTP, the appraisal focuses mainly on pre-tertiary education.

The main strengths are:

- The planned objectives correspond to the priority objectives of national development, poverty reduction strategies, and the medium-term expenditure framework.

- Both ESSP II and accompanying MTP were developed and written by the national team under the leadership of the two Ministers of Education, showing strong Government ownership. Despite involving two Ministries, the MTP presents the components of the different level of education very efficiently.

- The document highlights the main challenges in the sector, building on some of the empirical evidence available.

- The Plan is fully costed and sources of funding have been identified using financial simulation and projection models.

- The ESSP II and MTP recognize the importance of having a robust monitoring and evaluation system.

- The documents promote inclusive education through to the tertiary level through a national qualifications framework that cuts across all levels of education. The document adequately promotes inclusive education through to the tertiary and higher education levels and the inclusion of a national qualifications framework that cuts across both Ministries.

- The ESSP II and MTP appropriately reflect the GPE priorities of promoting education to marginalized groups, focusing on out-of-school children and boosting learning outcomes.

- The abolition of fees up to the end of upper basic education and the replacement of the loss of school income with a school grant is a commendable goal that is consistent with the Constitutional provision of free basic education for all children. The elimination of fees is expected to have a significant impact on raising enrolment in basic education among the poorest.

- The MTP appropriately places a focus on teachers as a central means to improve learning.

- EDPs welcome the increased attention given to Early Childhood Development (ECD) to promote growth and development of children aged 0 – 6 amongst the poorest, thus ensuring better readiness for primary education.

- In tertiary education, the MTP introduces important elements to strengthen governance which had been missing, such as a Higher Education Act and an Accreditation and Quality Assurance Board.

The main weaknesses of the MTP include:

- Lack of a consolidated results framework of outcome and output indicators that will be monitored on a consistent basis.

- Greater detail should be provided how EMIS, planning, policy analysis and monitoring capacities would be strengthened.

- The absence of NGO contributions to education, even though they have education allocations in their budgets.

The above weaknesses will be addressed as follows:

- Monitoring and evaluation will be strengthened under the World Bank and GPE financed READ project. Additional studies and action research to better assess impact will also be incorporated into the MTP and financed by the READ project.

- The Ministries of education will collect resource allocation data from international NGOs. NGOs have committed to provide the information by end October 2013.

Background

1. The ESSP II (2014-2023) and MTP (2014-2017) were prepared by the MoBSE and MoHERST as the next steps in the operationalization of a new Education Policy. The ESSP is a long-term ten year sector-wide plan that follows from a previous 10 year Policy and ESSP (ESSP I 2006-2015). Similar to the ESSPI, ESSP II (2014-2023) is intended to provide the framework for the preparation of successive and more detailed medium-term plans to be adapted according to resource flows and implementation experience while maintaining the long term priority objectives. With respect to higher education in particular, the Government has elaborated two key policies, notably a fully fledged higher education policy and a science and technology innovation strategy.

2. The ESSP II continues the same general "policy priority areas" of access and equity, quality and relevance, and management. It also continues the same "priority interventions" or programs implemented under the previous Plan in those areas. In addition, it incorporates several new initiatives in basic and secondary education, as well as an expanded policy and mix of programs in TVET and tertiary education.

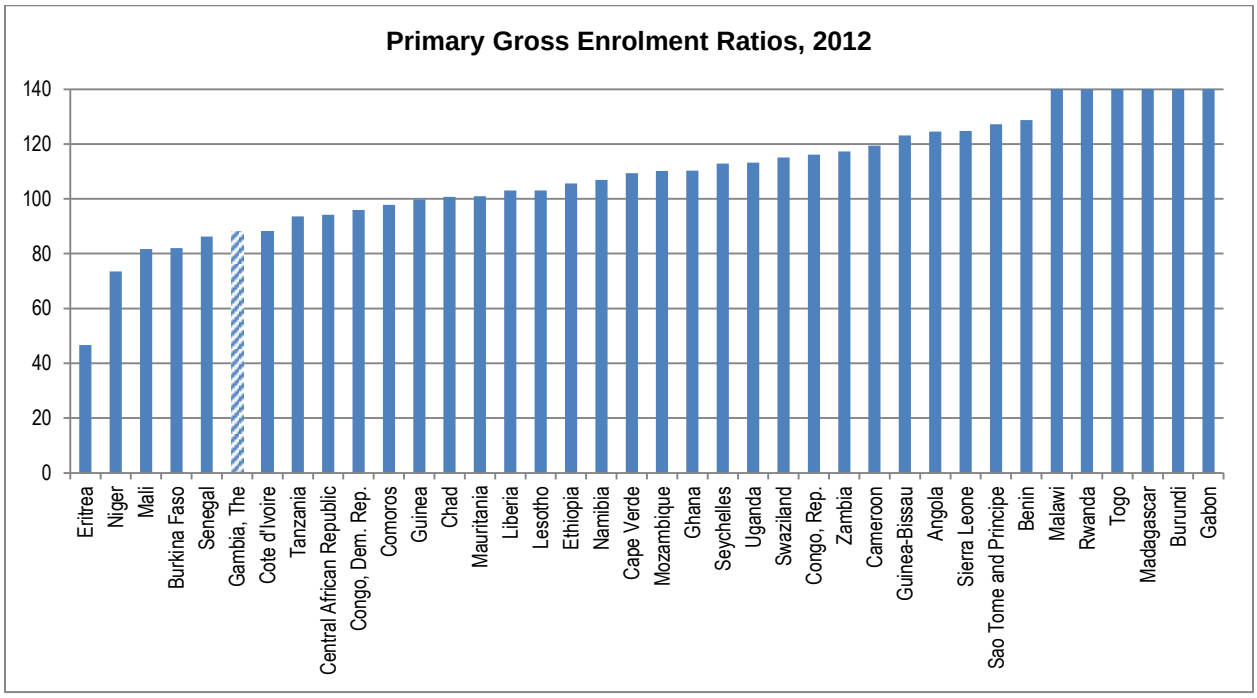
3. Since many of the interventions continue the same programs as under ESSP I, it is useful to first briefly examine/summarize the results achieved under ESSP I with respect to implementation, results achieved relative to targets, and resources which show both strengths/achievements as well as some weaknesses that are relevant to the new ESSP and MTP (or are addressed). As the ESSP I mainly concerned ECD, lower and upper basic education, the brief summary that follows focuses on those levels.

4. With respect to program implementation, according to World Bank supervision and reports of joint reviews, the ESSP I interventions were largely implemented satisfactorily, albeit with delays in some cases. In the area of access and equity, basic school infrastructure financed by DPs was built. Teacher hardship allowances to attract certified teachers to distant schools were delivered adequately. English teachers and textbooks (old stock) were provided to most madrassas. And, girls were provided scholarships to attend upper basic and secondary schools.

5. In the area of quality and relevance, the main components concerned the provision of teaching and learning materials, revision of curricula, a strong focus on teacher pre and in-service education, strengthened supervision of school management and teacher absenteeism, and learning assessment. All interventions were implemented while the priority given to teacher education intensified over time. Textbooks and an essential learning package were delivered to all schools. Curricula for basic education were revamped. More teachers were certified; more teachers have upgraded knowledge to provide quality teaching in primary schools and to obtain credits on the West African Secondary School Exam; cluster monitor visits to schools become regular (twice a month) due to investments in mobility (motorcycles) and development of improved monitoring instruments, particularly for teacher absenteeism. A national assessment has been administered annually in Grades 3 and 5 since 2007 and has increasingly become a more robust tool to inform on performance of learning and relating background factors. Although not a program anticipated by the ESSP, the Early Grade Reading Assessment (EGRA) instrument was also introduced and capacity was built for continued application. As a

consequence of the EGRA results which were very low, the MoBSE also took action by introducing new programs focusing on reading strategies in lower grades, training teachers and providing supplementary reading materials. In addition pilots in ECD for ages 0-3 and 3-6, early reading in national languages, school report cards and school development plans/grants and ICT were also initiated outside the framework of the ESSP priorities to provide input into further strategic thinking in those areas.

6. Annex 1 shows the ESSP I results indicators with baselines, targets for 2012 and actual attainment. Results are mixed. Areas where targets were achieved or exceeded or there is a positive trend include gender parity, are in the supply of certified teachers, completion rates in lower basic education (LBE), and access to upper basic education (UBE). In terms of gender parity, the Gambia has maintained a higher proportion of girls enrolled in LBE than boys and has narrowed the gap in UBE. The share of certified teachers in LBE rose from 70 to 80 percent, reaching the expected target. Although the LBE completion rate target was not achieved, the trend is upward. The targeted overall enrolment rate in UBE was nearly achieved. At 67 percent in 2012, the enrolment rate in UBE places the Gambia in the top 10 of 35 Sub-Saharan countries for which data are available.



Source: World Bank EDSTATS, July 2013. Figures are either 2012 or most recent year.

7. Achievements that fell significantly below the targets include: access to LBE, pupil: teacher ratios, and pupil: textbook ratios which remain an important challenges. With respect to access to LBE, the Gambia is quite off track to achieve the MDG that by 2015, all children will be able to complete a full course of primary schooling. As noted in the ESSP II, since 2006, total primary enrolment has only increased at the rate of population growth. As a result, gross and net enrolment ratios have stagnated at around 90 and 73 percent (or 63 percent according to the 2010 MICS), respectively. This places the Gambia well below the average gross primary enrolment

ratio for Sub-Saharan Africa of 110 percent, and 6th from the bottom among 38 Sub-Saharan countries for which data are available (see chart). Results are similar for the net enrolment ratio.[1] Further, most of the increased school attendance occurred in the madrassas which, however, according to MoBSE is due to more madrassas registering and being counted rather than to new enrolment. In contrast, public schools experienced successive years of declining enrolment the reasons for which have not been sufficiently explored. It is worth noting however that repetition rates are quite low in The Gambia compared to other countries contributing to improved internal efficiency.

8. On the other hand, relative to the enrolment trend, teacher recruitment proceeded at a more rapid pace resulting in a decline in the overall pupil: teacher ratio in LBE from 39:1 to 37:1 relative to the objective of 45:1. Pupil: teacher ratios are relatively low in The Gambia and particularly at UBE where the ratio is 26:1. Achieving a higher average ratio could be a cost-effective means to expand education to UBE.

9. As for textbooks, there is some debate about the result due to the fact that the last book procurement was delayed but will be achieved in September 2013. However, the sustainable provision of textbooks is a recurring issue. The MoBSE has historically relied on donor financing for the procurement of textbooks and other teaching and learning materials. So, this ratio falls in years of replenishment and rises again in the interim years. Under the MTP, the recurrent financing issue is being addressed by the allocation of GoG recurrent financing for book replenishment.

10. With respect to learning outcomes, EGRA results suggest an upward trend in early grade reading even though overall EGRA results are still quite low. The National Assessment results for grades 3 and 5 indicate that many students fail to achieve MoBSE's learning achievement targets. The trend in NAT results is difficult to interpret due to design issues which were addressed in 2012.

11. Resources allocated increased significantly both from GoG and DPs. GoG commitment to the financing of education recurrent expenditure was targeted to increase from 14 to 20 percent of total GoG recurrent spending (net of debt service). In 2010, this target was reached and subsequently fell to 16 percent. Nevertheless, between 2006 and 2013, GoG recurrent expenditure on education tripled, rising from D222 million (US$ 8 million) to D742 billion (US$ 22 million) which translates into a (compounded) annual average growth rate of 14 percent in real terms well above the average growth in domestic revenue of 4.7 percent over the same period. This increase was primarily due to GoG efforts to raise civil service salaries which were notoriously low. Whereas in 2006, basic salary and base allowances of a LBE qualified teacher was only 2.6 times per capita income. By 2010, they represented 3.7 times per capita income.

12. ESSP estimated the investment cost of achieving its targets at US$ 19.5 million per year over ten years with US$ 12 million per year for LBE and UBE. Between 2006-2013, development expenditure averaged US$ 11.4 million a year, most of which was for basic

[1] However, it is worth noting that repetition rates are quite low in The Gambia relative to the average for Sub-Saharan Africa, contributing to improved internal efficiency.

education thus achieving an estimated 95 percent of the ESSP I development resource target for basic education. The development financing target was met largely due to IDA and the GPE.

13. However, resources for school infrastructure were insufficiently mobilized, and the actual resource allocations of donors favored quality interventions for which actual expenditure was twice as high as estimated

II. Appraisal

Education Sector Plan Preparation Process & Stakeholder Engagement

14. The ESSP II (2014-2023) and MTP (2014-2017) were prepared by technical teams in the MoBSE and MoHERST. The preparation process of the ESSP involved broad stakeholder consultations whilst the MTP was prepared at a senior technical level. They support the implementation of new policies for Basic and Secondary Education, and in Higher Education, the development of which included extensive dialogue and interaction with a broad spectrum of stakeholders over a period of time, including a national conference convened in October 2011. In basic and secondary, fora have been established for local stakeholder group feedback (e.g. teacher unions, NGOs) not only through discussion but also their direct involvement in contributing towards the objectives.

15. In addition to the national conference in 2011, broad GoG ownership of and commitment to the goals and strategies of the ESSP II is indicated by the integration of the ESSP priority programs into the Government's medium-term poverty reduction strategy known as the Programme for Accelerated Growth and Employment 2012-2015 (PAGE) which includes a summary of the ESSP II interventions to describe the Government's priorities and programs in education. Further, the President has been directly promoting free basic education – one of the signature policy priorities -- during his "meet the people" tours throughout the country.

16. The EDPs and other stakeholders fully participated in the preparation of the ESSP and MTP, making useful suggestions all of which have been incorporated in these documents. During the preparation of the Revised Education Policy 2004 – 2015 and the formulation of the Tertiary & Higher Education, there was visible and meaningful participation from the planning stage to the validation conferences. Studies conducted to inform the formulation of the policies and the subsequent development of the ESSP also witnessed the participation of LEG. Both the drafts of the ESSP and MTP received useful comments from the LEG and other stakeholders.

Policy Priorities and Program Design

17. The Gambia's ESSP (2014-2023) is comprehensive in that it encompasses all education sub-sectors from adult education to ECD (ages 0-6) through the tertiary level. The MTP (2014-2017) reflects the priorities outlined in the ESSP II. The Plans are organized around five priority "Policy Areas" of access and equity, quality and relevance, sector management, research and development, and Science Technology and Innovation. For basic and secondary education, the MTP has 29 "policy priorities," which are referred to here as programs or interventions that the MoBSE would implement to achieve the long and medium term goals of the ESSP. Most of the

priority interventions of MoBSE for basic and secondary education continue, scale up or intensify ongoing programs and pilots.

18. **Access and equity:** The main programs to promote greater access to basic education (increase enrolment in basic education) include school infrastructure to accommodate higher enrolment, allowances and housing for teachers serving in hardship schools, support to madrassas to ensure that children receive an adequate education, the school feeding program which reaches 96,518 children in food insecure areas, and a new policy initiative to abolish school fees while providing grants to schools for the operating costs of delivering services.

19. The main access challenge of the ESSP and MTP is at the primary level. Depending on the source (MoBSE or MICS) between 25 to 35 percent of school-aged children do not attend school (includes madrassas), and this level has remained constant over the past six years. Further, surveys and sector analyses show that the large majority of these children will never attend school at all which has significant long term consequences. Reduction in public school enrolment has been highlighted, a trend that has manifested for several years the reasons for which have not been explored. They may include increased economic hardship for many families, transfers to madrassas where the cost of education is lower, a contraction in the school feeding program due to insufficient resources relative to the scope of the program, an overall deterioration in the provision of public education.

20. The mix of strategies to lower the cost of education, provide accessible schools, school feeding subsidies targeted to food insecure areas, are well informed by empirical evidence and in the case of school feeding by lessons learned from experience. The evidence suggests that the mix of these programs could have a significant impact on raising school attendance and completion rates, and the poorest households would benefit most from the subsidies. For example, no matter the survey or the respondent, the cost of education is consistently ranked the number one barrier to school attendance. Depending upon the study, between 35 to 46 percent of respondents cite cost as the main barrier for not attending school, including in LBE. Additionally, other countries in Sub-Saharan Africa that have abolished school fees saw enrolment soar. But it also has to be accompanied by safe, hygienic and functional infrastructure, teachers, and learning materials, etc and the fee removal may not be sufficient for all children.

21. Surveys also consistently show that the second main barrier is distance to school which is the main constraint for between 16-20 percent of the out of school primary school-aged population. And even of those in school, the National Assessment Test showed that 9 percent have to travel for a total of four hours a day to attend, and that travel time is significantly associated with lower achievement and higher repetition. A recent evaluation of the school feeding program showed that during periods when resources ran out and school meals were not provided in food insecure areas, enrolment dropped off significantly. Based on an evaluation and experience, the school feeding program will also be undergoing a major change in strategy to locally sourced commodities, adopting a clear policy that children would not be denied school meals nor stigmatized in any way due to inability to pay for them combined with better targeting of the most vulnerable and food insecure. Also due to budget cuts, the GoG will be expected to finance an increasing share of the cost of the school feeding program.

22. Thus the combination of these three programs could have a significant impact on the ability of the large share of children who do not attend primary education if school feeding and infrastructure spending are well targeted.

23. In terms of equity, the ESSP and MTP propose to continue to provide scholarships to girls in Upper Basic and Secondary education which have been instrumental in the past in raising the enrolment of girls. In UBE, the scholarships will be phased out as the no fee policy is phased in. In effect, the no fee/school grant policy will cover the same expenses for all students as the scholarships had for girls

24. **Quality & Relevance**: In terms of learning outcomes, the main components (in terms of cost) are the emphasis on reading and establishing strong foundations in early learning , monitoring, learning assessment and supervision, teacher training (pre-service and inservice), and learning materials. . With the exception of learning materials, there is less empirical grounding and greater difficulty in establishing potential impact (e.g. the Whole School Development impact evaluation, hardship allowance evaluation).

25. The plan appropriately targets teachers as a means to improve learning. There are a number of teacher-focused measures, including revision of initial teacher training, provision of targeted in-service teacher training, incentives for teacher deployment, monitoring of teacher attendance, an innovative PPP LEARNET business model, and the development and use of a simple tool for monitoring and enhancing classroom practices.

26. A strong focus on raising learning outcomes in lower basic education is needed not only because research shows that it is learning with acquisition rather than simply the number of years spent in school that yields the largest economic pay off, but also because improvements in learning contributes to higher subsequent achievement which would go a long way to address the perennial issue of MoBSE that teachers do not have sufficient basic content knowledge. In that regard, a stronger focus could also be placed on quality at the secondary level.

27. With regard to tertiary education in particular, the plan highlights MOHERST's priority in setting up a robust tertiary education system through the future establishment of an Accreditation and Quality Assurance Board intended to help improve the quality of its tertiary education institutions as well as a national research body intended to support and improve research output. This is a very welcome and necessary reform which is in alignment with international standards and good practices. It is not entirely clear the level of autonomy the two bodies would be granted. The introduction of a Higher Education Act will also support improvements in quality through planned reporting and monitoring requirements.

Indicators/Targets Results Framework

28. The MTP has dedicated a chapter on the monitoring and evaluation with a results framework and a results chain both of which provide details of indicators for outputs, outcomes (short and intermediate levels). This chapter also provides in detail, the structures that support the implementation the M & E. Despite the efforts put in the chapter to ensure clarity of the

framework, there is room for improvement. The MTP Results Framework could be significantly improved by displaying in a single table (such as along the typical log frame model) the key outcome and output indicators that will be monitored to assess progress and impact.

Costs and Finance

29. The financing plan is comprehensive in that it takes into account all known sources of development funding. There is financing gap of over US$ 50 million for the entire sector (and US$22.3 million for basic and secondary) which the sector will have to mobilize if the targets for the MTP are to be met.

30. **EDP Resources:** Donors have financed over 90 percent of development expenditure in basic and secondary education in recent years. However, known donor resources are considerably lower for this MTP than in prior years mainly due to significantly less financing from GPE, and fewer financing partners such as DfID and AfDB which have focused their resources on fewer countries (DfID) and fewer sectors in the case of the AfDB which is the result of the joint World Bank-AfDB assistance strategy whereby the World Bank would finance education and the AfDB other sectors. IDA resources for education are at similar levels than in the past 8 years. The result is that there are only six financing partners for all of pre-tertiary education – IDA, GPE, BADEA, IDB, WFP and UNICEF and total resources are significantly down except for the IDB which has allocated US$10 million for the madrassa sector only. Over the next four years, known EDP resources according to Plan total only US$ 30.6 million from IDA, GPE, and UNICEF (which is about half the financing of the previous MTP), and US$40.6 million including the IDB madrassa financing. Tertiary education has mobilized over US$50 million which mainly covers the cost of its infrastructure program at the University of The Gambia.

31. Greater efforts will be made by the Ministries and EDPs to mobilize additional external financing through a rigorous communication strategy financed by the Bank-GPE READ project. Discussions are on-going with the IDB, GPE and GoG for additional financing whereby the IDB would triple the GPE allocation. Should that agreement materialize, and if all the additional resources were allocated to basic and secondary education, about 95 percent of the financing gap for basic and secondary education would be filled. The corporate processes between the GPE Secretariat and the IDE need to be finalized.

32. **GoG Resources** -- The MTP financing framework estimates GoG financing at US$ 18 million (US$4.5 million a year) for MoBSE. This might be feasible under certain assumptions. In 2013, the Sector's recurrent budget was an estimated US$ 22.4 million. GoG development allocations have historically averaged about US$ 1 million a year and are not projected to increase much further.

33. Projecting forward under moderate assumptions, using the IMF macro forecasts of GDP, GoG revenue and expenditure, and assuming a slightly rising share of domestic revenue allocated to the education sector (Annex Table 2), domestic resources for education recurrent expenditure would grow at about 15 percent a year in nominal terms. For MoBSE, this represents an average of about US$ 4.0 million additional recurrent budget resources per year

from which has to be subtracted the incremental cost of teacher salaries, allowances and operating budget line items for MoBSE which may take up 2.0 million of the annual incremental increase given the enrolment targets and assuming a modest increase in administration and management expenses in the budget. Under these assumptions, total expected GoG financing that would be available for MTP programs would be about US$ 2.0 million a year relative to the US$ 4.4 million a year GoG financing in the Financing Framework. These estimates also assume that MoBSE would account for a steady 88 percent of domestic recurrent education resources and tertiary education 12 percent. It also does not take into account expected increases in recurrent cost financing for tertiary education associated with the new infrastructure and increased enrolment.

34. The gap may be financeable if the macro targets are achieved, and the share of domestic resources for recurrent expenditure remains at least at 15 percent of domestic revenue.

Monitoring and Evaluation

35. A reliable EMIS is fundamental, and timely production of basic analysis including targets and monitoring indicators and other relevant trends that depend upon these data. There have been constraints in the past. Years elapsed when the EMIS data were not sufficiently utilized. The data are also fundamental to management effectiveness and resource allocations because the EMIS is THE source of administrative data on which major resource allocation decisions are based/guided (such as teacher post allocations, hardship allowances, part of the school/fee grant). A HEMIS has also been introduced and the data are currently being cleaned. The MTP should include more detail on the plan to strengthen the capacity not only of EMIS management but also for capacity for planning, data analysis and broad dissemination to improve transparency. The Ministries are encouraged to look outside their own data collection efforts and incorporate in the monitoring and evaluation plan how they will make use of household surveys.

Implementation Capacity

36. The MoBSE has clear definitions of the roles and responsibilities and the corresponding profiles of education personnel at various levels and designated responsibilities for results and mandates for all continuing activities. It is less clear for the new no fee school grants program. The MoBSE has demonstrated experience in implementing the last MTP at a higher level of financing.

37. The MTP plan identifies capacity constraints in the form of competencies at the level of the REDs, teachers and school administrators for which continued training will be provided. However, it does not clearly identify capacity constraints at the central levels of MoBSE and MoHERST and how they can be mitigated.

GPE Summary Rating Table

		Highly Satisfactory	Satisfactory	Room for improvement
ESSP Development Process: • **Preparation process**		**X**		
• **Stakeholder engagement**			**X**	
Education Plan: • **Sector Analysis** • **Plan Design**	Policy Priorities		**X**	
	Program Design & Prioritization of Strategies		**X**	
	Plan Financing			**X**
	Monitoring and Evaluation			**X**
Implementation Readiness: • **System Capacity**			**X**	
• **Governance and Accountability**			**X**	
• **Implementation risks and mitigation**				**X**

Annex 1. ESSP 2006-2015 Outcome Indicators: Baseline, Targets and Actuals

Indicators	Baseline 2006	Target 2012	Actual 2012
Lower Basic			
Gross Intake Rate (%)	101	125	109
Gross Enrolment Ratio (%)	91	102	90
Net Enrolment Ratio (%)	75	85	73
Completion Rate (%)	65	80	72
Gender Parity Index (Gross enrolment)	1.03	1.03	1.03
Gender Parity Index (Completion Rate)	1.03	1.00	Na
Teacher:Pupil Ratio	1:39	1:45	1:37
Qualified Teachers (% of total)	70	80	85
Annual Instructional Hours	866	880	Na
Pupil:Textbook Set Ratio	1:1	1:1	2:1
Mastery in NAT core subjects (% students)	10	15	Na
Minimum competence in NAT core subjects (% students)	46	60	[2]Na
Upper Basic			
Gross enrolment (%)	60	69	67
Gender parity index	0.91	1.0	Na
Completion rate (%)	56	63	Na
Teacher-Pupil Ratio	1:27	1:45	1:26
Pupil: Textbook set ratio	3:1	1:1	2:1
Domestic Resources			
Recurrent education expenditure as a % of total GoG recurrent expenditure net of interest payments a/	14	20	16

Source: ESSP appraisal for GPE 29 August 2013

a/ Actual is for 2011.

[2] Linking 2007 and 2012 NAT results is not feasible as there have been significant changes in the content and standard of the tests from 2011 NAT. Problems in using NAT to examine trends in achievements have been addressed in the recent test development plans, hence future linkage of results will be possible

Annex 2. Projected GoG Resources for Recurrent Education Expenditure

Assumptions	2013	2014	2015	2016	2017
Nominal GDP (GMD millions)	33,491	38,281	42,689	47,213	51,809
Government Budget Resources as % of GDP	17.5	17.3	18.2	18.7	18.1
Domestic Revenue as % of GDP	16.4	16.6	17.5	18.1	17.5
Total Government Expenditure as % of GDP	29.8	25.7	26.4	26.6	25.2
o/w Captial Expenditure (%)	41.6	31.3	30.9	34.9	34.9
Recurrent Expenditure (%)	58.4	68.7	69.1	65.1	65.1
Education share of Total Gov Revenue for Recurrent	12.8%	13.6%	14.4%	15.2%	16.0%
Share of Education Recurrent for Basic&Secondary	88%	88%	88%	88%	88%
RECURRENT RESOURCES Available (GMD 000)	741,698	946,357	1,151,284	1,301,118	1,498,806
Basic and Secondary Education	652,694	832,794	1,013,130	1,144,984	1,318,949
Tertiary Education	89,004	113,563	138,154	156,134	179,857
RECURRENT RESOURCES Available (US$ 000)	22,372	27,373	32,019	34,918	38,939
Basic and Secondary Education	19,687	24,088	28,177	30,727	34,266
Tertiary Education	2,685	3,285	3,842	4,190	4,673

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