



**THE REPUBLIC OF THE GAMBIA
DEPARTMENT OF STATE FOR EDUCATION**

EFA PROPOSAL

FOR

THE FAST TRACK INITIATIVE

FEBRUARY 2003

EXECUTIVE SUMMARY

The Gambia has always endeavoured to provide basic quality education for the majority of all her population with much difficulty. Since Jomtein this resolve to attain Education For All (EFA) by 2015 has been further strengthened. The main objective of the current education policy is the provision of 9 years of uninterrupted quality basic education for all Gambian children.

The attainment of the objective of Education for All continues to be a challenge and some of the major constraints persisting in the education system in spite of the progress made in the Gambia include, inadequate resources (human, capital and material), consequently eroding various attempts to curb dropout rates, repetition and completion rates. This has impacted seriously on teacher morale and performance for the attainment of quality learning outcomes.

Despite the above challenges, the country's achievement of a gross enrolment ratio (GER) of 74% in 2000/2001 at the lower basic is significant which ranks her considerably above the Sub-Saharan African average of 69% although girls comprise only 48% of the share of enrolment. With the inclusion of the parallel Arabic schools the total GER stood at 84% in 2001.

The Gambia as a nation remains highly committed to implementing the Education Policy (1988 – 2003) and Master-plan (1997-2006) based on the country's strategy for poverty alleviation. The programmes to achieve the goals set will require addressing policy, data and resource gaps.

The EFA/FTI Proposal

The Gambia's EFA Fast Track Initiative (FTI) proposal therefore is geared towards attaining a high level of economic growth to alleviate poverty as per the country's poverty reduction strategy programme (PRSP) with emphasis on the critical areas for a timely attainment of the Millennium Development Goals (MDG) focussed on:

1. Provision of quality basic education
2. Reduction of illiteracy rates by about 50%
3. Attaining gender equity in primary and secondary enrolment by 2005
4. Enhancement of the quality and efficiency of teachers
5. Enhanced financing of education sector programmes

The strategies put in place for the attainment of 100% enrolment by 2015, will require significant financial resources. Education is one of Government's priorities. Although about 27% of the recurrent budget is spent on education, there are still huge funding gaps to be addressed for the attainment of EFA by 2015. Poverty, which is a leading factor, has increased drastically since 1993 due to the high population growth rate (4.2%), one of the highest in the Sub-Region. Although urban poverty is sharply on the rise, poverty is a predominantly rural phenomenon. Most of the interventions in

the EFA FTI proposal are, to a large extent, targeting the poor section of society where the challenges for attainment of EFA by 2015 are most difficult, demonstrated by the 1998 National Household Survey and the report of the week-long EFA Big Bang Campaign mounted in the three most deprived regions in July 2002.

The EFA/FTI Proposal will support the following programme activities:

	Cost A		Cost B	
	(Dalasi)	(US\$)	(Dalasi)	(US\$)
Increasing access to and equity in Basic Education	155,554,509	7,070,660	209,924,942	9,542,043
Increasing participation and retention rates for girls	161,666,000	7,348,455	214,316,000	9,741,636
Improving the quality of teaching and learning	314,547,082	14,297,595	332,219,873	15,100,903
Increasing Expenditure on teaching and learning	68,870,412	3,130,473	92,377,957	4,198,998
Strengthening Early Childhood Education Services		0	13,979,989	635,454
Increasing access to Adult and Non-Formal Education		0	16,028,000	728,545
Meeting appropriate learning and life skills for people	29,376,000	1,335,273	29,376,000	1,335,273
Total	730,014,003	33,182,455	908,222,761	41,282,853

Cost A - Refers to the Cost of the proposal for Grade 1 to 6, excluding ECD & Adult Education

Cost B - Refers to the overall cost of the proposal for Grade 1 to 9, including ECD & Adult Education

The cost of the programme reduces from \$41 282 853 to \$33 182,455 when activities exclude the upper basic level, Early Childhood Education and Adult Literacy.

Introduction

The Department of State for Education (DOSE) in The Gambia has the sole responsibility for the provision of the full range of educational services. The formal system consists of six years of lower basic, three years of upper basic and three years of senior secondary schooling followed by 3 years of continuing education at tertiary institutions or 4 years at the university level. The first nine years of education constitute the basic education cycle, which is mainly provided by government while the senior secondary, technical and vocational, and tertiary and university education are funded largely through the Grant-In Aid arrangement and the private sector.

Through the Education Master Plan (1997-2006), programmes have been drawn to meet the targets set for the attainment of the goals for the basic education cycle and these include:

- Basic education expansion programme which is aimed at increasing enrolment to 90% through maximum utilisation of existing facilities by double shifting and multi-grade teaching where applicable; construction of additional classrooms; increasing the number of trained teachers and provision of school lunches in the most deprived regions to enhance attendance. Synchronising the curriculum of the Madrassas (Arabic schools) with that of the formal system and introducing English as a subject in these schools are other initiatives to increase enrolment.
- Increased girls' enrolment programme, which provides scholarships for girls in poor regions through the establishment of a scholarship trust fund for girls. A small fraction of needy and meritorious students in the urban and peri-urban areas are catered for differently. Mothers clubs for effective community participation in the Girl-Friendly School Initiative and increased enrolment of female students into the teacher training have improved the participation of girls.
- Quality assurance and relevance of basic education programme which ushered in the revision of the syllabuses for grades 1-9, the establishment of an ongoing in-service programme for teachers, the construction and equipment of resource centres in the six educational regions, free text books and the establishment of bench marks for the improvement of pupils' mastery levels at the basic cycle. The introduction of learning achievement tests will support monitoring learning achievements, which seeks to include the participation and collaboration of the school communities.
- Effective and efficient sector management through a decentralised education delivery service system is on going, for the empowerment of communities and enhancement of their participation and ownership of education.

The areas of intervention and performance in the sector have been outlined below and a brief description of the progress attained thus far in order to inform the strategies to fill the necessary gaps for the EFA/FTI are:

a) Early Childhood Care and Development

Under the expanded vision of basic education, pre-school education is provided to children between the ages of 3 and 6. Until 1995, the number of pre-school centres registered was 125, found mainly in the Greater Banjul Area. However, by 1998, this number has significantly increased to 265.

Early Childhood Care and Development (ECCD) is entirely provided by the private sector, while the role of government continues to be one of co-ordination and supervision of service delivery. Due to high cost and parental inability to pay the fees charged in pre-schools, Early Childhood Care and Development is accessible to only 46% of urban children and less than 17% of rural children (EFA 2000 Assessment). To address this challenge, ECCD centres will be annexed to existing lower basic schools in deprived regions (NBD, LRD, CRD and URD) with a view to attaining universal primary education. This is expected to be gradually phased-in from 2003 to 2015.

b) Increased Access To Basic Education

Significant progress was made in expanding access to primary education with annual enrolment growth rates reaching 8% thereby exceeding its target of 5% between 1990/91 and 1996/97. However, the growth rates fell to 4% over the period 1996/97 to 2000/01.

Generally, the gross enrolment ratio increased from 59% in 1990/91 to 70% in 1996/97. Notwithstanding the drop in enrolment growth rates for the period quoted earlier on, the gross enrolment ratio for the corresponding year increased from 70% to 74% thus falling short of the national target of 79% for the same year. However, if the Madrassa enrolments were included, the GER would stand at 84%, exceeding the target of 77%. This created the need to put some emphasis on Madrassas in order to capture the missing children in the conventional schools.

Given the current GER of 84% (including the Madrassas), The Gambia ranks considerably above the Sub-Saharan Africa average of 69% even though there are significant disparities in enrolments between educational regions in the country. From apparent enrolment trends, enrolment is near universal in the urban and semi-urban areas (Banjul/Kanifing Municipalities and Western Division) whilst it ranges between 55% to 65% in the rural areas (North Bank, Lower, Central and Upper River Divisions).

The challenges and constraints being faced are mainly due to the fact that a good number of parents in the rural areas prefer to send their children to local 'Daras', which are non-conventional schools. While there, children are engaged on the farms of the 'marabout' (the religious teacher) and their parents have little control over them. Experience from the EFA Big Bang Campaign conducted in The Gambia in July 2002 also showed that a significant number of children in communities with schools of low enrolment are neither going to school nor attending the "Daras". For

these children, an incentive for the parent to ensure their participation will be considered.

Conversely, in the urban area, where there is an acceptably high level of appreciation of Western Education, the population growth, which outweighs the enrolment growth rate, is a challenge to the attainment of Universal Primary Education. Programme on awareness creation to population and birth control will therefore be considered coupled with government's effort in creating access. In this regard the teaching of Population and Family Life Education and Life Skills already introduced at all levels will continue to be strengthened.

In the area of upper basic education, there has been rapid expansion between 1996 and 2000 with enrolments increasing from 24,654 to 41,615 translating into a GER growth from 31% to 43%. This growth in enrolment represents an average annual growth rate of 19%, which exceeds the target of 12.7%. The GER for boys for the same period rose from 36% to 49% compared to an increase from 26% to 37% for girls during the same period. The number of government schools increased from 27 to 64, while the number of grant-aided and private schools increased from 20 to 38.

Transition rates from lower basic to upper basic increased to 90% in 2000/01, exceeding the national target of 82%. A significant part of the increase in enrolment during the period took place in regions 3, 4, 5 and 6, due to the phasing out of the Primary School Leaving Certificate Examination at Grade 6 to allow for uninterrupted nine years of basic education. The challenge in this area is the demand for places, which will have to be matched with additional places, teachers and learning materials to meet the targets and enhance learning achievements and outcomes.

c) Special Needs

At present only three centres catering for the needs of the deaf, blind and children with learning difficulties are in operation and all are located in Region Oneⁱ. An assessment and evaluation of existing educational services in The Gambia for the physically challenged was conducted in 1998 through the National Disability Survey. The survey aimed at identifying the nature of disability among children, youths and adults in The Gambia, taking into account, in particular, age, gender, geographic distribution and special educational needs. The results of the survey show that 25.7% of disabled children in the mainstream schools are partially sighted and children with significant speaking problems account for 12.5%. It also revealed that children with significant mobility problems constitute 8.9%, those with hard of hearing 9.7% and significant manipulation and fits problems 3.7% each.

The current focus of this programme is on mainstreaming children with mild disabilities on the one hand and establishing at least one multi-purpose resource centre in each of the educational regions for the children with severe disabilities to adequately provide services for the physically challenged.

ⁱ There are six educational regions in the Gambia. These are Region 1 in Banjul and KMC, Region 2 in Western Division, Region 3 in North Bank Division, Region 4 in Lower River Division, Region 5 in Central River Division and Region 6 in Upper River Division.

d) Girls' Education

Achieving the Gambia's EFA goals will depend largely on increasing female enrolment and improving their retention and performance levels. In 1996 females represented only 42% of enrolment in grades 1-9, 35% of enrolment in grades 10-12, and 30% share of enrolment in teacher training. Enrolment of girls has witnessed a gradual rise in quantitative terms following the policy drive to increase access, especially in rural areas. Since the introduction of the Scholarship Trust Fund for girls in 1999, the reduction of fees at the upper basic and senior secondary levels and the introduction of the Girl Friendly School Initiative in 2001, growth in girls enrolment at the lower basic level has averaged 4.6% per annum while at the upper basic, the average growth was 10.3%. The resultant effect was a growth in GER from 67% in 1999 to 73% in 2001 at the lower basic and from 34% to 40% at the upper basic during the same period.

At the senior secondary level, however, the enrolment rates remain low mainly as a result of the high cost of education. The GER for girls increased from 11% in 1996 to 14% in 2000. With the introduction of the Scholarship Trust Fund and other bursary schemes administered by organisations such as FAWEGAMⁱⁱ, the incidence of lack of attendance realised as a result of costs associated with school fees, examination fees and books, has reduced appreciably.

Barriers emanating from socio-cultural factors are gradually being overcome through intensive sensitisation campaigns undertaken in regions where enrolment rates for girls are unacceptably low. However, challenges resulting from the fact that the school environment is found to be insensitive to the needs of the girls i.e. gender biases of the curriculum coupled with lack of separate toilet facilities mitigate against efforts to promote girls' education. Early marriage and teenage pregnancy still remains a cause for concern. This consequently has resulted in the low enrolment, retention and performance of girls. The way forward will require increased sensitisation and participation of communities and provision of supportive facilities in overcoming the problem.

e) Improvement of Quality and Relevance of Basic Education

During the first half of the policy period, there were no targets set for learning outcomes and the only available measure of achievement was the success rate of individual schools and candidates at selective entrance examinations at the end of grades 6 and 9. Recently benchmarks have been drawn to clearly define learning outcomes at the lower basic for quality assessment while the annual National Assessment Test (NAT) using a sample size of 25% of pupils in grades 3 and 5 is institutionalised to inform the system on pupils' performance at the lower basic level.

ⁱⁱ Forum for African Women Educationalists The Gambia

The issue of quality and relevance of the curriculum and learning materials has been a concern for teachers and parents alike. Hence the curriculum at the level of basic education has been revised with emphasis on the strengthening of school-based assessment system and making it more relevant to the learning needs of children. It is envisaged that it will be done in collaboration with and involvement of the communities through school management committees for monitoring purposes.

At the Upper Basic and Senior Secondary levels, the West African Examinations Council (WAEC), in collaboration with the Standards and Quality Assurance Directorate (SQAD) and the schools, are responsible for conducting a Continuous Assessment (CA) which accounts for 30% of the Gambia Basic Education Certificate Examinations (GABECE) and West African Senior Secondary Certificate Examinations (WASSCE).

In supporting the implementation of the above strategy, the pre-service training of teachers at the levels of Primary Teachers Certificate (PTC) and Higher Teachers Certificate (HTC) has been intensified. A new training strategy utilising a dual mode, (combination of distance learning and face-to-face on site) was adopted thus increasing the duration of in-field training. The intake into both the PTC and HTC at the Gambia College were doubled. A well-structured in-service training model has also been developed using both school-based and cluster-based approaches.

Notwithstanding, the gains registered in this area, there is growing demand for the need to improve the learning achievements of children which were met by only 10% and 6.7% of a sample size of 25% of Grade 4 students in the areas of English and Mathematics respectively (The Gambia MLA Study 2000). Such alarming low achievement levels are worst in rural schools which continue to attract fewer trained teachers despite government's efforts in paying zonal allowances to teachers working in remote areas. In addition, poor housing conditions and inadequate incentives for teachers are factors responsible for the poor retention of qualified teachers in these areas. Considerations will have to be given to the status and welfare of teachers to improve teaching and learning outcomes.

f) Secondary School Expansion Programme

Enrolments at the senior secondary level increased from 11,981 to 15,165 between the year 1996 to 2000. There are now 33 senior secondary schools, 2 are funded directly through the government budget, and 16 are subvented through the Grant-in aid while the rest are private schools. GER increased from 15% in 1996 to about 18% in 2000 with 14% for girls and 22% for boys. The transition rate from basic education to senior secondary is 59%.

At this level, in accordance with current practice, new schools are being established as public schools and later converted to grant-aided schools and out-sourced to boards of governors. In addition, computer literacy has been introduced in schools to help familiarise students and teachers alike with basic word processing, spreadsheet operations and procedures to access the Internet and facilitate communication with other students and teachers around the world.

g) Adult and Non-Formal Education

From the results of the National Population Census (1993), 64.7% of 15 year olds and above are illiterate, 72.1% and 57.4% account for rural women and men, while 73.9% and 50.2% are urban women and men respectively. Hence, the promotion of adult literacy/numeracy and essential life skills is one of the Gambia's major focuses towards achieving EFA.

According to the National Education Policy (1988-2003), the Adult and Non-Formal Education Unit (ANFEU) is responsible for the co-ordination, monitoring and evaluation of adult education programmes in the country. The policy targets the sub-sector to reduce illiteracy to about 30% of its current level with an annual enrolment of 4000 participants.

In supporting the attainment of the above objective, the Community Skills Improvement Project (CSIP), funded by the African Development Bank (ADB) which aims among other things, at reducing poverty through the provision of functional literacy/numeracy skills, is being implemented in 250 communities, targeting 40,000 illiterate women and out of school youth aged between 15-35 for a period of 6 years.

In addition, a Basic Functional Literacy Programme is being implemented in the Greater Banjul Area using primary school teachers as facilitators for improved quality service delivery. The programme, which is run in existing lower basic schools, aims at providing integrated functional literacy skills that will improve the socio-economic status of illiterate women. Another purpose for which the programme is being implemented is to enhance continuing education for school drop-outs, particularly, girls.

h) Tertiary, Technical and Vocational Education and Skills Training

Beyond basic education provisions, The Gambia has well articulated programmes for continuing education. Based on merit, students can continue on to pursue university level education at the University of the Gambia or other middle level courses at some of the tertiary level institutions.

For the bulk of the students that will be needed to provide the necessary skills required in the service and technical industry, the Gambia has now developed a comprehensive programme to establish a training authority to sustain the need for a trained workforce. Of utmost importance is the creation of a pool of persons with technological and vocational skills that will ensure an adequate response to labour market requirements in all sectors and to provide opportunities for life long learning. The participation of the private sector in its provision a wider range of coverage ranging from secretarial to technical and vocational courses and thus creating a better line between technical education and the world of work. It is for this reason that a policy on Technical, Vocational Education and Skills training was formulated for implementation.

2. Definition of Fast Track Plan: Strategies to attain EFA

Given the objectives of the present programme and the challenges being faced by the system in addressing the EFA goals to reach 100 percent completion rate by 2015, using current strategies, this FTI proposal presents a re-orientation and re-alignment of strategies that will improve service delivery. Although Adult and Non-Formal Education and Early Childhood Education may not be considered as an FTI strategy, it is the view of the Gambia that an EFA strategy has to be comprehensive and should take on board the expanded vision of basic education. It should also capture those factors that have a bearing on the issues of access and quality of education in the lower basic and upper basic schools. It will therefore focus on key areas that have potential to create a higher impact in addressing poverty-related issues. These are:

- Increasing access to and equity in Basic Education
- Increasing participation, performance and retention rates for girls
- Improving the quality of teaching and learning
- Strengthening Early Childhood Educational Services
- Increasing access to Adult and Non-Formal Education
- Meeting appropriate learning and life skills for young people.

In this regard, the following objectives are set:

- Increase the Gross Enrolment Ratio to 100% of the 7 – 12 year olds by 2015 and to 95% of 7-15 year olds by 2015, taking into account enrolment in Madrassah; Completion rates are also targeted to increase from 60% in 2000 to 100% in 2015
- Increase the supply of trained teachers and make more efficient use of the teaching force by increasing the pupil/teacher ratio to 45:1 at the lower basic level and 40:1 at the upper basic level, increasing double-shift classes from 25% to 32% at the lower basic and reducing the double shift teachers from 16% to 0% by only double shifting classrooms by 2015 and changing its orientation, and introducing multi-grade teaching where class sizes are less than 30.
- Increase the proportion of girls' enrolment to 50% at the lower basic and 46% at the Upper Basic by 2005 to create gender parity
- Improving the quality of teaching and learning by:
 - Focusing more on supervision and provision of professional support to and advisory service for teachers at the regional and school level,
 - Increasing time on task through regular inspection and flexible school calendar
 - Improving teachers' professional and academic standards through a regularly budgeted In-service training programme
 - Setting performance standards linked to learning outcomes
 - Conducting standards tests on teachers to evaluate their knowledge and skills in their subject areas,
 - Conducting competency tests for all pre-service teachers
- Improve learning outcomes at all levels in order that 30% and 80% of students will attain minimum grade level competencies/mastery levels by 2005 and 2015 respectively through:

- Improved curricula, focusing on literacy and numeracy, science and technology, and the arts and humanities, and improving the textbook distribution system;
- Improved facilities and learning environments, through:
 1. Providing appropriate training of teachers, increasing the Gambia College intake from 150 to 300 a year,
 2. Increasing the availability of learning materials, and
 3. Improving the monitoring, assessment and evaluation strategies, including teacher appraisal mechanisms;
- Increasing the Enrolment Ratio of Early Childhood from 20%ⁱⁱⁱ in 2000 to 45% in 2015
- Increase access, for adults, to functional literacy and numeracy programmes by reducing the illiterate population by half in 2015, of its 2000 level of 67%.

In order to attain these objectives, several strategies will be employed. Some of them will strengthen, consolidate and expand present ones, which have been found to be effective while new ones will be employed to enhance efficiency and effectiveness in achieving the set objectives in the quickest possible time. These strategies will be employed within the context of government's decentralisation policy, which offers great opportunities for an integrated approach in programme implementation at the grass roots.

I. Increasing access to and equity in Basic Education

In order to increase access to and equity in basic education by increasing the Gross Enrolment Ratio to 100% of the 7 – 12 year olds and to 95% of 7-15 year olds by 2015, taking into account enrolment in Madrassah and improving the Completion rates from 60% in 2000 to 100% in 2015, the following strategies will be employed:

- Attaining these targets will also call for the efficient utilisation of resources. Therefore, at the lower basic level, the percentage of double shift classes will be increased from 25% to 32% and the gradual phasing out of the teachers involved in double shift will be introduced. At the upper basic level the percentage of double shift classes will increase from 45% to 50%. Double shift teachers will continue to receive 50% of their basic salary as remuneration. Multi-grade teaching will also be used in cases where enrolments are low and the combination of two consecutive classes will result in a total enrolment of 40 or less.
- In the lower and upper basic, 200 classrooms (excluding 20 for the Madrassas) per annum will be constructed, using the current strategy of Delegated Management Contract, Framework Agreements with the NGOs and Direct Implementation. Forty-two (42) classrooms will be rehabilitated annually. In addition, new architectural designs will be prepared to allow for optimal utilisation of land space particularly in the urban area where land use is an issue.
- To attract trained teachers in difficult areas, 16 units of staff quarters will be constructed annually at a cost of D24 million - a unit comprising accommodation for 7 teachers.
- Given that children from poor families are affected by short-term hunger, which impact on their school attendance, school meals (through the School Feeding Programme) will be provided to 120,000 children annually. For the sustainability

ⁱⁱⁱ 27.7% was quoted in the EFA 2000 Assessment due to the different sets of population figures used

of the scheme, the School Farms and Garden Project will be strengthened by providing garden tools to increase its efficiency and output to supplement the School Feeding Programme. Communities and women organisations' need to be sensitised on the sustenance of the School Feeding Programme and to be provided with labour saving devices, to enhance their output.

- In order to reach the most difficult 15% of the 7 – 12 year olds and retain them, a special incentive package of D100 per month per child will be provided to both the parents of these children and the 'Marabouts' in whose care, parents put their children, often with very strong cultural and religious reasons. The parent will attract D50 per child and, to cater for the foregone income incurred by the Marabouts by allowing the children in the 'Daras' to attend school, D25 will be paid to the Marabout per child per month. The remaining D25 will be saved for the parent until the child finishes Grade 9 in order to ensure retention. This scheme will be tested in Regions 5 and 6 to attract 25% of the 10500 out-of – school children at a total cost of D112500. 5% will be tested during the first year at the end of which an evaluation will be conducted. Depending on the outcome of the evaluation 15% of the children will benefit during the second year and 25% in the final year.

II. Increasing participation and retention rates for girls

Increasing the participation and retention rates of girls will be a critical part of this EFA/FTI proposal, considering the returns associated with girls' education and the potential it has in overall poverty reduction. To increase the proportion of girls at the lower basic to 50% by 2005 (Gender Parity) and to 46% at the Upper Basic by 2015 from their 2000 levels of 40% and 41% respectively, vigorous efforts and focused effective interventions will be needed. In addressing the concerns and challenges raised therefore, girls' education will focus on the following:

- Providing financial assistance that will cover school fees, examination fees and books, to all the girls in the Upper Basic level, will expand the Girl Friendly School Initiative^{iv}. In addition to the 50 girl friendly schools being supported by UNICEF 50 new schools will be added during the first year 125 in the second year and 200 in the third year. The total cost for this package will be D 112 500 000 for the three years.
- To address the insensitivity of the school environment to the needs of girls, separate toilet facilities for girls will be constructed and sanitary facilities will be provided to help girls during the period of menstruation to cut down on the loss of valuable instructional and contact time during this period. Furthermore to make the environment (both in and out of school) safe for the child, a sexual harassment policy will be introduced.
- Awareness creation on the importance of Girls' Education is never enough especially in a situation where the education of the boy child is favoured. Therefore sensitisation campaigns, using effective communication strategies, will be used to increase girls' enrolment and retention. To improve their performance too, the curriculum will continue to be reviewed.

^{iv} The girl friendly school native s a package of service, which provides a safe and supportive learning environment by proving such things as adequate teaching learning materials, well, toilet, libraries etc.

III. Improving the quality of teaching and learning

Considering the gains made by the sector in increasing access to basic education over the past five years, more attention will be given to the quality of teaching and learning than before. This will take cognisance of the factors that are known to have a bearing on learning outcomes, which include the quality of the learner and the environment in which learning takes place, the relationship between the school and the community/home as well as the teacher factor. To this end, the following strategies will be employed:

- The supply of trained teachers will be increased from 500 annually to about 900^v using the current mode of training at the Gambia College, which has been found to be cost effective. Consequently, about 450 PTC and 450 HTC teachers will be trained annually. To cater for the Madrassas, 20 teachers of English will be trained at the Gambia College and posted annually. About 275 Special needs teachers will be trained annually.
- In improving the quality of teaching and learning, student performance and achievement standards, which have already been set, will be monitored through Learning Achievement Tests under the National Assessment Test scheme. The Participatory Performance Monitoring scheme will be introduced. Internal efficiency on teacher utilisation in multigrade and double shift will also be monitored.
- To provide the necessary professional support and supervision for teachers, training will be provided for Regional Education Officers, SQAD officers and officers from the INSET division. D550,000 will be provided annually for cluster based staff development workshops. 50 percent of teachers will also be provided with nerve training during the first year 75% annually in the second and third year. For efficient delivery of services most of the training will be outsourced depending on the issues for which in service training is required.
- To cater for both the expansion of the system and provide adequate teaching and learning materials, expenditure on these will be increased significantly from its present level of per pupil expenditure of 6.7% of recurrent expenditure in 2000 to 15% by 2005. Taking cognisance of the provisions in the revised curriculum printing and reprinting of textbooks, syllabuses and teachers' guides will be intensified to provide adequate teaching and learning materials. The library corner books for reading and reference materials, which provide supplementary reading materials for children, will be provided to all primary schools.
- The use of ICT to enhance the quality of lesson preparations and delivery will be essayed working closely with World Links and the World Space utilising the latest approach of 'Compu-Kiosk'. The provision of this is envisaged to facilitate the down loading of lesson notes, plans and schemes as well as view lesson demonstrations by teachers. The cost for this will be finalised following the planned meeting with the firm.

^v This is the expected number of grandaunts when the intake at the Gambia College peaks.

- To attract trained teachers in difficult areas 25% of salaries for 20% of the teaching force in regions 3 to 6 will be provided on a pilot basis.
- Between 2003 to 2005 an incremental cost of D2.3 million will be required per annum for the additional teachers needed as a result of the expansion

IV. Strengthening Early Childhood Educational Services

The provision of Early Childhood Care and Development (ECCD) in The Gambia is mainly through the private sector. However with recent evidence emerging to show that children with ECCD experience tend to perform better than those without ECD experience and to increase the GER from 20% in 2000 to 45% in 2015, a new strategy for ECCD will be employed. This includes the creation of ECCD classes within existing lower basic schools in Regions 3 – 6, where the incidence of poverty is greater and parents' inability to send their children to private ECCD providers is highest. 97 classes will be created in these schools in phases and a remuneration of D 1,200.00 will be provided as salary to teachers handling ECCD classes.

In lower basic schools where classrooms are not available for ECCD provision, 25 sheds a year will be provided from government resources.

To improve the quality of ECCD provision, training of caregivers and tutors will be institutionalised at the Gambia College. 100 caregivers will be trained during the first year 200 in the second and 300 in the final year. Teaching and learning materials will also be provided. In-service training will be conducted for Lower Basic teachers to be able to handle ECCD classes.

There is enough evidence to suggest that the integrated approach to ECCD provision is most effective and meaningful to the overall development of the child. In this regard, linkages between ECCD centres and Mothers' Clubs under the Girl Friendly School Initiative will be established and a manual for parenting education developed. This integrated strategy will use the multi-sectoral approach to ECCD provision currently being used by DOSE, the Department of State for Health, Department of Community Development and other stakeholders in the provision of ECCD. Sensitisation campaigns for pre-school enrolment and on ECCD Service delivery will be mounted on a regular basis.

V. Increasing access to Adult and Non-Formal Education

In The Gambia, participation in Adult and Non-Formal Education services is more common among women than men. Evidence also suggests that there is a positive correlation between a woman's level of education and her fertility rate. In addition, there is a greater tendency for women to enrol their children in school, particularly girls, if they are literate. The potential that a literate population possess in poverty reduction is also documented adequately.

It is in view of the above justifications that the inclusion of Adult and Non-Formal Education in this EFA/FTI proposal is being considered. Thus, the provision of Adult and Non-Formal Education services will use the following strategies as outlined in The Gambia's PRSP:

- More Non-formal education centres will be established in specific areas of the country where enrolment rates are lowest and the incidence of poverty higher. This will help to boost enrolment, particularly for girls.
- To ensure sustainability and improve the quality of service, the current strategy of using teachers as facilitators will be maintained and intensified in addition to using other facilitators who have the necessary qualifications to provide the services. Given the present rate of implementation and the capacity of the NGOs that will be contracted to deliver the services 300 facilitators will be provided in the first year 500 in the second year and 680 in the third year. 60% of the funding will be provided by government and 40% by the donors. D600.00 per month will therefore be provided to facilitators and training will also be provided for them to be more effective. Communities will be involved in identifying the facilitators which best suit them.

VI. Meeting appropriate learning and life skills for young people

Meeting appropriate learning and life skills for young people, is by far the biggest challenge facing education sectors, especially in developing countries. The Gambia is no exception and the additional dimension brought about by the HIV/AIDS pandemic compounds the problem.

Although, it is recognised that the issue of appropriate learning and life skills goes beyond peer education, career guidance and IEC on HIV/AIDS, this EFA/FTI proposal focuses on the following strategies:

- Given the low prevalence rate of HIV/AIDS in the Gambia and it's potential to increase, governments' efforts will focus on awareness creation. Therefore, IEC materials on HIV/AIDS will be provided. To enable orphans whose parents die of HIV/AIDS continue their education, subsidies will be provided to 382 orphans annually in the tune of D6 Million Dalasis.
- Career guidance and guidance & counselling services will be provided to children in Grades 1 to 9.
- The Population and Family Life Education programme which aims at providing the essential skills to both in and out -of -school children to gain the knowledge and develop attitudes and skills that will enable them develop their capacities to work, to take control of their lives, among other things, will be maintained and intensified.

3. Financing of Education

The attainment of EFA through the FTI would require not only additional financial resources but also a shift in the bias approach towards resource utilisation in favour of capital investments. Traditional development assistance has been in support of capital investment and capacity building and not including recurrent expenditures such as salaries and allowances. Accelerating progress towards EFA would, among other things require support for recurrent expenditures.

Expenditure on education as a percent of total Government Recurrent Expenditure increased from 14.69% in 1998 to 15.99% by 2001 albeit some fluctuations. The share of expenditure by component continues to reflect the policy priority for primary

education; it increased from 46.5% in 1998 to 52.1% by 2000 representing an annual growth rate of 15.9% at current prices (or 9.1% at constant prices). This is a direct result of the aggressive campaign to increase access at the lower basic level, a trend that must be maintained for attaining 100% enrolment and completion rates but for which new strategies would be required to capture children in un-reached and difficult areas. Per pupil expenditure at the primary level rose from D515 in 1998 to D639 by 2000 (in nominal values).

“Between 1992 and 1998 extreme poverty has increased by more than 300%, from 15% to 51% whilst the population of non-poor declined from 67% to 31%. Poverty is on the increase despite years of interventions under SPA I” (DOSFEA 2000^{vi}: p8).

Year and	
Poverty Category	Population
<u>1992</u>	
Extremely Poor	18%
Poor	16%
Non-Poor	67%
<u>1998</u>	
Extremely Poor	51%
Poor	18%
Non-Poor	31%

^{vi} Interim Strategy for Poverty Alleviation II

a. Household expenditures on primary education

The 1998 National Household Poverty Survey derives income from expenditure and consumption data, i.e. “income is equal to expenditure plus the value of consumption of own produce termed as permanent income since it reflects the household’s expected income in the long term”^{vii}

Public expenditures are quite often made with the intention of helping the poor escape from poverty but the issue remains to be whether government/public spending is well targeted to those that need it most. However, enrolment shares per household or quintile groups influence access to public expenditures on education by households. Hence, assessing how well public spending on education is targeted to the poor requires a profile of who attends publicly financed schools at each level of the system, together with measures of the per-student subsidies received by students at each level.

The table 2 below shows the varying utility or access levels to educational services by different groups. With a household size of 11.54, Quintile 1 accounts for 34% share of school aged population compared to Quintile 5, which accounts for only 7% proportion of school aged children but a household size of 4.14. Net enrolment rates range from 49% to 70% for Quintile 1 and 5 respectively. There are regional disparities too in enrolment levels with the rural communities recording much lower enrolments than the urban and growth centres. Attaining and indeed moving from 100% GER to a 100% completion rate by 2015 implies directly targeting these difficult and un-reached communities.

Table 2: Distribution of enrolments by quintile

Quintiles	House Hold size	Sch. Age Population	SAP/HH	% of SAP	NER	Enr/HH	Total enrolment
Q1	11,54	84 188	2,49	34%	49%	1,23	41 463
Q2	9,46	64 023	1,91	26%	54%	1,03	34 523
Q3	7,29	51 194	1,51	21%	59%	0,89	30 356
Q4	6,14	29 073	0,86	12%	60%	0,51	17 358
Q5	4,14	18 202	0,54	7%	70%	0,38	12 682
All	7,72	246 680	1,46	100%	55%	0,81	136 382

Household expenditure on education shows the extent to which the burden of paying for education weighs on the poor. It has been observed that even though the rich (Quintile 5) spend 3 times more on primary education than the poor (Quintile 1), the burden on household expenditure is almost five times heavier on the poorest households income than the rich. The expenditure burden on both the first and second quintile (7.77% and 9.68% respectively) is more than double the national average of 3.05% per household. It becomes evident therefore, that targeting of subsidies is critical for the attainment of equity in access to subsidy on education.

^{vii} 1998 National Household Poverty Survey Report, p. 11

Table 3: Household benefit to government subsidy by quintile

Quintiles	SAP/HH	Enr/HH	HH Expenditure		Share of HH Expenditure on Pri Edu	Govt Expenditure	
			Pri Edu Per Child	Total HH Exp on Pri Edu		Pri Edu per HH	SAP
Q1	2,49	1,23	75	92	7,77%	809	325
Q2	1,91	1,03	212	219	9,68%	680	356
Q3	1,51	0,89	143	128	3,58%	589	391
Q4	0,86	0,51	332	171	2,85%	340	394
Q5	0,54	0,38	746	282	1,70%	249	460
All	1,46	0,81	223	180	3,05%	534	365

[Note: – Household expenditure per capita is used as a proxy for income in the household poverty survey.]

The proportion of school-aged population per household in the poorest quintile is almost five times that of the richest (2.49 compared to 0.54). Notwithstanding, the poorest quintile have fewer than half their primary age children in school (NER of 49%), and despite economising as much as possible on individual items, the poorest quintile spend 7.77% of household expenditure for school-related costs at the primary level. The richest quintile, with 70% of children in school and spending much more on items such as school uniform and transport, paid only 1.2%. Though the poor spend almost five times less of what the rich spend on school lunches and pocket money, such expenditures account for 43% of the poor household's expenditure on education compared to 22% for the rich. However, while the rich spend 14% of their expenditure on education on private tuition, the poor can afford spending only 1% on private tuition. This invariably has a direct bearing on children's achievements. The initiative would create opportunities for poor households in unreached areas to have access to public subsidies and equally offset their expenditure on education.

b. Financing Fast Track Plan & Government's Commitment

The overall financial requirement for the EFA/FTI proposal over the first three years (2003 – 2005) is **GMD 908 222 761 (US \$41, 282,853)**, an average annual expenditure of **US\$ 13 million** (Annex 5). However this does not capture the gradual phasing in of activities over the three year period. It would be observed that **31%** of these resources are for capital expenditures and **69%** is on recurrent expenditures. **Totally, Government's contribution is 36% comprising 50% of the recurrent and 6% of capital expenditures.**

The Financial Plan incorporates the resource gaps of the financial model and those other recurrent activity items that are critical in terms of capacity building and the operational maintenance of the education system to meet the EFA targets for which the model has not made any provisions. The bulk of resources under the current Third Education Sector Programme, designed for the attainment of the EFA goals, is financed through external resources of which over 80% is credit financing. The

qualification of the Gambia for HIPC resources attests to this and also its commitment towards poverty alleviation through interventions in the social sectors. It is therefore imperative that the EFA FTI resources would positively impact on the attainment of these goals and reduce the indebtedness of the country. The Gambia would require the support of the development partners in the tune of \$26.2 million, which constitutes the financing gap, to reach the 15% enrolment gap and attain 100% completion rate by 2015. Activities that have a great potential to reach the last 15% which is usually the most difficult include increasing access quality inputs, strengthening early childhood services, adult literacy and meeting appropriate learning and life skills for young people.

4. Monitoring and Evaluation

The attainment of the EFA/FTI goals will depend, to a large extent, on the mechanisms put in place for monitoring and evaluation of the progress being made against all the targets set. To this end, the monitoring indicators highlighted in Annex 7 will be provided annually from the Annual Data collection conducted jointly by the PPARBD and ITHRD and from other sources specified.

As regards quality targets the SQAD will ensure that the LAT is conducted annually followed by the community participatory approaches to assess school performances. ITHRD will continue the instituted staff appraisal schemes to inform the training and promotion prospects of teachers.

In order to provide guidance to the implementation process for the strategies outlined above, the monthly Senior Management Team (SMT) and Co-ordinating Committee Meetings (CCMs) will be maintained and strengthened to focus more on outcomes of and results for interventions.

The institutionalised arrangements of annual sector and donor review will be maintained and conducted regularly.

6 Sustainability & implementation issues

The government of The Gambia is committed to the provision of quality basic education as enshrined in the Constitution of The Gambia, the country's Vision 2020 and the PRSP. Government also considers the Education sector as a priority sector and in this regard, it has undertaken to continue to provide over 20 percent of its recurrent spending to the education sector and the required counterpart funding to all externally funded development projects within the sector. This EFA/FTI proposal is being made to support and complement the government's commitment and investment in its drive to provide basic educational services of good quality.

Already significant investment is being made by government in the provision of educational services and therefore most of the elements of proposals submitted are situated within government's current strategies and are meant to help the country achieve its overall objective of providing basic education to all its citizen.

The stability in the country and the creation of the Gambia Public Procurement Authority will greatly enhance timely implementation of programmes. This will be done through the Contracts Committees created in each Department of State to expedite the procurement of goods and services in a transparent and timely manner.

The Coordinating Committee and Senior Management Team (SMT) are institutionalised structures of the Department of State for Education. They meet monthly to monitor implementation progress of sector programme and review policy. The presence of these structures together with the Project Coordinating Unit (PCU) will provide additional impetus to timely programme implementation.

Considering Government's continued willingness to increase funding to the social sectors, the total recurrent funding of double shift and multigrade allowances (i.e. D13 000 000 or US\$590 909) and teachers salary (i.e. D248 000 000 or US\$11 272 727) for the first three years will be borne entirely by government. Furthermore, 90% of the cost of teacher training at both PTC and HTC levels will be picked up by government. Only 10% of this cost which accounts for the incremental cost associated with teacher training will be passed on to the donors.

Between 1996 and 2003, the government's recurrent budget has consistently increased from D133 million to D207 million indicating an average annual increase of 7%. The proposal suggests that government will be picking up some of the cost items in phases as shown in Annex 9. The ability to take up these costs however, is pegged at the rate of increase of government's allocation to the education sector estimated at 7% in the last 7 years. If projected, the ability to take over will be possible by 2010 when overall allocation to the sector will reach D332 Million and by which time government's readiness to take up these costs would have been strengthened as a result of sustained efforts to increase funding to the sector. Alongside this, the capacity of the sector to implement will be greatly enhanced through the inbuilt study tours and the sector's ongoing training programme.

Annex 1: EFA/Sector Development Plans Relative to the “Indicative Framework”

Indicator	Value in 2001	Indicative benchmark by 2015	Targets, Rationale and Implementation		
			Targets		Rationale/Plan to get there
			Value	Date	
Resource mobilization					
Public domestically-generated revenues as % of GDP	18.5	14-18	18.5		
Public recurrent spending on education as % of public recurrent discretionary spending ^(a)	22	20	25	2015	Continued Government commitment and priority to the social sectors.
Public recurrent spending on primary education as % of total recurrent spending on education ^(b)	52	42-64	55	2015	-Ditto-
Student flow indicators					
% of age-group entering first grade in primary cycle ^(c)	73	100	100	2015	EFA annual campaign
% of age-group reaching grade 6 in primary cycle ^(d)	86	100	95	2015	Improve quality of teaching and monitoring of pupil’s achievement – NAT & LAT
% repeaters among primary school pupils	9	10	3.6	2015	-Ditto-
Service delivery indicators					
Pupil-teacher ratio in publicly-financed primary schools ^(e)	39:1	45:1	45:1	2015	Teacher training and efficient use of teachers
Average annual remuneration of primary school teachers: ^(f)					
Existing teachers	D22, 433	3.5	D37, 014	2015	Assuming an annual salary increment of 5%
New teachers	D20, 024		D33, 039	2015	-Ditto-
Recurrent spending on items other than teacher remuneration as % of total recurrent spending on primary education ^(g)	22	33	25	2015	Increase expenditures on teaching learning materials
Annual instructional hours for pupils in publicly-financed primary schools	674	1000	880	2015	Flexible school calendar
% of pupils enrolled in privately-financed primary schools	3.7	10	10	2015	Including Government subvented schools but

a/ Discretionary spending is defined as public spending from all sources less debt service (interest payment only).

b/ Includes spending through ministries providing primary and secondary schooling, vocational/technical education and higher education; the target “indicative” benchmark by 2015 should be calibrated to the length of the first cycle of schooling, i.e. 5 years, 42% if it is 5 years, 50%, if 6 years, 58% if 7 years, and 64% if 8 years).

c/ Defined as non-repeaters in grade 1 as a percentage of the population cohort at the official age of entry to first grade.

d/ Defined as non-repeaters in grade 6 as a percentage of the population cohort whose age is the official age at entry + 5.

e/ Denominator includes only teachers with teaching duties; publicly-financed schools refer to those whose teachers are fully paid by the government, either directly or indirectly.

f/ Refers to teacher remuneration at mid-career; remuneration includes salary and cash value benefits (i.e. pension, health services, transport, housing and other items paid for by the state).

g/ Spending on items other than teacher remuneration include: (i) the remuneration of non-teaching staff in schools, as well as staff at the district, regional or central levels; (ii) spending on pedagogical materials, maintenance and other running costs, (iii) in-service teacher training; (iv) running costs of student assessments and examinations; and (v) student subsidies, school feeding and other services included under demand-side financing.

Annex 3: External Financing for Education

	Average annual amount over last 4 years (US\$)	Expected average annual amount over next 2 years (US\$) (For programs already in place)
Education		
Multilateral	4,238,238.55	7,420,735.76
Bilateral	248,208.07	178,843.73
HIPC debt relief	1,035,362.32	575,000.00
Primary education		
Multilateral	2,017,771.14	5,612,239.45
Bilateral	00.00	00.00
HIPC debt relief	406,398.67	345,000.00
General budget support		
Multilateral		
Bilateral		
HIPC debt relief		
Education-related budget support		
Multilateral		
Bilateral		
HIPC debt relief		

Annex 4: Current Donor Interventions in the Education Sector

Source of Financing	Name of Project	Description / Objectives	Amount (US \$)	Duration of Project
International Development Association (IDA)	Third Education Sector Project Cr. No. 31280-GM	Increasing access, and improving quality, equity and efficiency of the education system, particularly for Grades 1-9 in Basic Education	\$20 million	March 1998 –April 2003
European Union	Support to Education Sector Program	Opportunities for responsive, relevant and quality upper basic education and post-basic education skills training provided for all Gambians within the appropriate age-groups	\$5,000,000	1998 - 2004
UNICEF	UNICEF / Gambia Government Country Programme	Increase access and improve quality Basic Education	\$300,703	2003 - 2004
African Development Bank	ADB Education III	Increased number of better educated and skilled Gambians	\$13 million	2003 - 2006
World Food Programme	WFP	Enhance school attendance by reducing short term hunger	\$120,000	1998 -2003
IDB	Support to Lower Basic Education	Improving quality education	\$1.5 million	2003 - 2005
Islamic Development Bank	IDB	Increasing access and improving quality education	\$1.5 million	2003 - 2005

**Annex 5: Summary Table of Financial Requirement by Component and Years
EFA Fast Track Plan 2003 – 2005**

Programme / Activities	2,003	2,004	2,005	TOTAL
				209,924,94
Increasing access & equity to Basic Education	69,691,500	70,290,738	69,942,704	214,316,00
Girls Education	48,992,000	71,662,000	93,662,000	
	105,336,53	109,374,86	117,508,48	332,219,87
Improving the quality of teaching and learning	3	0	0	3
Increasing the expenditure on teaching and learning materials	30,584,500	30,782,346	31,011,111	92,377,957
Strengthening Early Childhood Educational Services	3,882,000	4,628,580	5,585,809	13,979,989
Increase access to Adult Education	3,991,000	5,431,000	6,727,000	16,028,000
Meeting appropriate learning & life skills for young people	9,792,000	9,792,000	9,792,000	29,376,000
	272,269,53	301,961,52	334,229,10	908,222,76
TOTAL COST	3	4	4	1
In US \$	12,375,888	13,725,524	15,192,232	41,282,853

Annex 6: DISTRIBUTION OF FINANCIAL REQUIREMENTS BY PROGRAMME
EFA/FTI 2003 – 2005 in Gambian Dalasis (GMD)

Programme / Activities	2,003	2,004	2,005	TOTAL
Increasing access & equity to Basic Education	69,691,500	70,290,738	69,942,704	209,924,942
Classroom construction for lower & upper basic schools*	40,800,000	40,800,000	40,800,000	122,400,000
Classroom construction for madrassas*	4,080,000	4,080,000	4,080,000	12,240,000
Construction of Staff Quarters for teachers in difficult areas	8,000,000	8,000,000	8,000,000	24,000,000
Rehabilitation of classroom facilities	2,100,000	2,100,000	2,100,000	6,300,000
Premium for double shift & multigrade teaching*	4,000,000	5,000,000	4,000,000	13,000,000
Provision of garden tools to supplement school feeding	453,200	566,500	708,125	1,727,825
Community sensitisation on sustenance of sch feeding program	415,800	415,800	415,800	1,247,400
Provision of meals	1,111,000	1,388,750	1,735,938	4,235,688
Provision of incentives to parents & marabouts in difficult areas	12,500	37,500	62,500	112,500
Annual Data collection exercise	550,000	550,000	550,000	1,650,000
Provision of special incentives for trs in difficult areas	3,528,000	3,602,088	3,677,732	10,807,820
Subsistence/transport allowances for trainee trs at face-to-face sessions	1,650,000	1,650,000	1,650,000	4,950,000
Allowances for Lecturers & mentors to monitor trainees on post	341,000	375,100	412,610	1,128,710
Transportation of special needs students	1,000,000	75,000	100,000	1,175,000
Administrative cost	330,000	330,000	330,000	990,000
Study tours to share experiences and good practice	1,320,000	1,320,000	1,320,000	3,960,000
				-
Girls Education	48,992,000	71,662,000	93,662,000	214,316,000
Expansion of girl friendly initiative in lower basic schools	15,000,000	37,500,000	60,000,000	112,500,000
Financial packages for girls and needy students	30,000,000	30,000,000	30,000,000	90,000,000
Remedial courses for female teachers -RIFT	1,487,200	1,487,200	1,487,200	4,461,600
Desemination/sensitisation seminars on the sexual harassment policy	253,000	253,000	253,000	759,000
Develop & disseminate materials for IEC	81,400	81,400	81,400	244,200
Architectural design and studies			123,200	369,600

	123,200	123,200		
Provision of sanitary supplies (during menstruation) for girls	1,000,000	1,500,000	1,000,000	3,500,000
Review of curricular material to remove gender biases	81,400	81,400	81,400	244,200
Provide guidance & counselling services for girls	107,800	107,800	107,800	323,400
Stationery for teacher training	198,000	198,000	198,000	594,000
Study tours to share experiences and good practice	660,000	330,000	330,000	1,320,000
				-
Improving the quality of teaching and learning	105,336,533	109,374,860	117,508,480	332,219,873
Increasing the supply of trained teachers	-	-	-	-
Training of teachers (PTC & HTC)*	12,600,000	12,600,000	12,600,000	37,800,000
Teacher remuneration*	79,000,000	82,000,000	87,000,000	248,000,000
Training of teachers on monitoring & evaluation	134,200	134,200	134,200	402,600
Training & orientation of teachers on revised curriculum	143,000	143,000	143,000	429,000
Training of teachers on mutligrade & double shift teaching strategies	237,600	237,600	237,600	712,800
Orientation of Madrassa teachers on synchronised syllabus	143,000	143,000	143,000	429,000
Training of regional education officers	600,000	600,000	600,000	1,800,000
Inservice teacher training	3,013,000	4,849,500	5,194,500	13,057,000
Inservice teacher training on NAT	1,004,333	1,616,500	1,731,500	4,352,333
Development of Test items	180,000	180,000	180,000	540,000
Questionnaire development	180,000	180,000	180,000	540,000
Dissemination of NAT reports	600,000	600,000	600,000	1,800,000
Training of teachers on Continuous Assessment	1,587,000	-	2,487,000	4,074,000
Internal efficiency monitoring & assessment	132,000	132,000	132,000	396,000
Monitoring of Learning achievements -LAT & NAT	2,211,000	2,343,660	2,484,280	7,038,940
Supervision & performance monitoring	209,000	209,000	209,000	627,000
Teacher appraisal exercise conducted	833,800	833,800	833,800	2,501,400
Continuous professional development for teachers	-	-	-	-
Provision of hardship allowances for teachers	-	-	-	-
Provision of allowances for teachers in Special Schools	300,000	300,000	300,000	900,000
Training of Special Needs teachers	275,000	275,000	275,000	825,000
Supervision & monitoring of trainee teachers	165,000	165,000	165,000	495,000
Allowances for special needs trainee teachers	176,000	176,000	176,000	528,000
Teacher training on maximisation of time utilisation			692,600	1,941,800

	602,600	646,600		
Setting academic standards & support materials - bench marks	110,000	110,000	110,000	330,000
Periodic reporting of M&E activities	250,000	250,000	250,000	750,000
Implementation of maintenance policy for educational facilities	100,000	100,000	100,000	300,000
Cluster based staff development workshops for teachers	550,000	550,000	550,000	1,650,000
Training of Madrassa and Arabic teachers through Gambia College		-	-	-
Expansion of the provision of English teachers to Madrassas		-	-	-
				-
Increasing the expenditure on teaching and learning materials	30,584,500	30,782,346	31,011,111	92,377,957
Reprinting of textbooks	10,825,000	10,825,000	10,825,000	32,475,000
Printing of new textbooks	14,000,000	14,000,000	14,000,000	42,000,000
Provision of teaching learning materials for schools*		-	-	-
Printing of synchronised syllabus	330,000	346,500	363,825	1,040,325
Reprinting of teachers guides	2,300,000	2,300,000	2,300,000	6,900,000
Management training for teachers on textbook recycling scheme	308,000	308,000	308,000	924,000
Provision of library corner books for reading & reference materials	469,700	507,276	547,858	1,524,834
Provision of storage facilities for books & learning materials	552,200	662,640	795,168	2,010,008
Provision of resources for school management & teachers	330,000	330,000	330,000	990,000
Distribution of teaching learning materials	222,200	255,530	293,860	771,590
Provision of supplementary reading materials	352,000	352,000	352,000	1,056,000
Printing of synchronised syllabus	299,200	299,200	299,200	897,600
Provision of Distant Training materials for trainee teachers	596,200	596,200	596,200	1,788,600
Strengthening Early Childhood Educational Services	3,882,000	4,628,580	5,585,809	13,979,989
Training of care givers & tutors at Gambia College*	700,000	1,400,000	2,100,000	4,200,000
Provision of teaching learning materials/didactic resources	300,000	300,000	300,000	900,000
Creation of ECD classes within primary schools	100,000	100,000	100,000	300,000
Provision of allowances for teachers handling ECD classes	116,400	150,000	393,600	543,600
Inservice training of teachers to handle pre-school children	770,000	770,000	770,000	2,310,000
Sensitisation campaigns for pre-school enrolment	253,000	253,000	253,000	759,000
Sensitisation of stakeholders on ECD service delivery	154,000	154,000	154,000	462,000
Supervision & monitoring	259,600	272,580	286,209	818,389
Construction of community based ECDC centres		-	-	-

Construct sheds for ECD where location of schools are far	300,000	300,000	300,000	900,000
Annual data collection on ECD	300,000	300,000	300,000	900,000
Study tours to share experiences and good practice	330,000	330,000	330,000	990,000
Develop manual for parenting education	150,000	150,000	150,000	450,000
Develop linkages between ECD centres with mothers' clubs	149,000	149,000	149,000	447,000
Increase Access to Adult and Non-formal Education	3,991,000	5,431,000	6,727,000	16,028,000
Construction of Non-Formal Education centres in specific areas	-	-	-	-
Provision of lighting/solar facilities	500,000	500,000	500,000	1,500,000
Conduct annual data collection & publish statistics	152,000	152,000	152,000	456,000
Monitoring & evaluation	100,000	100,000	100,000	300,000
Teaching learning materials/didactic resources*	-	-	-	-
Provision of stipends for facilitators	2,160,000	3,600,000	4,896,000	10,656,000
Training of literacy facilitators	716,000	716,000	716,000	2,148,000
Sensitisation workshops	242,000	242,000	242,000	726,000
Preparation, design and conduct of longitudinal studies	121,000	121,000	121,000	242,000
Study tours to share experiences and good practice	-	-	-	-
Provision of stipends for adult trainees	-	-	-	-
Meeting appropriate learning & life skills for young people	9,792,000	9,792,000	9,792,000	29,376,000
Study tours to share experiences and good practice	-	-	-	-
Subsidies to HIV/AIDS orphans*	6,000,000	6,000,000	6,000,000	18,000,000
HIV/AIDS related bill on teacher remuneration*	3,000,000	3,000,000	3,000,000	9,000,000
Introduce career guidance in all life skills programmes	-	-	-	-
Scholarship packages for skills & vocational training (Through NTA)	-	-	-	-
Recurrent expenditure on technical education*	-	-	-	-
Develop & disseminate IEC materials on HIV/AIDS	550,000	550,000	550,000	1,650,000
Provide guidance & counselling services for young people	110,000	110,000	110,000	330,000
Provision of peer education programmes	132,000	132,000	132,000	396,000
				-
TOTAL GMD	272,269,533	301,961,524	334,229,104	908,222,761
In US \$	12,375,888	13,725,524	15,192,232	41,282,853

Annex 6b: DISTRIBUTION OF FINANCIAL REQUIREMENTS BY PROGRAMME (Grade 1 to 6) EFA/FTI 2003 – 2005 in Gambian Dalasis (GMD)

Programme / Activities	2,003	2,004	2,005	TOTAL
Increasing access & equity to Basic Education	51,587,420	52,167,395	51,799,694	155,554,509
Classroom construction for lower *	27,744,000	27,744,000	27,744,000	83,232,000
Classroom construction for madrassas*	3,019,200	3,019,200	3,019,200	9,057,600
Construction of Staff Quarters for teachers in difficult areas	5,920,000	5,920,000	5,920,000	17,760,000
Rehabilitation of classroom facilities for lower basic schools	1,110,000	1,110,000	1,110,000	3,330,000
Premium for double shift & multigrade teaching*	4,000,000	5,000,000	4,000,000	13,000,000
Provision of garden tools to supplement school feeding	453,200	566,500	708,125	1,727,825
Community sensitisation on sustenance of sch feeding program	415,800	415,800	415,800	1,247,400
Provision of meals	1,111,000	1,388,750	1,735,938	4,235,688
Provision of incentives to parents & marabouts in difficult areas	12,500	37,500	62,500	112,500
Annual Data collection exercise	550,000	550,000	550,000	1,650,000
Provision of special incentives for trs in difficult areas	2,610,720	2,665,545	2,721,522	7,997,787
Subsistence/transport allowances for trainee trs at face-to-face sessions	1,650,000	1,650,000	1,650,000	4,950,000
Allowances for Lecturers & mentors to monitor trainees on post	341,000	375,100	412,610	1,128,710
Transportation of special needs students	1,000,000	75,000	100,000	1,175,000
Administrative cost	330,000	330,000	330,000	990,000
Study tours to share experiences and good practice	1,320,000	1,320,000	1,320,000	3,960,000
				-
Girls Education	37,292,000	54,112,000	70,262,000	161,666,000
Expansion of girl friendly initiative in lower basic schools	11,100,000	27,750,000	44,400,000	83,250,000
Financial packages for girls and needy students	22,200,000	22,200,000	22,200,000	66,600,000
Remedial courses for female teachers -RIFT	1,487,200	1,487,200	1,487,200	4,461,600
Desemination/sensitisation seminars on the sexual harassment policy	253,000	253,000	253,000	759,000
Develop & disseminate materials for IEC	81,400	81,400	81,400	244,200
Architectural design and studies	123,200	123,200	123,200	369,600
Provision of sanitary supplies (during menstruation) for girls	1,000,000	1,500,000	1,000,000	3,500,000
Review of curricular material to remove gender biases	81,400	81,400	81,400	244,200
Provide guidance & counselling services for girls	107,800	107,800	107,800	323,400

Stationery for teacher training	198,000	198,000	198,000	594,000
Study tours to share experiences and good practice	660,000	330,000	330,000	1,320,000
				-
Improving the quality of teaching and learning	99,885,547	103,665,348	110,996,187	314,547,082
Increasing the supply of trained teachers	-	-	-	-
Training of teachers (PTC & HTC)*	9,324,000	9,324,000	9,324,000	27,972,000
Teacher remuneration*	79,000,000	82,000,000	87,000,000	248,000,000
Training of teachers on monitoring & evaluation	134,200	134,200	134,200	402,600
Training & orientation of teachers on revised curriculum	143,000	143,000	143,000	429,000
Training of teachers on mutigrade & double shift teaching strategies	237,600	237,600	237,600	712,800
Orientation of Madrassa teachers on synchronised syllabus	143,000	143,000	143,000	429,000
Training of regional education officers	600,000	600,000	600,000	1,800,000
Inservice teacher training	2,229,620	3,588,630	3,843,930	9,662,180
Inservice teacher training on NAT	743,207	1,196,210	1,281,310	3,220,727
Development of Test items	180,000	180,000	180,000	540,000
Questionnaire development	180,000	180,000	180,000	540,000
Dissemination of NAT reports	600,000	600,000	600,000	1,800,000
Training of teachers on Continuous Assessment	1,174,380	-	1,840,380	3,014,760
Internal efficiency monitoring & assessment	132,000	132,000	132,000	396,000
Monitoring of Learning achievements -LAT & NAT	1,636,140	1,734,308	1,838,367	5,208,815
Supervision & performance monitoring	209,000	209,000	209,000	627,000
Teacher appraisal exercise conducted	833,800	833,800	833,800	2,501,400
Continuous professional development for teachers	-	-	-	-
Provision of hardship allowances for teachers	-	-	-	-
Provision of allowances for teachers in Special Schools	300,000	300,000	300,000	900,000
Training of Special Needs teachers	275,000	275,000	275,000	825,000
Supervision & monitoring of trainee teachers	165,000	165,000	165,000	495,000
Allowances for special needs trainee teachers	176,000	176,000	176,000	528,000
Teacher training on maximisation of time utilisation	602,600	646,600	692,600	1,941,800
Setting academic standards & support materials - bench marks	110,000	110,000	110,000	330,000
Periodic reporting of M&E activities	250,000	250,000	250,000	750,000
Implementation of maintenance policy for educational facilities	100,000	100,000	100,000	300,000

Cluster based staff development workshops for teachers	407,000	407,000	407,000	1,221,000
Training of Madrassa and Arabic teachers through Gambia College	-	-	-	-
Expansion of the provision of English teachers to Madrassas	-	-	-	-
Increasing the expenditure on teaching and learning materials	22,798,410	22,949,106	23,122,896	68,870,412
Reprinting of textbooks	8,010,500	8,010,500	8,010,500	24,031,500
Printing of new textbooks	10,360,000	10,360,000	10,360,000	31,080,000
Provision of teaching learning materials for schools*	-	-	-	-
Printing of synchronised syllabus	330,000	346,500	363,825	1,040,325
Reprinting of teachers guides	1,702,000	1,702,000	1,702,000	5,106,000
Management training for teachers on textbook recycling scheme	308,000	308,000	308,000	924,000
Provision of library corner books for reading & reference materials	347,578	375,384	405,415	1,128,377
Provision of storage facilities for books & learning materials	408,628	490,354	588,424	1,487,406
Provision of resources for school management & teachers	244,200	244,200	244,200	732,600
Distribution of teaching learning materials	164,428	189,092	217,456	570,976
Provision of supplementary reading materials	260,480	260,480	260,480	781,440
Printing of synchronised syllabus	221,408	221,408	221,408	664,224
Provision of Distant Training materials for trainee teachers	441,188	441,188	441,188	1,323,564
Strengthening Early Childhood Educational Services	-	-	-	-
Training of care givers & tutors at Gambia College*	-	-	-	-
Provision of teaching learning materials/didactic resources	-	-	-	-
Creation of ECD classes within primary schools	-	-	-	-
Provision of allowances for teachers handling ECD classes	-	-	-	-
Inservice training of teachers to handle pre-school children	-	-	-	-
Sensitisation campaigns for pre-school enrolment	-	-	-	-
Sensitisation of stakeholders on ECD service delivery	-	-	-	-
Supervision & monitoring	-	-	-	-
Construction of community based ECDC centres	-	-	-	-
Construct sheds for ECD where location of schools are far	-	-	-	-
Annual data collection on ECD	-	-	-	-
Study tours to share experiences and good practice	-	-	-	-
Develop manual for parenting education	-	-	-	-

	-	-	-	-
Develop linkages between ECD centres with mothers' clubs	-	-	-	-
Increase Access to Adult and Non-formal Education	-	-	-	-
Construction of Non-Formal Education centres in specific areas	-	-	-	-
Provision of lighting/solar facilities	-	-	-	-
Conduct annual data collection & publish statistics	-	-	-	-
Monitoring & evaluation	-	-	-	-
Teaching learning materials/didactic resources*	-	-	-	-
Provision of stipends for facilitators	-	-	-	-
Training of literacy facilitators	-	-	-	-
Sensitisation workshops	-	-	-	-
Preparation, design and conduct of longitudinal studies	-	-	-	-
Study tours to share experiences and good practice	-	-	-	-
Provision of stipends for adult trainees	-	-	-	-
Meeting appropriate learning & life skills for young people	9,792,000	9,792,000	9,792,000	29,376,000
Study tours to share experiences and good practice	-	-	-	-
Subsidies to HIV/AIDS orphans*	6,000,000	6,000,000	6,000,000	18,000,000
HIV/AIDS related bill on teacher remuneration*	3,000,000	3,000,000	3,000,000	9,000,000
Introduce career guidance in all life skills programmes	-	-	-	-
Scholarship packages for skills & vocational training (Through NTA)	-	-	-	-
Recurrent expenditure on technical education*	-	-	-	-
Develop & disseminate IEC materials on HIV/AIDS	550,000	550,000	550,000	1,650,000
Provide guidance & counselling services for young people	110,000	110,000	110,000	330,000
Provision of peer education programmes	132,000	132,000	132,000	396,000
				-
	TOTAL GMD 221,355,377	242,685,850	265,972,777	730,014,004
	<i>In US \$ 10,061,608</i>	<i>11,031,175</i>	<i>12,089,672</i>	<i>33,182,455</i>

Annex 7: Results Framework for the Evaluation of EFA-FTI

Hierarchy of Results	Performance Indicators (PI)	Means of Verification or Basis for Data Collection	Conditions for Success
<p>Key Outcomes</p> <p>1. Gender parity in first grade intake in primary school attained by 2010.</p> <p>2. 100% primary school completion by 2015</p> <p>3. Increased learning outcomes in primary school.</p>	<p>1. Girls as 50% of first grade gross intake by 2010</p> <p>2. Increased Primary Completion Rates (PCR)^{viii} from 63% in 2001 to 76% in 2005 and 100% by 2015.</p> <p>3. Increase in number and percentage of students in Grades 3 and 6 attaining minimum grade level competencies/mastery level for 30% & 80% of students by 2005 and 2015 respectively in reading and mathematics.</p>	<p>1. Annual Education Statistics or household survey.</p> <p>2. Annual Education Statistics or household survey.</p> <p>3. Sample-based national assessment of educational progress-NAT, LAT & MLA reports.</p>	<p>Willingness of parents to allow girls to complete</p> <p>Availability of resources for monitoring & supervision of teaching & learning</p>
<p>Outputs and Service Delivery</p> <p>1. Improved coverage, especially of girls, disadvantaged and at-risk children</p> <p>2. Increased internal efficiency</p> <p>3. Improved quality of learning inputs or activities</p>	<p>1. Enrollments by grade and age, disaggregated by gender, rural/urban, regions of the country, and other grouping. 98% GER by 2005 & 104% by 2015 of primary school children with access to a complete cycle of primary school.</p> <p>2. Repetition reduced to 3.6% by 2015, promotion, and drop-out 0(%) by grade and by gender</p> <p>3. Increase number of trained teachers from 500 to 540 annually; increase instructional hours to 880 by 2015; expenditure on teaching learning materials increased from 6.7% to 15 of recurrent</p>	<p>1. Annual Education Statistics or household survey</p> <p>2. Annual Education Statistics or household survey</p> <p>3. Staff payroll, Annual Education Statistics; Sample-based survey done in conjunction with student assessment; unannounced school</p>	<p>Willingness of parents to enrol children</p> <p>Withdrawal of children especially girls</p>

^{viii} Estimates based on the FTI Simulation model which uses a different calculations from that used in the Education Sector PER (2001) with an estimate of PCR of 80% in 1999/00.

	expenditures by 2015; student teacher ratio raised to 45:1; GER for early childhood education increased from 27.7% to 45% by 2015, student classroom ratio of 53:1 by 2015	visit.	
<p>FTI Strategy</p> <p>1. Critical country-specific interventions or strategies necessary for accelerating progress via FTI are operationalised and implemented successfully</p> <p>2. A comprehensive monitoring and evaluation system developed or upgraded for accountability, improvement and lessons, and capacity for operation assessed and enhanced</p>			
<p>Inputs:</p> <p>1. Domestic resource mobilized for EFA and FTI</p> <p>2. Donor commitment to EFA-FTI concretized and maintained on a long-term basis</p>	<p>1.1 Public domestically-generated revenues as % of GDP maintained at 18.5%</p> <p>1.2 Public recurrent spending on education (as % of public recurrent expenditure) increased from 22% to 25% by 2015</p> <p>1.3 Total public spending on primary education \$4.77 million in 2000 increased to \$10.04 million by 2015</p> <p>1.4 Public recurrent spending on primary education (as % of total recurrent spending on education increased from 52% to 55% by 2015)</p> <p>2.1 Total grants/donor support (Bilateral and Multilateral) provided in US \$60.8 millions and human resources.</p> <p>2.2 FTI Grants provided to fill financing gap in \$ terms, as % of total resources available, and as an</p>	<p>1. National Financing Plans for EFA-FTI</p> <p>2. Outcomes of November 2002 Donors meeting and country level dialogue</p>	<p>Macro-economic conditions and issues associated with additional funding are addressed</p> <p>Donors' priority remain unchanged</p> <p>National institution</p>

<p>3. Country commitment to quality education and service delivery maintained.</p> <p>4. The financing of FTI is sustainable</p>	<p>increment over the previous year</p> <p>3.1 Average teacher salary as multiple of GDP per capita maintained at 4.6</p> <p>3.2 Recurrent spending on recurrent items other than teacher remuneration as % of total recurrent spending on primary education increased from 22% to 25% by 2015</p> <p>3.3 Government current spending per pupil as percentage of per capita GDP</p> <p>4. Changes over time in the source of financing from Government, donors and FTI will show increasing financing from the government.</p>		<p>s and capacity enhanced for fiduciary practices, transparent budgetary and public management systems</p> <p>Sector capacity for management and service delivery enhanced</p>
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Annex 8: Operational Definition of Terms for Results Framework

Key Terms	Operational Definition
Literacy	Ability to read and write in any language
Numeracy	Ability to recognize and interpret numerals
Gross enrollment	Total enrolment as a proportion of relevant school age population
Net enrollment	Enrolment of relevant school age children as a proportion of relevant school age population
Total enrolment as a proportion of relevant school age population	Non repeaters in grade 6 as a proportion of 12 year olds
Learning outcomes	
Internal efficiency	
Learning inputs	
GDP	
Recurrent spending	

Annex 9: EFA FTI Initiatives and Sustainability Strategies

Initiatives	2003	2004	2005	Sustainability Strategy
Civil works – (classrooms & staff quarters) Government contribution of 10% capital cost would be maintained for LBS, UBS & madrassa classroom construction GLF: 15 864 000 EFA FTI: 142 776 000	5 288 000 47 592 000	5 288 000 47 592 000	5 288 000 47 592 000	Govt. contribution at 10% of cost
Rehabilitation of classroom facilities GLF: 630 000 EFA FTI: 5 670 000	210,000 1,890,000	210,000 1,890,000	210,000 1,890,000	Govt. contribution at 10% of cost
Premium for double shift & multi grade teaching – Increasing double shift classes and reduce double shift teachers by 2015 GLF: 13 000 000 EFA FTI: 00	4 000 000 00	5 000 000 00	4 000 000 00	Government will continue to pay double shift & multi grade teachers
Garden tools - To supplement the school feeding program through the school agriculture & gardening activities GLF: 86 391 EFA FTI: 1 641 434	22 660 430 540	28 325 538 175	35 406 672 719	Government currently contributes 5% of cost and would take it up fully by 2007
Provision of school meals – for all LBS schools in R6 - 2 GLF: 00 EFA FTI: 4 235 688	00 1 111 000	00 1 388 750	00 1 735 938	WFP funded programme
Incentives to parents & marabouts – 5% of the out of school children,; increasing to 15% and 25% in the second and third years respectively GLF: 112 500 EFA FTI: 00	12 500 00	37 500 00	62 500 00	100% funding by Government
Administrative costs of FTI GLF: 247 500 EFA FTI: 742 500	82 500 247 500	82 500 247 500	82 500 247 500	25% Government funding
Financial packages for girls – Covers tuition, exams fees and books for girls in UBS GLF: 9 000 000 EFA FTI: 81 000 000	3 000 000 27 000 000	3 000 000 27 000 000	3 000 000 27 000 000	10% funded by Government
Review of curricular material to remove gender biases GLF: 244 200 EFA FTI: 00	81 400 00	81 400 00	81 400 00	Fully funded by Govt
Training of teachers - Training of 240 PTC & 300 HTC teachers annually including 20 Madrassa English teachers	11 340 000	11 340 000	11 340 000	Government funds 90% of trainee cost

GLF: 34 020 000 EFA FTI: 3 780 000	1 260 000	1 260 000	1 260 000	
Teacher remuneration - GLF: 248 000 000 EFA FTI: 00	79 000 000 00	82 000 000 00	87 000 000 00	Government picks fully teacher remuneration
Construct sheds for ECD where location of schools are far GLF: 900 000 EFA FTI: 00	300 000 00	300 000 00	300 000 00	To provide ECD in unreached areas
Initiatives	2003	2004	2005	Sustainability Strategy
Provision of stipends for facilitators – Covers 300 facilitators in 2003 and increases to 500 and 680 respectively in subsequent years GLF 6 393 600 EFA FTI: 4 262 400	1 296 000 864 000	2 160 000 1 440 000	2 937 600 1 958 400	Government funds 60% of facilitators' stipend
Training of literacy facilitators GLF: 1 288 800 EFA FTI: 859 200	429 600 286 400	429 600 286 400	429 600 286 400	Government funds 60% of training costs
Other activities GLF: 00 EFA FTI: 335 376 348	00 86 525 433	00 110 937 374	00 137 913 540	
Total GLF: 329 786 991	105 062 660	109 957 325 192 004 199	114 767 006 219 462 097	
Total EFA FTI (Funding gap) : 578 673 170	167 206 873			