



**THE REPUBLIC OF THE GAMBIA  
DEPARTMENT OF STATE FOR BASIC & SECONDARY  
EDUCATION**

**TECHNICAL PROPOSAL  
FOR SUPPORT UNDER THE  
EDUCATION FOR ALL/ FAST TRACK  
INITIATIVE**

# **CATALYTIC TRUST FUND (2007)**

**JANUARY 2007**

## **1.0 - INTRODUCTION**

### **1.1 - Demographic and Economic Characteristics**

With a per capita Gross Domestic Product (GDP) of US\$350 (2001), The Gambia is amongst the poorest countries in the world, ranked 151<sup>st</sup> out of 175 in UNDP's Human Development Index for 2003. It has a human population of some 1.4 million (2003 census preliminary results), with an annual growth rate of 2.7 percent and density of 128 per square kilometre, one of the highest in Africa. Three quarters of the population is rural. Agriculture is the mainstay of the economy, accounting for 27 percent of GDP in real terms (2001), followed by tourism, 12 percent.

### **1.2 - Poverty Characteristics**

The latest Household Poverty Survey conducted in 1998 revealed a high incidence of poverty in the country, with an increasing proportion of the population living below the poverty line over the past decade. According to the MDG Progress Report for The Gambia 2003, food poverty increased from 33 to 37 percent while overall poverty increased from 60 to 69 percent.

The elimination of poverty and progress towards sustainable development will only take place with increased and improved levels of education. The commitment of the international community to this end has been reaffirmed on many occasions but for

millions of the world's poorest people, Education for All remains a daunting challenge but not insurmountable.

### **1.3 – Education**

In its recent mandate to deliver basic and secondary education of good quality, The Department of State for Basic and Secondary Education (DoBSE) in The Gambia has the sole responsibility for the provision of the full range of basic and secondary educational services. The formal system consists of nine years of uninterrupted basic education, three years of senior secondary schooling followed by 3 years of continuing education at tertiary institutions or 4 years at the university level. The nine years of basic education is mainly provided by government while the senior secondary, technical and vocational, tertiary and university education are funded largely through the Grant-In Aid arrangement and the private sector.

## **2.0 – UNIVERSAL BASIC EDUCATION CONCEPT**

According to the FTI guidelines, the two MDGs to be supported under the EFA/FTI are for universal primary completion by 2015 and gender equity in education. The definition of primary education causes difficult issues for The Gambia because the Gambia's national education policy (2004 – 2015) and the corresponding Education Sector Strategic Plan (2006 – 2015) provide for a unified basic education system, covering years 1-9, with automatic transition and no transition examination at the end of the lower basic cycle. Thus there is rapid expansion taking place at the upper basic level, and a policy of integrating basic education facilities where possible. Also in practice, it is difficult to draw between the lower and the upper basic simply because expansion of grade 1-6 implies expansion of grades 7-9. The Gambia cannot in fact commit all its resources to primary education, because it has embarked on a substantial expansion of upper basic level and to change this strategy in favour of the FTI guidelines may cause severe disruption.

Since the FTI review guidelines seem to leave a lot of latitude about the number of years covered by primary education, it will be rational to suggest that the only logical approach for The Gambia is to implement programmes for the full basic cycle.

This proposal is therefore intended to support universal basic education of good quality with particular focus on the following programme areas:

- Increasing access and equity to basic education;
- Increasing rates of participation and retention of students particularly girls;
- Improving the quality of teaching and learning;
- Strengthening institutional and management capacities of central and regional directorates.

### **3.0 - Challenges and Strategies**

As an effective vehicle to accelerate progress towards the above, The Gambia alongside 27 low income countries has been endorsed as an FTI beneficiary country with support provided through the Catalytic Trust Fund of the FTI during the calendar years 2005 and 2006. Such support provided the Gambia education sector with a grant of four million US Dollars (US\$4,000,000) in each of the above calendar years. The results of these grants have flagged successes in virtually all the programme areas in terms of responding to the challenges that beset the sector within the context of providing universal quality basic education.

However, despite the gains registered thus far, there are still challenges which need to be mitigated in order that the basic education targets set out in the ESSP are realised by 2015 as articulated in the following challenges and strategies.

### **3.1 - Increasing access and equity to basic education (US\$ 1,422,700)**

#### **3.1.1 - Challenge**

While it is acknowledged that there has been considerable access in basic education, it should be noted that such expansion has been in favour of girls due to the worrisome drops in enrolment for boys in lower basic education. In addition, the school age population is growing at a rapid rate in the nation, and the greatest demand now for school places is in urban and peri-urban areas. However, as remote villages in rural areas still show significant increases in

the school-age population, any expansion of access would have to address the needs of these two distinct populations. Hence, to attain universal basic education by 2015, and maintain the enrollment rates in upper basic, additional school places in lower- and upper-basic schools will have to be created at an accelerated pace.

### **3.1.2 - Strategies**

It is for this reason that this programme is expected to deliver 40 new classrooms with furniture and sanitary facilities coupled with the rehabilitation of dilapidated classrooms across all regions. In addition, teachers' quarters will be constructed in extreme deprived communities while rehabilitation will take place for quarters located in other parts of the regions. It is hoped that with the provision of such facilities particularly, in deprived areas, attracting teachers to serve in those communities will not pose much difficulty once children are enrolled.

## **3.2 - Increasing rates of participation and retention of students particularly girls (US\$ 284,546);**

### **3.2.1 - Challenges**

One of the successes registered in the previous implementation of the first phase of the Third Education Sector Programme is the increase in enrolment of girls and the attainment of gender parity in enrolment between boys and girls at the level of lower basic. However, the drop in enrolment for boys and the performance gap between boys and girls in lower and upper basic remain to be challenges in the sector.

### **3.2.2 - Strategies**

In responding to the above challenges, the child-friendly school initiative will be the guiding principle in the implementation of activities under this programme. This initiative will continue to be expanded in regions 2 and 3 through the establishment of new mothers' clubs and the strengthening of existing ones with labour saving devices provided to the clubs and the construction of separate toilet facilities for boys and girls. It is anticipated that

with these interventions, safe and supportive learning environment will be created for eventual improved learning outcomes

### **3.3 - Improving the quality of teaching and learning (US\$ 3,198,136)**

#### **3.3.1 - Challenges**

By all accounts, the quality of education remains a significant challenge, with low mastery of both mathematics and English as discerned from the school leaving examinations, in the UNESCO/MLA tests and the Gambian National Assessment Test. Although there are questions about the validity of some of the instruments used to ascertain the extent of the problem, there is no question that quality is disappointingly low in public education.

In addition, there are critical issues that have a direct impact on instruction, including: low instructional time; high teacher and student absenteeism; high repetition and dropout rates; low content knowledge by teacher-trainees entering teacher training; few or no professional development opportunities for teachers both before and during their teaching service; limited or inexistent pedagogic support to teachers at the school level and in the classroom; inadequate number teaching and learning materials and textbooks; lack of updated curricula and teaching syllabi; and flawed assessment instruments for measuring student achievement.

#### **3.3.2 - Strategies**

Given the scope of the challenges around teaching and learning in schools, the main thrust of this proposal can be traced under this programme to which about 60% of the grant is allocated. In terms of implementation, the following areas will be focused on:

- **Essential Learning Package** (Textbooks, library corner books, supplementary readers, classroom consumables and safe drinking water);
- **Special Needs Education** (Braille printing facility, mobile audiology test facility, vehicle, braille machines and low vision devices);

- **Teacher Training** (Distance education, students' stipend, face-to-face sessions and PTC Extension Programme);
- **West African Examinations Council** (Heavy duty scanner for the conduct of the GABECE);
- **Subject Associations** (English – GATE, Mathematics – MATAG, Science – STAGAM and Social & Environmental Studies – SESTA);
- **Curriculum Improvement** ( Core subjects – UBS, non-core subjects – LBS & UBS, syllabi – LBS);
- **Teacher Incentives** (Hardship allowances for teachers in R2 – 6 and prizes for outstanding teachers);
- **Monitoring Exercises** (Cluster-based monitoring, cluster-based training, vehicles and training of cluster monitors);
- **HIV/AIDS Education Sector Response** (Subsidy for orphan and vulnerable children, development of life skills education programme and first aids kits);
- **Civil Society Organisations** ( Advocacy);
- **Pedagogic Development** (DE materials, remedial classes for students, prizes for outstanding students).

### **3.4 - Strengthening institutional and management capacities of central and regional directorates (US\$ 484,618)**

#### **3.4.1 - Challenges**

From the previous aide memoirs of the World Bank and the current Project Appraisal Document (PAD) for the second phase of Third Education Sector Programme, there is repeated mention of the fact that the ability of the sector to deliver services in line with its vision of 'universal access to relevant and high quality education' is constrained by the current level of its capacity.

This is experienced at two levels of capacities, namely: institutional and management capacities which pose constraints to both the central and regional

directorates to the extent that the management and institutional practices are not conducive to optimal performance.

Often times, the tasks of these directorates are constrained by the absence of key equipment and skills sufficient to enhance the implementation of education sector reforms.

### **3.4.2 - Strategies**

Cognizant of the above challenges, this programme is expected to deliver outputs that will address the above challenges through the following interventions targeting sector management:

- Data collection & school mapping
- Development of internal policy analysis and formulation capacity
- Monthly CCMs and SMTs in regions 1-6
- Consumables for regions and headquarters
- (15 directorates/units)
- Dissemination of the Education Sector Strategic Plan (ESSP)
- Capacity strengthening for the implementation of the ESSP
- Giant Photocopiers
- Purchase of 40 kva Generator for Basic & Secondary Education Directorate at Kanifing

## **4.0 – 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 proposal is therefore,

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 to this end, all the elements of the proposal 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 citizens.

The stability in the country and the creation of the Gambia Public Procurement Authority and framework agreements with Future In Our Hands (FIOH) and UNICEF will greatly enhance timely implementation of programmes. These structures will be supported by the Contracts Committee created at the 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 DoSE which meet monthly to monitor implementation progress of sector programmes and review policy. The presence of these structures together with the Programme and Donor Coordinating Unit (PDCU) will provide additional impetus to timely programme implementation.

## **5.0 – 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 will be provided annually from the annual data collection exercise conducted jointly by the PPARBD and the regional education directorates.

As regards quality targets, SQAD will continue to ensure that the cluster-based monitoring model generates outputs based on an effective educational quality assurance system. In addition, community participatory initiatives for the monitoring of teaching and learning will be institutionalised and implemented.

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) backstopped by the forum of co-ordinating and implementing institutions of the Catalytic Fund Programme (CFP) will be maintained and strengthened to focus more on outcomes of interventions.

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

**(ANNEX 1) FINANCING PLAN BY PROGRAMME FOR THE FTI  
CATALYTIC TRUST FUND FOR 2007 IN GMD AND US\$**

<b>Programme / Activities</b>	<b>Unit Cost (GMD)</b>	<b>Total Cost (GMD)</b>	<b>Total Cost (US\$)</b>	<b>Key Result Area</b>
<b>Increasing access &amp; equity to Basic Education</b>		<b>39,124,250</b>	<b>1,422,700</b>	<b>School environment conducive for learning</b>
Construction of 40 new classroom for regions, 4 -6		15,991,250	581,500	
Construction of Staff Quarters for teachers in difficult areas		11,968,000	435,200	
Rehabilitation of Staff Quarters		2,392,500	87,000	
Rehabilitation of 30 classrooms		5,362,500	195,900	
Furniture replacements		3,385,250	123,100	
<b>Increasing participation and retention rates for girls</b>		<b>8,100,015</b>	<b>294,546</b>	<b>Increased learning opportunities in basic education</b>
Establish & strengthen mothers' clubs		1,330,285	48,374	
Separate toilet facilities for girls		5,269,743	191,627	
Provision of labour saving devices (10 milling machines)		1,500,000	54,545	
<b>Improving the quality of teaching and learning</b>		<b>87,948,740</b>	<b>3,198,136</b>	
<b>Support to Essential Learning Package (ELP)</b>		<b>38,851,000</b>	<b>1,412,764</b>	<b>Availability of adequate</b>

			<b>relevant teaching &amp; learning materials</b>
Provision of supplementary readers for Maths, Science, English & Social & Environmental Studies	16,277,250	591,900	
Classroom consumables & library corner materials	10,579,250	384,700	
Publication of new textbooks for grades 5 & 6	8,175,750	297,300	
Distribution of teaching & learning materials	618,750	22,500	
Construction of 40 wells	3,200,000	116,364	<b>School environment conducive for learning</b>
			<b>Increased learning opportunities in basic education</b>
<b>Support to Special Needs Education</b>	<b>6,935,500</b>	<b>252,200</b>	
Purchase of Braille printing facility	1,897,500	69,000	
Provision of 30 Braille machines for blind students	800,500	29,109	
Purchase of mobile audiology test facility	1,855,000	67,455	
Provision of low vision devices for students with low vision (magnifiers, telescopes & glasses)	882,500	32,091	
Purchase of mini bus for Methodist School for learning difficulties	1,500,000	54,545	
			<b>Improved quality of teaching</b>
<b>Support to Gambia College (Teacher Training (PTC))</b>	<b>8,816,500</b>	<b>320,600</b>	
Distance Learning	2,645,500	96,200	
Students' stipend (PTC)	2,937,000	106,800	
Face to face sessions	882,750	32,100	
PTC Extension Programme	2,351,250	85,500	
			<b>Increased learning opportunities in basic education</b>
<b>Support to West African Examinations Council</b>	<b>4,702,500</b>	<b>171,000</b>	
Purchase of heavy-duty scanner for GABECE	4,702,500	171,000	
			<b>Improved quality of teaching</b>
<b>Support to subject Associations</b>	<b>2,821,500</b>	<b>102,600</b>	
Support to Gambian Association of Teachers of English (GATE)	705,375	25,650	
Support to Social & Environmental Studies Teachers' Association (SESTA)	705,375	25,650	
Support to Mathematics Teachers' Association of The Gambia (MATAG)	705,375	25,650	
Support to Science Teachers' Association of The Gambia (STAGAM)	705,375	25,650	
			<b>Relevant &amp; up to date curriculum for basic education</b>
<b>Support to curriculum improvement</b>	<b>1,519,500</b>	<b>55,255</b>	
Curriculum audit and research on non-core subjects LBS	123,750	4,500	
Development of curriculum materials on non-core subjects LBS	247,500	9,000	
Curriculum audit and research on non-core subjects UBS	123,750	4,500	
Development of curriculum materials on core-subjects UBS	247,500	9,000	
Development of curriculum materials on non-core subjects	247,500	9,000	



			<b>Effective planning &amp; management of the education sector</b>
<b>Support to sector management</b>			
Data collection & school mapping		929,500	33,800
Facilities assessment survey		123,750	4,500
Development of internal policy analysis and formulation capacity		352,000	12,800
Monthly CCMs and SMTs in regions 1-6		2,400,000	87,273
Fuel and maintenance for 6 regional generators	180,000	1,080,000	39,273
Fuel and maintenance for component vehicles	250,000	3,000,000	109,091
Fuel and maintenance for the Willy Thorpe generator	780,000	780,000	28,364
EFA assessment in the 6 regions		600,000	21,818
Consumables for regions and headquarters (15 directorates/units)		2,099,250	76,336
Dissemination of the Education Sector Strategic Plan (ESSP)		500,000	18,182
Capacity strengthening for the implementation of the ESSP		500,000	18,182
Consultancy (audit of 2006 FTI accounts)		80,000	2,909
Digital Cameras (3)		82,500	3,000
Giant Photocopiers		400,000	14,545
Purchase of 40 kva Generator for Basic & Secondary Education Directorate at Kanifing		400,000	14,545

## SUMMARY

<b>COMPONENT</b>		
<b>AREA</b>	<b>GMD</b>	<b>US\$</b>
<b>Increasing access &amp; equity to Basic Education</b>	<b>39,124,250</b>	<b>1,422,700</b>
<b>Increasing participation and retention rates for girls</b>	<b>8,100,015</b>	<b>294,546</b>
<b>Improving the quality of teaching and learning</b>	<b>87,948,740</b>	<b>3,198,136</b>
<b>Strengthening Management and institutional capacity at the central and regional levels</b>	<b>13,327,000</b>	<b>484,618</b>
<b>TOTAL</b>	<b>148,500,000</b>	<b>5,400,000</b>

## **CO-ORDINATION, IMPLEMENTATION AND MONITORING FRAMEWORK**

As a frame of reference for the successful co-ordination, implementation and monitoring of the activities under the Catalytic Fund (CF), the following terms of reference (TORs) are provided to serve as guidelines.

### **The Approving Authority (The Permanent Secretary)**

Serves as the accounting officer of the CF, hence a signatory to the bank account

Directs the FTI process in The Gambia

Approves or disapproves endorsed proposals from implementing institutions through EFAPS

Directs the disbursement of funds for approved proposals

Holds key players accountable

### **The National Co-ordinating Office (EFAPS)**

Sensitises all partners on the concept note of the FTI process

Sensitises co-ordinating, implementing and beneficiary institutions on the modalities of implementation

Verifies all proposals for eligibility for support

Forwards endorsed proposals to the Office of The Permanent Secretary for approval

Monitors the co-ordination of all programme components

Synthesises quarterly reports and circulates them to all in-country donors and other stakeholders

Updates the National EFA Forum (Observatory) on the status of FTI

### **Co-ordinating institutions**

Discuss with all their implementing institutions on implementable activities commensurate with available tranche

Sign all proposals emanating from implementing institutions

Monitor progress of implementation

Update SMT on the status of co-ordination and implementation

Forward quarterly reports to EFAPS

### **The Implementing Institutions**

Submit budgets proposals to EFAPS under the full signature of their component co-ordinators

Share plans with beneficiary institutions

Implement supported activities without delay

Liquidate disbursed funds to EFAPS through component co-ordinators not later than one week after implementation of activity. Liquidation should be accompanied with a brief activity report

Update CCM on the status of implementation

Submit quarterly reports to component co-ordinators

### **MONITORING INDICATORS**

Guiding the performance of the sector in relation to the expected outcomes of the implementation of the FTI, the following indicators are being suggested:

#### **Input Indicators**

Pupil/Teacher Ratio (PTR) per school/region

Percentage of trained teachers per school/region

Number of school and cluster-based workshops organised

Textbook/Pupil Ratio (TPR) per school/region

Conditions of toilet facilities (adequate, separate, usable)

Conditions of classrooms (permanent, temporary, adequate)

Conditions of furniture (adequate)

State of mobility and fuel supply per cluster/region

#### **Process Indicators**

Availability of mission statement/goals/objectives

Frequency of classwork

Frequency of marking

Involvement of parents in monitoring children's work

Opportunities for communities to discuss their children's curricular experiences

Frequency of professional support visits by cluster monitors

Frequency of supervision by HM/DHM/SM  
Frequency of Support visits to cluster monitors by RED  
Adequate time for subjects and shifts  
Linkage between school and community

### **Output/Outcome Indicators**

Level of students' achievements  
Relationship among teaching staff and between teachers and students  
Responsiveness of the administration to staff welfare  
Sense of loyalty to the school and goals  
Hours of instructions  
Gender-dis-aggregated enrolment  
% of students repeating  
% of students dropping out of school  
Apparent intake rate  
% of students completing the cycle  
Timely payment of salaries

### **Final Note**

The process of co-ordinating, implementing and monitoring the activities under the Catalytic Fund is sector-driven and sector-led. Hence the onus is on all stakeholders to demonstrate to the donor community a great deal of ownership attached to the entire FTI process in The Gambia. The Success of this process therefore, resides within the spirit of collegiality supported by a strong foundation of professionalism.

FUNDING REQUEST FORM

Date:-----

Name of Implementing Institution:-----

Budget Activity:-----

Programme Component:-----

Objectives: 1. -----

2. -----

3. -----

4. -----

Strategies: 1. -----

2. -----

3. -----

4. -----

Total Amount Requested: -----

Beneficiary Institution(s): -----

Expected Date of Implementation: -----

Expected Date of liquidation: -----

Submitted by -----Signature-----

Component Co-ordinator's Remarks: -----

-----  
-----

Name:-----Signature:-----Date:-----

National Co-ordinator's Remarks: -----

-----  
-----

Name:-----Signature:-----Date:-----

The Permanent Secretary's Remarks: -----

-----  
-----

Name:-----Signature:-----Date:-----