Ministries of Basic and Secondary Education and Higher Education Research Science and Technology

Education Sector Strategic Plan 2016 – 2030

Accessible, Equitable and Inclusive Quality Education for sustainable Development

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Preface

EDUCATION SECTOR STRATEGIC PLAN 2016 – 2030

Country Background

Demographic Characteristics

The population of The Gambia was estimated at 2 million in 2015, growing steadily by an average of 3.1 percent over the past five decades. The total population grew from 1.4 million to over 1.99 million, equivalent to an annual average growth rate of 3.2 percent between the last two censuses (2005-2015). Children under the age of 14 accounted for 46 percent and women slightly over 50 percent in 2015[1]. The population growth over the last three decades resulted in more than double the population density- from 72.3 people per sq. km in 1985 to 196.7 people per sq. km in 2015. High population density helps promote access to education by lowering the unit costs of education provision and reducing transportation costs to households as the distance between home and school would fall. More efficient pupil/teacher ratios are also easier to obtain than in sparsely populated areas. Shorter school/home distances reduce the fatigue and security issues associated with long distances to school, which can depress access, especially for females.

The Gambia's population growth has also increased urbanization. The proportion of the population residing in urban areas increased from 33 percent in 1985 to 59.6 percent in 2015, significantly higher than the Sub-Saharan African (SSA) average of 37.7 percent. While urbanization eases some constraints in education provision similar to high density areas, it also presents some challenges. The unit costs of establishing school places is normally higher than in rural settings due to scarcity of land in urban areas and the unit costs of construction are relatively higher due to higher costs of living. This leads in some instances to overcrowded schools and classes, both of which force double-shift. These conditions can undermine provision of quality education and promote maintenance of discipline in schools.

Table 1 shows the evolution of the total and school aged population for the last three census periods and projections to 2030. The population of children in Basic Education (7-15 years) increased annually by 2.8 percent from 320,646 in 2003 to 411,575 in 2013. This is slower than the 3.2 percent growth rate of the same age group in the previous decade (1993-2003) and the overall population growth rate of 3.2 percent.

Table 1 The Evolution of the School Aged Population by Age Group 1993-2030

	1993 Census		2003 Census		2013 census		2020 projection		2030 projection	
	Total	%	Total	%	Total	%	Total	%	Total	%
Total population	1038145	100	1360681	100	1857181	100	2308994	100	3151524	100
3-6 years	150862	15	178322	13	211624	11	238570	10	283124	9
7-12 yeas	170522	16	224770	17	283290	15	333101	14	419825	13
13-15 years	71632	7	95876	7	128285	7	157297	7	210481	7
7 – 15 years	242154	23	320646	24	411575	22	490398	21	630306	20
16-18 years	64734	6	86319	6	119319	6	149669	6	206887	7
Subtotal	457750	44	585287	43	742518	40	878637	38	1120317	36

The slower growth rate of the younger age group suggests the start of a demographic transition. In 2013, the basic school aged population (7-15 years) fell to 22 percent of the total population from 24 percent in 2003. Based on our projections this trend will continue in the short- to medium-term

[1] In 2013, children under the age of 16 accounted for about 57 percent of the population.

with estimates of 21 and 20 percent in 2020 and 2030 respectively. If this trend holds, the demographic pressure on provision of basic education would become lighter with a smaller proportion of the population needing basic education.

Linguistic Context and medium of instruction

English is the official language and the medium of instruction at all levels of education except in grades 1 to 3, where five of the ten national languages are used following the new policy on education. While Mandinka and Wollof are the two most widely spoken languages and considered as the lingua franca of The Gambia[2], there are at least 10 main languages spoken in the country, of which five (Mandinka, Fula, Wollof, Jola and Serahulleh) are the most dominant[3].

Income and Social Characteristics

The Gambia is a low-income country with wide income differentials. While the poverty rate has been falling, income differentials are widening. For example, in 2015, Gambia was ranked 173rd out of 188 countries in the UNDP Human Development Index[4] and the estimated real GDP per capita was $395 in the same year. The Gambia's 2015 HDI of 0.452 is below the average of 0.497 for countries in the low human development group and below the average of 0.523 for countries in SSA. From SSA, countries which are close to The Gambia in 2015 HDI rank and to some extent in population size are Central African Republic and Lesotho, which have HDIs ranked 188 and 160 respectively. Poverty is widespread, pervasive and predominantly rural in The Gambia. According to the most recent survey data, in The Gambia 57.2 percent of the population are multidimensionally poor[5]. Moreover, about three quarters of the rural population live below the national poverty line. High poverty rate in The Gambia is largely associated with the country's relatively lack of economic diversity, which makes the country highly vulnerable to increasingly erratic rainfall, food price volatility and financial crises. A significant proportion of Gambians, particularly the rural poor population, depend on agriculture for their livelihood.

Malnutrition remains a challenge in The Gambia, with 1 in 4 children stunted. Severe wasting which is the result of acute malnutrition is higher in The Gambia, compared to SSA and the three nutritional indicators for children show that the situation with respect to the proportion of malnourished children did not improve between 2000 and 2013. Given that poor nutrition constrains cognitive development and learning outcomes[6], it is highly likely that low levels of nutrition in The Gambia could impact its pupil's absenteeism and attention deficit.

Child Mortality

The Gambia recorded a marked improvement in reducing both infant and child mortality between 2005 and 2015 when the under-five mortality rate (deaths per 1000 live births) dropped from 98 to 69 and infant mortality declined from 57 to 48. Although The Gambia significantly reduced both under-five and infant mortality rates over the last decades and performed better than SSA

[2] Juttermans and McGlynn (2009)

[3] opcit

[4] UNDP, 2015

[5] UNDP HDR, 2016

[6] Antonow-Schlorke et al., 2011; Basch, 2011

average (of 56 for infant and 83 for under-five mortality), the country did not achieve the MDG targets of 43 and 28 respectively by 2015.

Macro-Economic and Fiscal Framework

The Gambia's economy is largely based on subsistence agriculture and basic services, mainly in the tourism industry. This results in low incomes and exposes the country to external shocks. The Government's development objective over the last ten to fifteen years has been to accelerate growth, to raise incomes and the levels of living of the population equitably. Substantial investments were made in *inter alia* education, agriculture and infrastructure to make the labor force more employable, increase production and exports of primary products and to generate economic activity across the country. The results of these investments were however mixed. Exports of agricultural products increased and there was a rapid expansion of the tourism sector over the period. However, the yields to these investments were constrained by external shocks such as poor weather conditions and the vagaries of the global economy. There were periods of drought and sharp drops in world market prices for agricultural products, especially during the period of global financial crisis in 2007. These adversely affected both the agriculture and tourism sectors among others, and frustrated the development efforts.

The government has been aware of these adverse exposures, and is committed to further raise the education and skill levels of the labor force to promote increased employment growth and diversify the economy, to minimize the impact of such shocks. The aim is to reduce reliance on the fragile agricultural and tourism industries. Key priorities would be to make a shift from exports of primary commodities to processed agricultural products, to develop a tourism industry that can operate year-round attracting higher value visitors and to promote development of a knowledge based economy, especially in the financial and services sector.

- The Gambia is currently facing a serious financial crisis fueled by an overvalued Dalasi and the Ebola crisis in neighboring countries. Although Ebola cases were not found in The Gambia, the flight of tourists from the West Africa Region led to substantial drops in visitors, estimated at about 60 percent in 2014/15. This has had a tremendous impact on the country's economy as services compose the largest share (65.5 percent) of The Gambia's GDP followed by agriculture (22.8 percent) and industry (11.8 percent). The Gambia's economy has shown some resilience during the financial crisis from 2007 to 2010, registering average annual GDP growth rate of 5.5 percent. However, growth has since been volatile, with episodes of negative growth in 2011 and under 1 percent growth rate in 2014. In 2011, the country's economy experienced its deepest contraction largely caused by draught when the economy fell by 4.3 percent. In 2014, the economy grew by just 0.9 percent following the agriculture sector was hit again by late and poorly distributed rainfall[7] during the production season. Furthermore, the political turmoil after the presidential elections in December 2016 severely reduced tourism during high season, and higher oil and commodity prices further negatively affect the balance of payments. The Gambia is expected to see steady economic growth in the coming years with an average real GDP growth of 4.1 percent per annum between 2017 and 2022. Central government expenditure is expected to have reached

[7] Source: IMF Country Report No. 15/104

29.8 percent of GDP in 2016 and it is projected to stabilize around 26 percent of GDP between 2017 and 2022.

With the contraction of the economy, the fiscal deficit expanded sharply as the government undertook additional spending to meet its fiscal obligations. Consequently, the deficit increased from 8.8 percent in 2013 to 14.0 percent of GDP in 2014, with heavy reliance on domestic borrowing which accounts for half of the public debt. Interest payments were expected to have reached 50 percent of 2016 revenues, up from 40 percent in 2015. The Gambia's fragile medium- and long-term fiscal outlook highlights the public spending limitations that all sectors of the economy, including education, are facing. It also emphasizes the need to better understand the effectiveness of public spending and the potential efficiency gains that could help achieve sector goals without adding to the fiscal burden. This is particularly critical for the education sector with public spending on the sector amounting to 2.8 percent of GDP in 2015, much lower than the recommended 4 – 6 percent.

The expected economic recovery in 2017 has positive implication on the government's revenue, which is projected to increase about 41 percent from 8.5 billion in 2016 to 12 billion Dalasi in 2017 and further to 18 billion in 2022. This stabilized and more predictable government revenue will enable to target and reprioritize government spending towards critical economic and social sectors. However, government expenditure on education was 2.4 percent in 2014 has increased significantly in 2015 but it was still below the recommended average range of 4 – 6 percent of GDP. While about 88 percent of the public spending went to the MoBSE, only 12 percent of total education expenditure went to MoHERST. The share of government expenditure invested on education, particularly on tertiary level (MoHERST), needs to rise significantly in order to fund this ESSP. The share of total expenditure on education is expected to reach $45.5 million in 2022, with 14 percent of this government expenditure on education devoted to higher education.

Sector Background

Structure of the Education and Training System

The Education system

Prior to 2007, education was the responsibility of the Department of State for Education (DOSE). The DOSE was responsible for managing the public education system and to oversight other education service providers such as the Grant-Aided and private schools, as well as Madrassas. In 2007, the DOSE was split into two separate entities, namely the Ministry of Basic and Secondary Education (MoBSE) and Ministry of Higher Education, Research, Science and Technology (MoHERST). MoBSE operations are managed centrally especially with respect to financial management, but partially decentralized to its six Regional Educational Directorates (RED) which facilitate more effective regional level operations and management. MoHERST, on the other hand, is highly centralized at all levels of operation. Overall, there are about 1,116 registered basic and secondary education schools (55.5 percent public, 27.1percent Madrassa, and 17.4 percent other private schools) that are managed or guided by MoBSE. Similarly, there are about 97 registered higher education institutions, including 14 public higher education institutions. In 2016, the MoBSE served about 455,568 students (about 73.2 percent in public schools[8], 16.4 percent in private Madrassa, and 10.4 percent in other private schools), while enrollment in higher education was estimated to be close to 46,000, of which about 28,000 (61 percent) were enrolled in public institutions in 2014[9].

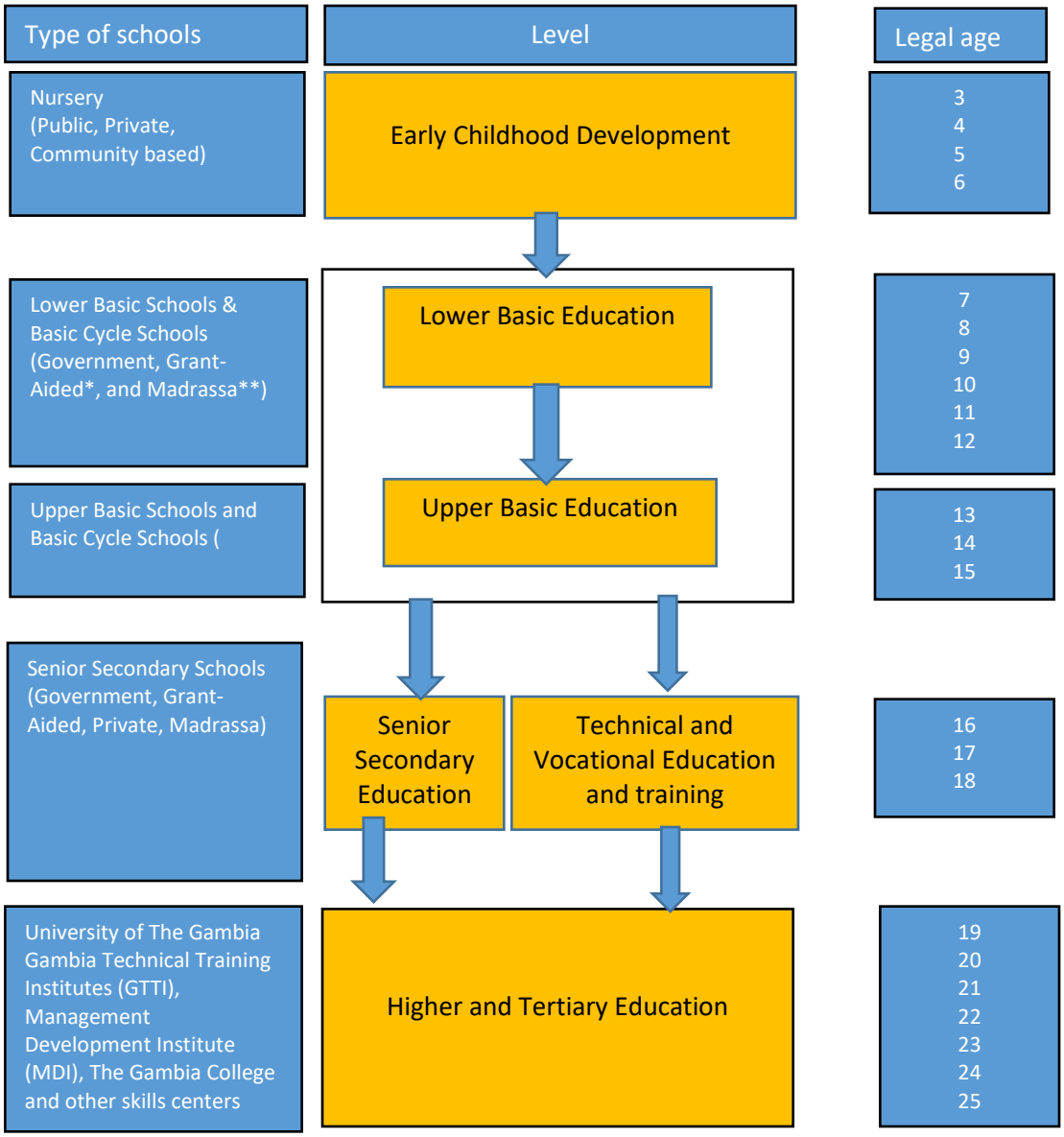
Structure of the Education System. The Gambia's current formal education system follows a 6-3-3-4 structure with six years of Lower Basic (LBE) which officially begins at age 7, followed by three years of Upper Basic education (UBE). Together, LBE and UBE cover grades 1-9 and constitute the basic education level. This is followed by three years of senior secondary education and four years of tertiary or higher[10] education (Figure 1). The government encourages participation in the Early Childhood Development (ECD) programs and has been proactive in expanding access as highlighted in its sector policy 2004-2015 and reiterated in the joint Education Sector Strategic Plan (ESSP 2014-2022), although this level of education remains facultative.

[8] A combination of Government owned and managed schools as well as Grant-Aided Schools

[9] Data source for basic and secondary school's info is EMIS and MoHERST for post-secondary info

[10] Higher education refers to degree awarding institutions whereas tertiary tends to refer to non-degree or diploma awarding institutions.

Figure 1: The education system in The Gambia



Source: MOBSE

The current basic education structure was introduced in 2002, replacing the previous primary-junior secondary- and senior secondary system, and effectively phasing out the primary cycle examination as well as the Primary School Leaving Certificate Examination. Instead, the new structure promotes a unified basic education level with automatic promotion for grades 1-9 with continuous assessment at the school level to ensure that students achieve the minimum curriculum competencies in each grade. In order to provide periodic measures of student performance throughout the basic education cycle, mandatory assessments for grades 3, 5 and 8 (National Assessment Test or NAT) have been instituted for all schools. In addition to serving as indicators of performance, the results are also used to diagnose existing or emerging teaching/learning issues. The end of the basic education cycle (grade 9) is marked by The Gambia Basic Education Certificate Examination- GABECE. The GABECE comprises up to 10[11] subjects (4 compulsory core subjects and 6 being optional) and into senior secondary education level.

All government and grant-aided institutions under basic or secondary education are principally financed by the Government and are therefore considered public schools, whereas the private schools are privately funded. Grant aided schools are managed by School Boards, but the government funds the teachers' salaries which are paid at the same level as those in Government schools. Sixty percent of Madrassahs are recognized[12] and are mostly at the basic education levels. Although Madrassahs are officially recognized as private schools, about 70 percent of the their expenditures are covered through the government subventions[13]. This is done with the intention of facilitating the integration of such schools into the regular system with shared core curricula. The University of The Gambia (UTG) and other public tertiary and higher education institutions are mainly government funded with oversight by boards appointed by the Minister of Higher Education based on the provisions of the Acts or Legislation establishing them.

At the end of the senior secondary cycle, students take the West African Secondary School Certificate Examinations (WASSCE) (or The International General Certificate of Secondary Education (IGCSE) in private schools) and results are used for the selection of students into higher and tertiary education. The public sector is an important service provider of higher and tertiary education in The Gambia, with the University of The Gambia (UTG), The Gambia College and The Gambia Technical Training Institute (GTTI) being the country's three leading higher education institutions. The University of The Gambia, created in 1999, offers programs which lead to a Bachelor's Degree after four years of study in Humanities and Social Sciences, Economics and Management Science, and Nursing and Public Health; and six years in Medicine and Surgery. The Gambia College, offers diplomas and certificates in Agriculture and Midwifery and Public Health, Science, Education, Nursing and Midwifery and Public Health. The Management Development Institute provides middle level manpower training for civil servants as well as vocational training in Accountancy and Management courses. Higher technical and vocational

[11] 4 of which are compulsory for all candidates- English Language, Mathematics, Science and Social and Environmental Studies. In addition, candidates opt for one, two or three General Subjects out of seven and one, two or three Pre-Vocational Skills subject out of five Pre-Vocational subjects (WAEC)

[12] The recognized Madrassa have met the standards established by MoBSE and are officially registered. Unrecognized Madrassa, are not however considered to be a significant issue.

[13] Mission finding from head of Madrassa school management interview

education is offered at The Gambia Technical Training Institute which offers courses leading to the examinations of the City and Guilds of London Institute and the Royal Society of Arts.

Recent Developments and Challenges in the Sector

Substantial progress has been made in further developing the education sector over the last few decades, but many challenges remain. Educational attainment has been rising but remains low. Universal Primary Education (UPE) has been achieved, but enrollments need to expand more rapidly at the post-primary levels. Quality of education has improved but still remains low. In addition to improving the overall education level of the population, the skill mix in the economy needs to be better aligned to service the burgeoning needs of the modern sector as well as to better position the country to attract much greater inflows of Foreign Direct Investment. Many of these challenges may be attributable to under financing of the sector that is operating in a fiscally constrained environment. Chances of substantially increasing domestic resources allocated to the sector in the short- to medium-term is very slim unless the country's economy grows at a much faster rate than it is currently projected. Much greater efficiency gains therefore need to be made to maximize the use of available resources. Unless these challenges are overcome the sector's contribution to moving The Gambia to a middle-income country in the medium-term would be severely constrained. The key challenges facing the sector can be summarized as follows:

Increasing Access to Education at all levels

The Gambia has made impressive strides since 2009 in extending access to basic education to as many of its children as possible, as discussed above. The challenge going forward is to target the hardest-to-reach to ensure that all children of the official primary age group are accessing schooling. The findings of the HIS survey indicate that this involves targeting both boys and girls from more rural areas, and the poorest of the urban and rural poor. Targeted policies and strategies addressing barriers to participation and learning for the most vulnerable children, including adolescent girls, and children from poorer backgrounds will be required to address this challenge and are included in the planned strategies within this ESSP.

It is at the secondary school level that the greatest challenge remains in expanding access. While impressive gains have been made in recent years, the current secondary GER of 44 percent will need to increase significantly to at least reach 50 percent GER. This implies an expansion of the system, particularly at the upper basic level– expanding to double the numbers of government schools (which includes number of teachers, and teaching and learning materials), particularly in the poorer and hitherto deprived regions of the country.

Improving Equity in education

The IHS 2015 household survey revealed that there are still significant disparities between children from urban and rural areas and across wealth quintiles, especially at senior secondary level. Lower basic school enrolment rates differ between the different regions in the country, with children in the Region 5 having the lowest enrolment rate and those in the Region 1 the highest. GERs are 25 percent higher in the richest consumption quintile as compare to lowest quintile, and the three

richest quintiles have GERs above 90 percent. Similarly, GERs at the UBE and SSE are, respectively, 35 percent and 46 percent higher in the richest quintile than the poorest quintile. While poverty appears to be the main factor for the lower enrolment rate among the poorest segments of the population, the substantial subsidies provided by the government has played an important role in narrowing down the gap among the top three income quintals at the LBE level.

Whilst the IHS 2015 survey reveals that access to both primary and secondary education has generally increased fastest amongst the poorest and more rural students, they also indicate that the goal of equitable access to basic education for all subgroups of the population has not yet been realized. Until recently, the biggest obstacle to school enrollment and retention was perceived as the high costs associated with schooling especially for those in the rural areas. However, the most recent survey reveals that religious preferences appear to be the most predominant constraint.[14] In the "out of School Study" conducted in 2013, 46 percent of respondents indicated that the high cost of education affected their participation in schools. This was by far the highest proportion followed by distance to school (8 percent). The results show that equity is least at the SSE a little less at the UBE level and better at LBE. This signifies the impact of some of the key factors that determine access and completion such as income and place of residence as well as gender. Now that Universal Primary Education (UPE) is practically achieved, the challenge is largely in promoting equity in other levels of education. Generic and targeted policies would therefore need to be pursued to make sure the national policy goals are achieved.

The relatively high LBE GER of close to 120 percent in some regions (like Region 1 and 3) and lower than 70 percent in Region 5 is an indication of the inefficiency of the education system, caused in large part by the large number of over-age children in the system primarily as a result of children not starting school at the correct age. This means that region 1 and 3 have an additional 20 percent of students to cater for in LBE schooling than the ideal scenario, with a corresponding requirement of 20 percent additional resources to be provided. Interventions such as pre-school and school readiness programs are strategies to address this specific challenge, though in order to be truly effective, they must be strategically targeted at the poorest communities and those parts of the country which are lagging behind.

Improving Children's Readiness for School and Pre-Basic Education Provision

The GER for pre-basic education is only 46 percent against a target of 50 percent for 2016. Most ECD education services are located in urban and peri-urban. GER at the ECD level for the richest segment of the population (quintile 5) is 62 percent, which is 36 percentage points higher than that of the poorest households (quintile 1) and 22 percentage points higher than the second richest segment of the population (quintile 4). This shows that children from families in the richest quintiles have much greater opportunities to obtain a more solid educational foundation than even those who might have slightly lower incomes than the richest households. This raises the question

[14] IHS 2015

about the provision of affordable ECD. This also means that a large proportion of The Gambian population between the ages of 4 to 6 are excluded from any early learning and development opportunities, especially children living in rural areas and children from poorer backgrounds. This frequently results in children starting schools late, as indicated in the IHS 2015 survey and discussed above. This in turn is contributing to the large number of over-aged children in schools, which places a large burden on school finances. By preparing young children with a quality pre-school education, children will be ready to start school on time and will be equipped with the proper preparation and skills to transition through school. Studies have shown that children who have access to early childhood services and pre-school education are more likely to start school at the correct age, less likely to drop out of school and achieve better learning outcomes than children who have not benefited from pre-school education.

Improving the Quality of Education

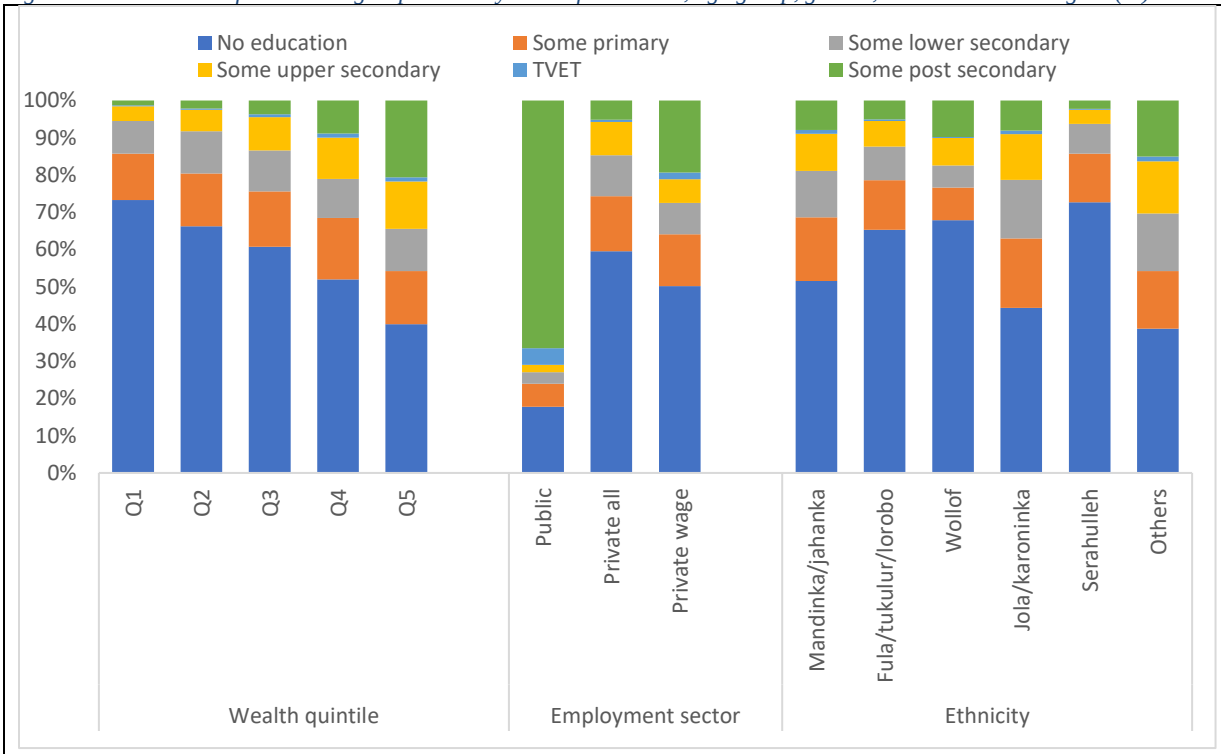
An important challenge for the sector remains the need to address quality education throughout the system. The key challenge for the sector lies in consolidating, advancing and accelerating quality improvement measures that have been initiated over recent years, such as improvements in textbook provision, and continued supervision, monitoring and evaluation of policy implementation across the system.

Education attainment

The Gambia has made substantial improvement educational attainment in recent decades but it remains low. According to the 2015 IHS survey, the average level of educational attainment is only 3.7 years, a little more than half way through primary education. The labor force is therefore mainly composed of low skilled workers with limited productivity. This is because most Gambians are subsistence farmers or unskilled workers in the informal sector with very little or no formal education. For those in the modern sector the average years of education rises to 11.4 years for both the public and private sector. The increase in average levels of education for the modern sector is both a reflection of the requirements for employment in this sub-sector and a prerequisite for the development of a modern economy.

The Gambian government has made substantial efforts to improve the average level of education of the population with success. The distribution of the average level of education of the working population by age group indicates that substantial gains have been achieved as shown in figure 2 below. While 34 percent of the workers aged 15 to 24 years had no formal education, it rises by more than 2 and a half times to 87 percent for workers aged 55 – 64. There are also considerable gender and geographic disparities. Fifty-three percent of male workers have no education, eight percentage points below the 61 percent for females. The figure also shows that the proportion of workers with no education in urban areas is 26 percentage points below the rural proportion of 72 percent. The region with the highest proportion of workers with no education is region 5 with 81 percent, which is more than twice that of region 1 with the lowest at 39 percent.

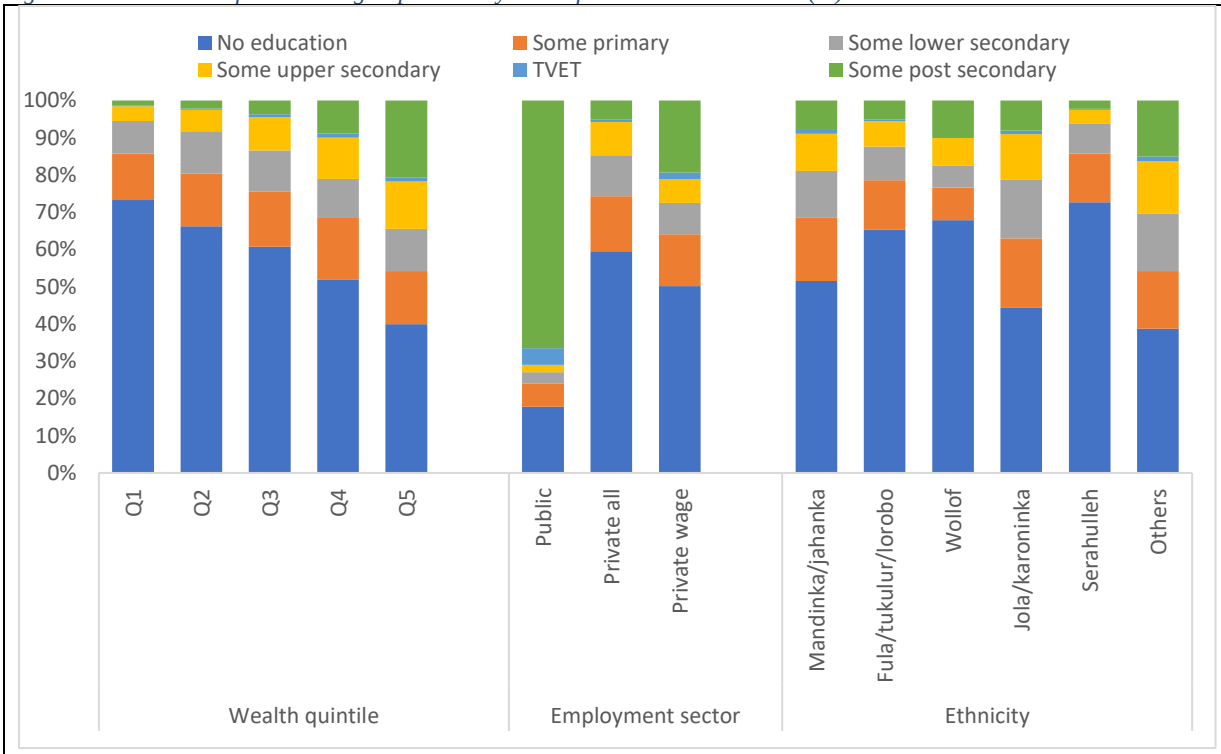
Figure 2: Distribution of the Working Population by level of education, age group, gender, rural/urban and region (%)



Source: Estimations based on IHS 2015

There is also evidence that the richest quintile has the highest level of education which drops proportionately as income falls. Figure 3 shows that 40 percent of the highest income quintile have no education, compared to 73 percent for the lowest quintile.

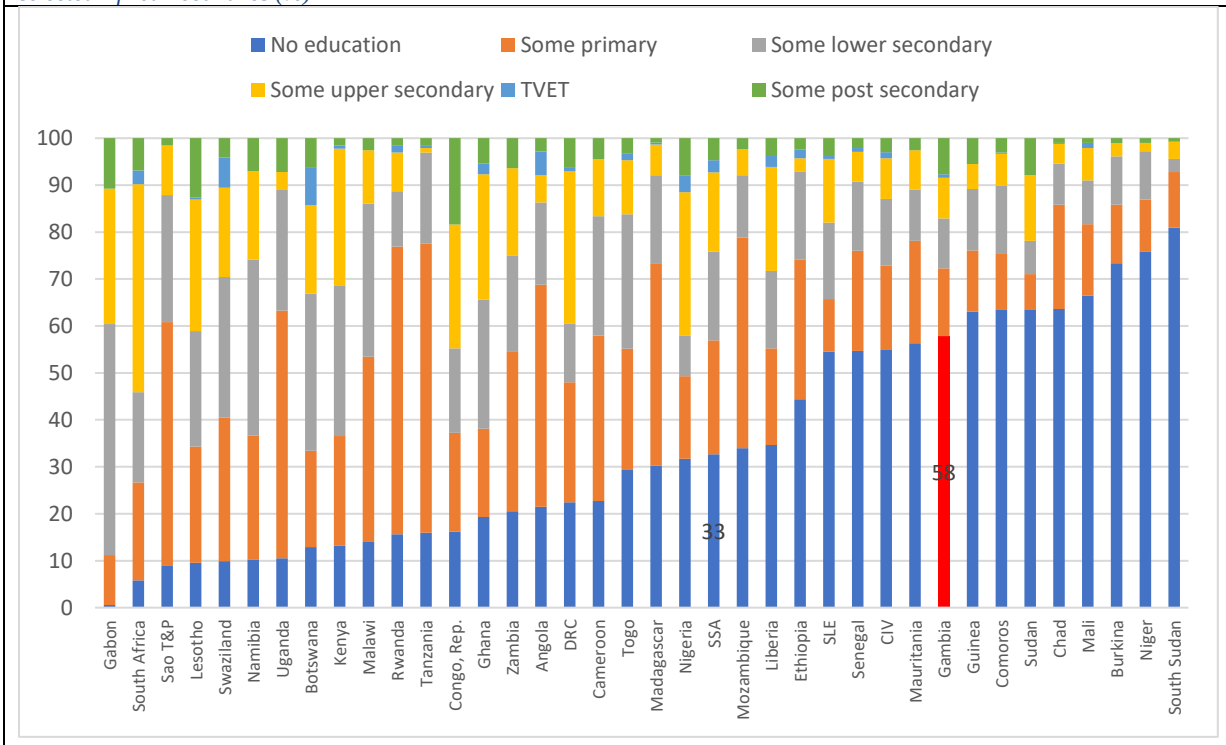
Figure 3: Distribution of the Working Population by level of education and Income (%)



Source: Estimations based on IHS 2015

International comparisons of educational attainment reveal that The Gambia has one of the lowest educational attainment levels in SSA. Figure 4 below shows that about 58 percent of the population have never been to school compared to the SSA average of 33 percent. This places The Gambia among the bottom ten countries in SSA with poor educational attainment.

Figure 4: Distribution of the Adult Population, by Highest Education Level Attained, The Gambia, the SSA Average and some selected African countries (%)



Source: Estimations based on IHS 2015

The findings on the Gambian educational attainment show the magnitude of the task that needs to be undertaken by the education sector to help generate increased growth, make The Gambia competitive and reach middle income level in the medium-term (2018 – 2021, NDP)

Evolution of enrollment

ECD

Early Childhood Development (ECD) is a three-year program provided for children aged 3 to 6 years by the public and private sector, to help further stimulate development of their psycho-motor and mental faculties and to provide them with pre-literacy and pre-numeracy skills. Until 1995, there were 125 registered pre-school centres , mainly found in the Capital City, Banjul and the immediate surroundings. By 2016 there were 1141 centres located in all regions of the country mainly in urban and peri-urban areas (Table 2). In addition, recognizing that ECD is a key strategic choice for further development of the education sector and the economy, the Gambia Education policy 2004/2015, with an agenda to ensure equitable access to quality Education at all levels of education and contribute to promoting equitable economic growth, included ECD as a key priority. The target in the policy was to increase ECD gross enrolment rate from 36.4 percent to 50 percent by 2019. Besides the huge rise in the number of centers, ECD enrolment increased by about 76 percent from about 43,000 in 2008 to about 76,000 in 2013. By 2016, there were over 100,000 children enrolled in The Gambia's ECD centers; an increase of about 133 percent of the enrolment in 2008. Similarly, the GER for ECD increased to about 46 percent in 2016 as shown in Table 2.

This expansion is partly attributable to the policy that requires attaching the ECD centres to existing Lower Basic Schools in deprived communities. However, the overall ECD enrolment fell short of the policy target by 4 percentage points with significant differences in urban and rural settings and across the six regions.

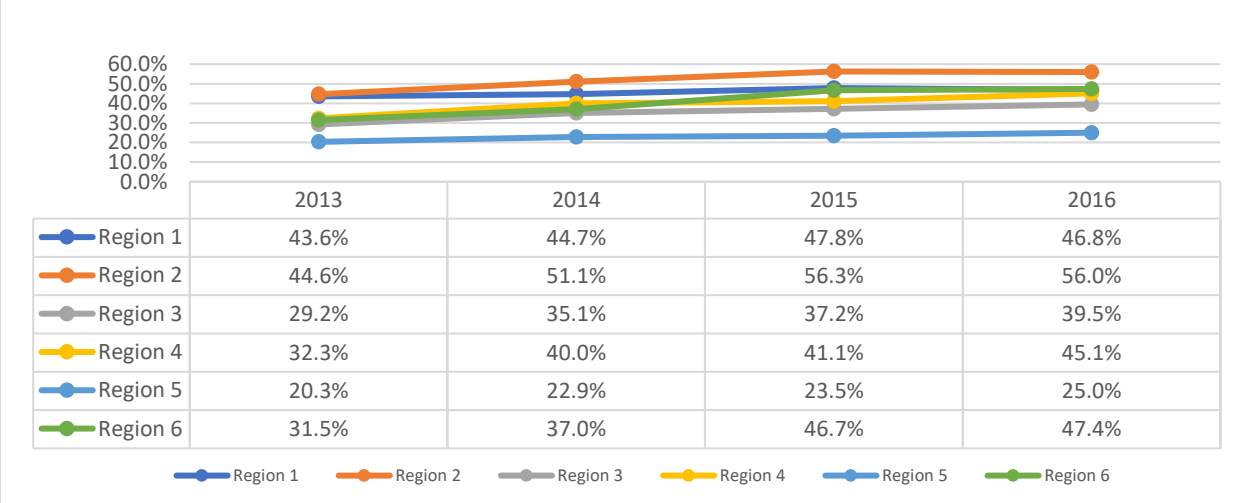
Table 2: Number and percentage of students enrolled in The Gambia's ECD, 2013-2016

Year	Male	Female	Total	Male	Female	Total	Total
2013	37,004	38,845	75,849	35.40%	37.50%	36.50%	892
2014	42,625	44,396	87,021	40.10%	42.10%	41.10%	1014
2015	48,118	49,436	97,554	44.50%	46.10%	45.30%	1115
2016	49,255	51,094	100,349	44.80%	46.80%	45.80%	1141

Source: WDI

There are considerable regional disparities in both number of centers and enrolment rates. Regions 1 and 2 accounted for 54 percent of the total ECD centers with region 4 having the lowest number (74). Figure 5 below shows the regional disparities in GER for ECD in 2016 which ranged from 25 percent in region 5 to 56 percent in region 2. Region 5 was a bit of an outlier with the other regions showing GERs of about 40 percent and above.

Figure 5: Regional disparities in GER for ECD in 2016 EMIS Data

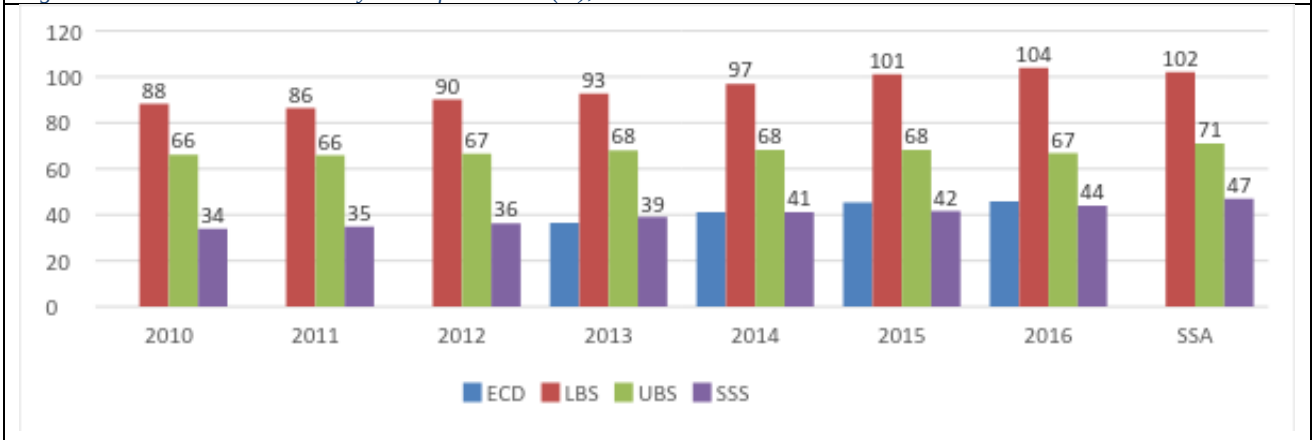


Enrollment Growth in the Formal Education System

The education sector has made tremendous gains in the enrolment of children into a formal education system, although not all the targets set in The Gambia Education policy 2004/2015 have been achieved. Enrollments grew rapidly at all levels except for UBE. The Gambia is also one of the few SSA countries that has achieved gender parity across all levels of education.

Figure 6 presents GERs for all school levels. It shows that the GER increased substantially for all levels except UBE between 2010 and 2016. The Gender Parity Index (GPI) for the GER is about 1.0 for all levels of education indicating that gender equality is practically achieved. The Gambia, however, lags behind the SSA average GER in UBE and SSE.

Figure 6: Gross Enrolment Rates by level of education (%), 2010-2016 EMIS



Lower Basic Education

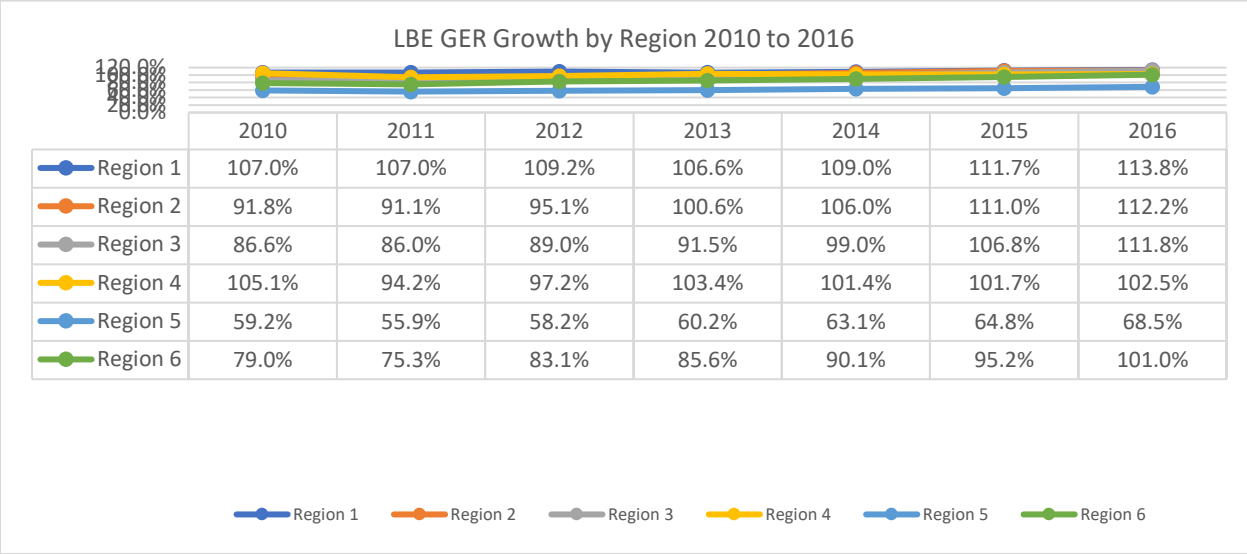
Gross enrolment in LBE is the one in which The Gambia has achieved its target of 100 percent, with slightly more females than males were enrolled in recent years. In 2016, GER in LBE reached 104 percent, a significant rise from 88.3 percent in 2010 (Table 3). LBE enrolment increased by 5.9 percent annually from 228,105 in 2010 to 308, 729 in 2016. The average annual growth rate varied across school types, the highest being in private institutions (14.4 %) followed by Madrassahs (5.6 percent) and government schools (5.3 percent). Though the average annual growth rate is higher in private institutions, in 2016, 65 percent of students were enrolled in government schools.

Table 3: Gross enrolment rate in the LBE, 2010 - 2016 EMIS

	Male	Female	Total	GPI
2010	87.5%	89.1%	88.3%	1.02
2011	85.6%	87.3%	86.5%	1.02
2012	89.1%	91.4%	90.2%	1.03
2013	91.7%	93.9%	92.8%	1.02
2014	95.4%	98.7%	97.1%	1.04
2015	99.0%	103.5%	101.2%	1.05
2016	101.4%	106.7%	104.0%	1.05

While regional disparity in LBE enrolment has narrowed down in recent years, Region 5 still lags behind others. Figure 7 below shows that while in 2010 only regions 1 and 4 had GERs of over 100 percent, by 2016 only region 5 had a GER lower than 100 percent. At 68.5 percent, this region is substantially lower than the other 5 regions during the period. This region would therefore need more targeted interventions to bring the GER closer to the national average.

Figure 7: Gross enrolment rate in the LBE by region, 2010 - 2016



	2010	2011	2012	2013	2014	2015	2016
Region 1	107.0%	107.0%	109.2%	106.6%	109.0%	111.7%	113.8%
Region 2	91.8%	91.1%	95.1%	100.6%	106.0%	111.0%	112.2%
Region 3	86.6%	86.0%	89.0%	91.5%	99.0%	106.8%	111.8%
Region 4	105.1%	94.2%	97.2%	103.4%	101.4%	101.7%	102.5%
Region 5	59.2%	55.9%	58.2%	60.2%	63.1%	64.8%	68.5%
Region 6	79.0%	75.3%	83.1%	85.6%	90.1%	95.2%	101.0%

With continued enrolment campaigns in affected regions and implementation of measures to reduce drop-outs, gains in the GER will continue to improve, especially in the wave of the school improvement grants and the establishment of new schools.

Upper Basic Education

UBE enrollment also grew steadily from 75,635 in 2010 to 90,838 in 2016, at an average annual growth rate of 3.4 percent. UBE Madrassahs grew at an average annual growth rate of 8.5 percent followed by grant-aided upper basic schools with an average annual growth rate of 6 percent. Although the average annual growth rate is higher for UBE Madrassahs, in 2016, 63 percent of students were enrolled in government schools. The period under review witnessed the creation of many UBE schools in all regions in the country partly through upgrading some LBEs into full Basic Cycle Schools. The GER in UBE stagnated around 67 percent between 2010 and 2016 as shown in Table 4 below. The Gambia has made notable effort to increase UBE enrollment rate, including building new schools (over 60 new UBE schools were built between 2010 and 2016) across all regions of the country but it fell short of achieving the target set to increase the UBE GER from 66.2 percent to 75 percent[15]. The growth in the number of UBEs from 99 in 2010 to 160 in 2016 was not always matched by a proportionate growth in enrolment. This could be because these new schools were created in areas with smaller and more widely dispersed populations, resulting in low number of students enrolled.

Table 4: Gross enrolment rate in the UBE,2010 - 2016

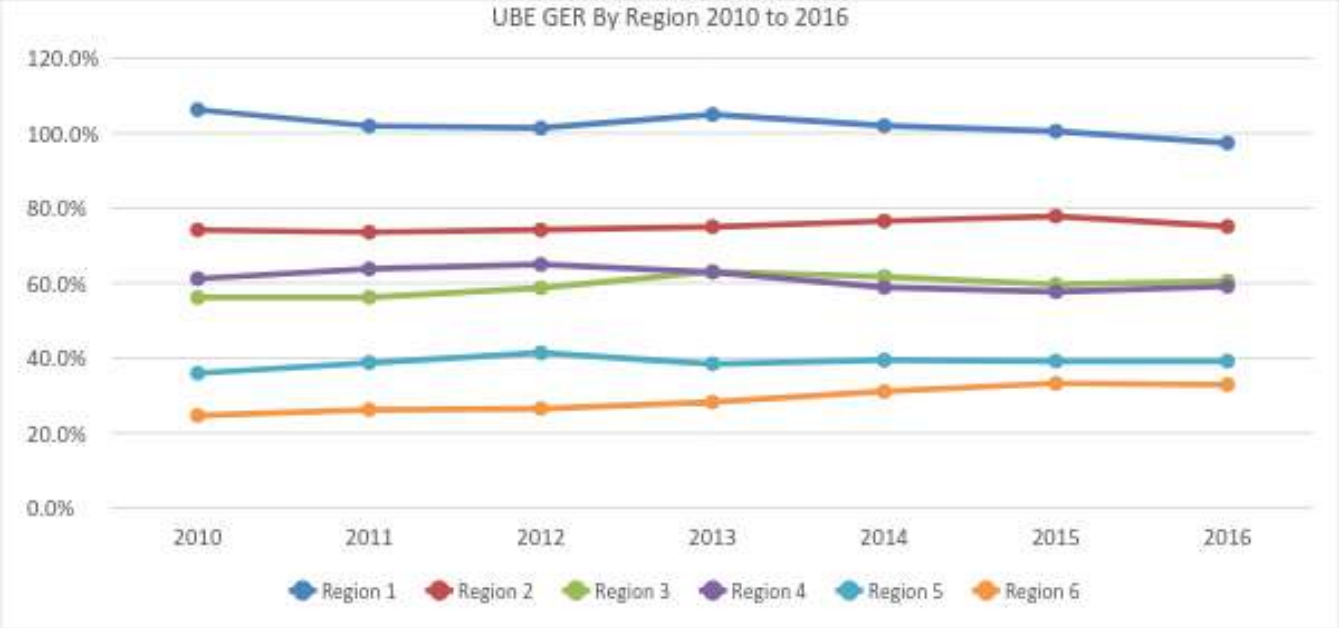
	Male	Female	Total	GPI
2010	66.9%	65.6%	66.2%	0.98
2011	65.5%	66.2%	65.8%	1.01
2012	66.8%	66.7%	66.7%	1.00

[15] MoBSE 2004/2015 Policy

2013	68.9%	67.3%	68.1%	0.98
2014	68.2%	68.0%	68.1%	1.00
2015	68.3%	68.2%	68.3%	1.00
2016	65.9%	67.6%	66.8%	1.03

The regional disparities were also quite substantial as shown in Figure 8 below, although the gap narrowed comparatively between 2010 and 2016 from 81.6 percentage points to 64.5 percentage points. This was partly because of a drop in the GER for region 1 and increases for regions 3, 5 and 6. The UBE enrolment rate still remains low in Region 5 and 6, indicating the need to accelerate efforts to increase enrollment rates in these regions.

Figure 8: Gross enrolment rate in the UBE by region, 2010 - 2016



Senior Secondary Education

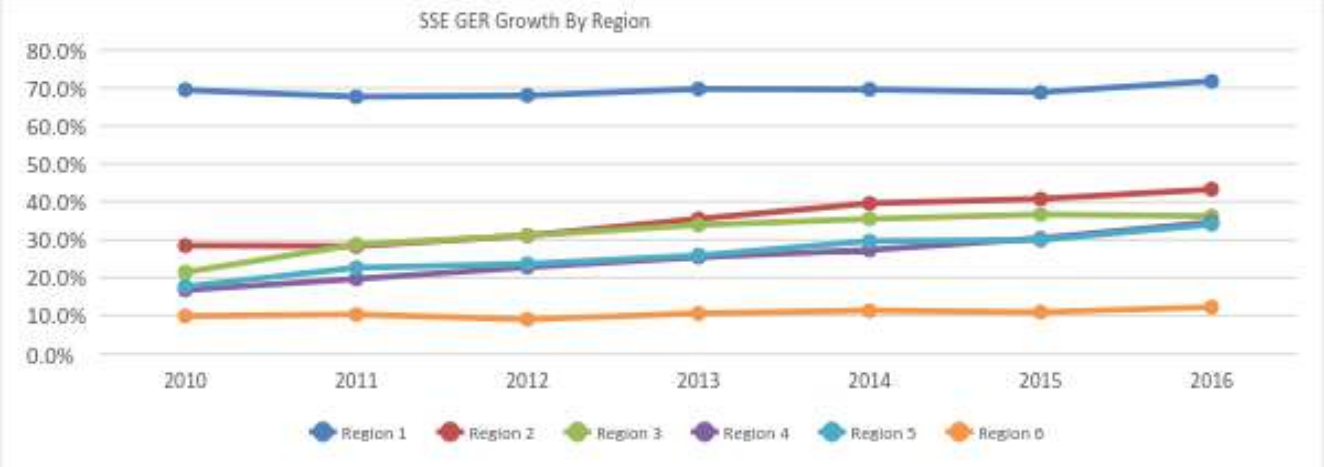
Like in other levels of education, there is significant regional disparity in SSE enrolment. Enrollment in SSE is often highest in the urban areas of each region, but drops significantly in rural areas with low population density. The state of poverty in these communities could also be a factor that limits their involvement in schooling because of the higher cost burden on parents, relative to LBE and UBE. Senior Secondary enrollment also grew substantially by about 58 percent from 35,532 in 2010 to 56,001 in 2016 at an annual average growth rate of 9.6 percent. In 2016, about 72 percent of the SSE students were enrolled in government and grant-aided senior secondary schools. The increase in the total number of enrollment is also reflected in the SSE GER, which has increased from about 34 percent in 2010 to 44 percent in 2016, exceedingly meeting the Education Policy target of increasing SSE GER to 35 percent (Table 5). In addition, the gender equality in SSE enrolment has also been achieved, with gender parity index (GPI) of 0.99 in 2016, an increase from 0.82 in 2010..

Table 5: Gross enrolment rate in the SSE, 2010 - 2016

	Male	Female	Total	GPI
2010	37.4%	30.6%	33.9%	0.82
2011	37.7%	32.2%	34.9%	0.85
2012	39.1%	33.5%	36.2%	0.86
2013	41.3%	36.8%	39.0%	0.89
2014	43.2%	39.2%	41.2%	0.91
2015	42.6%	40.5%	41.6%	0.95
2016	44.1%	43.9%	44.0%	0.99

Like in other levels of education, there is significant regional disparity in SSE enrolment (Figure 9 and Table 6). The major difference exists between region 1 and all others particularly Region 6. Region 1 had by far the highest GER of 71.8 percent in 2016; 28.5 percentage points higher than the second highest enrolment rate of 43.3 percent for Region 2. Although region 2 is the second highest, it's GER is not substantially higher than the GERs for regions 3 through 5. Region 6, on the other hand, has the lowest GER of 12.3 percent in 2016, about a third that of region 5, the next lowest and about 60 percentage points lower than Region 1.

Figure 9: Gross enrolment rate in the SSE by region, 2010 - 2016



These disparities persist despite the much more rapid SSE enrollment growth during the past few years in regions 2 to 5 from about 14.8 percent in Region 3 to 17.8 percent in Region 4. The regional distribution of the GER masks some of the factors that affect enrollment in SSE. Enrollment in SSE is often highest in the urban areas of each region, but drops significantly in rural areas with lower population density. In particular, the dispersed school-going population in remote rural areas make it more difficult to assign teachers, build and equip SSEs close to the homes of potential students or supervise schools adequately to provide quality education. The state of poverty in these communities could also be a factor that limits their involvement in schooling because of the higher cost burden on parents, relative to LBE and UBE. Community support for

these schools, a key element that promotes higher student enrollment and achievement, is also difficult to organize due to the larger catchment areas of these schools.

Table 6: Gross enrolment rate in the SSE by region, 2010 - 2016

	2010	2011	2012	2013	2014	2015	2016	% Change 2010 to 2016
Region 1	69.5%	67.7%	68.1%	69.8%	69.7%	68.8%	71.8%	2.2%
Region 2	28.5%	28.3%	31.2%	35.6%	39.6%	40.8%	43.3%	14.9%
Region 3	21.5%	28.8%	31.2%	33.9%	35.6%	36.7%	36.3%	14.8%
Region 4	16.9%	19.7%	22.9%	25.5%	27.3%	30.4%	34.7%	17.8%
Region 5	17.8%	22.7%	23.7%	26.0%	29.7%	30.0%	34.1%	16.3%
Region 6	10.0%	10.3%	9.1%	10.6%	11.4%	11.0%	12.3%	2.3%
Diff. Between Reg	59.6%	57.3%	58.9%	59.1%	58.3%	57.8%	59.5%	

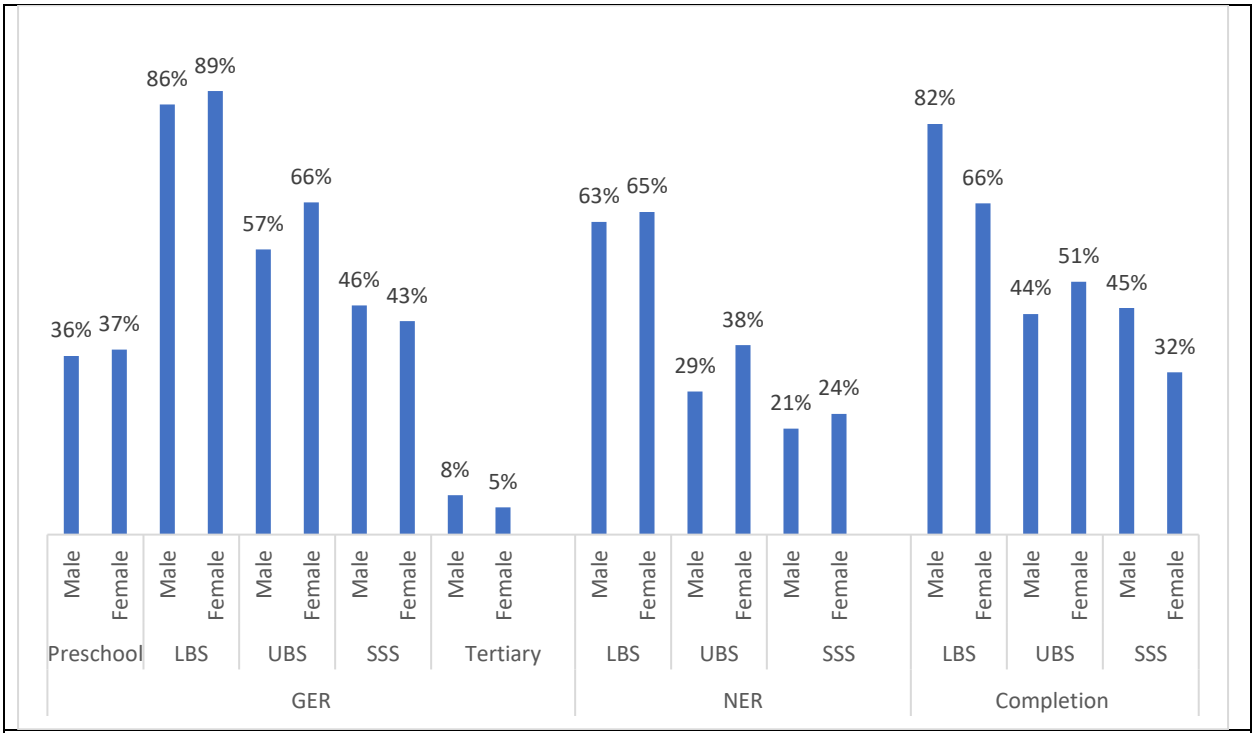
Inequitable Access

This section provides a more disaggregated picture of the disparities in enrollment at all levels of the education system for 2015 based on the 2015 IHS survey. There is gender, rural/urban, income, and regional disparities in GER, NER and completion rates at all levels of education. As shown in figure 10 below, females have a higher GER than males at the pre-school, LBE and UBE levels, but the positions are reversed in SSE and tertiary education. Regarding the NER, females have the edge, especially at the UBE level, of about 9 percentage points. The completion rates show a mixed picture. Males outstrip females in LBE by 16 percentage points and by 13 percentage points in SSE. At the UBE level, on the other hand, females have a 7 percentage points higher rate than males.

This suggests that while there is a high demand for girls' education, there are also attendance risks which make them more susceptible to drop out than males, resulting in a lower completion rate. For example, at the LBE level, girls who appear to be making slow progress or who attend schools in unsafe environments would be withdrawn from their schools especially among poor families for which direct and opportunity costs make even free schooling unaffordable. Significant progress has been made in both enrolment and completion rates at UBE level, but still a great number of girls, particularly in poor rural communities, don't complete their secondary education largely because of poverty, early marriage and perceived job opportunities in the current male dominated labour market in the modern sector. In such communities completing SSE might mean missed marriage opportunities and pose the risk for these females to relocate from home to work in the modern sector or to pursue higher education. Relocation for either reason may not be attractive for some families and others might consider tertiary education out of reach because of the costs.

These factors favor male students to complete their education and attain higher levels of education, better position them for employment and adult life. Greater efforts therefore need to be made to better prepare females for higher education and for professional careers.

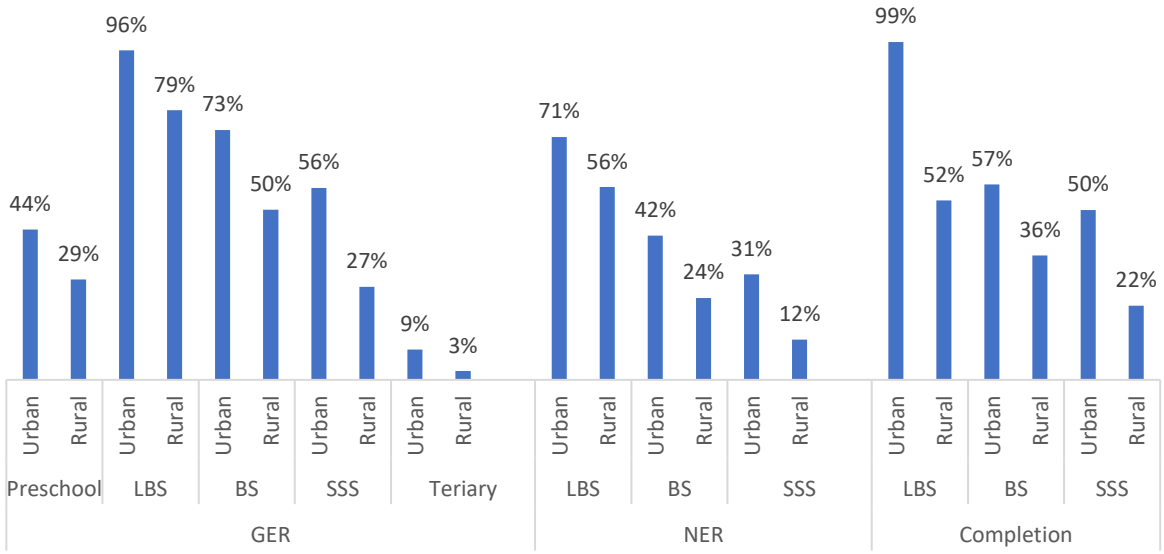
Figure 10: Gender equity in GER, NER and completion rates, 2015



Source: Estimations based on IHS 2015

Children in the rural areas are disadvantaged with regard to access to education and completion of their education at all levels. All measures of educational enrolment and attainment are lower in rural areas compared to urban areas, due to a combination of factors. Rural families tend to be poorer and more religiously conservative; and besides their remote locations, these two socio-economic factors pose huge challenges for the rural children to attend and complete their schools. In addition, educational attainment in rural areas is considerably low, which is commonly associated with a dire lack of education among parents. This reduces the chances of their children attending or staying in school. On the supply side, it is costlier to provide schools in rural areas because of higher unit costs emanating from the need for teacher incentives and higher T/P ratios. These issues are being addressed with some success as shown above. There is high prospect that rural/urban disparities will be substantially reduced overtime.

Figure 11: Equity in GER, NER and completion rates, by area, 2015



Source: Estimations based on IHS 2015

Access and completion rates are much higher for richer families than for the poor, but the disparities vary by level of education. Figure 12 below shows that GER at the ECD level for the richest segment of the population (quintile 5) is 62 percent, which is 36 percentage points higher than that of the poorest households (quintile 1) and 22 percentage points higher than the second richest segment of the population (quintile 4), which is much closer to the enrolment rate of the remaining 3 income quintiles. This shows that children from families in the richest quintiles have much greater opportunities to obtain a more solid educational foundation than even those who might have slightly lower incomes than the richest households. This raises the question about the provision of affordable ECD.

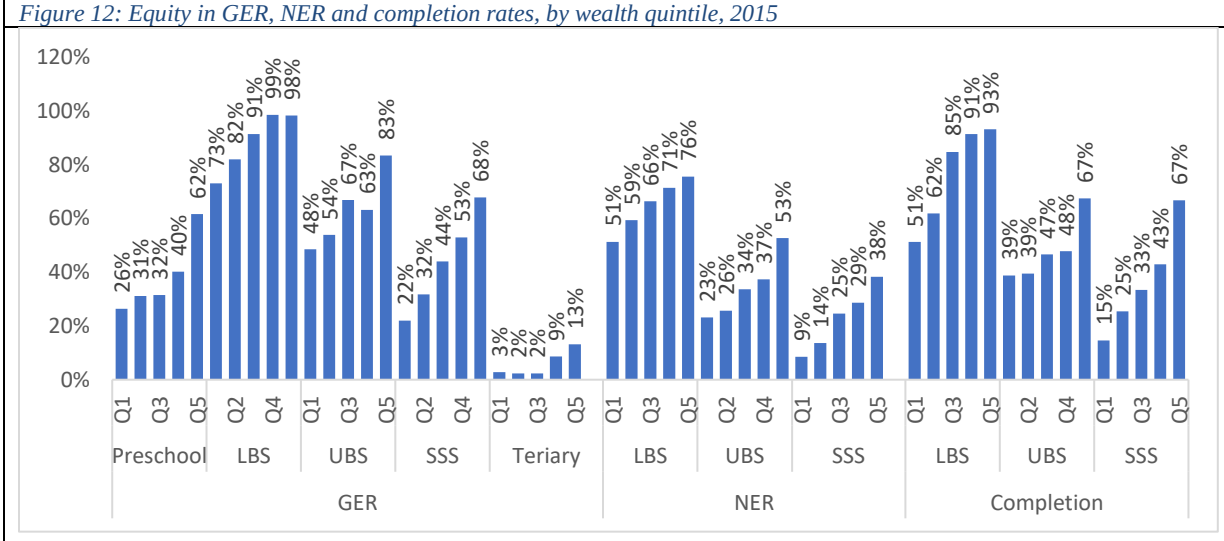
Access to LBE is more evenly spread. The difference in the GERs between the richest and poorest families is 25 percentage points and the three richest quintiles have GERs above 90 percent. While poverty appears to be the main factor for the lower enrolment rate among the poorest segments of the population, the substantial subsidies provided by the government has played an important role in narrowing down the gap among the top three income quintals at the LBE level. Similar sharp differences also observed at the at the UBE and the SSE levels. The differences in the GER at the UBE level between the richest and poorest quintiles is 35 percentage points and this rises to 46 percentage points at the SSE level. These disparities could be due to UBE and SSE schools being farther away from households especially in rural settings, higher opportunity costs for low income families and social pressures for older children to drop out of school for cultural reasons.

Of much greater concern are the disparities in the completion rates among the five income quintiles. The differences in the completion rates between the richest and poorest quintiles was 42 percentage points, much higher than the 25-percentage point difference in the GER. However, similar to the LBE, the completion rates for the three richest quintiles are much closer than those of the two poorest. The differences in the completion rates between quintile 3 and quintiles 2 and 1 are 23 and 34-percentage points, respectively. The differences in the GER and completion rates between the richest and the poorest segments of the population suggest that LBE becomes less affordable below a certain income level. This is of concern given that the poorest quintiles contain a very large proportion of the population and these outcomes are despite the substantial subsidies being provided by the government to promote access and retention in public schools and madrassahs.

At the UBE and the SSE levels, there appear increasing differences in the completion rates between the three richest quintiles. At the UBE level, while the richest households recorded 67 percent competition rate, the second and third had 39 percent and 48 percent completion rates, respectively. Those in income quintiles 1 to 4 are therefore significantly disadvantaged in completing UBE, consequently hindering their chances of pursuing their SSE and tertiary education. This dominant position of the richest is maintained at the SSE level with a difference of 24 percentage points between quintiles 4 and 5. However, the differences between the quintiles at this level are much more distinct. The difference between quintiles 1 and 4 is 28 percentage points with a 10 percentage point difference between each of these four quintiles.

The results show that equity is least at the SSE a little less at the UBE level and better at LBE. This signifies the impact of some of the key factors that determine access and completion such as income and place of residence as well as gender. Now that UPE is practically achieved, the challenge is largely in promoting equity in other levels of education. Generic and targeted policies would therefore need to be pursued to make sure the national policy goals are achieved.

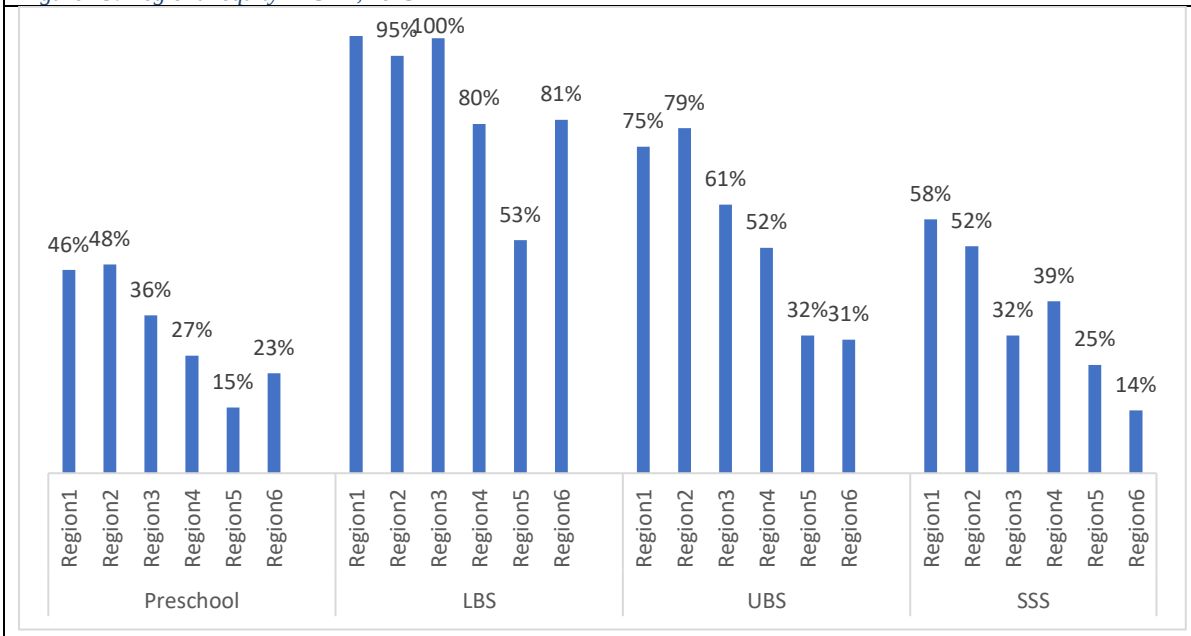
Figure 12: Equity in GER, NER and completion rates, by wealth quintile, 2015



Source: Estimations based on IHS 2015

Regional *Disparities* - There are regional disparities in access to education as illustrated by variations in GER across regions. Region 2 registers the highest GER level in preschool and in UBE while Region 1 has the highest GER in LBE and in SSE.

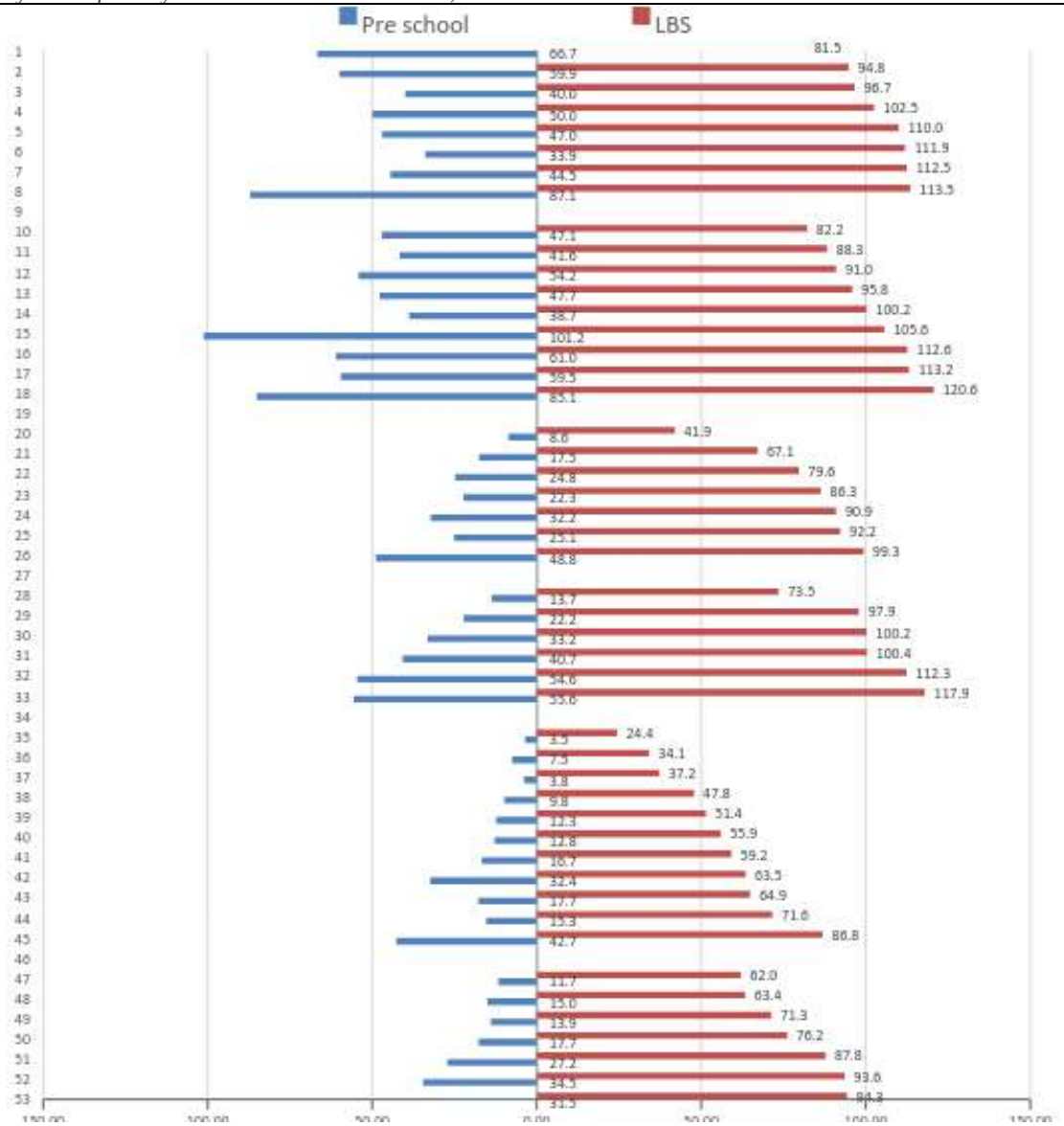
Figure 13: Regional equity in GER, 2015



Source: Estimations based on IHS 2015

Within each region as shown in Figure 14 below, access to education, varies across districts. In many regions, districts with low GER at the preschool level also register a low GER at the LBE level although it varies by region. The Lowest access both at preschool and LBS levels registered in region 5 within the same district, 3.5 percent and 24.4 percent, respectively.

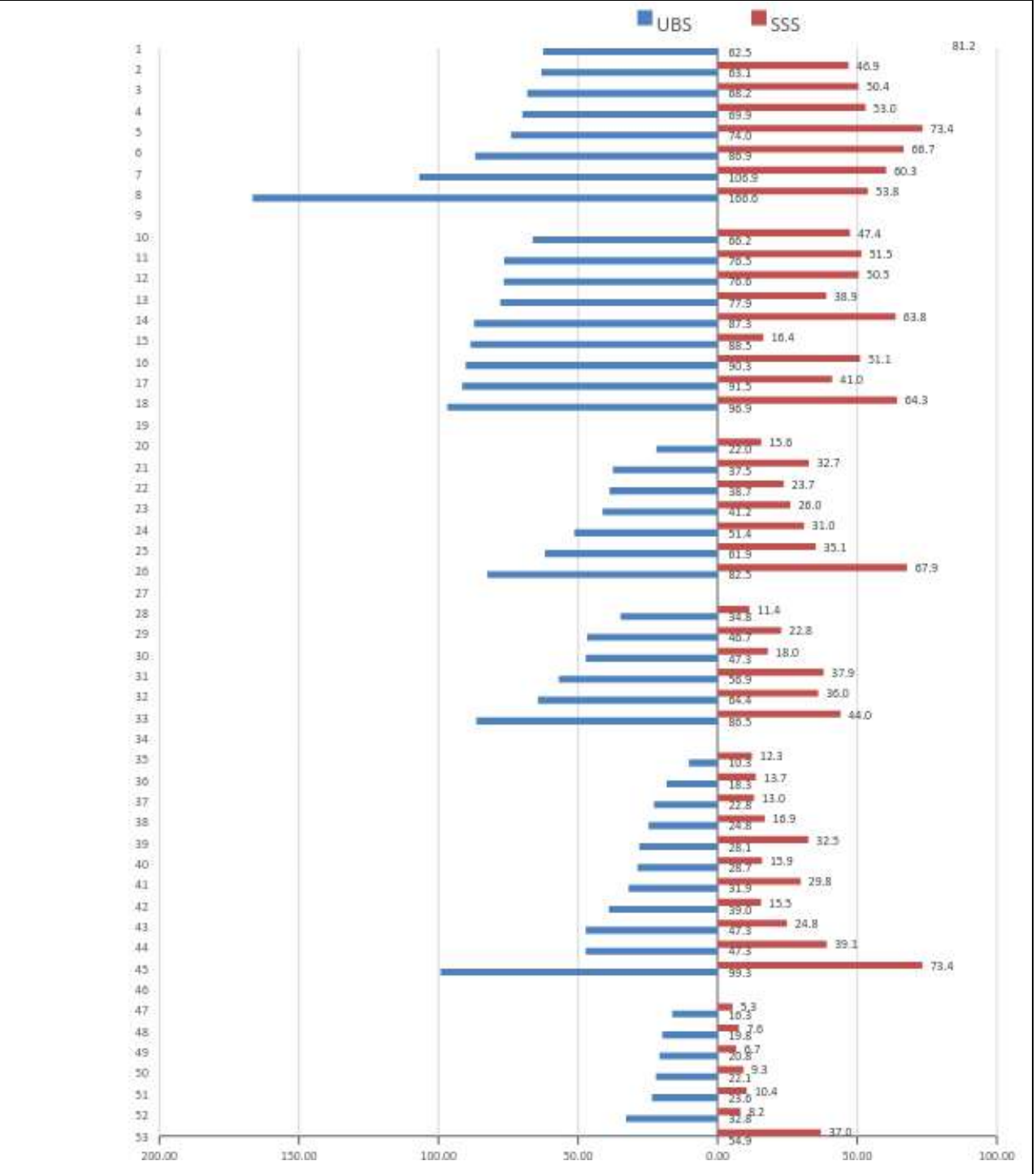
Figure 14: Equity in Pre-primary and LBS GER at district level, 2015



Source: Estimations based on IHS 2015

Similar to the Preschool and LBE, districts with better access to UBE have also better access to SSE with some variations across regions. UBE access rate is low in region 5 (10.5 percent) while SSE access rate is low in region 6 (5.3 percent).

Figure 15: Equity in GER at district level, UBS and SSS

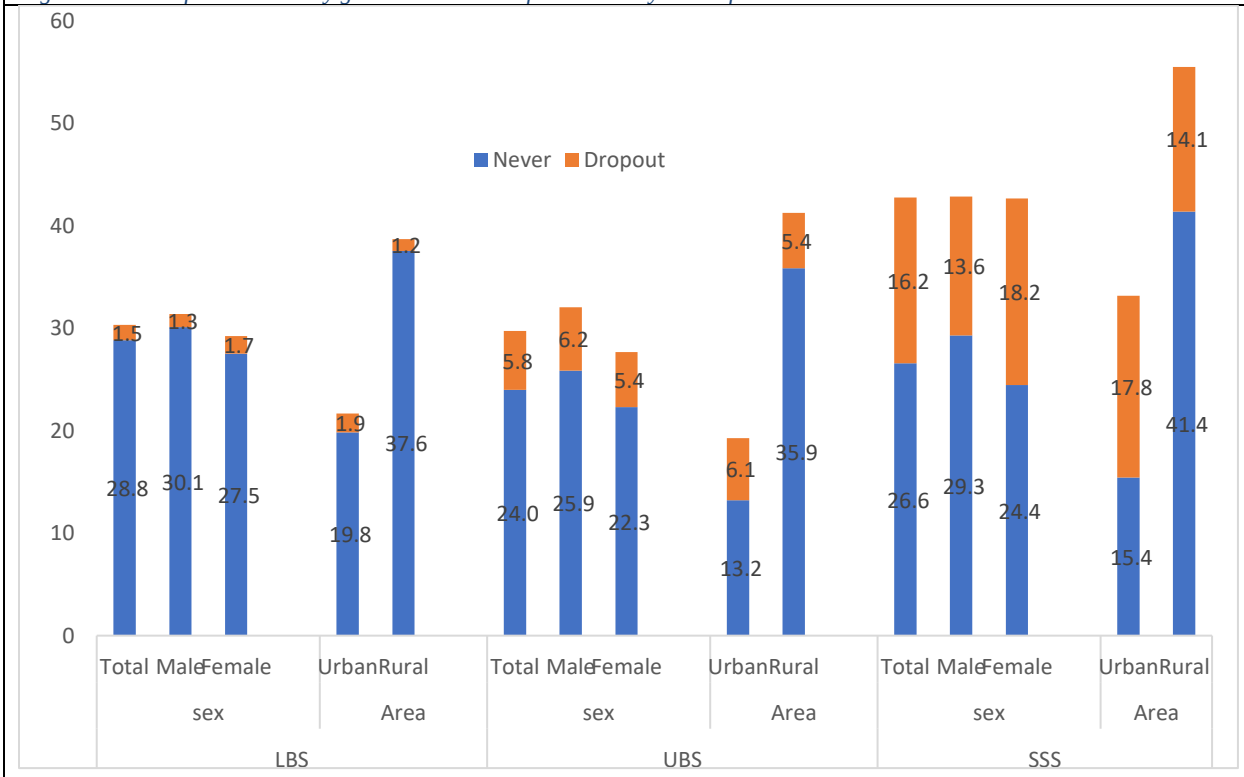


Source: Estimations based on IHS 2015

Out-of-school and key factors behind low enrollment

Figure 16 reveals that about 30 percent of children of LBE age are out of school. The out-of-school rate is particularly high among boys and children living in rural areas. About 29 percent of children of LBE age group have never been to school while 1.7 percent dropped out of school. The incidence of out-of-school is slightly lower at UBE level (28.9 percent) but increases at SSE level (42.8 percent) with a higher proportion of drop-outs.

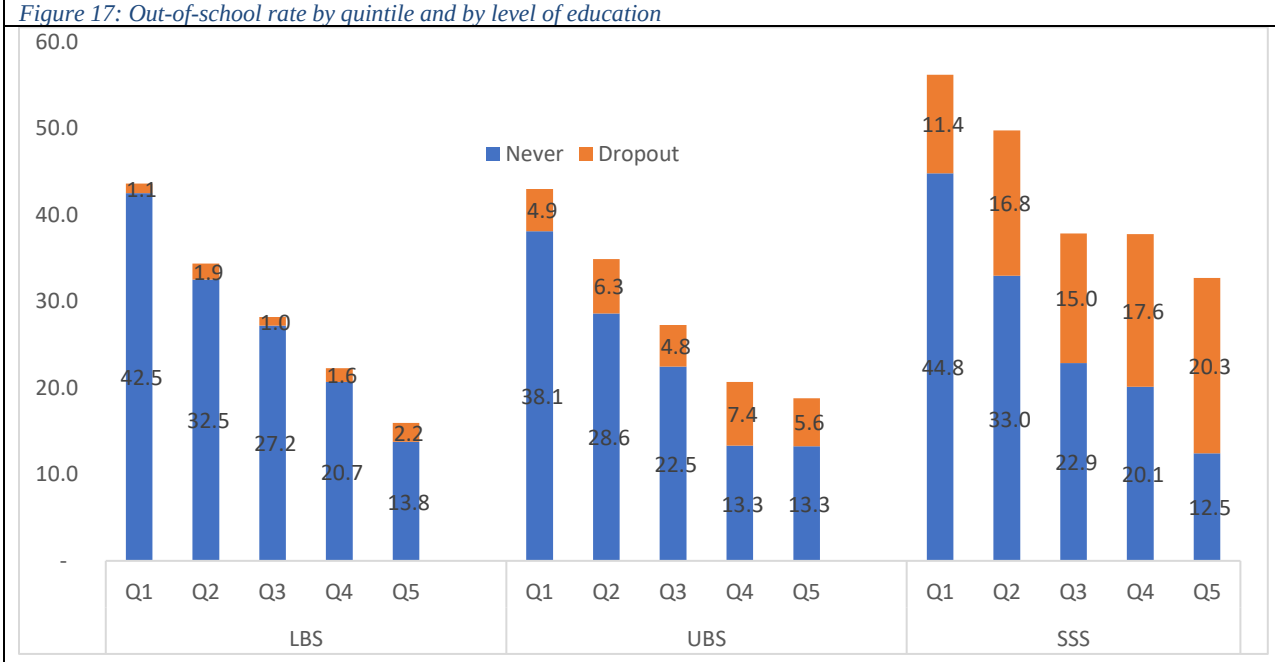
Figure 16: Out-of-school rate by gender and areas of residence by level of education



Source: Estimations based on IHS 2015

The incidence of out-of-school is particularly high among children from poor socio-economic backgrounds (Figure 17). At the LBE level, while 43.6 percent of children from the poorest wealth quintile are out-of-school, only 16 percent children from the richest wealth quintile are out school. At the SSE level, the out-of-school rate in the poorest wealth quintile is driven by the proportion of children that have never been to school, while its associated with dropout among the richest wealth quintile.

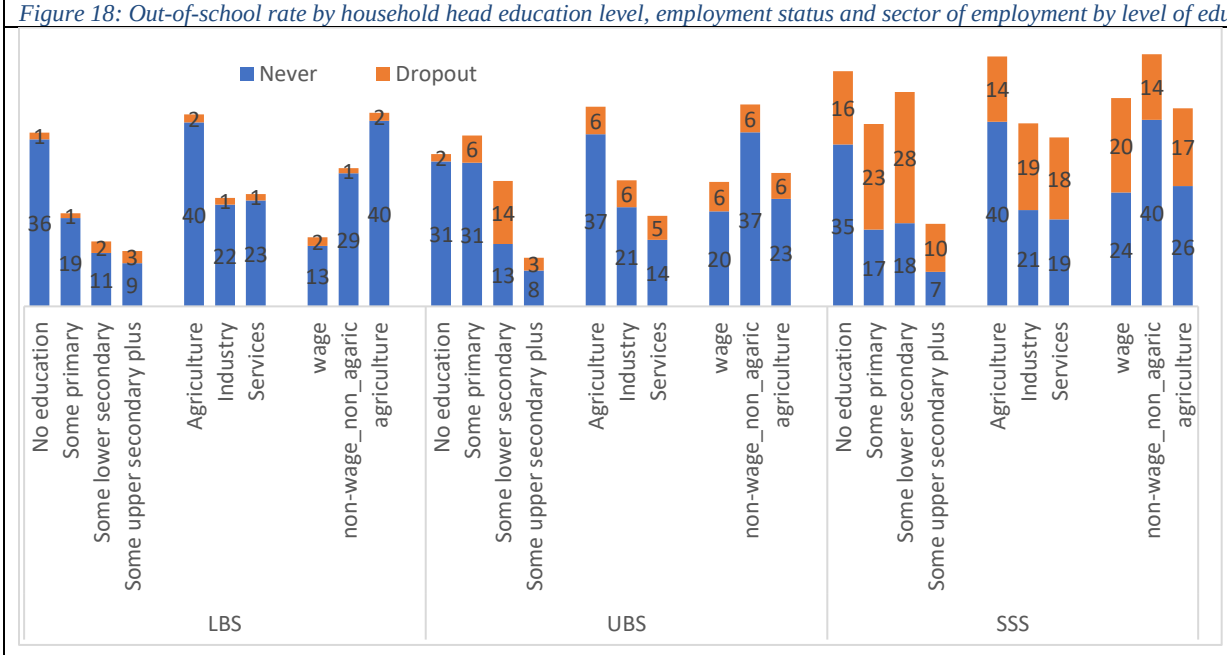
Figure 17: Out-of-school rate by quintile and by level of education



Source: Estimations based on IHS 2015

Overall, children's out of school rate is associated with the education level of the household. Out of school rate decreases as the education level of the household head rises (Figure 18). Children from households in which the household head works in the service sector face a lower out of school incidence. Households with wage employment are also associated with lower out-of-school rate.

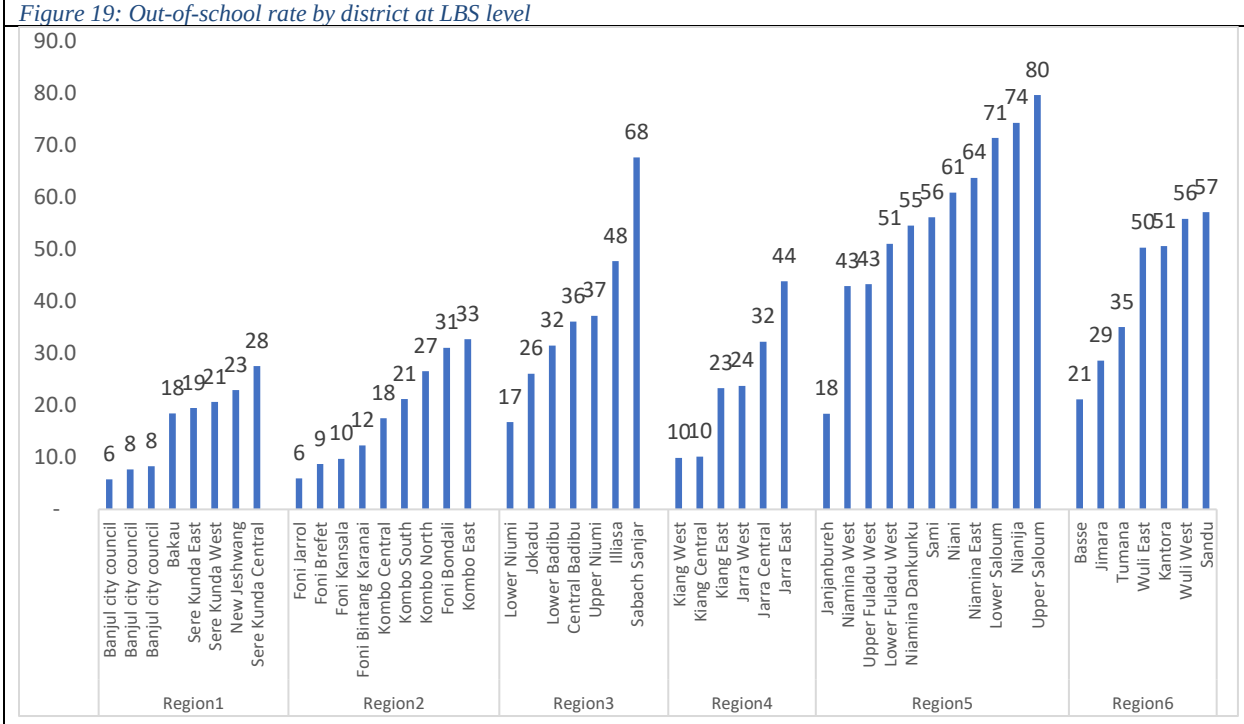
Figure 18: Out-of-school rate by household head education level, employment status and sector of employment by level of education



Source: Estimations based on IHS 2015

The out of school incidence varies across districts within region ranging from a low of 5.8 percent in Banjul City council district (10) in region 1 to 80 percent in Upper Saloum district in region 5. There is at least one district in each region with an out-of-school rate below the national average except in region 1. All regions also have a district with an out-of-school rate above national average.

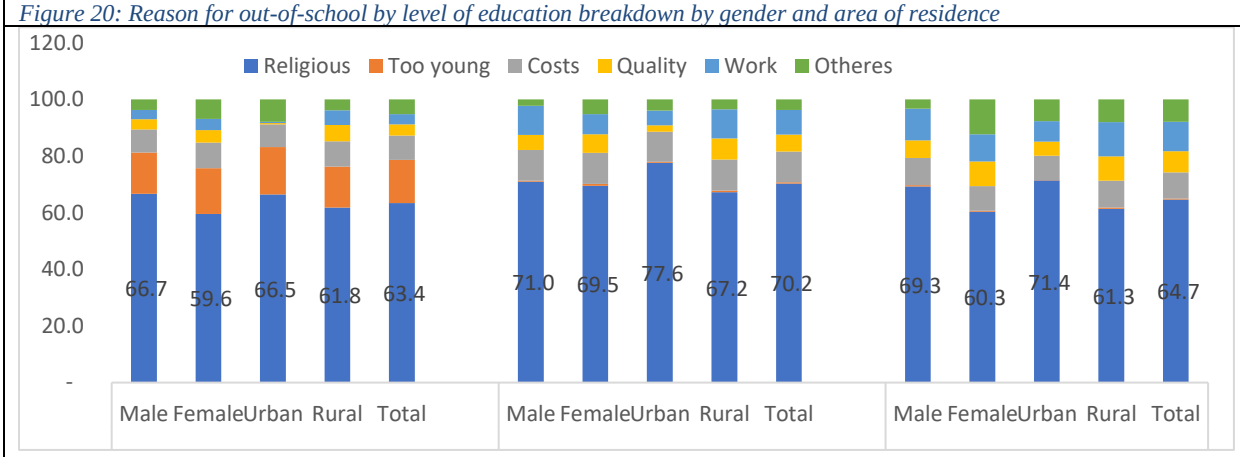
Figure 19: Out-of-school rate by district at LBS level



Source: Estimations based on IHS 2015

Religion is the most important reason for out of school at all levels of education. The proportion of children reporting religion as the main reason for out-of-school is particularly high among male students and populations living in urban areas (Figure 20).

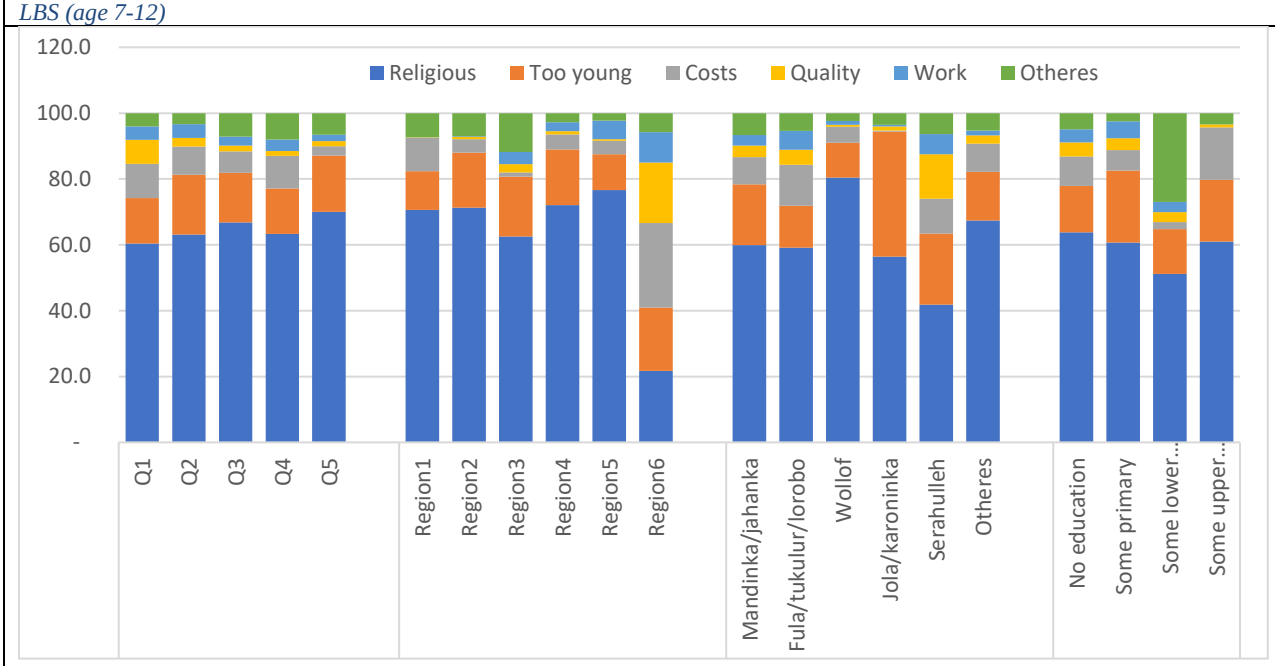
Figure 20: Reason for out-of-school by level of education breakdown by gender and area of residence



Source: Estimations based on IHS 2015

The extent to which religion explains out-of-school rates varies across wealth quintiles, regions, and depends on the level of education of the household head. The importance of religion for out-school is high among children coming from the richest quintile, children living in region 5 and children coming from households in which the head has no education (Figure 21).

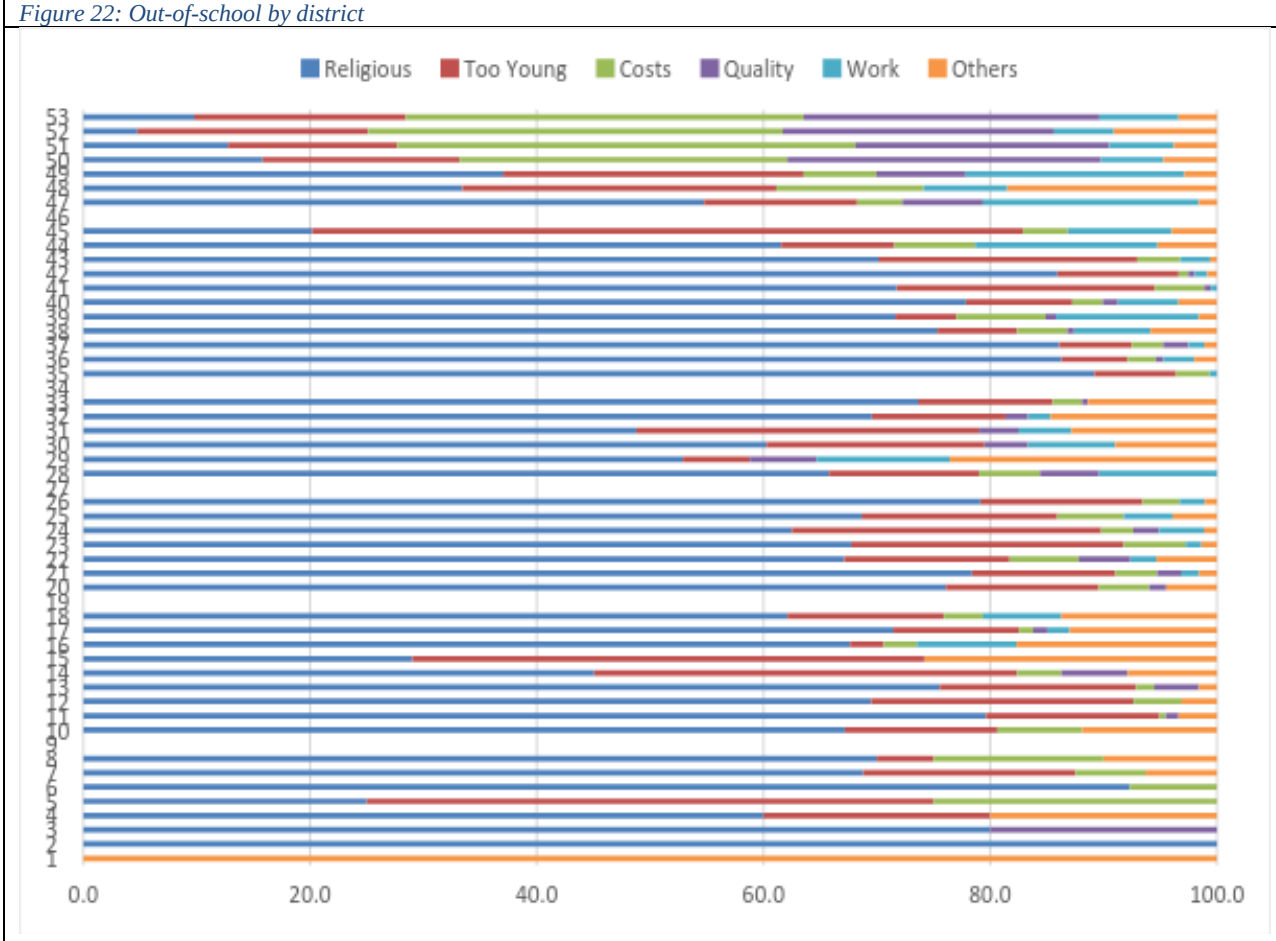
Figure 21: Reason for out-of-school by wealth quintile, region, ethnicity and head education breakdown by gender and area of residence, LBS (age 7-12)



Source: Estimations based on IHS 2015

Religion explains out-of-school to varying extents across districts within each region (Figure 22). while religion is not an important reason for out-of-school in In Region 1, close to 100 percent of out of school is due to some religious reasons in Banjul City Council.

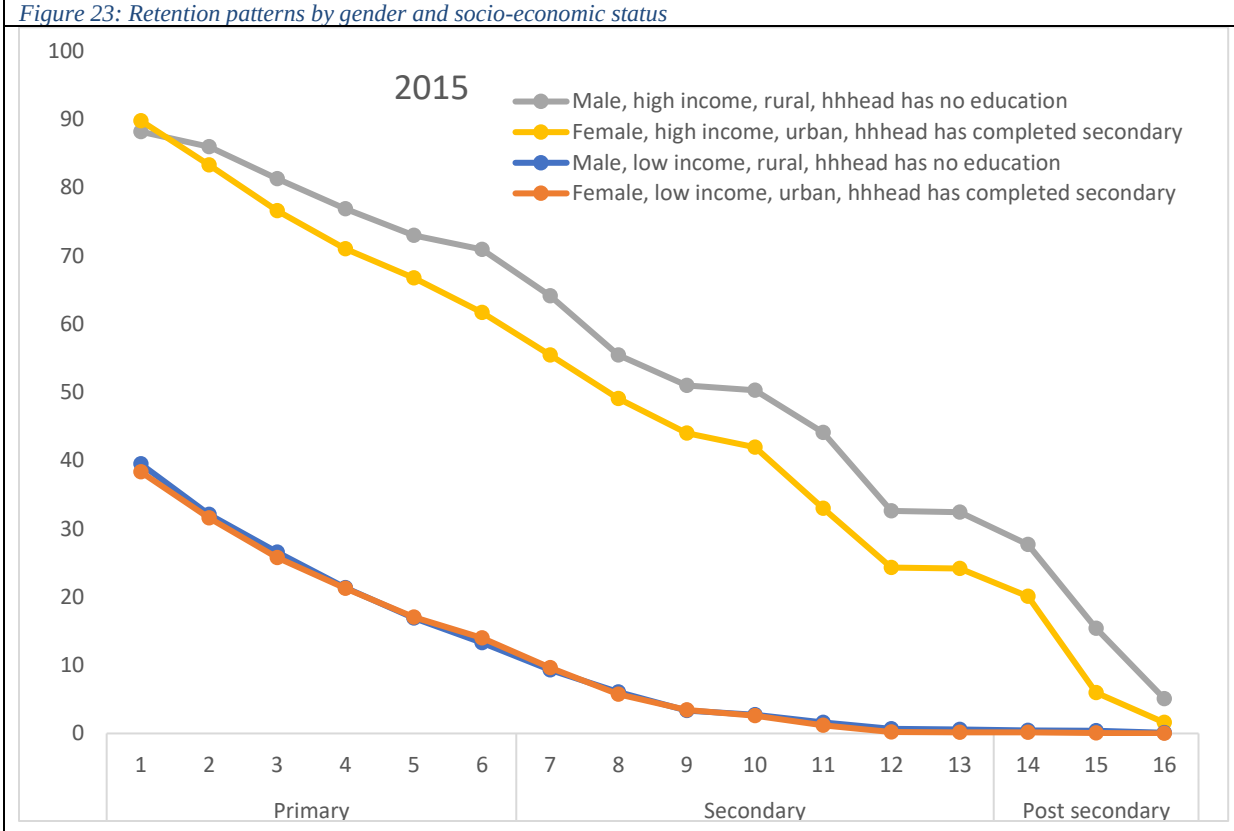
Figure 22: Out-of-school by district



Source: Estimations based on IHS 2015

Results shows that higher levels of education and income are highly correlated with higher percentages of school retention in The Gambia (Figure 23). This is consistent with research evidence and the factors that affect access and quality. The poverty and equity focus of the new sector policy is therefore well placed.

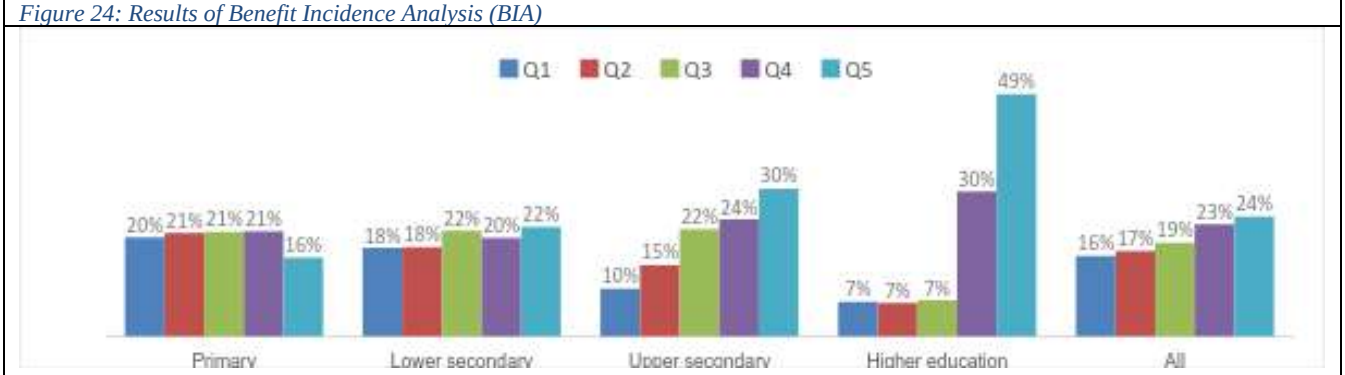
Figure 23: Retention patterns by gender and socio-economic status



Source: Estimations based on IHS 2015

Equity in the distribution of public education resources. Public spending on education (Figure 24) is more equitable in primary education, compared to other levels of education. Equity in public education spending decreases with levels of education with higher education registering the lowest level of equity; with the richest quintile receiving the highest benefit, while the bottom three quintiles receive seven times less. Distribution of public spending by quintile shows that at the primary level almost all quintiles receive spending proportional to their population share (20 percent) while in post-primary education the poorer receive disproportionately less than their population share. The primary level is poverty neutral while post basic spending is pro-rich. However, given that poorer families have larger family sizes with lower per capita income, accounting for family size would remove the poverty neutral nature of primary spending. Overall, public spending is pro-rich in The Gambia—the poorest quintile receives 16 percent of public funds (4 percent less than their population share), while the richest quintile receives 24 percent (4 percent above their populations share).

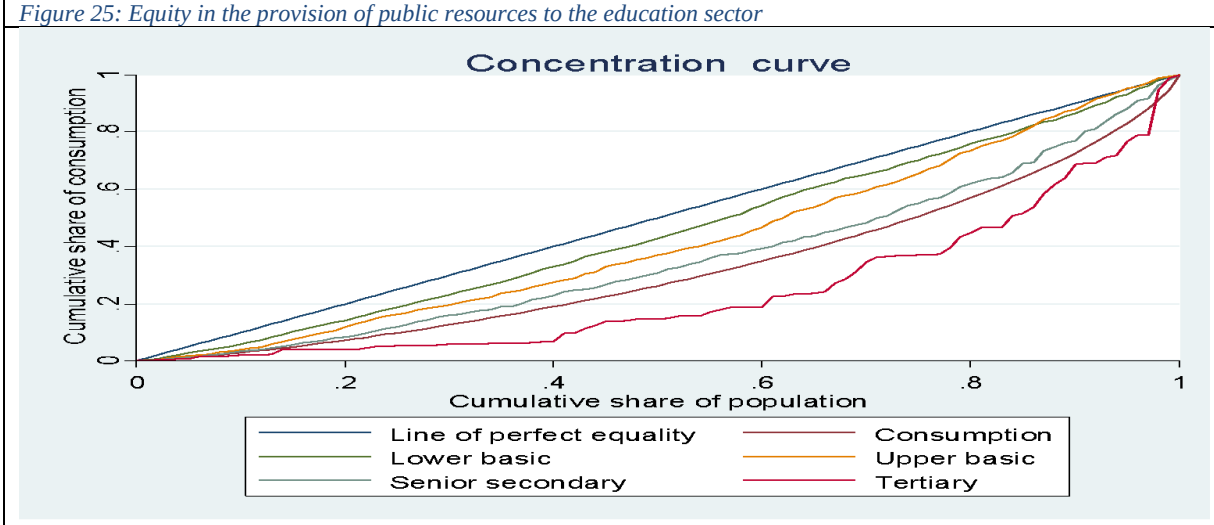
Figure 24: Results of Benefit Incidence Analysis (BIA)



Source: Estimations based on IHS 2015

Compared with income inequality, public spending on higher education is higher than the inequality in income distribution while at the lower level it is better than the income inequality (Figure 25).

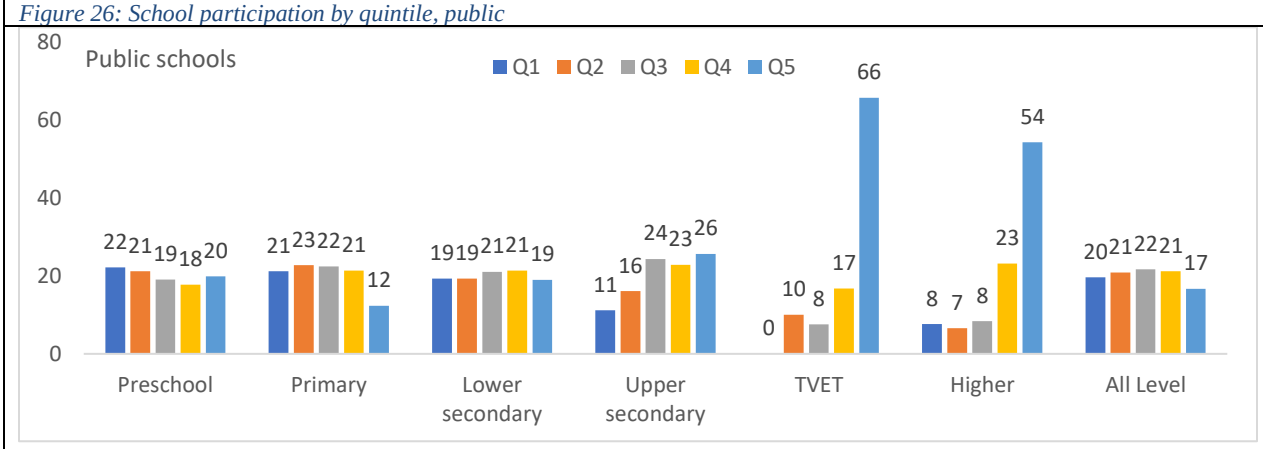
Figure 25: Equity in the provision of public resources to the education sector



Source: Estimations based on IHS 2015

Overall, access to public schools is relatively pro-poor especially in pre-primary and in primary education. While 20 percent of students at all levels of education belong to the poorest quintile, 17 percent of students belong to the richest quintile (Figure 26).

Figure 26: School participation by quintile, public



Source: Estimations based on IHS 2015

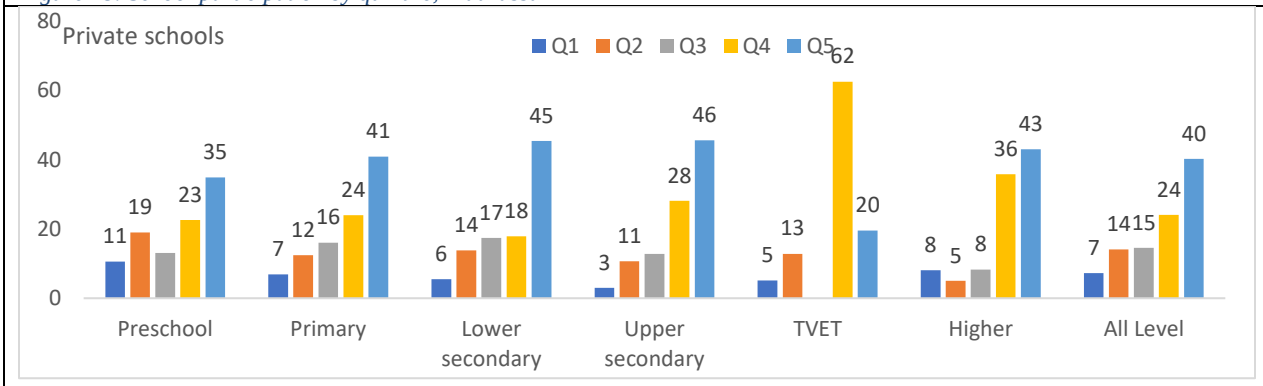
Not surprisingly, private schools are overwhelmingly attended by students from the richest income group. Only 7 percent of students that attend private schools belong to the poorest quintile while 40 percent of them come from the richest quintile (Figure 27).

Figure 27: School participation by quintile, private

Source: Estimations based on IHS 2015

Conversely, there are more children from the poorest income group than from the richest households across all levels of education in Madrassah schools (Figure 28). Overall, 28 percent of students attending madrassahs belong to the poorest quintile while only 12 percent belong to the richest quintile.

Figure 28: School participation by quintile, Madrassah

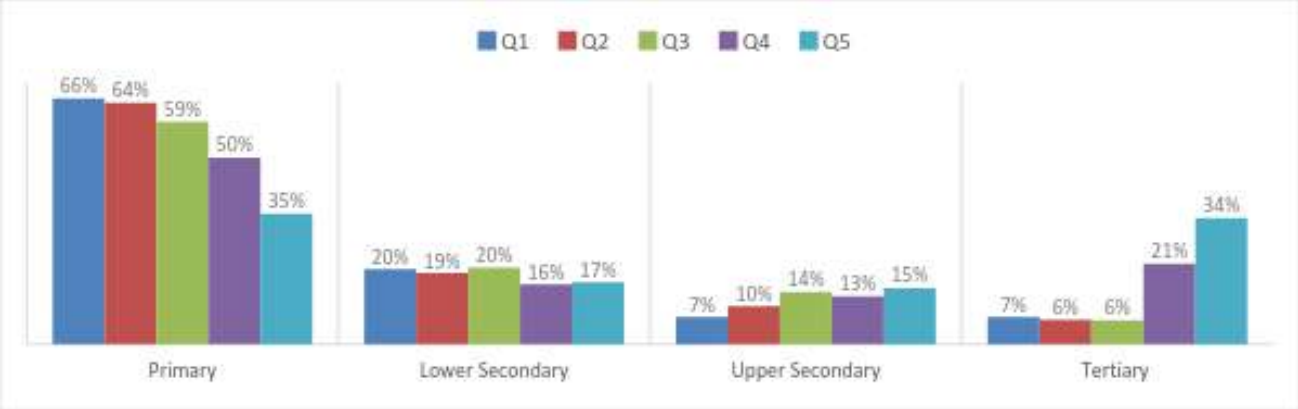


Source: Estimations based on IHS 2015

The high share of education spending from households goes to the primary level, while the well to do families spend relatively more in post basic education which has one of the highest rates of return in The Gambia. Families in the higher income quintiles are better able to take advantage of

these returns because of the lower impact of direct and opportunity costs on these families at this level of education.

Figure 29: Share of household allocation by level of education and wealth quintile



Source: Estimations based on IHS 2015

Factors that Affect Enrollment

Until now, the biggest obstacle to school enrollment and retention was perceived as the high costs associated with schooling especially for those in the rural areas. Consequently, in the "out of School Study" conducted in 2013, 46 percent of respondents indicated that the high cost of education affected their participation in schools. This was by far the highest proportion followed by distance to school (8 percent). The most recent survey however reveals that religious preferences appear to be the most predominant constraint.[16].

To reduce the cost burden on parents who financed about 62 percent of the total education expenditures in 2015, the policy of tuition-free public schooling was introduced for all levels while all formal and informal levies in these schools were abolished. In parallel, per capita *School Improvement Grants (SIGs)* were introduced to replace these fees and levies.

The SIGs are provided to all public schools annually through a fixed variable determined by enrolment and SIG management structures have been established to ensure effective use of the funds at all levels. The newly constituted Association of School Management Committee Executive helps to sensitize parents about the use of the grants to garner their support in developing constructive school development plans and to provide oversight in the use of the funds. MoBSE would also continue to engage school authorities, parents, students and other stakeholders to help ensure that the abolition of all formal and informal levies in all public schools is respected.

In addition, the government is providing hardship allowances and housing to attract and retain basic education teachers in deprived and remote areas. This would not only help increase enrollment in these areas, but also promote equity. Support for student transportation, such as

[16] IHS 2015

donkey carts and new schools are also being provided in deprived areas to ease the commute to schools.

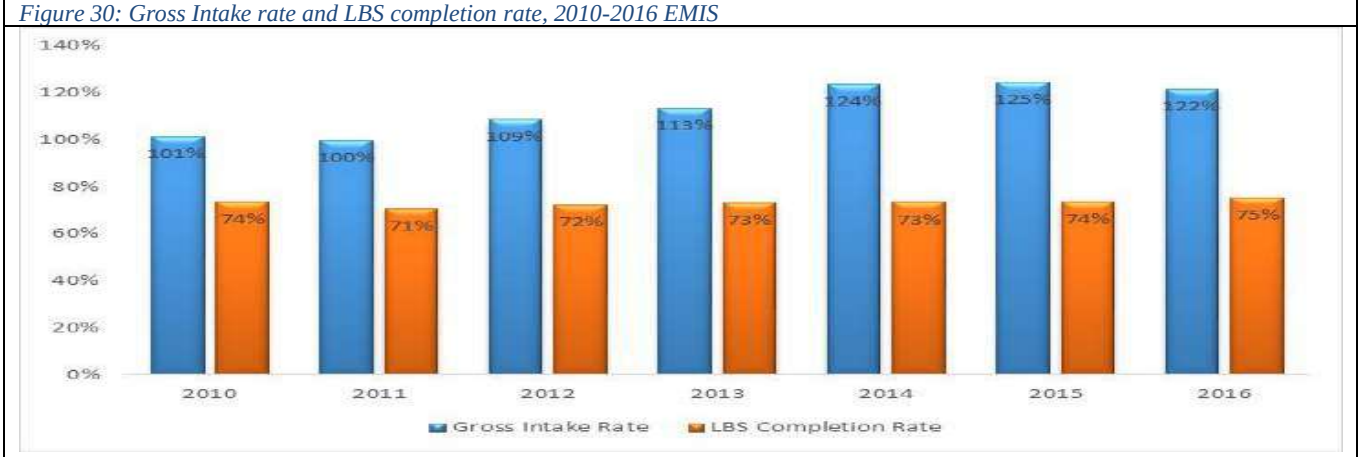
These measures appear to have reduced household costs of education, and might explain the IHS findings that religious preferences are now the dominant reasons for children staying out of school. However, in spite of the SIGs, some parents still prefer to send their children to private and religious schools. For those who prefer private schools, a system has been established to inform parents about the range of services provided by the various private schools, so that they can make value for money decisions on their private school choices. This information service is, however, yet to be fully developed.

The government is also aware of the religious school preferences of some parents and has been implementing a number of measures to address them in parallel with the SIGs. For example, Madrassahs continue to be integrated in the formal school system through financial support from the government. In addition, a pilot is being carried out on payment of incentives to providers and students in daras, to encourage them to follow the normal curriculum in parallel with attending the daras. It seems clear that much more would need to be done to fully implement these measures and perhaps introduce new measures in these and other areas to attract the remaining out of school children into the system. This task might be made lighter if the demographic trends continue. Region 2 with by far the highest population size which is 1.8 times that of region 1 the next highest and almost ten times that of region 4, grew by 38 percent between 2013 and 2016 and is becoming rapidly urbanized. Being next to region 1, Region 2 is both a residential area from which people commute to region 1 and a mushrooming administrative/commercial/industrial center.

Gross Intake Rate (GIR)

In 2016, grade 1 gross intake rate was 121.6 percent indicating that The Gambia is achieving the target of universal primary education access as stated in The Gambia Education policy 2004/2015 (Increase LBE gross intake rate from 93.8 percent to 122 percent). The Gross Intake Rate for the Lower Basic Education has shown an impressive increase during the same period under review. As a common indicator used to measure the rate of intake in grade one regardless of age, the GIR steadily grew from 94 percent in 2006 to 101 percent in 2010 with a slight drop to 99.6 percent in 2011. The GIR continued to increase reaching a peak of 124.6 percent in 2015, then falling slightly to about 122 percent in 2016 (Figure 30).

Figure 30: Gross Intake rate and LBS completion rate, 2010-2016 EMIS



Cross country Comparisons

Figure 31 and Figure 32 present cross-country comparisons in primary and lower secondary gross enrollment and completion rates. Though cross-country comparisons provide an overall picture of enrollment and completion rates, care should be exercised in making these comparisons as the duration of primary and secondary education differs across countries. The Gambia's primary GER and completion rates are below those of SSA but the country surpassed the SSA average in lower secondary gross enrollment and completion rates.

Figure 31: Primary gross enrollment and completion rate, cross country comparison, 2014 EMIS

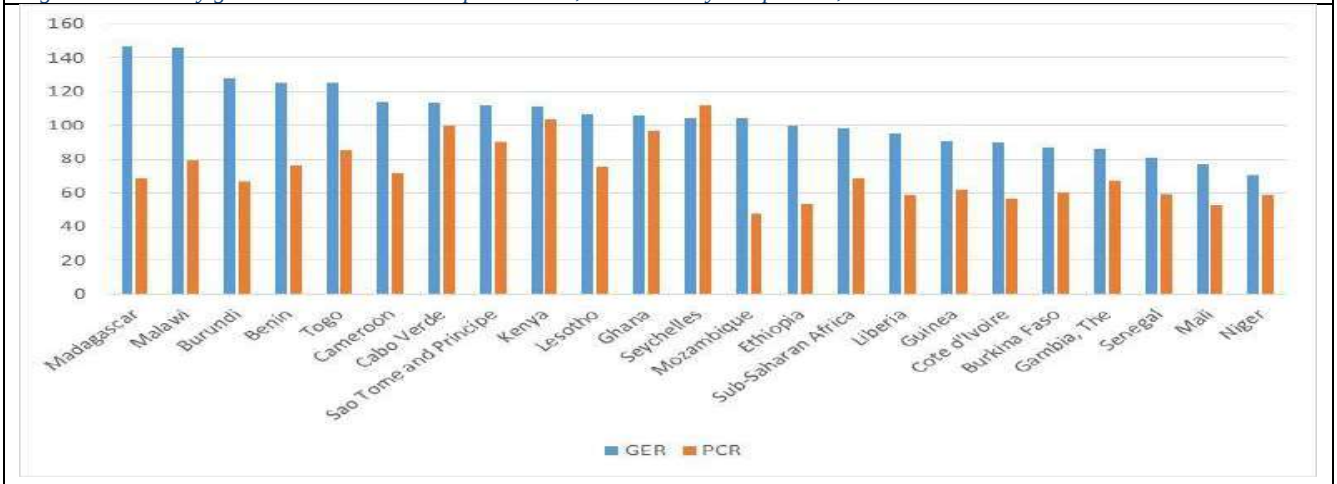
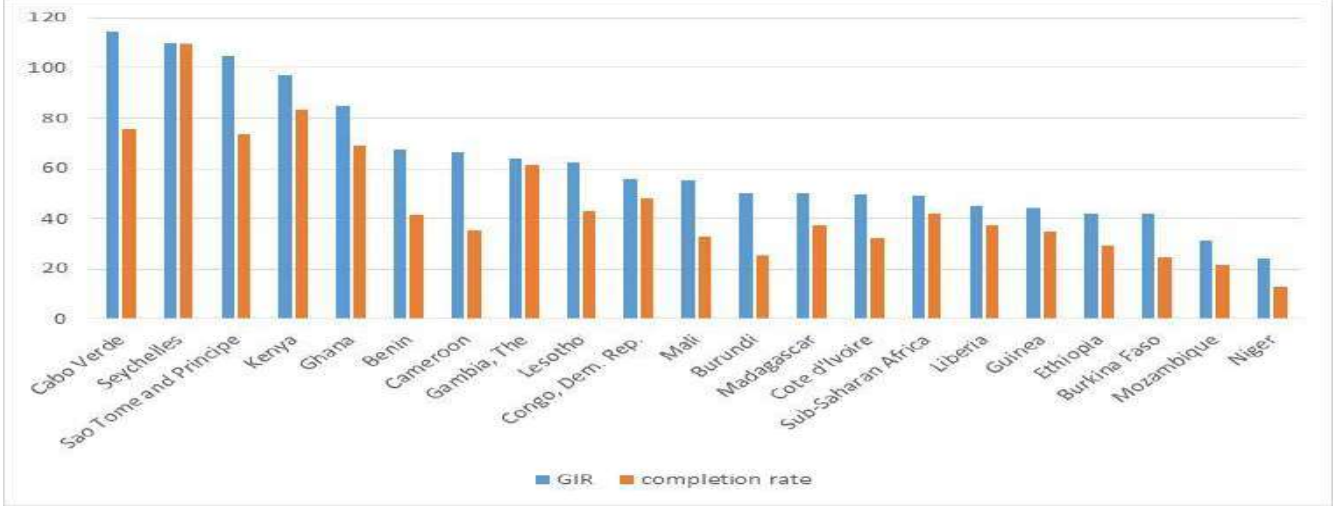


Figure 32: Lower secondary GER and completion rate, Cross country comparison, 2014

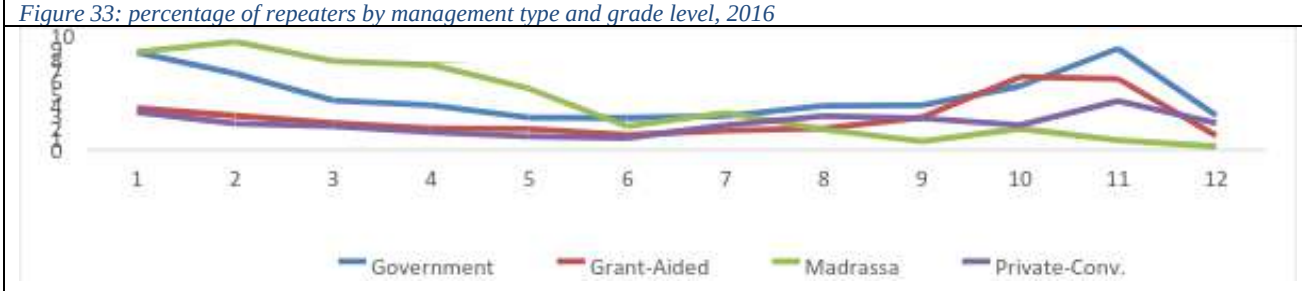


Internal efficiency

The internal efficiency rate is useful to evaluate the relationship between the outputs and inputs of the education system. Repetition and Dropout rates are used to determine the internal efficiency of an education system. Therefore, an internally efficient educational system is one, which turns out graduates without wasting any student-year or without dropouts and repeaters. The overall repetition rate is lower in The Gambia, 5.2 percent in LBE, 3.1 percent in UBEs and 4.4 percent in SSE lower than SSA average at LBE and UBE levels. Repetition varies by level and grade level. Above average repetition is observed in the first two grades of lower basic education, 7.8 percent in first grade and 6.6 percent in second grade with repetition declining with successive grade levels reaching the lowest rate of 2.4 percent in grade 6. Repetition at a lower level (grade 1 and Grade 2) might be an indication of weak numeracy and literally skills that are necessary for success in higher grades. Similarly, there is significant regional variation in repetition rates, though it has declined in the past six years. Region one has the lowest repetition rate at all levels and region 4 has the highest repetition rate in LBS. Repetition rate varies across school management types. Figure 33 below shows the percentage of repeaters by management type and grade level. Madrassahs have a higher repetition rate in LBE, followed by government schools, with conventional private schools having the lowest repetition rate. Further improvement in lowering repetition rates at LBE requires policy makers to better understand the reasons for variations among regions (region 4 having the highest repetition rate) and school management types (with Madrassa schools having the highest repetition rate). There is no significant gender variation at any level but especially at the LBE and UBE levels. Girl's repetition rate is slightly above boy's repetition rates in at SSE in 2010 and 2016, with the highest rate being at grade 10.

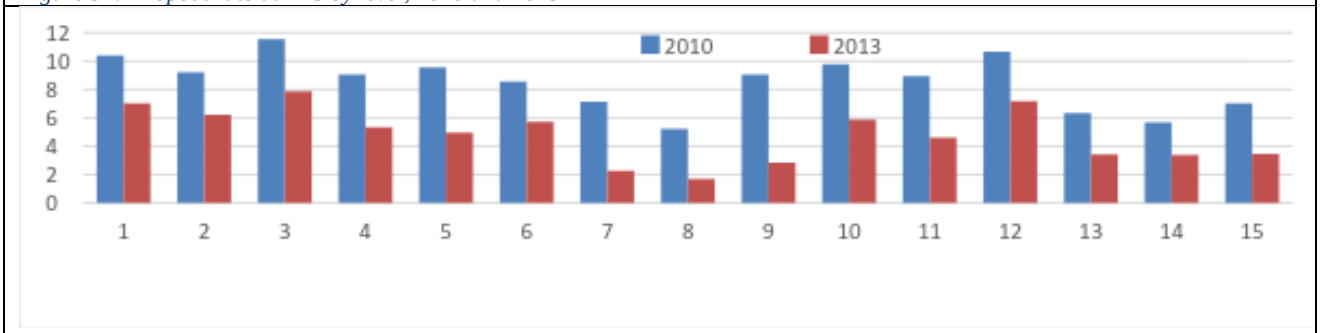
The Gambia has achieved success in lowering the dropout rate significantly over the last decades. The average dropout rate (grade 1-5) in LBE declined from 8.5 in 2010 to 4.8 in 2013(Figure 34). Figure 34 also shows the relative performance of The Gambia in dropout rates for grade 1 of primary education. In 2012, 8.3 percent of children enrolled in 1st grade of primary education dropped out of school which places The Gambia in about the median range among SSA countries.

Figure 33: percentage of repeaters by management type and grade level, 2016



Source: EMIS

Figure 34: Dropout rate at LBS by level, 2010 and 2013



Source: EMIS

Quality of Education

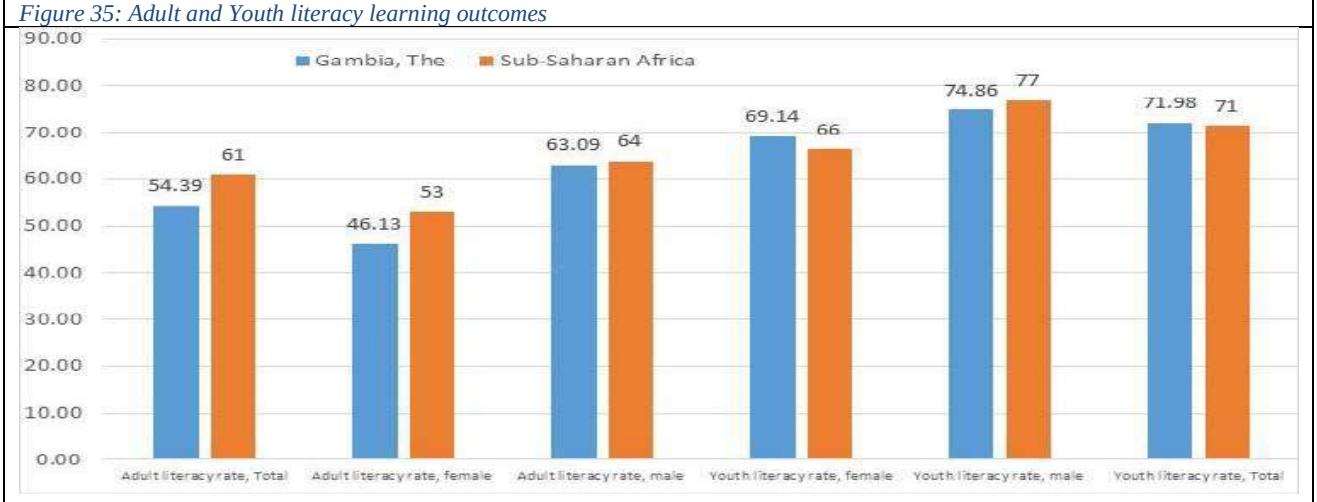
In the Education Policy 2016 to 2030, learning outcomes have been used as determinant to the quality of education. Therefore, it is indicated that 'The learning outcomes at all levels will be improved' (p.6)

Adult literacy learning outcomes

The adult literacy rate is lower in The Gambia than the average for SSA, but the youth literacy rate is similar to that of SSA average and female youth literacy rate is higher than SSA average.

The adult literacy rate and youth literacy rates can be used as a first assessment of learning outcomes. In 2015, 56 percent of adult Gambians were literate compared to 61 percent in SSA. While the adult literacy rate of men in The Gambia (64 percent) was at par with SSA (64 percent), the female adult literacy rate was lower 48 percent compared to SSA average of 53 percent. However, the expansion of education in The Gambia over the last few decades appears to have improved the youth literacy rate with narrow gender gap and the youth literacy rate similar to SSA average. The Gambia's male youth literacy rate of 76 percent is slightly below the SSA average of 77 percent (Figure 35).

Figure 35: Adult and Youth literacy learning outcomes



Source: DWI

Formal Education

The quality of formal education in The Gambia is low as measured by different standardized achievement and learning assessments: the Early Grade Reading Assessment (EGRA), the Early Grade Math Assessment (EGMA) for grades 1 -3, National Assessment Tests (NAT) in grades 3, 5 and 8, The Gambia Basic Education Certificate Examinations (GABECE) at the end of the UBE cycle and the West African Senior Secondary Certificate Examinations (WASSCE) taken at the end of SSE. While the EGRA, EGMA and NAT are used purely to assess student learning, the GABECE and WASSCE are used for both assessing student achievement at these levels and to determine which students are ready for higher levels of education and training. The results

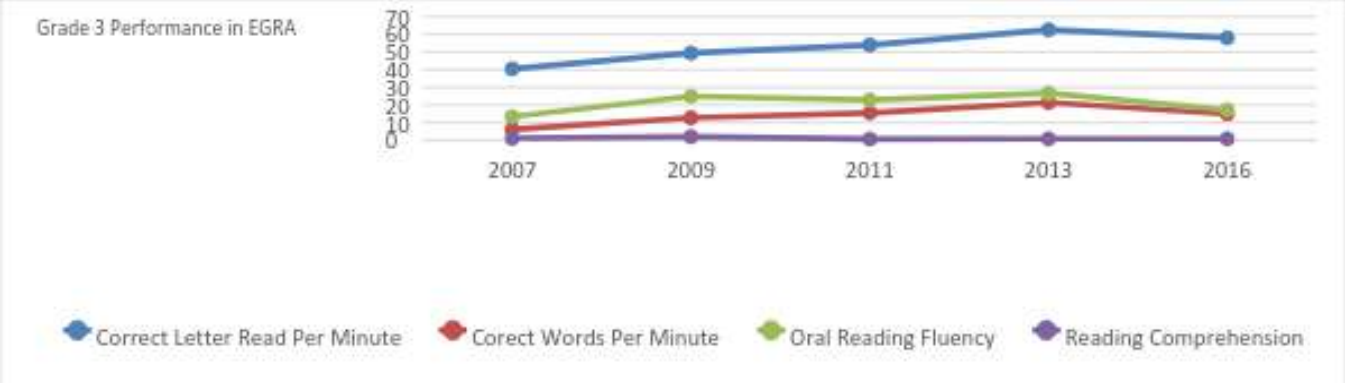
therefore also show the proportion of students who achieve minimum competency standards in the tested grades. The Gambia's performance is lower than regional and international comparators and there are regional disparities in achievement within the country. Despite this poor performance, The Gambia made significant progress in improving reading achievement between 2007, when EGRA was first introduced in the country and 2016.

EGRA and EGMA –

Early Grade Reading Assessment (grade 1, 2 and 3): EGRA was introduced in 2007 to assess the most basic foundational skills of literacy acquisition in Grades 1, 2, and 3. It is administered to a representative sample of students every two years and is designed to assess students' specific knowledge or skill, thus is criterion-referenced test. EGRA evaluates the literacy skills acquired by students and sheds light on student's mastery of the curricula. The assessment informs policy makers about the quality of instruction and helps to diagnose teaching and learning weaknesses that need to be addressed. EGRA is an individually administered test and covers letter recognition, word reading, oral reading fluency and reading comprehension.

The results of the EGRA 2016 for the Gambia show that students best performance was in the "*Correct Letter Read Per Minute" in* all three grades and considerably poor in the other three categories.[17] Tables 27 – 29 in the Annex show the performance of students in grades 1 – 3 in the EGRA. For grade 1, while students read 33.2 letters per minute their scores dropped by 84 percent to just 5.3 in the 'number of words read per minute'. The scores for this category and Oral Reading Fluency (ORF) at 5.1 words per minute were very similar. However, there was another substantial gap in students' scores between the "*Correct Letter Read Per Minute"* and Reading Comprehension, with the later being lower by about 90 percent. The other tables for grades 2 and 3 also show similar results. This suggests that students are better at performing the simple task of letter recognition and may be having difficulty in reading comprehension over time. As figure 37 shows, not only did students perform worse in reading comprehension, but their scores remained flat over the 2007 to 2016 period.

Figure 37: Grade 3 Performance in EGRA



[17] Correct Words Per Minute, Oral Reading Fluency – Words Per Minute and Reading Comprehension – Words per Minute

Despite these observations, The Gambia's performance in the EGRA is a little over 50 percent of a sample country used by USAID for grades 2 and 3 as shown in Table 7 below. The ORF was used because it is a good predictor of reading comprehension.[18]

Table 7: Average Oral Reading Fluency—Correct Words per Minute

Gambia Grade 2	**10.8**	**51%**
Sample Average Grade 2	21	
Gambia Grade 3	17.3	56%
sample Average Grade 3	31	
Note: Data for The Gambia is 2016, that for sample is from USAID		

One of the positive signs of the results is that students have made some improvements with grade progression as shown in Tables 30 to 33 in Annex 1. For example, in the category of ORF, there was substantial increase was of 112 percent in the scores registered between grades 1 and 2 although it was pnly 60 percent between grades 2 and 3. This shows that students are learning more as they move to higher grades, but substantially more between grades 1 and 2. Children are therefore likely to stay in school longer reducing drop-out rates. Low learning achievement is highly associated with parents' decision to withdraw their children from school.

Table 8: Oral Reading Fluency Increase Grades 1 – 3 2016

Grade 1	**5.1**	
Grade 2	10.8	112%
Grade 3	17.3	60%

Progress over time. The results of the 2016 EGRA reflect the significant progress that has been made in improving learning achievements over the last twelve years. This improvement in EGRA scores is partly due to the emphasis that the government has been promoting learning since 2002, including direct investments in ECD and reading. The positive yields in The Gambia are now beginning to accrue, similar to other countries that have invested in these areas as a priority.

Tables 34 to 36 in the annex show that there have been significant improvements in assessment scores for grades 1 to 3 for almost all categories, including in the ORF. With the exception of reading comprehension, there have been some improvements in all categories of the assessment for grade 1 (Table 9). Students' performance in reading comprehension has been declining since 2011 and this could be due to some idiosyncratic factors. On the other hand, students' performance in the ORF has more than doubled for grade 1 during the same period and this was significant at a 99 percent level of confidence. Tables 35 and 36 in the annex show similar results for grades 2 and 3 but the increase in ORF for grade 3 while positive was not significant even at the 90 percent level of confidence.

Table 9: Difference in Grade 1 Performance between 2007 and 2016

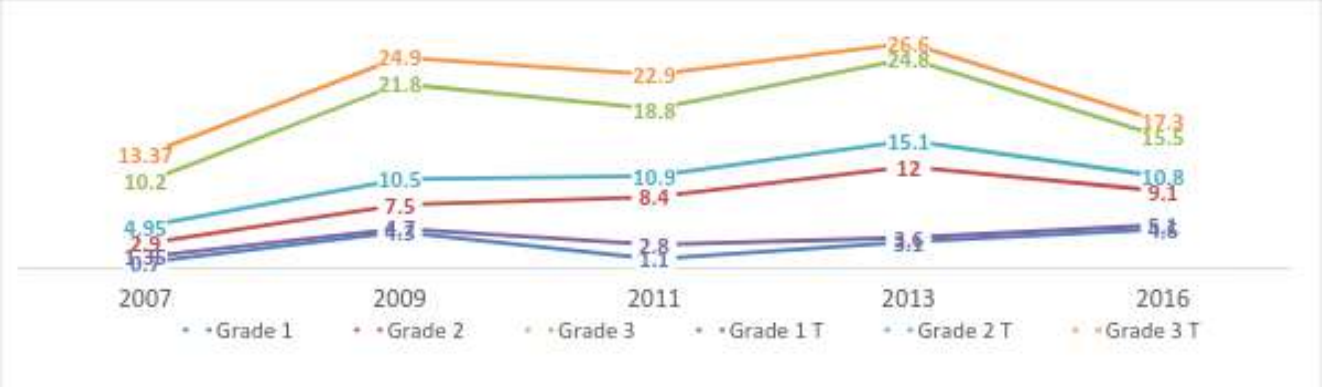
(Baseline score)	2007	2009	2011	2013	2016
Correct Letters Per Minute	13.1	13.0***	12.6***	15.7***	20.0***

[18] Jan Hasbrouck and Gerald Tindal. "Oral reading fluency norms: A valuable assessment tool for reading teachers." The Reading Teacher Vol. 59, No. 7 April 2006.

Correct Words Per Minute	0.9	1.6**	1.4	3.5***	4.4***
Oral Reading Fluency	1.4	3.3**	1.5	2.2**	3.8***
Reading comprehension	0.5	0.8***	-0.4***	-0.2*	0
***=significant at 1%; **=significant at 5%; *=significant at 10%					
Source: EGRA data files 2007, 2009, 2011, 2013 and 2016. Authors' computations.					

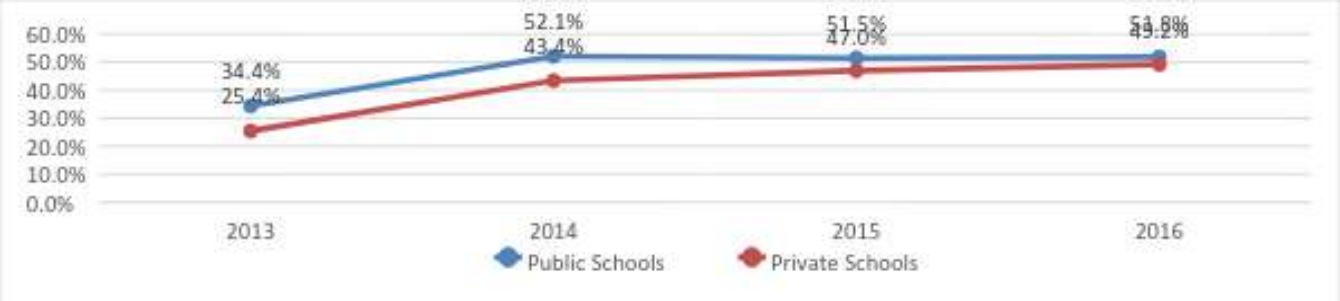
Performance Disparities in the EGRA – Although overall EGRA scores have improved, there are disparities between public and all other schools and among provinces. Figures 100 to 103 in the annex show that the average grades 2 and 3 scores for all schools were higher than those for public schools in all categories of the assessment except in reading comprehension for grade 1. The scores in this category were the same for *all schools, including public schools,* in 2011 and 2013. The overlap of these scores for grade 1 is consistent with the very narrow margins between all and public schools for all categories of the assessment in grade1, in contrast to the much wider margins in grades 2 and 3 between both groups of schools. These differences are illustrated in figure 38 below which shows the ORF scores for 2007 to 2016.

Figure 38: Oral Reading Fluency Public and All Schools, 2007 - 2016



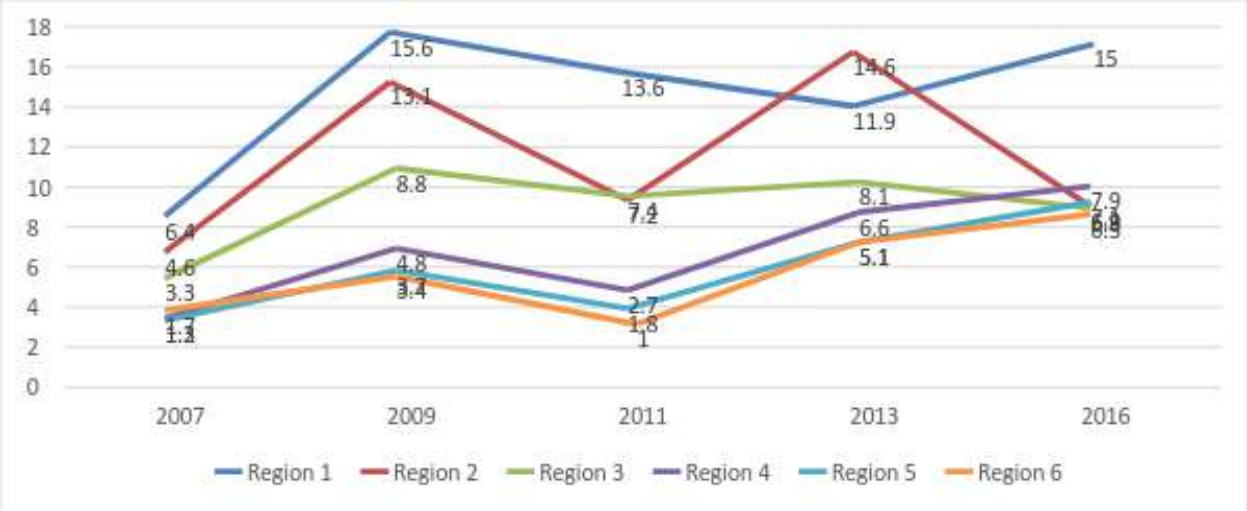
The narrower margins for grade 1 may be attributable to the weak pre-literacy skills of students who enter grade 1 in both public and private schools. Figure 39 below shows that the proportion of first graders in both public and private schools with ECD experience at around 50 percent between 2013 and 2016. The proportions for public schools was slightly higher but the gap was closing over the same period. This could be because that not all students in both public and private schools arrive in first grade went to the ECD where they could gain some basic literacy and numeracy skills. The academic year for grade 1 in most schools is, therefore, largely spent on getting students ready to learn. The higher performance of students in private schools, even though these schools had a lower proportion of students with ECD experience, could be due to better quality of the ECD and LBE education provided in these schools that are mostly found in the urban areas. In contrast, some of the public ECD and LBE schools which are not adequately equipped and staffed, are located in underserved rural settings.

Figure 39: First Graders with ECD Experience



Regional Disparities - There are significant regional disparities in performance on the EGRA assessments which appear to be widening, although the performance of most of the regions (except regions 2 and 3) show an upward trend. Regions 1 and 2[19] are the best performing regions, followed by region 3. There is huge gap between the best performer region 1 and the least performer region 6, with average scores of 15 and 6.5, respectively. In addition, all regions 2 to 6 scored about or less than that of region 1's average score.

Figure 40: Oral Reading Fluency



Increasing Regional Disparities. Table 10 below shows that the gap between region 1 and 6 in ORF scores widened by over two and a half times from 4.7 points in 2007 to 12.6 in 2011 then it dropped to 8.5 in 2016, but the gap was almost twice higher than it was in 2007. Results also show that there is similar magnitudes in the gap between regions 1 and 6 in the other categories in the assessment.

Table 10: Oral Reading Fluency Percentage Point Difference by Year and by Region

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Diff. Regions 1 and 6
2007	6.4	4.6	3.3	1.3	1.2	1.7	4.7
2009	15.6	13.1	8.8	4.8	3.7	3.4	12.2
2011	13.6	7.2	7.4	2.7	1.8	1	12.6
2013	11.9	14.6	8.1	6.6	5.1	5.1	6.8
2016	15	6.9	6.8	7.9	7.1	6.5	8.5

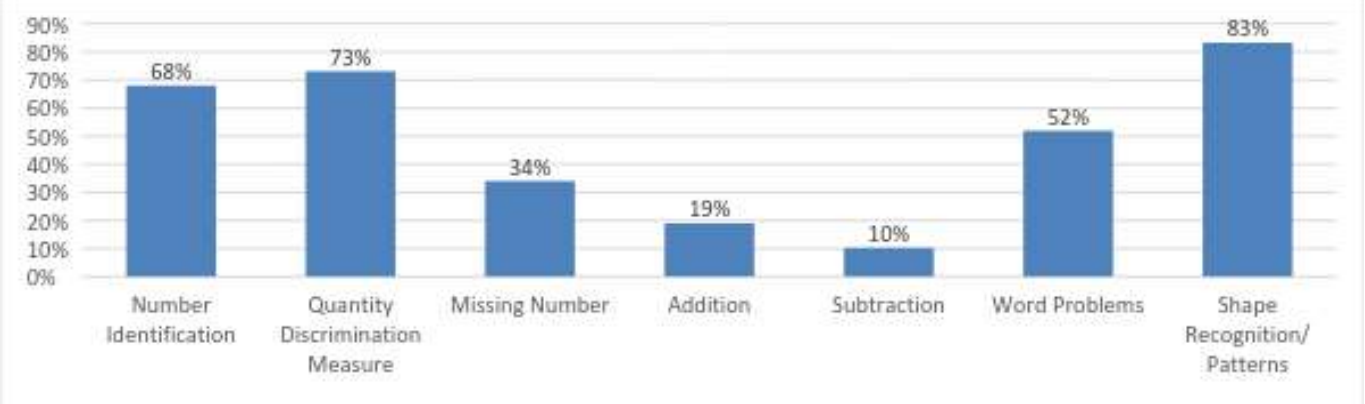
[19] The data for region 2 shows wide swings which make the scores for some years unreliable.

Despite the recent improvements in the score line for region 6, the increased gap with region 1 highlights the need to do more while keeping the momentum. The recent increase in the gap between the best performer region 1 and other regions poses serious concern since it is not in line with the government's policy objectives, which include reducing inequality in all areas. The main factors for these disparities may be partly explained by the effects of relative poverty over which the sector has no direct control. However, there are other challenges which the MoBSE is currently addressing. For example, the government has been increasing school inputs, including qualified teachers to underserved areas where expansion of enrollment in LBE and UBE has been more rapid. However, the challenges of consistently providing the required school inputs and pedagogical support to ensure quality education at the school level in underserved areas are yet to be fully overcome.

Apart from the provision of good quality education, the wide swings in the results from one assessment to the other, suggests that the capacity to manage the assessments in some areas to produce valid and reliable results is still weak. Greater efforts would need to be made to continue addressing these issues to improve the outcomes in future assessments.

EGMA – An Early Grade Math Assessment was carried out on a representative sample of primary school children in grades 1, 2 and 3 constituting approximately 10 percent of the total number of students from grades 1, 2 and 3 in schools across the country in 2013. The assessment covered seven areas: (a) number identification, (b) addition (c) subtraction, (d) quantity discrimination, (e) missing Number identification, (f) word Problems and (g) Shape/Pattern Recognition. The results, shown in figure 44 below, indicate that students did very well in number identification, quantity discrimination and shape/pattern recognition with average scores ranging from 68 to 83 percent. While performance on word problems averaged 52 percent, the scores on computational tasks were very low ranging from 10 percent for subtraction to 19 percent for addition and 34 percent for missing number identification.

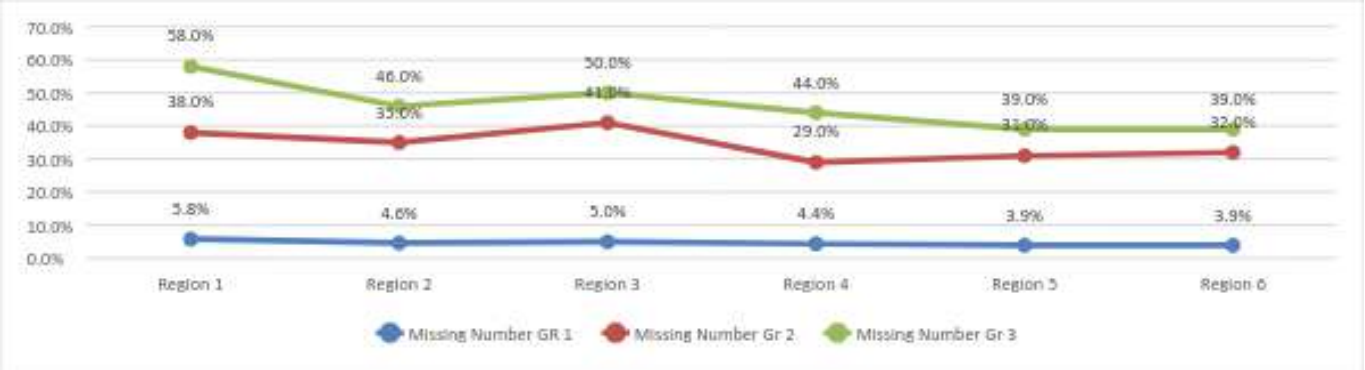
Figure 41: Average EGMA Assessment Scores



Further results show that similar to EGRA, there was increased learning with grade progression for each of the areas covered (Figures 42 to 47). The magnitude of the increases in learning varied by region, task and grade. Regions 1 to 3 appeared to be the better performing group, with region

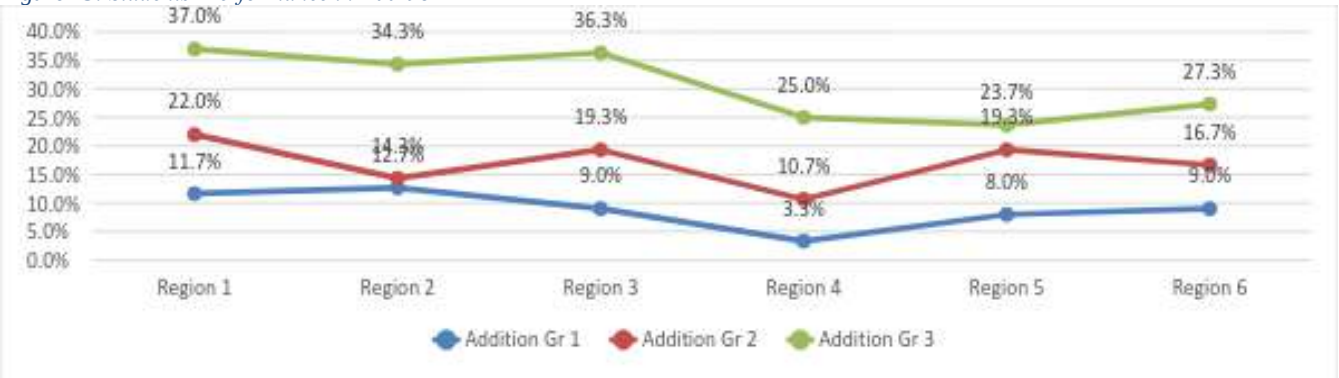
3 sometimes scoring higher than region 2. Following this group with much lower scores were regions 4 to 6. As shown in figure 42 below, the largest learning increase was between grades 1 and 2 in the missing number category and this was true for all regions. For example, for region 6, the least performing region in the missing number category, scores increased by about 28 percentage points between grades 1 and 2 while it only increased by 7 percentage points between grades 2 and 3.

Figure 42: Students' Performance in Identifying Missing Numbers, 2013



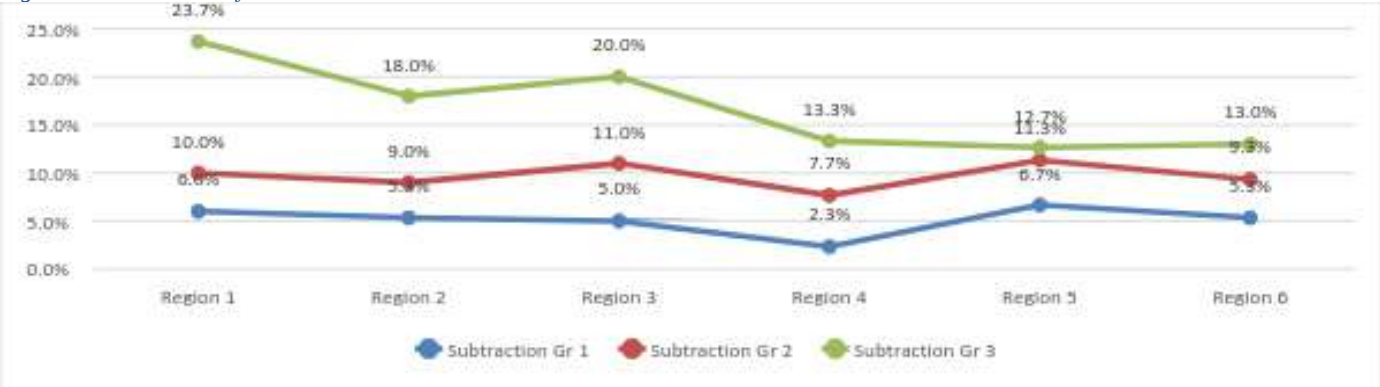
In the addition category, the overall increase in scores was much less between grades 1 and 2 than grades 2 and 3, in contrast to the missing number category. The differences in the patterns were also different and less consistent among the regions. For example, for region 2, there was very little increase of about 1.6 percentage points in scores between grades 1 and 2 in contrast to 20 percentage points between grades 2 and 3. For region 5 however, there was a 10.3 percentage point increase in scores between grades 1 and 2 and 4.4 between grades 2 and 3. The reasons behind these patterns are unclear and would require further investigation.

Figure 43: Students' Performance in Addition



In the subtraction category, the overall pattern was the same as for the addition category except for regions 5 and 6 where the scores increased by 4.6 percentage points between grades 1 and 2 and 1.4 percentage points between grades 2 and 3.

Figure 44: Students' Performance in Subtraction



These results seem to suggest that students in grade 1 have a real difficulty even in performing the simplest of the tasks, missing number recognition but improve with grade progression. Performance in the other areas is even lower. Similar to the missing number recognition category, scores improve as students moved to grade 2 and further to grade 3. Figures 45 to 47 show that the 1st graders performance in subtraction and addition is relatively smaller than 2nd grade 2 students in the same category, while for grade 3 the gap is even larger. All in all, the results indicate that students between grades 1 and 3 find subtraction relatively more difficult than addition and missing number identification.

Figure 45 Grade One Students' Performance by Region and Assessment Category

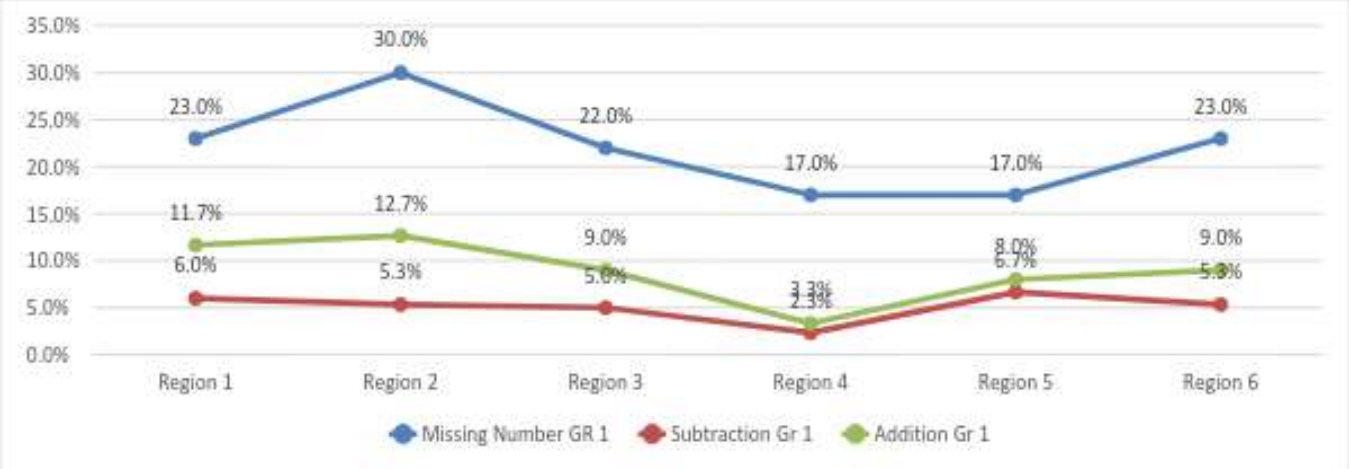


Figure 46 Grade Two Students' Performance by Region and Assessment Category

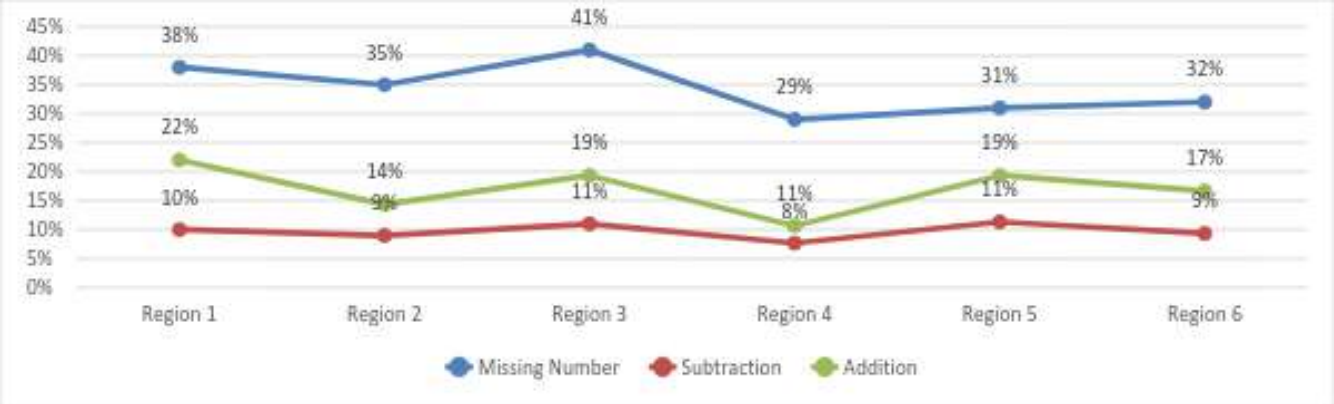
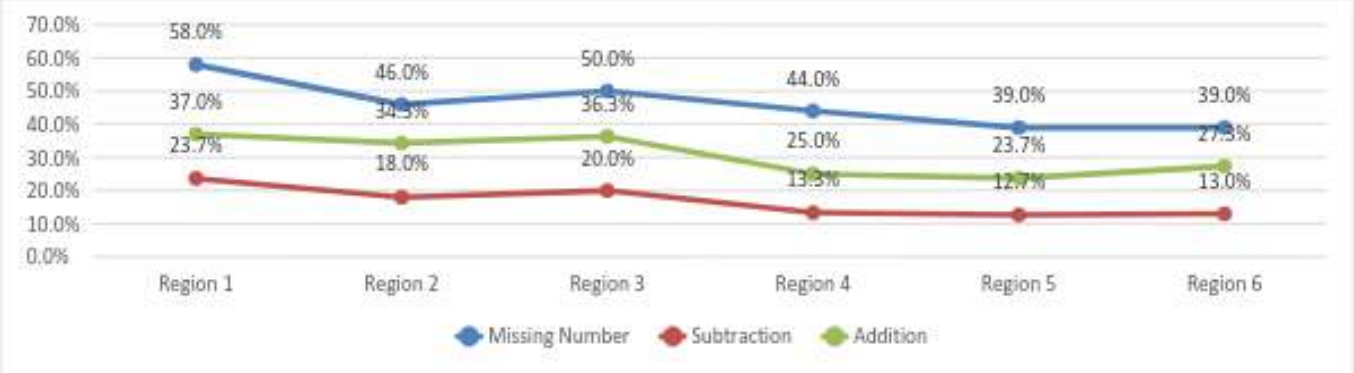


Figure 47 Grade Three Students' Performance by Region and Assessment Category



Similar to EGRA, low language skills and limited provision of ECD might explain some of these differentials in the relative performance of the various grades. In addition, the quality and management of the tests might also explain some of the differentials among provinces.

National Assessment Test (NAT)

The NAT, is a comprehensive test covering all students in Grades 3, 5 and 8 in all schools (private, Government and grant aided schools) and was introduced in 2008 for grade 3 and 5, and in 2012 for grade 8. The NAT is used to evaluate the knowledge and skills acquired by students and to diagnose learning difficulties. NAT for grades 3 and 5 reflects how children perform in LBE, while NAT for grade 8 evaluates learning achievement in UBE.

Table 11: Share of grade 3 students achieving the mastery and NAT result minimum requirement by subject, 2012 - 2015

	% achieving mastery			**% achieving minimum requirement**		
year	English	Maths	Integrated studies	English	Maths	Integrated studies
2012	19.75	10.13	13.52	47.93	37.74%	33.27%
2013	14.45	17.93	21.67	51.79	53.10%	50.70%
2014	14.98	13.05	22.96	52.26	48.91%	58.87%
2015	27.69	15.29	22.44	63.49	52.54%	52.09%

Source: WAEC

As shown in Table 11 above, performance has improved over time in all three subjects both in mastery of the materials taught as well as in reaching the NAT minimum requirement. The percentage of students achieving mastery as well as meeting the minimum requirements improved over time. In all the three subjects over half of grade 3 students scored above the minimum requirement in 2016 compared to about 24 percent in 2010 (Table 11). However, progress in improvement is not identical across subjects, with the percentage of student achieving mastery in mathematics being the lowest, while improvement in English is the highest in both achieving mastery and minimum requirement.

Table 12: Share of grade 3 students achieving the mastery and NAT result minimum requirement by subject and gender, 2012 - 2015

	% female out of total achieving mastery			% female out of total achieving min requirement		
Year	English	Maths	Integrated studies	English	Maths	Integrated studies
2012	52.72%	52.29%	51.61%	51.30%	51.41%	51.81%
2013	53.52%	51.83%	51.73%	52.38%	51.49%	52.17%
2014	54.82%	52.69%	52.24%	52.99%	52.28%	53.02%
2015	54.65%	51.84%	51.58%	52.58%	52.60%	53.69%

Source: WAEC

Table 12 above shows the share of grade 3 students achieving the mastery and NAT results minimum requirements by subject, year and gender. It indicates that The Gambia achieved gender parity in grade 3 NAT scores both at mastery and minimum requirement level consistently over time. The grade 3 NAT test scores in both mastery and minimum requirement achievement level was similar to the percentage of female students taking the test (52 percent) (Table 13).

Table 13: Share of grade 3 students achieving NAT result minimum requirement by subject and region, 2012 and 2015

	English		Maths		Integrated studies	
Region	2012	2015	2012	2015	2012	2015
1	57	69	48	58	48	56
2	52	67	40	55	35	57
3	41	62	32	50	28	51
4	37	66	25	55	24	56
5	26	47	20	37	20	39
6	37	54	28	42	26	43

Source: WAEC

Despite the overall improvements in the proportion of grade 3 students achieving NAT minimum requirements, disparities across regions in all subjects have persisted over time. In 2015, the percentage of students achieving the minimum requirements varied from 69 percent to 47 percent, 58 to 37 percent and 57 to 39 percent in English, Mathematics and Integrated studies respectively. Comparing the years 2012 and 2015, in regions 4, 5 and 6, the percentage of students achieving NAT minimum requirements in all subjects fall below the national average (Table 13F).

Table 14: Share of grade 5 students achieving mastery and NAT result minimum requirement by subject, 2011 - 2014

	% achieving mastery				% achieving minimum requirement			
year	English	Maths	Science	Social and Env science	English	Maths	Science	Social and Env science
2011	4	1	1	2	32	18	23	35
2012	23	16	11	25	43	51	40	52
2013	25	1	11	27	64	33	37	63
2014	18	12	3	27	52	48	36	63

Source: WAEC

From Table 14, it can be observed that progress was especially slow in Grade 5 NAT requirements in Mathematics and Science. In 2014, less than 50 percent of grade 5 students met the minimum NAT requirement in Mathematics and Science.The proportion of students achieving mastery in mathematics was less than half of that of social development and the figure for science is even worse with the figure for social and environment being nine times higher than that of science. .

While The Gambia's success in gender equality is impressive, disparities across regions persist over time in all subjects. The Gambia achieved gender parity in learning achievement in Grade 5 in all subjects in which female students on average represented 52 percent of those that met the minimum requirements. Table 15 shows regional disparities in achievement by subject. While 60 percent of The Gambian children in region 1 achieved the minimum requirement in English, only 39 percent of students in region 3 did so. While achievements in English and social and environment studies have improved in all regions, it has declined in mathematics and science in 2014 relative to 2012.

Table 15: Share of grade 5 students achieving NAT result minimum requirement by subject and region, 2012 and 2014

	English		Maths		Science		Social and Env science	
Region	2012	2014	2012	2014	2012	2014	2012	2014
1	55	60	60	55	49	37	60	68
2	44	54	52	49	40	30	52	65
3	39	48	48	45	39	20	50	60
4	33	46	45	44	37	26	43	63
5	29	39	40	35	28	21	40	49
6	32	43	38	38	31	23	40	54

Source: WAEC

The percentage of students achieving grade 8 NAT minimum requirements does not show any clear patterns over time and across subjects with the exception of Mathematics (Table 16). The proportion of grade 8 students achieving minimum requirements in Mathematics consistently declined between 2012 (48 percent) and 2015 (32 percent). The share of students achieving NAT minimum requirement in Science declined from 56 percent in 2012 to 38 percent in 2015. The share of female students meeting the minimum requirement remained lower compared to the share

of students taking grade 8 NAT. In grade 8, girl's performance in NAT was lower than boy's although some improvements have been observed in 2015.

Table 16: Proportion of grade 8 students achieving NAT minimum requirement and percentage of female, 2012-2015

year	English	%F	Mathematics	%F	Science	%F	Social and Env	%F
2012	57	49	48	49	56	48	64	48
2013	39	48	38	48	45	47	58	48
2014	46	49	31	48	54	49	41	48
2015	52	51	32	51	38	49	55	50

Source: WAEC

Not surprisingly, there is considerable disparity among regions in achieving grade 8 NAT minimum requirement. While students in region 1 performer better than others in all subject areas, students in region 6 appeared to be the least performers (Table 17). Thi difference is particularly high in English, in which 60 percent of grade 8 students from region achieved the minimum requirement, compared to 42 percent from region 6. A similar pattern is observed in all subjects. It is also interesting to observe that students in region 4 are the second best in the country, followed by region 3.

Table 17: Share of grade 8 students achieving NAT minimum requirement by region, 2012 and 2015

Region	2012	2015	2012	2015	2012	2015	2012	2015
1	68	60	59	37	63	44	70	59
3	57	52	47	31	56	37	64	53
4	48	44	41	33	48	35	59	50
5	52	51	42	33	51	41	59	59
6	44	42	35	24	45	28	53	49
7	45	41	30	20	45	27	50	43

Source: WAEC

Post Primary Level Examinations

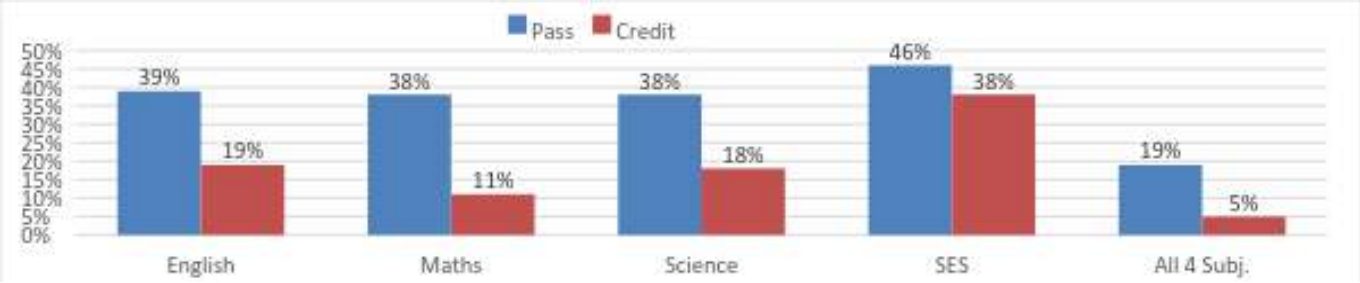
Two examinations are used to assess post primary outcomes: GABECE (grade 9), national examination is used to certify completion of basic education and for selection to SSE, while the WASSCE (Grade 12), regional examination is used to certify completion of senior secondary and for entry to higher education.

The Gambia Basic Education Certificate Examination (GABECE) (Grade 9)

Introduced in 2003, students sitting for the GABECE take examinations in four core subjects (Math, English, Science and social and environmental studies) and 3 to 5 elective subjects, with final grades awarded for the core subject and two best elective subjects. A cut-off mark is established annually by MOBSE based on available places in SSSs. Students who achieve the cut-off[20] mark based on aggregate scores qualify for admission to grade 10 in senior secondary schools.

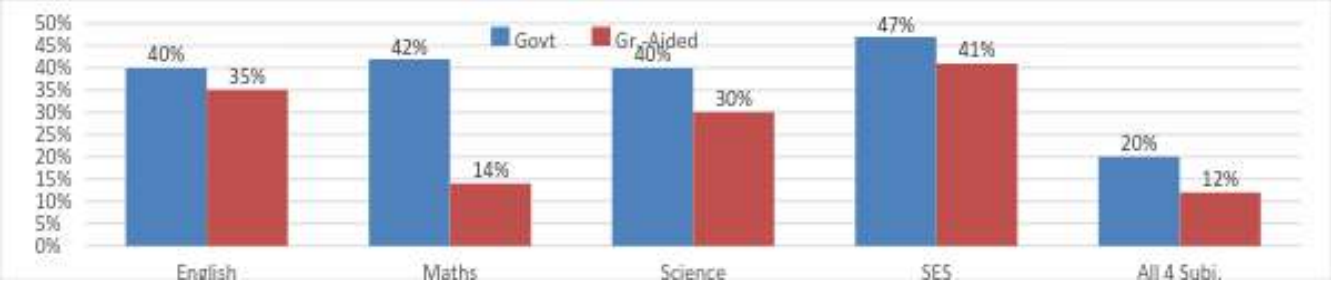
GABECE - The quality of Upper Basic Education (UBE) in The Gambia is low, measured by the results of the GABECE. In 2016, only 19 percent of the students who took the examinations passed in English, Math, Science and Social and Environmental Sciences (SES) as shown in Figure 49 below. The proportion who passed in the individual subjects was also below 50 percent, although it was better than the cumulative result of all four core subjects; 39 percent for English, 38 percent for math and science and 46 percent for SES.

Figure 49: Proportion of Students who Obtained Passes and Credits in the GABECE 2016



The proportion of students who obtained credits in the GABECE was even lower than the passes. Only 5 percent of the students who took the exam obtained credits in the four subjects required to get a full certificate. Performance in individual subjects was relatively better, but still low; 11 percent obtained a credit in math, followed by science and English with 18 and 19 percent respectively. The highest proportion was for SES, 38 percent. It is not clear from these results whether UBE produces enough qualified students to enter SSE. A more systemic review of factors linked to poor academic performance of the SSE may be helpful. Even though the MoBSE uses a cut-off aggregate to determine qualification for entry into Senior Secondary level, the majority of Senior Secondary Schools in the rural area (Regions 3 to 6) and some private Senior Secondary schools in the urban area (Regions 1 & 2) enroll students with worst grades than Aggregate 42. This is due to the available places in these schools.

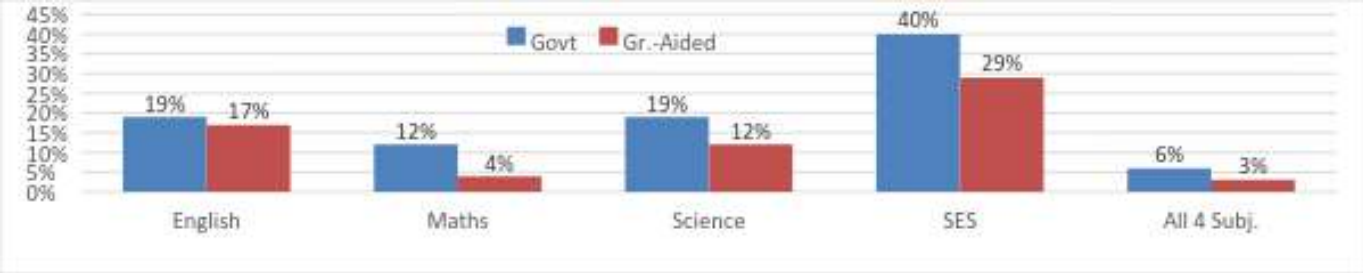
Figure 50: Proportion of Govt. and Grant-Aided Students who Obtained Passes in the GABECE 2016



[20] Cut-off used for this analysis is 42 taken form CSR, 2010

Data for 2016 shows that Government schools performed better in the 2016 GABECE than Gr. Aided schools. Figure 50 above shows that 20 percent of students in Govt. schools had passes in the four core subjects compared to only 12 percent in Gr. Aided schools. The biggest difference was for Math 28 percent and the lowest for English, 5 percent.

Figure 51:Proportion of Govt. and Grant-Aided Students who Obtained Credits in the GABECE 2016



With regard to those who obtained credits, the proportions were much closer. Six percent of students in government schools obtained credits twice as many as the 3 percent for Gr. – Aided schools. With these small percentages, it is not clear whether these differences are significant. The widest margin by subject was in SES of 11 percent and the smallest in English 2 percent.

Figure 52: Percentage Point Difference Between Govt. and Gr. Aided Schools in GABECE, 2016

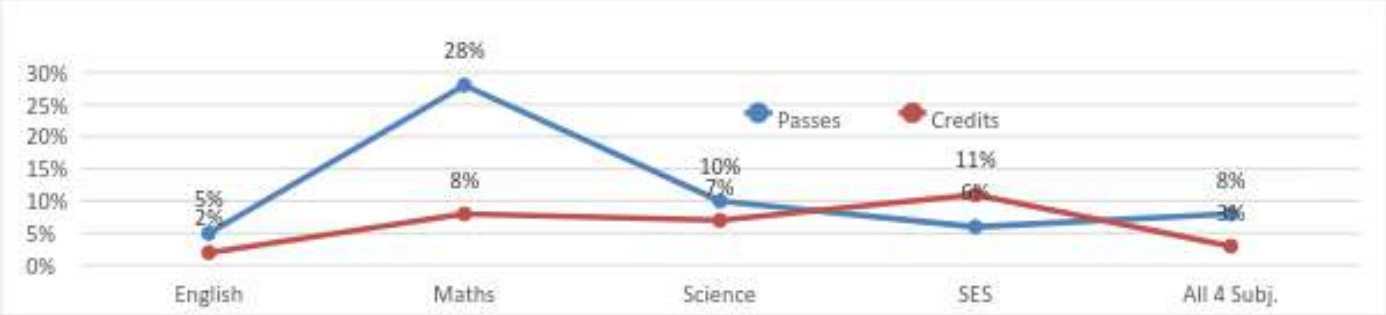
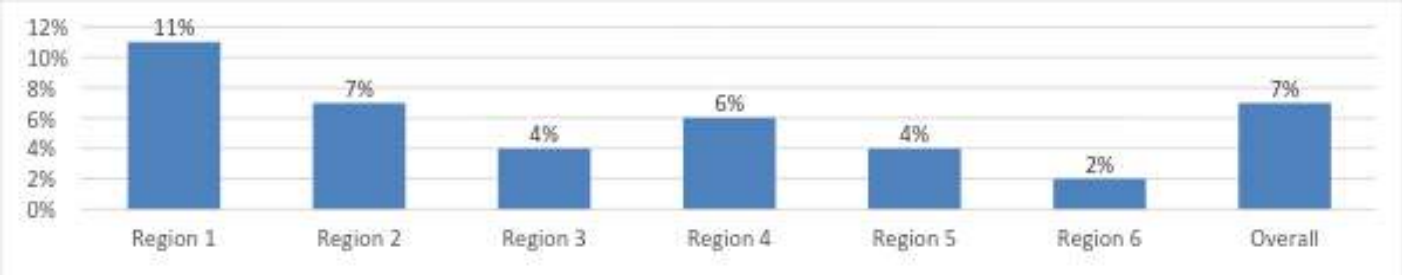


Figure 52 above shows the net difference between government and Gr. Aided schools at the pass and credit levels. While the net difference between Govt. and Gr.-Aided schools in the proportion of students who had credits in all 4 subjects was 3 percent, at the pass level it was 8 percent, more than twice as many. At the subject level, the difference in the proportion of students who had credits ranged from 2 percent in English to 11 percent in SES. This difference in SES was nearly twice higher than that of the pass rate of 6 percent. Regarding the pass level, the range was from 5 percent for English to 28 percent for math. The narrower differentials between the government and Gr. aided schools in the proportions that obtained credit compared to similar results at the pass level, suggests that Gr. Aided schools comprise some very high-quality schools along with a good proportion of poor quality schools which are particularly weak in Math compared to Govt. schools. This is of concern since Govt. schools are not usually of high quality. If the Gr. Aided school are of even lower quality, it means that most of the schools in the system are performing poorly at this level. The challenge would be to substantially raise the quality of both Govt. and Gr. Aided schools.

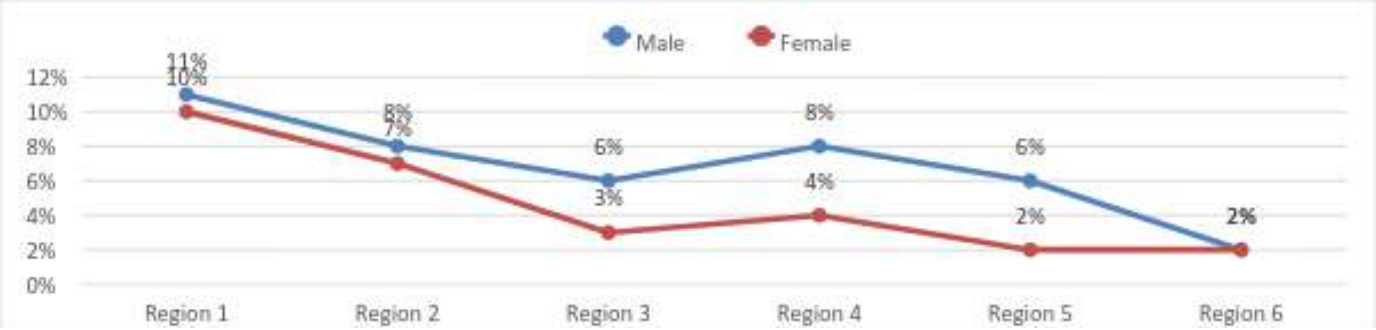
Regional Disparities – Figure 53 below shows that there are some regional disparities in the proportions of students who obtained 4 credits in the core subjects in the GABECE 2016, ranging from 11 percent in region 1 the highest, to 2 percent for region 6. The proportions for regions 2 and 4 were 7 and 6 percent respectively followed by regions 3 and 5 with 4 percent each.

Figure 53: Regional Distribution of Students who Obtained 4 Credits in Core Subjects, 2016



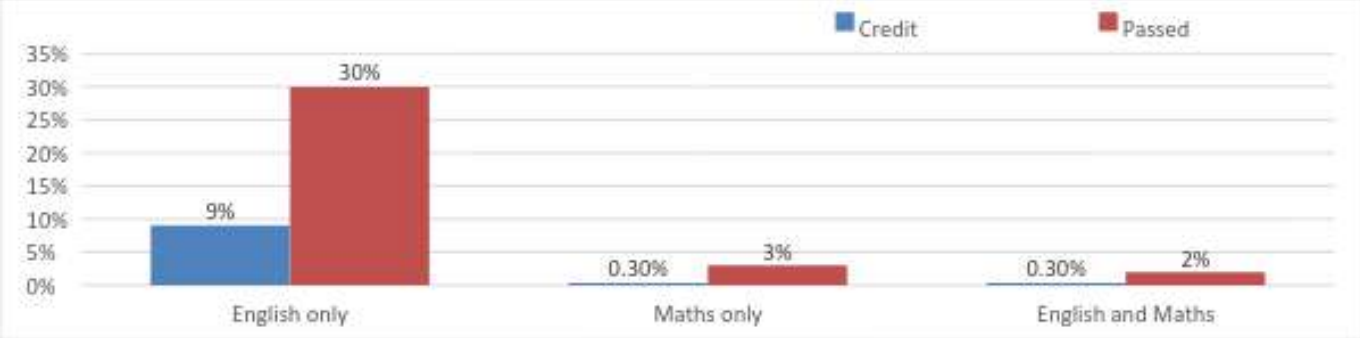
Gender Disparities – The results for GABECE 2016 also show that the proportion of boys with 4 credits in the core subjects was higher in every region except region 6 where males and females tied with 2 percent each at the bottom. Figure 54 below shows that there was only a 1 percent gender difference in regions 1 and 2, while it is 3 percent in region 3 and 4 percent each in regions 4 and 5. The more rural nature of regions 3 to 5 might be the main factor that explains the higher gender disparities and the deficient performance of males and females in region 6.

Figure 54: Proportion of Students with 4 Credits in Core Subjects Male and Female, 2016



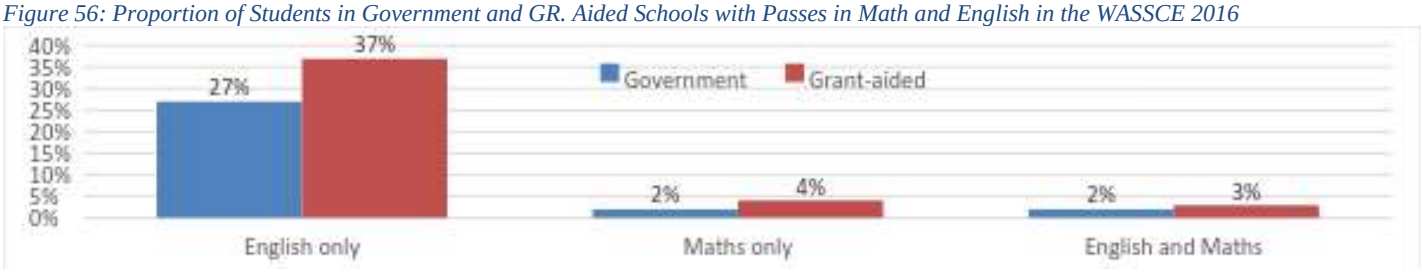
WASSCE – The performance of students in the WASSCE seems to be lower than in the GABECE. The Proportion of students obtaining passes and credits in English only and Math only in the WASSCE was lower than in the GABECE. In the 2016 WASSCE, as Figure 55 below shows, only nine percent of the students obtained credits in English rising to 30 percent for those who obtained passes. These proportions are substantially higher than the Math proportions of 0.3 and 3 percent for credits and passes respectively. The proportion for those who had credits and passes in both math and English, was even lower at 0.3 and 2 percent respectively. This shows that math is a major challenge for all students at this level.

Figure 55: % of Students in Govt. and Gr. Aided Schools Who Obtained Credits and Passes in Math and English in the WASSCE 2016



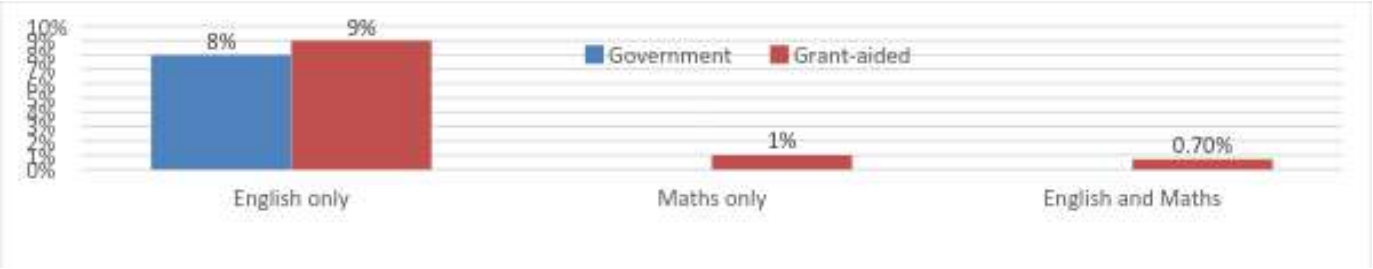
Disparities between Government and Gr. Aided Schools - Unlike in the GABECE, Gr. Aided schools perform better than Government schools in the WASSCE. Figure 56 below shows that the proportion of students from GR. Aided schools who obtained passes in English and Math were higher than those in Government schools with 3 and 2 percent respectively. However, both sets of students performed much better in English.

Figure 56: Proportion of Students in Government and GR. Aided Schools with Passes in Math and English in the WASSCE 2016



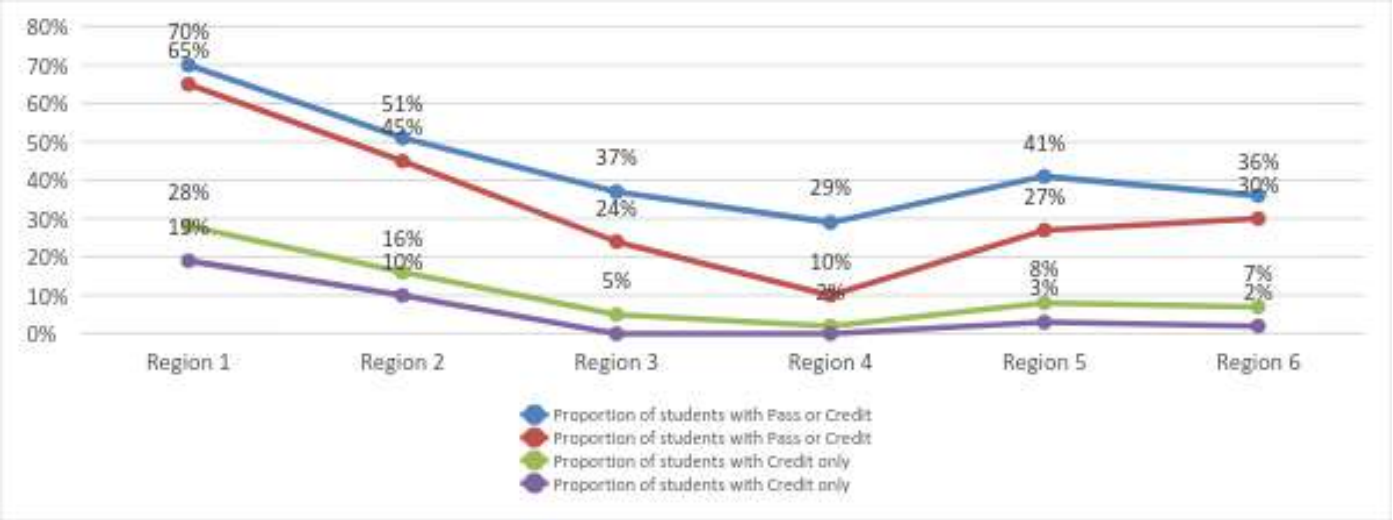
There were also marginal differences at the credit level (Figure 57). There was only a 1 percent difference between students in government and Gr. Aided schools who obtained credits in English with 8 and 9 percent respectively. No student from a Government school obtained a credit in Math compared to one percent in GR. Aided schools.

Figure 57: Proportion of Students in Government and Gr. Aided Schools who obtained Credits in Math and English in the WASSCE 2016



There were also regional and gender disparities in the performance of students in the 2016 WASSCE as shown in Figure 58 below.

Figure 58: Regional Distribution of Students who Obtained Passes or Credits in the WASSCE 2016 by Gender



Region 1 had the highest proportion of students with passes and credits for both male and female followed by region 2. Region 4 was the least performing region in the same categories. Regions 5 and 6 performed much better. The proportion of males obtaining passes and credits was always higher than for females. The widest margin between males and females obtaining passes was in region 4 with a 19-percentage point difference. No female student in region 4 obtained a credit in the WASSCE in 2016. These results show not only that the scores are particularly low in this region, but that females are much worse off than males. This could result not only from school characteristics, but other contextual factors.

In region 1, the proportions of males and females obtaining credits were 28 and 19 percent respectively, a 9 percentage point difference. The proportion of males obtaining both passes and credits was 70 percent with 65 percent for females; a 5 percentage point difference. For the rest of the regions, the gender margins for those with credits were much closer.

The closer gender margins in the other regions are reflected at the national level. As Figure 59 below shows, there was only a 1 percentage point difference among males and females who obtained credits in English and a 3 percentage point difference among those with credits in math.

Figure 59: Proportion of Males and Females who obtained Credits in Math and English in the WASSCE 2016

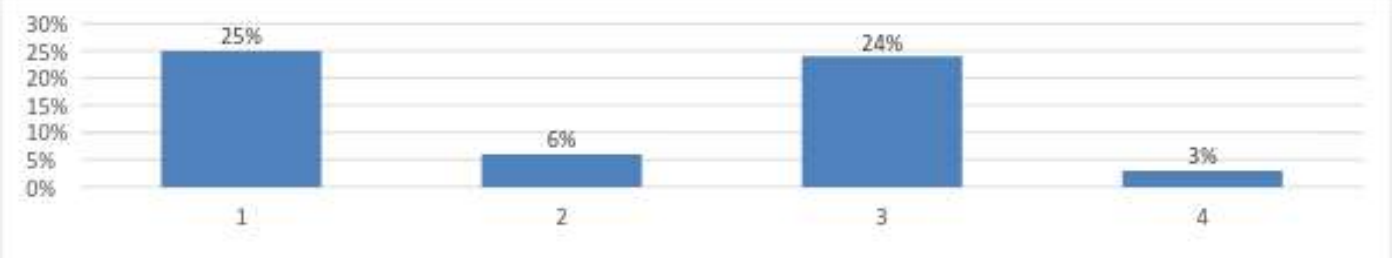
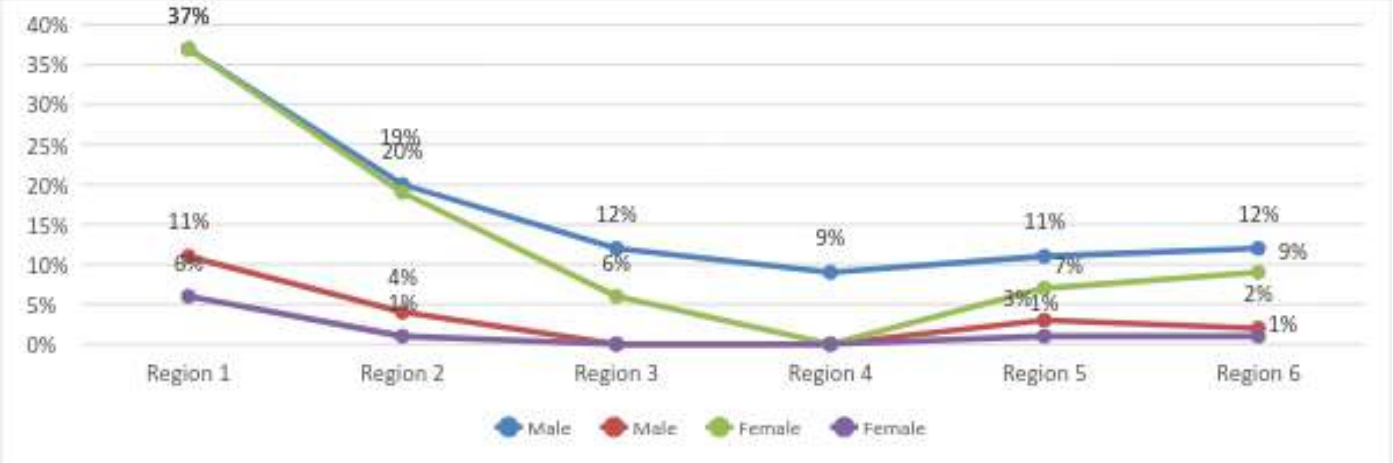


Figure 60 below shows the proportion of students who obtained passes and credits in English and Math by region and gender. Region 1 had the highest proportion of students with credits in English followed by region 2. In both regions, there was a tie between the genders in region 1 and a 1

percent difference in favor of males in region 2. Region 4 had the lowest proportion of students with credits in English and the widest gender margin. No female had a credit in English in this region in contrast to 9 percent of males who had credits.

Regarding Math, regions 1 and 2 were again the best performers but the gender margins were wider than for English. Five percent more males had credits in region 1 and 3 percent more in region 2. Regions 3 and 4 performed the least at this level. None of the students, male or female had a credit in English or Math (Figure 60).

Figure 60: Proportion of Students Who Obtained Credits in English and Math by Region and Gender in the WASSCE 2016



Other Issues related to Quality

The Gambian government is aware of the issues that constrain learning and has been making efforts to improve the teaching and learning process through several initiatives since 2002 in the areas of (a) Curriculum reform; (b) provision of adequate teaching and learning materials; (c) availability of trained teachers and support; (d) learning assessment system reforms and (e) school improvement grants.

Curriculum, Teaching and Learning Materials Challenges – The curriculum is central to further improve the quality of education but it faces a number of challenges. Curriculum development for LBE, UBE are heavily centralized at the MoBSE where syllabi, teachers' guides and pupils' books are produced. It is less centralized for SSE since the MoBSE is only responsible for the syllabi for this level. Textbooks and materials for this level are drawn from commercial sources based on the curricula specifications. The adverse effects of the over centralization of curricula management are intensified by the absence of clear mechanisms for regular feedback from teachers and teacher supervisors on the suitability of the syllabi and leaning materials. This is a critical weakness in the sector since it denies systematic identification of issues related to the design and implementation of the curricula so that they can be corrected. Over centralization of the curriculum also denies regions and schools the opportunity to adapt the contents of the curriculum framework to the context of their various areas. Modified pedagogical methods that can enhance learning in these areas are therefore often not adopted. Teachers have also not been trained to adapt the national curriculum to their local context.

Some of the specific issues that have been identified from various monitoring reports by MoBSE, include the following:

(a) syllabi are not covered as targeted, this may be due to overloaded syllabi, loss of instructional hours, inadequate teacher skills and knowledge to meet the curricula requirements or inadequate school conditions;

(b) teaching is focused on the examination syllabi to prepare students for passing examinations instead of the broader curricula objectives. Content taught is often limited to the core subjects which are the focus of the examinations. Skills on how to use the knowledge acquired is also not fully addressed.

(c) The issues in (a) and (b) above might be due to scarcity of qualified teachers in some critical subjects such as math and science. Also, training in teaching the curriculum is often inadequate.

(d) Not all subject areas in general education and TVET are adequately supported by structured materials that would facilitate teaching and learning. This is particularly the case with pre-vocational subjects.

(e) Schools largely depend on printed curriculum support materials, which limits a more creative and interactive approach to teaching and learning. In some instances, soft copies of certain materials are downloaded to enhance teaching and learning, but this needs to be further developed. The use of tablets in selected schools is being piloted to determine how best they can be used to promote learning. Also, apart from the early grades, teacher developed materials are seldom available to support teaching of the curricula adapted to the contextual requirements.

(f) The pedagogical approach is largely teacher centred especially in large urban centers with very large class sizes; the result is that teachers are unable to address the individual needs of students or use flexible/creative teaching strategies adapted to the context and syllabi.

(g) There is no systematic monitoring and evaluation of the curriculum

(h) Continuous assessment is an integral part of the curricula and is used as an instrument to promote learning based on student needs. NAT and EGRA were introduced in 2003 and 2007 respectively as additional instruments to assess learning progress to provide additional information on what students are learning. These test results are also fed back into the curriculum process among others to help improve teaching and learning.

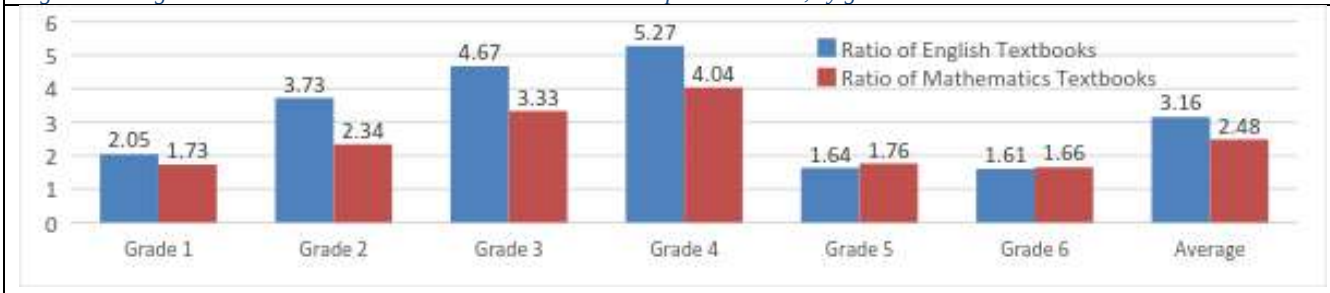
(i) Continuous assessment constitutes 15 and 30 percent of the GABECE and WASSCE respectively. It was introduced to reduce the negative impact of these high stakes examinations and to better capture what students have learnt and their suitability for selection to the next level of education. However, there is a wide divergence between student performance in the continuous assessment part of the GABECE and WASSCE and their performance in the written papers. This wide divergence is of concern. It may be due to biases in both forms of assessments which reduce the reliability of their results.

Teaching and Learning Materials

Textbook management

Access to textbooks has declined in recent years. Figure 61 presents English and Math textbook distribution in lower basic government and grant aided schools by grade level. Compared to 2010 where there was a book for every 1.7 students, few students had access to text books in 2016. In 2016, there is an English text book for every 3.6 students and a mathematics textbook for every 2.5 students. There is significant variation in pupil/textbook ratio across grade levels, with students in grades 5 and 6 being the most fortunate in the allocation of text books. Both English and math books are allocated one for every 1.6 to 1.8 students. In grades 3 and 4, on the other hand, one textbook is allocated for every 3.3 to 5.3 students.

Figure 61: English and Math text book distribution in Lower basic public schools, by grade 2016



Source: EMIS 2016

Considering the critical importance and the positive impact of relevant teaching and learning materials on the quality of education, the education sector is fully committed to ensuring that all students and teachers have equal opportunity to access learning and teaching materials at all times for all curriculum areas.

Over the years, the education sector has put significant efforts in ensuring that relevant and sufficient teaching and learning materials are available in schools and accessible to students at no cost. Standards have been set to encourage schools and teachers to develop teaching and learning aids using local materials. However, the current type of teaching and learning materials are predominantly print based, which makes materials very expensive to develop, print and distribute, especially if they have to be reviewed regularly to avoid obsolete content.

Furthermore, the sector is faced with challenges regarding timely supply and replacement of textbooks in schools and this has serious implications on learning. When books are not sufficient, teachers sometimes revert to talking at students and copying notes on the blackboard.

In light of the above, during this policy period, the sector will promote the gradual shift from 100 percent reliance on print text to the introduction of digitalized interactive teaching and learning materials suitable for various teaching and learning platforms such as tablet (E-Reader), mobile phone, internet, radio and television.

The Sector will promote a gradual paradigm shift from teacher-centered and textbook based teaching towards interactive learner-centered approach that will include digitalizing teaching and learning materials across all levels and types.

The use of different e-learning tools will be promoted to engage learners in knowledge construction through enquiry and collaborative learning approaches.

The education sector will partner with relevant stakeholders to ensure that access and use of the internet for teaching and learning is widely adopted in all schools, and learning institutions in the Gambia.

The sector will promote expert participation in the development of supplementary materials in literacy, including national languages for both print and digitized forms.

The education sector will vigorously continue its investment in the acquisition of equipment and tools to support the teaching and learning of practical subjects at all levels.

Mechanisms will be put in place to ensure that all learning materials satisfy a set of standards before their introduction into the school system. These include pamphlets developed by teachers and sold to students.

Teaching and learning materials will be organised to guide learners to acquire the ability to learn how to learn and develop generic skills such as communication, creativity and critical thinking.

Teachers will be supported to develop a wide repertoire of teaching and learning resources to enable them to adjust their teaching to cater for various needs, abilities and learning styles of their children.

In order to increase the participation of students wishing to study at work or from home, MoHERST will mobilize resources and provide support to create opportunities for all, through Distance Learning programmes and other innovative approaches.

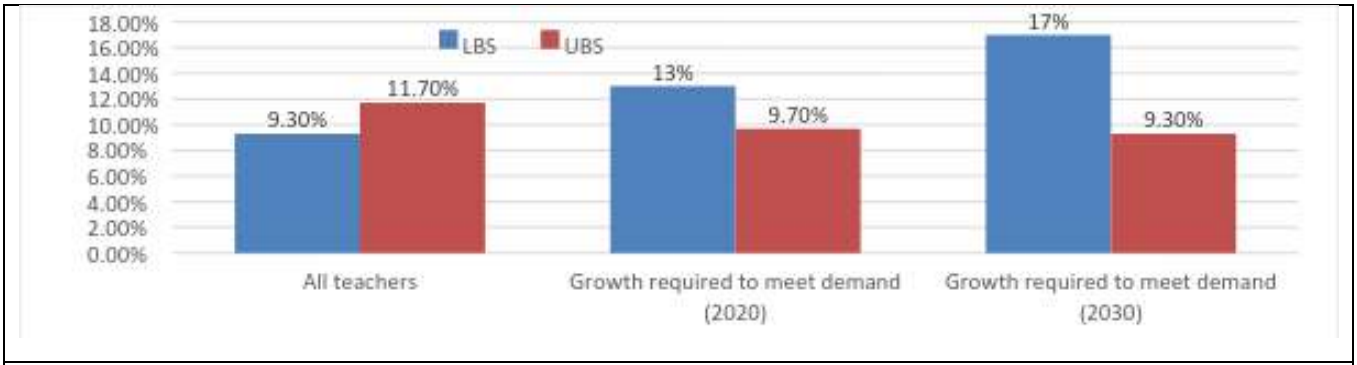
In line with best practices, the integration and application of ICT in curriculum design and teaching-learning processes in tertiary and higher education institutions will be accorded top priority and pursued during the policy period.

Qualified Teachers Provision and Support –

Supply of Qualified teachers

Estimation of potential future needs indicates that meeting education demand requires the number of teachers to increase by 13 percent in lower basic schools and about 10 percent in upper basic schools by year 2020 (Figure 62).

Figure 62: Comparison of past and future required growth in teacher numbers, (2010-2016)



Source: EMIS

Note:* 2010-2016, PTR, 2016

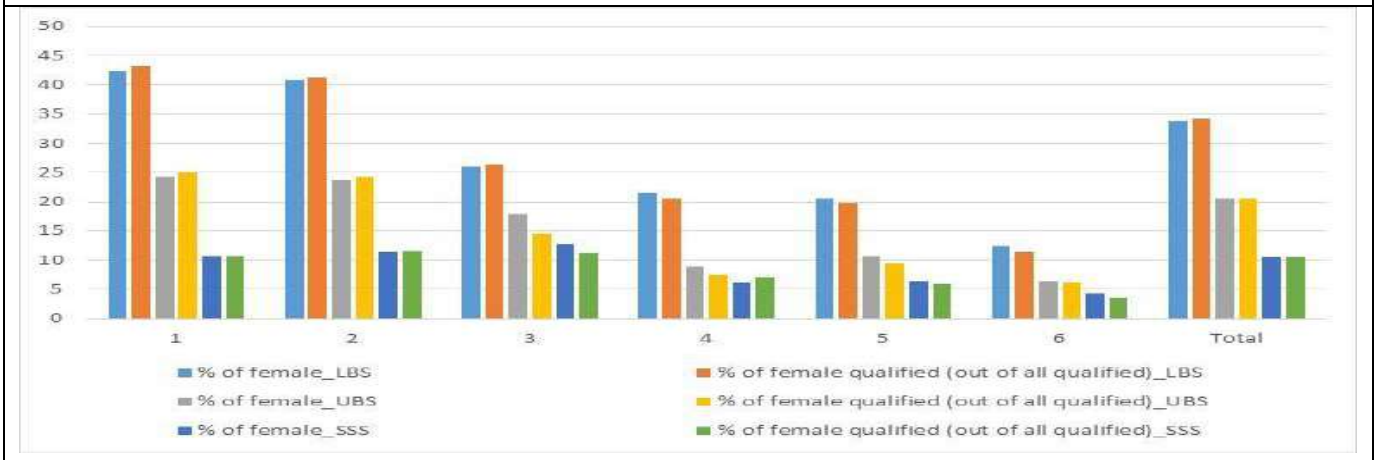
The number and proportion of total and qualified teachers show steady growth over time. The total number of teachers in all schools increased by over 87 percent from 7971 in 2010 to 14, 943 by 2016 with 70 percent of them working in government and grant aided schools. Similarly, the percentage of qualified teachers working in government and grant aided schools shows significant improvement from 85 percent in 2010 to 96 percent in 2016.

At the LBE level the proportion of qualified teachers was 87 percent in 2016 rising from 76 percent in 2010. There were about the same proportion of male and female qualified teachers, with 86 and 88 percent, respectively. The proportion was even higher at the UBE level in the same year at 94 percent remaining almost stable from the 93 percent in 2010. The gender distribution was 93 and 94 percent for males and females respectively in 2016. The highest proportion of qualified teachers was for SSE at 96 percent, increasing from 93 percent in 2010, with 96 and 95 percent for males and females, respectively.

The proportion of qualified teachers varies by school type, with Madrassahs having a lower percentage of qualified teachers at all levels. However, the improvements seen in public schools have also been observed in Madrassahs schools where the percentage of qualified teachers increased from 29.8, 36.5 and 78.8 in 2010 to 54, 63.6 and 91.5 in 2016 in LBS, BCS and SSS respectively. The percentage of qualified teachers in Madrassahs LBS (54) is below the national average of 89.

Female teachers represent 37.5, 23.7 and 11.3 percent of teaching staff in the public (government and Grant-aided) LBS, UBS and SSS, respectively. Their representation in private schools (conventional and Madrassa) is lower at 25, 11 and 9.1 percent respectively in LBS, UBS and SSS. The percentage of female qualified teachers follow the general pattern, female qualified teachers in public schools constitute 37.3, 23.8 and 11.1 percent of all qualified teachers in LBS, UBS and SSS, respectively. The percentage of female teachers in total and the share of female qualified teachers varies across regions, Regions 3 to 6 have female teacher's representation below the national average in both LBS and UBS, with Region 6 having the lowest percentage of total and qualified female teachers. (Figure 64)

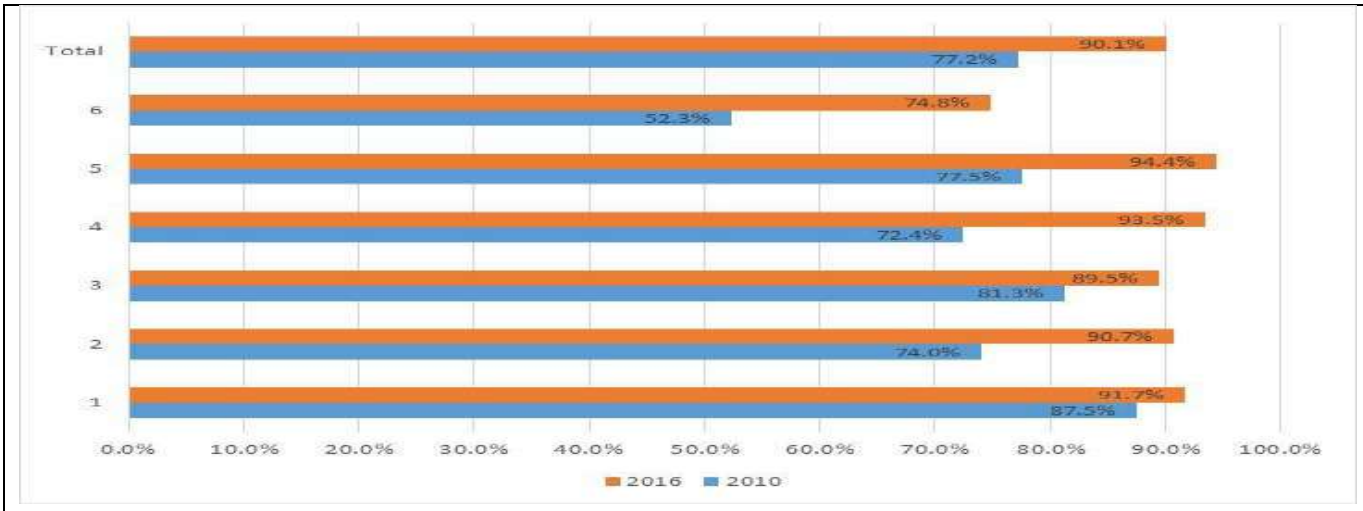
Figure 64: Percentage of female teachers by level, qualification and region, 2016



Source: EMIS 2016

Regional disparities in the percentage of qualified teachers decline between 2010 and 2016 with region 6 having lowest percentage of qualified teachers (Figure 65)

Figure 65: Percentage of qualified teachers by level, 2010-2016



Source: EMIS 2016

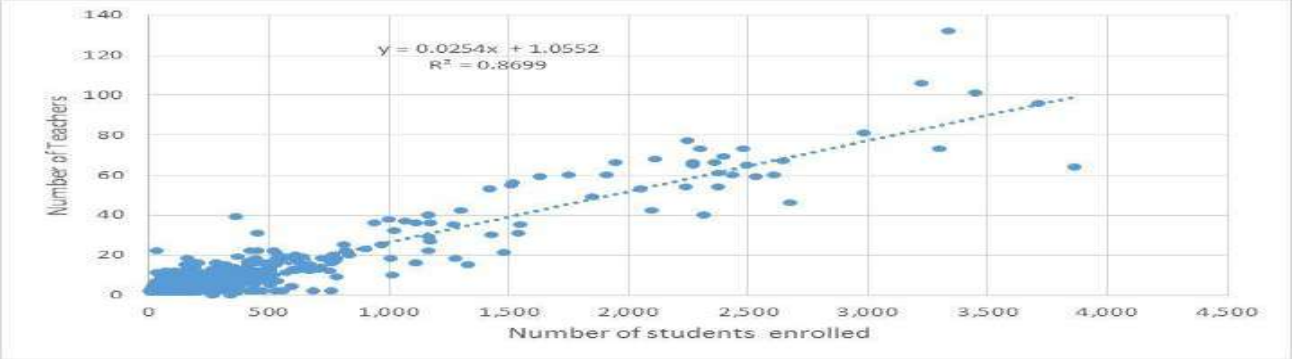
Consistency in teacher deployment at the school level

Deployment of teachers to deprived and isolated areas has been a perennial problem over the years but this issue needs to be addressed for both efficiency and equity reasons. Teachers from outside who get transferred to these regions incur higher costs of living than when in urban areas even though they would be receiving the same salary. In addition, accommodation was a problem. Some teachers would have to live in inhospitable and unsafe conditions which deterred females even more. This frustrated expansion of schools and undermined the quality of education in those areas.

To address this issue, a hardship allowance, sometimes equivalent to 60 percent of the teacher's salary, was introduced for teachers transferred to hard to reach areas. Housing, including solar power is also being provided in areas with severe accommodation shortages. These incentives have resulted in a reduction of the student/teacher ratio in most districts to below 40:1 and a more equitable distribution of teachers as discussed above.

The impact of these initiatives has yielded some positive results. Teacher postings at the school level reveals that it is equitable and consistent with government policy which prescribes that the number of teachers in schools should be proportional to the number of students. Figure 68 shows the relationship between the number of students enrolled and the number of teachers at school level for LBE in 2016. The R^2value of 0.869 reveals the consistency of teacher deployment in The Gambia which is similar to previous estimates (R^2=0.869, CSR, 2010 for government funded schools). The Figure also shows that 87 percent of teacher postings in LBE in The Gambia is based on student enrollment.

Figure 68: Teacher posting consistency, 2016



Source: EMIS 2016

However, there are limitations on the extent to which efficiency can be achieved because of the demographic and other characteristics of certain districts. For example, in sparsely populated districts with many small schools, logistical factors make it difficult to raise the P/T ratio to levels that would be considered efficient. Other measures such as multi-grade teaching are therefore being used to complement the hardship allowances in some of these areas. However, even these measures may prove inadequate to the task. The teaching force is also relatively young. Table 19 shows that about 82 percent of qualified class teachers are between 25 and 44 years old, with only 18 percent above 45 years of age. This low average age helps keep the salary bill down, while creating budgetary headroom for investments in teacher professional development to prepare them to use more creative and innovative skills in the classroom. The training would yield huge investments over a 15 to 30year period with more than about 87 percent of the teachers being less than 45 years.

The system is also strengthened by an experienced but relatively young corps of administrators, aged between 35 and 54. About 63, 58 and 69 percent of headmasters, deputy headmasters and senior masters respectively fall in this age range. The relatively low age for administrators would permit introduction of innovations under professionals with experience still willing and able to explore new directions.

Table 19: Age distribution of teaching and admin staff in schools

	HM	DHM	SM	GT	QT	KQT
School Administrators 35 - 54	62.70%	57.50%	69.20%			
Teachers 25 - 44				72.40%	81.50%	65.30%
Source: (2014 EMIS)						

This rather positive picture of the teacher corps in The Gambia masks some underlying concerns regarding the supply, quality and management of teachers. Teacher training is mainly conducted by the GC, the GTTI and the UTG. The GC prepares teachers for LBE and UBE, the GTTI to teach technical subjects in UBE, while UTG trains senior secondary school teachers. These institutions do not fall under the administrative jurisdiction of the MoBSE and operate

independently with the oversight of councils appointed by the Minister of Higher Education, under the relevant acts of Parliament.

Teacher Supply - Supply of teachers by these institutions is done through collaboration between the institutions and the MoBSE. This arrangement creates some tensions. For example, although the generic entry requirement for teacher training is secondary level qualifications, the programs offered by the different institutions have different entry requirements and different contents. Also, teachers who want to upgrade their qualifications to degree level are constrained by lack of synchronization of the various training programs. For example, no recognition is given to the qualifications of graduates of GC who want to purse degree programs at UTG. They must follow the same course as those who enter from Grade 12. This is expensive and increases the duration of training.

Another factor that affects LBE is a loss of teachers who leave to pursue higher qualifications to enhance their salary and career status. The introduction of a diploma for lower basic teachers has started to reduce the loss of PTC holders.

A further constraint to teacher supply is that the training institutions are located in the Banjul area. This creates practical difficulties for candidates, especially girls, from the upper regions wanting to access the training programs. This causes teacher shortages in these areas. A distance education program was put in place to reach these candidates, and this helped increase the supply of teachers. This LBE teacher training program has now been restructured to take this loss into account and to intensify the practical experience of teachers during pre-service training. Student teachers are now assigned to schools during the school term and regrouped at the GC for face-to-face interaction with GC staff and other students during the holidays. Time spent in schools are supported by training monitors and specific assignments.

Similar to this approach, the GC also developed and launched an upgrading program for *madrassa* teachers to the PTC and HTC levels 2007/08. This has gradually increased the supply of qualified Madrassah teachers.

The shared responsibility of training also limits the ability of the MoBSE to target certain training needs successfully. For example, there are no training programs for education cluster monitors and school supervisors. The requirement to become a monitor is a higher level of teacher qualifications. The current practice is therefore for some teachers to obtain higher level qualifications to become monitors, but these programs do not provide them with the skills needed to provide effective support to teachers in the field. This is because the training institutions are set up to offer PTC and HTC programs and lack the necessary experience and facilities for teacher support.

Teacher supply is also affected by some teachers leaving government for private schools because of higher salaries and allowances paid by the private providers. To curb the out flow, the government introduced a Retention Allowance based on years of service. Qualified teachers with less than 5 years of service are paid five hundred Dalasi (D500) monthly, rising to seven hundred and fifty Dalasi (D750) for those with teaching services of between 5 and 10 years, and one

thousand Dalasi (D1,000) with ten years or more. The consequence has been a retention of teachers with higher average levels of qualification for government teachers than for other providers.

Quality of Teachers Although the proportion of qualified teachers is high, some research and other reviews have revealed that teachers do not always have the necessary knowledge and skills to perform effectively in the classroom. This indicates that the training programs offered by the GC, GTTI and UTG, as well as the various in-service and professional development programs may be inadequate to produce effective teachers.

Addressing the quality issue, the government is undertaking several initiatives. Current measures to improve the quality of serving LBE teachers include a program that upgrades teacher skills, content knowledge, and pedagogical competencies in Maths and English, as well as encourages them to obtain credits in the WASSCE in the core subjects (Math, English, Science and Social Studies). Those who obtain credits in 2 of any of the 4 core subjects are rewarded with increments in their salary grade points and refunds of their examination fees.

Another initiative is providing LBE teachers with skills to teach reading effectively. After piloting of the Jolly Phonics and SEGRA approaches, the Gambia READs was developed to apply the phonics approach to literacy development. The use of national languages was also adopted after a successful pilot, to further enhance the development of reading ability. The training focuses on teachers mastering the teaching skills in these areas.

Teachers in the UBS and SSS are provided in-service training on PMI and PSI approaches, to improve their pedagogical skills and content knowledge in the sciences. They are also trained on English Language Art (ELA) approaches to teaching of English as a Second Language, to enhance their content knowledge and pedagogical proficiencies as language teachers at these levels.

To upgrade the quality of SSS teachers, the MoBSE sponsors qualified teachers and prospective teachers in critical subject deficit areas such as the sciences and math, to pursue further training at UTG and overseas, financed by the GoG and technical assistance. This program has been effective in increasing the supply of teachers in these subject areas, but further expansion is constrained by limited resources. This is an area that needs attention to help increase student achievement in these critical subjects and to further reduce the number of expatriate teachers.

The issues discussed above may be attributable to the absence of the following: (a) a comprehensive teacher policy, (b) effective in-service and upgrading programs and (c) proper coordination between the MoBSE and the training institutions. Specifically:

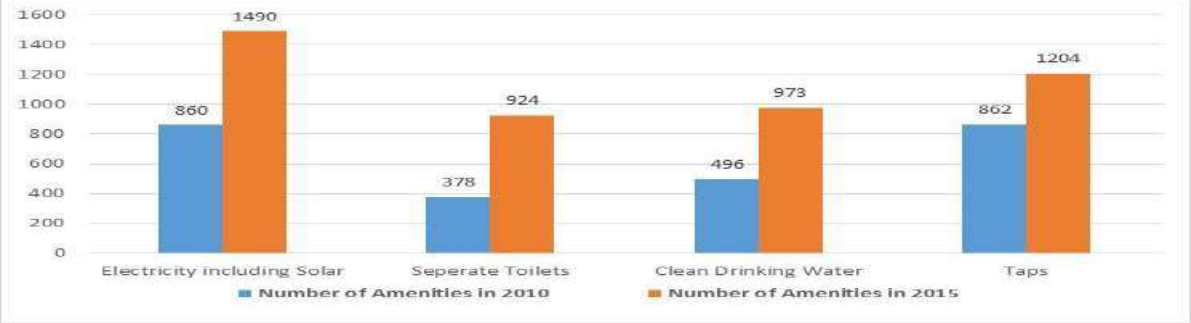
(a) A comprehensive *Teacher Education Policy*, that defines the framework and professional standards for the training, recruitment, management and evaluation of teachers within which all institutions involved with teacher provision must function needs to be developed.
(b) The *in-service training and professional development programs* aimed at upgrading teacher skills and introducing innovations should be made mandatory to fill critical skill gaps; the human and other resources required for successful implementation of the programs should be upgraded.

(c) *Weak teacher training and upgrading.* The absence of proper coordination among training institutions and between them and MoBSE makes it difficult to review the quality of program design and implementation. The lack of a system for periodic external Curriculum review for teacher education also hampers the effectiveness of the training programs. It is essential for the pedagogical and contextual needs of schools with the training programs to be matched to ensure production of teachers with the right skills and profiles. In parallel with this, the profile of teacher trainers needs to be clearly defined to ensure an adequate balance between academic and pedagogical skills. These weaknesses are made more difficult by the absence of a directorate for teacher training at MoBSE that coordinate and monitor all teacher related activities. Currently this function is being handled by the Human Resources Directorate.

CHAPTER 1: Basic Amenities: electricity, water points and separate toilets

The Gambia education policy, as part of the program to improve access, increased the number of schools with separate toilet facilities for boys and girls, water points within the school or close to the school, electricity among other physical facilities. Figure 69 presents the proportion of schools with basic amenities between 2010 and 2015.

Figure 69: Number of schools with basic amenities, 2020 and 2015



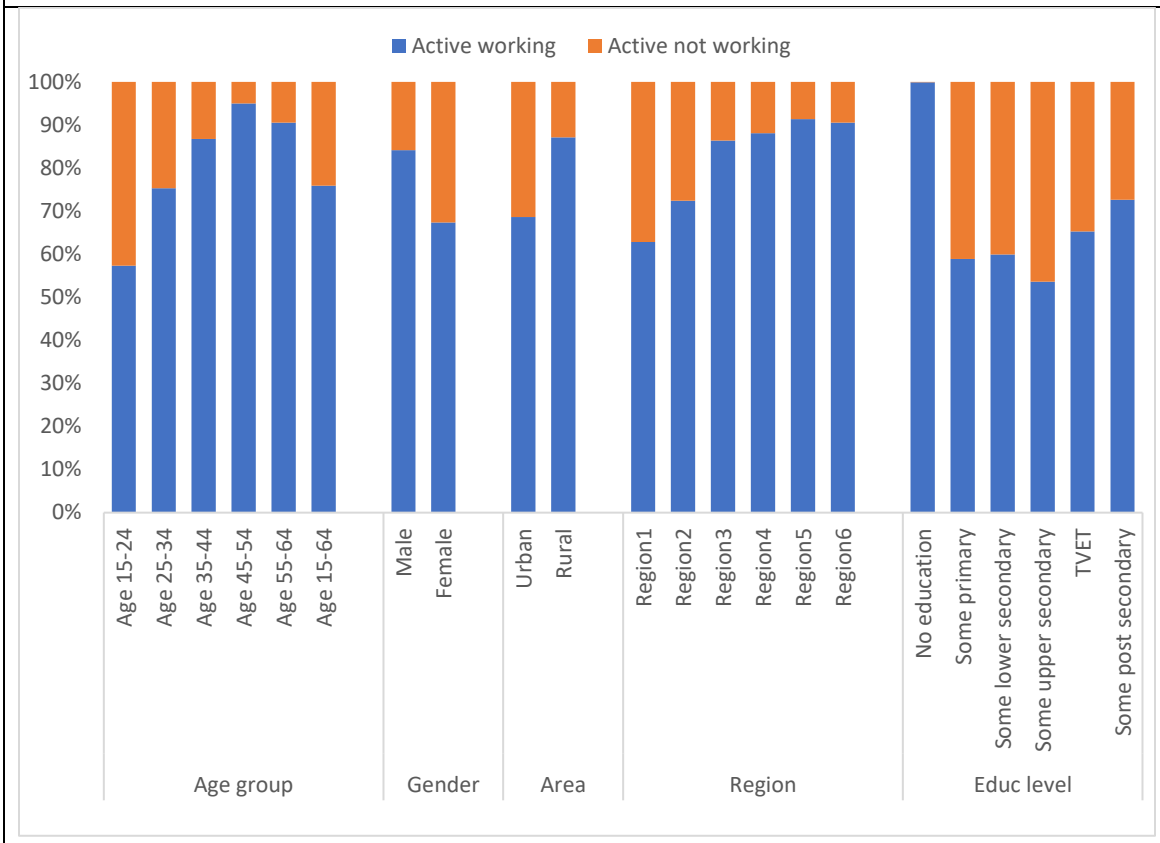
Source: DWI

External Efficiency

Relevance of education to the labor market

Figure 70 below shows that about 73 percent of The Gambian labor force is active and working. The majority have no formal education and are engaged in low skilled activities in the rural areas and urban informal sectors. This explains the finding that 99 percent of the uneducated labor force are employed. Furthermore, 84 percent of the total male labor force is employed compared to 67 percent of women.

Figure 70: Distribution of Employment, by Status, Age group, Gender, Area, Region and Education level (%), 2015

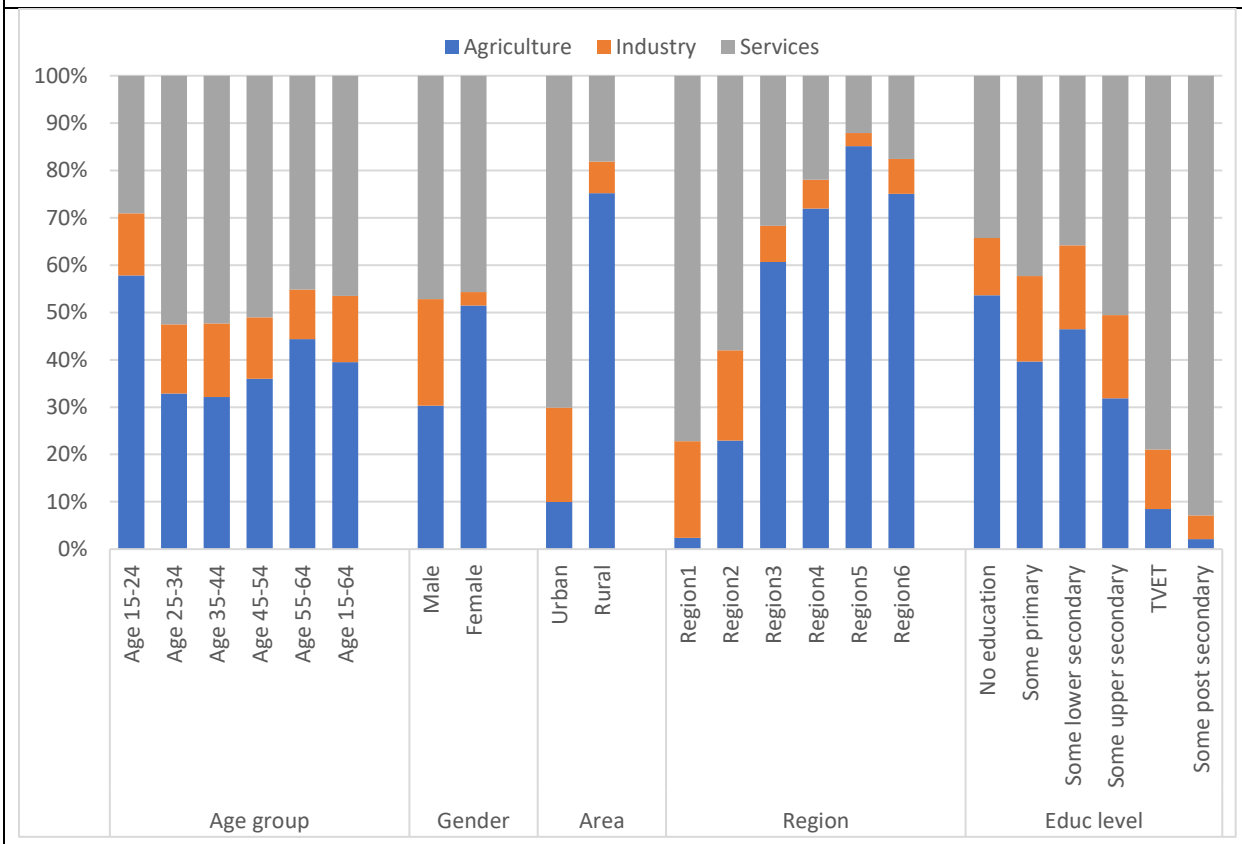


Source: Estimations based on IHS 2015

The same figure also shows that unemployment is high among those with some education, ranging from 27 percent for those with some post-secondary education to 54 percent for those with some upper secondary education. This suggests that either the economy is not diversifying rapidly enough to absorb all the graduates from the various levels or that the quality of education is not adequate to make graduates of the system employable. Available evidence would suggest that both may be true.

Figure 71 below shows that the agriculture sector accounts for the largest share of employment in The Gambia. It employs 58 percent of the youth (15-24 years), 51 percent of women, 75 percent of the individuals living in rural areas and the remote regions 5 and 6) and 54 percent of the uneducated population. The figure also shows that a much smaller proportion of people with some primary education and more, are engaged in agriculture.

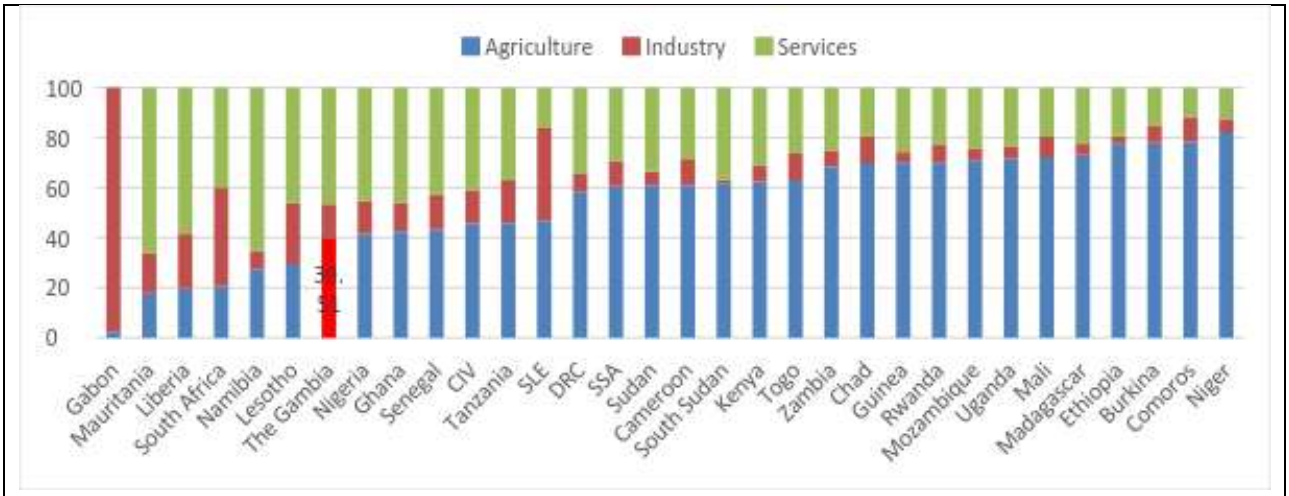
Figure 71: Employment Status of the Active Adult Population by Sector of Activity (%), 2015



Source: Estimations based on IHS 2015

Despite the prevalence of the agriculture sector in The Gambian labor market, Figure 72 below shows that these rates are lower than the average SSA countries. Only about 39 percent of the labor force is in agriculture in contrast to the SSA average of 61 percent.

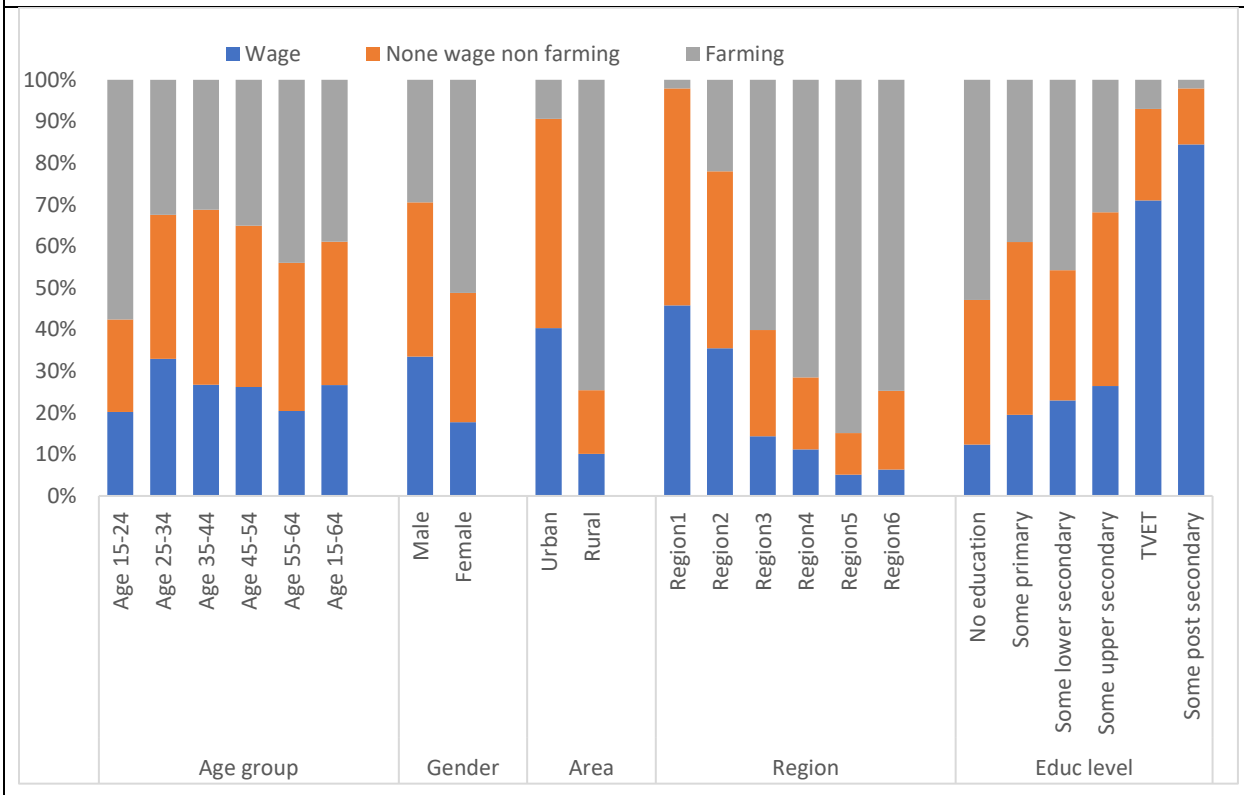
Figure 72: Employment Status of the Active Adult Population according to the Sector of Activity, The Gambia and selected SSA Countries (%)



Source: Estimations based on IHS 2015

In addition, Figure 73 below shows that wage employment is relatively low at 27 percent of total employment. It increases with the level of education attained from 16 percent for those with LBE to 85 percent for graduates of higher education.

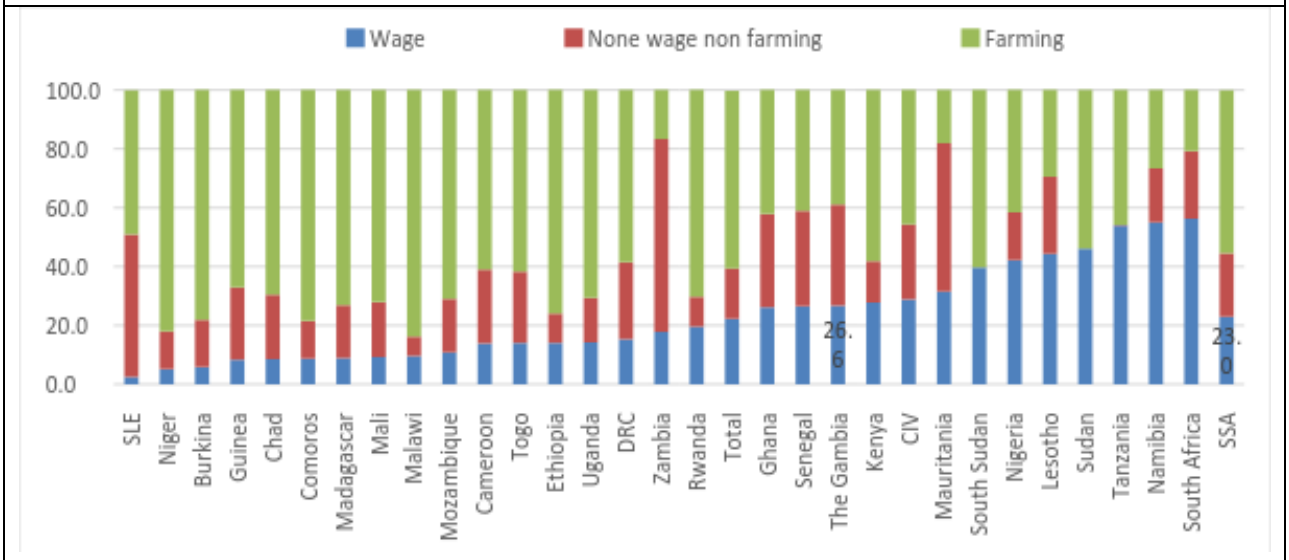
Figure 73: Distribution of Employment by status and type of job (%), 2015



Source: Estimations based on IHS 2015

Despite the small size of the Gambian modern sector labor market, it is still larger than in most African countries as shown in Figure 74 below. The proportion of wage employment rate in The Gambia is 27 percent, which is higher than the SSA average of 24 percent and about ten-times higher than in Sierra Leone (2.5 percent) and four-times higher than in Burkina Faso (6 percent) as shown in the same Figure below. The remaining 73 percent of The Gambia's labor force outside wage employment splits almost evenly between non-wage non-farming 34 percent and farming 39 percent.

Figure 74: Distribution of employment by status and type of job, The Gambia and selected SSA countries (%), 2015



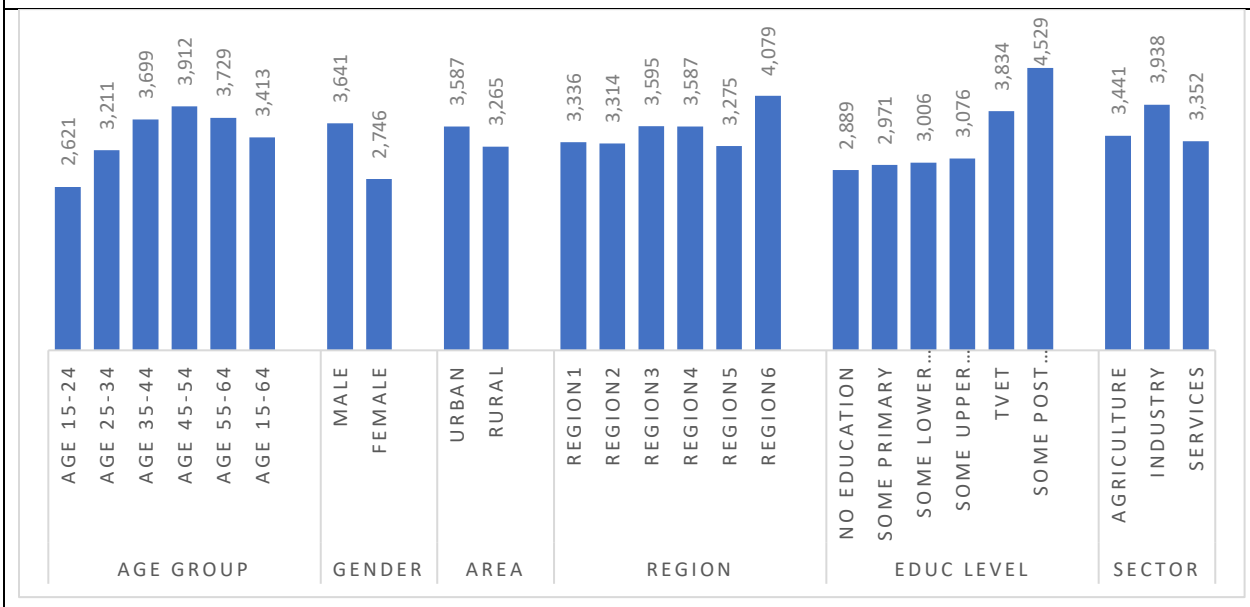
Source: Estimations based on IHS 2015

The relatively lower prominence of agriculture in employment and low proportion of workers in wage employment might be because The Gambia is characterized by a large informal sector (34 percent of employment) found mainly in urban and peri-urban areas where the population is increasingly concentrated. The commercial and low level industrial activities in the informal sector requires only minimal education and skill levels which are inadequate to attract and support higher level industrial activities that would be needed to, for example process agricultural goods for the local market and export, as well as to engage in *e*-activities that would better link the country with the global economy. To be more competitive, therefore, the skill levels of the labor force need to be raised and diversified to increase productivity in the primary sectors such as agriculture and upgrade activities in the industrial and services sectors that could begin to process the primary products. The less than 100 percent enrollment in post primary education and poor learning outcomes threatens transformation of the labor force to a more highly educated one in the numbers required. This reinforces the need to more aggressively continue to implement the government's policies to expand provision of quality education at all levels especially in senior secondary and post-secondary education; a policy the government is currently promoting. In raising the skill levels, efforts need to be made to ensure that the gender, rural/urban and regional gaps in wage

employment are reduced. Evidence shows that: (i) the proportion of men in wage employment is 16 percentage points higher at 34 percent than that of females at 18 percent and (ii) the rural/urban gap is 30 percent while the gap between region 1 and 5 is 41 percent.

Education leads to better livelihoods as illustrated by the Figure 75. Overall in The Gambia, the average monthly income is D3413. It increases from D2971 to D4529 as the level of education attained increases from LBS to post-secondary education. However, there is no significant difference between monthly income from LBS to SSS. This could imply that the benefits of education as reflected in earnings are more significant after SSS.

Figure 75: Average Monthly Income by level of education attained



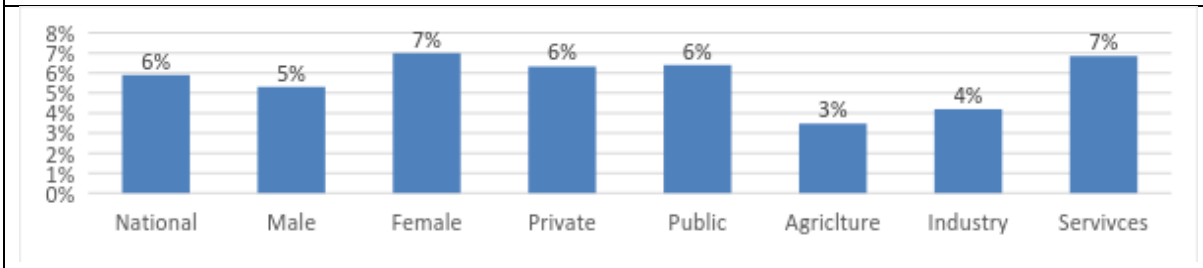
Source: Estimations based on IHS 2015

Rate of returns on education

Overall, one additional year of schooling yields a six percent return. Key highlights from Figure 76 below are that: (i) Agriculture is the least productive sector. The rate of return in agriculture is 4 percent lower than for Services. This is partly because the agriculture sector uses mostly rudimentary technology and most of the workers in this sector have little or no education. In contrast, the services sector uses more advanced technology that requires higher levels of education resulting in greater productivity. Given the importance of agriculture to the economy, the government policy of introducing improved technologies in the sector should be vigorously pursued. This would require raising the levels of education of workers in the sector to help raise productivity and expand production. The resulting increase in productivity would gradually raise the wages and rates of return to skilled workers in the sector; (ii) The one percentage point difference between the industrial (4 percent) and agricultural (3 percent) sectors can be explained by the dominance of the informal sector in industry where only minimal skills and education are needed; This would change as activities in the sector begin to use more advanced technology; (iii)

There is no difference in the rates of returns between the public and the private sector. An individual is equally better off working in the public or private sector for a 6% return. This is because the private sector is made up largely of the informal sector combined with a few high-level jobs that pay more than the public sector, but the relatively small number of jobs in the emerging private sector are not enough to drive the average wages substantially above those in the public sector. This relationship is likely to change as the private sector develops more rapidly; (iv) For the same amount of education, women have a higher rate of return (7percent) than men (5 percent). This suggests that there are fewer educated women to compete for jobs in the modern sector that are traditionally held by females relative to the number of males who compete for male dominated jobs. This is particularly significant in The Gambia where there are relatively fewer females in the labor force than men, even in traditionally female positions such as teaching. For example, the proportion of female teachers in LBE, UBE and SSE in 2016 dropped from 34 percent for LBE through 21 percent for UBE to 11 percent for SSE.

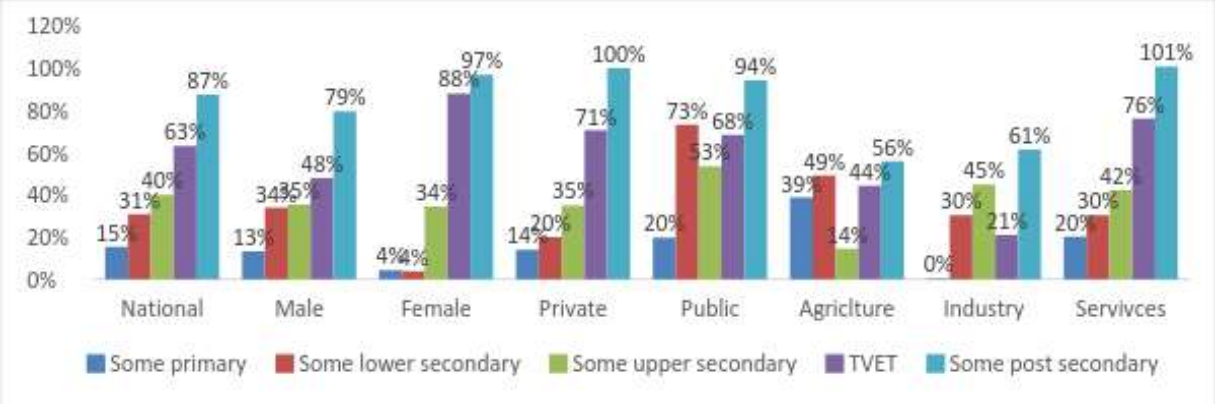
Figure 76: Rate of Returns of education according to years of schooling (%), 2015



Source: Estimations based on IHS 2015

The breakdown by level of education shows that education is a key determinant of livelihoods in The Gambia (Figure 77). It increases earnings – the rates of returns on education increases with each successive level of education attained. At the national level, the rates of return ranges from 15 percent for LBE to 87 percent for higher education. Higher education is the level that leads to remarkably higher returns in all categories: 79 percent for males, 97 percent for females, 100 percent if you work in the private sector and 101 percent if you are in the Services industry. This emphasizes the positive impact of education on livelihoods. Education is therefore a worthwhile investment, especially higher education. The predominance of higher education in the returns to education could be because of the relative scarcity of qualified candidates at this level to fill the expanding jobs in the modern sector. In general, the non-modern sector of the economy doesn't require highly skilled labor force, as most of the activities are not technologically sophisticated and those with basic education can do the job. When there is a surplus of upper secondary graduates in the job market, they may be forced to take up jobs that requires lower levels of education and earn wages equivalent to those with basic education. This in turn lowers the rates of return to SSE, explaining the insignificant difference between the rates of return for basic education and SSE graduates.

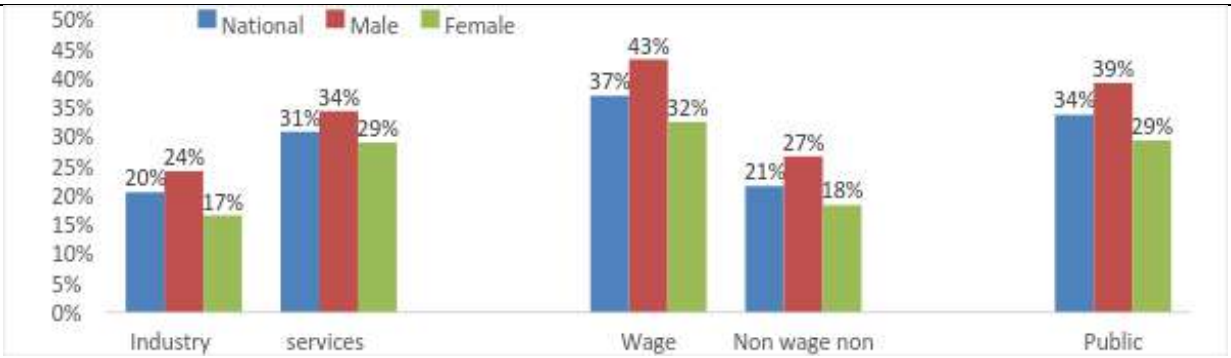
Figure 77: Rate of returns of education by level of education attained (%), 2015



Source: Estimations based on IHS 2015

Education is a strong predictor of wage employment and employment in more productive sectors (Figure 78). It increases the chances of employment in sectors with high returns, and of gaining contract employment which offers greater stability. For instance, an additional year of education increases the probability of working in wage employment and in non-wage-non-agriculture by 37 percent and 21 percent respectively, compared to subsistence agricultural activities. Similarly, an additional year of education increases the likelihood of working in industry and services by 20 percent and 31 percent respectively, compared to subsistence agricultural sector. In addition, differences in employment opportunities are found by gender and the sector of activity. For example, a man with an additional year of education has a higher probability than a woman to find employment in industry (7 percent more) and services (5 percent more) largely because industrial jobs are considered male jobs. Relative to working in the private sector, an individual has a 34 percent chance of working in the public sector. A woman has 10 percent less probability than a man to be employed in the public sector.

Figure 78: Probability of Employment by education status, 2015



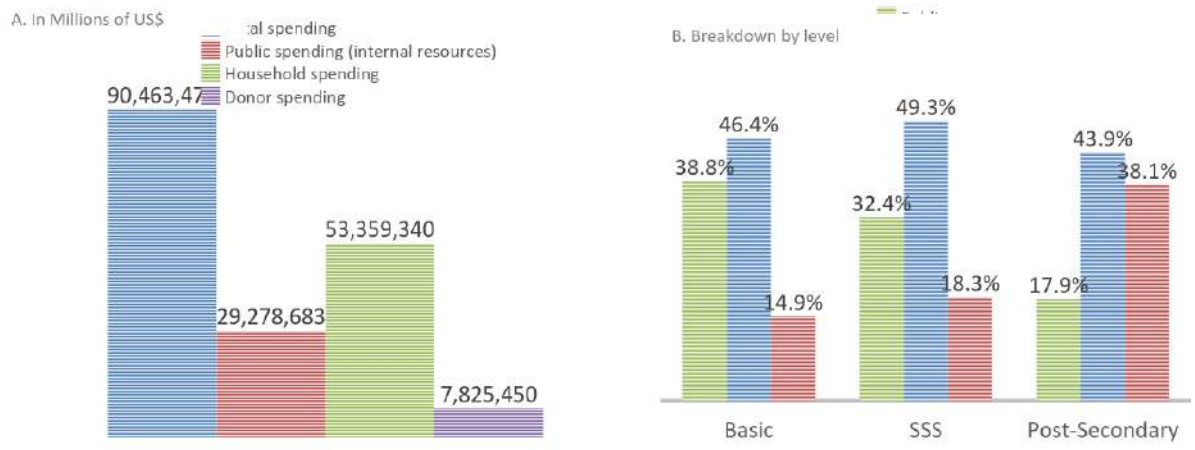
Source: Estimations based on IHS 2015

Costs and Financings

Sources and trends of spending on education

Figure 79 shows that in 2015, the government funded only 32 percent of total education spending (US$29.3 million) while households financed 59 percent US$53.4 million and international partners covered the remaining 9 percent (US$7.8 million). The public contribution decreased from 39 percent in basic education through 32 percent in SSS to 18 percent at the post-secondary level. In contrast, the contribution of international partners rose by about 3 percentage points from 15 percent in basic education to about 18 percent in SSS then more than doubled to 38 percent in post-secondary education. The partnership expenditures were mainly for capital costs. Unlike the public sector and international partners, household contributions undulated slightly, increasing from about 46 percent in basic education to about 49 percent in SSS then dropping at the post-secondary level to about 44 percent in post-secondary education. Household contribution is higher than public and partnership expenditures at all levels of education.

Figure 79: Sources of education sector finance and the breakdown by level of education, 2015



Source: Estimations based on IHS 2015 and MoF Budget Data

The low share of the public sector compared to households, especially at the basic level, is a little surprising and could threaten the supply and quality of education.

This distribution is reflected in the lower than average share of education in GDP, although it has been increasing in more recent years. The share of education in GDP was 2.6 percent in 2010 and rose significantly to 3.2 percent by 2015. However, the 3.2 percent is still below the recommended average range of 4-6 percent of GDP.

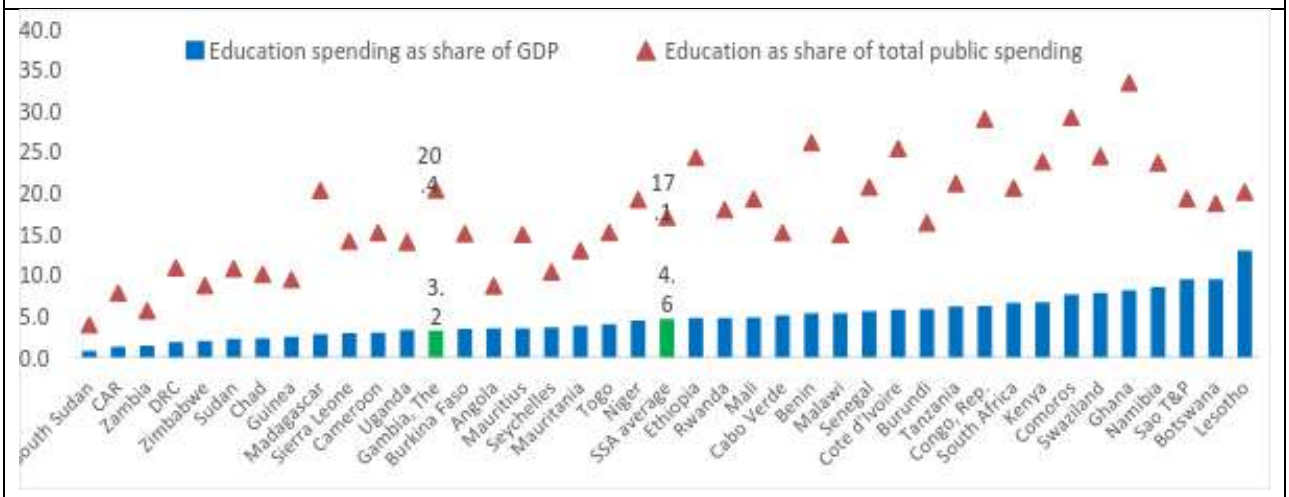
The MoBSE accounted for the higher share of 2.8 percent in contrast to the 0.3 percent of GDP for MoHERST as shown in Figure 80 below.

Figure 80: Education spending as share of GDP by ministry and total (%), 2010 - 2015

Source: MoF Budget Data

International comparisons confirm that The Gambia's spending as a share of GDP is one of the lowest. Figure 81 below reveals that The Gambia at 3.2 percent of GDP is 1.4 percent below the SSA average which puts the country at the lower end of the rankings among SSA countries.

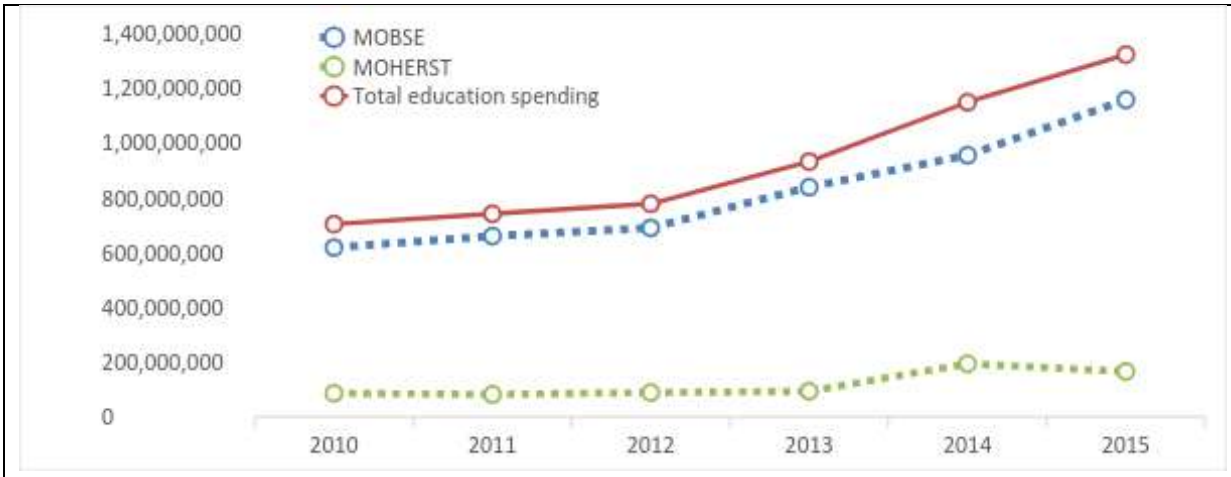
Figure 81: International comparison of education spending as share of GDP and total public spending (%)



Source: Estimations based on IHS 2015 and MoF Budget Data

Figure 81 also shows that in contrast to the relatively low share of education in GDP, budgetary allocations to the education sector at 20 percent of the national budget was 3 percentage points above the SSA average of 17 percent, and comfortably within the recommended range of 17 to 25 percent. The budgetary allocation to the sector has increased notably from 18.7 percent in 2010 to 20.4 percent in 2015, although it declined to 16.1 percent in 2013.

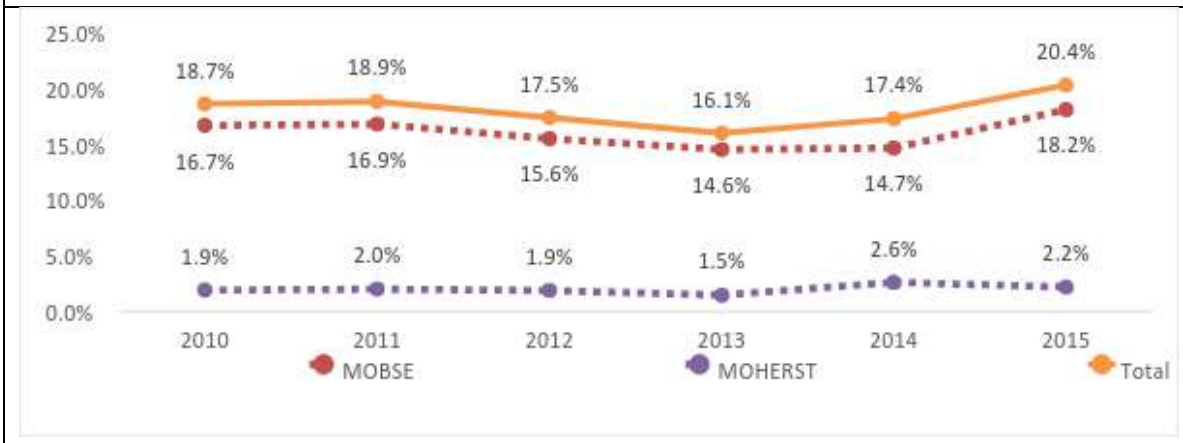
Figure 82: Trends of public expenditure on education by ministry and total (Dalasi)



Source: MoF Budget Data

The decline in the share of public spending on education in 2013 could be associated with the negative effect of Ebola outbreak which forced the government to reallocate resources for emergency measures. The share of the education sector budget in both ministries declined in 2013 although the nominal budget allocations were increasing (Figures 83 and 84). It is, however, encouraging to observe that public spending on education has been rising in more recent years.

Figure 83: Education spending as share of total public spending by ministry (%), 2010 - 2015



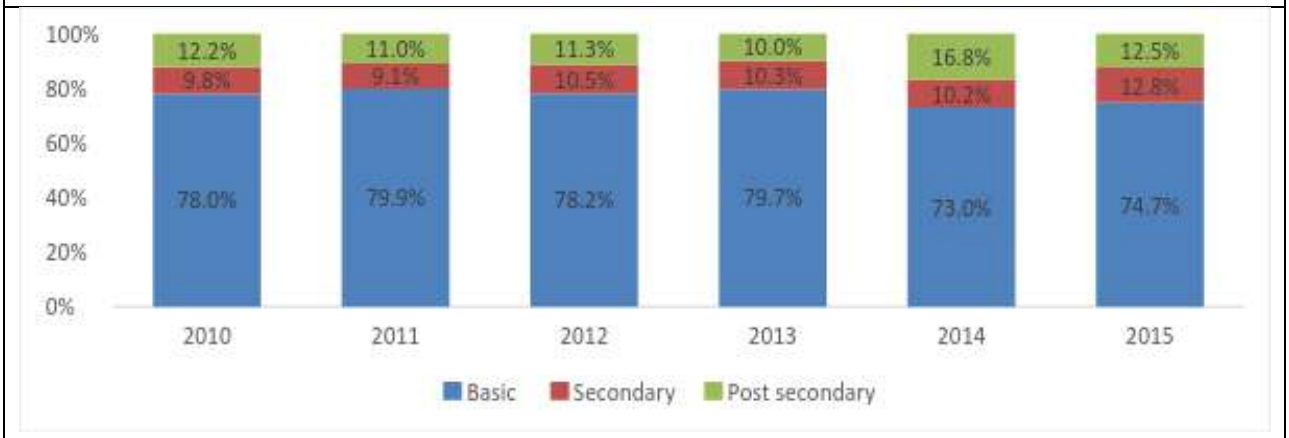
Source: MoF Budget Data

Budget allocation and execution

Figure 84 below shows that between 2010 and 2015 allocations to basic education declined from 78 percent to 74.7 percent, SSS increased from about 10 percent to about 13 percent while post-secondary education declined from about 12 percent to 10 percent in 2013, jumped to about 17 percent in 2014 then fell to about 13 percent in 2015. *This distribution of the public budget by level of education* reflects the enrollment structure of the education system. Basic education has by far the largest enrollment and LBE with a higher enrollment than UBE is estimated to command over

50 percent of the budget. The decline in the LBE share over the period reflects the stabilization of LBE at about 100 percent and the more rapid expansion of SSS enrollment. The distribution is also in line with the GPE recommendations—75 percent to basic (enrolled 86 percent), 13 percent to SSS (enrolled 10 percent) and 12 percent to post-secondary (5 percent enrolled).

Figure 84: Budget allocation by level of education, 2010 - 2015

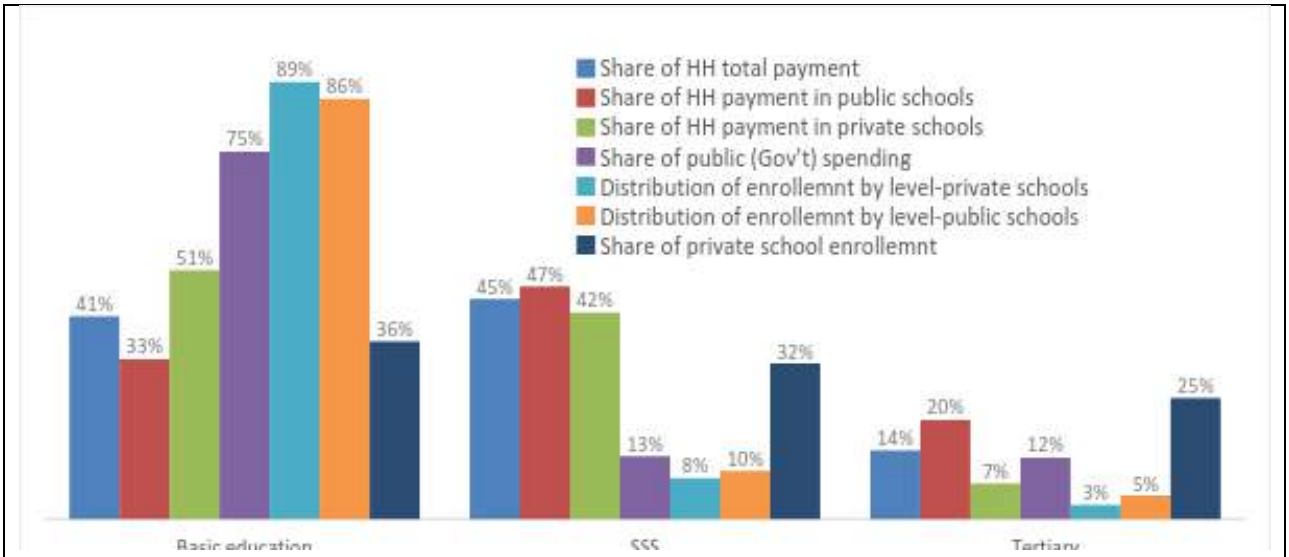


Source: MoF Budget Data

Share of the Private sector in enrollment and expenditures.

Figure 85 shows that, in 2015, the private sector enrollment is slightly higher at the lower levels of education, 36 percent, 32 percent and 25 percent in basic, SSS and post-secondary education, respectively. The share of households (HH) payment in private schools also follows the same pattern—51 percent in basic, 42 percent in SSS and 7 percent in post-secondary education. HH pay a higher share at the SSS level as LBE percenis heavily subsidized by the government. Overall, 45 percent of HH spending goes to SSS followed by 41 percent in Basic and 14 percent in post-secondary education. This margin is likely to be reduced as the policy of expanding SIGs to SSS is fully implemented. Regarding post-secondary education, the 14 percent share of private expenditures reflects the high/unaffordable costs of education at this level. Students who do not receive any form of public sector assistance can ill afford this level of education, including those from the top income quintile. Given the dearth of highly educated and trained professionals in the country the government's focus on providing financial assistance to students at this level may need to be further developed to expand coverage while taking into account the fiscal constraints.

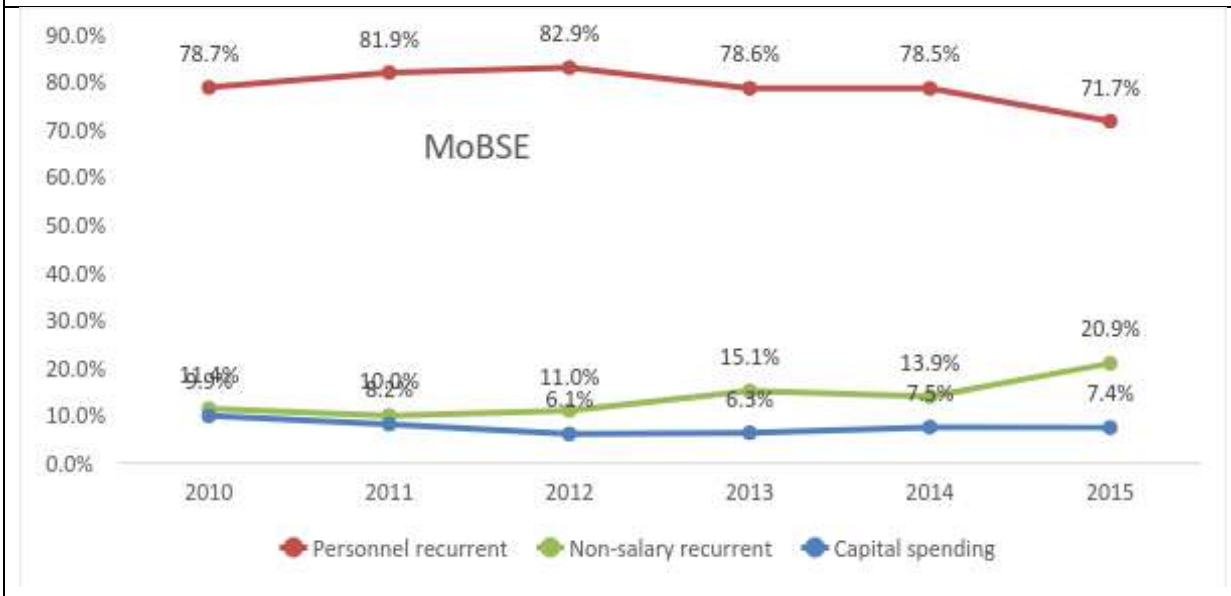
Figure 85: Share of education spending and share of enrollments by level of education



Source: Estimations based on IHS 2015 and MoF Budget Data

Budget Classification. Economic classification of the basic and SSS budgets from 2010 and 2015 shown in Figure 86 below reveals that the share of personnel spending is in line with the recommendation of about 70 to 80 percent to leave enough room for financing of non-salary quality related items and activities. The analysis also showed significant increases to non-salary items over the period.

Figure 86: Budget allocation by category, 201 - 2015



Source: MoF Budget Data

Figure 87 below shows that in basic education, personnel allocations dropped from 78 to 72 percent between 2010 and 2015 while non-personnel costs increased from 12 to 19 percent. The non-

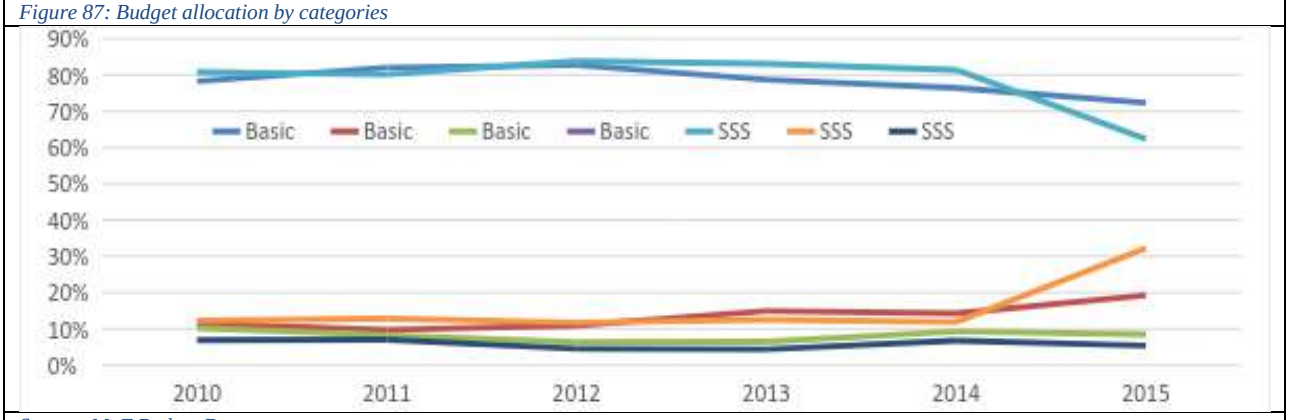
personnel expenditures fell between 2010 and 2012 then jumped by 4 percentage points between 2012 and 2013 and by 5 percentage points between 2014 and 2015.

These trends were even more significant at the SSS level. At this level over the period, personnel costs dropped by 19 percentage points from 81 to 62 percent, while non-personnel allocations increased by more than 2.6 times from 12 to 32 percent. At the SSS level however, the distribution between personnel and other recurrent allocations remained practically stable between 2010 and 2014 then jumped between 2014 and 2015.

These increases in non-personnel allocations could signal a significant shift towards financing of quality items, especially as they seem to coincide with the introduction and expansion of SIGs to the SSS level. However, these figures need to be treated with some caution, since the non-salary budget is managed at the central level and includes local and international travels, some allowances and local and international scholarships, which make it difficult to isolate how much of the non-salary spending is allocated to schools for quality items.

Breakdown of economic allocation at basic and senior secondary levels reveals a similar pattern with sharp drop in the share of personnel spending between 2014 and 2015.

Figure 87: Budget allocation by categories

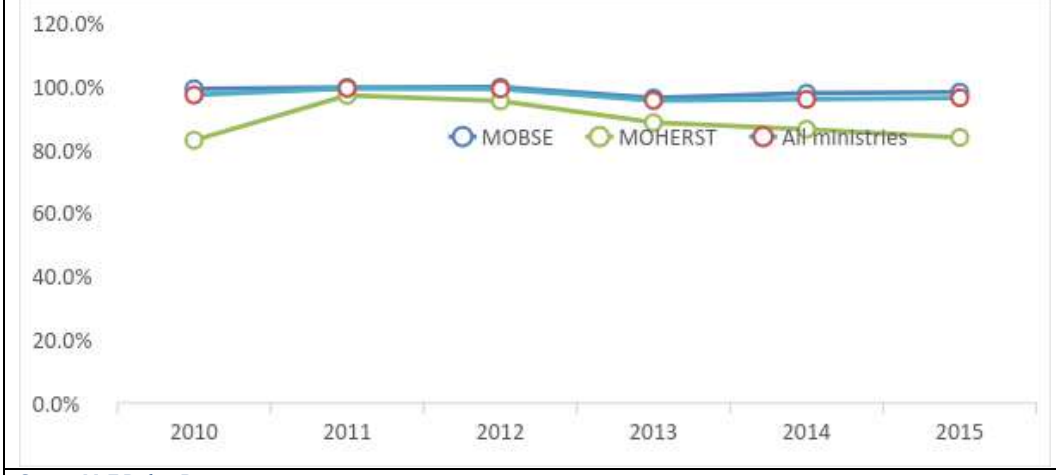


Source: MoF Budget Data

Budget Execution

The budget execution rate for both MoBSE and MoHERST ministries between 2010 and 2015 undulated slightly but ranged between 96 and 99 percent, indicating that the ministries have high capacities for using resources (Figure 88). The execution rate for MoBSE was within the same range but that for higher education rose sharply from 83 percent in 2010 to about 97 percent in 2011, then decreased gradually to about 84 percent in 2015. This undulation can be attributed to the non-linear pattern of capital allocations.

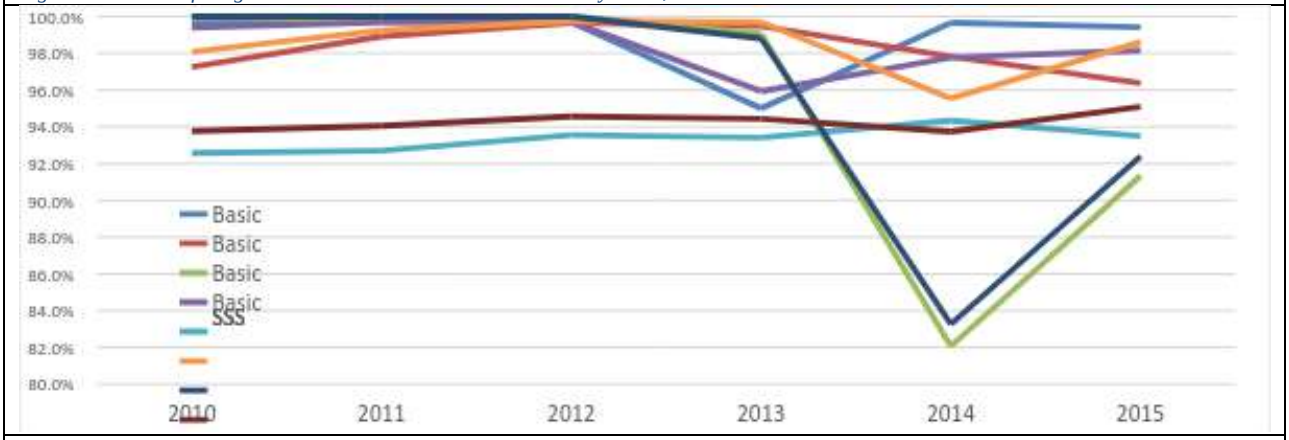
Figure 88: Budget execution, 2010 -2015



Source: MoF Budget Data

Figure 89 indicates that the budget execution rate at the basic education level followed the same pattern as that of the MoBSE for both personnel and non-personnel expenditures, although the rate for the latter fell to about 96 percent from an average of about 99 percent from 2010 to 2014. The execution rate for SSS was slightly lower than for basic education, ranging from about 94 percent in 2010 to 95 percent in 2015. At this level MoBSE showed greater capacity in executing the non-personnel budget. Budget execution for personnel allocations was in the range of 92 to 94 percent. This may be due to some transactional delays in transferring personnel allocations to SSS management boards.

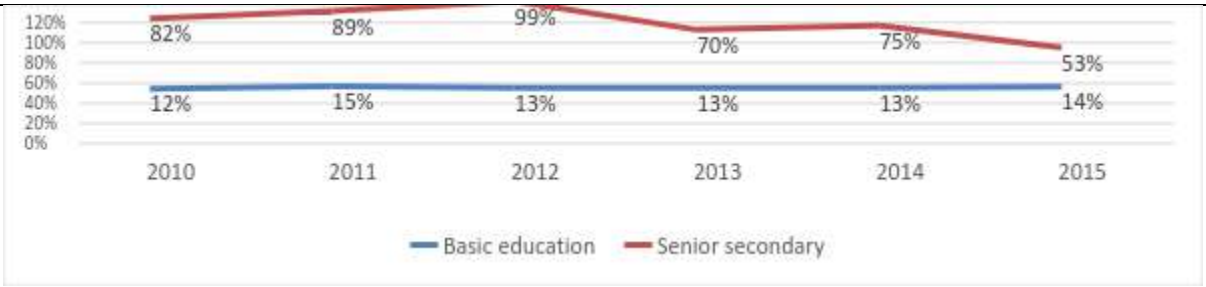
Figure 89: Trends of budget execution at basic and senior secondary levels, 2010 - 2015



Source: MoF Budget Data

A related issue is that subventions to grant-aided senior secondary schools are decreasing, falling from 82 to 53 percent in 2015, although more than 75 percent of public senior secondary enrollment is in grant-aided schools. In contrast as shown in Figure 90 below, the subventions in basic education increased slightly from 12 percent in 2010 peaking at 15 percent in 2011 then falling to 14 percent in 2015.

Figure 90: Share of subvention in personnel cost by level of education, 2010 -2015



Source: MoF Budget Data

Unit cost analysis

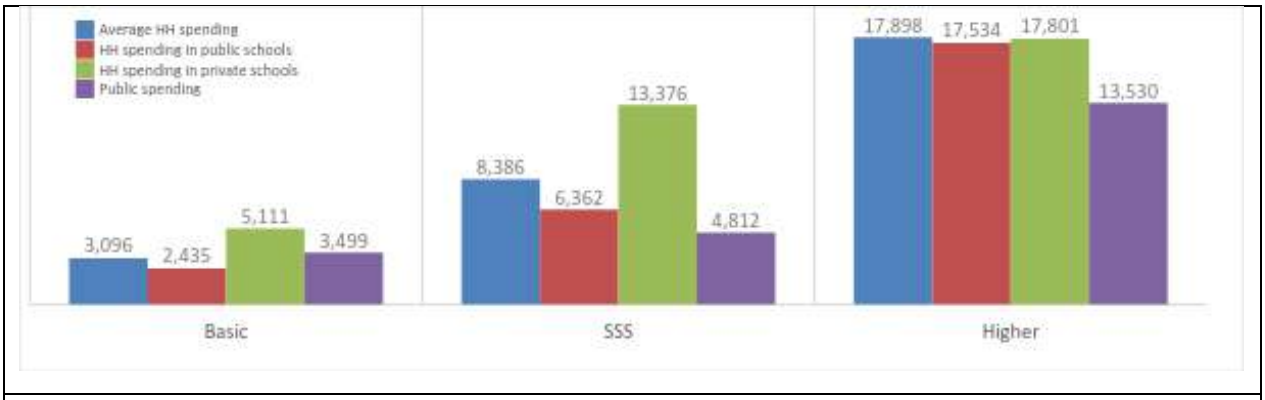
Figure 91 shows that the unit costs at all levels of education has been increasing since 2011. The unit cost in basic education and SSS were very close between 2010 and 2014 then jumped in 2015 when the cost difference increased by more than 3 folds (from 449 to 1313 Dalasi).

Figure 91: Trends of public unit cost by level of education, 2010 -2015

Source: Estimations based on IHS 2015 and MoF Budget Data

As shown in the budget distribution Figure 92 below, the public unit costs in basic education is higher than HH unit cost in public schools but public unit costs are lower than HH unit cost in post basic education. Due to the heavy subsidies to public schools by MoBSE, HH unit costs in private schools are higher than those of public schools both in basic and senior secondary levels, but post-secondary unit cost of HH both in public and private schools are the same.

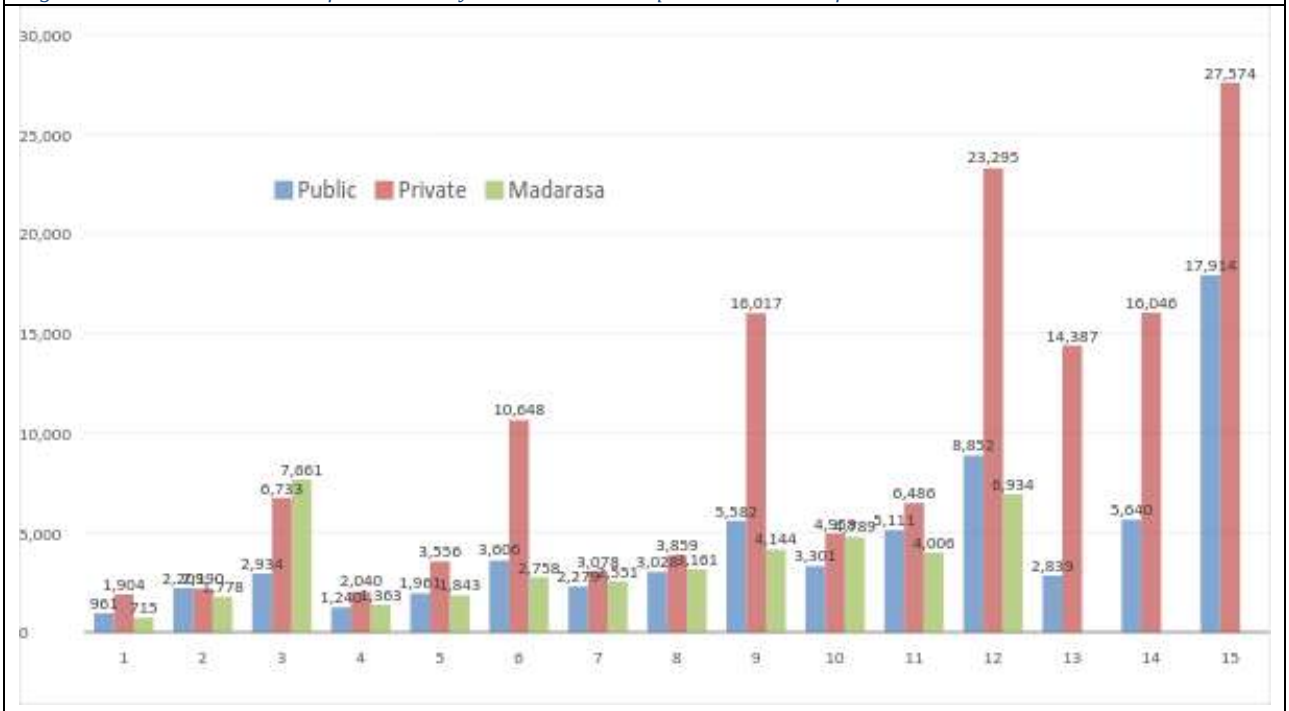
Figure 92: Unit cost comparison



Source: Estimations based on IHS 2015 and MoF Budget Data

In all levels of education resources available per child is low for children from the poorer households, which implies that children from the same area and seating in the same classroom would have different resources available to them (Figure 93).

Figure 93: Recourses available for children by household wealth quintile and level of education



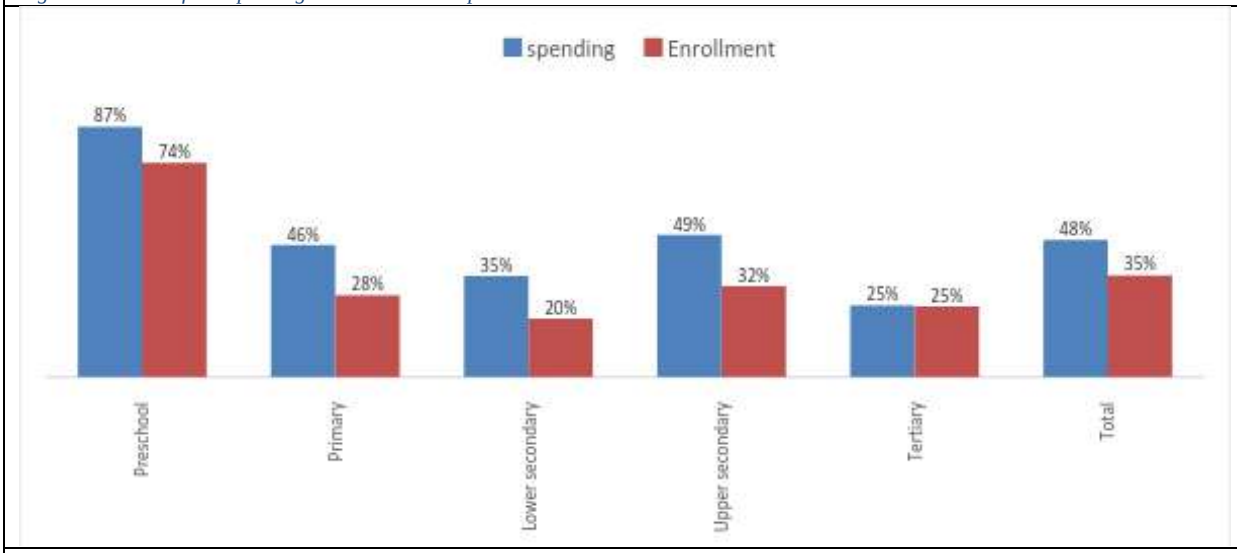
Source: Estimations based on IHS 2015

Public-private partnership and role of households

Figure 94 shows that overall, 48 percent of the household unit cost is allocated to private schools while only 35 percent of students are enrolled in private schools, 65 percent of the students are in public schools while 52 percent of household unit cost is allocated to public schools. Households

spend less per student in public school compared to private schools and this reflects the fact that public schools are more affordable than private schools.

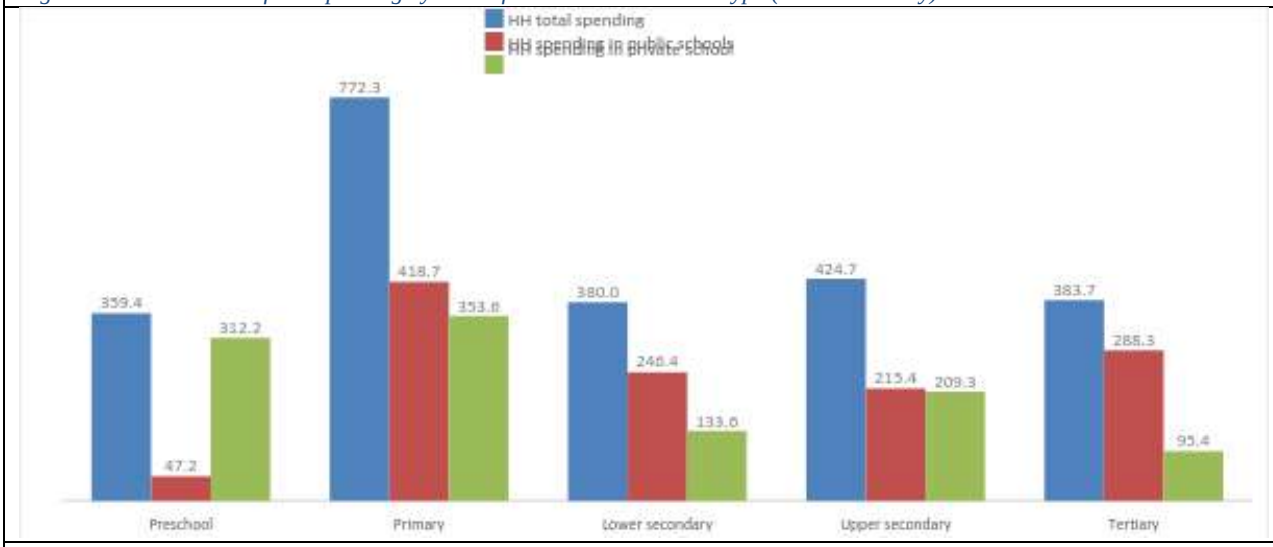
Figure 94: Share of HH spending and enrollment in private schools



Source: Estimations based on IHS 2015

At the pre-primary level, HH total spending is nearly 7 times higher in private schools than in public schools. In contrast, in tertiary education, HH total spending is more than 3 times higher in public schools compared to private schools. This is a reflection of where most children enrolled as shown above. Overall household spending is high at the primary level similar to the public because the level of education is more accessible to all (Figure 95).

Figure 95: Distribution of HH spending by level of education and school type (Check currency)



Source: Estimations based on IHS 2015

National and Sector Development Policies

National Development Policy

Vision 2020 seeks to transform The Gambia into a dynamic middle-income country, socially, economically and scientifically over a 25-year period. The six major priorities are Agriculture, Industry, Trade, Tourism, Financial Services and Human Resource Development, all of which are considered the critical sectors that would drive rapid growth and diversification of the economy to promote equitable development. Agriculture in which by far the majority of the population is engaged, needs to be raised from a predominantly subsistence level to processing and manufacturing of products for local consumption and export. The further development of industry would be a key instrument to facilitate the process. In addition, industry, especially with increased use of ICT would create opportunities for investments in new areas and diversification of the economy. With its small population and geographic size The Gambia has to increase its engagement in the global economy to achieve higher GDP levels. The current operations of the tourism sector limits it to a seasonal activity where most of what is sold are the sunny weather conditions in the country. The sector therefore shuts down during the rainy season. This sector needs to diversify its offerings to attract a wider range and higher income clients to be able to operate year-round. Investments in these key sectors are currently constrained by a financial services sector that is not fully aligned with promoting economic activity from the subsistence level to the modern sector. Successful implementation of this strategy would however depend on substantially raising the education and skill levels of the population at large to raise productivity in the various sectors and to prepare the ground for adoption and development of new technologies. Higher education and skill levels would help raise per capita incomes and levels of living to upgrade the country to middle-income status.

The Gambia has made tremendous progress over the last 15 to 20 years to expand access and quality of education at all levels but challenges remain. As discussed earlier, universal access to LBE has practically been attained and access to UBE and SSE is progressing rapidly. The quality of education at all levels, which has been a priority since 2002, needs serious attention if the education and skills levels needed are to be produced to better position The Gambia to compete in the regional and global economies. This is a central focus of the government, along with the necessary financial and management support to the sector to raise and expand its levels of operation. In line with this the government is committed to provide the necessary budgetary allocations within a fiscally constrained environment and to leverage private and community resources to support the sector. In addition, the government will ensure that in line with its overall approach, cost efficiency and the delivery of high quality services will be pursued in the sector supported by an appropriate institutional structure and response capacity, required to achieve the objectives of the national and sector goals.

Program for Accelerated Growth and Employment (PAGE 1) was the main vehicle for the implementation of the Vision 2020 and Strengthening Human Capital Stock to Enhance Employment Opportunities was as a key priority and listed a Pillar 3 along with other social sectors. Key priorities included expanding access to education and improving the quality of education. Over the period UPE was achieved and quality improved. PAGE II would build on

these successes by focusing on further enhancing human capital by consolidating the gains in access to primary education, further improving the quality of education at all levels and increasing access, equity, quality and relevance to secondary and post –secondary education including TVET. The use of ICT would also be expanded in the sector to help improve the effectiveness of the teaching and learning process as well as to increase pedagogical and administrative efficiency.

Partnership Support for National Development Policy

The governments national Development Policy is consistent with the *Sustainable Development Goals* and specifically includes the following four which will be further promoted with the implementation of the policy:

- *Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*
- *Goal 5: Achieve gender equality and empower all women and girls*
- *Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all* and
- *Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.*

In view of this, the policy has drawn strong and increasing support from its national and international partners as described below.

Sector Policies and Priorities

The *Education Sector Policy 2016 – 2030* forms an integral part of the *Vision 2020* by articulating the policies and programs to be implemented in the education sector to help move The Gambia to a middle-income country status.

Guiding Principles and Vision of the 2016 – 2030 Plan

The vision and guiding principles of the 2016 – 2030 Plan are to ensure that The Gambia as a Nation remains highly committed to developing its human resource base with priority given to free basic education for all. It is for this reason that this policy will be used to promote a high level of economic growth that would help to alleviate poverty. This vision is consistent with and incorporates the critical areas for the realization of the SDGs, EFA and NEPAD. In line with this, the guiding principles for education is premised on:

i. Non-discriminatory and all-inclusive provision of education particularly with regard to gender equity, income disparities and the physically and mentally impaired;
ii. Respect for the rights of the individual, cultural diversity, indigenous languages and knowledge;
iii. Promotion of ethical norms and values and a culture of peace and
iv. Development of science and technology competencies for the desired quantum leap to middle income status.

These guiding principles are in conformity with the national development agenda of The Gambia as articulated in the following Vision 2020 statement:

"*to transform The Gambia into a financial centre, a tourist paradise, a trading, export-oriented, agricultural and manufacturing nation, thriving on free market policies and a vibrant private sector, sustained by a well-educated, trained, skilled, healthy, self- reliant and enterprising population, and guaranteeing a well-balanced eco-system and a decent standard of living for one and all, under a system of government based on the consent of the citizenry.*"

Following from this, the theme of the consultations during the preparation of the policy was:

"Accessible, Equitable and Inclusive Quality Education for sustainable Development".

Aims of Education

Based on the principles above and the economic development vision of the country, the basic aims of the education policy are to:

i. Promote broad-based education at the basic level for lifelong learning and training
ii. Mainstream gender in the creation of opportunities for all to acquire literacy, livelihood skills and the utilisation of these skills in order to earn a living and become economically self-reliant members of the community
iii. Develop the physical and mental skills which will contribute to nation building – economically, socially and culturally in a sustainable environment
iv. Encourage creativity and the development of a critical and analytical mind
v. Further an understanding and appreciation of the contribution of science technology engineering and math to national development
vi. Cultivate sound moral and ethical values in the development of life skills
vii. Develop a healthy body and an appreciation of the value of a healthy mind in response to life threatening diseases like HIV/AIDS, malaria, cancer and tuberculosis
viii. Create an awareness of the importance of peace, democracy and human rights, duties and responsibilities of the individual in fostering these qualities
ix. Foster an appreciation of and respect for the cultural heritage of The Gambia
x. Promote a sense of patriotism: service, loyalty, integrity and dedication to the nation and humanity
xi. Promote the singing of the National Anthem in class and assemblies

The main objective of the ESP 2016 - 2030 is therefore to expand education and training opportunities and improve the quality of education and training at all levels, from early Childhood development (ECD) to tertiary and higher education for all, including the disadvantaged, in support of the national efforts. The policy builds on the achievements of the ESSP 2006 – 2015 and the partially implemented ESSP 2014 – 2022. It also extends the education sector's policy and strategic framework beyond 2020 to 2030, in advance of similar and ongoing actions at the national level. This proactive stance better positions the sector to adopt a medium-term

perspective in designing its strategies and programs in recognition of the gestation period for education sector programs. The focus on increased access to quality education and training for all integrates The Gambia into the global effort to achieve the *Sustainable Development Goals*, especially in the education sector and to better align the country with the strategic priorities of the Global Partnership for Education.

The five priority areas for implementation of this policy are:

(a) increased access to education especially for those in difficult rural pockets, the poor, females, illiterate youths and adults as well as for the mentally and physically impaired;

(b) provision of quality education at all levels through expansion of school places at the UBE level and higher levels, increased supply of qualified and trained teachers, a better designed and structured curriculum, increased and sustainable provision of teaching and learning materials including digital media and increased use of national languages in grades 1 – 3. The successfully piloted Classroom Observation Tool (COT) will continue to be used as an instrument for promoting learning. Assessments and examinations would also be continued and strengthened to establish student competency levels as they progress from one level to the other and to measure student and system performance over time, and to diagnose teaching and learning constraints;

(c) expansion of improved skills training that is better aligned with the labor market;

(d) expansion and improvement of tertiary and higher education to meet international standards and to supply high level professionals and technical specialists to meet national and regional demands and

(e) strengthening sector management through decentralization/de-concentration from the central to regional levels, further upgrading its policy and planning capabilities, introducing more effective fiduciary arrangements along with the necessary implementation capacity and upgrading its monitoring and evaluation systems and capacity at all levels including schools. These initiatives would be accompanied by an enhanced performance management system that would be used to diagnose institutional and staff weaknesses as a basis for introducing improvements and to monitor individual and system performance at the central, regional and institutional levels.

These priorities are based on the successes in the sector since 2004. Since then, substantial progress has been made in the development of the sector, but not all the targets in the previous ESSP were met. It is not clear whether this was due to weaknesses in designing the indicators or the climate of uncertainty that engulfed the country or both. Some of the positive changes were that, ECD became a government/national priority to better prepare children for success in formal schooling and to enhance their life chances. With the direct engagement of the government in partnership with the private sector and NGOs, enrollment in ECD increased from 21 percent in 2006 to 36.4 percent in 2010 and about 46 percent in 2016. The GER for LBE increased from 88 percent in 2010 to 104 percent in 2016. The certification and registration of Madrassahs was successful in attracting children from more religious families to the formal school system. The GER for SSE also doubled from 22 to 44 percent between 2004 and 2016. This rapid expansion of enrollment may be attributable to the replacement of tuition and other informal fees with per

capita grants to public schools. Despite this progress, income, gender and rural/urban inequalities persist.

Progress in improving quality was more modest due to inadequately trained teachers, scarcity of teachers in difficult areas and scarcity of teaching and learning materials. Nevertheless, student achievement in the EGRA improved significantly. This improved performance may be attributable to the government's efforts to expand and reform teacher training, enlarge the corps of qualified teachers especially in underserved areas and increase the availability of teaching and learning resources in schools. To complement these traditional measures, innovations were also introduced including the piloting of national languages in grades 1 to 3 to help children better adjust to the formal school environment as well as to promote learning in these grades. Enhanced teaching and learning methods, including the use of ICT were also introduced and the accountability systems for student learning were strengthened. These included the use of staff performance management instruments, community involvement in school operations and more effective methods for the monitoring and evaluation of school performance.

Partnership Support to the Sector

Table 20: List of Int'l Development Partners

Partner	Project Objective	Period	Total Amount (US $)
READ – IDA	Increase access to Education, enhancing the quality of teaching and learning and supporting Sector Management	2014 - 2018	11.9M
READ – GPE		2014 – 2018	6.9M
ACE		2014 - 2018	3.0M
READ ADD FIN		2016 - 2018	7.5M
IDB – BILINGUAL		2012 – 2017	10.0M
BADEA (BADEA/OFID)		2015 - 2018	5.0M
OFID (BADEA/OFID)		2015 - 2018	5.0M
KUWAITI FUND		2017-2020	16.4M
UTG:			
SAUDI FUND		2011 - 2018	7.99M
KUWAITI FUND		2011 - 2018	6.78M
BADEA		2011 - 2018	5.09M
OFID		2011 - 2018	3.64M
IDB		2011 - 2018	9.0M

Table 20 above shows the list of international development partners supporting the sector. As a result of the sector's culture of having an up-to-date Strategic Plan since the mid-1990s, support from different International partners are aligned to the priority areas highlighted in these plans. Consequently, over the period, the support received by the sector from different development partners pursue the same Project Development Objectives (i.e. Increase access to education, enhance the quality of teaching and learning and supporting the management of the sector)

Purpose Of the ESSP 2016 – 2030

The purpose of the ESSP 2016 – 2030 is to develop a sector plan that would be the main vehicle for implementing the new education sector policy 2016 to 2030. Specifically, ESSP 2016 – 2030 would build on the successes gained in the initial stages of the implementation of the ESSP 2014 – 2022, redesign some of the components as dictated by the new policy and include items that are in the new policy but not in the previous plan.

The Education Sector Strategic Plan (ESSP 2014-2022) jointly prepared by the MoBSE and MoHERST outlined the sectors' strategies, targets and priority areas to ensure coherence across all levels of the education system. The ESSP articulated the policy priorities for MoBSE and MoHERST, discussed sector-wide issues on education and training, and the linkage of two Ministries on cross cutting activities such as teacher training, and post-basic technical vocational education and training. The main policy priorities were (i) increasing access and equity, (ii) improving quality and relevance, (iii) advancing research and development, (iv) promoting science, technology and innovation, and (v) strengthening sector management.

Objective and Components

Overall Development Objective

To provide a sharp focus for the education sector, the following development (impact) objective has been adopted for the ESSP 2016 to 2030:

"By 2030 universal access to quality basic and secondary education and improved access to relevant and quality education and training will be achieved".

The new ESSP will be the main instrument for the implementation of the current Education Sector Policy 2016 to 2030. This period was adopted to coincide with the terminal date for the Education Sector Policy 2004 – 2015, the Education Sector Plan 2014 to 2022, the MDGs, PAGE and the revised education policy for basic and secondary education. To easily track the progress of education sector in relation to the attainment of these goals and targets, both MoBSE and MoHERST will develop and implement a medium-term plan that terminates in 2020. The operational details of the ESSP will be found in the Medium-Term Plan (MTP) which provides a clear operational direction of the two ministries for the period 2018 -2020. For the remaining period (2021- 2030), the two ministries will develop successor MTPs to provide operational details with highlights of the lessons that will be learnt and challenges experienced from the MTP 2018-2020.

Strategic Plan Program Areas

The programmatic approach used in this plan is a departure from programs based mainly on cycles of education (basic education, secondary education, tertiary education, technical vocational education & training, quality assurance and sector management) to a more result- oriented programming with emphasis on implementable interventions within priority areas. The new programs are as follows:

- Access & Equity,
- Quality and Relevance,
- Research & Development,
- Science, Technology, Engineering & Math
- Sector Management.

Each of these programs has policy priority areas that are linked to corresponding indicators and results.

Implementation Schedule

The strategic plan will be implemented over a period of fifteen years and both ministries will be required to develop and implement operational plans by the various directorates and units using their MTPs. This approach to the implementation of the ESSP will not only expedite implementation but also provide a clear system of accountability.

The implementation of the various programs at the level of the two ministries will also be supported by both the individual and inter-ministerial senior management teams and coordinating committees guided by a functional monitoring and evaluation system. The joint donor review and supervision missions will continue to be held twice a year with a view to supporting the efforts of the education sector in the implementation of a results-based strategic plan.

POLICY PRIORITIES

Program Area 1: Access & Equity

The Access & Equity Program comprises the following priority areas highlighted in the revised education policy for basic and secondary education and the new policy for tertiary and higher education:

1. Physical Facilities Provision
2. Special Needs Education
3. Conditional Cash Transfers
4. Gender Mainstreaming
5. Madrassah Education
6. School Feeding
7. School Improvement Grants
8. Early Childhood Development
9. Adult & Non-formal Education
10. Efficiency Measures

Physical Facilities Provision

The continued establishment of new schools, construction of additional classrooms and the improvement, rehabilitation and maintenance of existing facilities will depend on a set of criteria that comply with the requisite legal framework. These facilities will include but not be limited to kitchen, storage, water and sanitary services. All educational buildings would be accessible to all.

Communities too small to support schools with the required teacher/pupil ratio will be provided with multi-grade classrooms. Those communities that cannot even attract the establishment of schools due to low school age population will be provided with customised school transport services to ferry children to and from the nearest LBS. ECD centers will also be expanded to all communities to better prepare children for LBE.

Gender Equity Initiatives

Following the achievement of gender parity in Basic and Secondary education, the government will continue to consolidate the gains registered in these sub-sectors on the one hand and continue to pursue initiatives to attain parity at tertiary and higher education levels on the other.

To reduce gender disparities in enrolment in mathematics and other core sciences, MoHERST, in partnership with other stakeholders will increase and institutionalise measures to encourage women and girls to pursue tertiary and higher education, especially in the sciences, mathematics and technical vocational subjects. These measures would include remedial programmes with incentive packages for female students in tertiary and higher education institutions.

The need to intensify efforts to neutralise the factors that militate against girls' education especially at secondary and tertiary level is crucial, and so is the need to raise the confidence and performance levels of girls. Measures will be instituted to curb girls' dropping out of school before the end of grade 12. The 'Sexual Harassment Policy' will continue to be enforced to address gender-based violence in and around schools. The re-entry policy for girls who dropped out because of pregnancy and early marriage will be sustained.

The regional education directorates and other structures, such as the village development committees and the district and divisional committees, will be capacitated adequately and held responsible for facilitating and mainstreaming gender in their respective areas, especially in the drive for higher education for girls. The Gender Education Unit will continue to be strengthened to work with its main collaborators like UNICEF, FAWE-GAM, the UNGEI Network and United States Peace Corps (USPC), together with other partners to ensure that programmes are co-ordinated, documented and monitored for effectiveness and efficiency. A gender equity committee will be set up to monitor implementation of gender policies and programs.

Children (especially girls') participation in ECD activities will continue to be vigorously pursued. Initiatives and incentives of diverse types, including special scholarship packages for girls who excel in mathematics and the sciences at tertiary level will be instituted. The annual mathematics and science clinics, FAWE girls' clubs, and the capacitation of newly graduated teachers on gender responsive pedagogy and promotion of a gender responsive school environment will be instituted. In addition, community-based interventions will be strengthened and generalised.

Madrassah Education

Guided by the unprecedented growth of Madrassah enrolment across all levels of education and the overwhelming willingness of madrassah institutions to deliver the harmonized curriculum, there is a need to consolidate these gains by providing incremental support to the madrassahs based on a tripartite framework agreement between MoBSE, madrassahs and General Secretariat for Arabic and Islamic Education (GSAIE), commonly known as AMAANAH.

Government and partners will continue to support Madrassah education through the provision of adequate classrooms, toilets, laboratories, fence, furniture and water facilities, to ensure a healthy, safe and conducive teaching and learning environment. Government will also continue to provide subvention for teachers' salary in recognised Madrassah institutions. In addition, MoHERST will

further collaborate with AMAANAH and other stakeholders to explore possibilities to accommodate madrassah graduates in tertiary and higher education institutions in The Gambia.

Special Needs Education –

Special needs education is not only an issue for schools and teachers who look after children with disabilities, but is part of a national systematic drive to include all inhabitants in every aspect of responsible civic life. It therefore calls for a radical and holistic change of attitudes and misconceptions about persons with disabilities to ensure that they too have access to quality education. In this regard, the adoption of complementary and mutually supportive approaches that are based on the principles of inclusiveness, integration and participation of children with special needs will be encouraged and school-friendly environments will be promoted.

Mild and moderate disabilities will continue to be mainstreamed in the system, while those with more severe impairments will be sent to special schools which will be strengthened with staff, resources and equipment to cater for their needs. All blind students will however be mainstreamed. The early identification of students with special needs including the gifted and talented will be sustained. Special treatment will be provided for students with multiple disabilities.

Government will continue to ensure equitable access to quality teaching and learning for all special needs children. All regional education directorates will be provided with at least one functional resource center to satisfy the diverse needs of all special needs children. All teachers in special needs schools will be trained to respond to the needs of children in their classes. During the plan period, MoHERST in collaboration with partners will vigorously encourage higher education institutions to develop programmes that are responsive to special needs.

Expansion of pre-service and in-service teacher training at both levels, will continue to support an inclusive teaching system. There will be closer collaboration between medical and educational personnel for early identification of children with disabilities to adopt appropriate responses to their circumstances. Vocational and skills training will also continue to cater for people with disabilities.

Conditional Cash Transfer - has been introduced to attract out-of-school children who are placed under the custody of the heads of majalis and are provided with numeracy, literacy, life and livelihood skills. There are now twelve centres with a total enrolment of 1,053 with 21 facilitators under the pilot scheme across the six educational regions. During the period of the ESSP, the initiative will be gradually scaled up in scope and design but this will be guided by an evaluation to be conducted on the pilot.

In addition, a study will be commissioned to investigate possible dual participation of students from conventional schools or madrassahs in the CCT scheme thus double- counting learners within the same education system. The study will also determine the parameters for the delivery of the minimum curriculum to the learners of the CCT programme.

The Ministry will also explore the possibility of extending CCT to out of school children on apprenticeship at local workshops such as mechanics, carpentry and welding workshops who enroll in programs that provide literacy and numeracy skills.

A new model through which marabouts would be provided with one off support to engage in economic activities that would make them financially independent in running the majalis would also be piloted.

School Feeding

Since the launching of the home-grown school feeding programme in 2012 followed by the strengthening of a Home-grown School Feeding Framework, government has been committed to full ownership and management of the programme by 2020. The current school feeding programme is limited to LBE in deprived regions (3-6) including the Fonis in Region 2 but there is a need to expand coverage to all regions and other levels.

Towards this end, Government with other stakeholders will expand and strengthen the school feeding programme to cover all regions and other levels from ECD to UBS, and SSS including Madrassah. Tertiary and higher education institutions will be encouraged to establish canteens. In this regard, School farms and garden programmes will be supported and promoted to enhance the home-grown initiative. In addition, MoHERST will encourage relevant institutions under its purview to develop tools and protocols in support of the school feeding programme initiative.

Government will gradually take ownership of the school feeding program through the implementation of the Home-Grown School Feeding framework. In facilitating the gradual take over, capacities will be built to support the management of the programme

School Improvement Grants, Levies and Loans – In a bid to reduce the cost burden on households in educating their children in public schools, the education sector has abolished all forms of fees and levies in public basic and secondary education and subsequently introduced the payments of school improvement grants to support public schools undertake school improvement initiatives informed by an effective school development planning process.

The grants will continue to be provided to the schools on an annual basis using the enrolment criteria with approved unit costs for each level of education. To ensure that these funds are judiciously utilized and properly accounted for, the sector will strengthen the fiduciary structures that oversee these areas of disbursements and procurement. Furthermore, government ECDs as well as government assisted ECDs and Madrassah will be included in the SIG program during the plan period.

Early Childhood Development

Government acknowledges the importance of the early years of development for children. The capacities with which children are born enable them to communicate, learn and develop, but these talents need to be supported and guided to ensure that children develop holistically and positively. Government will therefore take a more active role in the provision of facilities and services for

ECD, especially in communities where such services are not available. ECD centres will become part of lower basic schools in 'deprived' communities.

Government will introduce universal access to ECD services and towards this end, support will be provided for the implementation of the community based and the annexed centres. In the case of the privately run ECD centres, government will continue to monitor compliance with the required regulations.

The main function of MoBSE will however continue to be to co-ordinate, support and facilitate the ECD programs through monitoring, assessing and developing guidelines for the establishment and management of nursery schools.

The Ministry of Basic and Secondary Education has developed strong linkages with other government departments, non-governmental organisations (NGOs) and committees to promote an integrated approach to ECD. Through these linkages, the MoBSE will participate in the implementation of the National Policy on Integrated Early Childhood Development and strengthen its ties and collaboration with parties interested in this area. Through the multi-sectoral working group and the committees set up for the promotion of ECD, partnerships and alliances with civil society and international agencies will be promoted and sustained.

The ECD learning standards will be reviewed, the school readiness strategy will be strengthened, preparatory classes for over aged children will be established and partnership in ECD services delivery will be strengthened. Different media of communication and advocacy will be used to promote ECD.

Communities will be mobilised, sensitised and motivated to initiate and maintain ECD centres. They will be expected to complement government's efforts by providing the necessary inputs and participate in programme design, implementation, monitoring and evaluation. The ECD Parenting program will be reviewed and improved through a community based approach

To provide trained ECD facilitators, the Gambia College ECD module /curriculum will be strengthened and Government will continue to promote and encourage the establishment of private ECD training institutions. Furthermore, minimum standards for Early Childhood Development services will be developed for both private and public institutions. Opportunities for interested people to study ECD to graduate level will be created and ECD annexation will be extended to the urban areas.

Lower and Upper Basic Schools

The GER and NER for LBE in 2015 were 101.2 percent and 80.8 percent respectively, whilst the GER for UBE 68.3 percent. These ratios include enrolment in Madrassahs. To build on the gains made over the last policy period, efforts will be sustained to enable every child to have a minimum school career of nine uninterrupted years. A net enrolment rate of 100 percent, matched by a completion rate of 100 percent, will be targeted for children aged 7 to 15 years.

The introduction of the School Improvement Grant (SIG) is a step towards making basic education free in all government and grant-aided schools. Parents will meet the cost of uniforms and stationery. User fees will be abolished at this level. The established bursary scheme for girls will be maintained to cover uniforms and stationery of the needy, especially, rural girls. To achieve completely free basic education, a strong and genuine partnership will be imperative for the mobilisation of the requisite funds.

To reduce the capacity constraints that prevent some successful basic education graduates from attending SSS, a minimum transition rate of 66.7 percent from grade 9 to secondary level (grade 10) will be maintained. In particular, cognisance will be taken of children in difficult circumstances, especially those in the following categories:

(a) Those displaced by war, conflict and/or natural calamities,

(b) The 'unreached', including street children, refugee children and victims of HIV/AIDS and early or forced marriages and

(c) Children with disability and those in custody.

Access (Secondary Education)

In view of the envisaged expansion at the basic education level and the crucial role secondary education plays in promoting economic growth, it is imperative to further increase the number of senior secondary school (SSS) places for the three-year programme from grades 10 - 12. Therefore, to complement efforts aimed at attaining quality education for all at the basic level, SSS education will be expanded correspondingly. Consistent with this, a minimum transition rate of 70 percent by 2030 will be targeted. In principle, transition of basic education graduates to SSS will be determined by satisfactory performance at the Gambia Basic Education Certificate Examination (GABECE), and measures will be taken to curb dropout rates and grade repetition whilst increasing completion rates.

Equity in the geographical distribution of schools and community needs will continue to guide the opening of new SSS. Focus will be on the elimination of gender disparities. Municipalities, local councils, religious missions, NGOs and private individuals will be encouraged to participate more in the establishment and operation of SSS. However, adherence to the guidelines for opening and running of SSS will be strictly enforced. These guidelines will be reviewed as and when the need arises.

Transition to Secondary Education

Entry to SSS will depend on performance in the GABECE which WAEC will continue to conduct annually. Thirty percent of this examination will constitute continuous assessment marks in accordance with guidelines agreed with WAEC.

Curriculum

The SSS curriculum will continue to prepare students for higher education and for the world of work. It will be reviewed and made more relevant through a teaching syllabus that will be harmonized with the syllabus of the upper basic schools. Subjects offered at this level will include but not be limited to: Foreign languages (including English, French and Arabic) – Mathematics - Science and Technology & ICT - Commercial subjects - Religious Knowledge and moral education - Arts subjects - Physical and Health Education - Life Skills Education - Technical subjects - Agricultural Science - National languages.

Staffing

Achieving the desired enrolment targets set for increased access to SSE and the enhancement of quality education, there will be a proportionate increase in the number of graduate teachers. To this end, recruitment and training of more Gambian teachers will be strengthened to meet the expanding staffing needs. Furthermore, sustained efforts will be made to attract SSS graduates to pursue subject based courses at the University of The Gambia (UTG) to enable them serve as graduate teachers at this level.

Governance

Each SSS will be governed by a gender-responsive board of governors in accordance with the Education Act. All SSS principals will also be encouraged to register with the Conference of Principals, which will serve as a link between the MoBSE and heads of schools at this level. While there will be commitment by government to continue providing support, SSS will have to draw on their capacities to raise funds instead of depending on user charges to supplement government's effort.

Adult & Non-formal Education

A relevant and comprehensive Non-Formal Education (NFE) programme will be executed including distance education using modern technological media focused on literacy, numeracy as well as life and livelihood skills. The NFE programme will be designed according to learners' needs in the fulfillment of their right to education with the medium of instruction being mainly codified national languages and content based on the socio-cultural, economic, ecological and civic life of the people.

Learners' interest will be sustained through the integration of income generation and innovative programme such as ICT, introduction of the Standardised Quranic Scripts in literacy as an option and the creation of a literate environment for the neo-literates. For efficient and effective implementation, the education sector will continue to use the Public Private Partnership approach (PPP) for the delivery of non-formal education services. MoHERST in collaboration with partners will support the development of a structured apprenticeship programme for non-formal education.

Adult and non-formal education programmes will continue to be designed in accordance with the ecological, social, economic and cultural characteristics of the various geographical regions of the country. Thus, in the rural areas, they will take account of the way of life and the techniques employed by those engaged in agriculture, animal husbandry, fishing, health, environment, income

generating activities and awareness creation on matters pertaining to local governance. In the urban areas, the focus will be on the critical issues of urban life such as income generation and environmental sanitation and protection. Literacy, numeracy, civic education and indigenous languages will feature.

The programmes will continue to target the 15+ age group, which will differ partially according to target groups, whose needs vary according to age, sex, occupation and other needs. The programmes will provide an educational minimum. The definition of an educational minimum will depend on the needs of the groups concerned and the resources available to the programmes.

Within the above framework, the adult and non-formal education programme will continue to be divided into three interrelated levels e.g. foundation, intermediate and advance levels. In providing functional knowledge, skills, attitude and values, the educational minimum outlined above will be the sine qua non for access to other forms of education. This will enable adult and non-formal education participants to proceed to post- literacy and continuing education through the provision of facilities such as rural libraries and the creation of skill centres.

The Adult and Non-Formal Education Unit (ANFEU) will continue to widen participation opportunities by strengthening the capacities of civil society groups to permit outsourcing to community based organisations and NGOs. This would help mobilise and further develop indigenous talents and resources. The capacities of the Unit will be built to co-ordinate, supervise, monitor and evaluate this component of basic education.

Table 21: Access & Equity Indicators

Access & Equity	Baseline 2016 *or otherwise indicated) (Female)	Target 2017 (Total)	Target 2022 (Total)
Indicators			
1. Gross Enrolment Rates			
ECD	45.8% (46.8%)	50%	55%
LBS	104.0% (107.6%)	110%	117%
UBS	66.0% (61.2%)	71%	92%
SSS	44.0% (43.9%)	46%	47%
2. Gross Intake Rates			
LBS	121.6% (122.9%)	124%	124%
UBS	61.0% (61.2%)	72%	97%
SSS	47.9% (48.1%)	49%	51%
3. Completion Rates			
LBS	75.4% (76.0%)	124%	125%
UBS	64.7% (64.2)	65%	84%
SSS	36.6% (36.1%)	38%	41%

Source: MoBSE EMIS

Table 22: Table 5: Key Sector Indicators (Baseline Vs Targets)

1. Gross Intake Rates	Baseline (Female) 2011	Target (Female) 2017	Target (Female) 2022
UTG	3.72% (2.2%)	4.42% (3.74%)	5.00% (5.00%)
GC	7.74% (2.88)	7.60% (4.58%)	7.48% (6.00%)
GTTI	4.11% (2.69)	7.31% (5.59)	9.97% (8.00%)
MDI	5.45% (4.89%)	6.30% (6.04%)	7.00% (7.00%)
TVET (NTA)	19.29% (20.32)	19.14% (20.14%)	19.02%(20.00%)
Public Tertiary and Higher Education Institutions (Excluding TVET NTA)	21.04% (12.69%)	25.62% (19.95%)	29.44% (26.00%)
Tertiary and Higher Education Institutions (and TVET)	40.32% (33.01%)	44.76% (40.10%)	48.46% (46.00%)

Source: MoHERST HEMIS

Program Development Objective

The Access and Equity Program Area is expected to deliver as an output: Increased access to and improved equity within basic, secondary, technical and vocational education and training, tertiary and higher education.

Main Deliverables

Table 23: Main Deliverables under Access

Results	Responsible Institutions
Schools, skills centres, tertiary and higher education environment conducive for teaching and learning;	HED-MoHERST, REDs-MoBSE, PRD-MoHERST, PPARBD-MoBSE
Increased learning opportunities in basic and secondary education on one hand and tertiary and higher education institutions on the other	HED-MoHERST, REDs-MoBSE, PRD-MoHERST, PPARBD-MoBSE
Children/Students adequately prepared for teaching and learning;	ECDU-BSED- MoBSE

Access to adult learning courses increased	ANFEU-BSED, MoBSE
Access to TVET programs, particularly in deprived areas increased	HED-MoHERST
Retention and performance of teaching staff improved;	HRD-MoBSE, HED-MoHERST
Retention of female students across all levels of education and training improved;	GEU-BSED- MoBSE, HED-MoHERST
Access to all levels of education and training for children with disabilities improved;	SNEU-BSED- MoBSE, HED-MoHERST
A nationally-owned school feeding program developed and implemented to replace the current school feeding program	SAFMU-BSED-MoBSE
Out-of –school children provided with an alternative form of quality and relevant education through a conditional cash transfer scheme	CREDD-MoBSE
All levies in public schools abolished in favour of grants	PPARBD-MoBSE
A successful implementation of the integration of the UTG, MDI, GTTI & GC achieved	

Program Area 2: Quality & Relevance

Policy Priorities

This program area will focus on the following policy priorities that are expected to improve the quality and relevance of education and training:

1. Curriculum, Examinations, Assessments and Research
2. Early Literacy Skills
3. School Agriculture
4. Teacher Training (Pre-Service & In-Service)
5. Life Skills, School Health & Nutrition
6. Teaching and Learning Materials
7. School Improvement Initiatives
8. School Sports
9. Monitoring and Supervision
10. Library Services
11. Science, Technology, Engineering Mathematics Education (STEM)
12. Music Education
13. Environment including the effects of climate change
14. Bilingual Education

In education, quality involves teaching and learning as defined by inputs, outputs, outcomes and processes related to the system. For this policy, quality and relevance of teaching and learning will be addressed through the various sub-themes including : Curriculum, Teaching and learning Materials, Assessment, Early literacy and Numeracy Skills, School Agriculture, School Library Services, Teacher Training (In-service and Pre-service), Life Skills Education Programme, School Improvement Initiatives, Science, Technology and Innovation, Monitoring and Supervision, Pre-Vocation/TVET, Bilingual Education, School Sports, Music Education and Environment including the effects of climate change.

CHAPTER 2: Curriculum

In this plan, curriculum is defined as the totality of the experiences the pupil has as a result of the provisions made in the content, teaching and learning materials, pedagogical approaches, assessments, school culture and organisation, and teaching and learning environment. Responsibility for curriculum development, for the lower basic, upper basic and senior secondary levels currently rests with the central management of the Ministry of Basic & Secondary Education where syllabuses, teachers' guides and pupils' books are produced for LBE and UBE and only syllabuses for SSE. The curricula is well developed in certain areas but the materials do not include structured content in certain areas including but not limited to, national languages, entrepreneurship and ICT.

Another issue is that feedback on the suitability or otherwise of the materials from the users is collected on an ad-hoc basis. This the lack of systematic monitoring and evaluation of the curriculum weakens the review, enrichment and improvement processes. In some cases, targeted curriculum content areas are not sufficiently covered which may be due either to the volume of the syllabus or loss of instructional hours.

The pedagogical approach therefore remains traditionally teacher-centred and pays little attention to individual differences among students and the variety of teaching strategies that can be used to address the diverse student needs. These weaknesses are reflected in the quality and quantity of teaching and learning materials at the various levels.

To address these issues, a set of principles and standards underpinning curriculum review and development to provide regular and systematic feedback will be established. In addition, clear student performance standards with regard to competencies (knowledge, skills and attitudes) will be established and operationalised at all levels.

The current curriculum framework will be updated to include senior secondary schools. Teaching syllabuses or programmes of study with a cohesive and comprehensive structure of subjects, learning areas and cross-cutting themes will be produced and implemented in line with the updated curriculum framework;

School curriculum will be digitised to facilitate access to learning materials through devices such as tablets, computers and mobile phones.

Research findings will continue to be used to inform the development of new programmes of study, textbooks and digital materials.

Knowledge construction through enquiry and collaborative learning approaches will be promoted across all levels. To this end, the ECD learning standards will be reviewed, to focus on developing the child through play and prepare the child for the formal education system. The medium of instruction at this level will be in the child's mother tongue/area language.

At the lower basic level emphasis will be placed on literacy, numeracy, life and livelihood skills.

The upper basic level, curriculum will continue to provide a variety of basic competencies especially in languages, mathematics, science and technology, agriculture and other life and livelihood skills.

Curriculum development will place emphasis on the pre-vocational and technology education at the Basic and Secondary levels to build competencies for employability, further learning and global citizenship.

The secondary school curriculum will continue to prepare students for smooth transition to higher education and for entry into the labour market. It will be reviewed and made more relevant through a teaching syllabus that will be harmonised with the syllabus of the upper basic schools.

Emphasis in the curriculum will be on the development of understanding and application of knowledge, problem solving skills, manipulative and soft skills, citizenship and environment across all levels.

Effective use will be made of the existing decentralisation, local, professional and traditional structures to facilitate public participation in curriculum research, development, monitoring and evaluation.

NAQAA and CREDD will collaborate in curriculum development towards ensuring a smooth transition from pre-vocational to vocational & technical education and training. This will be in line with the proposed expansion of Gambia Skills and Qualification Framework (GSQF) from level 4 upwards, incorporating identified local and global competencies and in conformity with international standards.

Curricula in the skill centres and institutions at the tertiary and higher education levels will be reviewed with a view to ensuring that the courses offered are relevant to those skills that are sustainable tools for growth, entrepreneurship and employment

To respond to the increasing demand for relevant tertiary and higher education, MoHERST will establish partnerships with reputable private institutions to address skills and competency gaps through the participation of both state and non-state providers.

A regulatory framework including legislation that allows the full participation of the non-state actors in providing tertiary and higher education service delivery to address the skills gaps will be put in place.

To satisfy international standards that prepare students for global competitiveness and to attract foreign students, MoHERST will provide support to tertiary and higher education institutions for them to attain world-class status. Thus, the tertiary and higher education institutions will be encouraged to link with and form partnerships with other relevant international and professional bodies and institutions.

The Ministry of Higher Education, Research, Science and Technology and other stakeholders will ensure that the quality of all tertiary and higher education delivered in The Gambia is up to

international standards and will encourage the external review of programmes in tertiary and higher education institutions within the country. During the policy period, entrepreneurship education will be integrated in the curricula from basic to tertiary levels of education in the country,

Higher education institutions will be encouraged to develop curricula contents that cater for peace education, global citizenship education and sustainable development including issues of environment and climate change.

Teaching and Learning Materials

Considering the critical importance and the positive impact of relevant teaching and learning materials on the quality of education, all students and teachers will have equal opportunities to access learning and teaching materials at all times for all curriculum areas.

The education sector has succeeded in ensuring that relevant and sufficient teaching and learning materials are available in schools and accessible to students at no cost. Standards have also been set to encourage schools and teachers to develop teaching and learning aids using local materials. However, current teaching and learning materials are predominantly print based which is very expensive to develop, print and distribute, especially given the need for regular reviews and updating.

Timely supply and replacement of textbooks in schools has also been a challenge. Replacement of lost or damaged textbooks can be seriously delayed forcing teachers to adopt the talk and chalk teaching approach.

To address these challenges, the sector will promote a shift from 100% reliance on print text through the gradual introduction of digitalized interactive teaching and learning materials suitable for various teaching and learning platforms such as tablet (*e*-Reader), mobile phone, internet, radio and television. The use of different *e*-learning tools will be promoted to engage learners in knowledge construction through enquiry and collaborative learning approaches. Pre-service and in-service teacher training programs at all levels will be revised to equip teachers with the necessary skills to use these media. In line with this, teachers will be supported to develop a wide repertoire of teaching and learning resources to enable them to adjust their teaching approaches to cater for the various needs, abilities and learning styles of their students.

Partnerships will be developed with relevant stakeholders to ensure that access and use of Internet for teaching and learning is widely available in all schools, and learning institutions in the country.

The sector will promote expert participation in the development of supplementary materials in literacy including national languages for both print and digitized forms.

The education sector will vigorously continue its investment in the acquisition of equipment and tools to support the teaching and learning of practical skills at all levels.

Mechanisms will be put in place to ensure that all learning materials including pamphlets developed by teachers and sold to students satisfy a set of standards before their introduction into

the school system. These standards will prioritize the organization of Teaching and learning materials to guide learners to acquire the ability to learn how to learn and how to use knowledge as well as to develop generic skills such as communication, creativity and critical thinking.

In order to increase the participation of students wishing to study at work or from home, MoHERST will mobilize resources and provide support to create opportunities for all through Distance Learning programmes and other innovative approaches.

In line with best practices, the integration and application of ICT in curriculum design and teaching-learning processes in tertiary and higher education institutions will be accorded top priority and pursued during the policy period

Assessment

The Education Policy of 1988 - 2003 and the Education Policy 2004 - 2015 placed emphasis on assessment as an issue in the quality improvement endeavours. However, there have been gaps in practice that do not result from the absence of relevant policies but rather a mismatch between policy and practice. Furthermore, these policies attempted to outline the types of assessment and their purposes but little or no reference to their use to improve teaching and learning through the pedagogical processes and curriculum design and implementation.

The national experience in past and current practices in the conduct of assessment engendered a new thinking that promotes Assessment for learning on the one hand and Assessment of Learning on the other as a diagnostic tool to strengthen the system rather than a sanction tool.

Consistent with this, the MoBSE initiated an intensive and extensive policy dialogue with key stakeholders through meetings and working sessions that led to the development of an operational policy for assessment of student learning. The policy sets out the agenda for a standardised and uniform assessment strategy for all categories of schools and is complemented by a policy that makes specific provisions for early childhood development and non-formal education.

Assessment which will include formal examinations; continuous assessment, routine and ad hoc diagnostic tests, and other forms of assessments will be based on the curriculum. Benchmarks will be established also to determine progress and monitor the standards of education across the basic and senior secondary levels in pursuit of excellence.

The education sector will ensure that assessment of and for learning plays a critical role in its drive to ensure inclusive, equitable, and quality education for all. A well- designed and regulated assessment system will be established to ensure the improvement of teaching and learning as well as accountability and creation of a reliable mechanism for certification.

The sector will ensure that there is synergy between the curriculum, teaching, learning and assessment by introducing policies, processes and procedures that would strengthen collaboration among the various directorates of MoBSE in the area of assessment. Assessment results will be used to address learning outcomes particularly in early grade learning numeracy and literacy. Benchmark and standards will be established to guide assessment practices at all levels,

particularly for the National Assessment Test (NAT 3, 5 and 8) and the GABECE and WASSE examinations.

The newly established Assessment Unit will engage and work closely with WAEC, PPARBD, CREDD and SQAD, in areas of storage, analysis, research, dissemination and publication of assessment related information.

The sector will ensure compliance with the assessment policy and assessment protocol. By the same token, the current GSQF will be expanded to cover tertiary and higher education and Majalis.

In order to institute improved assessment for the Majalis, MoBSE in collaboration with relevant partners will establish clear learning standards for students. These learning standards will be aligned with the GSQF. Further learning opportunities will be provided to students willing to pursue functional learning particularly in areas related to ICT and livelihood skills.

The National Assessment Test (NAT) will continue to be conducted for all students in grades 3, 5 and 8 in all categories of schools (government, private, mission and Madrassah) to inform the system on pupils' strengths and weaknesses. This information will be used in curriculum revision. SQAD, CREDD, the Assessment Unit and WAEC will collaborate in this venture.

To address the concerns of parents in the delivery of quality education and to encourage active participation of parents in education, a Participatory Performance Monitoring, (PPM) system, which will involve active participation of parents and communities in monitoring, supporting and collaborating with schools in all aspects of school life, will be introduced. School Performance Monitoring Meeting (SPMM), which is a component of the PPM, will be conducted annually in all schools.

Continuous assessment of pupils from grades 1-12 in all categories of schools using the learning achievement targets (LAT) will be put in place to ensure better teaching and to enable assessment of the value added as student's progress through basic education. Boards of governors of SSS and PTA committees at the basic level will be empowered to assume monitoring roles to enhance school management.

The GABECE and the WASSCE will continue to have continuous assessment components and established guidelines designed through collaboration between WAEC, Assessment Unit and CREDD will be reviewed from time to time. During the policy period, learning achievement targets will be designed for all grades.

Certification delivered at tertiary and higher education institutions will be strictly monitored to ensure compliance with set standards. To this end, MoHERST in collaboration with relevant partners will promote quality assurance in institutional assessment system to ensure transparency and accountability.

A framework for criteria and standards for the assessment of quality professional and academic training will be developed for tertiary and higher education institutions. This will be supported by

the provision of an external quality review of curriculum content through the relevant higher education body.

In view of the inherent weaknesses and the gains registered thus far, innovative strategies will be explored and implemented to achieve better learning outcomes. Such innovations will take account of systematic alignment of curriculum, pedagogy and assessment to promote teaching and learning.

Emphasis will be placed on assessment of training needs, integration of ICT into literacy and numeracy programs, teacher deployment and Monitoring and evaluation of literacy and numeracy programs.

Early Literacy and Numeracy

There is a growing body of evidence, which suggests that foundation skills in literacy and numeracy is a basic requirement for quality education provision. In this regard, the education sector has supported the interventions of Jolly Phonics, SEGRA and National Languages to improve the literacy and numeracy skills of early graders.

Although the findings from the recent EGRA and EGMA conducted in Gambian schools revealed some improvements in the reading and numeracy abilities of the students in Grades 1, 2 & 3, there still exists some skills gaps which continue to require attention. However, evidence from the assessment of Early Literacy in National Languages (ELIN) highlighted encouraging gains in the pilot intervention.

Convinced that each of the three literacy interventions has produced positive results based on its content, instructional design, materials, delivery modes and monitoring, work is at an advanced stage to harmonise the best practices of all these interventions into a Gambia Reads Programme for the purpose of increasing their efficiency and effectiveness.

Following this harmonization of the reading programmes, early grade teachers will receive training on literacy skills in national and English languages, while maintaining the geographical intervention coverage of Jolly Phonics, SEGRA and National Languages.

To strengthen the implementation of the literacy and numeracy programmes and achieve better learning outcomes, innovative strategies will continue to be explored and implemented. Such innovations will take account of systematic alignment of curriculum, pedagogy and assessment to promote teaching and learning. Environmental factors such as learners' area language, school leadership and teacher factors among others will be considered.

Emphasis will also be placed on assessment of training needs, integration of ICT into literacy and numeracy programmes, teacher deployment, and monitoring and evaluation of literacy and numeracy programmes.

School Agriculture

School Agriculture and the Home-grown School Feeding Programme (HSFP), will support and strengthen government's effort towards achieving the EFA goals and National objectives of the Program for Accelerated Growth and Employment (PAGE II).

In line with the national food security drive, School Agriculture will be promoted and supported to enhance school and community home grown school feeding program. Towards this end, the sector will collaborate with local authorities to provide institutions with suitable land for farming and gardening.

In collaboration with partners and stakeholders, school agriculture will be reoriented to cater for agricultural vocational education in schools. The School of Agriculture at the Gambia College will be strengthened and capacitated to produce the relevant technical professional staff.

Agriculture biased senior secondary schools will also be established.

School Library Services

The current situation of school libraries in The Gambia has revealed certain challenges in the implementation of the revised education Policy. Findings from CCMs and Gambia National Library Service Association (GNLSA) monitoring visits, reveal concerns relating to physical structure, book provision, trained librarians and the capacity of GNLSA to respond to the growing demands from school library services.

The focus of this policy will be on the creation of high-tech learning hubs for school communities that will encourage teachers and students to collaborate, communicate, and share experiences in support of active learning. This is premised on the role of the library as the hub of support to both teachers and students through assisting in the use and maintenance of current technologies by qualified and trained staff. The school library will become central to learning and play a key role in encouraging innovation, curiosity, and problem solving. It will serve as a catalyst for literacy and reading and for teaching and inquiry learning.

Taking cognizance of the need to 'encourage creativity and the development of a critical and analytical mind', all ECD centres will establish a Library Corner which will stock not only books and computers, but also materials essential for recreation and play.

The mobile library services will be revitalised and strengthened.

Efforts will be made for all school libraries, including ECD centres to have access and be connected to the internet with a view to establishing digital libraries.

Library and information literacy will be introduced into the curriculum at the LBS. Students will be taught to differentiate the different types of information sources.

Efforts will be intensified to ensure that all school libraries including ECDs are staffed with qualified librarians'/teacher librarians.

The Ministry of Higher Education, Research, Science and Technology will ensure that library, e-library services and documentation centres are available in all tertiary and higher education institutions.

The Ministry of Higher Education, Research, Science and Technology in collaboration with partners will support tertiary and higher education institutions to subscribe to digital specialized libraries around the world.

Teacher Training (Pre-Service and In-Service)

Currently, the Gambia College, the Gambia Technical Training Institute (GTTI) and the University of the Gambia (UTG) conduct teacher training in the Gambia. The Gambia College is the main provider of pre-service teachers for the lower and upper basic levels, whereas the GTTI trains teachers for the technical subjects at the upper basic level and UTG provides training targeted at the senior secondary level. The entry requirement for teacher training is based on performance on the WASSCE. However, each programme has its own entry requirements.

There exist several challenges in teacher training. UTG does not recognize the certificates provided by the Gambia College. Teachers trained at Gambia College must follow the same course as those from Grade12. This makes the upgrading unnecessarily long and costly.

Also, research on teacher content knowledge found that it has been low in some areas. These challenges may be traced to the absence of teacher professional standards, systematic in- service training, and regular external curriculum reviews for teacher education.

To address these issues, the education sector will develop and implement sound and comprehensive strategies to further develop teacher professional standards and ethics, systematic in-service training and periodical external curriculum review for teacher education.

Such strategies will be systematically implemented to strengthen teacher quality and the institutionalization of in-service teacher training. The current professional development programmes will also be further developed to meet the diverse training needs of teachers within a framework of a motivational teacher education programme.

Pedagogy and assessment methodologies that are consistent with the new ICT, programme learning and child-centred educational methods will be put in place and practiced.

At the level of pre-service training, the teacher training curricula will be revised to improve teacher content knowledge and modern pedagogical practices, including the use of ICT in education, education in ICT, distance learning modes of instruction and further learning.

To avoid duplication and inefficiencies in the delivery of both pre-service and in-service training, harmonization of teacher training programmes will be pursued, focusing on recognition of prior learning within and across programmes.

A comprehensive programme of teacher professional development that embraces action research, as a means of school-based curriculum development and continuous professional development of teachers will be institutionalized at all levels.

Efforts will be made to ensure parity in training and recognition of the ECD certification and remuneration for ECD teachers, similar to the arrangements for PTC and HTC.

MoHESRT will encourage institutions and, where feasible, provide support for them to increase the number of academic staff with doctoral degrees to improve the volume and quality of research carried out in the country.

The Ministry of Higher Education, Research, Science and Technology in collaboration with key partners will develop a standard profile for lecturers and tutors operating in all tertiary and higher education institutions. To this end, staff below the required standards will be offered the opportunity to be upgraded. Support would also be provided to increase the proportion of staff with doctoral degrees to help improve the quality and volume of in-country research.

Life Skills Education Programme

In keeping with government's commitment to the SDGs, priority will be given to Life Skills Education (LSE) programme in the policy. The LSE program will help learners acquire not only knowledge and skills but also behaviours (adaptive and positive) relevant to their self-fulfillment in a changing social and economic environment.

The Life skills education programme will continue to cover and strengthen the areas of HIV/AIDS prevention, the reduction of gender based violence in and around schools, the inculcation of peace building and tolerance, global citizenship and patriotism, population and family life and the environment including climate change, and support in the form of guidance and counselling services in schools will continue to be strengthened.

Peace Building and Tolerance

The Life Skills Education programme will equally focus on the promotion of peace education and conflict resolution. It will look critically at factors militating against peace, promotion of culture of peace and peaceful co-existence, and then build on strategies to make positive impact at the inter-personal, community and national levels. To meet the objectives and focus for a peace education programme, learners will be exposed to skills in conflict resolution and management (grievance handling, negotiations, arbitration). Schools will be encouraged to establish peace clubs and societies through which such skills can be practised and promoted or integrate the programme within the existing ones.

HIV/AIDS Prevention

As HIV/AIDS is more of a development problem rather than an exclusive health issue, children, youth, teachers and education sector personnel (vulnerable groups) will continue to be targeted to slow down the spread and progression of the problem. To sustain the gains already made, the education sector will continue the teaching of HIV/AIDS issues in all learning institutions to

ensure that these institutions are used as effective vehicles to intensify HIV/AIDS sensitisation in communities.

Gender Responsiveness

Apart from poverty, which limits the participation of girls and women in education, other factors that also relegate women in general to a disadvantaged and dis-empowered position include the value, attitudes and practices that consider girls and women as objects of sex and servitude, thus leading to early and forced marriage, male child preference, sexual harassment and abuse.

Women are also largely prevented from participating in decision-making, leading to a socialisation process that produces girls who lack assertiveness, self-confidence or self-esteem. All these factors in turn lead to gender inequity and inequality and seriously affect girls' access, retention and performance in education at all levels.

To this end, the policy on sexual harassment's implementation will be further reinforced and schools will be encouraged and supported to establish disciplinary committees, which will include teachers, parents and students. Gender responsiveness will usher in gender perspectives in the decision-making processes and leadership. This policy will continue to promote equity in all facets of management at the school level, teacher recruitment, promotion and student enrolment and completion across all levels of the education system.

Population and Family Life Education (POP/FLE)

The 2013 Census showed that 21.4% of the population of The Gambia fall within the age cohort of 15-24, and 64% of the population under the age of 24 years are the most vulnerable groups. The growing need for awareness within this group is enough justification for the sensitisation of POP/FLE issues as inherent in the National Development Programmes.

Guidance and Counselling

Guidance and Counselling (G&C) will continue to be one of the support services intended to augment education programmes and the delivery of quality education in The Gambia. There is empirical evidence that G&C is contributing to the enhancement of access, retention and performance of both boys and girls in the upper basic and SSS where such services are provided.

Guidance and Counselling will therefore be expanded and extended to the lower basic schools. Thus, teachers and counsellors will be trained and equipped with the requisite knowledge, skills and attitudes to effectively provide the required services.

Support in the form of guidance and counselling services in schools will continue to be strengthened.

Career Guidance and Counselling

Career guidance and counselling will be provided to raise aspirations, challenge stereotypes and encourage students to consider a wide range of vocations and courses. Students have limited awareness of the existence of many career and vocational options because of lack of information.

This ignorance often leads to unrealistic career aspirations and decisions. Therefore, there is, a need to assist students to have more realistic career choices, expectations and development in order to assist them to choose, prepare, enter, progress and grow optimally in a suitable career.

Accordingly, a career guidance and counselling programme will be developed and implemented to ensure that students make more informed and better educational and career choices.

The programme will provide teachers, school administrations and parents with information that is much needed to support student's career exploration and post- secondary educational opportunities. Students will be assisted to make the best possible career choices, through strengthening the educational system by providing motivational and meaningful approaches to education.

The programme will ensure that students become aware of the many courses to consider, interpret occupational interest inventory and decide what to do after school as well as help students apply to tertiary and higher education institutions.

Such a vital component of students' academic life will have to begin at the Basic cycle where students will be assisted in considering and deciding on their choices of Senior Secondary school in relation to subjects offered by the various Schools to assure continuity and an ultimate structured career path.

For a sustained career-counseling programme, the required structures and resources will be made available to give this area the requisite impetus for the desired outcome. In the same vein, the education sector will collaborate and forge partnerships with relevant institutions to make the most of existing expertise and information to enrich the development and maintenance of comprehensive programme. Guidance and counseling with greater emphasis on career counseling will be a mandatory and integral part of Teacher education programme of study at the university and the college.

Global Citizenship and Patriotism

Global citizenship is an ethos. It aims to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges to become proactive contributors to a sustainable world. Education for global citizenship helps and enables young people to develop the core competencies, which would allow them to actively engage with the world, and help make it a more just and sustainable place. It will be implemented through a whole-school approach, involving everyone from learners themselves to the wider community. This will include the promotion of social justice and a culture of peace as well as the appreciation of diversity and the importance of sustainable development. Global citizenship will therefore be mainstreamed throughout the education process.

For the creation of a unified nation bound by a common purpose complemented by a sense of duty and loyalty to the nation, awareness of patriotism in all learners will be developed. Attitudes and values guided by patriotism and democratic principles and practice, as well as elements that foster societal cohesion, will continue to be promoted.

School Health and Nutrition Education

Integrating a comprehensive inclusive school-based health program into the sector plan will lead to implementation of interventions that prevent many children from dropping out of school, and positively impacts on the performance of children. Enhanced understanding of basic health, especially school-based de-worming and eye health (vision screening) will serve as a tool to implement more comprehensive, inclusive life skills and school health programming.

School health will be delivered through the school system and supported by a formal agreement between the health and education sectors. Safe, simple, and effective school-based interventions by which the education sector, typically with oversight from the health sector, can address the most common health and nutrition conditions that affect school-age children and educational outcomes will be supported.

The sector will collaborate with the MoHSW to implement institution-based health service delivery and school health and nutrition education will be moved away from medical approach to school based programmes that will seek to improve access and retention; and school based de-worming. Awareness creation of neglected tropical diseases and vision screening will be introduced.

School Improvement Initiatives

To improve the organization and functioning of schools, a set of realistic and implementable interventions aimed at improving the quality and standards of teaching and learning has been institutionalized within an integrated framework of all school improvement initiatives. Such initiatives are as follows:

School Improvement Planning
Monitoring and Supervision
School Star Award System
After School Support Programme

School Improvement Planning

Under this intervention, the education sector will continue to support schools to develop and implement school improvement plans whose major source of funding will be the SIGs. The process of developing these plans will continue to be quality assured through a set of minimum requirements and levels of verifications and endorsements that must be met by the schools.

Monitoring and Supervision

In monitoring and supervision of teaching and learning, the minimum standards for quality education indicators will be systematically monitored to ensure that schools meet the required standards. Those that do not will be provided with targeted support to upgrade their performance. The monitoring would also provide data on how well schools are delivering quality education. To this end, the cluster-based monitoring system will continue to be strengthened in all facets of its

mandate while the participatory performance monitoring which empowers community participation in school monitoring will continue to be promoted through support that will continue to be provided to the annual School Performance Monitoring Meetings in all public lower and upper basic schools.

Curriculum implementation will continue to be monitored at all levels of the education system. Internal monitoring and supervision by head teachers will be reinforced to improve the performance of both teachers and students. Schools will continue to be monitored and supervised to ensure that objectives, targets and strategies for quality improvement are set and implemented.

School Star Award Scheme

The school star system will continue to be a school based program that rewards schools for improving learning outcomes of students. It will serve as a monitoring tool that will gauge the effectiveness and efficiency of schools while providing on-going feedback for all school community stakeholders. Accordingly, the scheme will continue to be promoted and supported to achieve the objective for which it was established.

After School Support Programme

In a bid to supplement the work of the teachers at schools and provide remedial support to students at home, an *After-School Support Programme* was piloted and introduced. The programme will be evaluated to determine the extent to which it has been successful. If the results are positive, it will be scaled up and supported accordingly.

Science, Technology, Engineering Mathematics Education (STEM)

The education sector recognizes the importance of Science, Technology, Engineering and Mathematics (STEM) as a pre-requisite for skills development, innovation, creativity, entrepreneurship and employability. However, the education sector is challenged with inadequate and poor infrastructure, insufficient number of trained teachers in the STEM areas, students' negative attitudes towards Mathematics and Science, inadequate number of schools offering science and inadequate teaching and learning materials, among others.

In this regard, the education sector will design and implement strong STEM education policies and programmes commencing from the basic education level to tertiary and higher education levels. To ensure quality STEM education, the following priorities will be pursued:

(a) The sector will promote a STEM education policy that will ensure the development of a strong science, technology, engineering and mathematics education commencing at the basic and secondary level to the development of in-country based research scientists, technologists and engineers at tertiary and higher education level;

(b) Access to STEM education will be increased at all levels with particular focus on youth, girls and marginalized groups;

(c) Efforts will be intensified to strengthen research, teaching and the learning of STEM in formal, non-formal and informal settings with dynamic linkages with the productive and

social sectors;

(d) The tertiary and higher education system will be strengthened to improve the quality and quantity of STEM graduates;

(e) The two sub-sectors will align their STEM interventions to promote efficient planning and implementation of a national STEM education programme from basic education to higher education;

(f) Funding and priority will be accorded to the development, promotion and popularization of STEM education. In addition, alternative and innovative funding mechanisms will be promoted through greater private sector involvement.

Information and Communications Technologies

ICT is recognised as an essential tool to better facilitate effective and efficient management of the sector. ICTs will therefore be used to improve quality education that is accessible to all.

An integrated ICT strategy, within a sound ICT infrastructure, vital for the successful achievement of the sector's main priorities will be developed. This ICT strategy will be driven by the need to invest in ICTs in a way that will achieve the greatest benefit at the lowest cost for the good of society.

In addition to the local area network (LAN) set up in the buildings of the Education Sector, additional networking facilities will be provided for the regional offices, given their anticipated responsibilities under the decentralisation process. A wide area network (WAN) linking all the directorates and units of the Education Sector and schools will also be strengthened.

All staff of the education sector, including the ancillary, will be facilitated to have varying degrees of computer literacy. At least, every staff member will be able to send and receive e-mails in a timely manner. E-mail accounts provided will be easily identifiable from private accounts. Appropriate ICT training will continue to be provided to all staff depending on rank and need.

Strategic partnerships will be built with all stakeholders, including the private sector and development partners. The sector will co-ordinate the implementation of all such interventions taking into account the need to build local capacity and sustainable mechanisms.

All public educational institutions will progressively be provided with networked computers, computer peripherals and Internet access through public- private partnership. Private institutions will be required to include ICT as part of the educational curriculum.

Training workshops and other professional development activities will continue to be conducted for school heads, teachers and students to ensure that every teacher and student in the country is computer and information literate. A website and school-net programmes will be set up for every school and both students and teachers will be encouraged to participate in projects and other educational activities.

In collaboration with other stakeholders, such as WAEC and USPC, a national ICT policy for educational institutions will be developed. ICT will be offered at the GABECE and WASSCE including tertiary and higher education levels and will include programming, database design, website and administration, maintenance and repair and network and systems administration.

Access to ICT resources and facilities in schools will be made available to out-of- school youth and other members of the community. Communities in which public education institutions are located will be encouraged to use the ICT resources and facilities to communicate and to improve their numeracy and literacy skills. Cyber cafés and computer resource centres will be established in every region to enhance the ODL programmes of both UTG University and the Gambia College.

Educational Broadcasting Services (EBS)

The EBS Capacity will be strengthened through in-depth training on the development of materials, production, editing and dissemination of educational programs. New EBS television and radio stations will be established to facilitate the transmission of educational information, programmes and materials dedicated to support teaching and learning in all educational institutions. These transmissions would be enhanced by satellite connections through partnership arrangements to increase the outreach to the most deprived communities. In parallel with this, the Educational Broadcasting Unit (EBU) will be strengthened to work with the EBS to design and develop educational programmes for transmission to the schools and communities.

These programmes will be based on the school curriculum, not only to complement instruction provided by teachers, but also to improve teacher effectiveness. The broadcasts will also be used, in tandem, for advocacy and sensitisation of the wider community on educational and relevant topical issues. In this endeavour, the sector will collaborate with the Gambia Radio and Television Services (GRTS), NGOs, international agencies and other partners to produce and broadcast documentaries and other education- related programmes for children and adults.

The services will be expanded to incorporate broadcasts for adult learners and out- of-school youth. Thus, EBS will gradually cover all components of the sector programmes for effective implementation of all activities at the basic and post-basic levels. Closer co- operation and collaboration will be established to better produce the forum devoted to educational issues on GRTS: Education Forum.

Pre-Vocational & Technical and Vocational Education & Training

Technical and Vocational Education & Training (TVET) has the potential to better prepare students for wage and self-employment as part of the socio- economic diversification process. Despite this potential, TVET continues to suffer from inadequate infrastructure, small numbers of TVET graduates, non-responsive TVET training to meet the labour market needs and inadequate number of scholarships for TVET teachers, instructors and students. It also suffers from a perception that TVET is a second option for most students.

To address these issues a TVET operational policy will be formulated and implemented. It will provide a national TVET framework with clear directions on linkages between TVET and pre-

vocational delivery, general education, tertiary and higher education, labour market needs, quality service delivery and Public-Private Partnership (PPP) arrangements. The relationships among these institutions and the private sector will be governed by regulatory measures that will ensure synergy in their operations and that TVET education is mainstreamed into the overall educational system with emphasis on relevance and multi-stake holder participation.

The policy will also focus on access, out-of-school youth, lifelong learning opportunities, teacher training, infrastructure and funding. The PPP arrangements would ensure that employers increase their engagement with TVET institutions to bridge the skill gaps and to deliver the needs of both young people and the economy. Research evidence suggests that early introduction of TVET in the education system sows the seeds of interest among young learners. In line with this, pre-vocational courses will be introduced from Grade four. A new TVET model will address the perennial challenges faced in the administration of Pre-Vocational and TVET programmes, especially to create continuity for learners from Basic and Secondary Education, as well as TVET to transit to Tertiary and Higher Education.

To facilitate implementation of the policy increased resources will be devoted to the promotion of quality and relevant technical and vocational education at all levels with the goal of enhancing job-creation. This would help minimize the issue of oversupply of mismatched qualifications for the current labour market.

The Ministry of Higher Education, Research, Science and Technology through NAQAA, will continue to develop qualification framework, accreditation and validation of the relevant skills identified through research findings.

Bilingual Education

In an increasingly globalized society, the use of one or two international languages for effective communication among world citizens is critical for any meaningful socialization that engenders sustainable development. Equally important is the use of national languages as media of communication among indigenes to safeguard the intangible cultural heritage of any country. Cognizant of the importance of the above, a bilingual education programme will be introduced in two pathways.

English with French or Arabic will be a stream in the first bilingual pathway while one national language with English will be the second stream in the other pathway.

The first bilingual pathway will be pursued in schools and institutions targeting both students and staff of the sector while the second will exclusively be pursued in schools from grade 4 to tertiary and higher education.

To facilitate implementation of these programs, an operational policy on bilingual education will be developed and implemented with clear parameters on languages, content, curriculum and assessment on the one hand and teacher training, deployment and distribution on the other.

The Ministry of Higher Education, Research, Science and Technology in collaboration with partners will explore the possibility of introducing Spanish and Mandarin as subjects at the University of the Gambia.

The Ministry of Higher Education, Research, Science and Technology in collaboration with other partners will encourage the introduction and teaching of national languages at the University of the Gambia. Support will also be provided to establish a linguistics department at the UTG.

Sport Education

The government's policy is that the development of sports in The Gambia must begin at the school level to encourage grassroots involvement. In line with this school sports will not be treated as only a recreational matter but rather as a fundamental subject that contributes to the holistic development of students and their health contributing ultimately to increased academic achievement. School sports will be fully integrated in all school activities and delivered by trained physical education and sport teachers. The ESSP therefore includes special provisions to encourage excellence in sport by eliminating barriers and conflicts between sports and academic pursuits.

Appropriate sporting infrastructure will be provided in every school and sports will be diversified to promote a wide variety of sporting activities both at the central and decentralized levels. Venues for national sport championships for schools are decentralized. In the urban and peri- urban areas, where space for sporting facilities is limited, the sharing of facilities by proximate schools will be pursued. The education sector will ensure that each child practices the sport of his/her preference.

Innovative approach for sport financing will be promoted through community initiatives and PPP to promote sports in holistic and positive manner in schools.

Physical education programs will also be developed with the Gambia College and MoYS to develop training schemes for physical education and sport teachers. To promote education and school sports, which has hitherto been marginalized in the school curriculum, this education policy will be vigorously pursued through interventions aimed at advancing the cause of school sports in the country.

Music Education

Music education is a powerful tool for attaining children's full intellectual, social, and creative potential and is considered a fundamental component of human culture, particularly when the content is clearly linked to indigenous cultures.

Despite these benefits, the teaching and learning of music in schools has lost momentum significantly over the years due mainly to a decline in interest and expert input resulting from the absence of a clear policy focus on key priorities such as curriculum and assessment, teacher training, partnerships and financing.

However, attempts have been made recently restore music in schools but the approaches used are more ad hoc than systematic and comprehensive. Accordingly, an operational policy accompanied

by an implementation plan will be developed to sharpen the policy focus on music education that puts emphasis on indigenous cultures.

The development of the policy will be guided by a vision that enables all students from ECD to higher education to have an opportunity to learn music through a traditional instrument and progress to the next level of excellence. Equipping teachers with the requisite skills to use music as a teaching methodology will feature prominently in the overall teacher training strategy as part of the new dispensation. Once a new strategy for music education is finalized, it will be piloted and subsequently scaled up using the incremental approach

Environmental Education Including Effects of Climate Change

Noting that environmental degradation and depletion of natural resources create cycles of poverty, poor health conditions, loss of wildlife and generally constrain development, Government has over the period enacted coherent policies that have made provisions for the integration of environmental education in school curricula, among other legal frameworks for environmental planning, management and decision-making. MoBSE has promoted and encouraged environmental education through available opportunities and innovative approaches in schools. These include production of educational materials, periodical training workshops, the introduction of Social and Environmental Studies as a subject since the early 1990s and the use of schools as centres for environmental awareness

Since then, new environmental issues have emerged, requiring education sector intervention. For example, there is urgent need for young people to be equipped with the necessary knowledge, skills and attitudes to be able to address the challenges triggered by climate change resulting in global warming and sea level rise; coastal and marine degradation, loss of biodiversity, and issues of waste and waste management. Currently, MoBSE in collaboration with partners developed and trained trainers on a comprehensive training manual on environment education under the Programme for Regional Environment Education (PREE).

Considering the risks associated with climate change, and to engage students to become proactive in adopting appropriate responses to the profound changes taking place on the West African coastline, the education sector will partner with the relevant stakeholders to push forward environmental education, including its integration in curricula at all levels of the education system. This would include promotion of institutional, cultural and social interactions that are needed for positive human- environment interactions in all educational institutions (ECD to University).

In partnership with the national, regional and international bodies, pedagogical practices for accelerating learning outcomes and for engendering positive actions on the environment will be adopted and institutionalised in schools, including Madrassahs. To this end, the use of the new ICT, development of environmentally friendly infrastructure and learning materials will be prioritised.

The Ministry of Higher Education, Research, Science and Technology will encourage and facilitate the universities and other training institutions to develop and offer training courses in

natural resources management and other courses that are relevant for improving positive human-environmental interactions.

Educational institutions will continue to serve as entry points for community outreach programmes such as sensitization, environmental awareness campaigns, workshops and competitions. In this regard, schools will be encouraged to develop a calendar of activities for the environmental education programme and actions to improve the environment.

Over the policy period, assessment and evaluation of environmental education programmes will be conducted on a regular basis. In addition, environmental impact assessment, in conformity with the international standards, will continue to be conducted for all major infrastructural development projects of the sector.

The sector will open its doors to partnerships, for accelerating the implementation of mitigation measures likely to reduce the impact of climate change, especially on the coastal and marine areas.

MANAGEMENT OF EDUCATION

Organisational Structure

The ministries of education will continue to be responsible for policy development, management and Co-ordination in The Gambia. They will guide the development of the education sector during the plan period and beyond and further reinforce its management capacities to cope with the implementation process.

Directorates under MoBSE

The Ministry of Basic and Secondary Education will maintain the following professional directorates, each of which is headed by a director who is responsible for advising the Permanent Secretary on technical and professional matters related to their areas of expertise and responsibility:

- *Planning, policy analysis, Research and budgeting*
- *Human resources*
- *Basic and secondary education programmes*
- *Standards and quality assurance*
- *Science and Technology Education*
- *Curriculum research, evaluation and development*

Planning, Policy Analysis, Research and Budgeting Directorate

This directorate will have four integrated units: planning, budgeting, information and statistical analysis. Its primary function will continue to incorporate advice on analysis of policy issues; collection, compilation, analysis and dissemination of education statistics; analysis and evaluation of recurrent and development expenditures from both government and external sources. EMIS will continue to be accorded a priority status in the quest for an effective tool in the rational planning of the education system. School mapping exercises will be mounted every year to ensure equitable distribution of educational facilities, institutions and resources.

Human Resources Directorate

The directorate is responsible for human resource development and management. Its work includes promotions; teacher posting assessment; teacher recruitment through Gambia College, GTTI and the UTG, and co-ordination of all aspects of the department's training programs. The PMS will be further strengthened to facilitate the sector's training needs and staff promotion. The department will continue to improve the system to enhance transparency and accountability.

Basic and Secondary Education Programmes Directorate

This directorate will be responsible for guiding and advising on policy issues within the context of basic and senior secondary education programming; co-ordinating and monitoring its effective functioning with programme linkages to include ECD, gender education, special needs education, Madrassa education, non-formal education, life skills education and school health, school agriculture and food management.

Science and Technology Education Directorate

This directorate will be responsible for advising on and coordinating all aspects related to the design, programme development, training and capacity building in the area of science and technology education in schools and the sector as a whole. Although the emphasis is on science and technology education, this directorate will have joint oversight with CREDD of all learning areas. It will also be responsible for the further development and enhancement of science and technology education at all levels. In addition, the directorate will also provide outreach medium for transmission of the ministry's programmes and activities.

Standards and Quality Assurance Directorate

This directorate will be responsible for monitoring compliance of the education plan and its associated acts and regulations in all schools operating in The Gambia. It will maintain its primary function of monitoring and supervision of standards at all levels of the school system (including pre-schools and the Madrassa); learning achievement targets, teacher quality and performance, PTA and SMC involvement. It will popularise the use of appropriate technologies to improve the performance of both teachers and students.

Curriculum Research, Evaluation and Development Directorate

Established as Curriculum Development Centre in 1975, the directorate is responsible for operationalising the broad strategic policy aims and objectives into syllabuses and textbooks to support teachers' classroom practices. Among its functions are to advice on the overall goals of education in The Gambia and to guide the derivation of learning areas. It also provides technical guidance and co-ordination in the development and production of suitable instructional materials for the basic and secondary education. Further, it fosters professional development within the teaching community by facilitating the formation of professional associations.

Over the plan period, while these functions will remain pertinent, the organizational structure for curriculum research, planning, monitoring and evaluation processes will be reviewed and updated to reflect its core functions of curriculum research and development as well as capacity building for the various specialised agencies in relation to curricula improvement, implementation and evaluation. Capacities will be developed at the various levels for curriculum research and evaluation.

Regional Education Directorates (MoBSE)

Regional education directorates will continue to be headed by regional directors. They will be engaged in education policy dialogue and take full responsibility for the planning and implementation of educational programmes in the regions. The directors at this level will, in the interim, be answerable to the Permanent Secretary pending the handover of the education service to the local government authorities. Given the new responsibilities of the regional directorates that would come with the decentralization process, the directorates will continue to be strengthened to perform their new functions effectively in the reformed local government structure. The role of the

MoBSE Headquarters will largely be to monitor and evaluate policy implementation across the system in the regions for quality assurance.

Projects Co-ordination Unit (PCU)- MoBSE

The Projects Co-ordination Unit will continue its role of donor mobilisation and co-ordination. The PCU will continue to manage and co-ordinate the classroom construction programme through a partnership arrangement and undertake the overall contracts management for the procurement of goods, works and services, arrange for the disbursement and replenishment of funds for project-supported activities, coordination of programme reviews and supervision, facilitate training activities and technical assistance requirements under the external support programme. It will support the ministries in the procurement of all goods and services. In recognition of the contribution of The Gambia's development partners to the education enterprise, effective co-operation will continue to be promoted with the donor community in this regard. To this end, efforts will be intensified to mobilise resources for the sector through bi-lateral and multi-lateral grant financing.

Directorates under MOHERST

The Ministry of Higher Education, Research, Science and Technology will maintain professional directorates, each of which will continue to be headed by a director. The directors will advise the Permanent Secretary on technical and professional matters related to their areas of expertise and responsibility. However, there will be a functional analysis to determine which structure would satisfy the requirements of the ministry best in addition to the following existing ones:

Planning, Policy Analysis and Budgeting Directorate

This directorate will be responsible to coordinate, collect, process and analyse data for timely information provision, projections and simulations on relevant areas within the mandate of MoHERST

Tertiary and Higher Education Directorate

This directorate will be responsible for the co-ordination of all aspects of tertiary and higher education programmes, facilities and resources.

Science, Technology, Engineering and Math Directorate

This directorate will be responsible for STEM and STEM related activities and the management of the MoHERST website.

Research Directorate

This directorate will be responsible for areas related to research relevant to the directorate, coordinate research activities create and manage a documentation and publication unit

Support Structures

In order to effectively and efficiently manage subvented institutions at the level of tertiary and higher education, the following support structures (i-v) whose composition will continue to be

determined by the ministers for Education, will continue to operate with a great deal of autonomy and accountability:

- *National Accreditation and Quality Assurance Authority*
- *Gambia College Council*
- *University Governing Council*
- *Advisory Council on Education*
- *Projects Management Unit*

National Accreditation and Quality Assurance Authority

The National Accreditation and Quality Assurance Authority (NAQAA) shall be the body responsible for regulating national tertiary and higher education institutions and programmes to enhance the provision of quality education. NAQAA will further ensure improved management, facilities, resources and learning outcomes in tertiary and higher education institutions. The number of established and registered institutions and accredited programmes are expected to increase. This will culminate into the development of the much-needed human capital stock relevant to the socio-economic development of The Gambia.

The tertiary institutions including those offering TVET programs that were under the defunct National Training Authority (NTA) and higher education institutions under the management of NAQAA will be brought together to enhance the judicious use of financial and human resources. It will enable NAQAA to serve as a regulatory tool to ensure the rapid increase in access to tertiary and higher education without compromising quality and relevance in the sector.

Gambia College Council

Apart from its traditional role of human resource management and mobilisation of resources, the council has the mandate to direct and regulate the instruction and teaching within the college and the examinations held.

University Governing Council

This council shall be responsible for the management and administration of the whole of the revenue and property of the university. It shall have general control over the university and all its affairs, purposes and functions and all such other powers and duties as may be conferred upon it by Statute or Ordinance.

National Research Council

The National Research Council of The Gambia will be the leading agency for management, funding and conducting of research in The Gambia. The mission of the Council will be to conduct research, advance science, technology and innovation, and support Gambian researchers. The Council will be an autonomous institution and will be governed by a Scientific Board whose members will be selected from prominent scholars from Government, universities, industry and research institutions.

The overall objective is to establish a council which will be responsible for promoting, developing, organising, conducting and coordinating research and development in line with national development targets and priorities thus assisting in the promotion of active participation in research activities across all academic, government and industrial sectors.

The National Research Council will consist of relevant stakeholders with authority as the lead organisation entrusted with the development and coordination of publicly-funded research schemes and programmes. This will help guide the national research efforts to be consistent with national priorities. The above mentioned duties are not exhaustive as the Council will oversee all research activities within the country in other areas such as law, arts, humanities, transport, trade and so on.

Advisory Councils on Education

Currently, there exist a council for Basic and Secondary Education. During the plan period a similar council will be established for Higher Education Research Science and Technology.

These Councils will be responsible for advising the Ministers on questions of policy affecting education and matters of educational significance and to perform such other duties as may be prescribed by or under the respective Education Acts.

Project Management Unit (PMU) MoHERST

The Project Management Unit is responsible for the management of projects and monitoring the implementation of Memorandum of Understandings with partners.

Decentralisation and Governance

Cognizant of the current challenges confronting Local Government Authorities (LGAs) in The Gambia, MoBSE will endeavor to harmonize education decentralization within the context of local government decentralization, in preparation for ultimate adoption and take-over of school management of all basic and secondary schools within their jurisdiction.

The education sector will strive to continue to align its organizational structures and sector management within the context of the national decentralization reforms and processes.

Education decentralization at the local level will be further enhanced through community participation with the involvement of parents and communities in such structures as Parent Teacher Associations (PTAs), School Management Committees (SMCs) as well as Mothers' Clubs in school management and planning. The Boards of Governors within the SSS will continue to have oversight responsibilities for schools under them with support from both regional and headquarter directorates.

Regional Education Directorates are mandated to engage in education policy dialogue to execute responsibilities of planning, management, coordination and implementation of educational programmes in the regions.

Without any prejudice to any structural reconfiguration which may take place during the implementation of the national decentralization policy, the regional directors will continue to be answerable to the Permanent Secretary within the current educational dispensation.

Given the anticipated responsibilities of the regional directorates in relation to the future decentralization process, the directorates will continue to be strengthened within the context of this policy and in readiness for absorption by the regional government structures. For quality assurance, MoBSE headquarters will continue to provide supervision, monitoring and evaluation of policy implementation across the system.

To the extent that the prevailing regulations will permit, the PS will gradually transfer and devolve greater authority to the REDs to enable them to better manage financial, human, material and capital resources.

The provision of relevant tertiary education in the country will be decentralised gradually through expansion and diversification of TVET programmes in all the regions of the country, especially for the rural area.

Monitoring and Evaluation

In cognizance of the important role that monitoring and evaluation plays in flagging the achievements or successes made by the education sector, as well as indicating the gaps and shortfalls in relation to policy objectives, the sector continues to put great premium in advancing the monitoring and evaluation activities for an enhanced insight of the education system. The Ministry of Basic and Secondary Education has a Monitoring and Evaluation Unit which carries out its activities on a sector-wide comprehensive framework. As is already the practice, the education sector achievement trends and other findings that accrue from the M&E process, would continue to be shared with partners in the form of quarterly sector reports, updates on the sector progress during the CCMs, and in the Joint Donor Review and Supervision Missions.

There is need to continue to strengthen the capacities of the monitoring and evaluation structures, and to support wider coverage of the M&E process.

In view of the need to measure and share tangible results from policies and programmes within the framework of accountability, the sector will continue to support the existing monitoring and evaluation structures, both up and downstream. A system of monitoring and evaluating MoHERST's programmes that are aligned to the mandate and functions of the Ministry will be instituted. Similarly, the individual directorates and units will monitor their activities and generate quarterly reports.

A central monitoring and evaluation unit will be established to compile all unit reports and produce a centralized quarterly monitoring and evaluation report, in conjunction with the policy objectives of the sector.

Partnership

The education sector has over the years enjoyed meaningful participation of diverse partner institutions in the delivery of education and training services from early childhood development to university education including adult and non-formal education. Increasingly, the role of the education sector partners, such as religious missions and development partners, is becoming more relevant in the equitable provision of education and training and for improved educational outcomes, especially amongst the disadvantaged and marginalized groups of the population.

Despite the encouraging mobilization of such partners through the use of memoranda of understanding, the absence of a well-designed partnership strategy that serves as a framework for multi-stakeholder participation in education and training continues to constrain the efforts of the sector in more meaningful engagements.

The Ministry of Higher Education, Research, Science and Technology will promote and support the establishment of links between tertiary and higher education institutions in The Gambia and other relevant institutions in the sub-region and beyond for closer collaboration and cooperation in research work. MoHERST will encourage public-private partnership in student training and placement.

Towards this end, the two ministries will develop a comprehensive partnership strategy to guide the mobilization of resources, competencies and commitment from the public and private sectors, civil society, Non-Governmental Organizations, Inter-Governmental Organizations and communities. Both MoBSE and MoHERST will use this framework to further develop operational partnership models that support interventions in pursuance of their own mandates. Such models will take account of the comparative advantage that resides within the key actors of the partnership with a view to maximizing the potential for expanding basic and secondary education opportunities, including early childhood development and adult literacy on the one hand and opportunities in tertiary and higher education, technical vocational education and training, research and science, technology and innovation on the other.

Performance Management

The Performance Management System has been introduced in the MoBSE to respond to a need of developmental system of management that seeks to synchronize functions of the personnel, the processes and the systems in the Ministry. The PMS was later extended to the school system with the development of operational structures and tools at both management and school levels. However, there is still insufficient school and community accountability within the PMS.

Despite the enhanced rate of programme implementation, the PMS is yet to be fully operational. At the level of MoHERST, the systematic use of a recognised PMS has not been institutionalized.

At the school level, there will be a tripartite arrangement whereby the head teacher will sign with both the regional director and the SMC chairperson

In order to address the inherent weaknesses, the PMS will be further developed to be more efficient and effective in institutional assessment, job profiling, competency assessment and performance

reward. The results generated from the systems will be used as a major component in decision making in the areas of promotion, disciplinary and capacity building.

In this light, the monitoring, documenting, reporting and reviewing processes will be improved upon across the sector.

The current situation at MoHERST will be reviewed with a view to introduce a comprehensive performance management system.

Ministry of Higher Education, Research, Science and Technology will ensure that clear lines of accountability at the institutional level are established for and within every institution. These include: reviews of performance pegged against well-defined goals; external quality reviews and internal quality assurance processes for teaching and academic programs; reporting on financial accounts and conducting creditable internal and external audits; and good governance through information reports and statistics to the Governing Body.

Donor Coordination

Over the years, a strong donor coordination mechanism has been established by the sector. This mechanism has provided a unique experience, in the areas of good governance, effective stakeholder communication, strong community partnership through joint donor review and supervision missions, and Local Education Group (LEG) in which the sector's performance is reviewed. Through this donor coordination mechanism, a sector-wide approach (SWAp) has been introduced to help in the development and implementation of sector wide policies and plans.

Furthermore, the institutional arrangements that are required to enhance effective donor coordination within the framework of Paris Declaration will be strengthened. However, a major challenge is the full-scale implementation of the Paris Declaration on Aid effectiveness.

It is on the basis of the above that the education sector acknowledges the need to continue to ensure that all donor coordination mechanisms are guided by the principles of the Paris Declaration.

To this end, donor coordination mechanisms within the framework of sector-wide approach will be further strengthened using the LEG, CCM and the Joint Donor Review and Supervision Missions

Knowledge Management

Considering that the education sector is a knowledge-based organization, improved Knowledge Management (KM) is essential to its management at the national, regional and local levels. The adoption and use of ICT to enhance and facilitate Knowledge Management (KM) has brought to focus the urgent need to come up with new methods, tools and techniques in the development of KM system frameworks to promote effective management of knowledge for improved service delivery in education.

Education Management Information System (EMIS)

There exists an EMIS at MoBSE which is aimed at enhancing knowledge management in the sector. However, the system is characterized by fragmented databases where administrative school data are housed at PPARBD, teacher payroll is shared between the HRD, Accounts and the Records Office, while CREDD and INSET manage curriculum content linked to individual teachers, the ANFED, ECD, as well as DSTE handles their data and information respectively.

A similar pattern of data management culture is found at the higher and tertiary subsector. Hence the absence of a comprehensive database in place. Consequently, the EMIS will be strengthened as part of the broader sector wide knowledge management context with the view of consolidating the various datasets to reduce redundancy and increase efficiency to ensure that at any given moment the sector can comprehensively produce data to inform the decision-making processes in the education system.

A unique individual student, teacher and non-teaching staff system will be established to track learning from admission at grade level throughout their life spans. The introduction of a student identity numbering system will help track students from lower levels of education to the higher levels. Shifting the unit of observation from school level to learners has great potential and merits as it has the potential for conducting longitudinal studies that would allow education planners to detect developments or changes in the characteristics of the target population at both the learner and the school level.

Human Resource Management and Development

The competitive advantage of any institution resides mainly in its human resources. Therefore, the effective management and utilization of these human resources cannot be over-emphasized. This has been recognized by MoBSE, leading to the creation of the Human Resources Directorate to ensure the effective management and development of its human resources.

As the policy implementation of any organization is the direct function of the activities of its human resources, the implementation requirements of the Education Policy and Strategic Plan puts pressure on the existing work systems and human resources coupled with the following challenges:

The absence of HR policy has restrained clarity in terms of understanding HR functions, thus culminating in overlaps in personnel data, unnecessary cost in remuneration and wastage in the sector.

The education sector has had a long tradition of staff training and development; however, the approach is more operational than strategic and needs to be improved upon

The inadequacy of a comprehensive HR data base has led to the system's inability to properly monitor and track staff training thus creating loss of financial resources for the education sector.

In view of the foregoing challenges, operational HR policies will be developed and implemented to guide the administrative functions of the HR systems.

The education sector will develop and implement a comprehensive training plan which takes account of the training needs.

A comprehensive HR data base will be further developed and used to strengthen coordination, monitoring and implementation of staff training, promotions and postings.

Teacher Welfare and Development

In order to attract and retain people with appropriate qualifications to take up teaching as a career, the sector will consolidate the existing incentives. To address the issues of unequal distribution of qualified teachers, MoBSE will continue to provide hardship allowances to teachers serving in deprived or designated hardship areas. In addition, staff quarters will continue to be provided based on set criteria in communities where accommodation is a challenge.

The Ministry of Basic and Secondary Education will also continue to collaborate with relevant partners to promote teacher welfare such as loan and housing schemes and will continue to support the Best Teacher Award Scheme in collaboration with the GTU to motivate and retain teachers.

A database of personnel will continue to be developed, in collaboration with the Personnel Management Office (PMO), to track more efficiently, the human capacity of the nation and attendant training needs.

The education sector will develop and implement a comprehensive training plan which takes account of the training needs.

The training of teachers through short-term in-service programmes in such fields like ICT applications, curriculum design and development, educational planning and management, and similar other areas will receive priority.

To this end, the UTG will be commissioned to provide degree level training, diploma and certificate courses for short and long term duration

Given the importance of the teacher factor in the provision of quality education, strategies to motivate and retain teachers will be put in place. This will include, among other things, better remuneration and recognition for teachers.

Teachers in difficult regions will be given varying levels of hardship allowances depending on the classification of the regions.

A special incentive package will be designed and introduced for teachers in regions 3 - 6. Coupled with this incentive package, will be the introduction of teachers' housing scheme for serving teachers in difficult areas. In addition to these support schemes, the area councils and communities will be encouraged to sponsor dedicated serving teachers in very deprived communities. This will help in eliminating the disparity in the regional distribution of qualified teachers.

A Professional Standard Board (PSB) will be set up to ensure professional standards of teachers are developed and adhered to.

Efficiency Measures (Internal)

Cognizant of the fact that all children of school age must go to school, most importantly all children must remain in school and complete their education within the set number of years, the sector will endeavor to improve internal efficiency of the system through i) reduction of repetition and dropout rates, ii) the judicious use of the practice of double shifting of classrooms and multi grade teaching amongst other measures.

Gender parity has been one of the sector's targets in its service delivery. The sector in a bid to overcome gender related challenges will continue to adopt strategies aimed at curbing dropout and repetition due to various reasons e.g. early marriages, teenage pregnancy, poverty and socio-cultural factors.

In a bid to ensure access, retention and completion of schooling cycle for all children, the sector will continue to encourage the use of multi-grade teaching in less densely populated communities

In order to efficiently & effectively utilize the existing facilities while promoting universal access to education, the sector will continue to promote the double shifting of school classroom facilities to improve enrolment and retention of students.

In an attempt to improve learning outcomes, the sector will continue to improve on strategies geared towards increasing and making best use of instructional time.

The sector will continue to operationalize the ICT in order to improve efficiency & effectiveness of service delivery

The sector will continue to focus on strategies aimed at enhancing internal efficiency in the use of resources at the school level including equitable teacher postings & deployment across the school system.

Periodic career path analysis using cohort or cross-sectional or pseudo-longitudinal analyses will be conducted to inform decisions to improve internal efficiency of the education sector.

The sector will strengthen the monitoring and supervision systems & mechanisms of schools to eliminate both teacher and student absenteeism.

Given the need to maximally and efficiently utilise existing facilities in schools, training centers and Higher education institutions, both MoBSE and MoHERST will continue to focus on key efficiency measures with emphasis on the use of physical facilities.

Credit transfer system will be institutionalised within and across tertiary and higher education institutions for programme mobility of students. A clear and cost-effective transition mechanism between Gambia College graduates and the University will be established.

Research

Even though research is not optimally recognised and/or appreciated as an important means of generating knowledge and adding value to products and services produced by the public and

private sectors, some research activities are underway in The Gambia. Most of these researches are carried out by such institutions as the National Agricultural Research Institute (NARI), the Medical Research Council (MRC), the Centre for Innovation against Malaria (CIAM), the CREDD, the Educational Research Network for West and Central Africa (ERNWACA) and the University of The Gambia (UTG). However, what is missing and needed by all stakeholders are coherent national laws governing the institutional framework including oversight arrangements within which research would be conducted and results/innovations from research used.

Currently, there is insufficient investment in research and development at the national and institutional levels; and, although there is a National Ethics Committee for ethical issues in health research, there is no national research council with clearly defined oversight functions within a policy setting.

As the Ministry responsible for research, MoHERST is committed to giving research a new impetus through the cultivation of a research culture, building research capacity and fostering research techniques in all the institutions. In partnership with other stakeholders, the Ministry will work towards strengthening the research infrastructure and capabilities within the tertiary and higher education sector in order to increase research output. Research institutions will be supported to establish the necessary infrastructure and to mobilise funding for research activities.

Given the centrality of research capacity to achieving development results, more deliberate and systematic efforts will be made, in collaboration with national and international partners, to obtain support from recognized universities and research institutions as well as to increase the number of academic staff with appropriate qualifications including doctorate degrees, to help improve the volume and quality of research carried out in the country.

In collaboration with other stakeholders and partners, MoHERST through the Research Directorate will develop a research agenda and map out a framework to coordinate national research activities. The National Scientific and Technological Research Council (NaRDIC in the THEP) will be encouraged to develop a national R&D Strategic Plan to guide the implementation of research activities and programmes.

Government will initiate joint, strategic ventures for adequate and sustainable financing of tertiary and higher education research in The Gambia, as well as seek funding for research endowment Chairs and Units from non-state actors and affluent individuals to encourage research in various fields or disciplines.

Monitoring and Supervision

Monitoring and supervision play a key role in the provision and improvement of quality education. To ensure that schools continue to provide quality teaching and learning for all students, MoBSE will strengthen the systems and strategies put in place for regular and effective monitoring and supervision of schools at all levels.

Table 0:2 Key Sector Indicators (Baseline Vs Targets)

	Indicators		Baseline 2017	Target 2030
	Quality of Teaching & Learning			
	1. Textbooks			
	Pupil-textbook ratio in UBS		1:01	1:01
	Pupil-supplementary reader ration in LBS		1:01	1:01
	Pupil-supplementary reader ration in UBS		1:01	1:01
	2. National Assessment Tests			
	Mean score in Grade 3 English		46	50
	Mean score in Grade 3 Mathematics		41.8	45.1
	Mean score in Grade 5 English		50.1	54
	Mean score in Grade 5 Mathematics		49.2	53.7
	3. Reading Competency			
	% of students in grade 1 who can read at least one word per minute		50%	70%
	% of students in grade 2 who can read at		70%	100%
	least one word per minute			
	% of students in grade 3 who can read at		100%	100%
	least one word per minute			
	4. Teachers			
	% of unqualified teachers		10%	5%

Source: MoBSE EMIS

Table 6: Key Sector Indicators (Baseline Vs Targets)

Indicators	Baseline 2013	Target 2017	Target 2030
Quality Delivery & Learning			
Amount of Money given to UTG as budget support for digital campus	GMD 0	GMD 18, 000,	GMD 43, 000,
Amount of Money mobilized as budget support for teaching and learning materials in higher education	GMD 10, 000,	GMD 50, 000,	GMD 150, 000,
Number sponsored at bachelor's degree level on education	0	350	1000
Number sponsored at master's level on education	0	117	200
Number sponsored at doctoral level on education	0	19	45
Accreditation and Quality Assurance Framework	0	1	1
National Qualification Framework (TVET and Tertiary and Higher Education)	0	2 (1 each)	2
Number of studies conducted for curricular review	0	1	3
Number of monitoring survey conducted in a	0	2	2

Source: Touray, 2013 (Unpublished Thesis), MoHERST, HEMIS

Program Development Objective

The Quality and Relevance Program Area is expected to deliver as an output: *Improved delivery of quality and relevance of basic, secondary, technical and vocational education and training, tertiary and higher education achieved*

Main deliverables

Results	Responsible Institutions
Adequate quality and quantity of teaching and learning materials (hard and soft) made available for all levels of education & training;	HED-MoHERST, SU-MoBSE,
Relevant and up to date curriculum;	CREDD-Assessment Unit & NAQAA
Relevant and up to date TVET programs including livelihood skills operational	HED-MoHERST
The literacy and numeracy skills of early graders improved through EGRA, EGMA including the use of national languages	CREDD-MoBSE, INSET
Highly qualified staff motivated and retained	HED/PRD-MoHERST, HRD-MoBSE
Effective and efficient school management	SIU-SQAD-MoBSE
An effective monitoring and assessment system implemented to support teaching & learning	SQAD, PPARBD and Assessment Unit
A comprehensive life skills education, school health and nutrition program, including school sports implemented	LSEU-BSED-MoBSE
An effective higher education quality assurance system developed and implemented	HED-MoHERST

Programme Area 3: Research and Development

Policy Priorities

This program area will focus on the following policy priorities that are expected to deliver the results identified for this program area:

1. Research Governance
2. Research Infrastructure
3. Funding
4. Partnerships

Research Governance

The establishment and strengthening of research institutions and their active participation in research activities will improve research governance.

The Ministry will therefore work to increase research coordination by establishing NaRDIC whose mandates will include advice on application of research activities in the national development sectors for greater effectiveness and efficiency. This will be preceded by a study of indicators relating to research infrastructure, personnel and activities, and the development of a policy framework on research in the country. The Ministry will embark on monthly research seminars to present and dialogue on research papers of Gambians and on Gambia- related matters.

Research Infrastructure –

The research infrastructure in higher education and research institutions in the form of laboratory facilities are inadequate. In the medium term, MoHERST will mobilise resources through the UTG Faraba Banta Project to buy laboratory equipment and facilities for the University, and use existing capital expenditure to upgrade laboratories in other areas such as Edward Francis Small Teaching

Hospital (EFSTH) and Brikama campus. More resources will be mobilised to upgrade laboratories at GTTI and Gambia College for the teaching and learning of science, more so by trainee teachers associated with STEM.

Funding

The importance of a sustainable funding mechanism to support research and development activities cannot be overemphasized. Accordingly, domestic financial resources, mainly from Government will be gradually mobilized to increase the current allocation in tandem with need. Furthermore, efforts will be made for additional resources to be generated from research activities in order to sustain the funding of the interventions in this area. However, given the quantum of resources needed to develop the research infrastructure, additional support will be sought from external development partners.

For the medium term, the ministry will engage government to allocate 1% of GDP on research matters. GTTI and UTG will be supported in their consultancy activities to generate funds for the respective institutions.

Partnerships –

The impact of public-private partnerships in research and development are currently inadequate. In the medium term, government will ensure that the collaboration between industry, research, and higher education institutions is increased and strengthened to improve the quality of research and service delivery to the community.

Table 7: Key Sector Indicators (Baseline Vs Targets)

Indicators	Baseline	Target	Target
Research and Development	**2011**	**2017**	**2030**
National coordination body	0	1	1
Number of research seminars organized by MoHERST in a year	0	4	4
National research policy framework	0	1	1
Number of research coordinated by MoHERST a year	1	4	8
Number of upgraded public research laboratory for the STEM teaching and learning	0	2	5
Number of international research awards to a research institution in a year	0	1	2
% of GDP allocated to Research	Below 0.5	1%	1%

Source: Touray, 2013 (Unpublished Thesis), MoHERST, HEMIS

Program Development Objective

Research and Development Program Area is expected to deliver as an output: Research in the critical fields of development, **mainly health, agriculture, basic sciences and human resource development and management** promoted and strengthened

Main Deliverables

Results	Responsible Institution
Research associations established and functional	PRD-MoHERST
Functional research laboratories increased within research and higher education institutions	PRD-MoHERST
Sustainable funding mechanism for research established	PRD-MoHERST
The level of international collaboration in research and development increased	PRD-MoHERST

CHAPTER 3: Programme Area 4: Science, Technology Engineering and Math

The STEM Programme Area of the ESSP will focus on policy enablers as priorities that support the implementation of the STEM policy as it relates to science and technology education across all levels of education, and the general socio-economic development of the country. As such the following will be initially pursued:

1. Science, Technology, Engineering and Math
2. Information and Communication Technologies
3. STEM Infrastructure

CHAPTER 4: STEM Governance

The Gambia education system will continue to strengthen STEM education that is responsive to the sustainable socio-economic and cultural development of the country. Accordingly, the education sector will continue to focus on the improvement of teacher training programmes, gender equity in STEM education; promotion, development and dissemination of indigenous technologies; provision of adequate teaching and learning resources as well as establish strategies to improve students' performance in STEM education. This will require the development of Science, Technology, Engineering and Mathematics (STEM) Manuals. The STEM education programmes will encourage the development and promotion of entrepreneurial skills.

During the period, more science and technology teachers will be trained at the University, and experimental laboratories will be built and existing ones upgraded in tertiary and higher education institutions. The budget allocation for provision of laboratory equipment and facilities at the University will also be increased through GLF, loans and donor funding.

CHAPTER 5: Information and Communication Technologies

During the MTP period, government will encourage the use of ICT as a teaching and learning tool across all levels of education. The pursuit of excellence in the teaching and learning process of the education and training system for the transformation of the Gambian economy will be emphasised. To this end tablets with internet connectivity will be provided for students in the University on a pilot base. For the general Gambian population, basic ICT literacy will be promoted across the country, which will require training of trainers, and national training activities.

STEM Infrastructure - The Ministry of Higher Education, Research, Science and Technology was established in 2007 to, among other things, steer the nation's STEM agenda.

CHAPTER 6: Science, Technology, Engineering and Math Education

Following the establishment of the Ministry, Kanilai Institute of Science and Technology (KIST) and a Science Park of the University of The Gambia in Faraba Banta have become top priorities to government. These will be the focus of the sector during the MTP period. STEM indigenous products and processes will be promoted. Activities around these products and processes will be built into KIST and Science Park structures.

STEM Governance - A sound institutional and regulatory framework is central to an effective and well-functioning STEM ecosystem. Government's role is relevant to creating an environment under which STEM flourishes through incentives and regulatory measures. A STEM governance structure is essential to steer the national STEM agenda and to facilitate the effective implementation of STEM policies and programmes.

In the medium-term government will establish a sound STEM governance framework to ensure sustained commitment by government, industry, society and all stakeholders in facilitating effective policy implementation, improve transparency, accountability, entrepreneurship, safe and appropriate use of STEM. A national STEM Council will be established to assist MoHERST in the aforementioned function.

National Technology Foresight - Measuring the impact of STEM policies and programmes is indispensable. The national STEM policy of The Gambia, like all other government policies, will need regular and adequate monitoring and evaluation for assessing the country's capacity gap, benchmarking and comparing the country's performance with its neighbors and the rest of the world. To reap the benefits from our national objectives for STEM development, it would be prudent to constantly monitor the country's innovation system, assess the country's innovation capabilities, and identify barriers to innovation.

At the macro level, a number of international organisations including the World Bank competitive indexes and the UNESCO Institute of Statistics (UIS) are involved in benchmarking activities based on regular updated databases. Activities of this nature enable countries to position themselves with respect to their competitors and, as well, measure their performance and progress over time. More elaborate indicators that monitor and assess STEM ecosystems should complement macro-benchmarking activities of these organisations. An effective way of doing this is to systematically document these indicators through the conduction of regular surveys using limited well-defined samples, but conducted rigorously.

MoHERST will develop The Gambia's STEM Outlook as an instrument to measure and evaluate our national science, technology and innovation performance and to compare it with developments in neighboring countries and the world at large. This will include innovation indicators and trend analysis. Input/output approach will be developed to evaluate the transformation of innovation assets (R&D investment and education among others) into innovation returns (patents and scientific publications among others.). This approach will capture the meso-level of innovation performance (the interaction between the state and the social agents and collectively pushing the formation of well-functioning innovation system) of The Gambia. The meso-level analysis of innovation performance would provide useful policy implications for STEM development.

Additionally, each country has unique geographical, political, economic and socio-cultural structures and needs to customize its innovation policy according to its own needs and requirements. This requires strategic scanning and foresight exercises, which helps to identify and select those prospective sectors or areas of the economy that represent potential developmental

advantage. Thus, technology needs in major productive sectors of the economy will be identified through foresight during the entire plan period.

Program Development Objective

STEM Program Area is expected to deliver as an output: STEM national processes as envisaged in The Gambia's development plan harmonised, coordinated and integrated.

Main Deliverables:

Results	Responsible Institutions
STEM education and training programmes developed and implemented	STED-MoBSE, DSTEM-MoHERST
The use of ICT for technological and scientific innovation promoted.	DSTEM-MoHERST,
Proactive programmes for the availability of STEM infrastructure developed, strengthened and sustained.	DSTEM-MoHERST,
An STEM governance framework established and functional	DSTEM-MoHERST,

Programme Area 5: Sector Management

Policy Priorities
This program will focus on the following priorities:
Organisational Structure
Decentralization and Governance
Education Management Information System treated under Knowledge Management
Monitoring and evaluation
Financing
Donor Coordination
Knowledge Management
Performance Management
Partnerships
Human Resource Management and Development
Teacher Welfare and Development
Efficiency Measures (Internal)
Research

Monitoring and Evaluation

Program Development Objective

The Sector Management Program Area is expected to deliver as an output: Effective and efficient delivery of education and training services.

Main Deliverables

Results	Responsible Institutions
A comprehensive policy agenda and framework developed and implemented	PPARBD-MoBSE, PRD-MoHERST
Effective financial planning and management ensured.	PPARBD-MoBSE, PRD-MoHERST
Effective knowledge management information system developed and implemented	PPARBD, MoBSE, PRD-MoHERST
Effective planning, development and management of human resources ensured	HRD-MoBSE,
Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured	PRD-MoHERST, M&EU- MoBSE
An effective and efficient regulatory mechanism for public and private tertiary and higher education institutions ensured	HED-MoHERST
	HED-MoHERST
Partnerships to mobilize political and financial commitment promoted, coordinated and strengthened.	PCU-MoBSE, PCU- MoHERST
A harmonized education decentralization within the context of local government decentralization guaranteed (Decentralization and Governance)	
An efficient and effective institutional assessment, job profiling, competent assessment and performance reward system ensured (Performance Management)	
Effective institutional arrangements to ensure donor coordination	
Effective utilization of education facilities and resources to ensure enrolment and retention Planning (MoBSE), REDs	

PLANNED INTERVENTIONS

ACCESS & EQUITY PROGRAM AREA

The interventions planned under the Access and Equity Program are expected to deliver Increased access to and improved equity within basic, secondary, technical and vocational education and training, tertiary and higher education.

Result Area 1: Schools, Madrassah, skills centres, tertiary and higher education environment conducive for teaching and learning

1. Construct accessible and user-friendly facilities that will cater for all students including the differently-abled.
2. Construct accessible and user-friendly resource centres that will cater for differently-abled.
3. Conduct annual facility audit and survey to provide data that will inform decisions on construction, rehabilitation and maintenance of facilities at all levels
4. Construct new classrooms and rehabilitate dilapidated facilities in schools
5. Construct new classrooms and rehabilitate dilapidated facilities in training institutions
6. Construct new classrooms for recognized madrassahs
7. Provide school furniture, water points and separate sanitary facilities for girls in madrassahs
8. Provide school furniture, water points and separate sanitary facilities for girls in schools
9. Implement the school maintenance policy

Result Area 2: Increased learning opportunities in basic, secondary, tertiary and higher education institutions,

1. Provide user-friendly school donkey carts to communities where the school-aged population is low;
2. Develop and implement flexible madrassah calendars
3. Provide grants (subvention) to AMAANAH
4. Provide SIGs to all schools from ECD to SSS including madrassahs
5. Develop the capacities of the madrassahs to be able to implement school improvement initiatives.
6. Provide loans and more scholarships to students, especially for females
7. Establish some form of students' loan schemes for needy students
8. MoHERST will further collaborate with AMAANAH and other stakeholders to explore possibilities to accommodate Madrassah graduates in tertiary and higher education institutions in The Gambia.
9. Provide opportunities for Madrassa graduates to be admitted to tertiary & higher education institutions

Result Area 3: ECD Children/Students adequately prepared for teaching and learning;

1. Train ECD facilitators;
2. Provide appropriate furniture to annexed ECD centres;
3. Monitor & evaluate ECD program;
4. Implement the ECD integrated approach;

5. Provide appropriate teaching & learning materials for annexed ECD centres;
6. Train facilitators in ECD to cater for different languages;
7. Construct ECD classes in deprived communities as part of an existing school.

Result Area 4: Access to adult learning courses increased

1. Develop functional literacy materials reflecting contemporary and innovative issues;
2. Design Standard National Certification program for level 3 within the framework of the NSQFW
3. Develop educational activities in the form of core-curriculum in line with the national benchmarks;

At the level of Gambia College

4. Introduce standardized Quranic scripts to increase options and cater for group interest needs.
5. Monitor and evaluate non-formal education programs
6. Facilitate transition from NFE classes to formal schools and integration of basic life and livelihood skills;
7. Improve and implement the Public-Private Partnership Approach for effective non-formal education service delivery;

Result Area 5: Access to TVET programs, particularly in deprived areas increased

1. Provide seed money for TVET graduates;
2. Conduct labour market research to determine the TVET training needs of the country;
3. Establish multi-purpose skill centres in the regions;
4. Train out-of-school youth on self-employable skills;

Result Area 6: Retention and performance of teaching staff improved

1. Develop and implement a teacher reward system;
2. Construct staff living quarters
3. Conduct a needs assessment survey on teacher support and motivation;
4. Provide hardship allowances to teachers serving in designated hardship areas;
5. Provide housing facilities for teachers in designated hardship areas;
6. Build the capacity of lecturers to facilitate the implementation of access and equity strategies in higher and tertiary education
7. Conduct academic staff appraisal on quarterly basis to reward performance in all higher education institutions
8. Provide incentives to teaching staff especially for science teachers in tertiary and higher education

Result Area 7: Retention of female students across all levels of education improved

1. Develop and implement communication strategies
2. Conduct mathematics and science clinics
3. Provide scholarships to women and girls enrolled in the areas of the sciences and mathematics at the higher and tertiary education institutions

Result Area 8: Access to all levels of education and training for children with disabilities improved

1. Conduct baseline surveys to establish the actual numbers and requirements of learners with special needs.
2. Strengthen existing special schools to enable them fulfill their functions as centres for outreach services for those with severe disabilities and for staff in the mainstream schools.
3. Provide appropriate teaching and learning equipment;
4. Expand the training of teachers at both levels, pre-service and in-service in order to support an inclusive teaching system.
5. Conduct regular assessments of all categories of special needs children to determine appropriate health and educational interventions.
6. Conduct a national disability survey to establish the numbers of children with special needs for quality service delivery.
7. Strengthen regional education directorates with adequate resources to support both the conventional schools and madrassahs to attain a successful mainstreaming programme;
8. Provide a range of alternative modes of education for school-aged children to include resource centres and polyvalent itinerant teachers
9. Provide adequate and appropriate support services, at all levels in order to facilitate the inclusion of children with disabilities in the existing system;
10. Conduct research on different aspects of children with special needs and ensure documentation and dissemination to stakeholders.

Result 9: A nationally-owned school feeding program developed and implemented

1. Develop resource mobilization strategies to ensure sustainability of the home-grown school feeding program
2. Build capacities of key actors in the monitoring and implementation of the program
3. Provide meals to students from ECD to SSS including madrassah
4. Tertiary and higher education institutions will be supported to establish canteens.
5. Sensitize communities for greater participation in the school agriculture and feeding program
6. Map out potential master farmers and types of crops cultivated across the country
7. Intensify advocacy to support the development of sustainable agricultural enterprises (poultry, orchards, fish ponds *etc.*) in schools and communities
8. Develop appropriate curricula to enhance school food security through the development of pre-vocational materials;

Result 10: Out-of –school children provided with an alternative form of education through a conditional cash transfer (CCT) scheme

1. Conduct bi-annual assessments to help gauge the performance of students
2. Provide one off material support to new Majalis to engage in economic activities that would make them self-sufficient to finance the running of their classes.
3. Gradually introduce CCT to out of school children who are apprenticed as an incentive for them to undertake literacy and numeracy classes.
4. Conduct regular monitoring exercise

5. Conduct periodic evaluations of the CCT
6. Conduct periodic surveys of out-of-school children
7. Provide subsidies to heads of majalis;
8. Support the capacity building of facilitators
9. Provide teaching & learning materials
10. Establish guidelines for the disbursement of funds and implementation of programmes

Result 11: All levies in public schools abolished in favour of grants

1. Continue to implement the guidelines for the management of grants
2. Continue to provide grants to all public schools
3. Develop and implement regulatory framework for the elimination of all forms of levies in public schools;
4. Package and provide information on the profile of private schools on the provision of services;
5. Conduct periodic financial audit;
6. Monitor and evaluate performance of grants

1. *ESSP Costs, 2016-2030(MoBSE)*

Basic and Secondary Education Finance (USD '000)																
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	**2030**
	28,788	29,159	30,367	31,841	33,441	35,136	37,001	39,070	41,217	43,368	45,456	47,475	49,497	51,500	53,580	55,791
ECD	1,294	1,395	1,503	1,621	1,747	1,883	2,030	2,188	2,359	2,543	2,741	2,955	3,185	3,433	3,701	3,990
LBE	15,102	15,388	16,074	16,788	17,445	18,001	18,551	19,018	19,506	20,068	20,733	21,499	22,308	23,144	24,005	24,893
UBE	7,982	7,957	8,249	8,706	9,273	9,964	10,746	11,746	12,712	13,532	14,029	14,358	14,732	15,244	15,908	16,630
SSE	4,411	4,419	4,541	4,727	4,977	5,289	5,674	6,118	6,641	7,225	7,953	8,663	9,272	9,679	9,967	10,279

Table 3b MTP Cost (US 000) 2014 – 2017 Tertiary & Higher Education

Access and Equity	2014-2017	2018	2019	2020	2021	2022	TOTAL
Special needs	**68.4**	**15.15**	**16.97**	**18.79**	**20.61**	**22.42**	**162.34**
Scholarships and Loan Scheme	**3,653.71**	**1,363.64**	**1,515.15**	**1,666.66**	**1,818.18**	**1,969.69**	**11,987.03**
a. Open Scholarships	2,108.26	757.58	848.48	939.39	1,030.30	1,121.21	6,805.22
b. Loans - Open	1545.45	606.06	666.67	727.27	787.88	848.48	5,181.81
Physical Facilities	**60,182.11**	**5,090.90**	**121.21**	**6,136.36**	**151.51**	**7,157.57**	**78,839.66**
a. Completion of Ndemban skills centre	3,222.11	0.00	0.00	0.00	0.00	0.00	3,222.11
b. Completion of refurbishment exercise at Julangel skills centre	3,500.00	0.00	0.00	0.00	0.00	0.00	3,500.00
c. Completion of UTG Faraba Banta project	53,460.00	0.00	0.00	0.00	0.00	0.00	53,460.00
d. Establishment skill centres	0.00	5,090.90	121.21	6,136.36	151.51	7,157.57	18,657.55
Gender equity initiatives - Female students	**1,837.01**	**727.28**	**757.58**	**787.88**	**818.18**	**848.49**	**5,776.42**
a. Scholarships	1,151.52	454.55	484.85	515.15	545.45	575.76	3,727.28
b. Access programme	685.49	272.73	272.73	272.73	272.73	272.73	2,049.14
Staff Welfare and	**3,300.00**	**1,650.00**	**1,650.00**	**1,980.00**	**2,310.00**	**3,300.00**	**11,880.00**

Development							
Total	**69,041.23**	**8,846.97**	**4,060.91**	**10,589.69**	**2808.48**	**13,298.17**	**108,645.45**

QUALITY & RELEVANCE PROGRAM AREA

Result Area 1: Adequate quality and quantity of teaching and learning materials made available for all levels of education & training

1. Provide free textbooks to all public and grant-aided schools at all levels and subsidized for the private schools;
2. Provide textbooks and supplementary materials for the teaching & learning of French
3. Shift from 100% reliance on print text to the introduction of digitalized interactive teaching and learning materials
4. Provide supplementary readers and classroom consumables in the right quantities to schools;
5. Develop information, education communication (IEC) strategies for the effective management of teaching and learning resources;
6. Build capacities of teachers on the production of low cost teaching and learning materials;
7. Conduct a census of existing school libraries to establish their status
8. Mobilize resources in support of school library services
9. Train school librarians on school library management
10. Provide school library materials
11. Develop and implement operational policy on school library services
12. Sensitize school heads, SMCs and cluster monitors on the role of school library as a learning centre
13. Provide unrestricted access to digital indexed journals to all HEIs
14. Establish national e-books, e-library and e-learning programmes for basic, secondary, tertiary and higher education levels with emphasis on the sciences and mathematics

Result Area 2: Relevant and up to date curriculum for basic and secondary education operational

1. Conduct a nationwide consultation on how the curriculum of Basic Education can be improved in relation to content and practices including knowledge, skills, behaviours, pedagogical practices/teaching methods, assessment and evaluation procedure, school organisations, culture and social interactions
2. Review and renovate curricula at all levels of the education system
3. Develop materials on renovated curricula
4. Update secondary school teaching syllabus
5. Train practitioners on action research in relation to curricula development and implementation
6. Orientate teachers on the use of renovated curricula materials
7. Strengthen the practitioners' capacity to effectively develop their own materials
8. Develop programmes on curriculum studies for initial and in-service teacher training
9. MoHERST in collaboration with partners will vigorously encourage higher education institutions to develop programmes that are responsive to special needs (page 12 of the policy).
10. Digitise School curriculum to facilitate access to the full range of teaching and learning materials.

11. Update the current Curriculum Framework for basic education and develop one for senior secondary schools.
12. Revise the ECD learning standards including developing the child through play and preparing the child for the formal education system.
13. Use national language as the medium of interaction at the ECD level

Result Area 3: Relevant and up to date TVET programs operational; (Add TVET policy)

1. Review and develop TVET programs in conformity with training needs
2. Develop materials on revised TVET programs;
3. Orientate practitioners on the use of revised TVET programs
4. Develop a system of accreditation and recognition of evidence of prior learning to facilitate credit transfer within and across TVET programmes and institutions
2. Expand Gambia Skills and Qualification Framework (GSQF) from level 4 upwards, incorporating identified local and global competencies and in conformity with international standards.

Result Area 4: The literacy and numeracy skills of early graders improved through Early Learning Integrated National Languages and, Early Grade Numeracy Program (EGNP)

1. Train teachers in early grade reading;
2. Conduct baseline on EGNP;
3. Develop strategies on the implementation of EGNP interventions;
4. Train head teachers, classroom teachers, cluster trainers and coaches on EGNP;
5. Train and support teachers to conduct school-based assessment especially in the area of reading;
6. Redesign the NAT items to make it more conducive to early grade students
7. Monitor and assess early literacy abilities;
8. Scale up the early reading in national languages pilot program;
9. Train head teachers, classroom teachers, coaches in the national languages reading program;
10. Develop teaching & learning materials on early grade literacy in national languages;
11. Train head teachers and cluster monitors on how and what to monitor in order to support literacy development;
12. Train teachers on infant methods placing emphasis on the use of interactive and child
13. –centered approaches;

Result Area 5: Highly qualified staff motivated and retained

1. Train teachers in pre-vocational and technology subjects at the tertiary level
2. Train teachers on content knowledge in English and Mathematics through e-learning training mode
3. Continue to provide scholarships for the training of senior secondary school teachers at the UTG;
4. Develop professional standards for teachers;

5. Strengthen staff training to ascertain quality service in higher and tertiary institutions;
6. Review and strengthen the HTC Programmes to provide adequate and competent teachers especially technical teachers for TVET programmes
7. Develop better recruitment, training and retention packages to attract more PTC graduates to HTC Primary and for high quality and motivated STEM teaching staff especially in pure sciences, engineering and mathematics

Result Area 6: Effective and efficient school management

1. Provide ongoing leadership training for Head teachers;
2. Develop and implement development programmes for school leaders (study tours, peer networking, experienced principals used as trainers & facilitators.
3. Strengthen the capacities of schools to implement the minimum standards;
4. Continue to implement the star system based on the attainment of the minimum standards
5. Develop remedial programs and strategies to enhance student mastery of numeracy and literacy skills at the lower basic level;

Result Area 7: An effective monitoring and assessment system implemented to support teaching & learning

1. Conduct regular monitoring and supervision of schools using the monitoring framework at all levels;
2. Develop and implement the participatory performance monitoring (PPM) system;
3. Implement the School Performance Monitoring Meetings (SPMM) in all public lower, upper and basic cycle schools annually;
4. Develop remedial programs and strategies to enhance student mastery of numeracy and literacy skills at the lower basic level
5. Provide guidelines for conducting continuous assessment in schools.
6. Continue to conduct national assessment tests for grades 3, 5 & 8 in conventional schools
7. Conduct national assessment tests for grades 3 & 5 in madrassahs
8. Train core subject teachers in upper basic schools on the administration of continuous assessment;

Result Area 8: A comprehensive life skills education, school health and nutrition program, including school sports implemented

1. Implement the operational policy on Education-sector response to HIV/AIDS
2. Implement Sexual Harassment Policy
3. Strengthen the capacities of partners in the area of peace building initiatives
4. Train teachers on issues of adolescent and integrated reproductive health
5. Train teachers and counsellors on the requisite knowledge, skills and attitudes to effectively provide the required services (psychosocial skills and career guidance);

6. Sensitize teachers on the coat of arms, the national flag, pledge and anthem
7. Provide specimens of the national flag to all schools
8. Provide health services that students need to stay in school *e.g.* periodic de-worming, iron and vitamin supplement for school children, first aid kits
9. Conduct a health and nutrition survey to establish a baseline that will inform the health and nutritional status of school children;
10. Adapt school sporting programs to ensure that differently able persons can receive the same benefits;
11. Conduct inter-school sports competitions at regional/municipal and national levels;
12. A career guidance and counselling programme will be developed and implemented to ensure that students make more informed and better educational and career choices

Result Area 9: An effective higher education quality assurance developed and implemented

1. Review and revise the regulatory framework for the operations of non-state providers of tertiary and higher education;
2. Develop a framework with criteria and standards for assessing academic quality in tertiary and higher education within the country;
3. Conduct regular external reviews of tertiary and higher education programs including TVET;
4. Develop a system of accreditation and recognition of evidence of prior learning to facilitate credit transfer within and across tertiary and higher education institutions

ESSP Cost 2017-2030 (MoBSE)

	Basic and Secondary Education	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**
	II. QUALITY & RELEVANCE	**3,786.04**	**3,480.00**	**2,547.50**	**2,480.00**	**3,480.00**	**2,547.50**	**2,715.00**	**2,715.00**	**2,715.00**	**2,715.00**	**2,715.00**	**2,715.00**	**2,715.00**	**2,715.00**	**40,041.04**
1	Curriculum and Assessment	301.08	350	350	350	350	350	350	350	350	350	350	350	350	350	**4,851.08**
2	Early Literacy and Numeracy Skills	236.04	200	200	200	200	200	200	200	200	200	200	200	200	200	**2,836.04**
3	Teacher Training (Pre-Service & In-Service)	818.57	200	200	200	200	200	200	200	200	200	200	200	200	200	**3,418.57**
	Pre-Service	691.04	100	100	100	100	100	100	100	100	100	100	100	100	100	**1,991.04**
	In-Service	127.53	100	100	100	100	100	100	100	100	100	100	100	100	100	**1,427.53**
4	Life Skills, School Health & Nutrition	50	50	50	50	50	50	50	50	50	50	50	50	50	50	**700.00**
5	Teaching and Learning Materials	741.5	500	67.5	-	500	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	**2,416.50**
	LB	441.5	200			200										**841.50**

	UB			67.5			67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	67.5	**675.00**
	SS	300	300			300										**900.00**
6	School Improvement Initiatives	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	**14,000.00**
7	Monitoring and Supervision	255	255	255	255	255	255	255	255	255	255	255	255	255	255	**3,570.00**
8	Library Services	75	75	75	75	75	75	75	75	75	75	75	75	75	75	**1,050.00**
9	Science & Technology	272	500			500										**1,272.00**
	School Sports		250	250	250	250	250	250	250	250	250	250	250	250	250	**3,250.00**

Table ESSP cost (US 000) (Tertiary & Higher Education) 2017 - 2030

Quality of Teaching & Learning	**2014-2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Curriculum and Assessment	**358.18**	**7.58**	**9.09**	**10.61**	**310.91**	**12.12**	**12.12**
a. Curricular reviews	240	0	0	0	300	0	0
b. Development of a National Qualifications Framework	100	0	0	0	0	0	0
c. Monitoring surveys	18.18	7.58	9.09	10.61	10.91	12.12	12.12
Training of Teachers and Lecturers	**7862.35**	**1601.52**	**1,664.09**	**2,166.36**	**1,861.36**	**1,599.24**	**1,299.24**
a. Impact assessment	287.5	0	0	200	0	300	0
b. Training of teachers and lecturers	7574.85	1,601.52	1,664.09	1,966.36	1,861.36	1,299.24	1,299.24
Teaching and learning materials	**1,515.15**	**606.06**	**666.67**	**696.97**	**757.58**	**857.58**	**957.58**
Library services	**545.45**	**151.52**	**181.82**	**212.12**	**151.52**	**60.61**	**60.61**
Total	**10,281.13**	**2,366.68**	**2,521.67**	**3,086.06**	**3,081.37**	**2,529.55**	**2,329.55**

Table Continues

Quality of Teaching & Learning	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**
Curriculum and Assessment	**12.12**	**512.12**	**12.12**	**12.12**	**12.12**	**12.12**	**612.12**	**1905.45**
a. Curricular reviews	0	500	0	0	0	0	600	**1640**

b. Development of a National Qualifications Framework	0	0	0	0	0	0	0	**100**
c. Monitoring surveys	12.12	12.12	12.12	12.12	12.12	12.12	12.12	**165.45**
Training of Teachers and Lecturers	**1,299.24**	**1,599.24**	**1,299.24**	**1,299.24**	**1,599.24**	**1,299.24**	**1,299.24**	**27748.8**
a. Impact assessment	0	300	0	0	300	0	0	**1387.5**
b. Training of teachers and lecturers	1,299.24	1,299.24	1,299.24	1,299.24	1,299.24	1,299.24	1,299.24	**26361.3**
Teaching and learning materials	**1057.58**	**1157.58**	**1257.58**	**1357.58**	**1457.58**	**1557.58**	**1657.58**	**15560.7**
Library services	**60.61**	**60.61**	**60.61**	**60.61**	**60.61**	**60.61**	**60.61**	**1787.92**
Total	**2,429.55**	**3,329.55**	**2,629.55**	**2,729.55**	**3,129.55**	**2,929.55**	**3,629.55**	**47002.9**

RESEARCH AND DEVELOPMENT PROGRAM AREA

The strategic interventions planned under the Research and Development Program are expected to deliver: Research in the critical fields of development, mainly health, agriculture, basic sciences and human resource development and management promoted and strengthened

Result Area 1: Research associations established and functional

1. Conduct baseline surveys to establish the actual numbers and requirements of research associations
2. Develop terms of reference for the research associations
3. Strengthen existing research associations to enable them to fulfill their functions of research governance

Result Area 2: Functional research laboratories increased within public higher education and research institutions

1. Conduct baseline surveys to establish the proportion of functional research laboratories in public higher education and research institutions
2. Refurbish existing research laboratories in public higher education and research institutions
3. Build and equip new research laboratories in public higher education and research institutions

Result Area 3: Sustainable funding mechanism for research established

1. Develop and implement resource mobilisation strategy for domestic and international funds
2. Develop mechanisms that facilitate the generation of proceeds from research activities

Result Area 4: The level of participation of the private sector in research and development increased

1. Assess the level of private sector participation in research and development
2. Expand the scope of collaboration between industry, research and higher education institutions

Result Area 5: The level of international collaboration in research and development increased

1. Assess the level of international participation in research and development
2. Establish additional international research networks and partnerships

Table ESSP cost (US$ 000) Tertiary & Higher Education 2017 – 2030

Research & Development	**2014-2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Research Governance	**413.63**	**36.36**	**38.49**	**40.91**	**42.12**	**43.92**	**45.72**
a. Establishment of NaRDIC	131.21	24.24	24.85	25.76	26.36	27.27	28.18
b. Survey of research indicators	42.42	12.12	13.64	15.15	15.76	16.65	17.54
c. Development of research policy framework	240	0	0	0	0	300	0
Funding - Competitive Research Fund	**2,318.18**	**909.09**	**1,363.64**	**1,515,15**	**1,666.67**	**1,060.61**	**1,080.61**
Research seminars	**257.58**	**75.76**	**81.82**	**81.82**	**87.88**	**90.91**	**100**
Total	**2,989.39**	**1,021.21**	**1,483.95**	**122.73**	**1,796.67**	**1,195.44**	**1,226.33**

Table continues

Research & Development	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**Total**
Research Governance	**47.52**	**49.32**	**51.12**	**452.92**	**54.72**	**56.52**	**58.32**	**1431.59**
a. Establishment of NaRDIC	29.09	30	30.91	31.82	32.73	33.64	34.55	**510.61**
b. Survey of research indicators	18.43	19.32	20.21	21.1	21.99	22.88	23.77	**280.98**
c. Development of research policy framework	0	0	0	400	0	0	0	**940**

Funding - Competitive Research Fund	**1,100.61**	**1,120.61**	**1,140.61**	**1,160.61**	**1,180.61**	**1,200.61**	**1,220.61**	**16523.07**
Research seminars	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**1475.77**
Total	**1,248.13**	**1,269.93**	**1,291.73**	**1,713.53**	**1,335.33**	**1,357.13**	**1,378.93**	**19,430.43**

SCIENCE, TECHNOLOGY ENGINEERING AND MATH PROGRAM AREA

The STEM Program Area is expected to deliver this output: STEM national processes as envisaged in The Gambia's development plan harmonised, coordinated and integrated.

Result Area 1: STEM education and training programmes developed and implemented

1. Train science and technology teachers
2. Mobilize funding to upgrade experimental laboratories at Gambia College and UTG
3. Develop and validate STEM Manual

Result Area 2: The use of ICT for technological and scientific innovation promoted.

1. Provide tablets and internet facilities on a pilot basis for science and technology- related students at UTG
2. Provide more computers, video, television and interactive boards for tertiary and higher education institutions
3. Publicize database through a website with portal for training of institutional focal persons

Proactive programmes for the availability of STEM infrastructure developed, strengthened and sustained.

1. Develop curriculum for KIST
2. Construct physical facilities at KIST
3. Support to UTG Science Park

Result Area 4: An STEM governance framework established and functional

1. Establish National STEM Council
2. Conduct National STEM conference annually

Table 24: Table ESSP cost (US$ 000) Tertiary & Higher Education

Indicators	**2014-2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**
Science, Technology and Innovation Education	**6,429.00**	**360.61**	**515.16**	**590.91**	**660.61**	**696.97**	**736.06**
a. Development and Implementation of STEM Manual	140	57.58	60.61	75.76	84.85	90.91	100
b. Development of Implementation of curriculum	180	303.03	454.55	515.15	575.76	606.06	636.06
c. Civil works	6,109.00	0	0	0	0	0	0
Information and Communication Technology	**191.12**	**796.97**	**1,048.18**	**861.21**	**861.21**	**1,406.67**	**1,406.67**
Infrastructure - Science Park budget support	**742.42**	**363.64**	**424.24**	**439.39**	**454.55**	**454.55**	**454.55**
STEM Governance	**159.91**	**43.94**	**41.51**	**20.91**	**21.21**	**24.24**	**52.27**

a. Establishment of National STEM Council	110.91	19.7	20.3	20.91	21.21	24.24	27.27
b. National STEM conference	49	24.24	21.21	0	0	0	25
National Technology Foresight	**0**	**110.44**	**82.93**	**87.66**	**92.68**	**133.19**	**98.03**
a. Training on STEM assessment and evaluation	0	10.61	11.67	12.83	14.12	15.53	15.53
b. Periodic production of national STEM outlook	0	31.97	0	0	0	35.17	0
c. Annual National Foresight Exercise	0	67.87	71.26	74.83	78.57	82.5	82.5
Total	**7,522.45**	**1,675.60**	**2,112.02**	**2,022.81**	**2,113.00**	**2,736.83**	**2,747.58**

Table continues

Indicators	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**	**TOTAL**
Science, Technology and Innovation Education	**766.06**	**796.06**	**826.06**	**856.06**	**886.06**	**916.06**	**946.06**	**15,981.74**
a. Development and Implementation of STEM Manual	100	100	100	100	100	100	100	**1,309.71**
b. Development of Implementation of curriculum	666.06	696.06	726.06	756.06	786.06	816.06	846.06	**8,563.03**
c. Civil works	0	0	0	0	0	0	0	**6,109.00**
Information and Communication Technology	**1,406.67**	**1,406.67**	**1,406.67**	**1,406.67**	**1,406.67**	**1,406.67**	**1,406.67**	**16,418.72**
Infrastructure - Science Park budget support	**454.55**	**454.55**	**454.55**	**454.55**	**454.55**	**454.55**	**454.55**	**6,515.19**
STEM Governance	**30.3**	**33.33**	**36.36**	**39.39**	**82.42**	**45.45**	**48.48**	**679.72**
a. Establishment of National STEM Council	30.3	33.33	36.36	39.39	42.42	45.45	48.48	**520.27**
b. National STEM conference	0	0	0	0	40	0	0	**159.45**

National Technology Foresight	**98.03**	**98.03**	**133.2**	**98.03**	**98.03**	**98.03**	**133.2**	**1,361.48**
a. Training on STEM assessment and evaluation	15.53	15.53	15.53	15.53	15.53	15.53	15.53	**189.00**
b. Periodic production of national STEM outlook	0	0	35.17	0	0	0	35.17	**137.48**
c. Annual National Foresight Exercise	82.5	82.5	82.5	82.5	82.5	82.5	82.5	**1,035.03**
Total	**2,755.61**	**2,788.64**	**2,856.84**	**2,854.70**	**2,927.73**	**2,920.76**	**2,988.96**	**41,023.53**

SECTOR MANAGEMENT PROGRAM AREA

Under the ESSP, the Sector Management Program Area is expected to deliver the following output:

Effective and efficient delivery of education and training services achieved

Result Area 1: A comprehensive policy agenda and framework developed and implemented

1. Ensure that sector policies address specific issues
2. Recruit appropriate specialists for new and existing functions within the sector to ensure that the policies are effectively implemented

Result Area 2: Effective financial planning and management ensured

1. Develop mechanisms that allow for an increase in non-salary expenditures.
2. Develop systems to ease the negative impact of rigid financial controls and austerity measures
3. Develop a program and performance-based funding system for the sector Develop comprehensive funding strategy aimed at mobilizing resources from national and international development partners

Result Area 3: Effective education management information system developed and implemented

1. Provide to all staff at all levels of education, effective ICT literacy training programs that promote change and ensure quality
2. Train educational administrators on ICT-based activities; including planning and management tools.
3. Provide professional development opportunities for key staff on the use of strategic ICT tools such as the EMIS for management and troubleshooting.
4. 4. Train ICT Management personnel in areas such as software, hardware, networking and web content development and cyber security
5. 5. Provide improved network technology such as WAN with high speed internet access
6. Develop a system to capture and manage all the records in electronic format.

7. Develop a system to capture individual student and teacher IDs at school level
8. Preserve all paper records based on established policy.
9. Develop a better equipped and well managed 21st century national library with selected branches in the country;
10. Establish/strengthen a labour-market information system in the sector;
11. Develop and maintain a comprehensive data bank on human capital in education sector institutions;
12. Develop a format for data collection that will ensure consistency across the system and an internet-based database.
13. Establish a comprehensive geographic information system

Result Area 4: Effective planning, development and management of human resources ensured

14. Develop and implement an operational policy on HR.
15. Continue to implement the Performance Management System (PMS) sector-wide in order to take informed decisions on staff management, training and development.
16. Recruit staff and ensure equitable distribution
17. Strengthen institutional capacities of units and directorates
18. Provide office consumables
19. Develop three-year rolling plan for every directorate linking strategic with operational objectives.
20. Develop and implement individual work plans from directorates' rolling plans.
21. Develop and implement a sensitization program for the introduction of the PMS in schools;
22. Strengthen the PMS in schools with the signing of the SLAs;
23. Strengthen the documentation processes of the PMS at all levels
24. Improve the reliability of data on personnel performance, especially that of the school system
25. The PMS information be used as a major determinant for rewarding performance

Result Area 5: Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured

1. Conduct regular monitoring and evaluation of education sector programs and projects with specific focus on agreed set of indicators;
2. Develop a partnership strategy that allows for a meaningful collaboration between the M & E Unit and the directorates and units of the sector for timely flow of information;
3. Release relevant information to stakeholders on a quarterly basis;
4. Develop sub-systems that will respond to accurate analysis of variables within the overall M & E Framework;
5. Strengthen the management and the institutional capacity of the Monitoring and Evaluation Unit.
6. Conduct regular monitoring of the higher and tertiary education service delivery to ensure their adherence to policies and procedures;
7. Review quarterly reports of all the main tertiary institutions.

8. Develop and implement reporting and monitoring systems and structures within the MoHERST.

Result Area 6: An effective and efficient regulatory mechanism for public and private TVET, tertiary and higher education institutions ensured

1. Strengthen the National Accreditation and Quality Assurance Authority Board;
2. Sensitize tertiary and higher education institutions on the details of the framework;
3. Recruit and train staff of the quality assurance authority;
4. Conduct regular quality assurance visits
5. Develop a system of accreditation for tertiary and higher education institutions

Result Area 7: Successful implementation of the integration of the UTG, MDI, GTTI & GC achieved

1. Set up an integration task force to facilitate the integration process;
2. Review and revise existing Acts of Parliament
3. Sensitize tertiary institutions on the modalities of integration;
4. Integrate Gambia College, GTTI, NARI and MDI with UTG in phase 1;
5. Integrate RDI, The Gambia Hotel School, CHN and SEN Schools with UTG in phase 2

Result Area 8: Partnerships to mobilize political and financial commitment promoted, coordinated and strengthened.

1. Identify a focal person for all major stakeholders for ease of operation.
2. Develop mechanisms to strengthen partnerships among education sector stakeholders
3. Establish strong partnerships with financial and other relevant institutions in order to provide a sustainable students' loan scheme to increase access to higher and tertiary education

Result Area 9: A harmonized education decentralization within the context of local government decentralization guaranteed

1. Alignment of organizational structures and sector management within the context of national decentralization reforms
2. Strengthen the existing Parent and communities in school management and planning.
3. Improve and expand the provision of TVET across the country
4. Result Area 10: An efficient and effective institutional assessment, job profiling, competent assessment and performance reward system ensured
5. Strengthen and operational PMS
6. Improve the monitoring, documenting, reporting and reviewing across
7. Establish a PMS unit at MoHERST

Result Area 11: Effective utilization of education facilities and resources to ensure enrolment and retention

1. Use Multi-grade teaching in low population density communities
2. Promote double shifting of school classroom facilities and not teachers
3. Use ICT to improve efficiency and effectiveness of service delivery

4. Improve monitoring and supervision mechanisms to curb absenteeism

ESSP Cost 2017-2030 (000 US$)

III. SECTOR MANAGEMENT		2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total
1	Institutional Strengthening	912	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	13,912.00
2	EMIS & HR	85	100	100	100	100	100	100	100	100	100	100	100	100	100	1,385.00
3	Monitoring & Evaluation	80	80	80	80	80	80	80	80	80	80	80	80	80	80	1,120.00
4	Capacity Building	350	350	350	350	350	350	350	350	350	350	350	350	350	350	4,900.00
5	Project coordination	719.7	719.7	719.7	719.7	719.7	719.7	719.7	719.7	719.7	719.7	719.7	719.7	719.7	719.7	10,075.38

Table ESSP cost (US$ 000) Tertiary & Higher Education 2017 - 2030

Sector Management	2014-2017	2018	2019	2020	2021	2022	2023
HEMIS	**25**	**12.12**	**9.09**	**13.64**	**12.12**	**15.15**	**15.15**
Monitoring and supervision	**271.03**	**103**	**136.4**	**121.21**	**124.24**	**139.39**	**68.18**
a. Monitoring and supervision visit	53.03	12.12	15.15	15.15	18.18	18.18	18.18
b. Quarterly retreats	218	90.91	121.2	106.06	106.06	121.21	50
SMT meetings	**24**	**9.82**	**10.47**	**11.64**	**12.36**	**13.09**	**13.09**
Capacity building - Incentive package	**380**	**98.18**	**109.1**	**118.18**	**127.27**	**136.36**	**146.36**
Integration of public tertiary and higher education institutions	**1732**	**303**	**606.1**	**909.09**	**1212.12**	**1515.15**	**1818.15**
Total	**2,432.03**	**526.2**	**871.1**	**1,173.76**	**1,488.11**	**1,819.14**	**2,060.93**

Table continues

Sector Management	2024	2025	2026	2027	2028	2029	2030	TOTAL
HEMIS	**15.15**	**15.15**	**15.15**	**15.15**	**15.15**	**15.15**	**15.15**	**87.12**
Monitoring and supervision	**68.18**	**68.18**	**68.18**	**68.18**	**68.18**	**68.18**	**68.18**	**895.26**
a. Monitoring and supervision visit	18.18	18.18	18.18	18.18	18.18	18.18	18.18	131.81
b. Quarterly retreats	50	50	50	50	50	50	50	763.45
SMT meetings	**13.09**	**13.09**	**13.09**	**13.09**	**13.09**	**13.09**	**13.09**	**81.38**
Capacity building - Incentive package	**156.36**	**166.36**	**176.36**	**186.36**	**196.36**	**206.36**	**216.36**	**969.08**
Integration of public tertiary and higher education institutions	**2121.15**	**2424.15**	**2727.15**	**3030.15**	**3333.15**	**3636.15**	**3939.15**	**6277.45**
Total	**2,373.93**	**2,686.93**	**2,999.93**	**3,312.93**	**3,625.93**	**3,938.93**	**4,251.93**	**8,310.29**

Cost Projections, Funding & FINANCIERS

Budget and Financing Plan

The Education Policy (2016 – 2030) and the Tertiary and Higher Education Policy lay emphasis on efficiency in resource utilisation and accountability. In pursuance of the policy pronouncements, resources will be targeted to identify activities based on the priorities for each Program area, and within Programs, to priority targeted beneficiaries. Such allocation of resources will be predicated on the most cost-effective utilisation of available resources, guided by efficiency measures.

The overall investment for the sector strategic plan for the period 2017 to 2030 is US$803.72 million. A total of US$532.2 million and US$137.6 million are expected from Government and donors respectively, leaving a total funding gap of US$133.92 million during the planned period. This implies that resources allocated to the education sector will have to increase to more than 20% for the two sectors combined. It is important, however, not to underplay the challenge: although macroeconomic performance is improving, the system is still relatively fragile and the risk of under-funding the ESSP may be a possibility. However, with continued strong leadership in the two ministries and with the high demand for education and training expressed by the population, there is little reason to believe that Government commitment will wane in the near future.

Table 25: Macro-economic Data Assumptions /Projection

	2016e	2017f	2018f	2019f	2020f	2021	2022	2023	2024	2025	2026	2027
Nominal GDP (millions of Dalasi)	42,252	47,164	52,403	57,789	63,565	69,922	76,914	84,605	93,066	102,372	112,609	123,870
Real GDP growth (%)	2.2	3	3.5	4	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
GDP per capita (US$)	373	451	452	453	455	456	458	460	462	464	467	469
Revenue (millions of Dalasi)	8,450	10,800	12,629	13,869	15,001	16,201	17,497	18,897	20,409	22,041	23,805	25,709
Tax	7,056	7,169	8,856	10,171	11,569	11,754	11,942	12,133	12,327	12,525	12,725	12,929
Grants	718	3,066	3,144	3,005	2,733	2,801	2,871	2,943	3,017	3,092	3,169	3,249
Other revenues	676	566	629	693	699	705	710	716	722	727	733	739
Expenditures	12,591	14,055	14,778	14,967	16,145	17,275	18,484	19,778	21,163	22,644	24,229	25,925
Revenue as % of GDP	20	22.9	24.1	24	23.6	23.2	22.7	22.3	21.9	21.5	21.1	20.8
Total expenditure as % of GDP	29.8	29.8	28.2	25.9	25.4	24.7	24.0	23.4	22.7	22.1	21.5	20.9

Source: PER 2016 & MoFEA data

	2016	2017	2018	2019	2020	2021	2022	2023	2024
Summary Indicators for Primary/Lower Basic									
Total Enrolment	308,729	325,543	341,819	356,229	367,639	378,862	388,720	398,766	408,688
Annual Growth Rate		5.4%	5.0%	4.2%	3.2%	3.1%	2.6%	2.6%	2.5%
Enrolment Government and Grant-Aided (%)	72%	72%	72%	72%	72%	72%	72%	72%	72%
Gross Admission Rate	124%	124%	124%	125%	125%	125%	125%	125%	125%
Gross Enrolment Rate	106%	110%	113%	115%	116%	116%	117%	117%	117%
Repetition Rate	5%	4%	4%	4%	4%	3%	3%	3%	3%
Dropout rate	5%	5%	5%	4%	4%	3%	3%	3%	3%
Dropout rate	5%	5%	5%	5%	4%	4%	3%	3%	3%
Completion rate	77%	80%	87%	96%	99%	102%	102%	102%	103%

Summary Indicators for Upper Basic									
Total Enrolment	90,838	96,029	101,753	109,710	121,575	133,719	144,993	152,578	159,024
Annual growth rate		5.7%	6.0%	7.8%	10.8%	10.0%	8.4%	5.2%	4.2%
Enrolment Government and Grant-Aided (%)	80%	80%	80%	80%	80%	80%	80%	80%	80%
Transition Rate from Grade 6		95%	95%	95%	96%	96%	96%	97%	97%
Transition Rate from Grade 6		92%	92%	92%	93%	93%	93%	94%	94%
Gross Enrolment Rate	69%	71%	73%	76%	82%	88%	92%	94%	95%
Gross Admission Rate	71%	72%	76%	82%	91%	94%	97%	97%	98%
Repetition Rate	3%	3%	3%	3%	3%	2%	2%	3%	3%
Completion rate	62%	65%	67%	68%	71%	76%	84%	87%	89%

Summary Indicators for Secondary	

Total Enrolment	56,001	56,641	57,793	58,329	61,343	65,008	69,827	77,156	84,882
Annual growth rate		1.1%	2.0%	0.9%	5.2%	6.0%	7.4%	10.5%	10.0%
Enrolment Government and Grant-Aided (%)	68%	68%	68%	68%	68%	68%	68%	68%	68%
Transition Rate from Grade 9		69%	69%	69%	68%	68%	68%	68%	68%
Transition Rate from Grade 9		67%	67%	67%	67%	67%	67%	67%	67%
Gross Enrolment Rate	45%	44%	44%	43%	44%	45%	47%	50%	53%
Gross Admission Rate	51%	43%	44%	46%	46%	48%	51%	56%	58%
Repetition Rate	4%	4%	3%	3%	3%	3%	3%	3%	3%
Completion rate	38%	39%	43%	38%	39%	40%	41%	42%	45%

Source: MoBSE Simulation Model 2016

Table 26: Table Estimated Cost of ESSP 2017-2030 (000 US$)

Education budget need		2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total
	ECD	1,833	1,976	2,131	2,297	2,476	2,669	2,877	3,101	3,343	3,604	3,885	4,187	4,514	4,866	43,757
	Primary	19,335	20,161	20,826	21,398	22,147	22,774	23,374	24,050	24,847	25,765	26,735	27,736	28,768	29,832	337,749
	Lower Secondary	9,937	10,609	11,421	12,387	13,124	14,003	14,961	16,063	16,773	17,201	17,655	18,269	19,064	19,930	211,395
	Senior secondary	4,897	5,015	5,194	5,490	5,938	6,486	7,099	7,579	8,161	8,792	9,467	9,949	10,268	10,596	104,931
	Higher Education	5,298	5,578	5,872	6,183	6,509	6,853	7,215	7,596	7,997	8,420	8,865	9,333	9,826	10,345	105,890
	Total	41,300	43,339	45,445	47,753	50,194	52,784	55,526	58,390	61,121	63,781	66,606	69,474	72,441	75,569	803,722
Funds expected from the Gov't																
	ECD	1,342	1,426	1,516	1,609	1,707	1,810	1,919	2,034	2,167	2,316	2,473	2,643	2,827	3,021	28,811
	Primary	14,153	14,547	14,824	14,993	15,271	15,446	15,589	15,778	16,108	16,557	17,018	17,508	18,015	18,524	224,330
	Lower Secondary	7,273	7,655	8,129	8,679	9,049	9,497	9,978	10,538	10,874	11,053	11,238	11,532	11,938	12,375	139,809
	Senior secondary	3,585	3,618	3,697	3,846	4,094	4,399	4,735	4,972	5,291	5,650	6,026	6,280	6,430	6,579	69,203
	Higher Education	3,878	4,024	4,180	4,332	4,488	4,648	4,812	4,983	5,185	5,411	5,643	5,891	6,153	6,424	70,052
	Total	30,231	31,271	32,346	33,459	34,610	35,801	37,032	38,306	39,624	40,987	42,397	43,855	45,364	46,924	532,205
Funds expected from development partners																
	ECD	447	475	505	536	569	603	640	678	722	772	824	881	942	1,007	9,604
	Primary	4,718	4,849	4,941	4,998	5,090	5,149	5,196	5,259	5,369	5,519	5,673	5,836	6,005	6,175	74,777
	Lower Secondary	2,424	2,552	2,710	2,893	3,016	3,166	3,326	3,513	3,625	3,684	3,746	3,844	3,979	4,125	46,603
	Senior secondary	111	112	114	119	127	136	146	154	164	175	186	194	199	203	2,140
	Higher Education	248	257	267	277	286	297	307	318	331	345	360	376	393	410	4,471
	Total	7,948	8,245	8,538	8,822	9,089	9,351	9,615	9,922	10,211	10,495	10,789	11,131	11,518	11,921	137,595
Financing gap by level																
	ECD	44	75	109	151	200	255	319	389	453	516	588	663	745	837	5,343
	Primary	465	765	1,062	1,407	1,786	2,179	2,589	3,013	3,370	3,689	4,045	4,392	4,748	5,133	38,642
	Lower Secondary	239	403	582	815	1,058	1,340	1,657	2,012	2,275	2,463	2,671	2,893	3,146	3,429	24,982
	Senior secondary	1,202	1,285	1,383	1,524	1,717	1,951	2,218	2,453	2,707	2,967	3,254	3,474	3,639	3,813	33,587
	Higher Education	1,172	1,296	1,426	1,574	1,734	1,908	2,096	2,295	2,482	2,664	2,862	3,066	3,280	3,511	31,367
	Total	3,122	3,824	4,561	5,471	6,495	7,633	8,878	10,162	11,287	12,299	13,420	14,488	15,559	16,724	133,921
Share of financing gap by level																
	ECD	2%	4%	5%	7%	8%	10%	11%	13%	14%	14%	15%	16%	17%	17%	
	Primary	2%	4%	5%	7%	8%	10%	11%	13%	14%	14%	15%	16%	17%	17%	
	Lower Secondary	2%	4%	5%	7%	8%	10%	11%	13%	14%	14%	15%	16%	17%	17%	
	Senior secondary	25%	26%	27%	28%	29%	30%	31%	32%	33%	34%	34%	35%	35%	36%	
	Higher Education	22%	23%	24%	25%	27%	28%	29%	30%	31%	32%	32%	33%	33%	34%	
	Total	8%	9%	10%	11%	13%	14%	16%	17%	18%	19%	20%	21%	21%	22%	
Allocation of budget by level	ECD	4.4%	4.6%	4.7%	4.8%	4.9%	5.1%	5.2%	5.3%	5.5%	5.6%	5.8%	6.0%	6.2%	6.4%	
	Primary	46.8%	46.5%	45.8%	44.8%	44.1%	43.1%	42.1%	41.2%	40.7%	40.4%	40.1%	39.9%	39.7%	39.5%	
	Lower Secondary	24.1%	24.5%	25.1%	25.9%	26.1%	26.5%	26.9%	27.5%	27.4%	27.0%	26.5%	26.3%	26.3%	26.4%	
	Senior secondary	11.9%	11.6%	11.4%	11.5%	11.8%	12.3%	12.8%	13.0%	13.4%	13.8%	14.2%	14.3%	14.2%	14.0%	
	Higher Education	12.8%	12.9%	12.9%	12.9%	13.0%	13.0%	13.0%	13.0%	13.1%	13.2%	13.3%	13.4%	13.6%	13.7%	
	Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Macro																
	Nominal GDP '000 of USD	955,577	988,449	1,022,451	1,057,624	1,094,006	1,131,640	1,170,568	1,210,836	1,252,488	1,295,574	1,340,142	1,386,243	1,433,929	1,483,257	
	GDP per capita	451	452	453	455	456	458	460	462	464	467	469	472	475	478	
	Revenue and grant share of GDP	22.9	24.1	24	23.6	24.41	25.25	26.12	27.02	27.95	28.91	29.90	30.93	32.00	33.10	
	Expenditure share of GDP	29.8	28.2	25.9	25.4	26.27	27.18	28.11	29.08	30.08	31.11	32.18	33.29	34.44	35.62	
	Debt as share of GDP	6.9	4.1	1.9	1.8	1.9	1.9	2.0	2.1	2.1	2.2	2.3	2.4	2.4	2.5	
	Education spending as share of GDP	3.16	3.20	3.25	3.30	3.35	3.41	3.48	3.54	3.58	3.62	3.66	3.69	3.72	3.75	
	Education financing gap as share of GDP	0.33	0.39	0.45	0.52	0.59	0.67	0.76	0.84	0.90	0.95	1.00	1.05	1.09	1.13	
	Education Financing gap contribution to Debt	0.05	0.09	0.23	0.29	0.32	0.35	0.38	0.41	0.42	0.43	0.44	0.44	0.44	0.45	

Implementation Guidelines

The implementation guidelines are designed to assist in directing the implementation of the ESSP, in terms of day-to-day implementation issues and overall supervision by the two ministries and their development partners. Its purposes will be to generally help define the framework that will guide the management and supervision of the strategic activities for smooth implementation.

In recognition of the invaluable contribution of the country's development partners to education and training, effective cooperation will continue to be promoted with the donor community. In an effort to intensify resource mobilisation for the education sector through bilateral and multilateral grant financing, both MoBSE and MoHERST will work during the period towards the harmonisation of donor regulations and reporting guidelines, while, in the short term, abide by agreed covenants and implementation guidelines with individual development partner regulations at bilateral levels depending on the financing institution.

At the Program level, the two ministries will continue to observe current Government fiduciary and procurement guidelines and regulations, as prescribed by law and other statutes.

Implementation Modalities

The SMT of each sub-sector has the overall policy directive and responsibility for ensuring the effective development, execution and achievement of the strategic plan objectives, including:

1. Monitoring progress and achievement
2. Overseeing the implementation of Programs/activities
3. Coordinating the inputs from external partners and the use of external financing
4. Identifying financing gaps in Programs and implementation
5. Reviewing progress and financial reports.

The SMT will delegate the implementation activities of the strategic plan to the relevant Directorates, including the PCU, based on individual mandates prescribed in the individual sector's performance management frameworks (PMS in the case of MoBSE and appraisal scheme in the case of MoHERST). The directorates under MoBSE will, on the basis of the agreed deliverables with the Permanent Secretary, be tasked with implementation activities based on agreed work plans and budgetary allocation. The annual plans will form the basis of any performance reviews agreed by the sub-sector. In the case of MoHERST, annual work plans for the various directorates and units will be developed on which staff performance appraisal will be administered. With regard to the sub-vented tertiary and higher education institutions, clearer lines of accountability and deliverables will be agreed upon, the basis of which will inform budgetary allocations.

Development projects agreed with financial institutions will, in principle, be delegated, in the PCUs for fiduciary responsibilities, including procurement and financial management, as well as construction supervision. However, due to the technical nature of the procurement of works, goods and services, the MoBSE PCU will continue to be delegated such responsibility across the ministries until capacity is established at the MoHERST. The operational activities under these projects will be implemented by line directorates and units with the relevant competency,

as detailed out in the various Program area activities.

To successfully create and sustain a vibrant education sector for the delivery of improved access to, and quality of, education and training, it will be necessary to harmonise all projects and activities within the implementation of the strategic plan. It will be essential to establish the commitment of all the major donors to the coordination, cooperation and harmonisation of their inputs and working arrangements among themselves and with the GOTG, to the fullest extent possible, within the context of a SWAp. The current joint donor review and supervision mission has already avoided possible duplication of donor activities and the continuation of separate and uncoordinated reporting requirements and missions. The two ministries will therefore identify focal points to better coordinate the efforts of donors during the implementation period in order to bring about a better and more focused donor coordination mechanism.

Implementation Schedule

The ESSP will be implemented over a period of fifteen years (2016 – 2030) as a sector-wide framework with long term deliverables while the medium-term plan with reference to the ESSP will be implemented over a period of four years (2017 – 2020) and another MTP will be developed and implemented for the period 2021 - 2025. In the course of implementing these plans, annual work plans detailing the various procurement activities, time schedules and associated budgets will be prepared for each Program and sub-Program areas to guide implementation. In addition, the two PCUs will prepare, based on agreed regulations with development partners, annual procurement plans with an implementation schedule for the various projects under their purview through a compilation of the individual Program and sub-Program area activities accordingly. It must be noted that the

SECTOR MONITORING

In view of the fact that there is difficulty in measuring real achievement gains over relatively short periods, the ESSP will refer to indicators both of intermediate and long-term outcomes, and outputs. Against the overall strategic purpose of providing effective, efficient, relevant and highquality education and training services, the following program development objectives informed by outputs, outcomes and the identified results for each of the program areas:

Access & Equity

Increased access to and improved equity within basic, secondary, technical and vocational education and training, tertiary and higher education achieved

Quality & Relevance

Improved delivery of quality and relevance of basic, secondary, technical and vocational education and training, tertiary and higher education achieved

Research & Development

Research in the critical fields of development, mainly health, agriculture, basic sciences and human resource development and management promoted and strengthened

Science, Technology & Innovation

STEM national processes as envisaged in The Gambia's development plan to ensure sustainability of all STEM interventions harmonised, coordinated and integrated **Sector Management**

Effective and efficient delivery of education and training services achieved

CHAPTER 7: Reviews and Evaluations

A key element of the ESSP is the strengthening of the M&E structure at MoBSE and establishing a similar structure at MoHERST, focusing on data collection, timely publication, analysis and use in policy and decision-making. The objectives and operational indicators that are identified in each program area of the strategic plan will be tracked regularly and reported on during retreats at MoHERST with higher education stakeholders, and joint donor review and supervision missions for both MoBSE and MoHERST. In addition to these platforms, there are plans to increase the scope of the coordinating committee meeting at MoBSE to accommodate participation of at least five officials from MoHERST not below the rank of director or principal education officer and heads of specialized units. An appropriate monitoring tool for the tertiary institutions will be developed and administered. This will, however be anchored within the spirit of cost-sharing.

CHAPTER 8: Reporting Guidelines

As provided for in the performance management system of the MoBSE, each directorate and unit head is required to produce quarterly and annual reports detailing both the activity/progress under each program area while the tertiary and higher education institutions will be providing quarterly reports to MoHERST. These reports will be submitted to the M & E units for the necessary processing and dissemination. For ease of tracking progress of implementation of the ESSP, a standard reporting format will be prescribed by the inter-ministerial SMT for the activity and financial reports on each of the components.

CHAPTER 9: Planning, Monitoring and Reporting

Three-year rolling implementation plans will be developed for the each programme area by the responsible directorates detailing activities, timelines, resource requirements and budgets.

In addition, the PCU will prepare a consolidated annual procurement plan of the various programmes.

Each directorate and unit head will produce quarterly and annual reports detailing progress against its annual plan and a financial report which will be compiled into quarterly and annual reports for the MoBSE. The M&E Unit shall: (a) consolidate the semi-annual and annual progress reports, and audited annual Financial Statements; (c) consolidate and manage procurement; and arrange the bi-annual joint reviews.

Without prejudice to the above, the two project coordination units will abide by reporting guidelines, as agreed in various bilateral and multilateral covenants with partners. Without limitation to the generality of the foregoing, the PCUs shall carry out tasks that will include:

(a) preparation of annual work plans; (b) procurement; (c) donor communication and coordination,

and (d) consolidation of Interim Financial Reports, semi-annual and annual progress reports, and audited annual financial statements and subsequent submission of such reports to partners in a timely manner.

CHAPTER 10: Overall Development Objective

"By 2030 universal access to quality basic and secondary education and improved access to relevant and quality training will be achieved".

Five priority programme areas with implementable interventions With defined development objective as indicator of achievement

Access & Equity Priority Programme Area	**Quality & Relevance Priority Programme Area**	**Research & Development Priority Programme Area**	**Science, Technology & Innovation Priority Programme Area**	**Sector Management Priority Programme Area**
Increased access to and improved equity within basic, secondary, technical and vocational education and training, tertiary and higher education achieved	*: Improved delivery of quality and relevance of basic, secondary, technical and vocational education and training, tertiary and higher education achieved*	*Research in the critical fields of development, mainly health, agriculture, basic sciences and human resource development and management promoted and strengthened*	*STEM national processes as envisaged in The Gambia's development plan to ensure sustainability of all STEM interventions harmonised, coordinated and integrated*	*: Effective and efficient delivery of education and training services achieved*

CHAPTER 11: **Policy Priorities for each programme area**

Access & Equity Programme Policy Priorities comprise the areas highlighted in the revised education policy for basic and secondary and the new policy for tertiary and higher education:	**Quality and Relevance Programme Policy Priorities** are expected to improve the quality and relevance of education and training:	Research & Development Policy Priorities are related to Research Governance, Infrastructure, Funding and Partnerships	**Science, Technology & Innovation Policy Priorities** will focus on priorities that support the implementation of both **Policy for STEM** and **STEM for Policy**.	**Sector Management Policy Priorities** related to strategic themes

Each priority programme areas with quantifiable indicators linked to implementable interventions

Quantifiable Indicators at the level of the Access & Equity Program Area:	**Quantifiable Indicators** at the level of the Quality and Relevance Program Area:	**Quantifiable Indicators** at the level of the Research and Development Program Area:	**Quantifiable Indicators** at the level of the Access & Equity Program Area:	**Quantifiable Indicators** at the level of the Sector Management Program Area:

Policy priorities will <u>result</u> in the following main deliverables				
<u>Results</u> • Schools, skills centres, tertiary and higher education environment	**<u>Results</u>** • Adequate quality and quantity of teaching and learning materials	**<u>Results</u>** • Research associations established and functional	**<u>Results</u>** • STEM education and training programmes developed and	**<u>Results</u>** • A comprehensive policy agenda and framework developed and

conducive for teaching and learning; • Increased learning opportunities in basic and secondary on one hand and tertiary and higher education institutions on the other • Children/Students adequately prepared for teaching and learning; • Access to adult learning courses increased • Access to TVET programs, particularly in deprived areas increased • Retention and performance of teaching staff improved; • Retention of female students across all levels of	made available for all levels of education & training; • Relevant and up to date curriculum for basic and secondary education operational; • Relevant and up to date TVET programs including livelihood skills operational • The literacy and numeracy skills of early graders improved through EGRA, EGMA including the use of national languages • Highly qualified staff	• Functional research laboratories increased within research and higher education institutions • Sustainable funding mechanism for research established • The level of participation of the private sector in research and development increased • The level of international collaboration in research and development increased	implemented • The use of ICT for technological and scientific innovation promoted. • Proactive programmes for the availability of STEM infrastructure developed, strengthened and sustained. • An STEM governance framework established and functional	implemented • Effective financial planning and management ensured. • Effective education management information system developed and implemented • Effective planning, development and management of human resources ensured • Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured • An effective and efficient regulatory mechanism for public

education and training improved;
- Access to all levels of education and training for children with disabilities improved;
- A nationally-owned school feeding program developed and implemented to replace the current school feeding program
- Out-of –school children provided with an alternative form of quality and relevant education through a conditional cash transfer scheme
- All levies in public schools abolished in favour of grants

motivated and retained
- Effective and efficient school management
- An effective monitoring and assessment system implemented to support teaching & learning
- A comprehensive life skills education, school health and nutrition program, including school sports implemented
- An effective higher education quality assurance system developed and implemented

and private tertiary and higher education institutions ensured
- A successful implementation of the integration of the UTG, MDI, GTTI & GC achieved
- Partnerships to mobilize political and financial commitment promoted, coordinated and strengthened.

SUSTAINABILITY

The sustainability of the strategic plan will be driven by the degree of ownership by key stakeholders, by the capacity of core education institutions especially the two ministries of education, and by Government's continued commitment to education and training in the national budget.

Political Support

In view of the magnitude in the resources required to implement the ESSP, it will be encouraging for Government to continue to increase the amount of domestic resources voted towards the pursuit of the agreed policies and programs of the two sub-sectors. An important aspect of the ESSP is the provision of opportunities to the relevant population to access affordable education and training programs across the country. Crucially, therefore, the implementation of this programme is contingent on the provision of the requisite funds and the political will.

Given that tertiary and higher education programs are being provided in the country due to the political will and support, the sustainability of such provision will continue to depend, to a large extent, on availability of domestic resources. However, the mobilization for donor resources for gap filling will be required.

Economic and Financial Dimensions

The total projected investment outlay of the ESSP stands at US$272.1and this has implications on domestic recurrent expenditure allocations to the sector. To close the financing gap between 2014 and 2022 after the interventions of all the development partners, the domestic resources allocated to the education sector will have to increase to 22.4% of GDP in 2022. It is important, however, not to underplay the challenge: although macroeconomic performance has improved, the system is still relatively fragile and the risk of under-funding the programme is a potential.

Institutional and Management Aspects

The ability of the two sub-sectors to fulfil their policy objectives is directly related to the stability of the leadership of the two ministries and to mitigate against this risk, Government must ensure that personnel turnover, especially at this level be kept to a minimum. Institutional weaknesses will be addressed through the capacity-building programme targeting key actors in the sub-sectors and this will be informed to a great extent, by performance management systems implemented by the two sub-sectors

Social and Environmental Aspects

Under the ongoing GPE project, a resettlement policy framework (RPF) and an environmental and social management framework (ESMF) were developed but not adequately applied. Under this plan, however, frameworks will be applied by qualified personnel at the time when plans for the construction of schools and training institutions are made to ensure that potential environmental and social impacts are identified, assessed and mitigated appropriately.

Stake Holder Consultations

The participation of all stakeholders in education was central in the policy dialogue process. The process attempted, in a variety of ways, to include children as well as adults; illiterate as well as literate members of the society; national assembly members, government departments; civil society and private sector representatives.

Meetings were organised that brought together school children, teachers and parents from both the rural and urban parts of the country to discuss the strengths and weaknesses of the Education Policy 2004 – 2015 for the development of a new education policy for the next fifteen years. These meetings included television 'bantabas', children's forum and regional conferences supported by a series of television and radio programmes.

Feedback from these consultations together with issues emanating from the Coordinating Committee Meetings (CCM) and Joint Donor Reviews provided the basis for the debates of the fifth national conference on education, for this policy framework. Concerns raised included:

Improving access to quality education for all, particularly girls, for greater gender equity by:

i. The expansion of secondary education to absorb a minimum of 70% of the basic education graduates.
ii. Development of life skills and creation of awareness of killer diseases such as HIV/AIDS, malaria, cancer and tuberculosis
iii. Provision of relevant vocational education and technical training based on labour market intelligence
iv. Further re-organisation of the Ministry of Basic and Secondary Education (MoBSE) and the Ministry of Higher Education Research, Science and Technology (MoHERST) within the context of the local government decentralisation reforms
v. Better management capacity and professional development at all levels.
vi. Increased access to higher education, especially of girls and women. The elimination of all fees at the basic and secondary levels and the further reduction of expenditure burden on households for all levels of education.
vii. The linkage between the policies of both ministries of basic and secondary and higher education, particularly in the areas of national languages, teacher training and post-basic technical vocational education and training within the context of a sector wide policy

The National Conference generated recommendations and resolutions aimed at addressing the above concerns. Having been guided by these recommendations and resolutions, the drafters developed the policy write-up into various drafts, the fourth of which was presented to the stakeholders for validation. Regional validation workshops were held across all regions of the country to ensure, among other things, that:

viii. The document captures the priority needs and challenges of education in the country
ix. The policy objectives are pertinent to the country's needs and aspirations
x. The policy statements are realistic and implementable.
xi. The document takes into account factors that are likely to enhance the sustainability of expected results.
xii. The document addresses the concerns raised during the consultations.

xiii. The stakeholders are ready to take ownership of the policy.
xiv. The policy objectives are harmonized with Vision 2020, Education for All and the SDGs education-related goals.

RESULTS FRAMEWORK FOR THE EDUCATION POLICY 2016-2030

Program Area 1: Access & Equity

Policy priority: Ensure the provision of equitable access to high quality education to all Gambians

POLICY OBJECTIVE(S)	INDICATOR (S)	BASELINE	TARGET		DATA SOURCE	FREQUENCY OF REPORTING	RESPONSIBILITY	CORE-OUTPUT INDICATORS
		2016 (F)	2022	2030				
Improve equitable access to and participation in quality education at all levels, especially in underserved regions, and other disadvantaged groups	New entrants to G1 with ECD experience				EMIS	Annually	PPARBD	*Number of children transiting from ECD to grade each year. *Increase in the number of attached ECD centers to lower basic schools Number of children benefiting from the School Improvement Grant. *Number of new LBS opened *Number of user friendly donkey carts provided *Number of user friendly education facilities/classrooms constructed at all levels
	Gross enrolment rate ECD	45.7%	56.3%	75.5%	EMIS	Annually	PPARBD	
	Gross enrolment rate LBE	103.5%	115.9%	115.3%	EMIS	Annually	PPARBD	
	Gross enrolment rate UBE	63.8%	84.8%	104.3%	EMIS	Annually	PPARBD	
	Gross enrolment rate SSS	44.6%	54.6%	83%	EMIS	Annually	PPARBD	
	Gross intake rate	118.3%	119.7%	117.5%	EMIS	Annually	PPARBD	
	Completion rate LBE	74.3%	98.1%	103.6%	EMIS	Annually	PPARBD	Reduction on dropout and repetition rates
	Completion rate UBE	56%	79.9%	102.6%	EMIS	Annually	PPARBD	
	Completion rate SSS	36.6%	41%	54%	EMIS	Annually	PPARBD	
To expand school places through the construction and rehabilitation of classrooms	Increase in the number of classrooms constructed at all levels	6,609	7,159	7, 709	EMIS	Quarterly	PCU (const. Unit)	Number of new classrooms constructed. Number of classrooms rehabilitated
Expand the adult and non-formal education program to cater for	% increase on enrolment in non-	5400	6000	7500	EMIS	Annually	BSEPD (ANFE Unit)	Number of new non-formal education centers opened

out-of-school youth and non-lettered adults	formal education classes							
Enhance the integrated approach of addressing the nutritional needs of the learner through school feeding/ canteen schemes	Number of children fed through the school feeding program	126,513 (2017)	232,203	372,203	EMIS	Annually	BSEPD ( )	Number of functional schools' gardens supplementing the school feeding program Number of key actors whose capacities are built on resource mobilization and implementation of the HG school feeding program

Program Area 2: quality and relevance

POLICY OBJECTIVE(S)	INDICATOR	BASELINE	TARGET		DATA SOURCE	FREQUENCY OF REPORTING	RESPONSIBILITY	CORE-OUTPUT INDICATORS (OVIs)
		2016 (F)	2022	2030				
Enhance access to textbooks and the provide instructional materials including digital materials will be developed and supplied to teachers and students	Pupil-Math textbook ratio in LBS	3:1	1:1	1:1	EMIS	Annually	PPARBD	Number of books text for core subjects supplied to LB and UB schools
	Pupil-English textbook ratio in LBS	3.9:1	1:1	1:1	EMIS	Annually	PPARBD	
	Pupil- Math textbook ratio in UBS	1.9:1	1:1	1:1	EMIS	Annually	PPARBD	
	Pupil- English textbook ratio in UBS	2.1:1	1:1	1:1	EMIS	Annually	PPARBD	
Ensure the improvement of learning outcomes at all levels	Mean score in Grade 3 English	49.45% (2017)	52%	55%	EMIS	Annually	Assessment Unit	Increase in the number of children passing NAT 3 English and Mathematics
	Mean score in Grade 3 Mathematics	46.15 (2017)	49%	51%	EMIS	Annually	Assessment Unit	
	Mean score in Grade 5 English	55.43%	58%	63%	EMIS	Annually	Assessment Unit	Increase in the number of children passing NAT 3 English and Mathematics
	Mean score in Grade 5 Mathematics	49.68%	52%	55%	EMIS	Annually	Assessment Unit	
	Mean score in reading comprehension of	28%	35%		EMIS	Annually	Assessment Unit	Number of head teachers, classroom teachers, coaches

	student in English at grade 3 EGRA							in the national languages trained on the reading program and coaching.
	Graduates with 4 Credits pass rate in WASSCE	10.1%	15%	20%	EMIS	Annually	Assessment Unit	Number of students who sat to the WASSCE with 4credits and above
Continuous provision of an adequate supply of trained teachers through cost effective pre-service and in-service training program	% of unqualified teachers in public schools	4%	3%	1%	EMIS	Annually	PPARBD	Number of UQ teachers send to GC or UTG
	% of qualified sciences and mathematics teachers at the public UBE	20%	22%	25%	EMIS	Annually	PPARBD	Number of teachers completing HTC in Mathematics and Science
	% of female teachers at the public UBE in the sciences and mathematics	18%	20%	23%	EMIS	Annually	PPARBD	Number of female mathematics and science teachers completing HTC from GC sponsored by government
	% of qualified teacher LBE	95.8%	97%	98%	EMIS	Annually	PPARBD	Number of untrained teachers graduating from the Gambia college
	% qualified teachers UBE	96.7%	96%	96%	EMIS	Annually	PPARBD	
	% qualified teachers SSS	97%	97%	97%	EMIS	Annually	PPARBD	Number of Gambian teachers graduating with degrees from University
To fully operationalize the Classroom Observation Tool (COT) at basic and secondary levels	% of teachers observed using the CoT by level				EMIS	Quarterly	SQAD	Number of senior teachers trained on the use of the CoT

Program Area 3: Sector Management

POLICY OBJECTIVE(S)	INDICATOR	BASELINE	TARGET		DATA SOURCE	FREQUENCY OF REPORTING	RESPONSIBILITY	CORE-OUTPUT INDICATORS
		2016	2022	2030				
Ensure timely and accurate information dissemination between MoBSE and stakeholders.	Development of a communication strategy	No	Yes	Yes				
Using cost-efficient and effective training programs for staff through the short, long, and medium-term courses	Increase in the number of Head Teachers with certificate in management	NA	NA	NA	EMIS	Annually	PPARBD	Number of head teachers graduating from the management Programme
	Increase in the number of graduate Gambian teachers in SSS	66%	70%	78%	EMIS	Annually	PPARBD	SSS teachers graduating from the UTG sponsored by GoTG
	Increase in the number of education planners with a Masters in Sector Planning & Analysis	NA	NA	NA	EMIS	Annually	PPARBD	Number of education planners completing the MSPA program.

Annex

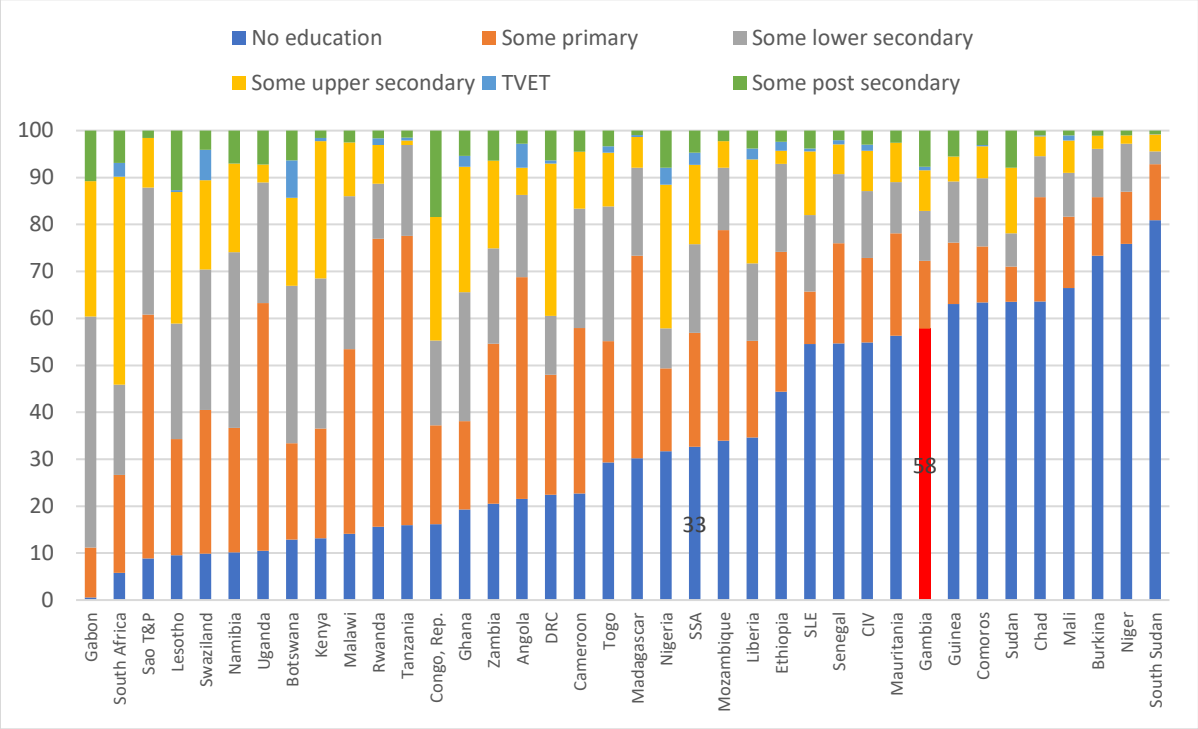
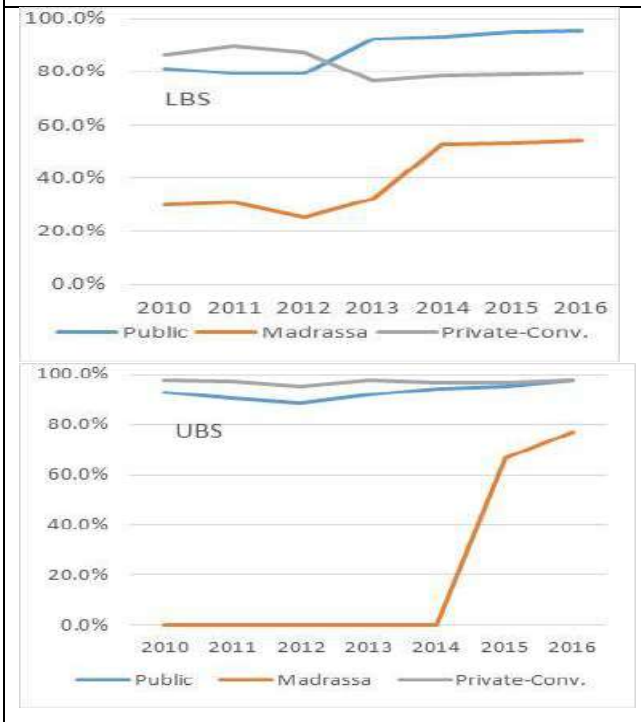
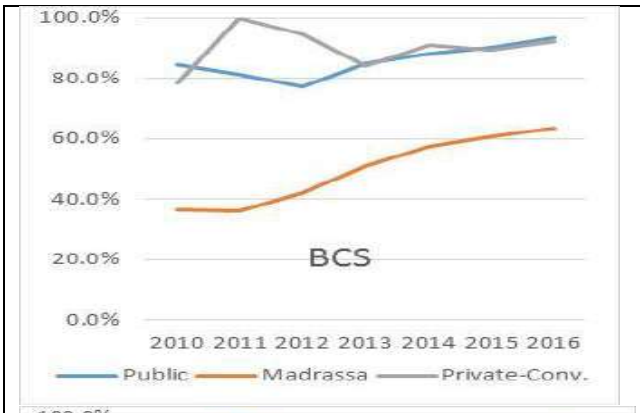


Figure 63: Percentage of qualified teachers by level, 2010-2016

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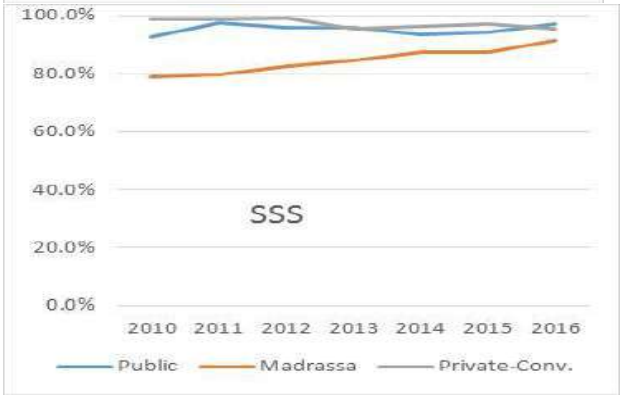
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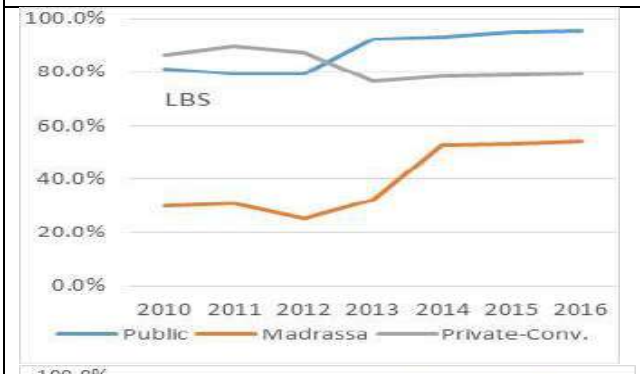
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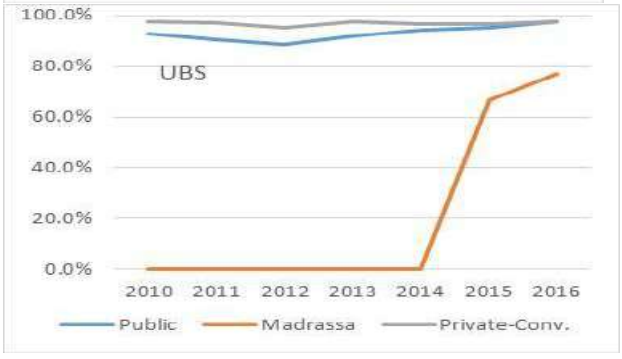
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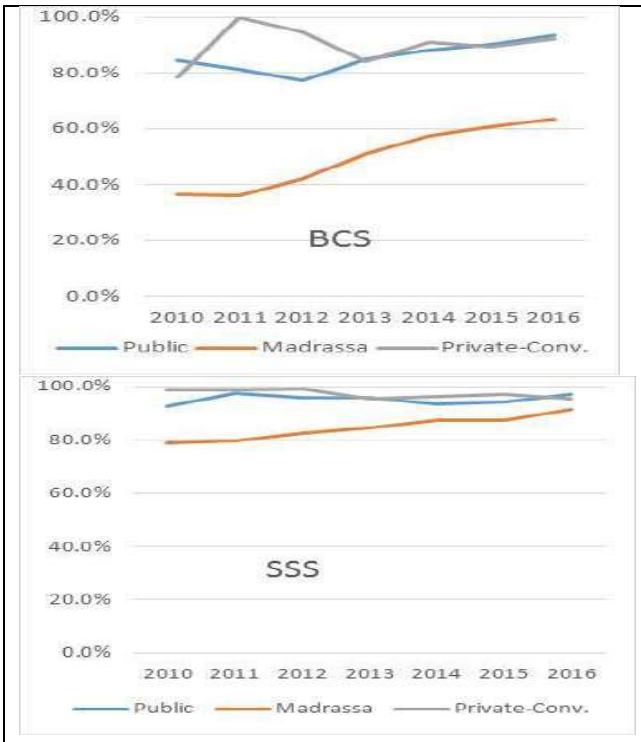
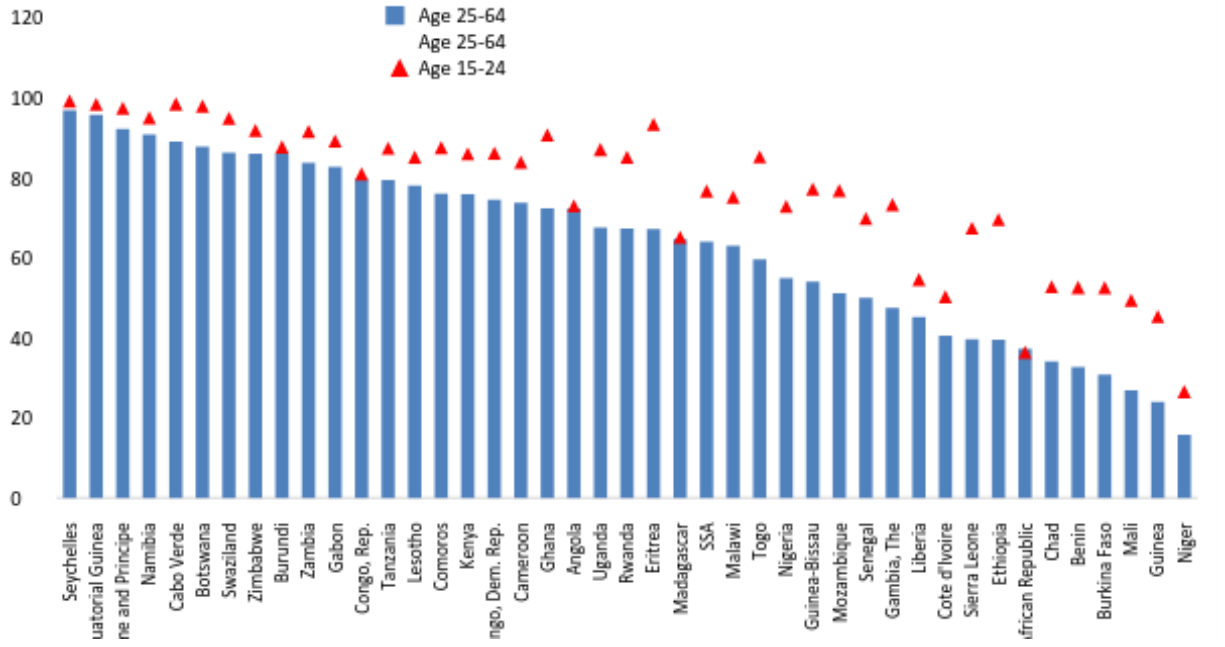


Source: EMIS 2016

Figure 36: Literacy rate, population, 15-24, and 25-64 years, cross country comparisons, 2015



Source: DWI

Table 27: Grade 1 Performance in EGRA

	2007	2009	2011	2013	2016	% Change
Correct Letter Read Per Minute	13.1	26.1	25.7	28.8	33.2	

Correct Words Per Minute	0.86	2.5	2.3	4.4	5.3	-84%
Oral Reading Fluency	1.35	4.7	2.8	3.6	5.1	-4%
Reading Comprehension	0.5	1.3	0.1	0.3	0.5	-90%

Figure 96Grade 1 Performance in EGRA 2007 - 2016

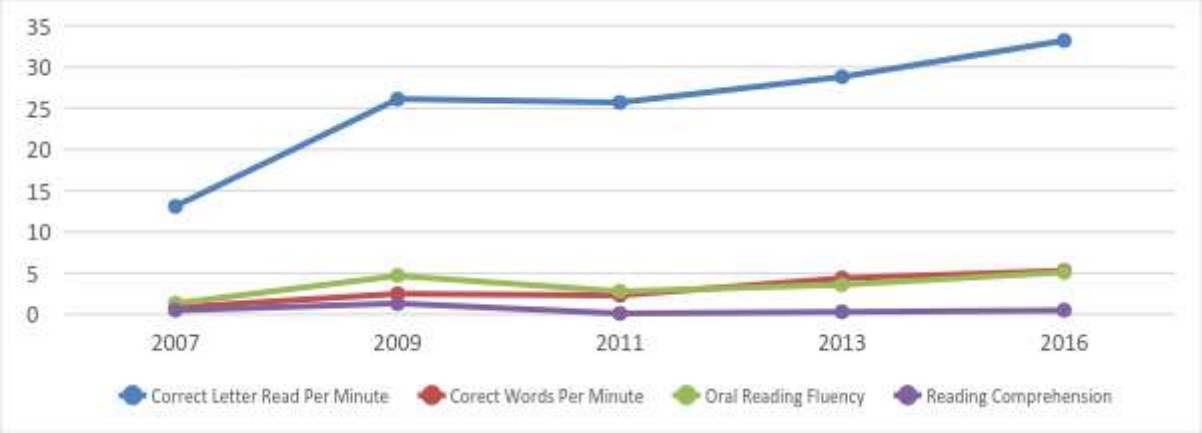


Table 28Grade 2 Performance in EGRA

	2007	**2009**	**2011**	**2013**	**2016**	**% Change**
Correct Letter Read Per Minute	26.7	37.4	42.1	45.1	45.1	
Correct Words Per Minute	2.95	5.6	8.7	12.4	9.5	-79%
Oral Reading Fluency	4.95	10.5	10.9	15.1	10.8	14%
Reading Comprehension	1.1	2.1	0.8	1	0.9	-92%

Figure 97 Grade 2 Performance in EGRA

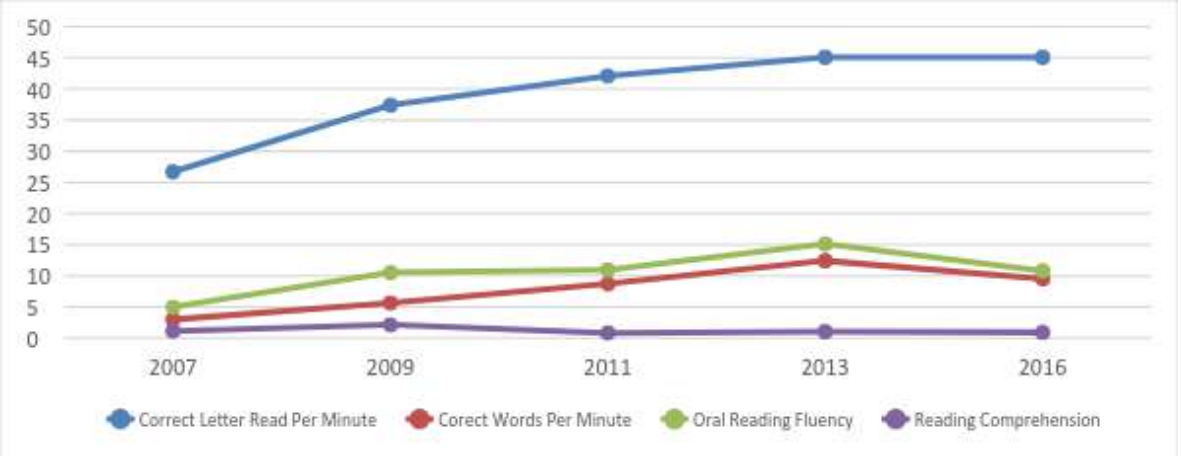


Table 29 Grade 3 Performance in EGRA

	2007	**2009**	**2011**	**2013**	**2016**	**% Change**
Correct Letter Read Per Minute	40.5	49.4	54	62.6	58.0	
Corect Words Per Minute	6.29	12.8	15.6	21.4	15.0	-74%
Oral Reading Fluency	13.37	24.9	22.9	26.6	17.3	15%
Reading Comprehension	1.2	2.1	0.8	0.9	0.9	-95%

Figure 98 Grade 3 Performance in EGRA

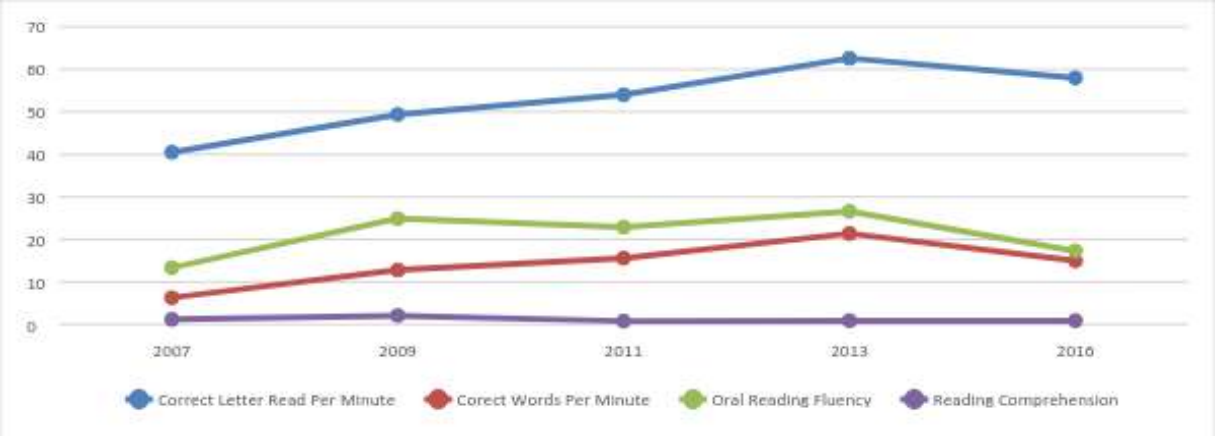


Table 30 Correct Letter read Per Minute (CLPM) all schools

Grade 1	13.1	26.1	25.7	28.8	33.2	
Grade 2	26.7	37.4	42.1	45.1	45.1	36%
Grade 3	40.5	49.4	54	62.6	58.0	29%

Table 31 Table 5 Correct Words read Per minute (CWPM) all schools

	2007	**2009**	**2011**	**2013**	**2016**	
Grade 1	0.86	2.5	2.3	4.4	5.3	
Grade 2	2.95	5.6	8.7	12.4	9.5	79%
Grade 3	6.29	12.8	15.6	21.4	15.0	58%

Table 32 Table 6 Oral Reading Fluency (ORF) all schools

	2007	**2009**	**2011**	**2013**	**2016**	
Grade 1	1.35	4.7	2.8	3.6	5.1	
Grade 2	4.95	10.5	10.9	15.1	10.8	112%
Grade 3	13.37	24.9	22.9	26.6	17.3	60%

Table 33 Reading Comprehension (number correct, 5 questions in total) all schools

	2007	**2009**	**2011**	**2013**	**2016**	
Grade 1	0.5	1.3	0.1	0.3	0.5	
Grade 2	1.1	2.1	0.8	1	0.9	80%
Grade 3	2	3.1	1.6	1.7	1.4	56%

Table 34 Grade I Improvements in EGRA Scores 2007 to 2

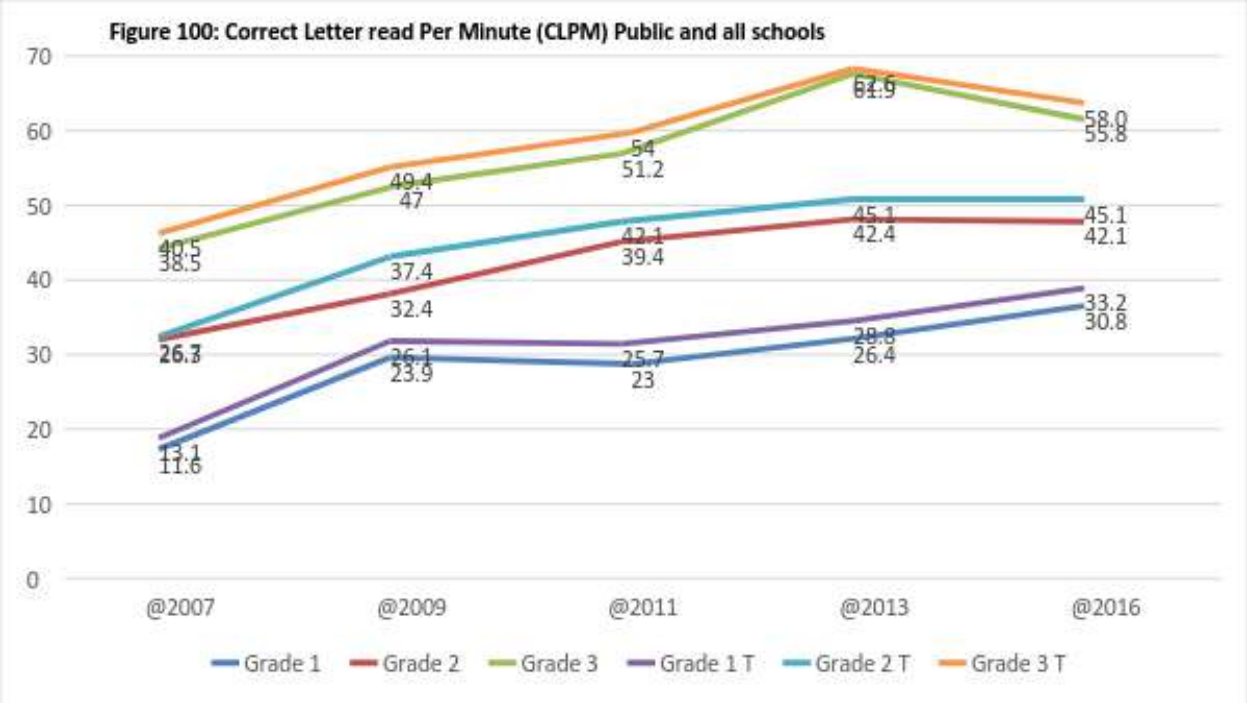
	2007	**2009**	**2011**	**2013**	**2016**
	(Baseline score)				
Correct Letters Per Minute	13.1	13.0***	12.6***	15.7***	20.0***
Correct Words Per Minute	0.9	1.6**	1.4	3.5***	4.4***
Oral Reading Fluency	1.4	3.3**	1.5	2.2**	3.8***
Reading comprehension	0.5	0.8***	-0.4***	-0.2*	0
*****=significant at 1%; **=significant at 5%; *=significant at 10%**					
Source: EGRA data files 2007, 2009, 2011, 2013 and 2016. Authors' computations.					

Table 35 - Grade 2 Improvements in ERGA Assessments Scores 2007 to 2016

	2007	2009	2011	2013	2016
	(Baseline score)				
Correct Letters Per Minute	28.7	8.7***	13.4***	16.4***	16.4***
Correct Words Per Minute	2.9	2.7**	5.8**	9.5***	6.6***
Oral Reading Fluency	4.9	5.5**	5.9*	10.1***	5.9***
Reading comprehension	1.1	1.0***	-0.3	-0.1	-0.2
*****=significant at 1% ; **=significant at 5% ; *=significant at 10%**					
Source: EGRA data files 2007, 2009, 2011, 2013 and 2016. MOE Calculations.					

Table 36 - Grade 3 Improvements in ERGA Assessments Scores 2007 to 2016

	2007	2009	2011	2013	2016
	(Baseline score)				
Correct Letters Per Minute	40.5	8.9***	13.5***	22.1***	17.5***
Correct Words Per Minute	6.3	6.5***	9.3***	15.1***	8.7***
Oral Reading Fluency	13.4	11.5***	9.5*	13.3***	3.9
Reading comprehension	2	1.0***	-0.5	-0.3	-0.6**
*****=significant at 1% ; **=significant at 5% ; *=significant at 10%**					
Source: EGRA data files 2007, 2009, 2011, 2013 and 2016. MOE Calculations					



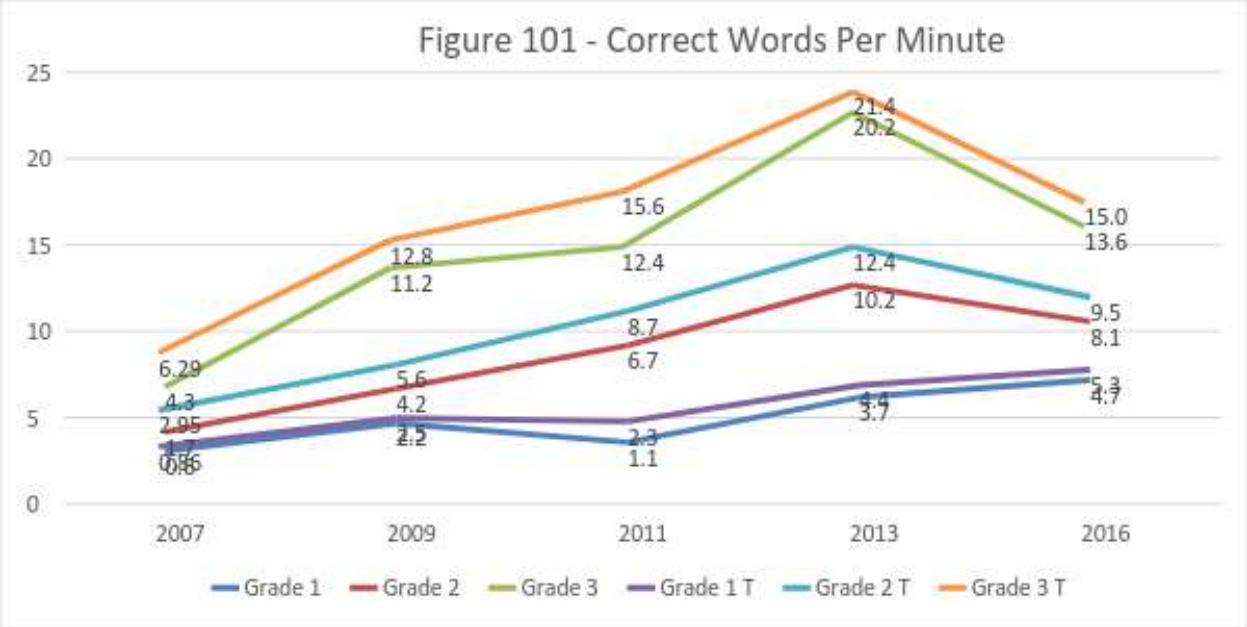
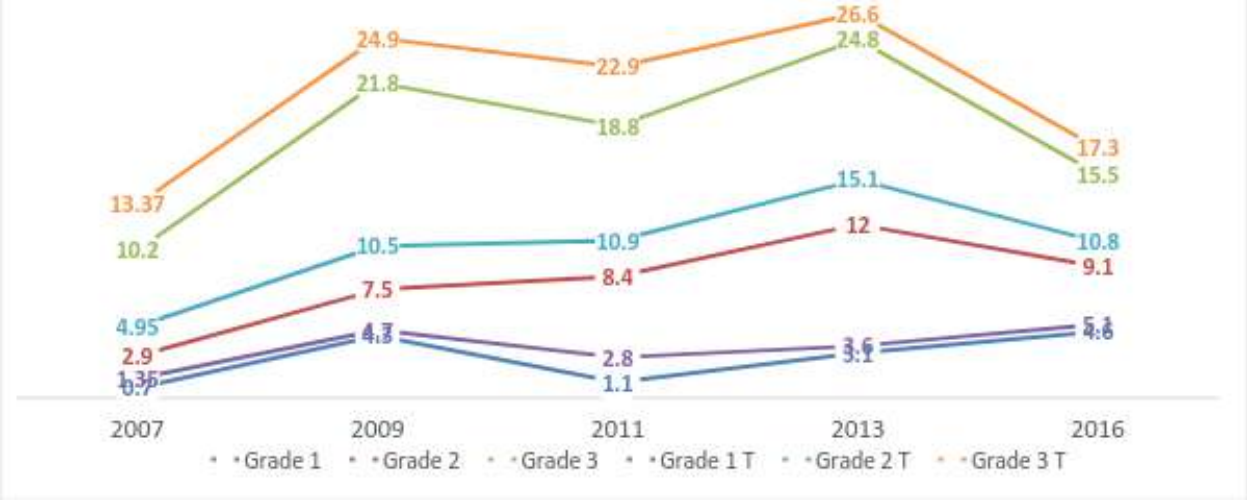
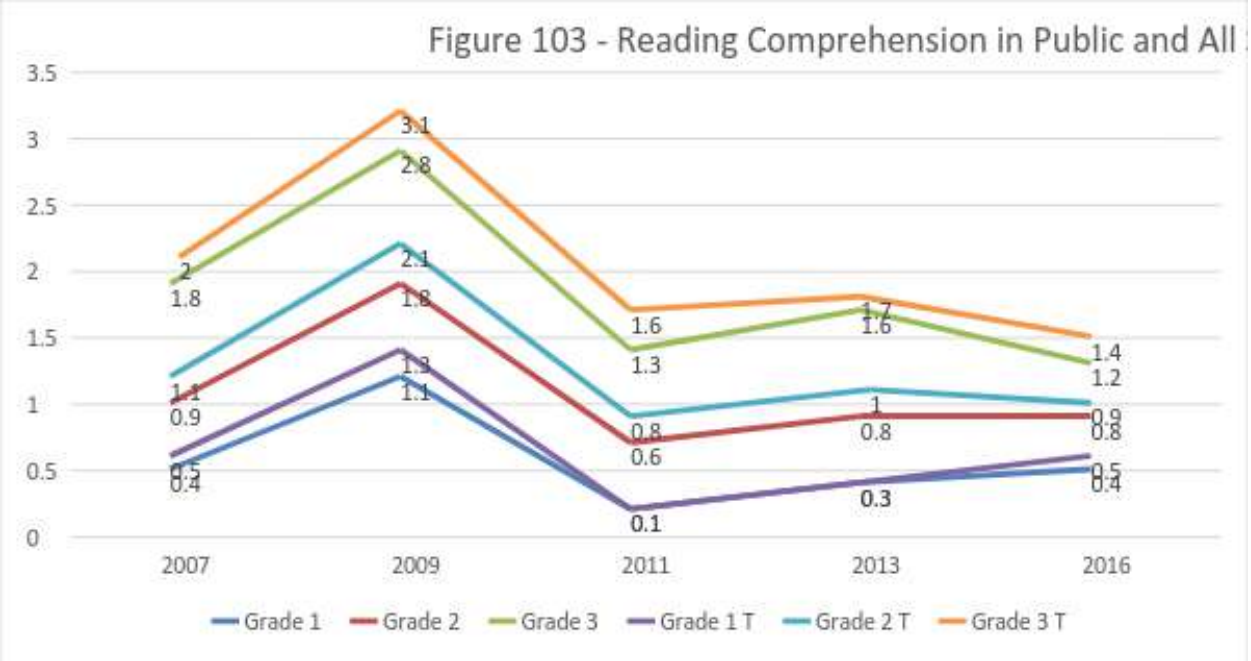


Figure 102 - Oral Reading Fluency public and all schools





Regional Disparities in EGRA Performance

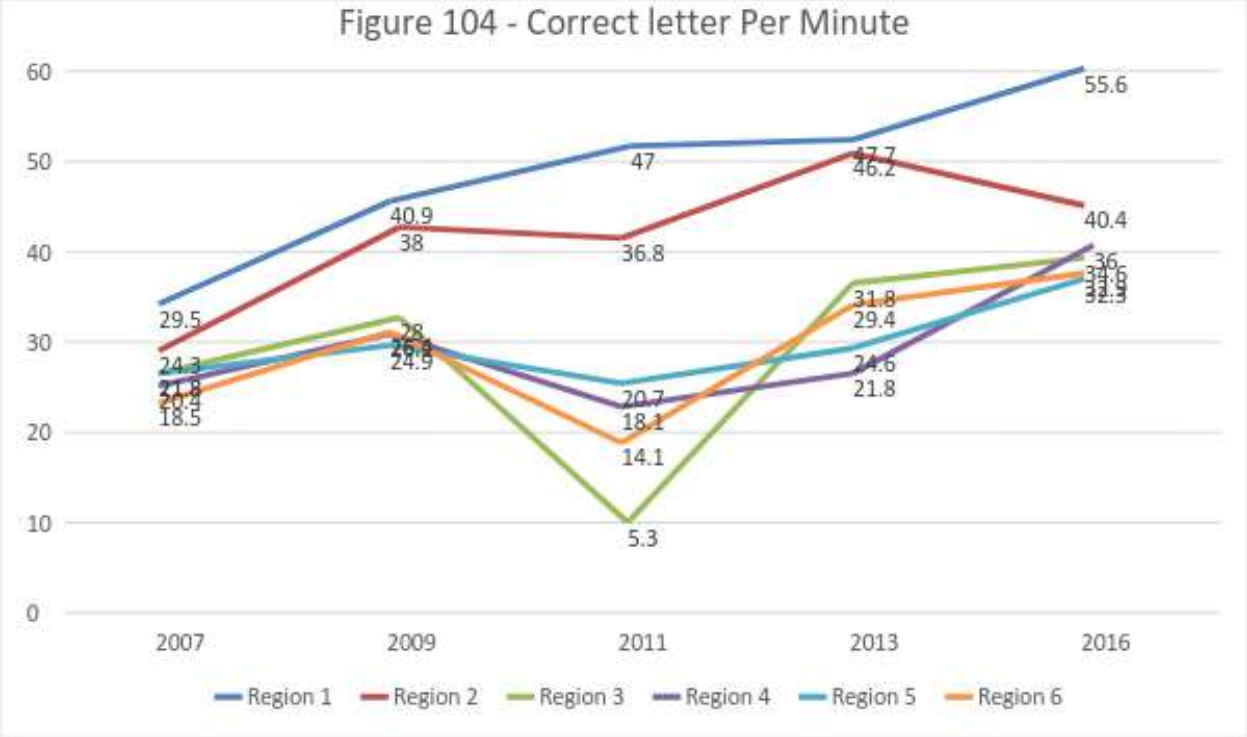


Table 37 Correct Letter per Minute by year by region							
	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Diff. Region 1 and 6
2007	29.5	24.3	21.8	20.4	21.8	18.5	11

2009	40.9	38	28	26.2	24.9	26.4	14.5
2011	47	36.8	5.3	18.1	20.7	14.1	32.9
2013	47.7	46.2	31.8	21.8	24.6	29.4	18.3
2016	55.6	40.4	34.6	36	32.3	32.9	22.7

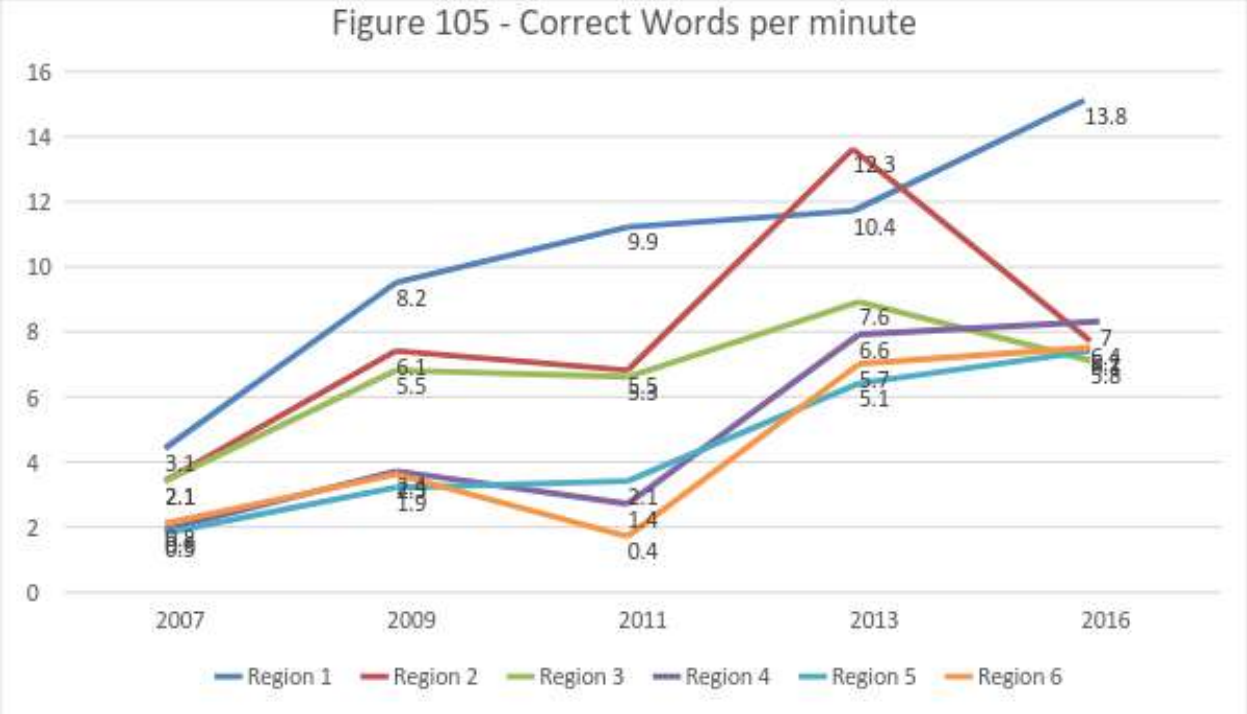


Table 38 Correct Words per Minute by year by region							
	Region 1	**Region 2**	**Region 3**	**Region 4**	**Region 5**	**Region 6**	Diff. Region 1 and 6
2007	3.1	2.1	2.1	0.6	0.5	0.8	2.3
2009	8.2	6.1	5.5	2.4	1.9	2.3	5.9
2011	9.9	5.5	5.3	1.4	2.1	0.4	9.5
2013	10.4	12.3	7.6	6.6	5.1	5.7	4.7
2016	13.8	6.4	5.8	7	6.1	6.2	7.6

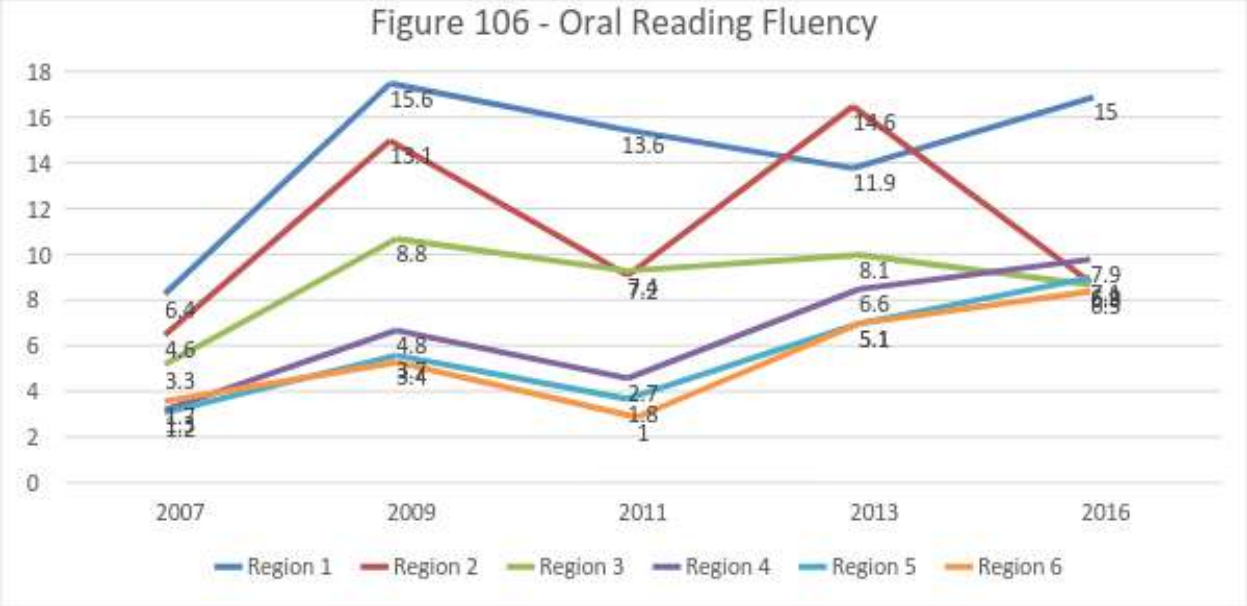


Table 39 Oral Reading Fluency by Year and by Region

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Diff. Reg 1 and 6
2007	6.4	4.6	3.3	1.3	1.2	1.7	4.7
2009	15.6	13.1	8.8	4.8	3.7	3.4	12.2
2011	13.6	7.2	7.4	2.7	1.8	1	12.6
2013	11.9	14.6	8.1	6.6	5.1	5.1	6.8
2016	15	6.9	6.8	7.9	7.1	6.5	8.5

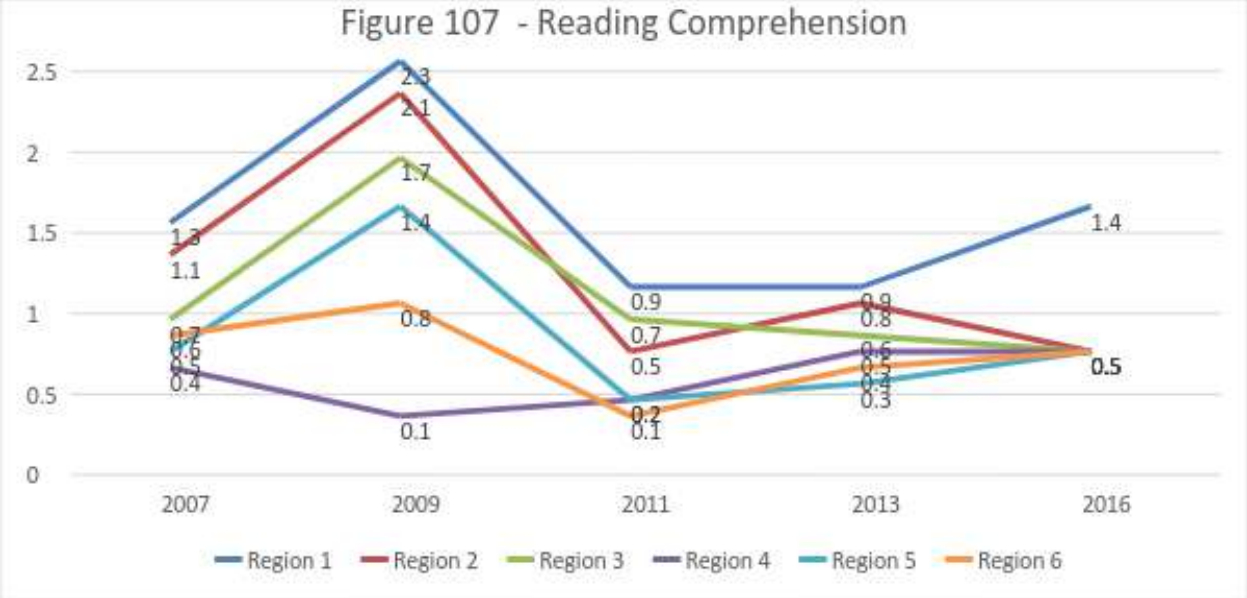


Table 40 Reading comprehension by year and region (average number correct, 5 questions in total)

	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Diff. Reg 1 and 6
2007	1.3	1.1	0.7	0.4	0.5	0.6	0.7
2009	2.3	2.1	1.7	0.1	1.4	0.8	1.5
2011	0.9	0.5	0.7	0.2	0.2	0.1	0.8
2013	0.9	0.8	0.6	0.5	0.3	0.4	0.5
2016	1.4	0.5	0.5	0.5	0.5	0.5	0.9