



**THE REPUBLIC OF THE GAMBIA  
MINISTRY OF BASIC & SECONDARY EDUCATION  
AND  
MINISTRY OF HIGHER EDUCATION, RESEARCH, SCIENCE &  
TECHNOLOGY**

**DRAFT EDUCATION SECTOR  
STRATEGIC PLAN  
2013 - 2022**

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## **ACKNOWLEDGEMENTS**

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## ABBREVIATIONS

ACE	
ADB	African Development Bank
ANFEU	Adult and Non-Formal Education Unit
AR4D	
B. Ed	Bachelor in Education
BADEA	Arab Bank for Economic Development in Africa
BSED	Basic and Secondary Education Directorate
CCM	Coordinating Committee Meeting
CHN	Community Health Nurse
CIAM	Centre for Innovation Against Malaria
CREDD	Curriculum Research, Evaluation and Development Directorate
CSO	Civil Society Organization
CSR	Country Status Report
DSTI	Directorate of Science, Technology and Innovation
EBS	Educational Broadcasting Service
EBU	Educational Broadcasting Unit
EC	European Commission
ECD	Early Childhood Development
ECDU	Early Childhood Development Unit
ECOWAS	Economic Community of West African States
EFA	Education For All
EGMA	Early Grade Mathematics Ability
EGRA	Early Grade Reading Ability
EMIS	Education Management Information System
EINL	EGRA in National Language
ESMF	
ESSP	Education Sector Strategic Plan
FFE	Food for Education
FIOH	Future in Our Hands
FTI	Fast Track Initiative
GABECE	Gambia Basic Education Certificate Examination
GAMTEL	Gambia Telecommunication
GBMA	
GBOS	Gambia Bureau of Statistics
GC	Gambia College
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GMD	Gambia Dalasi
GOTG	Government of The Gambia
GEU	Gender Education Unit
GPE	Global Partnership for Education
GSQF	Gambia Skills Qualifications Framework
GTTI	Gambia Technical Training Institute
GTU	Gambia Teachers' Union
HED	Higher Education Directorate
HEI	Higher Education Institution
HEMIS	Higher Education Information Management System

HEO	Higher Education Observatory
HIV/AIDS	Human Immuno Deficiency Virus/Acquired Immuno Deficiency Syndrome
HRD	Human Resource Directorate
HTC	Higher Teachers' Certificate
ICT	Information Communication Technology
IDA	International Development Agency
IsDB	Islamic Development Bank
INSET	In-Service Training
ISP	Internet Service Provider
IT	Information Technology
JDRSM	Joint Donor Review and Supervision Mission
KIST	Kanilai Institute for Science and Technology
LBE	Lower Basic Education
LBS	Lower Basic School
LMIS	Labour Market Information System
LRR	Lower River Region
LSE	Life Skills Education
M & E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MDI	Management Development Institute
MoBSE	Ministry of Basic and Secondary Education
MoFEA	Ministry of Finance and Economic Affairs
MoHERST	Ministry of Higher Education, Research, Science and Technology
MOU	Memorandum of Understanding
MRC	Medical Research Council
MSc	Master of Science
MSME	
MSTQ	
MTEF	Medium Term Expenditure Framework
NaRDIC	National Research and Development Innovation Centre
NARI	National Research Institute
NASTIC	
NAT	National Assessment Test
NEMA	National Environment Management Act
NCAC	National Council for Arts and Culture
NGOs	Non Governmental Organisations
NSTIP	National Science, Technology and Innovation Policy
NTA	National Training Authority
ODL	Open and Distance Learning
OPEC	
PAGE	Programme for Accelerated Growth and Employment
PCU	Projects Coordination Unit
PER	Public Expenditure Review
PhD	Doctor of Philosophy
PIQSS	Program for Improved Standards in Schools
PMF	Performance Management Framework
PMS	Performance Management System
PPARBD	Planning, Policy Analysis, Research & Budget Directorate
PPM	Participatory Performance Monitoring
PPPA	Public-Private Partnership Approach

PRD	Planning and Research Directorate
PRSP	Poverty Reduction Strategy Paper
PTA	Parent Teacher Association
PTC	Primary Teachers' Certificate
PTR	Pupil Teacher Ratio
R&D	Research and Development
REDs	Regional Education Directorates
RPF	
SE	Supervising Entity
SEN	School for Enrolled Nurses
SIU	School Improvement Unit
SLA	Service Level Agreement
SMC	School Management Committee
SMT	Senior Management Team
SNEU	Special Needs Education Unit
SPMM	School Performance Management Meeting
SQAD	Standards and Quality Assurance Directorate
SSA	Sub-Saharan Africa
STEM	
STI	Science, Technology and Innovation
SWAp	Sector Wide Approach
TA	Technical Assistance
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
UBS	Upper Basic School
UIS	
UN	United Nations
UNECA	
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UTG	University of The Gambia
WCR	West Coast Region
WARCIP	
WASSCE	West African Senior School Certificate Examination
WB	World Bank
WFP	World Food Programme

## **EXECUTIVE SUMMARY**

### **Background**

In 2006, an Education Sector Strategic Plan (ESSP) was developed in order to operationalise the national Education Policy 2004 – 2015 which set the national agenda for the provision of education and training ranging from early childhood development to higher education under the management of one ministry of education. However, 2007 witnessed the creation of a new ministry responsible for higher education, research, science and technology thus leaving the other with the basic and secondary education portfolio. Following the formulation of a new policy for the former and the revision of the latter's policy, the ESSP has been revised within the framework of a sector-wide approach (SWAp) responding to the implementation issues of both policies whose main direction has been dictated by the Program for Accelerated Growth and Employment (PAGE). The basic aims of the two policies, from which this revised strategic plan is derived, are as follows:

1. Promote a broad-based education at the basic level for lifelong learning and training
2. 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
3. Develop the physical and mental skills which will contribute to nation building – economically, socially and culturally in a sustainable environment
4. Encourage creativity and the development of a critical and analytical mind
5. Further an understanding and appreciation of the contribution of science and technology to development
6. Cultivate sound moral and ethical values in the development of life skills
7. Develop a healthy body and an appreciation of the value of a healthy mind in response to life-threatening diseases like HIV/AIDS, malaria and tuberculosis
8. Create an awareness of the importance of peace, democracy and human rights, duties and responsibilities of the individual in fostering these qualities
9. Foster an appreciation of, and respect for, the cultural heritage of The Gambia
10. Promote a sense of patriotism: service, loyalty, integrity and dedication to the nation and humanity.
11. To expand access to universities and other higher and tertiary education institutions;
12. To improve the quality of the graduates of universities and other higher and tertiary education institutions with particular emphasis on acquiring breadth and depth of knowledge, problem-solving skills, critical and creative thinking;
13. To improve the effectiveness and efficiency of higher and tertiary education institutions ;
14. To enhance the institutional capacity of higher and tertiary education institutions in institutional and sector governance;
15. To strengthen coordination and collaboration between tertiary and higher education institutions in The Gambia and with other stakeholders.

### **Purpose**

While it is recognised that some progress has been made in improving the provision of education and training during the period 2004 – 2012 and the fact that education must be seen as a continuum from ECD to higher education coupled with the need to have a common platform for the implementation of the two education policies, the new ESSP 2013 – 2022 provides a common platform with a clear strategic direction towards the implementation of

the revised education policy for basic and secondary education and the new policy for tertiary and higher education from 2013 and beyond.

### **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 & Innovation and Sector Management. Each of these programs has policy priority areas that are linked to corresponding indicators, outputs and results. All the five programs highlight the priorities of the two education policies.

### **Indicators**

There are indicators under each program that are expected to deliver both results and outputs the effect of which is the attainment of the objectives of both policies.

#### **Access & Equity**

*Output: Increased access to and improved equity within basic, secondary, technical and vocational education and training, tertiary and higher education achieved*

#### **Quality & Relevance**

*Output: Improved delivery of quality and relevance of basic, secondary, technical and vocational education and training, tertiary and higher education achieved*

#### **Research & Development**

*Output: Research in the critical fields of development, mainly health, agriculture, basic sciences and human resource development and management promoted and strengthened*

#### **Science, Technology & Innovation**

*Output: STI national processes as envisaged in The Gambia's development plan harmonised, coordinated and integrated*

#### **Sector Management**

*Output: Effective and efficient delivery of education and training services achieved*

### **Implementation Schedule**

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

The implementation of the various programs at the level of the two ministries will also be supported by both 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.

### **Budget and Financing Plan**

Both policies for Basic & Secondary and Higher Education, Research, Science & Technology 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 programme area, and within programmes, to priority targeted beneficiaries. Such

allocation of resources will be predicated on the most cost-effective utilisation of available resources, guided by well-defined efficiency measures.

The overall investment for the ten-year strategic plan is X, of which X% is investment cost and X% is recurrent cost. Currently, secured funding amounts to X%, thus leaving a gap of X%. This translates to approximately an annual funding gap of \$X.

Much as the needs are enormous, it is apparent that the funding gap will not be entirely met by external partners, hence resources must be sought from within. It is expected, therefore, that the sector will endeavour, during the implementation of the Strategic Plan, to wean itself from heavy donor lending and work more on mobilising grants financing whilst encouraging Government to increase the budget allocation to the education sector.

**Comment [MS1]:** Values will be added from model

## **CHAPTER 1: BACKGROUND**

### **Policy Framework**

Until 2007, the provision of education and training was managed under one ministry whose mandate ranged from ECD to university education. Following the creation of MoHERST in 2007 both ministries continued to implement the national education policy 2004 – 2015 until 2011 when MoBSE reviewed and revised this policy in tandem with its mandate of basic and secondary education while MoHERST developed a new policy for tertiary and higher education as well as a science, technology and innovation policy. In spite of the difference in ministerial mandates, a memorandum of understanding (MOU) between MoBSE and MoHERST has been agreed on to partner together in the delivery of education and training using the sector-wide approach. The development of this sector-wide plan is therefore initiated within the spirit of the MOU. However, notwithstanding this understanding, both ministries have their individual vision and mission statements which they will continue to pursue through the implementation of this plan. Find below the statements:

#### **MoBSE Vision Statement:**

The Ministry of Basic and Secondary Education upholds that *“By 2015 universal access to relevant and high quality education will be achieved.”*

#### **MoBSE Mission Statement:**

In view of the vision, Ministry of Basic and Secondary Education aims to:

1. Provide access to relevant and high quality basic and secondary education for all
2. Provide high quality education services
3. Ensure gender equity in education
4. Provide relevant life skills
5. Promote the principle of lifelong learning.

#### **MoHERST Vision Statement:**

Higher education is central to achieving the key policy objectives for The Gambia’s future. These include:

1. A Stronger Gambia: boosting The Gambia’s share of high skilled jobs and productivity growth will require a highly skilled workforce that can rapidly adapt to meet the country’s future challenges.
2. An Impartial Gambia: all Gambians will benefit from widespread equitable access, relevance and quality higher and tertiary education to a diverse sector that allows each of the citizenry to develop and reach their full potential. The Gambian society as a whole will benefit from the widespread application of cutting-edge research, development and innovation.
3. Future Challenges: acting now to lay down a 10-year policy agenda for higher and tertiary education will position The Gambia to deal with future challenges and take advantage of the new jobs and other opportunities that will be created in the years ahead for all categories of the society.

#### **MoHERST Mission Statement:**

This vision gives rise to the following statement of the mission of the Ministry of Higher Education and Research Science and Technology

1. To expand access to universities and other higher and tertiary education institutions;
2. To improve the quality of the graduates of universities and other higher and tertiary education institutions with particular emphasis on acquiring breadth and depth of knowledge, problem-solving skills, critical and creative thinking;
3. To improve the effectiveness and efficiency of higher and tertiary education institutions ;
4. To enhance the institutional capacity of higher and tertiary education institutions in institutional and sector governance;
5. To strengthen coordination and collaboration between tertiary and higher education institutions in The Gambia and with other stakeholders.

### **Policy Theme**

The revised Education Policy 2004 – 2015 and the new Tertiary and Higher Education policy are premised on the inextricable linkage between education and human development variables that can contribute to accelerated growth and employment from 2012 to 2015 and beyond. Thus the theme for both policies is “**Rethinking Education and Training for Accelerated Growth and Employment**”.

### **Policy Dialogue**

The participation of all stakeholders in education and training was central in the process of reviewing and revising the MoBSE policy and formulating the MoHERST policies, which 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, development partners and private sector representatives.

Consultations were held with the development partners through the Joint Donor Review and Supervision Missions (JDRSM), National Assembly Members, regional stakeholders and the general public using television and radio programmes alongside face-to-face sessions. Participants of these consultative fora had the opportunity to discuss the strengths and weaknesses of the delivery of education and training services with a view to consolidating the gains and addressing the inherent weaknesses.

Feedback from these consultations provided the basis for the debates and the concerns raised include but not limited to:

1. Improving access to all levels of education and training of good quality focusing on gender, socio-economic groups and regions
2. Improving learning outcomes of learners at all levels of the education system with special emphasis on developing literacy skills for early graders
3. The expansion of secondary education to absorb a minimum of 52% of the basic education graduates
4. The reduction of expenditure burden of households for all levels of education
5. 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
6. Limited access to higher and tertiary education either at regional, gender or economic class levels reflects the existence of social injustice compounded by income disparities.

**Comment [NL2]:** Especially at basic education levels

**Comment [NL3]:** National languages also in higher education? Rationale?

7. There is a limited number of qualified teaching personnel in higher and tertiary education institutions, hence a heavy reliance in some disciplines on non-Gambian teaching staff
8. The absence of a standardized quality assurance framework for higher and tertiary education (such as a Higher Education Observatory), institutions results in institutions being self regulated and use their own internal quality assurance mechanisms.
9. Low number of TVET graduates to take care of the national demands for skills manpower for socio-economic development of the nation.
10. Training at most TVET institutions does not adequately respond to the labour market needs for the socio-economic development of the country.
11. Laboratories and workshops in most higher and tertiary education institutions are poorly equipped and cannot cater for the training and research needs of the learners and teaching personnel.
12. Inadequate and unreliable internet connectivity and access in all public and private institutions that cater for the learning needs of students and teaching staff, especially in open and distance education.
13. Training programmes at higher and tertiary education institutions are not coordinated to allow a smooth transfer of relevant academic and professional credits earned among institutions;
14. TVET is regarded by most Gambians as a second option. As a result, it is not given the due consideration it deserves.
15. Low level of funding and investment in research and development at national and institutional levels coupled with inadequate research infrastructure to justify the raison d'être for research bodies.
16. No national research council with policy setting and oversight functions, and with clearly defined structures and mandates to ensure not just its smooth running, but also to help research attain reputable and fruitful levels in The Gambia.
17. Absence of a definitive and prescriptive National STI Framework within a higher and tertiary education policy for investment in STI;

**Comment [NL4]:** ODL yes but also focusing on using internet for enhance learning and teaching practices

## **Situational Analysis**

### **Access and Equity**

#### **Access**

The Gambia has witnessed an increase in enrolments at all education levels since 2005. At the ECD level there was an average annual growth rate of 9% between 2006 and 2009. Enrolment at the lower basic increased from 181,835 in 2000/2001 to 227,668 in 2009/2010 registering an average annual growth rate of only 2% while the upper basic increased from 41,493 to 75,613 during the same period with an annual average growth rate of 3% in spite of increases in the school-aged population. Enrolments at senior secondary more than doubled from 15,554 to 36,141 with an average annual growth rate of 3% between 2000/01 and 2009/10 due mainly to the expansion of Madrassahs which showed an encouraging average annual growth rate of 13% between 2005/06 and 2009/10.

**Comment [am5]:** Why not use 2012 stats here. Review teams always get upset by old data (quite rightly).

The gross enrolment ratio (GER) increased considerably at the ECD level from 26% in 2006 to 36% in 2009, due mainly to the policy of attaching ECD centres to existing lower basic schools in deprived communities. At the lower and upper basic levels as well as senior secondary, GER remained stagnant between 2004 and 2009 as enrolments increased at the same pace as the school-age population. Nevertheless, the Gambia remains among the most advanced Sub-Saharan Africa countries in terms of enrolment and completion indicators at all

**Comment [am6]:** Not sure about this. The figures we got in December show that between 2001 and 2012, the enrolment in conventional SS grew by 15k, and the enrolment in madrassa SSS grew by 10k.

**Comment [NL7]:** Actually the school age population is growing faster than enrolment is increasing

**Comment [NL8]:** Maybe say--in West Africa

levels, with a Primary completion rate of 75%. However, many children still remain out-of-school and are “hard to reach”, usually from the most disadvantaged groups and areas.

**Comment [RT9]:** The latest data shows that t is 72.4% in 2012.

**Comment [am10]:** Not sure this is accurate. lot of SSA countries have high completion rates now.

From the 1990s to-date, higher and tertiary education in The Gambia has experienced a rapid expansion as a result of persistent increase in demand (CSR 2010). This is occurring at a time of global economic downturn which inevitably has some negative impacts on the economic performance of the country and consequently on the achievement of the objectives of higher and tertiary education. The funding made available from government to higher and tertiary education has not grown in line with enrolments.

Given the demographic scenarios in The Gambia, the post-secondary population in 2003 was at 222831; which translated to the age group between 18 and 25. Given the projection, this population increased to 29,0744 in 2012, 31,7704 in 2015 and 36,8306 in 2020. Using 2011/2012 academic year as the base line, total enrolment in higher and tertiary institutions stands at 16,546. Of this, the University and three main tertiary institutions; MDI, GTTI and Gambia College constitute 9,541. TVET institutions that are mainly private and run certificate and diploma courses, mainly short-term courses, constitute 7005.

**Comment [am11]:** This is a bit confusing. WH is the point here? An assessment of the University age population? It is easier to compare intake with the 18 year old age cohort.

It does not matter if some are older or younger when entering, the question is whether the higher ed system has the capacity to educate half, or 10% or 2% of the age cohort.

**Comment [NL12]:** A GER

**Comment [am13]:** 4% of what?

This policy sets a 4% target for the integrated university of The Gambia by 2015, which will result to enrolment of 11,630. This would mean promoting increased enrolment strategies for programmes offered under the integrated system. The alternative will be encouraging the establishment of more universities and tertiary institutions. With the completion of Ndemban Skills Centre and the refurbished Julangel and Soma Skills Centres, the 4% target is attainable. However, this will still fall below the ECOWAS's current benchmark of 6%.

### **Equity**

An enormous gap exists between the most and least advantaged groups in terms of their chances of access to different education levels. The inequality of chances is accentuated with successive education levels. Children from households belonging to the poorest quintile of the population have very low chances (5 out of 100) to enter senior secondary, quite the opposite of children from the most favored layer of society, whose probability of access to senior secondary is 48 percent. In other words, children from the richest to the poorest quintiles access Grade 1 differently. Only 56.6% of children from the poorest quintile attend the first level of basic education (Grade 1) while 93.3% of the richest quintile has access to grade 1.

**Comment [NL14]:** Use perhaps the last HH survey results

From amongst the poorest quintile, 22.8% managed to complete lower basic level (Grade 6) as opposed to the 77.1% of the richest quintile. This number even worsens as the number of students from amongst the poorest quintile that have access to Grade 7 (UBS1) reduces significantly (16.3%) as compared to students from the richest quintile (69.6%). At completion of UBS (Grade 9), 62.2% of the richest quintile managed to complete compared to only 11.4% of the poorest quintile. For senior secondary education level, 48.1% of the richest quintile has access whereas 5.1% of the poorest have access. Only 3.0% of students from the poorest quintile managed to complete senior secondary school. When this is compared to students from the richest quintile, 37.7% actually complete senior secondary education.

**Comment [RT15]:** These figures are about the same as those in CSR which used 2006 data. Have they not changed since then?

The gap between the two groups in terms of schooling access becomes quite apparent. Girls living in the poorest rural households are virtually excluded from education, as of the end of

lower basic. The inequality between the two groups, present from the very access to lower basic, is aggravated by very high drop-outs within the poor rural girls' group.

Beyond the differentiations due to social characteristics related to individuals and their families (gender, area of residence, and level of wealth), the region where households are established can also create differences in their children's chances of access to education. Overall, regional disparities are fairly accentuated in enrolment in The Gambia. The differences in access to lower basic education are important with a probability estimated at 92 percent in region 1 against 51 percent in region 6. As for the other segmentation variables, the disparities among regions deepen with progress through the stages of the education system until the end of upper basic schooling, before receding slightly at the senior secondary level.

The achievement of the goals contained in Vision 2020 is premised on the existence of well educated and professional citizens. However, this can only be achieved through the provision of a relevant and quality higher and tertiary education that is accessible to all those who are qualified to transit to this level of education including the physically challenged.

The Government of The Gambia supports a culturally diverse and socially cohesive nation and believes that all Gambians, regardless of their cultural, linguistic, religious and physical background, should be given every opportunity to participate fully in the development of the country. The Gambia is home to over 220,000 young people aged between 18- 25 (GBOS, 2003).

Majority of these youths have high educational aspirations, however, these do not match the outcomes. While some of them experience a smooth pathway into and through higher education, many others do not realize their dreams, thus limiting their opportunities to further education and training. The rapid increase in the number and variety of tertiary education institutions and the massive increase of enrolment levels remain a major challenge to higher and tertiary education policy makers. Fixing Gambia's educational system to meet the needs of under-educated youth and help the country produce well-educated and skilled citizenry and workforce will require a simultaneous strengthening of both higher and tertiary education systems. The solution lies in equity-focused reforms of both systems, with specific attention to the relationships and transitions between these important educational institutions. Fortunately, there are number of institutions uniquely positioned to address the preparation of this group and to move them to acquire academic and vocational qualifications.

By virtue of the location of most higher and tertiary education institutions in the Greater Banjul Area, students living in this area have a greater chance of accessing higher and tertiary education. Furthermore, there are regional and gender disparities in access to education in general and senior secondary school education in particular (CSR, 2010), which is the transiting level to higher and tertiary education. It should be noted that the majority of Gambians are farmers whose incomes are inadequate to support their children to access higher and tertiary education. The high costs of fees for higher and tertiary education favour the continued admission of children from the highest income quintiles into higher and tertiary education institutions and consequently reinforce inequalities in society. Furthermore, strengthening the relationship between TVET institutions and higher education institutions will create better linkages between occupational courses and other academic disciplines to further enable students to pursue not only viable careers, but also advanced educational goals. Equity is about social justice concerned with equal treatment. In this context, equity is related to affordability and access which is reflected in regional and gender disparities. Limited

access to higher and tertiary education either at regional, gender or economic class levels reflects the existence of social injustice compounded by income disparities. In order to achieve equity in higher and tertiary education, the Policy will address the issue of affordability. In a country where the majority live under the poverty-datum line of less than \$1 a day (World Microcredit Summit Campaign Report, 2012), the issue of affordability and equity becomes more pronounced.

### **Quality and Relevance of Education**

By all measures, quality education remains a challenge, with low levels of learning achievements at all levels. However, it is encouraging to note that learning outcomes are now improving as can be discerned from the 2010 and 2011 national assessment test results, the GABECE and WASSCE results of the same period. Early Grade Reading Assessment (EGRA) findings also corroborate the evidence of improvements in learning outcomes.

**Comment [J16]:** This was not established.

### **National Assessment Tests (NAT)**

The NAT is meant to inform policy on how children fare in the core subjects at the lower basic level especially following the removal of the Primary School Leaving Certificate Examination (PSLCE) and it is administered on an annual basis on all the students in grades 3 and 5 of all government, grant-aided and private schools. As a way to better monitor learning achievements, the test will be extended to grades 8 and 11 in 2012 and 2013 respectively.

From 2011, NAT incorporates new design and improves significantly the quality and reliability of the tests. Grade 3 English is 35.5% while Mathematics is 36.9%. At Grade 5, English is 31.5% and Mathematics is 49.9%. The new test design will allow the progress tracking of 2011 and 2012 NAT data and beyond.

**Comment [J17]:** At 2012, mean scores are G3 Maths (37.15), G3 English (41.50), G5 Maths (44.47), G5 English (45.47)

**Comment [J18]:** Linkage of G3 2011 and 2012 English shows some, but not statistically significant improvements in scores.

### **Early Grade literacy**

In the case of the early grade reading abilities, the percentage of students who could not read a single word in 2007 in grades 1, 2 and 3 decreased from 80%, 66% and 47% to 70%, 54% and 27% respectively in 2009. Of special mention is the appreciable increase in the percentage of Grade 2 students who could read up to five words in 2007 from 6.8% to 23.7% in 2009. This level of improvement in the literacy skills is due mainly to the implementation of interventions aimed at improving the quality of teaching and learning in schools the examples of which are as follows:

**Comment [RT19]:** Why not using 2011 data?

**Comment [J20]:** Reading fluency and reading with comprehension remains the challenge and should be the target in improving early literacy.

1. Training of teachers in early grade literacy skills;
2. Intensification of monitoring and supervision of teaching and learning in schools;
3. Provision of sufficient teaching and learning materials;

### **Gambia Basic Education Certificate Examination (GABECE)**

The GABECE is a national examination that is written at the end of the basic education cycle to determine transition into the first level of secondary (grade 10) and post basic lifelong learning opportunities. In terms of performance of students in this examination, the year 2011 witnessed an improvement in Mathematics and English Language. The percentage of candidates with credits in English Language and Mathematics in 2010 increased from 15.0% to 23.2% and 7.55% to 18.0% in 2011 respectively. In terms of securing a pass grade in the same subjects, an increase in English Language and Mathematics was registered from 7.9% to 16.9% and 17.1% to 18% respectively for the same period.

### **West African Senior School Certificate Examination (WASSCE)**

This examination is written at the end of the senior secondary education cycle in Anglophone West Africa, the results of which provide an indication of the pattern of lifelong learning for the grade 12 graduates. The performance of students in this examination has also shown evidence of improvement from 2010 to 2011 during which period the number of graduates with the University of The Gambia (UTG) entry requirements including English and Mathematics increased from 176 (19.3%) to 281 (27.8%). In addition, the number of graduates with X passes in Y number of subjects increased from P to Q

Under curriculum research, curriculum planning and development in The Gambia remains at central (Ministry of Education) level with specifications about the implementation procedures (syllabuses and teachers' guides). At the moment, teachers are not systematically consulted on their views and problems they encounter in their classrooms. It is taken for granted that the curriculum proposals prepared and disseminated are appropriately designed and that teachers will faithfully implement the curriculum. Studies have shown that government policies including the curriculum plans are constantly interpreted, sometimes misunderstood and or resisted in the process of implementing<sup>1</sup> (Jammeh, 2012). The design of the school curriculum seems to promote a rather rigid pedagogical approach that tends to pay little attention individual differences and teaching styles<sup>2</sup> (Ministry of Basic and Secondary Education, 1998, p 21). Besides, the materials tend to be teacher centred and focus minimally on the child approaches to teaching and learning.

**Comment [J21]:** His study or studies in Jammeh 2012 - clarify

**Comment [NL22]:** Any more recent documents available?

### **Tertiary and Higher Education**

The Gambia, like most countries, is faced with the challenge of making its education, especially at the tertiary and higher education levels, qualitative and relevant. Several issues have militated against achieving quality and relevant education, ranging from the socio-economic to political.

The limited access to higher and tertiary education among young Gambians has an impact on the workforce preparation of the nation. There is a limited number of qualified teaching personnel in higher and tertiary education institutions, hence a heavy reliance in some disciplines on non-Gambian teaching staff. Consequently, the attainment of quality and relevance continues to be elusive.

**Comment [NL23]:** Here talk the new program introduced at UTG to train more Gambians...

Quantity has in most cases a negative effect on quality. This has also been an issue affecting the quality of teaching in The Gambia's higher and tertiary education institutions. The teacher-student ratio is more than 1: 40 in most tertiary institutions and this has a direct correlation with quality education delivery (2010-2011 Annual Reports of Higher and Tertiary Institutions).

**Comment [NL24]:** This is quite low for HE

There is a low number of TVET graduates to take care of the national demands for skills manpower for socio-economic development of the nation. Most of the country's skilled-based workforces are people from the sub-region. Presently, training at most TVET institutions does not adequately respond to the labour market needs for the socio-economic development of the country.

<sup>1</sup> Jammeh, B.L.J. (2012) Curriculum Policy Making: A Study of Teachers' and Policy-makers' Perspectives on The Gambian Basic Education Programme, Sheffield: University of Sheffield/Thesis.

<sup>2</sup> Government of the Republic of The Gambia (1998) Education Master Plan 1988 - 2003, Banjul: Department of State for Education.

Inadequate staff motivation at the higher and tertiary education institutions as compared to other similar institutions in the sub-region is a factor for the high staff attrition rate in these institutions. This has led to recruitment of adjunct or part-time lecturers which has implications on quality delivery.

An inadequate working environment in most of the higher and tertiary education institutions in the country has greatly affected the morale of both academic and administrative staff. This negatively impacts on quality delivery and learning outcomes.

Laboratories and workshops in most higher and tertiary education institutions are poorly equipped to be able to cater for the training and research needs of the learners and teaching personnel. There is insufficient higher education physical facilities to cater for the high demand for education in the country and those that are available are overcrowded. Some higher and tertiary education institutions are in poor physical condition.

There is inadequate and unreliable internet connectivity and access in all public and private institutions that cater for the learning needs of students and teaching staff, especially in open and distance education.

Training programmes at higher and tertiary education institutions are not coordinated to allow a smooth transfer of relevant academic and professional credits earned among institutions. Most of the programmes' curricula are not harmonized for credit transfer to be feasible. There is also limited coordinated public and private partnership in student training and placement.

Mass media is limited in capacity and not fully utilized in students' training in higher and tertiary institutions to ensure quality and relevance. TVET is regarded by most Gambians as a second option. As a result, it is not given the due consideration it deserves.

**Comment [NL25]:** Include some of the results of the tracer study

## **Research and Development**

The current Education Sector Strategic Plan (ESSP) does not adequately enable MoHERST to operationalize research and development. Most research activities in The Gambia are carried out by institutions such as the National Agricultural Research Institute (NARI), Medical Research Council (MRC), Centre for Innovation Against Malaria (CIAM) and Educational Research Network for West and Central Africa (ERNWACA) and the University of The Gambia (UTG). NARI is the country's principal agricultural research institute, accounting for two-thirds of public agricultural R&D. It has now adopted a new strategy called Agricultural Research for Development (AR4D) in which all the stakeholders within the system are involved in the planning and implementation of research findings.

Research is rarely recognized and/or appreciated as an important component that could add value to products and services produced by the Public and Private Sector. There is low level of funding and investment in research and development at national and institutional levels coupled with inadequate research infrastructure to justify the raison d'être for research bodies. Currently there is no national research council with policy setting and oversight functions, and with clearly defined structures and mandates to ensure not just its smooth running, but also to help research attain reputable and fruitful levels in The Gambia.

While the Government has espoused the funding and promotion of research in principle, there is little explicit policy related to research. There is also little or no funding earmarked or dedicated for this purpose.

### **Science, Technology and Innovation**

The Gambia's goal to transform into a middle-income generating country requires a foresight that will bring together all sectors under one comprehensive policy that will have an impact on the economy, population, health, education, the environment and all other human endeavours. This is achievable through a National Science, Technology and Innovation Policy (NSTIP) that will facilitate the harnessing of all potential capacities of science, technology and innovation to achieve national objectives for poverty reduction, competitiveness, sustainable environmental management and industrial growth. In order to come up with such a policy frame work, it will be important to describe the situation of the various sectors as they relate to science, technology and innovation.

Under agriculture where the use of innovative technologies in production could be a significant determinant of poverty, however, given that the sector utilizes low technology and is becoming highly climate dependent, it continues to lag behind other sectors in modernisation and is characterized by inability to generate savings for investment.

In the area of exploitation of other natural resources, the search for crude oil is in the exploration stage. The results obtained from that exercise would provide information on whether the nation's petroleum resources are viable for commercial exploitation or not. Therefore, an all-inclusive National STI policy will need to factor in the serious environmental advantages and disadvantages that may occur as a result of refining crude oil.

Although in the cases of trade, industry and entrepreneurship, The Gambia has significant market access opportunities as a member of ECOWAS and a party to several market access agreements, both regional and international, the country needs to achieve the desired product competitiveness. Most of the products are exported in raw form with little or no value addition. These products are processed overseas, imported into the country and sold to Gambians at exorbitant prices. To improve international competitiveness of our products, our industries need to adopt high standards in processing, quality, packaging and labelling. To surmount this challenge, The Gambia must invest and encourage R&D in processing technologies for critical raw materials such as groundnuts, cashew, sesame; mangoes and others.

The current entrepreneurship and innovation environment in The Gambia is characterised by inadequate policies, institutions, and structured programmes to develop entrepreneurs who could eventually create competitive businesses and employ Gambians. There is neither a business incubator nor any structured business clusters to promote entrepreneurship and innovation at the formal level. The Education curriculum especially at the lower basic (primary), upper basic (junior secondary) and senior secondary levels do not include any structured content on entrepreneurship and innovation. The need to promote entrepreneurship dimension to education especially through showcasing role models to pupils at lower basic, upper basic and senior secondary schools may prove to have phenomenal long-term STI-related benefits.

Innovation and use of "state of the art" technology in businesses especially by micro, small and medium enterprises (MSMEs) in The Gambia still lags behind. Productive activity in the

various sectors is either labour intensive or utilises very crude technologies. In the few businesses that use state of the art technology, it is common to find that foreign technicians install not just the machines, but also provide periodic servicing and maintenance. Such technicians charge exorbitant cost to the businesses. There are generally low levels of organised technology adaptation and commercialisation schemes as well as weak enterprise-research institutions linkages.

The Gambia has limited capacity to exploit the available energy resources. Electricity generation is highly dependent on the use of fossil fuel, which is either generated through the use of Heavy Fuel Oil or Diesel. Though some petroleum resources potential has been cited in the country according to some seismic survey reports, production is yet to begin. Therefore, currently The Gambia imports its petroleum products, which has put undue pressure on the country's budget. The mode of electricity generation and its associated cost requirement and the limited investment from the private sector has made it difficult to provide adequate and reliable electricity supply to support the on-going socio-economic activities of the country. To further complicate the situation, the limited investment couple with aging infrastructure causes significant electricity losses.

This is one reason why more than 80% of residents in The Gambia cook with either charcoal or firewood. This, among other factors is causing fast disappearance of the forest resources thus exposing the country to effects of deforestation and eventually desertification.

However, on the other hand the use of other sources such as renewable energy in meeting the energy needs of the country has been limited over the years. This is due to limited awareness of the potential of renewable energy, the high initial cost to set up renewable energy systems, and low expertise and technology.

Also, in the financial sector The Gambia Government under the West Africa Regional Communications Infrastructure Programme (WARCIP) has sponsored the construction of a submarine cable landing station in its quest to provide high-capacity and reliable bandwidth by providing direct connectivity to the Information Superhighway. This is prudent because telecommunication is one of the sectors where private sector participation has strengthened the infrastructure. The rapid expansion of mobile telephone companies in The Gambia is a good example. Government's pursuit of private participation in the telecom sector through privatization is therefore in line with national goals. In addition and in consultation with the World Bank, the government is looking into various options for private sector participation in the financing and operation of the Africa Coast to Europe (ACE) project. This project is expected to increase the broadband width available to the country.

In the social sector, human capacity development has progressed consistently for the last three years. There has been an increase in enrolments at all education levels since 2005. Enrolments at the lower basic schools (LBS) increased from 181,835 in 2000/2001 to 227,668 in 2009/2010 registering an average annual growth rate of only 2% while the upper basic schools (UBS) increased from 41,493 to 75,613 during the same period with an annual average growth rate of 3 %. But, enrolments at senior secondary schools (SSS) more than doubled from 15,554 to 36,141 with an average annual growth rate of 3 % between 2000/01 and 2009/10.

**Comment [am26]:** This is repetition, and causes a risk of inconsistency.

However, effective STI education still has to be developed in The Gambia. Several important issues and challenges on STI education (including Technical and Vocational Education and Training) can be distinguished. The barriers of access include gender, age, literacy, training fees, and physical proximity to training venues, inadequate training materials, and retention of quality teachers in STI.

The barriers that hinder participation stem from a limited range and levels of training choices available, the level and format of training, the language of instruction (the use of local languages to be considered where appropriate), the teaching methods used and inflexible course schedules for part time studies.

Also, the road infrastructure sub-sector is faced with lots of challenges in terms of local capacities in construction, rehabilitation and maintenance of key links, providing all-season access roads to the rural areas, use of appropriate technologies and increasing road sector adaptation to climate change.

In addition, in the area of air transport, the airport facilities have been upgraded to suit international standards. Despite numerous developments registered by Government in improving the airport, there is still more room for improvement in the area of utilizing available new technologies. One of the major problems the Air transport industry is facing in The Gambia in relation to ICT is the lack of an integrated network infrastructure. Despite the achievements registered in the transport sector, there are still numerous challenges facing the sector. There is a wide capacity gap within the sector and as such research and development and the application of STI are limited.

Research and Development (R&D) in STI atmosphere in The Gambia is characterised by inadequate R&D infrastructure and facilities, inadequate capacity of researchers and research institutions to conduct research in STI, insufficient allocation of funds in the National Budget to facilitate Research and Development in STI. Currently, there is no National Research and Development Innovation Council (NaRDIC) in The Gambia to monitor, harmonise and coordinate research activities of research institutes in the country. The establishment of the proposed NaRDIC will help promote R&D in STI and to govern, monitor, harmonise and coordinate research activities undertaken by research institutes in The Gambia.

A UNECA supported study has revealed that although it has not been possible to find disaggregated data on the impact of ICTs on the national economy, indications are that their impact is significant. Data from The Gambia Bureau of Statistics (GBoS) in the communications sector (including ICTs) has shown that ICTs contributed significantly to the total GDP of the country over the past 8 years. Except for 2007 (due to the sale of 50% of shares in the preceding year of the state-owned telecommunication company, GAMTEL), the communications sector has seen an annual increase in its contribution to the GDP between 2004 and 2011.

Although the communication sector has not yet reached its pre-2007 level, when it accounted for over 10 % of the total GDP, it continues to demonstrate an impressive annual increase in its contribution to the GDP.

Another area in which the ICT sector has had a significant impact on the national economy is the labour market. The ICT sector has created a large number of jobs and small businesses, some of which have grown to become bigger businesses. Examples of areas in which ICTs

have created jobs include cyber cafes, Internet Service Providers (ISPs), mobile phone operators, airtime vendors, selling of mobile phones and their accessories, and in the provision of services such as advertising and marketing.

A World Bank study (Ref: and year) has revealed that with a 10 % penetration rate in broadband access, the country's GDP increases by 0.6%. Currently, the country is going through an ICT overhaul to address the critical network infrastructure with the advent of three major projects:

**Comment [am27]:** Assumes causality here. The usual problem – maybe the fast growth enables broadband expansion.

In the area of youth and innovation, rural urban drift has been pointed out as a challenge of economic value. Youth abandon rural settlements for urban towns and cities in anticipation of getting better opportunities for a better life. With the increased enrolments in schools, and a high penetration of ICT in the country, there is likelihood that emerging generations will be more likely to live in urban areas, more politically responsive, more educated and much more connected through the Internet with the rest of the world than their forebears. A youthful population might be seen as a form of blessing provided proper plans are in place that cater for their aspirations, educational and economic needs. However, inadequate preparation for the future in the areas of STI, skills acquisition, entrepreneurship and gainful employment may pose series of undesirable effects on society.

The promotion of STI acculturation in society through advocacy, adoption and application of programmes and activities that promote knowledge and skills acquisition and assimilation can stimulate innovation among the citizenry and strengthen knowledge development through R&D. However, STI awareness in The Gambia is limited to school levels and among the educated few whose careers are within the STI domain. The majority of the population have little knowledge and awareness of the importance of STI and how it can be best used to improve living standards. As a result, The Gambian population has not yet fully harnessed and utilised STI to transform their lives and environment. There is very little use, application and exploitation of STI in their living conditions.

The absence or inadequacy of quality national STI infrastructure is a cause for concern. If the STI requirements of The Gambia's products and services have to be met, there is urgent need to establish an STI system that ensures the desired infrastructure for quality products and services locally and internationally.

Each of the issues raised in this section can singly and collaboratively affect the success of any policy and each of them singly and together will require comprehensive science and technology intervention. Therefore, a congruent STI policy and its effective governance will be required within the framework of prudent fiscal and monetary policies to help in the achievement of Vision 2020, the Millennium Development Goals and The Gambia's PAGE goals.

## **Sector Management**

### **Organisational Structure**

Both MoBSE and MoHERST have oversight responsibility for policy development, management and co-ordination of their individual ministerial mandates and hence, structures are available that facilitate the execution of such mandates. At the level of management, the ministers are responsible for the leadership in their ministries while the permanent secretaries are the chief executives and advisers to the ministers and provide oversight for all the

activities of the sector. There are two deputy permanent secretaries, directors and project managers who assist the permanent secretaries in the coordination of the implementation of educational programmes, administrative and financial management.

Each ministry has a senior management team (SMT) chaired by the Permanent Secretary and an inter-ministerial SMT that meets twice a year with a rotational hosting and chair. MoBSE, in addition, operates a Co-ordinating Committee (CC) that is made up of all its SMT members, principal education officers, heads of specialised units, and the local education group and is also chaired by the Permanent Secretary. This committee meets bi-monthly and rotationally within the six educational regions. Similarly, MoHERST brings together tertiary and higher education institutions and stakeholders to discuss implementation issues quarterly.

Both MoBSE and MoHERST maintain professional directorates and projects coordinating units headed by directors and project managers respectively who advise the Permanent Secretary on technical and professional matters relative to their areas of expertise and responsibility.

Notwithstanding these structures, there is need to improve on their functionality in order to facilitate the delivery of education and training services of good quality.

### **Public Financing**

The Gambia Government continues to increase budget commitment to both recurrent and development expenditures in education. The total Government spending on education increased from 148.2 million Dalasi in 2001 to 549.0 million dalasis in 2009. Notwithstanding, the rising trend, the recurrent expenditures on education represented only 17.8% of the Government recurrent expenditures excluding debt service in 2009; which then fell short of both FTI benchmark and ECOWAS average of 20% and 24% respectively. Lower basic benefited 53% of education recurrent expenditures, upper basic 22% and senior secondary 10%. In 2009, the lower basic recurrent unit cost was 1,492 Dalasis and represented 9% of GDP per capita while the upper basic unit cost stood at 1,791 Dalasi which represented 1.2 times the lower basic cost and 11% of GDP. The senior secondary recurrent unit cost was 3,163 Dalasi; (19% of GDP per capita, and 2.1 times the lower basic unit cost). At the lower basic level, teachers are paid on average 3,400 Dalasi per month, which represents annually 2.5 units of GDP per capita compared to the FTI benchmark of 3.5 units of GDP per capita. At this level, about 30% of the budget is expended on expenditures other than teachers' salaries, (FTI benchmark 33%). At upper basic and secondary, teachers are paid on average 3,900 and 4,100 Dalasi respectively per month.

### **Donor Financing**

Government spending is strongly complemented by donor and household financing. Donor financing considerably increased from 35% of the total education budget (Government + Donors) in 2001 to 43% in 2008 before declining to 37% in 2009. It represented 1.2% of GDP in 2009 which is slightly below the least developed country average of 1.5%. The Gambia education development budget relies heavily on donor financing, between 2001 and 2009, on average 86% of the capital investments in the education have been financed by donors.

### **Household Financing**

Household annual spending on education is estimated at 729 million Dalasi in 2009 which represent 2.8% of GDP; higher than the average of 2.1% of GDP for 18 African countries

**Comment [NL28]:** Use recent figures and show the positive trends –this is positive for GPE

**Comment [RT29]:** This is now 20.07%.

**Comment [am30]:** Should we still talk about FTI benchmarks?

with available data. In spite of the free tuition policy for lower basic public schools, this level is still funded at 46% by household resources. On average, Gambian households spend a lower share on textbooks and other teaching materials (11% versus 31% for the countries compared), due to the provision of textbooks by the Government. On the contrast, other expenses including costs on uniforms and school transport share are higher for the country, 36% compared to the 20% African average.

### **The Education System in The Gambia**

The formal education system is characterized by six years of lower basic schooling, three years of upper basic education, three years of senior secondary education and four years of tertiary and higher education. The first nine years of schooling constitute the basic education cycle followed by three years of secondary education and all government and grant-aided institutions under this category are principally financed by Government while the private schools are privately funded. Grant aided schools are managed by School Boards, and Government provides the teachers' salaries so that the fees set by the Boards are at the same level with that of Government.

In the same vein, the public tertiary institutions and the University of The Gambia are mainly funded from public resources but managed by parliamentary enacted governing bodies.

### **Stakeholder Analysis**

The beneficiaries of education and training services are potentially the entire population of The Gambia, but, primarily it is the students who benefit from access to quality and relevant education and training. This outcome is delivered through a meaningful participation of the stakeholder community of the education sector which comprises government institutions, development partners, civil society, non-governmental organisations and the private sector.

A functional stakeholder community requires Government in consultation with partners, to establish the overarching parameters for education policy, fiscal planning and management. It also requires that Government demonstrates the political will to champion the cause of increased access to quality and relevant education and training opportunities for the appropriate segments of the population. It is within this frame of reference that this sector-wide plan is developed, costed and shared with partners for participation that will deliver the outputs of the five program areas.

As part of the political commitment, the Ministry of Finance and Economic Affairs (MoFEA) will continue to oversee and support improvements in financial management and exercise an appropriate level of fiscal discipline. MoFEA upholds a clearly established linkage between financial requirements and educational targets through a results-based financing model anchored in the Government Budget and Management Accountability Act (GBMA).

The role of MoBSE and MoHERST in the execution of this plan is one of leadership that will be provided by both to ensure efficient and effective management of their sectors. These ministries will also facilitate meaningful participation by stakeholders through common platforms like the joint donor review and supervision missions (JDRSM) and coordinating committee meetings.

Donors on the other hand will contribute to the process, provide international experience and commit financial resources to the implementation of the plan, given that a government-led sector-wide approach is the preferred strategy for support by many donors. This is to enhance

increased synergy through harmonised procedures and funding modalities for some donors and, ultimately, reduce transaction costs. As a result, development partners will have increased confidence to contribute funds to the sector, culminating in a more effective and efficient supervision of the whole sector's performance rather than isolated sub-sectors and segments.

It is maintained that public servants will contribute to the entire process of implementing the plan, working with increased efficiency and effectiveness and in return benefit from capacity building, job satisfaction and increased status.

Students at all levels are the major beneficiaries and will enjoy improved provision of quality education and training. As learners, they can contribute to decision-making and planning to the extent possible.

Civil society will provide advocacy services and will participate in JDRSM and coordinating committee meetings in order to obtain the information necessary for the execution of their mandate in ensuring that both donors and Government live up to the protocols of the international conventions on education and training signed up by both.

The private sector plays a significant role and will continue to contribute to policy and direct provision of education, especially at Early Childhood Development (ECD), secondary, higher and TVET levels. Within the ESSP, it would be possible for the private sector to increase its stake in supporting education and training opportunities with the hope for increased returns on investment.

### **Current Interventions**

An indication of strong support for the concept of a sector-wide programme by several prominent development partners, including the World Bank, has attracted others to consider contributing to the ESSP. Below is a brief review of some of these partners. It must be emphasised, however, that a number of other interventions not highlighted here are highly relevant.

#### **World Bank (WB)**

As part of the Third Education Sector Program Phase II, The World Bank is currently supporting \$8 million grant under International Development Agency (IDA) and \$5.5 million grant under the Food Crises Window both of which are now due to end in December 2013. While the former grant supports interventions aimed at addressing issues on access and equity, quality of teaching and learning and sector management within MoBSE, the latter focuses its support on strengthening the management and institutional capacities of MoHERST with additional support to MoBSE in improving the content knowledge and pedagogical skills of teachers through e-learning as an approach. A new IDA project which is modelled on the basis of a results-based program with an indicative grant amount of US\$9 million will be implemented from 2014.

#### **Global Partnership for Education (GPE)**

The Global Partnership for Education, formally Education for All/Fast Track Initiative (EFA/FTI) grant of \$28 million from 2009 will finally close in June 2013. The grant has been supporting MoBSE's efforts in increasing access to and eliminating inequities within basic education, improving the quality of teaching and learning and strengthening institutional and management capacities at the central and regional levels. An indicative allocation of \$6.9

**Comment [MS31]:** Dr Burama to add paragraph about UNESCO

**Comment [RT32]:** US\$11.7

**Comment [RT33]:** formerly

**Comment [NL34]:** September 2013

million for The Gambia for another round of catalytic funding has already been identified and the World Bank, in its capacity as the supervising entity (SE) for The Gambia under the GPE, has now agreed with MoBSE and its partners to adopt a results-based program for the next GPE grant. [The IDA and GPE funds would be pooled and support the same project called READ.](#)

**Comment [NL35]:** Add the broad objective of READ

### **Islamic Development Bank (IsDB)**

The IDB's intervention is in both basic and higher education sectors providing support in the form of loans to improve access, quality and relevance of madrassah education through the promotion and strengthening of bilingual education while the support to the higher education sector is a multi-donor project with a portfolio of US\$53.46 million of which US\$15 million is contributed by IDB. The other donors are Saudi Fund, Kuwaiti Fund, BADEA, OPEC and the counterpart contribution of The Gambia Government. The scope of this portfolio consists of constructing and equipping 8 faculties at the UTG; training of lecturers; curriculum development; twinning arrangements and staff exchange; acquisition of teaching and learning materials and equipment. The project cost for the madrassah intervention is US\$10 million.

**Comment [NL36]:** Potential scaling up of GPE resources through triple win proposal

### **UNICEF**

The United Nations Children's Fund (UNICEF) has a number of relevant initiatives, including those related to increased enrolment rates for all, especially girls. The organisation's current focus is mainly on access and equity and the improvement of the quality of teaching and learning within basic education. The interventions will primarily be in Regions 5 and 6 where selected schools will be supported at a total cost of US\$3 million for a period of 3 years, within the framework of the Program for Improved Quality and Standards in Schools (PIQSS).

### **WFP**

In contributing to the realisation of the goals of EFA, the World Food Programme (WFP) supports the sector through the provision of food to schools located in disadvantaged regions. Such support goes to facilitate access and the retention of students at the lower basic level. Following the phase out of the Food for Education Project (FFE), WFP, in collaboration with MoBSE and partners, will now focus on developing the capacity of the sector to successfully transit from the traditional model of school feeding to a nationally-owned and sustainable home-grown school feeding. The capacity development project of this initiative which has already been launched will be supported by the European Commission (EC) while WFP and the African Development Bank (AfDB) will support the provision of school lunches. Of special note is the demonstration of Government commitment through the provision of lunches to schools in the West Coast Region (WCR) and Lower River Region (LRR) using domestic resources.

### **UNESCO**

UNESCO facilitates intellectual exchange, policy dialogue, provides professional/intellectual support through direct participation of UNESCO experts in the national education policy and curriculum matters. UNESCO organises exchange programme and train national staff especially on curriculum research and development activities.

### **Republic of China -Taiwan**

At the bilateral level, The Republic of China-Taiwan has been very visible in the education sector through the provision of support to the President's Empowerment for Girls' Education Project (PEGEP), a scheme that offers all girls in upper basic and senior secondary schools in regions 1 and 2 sponsorship that offsets tuition fees. [The Republic of China](#) is also providing support to the construction of a multipurpose skills centre in Ndemban and the Kanilai Institute for Science and Technology. Within the framework of the ESSP, the sum of US\$250,000 per annum is already pledged to support Government in the provision of school lunches to all annexed ECD centres, lower basic schools and recognized madrassah institutions in the Lower River Region.

### **Others**

In addition to these traditional partners for the implementation of the strategic plan, both MoBSE and MoHERST will intensify their efforts to mobilise new donors and resources for the implementation of the strategic plan. There is also appreciable level of NGO support, including civil society and faith-based organisations all of which provide support in a variety of ways.

The private sector is a major partner in both sub-sectors of education and The Gambia is one of a few countries that have been able to encourage substantial private sector participation in post-basic education. The contribution of the private sector to the training levy under the National Training Authority (NTA) is enough justification to count on the private sector as valuable partner in the implementation of the ESSP.

## **CHAPTER 2: PROGRAM PRIORITIES, INDICATORS AND RESULT AREAS**

### **Overall Development Objectives**

In order to provide a sharp focus for the education sector, the following development (impact) objective has been adopted:

*“By 2022 universal access to quality basic and secondary education and improved access to relevant and quality training will be achieved”.*

The planned period has been decided to coincide with the terminal date for the higher education policy but also take account of 2015 as a major terminal date for the Millennium Development Goals (MDGs), EFA, PAGE and the revised education policy for basic and secondary education. In order 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 2015.

### **Program Area 1: Access & Equity**

#### **Policy Priorities**

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

1. Physical Facilities Provision
2. Special Needs Education
3. Conditional Cash Transfer
4. Gender Equity Initiatives
5. Madrassah Education
6. School Feeding and Agriculture
7. Grants, Levies and Loans
8. Staff Welfare and Development
9. Efficiency Measures

#### **Physical Facilities Provision**

Access to education and training will be increased through the establishment of schools, training institutions closer to the doorsteps of the appropriate segments of the population than the current distance to the nearest school and training institution across all levels of education and training. There will also be increased access to early childhood development centres and literacy programmes with specific emphasis on under-served regions, gender and other disadvantaged groups of the population. Skill centres will be constructed to cater for post-basic programs while technical training opportunities will be made available in all the regions for secondary graduates.

The number of places in schools, skill centres, tertiary and higher education institutions will be expanded by constructing new facilities and rehabilitating existing but dilapidated structures. Sanitary facilities, water points and user-friendly facilities for the differently-abled students will be critical in the overall provision of physical facilities. Within basic education, customised school transport facilities in the form of donkey carts ~~have been~~ ~~will be~~ introduced in deprived communities in order to facilitate early graders' access to the nearest

**Comment [RT37]:** Do you want to talk about the pilot program, as there is a report on the second monitoring visit available now?

school. The ECD annexation strategy will be scaled up in deprived communities in order to make available school readiness opportunities in these communities while the strategy for expanding non-formal education to cater for out-of-school youth and non-lettered adults will be implemented through the use of the public-private-partnership approach (PPPA)

**Gender Equity Initiatives** – the direct costs of education for both boys and girls will be significantly reduced through schools grants that will be provided. Scholarships and bursaries especially for girls attending upper basic and senior secondary will be provided. While school grants will be provided to all public schools, there will be complete abolition of all forms of levies in such schools. Parents opting to send their children to private schools will be provided with information on the range of services provided by the various schools in order to facilitate informed choices of parents. Beyond secondary education, quality tertiary and higher education services will be accessible and affordable, especially to women and girls, as well as the marginalized and underserved, regardless of political, national, ethnic or religious affiliations.

**Comment [NL38]:** This is not gender equity o

**Comment [NL39]:** Continuation of existing efforts...

### **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 need to consolidate these gains by providing incremental support to the madrassahs based on a tripartite framework agreement between MoBSE on one hand and on the other, madrassahs as well as the General Secretariat for Arabic and Islamic Education (GSAIE), commonly known as AMANA.

In this vein, recognized madrassahs will be supported and strengthened to cater for children whose parents opt for this type of education. Such support will include provision of instructional materials, upgrading and training of madrassah teachers, construction of classrooms and other facilities as well as the provision of subvention to AMANA for the recruitment of teachers for quality assurance. Mainstreaming, aligning curricula and synchronizing operational schooling terms will continue to be encouraged and supervised accordingly.

**Special Needs Education** – The issue of special needs is not only for schools and training institutions that provide children with disabilities the requisite knowledge, skills and abilities, but also a whole systemic approach that touches the whole nation in its drive to include all inhabitants in every aspect of responsible civic life. It is therefore imperative to promote a radical and holistic change of attitudes and misconceptions about persons with disabilities to ensure that they too have access to quality education and training. In this regard, the adoption of complementary and mutually supportive approaches that are based on the principles of inclusiveness, integration and participation of students with special needs will be encouraged and school-friendly environments promoted across the whole spectrum of education and training.

**Comment [RT40]:** Please add how to attract of school children with special needs.

**Conditional Cash Transfer** has been will be introduced to attract out-of school children who are placed under the custody of the heads of majalis and are will be provided with numeracy, literacy, life and livelihood skills.

**Comment [NL41]:** Talk a bit more about exist pilot

**School Feeding and Agriculture** – In view of the fact that the current model of school feeding is heavily driven by donor inputs thus posing significant challenges to sustainability, the Government in collaboration with the WFP and other partners is committed to implementing a transitional program leading to a nationally led school feeding program under

the guidance of the theme: **EVERY CHILD MUST EAT A NUTRITIOUS SCHOOL MEAL**. This theme is deemed appropriate to ensure that no child must be denied a nutritious school meal on the basis of his or her inability to contribute in kind or cash.

To this end, an operational policy on nationally owned home-grown school feeding program will be developed and implemented against the background of the following:

1. Sound analysis of the country context;
2. Well-targeted and well-designed programs;
3. Multi-sectoral coordination;
4. Planned management transition to national ownership and management;
5. Children's contributions;
6. Food procurement;
7. Food processing and fortification

As part of the transitional program, Government will take over the school feeding program in the Fomis of Region 2 and the whole of Region 4 by the end of 2015 and gradually take over the other regions beyond 2015.

### **Grants, Levies and Loans**

In order to relieve the households of the cost-burden, MoBSE will abolish all forms of levies in public lower basic, upper basic and secondary schools and provide them with grants by the end of the policy period. Provision of grants to public and grant-aided schools will be effected annually based on an enrolment determinant of GMD100 per student for the lower basic schools and GMD150 for schools located in designated hardship areas, GMD525 for the upper basic and GMD1000 for the secondary schools. In addition to the unit cost for the LBS, a flat amount of GMD2000 will be given to schools with more than an enrolment threshold that will be determined while schools below this threshold will receive more than GMD2000. This is an attempt to address the inequity issues that exist due to geographical location. As part of the process of managing the grants, periodic financial audits will be conducted in addition to the monitoring and evaluation that will be undertaken through the school report cards.

Under tertiary and higher education, more sponsorship packages will be offered to students from poor and needy families and affordable fees for the training programs at this level will be considered to enhance increased access. In order to further address the issue of access and equity, students' loan schemes will be introduced to attract more students from disadvantaged socio-economic backgrounds.

### **Staff Welfare and Development**

Within the context of the emerging knowledge-based society, the roles, responsibilities and professional development of staff in schools and institutions of higher learning have gradually been undergoing significant changes ranging from exclusive classroom engagement to facilitators of learning through students' guidance in accessing knowledge and applying it. Hence, the provision of incentives to staff will be critical to their retention and performance.

In order to promote the image of the teaching staff and the teaching profession, minimum qualification standards will continue to be reviewed as and when necessary. The GC and other relevant teacher-training institutions will be encouraged to realign their policies of entry requirements for training with the underlining principles of these standards. This will create opportunity to domesticate international standards that the country subscribes to in fulfillment of part of its moral obligations.

**Comment [am42]:** There is a very big gap between the LBS and SSS capitation grants – a 10 ratio.

**Comment [am43]:** The flat amount is confusing. I am not sure why this is needed. Normally a flat figure is given to set a lower limit, and prevent small schools being at too much of a disadvantage. If it is given to both small and large, why not just include it in the capitation?

In a bid to encourage the teaching staff to maintain standards and aspire to meet set targets as well as promote innovation, commitment and dedication to duty, they will be rewarded for good performance. Promotions and capacity building will be informed by the outcomes of the processes of the performance management system already introduced in MoBSE. By the same token, regular staff appraisal in tertiary and higher education institutions will be promoted for implementation in order to reward performance.

The teachers who serve in designated hardship areas will continue to receive additional allowances and will also be provided with housing facilities (staff quarters) to ease accommodation constraints.

### **Efficiency Measures**

Given the need to maximally and efficiently utilise existing facilities in schools, the resultant effect of which can adequately respond to the issues of demand and supply, both MoBSE and MoHERST will continue to focus on key efficiency measures with emphasis on the use of classroom facilities.

### **Planned Output**

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 achieved.**

### **Indicators**

The following are the indicators at the level of the Access & Equity Program Area:

1. Increase ECD gross enrolment rate from 36.4% to 50%;
2. Increase LBE gross enrolment rate from 88.2% to 125%;
3. Increase UBE gross enrolment rate from 66.2% to 75%;
4. Increase SE gross enrolment rate from 34.5% to 35%;
5. Increase LBE completion rate from 75% to 93%;
6. Increase UBE completion rate from 58.6% to 69%;
7. Increase SE completion rate from 28% to 34%;
8. Increase LBE gross intake rate from 93.8% to 122%;
9. Increase UBE gross intake rate from 67.6% to 82%;
10. Increase SE gross intake rate from 35% to 36%;
11. Reduce the adult illiteracy (15years & above) rate from 54% to about 53%
12. Maintain gender parity at the basic and increase the share of enrolment for girls to 50% at the senior secondary level
13. Maintain the 52% transition rate from grade 9 to grade 10
14. Reduce the expenditure burden on households for lower basic education from 46% to Y%;
15. Reduce the expenditure burden on household for upper basic education from 67% to Y%;
16. Reduce the expenditure burden on households for senior secondary education from 71% to Y%;
17. Reduce the expenditure burden on households for tertiary and higher education from 81% to Y%;

**Comment [am44]:** All these figures should be derived from a model, ad the assumptions in the model should be made explicit, so that the reviewers can assess them.

**Comment [RT45]:** Please use the most updated data.

**Comment [am46]:** This is a huge increase. It increase the number of children in LBS by a half.

18. Increase the rate of access to higher education from 447 per 100,000 inhabitants to **X** per 100,000 inhabitants
19. Increase the number of sponsorships for needy students in tertiary and higher education from **X to Y**;
20. Increase the number of sponsorships for female students attending tertiary and higher education from **X to Y**;
21. Increase the number of TVET institutions in deprived areas from **X to Y**
22. Increase the share of enrolment of female students in tertiary and higher education from **X% to Y%**

### Main Deliverables

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 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

### 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. Teacher Training (Pre-Service & In-Service)
4. Life Skills, School Health & Nutrition
5. Teaching and Learning Materials
6. School Improvement Initiatives
7. Flexible School Calendar
8. School Sports
9. Monitoring and Supervision
10. Library Services

## **Curriculum, Examinations, Assessments and Research**

In order for the education sector to perform its rightful role in the provision of quality education, the need for curricula that are relevant, elaborate, realistic and deliverable cannot be overemphasized. The delivery of such curricula will require systems that will be able to verify its impact through appropriate assessment and examination tools across all levels within basic and secondary education. In response, a curriculum framework which has been developed for basic education will be upgraded to include secondary education.

## **Curriculum**

The curriculum will therefore emphasise the development of the understanding of the application of knowledge, problem solving skills, manipulative skills, good citizenship and environmental education across all levels. The teaching of pre-vocational and technology subjects will be reinforced at the basic cycle level to build competencies for a good foundation for labour market and industry for Gambian youth. By the same token, curricula in the skill centres and institutions at the tertiary and higher education levels will be reviewed in order to ensure that the courses offered are relevant to the labour market requirements. To this end, MoHERST in collaboration with relevant institutions will conduct labour market research to determine the training needs of the country.

The secondary school curriculum will continue to prepare students for higher education and for the world of work. Appropriately, it will be reviewed and made more relevant through a teaching syllabus that will be harmonised with the syllabus of the upper basic schools.

Under the national languages program, children in the first three years of basic education (grades 1-3) will be taught one of the predominant Gambian languages (Olof, Mandinka, Pulaar, Jola and Sarahule) of the area in which the child lives. These Gambian languages will be taught as subjects alongside English from grade 1 to 3 in order to support early grade literacy, in the short term. Beyond grade 3, they will also continue to be taught as subjects.

## **Curriculum Research**

Quite often, teachers are considered or treated as curriculum implementers instead of being accorded the necessary capacity and opportunity as curriculum planners in their own rights. In this regard, interventions are needed on the way in which curriculum process could be reformed to allow more participatory involvement of the teachers. However, the current levels of teacher qualifications in The Gambian Basic Education require an approach to

**Comment [NL47]:** What is this "prevocationa

**Comment [NL48]:** As a subject? Gambia languages will be taught to learn children the foundational skills of reading...

**Comment [NL49]:** Purpose?

curriculum reform that supports the changing perception, role and capacity of a teacher in curriculum matters. A reform initiative is needed during the policy period that supports capacity building of teachers to carry out curriculum research, development and mediation while at the same time, engaging them in their own professional development.

Given the levels of teacher professional qualifications in The Gambia, curriculum development will continue at the national level. However, effective use will be made of the contemporary decentralisation, local and traditional structures to facilitate public participation in curriculum matters. This requires synergy of curriculum development and implementation together with the enhanced access and utilisation of local knowledge and expertise in the school curriculum process.

To this end, an effective participation of teachers in curriculum research, planning and development will be pursued and this entails the recognition and strengthening of the centrality of teachers in the curriculum process and involving them in their own professional development on a continuous basis. It is hoped that this intervention will be able to sustain a collective endeavour in curriculum research and development in the school communities on a regular basis.

### **Assessments**

Assessments will include school-based assessment, routine and ad hoc diagnostic tests, and other forms of assessments based on the curricula. Benchmarks will be established to determine and monitor the standard of education and training across all levels of education in pursuit of excellence.

At the basic education level, the National Assessment Test will continue to be conducted annually using census of all students in grades 3, 5 and 8. These assessments will be undertaken in all categories of schools (government, private and mission) in order to inform the system on pupils' achievement in the core subject areas. With regards to the madrassah students in grades 3 and 5, the assessments will begin once sufficient capacity is built within the madrassah sub-sector through interventions supported under the IsDB funded project.

Regarding tertiary and higher education institutions, a framework for criteria and standards for the assessment of quality professional and academic training will be developed. This will be supported by the provision of an external quality review through the Higher Education Accreditation and Quality Assurance Board and the National Training Authority both of which have different mandates to execute. It must however, be noted that the former will be provided with an overall regulatory oversight in which case the latter will be accountable to it.

### **Examinations**

The GABECE and the WASSCE will continue to have continuous assessment components and the set guidelines designed by WAEC and CREDD will be reviewed from time to time. During the course of the policy period, learning achievement targets will be designed for grades 7 - 12.

Entry to secondary school will continue to depend on performance in the GABECE, and thereafter, following a three-year course, students in grade 12 will be required to sit to the WASSCE, which will continue to be conducted annually by the WAEC. Thirty percent

(30%) of this examination will constitute continuous assessment marks in accordance with guidelines agreed with WAEC.

In order to harmonise the examinations in the madrassahs with those in conventional schools, students in the former will also sit to both the GABECE and WASSCE in grades 9 and 12 respectively.

At the level of tertiary and higher education efforts will be intensified to localise examinations for the TVET programmes within the context of the Gambia Skills Qualification Framework. Furthermore, evidence and recognition of prior learning for programme mobility of students will be established through a credit transfer system that takes into account the cumulative credits registered by students to enable their movement within and across tertiary institutions.

### **Early Literacy Skills**

To improve the quality of teaching and learning at all levels, emphasis will be placed on the teaching of early grade literacy skills. This is based on the result of a baseline assessment on reading abilities of pupils in grades 1-3 in 2007 which revealed that a good number of pupils at these levels could not read a single word in a minute. Despite gains made in 2009 and 2011 assessments following interventions, there is still room for improvement.

In this regard, adequate time will be devoted to the teaching of early grade reading skills in schools and teacher training programs. Given the impact of the use of national languages on early grade literacy, **EGRA in national languages (EINL)** will be strengthened and expanded. Regular monitoring and assessment of early literacy lessons to ensure implementation at school level will be undertaken.

Supplementary reading materials aligned to the core textbooks to support early literacy development will be provided and teachers will be trained on the pedagogical practices on early literacy skills. English language teachers at the madrassahs will also be trained and exposed to this practice. The pre-service teacher training curriculum will give more focus on the teaching of early literacy skills.

### **Teacher Training (Pre-Service & In-Service)**

One of pre-requisites for improved learning outcomes in educational settings is attributable to the combination of quality and quantity of teachers. In addition, the enrolment in schools is projected to grow significantly during the period covered by this policy, the implication of which requires a corresponding growth in the availability of qualified teachers. Furthermore, meeting the demands of the expansion for new teachers through existing pre-service training programmes will need a paradigm shift to more cost-efficient and effective mode of training.

Accordingly, **the extension mode for teacher training at the PTC level will be used while the regular mode will continue to deliver the HTC programmes. These training programmes will be supported both in coverage and delivery. The higher teachers' certificate programs for secondary will be reviewed in order to cater for adequate and competent teachers especially for TVET programmes.**

**Comment [J50]:** Why is it called EGRA (early grade reading 'assessment') in national language? Does it refer to the assessment or the programme? If the assessment, The type of assessment used for NL is different from the design of EGRA. The current NL assessments is largely based on the ELINL curriculum and design as an external/additional monitoring tool for this programme only.

**Comment [NL51]:** Continue to provide incentives for PTCs to move up to HTC primary...

With the increasing applications of ICT in education, the role of the teacher is undergoing a fundamental change. In this respect, efforts will be made to increase the use of ICT in education in all teacher training programmes and institutions.

Alongside pre-service teacher training programmes, serving teachers will be trained on a more regular basis guided by a structured and well-coordinated in-service education and training (INSET) programme. This programme will be responsive to the growing need for upgrading the content knowledge and pedagogical skills of teachers.

At the level of secondary education, Gambian teachers will continue to be trained at the UTG on subject-based courses to facilitate adequate supply of competent teachers for secondary schools.

### **Life Skills Education, School Health and Nutrition**

In keeping with government's commitment to the Millennium Development Agenda and the World Forum on Education, Life Skills Education (LSE) will be given prominence in this policy. LSE will help learners acquire not only knowledge and skills but also behaviours (adaptive and positive) relevant to their self-fulfilment in a changing environment. The main focus of LSE will be attitude development towards the following psychosocial issues:

1. HIV/AIDS prevention
2. Gender responsiveness and perspectives in dealing with gender-based violence and discipline in and around schools
3. Peace building and tolerance
4. Population and family life and the environment
5. Guidance and counselling
6. Patriotism
7. School health and nutrition education

### **Teaching and Learning Materials**

The availability of teaching and learning resources is a prerequisite for good practice in the teaching and learning processes. There is the need therefore for these resources to be adequately available, equitably distributed, properly maintained and maximally utilised.

While the textbooks will continue to be a basic teaching/learning resource, it is now becoming obvious that there will be an urgent need to acquire, develop and make available other teaching/learning tools and technologies which are likely to shift methodology from chalk and talk/lecture, rote memorisation to active, engaged and collaborative learning. Such a shift will provide opportunities for learners to develop their own concepts.

Accordingly, the use of new technologies such as computers, internet and associated multimedia products as well as other technologies like radio, video, television and calculators will continue to be promoted.

Special initiatives to produce locally manufactured teaching/learning materials and appropriate technologies through partnership with professional organisations will continue to be prioritised.

In order to address issues of access and relevance in relation to teaching and learning materials, the following measures will continue to be given the desired priority:

1. Textbook-student ratio will continue to be 1:1;
2. Additional reading materials will continue to be provided through schools libraries;
3. Supplementary textbooks written by Gambian authors will continue to be encouraged and utilised where appropriate and relevant;
4. Functional ICT facilities available in at least 25% of UBS and SSS.

Efficient management of resources is of paramount importance in the effective operation of any learning institution. Therefore, proper management of school resources and their maximal and optimal use will be emphasized.

### **School Improvement Initiatives**

In order to enhance the organisation and development of schools, a set of realistic and applicable minimum standards for all schools in The Gambia that respond to the Ministry's aim of improving the quality and standards of teaching and learning in schools has been institutionalized. To achieve these standards, the PIQSS, an integrated programme of all school development initiatives has also been developed and will continue to be implemented.

Through the PIQSS, capacity of schools and communities will be built for improved school management and organisation. Schools will therefore be adequately equipped to be able to deliver on expectations in accordance with the minimum standards. Considering the strong linkage between the management of schools and learning outcomes, leadership and management of schools will continue to be improved.

In view of the fact that what takes place in the classroom is key to the success of any school, efforts will be intensified to support schools with appropriate strategies for better curriculum delivery and management. Given that teachers' role as (learning) facilitators is a challenging one, it is crucial that teachers are well equipped professionally to meet expectations. Therefore teachers' professional development will continue to be pursued with focus on equity.

Reinforcing the change in focus in the management of schools whereby all stakeholders take responsibility for the development of the school will require efforts to be sustained in order to maintain and increase the involvement and active participation of communities in the management of schools. In addition, adequate and relevant teaching and learning materials that facilitate teaching and learning in schools will continue to be made available in accordance with the minimum standards. Based on the fact that safe, secure and well resourced schools provide the best teaching and learning environment, the welfare of learners will be improved and the school environment enhanced. In addition, schools will be requested to operationalise the Alternative Discipline Manual to foster discipline in schools.

### **Flexible School Calendar**

Quality educational processes do not only require well-trained teachers able to use learner-centred teaching and learning methods and life skills approaches, but equally strategies that will enhance the attainment of sufficient hours of instructions and regular attendance of students. It is for this reason that the MoBSE is committed to achieving a minimum of 880 hours of student-teacher contact time and at the same time creating the enabling environment for the enhancement of regular attendance of students and teachers.

**Comment [NL52]:** This section could present the results of the impact evaluation of whole school development and grants.

**Comment [NL53]:** ???

**Formatted:** Highlight

**Comment [NL54]:** Perhaps there is a need to measure this indicator better: beyond opening hours of schools and look into the time on task instruments we shared. This was used also during the last round of data collection of the whole school development impact evaluation

In facilitating such attainment, the MoBSE, through the regional education directorates, will continue to vigorously pursue the implementation of a flexible school calendar. During this policy period such flexibility will be extended to the school level.

### **School Sports**

Government recognises the value of sports as a potential to contribute to the improvement of teaching and learning in schools based on the old adage: A healthy mind in a healthy body.

Furthermore, for any country to attain prominence and excellence in any sport, a well-developed nursery structure must be in place to prepare the athlete for national competitions and such nursery structure can only be traced to schools. As a result, the MoBSE in collaboration with relevant stakeholders will pursue the promotion of school sports anchored in the above premise.

As sports is generally deemed to be a unifying instrument, efforts will be made to strengthen it in collaboration with regional sports structures of the Ministry of Youth and Sports and associations in inter-school sports competitions at regional and national levels through the recently established task force on school sports. In view of the need to carve out a point of convergence between school and national sports, the linkages between school sports, associations and national sports associations will be promoted.

Given the need to continuously strengthen the capacities of teachers for the efficient and effective delivery of the sports curriculum, the MoBSE, in partnership with the Ministry of Youth and Sports as well as the University of The Gambia and Gambia College, will deliver well-structured pre-service and in-service training programmes from basic to secondary education with focus on physical education for health.

### **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.

Curriculum delivery will continue to be monitored at all levels of the education system with supervision as the main focus. Internal monitoring and supervision under the responsibilities of the head teachers will be reinforced to improve the performance output 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.

To encourage the active participation of parents and communities in monitoring, supporting and collaborating with schools in all aspects of school life, Participatory Performance Monitoring (PPM) will be introduced in all lower, upper and basic cycle schools.

With regards to tertiary and higher education institutions, codes of practice on educational criteria and quality standards as guidelines of general requirements for registration and accreditation will be prepared and monitored to ensure compliance. The compliance monitoring will be done through the national training authorities for TVET programs and the Higher Education Accreditation and Quality Assurance Board for all the tertiary and higher education institutions including the TVET programs. Of special mention is the oversight responsibility that will be assigned to the Higher Education Accreditation and Quality Assurance Board to oversee the quality assurance and accreditation of all higher and tertiary education institutions and programmes;

### **Library Services**

In the light of increasing awareness of the importance of information and knowledge in the development of any country's natural and human resources, every effort will be made to ensure that our human capital is not only provided with access to relevant and timely information but also with the requisite information and literacy skills. In this regard, schools will be supported to set up well equipped, adequately staffed and well managed school libraries.

A comprehensive policy on school library with minimum standard of provision will be developed. This will detail out issues related to the operationalisation of school libraries across the country. The required financing and capacity building for library staff and stakeholders will be pursued. The various stakeholders particularly school heads and cluster monitors will be sensitized on the role of the school library as a centre of learning.

Vigorous efforts will be made to promote a reading culture in schools, tertiary and higher education institutions as well as develop Gambian literature both in foreign and local languages. Steps will be taken to ensure that our students are not only equipped with reading skills but do read and continue reading well into adulthood in pursuit of lifelong learning.

Given the inadequate library facilities and services in the tertiary and higher education institutions, efforts will be directed towards improving and expanding library facilities, resources and services. **Currently there is a digital library which will be expanded...**

### **Planned Output**

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**

### **Indicators**

The following are the indicators at the level of the Access & Equity Program Area:

1. Decrease the pupil-textbook ratio in UBS from 3:1 to 1:1
2. Decrease the pupil-supplementary reader ratio in LBS from 2:1 to 1:1
3. Decrease the pupil-supplementary reader ratio in UBS from 4:1 to 1:1
4. Increase frequency of school-level pedagogic support visits from once monthly to twice a month by cluster monitors
5. **Achieve 15% grade level competence (mastery)** for Grade 3 in Mathematics;
6. Achieve 15% grade level competence (mastery) for Grade 3 in English;
7. Achieve 15% grade level competence (mastery) for Grade 3 in Integrated Studies;
8. Achieve 15% grade level competence (mastery) for Grade 5 in Mathematics;
9. Achieve 15% grade level competence (mastery) for Grade 5 in English;
10. Achieve 15% grade level competence (mastery) for Grade 5 in Science;
11. Achieve 15% grade level competence (mastery) for Grade 5 in Social & Environmental Studies;
12. Achieve 50% grade level competence (pass) for Grade 3 in Mathematics;
13. Achieve 50% grade level competence (pass) for Grade 3 in English;
14. Achieve 50% grade level competence (pass) for Grade 3 in Integrated Studies;
15. Achieve 50% grade level competence (pass) for Grade 5 in Mathematics;
16. Achieve 50% grade level competence (pass) for Grade 5 in English;
17. Achieve 50% grade level competence (pass) for Grade 5 in Science;

**Comment [J55]:** What is mastery? If it is 60% mean scores as previously defined, it has already been achieved in almost all subjects. An improvement of 7-10% in mean score for every subject more sensible estimates.

18. Achieve 50% grade level competence (pass) for Grade 5 in Social & Environmental Studies;
19. Increase the percentage of students in Grade 1 who can read from 30% to 70%
20. Increase the percentage of students who can read in Grade 2 from 46% to 70%;
21. Increase the percentage of students who can read in Grade 3 from 73% to 100%
22. Increase instructional time from 674 hours to 866 hours
23. Reduce the percentage of unqualified teachers from 30% to 10%
24. Increase the quota of graduate teachers of Gambian nationality at the level of secondary from 26% to 100% by 2015;
25. Increase the quota of graduate TVET instructors of Gambian nationality from X% to Y%;
26. Increase the quota of graduate lecturers of Gambian nationality at the tertiary and higher education level from X% to Y%
27. Increase number of books and electronic access to digital libraries in tertiary and higher education institutions

**Comment [J56]:** At least one word

**Comment [J57]:** At least one word

**Comment [J58]:** So the Grade 2 criteria is the same as Grade 1? Both at 70%?

**Comment [J59]:** At least one word

**Comment [J60]:** There is no target for comprehension, it is worth including one as an ea literacy indicator, if EGRA is going to be used as a continuous measure, -"% of children who can answer one comprehension question."

**Comment [J61]:** Graduate?

### Main deliverables

Results	Responsible Institutions
Adequate quality and quantity of teaching and learning materials made available for all levels of education & training;	HED-MoHERST, SU-MoBSE,
Relevant and up to date curriculum for basic and secondary education operational;	CREDD-MoBSE
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
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-MoBSE
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 associations and their active participation in research activities will improve research governance. The associations will work closely with the proposed National Research Development and Innovation Council (NaRDIC) for the effective coordination of research activities.

### **Research Infrastructure**

The research infrastructure in higher education and research institutions in the form of laboratory facilities are inadequate. In view of this situation efforts will be intensified to improve existing and build new science, technology, and engineering laboratories in higher education and research institutions. With regards to socio-economic research activities, collaborative ventures with key institutions in this domain will be promoted.

### **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.

### **Partnerships**

Public-private partnerships in research and development are currently inadequate. Therefore, 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. In the same vein, international research collaborations will be further explored and strengthened. Such partnerships will enhance knowledge and technology transfer in Research and Development.

### **Planned Output**

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**

Comment [NL62]: tourism

### **Indicators**

The following are the indicators at the level of the Research & Development Program Area:

1. Increase the number of research associations participating in R & D from **X** to **Y**

2. Increase the number of research laboratories in all public research institutions from **X** to **Y**
3. Increase government funding of R & D from **X** to **Y** of GDP
4. Increase number of MoUs in respect of R & D from **X** to **Y**

### **Main Deliverables**

<b>Results</b>	<b>Responsible Institution</b>
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

## **Programme Area 4: Science, Technology & Innovation**

### **Policy Priorities**

The STI Program Area of the ESSP will focus on the following policy enablers as priorities that support the implementation of both **Policy for STI** and **STI for Policy**.

1. Education and Training
2. Elaboration of Indicators and Data Management
3. Information and Communication Technologies
4. STI Infrastructure
5. Legal and Regulatory Framework
6. Science Technology and Society
7. STI Governance
8. Funding and Sustainability

### **Education and Training**

A dynamic, scientifically competitive and innovative nation is founded on the availability of adequate and appropriate critical mass of STI personnel. Without that, there will be limited requisite base to create and transform ideas into innovative products, processes, services and solutions that improve quality of life. In order to build and sustain a vibrant STI ecosystem and economy, the building of a critical mass of STI cadre must be accorded high priority.

Therefore, The Gambia should adopt a more holistic approach to enhance the programmes, mechanisms and the overall outputs of institutions at all levels of the education system. A successful development of The Gambia's human capital for an effective innovative economy will have to devise measures to address three key issues. Firstly, it needs to build a critical mass of well-trained STI personnel; secondly, this critical mass of STI personnel will have to be nurtured and retained; and thirdly appropriate mechanism should be devised to optimise their efficiency.

### **Science, Technology and Innovation Education**

The Gambia education system will continue to strengthen STI 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 STI 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 STI education

In a bid to revitalize, promote and disseminate the use of indigenous scientific and technical knowledge, the curriculum will be revised to cater to the new vision of STI education. Eliminating gender stereotypes in teaching and learning is a fundamental gender mainstreaming strategy, hence full involvement and participation of girls and women will continue to be encouraged.

For proper planning and steering of a national STI education programme from basic education to higher education, the two sub-sectors will align their STI policy-related interventions with the national STI policy relative to education and training to ensure harmony between the two. Predictable funding and priority will be accorded to the development, promotion and popularization of STI education. In addition, alternative and innovative funding mechanism will be promoted through greater private sector involvement.

#### **Educational Broadcasting Services**

Educational Broadcasting Service (EBS) will be provided to support teaching/learning processes for both students and teachers. The Educational Broadcasting Unit (EBU) will therefore be strengthened and schools broadcasting of the overall EBS will be reactivated in order to design and develop educational programmes for transmission to the schools.

The services will be expanded to incorporate, among other things, broadcasts aimed at supporting effective e-learning teaching strategies for teachers.

#### **Elaboration of Indicators and Data Management;**

Measuring the impact of STI policies and programmes is indispensable. The national STI 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 neighbours and the rest of the world. To reap benefits from our national objectives for STI development, it is prudent to constantly monitor the country's innovation system, assess the country's innovation capabilities, and identify barriers to innovation and so on.

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 the national STI 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.

The sector will ensure the establishment of an effective and efficient STI database and information systems for effective tracking and evaluation of The Gambia's national performance in STI. To ensure the effective collection and dissemination of strategic STI

information, MoHERST will also establish a National STI Information Centre that will serve as a one-stop centre for strategic STI information.

### **Information and Communication Technologies**

Information and Communications Technologies (ICTs) include communication technologies and their applications, encompassing among others: computers and network hardware and software, radio, television, telephones, mobile phones, satellite systems, as well as the various services and applications associated with them. ICT is a driving force in enabling rapid technological and scientific innovation. Their usage will enable the country to rapidly attain its STI policy objectives.

Government will address STI issues in ICT and the National information and communication infrastructure (NICI) plans which will be utilized as the main policy document to address development in relevant sectors. The NICI has addressed the issues of integration of ICTs in all sectors of the economy and where necessary, a review will be conducted to address emerging issues.

The use of ICT as a teaching and learning tool, which commenced in the secondary schools, will be expanded progressively across all levels. 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.

Educational Broadcasting Service (EBS) will be provided to support teaching/learning processes for both students and teachers. The Educational Broadcasting Unit (EBU) will therefore be strengthened and schools broadcasting of the overall EBS will be reactivated in order to design and develop educational programmes for transmission to the schools. The services will be expanded to incorporate, among other things, broadcasts aimed at supporting effective e-learning teaching strategies for teachers.

In view of the need to showcase the activities and share relevant information with the public, appropriate platforms such as the MoBSE Newsletter, radio, television and internet will be utilized.

### **STI Infrastructure**

The Ministry of Higher Education, Research, Science and Technology was established in 2007 to among other things steer the nation's STI agenda. The Gambia Government, in recognition of the important role STI plays in socio-economic transformation, sought to establish the Kanilai Institute of Science and Technology (KIST) and the Science Park of the University of The Gambia in Faraba Banta.

However, additional institutions, regulatory and advisory mechanisms and a solid STI infrastructure are required to enhance the national STI system in The Gambia. If the quality requirements of The Gambia's products and services have to be met there is urgent need therefore to establish a system that ensures the desired quality of our products and services.

Government will develop, strengthen and sustain proactive programmes to ensure the availability of the required STI infrastructure in order to achieve the development, growth and competitiveness envisaged in Vision 2020.

### **Legal and Regulatory Framework**

Legal framework and Institutional structures are required to ensure future investment in STI enhance real and measurable improvement to the Gambian economy. Although such framework exists, it is not only fragmented but also inadequate especially laws relating to research, technological development and innovation. The advent of STI Policy will usher in the creation of new institutions and this will require laws to create such institutions as well as the legal basis for their operation.

### **Science, Technology and Society:**

A society that harnesses STI will improve its sanitary & health conditions, environment with due considerations to climate change, gender disparities, agriculture & engineering initiatives, poverty alleviation, disaster risk reduction and management, availability of portable water, transportation, value for education and will live up to modern challenges facing all developing societies the world over.

It is crucial that awareness is improved to enhance participation in STI; taking together these factors will contribute effectively to the challenges that society encounters to improve and implement STI policies, methodologies and other implementation factors. In addition ethical, social, cultural norms and values of society should be preserved and protected.

The Gambia Government will promote STI acculturation in all gender categories of society through the adoption and application of knowledge acquisition and assimilation and establish STI centres in all seven regions and municipalities to serve as lead institutions in the popularisation and elevation of STI knowledge, awareness and appreciation in society. Government will also improve the diffusion of STI knowledge and encourage international collaboration to enhance society's participation in innovative scientific and technical programmes that will improve the living conditions.

### **STI Governance**

A sound institutional and regulatory framework is central to an effective and well-functioning STI ecosystem. The Government's role is key to creating an environment under which STI flourishes through incentives and regulatory measures. An STI governance structure is essential to steer the national STI agenda and facilitate the effective implementation of STI policies and programmes. The Gambia Government will facilitate and nurture the adoption of formidable constructs that will enable STI to thrive in the country.

The STI policy highlights the dynamic partnership between all actors in economic and social development sectors. The government as the key custodian is charged with the responsibility of the promotion of the production mechanism, definition and diffusion/ integration and use of the scientific, technological and innovative knowledge in the system that is created to attain the development objectives and national visions. This includes the definitions of parameters for quantifications of the contributions by the various actors and a clear pathway for monitoring of the contribution (acquired set targets) and the reporting and accountability parameters.

MoHERST is the sector ministry mandated to coordinate the implementation of the National STI Policy. This mandate will be delivered through the various relevant institutions that have critical stakes in STI. MoHERST will provide policy direction in consultation with the established structures contained in the National STI policy.

Government will establish a sound STI 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 STI.

### **Funding and Sustainability**

The Gambia Government is demonstrating an increasing level of interest in improving the efficiency of sectors in order to stimulate investment in STI programmes and activities, for the socio-economic and cultural development of the country. The successful implementation of integrating and popularisation of STI into the country's socio-economic and cultural development agenda will largely depend on the availability of adequate funds to support all STI programs and related activities.

The Gambia Government will coordinate the effective participation and contribution of the Government, the non-state actors and increase public private partnerships in the sustainable funding of STI programmes for the socio-economic development of the country.

### **Planned Output**

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

### **Indicators**

1. Increase regional centres of excellence for professional development and training of teachers (especially in the sciences and mathematics) from 1 to 4
2. Achieve 60% rate of specialization of students in the sciences at all levels of the education system
3. Increase scholarship awards for STI related degree programmes from X% to Y%
4. Achieve a ratio of 60% of scholarships awards to first-degree students in STI relative to other fields.
5. Achieve a 100% ICT literacy rate among all STI personnel especially STI teachers and professionals at all levels.
6. Increase the number of testing laboratories from X to Y
7. Achieve 50% increment in patent applications
8. Increase the number of science parks and business incubators from 1 to 3
9. Increase the number of regional STI centres from X to Y
10. Achieve X% increment in STI funding
11. Increase venture capital expenditure from X to Y
12. Achieve 100% sponsorship rate for STI students in SSS and HEIs

**Comment [NL63]:** starting at the basic education level.

### **Main Deliverables:**

<b>Results</b>	<b>Responsible Institutions</b>
STI education and training programmes developed and implemented	STED-MoBSE, DSTI-MoHERST

An effective and efficient STI database and information systems established and functional	DSTI-MoHERST, PRD-MoHERST,
The use of ICT for technological and scientific innovation promoted.	DSTI-MoHERST,
Proactive programmes for the availability of STI infrastructure developed, strengthened and sustained.	DSTI-MoHERST,
Adequate legal framework to support the implementation of the STI Policy developed and enacted	DSTI-MoHERST,
STI awareness in all categories of society created	DSTI-MoHERST,
An STI governance framework established and functional	DSTI-MoHERST,
Sustainable funding mechanism for STI established	DSTI-MoHERST, PRD-MoHERST,

## **Programme Area 5: Sector Management**

### **Policy Priorities**

This program will focus on the following priorities:

1. Organisational Structure
2. Decentralization and Governance
3. Education Management Information System
4. Monitoring and evaluation
5. Capacity Building
6. Financing
7. Donor Coordination
8. Knowledge Management
9. Performance Management System
10. Partnerships
11. Integration of Tertiary Institutions

### **Organisational Structure**

Both MoBSE and MoHERST have oversight responsibility for policy development, management and co-ordination of their individual ministerial mandates and hence, structures are available that facilitate the execution of such mandates. At the level of management, the ministers are responsible for the leadership in their ministries while the permanent secretaries are the chief executives and advisers to the ministers and provide oversight for all the activities of the sector. There are two deputy permanent secretaries, directors and project managers who assist the permanent secretaries in the coordination of the implementation of educational programmes, administrative and financial management.

Each ministry has a senior management team (SMT) chaired by the Permanent Secretary and an inter-ministerial SMT that meets twice a year with a rotational hosting and chair. MoBSE, in addition, operates a Co-ordinating Committee (CC) that is made up of all its SMT

members, principal education officers, heads of specialised units, and the local education group and is also chaired by the Permanent Secretary. This committee meets bi-monthly and rotationally within the six educational regions. Similarly, MoHERST brings together tertiary and higher education institutions and stakeholders to discuss implementation issues quarterly.

Both MoBSE and MoHERST maintain professional directorates and projects coordinating units headed by directors and project managers respectively who advise the Permanent Secretary on technical and professional matters relative to their areas of expertise and responsibility.

### **Decentralisation and Governance**

Recognizing the fact that as part of Government's Decentralization Programme, the area and municipal councils will, over time manage all basic and secondary schools within their jurisdiction as they build the capacity to take over the functions, it will be critical to develop the regional administrative apparatus in preparation for the implementation of a full scale decentralization programme

In this regard, the MoBSE will continue to strengthen the institutional and management capacities of the REDs in order to monitor the decentralization process and evaluate the readiness of the area and municipal councils to take over the schools as provided for in the Local Government Act. Given the current structure of MoHERST as being highly centralized, there are plans to de-concentrate part of their activities to the regions and hence restructure the governance to cater for the administration and management of the training service delivery in the regions.

### **Education Management Information System (EMIS)**

There exists an EMIS at MoBSE which is aimed at enhancing knowledge management. However the system is characterized by inadequate monitoring of data collection and processing at all levels and the absence of a comprehensive database. Consequently, the EMIS will be strengthened to ensure that reliable and accurate data are produced in a timely manner to adequately inform policy decisions at all levels of the system and further efforts will be made to decentralize the system. In view of the need to track the progress made in the delivery of tertiary and higher education service coupled with the extent to which the STI policy is progressing, MoHERST plans to put in place an infrastructure that caters for a higher education management information system (HEMIS). Notwithstanding the availability of the two management information systems, there are further plans to harmonise them for ease of data retrieval irrespective of the level of education and training.

### **Monitoring and Evaluation**

In view of the need to measure tangible achievements in relation to short, medium and long term outcomes of education policies and programmes that will be shared with stakeholders within the framework of accountability, the MoBSE has created monitoring and evaluation outfits at both upstream and downstream levels. In addition, a Monitoring & Evaluation Unit has been set up to serve as a clearing house with responsibility to report on national outcomes of project/program-driven activities using a recently developed M & E Framework. MoHERST on the other hand is using the planning and research directorate to carry out the M&E functions, however the framework within which these functions will be executed has not been developed. Hence, there are plans to develop and implement such a framework

With the use of the M&E frameworks, both ministries will intensify the monitoring exercises on a regular basis but also evaluate the extent to which policy objectives are being attained. In order to ensure that sector directorates and units take informed decisions, efforts will be stepped up to obtain timely and accurate information using both feedback and feed-forwarding mechanisms with information sharing as the major hub of the M & E process. With the overwhelming benefits that can accrue from it, the institutional and management capacities of the units that carry out these functions will continue to be strengthened.

### **Capacity Building**

The importance of effective and efficient management of the human resource base of any sector in relation to the pursuit of the sectoral policy objectives cannot be overemphasized. Hence, the MoBSE and MoHERST place a great deal of premium on the management of their human resources for greater efficiency in utilisation and encouraging outcomes in performance. Testimony to this is the establishment and implementation of a performance management system in MoBSE whose operational features allow for meaningful accountability through a transparent system of interface between supervisors and the supervised while MoHERST promotes the establishment of appraisal systems in tertiary and higher education institutions.

To this end, both ministries will continue to build and strengthen the management and institutional capacities of their units, directorates and sub-vented institutions. Specific to human resource development, the ministries will continue to focus on cost-efficient and effective training programmes for staff through short and long terms, coupled with practical interface working modalities that facilitate skills transfer.

### **Financing**

The education sector relies heavily on donor financing for capital expenditure which considerably rose from the period 2001 to 2009 but, took a downward spiral trend in 2009. The Gambia is also becoming increasingly a donor-orphan country with most projects closing in 2013.

The public expenditures were largely on recurrent expenditures (averaging 93%) which will require a shift in favor of goods and services or on investment. In addition, the sector will also endeavor to exercise stringent financial control and other effective cost cutting measures to ensure effective use of resources.

Given the current situation regarding donor financing, the two ministries will therefore establish mechanisms to attract funding from more donor partners. This is absolutely necessary to sustain the gains registered in the sector which should not be allowed to dissipate. MoBSE and MoHERST will also look internally to intensify resource mobilization by prevailing upon Government to continue to increase budget commitment for both recurrent and development expenditure in education and training.

### **Donor Coordination**

In recognition of the relevance of the Paris Declaration on Aid Effectiveness to the education sector's overall donor coordination mechanism, coupled with the importance of a sector-wide approach in programme implementation, it will be extremely necessary to co-ordinate and harmonise the efforts of the donor community for the education sector.

In this vein, the two ministries will continue to work with the development partners to ensure that support to education and training is provided through the Sector Wide Approach (SWAp). Donor supervision missions will continue to be carried out jointly.

### **Knowledge Management**

In view of the growing importance of moving towards achieving a paperless office in the day and age of a fast moving technology, there must be a reflection of intent to move along with such technological advancement.

Accordingly, MoBSE and MoHERST will establish an efficient and systematic control for the creation, receipt, maintenance, use, and disposition of records.

### **Performance Management System**

In our endeavour to respond to the dynamics of the effect of population growth on education management, the MoBSE will be able to manage the sector through the most appropriate management system *i.e.* the Performance Management System. It is found that the control and compliance method of public sector management is no more appropriate to responding to the dynamics and expansions taking place in the provision of basic and secondary education in the country.

In this regard, the recently developed PMS will be further strengthened in the directorates and units and will be introduced in the school system during the policy period to enhance performance across the system. With the development of the PMS, all training and promotion will be determined by, among other things, service level agreements and professional development plans. Similarly, MoHERST will continue to promote the use of an implementable appraisal system in the tertiary and higher education institutions that will improve the training system and enhance transparency and accountability.

**Comment [NL64]:** Isn't this the case already?

### **Partnerships**

The two ministries have over the years worked in partnership with stake-holders in education to improve the quality of education and training service delivery in The Gambia. However, the absence of a policy direction to guide the nature and context of such partnerships has created gaps in the operational focus of the partners.

In this light, the operational focus to support the education sector's initiatives to implement the ESSP to improve the effectiveness and efficiency of the delivery of education and training throughout the country will be sharpened. It will also accord the two ministries the opportunity to outsource some of their programmes and activities to partners, with the relevant expertise for enhanced education and training service delivery.

Public-private partnerships will be reinforced to create an opportunity to improve the quality and relevance of the education and training system and increase funding opportunities in order to allow the education sector and its partners to offer a better education and training system.

**Comment [NL65]:** How will these PPP be achieved and in which areas

**Comment [NL66]:**

### **Integration of Tertiary Institutions**

The university will be encouraged to enter into collaborative arrangements with tertiary institutions and universities within and outside the country. Through this, programmes and materials can be secured in fields that are relevant to the country's immediate development needs. This collaborative initiative will encompass programmes delivered through the

traditional face-to-face as well as distance education methods. The UTG will constitute the nucleus for an enduring and sustainable higher education system in the country and will occupy a strategic position within the national development strategy. The development of the UTG is critical for the success of the national education system. A credit transfer system will be institutionalised within and across tertiary and higher education institutions for programme mobility of students.

### **Planned Output**

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

### **Indicators**

The following are the indicators at the level of the Sector Management Program Area:

1. More than **X%** of the sectoral objectives achieved in time
2. More than **X%** of domestic resources mobilized
3. Maintain rate of attrition below 4%
4. **X%** of operational policies developed and implemented

### **Main Deliverables**

<b>Results</b>	<b>Responsible Institutions</b>
A comprehensive policy agenda and framework developed and implemented	PPARBD-MoBSE, PRD-MoHERST
Effective financial planning and management ensured.	PPARBD-MoBSE, PRD-MoHERST
Effective education management information system developed and implemented	PPARBD_MoBSE, PRD-MoHERST
Effective planning, development and management of human resources ensured	<b>HRD-MoBSE,</b>
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	<b>HED-MoHERST</b>
A successful implementation of the integration of the UTG, MDI, GTTI & GC achieved	<b>HED-MoHERST</b>
Partnerships to mobilize political and financial commitment promoted, coordinated and strengthened.	<b>PCU-MoBSE, PCU-MoHERST</b>

## **CHAPTER 3: PLANNED STRATEGIC 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 Areas and Activities**

##### **Result Area 1: Schools, 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
10. Introduce a reward system to school communities that show high level of care for school facilities;

##### **Result Area 2: Increased learning opportunities in basic and secondary on one hand and tertiary and higher education institutions on the other**

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 AMANA
4. Develop the capacities of the madrassahs to be able implement school improvement initiatives within the framework of the PIQSS;
5. Provide more scholarships to students from poor and needy families, especially for females
6. Establish some form of students' loan schemes for the needy students

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

1. Train ECD facilitators<sup>3</sup>;
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 the ECD to cater for different languages;

##### **Result Area 4: Access to adult learning courses increased**

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<sup>3</sup> At the level of Gambia College

1. Develop functional literacy materials reflecting contemporary and innovative issues;
2. Develop educational activities in the form of core-curriculum in line with the national benchmarks;
3. Introduce standardized Quranic scripts to increase options and cater for group interest needs.
4. Monitor and evaluate non-formal education programs
5. Facilitate transition from NFE classes to formal schools and integration of basic life and livelihood
6. Improve and implement the Public-Private Partnership Approach for effective non-formal education service delivery;
7. Design Standard National Certification program for level 3 within the framework of the NSQFW

**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. Provide sponsorships to girls and needy boys in order to facilitate enrolment and retention;
2. Develop and implement communication strategies
3. Conduct mathematics and science clinics
4. 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 fulfil 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 an operational policy on school feeding and 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 in lower basic and upper basic schools
4. Sensitize communities for greater participation in the school agriculture and feeding program
5. Map out potential master farmers and types of crops cultivated across the country
6. Intensify advocacy to support the development of sustainable agricultural enterprises (poultry, orchards, fish ponds *etc.*) in schools and communities
7. 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. Develop and administer assessment and monitoring tools to help gauge the performance of the scheme
2. Conduct regular monitoring exercise
3. Conduct evaluation of the CCT
4. Conduct a survey of out-of-school children
5. Provide subsidies to heads of majalis;
6. Support the capacity building of facilitators
7. Provide teaching & learning materials
8. Establish guidelines for the disbursement of funds and implementation of programmes

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

1. Develop and implement guidelines for the management of grants
2. Provide grants to all ~~public schools~~ [at lower basic and upper basic 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 through the school report card

## **Indicators for the Result Areas**

### **Result Area 1**

1. X number of classrooms and associated facilities constructed for schools
2. X number of classrooms and associated facilities constructed for madrassahs
3. X number of resource centres for the differently-abled constructed
4. X number of classrooms and associated facilities constructed for training institutions including skill centres;
5. X number of separate toilet facilities built;
6. X number of schools (including madrassahs) provided with water points
7. A developed reward system

### **Result Area 2**

1. X number of villages provided with functional donkey carts
2. X number of students benefiting from the transportation by donkey carts
3. A flexible madrassah calendar
4. X% of madrassahs provided with sub-ventions
5. X% of children enrolled in schools
6. X% of children enrolled in madrassahs
7. X% of students enrolled in tertiary and higher education institutions
8. X% of madrassahs implementing school improvement initiative within the framework of the PIQSS;
9. X number of new places created in tertiary and higher education institutions both in urban and rural areas;
10. X number of needy students provided with sponsorship at tertiary and higher education institutions;
11. X number of students provided with students' loans at tertiary and higher education institutions

### **Result Area 3**

1. X number of ECD centres annexed to existing lower basic schools in deprived communities;
2. X% of annexed ECD centres provided with appropriate furniture
3. X% of ECD centres implementing holistic approach;
4. X% of ECD facilitators trained on the use of national languages;
5. X% of annexed ECD centres provided with appropriate teaching and learning materials

### **Result Area 4**

1. X% of NFE graduates transit to formal basic education
2. X number of learners enrolled under the PPPA
3. X% of learners graduate into post-literacy program;
4. X% of learners graduate with level 3 of NSQFW;
5. X number of learners introduced to the standardised Quranic Scripts

### **Result Area 5**

1. X% of TVET graduates provided with seed money
2. X number of multi-purpose skill centres built in the regions
3. X number of out-of-school youth trained on self-employable skills

### **Result Area 6**

1. X% of qualified teachers in hardship schools
2. X number of staff living quarters built
3. X% of teachers in hardship areas provided with accommodation facilities;
4. X% of teaching staff in the sciences at tertiary and higher education provided with incentives;
5. X% of tertiary and higher education staff rewarded for performance

### **Result Area 7**

1. X% of female students provided with sponsorship
2. X% of needy boys provided with sponsorship;
3. X% of female students enrolled in the sciences in tertiary and higher education provided with scholarships;
4. X number of female students provided with sanitary pads;

### **Result Area 8**

1. X number of children out of school with hearing disabilities mainstreamed in regular school system;
2. X number of children out of school with visual disabilities mainstreamed in regular school system;
3. X number of children out of school with learning disabilities mainstreamed in regular school system;

### **Result Area 9**

1. X number of students provided with school meals;
2. X% of school feeding resources mobilized domestically;

### **Result Area 10**

1. X number of new majalis added to the pilot scheme after evaluation;
2. X% of majalis provided with appropriate teaching and learning materials;

### **Result Area 11**

1. X% of public lower basic schools abolished all forms of levies;
2. X% of public upper basic schools abolished all forms of levies and fees;
3. X% of public senior secondary schools abolished all forms of levies and fees;

## **QUALITY & RELEVANCE PROGRAM AREA**

The strategic interventions planned under the Quality and Relevance Program are expected to deliver: **Improved delivery of quality and relevance of basic, secondary, technical and vocational education and training, tertiary and higher education.**

### **Result Areas and Strategic Activities**

#### **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 of all levels and subsidized for the private schools;
2. Provide textbooks and supplementary materials for the teaching & learning of French

3. Provide supplementary readers and classroom consumables in the right quantities to schools;
4. Develop information, education communication (IEC) strategies for the effective management of teaching and learning resources;
5. Build capacities of teachers on the production of low cost teaching and learning materials;
6. Conduct a census of existing school libraries to establish their status
7. Mobilize resources in support of school library services
8. Train school librarians on school library management
9. Provide school library materials
10. Develop and implement operational policy on school library services
11. Sensitize school heads, SMCs and cluster monitors on the role of school library as a learning centre
12. Provide unrestricted access to digital indexed journals to all HEIs
13. 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. Develop secondary school teaching syllabus (3 remaining subjects)
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 be able to effectively develop their own materials
8. Develop programmes on curriculum studies for initial and in-service teacher training

**Result Area 3: Relevant and up to date TVET programs operational;**

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

**Result Area 4: The literacy and numeracy skills of early graders improved through EGRA, EGMA and national languages**

1. Train teachers in early grade reading;
2. Conduct baseline on EGMA;
3. Develop strategies on the implementation of EGMA interventions;
4. Train head teachers, classroom teachers, cluster trainers and coaches on EGMA;
5. Conduct school-based assessment especially in the area of reading;
6. Redesign the NAT format to make it more conducive to early grade students

**Comment [NL67]:** These are assessments not pedagogic approaches.

**Comment [NL68]:** EGMA is not an intervention. Maybe change to: using results from EGMA to develop teaching strategies?

**Comment [NL69]:** Is this format related or items related?

**Formatted:** Highlight

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 –centered approaches;

**Result Area 5: Highly qualified staff motivated and retained**

1. Train teachers in pre-vocational and technology subjects at [college level](#)
2. Train teachers on content knowledge in English and Mathematics through e-learning training mode
3. Provide scholarships for the training of [senior](#) secondary school teachers at the UTG;
4. Develop professional standards for teachers which will be adhered to during training;
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 system](#) for high quality and motivated STI teaching staff especially in pure sciences, engineering and mathematics

**Comment [NL70]:** Gambia college?

**Comment [NL71]:** Also attract mpre PTC graduates to HTC primary

**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 be able to implement the minimum standards;
4. Develop and implement a 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;
6. Evaluate the PIQSS program

**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 conduct of continuous assessment in schools.
6. 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. Re-integrate P E in the school curriculum, and also provide specialized training
11. Adapt school sporting programs to ensure that differently able persons can receive the same benefits;
12. Conduct inter-school sports competitions at regional/municipal and national levels;

**Result Area 9: An effective higher education quality assurance developed and implemented**

1. Develop a comprehensive 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

**Indicators for the Result Areas**

**Result Area 1**

1. Textbook-pupil ratio improved to 1:1
2. Supplementary reader-pupil ratio improved to 1:1
3. 90% of teachers produce and utilise low cost teaching and learning materials
4. X number of teachers trained on school library management
5. 100% of public schools reached through IEC messages on management of teaching and learning resources
6. 100% public schools provided with school library materials
7. 100% public schools have functional libraries
8. 25% of UBS and SSS have functional ICT facilities

**Result Area 2**

1. 100% of basic education teachers orientated on use of updated curricula materials
2. 50% of teachers trained in participatory action research
3. A revised teaching syllabus available for all subjects in secondary schools
4. A course module available on curriculum studies for teacher training

#### **Result Area 3**

1. 100% of practitioners in public centres orientated on the revised vocational training programmes
2. 100% of practitioners in public institutions orientated on the revised technical training programmes

#### **Result Area 4**

1. 100% of grades 1 to 3 teachers trained in early grade literacy and numeracy skills
2. 100% of classes (grades 1 to 3) in the pilot sites reached with national languages intervention
3. 100% of head teachers trained on EGMA
4. 2 trainers per cluster trained on EGMA
5. 1 coach per school trained on EGMA and EGMA
6. 100% head teachers trained in national languages program

#### **Result Area 5**

1. # teachers trained in pre-vocational and technology subjects at college level
2. # teachers trained on content knowledge in English and Mathematics through e-learning training mode
3. X number of scholarships provided for the training of secondary school teachers at the UTG

#### **Result Area 6**

1. 100% of head teachers trained in leadership
2. 100% of school implementing minimum standards

#### **Result Area 7**

1. 100% of schools monitored using the framework
2. 100% of public schools implementing the SPMM
3. 100% of conventional schools participating in national assessment tests for grades 3, 5 & 8
4. 100% of recognised madrassahs participating in national assessment tests for grades 3 & 5
5. 100% teachers in upper basic schools trained on the administration of continuous assessment

#### **Result Area 8**

1. % teachers trained on issues of adolescent and integrated reproductive health
2. % teachers and counsellors trained on the requisite knowledge, skills and attitudes to effectively provide the required services (psychosocial skills and career guidance);
3. 100% teachers sensitized on the coat of arms, the national flag, pledge and anthem

4. 100% of public schools provided with the specimen of the national flag
5. 100% of schools provided with first-aid kits
6. 100% of students in intensely infected regions de-wormed
7. % students provided with iron and vitamin supplement

#### **Result Area 9**

1. 100% TVET, tertiary and higher education institutions regulated using framework
2. 100% TVET, tertiary and higher education programmes externally reviewed
3. 100% public and private tertiary and higher education institutions provided with accreditation to facilitate credit transfer within and across programmes and institutions

### **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**

#### **Key Result Areas and Strategic Activities**

##### **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 fulfil 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 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 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 level of international participation in research and development
2. Establish additional international research networks and partnerships

**Indicators for the Result Areas**

**Result Area 1:**

1. A ToR developed for research associations
2. 2 meetings per annum of research associations
3. X% public research associations trained on the execute their functions

**Result Area 2:**

1. At least 50% of science, technology, and engineering laboratories refurbished in public higher education and research institutions
2. At least 1 science laboratory built in public higher education and research institutions
3. At least 1 technology laboratory built in public higher education and research institutions
4. At least 1 engineering laboratory built in public higher education and research institutions

**Result Area 3:**

1. A mobilisation strategy for domestic and international funding developed
2. Mechanism to generate proceeds from research activities developed

**Result Area 4:**

1. A functional database containing information about public-private partnerships
2. X additional MoUs between public and private research institutions signed

**Result Area 5:**

1. A functional database containing information about international partnerships
2. X additional MoUs between international and national research institutions signed

**SCIENCE, TECHNOLOGY AND INNOVATION PROGRAM AREA**

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

**Result Areas and Strategic Activities**

**Result Area 1: STI education and training programmes developed and implemented**

1. Review existing STI Education policy
2. Revise the National Science and Technology Education Curriculum at basic and secondary education level
3. Develop science, technology, entrepreneurial, engineering and mathematics (STEM) education across all levels of education

4. Review existing teaching and assessment methods (including TVET)
5. Provide financial assistance to students specializing in the sciences at SSS
6. Provide adequate STI teaching and learning infrastructure in educational institutions and train appropriately qualified personnel in relevant STI fields
7. Introduce MSc and PhD programmes in relevant STI fields in HEIs
8. Review system of industrial attachments to improve links between the tertiary and higher education institutions and industries
9. Train science and mathematics teachers with BA/BSc to MSc and PhD levels

**Result Area 2: An effective and efficient STI database and information systems established and functional**

1. Strengthen the Research and Planning Directorate at MoHERST to effectively develop a national STI intelligence and information system
2. Conduct regular R&D Surveys, National Innovation Surveys, assessment of public STI knowledge and awareness, community innovation surveys
3. Evaluate The Gambia's STI Performance and benchmark the innovations at country, regional and international levels
4. Establish international cooperation to stimulate mutual learning processes
5. Strengthen national capacities for statistical analysis and technology foresight

**Result Area 3: The use of ICT for technological and scientific innovation promoted.**

1. Strengthen and expand the existing e-learning centres to cater for community needs

**Result Area 4: Proactive programmes for the availability of STI infrastructure developed, strengthened and sustained.**

1. Build and strengthen national capacities for Metrology, Standardization, Testing, Quality assurance (MSTQ);
2. Establish / strengthen the National Intellectual Property Rights Office as the regulatory body for all intellectual property and copyright related issues;
3. Strengthen capacity of MoHERST and research associations to structure and coordinate technology transfer, and related activities.
4. Train intellectual property focal persons in legislative STI committees
5. Develop programmes to raise public awareness on patents and intellectual property
6. Develop programmes that promote and protect appropriate indigenous technologies and encourage the use of advanced technologies

**Comment [J72]:** Confirm with NCAC

**Comment [J73]:** Match to other training programme for select committee

**Result Area 5: Adequate legal framework to support the implementation of the STI Policy developed and enacted.**

1. Draft and enact national STI Act and related STI promotion laws
2. Develop programmes to support the implementation of the Act

**Result Area 6: STI awareness in formal and non-formal sectors of society created**

1. Develop public awareness programmes for STI
2. Develop programmes to promote STI among youths
3. Develop and review STI public awareness and appreciation programmes for effective implementation, collaboration and coordination among the public and private sectors and NGOs;
4. Strengthen career guidance in schools to promote STEM among school children and teachers

**Result Area 7: An STI governance framework established and functional**

1. Streamline the institutional framework for STI to enhance coordination and synergies in implementing STI activities and programmes;
2. Hold Council meetings every six months to review progress attained in the implementation of the National STI Policy;
3. Establish STI agencies, councils and committees that will assist in the implementation of national STI policies and programmes;

**Result Area 8: Sustainable funding mechanism for STI established**

1. Mobilize the support of donor and other international agencies;
2. Promote the commercialization of novel products or processes particularly products of innovation
3. Establish a fund to promote STI activities

**Indicators for the Result Areas**

**Result Area 1**

1. Number of students provided with financial assistance at SSS level increased by 60%

**Result Area 2**

To insert indicators

**Result Area 3**

To insert indicators

**Result Area 4**

To insert indicators

**Result Area 5**

To insert indicators

**Result Area 6**

To insert indicators

**Result Area 7**

To insert indicators

## **Result Area 8**

To insert indicators

### **SECTOR MANAGEMENT PROGRAM AREA**

Under the ESSP, the Sector Management Program Area is expected to deliver this output:  
**Effective and efficient delivery of education and training services achieved**

#### **Result Areas and Strategic Activities**

##### **Result Area 1: A comprehensive policy agenda and framework developed and implemented**

1. Develop issue-specific policies
2. Recruit appropriate specialists for new and existing functions within MoHERST to ensure that the policies are effectively implemented

##### **Result Area 2: Effective financial planning and management ensured;**

1. Develop comprehensive funding strategy aimed at mobilizing resources from development partners.
2. Develop mechanisms that allow for a shift from expenditure on recurrent items to expenditure on goods and services and on investment
3. Develop sub-systems for ease of financial control austerity measure
4. Develop a program and performance-based funding system for higher and tertiary education

##### **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 ensures 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 consolidation and troubleshooting.
4. Provide improved network technology such as WAN with high speed internet access
5. Develop a system to capture and manage all the records in electronic format.
6. Preserve all paper records based on established policy.
7. Develop a better equipped and well managed 21<sup>st</sup> century national library with selected branches in the country;

~~12~~8. \_\_\_\_\_ Establish/strengthen a labour-market information system in the higher and tertiary education sectors;

~~13~~9. \_\_\_\_\_ Develop and maintain a comprehensive data bank on human capital in the higher and tertiary education institutions;

~~8~~10. \_\_\_\_\_ Develop a format for data collection that will ensure consistency across the system and an internet-based database.

~~9~~11. \_\_\_\_\_ Develop and establish a Higher Education Management Information System (HEMIS) to assist in its management of the sector.

~~10~~12. \_\_\_\_\_ Establish a comprehensive geographic information system to include STI needs

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**Result Area 4: Effective planning, development and management of human resources ensured**

1. Develop and implement an operational policy on HR.
2. Implement the Performance Management System (PMS) sector-wide in order to take informed decisions on staff management, training and development.
3. Recruit staff and ensure equitable distribution
4. Strengthen institutional capacities of units and directorates
5. Provide office consumables
6. Develop three-year rolling plan for every directorate linking strategic with operational objectives.
7. Develop and implement individual work plans from directorates' rolling plans.
8. Develop and implement a sensitization program for the introduction of the PMS in schools;
9. Strengthen the PMS in schools with the signing of the SLAs;
10. Train DSTI personnel in four key areas of ICT Management namely: software, hardware, networking and web content development and cyber security

**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. Establish the Accreditation and Quality Assurance Board;
2. Sensitize tertiary and higher education institutions on the details of the framework;
3. Recruit and train staff of the quality assurance body;
4. Conduct regular quality assurance visits
5. Develop a system of accreditation for tertiary and higher education institutions

**Result Area 7: A 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
6. Integrate other institutions with UTG in phase 3;

**Comment [J74]:** To be removed because it is operational issue

**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

**Indicators for the Result Areas**

**Result Area 1**

To insert indicators

**Result Area 2**

To insert indicators

**Result Area 3**

To insert indicators

**Result Area 4**

To insert indicators

**Result Area 5**

To insert indicators

**Result Area 6**

To insert indicators

**Result Area 7**

To insert indicators

**Result Area 8**

To insert indicators

## **CHAPTER 4: IMPLEMENTATION, COSTS AND FINANCIERS**

### **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 ten years (2013 – 2022) as a sector-wide framework with long term deliverables while medium term plans with reference to the ESSP will be developed and implemented by each sub-sector over a period of three years (2013 – 2015). 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.

**Comment [NL75]:** 9 years

### **Budget and Financing Plan**

The revised Education Policy (2004 – 2015) 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.

**Comment [RT76]:** It would be good to see the ESSP after the indicators and financing plan are filled up.

The overall investment for the ten-year strategic plan is US\$X million, of which X% is investment cost and X% is recurrent cost. Currently, funding acquired so far amounts to X%, thus leaving a gap of X%. This translates to approximately an annual funding gap of \$X million (Table 1).

**Table 1: Total Investment and Funding gap by Component**

<b>Component Programme area</b>	<b>Committed Funding</b>		<b>Funding Gap</b>		<b>Total</b>	
	<b>Amount</b>	<b>%</b>	<b>Amount</b>	<b>%</b>	<b>Amount</b>	<b>%</b>
<b>Access &amp; Equity</b>						
<b>Quality &amp; Relevance</b>						
<b>Research &amp; Development</b>						
<b>Science, Technology &amp; Innovation</b>						
<b>Sector Management</b>						
<b>TOTAL INVESTMENT COSTS</b>						

**Table 2: Total Costs by Programme and result areas (\$ 000)**

<b>Programme and result Areas</b>	<b>Cost</b>	<b>% of Total</b>
<b><i>A. Access &amp; Equity</i></b>		
Schools, skills centres, tertiary and higher education environment 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 education improved;		
Access to all levels of education and training for children with disabilities improved		
A nationally-owned school feeding program developed and implemented		
Out-of –school children provided with an alternative form of education through a conditional cash transfer scheme		
All levies in public schools abolished in favour of grants		
<b><i>Subtotal for Access &amp; Equity</i></b>		
<b><i>Quality &amp; Relevance</i></b>		
Adequate quality and quantity of teaching and learning materials 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 operational;		
The literacy and numeracy skills of early graders improved through EGRA, EGMA and national languages		
Highly qualified staff 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;		
<b><i>Subtotal for Quality &amp; Relevance</i></b>		
<b><i>Research &amp; Development</i></b>		
Research associations established and functional		
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		
<b><i>Subtotal for Research and Development</i></b>		

<b>Science, Technology and Innovation</b>		
STI education and training programmes developed and implemented		
An effective and efficient STI database and information systems established and functional		
The use of ICT for technological and scientific innovation promoted.		
Proactive programmes for the availability of STI infrastructure developed, strengthened and sustained.		
Adequate legal framework to support the implementation of the STI Policy developed and enacted		
STI awareness in all categories of society created		
An STI governance framework established and functional		
Sustainable funding mechanism for STI established		
<b>Sub-total for Science, Technology and Innovation</b>		
<b>Sector Management</b>		
A comprehensive policy agenda and framework developed and 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 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.		

**Table 3: Investment and Recurrent Costs by Financier (\$ '000)**

Financier	Investment	%	Recurrent	%	Total	%
The Government						
World Bank IDA						
Global Partnership for Education						
Saudi Fund						
Arab Bank for Economic Development in Africa						
Islamic Development Bank						
Kuwaiti Fund						
OPEC Fund						
World Food Programme						
French Bilateral Cooperation						
UNICEF						
NGOs						
Republic of China-Taiwan						
Funding Gap						
<b>Total Costs</b>						

To close the financing gap between 2013 and 2022, the domestic resources allocated to the education sector will have to increase to **X%** of GDP in 2013, gradually increasing to **X%** of

GDP in 2022. 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.

## **CHAPTER 5: MONITORING AND EVALUATION**

### **Monitoring Indicators**

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 high quality education and training services, the following program outputs will be key strategic indicators and the program objectives coupled with operational indicators drawn from the key result areas for all the five programs:

#### **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**

*STI national processes as envisaged in The Gambia's development plan to ensure sustainability of all STI interventions harmonised, coordinated and integrated*

#### **Sector Management**

*Effective and efficient delivery of education and training services achieved*

### **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 and. An appropriate monitoring tool for the tertiary institutions will be developed and administered. This will, however be anchored within the spirit of cost-sharing.

### **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.

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 6: SUSTAINABILITY**

### **Introduction**

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 comprises X% investment and X% recurrent costs. This has implications on domestic recurrent expenditure allocations to the sector. For instance, committed IDA and GPE funding coupled with the other development partners is estimated to constitute about a X% increase on the projected domestic budgetary allocation to the education sector between 2013 and 2016. After their interventions, to close the financing gap between 2016 and 2022, the domestic resources allocated to the education sector will have to increase to X% of GDP in 2016, gradually increasing to X% 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.