



THE REPUBLIC OF THE GAMBIA

**DEPARTMENT OF STATE
FOR EDUCATION**

**EDUCATION SECTOR
STRATEGIC PLAN
2006 - 2015**

September 2006

TABLE OF CONTENT

| | |
|--|------------|
| PREFACE | 4 |
| ACKNOWLEDGEMENTS | 6 |
| LIST OF TABLES | 7 |
| ABBREVIATIONS | 8 |
| EXECUTIVE SUMMARY | 10 |
| Background | 10 |
| Achievement of The Gambia’s Objectives and Targets | 11 |
| Purpose..... | 11 |
| Indicators..... | 11 |
| Strategic Plan Programme Areas | 11 |
| Implementation Schedule..... | 12 |
| Budget and Financing Plan | 12 |
| CHAPTER 1: BACKGROUND | 14 |
| Policy Framework..... | 14 |
| Situational Analysis | 15 |
| Stakeholder Analysis | 17 |
| Problem Description | 18 |
| Current Interventions | 20 |
| CHAPTER 2: PLANNED INTERVENTIONS | 25 |
| Overall Development Objectives | 25 |
| Purpose..... | 25 |
| Indicators..... | 26 |
| Strategic Plan Programme Areas | 26 |
| CHAPTER 3: IMPLEMENTATION | 35 |
| Implementation Guidelines | 35 |
| Organisation | 35 |
| Implementation Modalities | 36 |
| Implementation Schedule..... | 37 |
| Budget and Financing Plan | 37 |
| CHAPTER 4: DETAILED PROGRAMME AREAS | 41 |
| Basic Education | 41 |
| Secondary Education | 51 |
| Tertiary Education | 62 |
| Technical And Vocational Education And Training | 73 |
| Quality Assurance..... | 81 |
| Sector Management | 89 |
| CHAPTER 5: SUSTAINABILITY | 99 |
| Introduction..... | 99 |
| Political Support..... | 99 |
| Economic and Financial Dimensions..... | 99 |
| Social, Cultural and Gender Aspects | 101 |
| Institutional and Management Aspects..... | 101 |
| Socio-cultural Aspects | 102 |
| Appropriate Technological Aspects..... | 102 |

| | |
|--|-----|
| Environmental Assessment..... | 103 |
| Environmental and Social Management Framework..... | 103 |
| The Environment | 103 |
| CHAPTER 6: MONITORING AND EVALUATION | 104 |
| Monitoring Indicators | 104 |
| Reviews and Evaluations | 105 |
| Reporting Guidelines | 106 |

PREFACE

Education is a basic need for socio-economic transformation and advancement into the twenty-first century for every nation. It is a prime ingredient for human resource development in developing countries.

Over the last two decades, the Gambian education system has undergone considerable transformations in response to emerging needs and changing circumstances and in line with national policy pronouncements and global commitments. The introduction of a nine-year uninterrupted basic education and the provision of university education in the country, are examples of such responses. The system now provides for a unified basic education system, covering Grades 1-9, with no transition examination at the end of Grade 6. Thus there is rapid expansion taking place at the upper basic level. The National Education Policy (2004-2015) is premised on non-discriminatory and all-inclusive provision of education, underlining in particular, gender equity and targeting the poor and disadvantaged groups; respect for the rights of the individual, cultural diversity, indigenous languages and knowledge; promotion of ethical norms and values and a culture of peace; development of science and technology competencies for the desired quantum leap. The overall objective is to contribute to poverty reduction and promote the welfare of the citizenry, hence the Vision Statement that “By 2015 universal access to relevant and high quality basic education will be achieved.”

The development of the Education Sector Strategic Plan (2006 – 2015) adopted the Sector Wide Approach (SWAp) thereby involving all stakeholders including development partners, through a series of consultations to outline the bottlenecks and impediments to education, and strategising the way forward. With a new education policy, a Public Expenditure Review was also conducted to inform and effectively target resource allocation for the attainment of the policy objectives.

This strategic plan summarizes the current status, government policies, and progress made in the Gambia’s education sector in recent years; identifies and explains major issues and constraints in the development of education and factors contributing to the issues; and outline the major strategic activities to be implemented to attain the desired policy objectives. To this effect, the document outlines six programme areas: basic education, secondary education, tertiary education, technical and vocational education and training, quality assurance, and sector management. While recognising the importance of all the other programme areas in our drive to achieve the policy objectives, our success in all these will be premised on a very sound and robust management of the entire sector. In this regard, Sector management will be strengthened through the Senior Management team, the Coordinating Committee Meetings and donor coordination efforts, while building staff capacity and provision of a conducive work environment. Service Level Agreements will be signed by teams and individuals with appropriate rewards and sanctions on performance.

The strategic plan has been costed to provide an indication of the resource requirements and shows the financing gap over the period and the committed resources from both

government and partners. The Project Coordination Unit of DOSE will be charged with the fiduciary management of donor resources. While abiding by the reporting requirements of individual donors, the sector would seek to harmonize these requirements in the medium term.

.....

Hon. Fatou Lamin Faye
Secretary of State for Education

November 2006

ACKNOWLEDGEMENTS

The sector is indebted to the Government of The Gambia for the financial and moral support it has been accorded during the preparation of this document. Government support demonstrates not only the priority it gives to education but its resolve to meet global commitments in education.

The Sector Wide Approach was supported by our development partners. We are especially grateful to the United Kingdom Department for International Development for providing a Technical Assistant, Mr. Erling Petersen, who guided the national team of facilitators: Mr. Mohammed B.S. Jallow, Mr. Sherif Yunus Hydera, Mr. Jawara Gaye, Ms. Mariama Chow and Mrs. Ndeban Joof-Ndong. The team undertook training to enable them facilitate the strategic planning workshops. The technical team equally deserve commendation – Mr. Baboucarr Bouy (Chairperson), Dr. Pap Sey, Messrs. Mohammed B.S. Jallow, Momodou Sanneh, Musa Sowe, Ousman Gawlo Nyang, Erling Petersen, Sherif Yunus Hydera and Jawara Gaye – for undertaking the write-up of the document.

The team of readers - Mr. Ousman Ndow, Mr. Foday Baldeh, Mr. Dominic Mendy and Mrs. Adelaide Sosseh - who proof read the draft document and provided invaluable comments and observations helped enrich the document; we owe them gratitude. Several of our partners provided comments on the draft document and we thank them all for their knowledgeable insights.

The Department is indebted to its development partners who supported the process in one way or the other: the World Bank, the African Development Bank, UNICEF and EU.

Finally, we are grateful to all stakeholders and staff of the Department of state for Education for their moral support in producing this document and to all those who have contributed to the accomplishment of this milestone which would have been impossible without the team spirit of the technical staff and indeed its leadership.

LIST OF TABLES

| | |
|--|----|
| Table 1: Total Investment and Funding gap by Component..... | 37 |
| Table 2: Total Costs by Programme and result area | 38 |
| Table 3: Investment and Recurrent Costs by Financier (\$ '000) | 39 |

ABBREVIATIONS

| | |
|----------|---|
| ADB | African Development Bank |
| ANFE | Adult and Non-Formal Education |
| B. Ed | Bachelor in Education |
| BADEA | Arab Bank for Economic Development in Africa |
| BESPOR | Basic Education Support for Poverty Reduction |
| BSED | Basic and Secondary Education Directorate |
| CCF | Christian Children's Fund |
| CCM | Coordinating Committee Meeting |
| CREDIT | Curriculum and In-service Training Directorate |
| CSO | Civil Society Organization |
| DFID | Department for International Development |
| DOSE | Department of State for Education |
| DOSFEA | Department of State for Finance and Economic Affairs |
| DSCIT | Department of State for Communication, Information & Technology |
| EC | European Commission |
| ECD | Early Childhood Development |
| ECDC | Early Childhood Development & Care |
| EDF | European Development Funding |
| EFA | Education For All |
| EMIS | Education Management Information System |
| ESSP | Education Sector Strategic Plan |
| FIOH | Future in Our Hands |
| FTI | Fast Track Initiative |
| GC | Gambia College |
| GDP | Gross Domestic Product |
| GER | Gross Enrolment Ratio |
| GOTG | Government of The Gambia |
| GSQF | Gambia Skills Qualifications Framework |
| GTTI | Gambia Technical Training Institute |
| GTU | Gambia Teachers' Union |
| 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 |
| IDB | Islamic Development Bank |
| INSET | In-Service Training |
| IT | Information Technology |
| JFA | Joint Financing Agreement |
| LBS | Lower Basic School |
| LMIS | Labour Market Information System |
| LSE | Life Skills Education |

| | |
|--------|--|
| M & E | Monitoring and Evaluation |
| MDGs | Millennium Development Goals |
| MDI | Management Development Institute |
| MTEF | Medium Term Expenditure Framework |
| NAVSTI | |
| NER | Net Enrolment Ratio |
| NGOs | Non Governmental Organisations |
| NTA | National Training Authority |
| ODL | Open and Distance Learning |
| PCU | Projects Coordination Unit |
| PER | Public Expenditure Review |
| PHRD | Programme for Human Resources Development |
| PPABD | Planning, Policy Analysis & Budget Directorate |
| PRSP | Poverty Reduction Strategy Paper |
| PTA | Parent Teacher Association |
| PTC | Primary Teachers' Certificate |
| PTR | Pupil Teacher Ratio |
| REDs | Regional Education Directorates |
| SESP | Support to Education Sector Programme |
| SLA | Service Level Agreement |
| SMT | Senior Management Team |
| SNE | Special Needs Education |
| SOS | Secretary of State |
| SPA II | Strategy for Poverty Alleviation II |
| SQAD | Standards and Quality Assurance Directorate |
| SSA | Sub-Saharan Africa |
| SWAp | Sector Wide Approach |
| TA | Technical Assistance |
| THERD | Tertiary & Higher Education and Research Directorate |
| TOR | Terms of Reference |
| TVET | Technical and Vocational Education and Training |
| UBE | Universal Basic Education |
| UBS | Upper Basic School |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNFPA | United Nations Fund for Population Activities |
| UNICEF | United Nations Children's Fund |
| UTG | University of The Gambia |
| VSO | Voluntary Services Overseas |
| WASSCE | West African Senior School Certificate Examination |

EXECUTIVE SUMMARY

Background

1. Over the years, the Government of The Gambia (GOTG) has adopted various policies which provide the main direction for the Education Sector Strategic Plan (ESSP) 2006 – 2015. In addition to the country’s Vision 2020, these policy decisions are guided by the Millennium Development Goals; the EFA Action Plan; the Poverty Reduction Strategy Paper, known as the Strategy for Poverty Alleviation II (SPAII); and the National Education Policy (2004 – 2015). The basic aims of the Education Policy, from which this strategic plan is derived, are to:

- Promote a broad-based education at the basic level for lifelong learning and training
- 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
- Develop the physical and mental skills which will contribute to nation building – economically, socially and culturally in a sustainable environment
- Encourage creativity and the development of a critical and analytical mind
- Further an understanding and appreciation of the contribution of science and technology to development
- Cultivate sound moral and ethical values in the development of life skills
- 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
- Create an awareness of the importance of peace, democracy and human rights, duties and responsibilities of the individual in fostering these qualities
- Foster an appreciation of, and respect for, the cultural heritage of The Gambia
- Promote a sense of patriotism: service, loyalty, integrity and dedication to the nation and humanity.

2. These aims are tied to the Vision and Mission statements of the Department of State for Education (DOSE) thus:

Vision Statement: “By 2015 universal access to relevant and high quality education will be achieved.”

Mission Statement: In view of the vision, the Department of State for Education aims to:

- Provide access to relevant and high quality basic education for all
- Provide high quality education services
- Ensure gender equity in education
- Provide relevant life skills
- Promote the principle of lifelong learning.

Achievement of The Gambia's Objectives and Targets

3. The ten-year planned period for the Policy and the Strategic Plan has been chosen to coincide with the terminal date for the achievement of the MDGs and EFA Goals so that the drive to achieve the set goals and targets in The Gambia will be in step with international efforts. Therefore, this strategic plan represents the Government's aim and commitment to achieve its main goals for education. The approach is in accord with the recommendations of the UN Millennium Project, 2005 which advocates a four-step approach.

4. Whereas MDG Goal 3 is specific to "universal access to relevant and high quality basic education by 2015", The Gambia's objective is to attain universal access, and completion of basic education, which encompasses nine years of schooling.

Purpose

5. While it is recognised that some progress has been made in improving the provision of education during the previous planned period (1988-2003), it has also been realised that there are still shortcomings in the quality of education service delivery that need to be addressed in order to achieve the development objectives specified in the various policy documents. Consequently, the focus of the (2006 – 2015) Education Sector Strategic Plan will be on improving service delivery at all levels of the education sector. Hence, the purpose statement: "By 2015 the Department of State for Education and its affiliated institutions are providing effective, efficient, relevant and high quality education services to its clients". Implicit in this is the government's reliance on its own resources, as well as resources from elsewhere, including contributions by faith-based organisations, local and international NGOs, the private sector and other traditional and non-traditional partners. The statement also connotes commitment to ensuring that the education provided will be of high quality, and will be delivered in an efficient and effective manner.

Indicators

6. There are two sets of indicators to be met: First, "To achieve the Education for All (EFA) objectives, and second, to achieve the Strategy for Poverty Alleviation II (SPAII) education objectives which are also aligned to the MDGs. With respect to the achievement of effective and efficient delivery of education services, more than 90% of the education sector's objectives will be achieved in time and within resources, and the level of delivery against service level agreements (SLA), both individual and teams, will be set at 90%.

Strategic Plan Programme Areas

7. To facilitate effective implementation, the strategic plan has been divided into six Programme areas for which specific outputs and indicators have been developed. These are: Basic Education, Secondary Education, Tertiary Education, Technical and Vocational Education and Training, Quality Assurance, and Sector Management. The outputs for the various Programme areas are as follows:

Basic Education

Output: Universal access to relevant and quality basic education achieved

Secondary Education

Output: Improved access to, and delivery of, relevant secondary education achieved

Tertiary Education

Output: Improved access to relevant, quality tertiary education achieved

Technical and Vocational Education and Training

Output: Improved access to, and quality of, technical and vocational education and training achieved

Quality Assurance

Output: Improved learning outcomes achieved at all levels

Sector Management

Output: Effective and efficient delivery of education services achieved

Implementation Schedule

8. The strategic plan will be implemented over a period of ten years. DOSE has conducted a Public Expenditure Review (PER) to inform the sector of its expenditure pattern in the past and to predict its expenditure pattern in the medium term. Following the PER, the Department initiated the development of a Medium Term Expenditure Framework (MTEF). Through the Sector Wide Approach (SWAp), operational plans have been meticulously and jointly developed for the Programme and sub-Programme areas by various stakeholders and DOSE directorates. In the course of implementing the strategic plan, annual work plans detailing out the various procurement activities, time schedules and associated budgets will be prepared for each Programme area and sub-Programme area to guide implementation, based on the individual Programme area logframes. In addition, the Projects Coordination Unit (PCU) shall prepare, based on agreed regulations with development partners, annual procurement plans with an implementation schedule for the various projects under its purview through the compilation of the individual Programme and sub-Programme area activities accordingly.

Budget and Financing Plan

9. The National Education Policy (2004 – 2015) lays 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.

10. The overall investment for the ten-year strategic plan is US \$194.6 million, of which 66.2% is investment cost and 33.8% is recurrent cost, including scholarships for girls. Currently, secured funding amounts to 35.9%, thus leaving a gap of 64.1%. This translates to approximately an annual funding gap of \$12.5 million.

11. 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 urging Government to fully meet counterpart funding obligations and other recurrent costs.

12. Table I (chapter 3) shows the sector's priority on basic education over other areas, constitutive of 72.1% of total costs over the planned period. Though the Programme area constitutes 77% of current available funding, it accounts for 69% of the financing gap. Although quality assurance accounts for only 1.7% of the total, it should be noted that the quality inputs for effective teaching and learning and other quality inputs are spread in the Programme areas for the monitoring of implementation.

13. Table III (chapter 3) indicates the Government commitment and other donor partner intervention by recurrent and capital (investment) expenditure. It is worth observing that of the 64.15% funding gap, 68% is on investment expenditures and 32% on recurrent costs. Government contribution, as counterpart funding, to the Strategic Plan constitutes 1.19%, of which, 84% is being spent on investment costs.

14. To close the financing gap between 2011 and 2015, the domestic resources allocated to the education sector will have to increase to 2.7% of GDP in 2011 and, gradually, to 3.2% of GDP in 2015 - a level close to the sub-Saharan Africa (SSA) average. It is important, however, not to underplay the challenge, for although macro-economic performance has improved, the system is still relatively fragile and the risk of under-funding the Programme is feasible. With continued strong leadership at DOSE, and with the high demand for education expressed by the population, there is little reason to believe that Government commitment will wane in the near future.

CHAPTER 1: BACKGROUND

Policy Framework

1. Over the years, the Government of The Gambia (GOTG) has adopted various policies which provide the main direction for the Education Sector Strategic Plan (ESSP) 2006 – 2015. These policy decisions are principally contained in four seminal documents:

- The Millennium Development Goals
- The EFA Action Plan
- The Poverty Reduction Strategy Paper, known as the Strategy for Poverty Alleviation II (SPAII)¹
- The National Education Policy (2004 -2015).

2. Overall, as outlined in the National Education Policy (2004-2015), the Gambian education system is premised on a non-discriminatory and all-inclusive provision of education, underlining, in particular, gender equity and targeting the poor and disadvantaged groups. It is grounded in the respect for the rights of the individual, cultural diversity, indigenous languages and knowledge; promotion of ethical norms and values and a culture of peace; and the development of science and technology competencies for the desired quantum leap.²

3. The basic aims of the National Education Policy are to:

- Promote a broad-based education at the basic level for lifelong learning and training
- 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
- Develop the physical and mental skills which will contribute to nation building – economically, socially and culturally in a sustainable environment
- Encourage creativity and the development of a critical and analytical mind
- Further an understanding and appreciation of the contribution of science and technology to development
- Cultivate sound moral and ethical values in the development of life skills
- 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
- Create an awareness of the importance of peace, democracy and human rights, duties and responsibilities of the individual in fostering these qualities
- Foster an appreciation of and respect for the cultural heritage of The Gambia.

¹ The Poverty Reduction Strategy Paper is also called the Strategy for Poverty Alleviation II (SPAII); this is so because the review of the first Strategy for Poverty Alleviation (SPA I) preceded the HIPC process, leading to the reviewed SPA being accepted as the *de facto* PRSP.

² The Education Policy 2004 -2015, p 13

- Promote a sense of patriotism: service, loyalty, integrity and dedication to the nation and humanity.³

4. These aims are tied to a vision and a mission statement, as highlighted thus:

DOSE Vision Statement:

The Department of State for Education upholds that *“By 2015 universal access to relevant and high quality education will be achieved.”*

DOSE Mission Statement

In view of the vision, the Department of State for Education aims to:

- Provide access to relevant and high quality basic education for all
- Provide high quality education services
- Ensure gender equity in education
- Provide relevant life skills
- Promote the principle of lifelong learning.

Situational Analysis

Organisational Structure

5. The education system in The Gambia is structured in such a way that at the pinnacle is the Secretary of State (SOS) for Education who is responsible for the leadership of the education sector, especially for policy direction. The Permanent Secretary acts as the chief executive and adviser to the SOS and provides oversight for the overall administration and implementation of sector programmes and activities. The Permanent Secretary is assisted by two Deputy Permanent Secretaries, one of whom is responsible for administrative and financial management, and the other for co-ordination of policy implementation at both headquarters and the regions.

6. Two management committees exist for the effective management and coordination of policy and Programme implementation. One of these is the Senior Management Team (SMT), comprising the Directors, the Permanent Secretary, the two Deputy Permanent Secretaries, the Principal Accountant and the Project Manager-PCU. It is chaired by the SOS.

7. The other committee is the Co-ordinating Committee Meeting (CCM), which is composed of all the Directors, Principal Education Officers, Managers, Deputy Managers, Deputy Permanent Secretaries and partners of DOSE. This body is chaired by the Permanent Secretary. The two committees each meet bi-monthly and rotationally within the six education regions.

8. DOSE maintains seven professional directorates. Each of these is headed by a director who advises the Permanent Secretary on technical and professional matters relative to their areas of expertise and responsibility. These are the Directorates of Policy Analysis,

³ Ibid p 13

Planning and Budgeting, Human Resource Development, Basic and Secondary Education, Standards and Quality Assurance, Science, Information and Communication Technology, Tertiary/Higher Education and Research and Curriculum Research Evaluation and Development.

9. Within the overall national decentralisation process, six regional directorates, each headed by a Director, have been established, and these are expected to work very closely with local administrative authorities in the various municipalities and Area Councils.

The Education System in The Gambia

10. DOSE is the mandated arm of government for the provision of education, both formal and non-formal. The formal system is characterized by six years of lower basic schooling, three years of upper basic education and three years of senior secondary education. The first nine years of schooling constitute the basic education cycle and are financed principally by Government and grant-aided schools. Secondary school education, on the other hand, is primarily provided by private or grant-aided schools. 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.

11. Until recently, tertiary education was in the main provided by three public tertiary institutions: Gambia College (GC), the Management Development Institute (MDI) and the Gambia Technical Training Institute (GTTI). It was not until 1995 that a University Extension Programme linked to St. Mary's University in Halifax, Canada, which offered a Bachelor of Arts degree Programme, was established. The extension Programme subsequently led to the establishment of the University of The Gambia in 1999. Whereas student teachers for the Higher Teacher's Certificate are trained at the Gambia College, school of education, secondary school teachers will continue to be trained at the University of the Gambia. Some private institutions provide professional tertiary education in accounting and management.

Achievements

12. Over the years, particularly from 1995 to date, The Gambia has achieved tremendous success in expanding access to education. Significantly, gains have been made across all the levels of the school system, but it is a cause for concern that enrolment has dropped in some areas for boys at the lower basic school level (Grades 1-6) due to the vigorous campaign in favour of girls' education. Access to upper basic education (i.e. grades 7-9) has also improved during the period, with an increase of about 25 points in the overall Gross Enrolment Ratio (GER). Parity has now been attained at the basic cycle level (i.e., Grades 1-9). At the senior secondary level, the overall GER has almost doubled, even though the disparity gap between boys and girls is still significant.

Stakeholder Analysis

13. The beneficiaries of educational services are potentially the entire population of The Gambia, but, primarily it is the students who will gain more access to better quality education at all the levels. The parties involved are a wide representation of government, financial and education leaders and officials, external development partners, civil society and the private sector.

14. Central Government's role is to establish the overarching parameters for education policy, fiscal planning and management. Government wishes to see improved access to quality education at all levels, leading to poverty reduction and economic progress. It is politically committed to the development of a costed sector-wide, and a predictably financed education Programme, and expects improved policies, strategies and management of education and finance.

15. The Department of State for Finance and Economic Affairs (DOSFEA) oversees and supports improvements in financial management, and exercises an appropriate level of fiscal discipline. DOSFEA desires a clearly established linkage between financial requirements and education goals. Thus, it will contribute to improved financial management systems (MTEF and PER) and improved efficiency of disbursement, resulting in benefits in clear knowledge and understanding of education sector financial requirements and commitment to SWAp principles.

16. DOSE's role is one of policy maker, providing leadership to, and core involvement in, the SWAp process. It is set to achieve more efficient and effective management of the education sector. There is a risk that DOSE's commitment may be compromised by fears of loss of control over individual projects and heavy transaction costs in the early stages. Hence, it sees the main benefit of the approach in terms of increased predictable funding, a more coherent whole sector Programme, reduced transaction costs in donor relations and project management, and capacity building and improved efficiency and effectiveness.

17. The regional administrations in The Gambia will contribute to the process, desiring more efficient and effective management and making an increased contribution to the planning process. They expect tangible improvements in the delivery and outcomes of education provision, as well as a meaningful role in decision-making.

18. Donors are expected to contribute to the process, provide international experience and commit themselves to strengthen harmonisation of cooperation. A government-led sector-wide approach is the preferred strategy for support to the sector 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.

19. It is maintained that civil servants will contribute to the entire process, working with increased efficiency and effectiveness. They may have concerns regarding workload and lack of understanding of the process, but will benefit from capacity building, job satisfaction and increased status.

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

21. Teachers will also benefit through participation, having an enhanced role in development planning and delivery at the school level. They will enjoy improved resource provision and can experience enhanced professionalism and status and, possibly, improved salaries and other benefits.

22. Civil society will provide services, especially in the secondary sub-sector. It will contribute to policy, decision-making and sector management at several levels, and work for improvement in the provision of education. Civil society can equally increase its stake in the provision and oversight of education and, consequently, benefit in terms of better education for all.

23. 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 the provision of education and it has the potential to increase financial returns on investment. Thus the private sector will be a main beneficiary.

Problem Description

24. Three major problems beset the sector; these have to do with:

- Provision of quality education
- Retention of teachers and other personnel
- Serious resource constraints both in recurrent and development terms

25. These problems are not independent of one another. Crucially, though, teachers are the most important resource in schools; They have the potential to catalyse quality improvement.

Quality Problems

26. Quality problems can be examined from three perspectives:

- Teacher training and support
- Pedagogy and teaching / learning materials in schools
- Leadership and management in schools, including the participation of parents and the community.

27. Various aspects of these problems are enumerated below.

1. Teacher training and support

- Low performance levels attained by the intake into Gambia College, especially in mathematics and English
- PTC and HTC Programme content not aligned to the school curriculum
- Inadequate teaching and learning materials, including library and research items, at Gambia College through which to facilitate effective teaching and learning
- Under-staffing of the School of Education at GC, thus undermining management effectiveness
- Difficulties in recruiting and retaining qualified academic staff at GC, partly related to low salaries, benefits and prospects but also attributable to insufficient training resources and capacity-building opportunities
- Inadequate/ineffective supervision and support for student teachers on teaching practice
- Un-conducive learning environment due to Overcrowded classrooms at GC
- Absence of an effective system for regular upgrading and refreshment of teachers through INSET and support.

2. Pedagogy and inadequate teaching and learning materials in schools.

28. The teaching of reading is erratic. While literacy is the key to unlocking further learning in lower basic schools, literacy teaching is handicapped by the insufficient supply of basic textbooks and supplementary readers, an ill-equipped classroom environment, together with a pedagogy that is based on rote learning.

3. Leadership and management in schools including the participation of parents and the community.

29. Generally, training and support for headteachers is not clearly defined and systematic, and this is compounded by a limited concept of school management, thereby inhibiting the effectiveness of schools. PTAs have a limited role in school management.

Retention of Teachers and Other Personnel

30. The labour market in the urban areas is such that the salaries and benefits of teachers, staff of tertiary institutions and education managers are not attractive. Therefore, the attrition is high. In the rural areas, inaccessibility to basic modern amenities, including power and communications, makes many schools and regional headquarters unattractive to teachers, thus making them to refuse to go there on posting or, if they accept to do so, only stay briefly. However, following the introduction of the “hardship” allowance in 2005, some teachers applied for posting in these hardship areas, thus reversing the trend.

Serious Resource Constraints both in Recurrent and Development Terms

31. Since 2002, there has been a high fiscal deficit, necessitating high borrowing from the domestic market and leading to cash-rationing in an effort to align spending with actual revenues. While economic growth, GDP, is recovering, in 2006, the overall budget for the twenty five Departments and Government Agencies is lower than in 2005. Within that budget, education is accorded the largest increase. At the macro level, however, no large increases in budgetary allocations to education are expected in the immediate future.

Current Interventions

32. An indication of strong support for the concept of a sector-wide education Programme by several prominent development partners, including DFID, the World Bank and the European Commission (EC) 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 are highly relevant.

World Bank (WB)

33. The World Bank has approved an \$8 million International Development Agency (IDA) grant-aided 'Third Education Phase II Project' which is due to run for the period 2006-2010, The Bank has further indicated support for a SWAp-based education sector Programme. The grant is based on priorities set by DOSE in the National Education Policy and takes into account, to the fullest extent possible, support provided by other donors.⁴

34. The proposed indicative objectives are:

- Continued expansion of access to under-served communities, paying particular attention to under-served communities, including girls or boys (where either party is under-represented), special needs students and rural populations.
- Improvements in education quality, including: increased achievement in reading and mathematics of the lowest performing students; the numbers of learners in literacy courses, with particular focus on women; increasing the number of instructional hours per year in the basic sub-sector; increased achievements in senior secondary schools, with particular focus on mathematics and science; increasing the proportion of qualified teachers; and increasing the number of schools benefiting from pedagogic interventions.
- Capacity building and revision of incentive structures.
- Putting in place more robust monitoring and evaluation systems.

35. The Education for All Fast Track Initiative (EFA FTI) Catalytic Fund Project (2004-2007), managed by the World Bank, is also addressing several sub-components that are strongly represented in the ESDP, notably to support basic education. These include: increasing access to, and equity in, basic education; increasing participation, performance and retention rates for girls; improving the quality of teaching and learning; and strengthening management and institutional capacity at the central and regional levels.

⁴ World Bank Supervision Mission Aide-Memoire, December 2005

The initial stages of this project have been judged satisfactory, both in terms of the selection of activities and the rhythm of disbursements.

36. It is anticipated that resources from the FTI fund could continue to be provided in subsequent years in support of ESSP, since it is generally supportive of countries which have a well-formulated education sector Programme. It is also possible that once the ESSP is finalised, other bilateral donors may be attracted to contribute support through partners that are already engaged in the sector.

Department for International Development (DFID)

37. From 2000 to 2002, DFID supported DOSE through an educational management project which concentrated on the establishment of an Educational Management Information System (EMIS) and a staff appraisal system, with associated capacity development.

38. From 2005 to 2010, DFID will support the education sector through the Basic Education Support for Poverty Reduction (BESPOR) Project. BESPOR will continue to provide training, consultancy, equipment and materials, as well as support studies in order to: strengthen policy, in particular, by assisting DOSE to develop a SWAp; strengthen administrative, financial and knowledge management at central, regional and institutional levels; and pilot a whole school development approach to school management in the Central River Region.

39. It is intended that Technical Assistance (TA) provided through BESPOR will support the efficient, effective and accountable use of overall government funding within the education sector and provide a sound basis for moving towards budgetary support when the macroeconomic conditions permit.

African Development Bank (ADB)

40. The Government of The Gambia and the ADB have agreed a four-year project, running from 2005-2009 and valued at \$11 million (including government counterpart funds). This is to provide for classroom construction in the basic sub-sector; a school health package which includes de-worming, drugs, first-aid kits and the maintenance of school facilities. This latter component is community-driven, being based on the provision of social development funds to enable communities to identify needs in the schools, such as furniture shortages and dilapidated classrooms, and to finance the use of local labour to carry out the necessary improvements. The project also supports the training of teachers at GC and studies in TVET.

European Union (EU)

41. The focal sectors of European Development Funding (EDF 9) do not include education. However, there will continue to be a large European Commission (EC) funded Programme for some time because the delayed EDF 8 education Programme, known as the Support to Education Sector Programme (SESP), is now operational. It aims to strengthen technical and vocational education and training frameworks and

capacity, and, through support to the National Training Authority, includes the creation of a TVET sector. This support also embodies studies and technical assistance to develop policy for TVET, the establishment of national qualification frameworks, curriculum development and implementation and IT infrastructure.

Islamic Development Bank (IDB)

42. The IDB has been a donor to Government in general and the education sector in particular. Over the years, the IDB has funded the execution of projects in the sector through soft loans and grants mainly in the areas of basic education and literacy. In recent years, it has funded Programmes at the tertiary level and has expressed willingness to increase its portfolio in the sector and also venture into new areas such as vocational education and training.

43. The IDB is currently financing a loan for support to lower basic education and provides two grants for tertiary education, namely the feasibility and design studies for the University of The Gambia and a literacy project.

UNICEF

44. The United Nations Children's Fund (UNICEF) has a number of relevant initiatives, including those related to increased enrolment rates for all, especially girls.

UNESCO

45. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) is providing support in the use of a statistical package to model future requirements for classrooms, teachers, textbooks and other materials, etc, and the related costs for each sub-component in the sector, including early childhood development, adult literacy, tertiary education and TVET.

WFP

46. 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.

Others

47. In addition to the DOSE's traditional partners for the implementation of the strategic plan DOSE will engage other development partners for the implementation of the strategic plan. For instance, Republic of China on Taiwan has already supported the establishment of an IT Training Centre and has funded the construction of two senior secondary schools in the Western Region. Other partners, such as Libya and the Philippines, will be engaged also during the implementation phase.

48. There is high-level NGO support, including civil society and faith based organisations all of which support the DOSE policy of greater co-ordination between government and non-governmental provision of education.

49. The private sector is a major partner in upper basic and senior secondary education, and The Gambia is one of a few countries that have been able to encourage substantial private sector participation in post-primary education. There is some cost recovery at the upper basic level (Grades 7-9), with modest school fees and textbook rental schemes in place, and more than 80 % of secondary schools are managed by the non-government sector, including NGOs, faith-based organisations, private individuals and companies. The government will continue to look up to these entities to provide a substantial component of secondary education during the planned period of the ESSP.

General

50. To successfully create and sustain a vibrant education sector that would deliver improved access and quality, it is necessary to harmonise all projects and activities within the preparation and implementation process of the ESSP. Also, it is essential to establish the commitment of all the main donors to the coordination, cooperation and harmonisation of their inputs and, to the fullest extent possible, commitment to working arrangements among themselves and within the GOTG.

51. The duplication of donor efforts and activities and the continuation of separate and uncoordinated reporting requirements and missions have placed considerable stress on the system. The IDA and BESPOR teams have now spent two missions sharing information on their respective Programmes, and contact has been established with the ADB although joint missions have not yet been conducted.

52. While recognising that not all development partners will be able to comply, government encourages its development partners to contribute their financial support via the government system and to commit themselves to a Joint Financing Agreement (JFA) and to a Statement of Partnership Principles.

53. The JFA will set out the joint provisions and procedures for pooled financial support to The Gambia ESSP and will serve as a coordination framework for consultation between the signatories for ESSP monitoring and decision-making, joint reviews of performance, common procedures on disbursement, reporting and audits. The coordination arrangements that apply to pooled funds and those described in the JFA will form part of a broader consultation process, including the wider group of all main development partners providing support to the ESSP.

54. The financial commitments of the donors will be confirmed within the bilateral agreements concluded between the GOTG and each of the donors. These donors will each establish individual agreements that are compatible with the spirit and provisions of the JFA and are required to refrain, as far as possible, from setting conditions in the bilateral agreements that contradict or diverge from the spirit of the JFA.

55. The statement of Partnership Principles will include, for example, agreement that the GOTG and the donors recognise and reaffirm the principles of the declarations of aid effectiveness enunciated in Rome and Paris (These provide a basis for strengthened governance and improved development performance through harmonised approaches).

They will also state the responsibilities of the various partners; alignment with planning and budgetary processes; information sharing both among donors and between the GOTG and donors; outline of the TOR and frequency of meetings, missions and reports; harmonisation of systems; capacity development and implementation, including the provision and use of technical assistance; and arrangements for monitoring, evaluation and review, together with any conditionality.

56. The donors will base their actual support on the progress attained in the implementation of the ESSP.

CHAPTER 2: PLANNED INTERVENTIONS

Overall Development Objectives

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

“By 2015 universal access to relevant and high quality education has been achieved”.

2. The planned period has been chosen to coincide with the terminal date for the achievement of the internationally adopted the Millennium Development Goals (MDGs), so that the drive to achieve the goals in The Gambia will be in step with international efforts. This strategic plan represents the government’s aim and commitment to achieve its main goals for education, as stated in, and derived from its various relevant policy statements. This approach is aligned to the recommendations of the UN Millennium Project, 2005⁵ which advocates a four-step approach. The third step is that “each country should convert [its] needs assessment into a 10-year framework for action, including public investment, public management and financing”. The fourth step is that “each country should elaborate a 3-to-5-year MDG-based poverty reduction plan within the context of the 10-year framework”. Furthermore, the UN Millennium Project asserts that “this MDG-based poverty reduction strategy should be a detailed operational document, attached to a medium term expenditure framework which translates the strategy into budgetary outlays”.

3. While the development objective stated above relates to “*universal access to relevant and quality basic education by 2015*”, it should be noted that the relevant MDG (Goal 2) is to “achieve universal primary education by 2015”. The Gambia’s objective is, therefore, a more demanding one than the MDG, since basic education in the country encompasses nine years of schooling, whereas the term primary in the MDG refers only to the first six. In addition, there is an acceptance in the MDG that it is insufficient merely to enrol all children, and that the more demanding goal of completion should be the target. Target 3 of MDG 2 specifies that “by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling”.⁶

Purpose

4. While the education sector in The Gambia is obviously influenced by global economic trends and factors, the main facilitators and drivers of development in the sector are DOSE, its affiliated institutions and the various national and international development partners. While it is recognised that some progress has been made in improving educational service delivery during the previous planning period, it has also been realised that there are still severe shortcomings in the quality of education delivered that need to be addressed in order to achieve the development objectives specified in the various policy documents. Consequently, the focus of the Education Sector Strategic Plan (2006-

⁵ UN Millennium Project 2005. Investing in Development. A Practical Plan to Achieve the Millennium Development Goals

⁶ http://www.unmillenniumproject.org/reports/goals_targets.htm

2015) is on improving service delivery at all levels of the education sector. Hence, the purpose statement reads:

“By 2015 the Department of State for Education and its affiliated institutions are providing effective, efficient, relevant and high quality education services to its clients”.

5. This statement makes clear the government’s reliance not only on its own resources but also on all the resources including those contributed by faith based organisations, NGOs (both local and international), the private sector and well-wishers. It also signifies a commitment to ensuring that provision will be of high quality, and will be delivered in an efficient and effective manner.

Indicators

6. There are two sets of indicators to be met: to achieve the EFA objectives, and to achieve the SPAII education objectives.

7. Since, in the EFA plan and the SPA II, there are detailed targets, these documents provide the criteria on which to base a judgement as to whether the overall purpose of the plan has been met and, if so, to what extent. These documents are, therefore, the key reference material for monitoring and evaluating the ESDP as it rolls forward.

8. With respect to the achievement of effective and efficient delivery of education services, more than 90% of the education sector’s objectives will be achieved in time and within the resources, and the level of delivery against service level agreements (SLA), for both individuals and teams, will be set at 90%.

Strategic Plan Programme Areas

9. To facilitate effective implementation, the strategic plan has been divided into six Programme areas or sub-sectors for which specific outputs and indicators have been developed. These are:

- **Basic Education**

Output: Universal access to relevant and quality basic education achieved

- **Secondary Education**

Output: Improved access to, and delivery of, relevant secondary education achieved

- **Tertiary Education**

Output: Improved access to relevant, quality tertiary education achieved

- **Technical and Vocational Education and Training**

Output: Improved access to, and quality of, technical and vocational education and training achieved

- **Quality Assurance**

Output: Improved Learning Outcomes achieved at all levels

- **Sector Management**

Output: Effective and efficient delivery of education services achieved.

10. A brief summary of each Programme area is provided below, followed by a detailed description of each in chapter 4.

Programme Area 1: Basic Education

11. The Basic Education Programme areas comprise three sub-Programmes, namely:

- Early Childhood Development
- Basic Education (Grades 1-9)
- Adult and Non-formal Education

Planned Output

12. Universal access to relevant and quality basic education achieved.

Indicators:

- ECD GER increased by 50%
- Increase by a minimum of 50% the number of LBS with ECD centres attached
- More than 80% of students achieve grade level competence in all the subjects
- More than 20% of students achieve mastery level competence in all the subjects
- NER > 80%
- GER > 100%
- Completion rate >95%
- Double shift classes maintained at 32%
- PTR 45: 1
- Increase enrolment to ANFE by 50%
- Decrease adult illiteracy rate by 50%

13. The GOTG is committed to upholding the right of every person to basic education, regardless of gender, age, religion or disability. Accordingly, basic education will be open to all. Learning at this level will be geared towards the holistic development of the individual for the positive realisation of every person's full potential and aspirations.

14. ECD has become part of the basic education cycle, given the importance of the early years of development for children. The National Education Policy (2004 – 2015) acknowledges the importance of these early years, and DOSE has developed linkages with other government departments, NGOs, local government authorities and local committees to promote an integrated approach to ECD. The GOTG will support the expansion of the ECD system through the training of ECD facilitators and by facilitating attachment of ECD facilities to lower basic schools.

15. The National Education Policy (2004 – 2015) provides for a unified basic education system, covering grades 1-9, with no transition examination at the end of the Grade 6. Thus, there is a rapid expansion taking place at the upper basic level, and a policy of integrating basic education facilities where possible. Also, in practice, it is difficult to draw the line between the lower and the upper basic cycles. Expansion of Grades 1-6 implies expansion of Grades 7-9. The country cannot, in fact, commit all its resources to primary education, because it has already embarked on a substantial expansion of the

upper basic level; hence transforming the structure from 6-3-3-4 to 9-3-4. While some success has been achieved in providing universal access to basic education, the quality of the education is still not up to the required standard. Hence, the focus in the planned period will be on improving the quality of basic education in terms of improved management of schools, improved quality of teaching and learning and the improvement of the teaching and learning environment.

16. The Madrassa is a formal education delivery system with Arabic as medium of instruction and a strong Islamic orientation in content and practice. The system offers instruction at different levels. A significant number of children prefer to attend Madrassa. Assistance to Madrassa schools recognised by the DOSE includes English language textbooks and teachers’ guides, technical and financial assistance for classroom expansion and construction, and professional support.

17. The Gambia has a low literacy rate, estimated at 46% overall and only 28% for women. EFA, as stated in the Dakar Framework for Action, cannot be achieved through the formal education system alone; consequently, the adult and non-formal education sector complements the efforts of formal education to achieve EFA.

Main Deliverables

| Results | Responsible Institution |
|--|--------------------------------|
| A school environment conducive for teaching and learning | REDs |
| Improved quality of teaching | SQAD and GC |
| Increased learning opportunities in basic education | REDs |
| Adequate quality and quantity of teaching and learning materials | CREDIT |
| Relevant and up to date curriculum for Basic Education operational | CREDIT |
| Children/Students adequately prepared for teaching and learning | ECD |
| Improved management of schools | REDs |
| Expanded access to literacy courses | ANFEU |

18. The main implementing agencies will be the Basic and Secondary Education Directorate (BSED), the Regional Directorates (REDs) and DOSE Project Coordination Unit (PCU).

Programme Area 2: Secondary Education

Planned Output:

Improved access to, and delivery of, relevant secondary education

Indicator:

Achieve a completion rate of 95%

19. In a more competitive global market, and in which lower secondary level (Upper Basic School-UBS) has been universally integrated into basic education, secondary education should be prioritised, given its key function in absorbing graduates from the basic level. However, in The Gambia, most of the schools at this level, in contrast to the UBS, are privately operated, thereby rendering access quite difficult to children from poor households. Despite the fact that the majority of the senior secondary schools are located in prosperous urban regions (Regions 1 and 2), poor/rural regions are not left unserved and have witnessed the expansion of secondary schooling recently, which act as an effective boost to children's access to secondary education.

20. Even though not as severe as in the 1970s and 1980s, the problem of equity (especially girls' access to secondary education) is still more acute at this level compared to the basic education level. Tuition fees and other costs (uniforms, textbooks, transportation, private tuition/classes, etc) of secondary education, including considerable opportunity costs, constitute serious barriers to access for children from poorer households.

21. The quality of secondary education as reflected by the performance of students at the West African Senior School Certificate Examination (WASSCE) leaves a lot to be desired. In 2004 and 2005 more than 90% of the candidates failed Mathematics, English and the Sciences, while, on average, more than half of the candidates failed all the courses put together.

22. It is against these facts that stakeholders unanimously identified secondary education as one of the key programme areas under the DOSE 2006-2015 Strategic Plan.

Main deliverables

| Results | Responsible Institution |
|---|-------------------------|
| Improved availability and quality of teaching and learning materials and facilities | CREDIT |
| Gender parity achieved | REDs |
| Improved access to secondary education | PCU |
| Improved quality of teaching and learning | SQAD |
| Improved management of secondary schools | REDs |
| Improved conditions of service for teachers in secondary schools | BSED |

23. The main implementation agencies will be BSED, REDs, SQAD and CREDIT.

Programme Area 3: Tertiary Education

Planned Output

24. Improved access to relevant, quality tertiary education achieved

Indicators

- 10,000 additional Gambian teachers by 2015 , comprising of:
 - 6,297 qualified Primary Teacher Certificate
 - 2,095 qualified Higher Teacher Certificate
 - 616 B Ed
 - 992 holders of academic degrees
- Gender parity in enrolment and completion across all Programmes
- Certificate-, diploma- and degree-level Programmes offered at tertiary institutions
- Degree Programmes offered at the GTTI, the MDI, the GC and the UTG campuses under the integrated system will be accredited by the proposed Higher Education Observatory (HEO).

25. The Tertiary Education Programme will cover all post-secondary Programmes in The Gambia including post-secondary technical training. During the 2004-2015 Policy period, GOTG will ensure that the tertiary education sub-sector provides a flexible and dynamic system of education and training that will address the demands of access and equity on the one hand, and the need for quality and standards (excellence), on the other.

26. The primary challenges in this regard include inadequate physical and human resources to address the needs of the sub-sector. Currently, tertiary institutions depend largely on government support for funding and on foreign expertise for lecturers and other academic functions. These affect both access and quality of delivery of education. There is, therefore, a need for interventions to strengthen and expand the provision of tertiary education to give more opportunities for quality Programmes to more Gambians through an integrated system of tertiary education.

Main Deliverables

| Results | Responsible Institution |
|--|------------------------------|
| Adherence to standards of professionalism by both staff and students. | Tertiary Institutions |
| Improved management in all tertiary institutions. | Tertiary Institutions |
| Highly qualified and motivated staff. | Tertiary Institutions |
| Improved, regular maintenance of structures and resources for improved access to quality education institutions. | Tertiary Institutions |
| Adequate and timely funding of Tertiary education Programmes. | THERD |
| Improved relevant quality education in Tertiary Institutions or academic units. | Higher Education Observatory |

| | |
|---|-----------------------|
| Improved awareness, academic culture and affordable education in Tertiary Institutions or academic units. | Tertiary Institutions |
|---|-----------------------|

28. The main implementing agencies will be THERD, Tertiary Institutions and Higher Education Observatory.

| |
|--|
| Programme Area 4: Technical and Vocational Education and Training |
|--|

Planned Output

29. *To improve access to, and quality of, Technical and Vocational Education and Training.*

Indicators

- TVET institutions increased by 50%
- Number of skills development centres in the rural areas increased (target of >2 centres)
- System of prior learning accreditation approved
- Labour Market Information System (LMIS) established
- Mechanical & engineering laboratories established
- Approved syllabi established
- TVET affordable to 90% of all eligible trainees
- 50% increase in the number of differently abled people in TVET
- Gender parity achieved in TVET
- At least 75% of the total expected levy is collected
- Functional Gambia Skills Qualifications Framework established

30. TVET Programme Area aims to address the skills development needs of the country.

31. The TVET policy objectives state, among other things, that there should be improvement in access to post-secondary TVET and improvement in its coordination. They also seek to increase opportunities for the training of early school-leavers, secondary school-leavers and adults who cannot make it to the next school level, in order to enhance employment, especially self-employment prospects.

32. During the policy period, the GOTG will institutionalise accredited post-basic training Programmes such as apprenticeship and on-the-job vocational and technical training. The existing vocational/skills centres at the district/regional levels and those in the rural areas will be further developed to deliver such skills development Programmes.

33. The Gambia has a monocrop agricultural economy with approximately 80% - 90% of the population living off the land. Efforts are now being focused on TVET and guidance that will eventually lead to self-employment in the formal and informal sectors of the economy.

34. All the above can only be addressed if the access and quality of TVET is improved. One very important aspect of TVET in any economic development is the relevance of its Programmes. The implementation of the TVET sector Programme will address the problem of relevance and quality in the sub-sector. The Gambia Skills Qualification Framework with its registered and employer-driven qualifications and standards, to be delivered by registered and accredited training providers, will contribute greatly to improved quality in TVET. Priorities in training will be determined by the outcomes of labour market research, as presently developed by the National Training Authority.

Main Deliverables:

| Results | Responsible Institution |
|--|--------------------------------|
| Improved access to TVET | NTA |
| Increased relevance of TVET | NTA |
| Improved quality of TVET | NTA |
| Improved Sector Management in TVET | NTA |
| Predictable and adequate funding of TVET | STED |
| Functional Policy and Strategic Framework. | STED |

35. The main implementing agencies will be the National Training Authority (NTA) and the Science and Technology Education Directorate.

| |
|--|
| Programme Area 5: Quality Assurance |
|--|

Planned Output

36. Improved Learning Outcomes achieved at all levels

Indicators

- *More than 80% of students achieve grade level competence*
- *More than 20% of students achieve mastery level competence in all subjects*

37. The National Education Policy (2004-2015) states as one of its main objectives: to improve learning outcomes at all levels in the education system. Currently, the quality of education is low and shows little improvement across the country, with particular challenges for girls who continue to under-perform boys across all cycles. With less than 50% of the students in Grades 1 – 12 achieving grade level competence in subjects across the board, there is a strong need for effective interventions to continuously monitor and assess the quality of teaching and learning in the schools with the aim of improving the quality of education.

38. One of the prerequisites for effective monitoring and evaluation of the quality of teaching and learning is the existence of an effective qualifications framework specifying the standards to be observed and an effective quality assurance system to continuously monitor compliance with standards. However, currently, most of the monitoring and quality assurance measures are based on short-term ad-hoc interventions.

39. The Quality Assurance Programme aims at improving the learning outcomes in Grades 1 – 12 through the improvement of school management, the establishment of an effective integrated quality assurance system based on a National Qualifications Framework (NQF), curriculum development, adequate supply of teaching and learning materials and the establishment of an efficient and effective quality monitoring system at all levels of the sector.

40. The main implementing agencies will be SQAD, CRED and the REDs.

Main deliverables:

| Results | Responsible Institution |
|---|--------------------------------|
| Effective and efficient school management by 2015 | REDs |
| An effective education quality assurance system developed and implemented at all levels | SQAD |
| Improved quality of teaching and learning by 2015 | REDs |
| Availability of adequate, relevant teaching and learning materials in all schools | CREDIT |

Programme Area 6: Sector Management

Purpose Statement

Effective and efficient delivery of education services achieved

Indicators

- *More than 95% of the sectoral objectives achieved in time and within available resources*
- *More than 95% delivery against service level agreements (SLA) (individuals and teams)*

41. While the education sector during the last planning period managed to achieve a number of the policy target for creating universal access to education in the Gambia, the quality of the education provided still leaves a lot to be desired. As DOSE has been beset with many capacity and communication problems, some managers have found themselves implementing activities rather than managing or leading the processes.

42. Led by the Planning, Policy Analysis and Budgeting Directorate a committee will be set up to develop and review policies. The development of sub-sector policies will also be institutionalised. The SWAp will be developed to ensure predictability of funding and avoid duplication or overlapping of donor interventions. The institutions of SMT and CCM will continue to monitor both the policy and implementation of the sector Programmes. An institutional assessment will be carried out with a view to implementing a functional organogram that is aligned to objectives. A system of operational planning will be developed and implemented at all levels, from headquarters to the schools.

43. DOSE's management information system (EMIS) will be linked to the Integrated Financial Management Information System (IFMIS) being implemented at DOSFEA. The link will improve the management of the payroll system which will enhance efficiency. The Management of budgets will also be decentralised from the office of the Permanent Secretary. With the national decentralisation process, the capacity of local authorities will be developed to facilitate better financial management of public resources. EMIS will be strengthened to improve access to relevant and timely data for decision-making. Information technology solutions will be sought to improve communication and information sharing among decision makers. Strategies will include the maintenance of Internet and Intranet solutions.

44. A system of proper management of resources will be developed and maintained. An identification and indexing system will be developed and movements recorded accordingly. The human resources (HR) of the sector will be developed through the development of an HR policy. With the development of a staff appraisal system, incentives will be created to motivate staff to perform at a consistently high level.

45. Government policy is to shift from the monitoring of compliance towards supporting schools and teachers. A new Monitoring and Evaluation (M & E) system will be developed, tested and reviewed before being submitted to Sector Management for approval, followed by a roll-out throughout the system.

Main Deliverables

| Result | Responsible Institution |
|--|--------------------------------|
| A comprehensive policy agenda and framework developed and implemented | PPABD |
| Effective planning and management of the education sector | PPABD |
| Effective financial planning and management ensured. | PPABD |
| Effective education information and knowledge management system developed and implemented | PPABD |
| Effective application and use of resources ensured | PPABD |
| Effective planning, development and management of human resources ensured | PPABD |
| Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured | PPABD |

CHAPTER 3: IMPLEMENTATION

Implementation Guidelines

1. The implementation guidelines are designed to assist in directing the implementation of the DOSE Strategic Plan, in terms of day-to-day implementation issues and overall supervision by DOSE and its development partners. Its purposes will be to generally help define the rules, regulations and procedures that would guide the management and supervision of the main activities for smooth implementation.
2. DOSE enjoys a satisfactory working relationship with DOSFEA and its traditional partners, notably the World Bank, the ADB, the DFID, the EU, BADEA, the IDB, UNICEF, UNESCO, and other friendly states such as Taiwan and Nigeria. There are also longstanding relations with NGOs in the sector such as Action Aid, Peace Corps, VSO, FIOH, CCF and Faith-Based Organisations.
3. In recognition of the invaluable contribution of the country's development partners to education, effective cooperation will continue to be promoted with the donor community. In an effort to intensify resource mobilisation for the sector through bilateral and multilateral grant financing, DOSE will work during the period towards the harmonisation of donor regulations and reporting guidelines, while, in the short term, abiding by agreed covenants and implementation guidelines with individual development partner regulations at bilateral levels depending on the financing institution.
4. At the Programme level, DOSE will continue to abide by current Government fiduciary and procurement guidelines and regulations, as prescribed by law and other statutes.

Organisation

5. DOSE is responsible for policy development, management and coordination of education in The Gambia. The Department will guide the development of the education sector during the implementation period of the strategic plan and beyond.
6. The SOS for Education is responsible for leadership in the sector and for policy oversight. The Permanent Secretary is the chief executive and adviser to the SOS and provides oversight for strategic plan activities. There are two Deputy Permanent Secretaries one of whom assists the Permanent Secretary in the administrative and financial management functions, while the other assists in the coordination of policy implementation.
7. There exist two management committees for the effective management and coordination of policy and the strategic plan implementation. First, the SMT chaired by the SOS and comprising the directors, the Permanent Secretary and the two Deputy Permanent Secretaries, the Project Manager and the Principal Accountant. Second, the CCM made up of all the directors, Principal Education Officers, Managers/Deputy Managers and Deputy Permanent Secretaries and chaired by the Permanent Secretary.

These two committees will continue to meet bi-monthly on a rotation basis within the six regions.

8. DOSE will maintain professional directorates, each headed by a director who will advise the Permanent Secretary on technical and professional matters relating to their area of expertise and responsibility. These directorates are:

1. Planning, Policy Analysis and Budgeting Directorate
2. Human resource development
3. Basic and secondary education
4. Standards and quality assurance
5. Curriculum Research, Evaluation & Development
6. Science and Technology Education
7. Tertiary/higher education and Research.

9. In addition there are six regional directorates, each headed by a regional director. The regional directorates, in the interim, are answerable to the Permanent Secretary pending the handover of the education service to the municipal/area councils. They will continue to be engaged in education policy dialogue and take full responsibility for the planning and implementation of educational Programmes in the regions.

Implementation Modalities

10. The SMT has the overall policy directive and responsibility for ensuring the effective development, execution and achievement of the strategic plan objectives, including:

- Monitoring progress and achievement
- Overseeing the implementation of Programmes/activities
- Coordinating the inputs from external partners and the use of external financing
- Identifying financing gaps in Programmes and implementation
- Reviewing progress and financial reports.

11. 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 Programme area logical frameworks and professional competence. The directorates shall, on the basis of the service level agreements drawn up and signed 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 the service level agreements.

12. Development projects agreed with financial institutions will continue to be delegated to the PCU for fiduciary responsibilities, including procurement and financial management, as well as construction supervision, whereas sub-activities under these projects shall be implemented by line directorates and units with the relevant competency, as detailed in the various Programme area activities.

13. To successfully create and sustain a vibrant education sector for the delivery of improved access to, and quality of, education, 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, in the true spirit of a SWAp. The duplication of donor activities and the continuation of separate and uncoordinated reporting requirements and missions place considerable stress on the system. The creation of a Donor Coordinator position at the PCU during the implementation period will help bring about a better and more focused donor coordination mechanism.

Implementation Schedule

14. The Strategic Plan will be implemented over a period of ten years. DOSE has conducted a PER and is developing an MTEF to inform the sector of its expenditure pattern in the past and to predict its expenditure pattern in the medium term. Through SWAp, operational plans have been developed for the Programme and sub-Programme areas and the various directorates. In the course of implementing the strategic plan, annual work plans detailing the various procurement activities, time schedules and associated budgets have been prepared for each Programme area and sub-Programme area to guide implementation. In addition, the PCU will prepare, based on agreed regulations with development partners, annual procurement plans with an implementation schedule for the various projects under its purview through a compilation of the individual Programme and sub-Programme area activities accordingly.

Budget and Financing Plan

15. The National Education Policy (2004 – 2015) lays 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 efficiency measures.

16. The overall investment for the ten-year strategic plan is US \$194.6 million, of which 66.2% is investment cost and 33.8% is recurrent cost. Currently, funding acquired so far amounts to 35.9%, thus leaving a gap of 64.1%. This translates to approximately an annual funding gap of \$12.5 million (Table 1).

Table 1: Total Investment and Funding gap by Component

| Component Programme area | Committed Funding | | Funding Gap | | Total | |
|--|--------------------------|----------|--------------------|----------|---------------|----------|
| | Amount | % | Amount | % | Amount | % |
| Basic education | 54,013.46 | 38.5% | 86,351.85 | 61.5% | 140,365.31 | 72.1% |
| Secondary education | 4,817.92 | 17.1% | 23,343.70 | 82.9% | 28,161.62 | 14.5% |
| Tertiary education | 1,812.90 | 45.5% | 2,169.66 | 54.5% | 3,982.56 | 2.0% |
| Technical and vocational education and training | 103.30 | 1.3% | 7,737.91 | 98.7% | 7,841.22 | 4.0% |
| Quality assurance | 1,463.76 | 43.1% | 1,928.82 | 56.9% | 3,392.58 | 1.7% |
| Sector management | 7,564.30 | 69.6% | 3,305.60 | 30.4% | 10,869.90 | 5.6% |
| TOTAL INVESTMENT COSTS | 69,775.65 | 35.9% | 124,837.53 | 64.1% | 194,613.18 | 100% |

17. 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. Government budgetary allocation must reflect policy priorities both at the national level and by Programme area at the sectoral level. At the macroeconomic level, better performance and management of the economy will generate much-needed resources for financing education from the national budget and supplemented by external resources. It is with this expectation 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.

18. Table 2 depicts the priority the sector accords to basic education; i.e. 72.1% of total costs over the planned period. Though the Programme area constitutes 77% of current available funding, it accounts for 69% of the financing gap (table III). Although quality assurance accounts for only 1.7% of the total, it should be stated that the quality inputs for effective teaching and learning and other quality inputs are spread in the Programme areas.

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

| Programme and result Areas | Cost | % of Total |
|--|--------------------------|---------------------|
| <i>A. Basic education</i> | | |
| 1. School environment conducive for teaching and learning | 13,903.85 | 7.10 |
| 2. Improved quality of teaching | 8,017.74 | 4.10 |
| 3. Increased learning opportunities in basic education | 65,063.98 | 33.40 |
| 4. Adequate quality and quantity of teaching and learning materials | 17,141.06 | 8.80 |
| 5. Relevant and up to date curriculum for basic education available | 4,747.20 | 2.40 |
| 6. Children adequately prepared for teaching and learning | 27,731.85 | 14.20 |
| 7. Improved management of schools | 2,585.88 | 1.30 |
| 8. Access to adult and Non-formal education | 1,173.76 | 0.60 |
| <i>Subtotal for Basic education</i> | <i>140,365.31</i> | <i>72.10</i> |
| <i>B. Secondary education</i> | | |
| 1. Improved availability and quality of teaching and learning materials and facilities | 6,323.17 | 3.20 |
| 2. Gender parity achieved in senior secondary schools | 16,533.76 | 8.50 |
| 3. Improved access to senior secondary education | 3,971.73 | 2.00 |
| 4. Improved quality of teaching and learning in senior secondary schools | 274.72 | 0.10 |
| 5. Improved management of senior secondary schools | 222.81 | 0.10 |
| 6. Improved conditions of service for teachers in senior secondary schools | 835.43 | 0.40 |
| <i>Subtotal for Secondary education</i> | <i>28,161.62</i> | <i>14.50</i> |
| <i>C. Tertiary education</i> | | |
| 1. Adherence to standards of professionalism | 547.44 | 0.30 |
| 2. Improved management in all tertiary institutions | 212.33 | 0.10 |
| 3. Highly qualified and motivated staff | 344.36 | 0.20 |
| 4. Improved tertiary education facilities | 1,234.60 | 0.60 |
| 5. Effective financial planning and management | 128.42 | 0.10 |
| 6. Improved relevant quality education in tertiary institutions | 1,358.69 | 0.70 |
| 7. Improved access to tertiary institutions | 156.70 | 0.10 |
| <i>Subtotal for Tertiary education</i> | <i>3,982.56</i> | <i>2.10</i> |

| | | |
|---|-------------------|-------------|
| <i>D. Technical and vocational education and training</i> | | |
| 1. Improved access to TVET | 3,694.41 | 1.90 |
| 2. Increased relevance of TVET | 2,665.96 | 1.40 |
| 3. Improved quality of TVET | 882.11 | 0.50 |
| 4. Improved TVET sub-sector management | 516.54 | 0.30 |
| 5. Predictable and adequate funding of TVET | 55.61 | 0.00 |
| 6. Functional policy and strategic planning framework | 26.59 | 0.00 |
| <i>Subtotal for technical and vocational education and training</i> | 7,841.22 | 4.00 |
| <i>E. Quality assurance</i> | | |
| 1. Effective and efficient school management by 2015 | 250.81 | 0.10 |
| 2. Improved quality of teaching and learning by 2015 | 2,715.55 | 1.40 |
| 3. Availability of adequate relevant teaching and learning materials | 154.33 | 0.10 |
| 4. Improved quality and quantity infrastructure in all schools by 2015 | 119.98 | 0.10 |
| 5. Access to quality schooling at all levels in all regions ensured | 151.91 | 0.10 |
| <i>Subtotal for Quality assurance</i> | 3,392.58 | 1.70 |
| <i>F. Sector Management</i> | | |
| 1. Effective planning and management of the education sector | 5,469.40 | 2.80 |
| 2. Effective financial planning and management ensured | 387.90 | 0.20 |
| 3. A comprehensive policy agenda and framework developed and implemented | 125.44 | 0.10 |
| 4. Effective education, information and knowledge management system developed and implemented | 1,785.32 | 0.90 |
| 5. Effective monitoring and evaluation of the implementation | 294.21 | 0.20 |
| 6. Effective application and use of resources ensured | 690.42 | 0.40 |
| 7. Effective planning development and management of human resources ensured | 2,117.21 | 1.10 |
| <i>Subtotal for Sector Management</i> | 10,869.90 | 5.60 |
| Total | 194,613.18 | 100 |

19. Table 3 shows the commitment by Government and other donor partner intervention by recurrent and capital (investment) expenditure. It would be observed that of the 64.1% funding gap, 68% is on investment expenditures and 32% on recurrent costs. Government contribution, as counterpart funding, to the strategic plan constitutes approximately 1.2%, with the bulk (84%) being spent on investment costs. Recurrent expenditures of NGOs are on the provision of scholarships, whereas expenditure of the World Food Programme is on the school rations for children.

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

| Financier | Investment | % | Recurrent | % | Total | % |
|--|-------------------|----------|------------------|----------|--------------|----------|
| The Government | 1,935.83 | 1.50% | 379.21 | 0.58% | 2,315.04 | 1.19% |
| World Bank (including FTI & PHRD Grant) | 15,232.93 | 11.82% | 3,846.11 | 5.85% | 19,079.04 | 9.80% |
| UNICEF | 711.96 | 0.55% | 54.83 | 0.08% | 766.79 | 0.39% |
| European Community | 28.75 | 0.02% | 0 | 0 | 28.75 | 0.01% |
| African Development Bank | 5,323.29 | 4.13% | 0 | 0 | 5,323.29 | 2.74% |
| Arab Bank for Economic Development in Africa | 4,633.42 | 3.60% | 0 | 0 | 4,633.42 | 2.38% |
| Islamic Development Bank | 3,868.98 | 3.00% | 0 | 0 | 3,868.98 | 1.99% |
| UNFPA | 22.09 | 0.02% | 0 | 0 | 22.09 | 0.01% |
| World Food Programme | - | 0.00% | 13,143.12 | 19.99% | 13,143.12 | 6.75% |
| BESPOR | 5,138.92 | 3.99% | 326.93 | 0.50% | 5,465.85 | 2.81% |

| | | | | | | |
|--------------------|------------|--------|-----------|--------|------------|--------|
| NGOs | 6,817.23 | 5.29% | 8,312.06 | 12.64% | 15,129.28 | 7.77% |
| Funding Gap | 85,149.39 | 66.08% | 39,688.15 | 60.36% | 124,837.53 | 64.15% |
| Total Costs | 128,862.78 | 100% | 65,750.40 | 100% | 194,613.18 | 100% |

20. To close the financing gap between 2011 and 2015, the domestic resources allocated to the education sector will have to increase to 2.7% of GDP in 2011, gradually increasing to 3.2% of GDP in 2015; a level close to sub-Saharan African countries' average. 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 still present. However, with continued strong leadership DOSE, and with the high demand for education expressed by the population, there is little reason to believe that Government commitment will wane in the near future.

CHAPTER 4: DETAILED PROGRAMME AREAS

BASIC EDUCATION

Summary

1. The Gambia remains highly committed to developing its human resource base with priority given to free basic education for all. It is for this reason that this strategic plan will be used as a roadmap for the attainment of high-level economic growth to alleviate poverty with emphasis on the critical areas for the realisation of the goals of the EFA.
2. Hence, access to basic education (Grades 1-9) will be universalised whilst there will be increased access and equity to ECD centres and literacy Programmes with specific emphasis on under-served regions, girls and other disadvantaged groups of the population.
3. Access to education will consequently focus on gender mainstreaming and the 'inclusion' of all children residing in the country. In this respect, measures will be taken to ensure that no individual or section of any community is 'excluded' from reaping the benefits of education provided in the country on condition that the prevailing circumstances so permit.
4. The attainment of the above will therefore require the employment of a combination of strategies. Primarily, expansion at the lower basic level will necessitate the creation of places for the estimated 9% of out-of-school children of school going-age. The Madrassas will be supported and strengthened to cater for children whose parents opt for instruction in these institutions. Such support will include the provision of English teachers, instructional materials and the upgrading and training of Madrassa teachers for quality assurance.
5. In addition, Government will take a more active role in the provision of facilities and services for ECD, especially in communities where such services are not available. Early development centres will become part of lower basic schools in 'deprived' communities.
6. In supporting non-lettered adults with appropriate and functional education, adult and non-formal education Programmes will be designed in accordance with the ecological, social, economic and cultural characteristics of the various geographical regions of the country. Thus in the rural areas, they will take account of the way of life and techniques employed by those engaged in agriculture, animal husbandry, fishing, health, the environment, income-generating activities and awareness creation on matters pertaining to local governance. In the urban areas, the focus will be on the critical issues of urban life, such as income generation and environmental sanitation and protection. Literacy, numeracy, civic education and the indigenous languages will be featured.

Background

7. In consonance with the expanded vision of basic education, which is an important tenet of the Dakar Framework for Action on EFA, the overall basic education Programme is composed of the following sub-sectors:

- Early Childhood Development
- Basic Education (Grades 1-9)
- Adult and Non-Formal Education

8. The GOTG is committed to upholding the right of every person to basic education, regardless of gender, age, religion or disability. Accordingly, basic education will be open to all. Learning at this level will be geared towards the holistic development of the individual for the positive realisation of every person's full potential and aspirations.

Early Childhood Development

9. ECD has become part of the basic education cycle, given the importance of the early years of development for children. The National Education Policy (2004 – 2015) acknowledges the importance of these early years, and DOSE has developed linkages with other government departments, NGOS, local government authorities and local committees to promote an integrated approach to ECD.

10. A multi-sectoral working group has been established in conjunction with local committees, civil society organisations and international agencies to sensitise people to ECD issues and to initiate and maintain ECD centres. These partners and providers provide the necessary inputs, including Programme design, implementation, monitoring and evaluation to complement government efforts.

11. Resource mobilisation strategies will be designed for the successful implementation of the ECD Programme. The medium of instruction at this level will continue to be in the child's mother tongue/area language.

Basic Education (Grades 1-9)

12. The National Education Policy (2004-2015) provides for a unified basic education system, covering years 1-9, with automatic transition and no transition examination at the end of the lower basic cycle. Thus, there is a rapid expansion taking place at the upper basic level, and a policy of integrating basic education facilities where possible. Also, in practice, it is difficult to draw a line between the lower and upper basic cycles. Expansion of Grades 1-6 implies expansion of Grades 7-9. The country cannot, in fact, commit all its resources to primary education, because it has already embarked on a substantial expansion of the upper basic levels hence transforming the structure from 6-3-3-4 to 9-3-4.

13. This analysis, however, looks at the different levels of basic education principally for ease of reference and to see the performance of each level during the period. It should, therefore, not be seen as an attempt to separate basic education as a concept.

Madrassa education

14. The Madrassa (Islamic/Arabic school) is a formal education delivery system with Arabic as medium of instruction and a strong Islamic orientation in content and practice. The system offers instruction at different levels. Many primary school-aged children still prefer to attend the Madrassa. Precise data on the number of Madrassa institutions in operation, enrolment and the number of enrolled children have not been routinely collected in the past. However, with the collaboration of the Arab/Islamic Secretariat and the establishment of the Education Management Information System (EMIS) in 2000, data on Madrassa education are now collected annually and published as part of the Annual Education Statistics.

15. Since 1997, GOTG has been implementing guidelines for the provision of Government assistance to the Madrassa. Assistance to the Madrassa institutions formally recognised by DOSE includes English language textbooks and teachers' guides, technical and financial assistance for classroom expansion and construction, professional and curriculum support. Based on the current memorandum of understanding between the General Secretariat of Arabic and Islamic Education and DOSE, the Secretariat currently receive D70, 000 monthly from the DOSE to facilitate the recruitment and retention of competent English teachers who would implement the harmonised syllabus in the Madrassa.

16. In order to qualify, the Madrassa should offer English, Mathematics and Science as core subjects, follow the curriculum approved by DOSE, and have adequate staff and facilities. In addition, the Madrassa curriculum must be synchronised and fully harmonised with the curriculum of the conventional schools.

Special Needs Education (SNE)

17. The latest information on disability comes from the 1998 National Disability Survey, which aimed at identifying the nature of disability in the population. The results showed that 26% of disabled children in mainstream schools were partially sighted, and 13% of them had significant speech problems. Children with mobility problems constituted 9% and those with hearing disabilities constituted 10%. Information on intellectual, emotional and learning disabilities is not available, and data collection efforts will be enhanced to ensure that these disabilities are accurately measured.

18. As part of its commitment to integrate children with special needs into the education system, GOTG has made special education an integral part of the basic education Programme. The Education Policy aims to increase access and opportunities for special learners to maximize their potential for self-development and employment. Figures provided by DOSE (1998) estimate that there are about 10,000 visually impaired people living in the country and about 2.1 per 1000 have hearing impairment. Some 300 people are registered as physically disabled and just over 100 are registered as mentally disabled.

19. However, these are conservative estimates, as most families do not register members of their families with disabilities. There are three institutions that provide educational services to people with disabilities, all of which are located in the Banjul area. Access to education for disabled children is very limited; few schools that provide special education have the basic resources needed to deliver quality education.

20. The main constraints include: lack of training for both specialised and general education teachers; inadequate expert assistance; lack of effective monitoring and evaluation of disabled children who are mainstreamed or are in segregated schools; limited classroom space and inaccessible school buildings for disabled children.

Adult and Non-Formal Education

21. The Gambia has a low literacy rate, estimated at 46% overall and only 28% for women⁷. Although it should be noted that the accuracy of the information is in question, there is little doubt that the majority of the population is functionally illiterate. EFA, as stated in the Dakar Framework for Action, cannot be achieved through the formal education system alone; consequently, the adult and non-formal education sector complements the efforts of formal education to achieve EFA.

22. The sector has identified the objectives for the adult and non-formal education sector. It aims to:

- Achieve a 50% improvement in levels of adult literacy by 2015, especially for women
- Reduce imbalances between regions and between the urban and rural areas.

23. The GOTG stands by its commitment to the EFA Goal IV- achieving a 50% improvement in the levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Planned Interventions

Purpose

24. The interventions planned under the Basic Education programme are expected to deliver the following purpose: to universalise basic education for children aged 7 – 15 by 2015 with increased access to ECD by 50% and the reduction of illiteracy among adults by 50%.

Result Areas

Result Area 1: A school environment conducive for teaching and learning

25. Under this result area, it is important to provide facilities that can enhance a conducive environment for efficient and effective teaching and learning to take place. Hence, the facilities to be provided will include classrooms, furniture, school fence, and separate toilets for boys and girls.

⁷ Source: Gambia Draft National Literacy Policy 2005-2015

Result Area 2: Improved quality of teaching

27. There is empirical evidence to suggest that the quality of teaching leaves a lot to be desired and this may be attributed to factors that include the heavy presence of unqualified teachers in the system, qualified teacher attrition, attitude of teachers towards keeping standard teaching records and the negative perception of teachers about the teaching profession. This result area will therefore require, among other things, interventions that will generate sufficient qualified teachers and at the same time create the enabling environment for these teachers to perform well and remain in the system.

Result Area 3: Increased learning opportunities in Basic Education

28. From the situational analysis, it is clear that substantial ground has already been registered in the area of creating access to lower basic school places. However, there is a need to accelerate the provision of learning opportunities to the age cohort 13 – 15 and eliminate the enrolment disparities that exist between boys and girls at the same level. While it is important to note that access is key to universal basic education, the corresponding attention must be accorded to the quality of learning opportunities. This result area will, therefore, deliver, among other things, interventions geared towards providing additional classrooms, matched by the increase of the supply of qualified teachers and sufficient textbooks and supplementary readers.

Result Area 4: Adequate quality and quantity of teaching and learning materials

29. Low literacy levels and poor academic achievement have been recorded for a majority of Gambian students at all levels of the education system. Anecdotal evidence and global experience point to many contributing factors, including ineffective or outdated teaching methods and lack of instructional materials/textbooks. This result area will, therefore, attempt to address the inadequacies associated with the provision of the quality and quantity of teaching and learning materials. Special emphasis will be placed on the need to register an appreciable percentage of schools with well-equipped and functioning libraries and an increase in the number of teachers trained on local teaching aid production.

Result Area 5: Relevant and up to date curriculum for basic education operational plans

30. The need for a relevant and up-to-date curriculum for any sub-sector cannot be over-emphasised. The successful achievement of this principle will be demonstrated by revised syllabuses based on a reformed curriculum, together with related pupils' textbooks, teachers' guides, supplementary materials and the necessary equipment for all the subjects in all the grades in basic education. The provision of textbooks and supplementary readers at a pupil/book ratio of 1:1, which are judged independently to be of high quality, in terms of content and physical production, will be the guiding principle.

Result 6: Children/pupils adequately prepared for teaching and learning (ECD)

31. It must be noted that ECD has become part of the basic education cycle, given the importance of the early years of development for children which does not only enhance access to basic education but more importantly, it improves, to a large extent, the quality of teaching and learning. To this end, ECD centres located in deprived communities will

become part of the basic education cycle, while centres in the urban and peri-urban areas will continue to be provided by the private sector.

Result Area 7: Improved management of schools

32. One very important issue, out of education service delivery, is improved management of schools which requires the professional development of head teachers and genuine participation of parent-teacher associations to help fulfil the roles demanded of them.

Result Area 8: Increased literacy especially amongst women

33. Within the framework of the National Education Policy, premised on the fundamental tenets of education for all goals, adult and non-formal education is key to the reduction of the rates of illiteracy in The Gambia by half. Essentially, increased literacy, especially among women, will be given due attention.

Indicators for the Result Areas

Result Area 1

- 80% of schools fenced
- 95% of schools provided with clean and safe drinking water
- 95% of schools provided with separate toilets for boys and girls
- 80% of existing classrooms rehabilitated and maintained
- 90% of required furniture provided

Result Area 2

- Over 90% of teachers qualified by 2015
- Over 80% of students perform well in all subjects
- Over 90% of trained teachers (GC and UTG) retained in the system
- More than 90% of teachers keep standard teaching records
- Reduce teacher attrition rate to 1%
- Over 90% of teachers trained in special needs education
- Positive perception about teaching by teachers

Result Area 3

- Double shift classes increased by 32%
- GER increased to 100%
- Supply of qualified teachers increased to 100%
- Pupil-teacher ratio increased to 45:1
- Completion rate increased to 100%
- Share of enrolment for girls increased to 50%
- Textbooks/supplementary readers increased ratio 1:1

Result Area 4

- Number of teachers trained on local teaching aid production
- Number of schools with well-equipped and functioning libraries

Result Area 5

- Revised syllabus/pupils books/teachers' guides for all grades in basic education
- Pupil : Textbook ratio

Result Area 6

- GER has increased by 50% or more
- An increase by a minimum of 50% in the number of schools with ECD centres attached

Result Area 7

- Frequency of support visits increased to once a week by REDs
- Frequency of school visits increased to once a month by PTAs
- Frequency monitoring increased to twice a week by senior teachers
- Level of community involvement increased
- All cluster monitors adequately trained by 2015
- Teacher/Pupil contact hours increased to 880 hours
- Flexible calendar improved to implement the solutions

Result Area 8

- Reduce adult illiteracy rate by 50%

Strategic Activities

Conduct a needs assessment survey of physical facilities (PPABD)

34. The need for this activity emanates from the fact that there is overcrowding of classrooms. Some of the existing classrooms are dilapidated, coupled with the inconvenience caused to female students as a result of shared toilet facilities and the school grounds being used as thoroughfares due to lack of a school fence. All these have a great potential to affect effective and efficient teaching and learning in the schools. It is, therefore, hoped that the results of the survey will generate all the baseline data to include: demand for new classrooms, bearing in mind that facilities must be user-friendly with special emphasis on special needs, rehabilitation and maintenance of existing classrooms, and school fencing; provision of clean and safe drinking water and separate toilets for boys and girls. In addition, there will be support mechanisms, such as setting up school maintenance and rehabilitation committees in schools, to cultivate the culture of maintaining the facilities at the local level.

Improved system of keeping teaching records (SQAD)

35. Monitoring and supervision reports have continued to indicate that the majority of teachers in the system do not adequately prepare for the delivery of lessons, and this result from the fact that teaching records are not prepared and kept. This activity will, therefore, entail the identification of records to be kept, the provision of training at the cluster level on record keeping and the weekly submission of records of work. All these are intended to address the inadequacies of teachers with regard to record keeping.

Set up mechanisms for addressing teacher attrition and problems associated with the bonding of teachers before training (HRD)

36. Currently, there are no bonding arrangements for teachers before or after training at the Gambia College and, consequently, there is early exit of newly qualified teachers to greener pastures. In addition, there is the attrition of serving teachers, due to among other things poor conditions of service and teachers' negative perception of teaching. It is against this background that this strategic activity will be undertaken to investigate the factors that militate against the retention of qualified teachers in the system.

Construct new classrooms with the provision of furniture

37. Given the need to create additional school places to universalise basic education, the construction of new classrooms will be embarked upon with the provision of furniture across all the regions.

Provide teaching and learning materials including textbooks and supplementary readers in quantities that will enhance a ratio of 1:1

38. Purchase of instructional materials, including textbooks and supplementary readers, for grades 1 – 9 with at least one textbook per student for each core subject. Such provision will be preceded by the phase-out of the textbook rental scheme at the upper basic level in favour of the recycling scheme which will be free for all students.

Expand the Girl-Friendly School Initiative (GFSI) in all regions with the provision of scholarships for girls in upper basic schools

39. In line with what has been initiated to accelerate the enrolment and retention rates of girls in lower basic schools, the Child/Girl-Friendly School Initiative will be expanded in all the regions and extended to the upper basic level. Additionally, scholarships will continue to be provided to girls at the upper basic level to help improve their completion rates.

Transfer public school ownership from central government to the local governments

40. Arrangements will be made for the transfer of public school ownership from central government to local government and for the allocation and disbursement of funds to schools for the purchase of teaching and learning materials. These measures represent a major reform in the management of schools and are intended to increase significantly the level of spending on non-salary items.

Introduce initiatives to produce locally manufactured teaching and learning materials

41. The use of new technologies, such as computers, the Internet and associated multimedia products, as well as established technologies including radio, video, television and calculators will continue to be promoted. Special initiatives to produce locally manufactured teaching and learning materials and appropriate technologies through partnership with professional organisations, the local industry/entrepreneurs and vocational and technical institutions will be given priority. In addition, communities will be sensitised to participate in the provision of local teaching and learning aids and there will be in-service training for teachers on the production of local teaching aids.

Survey on school library facilities

42. Increased importance will be placed on school libraries. There will be a survey on school library facilities, leading to the construction and rehabilitation of the school library infrastructure and the procurement of school library materials and equipment. Teachers will receive training on school library management and schools and communities will be sensitised to the use and maintenance of school libraries as a comprehensive outline of the plan for school libraries emerges.

Conduct curriculum audit and research on non-core subjects and develop curriculum materials (grades 1-6)

43. To achieve the required results, some activities will be undertaken. While a full curriculum review and revision is not planned at the lower basic level, the impact overall of the revision of the curriculum and its accompanying teaching and learning materials will be substantial.

44. The curriculum audit, research and then revision of non-core subjects will first be conducted for grades 1-6. This will be followed by piloting of the revised curriculum materials, followed by their printing and publishing and finally teacher orientation and dissemination of materials.

Conduct a curriculum audit on core and non-core subjects (Grades 7-9) and develop materials on them

45. At the upper basic level, a total re-think is intended, and there will be a sequenced series of steps from an “audit” of the present curriculum and materials to final publication of new textbooks and other materials. If the necessary skilled human resources are available in sufficient quantity, the work flow in lower and upper basic schools will proceed in continuum.

Develop an ECD curriculum for pre-schools

46. Crucially important will be the development of the first national ECD curriculum for pre-schools. With a national ECD curriculum in place, it will then be possible to undertake the review and updating of the curriculum for ECD teachers and facilitators at Gambia College. Moreover, with a fully detailed curriculum, it will be feasible to develop ECD model centres.

Develop and implement a communication strategy on ECD

47. A communication strategy on ECD will be implemented to mobilise all stakeholders behind the vision of effective ECD policy and practice. There will be sensitisation of Parent-Teachers Associations (PTAs) on their roles and responsibilities, and parents will be trained on special needs. Frameworks for integration will be developed and multi-sectoral networks among stakeholders will be created. Clusters in ECD sectors will be established in order to enhance the sharing of good practice among ECD units in schools and elsewhere.

Provide meals to children/students in all the regions

48. There will be training for staff in ECDs, Madrassas and conventional schools on nutrition and health. Meals will be provided for students in all the regions. Of all the activities to be undertaken in relation to basic education, this single activity has the greatest potential difficulty in logistics and poses a large fiscal burden annually.

Train head teachers, deputy heads, senior teachers and teachers on new monitoring framework and tools

49. A monitoring and evaluation framework and tools will be developed and validated, and head teachers, deputy heads, senior teachers and teachers will receive training on these. Training will also be provided for PTAs and other stakeholders on new monitoring tools and framework to enable them to carry out their monitoring role.

Monitor the implementation of a flexible calendar

50. There will be a reformed flexible school calendar, and communities and schools will be sensitised to its use. The implementation of the flexible calendar will be monitored. All stakeholders will be trained on time management to ensure that there is increased time on task in schools. The National Education Policy (2004 -2015), clearly favours devolving decisions on the school calendar to the regions in order to ensure that students regularly attend school for the target number of hours (880 per year).

Assumptions

| Assumption | Argument |
|--|--|
| That basic education is free and compulsory | In consonance with the Constitution of The Gambia and the Millennium Development Goals and the education for all goals, it is incumbent on Government to declare free and compulsory basic Education for All followed by its provision. Such declaration and provision will greatly enhance the attainment of universal basic education. |
| That additional fund for education would be available for ten years from Government and the donor community for both investment and recurrent expenditure. | The operationalisation of the ten year Strategic Plan rests squarely on the availability of additional funds sufficient for the implementation of the strategies contained in plan. Hence, additional resources for both investment and recurrent expenditure should be mobilised to bridge the financing gap. |
| That the macroeconomic environment improves | The economy will have the capacity to cater for increased access to the expanded vision of basic education. |
| That good quality education personnel can be recruited and maintained | It must be noted that the recruitment and retention of education sector personnel of |

| | |
|--|---|
| | good quality with corresponding quantity is a sine qua non for effective and efficient education service delivery. |
| That special needs and disadvantaged children can be accommodated | The key to the goals of Education for All is not only centred around the enrolment, retention and performance of children with advantaged circumstances but also that children with special needs and disadvantaged circumstances require attention for enrolment, retention and performance. |
| That NGOs/CSOs are supportive of the education goals | The implementation of the basic education operational plan will require the participation of both NGOs and CSOs in support of the Education for All goals. |
| That NGOs/CBOs would accept service agreement and will have the capacity to deliver | One of the most efficient implementable strategies for the delivery of adult and non-formal education is the contracting of NGOs/CBOs to provide literacy. It is , therefore, important that the contractual agreements with such providers are mutually agreed upon. |
| That adequate, qualified and motivated facilitators are available for literacy classes | The quality of literacy provision has a direct bearing on the type of facilitators recruited to deliver their functions in literacy classes. |

Implementation Issues

51. BSED is the institutional home for the Basic Education Programme Area. However, given the size of the Programme and its diverse nature, the units within the directorate will be responsible for coordinating all activities within the mandate of their units.

52. It is for this reason that clear terms of reference and implementation roles and functions will be provided to avoid the duplication of functions, particularly between the units and the regional directorates.

SECONDARY EDUCATION

Summary

53. In a more competitive global market in which lower secondary level (UBS) has been universally integrated into the basic education, secondary education should be prioritised, given its key function in absorbing graduates from the basic level. However, in The Gambia, most of the schools at this level, in contrast to the UBS, are privately operated, thereby, rendering access quite difficult to children from poor households. Despite the fact that the majority of the senior secondary schools are located in the prosperous urban regions (Regions 1 and 2), poor/rural regions are not left un-served and have witnessed

an expansion of secondary schooling recently, which acts as an effective boost to children's access to secondary education.

54. Even though not as severe as in the 1970s and 1980s, the problem of equity (especially girls' access to secondary education) is still more acute at this level compared to the basic education level. Tuition fees and other costs (uniforms, textbooks, transportation, private tuition/classes etc) of secondary education, including considerable opportunity costs, constitute serious barriers to access for children from poorer households.

55. The quality of secondary education, as reflected by performance of students at the WASSCE, leaves a lot to be desired. In 2004 and 2005, more than 90% of the candidates failed Mathematics, English and the Sciences, while, on average, more than half of the candidates failed all the courses put together.

56. It is against these facts that stakeholders unanimously identified secondary education as one of the key Programme areas under the DOSE 2006-2015 Strategic Plan.

Background

57. The overall aims of the Government's education policy apply equally to secondary education, encompassing:

- The mainstreaming of gender in the creation of opportunities for all
- Development of the physical and mental skills which will contribute to nation-building – economically, socially and culturally in a sustainable environment
- Encouragement of creativity and the development of a critical and analytical mind
- Furthering an understanding and appreciation of the contribution of science and technology to development
- Cultivating sound moral and ethical values in the development of life skills.

Policy Framework

58. There are five policy components of secondary education:

- Secondary education will be expanded in order to respond to the expected increase in demand from successful completers of the basic education cycle. The minimum transition rate from the basic cycle to the secondary level will be 50% by 2015. Curriculum review and reform will be undertaken to ensure that the senior secondary schools' curriculum is properly articulated with that of basic education so that it is appropriate both for entry to tertiary education and to emerging trends in the labour market.
- The Government seeks equity in the distribution of places in secondary education and intends to eliminate the existing gender disparities in enrolment. Within these broad principles the Government will encourage NGOs, FBOs and other civil society organisations as well as the private sector to establish and manage senior secondary schools with the DOSE guidelines for such institutions.

- Entry to senior secondary schools will depend on performance in the Gambia Basic Education Certificate Examination (GABECE). Achievements at senior secondary level will be assessed through the WASSCE conducted by the West African Examinations Council (WAEC) and will require a 30% component of the grades awarded to be derived from school-based continuous assessment⁸.
- By 2015 the entire teaching force in the senior secondary schools will be graduates. To meet the anticipated demand for graduate teachers for the enlarged secondary education sub-sector, the GOTG will take steps to increase the recruitment, training and retention of Gambian nationals as teachers and to attract senior secondary school graduates to pursue subject-based courses at the UTG.
- All senior secondary schools will be governed by a gender-balanced Board in accordance with the Education Act. Senior secondary schools will enhance their revenue raising efforts instead of relying solely on user charges.

59. In addition, there are five policy prescriptions that are relevant to more than one sub-sector but which have particular applicability to secondary education. These are:

- Constant renewal and improvement of the quality and relevance of science and technology education (STE) curricula, teaching and learning methodologies and methods of assessment
- Use of ICT and distance learning methods and technology to improve access, equity and quality of STE and other subject areas as appropriate
- Development of agriculturally-biased senior secondary schools and agro-vocational institutions in deprived communities
- Promotion of life skills education (LSE) to help learners acquire not only knowledge and skills but also adaptive behaviour relevant to their self-fulfilment in a changing environment. Areas to be highlighted are HIV/AIDS prevention; gender responsiveness; peace building and tolerance; population issues, family life education and environment; guidance and counselling and patriotism
- Continuing to promote a broad-based education for lifelong learning and training.

Planned Interventions

⁸ Education Policy 2004-2015 p 24

Purpose

60. The interventions planned under the Secondary Education Programme area aims at improving access to, and delivery of, relevant, high quality secondary education.

Result Areas

Result Area 1: Improved availability and quality of teaching and learning materials and facilities

61. There is no doubt that in the Gambian socio-economic context teaching, learning materials and facilities at this level are quite expensive. Therefore, to ensure affordable and accessible secondary education as well as the retention of students, teaching and learning materials should be provided both in appropriate quantity and quality.

Result Area 2: Gender parity achieved in Secondary education

62. The context for this result lies in the Gender Mainstreaming chapter of the Education Policy (2004 -2015). In order to revitalise gender mainstreaming, three key interventions will be adopted:

- Minimising costs of education, especially for girls
- Ensuring that all co-educational schools have 'girl-friendly' environments
- Equal participation by women and men at the PTAs, governing bodies and the management levels of schools

Result Area 3: Improved access to secondary education

63. Despite great achievements in basic education (enrolment), access to secondary education continues to be one of the greatest challenges. In order to accommodate at least 52% of the basic education graduates at the secondary level, DOSE should continue to gradually expand the secondary level while not losing sight of the priority it accords to basic education.

Result Area 4: Improved quality of teaching and learning in secondary education

64. The quality of the secondary education outputs still leaves a lot to be desired. A closer observation of the WASSCE results as a proxy reveals that performance is very low, if not very poor, especially in the main subjects i.e. English, Mathematics and the sciences. A quality secondary education is dependent on various factors such as availability of teaching and learning materials.

Result Area 5: Improved management of secondary schools

65. While the majority of senior secondary schools are managed through boards of governors, DOSE is cognisant that the current boards neither have the professional capacity nor are they financially equipped to properly manage these schools. Hence there is a need to empower these boards through capacity building.

Result Area 6: Improved conditions of service for teachers in secondary schools

66. One of the major obstacles to attracting Gambian graduates at this level is the low status associated to teachers compared to their counterparts in government and especially at the private sector. In order to encourage Gambians to join the teaching profession especially at this level, there is a need to improve the conditions of service for teachers in secondary schools, especially in terms of salary package and remunerations.

Indicators for the Result Areas

67. The indicator for the successful achievement of the overall purpose of secondary education will be to achieve a completion rate of 95%.

Result Area 1

- Number of laboratories and specialised teaching and learning spaces for science and technology, vocational and industrial arts, increased by at least 50%
- Quantity of science and technical equipment increased by 50%, with 90% of the total equipment in working order
- Quantity of vocational and industrial art equipment increased by 50%, with 90% of the total equipment in working order
- Pupil-textbook ratio of 1:1
- Supplementary reading materials for students and teachers increased by 50%
- Consumable materials for science and technology, vocational and industrial arts, sufficient to allow the practical activities specified by the curriculum to properly function
- Assets register maintained in all secondary institutions
- Tools and equipment for technical and vocational and science subjects are available
- Specialised centres and workshops provided for woodwork, metalwork, technical drawing, home economics, arts and crafts

Result Area 2

- The indicators for the achievement of gender parity are gender equity achieved and gender parity attained and maintained.

Result Area 3

- A transition rate from Grades 9 to 10 maintained at a minimum level of at least 50%
- At least two secondary schools functioning in every local government authority (LGA) area
- Sufficient school places available overall to meet the demand of all students at the target transition rate
- Number of qualified Gambian teachers employed in secondary schools to be increased by 100%

Result Area 4

- A curriculum that is responsive to all the needs of young people identified above, including the socio-economic needs of the country, is developed and implemented
- Teaching syllabuses are developed for all subjects relevant to the reformed curriculum
- A number of agriculturally-biased schools will be identified and developed
- The percentage of qualified Gambian teachers employed in secondary schools is increased from 28% to 52%
- More than 50% of students attain minimum grade level competency (grade 11)
- At least 50% of students achieve the pass rate in each subject taken in the WASSCE
- Assignments and projects contribute 30% towards assessment for the WASSCE
- A completion rate of 95% is achieved.

Result Area 5

- A minimum requirement of 25 periods of class contact per teacher per week is maintained
- Revised Memoranda of Understanding (MOUs) between DOSE and Grant-in-Aid schools (GIAs)
- Revised Terms of Reference (TOR) for Boards of Governors (BOGs)
- At least 50% of BOG members trained
- Comprehensive school policies and development plans in all schools
- A Code of Professional Conduct in place.

Result Area 6

- The single indicator for this result is that the (annual) attrition rate of teachers is less than 5%. It is vital for the long-term stability and quality of the secondary education sub-sector that this is achieved.

Strategic Activities

68. The activities to be carried out in order to improve the availability and quality of teaching and learning materials and facilities are:

69. The Provision of resources

- Provide of textbooks to achieve a student/textbook ratio of 1:1 in all the subjects
- Provide adequate supplies of supplementary reading material for students and teachers
- Develop and implement standard specifications for workshops, laboratories and centres
- Provide sufficient access to libraries, workshops and laboratory facilities
- Provide sufficient science and technical equipment and materials
- Provide sufficient vocational and industrial art equipment and materials
- Provide an adequate supply of high quality teaching and learning materials
- Provide adequately skilled technical support to ensure that equipment is maintained in good working order

- Provide access to safe water and electricity
- Establish a sustainable funding framework

70. The monitoring and review of resources

- Monitor and supervise the delivery and effective usage of materials, equipment and facilities on an ongoing basis
- Evaluate the impact of the availability and usage of materials, equipment and facilities
- Review the available teaching and learning materials
- Ensure that assets registers are maintained in all secondary institutions

71. The fulfilment of gender parity in secondary education

- Government provides full scholarships to ensure the retention of girls
- Female teachers recruited and retained and all management posts in schools will be open to women and men on an equal basis
- All teachers and managers, including headteachers, will be sensitised to their roles and responsibilities in engendering and maintaining a school environment free of gender bias
- A gender sensitive curriculum developed and implemented, and teaching and learning materials updated to ensure that they are gender sensitive
- The timetable restructured to give equal opportunities in all the subjects
- Extramural classes provided in subjects where girls are under-performing
- Career guidance and counselling provided
- Existing separated toilets maintained and the construction of adequate numbers of separate toilets for female and male students will be ensured

72. Increased access to secondary education

- Build and equip new secondary schools in priority areas and ensure that sufficient classrooms and specialist spaces are built or converted to meet the demand at the planned rates of transition (50%) and retention (100%)
- Adhere to the established catchment area strategy for enrolment at the point of transfer from the basic sub-sector
- Train more secondary level teachers and increase the number of qualified Gambian teachers
- Identify and train counsellors for each of the six regions to monitor and supervise counsellors as an ongoing activity
- Sensitise stakeholders to guidance and counselling
- Introduce the concept of “student friendly” schools
- Reduce class size to 45

73. The quality of teaching and learning in secondary education

- Improve in the capacity of science and technology education

- Strengthen the teaching and learning of English, Science and Mathematics
- Establish an ongoing Programme of in-service training for teachers at regional and local levels
- Develop and implement relevant curricula and teaching syllabuses
- Continuously monitor and inspect of teaching records, and pay regular supervision visits to observe teaching and learning activities
- Incorporate LSE into the curriculum
- Strengthen internal examinations and continuous assessment, particularly with reference to the requirements of the WASSCE
- Monitor the syllabuses of tertiary institutions which prepare secondary school teachers and ensure that they are suitably aligned to the requirements of the secondary school subject syllabuses
- Establish agriculturally-biased schools in selected areas

74. The improved management of secondary schools

- Review of the scheme for making Grant-in-Aid allocations
- Developing and implementing an effective planning and funding framework
- Review norms and set standards for staffing for schools which specify teaching load and class contact time in terms of number of periods/ hours per week, number of subjects taught, minimum class size per subject, etc
- Code of Professional Conduct, with sanctions, for teachers and others engaged in the sub-sector. The Code will set general standards for behaviour, such as timekeeping, attendance and abuse of alcohol. It will also operate to protect vulnerable children, students and colleagues from various forms of abuse - verbal, physical, sexual and psychological.

75. Changes in management practices at the school level

- Develop and implement school policies and development plans
- Establish relevant management capacity for secondary school principals, senior management teams and BOG members
- Restructure the roles of the PTAs
- Develop a communication strategy
- Review TOR of boards of governors
- Develop and implement IEC/BCC strategy/materials for sensitisation programmes

76. Monitoring and evaluation

- Ensure effective monitoring and supervision of secondary schools, including the Code of Professional Conduct.

77. Improving the conditions of service for teachers in secondary schools

- Sponsor qualified teachers for university education and training, including support for part-time study, which also may be by means of Open and Distance Learning (ODL)
- Sponsor mathematics and science teachers who enrol in university education
- Develop and implement continuous professional development programme for secondary school teachers

- Establish unified teacher service scheme
- Review and reform salary structures and conditions of service as necessary

Assumptions for Secondary Education

| Assumption | Argument |
|---|---|
| That adequate funds are available on a reliable and predictable basis from all sources encompassing government, non-government and international donors | To enable the provision of all the required inputs, including classroom and school construction and rehabilitation necessary to accommodate the planned increase in student numbers, the development and implementation of reformed curricula, syllabuses and assessment approaches, the provision of textbooks and learning materials, professional development and training of teachers and school managers, and for management and supervision |
| That CSOs, FBOs, NGOs and the private sector will continue to provide and finance a large proportion of secondary education | To finance the gap not covered by government and hence enlarge the participation of NGO communities and the private sector in the provision of secondary education |
| That Area Councils will have funds to support schools | As part of the decentralisation process, Area Councils will have enough funds to support schools under their mandate |
| That the economy needs the planned increase in general secondary education graduates | The economy will have the capacity to absorb secondary education graduates and create the enabling environment for their employment |
| That the Government can offer adequate incentives to recruit and retain qualified Gambian secondary school teachers. | Government will have the required resources to attract Gambians into teaching. |

Implementation Issues

Improved availability and quality of teaching and learning materials and facilities

78. To enable measurement of progress in these areas of provision, baseline data will be collected, against which to set progress towards planned improvements.

79. The activities to be carried out in order to improve the availability and quality of teaching and learning materials and facilities should ensure, on the one hand, an appropriate provision and availability of required resources at the school level. On the other hand, the regular monitoring and review of resources should be institutionalised. For this to happen and become a reality, staff of the SQAD, CRED, BSED and PPABD

should complement their efforts to ensure not only that they properly monitor but also evaluate both the quantity and quality of teaching and learning materials.

Gender parity achieved in secondary education

80. In its endeavour to ensure equitable access to education, GOTG, through DOSE, will take measures to curb girls dropping out of school before the end of Grade 12. Also, regional directorates, other official organisations, CSOs and the private sector will be sensitised to gender mainstreaming and other issues which arise. Achieving gender parity at this level would require the BSED to strengthen its staff ability to sensitise communities to barriers that prevent girls furthering their studies. Therefore there is a need to closely collaborate with NGOs and civil society organisations with the aim of achieving gender parity through primary to secondary education.

Improved access to secondary education

81. In its attempt to ensure access to secondary education, GOTG and its partners will embark upon constructing and equipping new secondary schools in priority areas and ensure that sufficient classrooms and specialist spaces are built or converted to meet the demand at the planned rates of transition (50%) and retention (100%). Even though quality is the main focus of the new policy, access to secondary continues to be one of the deterrent factors to access, especially for girls. Therefore, resources should be mobilised through collective efforts by both DOSE and its key development partners to ensure that all those enrolled in basic education, are given equal chances to reach the secondary level and not drop out along the way.

Improved quality of teaching and learning in secondary education

82. All the activities necessary to produce this result relate to the curriculum, content, teaching and assessment except for the establishment of agriculturally-biased schools, which requires capital investment in a new form of school. The improvement of teaching and learning will require facilitation by DOSE, since individual schools will not be able to undertake the design, development, trial and repeated revisions that will be required to ensure that the reforms contribute to the achievement of the result.

83. There will be regular review and upgrading of the curricula across basic and secondary levels based on explicit learning objectives upon which assessments will be more reliably based. Significant focus will be placed on school agriculture, which adequately responds to the “Back to the Land” philosophy. Therefore, BSED and CREDIT staff should be equipped with new skills on how to incorporate the issues highlighted above in the school curriculum. Thus, there is a need to strengthen the BSED and CREDIT on issues such as HIV/AIDS, educational broadcasting and to, a large extent, life skills education.

84. HIV/AIDS prevention, the reduction of gender-based violence in and around schools and the inculcation of peace building, tolerance and patriotism will be introduced using life skills education through population and family life education as well as guidance and counselling.

85. An Educational Broadcasting Service (EBS) will be provided to support teaching and learning processes.

Improved management of secondary schools

86. The activities can be grouped into those related to planning, those requiring DOSE to undertake the review and development of management practices at the school level and, additionally, one which focuses on the external monitoring and supervision of senior secondary education. Hence as part of its planning process, DOSE will review the scheme for making Grant-in-Aid allocations, develop and implement school policies and development plans as well as reviewing the TOR of BOG members. Besides, the BSED should initiate training modules on school management and, in collaboration with civil society explore the best alternative ways of not only managing school structures but also managing basic financial, resources and facilities.

Improved conditions of service for teachers in secondary schools

87. Activities under this result area are supply side related and several among them will require significant funding from the Government or other sources. The professional development Programme is, in part, a consolidation of in-service opportunities, other training e.g. LSE and the establishment of a unified teaching service where professional standards will be debated and monitored. The Human Resources Directorate should play a key role in the betterment of teachers' conditions of service. The low status of teachers and the absence of career development are mainly seen as factors that lead to the non-willingness of Gambians to embark on the teaching profession. Henceforth, the HRD should refocus its priority through not only training opportunities to staff but also on teachers' career development plan. Therefore, HRD staff should also benefit from training mainly on human resource development within structures such as ministries of education.

TERTIARY EDUCATION

Summary

88. The tertiary education programme will cover all post-secondary programmes in The Gambia including post-secondary technical training. During the 2004-2015 Policy period GOTG will ensure that the tertiary education sub-sector provides a flexible and dynamic system of education and training that will address the demands of access and equity on the one hand, and the need for quality and standards (excellence), on the other.

89. The primary challenges in this regard include inadequate physical and human resources to address the needs of the sub-sector. Currently, tertiary institutions depend largely on government support for funding and on foreign expertise for lecturers and other academic functions. These affect both access and quality of delivery of education. There is, therefore, a need for interventions to strengthen and expand the provision of tertiary education to give more opportunities for quality Programmes to more Gambians through an integrated system of tertiary education.

Background

Policy Framework

90. Three main policy objectives apply in the area of tertiary education:

- To enhance human resource development capacity in response to labour market needs
- To provide high quality tertiary education and research to support technological and other changes in society and promote excellence in the creation and dissemination of knowledge
- To produce individuals who can provide intellectual leadership to the nation, wedded to the ideals of democracy, self-reliance in a globalised and interdependent world

91. The main policy components are:

- Ensuring that there is a flexible and dynamic system of education and training with a scope for flexible entry and exit arrangements
- Continuing education to meet the demands of those in the labour market who want to upgrade their knowledge, skills and qualifications; those who missed out earlier and those who seek to respond to changing labour market signals
- Using Open and Distance Learning to increase access to, and equity in, tertiary education
- Integrating existing tertiary institutions

92. Teacher Education Sub-Programme

With the expansion of the basic and secondary school system, there will have to be a corresponding growth in the output of trained teachers.

93. In this regard the GOTG will:

- Ensure that the continuing needs of teachers for upgrading their knowledge and skills are met.
- Continue to provide for the training Programme for teachers at the basic education level through a Programme which is part face-to-face, with two years of probationary service combined with ODL.
- Ensure the provision of new Programmes for training in curriculum planning, instructional design, learning materials preparation, school management, etc
- Enable all teacher education institutions to use the advances in ICT, which can make learning more effective.

94. University Education

It is recognised that the most important constraint on the UTG is the lack of physical and intellectual resources. The UTG will be to seek to share with other agencies the provision of the essential physical infrastructure and intellectual resources.

95. The main policy components will be to:

- Encourage the integrated UTG to offer, beginning on a limited scale, graduate Programmes within the existing faculties and in cooperation with foreign universities
- Reduce dependency on expatriate teaching staff
- Encourage the integrated UTG to collaborate with other universities in Programmes relevant to The Gambia
- Enable the integrated UTG to take up a strategic position within the national development Programme
- Finalise the HEO Act.
- Establish the HEO as the body charged with accrediting and validating qualifications in order to reduce the dependency on external bodies

Research

96. The GOTG takes the view that well-developed and equipped research facilities are essential to attract and retain academic talent. Thus, the GOTG will promote research in the fields of development relevant to the country. The proposed HEO and the Quality Assurance Council for Education (QACE) represent two instruments to ensure that investments in tertiary education give priority to improving the quality of teaching and research.

Situational Analysis

97. There are, at present, four main public tertiary institutions in The Gambia that together provide a variety of Programmes at the post-secondary level: the Gambia College in education, agriculture, nursing and public health, the GTTI in technical and vocational education and the MDI in the area of management studies provide trained and skilled human resources at the middle levels of services and industry. The Programmes provided by these three institutions are below the Bachelor's degree level. It was not until 1995 that a University Extension Programme linked to St. Mary's University in Halifax, Canada, which offered a Bachelor of Arts degree Programme, was established in the

country. The extension Programme subsequently led to the establishment of the fourth tertiary institution the University of The Gambia, in 1999. For now, the country depends heavily on non-Gambian lecturers from the sub-region. More than 50% of the fulltime lecturers at these institutions are expatriates. Many Gambian lecturers mainly serve as part-time lecturers, which makes it difficult for them to participate fully in the academic functions of the UTG. The fourth tertiary institution, the University of The Gambia, provides Programmes leading to only the Bachelor's degree in the basic sciences, agriculture, humanities and medicine.

98. Together, these four institutions serve only about 5,000 students. This number needs to increase sharply to help achieve the plan to increase Gambian teachers at senior secondary schools by 100% and for 90% of school managers to acquire relevant expertise in school management, among other major objectives. Each of the four institutions is autonomous with its own Governing Council/Board and academic structures. Although all four institutions rely on government support, students also contribute towards their own education through tuition fees.

99. Each institution has its own way of ascertaining quality but a coherent system of quality assurance with set standards and benchmarks and an effective monitoring system similar to that of the NTA for TVET Programmes is completely absent for tertiary education. This, invariably, impacts negatively on the quality of tertiary education Programmes. Therefore, there is a need to establish and make the HEO functional. The main implementation agencies will be the THERD and the tertiary institutions.

Planned Interventions

Purpose

100. The interventions planned under the tertiary education Programme aim at providing expanded and quality Programmes for Gambians through an integrated system of tertiary education that will train more citizens in academic and professional disciplines.

Result Areas

101. Consistent with the National Education Policy (2004-2015) and reflecting the complex and varied nature of tertiary education, there are seven result areas, namely:

Result Area 1: Adherence to standards of professionalism by both staff and student (Tertiary institution level)

102. High level professionalism is an essential ingredient in the successful delivery of educational Programmes, especially at the tertiary level. Therefore, specific attention will be given to the establishment of regulations and their implementation.

Result Area 2: Improved management in all tertiary institutions (Tertiary institutions and DOSE)

103. Quality institutional management is critical in providing the right kind of direction to the delivery of educational Programmes and for the efficient and effective use of physical and human resources. Under the planned integrated system of tertiary education

there will be a strengthened management system both at the tertiary institution level as and at the level of THERD.

Result Area 3: Highly qualified and motivated academic staff

104. For quality outputs at the tertiary level to be a reality, highly qualified and motivated staff are a prerequisite. This could be achieved through a continuous career development plan that will not only take into account staff performance but also their retention. Institutions should include as part of their work plans the establishment of units responsible for human resource development.

Result Area 4: Improved regular maintenance of structures and resources for improved access to quality tertiary education (at the tertiary institution level)

105. The ability of institutions to offer Programmes and access to such Programmes depends largely on a good maintenance policy and Programme. Structures and resources including laboratory and ICT equipment and buildings need to be well maintained to enable continuous access to tertiary education.

Result Area 5: Adequate and timely funding of tertiary institutions (tertiary institutional level and THERD)

106. Availability of adequate funding is a prerequisite for the successful implementation of interventions planned for the tertiary education programme. This includes acquiring the funds as well as establishing a functioning effective, sustainable financial management system.

Result Area 6: Improved relevant quality education in tertiary institutions (tertiary institution and DOSE)

107. In order to achieve the objectives at the tertiary level, a higher education observatory will be established, mandated mainly to monitor and evaluate the performance of students as well as delivery in both terms of course content and examination outputs.

Result Area 7: Improved access to tertiary education

108. Despite great efforts by government, access to tertiary education is still limited, especially in certain critical areas such as science and technology.

Indicators for the Result Areas

109. The purpose set for tertiary education is: *Improved access to relevant, quality tertiary education*. At the purpose level there are several indicators which will be used to measure the extent to which improved access to relevant, quality tertiary education has been achieved.

110. These are:

- 10,000 additional Gambian teachers by 2015, comprising:
 - 6297 qualified PTC
 - 2095 qualified HTC
 - 616 B Ed

- 992 holders of academic degrees
- Gender parity in enrolment and completion across all the programmes
- Certificate, diploma, and degree programmes offered at tertiary institutions
- Degree programmes offered at the GTTI, MDI, GC and UTG campuses under the integrated system will be accredited by the proposed HEO

111. An HEO will be established to promote and maintain academic standards in education, learning and knowledge associated with the proposed integrated UTG by setting and monitoring standards for tertiary education and acting as an advisory body to DOSE.⁹ All these measures are consistent with the National Education Policy (2004 – 2015).

Result Area 1

- Clearly stated rules and regulations including specific sanctions against sexual harassment.
- Gender parity in completion in all the disciplines
- Establishment of regulations and an Examinations Committee to oversee the conduct of examinations for all tertiary education Programmes

Result Area 2

- Clearly defined and agreed statutes, terms of reference and mandate for all tertiary education units and the THERD consistent with the new planned integration of tertiary education structures.
- Management structures and relationships established in each tertiary education unit and at THERD. A minimum of two SMT meetings per term for each tertiary education unit will be required.

Result Area 3

- The existence of a Human Resource Policy
- Clear conditions of service for all tertiary education staff
- Clearly outlined career profiles for tertiary education staff
- An attrition rate of academic staff below 5%

Result Area 4

- 90% of structures are well maintained
- 90% of all necessary equipment in place and functional
- Maintenance policy for structures and equipment in place

Result Area 5

- An overall increased budgetary allocation to Tertiary education.

Result Area 6

- A rise of 50% in the number of academic staff holding PhDs, 50% holding Master's degrees and 50% holding first degrees

⁹ DOSE Education Policy 2004 p 48

- Quality assurance units in all tertiary education units established and functional
- Establish HEO, set standards and benchmarks for tertiary education programmes and mechanisms of monitoring them
- Establish a functioning Monitoring and Evaluation Policy in all tertiary education units
- Establish a functioning Quality Assurance Policy for all tertiary education Programmes

Result Area 7

- Successful attainment of planned increases in intake for all tertiary education Programmes, especially for the areas considered to be critical such as science and technology
- Brochures, prospectuses and journals on tertiary education to be readily available to the public in sufficient quantities
- A functional Council for National Academic Awards (CNAA) in place

Strategic Activities

112. *Main activities to be implemented to secure adherence to standards of professionalism by both staff and students are:*

Revise and implement rules, regulations and professional standards of the tertiary institutions

113. The regulations on professional standards at the institutional level are either non-existent or ad-hoc in nature. This activity will help to standardise procedures and thereby contribute to the quality of delivery of tertiary education.

Conduct regular meetings of students and guidance counsellors at the tertiary institution level (TIs).

114. These services are absent at the tertiary institutions. The meetings will guide students in their pursuit of education and also produce better informed students on career options and opportunities as well as better prepare them for the workplace.

Develop and implement effective induction programmes for new students (TIs)

115. This activity prepares students for the challenges of tertiary education and thus helps them to become successful in their Programmes.

Introduce remedial courses for females in tertiary education

116. This activity will support female students, especially in areas of science and maths, and, consequently, will enhance enrolment and retention of female students.

Conduct training workshops on research and writing for staff and students (TIs)

117. Research is essential for the generation of new knowledge and deeper understanding of practical issues such as the development of technology and, therefore, contributes immensely to the socioeconomic development of the nation. The culture of research

needs to be embedded in academic staff and students. Training in research and writing is essential for this purpose.

Centralise printing and safe keeping of examination papers (TIs)

118. This will improve the quality and credibility of examinations. As of now, issues of examinations at some of the institutions are addressed on an ad-hoc basis and the centralisation of management of examinations will help solve the problem.

Activities designed to bring about improved management:

Conduct institutional assessment for tertiary educational units (THERD)

119. It will be necessary to ascertain the needs of and challenges faced by tertiary education institutions/units to be able to effectively develop policies and strategies for improvement.

Develop and implement standard management procedures and an operational planning framework for the tertiary education system (TIs)

120. This activity will be an integral part of the process of integration of tertiary institutions that is currently ongoing.

Establish appropriate management capacity at the tertiary education level (TIs)

121. Management capacity is a prerequisite for the proper functioning of the institution. Management capacity, especially middle-level management, at tertiary institutions needs great improvement and this activity will help do that.

Develop strategies for research and development (R&D) in management (THERD)

122. Strategies to guide R&D will go a long way towards improving management. Presently, there are no such coherent strategies at any of the tertiary institutions.

Implement a performance management system for the integrated tertiary education system (TIs)

123. A system to manage performance is crucial for the tertiary education system to realise the full potential of its staff. Staff output may be very much improved by a well-managed system and, as of now, no organised performance management system exists at the tertiary institution level.

Activities to be implemented to achieve this result:

Provide a legal framework for publishing research, establish research publications and research groups, and make available adequate funding for research activities (THERD)

124. Research generates new knowledge and provides a basis for sound policy and, therefore, establishing research groups and publications will have positive impact on overall socioeconomic development.

Regularly monitor research output as measured by acceptance of research work for publication in academic journals (TIs)

125. The acceptance of research work for publication is a strong measure of quality of work and subsequently possible usefulness of results and conclusions that emanated from the work. More publications in reputable journals, therefore, indicate high academic output from high quality academic staff.

Secure and provide adequate funding for study Programmes, especially to the Master's and PhD levels, for staff that need to upgrade their qualifications (TIs)

126. Increasing the qualification levels of staff to Master's and PhD degrees is critical for the tertiary education sub-sector to fulfil its role in providing lecturers for the tertiary education level, senior secondary school teachers, medical doctors, engineers and other professionals engaged in socio-economic development of the nation. Funding for this purpose is essential and needs to be pursued vigorously.

Develop and implement a human resource policy at the tertiary institution level (TIs)

127. All tertiary institutions have Conditions of Service which are short of full human resource policies. Institutions, therefore, are short of a proper planning tool for staff development. This activity will help resolve the issue.

Establish and maintain relevant capacities and competencies at the tertiary institution level and at the THERD

128. Competencies in subject areas and capacities in management are necessary to improve at the tertiary institution level.

Establish and maintain relevant capacities and competencies at the THERD

129. Capacities in policy development, management and programme implementation are necessary to improve at DTHER.

Provide continued professional development for staff (lecturers and administration staff) (TIs)

130. Continuous professional development to upgrade junior staff and keep lecturers abreast of latest discoveries and pedagogical innovations is necessary for the delivery of quality education at the tertiary education level. Continuous professional development for staff involved in administration is necessary to keep the organisation robust, and it is to the benefit of all staff. Currently, there is no coherent strategy for this purpose.

Activities to be undertaken in pursuit of this result:

Each institution will develop and implement a maintenance policy for all structures, facilities and equipment and identify funds for doing so

131. Currently, tertiary institutions do not have maintenance policies. The state of structures, facilities and equipment is fundamental for the delivery of quality educational services. Policies to guide their maintenance will not only help their upkeep but also reduce recurrent expenses.

Equip laboratories, workshops and libraries at a level appropriate to requirements

132. The state of laboratories and libraries at the tertiary institutions needs great improvement. Quality teaching and learning, especially in the sciences, cannot be effective without well equipped laboratories, libraries and workshops.

Formulate and implement a development plan for future expansion

133. With the current rate of expansion of basic and secondary education and planned increases in these areas, expansion of tertiary education is inevitable. A planned expansion will help prevent or minimise challenges in the future.

Develop and implement a plan for the integration of tertiary institutions

134. The integration process of tertiary institutions is ongoing and the preliminary steps of broad-based consultations both within the institutions and the larger public have now been completed. Recommendations are now being considered for adoption and further action. This activity is one of the single most relevant activities in the move to improve opportunities for students, improve efficiency and effectiveness of use of resources, increase enrolment and improve delivery of quality Programmes. It is, therefore, a major part of the National Education Policy (2004-2015).

Activities to be undertaken to achieve improved, relevant quality education:

Develop and implement effective financial management systems, including uniform financial planning and budgeting frameworks for tertiary education

135. Under the planned integration of tertiary education in the country, a unified financial planning and budgeting system will be necessary.

Develop an effective and sustainable planning and funding framework for tertiary education

136. Given the high cost of tertiary education, a sustainable planning and funding framework will have to be an integral part of the operations of tertiary institutions. This will reduce dependency on government for funding.

Develop and strengthen structures for public and private sector financing, including the development of modalities for increased cost-sharing

137. Cost-sharing is an essential feature of the financing of tertiary education programmes, and tertiary institutions should effectively involve users of the services as well as public and private institutions. To do so, a systematic and coherent approach is needed.

Establish capacity for financial planning and budgeting

138. The successes of tertiary institutions are significantly dependent on the planning and budgeting of their resources, especially finances. In order to establish and maintain a reliable financial management system, capacity of the relevant personnel mandated with the day-to-day management of these institutions should be built and strengthened continuously.

Each year, train a minimum of 10% of the academic staff to the PhD level, 20% to the Master's degree level and 30% to the first degree level

139. For any tertiary institution to survive and make a positive impact on the socio-economic well-being of its citizenry there should be a well-structured and planned career development plan. This begins with a training needs assessment that will establish the gaps and the necessary capacity required by the institution to face challenges.

Establish and implement quality assurance units in all tertiary education units (TIs)

140. No coherent quality assurance policy or Programme exists in any of the tertiary institutions. These impacts on the quality of the Programmes offered and an internal quality assurance policy and Programme are urgently needed.

Establish and implement quality assurance policies for all tertiary units (THERD)

141. The THERD will develop a central Quality Assurance Policy and the Tertiary Education sub-sector will draw from it to develop internal policies. These policies do not exist in any form at the central level or at any of the tertiary institutions.

Establish and make functional an HEO with full capacity of trained staff and structures to house its operations

142. The HEO will be the independent organ that will help set standards for all tertiary programmes and monitor them. It is only through the work of such an independent organ that tertiary Programmes will be credibly accredited to ensure that they meet the required academic and professional standards. It is, therefore, necessary to focus on establishing the HEO as part of the integration of tertiary education process.

Activities to be implemented to achieve this result:

Increase intake to all tertiary education programmes using both face-to-face and ODL modes

143. Different modes of delivery of programmes will need to be employed to cater for the projected increase in demand for various tertiary programmes. It is not likely that only strictly face-to-face programmes will be able to cater for the demand and also the different realities of people who need tertiary education programmes. ODL has been increasingly employed, especially in teacher training, with mixed results but, overall, it has contributed greatly in producing more teachers in shorter periods of time. It is necessary to improve both the ODL as well as face-to-face techniques currently in use to make them more efficient and capable of effectively increasing enrolment and quality of delivery.

Develop and implement effective strategies such as the production of brochures, prospectuses and journals describing Programmes which are made readily available to the public in sufficient quantities

144. Generating and sharing information and knowledge are the hallmark of tertiary education. Currently, tertiary institutions do not have a systematic and comprehensive way to share information either through print or other forms.

Assumptions for Tertiary Education

| Assumption | Argument |
|--|---|
| Economy continues to grow to absorb all tertiary education graduates | The current growth rate has been sustained for the past couple of fiscal years |
| Sufficient number of qualified female applicants to tertiary institutions available | The number of female students in the basic and secondary schools has more than doubled in recent years and the trend has been sustained long enough to predict that female applicants to tertiary institutions will be on the rise |
| Adequate numbers of qualified lecturers can be recruited and retained | An integrated tertiary education system once set up will be in a better position to create more possibilities and incentives to attract and retain lecturers |
| Funding in place for planned activities, including the HEO | The current policy's main objectives are to improve quality at all levels of the education sector and, therefore, the sector will double up its efforts to mobilise funding from government and other sources to implement the activities of the tertiary Programme |
| Parents/students willing and able to pay one third of the unit cost for tertiary education | Currently, students are participating in cost-sharing by paying tuition fees for their education. This trend is continuing |
| There is political will to merge tertiary institutions and create an integrated system of tertiary education | Political will up to the highest level has been demonstrated in the desire to merge tertiary institutions. This political will is now being implemented in stages |

Implementation Issues

145. The THERD is the institutional home for the tertiary Programme area. However, the components of the Programme are at the tertiary institutional level. Consequently, on the one hand, the capacity of THERD to develop the right policy and lead the main components, including the integration of the tertiary education process and to supervise and monitor the implementation of interventions, will be critical for the delivery of the results and, ultimately, the achievement of the purpose of the tertiary education programme area. Similarly, participation and even leadership on the other components, such as staff development and management at the tertiary education unit level, will be essential for the effective implementation of activities to achieve sustained results.

146. Both these units-THERD and the TIs- need to be strengthened by building up their capacities and ensuring a workable and sustainable funding formula. Tertiary education is expensive and an effective cost-sharing system will have to be part of that funding formula.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Summary

147. The TVET Programme aims to address employment and the human resources needs of the country.

148. The policy objectives state, among other things, that there should be improvement in access to post-secondary TVET and improvement in its coordination. They also seek to increase opportunities for the training of early school leavers, secondary school leavers and adults who cannot make it to the next school level, in order to enhance employment, especially self-employment prospects.

149. With a TVET Policy and National Training Authority Act already in place, the GOTG will be able to enforce this legislative framework to support the implementation and sustainability of the TVET policy and management system. The policy advocates the strengthening the institutional and management capacity of the TVET system and the establishment of a sound financial basis for its long-term development and sustainability.

150. During the policy period, which is 2006 to 2015, the GOTG will institutionalise accredited post-basic training programmes such as apprenticeship and on-the-job vocational and technical training. The existing vocational/skills centres at the district/regional levels and in the rural areas will be further developed to deliver such skills development programmes.

151. Although the present situation of employment in The Gambia is not permanent, it is certainly not ideal. The products of the education system can no longer look forward to being easily absorbed into employment by the public and private sectors. Efforts are now being focused on TVET and guidance that will eventually lead to self-employment in the formal and informal sectors of the economy.

152. All of these can only be addressed if the access and quality of TVET is improved. One very important aspect of TVET in any economic development is the relevance of its Programmes. The implementation will address the problem of relevance and quality in the TVET sub-sector. Without quality, the TVET sub-sector will not address its mandate. The Gambia Skills Qualifications Framework with its registered and employer-driven qualifications and standards, to be delivered by registered and accredited training providers, will contribute greatly to improved quality in TVET. Priorities in training will be determined by the outcomes of labour market research, as presently developed by the National Training Authority.

153. Sector management in any programme is important. It is, therefore, also important that the sector is improved and properly managed.

154. As mentioned above, no programme can develop without funding. The National Education Technical Training Levy is the only source of funding for the TVET sub-sector and it needs to be consolidated to achieve the required funding.

Background

155. In recent years, TVET has taken an increasingly important role in the education system in The Gambia. The GOTG considers TVET as an important tool for economic development. Thus DOSE has taken a number of important steps to address the needs of TVET in order to increase its relevance to the labour market. These steps include:

1) Provision of a legislative and policy framework.

The policy framework for TVET consists of:

- Policy document published in 2002
- The Management Strategies and Financial Framework of the TVET Policy, published in 2002
- National Training Authority Act 2002, establishing the NTA
- National Education Levy (Amendment) Act, 2005, replacing the National Education Levy with the National Education and Technical Training Levy

There are three components of the TVET policy:

- Expansion and diversification of TVET activities
- Ensuring that training meets the needs of the labour market in quality
- Increased private sector participation in the provision and financing of skills training.

2) Strengthening institutional capacity at all levels of the TVET, such as planning and monitoring, regulatory, financial, quality assurance and human resource capacity.

The private sector plays a significant role and will contribute to policy and direct provision of technical and vocational education and training or skills training provision as well as ECD, secondary and higher education.

Challenges

156. The above purpose can only be achieved by an increase in access to TVET institutions by 50% during the planned period. The number of skills development centres in the rural areas will be increased.

157. The LMIS is one of the pillars of the NTA, in which the EC is assisting. The process of developing this LMIS is presently on and results and findings are now being analysed.

158. Mechanical and civil engineering laboratories will be established at the GTTI to promote the establishment of degree courses under the aegis of UTG.

159. The Quality Assurance Section of the NTA has presently identified five skills areas to be piloted and at least two to be developed to a fully-fledged examination syllabus as part of the localisation process. The National Education and Technical Training Levy is being collected by the Gambia Revenue Authority (GRA), and 75% of the total collection is paid into the accounts of the NTA. However, at the moment, the collection is not properly done and needs to be regulated. A series of meetings were organised and agreements reached. One of the main tasks of the technical assistants at the NTA, sponsored by the EC, is to work on the establishment of the Gambia Skills Qualifications Framework.

160. The NTA is mandated to advise the SOS for Education on policy development in respect of technical education and vocational training.

161. The NTA is committed to the expansion and strengthening of TVET opportunities, oriented towards meeting the present and future demands of industry, the public and private sectors.

Context for TVET

162. The National Education Policy is to provide programmes for producing trained technical and professional human resources. Through a public-private sector partnership the NTA was set up to launch a major initiative in the expansion of TVET provision.

163. Within the policy, the GOTG will:

- Enforce a legislative framework to support the implementation and sustainability of the TVET policy and management systems for TVET
- Strengthen the institutional capacity of the TVET sub-sector
- Establish a sound financial basis for its long-term development and sustainability

164. The policy prescriptions are:

- Expand and diversify opportunities for technical and vocational education for the increasing numbers of senior secondary school leavers
- Strengthen the GTTI by introducing higher diploma courses
- Create opportunities for workers to upgrade themselves with specially designed courses using ICT and ODL where feasible
- Strengthen the NTA to regulate, set standards and certify qualifications
- Secure appropriate learning materials from outside the country, while ensuring that other learning materials are developed locally by adaptation

Planned Interventions

Purpose

165. The interventions planned under the TVET Programme are aimed at achieving improved skills acquisition to the extent that, by 2015, access would have been taken to the doorsteps of all Gambians be they in the rural or urban areas.

Result Areas

Result Area 1: Improved access to TVET

166. Access can only be improved if all the stakeholders are committed to it. The main things that stakeholders should be involved in will be the encouragement of employers to facilitate part-time TVET for employees, make TVET programmes affordable and introduce quality part-time mode of training. This could lead to lifelong learning and the provision of public TVET institutions in each region. This will curb the rural/urban drift. The creation of job placement centres will be supported in each region.

Result Area 2: Increased relevance of TVET

167. The relevance of any training Programme is of paramount importance to the development of a nation. This will include the design and implementation of a system of regular review of standards. The harmonisation of existing TVET institutions to the set standards is also important. It would be necessary to define the output of the LMIS needed in collaboration with private sector and TVET institutions.

Result Area 3: Improved quality of TVET

168. The Gambia is presently suffering from a lack of properly trained human resources. Most of the qualified technical personnel are foreigners who may finally return to their places of origin. It is important that quality is injected in TVET programmes. With this, the trained people in the TVET system would be able to deliver quality products. Quality does not only stop at the institution but even the trainers should have quality added to their requirement. The system will assure quality for the trainers and training institutions. The apprenticeship system will also be given the quality it deserves, through the recognition of informally acquired skills and opportunities for upgrading master crafts persons as well as apprentices.

Result Area 4: Improved sector management in TVET

169. Sector management is responsible for the coordination, supervision and monitoring of all training institutions in The Gambia. In addition to the above, sector management is concerned with the registration and accreditation of trainers and assessors, training providers and assessment centres. Sector management is also responsible for the approval and validation of the system and the granting of permission to examining bodies.

170. A human resource management/development plan for TVET institutions is part of sector management. An operational plan for the NTA has already been developed and will set the way clear in the development of TVET. The development and implementation of regulations for registering and accreditation of providers and assessment centres, trainers and assessors is on the way.

171. Sector management is working on the development of HIV/AIDS Programmes as part of the criteria for registration/accreditation of training institutions. It is also expected that regional NTA representatives will be in place.

Result Area 5: Predictable and adequate funding of the TVET system

172. Funding is a major component of any viable programme in the education system. TVET being expensive, its funding cannot be underestimated. This needs an established funding system that would be put in place if the programme were to achieve anything of substance. The newly introduced Levy is presently not being collected accordingly. This requires the collaboration of government and all stakeholders to make it move.

Result Area 6: Prepare functional policy and strategic framework

173. As part of the requirements to assure quality training centres, accredited institutions will include HIV/AIDS programmes in their curriculum. This will also include the identification of TVET needs.

Indicators for the Result Areas

Result Area 1

- Increase in the number of eligible trainees/students in TVET institutions by 85% and loan schemes for students established
- Employers facilitate part-time training for their employees
- TVET programmes affordable
- Quality part-time mode of training for lifelong learning established
- One public TVET institution established in each region
- Scholarship scheme for girls in TVET established
- Inclusion of HIV/AIDS programmes as part of registration requirements
- A comprehensive apprenticeship training system established
- Trade testing and certification re-introduced

Result Area 2

- Design and implementation of a regular system of review of standards
- Train personnel in curriculum development
- Existing TVET institutions harmonised to standards set
- Inventory of existing Programmes from TVET institutions harmonised to standard
- Develop and maintain standards
- LMIS output defined and established
- Information on present and future market needs obtained
- GTVQF approved and gazetted
- Ability to process data on the spot
- LMIS data upgraded every two years

Result Area 3

- 75% pass rate achieved within TVET validated institutions
- 90% of TVET institutions registered by the NTA
- All registered TVET institutions participate in NAVSTI credential validations system

- 90% of instructors and assessors registered and accredited under the system of competency-based accreditation
- 80% of trainees in apprenticeship or having prior learning recognised through standards based certificates
- 75% of TVET staff in career development Programmes
- Staff needs assessment made
- Distance learning for TVET staff arranged

Result Area 4

- Sector targets achieved within stipulated time frame
- Establish a TVET system in place
- Stakeholder satisfaction level at 75%
- 85% of planned meetings with stakeholders held as scheduled
- NTA budget developed and finances managed according to international standards
- Monitoring system of work plans developed

Result Area 5

- At least 75% of potential levy payers are aware of the levy and its uses
- Disbursement plan agreed by key stakeholders by-mid 2007
- TVET investment plan approved by Board by end of 2006
- 75% of submitted project proposals accepted by donors
- Fees collected from relevant service beneficiaries of the NTA
- Budget is managed and controlled properly
- Annual TVET expenditure projection in line with revenue expectations
- Annual TVET revenue projection

Result Area 6

- Achievement of policy objectives
- Policy made functional by the planned period
- HIV/AIDS policy is part of the requirements for the registration and accreditation of training institutions
- TVET related policies harmonised
- National TVET policy updated
- Database on retention, enrolment, attrition, etc developed and retained
- Increased investment in skills development by the private sector

Strategic Activities

Encourage employers to facilitate part-time training in TVET for their employees

174. Employers will be encouraged to facilitate part-time training for their employees. This will facilitate better outputs from workers. It will also update them on their different skills areas. It will also enhance more productivity and better standing of companies and businesses.

Make TVET programmes affordable and accessible and provide scholarships for needy girls

175. TVET programmes at the moment are not cheap. Strategies will be put in place to make them accessible and affordable. Some ways of doing that are through the establishment of scholarship schemes for the needy and also for girls in TVET. This will encourage them to go in for TVET programmes and help others to do the same.

Strengthen quality part-time mode of TVET for lifelong learning

176. It is not all employers who can release their workers to go on training. Part-time learning will help employees who are interested in furthering their experience and qualification. This must be of very high quality and accessible. It will help employees and employers, and boost productivity. Every individual must get involved in continuous lifelong learning to keep up with the change in technology. This is very important and necessary.

Develop a comprehensive apprenticeship system for the informal sector

177. The apprenticeship system in The Gambia is informal at the moment. There is no time attached to it and no structured training. People are attached to master craftspersons who teach them what they know at their own pace. The development of a comprehensive system will make it more relevant, given the time the trainee allocates to it. It will make apprenticeship more structured and in line with modern apprenticeship systems. Funds would be needed for the development of this very important part in the TVET programmes.

Introduce more relevant training programmes for rural TVET trainees

178. One of the many ways to develop the rural areas and to curb the rural/urban drift is to introduce relevant training programmes in the rural areas. These programmes need good funding and planning to make them a reality.

Re-introduce trade testing and certification

179. At the moment, the newly established Gambia Skills Qualification Framework (GSQF) will address the re-introduction of trade testing and certification. It will address the practical person and the person who combines theory and practice. The GSQF was launched on 1 November 2006.

Establish the Labour Market Information System (LMIS)

180. The survey started when the technical assistants fielded in by the European Community came in March 2006. Since then, the survey has been conducted and the relevant data collected. The data entry is now taking place and will be finished before the technical assistants' end of mission and/or assignments. This, when completed and fully functional, will play a vital point in the labour needs of The Gambia. Funding is very important in this, if it is going to be sustainable. It will be a centre for the dissemination of information to all the stakeholders.

Conduct mapping tracer studies

181. A national tracer is necessary if we are to succeed in knowing the relevance of any training. Training is now demand-driven and conducting such surveys will go a long way towards helping the nation in general and the stakeholders in particular.

Registration and Accreditation of trainers and assessors

182. The new system advocates the registration and accreditation of trainers, trainees, training providers and assessors. This is part of the quality assurance unit of the NTA and requires every trainer and training institution to be registered and accredited. Training of trainers is a vital component of this exercise and it would need funding.

Develop the GSQF

183. This has already been developed and launched to serve in the assessment of students and workers. It will help employers and employees get their rightful places in the labour market. The support needed for this cannot be overemphasised.

Update the national TVET policy

184. The policy will be reviewed every three years to make sure that it is updated to keep up with the latest industrial requirements and technology.

Increase investment in skills development by the private sector

185. The private sector, as the main user of TVET graduates, will be encouraged to finance investment in skills development. It will be important if the private sector increase its participation in youth training in The Gambia.

Assumptions for TVET

| Assumption | Argument |
|---|---|
| STED can articulate TVET policy | Capacity exists at STED |
| Financial and teacher resources for UBE pre-TVET courses are available | The availability of qualified staff and financial resources at the UBS is key to the success of the programme |
| Students will opt for skills training | That there is demand for TVET programmes from the labour market |
| Perception about TVET as being for failures will change | Acceptance into TVET programmes are competitive and demand driven |
| Accreditation system acceptable to the private sector is established for all TVET centres | Involvement of the TVET stakeholders in developing the system is critical for ownership |
| Adequate funding (including Training Levy) available for TVET | That DOSFEA collects and allocates as prescribed by the Act |
| LMIS managers will be retained in DOSE | Incentives sufficient to attract trained staff |

Implementation Issues

186. Institutional and management concerns for specific sub-sectors:

- Availability of qualified candidates for admission to tertiary institutions
- LMIS updating biannually and continued maintenance
- Agreement of stakeholders on continued quality of localised TVET examinations.

QUALITY ASSURANCE

Summary

188. Education quality remains the biggest challenge. By all measures, quality is low and is showing little improvement across the country, with a particular challenge for girls, who continue to under-perform boys across all the cycles. With less than 50% of the students in Grades 1 – 12 achieving grade level competence in subjects across the board, there is a strong need for effective interventions to continuously monitor and assess the quality of teaching and learning in the schools with the aim of improving the quality of education.

189. One of the prerequisites for effective monitoring and evaluation of the quality of teaching and learning is the existence of an effective qualifications framework specifying the standards to be observed and an effective quality assurance system to continuously monitor compliance with set standards. However, currently, most of the monitoring and quality assurance measures are based on short-term ad-hoc interventions.

190. The Programme area i.e. Quality Assurance, aims at improving the learning outcomes in Grades 1 – 12 through improvement of school management, establishment of an effective integrated quality assurance system based on a national qualifications framework, curriculum development, adequate supply of teaching and learning materials and the establishment of an efficient and effective quality monitoring system at all levels of the sector. The main implementing agencies will be the SQAD, CRED the REDs.

Background

191. The National Education Policy (2004 – 2015) states that the learning outcomes at all levels will be improved through the following:

- Provision of an adequate supply of trained teachers through cost effective pre-service teacher education and in-service training Programmes
- Curriculum improvement – There will be ongoing review and upgrading of the curricula across basic and secondary levels based on explicit learning objectives upon which assessments will be more reliably based. Significant focus will be placed on school agriculture, which adequately responds to the “Back to the Land” philosophy.
- Instructional materials – Children will have access to a set of textbooks and the provision of instructional materials will be enhanced.

- Assessments and examinations – Classroom assessment practices will be improved and continuous assessment strengthened to monitor student performance and learning achievements.

Situational Analysis

192. The quality of Education constitutes the biggest challenge in the sector: by all measures, quality education remains a challenge, with low mastery of both Mathematics and English as observed in the school leaving examinations, in the UNESCO/MLA tests and the Gambian National Assessment Test (NAT). The NAT shows that in all core subjects including Mathematics, English, and Science, a maximum of 10% of Grades 3 and 5 students reached the mastery level of 73%. Results from UNESCO's Monitoring Learning Achievements (MLA, 2000) demonstrate that 46% of students reached the passing minimum mark (40%) in the core subjects. The Gambian Basic Education Examination which is taken at the end of the 9th grade, yields similar outcomes.

193. Although there are questions about the validity of some of the instruments used to ascertain the extent of the problem, there is no doubt that quality is disappointingly low in public education. In addition, there are critical issues that have a direct impact on instruction, including: insufficient number of contact hours provided; high teacher and student absenteeism; high repetition and dropout rates; low content knowledge by teacher-trainees entering teacher training; many teachers have poor or outdated pedagogical knowledge and skills; few or no professional development opportunities exist for teachers both before and during their teaching service; limited or nonexistent pedagogic support to teachers at the school level and in the classroom; inadequate number of teaching and learning materials and textbooks; lack of updated curricula and teaching syllabuses; and flawed assessment instruments for measuring student achievement. In the absence of a national qualifications framework, standards and benchmarks are absent or, if existing, rudimentary, making it difficult to monitor and assure quality improvements on a continuous and coherent basis.

194. Currently, SQAD does not have the capacity to effectively deal with the above challenges or to implement the interventions needed to achieve the quality objectives specified in the National Education Policy (2004 – 2015).

Planned Interventions

Purpose

195. The interventions planned under the Quality Assurance Programme Area aims at achieving improved learning outcomes to the extent that by 2015 more than 90% of students in basic and secondary schools will achieve grade level competence.

Result Areas

Result Area 1: Effective and efficient school management by 2015

196. It is of paramount importance that in a bid to improve quality and ensuring relevance, school organisation and development will have to be addressed. Thus the main areas of attention will include school leadership, teacher quality and motivation and internal school efficiency measures.

Result Area 2: An effective education quality assurance system developed and implemented at all levels

197. While some initiatives have been taken to establish a quality assurance system based on agreed benchmarks and standards in the education sector, the system is still incomplete and not yet sufficiently effective to monitor and facilitate quality improvement in the education sector.

Result Area 3: Improved quality of teaching and learning by 2015

198. Baseline studies and research have revealed serious deficiencies in the quality of teaching and learning in basic and secondary schools. Many teachers are still using outdated teacher-centred teaching methodologies and disciplinary measures. Many teachers fail to complete the syllabus, leaving the students unable to obtain grade level competence. The interventions under this result area aim at establishing the relevant capacities at the school level to apply learner-centred approaches to teaching and learning and continuous assessment methods to help students to complete their studies with satisfactory results.

Result Area 4: Availability of adequate, relevant teaching and learning materials in all schools

199. The National Education Policy (2004–2015) states as one of its objectives that “*children will have access to a set of textbooks and the provision of instructional materials will be enhanced*”. While serious efforts have been made in recent years to improve the availability of textbooks and other learning materials, factors such as the rapid expansion of access to education, poor quality of some textbooks and disappearance of books from schools into retail book stores, have hampered the attempts to ensure that every child has a set of textbooks for the core subjects. As new textbooks are set to arrive, concerted efforts will be made to ensure that the durability of the books and that security at the school level are improved.

200. The main agencies responsible for the delivery of this result will be the REDs, CRED and SQAD.

Indicators for the Result Areas

Result Area 1

- A standard management manual for schools introduced in all schools
- Over 90% of school managers have acquired relevant expertise in school management

- More than 90% of schools have adopted and operationalised the Participatory Performance Monitoring (PPM) system.
- The specified number of teacher/pupil contact hours (880) per year are achieved

Result Area 2

- NQF approved
- New benchmarks and standards for learning achievements and outcomes approved
- Approved quality assurance system
- Weekly monitoring and support visits to all schools

Result Area 3

- Over 90% of teachers use learner-centred approaches
- 80% of students achieve grade level competence and 20% achieve mastery level
- Validated and approved examination questions.

Result Area 4

- All schools have adequate quantities of stationery
- Pupil-textbook ratio of 1:1 in all subjects
- At least 25% of supplementary materials written by Gambian authors
- Teaching syllabuses are available for all subjects at all levels
- A library facility in every school.

Strategic Activities

201. *Activities to be undertaken to achieve effective and efficient school management by 2015:*

Develop and implement a Standard School Management Manual (SQAD)

202. Many schools are managed by headteachers who have little or no management training or experience. In addition no guidelines currently exist to guide them in the day-to-day management of the schools. The development of a School Management Manual will facilitate the establishment of improved and coherent management practices at the school level, including holding regular school SMT meetings, drawing up specific job descriptions and responsibilities for all school staff and enforcing targets for teacher-pupils contact hours (880).

Establish relevant management capacities in schools (HRD)

203. Currently, many headteachers are promoted based on seniority not necessarily on level of competence. Consequently, many of the schools suffer from management problems. The management capacity of the management group (headteacher and the PTA) will be reinforced to improve the performance of the school. Schools will formulate development objectives, targets and strategies for quality improvement.

Implement and operationalise PPM in all schools (REDS)

204. In order to address the concerns of parents in the delivery of quality education and to encourage the active participation of parents in education, a PPM, which will involve the active participation of parents and communities in monitoring, participating, supporting and collaborating with schools in all aspects of school life, has been introduced and will be reinforced.

Ensure effective monitoring and supervision at the RED level (REDS)

205. While the introduction of school development plans, participatory performance monitoring and performance management systems is expected to contribute to an improvement on the quality of education, a sustainable improvement can only be achieved by regular monitoring and supervision of the performance of each individual school. This activity aims at capacitating the regional education directorate staff to effectively carry out the continuous monitoring and supervision of each school.

Establish effective and efficient monitoring in schools (REDS)

206. Recent baseline studies and research have exposed severe deficiencies in the monitoring and supervision of teaching and learning at the school level. As a result, poor quality of teaching and absenteeism are going unchecked resulting in poor academic performance of the students. This activity aims at addressing the issues of school level monitoring by installing effective school-based monitoring systems and by capacitating the headteachers and other senior teaching staff to effectively monitor teaching and learning in the classrooms.

Liaise with NTA and the UTG to create a uniform national qualifications framework based on unit standards (SQAD)

207. The activity aims at contributing to the establishment of an integrated national qualifications framework covering all pillars and bands across the education sector. While this activity will concentrate on developing a qualifications framework for basic and secondary education based on the current curriculum, SQAD will liaise with the NTA and UTG to ensure that the various standards and qualifications are seamlessly integrated with the standards and qualifications established for TVET and for tertiary education.

Establish capacity to develop and manage standards (SQAD)

208. The activity will ensure that relevant capacity is established and maintained for the continuous development and management of relevant education standards and benchmarks in accordance with the guidelines for the national qualifications framework.

Develop and implement an integrated quality assurance system for DOSE (SQAD)

209. Recent baseline studies and research have proved that the quality assurance measures currently in place are fragmented and ineffective. SQAD will be responsible for the development and implementation of an integrated quality assurance system for basic and secondary education based on approved standards and qualifications including quality assurance methodologies, monitoring structures and formats and evaluation systems and procedures.

Establish relevant capacities at all levels in quality assurance (HRD)

210. The activity will include an assessment of the current capacity at all levels to carry out continuous quality assurance and, subsequently, the development and implementation of a capacity-building plan for all relevant DOSE staff and PTAs.

Develop and implement a cluster-based monitoring framework (REDs)

211. Monitoring and supervision is the key to the improvement of quality. This activity aims at establishing the relevant capacity to facilitate and monitor the quality of teaching and learning at the school level. The capacity of the REDs will be increased by the appointment of a cluster monitor per school cluster who will provide continuous support to the schools and collect school management and performance data for the EMIS.

Strengthen the capacities of cluster monitors (SQAD)

212. Continued professional development of the cluster monitors and regular assessment of their performance will be a key activity in the efforts to improve school and student performance.

Activities to bring about improved quality of teaching and learning by 2015:

Develop and use model classrooms for the learner-centred approach to assist in the development of capacity in the approach (HRD)

213. Given the priority set for teachers to adopt learner-centred approaches, capacity building in learner-centred approaches and the use of model classrooms will have some precedence in scheduling implementation.

Conduct relevant researches and surveys at all levels, including bi-annual testing at Grades 3 and 5, to establish progress in learning achievements (SQAD)

214. The grade level competence and mastery targets are a strong measure of the output of the education system. The tracking of grade level competence will be a priority activity for SQAD. The research on learning achievements at all grades has two functions. First, it will show how many students meet the criteria of mastery and competence in the various subjects of the curriculum and whether the “successes” increase year by year. Second, the research will feed back to the process of reviewing, at intervals, the curriculum and the various teaching and learning materials that support the curriculum in action.

Review continuous assessment approaches (SQAD)

215. With continuous assessment being implemented throughout the school system, it will be important for objective measures of student achievements to be made. SQAD and

the REDs carry the main responsibility for the implementation of these activities, using capacities that should come on stream at GC, at the UTG for research and for in-service training.

Develop a mechanism for each school to identify and purchase its stationery supplies (REDs)

216. The new School Management Manual will provide guidelines for planning and managing supplies through the formulation of school development plans and the establishment of effective inventory management systems. The Whole School Development Programme will provide capacity building for school managers in procurement planning and stores management. The REDs will be charged with the main responsibility for the provision of support to, and monitoring of, the schools mainly through the cluster monitors.

Improve management and control of teaching and learning materials (REDs)

217. Every year, an unacceptable number of textbooks and other learning materials are lost by the schools either in the form of theft or negligence. This activity aims at establishing effective control measures to limit the loss of teaching and learning materials from the schools.

Assess needs for relevant specialised teaching and learning facilities in schools (SQAD)

218. As the awareness in society grows on the importance of being able to accommodate and integrate differently-abled children and youth into the activities of the communities, the need for specialised teaching and learning facilities at the school level to accommodate children and young people with special needs also increases. This activity aims at analysing and mapping out the need for specialised teaching and learning facilities in schools and will inform the planning of the development of education infrastructure, supply of teachers trained in the education of children with special needs and the procurement of specialised teaching and learning materials.

Conduct curriculum research and determine the new curricula in subject areas (CRED)

219. As increased globalisation more and more influences the day-to-day life of the Gambian population and brings with it new requirements for skills and knowledge, there is a growing need for a continuous adjustment of the school curriculum and teaching syllabuses. This activity aims at ensuring that, through continuous research and development, the curriculum and teaching syllabuses will be regularly updated to give Gambian children the best possible basis for the development of relevant knowledge, skills and attitudes to prepare them for becoming productive citizens.

Determine the system for the publication and printing of all textbooks, learning materials and teacher's guides, and secure the provision of the necessary copies (CRED)

220. Several studies have pointed to the shortage of relevant textbooks and teacher's guides as being one of the main factors contributing to the low quality of teaching and

learning in the schools. While some of the above activities will address the management of books at the school level, this activity aims at improving the effectiveness and efficiency of the production, procurement and distribution of books.

Assumptions for Quality Assurance

| Assumption | Argument |
|--|--|
| Readiness of learners | The rapid expansion of the ECD Programme will contribute to an improvement in the readiness of the learners |
| Ongoing support from headteachers | Close cooperation with GTU and the implementation of an effective capacity building Programme |
| Availability of quality human resources | The shortage of qualified teachers will be addressed through a special PTC extension Programme currently being piloted in RED 5. A teaching commission will be established to deal with the more long term planning and management of human resources for the education sector |
| Inadequate teachers can be removed from the civil service | The establishment of a dedicated teaching commission together with the introduction of an effective performance management system |
| Willingness to enforce reporting rules | A new performance management system will be introduced that will greatly enhance the management of the performance of the human resources in the education sector |
| Willingness and ability of communities to participate in PPM | The newly introduced PTA constitution will give the community a stronger influence on the management of the schools |
| Readiness of teachers to cooperate in PPM | The system will be developed and implemented in close cooperation with GTU |
| Sufficient number of Gambian authors | An awareness campaign to encourage Gambian nationals to write teaching and learning materials relevant to the Gambian environment will be initiated |
| Adequate deployment of staff/teachers to remote and poor areas | The rapid expansion of the teaching force through the new UQT/PTC training Programme will not only increase the supply of teachers but also ensure the availability of more locally recruited teachers in the rural areas. |

Implementation Issues

221. SQAD is the institutional home for the quality assurance Programme area. Consequently, the capacity of SQAD to develop the various quality assurance systems and to supervise and monitor the implementation of the various quality assurance interventions will be critical for the delivery of the results and ultimately the achievement of the purpose of the Programme area.

222. The constant updating of the curriculum and teaching syllabuses will be the key to ensure continued relevance of the education and, thus, the usefulness of the students to the community and society. CRED is the institutional home for curriculum development. Currently, the professional curriculum development skills and knowledge available in the directorate are not sufficient to facilitate the continued development of a relevant and high quality curriculum and teaching syllabuses. Therefore, it is of paramount importance that the capacity of the relevant staff members is upgraded to enable them to carry out their duties to the professional standard required.

223. The newly appointed cluster monitors will play an important role in facilitating the improvement of teaching and learning conditions at the school level. However, recent studies have revealed that the cluster monitors are spending a major part of their working hours on assigned duties other than those outlined in their job descriptions and the Cluster Monitoring Manual.

224. To maintain the quality gains and ensure further improvements, it is essential that the staff assigned to quality assurance and facilitation of improvements of quality in education are assigned duties which are in line with their job descriptions and not used as auxiliary staff for the regional offices.

SECTOR MANAGEMENT

Summary

225. DOSE has been beset with many capacity and communication problems. Thus, many managers find themselves implementing activities rather than managing or leading the processes. In order to provide effective and efficient services to its clients, DOSE will deliver seven result areas:

- A comprehensive policy agenda and framework to be developed and implemented
- Effective planning and management of the education sector
- Effective financial planning and management ensured
- Effective education information and knowledge management system developed and implemented
- Effective application and use of resources ensured
- Effective planning, development and management of human resources ensured

- Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured

226. Led by the PPABD, a committee will be set up to develop and review policies. The development of sub-sector policies will also be institutionalised. The SWAp will be developed to ensure predictability of funding and avoid duplication or overlapping of donor interventions. The institutions of the SMT and CCM will continue to monitor both the policy and implementation of the sector Programmes. An institutional assessment will be carried out with a view to implementing a functional organogram that is aligned to objectives. A system of operational planning will be developed and implemented at all levels, from headquarters to the schools.

227. The Department's EMIS will be linked to the IFMIS being implemented at DOSFEA. The link will improve the management of the payroll system which will enhance efficiency. Management of budgets will also be decentralised from the office of the Permanent Secretary. With the national decentralisation process, the capacity of local authorities will be developed to facilitate better financial management of public resources. The EMIS will be strengthened to improve access to relevant and timely data for decision-making. Information technology solutions will be sought to improve on communication and information sharing among decision makers. Strategies will include the maintenance of Internet and Intranet solutions.

228. A system of proper management of resources will be developed and maintained. An identification and indexing system will be developed and movements recorded accordingly. For the previous result, there is a mix of systems development and capacity development. Once enquiries into the suitability and effectiveness of existing systems for procurement, maintenance, asset recording and monitoring, etc, have been conducted, the systems will be developed, and training and orientation can take place. The human resources of the sector will be developed through the development of an HR policy. With the development of a staff appraisal system, incentives will be created to motivate staff to perform at a consistently high level.

229. Government policy is to shift from the monitoring of compliance towards supporting schools and teachers. A new Monitoring and Evaluation system will be developed, tested and reviewed before being submitted to Sector Management for approval, followed by a roll-out throughout the system.

Background

Policy Framework

230. DOSE will continue to be responsible for policy development, management and coordination in The Gambia. The Department will guide the development of the education sector during the policy period and beyond and further reinforce its management capacities to cope with the decentralisation process.

231. The SOS for Education is responsible for leadership in the sector and policy oversight. The Permanent Secretary is the chief executive and adviser to the SOS and provides oversight for the activities of the sector. He is assisted by two Deputy Permanent Secretaries one of whom has administrative and financial management functions while the other assists in the coordination of policy implementation at both headquarters and the regions.

232. Overall, monitoring is done through the SMT and the CCM. The SMT monitors policy, while the CCM monitors implementation.

Situational Analysis

233. The DOSE structure is a directorate system with headquarters directorates whose role is to monitor and evaluate policy implementation across the system in the regions for quality assurance. The regional directors are responsible for the management of implementation.

234. One of the biggest challenges to the attainment of the sector is the limited financial and human resources available to the education system. The education sector has been affected with high staff attrition. The continued decline in real wages, and the low salaries and benefits offered by the public sector, further limit the attractiveness of the civil service. This, in turn, has resulted in the limited capacity of the education system to identify and keep highly motivated and qualified personnel both in management positions and in the teaching profession at all levels.

235. Despite successes in data collection and analyses in the early years of the last phase, these functions suffered important setbacks during the last two years. Therefore, the national Education Policy aims to bolster the capacity of the system to both collect and use data through a number of activities. First, to improve the efficacy of the SMT through the use of institutional assessments, functional analyses and training as elements of a comprehensive capacity-building system will be greatly improved. Second, a performance management system will be put in place that will ensure optimal performance of DOSE staff.

Planned Interventions

Purpose

236. The purpose of sector management is that DOSE and its affiliated institutions provide effective, efficient and relevant quality education services to their clients.

237. The indicators at the purpose level are:

- More than 95% of the sectoral objectives achieved in time and within available resources
- More than 95% delivery against SLA (individuals & teams).

Result Areas

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

238. Led by the PPABD, a committee will be set up to develop and review policies. The development of sub-sector policies will also be institutionalised.

Result Area 2: Effective planning and management of the education sector

239. The SWAp will be developed to ensure predictability of funding and avoid the duplication or overlapping of donor interventions. The institutions of SMT and CCM will continue to monitor both the policy and implementation of the sector Programmes. An institutional assessment will be carried out with a view to implementing a functional organogram that is aligned to objectives. A system of operational planning will be developed and implemented at all the levels, from headquarters to the schools.

Result Area 3: Effective financial planning and management ensured (PPABD)

240. The Department's EMIS will be linked to the IFMIS being implemented at DOSFEA. The link will improve the management of the payroll system which will enhance efficiency. Management of budgets will also be decentralised from the office of the Permanent Secretary. With the national decentralisation process, the capacity of local authorities will be developed to facilitate better financial management of public resources.

Result Area 4: Effective education information and knowledge management system developed and implemented (PPABD)

241. The EMIS will be strengthened to improve access to relevant and timely data for decision making. Information technology solutions will be sought to improve communication and information sharing among decision makers. These will include the maintenance of Internet and Intranet solutions.

Result Area 5: Effective application and use of resources ensured

242. A system of proper management of resources will be developed and maintained. An identification and indexing system will be developed and movements recorded accordingly. For the previous result (effective information and knowledge management system), there will be a mix of systems development and capacity development. Once enquiries into the suitability and effectiveness of existing systems for procurement, maintenance, asset recording and monitoring, etc, have been conducted, the systems will be developed and training and orientation can take place.

Result Area 6: Effective planning, development and management of human resources ensured.

243. The human resources of the sector will be developed through the development of an HR policy. With the development of a staff appraisal system, incentives will be created to motivate staff to perform at a consistently high level.

Result Area 7: Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured

244. Government policy is to shift from the monitoring of compliance towards supporting schools and teachers. A new Monitoring and Evaluation system will be developed, tested and reviewed before being submitted to Sector Management for approval, followed by a roll-out throughout the system.

Indicators for the Result Areas

Result Area 1

- Updated education policy
- Sexual harassment policy
- Approved internal regulatory framework
- Harmonised sub-sector policies
- Approved policy agenda

Result Area 2

- A SWAp adopted
- An ESSP in place and operational
- Strategic and operational plans approved and operational
- An approved management system operational
- Functional organogram aligned to objectives
- Minutes of monthly SMT meetings and quarterly CCM
- Performance management system approved and implemented

Result Area 3

- Approved financial management system operational
- Evidence of budgetary transfers to LGAs (following the decentralisation of school management to LGAs)
- IFMIS operational
- Approved MTEF in place
- Regular PER updates

Result Area 4

- Approved communication strategy
- Timely publication of data with 95% accuracy
- System for storage and speedy retrieval of documents operational
- Document transit time reduced to 24 hours maximum within Region 1 and headquarters; and for hard copies within one week for other regions
- Operational internet and intranet system

245. The standards to be set for document transit time provide real performance targets against which to judge the efficiency of the management information and knowledge system. It is recognised that the indicator for the transmission of documents will be a challenge outside the Banjul area, but over the period of the plan, improvements are possible. Also, over time, it is intended that the fullest use possible will be made of

technology to transmit documentation electronically, thus reducing the requirement for the circulation of documents in hard copy form.

Result Area 5

- Updated assets register developed and maintained
- All resources accounted for within given timelines using prescribed procedures

Result Area 6

- Approved HR policy operational
- Approved HR management manual in use
- Capacity-building plan operational
- Clear accountability matrix
- Staff Performance Appraisal System (SPAS) operational
- Reduction of gender disparity in teacher recruitment, promotion and distribution by 50%
- Less than 5% staff attrition

Result Area 7

- Approved monitoring and evaluation system operational
- Weekly school support visit by RED staff
- Quarterly monitoring visits by HQ Directorate staff

Strategic Activities

246. *Activities to achieve a comprehensive policy agenda and framework:*

- Develop internal policy analysis and formulation capacity (PPABD)
Through the development of a policy formulation group, DOSE will develop a policy agenda. Sub-sector policies will be developed as a matter of routine, including a policy on sexual harassment. The education policy will be reviewed, revised and updated on a regular basis.

247. *Activities to be undertaken to secure the specified results:*

- Implement and maintain the sector wide approach (PPABD)
 - The SWAp will help establish predictable and sustainable funding of the sector Programmes.
- Develop, maintain and implement a system of strategic and operational plans, and update them annually as a rolling Programme (PPABD)
 - Capacity will be built at the level of the PPABD to develop and roll out a system of strategic planning from the headquarters directorate level to the school level. This will ensure that strategic and annual planning is institutionalised at all levels. Annual targets will be set and monitored.
- Establish a uniform system for the planning, coordination and management of donor assistance to the sector (PCU)

- Through the SWAp, donor assistance to the sector will be better coordinated and managed. Regular bi-annual meetings of donors will be held. Annual donor reviews will also be held to report on implementation progress and related issues.
- Develop and implement an effective goal-oriented and participatory performance management system (HRD)
 - An effective performance management system will be developed and implemented. Lessons learnt from the Staff Performance Appraisal System (SPAS) will be used to improve the new system. The assessment will also be standardised to eliminate bias.
- Establish an effective monitoring and follow-up system for decision-making. (PPABD)

248. The strategy to achieve effective planning and management of the education sector will focus on the ESSP and its underpinning SWAp.

249. *Activities to bring about effective financial planning and management:*

- Develop and implement an MTEF for the education sector (PPABD)
 - Through the costing exercise of the strategic planning process, annual and three-year rolling budgets will be developed and maintained to improve predictability of funding. This will be in line with efforts at the level of DOSFEA.
- Build relevant financial management capacity at DOSE (PPABD)
 - This will include both long-term and short-term training. It also includes the installation of appropriate software for financial management at all the levels of sector management.
- Develop and implement an effective IFMIS(PPABD)
 - The IFMIS being developed at the level of DOSFEA includes DOSE in the first phase of implementation. It will link key positions for budgeting financial management. When the system is operational, it will be linked to the EMIS to facilitate the analysis of actual expenditures and unit costs of the various levels of the education system.

250. *Activities to be undertaken to achieve the development and implementation of an effective education information and knowledge management system:*

- Strengthen, improve and maintain EMIS (PPABD)
 - EMIS will be strengthened through regular upgrades. EMIS will also include a database of all education projects. The capacity of staff will be built in key competency areas in order to eliminate the need for technical assistants (TA)
- Develop and maintain relevant EMIS user competencies at DOSE (PPABD)
 - From the level of Principal Education Officers (PEOs), including major stakeholders, capacity of users will be built to access and analyse reports generated by the EMIS

- Develop and implement effective systems and procedures for the management of DOSE records and files, including storage and retrieval (PPABD)
- Develop and implement DOSE communication strategy and guidelines (PPABD)
- Develop and implement ICT policy and implementation strategy for DOSE (PPABD)
- Develop, install, implement and maintain effective IT and intranet facilities at all levels of DOSE (PPABD)

251. These activities require the considerable development of systems – of reporting, of feedback following reporting, of knowledge management, data collection and its management, of file and record management. The design, planning and implementation of such systems will be carefully phased. In addition to system development, strategies and policies will be developed in ICT and in communication. An intranet for DOSE and consideration of an appropriate IT facility in the remoter regions will be supported by short-term technical assistance inputs. ICT capacities at the all levels of sector management will be enhanced through various means.

252. Activities to bring about the effective application and use of resources:

- Assess the suitability of DOSE facilities at all levels (services)
 - An assessment of facilities will be carried out, which will dictate the provision of resources
- Develop and implement effective procurement and maintenance policy, procedures and guidelines (Services)
 - Gambia Public Procurement Authority (GPPA) guidelines will be used in the procurement of all services as far as it does not contradict donor requirements. The capacity of procurement officers will be built to ensure familiarity with both GPPA and donor requirements.
- Establish effective systems for maintenance (Services)
 - A maintenance service contract will be sought for all types of maintenance, be they vehicles, equipment or buildings.
- Ensure effective and accurate handing over of assets among DOSE officials (Services)
- A system of unique identifiers will be developed to ensure that assets are properly accounted for especially during handing over of responsibilities

253. *Activities which will be undertaken to bring about the effective planning, development and management of human resources:*

- Develop and implement a human resource management and development policy and implementation strategy, which includes a coherent, prioritised plan for capacity building (HRD)
 - A human resource policy will be developed which will include the recruitment, development and posting of staff. A detailed capacity building plan will also be developed to include all support staff.
- Carry out workflow analysis within DOSE (PPABD)

- An analysis of workflow will be done to determine personnel needs. This will include the development, implementation and maintenance of clear job descriptions of all the staff.
- Develop and implement a performance based remuneration and reward system
 - Lessons will be drawn from the previous attempt in 2000 to effect improvements and render the system more acceptable.
- Develop and implement an effective induction Programme for new DOSE staff
 - A system of attachment for new staff will be re-introduced. The attachment will ensure that new recruits have the chance to learn the ropes before they are left on their own. It will also reduce the incidence of errors by new staff due to inexperience.

254. *Activities to be undertaken to achieve effective monitoring and evaluation of the implementation of the education policy and strategic plan:*

- Assess current monitoring and evaluation systems, procedures and guidelines
- Establish effective monitoring and evaluation systems, procedures and guidelines
- Establish relevant capacities for monitoring and evaluation
- Conduct M & E activities on a planned basis.

255. M & E systems require careful and sensitive implementation, hence the need to build capacities for M & E in those who will use the approved system. In order that those who are monitored understand the purpose of and approach to, the new M & E system, all teachers, headteachers and managers will be oriented to the system as part of establishing the relevant capacity.

Assumptions for Sector Management

| Assumption | Argument |
|--|--|
| That human and financial resources are available | The sector is able to retain qualified personnel to manage the programme |
| That changes in priorities do not undermine progress | That there is stability in management for continuity |
| That the Personnel Management Office (PMO) and DOSFEA agree to changes that lead to new structures, including the creation of posts, and that Government salary review leads to improved salary scales | Support from PMO and DOSFEA is critical for the success |
| That the PMO/Public Service Commission, agree to performance awards/sanctions proposed | Support from PMO/PSC is critical for the success |
| That the work environment will help attract and retain staff | A conducive working environment is a pre-requisite to staff retention |
| That qualified records staff keep files accurately and honestly | The deployment of record staff is minimised |

| | |
|---|--|
| That performance monitoring can be done consistently and fairly | Communities are empowered to administer performance monitoring |
| That incentives and sanctions effectively improve performance | Adequate incentives is a pre-requisite to staff retention |
| That HR decisions will be made without political interference | Political interference is minimised |

Implementation Issues

256. One of the major challenges for the sector is the ability to retain staff. With the current low civil service salaries, it is difficult to recruit and maintain staff in key competencies, especially in information technology areas. The built-in incentives will keep people for some time. Without civil service reforms, it is difficult to have a long-term solution.

257. The introduction of the SLA with the associated bonuses can only be effective if it is rolled out in other Departments of State. If the experience of the SPAS is anything to go by, the chances of rolling out are slim.

258. Special allowances and/or incentives should be created to keep key competencies in IT; otherwise staff will continue to be lost to the private sector after training.

CHAPTER 5: SUSTAINABILITY

Introduction

1. The sustainability of the strategic plan would be driven by the degree of ownership by key stakeholders, by the capacity of core education institutions especially DOSE, and by Government's continued commitment to education in the national budget.

2. The sustainability of the plan beyond its implementation span, i.e. after 2015, can be considered through various dimensions and perspectives. These could be political, economic and financial, gender and equity-related, institutional and managerial, socio-cultural, technological and environmental aspects. Often, specific concerns regarding sustainability have more than one dimension. For instance, free and compulsory basic education requires funds, political will and ability to implement and enforce. Hence, it has political, financial and management aspects. Sustaining free and compulsory education, therefore, requires political leadership at the national and local government levels, allocation of funds and the machinery of DOSE and its Regional Directorates.

Political Support

3. In view of the commitment to decentralise education at the school level to the new LGAs, political will has to include both levels of government. The most tangible expression of political will is the voting of resources towards agreed policies and Programmes and in the annual budget allocations.

4. An important aspect of the basic education Programme is the provision of "free and compulsory education". Crucially, therefore, the implementation of this programme is contingent on the provision of the requisite funds, the political will and the ability to implement and enforce. The Bill for "free and compulsory education" has to be ratified by the National Assembly.

5. University education is now provided in the country due to the political will and support that saw it happen. The sustainability of tertiary education will continue to depend, to a large extent, on continued political will and support. However, quality assurance calls for sensitisation and continuous dialogue with clear messages to target communities and LGAs.

Economic and Financial Dimensions

6. In discussing sustainability issues linked to economic and financial dimensions the following need to be underscored:

7. First, there are a number of sustainability issues that have a strong political dimension even though they may be primarily financial. These are attributable to basic education and quality assurance. For example, while equalisation grants from Government will have to address differences in fund-raising ability among LGAs and the involvement of other local partners in the development phase (decentralisation), quality assurance for

basic education necessitates the provision of staff accommodation, institutionalising incentive packages, financial and non-financial resources. This specifically refers to the deployment of teachers to remote and poor areas.

8. Second, there are a number of issues that apply across more than one sub-sector, such as:

- Adequate funding being available for curriculum development and implementation
- Construction, maintenance and rehabilitation require both funding and technical capacity at the local levels
- Resources and capacities exist for rolling out a whole school development model.
- Maintenance of equipment and vehicles including fuel
- Availability of sufficient resources to support the implementation of a career development plan
- Availability of resources to support the scholarship programme
- Involvement of LGAs and civil society, in general, in the provision of scholarships
- Adequate funding is available for curriculum development and implementation
- Motivation and retention of teachers including staff incentive packages

9. Those that are specific to one sub-sector embrace:

Secondary Education

- Government can offer adequate incentives to recruit and retain qualified Gambian secondary teachers
- Sources of funding for intensified double shifting of classrooms

Tertiary Education

- Availability of human, physical and financial resources

TVET

- Financial and teacher resources for UBE pre-TVET courses are available
- Government continues to provide 75% of Levy to the NTA (0.25% of Gross Annual Turnover)
- Cost recovery from test takers will cover the costs of technical, vocational and commercial examinations when they are localised.
- Funding available for NTA staff for accreditation and staff and equipment for data maintenance

Quality Assurance

- Financial resources needed for realising PPM and whole school development
- Financial resources needed, as well as technical assistance, for development and implementation of the educational management programme at the UTG
- Continuous funding for headteachers' management training

10. Total projected investment outlay of the strategic plan comprised of 66% investment and 34% recurrent costs. This has implications on domestic recurrent expenditure

allocations to the sector. For instance, committed IDA funding is estimated to constitute about a 15 %t increase on the projected domestic budgetary allocation to the education sector between 2006 and 2010. After the IDA intervention, to close the financing gap between 2011 and 2015, the domestic resources allocated to the education sector will have to increase to 2.7 % of GDP in 2011, gradually increasing to 3.2 % of GDP in 2015. 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 still present.

Social, Cultural and Gender Aspects

11. The context of implementation is a crucial factor that requires attention for the sustainability of the Programme being implemented. Hence, social, cultural and gender aspects associated with the implementation of the strategic plan, such as those outlined below, must be taken into consideration. These are:

- That the demand for girls' education remains high at all levels
- That the girls' share of enrolment increases to 50% (adequate number of girls at the secondary level and willingness of parents to send girls to school)
- That an adequate number of female teachers is available
- That there are incentives to retain quality teachers in the system, especially female teachers.
- That an equal number of female head teachers is attracted

Institutional and Management Aspects

12. The ability of the sector to fulfil its ambitious objectives is directly related to the stability of the SMT and core directors in the system. To mitigate against this risk, Government must ensure that personnel turnover, especially at the senior management level, would be kept to a minimum. Institutional weaknesses would be addressed through the capacity-building programme targeting key sector actors; this would be complemented by the performance monitoring system at the regional and school levels. Using measures that have been successful in the past, DOSE would ensure that people sent for costly, short- and long-term training overseas would sign guarantees ("bonds") to confirm their commitment to return. In addition, performance bonuses and training opportunities would lay the groundwork for keeping staff within the sector. Finally, direct support to the regions and to the schools is expected to contribute to institutional sustainability.

13. In addition, there are measures that have a strong resource component, though leadership and management are the primary factors. These are:

- Motivation and retention of teachers at all levels, especially in secondary schools and in TIs
- Community involvement in maintenance will require its willingness, funding to ensure equity and training to ensure capacity
- Recruitment and retention of curriculum developers
- A sustained enabling environment and conditions of service at Tertiary Institutions
- STED can articulate TVET policy and regulate implementation

- Sensitisation of teachers to cooperate in PPM

14. Other institutional arrangements and management actions could be characterised as professional, in that they refer to the development of skills and attitudes in teachers and to technical concerns about the curriculum and its assessment.

- Robust teacher training reform and effective in-service training on a regular basis
- Sensitisation of teachers to cooperate in PPM
- Learning targets are realistic and examinations are based on these targets
- Implementation of M&E strategies.

15. Institutional and management concerns for specific sub-sectors:

- Availability of qualified candidates for admission to tertiary institutions
- LMIS updating bi-annually and continued maintenance, TVET.
- Agreement of stakeholders on continued quality of localised TVET examinations.

Socio-cultural Aspects

16. Several studies conducted during the first phase have identified the key constraints to the effective access to, and successful completion of the education of all children. The issues that were of particular concern included: (a) the lack of parity between boys and girls in terms of access; (b) the gap in learning achievements between boys and girls at all levels; (c) the lack of effective access for children with special needs; (d) the need to assure equality of access to all levels, to the extent possible, for children in the parallel madrassa system; and (e) the lack of clarity with regard to the role of the household and the community in setting priorities and in ensuring that the commitments made are actually respected. The Government has opted for a series of interventions that are aimed at addressing these problems. These interventions are:

- Willingness and ability of communities to participate in PPM
- Sensitisation and continuous dialogue with clear messages to communicate to communities and LGAs
- Support system available at home or in school with a focus on reading and writing
- PPM and whole school development fully institutionalised. The pilot is adapted to Gambian conditions over time even if it goes beyond the programme period.

Appropriate Technological Aspects

17. Interpreting technology as a combination of hardware, and software there are three main sustainability concerns with a strong technological dimension.

- Printing capacity needs to be available
- Attract a sufficient number of Gambian authors and the promotion of Gambian textbook publishing
- Upgrading of skills and appropriate technology for WAEC, in the context of incorporating continuous assessment into WAEC - GABECE

Environmental Assessment

18. Operational Policy 4.01 was triggered due to the construction and rehabilitation of schools to be funded under the project. To address the potential negative environmental and social impacts, the project prepared an Environmental and Social Management Framework (ESMF) because the precise locations of the schools and the potential localised impacts could not be identified prior to the appraisal.

Environmental and Social Management Framework

19. The ESMF will be applied by qualified personnel at the time when plans for the construction of schools are made to ensure that potential environmental and social impacts are identified, assessed and mitigated appropriately. Thus, the ESMF (a) describes steps 1-7 of the environmental and social screening process; (b) includes an environmental checklist to be applied/amended by qualified personnel as appropriate; (c) provides generic draft terms of reference for an environmental analysis, should one be required; and (d) it summarises the World Bank's operational policies to ensure that these are taken into account during project implementation as required. The ESMF furthermore includes provisions, including cost estimates, for environmental management capacity building to ensure the effective implementation of the ESMF. These costs will be incorporated into the project cost tables. To ensure adequate monitoring of the implementation of the ESMF and the Resettlement Policy Framework (RPF), the borrower institution responsible for environmental management, ie the National Environment Agency, will be charged with the responsibility of supervising implementation and sharing its findings with the Bank and other interested parties .

The Environment

20. Potential negative environmental and social impacts (air pollution, soil and water pollution, soil erosion or loss of vegetation) might result from the construction of schools. To address the potential impacts on the environment effectively, the project has prepared (a) an ESMF designed to identify, assess and mitigate potential environmental and social impacts; and (b) an RPF to address potential negative social impacts related to land acquisition and/or loss of economic activities. These frameworks were prepared because the exact locations and potential localised impacts of the new schools were not known prior to the appraisal.

CHAPTER 6: MONITORING AND EVALUATION

Monitoring Indicators

1. There are difficulties in measuring real achievement gains over relatively short periods, the strategic plan aims to look at indicators both of intermediate and long term outcomes, and of outputs. Against the overall strategic purpose of providing effective, efficient, relevant and high quality education services to the education sector's clients, the two key indicators to be met are:

- a) *To achieve the Education for All objectives, and*
- b) *to achieve the Strategy for Poverty Alleviation III education objectives*

2. The master logframe and the programme area logframes of the strategic plan provided details of the specific indicators (the Objectively Verifiable Indicators – OVIs) for measuring progress by component area and result area (see attached logframes).

I. Basic Education

- Creation of additional school places in basic education
- NER will be >80% and the GER 100%
- Completion rate of 100%
- Pupil-teacher ratio (PTR) of 1:45
- More than 80% of students will achieve the level of competence appropriate to their grade in all the subjects (grade level competence)
- 20% of students will achieve mastery level competence in all the subjects;
- An increase of at least 50% in the number of basic schools with ECD units
 - an increase of GER of 50% for ECD
- An increase in enrolment in ANFE of 50%
 - Number of learners successfully completing 300 hours of literacy courses.

II. Secondary Education

- Completion rate of 95%
- Full gender parity

III. Tertiary education

- 10,000 additional teachers produced by 2015
- Gender parity in enrolment and completion across all disciplines
- Certificate, diploma and degree programmes will be offered at the tertiary institutions
 - University of The Gambia (UTG) accrediting the degree programmes offered at GTTI, MDI and GC.

IV. Technical and Vocational Education and Training

- Labour Market Information System (LMIS) established
- An approved system of prior learning established, together with a functional National Vocational Qualification Framework
- Access at the GTTI increased by 15%
- At least two more skills development centres established in rural areas

- Approved syllabuses established
- Engineering laboratories established and equipped

V. Quality Assurance

- 90% of all students achieving grade competence
- Increased instructional time
- Use of new instructional methods/approaches in class
- Availability of resources for school-level pedagogic support

VI. Sector Management

- More than 90% of the education sector's objectives achieved in time and within allocated resources
- The level of delivery against SLA, both individual and teams, set at 90%.
- Availability of a rationalised organisational structure based on functional analyses and clearly identified roles and responsibilities
- Participation of senior management in workflow analysis
- Availability of equipment to improve staff working conditions
- Implementation of a personnel performance monitoring system and incentive framework in all the regional and central directorates
- Number of managers and their support staff trained in workflow management;
- A designed career development ladder for all the key personnel
- Design and implementation of learning assessment tools
- Availability of validated data for each year, available by June of the following year for every year

Reviews and Evaluations

3. A key element of the strategic plan is the strengthening of the M&E structures of the sector, including data collection, timely publication, analysis and use in policy and decision-making. The output and outcome indicators that are identified in the programme area logframes of the strategic plan will be tracked regularly, with the appropriate measures taken to ensure accuracy, security, and timely availability to the appropriate stakeholders at the central, regional and local levels. Every necessary policy action will be taken to ensure a quick response to trends seen in the data; senior management would be accountable for that timely response.

4. Semi-annual review meetings would be organised, thus bringing together all the key donors in the sector. At the sectoral level, the SMT, chaired by the SOS, shall meet monthly to, among other things:

- Monitor progress and achievement
- Oversee the implementation of programme/activities
- Coordinate the inputs from external partners and the use of external financing
- Identify financing gaps in programmes and implementation
- Review progress and financial reports

5. The CCM, chaired by the Permanent Secretary and comprising all Directors and senior management staff, shall meet bi-monthly on a rotational basis in the six administrative educational regions to discuss implementation details.

Reporting Guidelines

6. Against the SLA, each directorate and unit head will produce quarterly and annual reports detailing both the activity/progress and a financial report. These shall be accordingly compiled to provide the periodic sectoral reports over the period. The SMT shall prescribe a reporting format for both the activity and financial reports from component reporting.

7. Without prejudice to the above, the PCU will abide by reporting guidelines, as agreed in various bilateral covenants with partners. Without limitation to the generality of the foregoing, the PCU shall carry out tasks that will include: (a) preparation of annual work plans; (b) 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; (c) procurement; and (d) donor communication and coordination.