



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

DRAFT EDUCATION SECTOR
STRATEGIC PLAN
2014 - 2022

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ABBREVIATIONS

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

HTC	Higher Teachers' Certificate
ICT	Information Communication Technology
IDA	International Development Agency
IsDB	Islamic Development Bank
INSET	In-Service Training
ISP	Internet Service Provider
IT	Information Technology
JDRSM	Joint Donor Review and Supervision Mission
KIST	Kanilai Institute for Science and Technology
LBE	Lower Basic Education
LBS	Lower Basic School
LMIS	Labour Market Information System
LRR	Lower River Region
LSE	Life Skills Education
M & E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MDI	Management Development Institute
MoBSE	Ministry of Basic and Secondary Education
MoFEA	Ministry of Finance and Economic Affairs
MoHERST	Ministry of Higher Education, Research, Science and Technology
MOU	Memorandum of Understanding
MRC	Medical Research Council
MSc	Master of Science
MTEF	Medium Term Expenditure Framework
NaRDIC	National Research and Development Innovation Centre
NARI	National Research Institute
NASTIC	National Science, Technology & Innovation Council
NAT	National Assessment Test
NEMA	National Environment Management Act
NCAC	National Council for Arts and Culture
NGOs	Non Governmental Organisations
NSTIP	National Science, Technology and Innovation Policy
NTA	National Training Authority
ODL	Open and Distance Learning
OPEC	Organisation of Petroleum Exporting Countries
PAGE	Programme for Accelerated Growth and Employment
PCU	Projects Coordination Unit
PER	Public Expenditure Review
PhD	Doctor of Philosophy
PIQSS	Program for Improved Standards in Schools
PMF	Performance Management Framework
PMS	Performance Management System
PPARBD	Planning, Policy Analysis, Research & Budget Directorate
PPM	Participatory Performance Monitoring
PPPA	Public-Private Partnership Approach
PRD	Planning and Research Directorate
PRSP	Poverty Reduction Strategy Paper
PTA	Parent Teacher Association
PTC	Primary Teachers' Certificate
PTR	Pupil Teacher Ratio
R&D	Research and Development
REDs	Regional Education Directorates
RPF	Resettlement Policy Framework

SE	Supervising Entity
SEN	School for Enrolled Nurses
SIU	School Improvement Unit
SLA	Service Level Agreement
SMC	School Management Committee
SMT	Senior Management Team
SNEU	Special Needs Education Unit
SPMM	School Performance Management Meeting
SQAD	Standards and Quality Assurance Directorate
SSA	Sub-Saharan Africa
STEM	Science, Technology, Engineering, Mathematic
STI	Science, Technology and Innovation
SWAp	Sector Wide Approach
TA	Technical Assistance
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
UBE	Universal Basic Education
UBS	Upper Basic School
UIS	Unesco Institute of Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's' Fund
UTG	University of The Gambia
WCR	West Coast Region
WARCIP	West Africa Regional Communication Infrastructure Program
WASSCE	West African Senior School Certificate Examination
WB	World Bank
WFP	World Food Programme

CHAPTER 1: INTRODUCTION

Country Context

The Gambia is located in West Africa and is bordered on three sides by Senegal. It has an estimated population of about 1.8 million (the last population census was carried out in 2003) of which more than 60 percent are below the age of 24. Population growth projections indicate a rate of 2.8 percent per annum. The Gambia has been experiencing economic growth in the range of 4% in 2012, but has been vulnerable due to the large debt burden it is servicing, external shocks related to both the global economic crisis and to adverse weather conditions. These shocks have led to an economic slowdown with a real Gross Domestic Product (GDP) growth of 3.3 percent in 2011 although the future prospects are more optimistic with a slow pick up in GDP due to a strong rebound in crops and return of tourism sector growth in 2012. The economic shocks, and the Government response to them, constrained the resources available for social services such as health and education. The Government's decision to replace the general sales tax with a value-added tax is expected to lead to a boost in revenue within a more comprehensive tax reform to broaden the tax base. Fuel subsidies, however, continue to cut into potential tax revenues as little progress has been achieved toward eliminating them. Although this may seem to be an easy economic solution, the associated political sensitivity needs to be taken into account.

Poverty is pervasive in spite of a noticeable decline in overall poverty rates during the last decade, with considerable regional variations. The overall poverty headcount index is estimated at 48.4 percent (upper poverty line: US\$1.25 a day),¹ and 36.7 percent (lower poverty line: US\$1.00) although the poverty headcount index declined between 2003 and 2010, income inequality has not and is likely to increase. In 2010, the lowest quintile of the population consumed only 5.6 percent of overall expenditures, while the highest quintile was consuming 46.5 percent. Unemployment primarily affects those who are young, urban, female, and better educated – reflecting the weakness and lack of sophistication of the country's formal economy².

The Gambia is supported by a small number of donors but the external financing contribution is critical. In the education sector, external financing comprised more than 35 percent of total education budget in 2009 thus showing a strong reliance on foreign aid. The development partners also played a key role in mitigating the impact of last year's drought on vulnerable families and providing support to farmers. In addition to an economic rebound and boosting growth, development will necessarily have to include sound investments in education, health, and social protection.

Sectoral and Institutional Context

The Gambia has an average per capita GDP of US\$610 (Atlas Method, 2011) and is ranked 168 out of 187 countries in the UNDP Human Development Index. Government commitment to education has been strong. Between 2001 and 2012, government expenditure on education as a percentage of total government expenditure has increased from 16.8 to 20.07 percent (MOBSE 17.5 percent and MOHERST 2.57 percent). During the same period, government expenditure on education rose from 3.1 percent of GDP to 4.2 percent. Over this period, the annual average growth rates of government expenditure in education and of GDP

¹ Estimations from 2010 Integrated Household Budget Survey jointly conducted by the Gambia Bureau of Statistics (GBoS) and the National Planning Commission (NPC), and facilitated by the United Nations Development Program (UNDP). The poverty headcount ratio was measured at US\$ 1.25 and US\$1.00 per day at purchasing power parity equivalent as a percentage of the Gambian population.

² Lahire, Johanson, & Tomita (2010). The Gambia youth skills development and employment study. World Bank Publication

were 14.1 percent and 3.9 percent respectively (constant price 2010). However, salaries comprise the bulk of education expenditure, leaving less than 5 percent for quality measures.

The Education System in The Gambia

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

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

Organisational Structure

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

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

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

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

Situational Analysis

The implementation of the National Education Policy 2004 – 2015 witnessed attempts made by the education sector to implement the ESSP (2006 – 2015) and the MTP (2008 – 2011) with scarce resources over a relatively short period. However, some achievements have been registered but based on the table below, some of the results have surpassed the baseline values but fall short of targets set for 2012 due to some of the reasons indicated below:

1. GER and NER stagnated around 90% and 73% respectively resulting from a higher population growth than enrolment;
2. The student-textbook ratio has not improved as targeted because of a delay in procurement and delivery of the materials which are now due to arrive in time for the beginning of the academic year (2013/2014);

ESSP 2006-2015 Outcome Indicators: Baseline, Targets and Actuals

Indicators	Baseline 2006	Target 2012	Actual 2012
Lower Basic			
Gross Intake Rate (%)	101	125	109
Gross Enrolment Ratio (%)	91	102	90
Net Enrolment Ratio (%)	75	85	73
Completion Rate (%)	65	80	72
Gender Parity Index (Gross enrolment)	1.03	1.03	1.03
Gender Parity Index (Completion Rate)	1.03	1.00	Na
Teacher:Pupil Ratio	1:39	1:45	1:37
Qualified Teachers (% of total)	70	80	80
Annual Instructional Hours	866	880	Na
Pupil:Textbook Set Ratio	1:1	1:1	2:1
Mastery in NAT core subjects (% students)	10	15	Na
Minimum competence in NAT core subjects (% students)	46	60	Na
Upper Basic			
Gross enrolment (%)	60	69	67
Gender parity index	0.91	1.0	Na
Completion rate (%)	56	63	Na
Teacher-Pupil Ratio	1:27	1:45	1:26
Pupil:Textbook set ratio	3:1	1:1	2:1
Domestic Resources			
Recurrent education expenditure as a % of total GoG recurrent expenditure net of interest payments a/	14	20	16

Source: ESSP appraisal for GPE date.

a/ Actual is for 2011.

Early Childhood Development: The gross enrolment ratio (GER) increased considerably at the ECD level between 2006 and 2010, from 21% to 36.4% demonstrating that there is an increased demand for ECD services and a recognised need by the Government to provide for a successful early start to education through the commitment to the inter-sectoral ECD policy. Various ECD models are currently being implemented: the ECD annex to LBS schools, the private ECD model which has been run the longest, and more recently a ECD community based pilot. This pilot, financed by the Japan Social Development Fund (JSDF) is assessing the effectiveness of this model for different age categories <3 and 3-6 year olds through a rigorous impact evaluation.

Lower and upper basic education: In the period from 2004 to 2012 there was a 21% increase in enrolment (from 267,870 to 324,775 students) in lower and upper basic education. However this growth was matched by the growth of the school age population, leaving the GER almost static. The GER in 2012 was 90 for lower basic education, and 67 for upper basic education. The primary completion rate (to grade 6) was 72.7 percent, (boys 74 percent and girls 71 percent). The GER at upper basic level was 67 percent. The certification and registration of Madrassahs (following the government curriculum and with subsidizing English teachers) has been a successful strategy to attract resistant populations to school, particularly in region 6.

Senior Secondary Education: Enrolment in senior secondary education has increased substantially since 2004, increasing the GER from 22 percent to 36 percent in 2012. However access remains constrained by the availability of limited places. Enrolment of boys is higher than that of girls (39 percent compared with 34 percent). Family income is strongly

related to access to senior secondary education, as only 3 percent of the poorest quintile enrol, compared to 50 percent of the wealthiest quintile.

The Gambia has made good progress in addressing gender inequality, which is a significant achievement when compared with neighbouring countries. The traditional gender disparities have been eliminated in the early grades, and since 2006 girls have outnumbered boys in intake to grade 1 (50.8:49.2). However boys perform slightly better and are more likely to progress through the system. At the upper basic level, the GER stands at 67 percent for boys and 66 percent for girls, and the completion rate stands at 65 percent for boys and 64 percent for girls. In the Early Grade Reading Assessment (EGRA) 2011 the consolidated score for girls was 48.5, compared with 51.9 for boys. Students from wealthy households outperform their poorer peers in the EGRA, with consolidated scores of 59.1 and 48.5 respectively. In addition, the wealthiest students consume eight times more public education resources than the poorest.

Gambian households contribute significantly to the education of their children. The share is particularly high at the upper basic and senior secondary levels. At the lower basic level, 46 percent of education costs are covered by households (2009 data) despite a school fee abolition policy in lower basic education. Even in public schools, private expenditures are high with informal levies including charges for registration fees and instructional materials. These informal costs of education form a barrier to access to schooling, particularly for the poorest families. The education sector has now developed a system of per-capita grants to public schools, which will be paid conditional on complete abolition of formal and informal fees /levies.

In supporting the quality of teaching and learning within basic education, the education sector has institutionalized a number of interventions. These include:

1. Extra-mural classes are being offered at the Gambia College to improve the content knowledge of the PTC teacher trainees without credits in English and mathematics,
2. The teaching practice observation at the Gambia College has been strengthened in terms of frequency and quality of support visits made to teacher trainees on post across the regions,
3. The cluster-based monitoring system has been enhanced through improved mobility, frequency and focus,
4. The mode of PTC teacher training at the Gambia College has now been shifted to the extension with a significant improvement in the quality of intakes. The Gambia College has now raised the admission requirement with an enrolment of 1200 in 2012.

The introduction of the payment of hardship allowance to teachers serving in designated hardship areas in regions 3 – 6 has been very successful in attracting qualified teachers to serve in remote areas. Empirical evidence reveals that the proportion of qualified teachers in hardship schools increased at a faster rate than non-hardship due mainly to requests from teachers in non-hardship to serve in hardship areas. Evolution has also witnessed a sharp drop in teacher-pupil ratio from 1:75 to 1: 30 in hardship schools with a similar performance in English and mathematics to that of non-hardship in the 2012 NAT.

A conditional cash transfer (CCT) scheme has been piloted across the country to provide a segment of the population whose option for education is neither conventional nor madrassah education. 1,053 children have been enrolled in 12 centres each of which is headed by a religious leader under whose custody the children are placed by their parents to be taught the teachings of Islam. These religious leaders or heads of majalis receive a monthly subsidy from MoBSE on condition that the children are released to receive instruction in literacy, numeracy and life skills from identified and trained facilitators.

An Early Literacy in National Language (ELINL) pilot program has been launched in 2011 in which students are introduced to reading through national languages to enhance reading skills in mother tongue and provide a foundation for learning to read in English. The pilot began with 125 Grade 1 classes in 108 schools with two cohorts currently in the system (Grades 1 & 2) to improve reading and foundational skills. In the same vein, students in Grades 1 – 3 in all schools receive reading instructions in English through the Jolly Phonics and SEGRA method. The objective of these interventions is to have an increased number of students who can read with fluency and comprehension.

Other innovations introduced by the education to improve service delivery are as follows:

1. A pilot of the use of problem solving approaches using a Progressive Science Initiative/Progressive Mathematics Initiative (PSI/PMI) in the teaching of mathematics and physics in upper basic and senior secondary schools,
2. A performance management and accountability system for education managers based on annual service level agreements,
3. Introduction of school report cards to share results with parents and communities,
4. A system for monitoring student and teacher attendance using mobile phones to send data on a daily basis,

Post-Secondary Education: These are institutions classified as tertiary and higher education, and include those TVET institutions that generally enrol students from junior and senior secondary schools. Over the years, The Gambia has had three main tertiary institutions that run certificate and diploma programmes, and one public higher education, which is the University of The Gambia that consistently offers programmes at degree level. Two other private higher education institutions were established in 2012; concentrating in Islamic, medical and social science disciplines. The four institutions (public tertiary and higher education institutions) admitted 6,325 students in 2009 and this figure increased by 10.3% in 2011, making up 19.1% of gross intake (total number of intake as a percentage of the 19 year old population) of the country. Gambia College that has 90% of its admission in the school of education, constituted 36.8% of the overall public and higher education admissions in 2011. UTG constituted only 17.7% of the total tertiary and higher education admissions, however, it has the largest growth (124.5%) between 2009 and 2011. GTTI, mainly on technical and vocational education and training, registered a negative growth of 11% during the period. MDI training mainly those currently on the job and middle cadre civil servants constituted 25.9% of the total tertiary and higher education admissions with a registered growth of only 1.6%.

Analysis of about 72 TVET institutions registered under National Training Authority, admitted 5,720, 7,206 and 6,396 students in 2009, 2010 and 2011, respectively; constituting 18.19, 22.32 and 19.29 per cent of gross intake in the respective years.

While females in the 19 year old population in The Gambia constituted about 51% in 2011, they represented only about 31% of students admitted in public tertiary and higher education institutions UTG, GC, GTTI, and MDI. Female admission in MDI represented 45%, a percentage quite higher than their participation in other tertiary and higher education institutions (33%, 30% and 19% at GTTI, UTG and GC, respectively). The number of female students sitting to grade 12 examinations does not correspond positively with these admission scenarios in tertiary and higher education institution. Again, the MoHERST has not conducted any study on success factors of female students which relate to their transition from senior secondary to the post-secondary education, more so, the University of The Gambia.

Of the projected UTG enrolment of 4, 931 students in the 2012/13 academic year (using a 2020 target transition of 22% of students sitting to grade 12 examination), 124 students are sponsored by non-governmental institutions and 880 are sponsored by government institutions. Out of the 1004 sponsored students, MoBSE sponsors 25.4%, while MoHERST sponsors 24.4%. Other sponsors are Gambia Ports Authority (10%), Muslim Agency (6%), and 20 other government and non-governmental establishments and personalities. The remaining 79.6% of the projected enrolled students are self-sponsors (by households). About 60 students are sponsored by MoHERST in the other three public tertiary institutions. About 40 are sponsored internationally through MoHERST by the Scholarship Advisory Board. At the current GDP per capita of D20, 000, paying an annual tuition fee of about D30, 000 at UTG is not affordable. Hence, the Ministry is proposing a proper targeting of the current scholarship scheme coupled with the introduction of student loan scheme as a means of reducing cost burden on households.

In supporting the quality of teaching and learning within basic and post-basic education, the tertiary and higher education sector will work collaboratively with basic and secondary education sector on a number of interventions. These include:

1. More science and mathematics teachers and lecturers will be trained at HTCM bachelor's, Masters and doctoral degree levels,
2. Studies will be conducted to determine best practices in teacher training and lesson delivery at the post-basic education levels.

Research and Development

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

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

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

Science, Technology and Innovation

The Gambia's goal to transform into a middle-income generating country requires a foresight that will bring together all sectors under one comprehensive policy that will have an impact on the economy, population, health, education, the environment and all other human endeavours. This is achievable through a National Science, Technology and Innovation Policy (NSTIP) that will facilitate the harnessing of all potential capacities of science,

technology and innovation to achieve national objectives for poverty reduction, competitiveness, sustainable environmental management and industrial growth. In order to come up with such a policy frame work, it will be important to describe the situation of the various sectors as they relate to science, technology and innovation.

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

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

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

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

Innovation and use of "state of the art" technology in businesses especially by micro, small and medium enterprises (MSMEs) in The Gambia still lags behind. Productive activity in the various sectors is either labour intensive or utilises very crude technologies. In the few businesses that use state of the art technology, it is common to find that foreign technicians install not just the machines, but also provide periodic servicing and maintenance. Such technicians charge exorbitant cost to the businesses. There are generally low levels of organised technology adaptation and commercialisation schemes as well as weak enterprise-research institutions linkages.

The Gambia has limited capacity to exploit the available energy resources. Electricity generation is highly dependent on the use of fossil fuel, which is either generated through the use of Heavy Fuel Oil or Diesel. Though some petroleum resources potential has been cited in the country according to some seismic survey reports, production is yet to begin. Therefore, currently The Gambia imports its petroleum products, which has put undue

pressure on the country's budget. The mode of electricity generation and its associated cost requirement and the limited investment from the private sector has made it difficult to provide adequate and reliable electricity supply to support the on-going socio-economic activities of the country. To further complicate the situation, the limited investment couple with aging infrastructure causes significant electricity losses.

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

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

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

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

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

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

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

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

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

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

Another area in which the ICT sector has had a significant impact on the national economy is the labour market. The ICT sector has created a large number of jobs and small businesses, some of which have grown to become bigger businesses. Examples of areas in which ICTs have created jobs include cyber cafes, Internet Service Providers (ISPs), mobile phone operators, airtime vendors, selling of mobile phones and their accessories, and in the provision of services such as advertising and marketing.

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

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

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

to establish an STI system that ensures the desired infrastructure for quality products and services locally and internationally.

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

Education Sector Challenges

Out-of-School Children - In spite of the achievements made over the years, there is still an unacceptably high number of children out of school. An Out-of School-Children study was conducted in 2013 based on interviews with 304 school age children to examine the main causes of non-participation and dropout during the basic education cycle. While there are often multiple factors contributing to non-enrolment, the study found that the factors most reported by families were the cost of access (46%), the distance to school (15%), work and family activities (7%), and attendance at daara/majali (7%). The costs include the informal school levies and participation costs such as uniform, shoes, school bag and lunch.

Low Learning Outcomes - In NAT 2012 the average score in English was 42 percent in grade 3 and 45 percent in grade 5. In mathematics the scores were 37 and 42 respectively. Girls performed significantly worse than boys in regions 3-6 (the more rural regions). These values suggest that learning outcomes are still low and more effort needs to be exerted to improve on these values.

Teacher Training - There have been significant improvements in the PTC course in recent years, with a stronger emphasis on teaching skills, and ensuring competence in mathematics and English. Despite these changes, more efforts are needed to improve the quality of the teacher training program to be consistent with reforms in literacy introduced in the school system. More efforts need to focus more on relevant subject content knowledge, pedagogic skills, ICT competencies, and professional values and attitudes.

ICT in schools in The Gambia - In 2012, there was a national internet penetration of only 2.5 percent. The biggest constraints at school level are that the absorptive capacity is low as the infrastructure, especially electricity, is poor (more than 25 percent of public schools have no power and more than 80 percent have no internet) and teachers are not trained in the use of ICT. The Gambia College is redesigning its teacher training curriculum, and plans to introduce ICT competencies in initial teacher training. MoBSE is also currently preparing an ICT in education/broadband strategy before implementation of the proposed project begins.

Resource Mobilization: Mobilizing sufficient resources for both recurrent and development purposes is an issue that continues to challenge the education sector due mainly to the fact that the education sector is supported by only a small number of donors with a critical external financing.

Under tertiary and higher education, the following remain challenges in the delivery of quality tertiary and higher education:

1. Expanding equitable access in tertiary and higher education and institutions

2. Addressing key issues on quality and relevance such as inadequate qualified instructors and personnel, learning materials and relevant curricula, as well as the lack of regulatory frameworks for proper coordination of tertiary and higher education, research, science and technology in the country
 3. The curriculum gaps and shortcomings, especially of dovetailing the syllabuses to form a continuum from secondary to post-secondary
 4. Credit transfer to facilitate student mobility between and across programmes and institutions
 5. Weak capacity in collecting and analysing data as well as the timely reporting from tertiary and higher learning institutions
1. Improving access to all levels of education and training of good quality focusing on gender, socio-economic groups and regions
 2. Improving learning outcomes of learners at all levels of the education system with special emphasis on developing literacy skills for early graders
 3. The expansion of secondary education to absorb a minimum of 52% of the basic education graduates
 4. The reduction of expenditure burden of households for all levels of education, especially at the basic level
 5. The linkage between the policies of both ministries of basic and secondary and higher education, particularly in the areas of each training and post-basic technical vocational education and training
 6. Limited access to higher and tertiary education either at regional, gender or economic class levels reflects the existence of social injustice compounded by income disparities.
 7. There is a limited number of qualified teaching personnel in higher and tertiary education institutions, hence a heavy reliance in some disciplines on non-Gambian teaching staff
 8. The absence of a standardized quality assurance framework for higher and tertiary education (such as a Higher Education Observatory), institutions results in institutions being self regulated and use their own internal quality assurance mechanisms.
 9. Low number of TVET graduates to take care of the national demands for skills manpower for socio-economic development of the nation.
 10. Training at most TVET institutions does not adequately respond to the labour market needs for the socio-economic development of the country.
 11. Laboratories and workshops in most higher and tertiary education institutions are poorly equipped and cannot cater for the training and research needs of the learners and teaching personnel.
 12. Inadequate and unreliable internet connectivity and access in all public and private institutions that cater for the learning needs of students and teaching staff, especially in open and distance education with emphasis on the use of internet to enhance teaching and learning practices.
 13. Training programmes at higher and tertiary education institutions are not coordinated to allow a smooth transfer of relevant academic and professional credits earned among institutions;
 14. TVET is regarded by most Gambians as a second option. As a result, it is not given the due consideration it deserves.
 15. Low level of funding and investment in research and development at national and institutional levels coupled with inadequate research infrastructure to justify the *raison d'être* for research bodies.

16. No national research council with policy setting and oversight functions, and with clearly defined structures and mandates to ensure not just its smooth running, but also to help research attain reputable and fruitful levels in The Gambia.
17. Absence of a definitive and prescriptive National STI Framework within a higher and tertiary education policy for investment in STI;

Stakeholder Analysis

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

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

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

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

Donors on the other hand will contribute to the process, provide international experience and commit financial resources to the implementation of the plan, given that a government-led sector-wide approach is the preferred strategy for support by many donors. This is to enhance increased synergy through harmonised procedures and funding modalities for some donors and, ultimately, reduce transaction costs. As a result, development partners will have increased confidence to contribute funds to the sector, culminating in a more effective and efficient supervision of the whole sector's performance rather than isolated sub-sectors and segments.

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

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

Civil society will provide advocacy services and will participate in JDRSM and coordinating committee meetings in order to obtain the information necessary for the execution of their

mandate in ensuring that both donors and Government live up to the protocols of the international conventions on education and training signed up by both.

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

Current Interventions

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

World Bank (WB)

As part of the Third Education Sector Program Phase II, The World Bank is currently supporting \$8 million grant under International Development Agency (IDA) and \$5.5 million grant under the Food Crises Window both of which are now due to end in December 2013. While the former grant supports interventions aimed at addressing issues on access and equity, quality of teaching and learning and sector management within MoBSE, the latter focuses its support on strengthening the management and institutional capacities of MoHERST with additional support to MoBSE in improving the content knowledge and pedagogical skills of teachers through e-learning as an approach. A new IDA project which is modelled on the basis of a results-based program with an indicative grant amount of US\$11.7 million will be implemented from 2014.

Global Partnership for Education (GPE)

The Global Partnership for Education, formerly Education for All/Fast Track Initiative (EFA/FTI) grant of \$28 million from 2009 will finally close in September 2013. The grant has been supporting MoBSE's efforts in increasing access to and eliminating inequities within basic education, improving the quality of teaching and learning and strengthening institutional and management capacities at the central and regional levels. An indicative allocation of \$6.9 million for The Gambia for another round of catalytic funding has already been identified and the World Bank, in its capacity as the supervising entity (SE) for The Gambia under the GPE, has now agreed with MoBSE and its partners to adopt a results-based program for the next GPE grant. The IDA and GPE funds would be pooled and support the same project called READ the overall objective of which is to increase access to basic education (including ECD) in remote areas, improve quality of teaching and learning in lower basic schools and strengthen education systems

Islamic Development Bank (IsDB)

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

while an opportunity exists for the potential scaling up of GPE resources through a triple win proposal.

BADEA

The Ministry of Basic and Secondary Education is currently working BADEA on a new project to the tune of 10 US\$ million for the construction of classrooms in lower basic, upper basic and senior secondary schools in the regions 1 and 2.

UNICEF

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

WFP

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

UNESCO

UNESCO facilitates intellectual exchange, policy dialogue, provides professional/intellectual support through direct participation of UNESCO experts in the national education policy and curriculum matters. UNESCO organises exchange programme and train national staff especially on curriculum research and development activities. During the first half of the ESSP, UNESCO will be supporting the sector in the development and implementation of a road map on the delivery of holistic functional literacy programs.

Republic of China -Taiwan

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

Others

In addition to these traditional partners for the implementation of the strategic plan, both MoBSE and MoHERST will intensify their efforts to mobilise new donors and resources for

the implementation of the strategic plan. There is also appreciable level of NGO support, including civil society and faith-based organisations all of which provide support in a variety of ways.

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

CHAPTER 2: ESSP FRAMEWORK

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

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

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

MoBSE Vision Statement:

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

MoBSE Mission Statement:

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

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

MoHERST Vision Statement:

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

These include:

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

MoHERST Mission Statement:

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

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

Purpose

While it is recognised that some progress has been made in improving the provision of education and training during the period 2004 – 2012 with challenges to be addressed and the fact that education must be seen as a continuum from ECD to higher education coupled with the need to have a common platform for the implementation of the two education policies, the new ESSP 2014 – 2022 provides a common platform with a clear strategic direction towards the implementation of the revised education policy for basic and secondary education and the new policy for tertiary and higher education from 2013 and beyond.

Overall Development Objective

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

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

The planned period has been decided to coincide with the terminal date for the higher education policy but also take account of 2015 as a major terminal date for the Millennium Development Goals (MDGs), EFA, PAGE and the revised education policy for basic and secondary education. In order to easily track the progress of education sector in relation to the attainment of these goals and targets, both MoBSE and MoHERST will develop and implement a medium term plan that terminates in 2017. The operational details of the ESSP will be found in the Medium Term Plan (MTP) which provides a clear operational direction of the two ministries for the period 2014 - 2017. For more detailed information on the first half of the ESSP, readers are kindly referred to the MTP but for the remaining period (2018-2022), the two ministries will develop a successor MTP to provide operational details with highlights of the lessons that will be learnt and challenges experienced from the MTP 2014-2017.

Strategic Plan Program Areas

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

The new programs are as follows:

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

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

Implementation Schedule

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

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

CHAPTER 3: POLICY PRIORITIES

Program Area 1: Access & Equity

Policy Priorities

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

1. Physical Facilities Provision
2. Special Needs Education
3. Conditional Cash Transfer
4. Gender Equity Initiatives
5. Madrassah Education
6. School Feeding and Agriculture
7. Grants, Levies and Loans
8. Staff Welfare and Development
9. Early Childhood Development
10. Adult & Non-formal Education

Physical Facilities Provision

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

The number of places in schools, skill centres, tertiary and higher education institutions will be expanded by constructing new facilities and rehabilitating existing but dilapidated structures. Sanitary facilities, water points and user-friendly facilities for the differently-abled students will be critical in the overall provision of physical facilities. Within basic education, customised school transport facilities in the form of donkey carts have been introduced in deprived communities in order to facilitate early graders' access to the nearest school. Currently eighty-two communities are benefiting from the initiative with a success rate of 88% in terms of the functionality of the donkey carts. However, there are still challenges associated with the mortality of the donkeys, community ownership and the weight of the carts.

Gender Equity Initiatives – the direct costs of education for both boys and girls will be significantly reduced through schools grants that will be provided. Scholarships and bursaries especially for girls attending upper basic and senior secondary will continue to be provided pending the introduction of school grants at these levels. While school grants will be provided to all public schools, there will be complete abolition of all forms of levies in such schools. The lower basic schools will receive their first grants by September 2013 while the upper basic will have theirs disbursed in September 2014 and the senior secondary schools are expected to benefit with effect from September 2017

Parents opting to send their children to private schools will be provided with information on the range of services provided by the various schools in order to facilitate informed choices

of parents. Beyond secondary education, quality tertiary and higher and education services will be accessible and affordable, especially to women and girls, as well as the marginalized and underserved, regardless of political, national, ethnic or religious affiliations.

Madrassah Education

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

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

Special Needs Education – The issue of special needs is not only for schools and training institutions that provide children with disabilities the requisite knowledge, skills and abilities, but also a whole systemic approach that touches the whole nation in its drive to include all inhabitants in every aspect of responsible civic life. It is therefore imperative to promote a radical and holistic change of attitudes and misconceptions about persons with disabilities to ensure that they too have access to quality education and training.

In this regard, the adoption of complementary and mutually supportive approaches that are based on the principles of inclusiveness, integration and participation of students with special needs will be encouraged and school-friendly environments promoted across the whole spectrum of education and training. Furthermore, a national disability survey will be conducted to determine the number of children with special needs and their range of disabilities and locations within the population. The results of this survey will guide the interventions under this program.

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

School Feeding and Agriculture – In view of the fact that the current model of school feeding is heavily driven by donor inputs thus posing significant challenges to sustainability, the Government in collaboration with the WFP and other partners is committed to implementing a transitional program leading to a nationally led school feeding program under the guidance of the theme: **EVERY CHILD MUST EAT A NUTRITIOUS SCHOOL MEAL**. This theme is deemed appropriate to ensure that no child must be denied a nutritious school meal on the basis of his or her inability to contribute in kind or cash.

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

1. Sound analysis of the country context;
2. Well-targeted and well-designed programs;

3. Multi-sectoral coordination;
4. Planned management transition to national ownership and management;
5. Children's contributions;
6. Food procurement;
7. Food processing and fortification

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

Grants, Levies and Loans - In order to relieve the households of the cost-burden, MoBSE will abolish all forms of levies in public lower basic, upper basic and secondary schools and provide them with grants by the end of the policy period. Provision of grants to public and grant-aided schools will be effected annually based on an enrolment determinant of GMD100 per student for the lower basic schools and GMD150 for schools located in designated hardship areas, GMD575 for the upper basic and GMD1000 for the secondary schools. This is an attempt to address the inequity issues that exist due to geographical location. As part of the process of managing the grants, periodic financial audits will be conducted in addition to the monitoring and evaluation that will be undertaken through the school report cards.

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

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

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

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

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

Early Childhood Development - Early Childhood Development has gained momentum from 2006 with a significant increase both in the number of centres and enrolment rates. This is mainly attributed to the implementation of the annexation policy in the remote areas (attaching ECD centres to existing lower basic schools in deprived communities). A new dimension to this provision has been the introduction of 0-3 year olds (BFCI+) in the program through the JSDF supported pilot in Regions 2 & 6. All these interventions are geared towards stimulating early learning for the age cohort 0-6 years. In order not to lose the gains registered thus far, there will be increased access to all models of ECD (private for the urban & peri-urban areas and community-based and annexation for rural settings) in order to eliminate the inequities engendered by unaffordable cost to benefit from the service. The quality processes in the community-based ECD centres will significantly improved.

Adult & Non-formal Education - Adult and Non-formal education will continue to provide literacy, numeracy, life and livelihood skills to the appropriate segment of the population with emphasis on under-served regions, gender and other disadvantaged groups. This will be delivered mainly through the public-private partnership approach which allows for the participation of private operators in the delivery of this type of education through a contractual agreement with MoBSE. During the period of the MTP, the pedagogical phases (literacy & post-literacy) will be delivered with strong focus on the latter for the acquisition of skills aimed at level three of the Gambia Skills Qualifications Framework (GSQF). In a bid to diversify the provision of education to adult learners, the use of Standardized Quranic Scripts to enhance communication will be piloted and scaled up.

Table 0:1 Access & Equity Indicators

Indicators	Baseline 2012 *or otherwise indicated (Female)	Target 2017 (Female)	Target 2022 (Female)
Access & Equity			
1. Gross Enrolment Rates			
ECD	36.4% (2010)	50%	55%
LBS	90.2% (91%)	93% (93%)	112% (112%)
UBS	66.7% (66.7%)	70% (70%)	84% (84%)
SSS	36.2% (33.5%)	38% (35%)	44% (44%)
2. Gross Intake Rates			
LBS	109% (113%)	120% (124%)	124% (124%)
UBS	65% (%)	75% (75%)	87% (87%)
SSS	40% (%)	40% (%)	48% (48%)
3. Completion Rates			
LBS	72.4% (71.1%)	75% (74%)	97% (97%)
UBS	64.7% (64.2)	67% (67%)	79% (79%)
SSS	30.3% (26.7%)	35% (35%)	41% (41%)

Source: MoBSE EMIS

Table 5: Key Sector Indicators (Baseline Vs Targets)

1. Gross Intake Rates	Baseline (Female) 2011	Target (Female) 2017	Target (Female) 2022
UTG	3.72% (2.2%)	4.42% (3.74%)	5.00% (5.00%)
GC	7.74% (2.88)	7.60% (4.58%)	7.48% (6.00%)
GTTI	4.11% (2.69)	7.31% (5.59)	9.97% (8.00%)
MDI	5.45% (4.89%)	6.30% (6.04%)	7.00% (7.00%)
TVET (NTA)	19.29% (20.32)	19.14% (20.14%)	19.02% (20.00%)

Public Tertiary and Higher Education Institutions (Excluding TVET NTA)	21.04% (12.69%)	25.62% (19.95%)	29.44% (26.00%)
Tertiary and Higher Education Institutions (and TVET)	40.32% (33.01%)	44.76% (40.10%)	48.46% (46.00%)

Source: MoHERST HEMIS

Program Development Objective

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

Main Deliverables

Results	Responsible Institutions
Schools, skills centres, tertiary and higher education environment conducive for teaching and learning;	HED-MoHERST, REDs-MoBSE, PRD-MoHERST, PPARBD-MoBSE
Increased learning opportunities in basic and secondary on one hand and tertiary and higher education institutions on the other	HED-MoHERST, REDs-MoBSE, PRD-MoHERST, PPARBD-MoBSE
Children/Students adequately prepared for teaching and learning;	ECDU-BSED-MoBSE
Access to adult learning courses increased	ANFEU-BSED-MoBSE
Access to TVET programs, particularly in deprived areas increased	HED-MoHERST
Retention and performance of teaching staff improved;	HRD-MoBSE, HED-MoHERST
Retention of female students across all levels of education and training improved;	GEU-BSED-MoBSE, HED-MoHERST
Access to all levels of education and training for children with disabilities improved;	SNEU-BSED-MoBSE, HED-MoHERST
A nationally-owned school feeding program developed and implemented to replace the current school feeding program	SAFMU-BSED-MoBSE
Out-of –school children provided with an alternative form of quality and relevant education through a conditional cash transfer scheme	CREDD-MoBSE
All levies in public schools abolished in favour of grants	PPARBD-MoBSE

Program Area 2: Quality & Relevance

Policy Priorities

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

1. Curriculum, Examinations, Assessments and Research
2. Early Literacy Skills
3. Teacher Training (Pre-Service & In-Service)
4. Life Skills, School Health & Nutrition
5. Teaching and Learning Materials
6. School Improvement Initiatives
7. Flexible School Calendar
8. School Sports
9. Monitoring and Supervision
10. Library Services

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

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

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

Under the national languages program, children in the first three years of basic education (grades 1-3) will be taught one of the predominant Gambian languages (Olof, Mandinka, Pulaar, Jola and Sarahule) of the area in which the child lives. These Gambian languages are being used to teach the foundational skills of reading from grade 1 to 3 in order to support early grade literacy intervention.

Curriculum Research - Quite often, teachers are considered or treated as curriculum implementers instead of being accorded the necessary capacity and opportunity as curriculum planners in their own rights. In this regard, interventions are needed on the way in which curriculum process could be reformed to allow more participatory involvement of the teachers. However, the current levels of teacher qualifications in The Gambian Basic Education require an approach to curriculum reform that supports the changing perception, role and capacity of a teacher in curriculum matters. A reform initiative is needed during the policy period that supports capacity building of teachers to carry out curriculum research,

development and mediation while at the same time, engaging them in their own professional development.

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

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

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

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

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

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

Entry to secondary school will continue to depend on performance in the GABECE, and thereafter, following a three-year course, students in grade 12 will be required to sit to the WASSCE, which will continue to be conducted annually by the WAEC. Thirty percent (30%) of this examination will constitute continuous assessment marks in accordance with guidelines agreed with WAEC.

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

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

Early Literacy & Numeracy Skills - To improve the quality of teaching and learning at all levels, emphasis will be placed on the teaching of early grade literacy and numeracy skills. To this end, adequate time will be devoted to the teaching of early grade reading and numeracy skills in schools and teacher training programs. Given the effect of the use of national languages on early grade literacy, the pilot scheme will gradually be scaled up and strengthened with training, coaching and provision of instructional materials. In assessing the numeracy abilities of the early graders, a baseline survey has recently been conducted, the findings of which will guide the interventions of the early grade numeracy program (EGNP). However, teaching and learning materials will be developed on early grade numeracy skills and teachers will be trained on the use of these materials. Intervening across the three areas (EGLP, EGNP & NLP), much effort will be concentrated on the following areas:

1. The assessments on the EGNP, EGLP & NLP every two years
2. Coordination of the programs
3. Revision of scripted lessons under the NLP
4. Provision of teaching & learning materials including pocket readers
5. Monitoring & supervision

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

Accordingly, the extension mode for teacher training at the PTC level will be used and opportunities will be created for the graduates of the PTC program to continue to the HTC Primary program. The mode of delivery for both HTC programs will continue to be a combination of college and school-based. These training programmes will be supported both in coverage and delivery. The higher teachers' certificate programs for secondary will be reviewed in order to cater for adequate and competent teachers especially for TVET programmes.

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

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

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

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

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

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

Accordingly, the use of new technologies such as computers, internet and associated multimedia products as well as other technologies like radio, video, television and calculators will continue to be promoted. Under the previous GPE, every grades 1-9 student received free textbooks in all core subjects.

During the period of the MTP, textbooks for grades 1-4 will be reprinted as they were lastly provided in 2012 (length of life is three years on average) while supplementary and library materials will be provided to lower and upper basic schools. A textbook recycling scheme will be introduced to the public senior secondary schools to render affordability, particularly the poor.

At the level of teacher training, in both the University and the Gambia College, laboratories will be upgraded to promote the teaching of science and mathematics in schools. The digital campus and the e-learning programme at the University will be supported to create a viable medium for education students in both the university and the teacher training college. Accordingly, the use of new technologies such as computers, internet and associated multimedia products like video, television and smart boards will be promoted.

School Improvement Initiatives - In order to enhance the organisation and development of schools, a set of realistic and applicable minimum standards for all schools in The Gambia that respond to the Ministry's aim of improving the quality and standards of teaching and learning in schools has been institutionalized. To achieve these standards, the Program for Improved Quality and Standards in Schools (PIQSS), an integrated programme of all school development initiatives has also been developed and will continue to be implemented. This new program combines the former donor-supported Whole School Development, Child-

Friendly School Initiative and the Sahel Alliance interventions given that they had the same elements and purpose but supported by different donor partners.

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

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

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

Flexible School Calendar - Quality educational processes do not only require well-trained teachers able to use learner-centred teaching and learning methods and life skills approaches, but equally strategies that will enhance the attainment of sufficient hours of instructions and regular attendance of students. It is for this reason that the MoBSE is committed to achieving a minimum of 880 hours of student-teacher contact time and at the same time creating the enabling environment for the enhancement of regular attendance of students and teachers. In addition, through an annual randomly selected sample of schools in the regions, instruments will be used to determine the time on task in order to have a more specific outcome of instructional time.

In facilitating such attainment, the MoBSE, through the regional education directorates, will vigorously pursue the implementation of flexible school calendars with extended flexibility to the schools.

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

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

As sports is generally deemed to be a unifying instrument, efforts will be made to strengthen it in collaboration with regional sports structures of the Ministry of Youth and Sports and

associations in inter-school sports competitions at regional and national levels through the recently established task force on school sports. In view of the need to carve out a point of convergence between school and national sports, the linkages between school sports, associations and national sports associations will be promoted.

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

Monitoring and Supervision

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

Curriculum delivery will continue to be monitored at all levels of the education system with supervision as the main focus. Internal monitoring and supervision under the responsibilities of the head teachers will be reinforced to improve the performance output of both teachers and students. Schools will continue to be monitored and supervised to ensure that objectives, targets and strategies for quality improvement are set and implemented.

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

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

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

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

Vigorous efforts will be made to promote a reading culture in schools, tertiary and higher education institutions as well as develop Gambian literature both in foreign and local

languages. Steps will be taken to ensure that our students are not only equipped with reading skills but do read and continue reading well into adulthood in pursuit of lifelong learning.

MoHERST will embark on provision of tablets for students in the University and creating internet access to these students in the medium term. A pilot of this project will be initiated and later it will be rolled out to cover all the incoming students in the University. This tablet will be used to connect students to digital library already established at UTG.

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

Indicators	Baseline 2012	Target 2017	Target 2022
Quality of Teaching & Learning			
1. Textbooks			
Pupil-textbook ratio in UBS	3:1	1:1	1:1
Pupil-supplementary reader ration in LBS	2:1	1:1	1:1
Pupil-supplementary reader ration in UBS	4:1	1:1	1:1
2. National Assessment Tests			
Mean score in Grade 3 English	41.5	46.0	50.0
Mean score in Grade 3 Mathematics	37.15	41.8	45.1
Mean score in Grade 5 English	45.47	50.1	54.0
Mean score in Grade 5 Mathematics	44.64	49.2	53.7
3. Reading Competency			
% of students in grade 1 who can read at least one word per minute	30%	50%	70%
% of students in grade 2 who can read at least one word per minute	46%	70%	100%
% of students in grade 3 who can read at least one word per minute	73%	100%	100%
4. Teachers			
% of unqualified teachers	20%	10%	5%

Source: MoBSE EMIS

Table 6: Key Sector Indicators (Baseline Vs Targets)

Indicators	Baseline 2013	Target 2017	Target 2022
Quality Delivery & Learning			
Amount of Money given to UTG as budget support for digital campus	GMD 0	GMD 18, 000, 000	GMD 43, 000, 000
Amount of Money mobilised as budget support for teaching and learning materials in higher education	GMD 10, 000, 000	GMD 50, 000, 000	GMD 150, 000, 000
Number sponsored at bachelor's degree level on education	0	350	1000
Number sponsored at masters level on education	0	117	200
Number sponsored at doctoral level on education	0	19	45
Accreditation and Quality Assurance Framework	0	1	1
National Qualification Framework (TVET and Tertiary and Higher Education)	0	2 (1 each)	2
Number of studies conducted for curricular review	0	1	3

Number of monitoring surveys conducted in a year	0	2	2
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Source: Touray, 2013 (Unpublished Thesis), MoHERST, HEMIS

Program Development Objective

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

Main deliverables

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

Programme Area 3: Research and Development

Policy Priorities

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

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

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

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

Research Infrastructure - The research infrastructure in higher education and research institutions in the form of laboratory facilities are inadequate. In the medium term, MoHERST will mobilise resources through the UTG Faraba Banta Project to buy laboratory equipment and facilities for the University, and use existing capital expenditure to upgrade laboratories in other areas such as Edward Francis Small Teaching Hospital (EFSTH) and Brikama campus. More resources will be mobilised to upgrade laboratories at GTTI and Gambia College for the teaching and learning of science, more so by trainee teachers associated with STEM.

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

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

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

Table 7: Key Sector Indicators (Baseline Vs Targets)

Indicators	Baseline 2011	Target 2017	Target 2022
Research and Development			
National coordination body	0	1	1
Number of research seminars organised by MoHERST in a year	0	4	4
National research policy framework	0	1	1
Number of research coordinated by MoHERST in a year	1	4	8
Number of upgraded public research laboratory for the STEM teaching and learning	0	2	5
Number of international research awards to a research institution in a year	0	1	2
% of GDP allocated to Research	Below 0.5	1%	1%

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

Program Development Objective

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

Main Deliverables

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

Programme Area 4: Science, Technology & Innovation

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

1. Science, Technology and Innovation Education
2. Information and Communication Technologies
3. STI Infrastructure
4. STI Governance

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

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

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

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

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

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

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

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

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

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

Additionally, each country has unique geographical, political, economic and socio-cultural structures and needs to customize its innovation policy according to its own needs and requirements. This requires strategic scanning and foresight exercises, which helps to identify and select those prospective sectors or areas of the economy that represent potential developmental advantage. Thus, technology needs in major productive sectors of the economy will be identified through foresight during the entire policy period.

Program Development Objective

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

Main Deliverables:

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

Programme Area 5: Sector Management

Policy Priorities

This program will focus on the following priorities:

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

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

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

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

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

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

Education Management Information System (EMIS) - There exists an EMIS at MoBSE which is aimed at enhancing knowledge management. However the system is characterized by inadequate monitoring of data collection and processing at all levels and the absence of a comprehensive database. Consequently, the EMIS will be strengthened to ensure that reliable and accurate data are produced in a timely manner to adequately inform policy decisions at all levels of the system and further efforts will be made to decentralize the system.

In view of the need to track the progress made in the delivery of tertiary and higher education service coupled with the extent to which the STI policy is progressing, MoHERST has put in place the skeletal structure of a higher education management information system (HEMIS), which is currently being populated and cleaned. Institutions in the sector with defined rights will be able to access their data and suggest changes and additions to the HEMIS team at MoHERST. To do this, MoHERST has set up a team of IT experts to develop a website that will shelter the HEMIS and have it host with a reliable hosting agency for at least three years. Staff at MoHERST and the institutional focal persons will be trained to interact with the platform. The HEMIS will later incorporate indicators on research, science, technology and innovation. A student identity numbering system will be introduced, and this will help track students from lower levels of education to the higher levels.

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

With the use of the M&E frameworks, both ministries will intensify the monitoring exercises on a regular basis but also evaluate the extent to which policy objectives are being attained. In order to ensure that sector directorates and units take informed decisions, efforts will be stepped up to obtain timely and accurate information using both feedback and feed-

forwarding mechanisms with information sharing as the major hub of the M & E process. With the overwhelming benefits that can accrue from it, the institutional and management capacities of the units that carry out these functions will continue to be strengthened.

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

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

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

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

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

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

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

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

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

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

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

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

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

Public-private partnerships will be reinforced to create an opportunity to improve the quality and relevance of the education and training system and increase funding opportunities in order to allow the education sector and its partners to offer a better education and training system. In this regard, memoranda of understanding with private sector partners will be executed to deliver specific educational services through some outsourcing arrangements as is the case in the delivery of adult and non-formal education service by private operators.

Integration of Tertiary Institutions - The university will be encouraged to enter into collaborative arrangements with tertiary institutions and universities within and outside the country. Through this, programmes and materials can be secured in fields that are relevant to the country’s immediate development needs. This collaborative initiative will encompass programmes delivered through the traditional face-to-face as well as distance education methods. The UTG will constitute the nucleus for an enduring and sustainable higher education system in the country and will occupy a strategic position within the national development strategy. The development of the UTG is critical for the success of the national education system. A credit transfer system will be institutionalised within and across tertiary and higher education institutions for programme mobility of students.

Program Development Objective

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

Main Deliverables

Results	Responsible Institutions
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A comprehensive policy agenda and framework developed and implemented	PPARBD-MoBSE, PRD-MoHERST
Effective financial planning and management ensured.	PPARBD-MoBSE, PRD-MoHERST
Effective education management information system developed and implemented	PPARBD_MoBSE, PRD-MoHERST
Effective planning, development and management of human resources ensured	HRD-MoBSE,
Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured	PRD-MoHERST, M&EU-MoBSE
An effective and efficient regulatory mechanism for public and private tertiary and higher education institutions ensured	HED-MoHERST
A successful implementation of the integration of the UTG, MDI, GTTI & GC achieved	HED-MoHERST
Partnerships to mobilize political and financial commitment promoted, coordinated and strengthened.	PCU-MoBSE, PCU-MoHERST

CHAPTER 4: PLANNED INTERVENTIONS

ACCESS & EQUITY PROGRAM AREA

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

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

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

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

1. Provide user-friendly school donkey carts to communities where the school-aged population is low;
2. Develop and implement flexible madrassah calendars
3. Provide grants (subvention) to AMANA
4. Develop the capacities of the madrassahs to be able implement school improvement initiatives within the framework of the PIQSS;
5. Provide more scholarships to students from poor and needy families, especially for females
6. Establish some form of students' loan schemes for the needy students

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

1. Train ECD facilitators³;
2. Provide appropriate furniture to annexed ECD centres;
3. Monitor & evaluate ECD program;
4. Implement the ECD integrated approach;
5. Provide appropriate teaching & learning materials for annexed ECD centres;
6. Train facilitators in the ECD to cater for different languages;

Result Area 4: Access to adult learning courses increased

1. Develop functional literacy materials reflecting contemporary and innovative issues;
2. Develop educational activities in the form of core-curriculum in line with the national benchmarks;

³ At the level of Gambia College

3. Introduce standardized Quranic scripts to increase options and cater for group interest needs.
4. Monitor and evaluate non-formal education programs
5. Facilitate transition from NFE classes to formal schools and integration of basic life and livelihood
6. Improve and implement the Public-Private Partnership Approach for effective non-formal education service delivery;
7. Design Standard National Certification program for level 3 within the framework of the NSQFW

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

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

Result Area 6: Retention and performance of teaching staff improved

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

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

1. Provide sponsorships to girls and needy boys in order to facilitate enrolment and retention;
2. Develop and implement communication strategies
3. Conduct mathematics and science clinics
4. Provide scholarships to women and girls enrolled in the areas of the sciences and mathematics at the higher and tertiary education institutions

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

1. Conduct baseline surveys to establish the actual numbers and requirements of learners with special needs.
2. Strengthen existing special schools to enable them fulfil their functions as centres for outreach services for those with severe disabilities and for staff in the mainstream schools.
3. Provide appropriate teaching and learning equipment;
4. Expand the training of teachers at both levels, pre-service and in-service in order to support an inclusive teaching system.
5. Conduct regular assessments of all categories of special needs children to determine appropriate health and educational interventions.
6. Conduct a national disability survey to establish the numbers of children with special needs for quality service delivery.

7. Strengthen regional education directorates with adequate resources to support both the conventional schools and madrassahs to attain a successful mainstreaming programme;
8. Provide a range of alternative modes of education for school-aged children to include resource centres and polyvalent itinerant teachers
9. Provide adequate and appropriate support services, at all levels in order to facilitate the inclusion of children with disabilities in the existing system;
10. Conduct research on different aspects of children with special needs and ensure documentation and dissemination to stakeholders.

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

1. Develop an operational policy on school feeding and resource mobilization strategies to ensure sustainability of the home-grown school feeding program
2. Build capacities of key actors in the monitoring and implementation of the program
3. Provide meals to students in lower basic and upper basic schools
4. Sensitize communities for greater participation in the school agriculture and feeding program
5. Map out potential master farmers and types of crops cultivated across the country
6. Intensify advocacy to support the development of sustainable agricultural enterprises (poultry, orchards, fish ponds *etc.*) in schools and communities
7. Develop appropriate curricula to enhance school food security through the development of pre-vocational materials;

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

1. Develop and administer assessment and monitoring tools to help gauge the performance of the scheme
2. Conduct regular monitoring exercise
3. Conduct evaluation of the CCT
4. Conduct a survey of out-of-school children
5. Provide subsidies to heads of majalis;
6. Support the capacity building of facilitators
7. Provide teaching & learning materials
8. Establish guidelines for the disbursement of funds and implementation of programmes

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

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

1. ESSP Costs, 2014-2022(MoBSE)

		2014	2015	2016	2017	2018	2019	2020	2021	2022	Total
Basic and Secondary Education											
	ACCESS&EQUITY	15,428.91	15,695.99	16,011.36	16,841.96	16,177.96	16,376.10	16,578.05	16,778.85	16,979.51	146,868.70
1	Special Needs Education	60	60	60	60	60	60	60	60	60	540
2	Conditional Cash Transfer	94.78	60.39	60.39		60.39	60.39	60.39	60.39	60.39	517.51
3	Madrasah Education	1440	1440	1440	1440	1440	1440	1440	1440	1440	12,960.00
	Infrastructure	1440	1440	1440	1440	1440	1440	1440	1440	1440	12,960.00
4	School Grants to replace fees	2018.06	2004.27	2111.81	3179.94	3301.14	3499.29	3701.23	3902.03	4102.69	27,820.46
	LB	749.73	786.45	822.50	858.32	822.44	852.43	882.45	912.33	941.98	7,628.63
	UB	1268.33	1217.82	1289.31	1365.79	1472.38	1580.70	1687.39	1768.40	1846.85	13,496.96
	SS				955.83	1006.32	1066.16	1131.39	1221.30	1313.86	6,694.86
5	Physical Facilities	3214.57418	3785.71429	4000	4,071.43	4,071.43	4,071.43	4,071.43	4,071.43	4,071.43	35,428.86
	LB	1,785.71	1,785.71	1,785.71	1,785.71	1,785.71	1,785.71	1,785.71	1,785.71	1,785.71	16,071.43
	UB	286.00	857.14	1,071.43	1,142.86	1,142.86	1,142.86	1,142.86	1,142.86	1,142.86	9,071.72
	SS	1,142.86	1,142.86	1,142.86	1,142.86	1,142.86	1,142.86	1,142.86	1,142.86	1,142.86	10,285.71
6	Gender Equity Initiatives	214.29	171.428	228.57	0						614.29
	Scholarships UB	142.86									142.86
	Scholarships SS	71.43	171.428	228.57							471.43
7	School Feeding Program	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00	63,000.00
8	Staff Welfare and development	1,001.94	845.59	845.59	845.59						3,538.71

	Hardship allowances	601.94	445.59	445.59	445.59	500	500	500	500	500	4,438.71
	Housing	350	350	350	350	350	350	350	350	350	3,150.00
	Performance management/evaluation	50	50	50	50	50	50	50	50	50	450.00
9	Early Childhood Development	205.27	148.6	85	65	65	65	65	65	65	828.87
10	Adult & Non-formal	180	180	180	180	180	180	180	180	180	1,620.00

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

	2014-2017	2018	2019	2020	2021	2022	TOTAL
Access and Equity							
Special needs	68.4	15.15	16.97	18.79	20.61	22.42	162.34
Scholarships and Loan Scheme	3,653.71	1,363.64	1,515.15	1,666.66	1,818.18	1,969.69	11,987.03
a. Open Scholarships	2,108.26	757.58	848.48	939.39	1,030.30	1,121.21	6,805.22
b. Loans - Open	1545.45	606.06	666.67	727.27	787.88	848.48	5,181.81
Physical Facilities	60,182.11	5,090.90	121.21	6,136.36	151.51	7,157.57	78,839.66
a. Completion of Ndemban skills centre	3,222.11	0.00	0.00	0.00	0.00	0.00	3,222.11
b. Completion of refurbishment exercise at Julangel skills centre	3,500.00	0.00	0.00	0.00	0.00	0.00	3,500.00
c. Completion of UTG Faraba Banta project	53,460.00	0.00	0.00	0.00	0.00	0.00	53,460.00
d. Establishment skill centres	0.00	5,090.90	121.21	6,136.36	151.51	7,157.57	18,657.55
Gender equity initiatives - Female students	1,837.01	727.28	757.58	787.88	818.18	848.49	5,776.42
a. Scholarships	1,151.52	454.55	484.85	515.15	545.45	575.76	3,727.28
b. Access programme	685.49	272.73	272.73	272.73	272.73	272.73	2,049.14
Staff Welfare and Development	3,300.00	1,650.00	1,650.00	1,980.00	2,310.00	3,300.00	11,880.00
Total	69,041.23	8,846.97	4,060.91	10,589.69	2808.48	13,298.17	108,645.45

QUALITY & RELEVANCE PROGRAM AREA

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

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

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

1. Conduct a nationwide consultation on how the curriculum of Basic Education can be improved in relation to content and practices including knowledge, skills, behaviours, pedagogical practices/teaching methods, assessment and evaluation procedure, school organisations, culture and social interactions
2. Review and renovate curricula at all levels of the education system
3. Develop materials on renovated curricula
4. Develop secondary school teaching syllabus (3 remaining subjects)
5. Train practitioners on action research in relation to curricula development and implementation
6. Orientate teachers on the use of renovated curricula materials
7. Strengthen the practitioners' capacity to be able to effectively develop their own materials
8. Develop programmes on curriculum studies for initial and in-service teacher training

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

1. Review and develop TVET programs in conformity with training needs
2. Develop materials on revised TVET programs;
3. Orientate practitioners on the use of revised TVET programs
4. Develop a system of accreditation and recognition of evidence of prior learning to facilitate credit transfer within and across TVET programmes and institutions

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

1. Train teachers in early grade reading;
2. Conduct baseline on EGNP;

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

Result Area 5: Highly qualified staff motivated and retained

1. Train teachers in pre-vocational and technology subjects at tertiary level
2. Train teachers on content knowledge in English and Mathematics through e-learning training mode
3. Provide scholarships for the training of senior secondary school teachers at the UTG;
4. Develop professional standards for teachers which will be adhered to during training;
5. Strengthen staff training to ascertain quality service in higher and tertiary institutions;
6. Review and strengthen the HTC Programmes to provide adequate and competent teachers especially technical teachers for TVET programmes
7. Develop better recruitment, training and retention packages to attract more PTC graduates to HTC Primary and for high quality and motivated STI teaching staff especially in pure sciences, engineering and mathematics

Result Area 6: Effective and efficient school management

1. Provide ongoing leadership training for Head teachers;
2. Develop and implement development programmes for school leaders (study tours, peer networking, experienced principals used as trainers & facilitators.
3. Strengthen the capacities of schools to be able to implement the minimum standards;
4. Develop and implement a star system based on the attainment of the minimum standards
5. Develop remedial programs and strategies to enhance student mastery of numeracy and literacy skills at the lower basic level;
6. Evaluate the PIQSS program

Result Area 7: An effective monitoring and assessment system implemented to support teaching & learning

1. Conduct regular monitoring and supervision of schools using the monitoring framework at all levels;
2. Develop and implement the participatory performance monitoring (PPM) system;
3. Implement the School Performance Monitoring Meetings (SPMM) in all public lower, upper and basic cycle schools annually;
4. Develop remedial programs and strategies to enhance student mastery of numeracy and literacy skills at the lower basic level
5. Provide guidelines for conduct of continuous assessment in schools.

6. Conduct national assessment tests for grades 3, 5 & 8 in conventional schools
7. Conduct national assessment tests for grades 3 & 5 in madrassahs
8. Train core subject teachers in upper basic schools on the administration of continuous assessment;

Result Area 8: A comprehensive life skills education, school health and nutrition program, including school sports implemented

1. Implement the operational policy on Education-sector response to HIV/AIDS
2. Implement Sexual Harassment Policy
3. Strengthen the capacities of partners in the area of peace building initiatives
4. Train teachers on issues of adolescent and integrated reproductive health
5. Train teachers and counsellors on the requisite knowledge, skills and attitudes to effectively provide the required services (psychosocial skills and career guidance);
6. Sensitize teachers on the coat of arms, the national flag, pledge and anthem
7. Provide specimens of the national flag to all schools
8. Provide health services that students need to stay in school *e.g.* periodic de-worming, iron and vitamin supplement for school children, first aid kits
9. Conduct a health and nutrition survey to establish a baseline that will inform the health and nutritional status of school children;
10. Re-integrate P E in the school curriculum, and also provide specialized training
11. Adapt school sporting programs to ensure that differently able persons can receive the same benefits;
12. Conduct inter-school sports competitions at regional/municipal and national levels;

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

1. Develop a comprehensive regulatory framework for the operations of non-state providers of tertiary and higher education;
2. Develop a framework with criteria and standards for assessing academic quality in tertiary and higher education within the country;
3. Conduct regular external reviews of tertiary and higher education programs including TVET;
4. Develop a system of accreditation and recognition of evidence of prior learning to facilitate credit transfer within and across tertiary and higher education institutions

ESSP Cost 2014-2022 (MoBSE)

		2014	2015	2016	2017	2018	2019	2020	2021	2022	Total
Basic and Secondary Education											
	II. QUALITY & RELEVANCE	6,716.39	3,610.12	4,433.73	3,786.04	3,480.00	2,547.50	2,480.00	3,480.00	2,547.50	33,081.29
1	Curriculum and Assessment	646.13	415.51	460.78	301.08	350.00	350.00	350.00	350.00	350.00	3,573.51
2	Early Literacy and Numeracy Skills	421.26	242.7	242.7	236.04	200	200	200	200	200	2,142.70
3	Teacher Training (Pre-Service & In-Service)	1250.76	828.56	823.57	818.57	200	200	200	200	200	4,721.46
	Pre Service	952.85	701.03	696.04	691.04	100	100	100	100	100	3,540.96
	In-Service	297.91	127.53	127.53	127.53	100	100	100	100	100	1,180.50
4	Life Skills, School Health & Nutrition	50	50	50	50	50	50	50	50	50	450.00
5	Teaching and Learning Materials	441.50	441.50	966.50	741.50	500.00	67.50	-	500.00	67.50	3,726.00
	LB	441.5	441.5	599.00	441.5	200			200		2,323.50
	UB			67.50			67.50			67.50	202.50
	SS			300.00	300.00	300.00			300.00		1,200.00
6	School Improvement Initiatives	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	9,000.00
7	Monitoring and Supervision	2,482.00	245.00	245.00	255.00	255.00	255.00	255.00	255.00	255.00	4,502.00
8	Library Services	75	75	75	75	75	75	75	75	75	675.00
9	Science & Technology	200	275	500	272	500			500		2,247.00
10	National Languages (ENILIL)	149.74	36.85	70.18	36.85	100	100	100	100	100	793.62
	School Sports					250	250	250	250	250	1,250.00

Table ESSP cost (US 000) (Tertiary & Higher Education)

Quality of Teaching & Learning	2014-2017	2018	2019	2020	2021	2022	Total
Curriculum and Assessment	358.18	7.58	9.09	10.61	10.91	12.12	408.49
a. Curricular reviews	240	0.00	0.00	0.00	0.00	0.00	240
b. Development of a National Qualifications Framework	100	0.00	0.00	0.00	0.00	0.00	100
c. Monitoring surveys	18.18	7.58	9.09	10.61	10.91	12.12	68.49
Training of Teachers and Lecturers	7862.35	1601.52	1,664.09	2,166.36	1,861.36	1,599.24	16,754.92
a. Impact assessment	287.50	0.00	0.00	200.00	0.00	300.00	787.50
b. Training of teachers and lecturers	7574.85	1,601.52	1,664.09	1,966.36	1,861.36	1,299.24	15,967.42
Teaching and learning materials	1,515.15	606.06	666.67	696.97	757.58	303.03	4545.46
Library services	545.45	151.52	181.82	212.12	151.52	60.61	1,303.04
Total	10,281.13	2,366.68	2,521.67	3,086.06	2,781.37	1,975.00	23,011.91

RESEARCH AND DEVELOPMENT PROGRAM AREA

The strategic interventions planned under the Research and Development Program are expected to deliver: **Research in the critical fields of development, mainly health, agriculture, basic sciences and human resource development and management promoted and strengthened**

Result Area 1: Research associations established and functional

1. Conduct baseline surveys to establish the actual numbers and requirements of research associations
2. Develop terms of reference for the research associations
3. Strengthen existing research associations to enable them fulfil their functions of research governance

Result Area 2: Functional research laboratories increased within public higher education and research institutions

1. Conduct baseline surveys to establish proportion of functional research laboratories in public higher education and research institutions
2. Refurbish existing research laboratories in public higher education and research institutions
3. Build and equip new research laboratories in public higher education and research institutions

Result Area 3: Sustainable funding mechanism for research established

1. Develop and implement resource mobilisation strategy for domestic and international funds
2. Develop mechanisms that facilitate the generation of proceeds from research activities

Result Area 4: The level of participation of the private sector in research and development increased

1. Assess level of private sector participation in research and development
2. Expand the scope of collaboration between industry, research and higher education institutions

Result Area 5: The level of international collaboration in research and development increased

1. Assess level of international participation in research and development
2. Establish additional international research networks and partnerships

Table ESSP cost (US\$ 000) Tertiary & Higher Education

Research & Development	2014-2017	2018	2019	2020	2021	2022	Total
Research Governance	413.63	36.36	38.49	40.91	42.12	43.92	615.43
a. Establishment of NaRDIC	131.21	24.24	24.85	25.76	26.36	27.27	259.69
b. Survey of research indicators	42.42	12.12	13.64	15.15	15.76	16.65	115.74
c. Development of research policy framework	240	0.00	0.00	0.00	0.00	0.00	240
Funding - Competitive Research Fund	2,318.18	909.09	1,363.64	1,515.15	1,666.67	1,060.61	7,318.19
Research seminars	257.58	75.76	81.82	81.82	87.88	90.91	675.77
Total	2,989.39	1,021.21	1,483.95	122.73	1,796.67	1,195.44	8,609.39

SCIENCE, TECHNOLOGY AND INNOVATION PROGRAM AREA

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

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

1. Train science and technology teachers
2. Mobilize funding to upgrade experimental laboratories at Gambia College and UTG
3. Develop and validate STEM Manual

Result Area 2: The use of ICT for technological and scientific innovation promoted.

1. Provide tablets and internet facilities on a pilot basis for science and technology-related students at UTG
2. Provide more computers, video, television and interactive boards for tertiary and higher education institutions
3. Publicize database through a website with portal for training of institutional focal persons

Result Area 3: Proactive programmes for the availability of STI infrastructure developed, strengthened and sustained.

1. Develop curriculum for KIST
2. Construct physical facilities at KIST
3. Support to UTG Science Park

Result Area 4: An STI governance framework established and functional

1. Establish National STI Council
2. Conduct National STI conference annually

Table ESSP cost (US\$ 000) Tertiary & Higher Education

Indicators	2014-2017	2018	2019	2020	2021	2022	TOTAL
Science, Technology and Innovation Education	6,429.00	360.61	515.16	590.91	660.61	696.97	9,253.26
a. Development and Implementation of STEM Manual	140.00	57.58	60.61	75.76	84.85	90.91	509.71
b. Development of Implementation of KIST curriculum	180.00	303.03	454.55	515.15	575.76	606.06	2,634.55
c. Civil works (KIST)	6,109.00	0.00	0.00	0.00	0.00	0.00	6,109.00
Information and Communication Technology	191.12	796.97	1,048.18	861.21	861.21	1,406.67	5,165.36
Infrastructure - Science Park budget support	742.42	363.64	424.24	439.39	454.55	454.55	2,878.79
STI Governance	159.91	43.94	41.51	43.64	43.94	45.45	378.39
a. Establishment of National STI Council	110.91	19.70	20.30	20.91	21.21	24.24	217.27
b. National STI conference	49.00	24.24	21.21	22.73	22.73	21.21	161.12
National Technology Foresight	0.00	110.44	82.93	87.66	92.68	133.19	506.91
a. Training on STI assessment and evaluation	0.00	10.61	11.67	12.83	14.12	15.53	64.75
b. Periodic production of national STI outlook	0.00	31.97	0.00	0.00	0.00	35.17	67.14
c. Annual National Foresight Exercise	0.00	67.87	71.26	74.83	78.57	82.50	375.02
Total	7,522.45	1,675.60	2,112.02	2,022.81	2,113.00	2,736.83	18,182.71

SECTOR MANAGEMENT PROGRAM AREA

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

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

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

Result Area 2: Effective financial planning and management ensured;

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

Result Area 3: Effective education management information system developed and implemented

1. Provide to all staff at all levels of education, effective ICT literacy training programs that promote change and ensures quality
2. Train educational administrators on ICT-based activities; including planning and management tools.
3. Provide professional development opportunities for key staff on the use of strategic ICT tools such as the EMIS for consolidation and troubleshooting.
4. Provide improved network technology such as WAN with high speed internet access
5. Develop a system to capture and manage all the records in electronic format.
6. Preserve all paper records based on established policy.

7. Develop a better equipped and well managed 21st century national library with selected branches in the country;
8. Establish/strengthen a labour-market information system in the higher and tertiary education sectors;
9. Develop and maintain a comprehensive data bank on human capital in the higher and tertiary education institutions;
10. Develop a format for data collection that will ensure consistency across the system and an internet-based database.
11. Develop and establish a Higher Education Management Information System (HEMIS) to assist in its management of the sector.
12. Establish a comprehensive geographic information system to include STI needs

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

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

Result Area 5: Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured

1. Conduct regular monitoring and evaluation of education sector programs and projects with specific focus on agreed set of indicators;
2. Develop a partnership strategy that allows for a meaningful collaboration between the M & E Unit and the directorates and units of the sector for timely flow of information;
3. Release relevant information to stakeholders on a quarterly basis;
4. Develop sub-systems that will respond to accurate analysis of variables within the overall M & E Framework;
5. Strengthen the management and the institutional capacity of the Monitoring and Evaluation Unit.
6. Conduct regular monitoring of the higher and tertiary education service delivery to ensure their adherence to policies and procedures;
7. Review quarterly reports of all the main tertiary institutions.
8. Develop and implement reporting and monitoring systems and structures within the MoHERST.

Result Area 6: An effective and efficient regulatory mechanism for public and private TVET, tertiary and higher education institutions ensured

1. Establish the Accreditation and Quality Assurance Board;
2. Sensitize tertiary and higher education institutions on the details of the framework;
3. Recruit and train staff of the quality assurance body;
4. Conduct regular quality assurance visits

5. Develop a system of accreditation for tertiary and higher education institutions

Result Area 7: A successful implementation of the integration of the UTG, MDI, GTTI & GC achieved

1. Set up an integration task force to facilitate the integration process;
2. Review and revise existing Acts of Parliament
3. Sensitize tertiary institutions on the modalities of integration;
4. Integrate Gambia College, GTTI, NARI and MDI with UTG in phase 1;
5. Integrate RDI, The Gambia Hotel School, CHN and SEN Schools with UTG in phase 2

Result Area 8: Partnerships to mobilize political and financial commitment promoted, coordinated and strengthened.

1. Identify a focal person for all major stakeholders for ease of operation.
2. Develop mechanisms to strengthen partnerships among education sector stakeholders
3. Establish strong partnerships with financial and other relevant institutions in order to provide a sustainable students' loan scheme to increase access to higher and tertiary education

ESSP Cost 2014-2022 (000 US\$)

		2014	2015	2016	2017	2018	2019	2020	2021	2022	Total
Basic and Secondary Education											
	III. SECTOR MANAGEMENT	2,417.83	2,398.00	2,210.67	2,146.67	2,249.67	2,249.67	2,249.67	2,249.67	2,249.67	20,421.52
1	Institutional Strengthening	912	912	912	912	1,000	1,000	1,000	1,000	1,000	8,648.00
2	EMIS & HR	81.33	259	71.67	85	100	100	100	100	100	997.00
3	Monitoring & Evaluation	80	80	80	80	80	80	80	80	80	720.00
4	Capacity Building	350	350	350	350	350	350	350	350	350	3,150.00
5	Project coordination	994.50	797.00	797.00	719.67	719.67	719.67	719.67	719.67	719.67	6,906.52

Table ESSP cost (US\$ 000) Tertiary & Higher Education

Sector Management	2014-2017	2018	2019	2020	2021	2022	TOTAL
HEMIS	25.00	12.12	9.09	13.64	12.12	15.15	87.12
Monitoring and supervision	271.03	103.03	136.36	121.21	124.24	139.39	895.26
a. Monitoring and supervision visit	53.03	12.12	15.15	15.15	18.18	18.18	131.81
b. Quarterly retreats	218.00	90.91	121.21	106.06	106.06	121.21	763.45
SMT meetings	24.00	9.82	10.47	11.64	12.36	13.09	81.38
Capacity building - Incentive package	380.00	98.18	109.09	118.18	127.27	136.36	969.08
Integration of public tertiary and higher education institutions	1732.00	303.03	606.06	909.09	1212.12	1515.15	6277.45
Total	2,432.03	526.18	871.07	1,173.76	1,488.11	1,819.14	8,310.29

3 Cost Projections, Funding & FINANCIERS

Budget and Financing Plan

The revised Education Policy (2004 – 2015) and the Tertiary and Higher Education Policy lay emphasis on efficiency in resource utilisation and accountability. In pursuance of the policy pronouncements, resources will be targeted to identify activities based on the priorities for each Program area, and within Programs, to priority targeted beneficiaries. Such allocation of resources will be predicated on the most cost-effective utilisation of available resources, guided by efficiency measures.

The overall investment for the nine-year strategic plan is US\$272.1 million, of which 74% is the funding. To close the financing gap between 2014 and 2022, the domestic resources allocated to the education sector will have to increase to more than 20% for the two sectors combined. It is important, however, not to underplay the challenge: although macroeconomic performance is improving, the system is still relatively fragile and the risk of under-funding the ESSP may be a possibility. However, with continued strong leadership in the two ministries and with the high demand for education and training expressed by the population, there is little reason to believe that Government commitment will wane in the near future.

Table 0:1 Macro-economic Data Assumptions /Projections

(000 Dalasi)	2012	2017	2018	2019	2020	2021	2022
Assumptions							
Projected Nominal GDP (000s)	29,108,000	51,809,000	56,852,403	62,386,760	68,459,866	75,124,165	82,437,208
Real Growth Rate of GDP (IMF Data)	6.00%	5.50%	5.50%	5.50%	5.50%	5.50%	5.50%
Population Growth Rate		3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Total Government Expenditure as % GDP	24.20%	22.40%	23.8%	23.4%	23.0%	22.7%	22.4%
Capital Expenditure as % of total capital expenditures	34.90%	34.90%	34.90%	34.90%	34.90%	34.90%	34.90%
Total recurrent expenditure as a % total recurrent expenditures	65.10%	65.10%	65.10%	65.10%	65.10%	65.10%	65.10%

Source: MoSBSE Simulation Model 2013

Lower Basic	2012	2017	2018	2019	2020	2021	2022
Total Enrolment	244,033	321,438	334,092	346,276	358,470	370,606	382,654
Annual Growth Rate		5.00%	4%	4%	4%	3%	3%
Enrolment Government and Grant-Aided (%)	72%	72%	72%	72%	72%	72%	72%
Gross Admission Rate	109%	120%	121%	122%	122%	123%	124%
Gross Enrolment Rate	90%	106%	107%	109%	110%	111%	112%
Repetition Rate	3%	3%	3%	3%	3%	3%	3%
Dropout rate grade 1-5	4%	4%	4%	4%	4%	4%	3%
Dropout rate grade 6	8%	8%	7%	7%	7%	6%	6%
Completion rate	72%	88%	90%	91%	92%	94%	97%
Upper Basic	2012	2017	2018	2019	2020	2021	2022
Total Enrolment	80,742	101,632	109,563	117,624	125,563	131,591	137,429
Annual growth rate		5.90%	8%	7%	7%	5%	4%
Enrolment Government and Grant-Aided (%)	82%	82%	82%	82%	82%	82%	82%

Transition Rate from Grade 6	92%	92%	92%	93%	93%	94%	94%
Gross Enrolment Rate	67%	73%	90%	91%	91%	92%	92%
Gross Admission Rate	65%	75%	81%	83%	84%	85%	87%
Repetition Rate	3%	1%	1%	1%	1%	1%	1%
Completion rate	65%	68%	70%	72%	78%	80%	82%
Senior Secondary	2012	2017	2018	2019	2020	2021	2022
Total Enrolment	40,533	51,627	54,354	57,586	61,109	65,966	70,965
Annual growth rate		3.80%	5.28%	5.95%	6.12%	7.95%	7.58%
Enrolment Government and Grant-Aided (%)	65%	65%	64.80%	64.80%	64.80%	64.80%	64.80%
Transition Rate from Grade 9	62%	61%	61.22%	61.22%	61.22%	61.22%	61.22%
Gross Enrolment Rate	36%	39%	40.02%	41.05%	42.17%	44.08%	45.91%
Repetition Rate	3%	3%	3.21%	3.13%	3.06%	2.94%	2.90%
Completion rate (=non-repeaters in s6/population aged 18 yrs)	30%	35%	35.90%	36.81%	37.96%	39.41%	41.09%

Source: MoBSE Simulation Model 2013

Table Estimated Cost of ESSP 2014-2022 (000 US\$)

		Number of Beneficiaries	COSTS		FINANCING								
			Average Annual	Total	Total	GoG	IDA/GPE	WFP	BADEA	UNESCO	UNICEF	IsDB	GAP
	ACCESS&EQUITY	<u>94,415</u>		146,868.70	<u>76,638</u>	<u>61,556</u>	<u>7,644</u>	<u>19,049</u>	<u>10,000</u>	<u>450</u>	<u>-</u>	<u>5,760</u>	(70,231)
1	Special Needs Education		135	540	240	240							(300)
2	Conditional Cash Transfer		129.3775	517.51	216		216						(302)
3	Madrassah Education												

			3,240.00	12,960.00									
	Infrastructure	13,500	3240	12,960.00	5,760						5,760	(7,200)	
4	School Grants to replace fees		6,955.11	27,820.46	27,820	25,855	1,966					-	
	LB		1,907.16	7,628.63		7,629							
	UB		3,374.24	13,496.96		13,497							
	SS	33,454	1,673.72	6,694.86		6,695							
5	Physical Facilities		8,857.21	35,428.86									
	LB		4,017.86	16,071.43	6,860		3,020		3,840			(9,211)	
	UB		2,267.93	9,071.72	2,560				2,560			(6,512)	
	SS		2,571.43	10,285.71	3,600				3,600			(6,686)	
6	Gender Equity Initiatives		153.57	614.29	614	614						0	
	Scholarships UB	14,089	35.72	142.86									
	Scholarships SS	20,072	117.86	471.43									
7	School Feeding Program		15,750.00	63,000.00	24,050	5,001		19,049				(38,951)	
8	Staff Welfare and development		884.68	3,538.71	-							(3,539)	
	Hardship allowances	5200	1109.68	4,438.71	3,439	1,500	1,939					(1,000)	
	Housing	100	787.50	3,150.00	-							(3,150)	
	Performance management/evaluation		112.5	450	-							(450)	
9	Early Childhood Development		207.2175	828.87	829	325	504					-	
10	Adult & Non-formal	8000	405	1620	650	200				450		(970)	
	II. QUALITY & RELEVANCE	<u>418,974</u>	8,270.32	33,081.29	<u>20,966</u>	<u>3,349</u>	<u>6,260</u>	=	-	=	<u>9,000</u>	<u>2,356</u>	(12,116)

11	Curriculum and Assessment		893.38	3,573.51	1,823	1,061	763						(1,750)
12	Early Literacy Skills	165,938	535.68	2,142.70	1,142	200	942						(1,000)
13	Teacher Training (Pre-Service & In-Service)		1,180.37	4,721.46	3,721	697	2,434				590		(1,000)
	Pre Service	2,247											
	In-Service	6,000											
14	Life Skills, School Health & Nutrition		112.5	450	-								(450)
15	Teaching and Learning Materials		931.5	3726	2,591	391	434				1,766		(1,135)
	LB	244,789											
	UB												
	SS												
16	School Improvement Initiatives		2,250.00	9,000.00	9,000					9,000			-
17	Monitoring and Supervision		1,125.50	4,502.00	1,425	500	925						(3,077)
18	Library Services		168.75	675.00	75		75						(600)
19	Science & Technology		561.75	2,247.00	894	447	447						(1,353)
20	National Languages (ENILIL)		198.41	793.62	294	54	240						(500)
	School Sports			1,250.00	-								(1,250)
	III. SECTOR MANAGEMENT	250	5105.38	20421.52	7,735	4,072	1,779	-	-	-	1,884		(12,687)
21	Institutional Strengthening		2162	8,648.00	3,648	3,492					156		(5,000)
22	EMIS & HR		249.25	997	497		497						(500)
23	Monitoring & Evaluation		180	720	-								(720)
24	Capacity Building	250	787.5	3,150.00	282		282						(2,868)
25	Project coordination		1726.63	6,906.52	3,308	580	1,000				1,728		(3,598)
	TOTAL	513,639	50092.875		105,338				10,000		9,000		

				200,371.50		68,977	15,683	19,049		450		10,000	(95,033)
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Table . Estimated Cost of ESSP 2014-2022 Tertiary & Higher Education (000 US\$)

Activities	% Share	Average Annual	Total	Financing							FUNDING GAP			
				Total	GoG	ICDF Taiwan	Taiwan (ROC)	IDB	SAUDI FUND	KUWAITI FUND		BADEA	OFID	ADB
Access and Equity	65.15%													
Special needs	0.10%	18.04	162.34	0.00										162.34
Scholarships and Loan Scheme	7.19%	1331.89	11,987.03	6,805.22	6,805.22									
a. Open Scholarships	4.08%	756.14	6,805.22	6,805.22	6,805.22									0.00
b. Loans - Open	3.11%	575.76	5,181.81	0.00										5,181.81
Physical Facilities	47.28%	8759.96	78,839.66	56,985.14	2,393.03									
a. Completion of Ndemban skills training centre	1.93%	358.01	3,222.11	3,222.11	300.00	2696.52	225.5821							0.00
b. Completion of refurbishment exercise at Julangel skills centre	2.10%	388.89	3,500.00	0.00										3,500.00
c. Completion of UTG Faraba Banta project	32.06%	5940.00	53,460.00	53,460.00	1790			15670	10000	14000	7000	5000		0.00
Establishment of skill centres	11.19%	2073.06	18,657.55	303.03	303.03									18,354.52
Gender equity initiatives - funding for girls	3.46%	641.82	5,776.42	0.00										5,776.42
a. Scholarships	2.24%	414.14	3,727.28	0.00										3,727.28
b. Access programme	1.23%	227.68	2,049.14	0.00										2,049.14
Staff Welfare and Development	7.12%	1320.00	11,880.00	0.00										11,880.00
Quality and Relevance	13.80%													
Curriculum and Assessment	0.24%	45.39	408.49	68.49	68.49									
a. Curricular reviews	0.14%	26.67	240.00	0.00										240.00
b. Development of a national qualifications framework	0.06%	11.11	100.00	0.00										100.00
c. Monitoring surveys	0.04%	7.61	68.49	68.49	68.49									0.00
Training of Teachers and Lecturers	10.05%	1861.66	16,754.92	60.61	60.61									
a. Impact assessment	0.47%	87.50	787.50	60.61	60.61									726.89
b. Training of teachers and lecturers	9.58%	1774.16	15,967.42	0.00										15,967.42
Teaching and learning materials	2.73%	505.05	4,545.46	606.06	606.06									3,939.40
Library services	0.78%	144.78	1,303.04	0.00										1,303.04
Research and Development	5.16%													
Research Governance	0.37%	68.38	615.43	115.74	115.74									
a. Establishment of NaRDIC	0.16%	28.85	259.69	0.00										259.69
b. Survey of research indicators	0.07%	12.86	115.74	115.74	115.74									0.00
c. Development of research policy framework	0.14%	26.67	240.00	0.00										240.00
Funding - Competitive Research Fund	4.39%	813.13	7,318.19	90.91	90.91									7,227.28
Research seminars	0.41%	75.09	675.77	151.52	151.52									524.25

Table . (Continued)

Activities	% Share	Average Annual	Total	Financing										FUNDING GAP	
				Total	GoG	ICDF Taiwan	Taiwan (ROC)	IDB	SAUDI FUND	KUWAITI FUND	BADEA	OFID	ADB		
Science, Technology & Innovation	10.90%														
Science, Technology and Innovation Education	5.55%	1028.14	9,253.26	303.03	303.03										
a. Development and Implementation of STEM Manual	0.31%	56.63	509.71	0.00											509.71
b. Development and Implementation of KIST curriculum	1.58%	292.73	2,634.55	303.03	303.03										2,331.52
c. Civil works (KIST)	3.66%	678.78	6,109.00	0.00											6,109.00
Information and Communication Technology	3.10%	573.93	5,165.36	0.00											5,165.36
Infrastructure - Science Park budget support	1.73%	319.87	2,878.79	0.00											2,878.79
STI Governance	0.23%	42.04	378.39	36.36	36.36										
a. Establishment of National STI Council	0.13%	24.14	217.27	24.24	24.24										193.03
b. National STI conference	0.10%	17.90	161.12	12.12	12.12										149.00
National Technology Foresight	0.30%	56.32	506.91	0.00											
a. Training on STI assessment and evaluation	0.04%	7.19	64.75	0.00											
b. Periodic production of national STI outlook	0.04%	7.46	67.14	0.00											
c. Annual National Foresight Exercise	0.22%	41.67	375.02	0.00											
Sector Management	4.98%														
HEMIS	0.05%	9.68	87.12	81.82	81.82										5.30
Monitoring and supervision	0.54%	99.47	895.26	181.82	181.82										
a. Monitoring and supervision visit	0.08%	14.65	131.81	0.00											131.81
b. Quarterly retreats	0.46%	84.83	763.45	181.82	181.82										581.63
SMT meetings	0.05%	9.04	81.38	24.00	24.00										57.38
Capacity building - Incentive package	0.58%	107.68	969.08	0.00											969.08
Integration of public tertiary and higher education institutions	3.76%	697.49	6,277.45	757.58	757.58										5,519.87
Totals	100.00%	18,528.86	166,759.75	130,824.69	21,640.48										105,760.98
Key programme areas	100.00%														

Implementation Guidelines

The implementation guidelines are designed to assist in directing the implementation of the ESSP, in terms of day-to-day implementation issues and overall supervision by the two ministries and their development partners. Its purposes will be to generally help define the framework that will guide the management and supervision of the strategic activities for smooth implementation.

In recognition of the invaluable contribution of the country's development partners to education and training, effective cooperation will continue to be promoted with the donor community. In an effort to intensify resource mobilisation for the education sector through bilateral and multilateral grant financing, both MoBSE and MoHERST will work during the period towards the harmonisation of donor regulations and reporting guidelines, while, in the short term, abide by agreed covenants and implementation guidelines with individual development partner regulations at bilateral levels depending on the financing institution.

At the Program level, the two ministries will continue to observe current Government fiduciary and procurement guidelines and regulations, as prescribed by law and other statutes.

Implementation Modalities

The SMT of each sub-sector has the overall policy directive and responsibility for ensuring the effective development, execution and achievement of the strategic plan objectives, including:

1. Monitoring progress and achievement
2. Overseeing the implementation of Programs/activities
3. Coordinating the inputs from external partners and the use of external financing
4. Identifying financing gaps in Programs and implementation
5. Reviewing progress and financial reports.

The SMT will delegate the implementation activities of the strategic plan to the relevant Directorates, including the PCU, based on individual mandates prescribed in the individual sector's performance management frameworks (PMS in the case of MoBSE and appraisal scheme in the case of MoHERST). The directorates under MoBSE will, on the basis of the agreed deliverables with the Permanent Secretary, be tasked with implementation activities based on agreed work plans and budgetary allocation. The annual plans will form the basis of any performance reviews agreed by the sub-sector. In the case of MoHERST, annual work plans for the various directorates and units will be developed on which staff performance appraisal will be administered. With regard to the sub-vented tertiary and higher education institutions, clearer lines of accountability and deliverables will be agreed upon, the basis of which will inform budgetary allocations.

Development projects agreed with financial institutions will, in principle, be delegated, in the PCUs for fiduciary responsibilities, including procurement and financial management, as well as construction supervision. However, due to the technical nature of the procurement of works, goods and services, the MoBSE PCU will continue to be delegated such responsibility across the ministries until capacity is established at the MoHERST. The operational activities under these projects will be implemented by line directorates and units with the relevant competency, as detailed out in the various Program area activities.

To successfully create and sustain a vibrant education sector for the delivery of improved access to, and quality of, education and training, it will be necessary to harmonise all projects

and activities within the implementation of the strategic plan. It will be essential to establish the commitment of all the major donors to the coordination, cooperation and harmonisation of their inputs and working arrangements among themselves and with the GOTG, to the fullest extent possible, within the context of a SWAp. The current joint donor review and supervision mission has already avoided possible duplication of donor activities and the continuation of separate and uncoordinated reporting requirements and missions. The two ministries will therefore identify focal points to better coordinate the efforts of donors during the implementation period in order to bring about a better and more focused donor coordination mechanism.

Implementation Schedule

The ESSP will be implemented over a period of nine years (2014 – 2022) as a sector-wide framework with long term deliverables while the medium term plan with reference to the ESSP will be implemented over a period of four years (2014 – 2017 and another MTP will be developed and implemented for the period 2018 - 2022). In the course of implementing these plans, annual work plans detailing the various procurement activities, time schedules and associated budgets will be prepared for each Program and sub-Program areas to guide implementation. In addition, the two PCUs will prepare, based on agreed regulations with development partners, annual procurement plans with an implementation schedule for the various projects under their purview through a compilation of the individual Program and sub-Program area activities accordingly. It must be noted that the

CHAPTER 5 SECTOR MONITORING

In view of the fact that there is difficulty in measuring real achievement gains over relatively short periods, the ESSP will refer to indicators both of intermediate and long term outcomes, and outputs. Against the overall strategic purpose of providing effective, efficient, relevant and high quality education and training services, the following program development objectives informed by outputs, outcomes and the identified results for each of the program areas:

Access & Equity

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

Quality & Relevance

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

Research & Development

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

Science, Technology & Innovation

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

Sector Management

Effective and efficient delivery of education and training services achieved

Reviews and Evaluations

A key element of the ESSP is the strengthening of the M&E structure at MoBSE and establishing a similar structure at MoHERST, focusing on data collection, timely publication, analysis and use in policy and decision-making. The objectives and operational indicators that are identified in each program area of the strategic plan will be tracked regularly and reported on during retreats at MoHERST with higher education stakeholders, and joint donor review and supervision missions for both MoBSE and MoHERST. In addition to these platforms, there are plans to increase the scope of the coordinating committee meeting at MoBSE to accommodate participation of at least five officials from MoHERST not below the rank of director or principal education and. An appropriate monitoring tool for the tertiary institutions will be developed and administered. This will, however be anchored within the spirit of cost-sharing.

Reporting Guidelines

As provided for in the performance management system of the MoBSE, each directorate and unit head is required to produce quarterly and annual reports detailing both the activity/progress under each program area while the tertiary and higher education institutions will be providing quarterly reports to MoHERST. These reports will be submitted to the M & E units for the necessary processing and dissemination. For ease of tracking progress of implementation of the ESSP, a standard reporting format will be prescribed by the inter-ministerial SMT for the activity and financial reports on each of the components.

Planning, Monitoring and Reporting

Three-year rolling implementation plans will be developed for the each programme area by the responsible directorates detailing activities, timelines, resource requirements and budgets.

In addition, the PCU will prepare a consolidated annual procurement plan of the various programmes.

Each directorate and unit head will produce quarterly and annual reports detailing progress against its annual plan and a financial report which will be compiled into quarterly and annual reports for the MoBSE. The M&E Unit shall: (a) consolidate the semi-annual and annual progress reports, and audited annual Financial Statements; (c) consolidate and manage procurement; and arrange the bi-annual joint reviews.

Without prejudice to the above, the two project coordination units will abide by reporting guidelines, as agreed in various bilateral and multilateral covenants with partners. Without limitation to the generality of the foregoing, the PCUs shall carry out tasks that will include: (a) preparation of annual work plans; (b) procurement; (c) donor communication and coordination, and (d) consolidation of Interim Financial Reports, semi-annual and annual progress reports, and audited annual financial statements and subsequent submission of such reports to partners in a timely manner.

Overall Development Objective

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



Five priority programme areas with implementable interventions With defined development objective as indicator of achievement

Access & Equity Priority Programme Area	Quality & Relevance Priority Programme Area	Research & Development Priority Programme Area	Science, Technology & Innovation Priority Programme Area	Sector Management Priority Programme Area
<i>Increased access to and improved equity within basic, secondary, technical and vocational education and training, tertiary and higher education achieved</i>	<i>: Improved delivery of quality and relevance of basic, secondary, technical and vocational education and training, tertiary and higher education achieved</i>	<i>Research in the critical fields of development, mainly health, agriculture, basic sciences and human resource development and management promoted and strengthened</i>	<i>STI national processes as envisaged in The Gambia’s development plan to ensure sustainability of all STI interventions harmonised, coordinated and integrated</i>	<i>: Effective and efficient delivery of education and training services achieved</i>

Policy Priorities for each programme area



<u>Access & Equity Programme Policy Priorities</u> comprise the areas highlighted in the revised education policy for basic and secondary and the new policy for tertiary and higher education:	<u>Quality and Relevance Programme Policy Priorities</u> are expected to improve the quality and relevance of education and training:	Research & Development Policy Priorities are related to Research Governance, Infrastructure, Funding and Partnerships	<u>Science, Technology & Innovation Policy Priorities</u> will focus on priorities that support the implementation of both <u>Policy for STI</u> and <u>STI for Policy</u> .	<u>Sector Management Policy Priorities</u> related to strategic themes
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Each priority programme areas with quantifiable indicators linked to implementable interventions

Quantifiable Indicators at the level of the Access & Equity Program Area:	Quantifiable Indicators at the level of the Quality and Relevance Program Area:	Quantifiable Indicators at the level of the Research and Development Program Area:	Quantifiable Indicators at the level of the Access & Equity Program Area:	Quantifiable Indicators at the level of the Sector Management Program Area:
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Policy priorities will result in the following main deliverables

Results	Results	Results	Results	Results
<ul style="list-style-type: none"> Schools, skills centres, tertiary and higher education environment 	<ul style="list-style-type: none"> Adequate quality and quantity of teaching and learning materials 	<ul style="list-style-type: none"> Research associations established and functional 	<ul style="list-style-type: none"> STI education and training programmes developed and 	<ul style="list-style-type: none"> A comprehensive policy agenda and framework developed and

<p>conducive for teaching and learning;</p> <ul style="list-style-type: none"> • Increased learning opportunities in basic and secondary on one hand and tertiary and higher education institutions on the other • Children/Students adequately prepared for teaching and learning; • Access to adult learning courses increased • Access to TVET programs, particularly in deprived areas increased • Retention and performance of teaching staff improved; • Retention of female students across all levels of education and training improved; • Access to all levels of education and training for children with disabilities improved; • A nationally-owned school feeding program developed and implemented to replace the current school feeding program • Out-of-school children provided with an alternative form of quality and relevant education through a conditional cash transfer scheme • All levies in public schools abolished in favour of grants 	<p>made available for all levels of education & training;</p> <ul style="list-style-type: none"> • Relevant and up to date curriculum for basic and secondary education operational; • Relevant and up to date TVET programs including livelihood skills operational • The literacy and numeracy skills of early graders improved through EGRA, EGMA including the use of national languages • Highly qualified staff motivated and retained • Effective and efficient school management • An effective monitoring and assessment system implemented to support teaching & learning • A comprehensive life skills education, school health and nutrition program, including school sports implemented • An effective higher education quality assurance system developed and implemented 	<ul style="list-style-type: none"> • Functional research laboratories increased within research and higher education institutions • Sustainable funding mechanism for research established • The level of participation of the private sector in research and development increased • The level of international collaboration in research and development increased 	<p>implemented</p> <ul style="list-style-type: none"> • The use of ICT for technological and scientific innovation promoted. • Proactive programmes for the availability of STI infrastructure developed, strengthened and sustained. • An STI governance framework established and functional 	<p>implemented</p> <ul style="list-style-type: none"> • Effective financial planning and management ensured. • Effective education management information system developed and implemented • Effective planning, development and management of human resources ensured • Effective monitoring and evaluation of the implementation of the education policy and strategic plan ensured • An effective and efficient regulatory mechanism for public and private tertiary and higher education institutions ensured • A successful implementation of the integration of the UTG, MDI, GTTI & GC achieved • Partnerships to mobilize political and financial commitment promoted, coordinated and strengthened.
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Results Framework

ESSP Overall Development Objective “By 2022 universal access to quality basic and secondary education and improved access to relevant and quality training will be achieved”.													
Results Indicators	UoM	Base-line (2012)	Targets						Frequency	Data Source/ Methodology	Responsibility Data Collection	Description	
			2017	2018	2019	2020	2021	2022					
Indicator One : Enrolment in public ECD, LBS, UBS ,SSS & Madrassahs increased	Number	ECD 40,124	ECD 91,915	ECD 98,442	ECD 104,403	ECD 109,494	ECD 113,587	ECD 117,833	Annual	Reports from the M & E Unit & EMIS data	MOBSE M&E & EMIS function	Annual Target	
		LBS 175,211	LBS 231,435	LBS 29,878	LBS 248,626	LBS 257,381	LBS 266,095	LBS 274,745					
		UBS 66,073	UBS 83,135	UBS 89,623	UBS 96,216	UBS 102,711	UBS 107,642	UBS 112,417					
		SSS 26,998	SSS 34,457	SSS 35,221	SSS 37,315	SSS 39,599	SSS 42,746	SSS 45,985					
		Mad 50,080	Mad 65,895	Mad 68,489	Mad 70,987	Mad 73,486	Mad 75,974	Mad 78,444					
Indicator Two: Mean scores in English & Math in grades 3 & 5 in National Assessment Test (NAT) improved	%	Gr. 3 Maths 37.2	Gr. 3 Maths 41.8	Gr. 3 Maths 42.7	Gr. 3 Maths 43.6	Gr. 3 Maths 44.6	Gr. 3 Maths 45.5	Gr. 3 Maths 46.4	Annual	National Assessment Test results Tests in 2012 and 2022 will be equated in order to assess trends.	MOBSE M&E function	Annual target	
		Gr. 3 Eng 41.5	Gr. 3 Eng 46.0	Gr. 3 Eng 46.9	Gr. 3 Eng 47.8	Gr. 3 Eng 48.7	Gr. 3 Eng 49.6	Gr. 3 Eng 50.5					
		Gr. 5 Math 44.6	Gr. 5 Math 49.2	Gr. 5 Math 50.1	Gr. 5 Math 51.0	Gr. 5 Math 51.9	Gr. 5 Math 52.9	Gr. 5 Math 53.8					
		Gr. 5 Eng 45.47	Gr. 5 Eng 50.1	Gr. 5 Eng 51.0	Gr. 5 Eng 51.9	Gr. 5 Eng 52.9	Gr. 5 Eng 53.9	Gr. 5 Eng 54.8					
Indicator Three: Proportion of	%	LBS 80	LBS 90	LBS 92	LBS 93	LBS 94	LBS 95	LBS 95	Annual	EMIS data	MoBSE M & E Unit	Annual target	
		UBS	UBS	UBS	UBS	UBS	UBS	UBS					

qualified teachers in public LBS, UBS & SSS increased	89	95	95	95	95	95	95	95				
	SSS 95	SSS 95	SSS 95	SSS 95	SSS 95	SSS 95	SSS 95	SSS 95				

Results Indicators	UoM	Base-line (2012)	Targets						Frequency	Data Source/ Methodology	Responsibility Data Collection	Description
			2017	2018	2019	2020	2021	2022				
Intermediate Result indicator One: HR supplementary data (personnel details, qualifications, promotion and postings history) updated in HR database at Directorate of HR at MOBSE	Yes/No	No	Yes	Yes	Yes	Yes	Yes	Yes	Annual	Custom report on annual updates to HR supplementary data	MOBSE M&E function	Annual target
Intermediate Results indicator Two: Head Teachers skilled to interpret NAT results	%	0	50	90	95	95	95	95	Annual	Regional Planners in Regional Directorates assessment of Head Teachers using check list developed School Improvement Unit at MOBSE	MOBSE M&E function	Annual target
Intermediate Result indicator Three: Basic Education Sector communication strategy developed	Yes/No	No	Yes	Yes	Yes	Yes	Yes	Yes	Annual	Communication Strategy document	MOBSE M&E function	Annual target

CHAPTER 6: SUSTAINABILITY

Introduction

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

Political Support

In view of the magnitude in the resources required to implement the ESSP, it will be encouraging for Government to continue to increase the amount of domestic resources voted towards the pursuit of the agreed policies and programs of the two sub-sectors. An important aspect of the ESSP is the provision of opportunities to the relevant population to access affordable education and training programs across the country. Crucially, therefore, the implementation of this programme is contingent on the provision of the requisite funds and the political will.

Given that tertiary and higher education programs are being provided in the country due to the political will and support, the sustainability of such provision will continue to depend, to a large extent, on availability of domestic resources. However, the mobilization for donor resources for gap filling will be required.

Economic and Financial Dimensions

The total projected investment outlay of the ESSP stands at US\$272.1 and this has implications on domestic recurrent expenditure allocations to the sector. To close the financing gap between 2014 and 2022 after the interventions of all the development partners, the domestic resources allocated to the education sector will have to increase to 22.4% of GDP in 2022. It is important, however, not to underplay the challenge: although macroeconomic performance has improved, the system is still relatively fragile and the risk of under-funding the programme is a potential.

Institutional and Management Aspects

The ability of the two sub-sectors to fulfil their policy objectives is directly related to the stability of the leadership of the two ministries and to mitigate against this risk, Government must ensure that personnel turnover, especially at this level be kept to a minimum. Institutional weaknesses will be addressed through the capacity-building programme targeting key actors in the sub-sectors and this will be informed to a great extent, by performance management systems implemented by the two sub-sectors

Social and Environmental Aspects

Under the ongoing GPE project, a resettlement policy framework (RPF) and an environmental and social management framework (ESMF) were developed but not adequately applied. Under this plan, however, frameworks will be applied by qualified personnel at the time when plans for the construction of schools and training institutions are made to ensure that potential environmental and social impacts are identified, assessed and mitigated appropriately.