THE REPUBLIC OF THE GAMBIA

DEPARTMANT OF STATE FOR BASIC AND SECONDARY EDUCATION

THE DEVELOPMENT AND STATE OF THE ART OF

ADULT LEARNING AND EDUCATION (ALE)

NATIONAL REPORT OF THE GAMBIA

By

The National Technical Committee

Coordinated by:

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Basic and Secondary Education Directorate

In collaboration with

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I. GENERAL OVERVIEW

1. Contextual information on The Gambia

The Gambia is a small Sudano-Sahelian country in West Africa. It lies on the West Coast of Africa facing the Atlantic Ocean and is bordered on three sides (East, North and South) by Senegal. The country gained its political independence in 1965, and is divided into seven administrative regions it has a per capita Gross Domestic Product (GDP) of US$ 356 (2006), ranked 155 out of 177 making it one of the poorest countries in the world, in UNDP's Human Development Index for 2007. It has a human population of some 1.4 million, with an annual growth rate of 2.7% and a density of 127 per square kilometer - one of the highest in Africa. 49.6% of the population is rural (2003 Census Report).

Poverty in The Gambia manifests itself in the form of multiple deprivations. The Household Poverty Survey of 2005 reveals a high incidence of poverty in the country, with an increasing proportion of the population living below the poverty line over the past decades: food poverty increasing from 33% to 37%; overall poverty is calculated at 61.2%. Though poverty is pre-dominantly a rural phenomenon, urban poverty is rising fast. Women are particularly disadvantaged, while regional disparities are also evident.

The 2003 census data shows that 42% of the population is under the age of 15 years and the economic dependency ratio is 1:1.22 (i.e. every 100 economically active persons is responsible for 122 dependents). Similarly the youth (15-24 years) and adults (15 years and over) constitute 22% and 57% of the population respectively.

The Gambia has a subtropical climate typified by a long dry season and a short wet season. The rainfall distribution pattern is erratic and has a negative impact on agricultural production which is the mainstay of the economy, accounting for 27% of GDP in real terms. It is followed by tourism, 12% while Industry and services account for 10.7% and 62.9% respectively (GBoS, 2007). About 47% of the population depends on crops

and livestock for their livelihood (GBoS: Census Report, 2003). Small-scale manufacturing activities include the processing of groundnuts, fish and hides and skins.

The literacy rate in The Gambia for the population aged 10 years and over is estimated at 52.1% . The literacy level is still low among females in the country about 40% compared to an estimated 64% among males *(GBoS, Census Report, 2003)*. Comparison of literacy levels among youths (15-24 years) in The Gambia estimated at 63% also falls below the average for sub-Saharan Africa - 77% (EFA: GMR, 2005). The overall literacy rate for the adult population (15 years and over) is estimated at 42.5%; 30.6% among women and 55.1% for men (GBoS, Census Report, 2003). These literacy figures by gender indicate some improvements from the 1998 estimates of 48.5% and 25% for men and women respectively. However, albeit the progress made over the period in improving the literacy levels, the gender disparity is significant in favour of men. This makes the provision of equal opportunity for learning a vital social service to be provided to all individuals as one of their basic rights and a condition for improving the quality of life.

The Education Policy 2004-2015 aims, not only at providing equal opportunities for individuals to learn, but also at achieving a learning society based on the acquisition, renewal and use of knowledge. This involves increasing the scope and opportunities for accessing knowledge to all individuals, thus, making education the key to sustainable human development.

The Gambia is a multi cultural society with a variety of ethnic and linguistic groups composing namely Mandinka/Jahanka (35.9%), Fula/Tukulor (21.9%), Wolof (14.5%), Jola/Karoninka (11.4%), Sarahule (8.2%), Serere (3.1%), Manjago (2.0%), Bambara (1.1%), Creole/Aku (0.5%), Others (1.4%) and ethnicity not stated (0.2%). The main religions are Islam and Christianity with minority following traditional African religions. Muslims constitute about 90% of the population; Christians about 8% while other traditional believers account for the rest *(GBoS: Census Report, 2003).*

The report of the Educational Characteristic of the 2003 Census reveals higher educational attainment for minority ethnic groups in the country in the age cohort of 7 years and over. The report shows an education attainment of 86.8%- Creole/Aku, 61.5% - Serere and 59.1% - Manjago ethnic groupings, these taken together constitute about 8% of the total population compared to 50.6%, 40.3% and 46.8% for Mandinka/Jahanka, Pulaar/Tukulor, and Wolof ethnic groupings respectively, which together constitutes about 72% of the total population in all levels of education (*GBoS: Census Reports, 2003).*

The employment distribution by urban/rural category shows that 38.8% and 51.8% of the adult population are employed in urban and rural areas respectively. The proportionate distribution of employed persons shows that about 22.3% are paid employees, 57.2% self employed and 17.9% unpaid family workers. Out of the total self employed, women constitute about 62% with many of them never having attended school.

II. ADULT LEARNING AND EDUCATION IN DETAIL

1. Policy, Legislation and Financing

1.1. Legislative and Policy Framework of ALE

1.1.1 The legislative and Policy environment of ALE in The Gambia

Over the years, the Government of The Gambia (GOTG) has adopted various policies which provided the main direction for education. In addition to the country's Vision 2020, the Constitution of The Gambia 1997 and The National Declaration of Education 1998, some of the education policy decisions were guided by the EFA and Millennium Development Goals; the EFA Action Plan; the Poverty Reduction Strategy Paper (PRSP II); and the National Education Policy (2004 – 2015).

The current Education policy commits Government to upholding the right of every person to basic education, regardless of gender, age, religion or disability. Accordingly, basic education is open to all and, learning at this level is geared towards the holistic development of the individual for the positive realization of a person's full potential and aspirations.

Thus, basic education is premised on the concept of the Expanded Vision of Basic Education that incorporates Early Childhood Development, Lower and Upper Basic Education (9 years uninterrupted education) and Adult and Non-Formal Education (targeting 15 years and above). The basic education phase is followed by a 3 and 4 year senior secondary and university education respectively.

The management and organization of education in The Gambia has recently (2007) been divided into two Departments of State: Higher Education, Research, Science and Technology and Basic and Secondary Education respectively. Both of these Departments of State are headed by a Secretary of State (SOS). Previously the Department of State for Education was responsible for general educational provision in The Gambia including Adult and Non-Formal Education which is a sub-component of Basic Education. This sub-

component encompasses all the activities that provide adults a certain minimum of education considered indispensable and possible in preparing adults and out-of-school youth for an improved standard of living in a concrete manner.

Adult and non-formal education programmes are designed in accordance with the ecological, social, economic and cultural characteristics of various geographical regions of the country and are provided in five national languages (Mandinka, Wolof, Pulaar, Sarahule and Jola).

Since CONFINTEA V 1997 Government of The Gambia has put in place relevant policies and laws related to ALE. These are:
- Revised Education Policy 1998 – 2003,
- The Constitution of The Gambia 1997,
- The National Declaration of Education 1998,
- The National Education Policy 2004 – 2015,
- Poverty Reduction Strategy Paper II (PRSP II), 2006,
- Education Sector Strategic Plan 2006 – 2015,
- Public Expenditure Review 2006
- The National Policy for the Advancement of Gambian Women 1999

The Constitution of The Gambia 1997 states that:

> *"The State shall take measures to create an adult literacy programme, rehabilitative vocational training for the disabled and continuing education programmes." (Educational Objectives Section 217, Sub-section 4)*

The National Declaration in Education 1998 states:

> *"My Government stands firmly committed to the expansion and reform of the education system to ensure quality, relevance and equity. In doing so, we are determined to provide learning opportunities for children, youth and adults*

including under-served groups and those with special needs. Alongside these general efforts science and technology education will be promoted nation-wide."

The National Education Policy (2004-2015) is therefore premised on non-discriminatory and all-inclusive provision of education, underlining in particular, gender equity and targeting the poor and disadvantaged groups; respect for the rights of the individual, cultural diversity, indigenous languages and knowledge; promotion of ethical norms and values and a culture of peace; development of science and technology competencies for the desired quantum leap. The overall objective is to contribute to poverty reduction and promote the welfare of the citizenry, hence the Vision Statement: "By 2015 universal access to relevant and high quality basic education will be achieved." Hence policy objective for ALE is to "Increase access, for adults and out-of-school youth, to functional literacy and numeracy programmes in order to halve the illiterate population by 2015".

1.1.2 Priority goals for ALE in The Gambia

The priority goals for ALE in The Gambia are as follows:
- Achieve a 50% improvement in levels of adult literacy by 2015, especially for women;
- Reduce imbalances between regions and between urban and rural areas

1.1.3 The way ALE is organized within the government

The Adult and Non Formal Education Unit of the Directorate of Basic and Secondary Education, Department of State for Basic and Secondary Education is responsible for the overall coordination of ALE in The Gambia. Literacy provision is decentralised and programmes outsourced to providers, according to a set of eligibility criteria. These providers are either NGOs or CBOs.

a) Ministry/ies (Department/s of State) in-charge or involved

The Ministry in-charge of ALE in The Gambia is the Department of State for Basic and Secondary Education. The Adult and Non-formal Education Unit (ANFEU) under the

Directorate of Basic and Secondary Education is mandated to coordinate, monitor and supervise programme implementation.

The Department of Community Development under the Department of State for Local Government and Lands and Fisheries Department under the Department of State for Natural Resources and the Environment are also involved in ALE provision.

b) ALE centralized/decentralized

By virtue of the current strategy, ALE provision is decentralised whilst coordination of the various interventions remain centralised. This is based on the fact that ANFEU is responsible for providing the policy framework, a technical advice and backstopping to education management. ANFEU is a central unit with a focal person in each of the six educational Regions of The Gambia.

1.1.4 The alignment of policy and implementation strategies

The ANFE operational Plan (2006) was developed to enhance the alignment of the policy to other sector policies. The Draft National Literacy Policy has therefore taken cue from the National Education Policy which is synchronised with

- The Gambia Vision 2020
- National Policy on the advancement of Gambian Women
- Children's Act
- National Health Policy
- The Millennium Development Goals (MDGs),
- Education for All (EFA) goals
- The New Partnerships for African Development (NEPAD)
- The Poverty Reduction Strategy Paper (PRSP II)
- The Draft Women's Bill 2007

The process of alignment was also done through participatory consultations, workshops, planning forums etc. These were further anchored through the following implementation strategies:

- The promotion of functional literacy and non-formal basic education through the medium of national languages;
- The use of a decentralized structure for implementation;
- A partnership policy which relies on collaborators in the field (NGOs and community- based organizations) to implement functional literacy programmes; and
- The co-ordination of interventions among all financial partners so as to focus on the same objectives as articulated in the Government's sector plan.

1.1.5 The main development challenges in The Gambia

The main developmental challenges include:

i. Poverty
ii. High illiteracy
iii. Inadequate capacity (human, material and financial)
iv. Gender inequalities
v. Inadequate skills for self employable opportunities
vi. Inadequate infrastructure
vii. High population growth
viii. High maternal and infant mortality rate
ix. Waste management
x. External trade injustice
xi. Rural urban drift
xii. Food insecurity
xiii. Environmental degradation
xiv. Communicable diseases

a) Definition of ALE goals in relation to these challenges

The high illiteracy rate in The Gambia and the compounding poverty level which is more prevalent among women and rural communities are directly related to the challenges outlined above.

The ALE goals have captured the challenges highlighted in the PRSP II 2007 and are specifically related to challenges iii, iv and v above. As quoted in the relevant statement of the PRSP. Thus,

> *"Poverty reduction needs for urban areas differ significantly from those of rural areas. In rural areas, raising incomes of the poor would entail significant investment in agriculture including supportive infrastructure, agricultural inputs, and agriculture extension. Health takes the second position in order of priorities for rural areas. In third position is education, followed by employment and infrastructure. Employment creation on the other hand tops priorities for urban areas. It is followed by health and then energy. PRSP II proposes to address the priorities identified both for rural and urban areas. PRSP II 2007 – (November 2006)"*

Thus the PRSP II has 5 Pillars addressing the challenges mentioned above through the following:

- Creating an Enabling Policy Environment to promote Growth and Poverty Reduction.
- Enhancing the capacity and output of productive sectors: Agriculture, Fisheries, Industry, Trade and Tourism, with emphasis on productive capacities of the poor and vulnerable populations
- Improving coverage of the basic social services and social protection needs of the poor and vulnerable
- Enhancing governance systems and building the capacity of local communities and Civil Society Organizations (CSOs) to play an active role in economic growth and poverty reduction
- Mainstreaming poverty related cross-cutting issues into poverty reduction

1.1.6 Other policies in place that have an impact on ALE

Other policies that have an impact on ALE include:

- The Local Government Act 2004
- The Local Government finance and audit act 2004
- The National Employment Policy 2001
- National Environment Policy 1992 - 2001
- National Training Authority Act 2002
- National Policy guidelines on HIV/AIDS 2006 – 2010
- Draft Education Sector HIV/AIDS Policy 2007
- Revised National Population Policy 2007 - 2011
- National ICT Policy 2006
- Gambia Trade Policy Review 2004
- National Youth Policy 1999 – 2008
- National Health Policy 2007 - 2011

1.2. Financing of Adult Learning and Education (ALE)

1.2.1 Public investment in ALE:

a) The budget allocation for ALE within the Education Sector is very minimal. This is mainly in the form of the provision of office space, payment of salaries of staff and non-wage cost. Funding for running ALE provision comes from donor agencies that sponsor specific projects. See tables below:-

Table 1   Personnel and Non-wage costs for Adult Education

Description	Fiscal year					Average
	2000	2001	2002	2003	2004	
	Actual	Actual	Provisional Actual	Approved Estimates	Estimates	
Adult Education						
Personnel Emoluments	56.3%	71.7%	77.7%	70.2%	70.2%	69.2%
Non-wage Costs	43.7%	28.3%	22.3%	29.8%	29.8%	30.8%

Source: Annual Estimates: DoSE

Department of State for Basic and Secondary Education

Table 2

Year	ANFEU Budget in GMD	Exchange Rate	ANFEU Budget in USD (excludes salaries	Total Education Budget (TEB) in GMD	TEB in USD	% Share of Edu exp on ANFEU
1998	81,500	11	7,409	139,510,110	12,682,737	0.06
1999	169,950	11	15,417	147,147,343	13,377,031	0.12
2000	177,590	14	12,685	164,041,378	11,717,241	0.11
2001	297,000	17	14,705	95,912,510	6,850,893	0.31
2002	144,500	N/A	N/A	177,613,670	N/A	0.08
2003	N/A	N/A	N/A	N/A	N/A	N/A
2004	N/A	N/A	N/A	N/A	N/A	N/A
2005	104,480	28	3,731	250,616,179	8,950,578	0.04
2006	442,500	27	15,803	266,699,353	9,877,754	0.17
2007	447,500	20	22,375	274,384,057	13,719,203	0.16
2008	963,000	20	48,150	320,714,348	16,035,717	0.30

Source: DOSBSE PER 2006 & approved estimates 1998 to date.

b) Share of the budget allocated to adult literacy from other sectors, made either directly or indirectly within their policies (indicate responsible ministries, describe activities)

This is not known due to many factors such as:

- Lack of a Participatory ALE Monitoring and Evaluation system
- Unwillingness of some partners to share information regarding funding and budgets
- Inadequacy of resources for routine Monitoring and Evaluation of ALE

c) ALE in decentralised local budgets

Despite being potential players in the delivery of education, Local Governments Authorities, Municipalities and Communities (pending implementation of the local government Act), are yet and, might not constitute a strong or important source of funding to education. Nevertheless, there is no information regarding their budgetary allocations to ALE.

1.2.2 Foreign bilateral/multilateral donor investment in ALE:

The provision of ALE in the Gambia is basically donor funded. Series of projects since 1997 to date have been implemented through donor funding such as:

- The Community Skills Improvement Project, 2001-2008, jointly funded by **ADB** and The Government of the Gambia, (US$1.5 M)
- The NFE-Component –Third Education Sector Project Phase II, 2007-2010, funded by the **World Bank**, (US$500,000)
- Integrated Functional Literacy Project 2008-2010, jointly funded by **IDB** (US$ 375,600) and the **Government of The Gambia** (US$26,400)
- NFE-Component, Education III Project, 2007-2008, funded by ADB (US$39,070)
- Functional Literacy for Mothers' Clubs in Child Friendly School Initiative and Early Childhood Development School Readiness 2007, funded by **UNICEF** (US$14,000)
- Functional Literacy for Mothers' Clubs in Child Friendly School Initiative and Early Childhood Development School Readiness 2008, funded by **UNICEF** (US$9,000)
- Capacity Building of Functional Literacy Operators for Children In Difficult Circumstances, 2005 – 2006, funded by **UNESCO** (US$17,016)
- Contributions to The Celebration of International Literacy Day, 2005 (US$2,000), 2007 (D27,300 GMD), funded by **UNESCO/BREDA**
- Adult Literacy Using standardised Quranic Scripts- 2006-2007 funded by **ISESCO** (US$19,100)

A brief description of the area/activities by investments is as follows:

a. The African Development Bank (ADB)

ADB is the sponsor of the Community Skills Improvement Project (CSIP), which aims among other things, to contribute to poverty reduction through the provision of functional literacy/numeracy skills. It is being implemented in 416 centres, targeting 40,000 illiterates that is 80% women and 20% out of school youth aged 15 to 35 (2001-2008)

b. The Islamic Development Bank (IDB) has been a donor to Government in general and the education sector in particular. Presently the Bank is funding the Integrated Functional Literacy Project and the areas being funded include:-

- Training of Trainers
- Curricular Revision
- Furniture and Equipment
- Consultancy
- Civil Work

c. The World Bank Funded Project:

The NFE Component of the third Education sector project, phase II, is being funded by the World Bank. Under this programme, the partnership strategy is being introduced to encourage Public/private sector partnership in the provision of adult and non-formal education programmes. Its overall aim is to strengthen literacy providers' capacity to develop sustainable literacy, numeracy, life skills and income generating programmes.

The programme will provide literacy for 4,800 illiterate adults and out of school youth especially women and post-literacy for 3,840 of the target, including income-generation activities (IGA) and facilitate access to micro credit facilities focusing on 80 communities in regions 2, 3, 4 and 5 for a 4 year period (2007-2010)[1]

d. The United Nations Children's Fund (UNICEF) is supporting a number of relevant initiatives, including those related to increased enrolment rates for all, especially girls by providing Functional literacy to Mothers (Mothers Clubs in Child Friendly Schools). The idea is to enable women (particularly mothers) to play active role in the education of the child and positively influence the process.

e. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) provided support to Capacity Building of Functional Literacy Operators for Children in Difficult Circumstances in areas such as:-

- Baseline Survey

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[1] Source ANFEU 2007 Sector Review Report

- Pre-service and In-service Training of Functional Literacy Operators;
- Material Development (Pre-testing- Review);
- Development of Learning Achievement Targets (LAT);
- Development of Monitoring Indicators
- Provision of Teaching and Learning materials

f. The Islamic Educational, Scientific and Cultural Organisation (ISESCO) in collaboration with the World Islamic Call Society (WICS)provides support to ALE through a number of initiatives and innovations in the following areas:
- Establishment of pilot learning centres in the Wollof languages
- The use of standardised Arabic/Quranic script to write in the Wollof language
- Production and distribution of textbooks and teacher's guides in Wollof language using the transcribed Quranic script
- The development and distribution of Arabic typewriters (A3 BSA Ambassador) with standardised Quranic script
- Training of trainers on the use of the typewriters
- The publication of post literacy documents (Al-Akhdari) in Wollof by means of the standardised Quranic script

1.2.3 Support to ALE from private and corporate sector:

Often time, literacy groups receive donations from private individuals and corporate sectors in kind or cash. Unfortunately these are not tracked at national level and it was impossible to provide data on annual expenditure from corporate sector much more to calculate this in relations to overall national budget and overall expenditure from selected national and multinational enterprises.

1.2.4 Civil Society support to ALE (e.g. religious institutions, unions, NGOS)

Several NGOs and CBOs have, over the years, been involved in the provision of Adult Learning and Education activities within communities particularly in the area of functional literacy. Through these activities, reading and writing skills, relevant life and livelihood skills, access to micro-credit and sustainable income generating activities are provided. Most of the providers usually implement literacy programmes alongside development projects within the communities, aimed at improving the quality of life of the beneficiaries. Overall, NGOs, CBOs and CSOs are intervening in the area of adult literacy providing access to the majority of communities country-wide. The table below shows annual funding by CBOs and NGOs.

Table 3   Funding by civil society organisations (CBOs and NGOs)

INSTITUTIONS	WACC GMD	WEC GMD	ABWE GMD	ADWAC GMD	NAWFA GMD	AFET GMD	BAFROW GMD	OPLA GMD	AVISU. GMD	TOSTAN US$
1997	475,200	0	150,00	0		0	0	0.00	0	0
1998	475,200	444,079	150,00	0		208775	0	0.00	0	0
1999	475,200	188,260	150,00	0		208775	0	0.00	0	0
2000	355,200	134,002	150,00	0		372573	0	0.00	0	0
2001	355,200	600,164	150,00	0		372573	755,00	0.00	0	0
2002	355,200	226,518	150,00	0		0	755,00	0.00	0	0
2003	275,000	973,858	150,00	0		0	755,00	600,00	0	0
2004	275,000	575,409	150,00	0		0	755,00	600,00	0	0
2005	275,000	667,105	150,00	0		0	755,00	600,00	0	0
2006	475,000	723,058	150,00	470733		0	755,00	0.00	0	0
2007	475,000	359,606	150,00	470733		0	755,00	0.00	869,440	200,000
2008	475,000	0	150,00	470733		0	755,000	0.00	869,440	200,000
Total	4,741,200	4,892,059	1800,000	1,412,199		1,162,696	6,040,000	1,800,000	1,738,880	400,000

1.2.5 Learners'/Individuals' contributions to ALE

To some extent, learners contribute meaningfully in support of ALE. However, it will be difficult to determine the monetary value of most of these contributions since they are usually in the form of labour (for the construction of centres) , land and/or meagre subscriptions for the purchase of learning materials, refill of gas or kerosene lamps at their own discretion. In few cases, learners cultivate communal farms to raise funds. In other cases, they pay the facilitator in cash or kind.

1.2.6 Specific direct or indirect financial incentives in support of ALE e.g learning voucher, scholarships paid, educational leave, special funds and funding schemes, etc.? Are these specific to some programmes or general schemes

Generally, there are both direct and indirect incentives – considering the fact that there is:

- Staff trained up to College and University levels by Government
- Prizes for performance (Literacy participants and facilitators)
- Certificates and presents
- Access to micro-credit
- Provision of labour saving devices for women

The services and training of the staff of the providers (NGOs, CBOs and CSOs) are paid by their organization thus accruing to the incentives incurred in support of literacy. The provision of ALE is not free as facilitators and supervisors are remunerated ranging from US$30 – US$72.

1.2.7 Realistic benchmarks (targets) in relation to financing of ALE

These are in place and include the following:

- **Governance of literacy** – provide leadership and resources – decentralising budgets and decision making

- **Evaluating literacy programmes** – invest in ongoing feedback and evaluation mechanisms, data systematization and strategic   research

- **Facilitators pay** – Equivalent to the minimum wage of a primary   school teacher

- **The literate environment** – production of reading materials by learners and facilitators

- **Cost per learner** – government to commit between US$ 50 and US$100 per learner per year for at least three years

- **Financing literacy** – at least 3% of National Education budget should be allocated to ALE

2. Quality of Adult Learning and education: Participation and Achievements

2.1 Provision of ALE and Institutional framework

2.1.1 Institutions responsible for managing and coordinating ALE at national level

The Department of State for Basic and Secondary Education is responsible for policy development, management and coordination of education in the Gambia. The management and coordination of ALE is mandated to the Adult and Non-formal Education Unit (ANFEU) under the Directorate of Basic and Secondary Education. The new delivery strategy of ALE involves service delivery by NGOs and CBOs while government assumes responsibility of ensuring an enabling policy environment including resource mobilisation. This requires ANFEU to assess the capacities of potential partners, guide the implementation process, coordinate programmes, monitor literacy activities and evaluate the performance of the sub-sector in terms of the objectives defined in the Education Sector Strategic Plan (2006-2015) while partner agencies implement the literacy activities.

2.1.2 Different types of providers (government, non-governmental, corporate/private including institutions of higher education) of ALE.

From 1997 to date, a number of Organizations (CBOs and NGOs, and private institutions) have been involved in supporting ALE. These include the institutions indicated on pages 19 and 20.

Table 4. **Quality of ALE provision, participation and achievement**

Programme (name & brief description)	a) Provider (please choose the appropriate one from below):			b) Area of learning (Please choose the appropriate one/s from below):			c) Target group/s	d) Programme cost	e) Funding Sources
	Public/State	CSO/NGO	Private	General competencies	Technical skills	Knowledge generation, Innovation			
BLP (Basic Literacy Programme)	ANFEU, DoSBSE		-	Literacy, Numeracy, Life skills	--	Knowledge generation	School vendors etc	US$6,977 per annum	DoSBSE
CFSI (Child Friendly School Initiative	ANFEU, DoSBSE			Literacy, Numeracy, Life skills	Tie & dye, batik making, soap making, food processing and preservation	Knowledge generation & Innovation	Mothers' Clubs	US$9,000	UNICEF
Capacity Building of Functional Literacy Operators for Children in difficult circumstances (FLCDC)	ANFEU, DoSBSE			Literacy, Numeracy, Life & livelihood skills	--	Knowledge generation & Innovation	Children in Difficult Circumstances (CDC)	US$16,957	UNESCO /BREDA
IFLP (Integrated Functional Literacy Project)	ANFEU, DoSBSE			Literacy, Numeracy, Life & livelihood skills	--	Knowledge generation & Innovation	Illiterate adults (esp. Women) & out of school children and youth	US$402,000	IDB & Government of The Gambia (GoTG)
CSIP (Community Skills Improvement Project)	ANFEU, DoSBSE & CSIP, Community Development			Literacy Numeracy Skills/Income Generating Activities (IGA), & Life skills	Tie & Dye Soap making Batick	Knowledge generation & Innovation	Women & out of school Youth	US$1.5 million	ADB/GoTG

Programme (name & brief description)	a) Provider (please choose the appropriate one from below):			b) Area of learning (Please choose the appropriate one/s from below):			c) Target group/s	d) Programme cost	e) Funding Sources
	Public/State	CSO/NGO	Private	General competencies	Technical skills	Knowledge generation, Innovation			
3rd ESP II (Third Education Sector Project – phase II)	ANFEU, DoSBSE			Literacy Numeracy Skills/IGA & cross-cutting issues					World Bank
Grass-root Empowerment)		OPLA (CSO)		Literacy Numeracy popular edu		REFLECT			AATG
		BAFROW (NGO)		Literacy Numeracy Skills/IGA		REFLECT			PWF, AJWS
		WACC (CBO)		Literacy Numeracy Skills/IGA					WEC,
		AFET (NGO)		Literacy Numeracy Skills/IGA					
		NAWFA (NGO)		Literacy Numeracy Skills/IGA					CRS/AAITG
		NAWFA {NGO)		Literacy Numeracy Skills/IGA					Parent Mission
		AVISU (NGO)		Literacy Numeracy, Skills/IGA					Village Aid UK
	WEC Int.	WEC Int. (Mission)		Literacy/Numeracy					

2.1.3 Description of linkages that exist between formal and non-formal approaches

Over the years, formal and non-formal education has linkages in a number of ways with similar characteristics. There was always advocacy for participatory approach in both ALE and the formal education system. Cross-cutting issues like mainstreaming NFE in policy issues are also desired. ALE is also complementary to formal education by:

- influencing increase in enrolment and retention through the provision of functional literacy to Mothers clubs under the Child Friendly School Initiative (CFSI)
- Providing literacy for out-of-school youth for transition to formal schooling where possible. These include school dropouts, children of school going-age not in school and illiterate girls;
- Provide literacy for women and mothers
- providing access to education for the excluded, such as children in Difficult Circumstances e.g. children in conflict with the law, children in/of the street, children with learning difficulties/special needs, children from poverty stricken families, orphans and children of refugee parents.

2.1.4 Does ALE lead to certification and national awards? If yes, provide examples.

Some literacy providers award certificates to their literacy participants. After 2 to 4 years of functional literacy, numeracy learning and income generating activities, participants go through some form of assessment after which they are awarded grades and certificates. National awards are usually not offered since there are no standardisation mechanisms in place.

2.2 Participation in ALE

2.2.1 Statistical Data on participation

Participation in ALE is explained in terms of enrolment, description of programmes and target. These are illustrated in the tables below:

Table 5   Enrolment in ALE

No		1997		1998		1999		2000		2001		2002	
		f	T	F	T	F	T	F	T	F	T	F	T
1	BLP	0	0	0	0	0	0	0	0	0	0	0	1320
2	NFE, 3rdESP	0	0	0	0	0	0	0	0	0	0	0	0
3	CSIP	0	0	0	0	0	0	0	0	0	0	0	0
4	AVISU	0	0	0	0	NA	NA	NA	NA	NA	NA	NA	NA
5	BAFW	0	0	0	0	0	0	0	0	160	160	294	294
6	NAWFA	0	0	0	0	0	0	0	0	0	0	126	126
7	OPLA	0	0	0	0	0	0	0	0	0	0	0	0
8	WACC	0	0	0	0	374	400	345	360	345	360	345	360
9	ABWE	0	0	0	0	0	0	163	246	248	330	145	197
10	WEC	0	0	0	0	0	300	0	300	0	225	150	175
11	AFET	0	0	1052	1311	1052	1311	1394	1778	1394	1774	0	0
12	ADWAC	0	0	0	0	0	0	0	0	0	0	0	0
13	TOSTAN	0	0	0	0	0	0	0	0	0	0	0	0
Total		**0**	**0**	**1052**	**1311**	**1426**	**2011**	**1902**	**2684**	**2127**	**2849**	**1060**	**2472**

No	Provider	2003		2004		2005		2006		2007		2008	
		F	T	F	T	F	T	F	T	F	T	F	T
1	BLP	1311	1320	1310	1320	1310	1320	2173	2193	2173	2193	12	1953
2	NFE, 3rdESP	0	0	0	0	0	0	0	0	0	0	2100	2400
3	CSIP			0	0	0	0	10386	11260	12474	13449	14159	15419
4	AVISU	NA	NA	NA	NA	NA	NA	NA	NA	50	1020	50	1020
5	BAFW	294	294	796	796	796	796	793	793	793	793	791	791
6	NAWFA	241	241	248	250	275	278	270	272	246	249	0	0
7	OPLA	381	407	381	407	381	407	381	407	606	693	606	696
8	WACC	345	360	245	250	245	250	245	250	272	300	272	300
9	ABWE	197	256	213	270	113	287	113	387	156	183	156	183
10	WEC	0	235	0	225	0	230	0	170	0	200	160	215
11	AFET	0	0	0	0	0	0	0	0	0	0	0	0
12	ADWAC	0	0	0	600	0	600	0	600	0	600	0	600
13	TOSTAN	0	0	0	0	0	0	0	0	4041	8610	4041	8610
Total		**2769**	**3113**	**3193**	**4118**	**3120**	**4231**	**14361**	**16332**	**20811**	**28290**	**22347**	**32187**

Table 6.   Active Literacy Providers, their Targets, Programmes and Areas of Intervention

No	LITERACY PROVIDER	TARGET AREA (S)	INTERVENTION AREAS	TARGET GROUP(S)
1	**WEC International** (World Evangelical Crusade)	Western Region (WR) North Bank Region (NBR) Kanifing Municipality (KMC)	Functional Literacy Numeracy, Life & Livelihood Skills	Women, Men, Converts and Prison Inmates
2	**AFET** (Association of farmers, Educators & Traders)	NBR, LRR, WR & Upper River Region (URR)	Functional Literacy Numeracy, Agriculture, Micro Enterprise Development	Women and Men
3	**BAFROW** (Foundation for Research on Women's health , Productivity and the Environment)	Western Region(WR)	Functional Literacy Numeracy, Life and Livelihood Skills, Micro Credit	Women and Men (Age 20-60)
4	**NAWFA** (National Women's Farmers Association)	Lower River Region, Upper River Region, North Bank Region, Central River Region	Functional Literacy Numeracy, Sesame Production and Marketing	Women
5	**OPLA** (Organisation for Participatory Learning Action)	North Bank Region (Lower Badibou District)	Functional Literacy Numeracy Live and Livelihood Skills	Women and Men
6	**ADWAC** (Agency for Development of Women and Children)	North Bank Region (NBR)	Functional Literacy Numeracy, Life and Livelihood Skills, Micro-Credit, Health and Food Security	Women and Children
7	**ABWE** (Association of Baptist & World Evangelism)	North Bank Region Nuimi	Functional Literacy Numeracy, Livelihood Skills	Adult Women and Men
8	**WACC** (Women's' Advancement and Child Care)	Western Region	Functional Literacy Numeracy, Advocacy and Life & Livelihood Skills	Women Age 18-40
9	Holland Foundation	Western Region	Functional Literacy Numeracy Income Generation, and Micro Credit	Adults Age 18 & above
10	**CSIP** (Community Skills Improvement Project)	All Regions	Functional Literacy Numeracy Skills Training Micro Credit	Adults and Out of School Youths
11	**AVISU** (Agency for Village Support)	Central River Region (CRR)	Functional Literacy Numeracy, income generation skills and access to micro credit facilities	Adults and out of School Youths
12	**ANFEU, DoSBSE** Basic Literacy Programme	Kanifing Municipality and Western Region	Functional Literacy Numeracy	School vendors Age 15 and above
13	**ANFEU, DoSBSE** Integrated Functional Literacy Programme	Western Region North Bank Region	Functional Literacy Numeracy, income generation skills	Women & youth Age 15 and above
14	**ANFEU, DoSBSE** NFE component, 3rdEducation Sector Project phase II	Western Region North Bank Region Central River Region Lower River Region	Functional Literacy Numeracy, income generation skills and access to micro credit facilities	Women & youth Age 15 and above
15	**DCD/ ANFEU, DoSBSE** Community Skills improvement project	All Regions	Functional Literacy Numeracy Income Generation, and Micro Credit	Women & youth Age 15 and above

2.2.2 Existing surveys/studies undertaken on non-participation and groups that are difficult to reach

There is no evidence of existing survey/studies undertaken on non-participants and groups that are difficult to reach.

2.2.3 Existing surveys/studies that have been undertaken on learner motivation

There is no evidence of existing survey/studies undertaken on learners' motivation in the Gambia.

2.2.4 Measures that have been undertaken to mobilize learners and to increase participation

Different strategies have been used by different providers in mobilising learners to increase participation. These include the following:

- Income generating programme and provision of micro-credit facilities to beneficiaries.
- Skills training
- Conduct home visit to inactive participants
- Linking access to loans to regular attendance
- Community sensitization.
- Involving men and opinion leaders in planning literacy projects
- Providing grants
- Training of literacy participants to serve as development agents (e.g. as nurse attendants, facilitators to work in their own communities).
- Prize giving ceremonies
- Use of resource persons
- Employment opportunities

2.2.5 Specific groups targeted by ALE provision

Literacy providers in The Gambia mainly target vulnerable groups comprising women and out-of-school youth. In some cases, school-aged children not in school, prison inmates, Children in Difficult Circumstances are enrolled in literacy classes.

2.2.6 Realistic Benchmarks in relation to participation put in place

Literacy is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality. The goals of literacy programmes should reflect this understanding. In this connection, benchmarks adopted from Action-Aid International plus those of the literacy providers in The Gambia in relation to participation are as follows:

- Literacy should be seen as a continuous process that requires sustained learning and application. There are no magic lines to cross from illiteracy into literacy. All policies and programmes should be defined to encourage sustained participation and celebrate progressive achievement rather than focusing on one-off provision with a single end point.

- Governments have the lead responsibility in meeting the right to adult literacy and in providing leadership, policy frameworks, an enabling environment and resources. They should:

  o ensure cooperation across all relevant departments of state and linkages to all relevant programmes,

  o work in systematic collaboration with civil society organizations,

  o ensure linkages between all these agencies, especially at the local level and,

  o ensure relevance to the issues in learners' lives by promoting the decentralization of budgets and of decision-making over curriculum, methods and materials.

- To retain facilitators, it is important that they should be paid at least the equivalent of the minimum wage of a primary school teacher for all hours worked (including time for training, preparation and follow-up).

- Facilitators should be local people who receive substantial initial training and regular refresher training, as well as having ongoing opportunities for exchanges with other facilitators and learners. Government should put in place a framework for the professional development of the adult literacy sector, including trainers/supervisors - with full opportunities for facilitators across the country;

- There should be a ratio of at least one facilitator to 30 learners and at least one trainer/supervisor to 10 learner groups, ensuring a minimum of one support visit per month.

- Programmes should have timetables that flexibly respond to the daily lives of learners but which provide for regular and sustained contact (e.g. twice a week for at least two years)

- In multi-lingual contexts, it is important at all stages that learners should be given an active choice about the language in which they learn. Active efforts should be made to encourage and sustain bilingual learning.

- A wide range of participatory methods should be used in the learning process to ensure active engagement of learners and relevance to their lives. These same participatory methods and processes should be used at all levels of training of trainers and facilitators.

- Governments should take responsibility to stimulate the market for production and distribution of a wide variety of materials suitable for new readers, for example working with publishers/newspaper producers. They should balance this with funding for local production of materials, especially by learners, facilitators and trainers

- A good quality literacy programme that respects all these benchmarks is likely to cost between US$60 and US$100 per learner per year for at least three years (two years initial learning plus ensuring further learning opportunities are available for all)

- Government should allocate at least 3% of the national education sector budgets to adult literacy programmes as conceived in these benchmarks. Where government deliver on this, international donors should fill any remaining

resource gaps. For example, through the inclusion of adult literacy in the Education For All / Fast Track Initiative (EFA/FTI)

- Training of facilitators – put in place a policy framework to guide the process and ensure effectiveness. Encourage the Gambia College to institute the training of literacy facilitators, trainers and administrators

2.3 Monitoring and evaluating programmes and assessing learning outcomes

2.3.1 Assessment of the learning outcomes for ALE Programmes

Ensuring the routine assessment of literacy learners and standardization of the process is one of the challenges faced by ANFEU. Through the support from CSIP   (Community Skills Improvement Project), a set of tools for levels 1, 2 & 3 were developed and validated for use by all the providers. It is being used by the CSIP facilitators but feed back on its efficiency is yet to be received. Advocacy for the use of the tools by all providers could not be done due to lack of resources and policy framework to enforce its use by all providers.

2.3.2 Tools and mechanisms used to monitor and evaluate programmes to ensure good quality

Appropriate steps were taken by ANFEU through its literacy projects to ensure the availability and use of a set of tools for Monitoring & Evaluation. Other mechanisms to enhance monitoring and evaluation of ALE is the development of learning achievement targets based on existing instructional materials. Existing tools for M & E include the following:

1. Class admission register
2. Class attendance register
3. Class visitors' book
4. Facilitators' monthly attendance report
5. facilitators' record books
6. Supervisors' class management committee performance report

7. Supervisors' centre description form

8. Supervisors' instructional materials inventory book

9. Supervisors' quarterly centre material inventory sheet (non books)

10. Supervisors' skills training component report sheet

11. Supervisors skills training component summary sheet

12. Supervisors class attendance form.

13. Learners' assessment tools: Level 1, 2 & 3

2.3.3 Extent of the use of results of M & E Tools and Mechanisms in terms of: a) Legislation b) Policy formulation and c) Programme development

Individual institutions and providers use tools and systems for M & E and the results are utilised in the following ways:

- Review of mechanisms for sustaining literacy

- Review and update of literacy programme strategies

- Enhancement of staff skills

- Ensuring that programmes address the cross-cutting issues affecting the participants

- Review and modification of programme objectives.

- Report writing

2.3.4 Benchmarks in relation to outcomes of ALE

- After 350 – 400 contact hours of learning, 70% of participants should be able to read and write simple sentences, and make use of their reading and writing skills in their daily lives.

- After two years of literacy and numeracy, 40% of participants should be able to engage themselves in viable income generating activities.

- After 720 contact hours of learning participants should show signs of reinforced and positive features of family and   community life and on the local cultures as well as increased self-esteem

- Functional literacy programme to have a broad coverage with a variety of programmes geared towards meeting the different needs of the communities, but in a mutually reinforced way. For example:
- Home intervention,
- Skills development and economic empowerment avenues,
- Post literacy phases,
- Accessible and client friendly health outlets and,
- Family day care centres.

This ensures continuity of the programme, where the beneficiaries are extensively integrated into activities emanating from their literacy classes.

The functional literacy programme should effectively mobilize and equip participants with the ability to expose the cultural taboos that are detrimental to women and children's health. For example, groups of women can together effectively challenge some of these cultural constraints without undermining social fabric.

There should be visible signs of increased participation, acceptance and enlightenment among male counterparts. This will increase confidence among the women, and ensure that there is more understanding and co-operation in the families and home.

Adult educators/facilitators' status and training

Table 7.   The availability and distribution of adult educators/facilitator

No	Institution/Programme	1999		2000		2001		2002		2003		2004		2005		2006		2007		2008	
		F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T	F	T
1	Basic Literacy Programme	0	0	0	0	0	0	22	34	22	34	22	34	22	34	27	41	27	41	24	33
2	NFE comp. 3rd ESP II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	70
3	Com. Skills Improvement Project	0	0	0	0	0	0	113	226	113	226	113	226	125	247	126	259	160	310	201	407
4	AVISU	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	30	5	30
5	BAFROW	0	0	0	0	4	4	7	7	7	7	13	13	13	13	15	15	15	15	15	15
6	NAWFA	0	0	0	0	0	0	1	9	5	12	1	10	5	11	5	42	1	41	4	42
7	OPLA	0	0	0	0	0	0	0	0	1	5	1	5	1	5	1	5	7	7	7	7
8	WACC	9	10	9	10	9	10	9	10	9	10	9	10	9	10	9	10	9	10	9	10
9	ABWE	0	0	0	11		11		11		11		11		11	0	7	7	7	0	0
10	AFET	8	30	11	40	11	40	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	ADWAC	0	0	0	0	0	0	17	20	17	20	17	20	15	20	15	19	15	19	15	19
12	WEC International	0	19	8	23	18	25	20	27	19	30	18	33	21	38	8	16	10	18	0	0
13	TOSTAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	57	23	57	23
Total		17	59	28	84	42	86	189	350	193	355	194	362	221	389	206	414	308	521	347	656

2.4 Adult Educators'/Facilitators' status and training

2.4.1 Educational qualifications/training required for Adult facilitators

The education qualification for the selection and recruitment of facilitators are:

- Completion of basic and/or secondary education.
- Literacy graduants with at least 3 years of learning

The training requirements: Pre and In-service training programmes are provided for facilitators according to programme schedules of individual providers. The trainings are mainly focused on:

- Communication and other life skills
- Qualities and roles of a good facilitator
- Orthographies of the languages
- Adult psychology
- Methods and techniques of adult education
- Organisation and management of literacy centres
- Community mobilization
- The development of locally prepared teaching materials
- Community needs identification and prioritization
- Knowledge on basic health care
- Assessment of learners performance
- Record keeping
- Pedagogical / andragogical skills
- Numeracy skills

2.4.2 Consideration of Adult Education as a specific profession

Adult Education is considered a specific profession by the DoSBSE, the NGOs and the general public in a number of ways. This is evidenced by:

- The institutionalization of Adult and Non-formal Education Unit
- The appointment and training of staff up to University level

- The inclusion of capacity building for ANFE staff in the capacity building plan of DoSBSE etc.

However, there are no institutions in The Gambia providing qualifications in Adult Education. The few professionals in The Gambia were trained in other parts of Africa, America and Europe. At the implementation level, facilitators do not receive the required training to make them professionals.

2.4.3 The proportion of adult educators/facilitators in relation to the overall number of teaching personnel in The Gambia

The proportion of ALE Facilitators in relation to the overall number of teaching personnel in The Gambia (656 NFE facilitators) to (9696 teaching personnel)

Table 8.   Regular teacher/educators

S/N	Category of Institution	MALE	FEMALE	TOTAL
1	Lower Basic Schools	2,929	1,648	4,577
2	Upper Basic Schools	2,158	524	2,682
3	Senior Sec. Schools	1,093	138	1231
Total		**6,180**	**2,310**	**8,490**

Table 9.   Regular teachers/educators including Madrassa

S/N	Category of Institution	MALE	FEMALE	TOTAL
1	Lower Basic Schools	3,505	1,741	5,246
2	Upper Basic Schools	2,520	579	3,099
3	Senior Sec. Schools	1,209	142	1,351
Total		**7,234**	**2,462**	**9,696**

Table 10.   Madrassa teachers/educators only

S/N	Category of Institution	MALE	FEMALE	TOTAL
1	Lower Basic Schools	576	93	669
2	Upper Basic Schools	362	55	417
3	Senior Sec. Schools	116	4	120
Total		**1,054**	**152**	**1,206**

Table 11. Overall teacher/educator/ information table (all categories inclusive)

S/N	Category of Educators	MALE	FEMALE	TOTAL
1	Regular formal Sector	6,180	2,310	8,490
2	Madrassa Sector	1,054	152	1,206
3	ANFE Sector	309	347	656
Total		7,453	2,809	10,352

2.4.4. The terms of employment and remuneration in ALE.

Generally, the identification of facilitators is done by the communities. The selection criteria are usually that:

- The facilitators have to be resident within the community
- They must be able to speak the local language of instruction
- They should have completed a minimum of grade nine schooling or, be adequately literate by graduating from a literacy programme
- Have field experiences

Their terms of reference include:

- Management of literacy classes
- Facilitation of classes/lessons
- Submission of monthly activity reports to the supervisors
- Serve as secretaries to management committees
- Preparation, collection and use of relevant teaching materials.

Adult literacy facilitators receive a monthly remuneration, ranging from US$30 – US$72

3. Research Innovation and Good Practices

3.1. Research Studies in the field of Adult Learning

A Baseline study on Capacity Building Of Functional Literacy Operators For Children in Difficult Circumstances (FLCDC) was conducted by ANFEU in 2004. The study was supported by UNESCO under the FLCDC project phase, which was planned and implemented in collaboration with relevant stakeholders and 20 members of the national technical committee

3.1.1 Studies that have been undertaken in adult education in the country recently

The baseline study on Capacity Building Of Functional Literacy Operators For Children in Difficult Circumstances (FLCDC) was the only study undertaken in adult education in the country. It was planned to assist in providing baseline information for the implementation of the framework of actions. This study presents the "*Maglis*" institution in the Gambia as one of the best possible targets to reach the excluded. It reveals the real scope and circumstances of children in the *Maglis* and other institutions identified for this programme. It specifically identifies their problems; educational needs as against the programme delivered in the institutions and examined the didactic materials used.

3.1.2 Major questions addressed and prompted by this study

The aim of the study was to provide a baseline data for implementing a capacity building programme for Functional Literacy Operators of Children in Difficult Circumstances (FLCDC). The study was specifically meant to:

- Identify problems of Children in Difficult Circumstances (CDC)
- Identify their educational needs
- Collect samples of didactic materials used in Quranic schools/other centres
- Identify the kind of educational programmes available in the institutions harbouring CDC

3.1.3 The key findings

This study was conducted in 50 centres that were classified by the national technical committee as centres likely to be custodians of children in difficult circumstances. The findings covered the concept and definitions, general characteristics of both the institutions and the operators, the types of learning activities, learning materials as well as the organizational aspects of the institutions. It has also highlighted the views of both the operators and the beneficiaries as to whether they will participate in the capacity building programme which is envisaged in the framework of action. The key findings were as follows:

i. Functional Literacy Operators

It was discovered that all the 50 institutions included in the study had heads and 94% of them were self-appointed. Only two (2) of the 50 heads were female. This scenario is an example of gender disparity in leadership.

Although the study has not covered income levels and earnings of heads of the institutions however, only 6% receive monthly salary for their service. The rest reported that they earn a living from farming and other means. On the issue of their level of literacy 94 % of them are only literate in Arabic in which language they received all their education through the non-formal Maglis system. They are however considered to be highly educated and are trusted by the communities in presiding over a lot of ceremonies and/or judgments.

ii. Enrolment

The study revealed that 79% of the children enrolled in these institutions were boys and 21% were girls revealing gender disparity in the system. Of the total enrolment of girls, 40.5% in the *Maglis* were either the daughters of the heads of institutions or their adopted and/or those coming to attend from the village and go back to their homes after every session. This means that girls are not enrolled in the *Maglis* from other villages or countries.

iii. Enrolment of children with special needs

This study included efforts to assess individual and community attitude towards the enrolment of physically and mentally disabled children in the *Maglis and o*ther institutions harbouring excluded children. It is revealed that the phenomenon of special needs children is recognised in all the communities and/or institutions visited, However, only 6% of the institutions have enrolled this category of children. Of the total enrolled, 13% were squint eyed (short sighted), 74% polio victims and 13% victims of some form of mental problems.

iv. Provision of literacy and type of learning activities

Reading and writing lessons are provided in 98% of the institutions included in this study. Only one (the Gambia Association for the Deaf centre) was not providing reading and writing for their class of hard of hearing due to technical reasons. Roman symbols of writing are used in only 4% of the centres but none of them use the symbols for providing literacy in The Gambian local languages.

This study revealed that a number of different learning activities are carried out in these institutions;

- 42% of the *Maglis* are reported to have included the teaching of Mathematics in their curriculum,
- 96% reported that the main thrust of their institution is to provide Religious Education (Islam).
- 98% of the heads of institutions claimed that they are providing life skills in view of the richness of the Quran. '*The Quran embraces all aspects of life – encouraging all that is good for mankind and discouraging all that is bad for mankind*' said one head of institution.
- Significant number (82%) of children in these institutions were involved in farming which is considered as a form of training in livelihood skills to enable the children to sustain themselves after graduation from *Maglish*.

v. Resources used

The study revealed that the following teaching/learning materials were used in the institutions:

- Walaa/Aluwaa: Wooden slates
- Mats used on the floor of the classrooms
- Blackboards in the semi-formal ones
- Firewood for the karantaa/maglis
- The Holy Quran, books of the prophet and his disciples
- Duwaa:- Locally produced ink from sooth

Other resources that are used to keep the *Talebe* (scholars) in most of these institutions are: -

- Assorted food items.
- Clothing for the Talebe (Talebe = scholars in a Maglis)
- Shelter also for the Talebe
- Medicines and other personal hygiene facilities.

Amongst the institutions covered in this study, about 90% of them said that they were self-supported, 4% receive some form of support from donors while the communities provided support to 6% of them. It therefore follows that public interventions to support these institutions may accelarate the realisation of the education for all goal.

vi. Organisation of lesson

Some of the semi-formal institutions have drawn timetables but the *Maglis* (Daara/Karantaa) do not have formal timetables. Most of them have three sessions a day. About 86% of them have morning sessions, 98% have afternoon sessions and 84% have night sessions. However, the night sessions are for students' revision of lessons offered to them in the mornings and/or afternoons. The methodology used in the *Maglis* is mostly memorization - hence the need for night sessions for the children to thoroughly revise their lessons.

The contact hours for students in *Maglis* were observed to consist of 5.5 hours of teaching and 2.5 hours of students' studies or lesson revision implying a total of 8 hours of daily learning which is premised on the assumption that learning takes place during both the actual teaching time and rehearsal period.

The study further showed that different places are used for learning. They include corridors and sheds and even mosques which are used in some places while few (such as the boarding schools and the Juvenile Wing) use campus.

vii. Relevance of curricula in the institutions

Since teaching/learning has been going on in these types of institutions for centuries, it was deemed essential to find out how the curricula are relevant to the livelihood of the communities, individuals and the Marabouts and/or the teachers themselves – based on the perception of heads of institutions and the direct beneficiaries.

The processes entailed sounding the opinion of heads of institutions; direct beneficiaries (the scholars) as well as the community members on the content of the instructional programme related to their daily life. The study revealed about 10 variables constituting the relevance of education.

viii. Acceptance of functional literacy programme

The study revealed that 95% of the institutions accepted to participate in the programme, 4% completely rejected the idea of support for any foreign programme and 6% were yet to be decided.

ix. Sponsorship and other forms of support

The study revealed that only 4% of the institutions have some form of sponsorship. 96% do not have support of any kind. Support to this category of educational institutions is 2% from Government and 2% from private individuals. Such supports were not in cash but in kind such as books, stationery, food etc.

x. Payment of fees

The study established that the majority of heads of these institutions do not charge fees. Instead, they use the students (talibes) on their farms for more income and use the farming activities as a means to providing training on livelihood skills. Most of the 12% that collect fees do so annually.

xi. Rights and responsibilities of children

About 100% of the heads of institutions expressed the opinion that the child has a right to education and basic needs. They also expressed that the child has a responsibility in connection with his/her right, which he/she must fulfil to claim rights. According to information generated from the study, there were no organizations that disseminated information to any of the institutions by way of sensitization concerning the rights of the child.

xii. Concept and method of discipline

Many heads of these institutions are conscious of the critical nature of administering discipline as well as its importance in shaping the life of the child. The use of corporal punishment as a last resort, particularly in the Maglis, is common.

xiii. Concept of family protection

All the respondents expressed that family protection is mainly the role of the head of institution or household head in the home. They also believe that traditionally, this is the role of all adults in a typical Gambian society. They see family protection as the responsibility to guide members from drug abuse, teenage pregnancy, irreligiousness, stealing, and aggressiveness. In addition family protection (to them) means providing home training for one's biological children and dependents as well as other children as may be acceptable within the culture of the locality.

xiv. Method of conflict resolution in the institutions

Conflict resolution at family, individual and institutional level is seen as essential for peaceful community life. The study revealed that various methods are adapted to resolve conflicts at all the levels mentioned above. It did not go deep into the specifics

of which method is used to solve which type of conflict. However, various methods are certainly employed to resolve conflicts, although with some controversy of opinion.

Dialogue is considered as the most effective method of conflict resolution followed by the Marabout intervention –thus an indication of how the Marabouts are respected or regarded in the communities. None of the respondents consider summons to the village head as a method, let alone police or court proceeding.

xv. Health and Personal Hygiene in the Institutions

The demand for personal hygiene becomes higher with increase in the size of family units and other social unit such as the *Maglis* and boarding schools. In recognition of this phenomenon, the study attempts to assess the situation at institutions visited. The parameters for assessing these are: No of children per bed and room, availability of bed nets, the practice of bed net dipping and availability of latrines. The study revealed that:

- an average of about two (2) children to a bed and seven to a room.
- 33% of the children are without bed net.
- 12% of the centres are without toilet facility.

xvi.   Provision and content of meals

The study revealed that 96% of the institutions visited provide food for the students (talibes). Only 4% that are semi-formal or formal do not provide food. In all the 96% of centres breakfast, lunch and dinner are provided.

xvii.   Access to medical services

Health care services are provided at two levels in The Gambia:

- Primary Health Care – this refers to health services provided at Primary Health Care village and health centre levels,
- Major Health Care – this refers to more advanced care provided at the major health centres and hospitals, which are not easily accessible in all the communities, particularly in the rural areas.

xviii. Domestic work done by children

In protecting children, there is an outcry in some quarters about the practice of child labour. Therefore in the economic integration of children, it is deemed essential to assess domestic work done by children as opposed to child labour. In The Gambia the domestic chores of boys and girls differ in some aspects premised mainly on social construct.

3.1.4 The extent to which these findings informed policies and practice

The findings of this study have been used to guide the development of Functional Literacy Materials for CDC and the training of operators. It has informed policy decisions on the importance of the use of the Arabic script in the development of functional literacy materials for the excluded. In addition, it has also helped in locating institutions and centres that harbour the excluded.

3.2. Innovations and examples of good practices

3.2 .a The BAFROW Model Village Concept

The BAFROW (Foundation for Research on Women's health , Productivity and the Environment) concept of the model village emanated from the classes using the REFLECT approach during which participants initiated a discussion on attaining a perfect society, meaning a society that is free from poverty, suppression, disease, ignorance, harmful practices and idleness. In effect, a society where everyone has basic education, in order to create awareness of oneself, family and surrounding.

The model village is situated in Western Region of the Gambia. It has a population of about three thousand people and major tribes are Jolas and Mandinkas. BAFROW initiated a functional literacy programme with the community after a group of women requested for the commencement of functional literacy classes on health and socio-

cultural issues. The group comprised middle-aged women with little or no educational background. Since then, their diligence and commitment to the programme have brought them at the forefront of adult education in the Gambia. The model village consist of:

- a library where reading materials in local languages are provided
- a local bakery,
- a detergent production storehouse,
- a sewing centre and a small market to display their wares.
- an empowerment centre for the orientation and training of different types of skills for both men and women.
- a youth centre for information and counselling to cater for the specific needs of young people.
- a clinic which focuses on preventive health care in the community such as HIV/AIDS, STIs, Malaria etc.

Research is also done on each of the above issues, monitoring and evaluation to assess regress or progress, developmental activities on the issues, the identification of major issues of concern, the conducting of sensitization forums through home visits, community sensitization programmes for the youth, etc.

3.2.b Adult Literacy using Standardised Arabic Scripts

The National Commission for UNESCO over the years has been involved in facilitating Adult Literacy programmes mainly funded by ISESCO and UNESCO.

The use of Arabic/Quranic script to write in the native African languages by Islamic scholars in The Gambia and many other African countries has been in existence since time immemorial. However, the practice had its set back simply because it was not standardised as a result, each scholar/language was using different scripts and at their own convenience. The difference that resulted from the liberal use of the Arabic scripts by non-Arabic speakers resulted in the need for a standardised script for people of the same language to ease communication and foster understanding among people of the

continent. This was the main reason why there was a need for standardisation and harmonisation of the Quranic Script in writing Gambian languages.

The process of standardisation

The Islamic Educational, Scientific and Cultural Organisation (ISESCO), the Islamic Development Bank (IDB) and the Institute for Studies and Research on Arabization (ISRA) in Rabat, Morocco developed a system for transcribing the languages of the Muslim peoples in the Quranic Script. It was then possible to transcribe twenty-one (21) languages in West and East Africa.

An Arabic-African typewriter (BSA Ambassador) has been developed, manufactured and distributed to the concerned countries. In addition, a great number of nationals from these countries were trained on using this device to transcribe their respective languages.

Before 2001 ISESCO in collaboration with the Gambia National Commission for UNESCO (NATCOM) had trained staff of the Madrassa Unit of the Department of State for Basic and Secondary Education (DOSBSE) on the standardised Quranic script which was piloted in The Gambia and Niger.

The following activities outline the contributions of ISESCO and NATCOM towards adult learning and Education in the Madrassas and Islamic education sectors.

I. Transcribing the Wollof language using the standardised Quranic Script

NATCOM commissioned 4 Gambian experts on the use of standardised Quranic Scripts to produce textbooks and teachers' guides (writing and Arithmetic) in Wollof using the standardised Quranic scripts for use by Wollof speakers in The Gambia. On its part, ISESCO published a number of books in the African languages using the Quranic Script.

II. Production of Textbooks and Teacher's Guides using the standardised Quranic Scripts in Wollof

The production/reproduction of textbooks and teacher's guides was contracted to two different printing presses in November 2005. Together, they produced 160 reading books, 155 maths books and 20 Teachers' guides which have been distributed along with the teaching/learning materials to the Learning Centres by March 2006.

III. Opening of 5 Pioneering Centres for Wollof speakers in The Gambia,

Five Pioneering Literacy Centres were opened/established in November 2005. The Centres are all located where there are existing Daras. The following are the centres:

1. Pipeline Mosque, Kairaba Avenue
2. King Fahad Mosque, Banjul
3. Muamar Ghadaffi Mosque, Serrekunda
4. Samba Kala village, N.B.D.
5. Fass Chaho, N.B.D.

Following their establishment, NATCOM assessed the Daras and found that they had no adequate furniture and teaching and learning materials. This led to the urgent need to equip them for proper functioning.

IV. Training of Trainers' Workshop: (for the 5 Centre Managers)

Sequel to the opening of the five pioneering literacy centres for Wollof speakers, the centre managers were trained on the use of the Quranic script in teaching the Wollof language. Funding was provided to the trained centre managers to train their communities in turn.

V. Training of Population Workshop: [5 Days] For each of the 5 centres

Each of the 5 centres has organised training for 30 members/teachers (30 x 5centres = 150 people) in their communities on the use of the Quranic script in teaching the Wollof language.

VI. Purchase, Production and Distribution of the Textbooks and Teacher's Guides in Wollof Language using the transcribed Quranic Script

Apart from the textbooks and teachers' guides, other teaching/learning materials; chalk, exercise books, flip chart boards, white board markers and erasers, flip charts, dusters and pens were also purchased. The fabrication of 75 twin-tables which were contracted to the Gambia Technical Training Institute (GTTI) was completed on February 15th 2006 followed by the purchase of 150 chairs. The entire process was completed in February 2006 after which they were distributed to the five pioneering Centres.

VII. National training for the Benefit of Executive Staff in Charge of the Management of Literacy Centres in Wollof for the use of Typewriters with the Standardized Quranic Script. March 2007

An Arabic-African typewriter (BSA Ambassador) was developed, manufactured and distributed to the concerned countries including The Gambia. A total of 50 typewriters were given to the Gambia by ISESCO for distribution. Since the end users could not use the typewriters, a national training was conducted to teach them on the usage.

30 participants including the managers and students of the Wollof Literacy Centres, representatives of the Mandinka and Pular speakers and other stakeholders were trained using this device to translate the Wollof language. The training was conducted by two international experts from ISESCO

The typewriters were distributed to all participants and Literacy Centres after the training. This was done as a move to ensure continuity and self development of the participants in the use of typewriters with the standardized Quranic characters in writing local languages

Several monitoring and evaluation missions were conducted by ISESCO and NATCOM on the use of the typewriters, the supplied materials and the progress made by the learning centres in a bid to improve performance and promote continuity.

VIII. The Publication of Post Literacy Documents in Wollof Language transcribed by means of the Standardised Quranic Script:

Following the opening of the 5 literacy centres and the production and distribution of textbooks by means of the standardised Quranic script, there was an urgent need for post literacy materials for the centres. As a result, ISESCO and the World Islamic Call Society provided funding for the publication of post-literacy documents for the centres. It was decided to translate the "Al-Akhdari" (basic principles and practices in Islam) in Wollof.

The "AL-AKHDARI" was translated in the Wollof Language as a post literacy document for the Literacy Centres in The Gambia and distributed to the centre managers and stakeholders.

3.2.1 Policy formulation, financing, teaching/learning methods

With the support of UNESCO, ANFEU under the DoSBSE started the process of developing a National Literacy Policy taking cue from the National Education Policy. A national committee was created for this exercise and a draft was made available and validated but requires a social validation to finalise it and to incorporate innovations that emerged afterwards. However, it is planned to conduct a social validation of the draft policy which will also offer opportunity to include critical issues that have been left out. Some of the critical issues cantered around the formulation of policy framework for the creation and maintenance of ALE Management Information System to facilitate the development of an inventory of teaching/learning methods used in The Gambia and financing of literacy.

3.2.2 Mobilisation of learners, involvement of learners in programme design, emergence of learners as partners

Different approaches are taken by different providers in mobilising learners. These include:

- Community animation
- Involvement of the Regional Education Office in identification of needy communities
- Participatory Rural Appraisal
- Introduction of income generation activities in literacy
- Inclusion of life skills in literacy

In some cases, need assessments are conducted to identify the needs that can be addressed through literacy. Needs identified are prioritised and put into consideration in designing the literacy programme. Trends in ALE provision such as the advocacy for; a high level of participatory approach, use of local resources and gifts and the demand for responding to the development needs of the community disposes the learners as partners

3.2.3 The above listed examples are considered as innovations in The Gambia because this was the first time that the following have been experienced/practised;

- the pilot model village
- the standardisation of the Quranic script in transcribing the Wollof language
- the use of the A3 typewriters with the standardised Quranic script.
- the translation of the "Al-Akhdari" into Wollof
- the establishment of ISESCO Wollof learning centres

4. Adult Literacy in The Gambia

4.1 The definition of literacy in The Gambia

In The Gambia, the term literacy is defined as 'the ability to read and write in any language', but the focus of written language and literacy has moved from concern for structural aspect of reading and writing to the acceptance of broader definitions, taking into account the functions of written language in social context. Although the Education Policy (1988-2003) aimed "to continue to promote and co-ordinate a selective-intensive approach in order to increase functional literacy," (DoSE, 1988), the Revised Education Policy (2004-2015) however shifted from this approach to a more demand driven and community focused functional literacy. This helped to create new attitudes and forms of behaviour in support of economic and social development.

4.2 Adoption and implementation of new Policies

Over the years, the Government of The Gambia has adopted various policies and these policy decisions are principally contained in four seminal documents:-

- The Millennium Development Goals
- The EFA Action Plan
- The Poverty Reduction Strategy Paper (PRSP II)
- The National Education Policy (2004-2015).

These documents provide the main directions for the *Education Sector Strategic Plan* (ESSP) 2004-2015, which caters for all within the education sector.

4.3 Examples of effective practices and innovative literacy programmes

In a bid to promote participation and relevance of literacy programmes, the Department of State for Basic and Secondary Education undertook a major shift in approach. These include:

- The progressive decentralisation of education service delivery

- The adoption of Public Private Partnership Approach for the implementation of literacy interventions

The use of ALE as a development tool has become ubiquitous especially in creating awareness on cross-cutting issues in the area of:-

- Health
- Empowerment
- Environment
- Life and livelihood skills development

Special remarkable innovations and good practices are:

- The enrolment of 80% women and 20% men by CSIP to contribute to the attainment of parity between men and women
- The establishment of a model village by BAFROW with literacy as a key tool
- The adoption of REFLECT by OPLA and BAFROW for grass-root empowerment
- The use of literacy by WEC International and ABWE for evangelisation and to spread the gospel
- The provision of ALE in Juvenile Prisons
- The introduction of the Standardised Quranic script - which was used in The Gambia for many centuries

The Model Village is an innovation which evolved out of the concept that sound health depends on a number of factors which include; economic well being and independence, physical and social environment conducive for good quality of life, the absence of harmful cultural and traditional practices and access to knowledge through functional literacy. Mandinaba Village, in the Kombo East District, is the first Model village, which showcases this holistic, complementary and human centred approach.

4.4 How policies and programmes focus on gender and a description of the importance given to women and other target groups

The policy thrust of all The Gambia Government sectors is in pursuit of the PRSP Goals which globally embraced the EFA and Millennium Development Goals. Also entrenched in the National Education Policy 2004 – 2015 are those socio-economic development indicators posited from the perspectives of education as a means for poverty reduction. Development in the national context is the attainment of sustainable **Economic growth** and **Social change**. To attain the desired social change, gender sensitive structural transformation is required for equity in:

- The distribution of benefits of economic growth
- Access to productive factors - Land, Labour and Capital and,
- Elimination of all forms of discrimination.

In PRSP, the role of education is considered very instrumental in the promotion of sustainable development with the participation of all stakeholders. This is implied in the statements in PRSP II, (section 1.6.1 – 2, page 45). In short, education is perceived as the key to meaningful human resource development.

Also important is that the implementation of the Education Policy requires equal participation of all strata of the population and/or main-streaming of gender. The Education Policy clearly indicates these contentions in the following quotations:

> *"Mainstream gender in the creation of opportunities for all to acquire literacy, livelihood skills and the utilization of these skills in order to earn a living and become economically self-reliant members of the community."*
> (Section 3.2, Aims of education, Education Policy 2004 – 2015, page 13)

> *Increased access, for adults and out-of-school youth, to functional literacy and numeracy programmes in order to halve the illiterate population by 2015. (Section 4.2, Policy objectives, Education Policy 2004 - 2015, page 17)*

The above policy statements show that the policy focus is clear about the importance attached to the education of the vulnerable groups – women, rural communities, etc.

Also, according to PRSP II, (Page 94), introduction of non-gender biased and vocational skills for ANFE participants is a priority for the Education Sector.

This is all the more reason that most literacy programmes in this country target a majority of women and the out-of-school youth. A good example is the Community Skills Improvement Project which targets enrolment of 80% women and 20% out of school youth.

Generally, increase in access and improvement of the quality of education is contained in the PRSP II and the Education Policy 2004 – 2015 as essential within the expanded vision of Basic Education.

In the Draft Women's Bill 2007, (Page 12), validated in the same year, it is stated that:
- Every woman shall have the right to basic education and training for self employment
- Promotion of literacy among women will be done

These statements and many more in, the Draft Bill, describe plans and actions that are being taken at different levels to manifest the importance attached to women and other target groups.

4.5 The extend to which Policies and Programmes aim at building literate environments

The idea of building a literate environment is entrenched in the current Education Policy particularly in the following quotations from the Education Policy as follows:

> *".....adult and non-formal education programme will be divided into three interrelated levels e.g. foundation, intermediate and advance levels..... This will enable adult and non-formal education participants to proceed to post-literacy and continuing education through the provision of facilities such as rural libraries and press and the creation of skills centres. The services will be expanded to incorporate broadcasts for adult learners and out-of-school youth."*
>
> *(Section: 1.2 ANE & Education Broadcasting Service, Education Policy 2004 – 20015, page 22)*

5. Expectations of CONFINTEA VI and future perspectives for ALE

It is agreed that the following could be in accordance with the objectives of the CONFINTEA VI. That is:

- Lobby the "recognition of Adult Learning and Education as an important element of and factor conducive to lifelong learning" with literacy forming the basis
- Promote "the crucial role of Adult Learning and Education for the realisation of current international education and development agenda (EFA, MDGs. UNLD, LIFE, and DESD)
- Giving the ALE recognition and importance as a sub-sector to ensure continuous funding
- Lobby political commitment and support for the creation of the policy environment compatible for effective implementation
- Ensure a broad base participation of Gambian stakeholders in the CONFINTEA VI

5.1 Outcomes expected from CONFINTEA VI

- Strategies for ensuring political commitment for ALE in The Gambia generated and adhered to
- Synergies between different national policy documents and bills ensured
- Relevance of ALE strategically ensured
- At least 3% of education budget allocated to ALE
- Continuous donor commitment to ALE be reaffirmed
- Enhancing capacities of stakeholders for sustainability

5.2 List of the main issues that adult education will have to address and description of future perspectives for the development of policies and practices in adult education and adult learning

In The Gambia, it is envisaged that ALE can address human and material development issues such as:

- Low literacy /numeracy or the absence of literacy/Numeracy
- Poor health
- Food poverty
- Low income and business expertise
- Low sensitivity to environmental degradation
- All inclusive Institution building

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