

2nd Draft



THE REPUBLIC OF THE GAMBIA
DEPARTMENT OF STATE
FOR EDUCATION

EDUCATION FOR ALL
NATIONAL ACTION PLAN
2004 - 2015

April 2004

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MAP OF THE REPUBLIC OF THE GAMBIA



LIST OF ACRONYMS

ADB	African Development Bank
ANFEU	Adult and Non-Formal Education Unit
BSED	Basic and Secondary Education Directorate
CCM	Co-ordinating Committee Meeting
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CRS	Catholic Relief Services
CA	Continuous Assessment
CAS	Country Assistance Strategy
NCCE	National Council on Civic Education
CREDU	Curriculum Research, Evaluation and Development Unit
CSIP	Community Skills Improvement Project
DoSE	Department of State for Education
DoSFEA	Department of State for Finance and Economic Affairs
DSTE	Directorate of Science and Technology Education
EFA	Education for All
EFA/FTI	Education for All/ Fast Track Initiative
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
FAWE-GAM	Forum for African Women Educationalists – The Gambia
GC	Gambia College
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GEU	Girls' Education Unit
GFSI	Girl Friendly School Initiative
GLF	Government Local Fund
GTTI	Gambia Technical Training Institute
HH	Household
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HRD	Human Resource Directorate
HTC	Higher Teachers' Certificate
ICT	Information Communication and Technology
IDA	International Development Agency
IEC	Information Education and Communication
IMF	International Monetary Fund
INSET	In-Service Education for Teachers
LAT	Learning Achievement Targets
LBS	Lower Basic School
LGA	Local Government Authority
MLA	Monitoring Learning Achievement
NAT	National Assessment Test
NEA	National Environment Agency
NER	Net Enrolment Ratio
NGO	Non-Governmental Organisation
NTA	National Training Authority
NTL	National Training Levy

NVQ	National Vocational Qualification
PCU	Project Co-ordination Unit/DoSE
PPARBD	Planning Policy Analysis Research and Budgeting Directorate
PRSP	Poverty Reduction Strategy Paper
PSLCE	Primary School Leaving Certificate Examination
PTA	Parent Teacher Association
PTC	Primary Teachers' Certificate
PTR	Pupil Teacher Ratio
REO	Regional Education Office
SAFMU	School Agriculture and Food Management Unit
SAP	School Aged Population
SMT	Senior Management Team
SSA	Sub-Saharan Africa
SPA	Strategy for Poverty Alleviation
SQAD	Standard and Quality Assurance Directorate
STAGAM	Science Teachers of The Gambia
TFR	Total Fertility Rate
TVET	Technical and Vocational Education and Training
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
WAEC	West African Examinations Council
WEC	World Evangelist Crusade
WEHAB	Water, Environment, Health, Agriculture and Biodiversity
WFP	World Food Programme

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EFA/FTI Proposal March 2003 Version

Interim Strategy for Poverty Alleviation

National Education Policy 2004 – 2015

National Policy for Integrated Early Childhood Development in The Gambia – 2003

Poverty Reduction Strategy Paper 2002

Public Expenditure Review, DoSE 2001

1 INTRODUCTION

1.1 Background Information

1.1.1 Physical and Climatic Characteristics

The Gambia is a small Sudano-Sahelian country in West Africa, lying between latitudes 13.0 and 13.7 degrees North and longitudes 13.7 and 16.0 degrees West. It consists of a narrow strip of land some 400 kilometres long, and from 30 kilometres wide in the west to 10 kilometres wide in the east, on either side of the River Gambia. It is bordered on three sides by Senegal, and on the west by the Atlantic Ocean. The country has a sub-tropical climate, typified by a long dry season (November to June) and a short wet season (July to October). Rainfall distribution is irregular and ranges from 800 mm a year inland to 2,200 mm in the coastal areas. Average temperatures range from 18°C to 30°C during the dry season and 23°C to 33°C during the wet season.

1.1.2 Demographic Characteristics

The Population and Housing Census of 1993 showed a growth rate of 4.2% per annum (compared with an average 2.6% for the Sub-Saharan Area [SSA]), one of the highest growth rates in the world; a projected population of 1.3 to 1.4 million by the year 2001. The rapid growth is due to a combination of natural growth and migration. Growth has continued since 1993, at rates that are difficult to estimate given the migratory population flows in the region in recent years. The Gambia has a population density of between 121 and 130, one of the most densely populated countries in Africa. The population is increasingly becoming concentrated in urban areas, about 40% being urban in 1993; growth is particularly greater in the west of the country. It is a young population; 45% under 15, 19% aged 15 to 24, while only 3% are aged over 65 years. Thus the high dependency ratio of 94% has serious implications for the cost burden of supporting a large part of the population in basic education.

1.1.3 Economic Characters

According to the 1993 Census, approximately 51% of the population was categorized as “economically active”. Only about 32% of the population was classified as “employed”, although a substantial part of the remainder of the population was occupied in subsistence agriculture. The age structure of the population suggests that there is a high dependency ratio: those in employment support a large number of young children. Of those employed, some 82% are engaged in agriculture, fishing and related activities; 8% in industry and related activities and the remainder in the service sector. 86% are employed in the informal sector and 14% in the formal sector of the economy, with 77% of the latter working in the Greater Banjul Area.

The Gambian economy was beset by severe macroeconomic imbalances, and attempts were made to redress that through an Economic Recovery Programme and a sequel Program for Sustainable Development launched in 1985 and 1990 respectively. Both programmes had considerable support from development partners and the macroeconomic situation improved considerably.

Between 1993 and 1997 the economy suffered a series of adverse shocks, undue fiscal policy expansion, increased structural weakness and a weakened private sector confidence. The military coup of July 1994 prompted the cancellation of budgetary support from traditional donors and creditors resulting in a decline in tourist arrivals, while the CFA franc devaluation adversely affected trade. An adjustment program supported by IMF and IDA helped reverse the deterioration. With the recovery in the tourism and agriculture sectors, real GDP rebounded reaching 3.5% and 6.4% in 1998 and 1999 respectively, while inflation was contained at below 2% during the same period. Fiscal policy was appreciably tightened; the overall deficit (excluding

grants) was reduced from 7.75% of GDP in 1997 to 4.75% in 1999. Performance in the external sector was also favourable with some reduction in the average current deficit and a build-up in gross official reserves (5.5 months of import cover by end 2000). Government's economic strategy in the medium term is to consolidate gains made thus far and to address structural and policy constraints to growth and poverty reduction. Policies will focus on achieving sustainable growth with macroeconomic stability; maintaining an appropriate, market-based incentive structure; and stimulating private sector activities.

The government's strategy is to develop the industrial and infrastructural sub-sector comprising manufacture, transport and communications, and energy. For the education sector the strategy implies an emphasis on basic education (grades 1-9), increased access and quality; expansion of senior secondary education (grades 10-12) to ensure up to 50% transition from grade 9 to 10; skills training; the development of scientific and technological competencies; improved acquisition of numeracy and literacy skills, and the establishment of the University of the Gambia initially for a limited number of students in some critical disciplines to fill the dearth capacity gaps in the labour force.

1.1.4 Health Characters

In 1993, the crude death rate was 47.2 per thousand and the under-five mortality rate was estimated at 129 per thousand, ranging from 83/1000 (Banjul LGA) to 162/1000 (Mansakonko LGA), with the mortality rate being higher for males than females. Average life expectancy from birth was 55 years (urban 54.5, rural 46.3, males 54 and females 57 years). The high fertility levels (TFR of 6.04) have resulted to a youthful population, although fertility rates are now believed to be falling. Some 50% of the population had no access to safe water. In 1999 there were 27 medical personnel per 100,000 persons (compared to 91 per 100,000 in SSA), and between 85% and 95% of the population had access to 208 health facilities (ranging from hospitals to sub-dispensaries); of these, 84% were government funded, whilst NGOs and the private sector provided the rest. In 1994, some 97% of one year-olds had been fully immunised against tuberculosis and 83.4% against measles; the percentage of malnourished children was about 16% (18% for girls and 13% for boys). "Between 1992 and 1998 extreme poverty increased by more than 300%, from 15% to 51% whilst the proportion of non-poor declined from 67% to 31%. Poverty is on the increase despite years of interventions under SPA I"¹ (DOSFEA 2000: p8). The increase in poverty (according to the same report) could be attributed to a number of factors including the 1994 coup, which triggered a freeze in foreign aid thus affecting many poverty focused programme. It had also affected the private sector and the tourism industry. Deterioration in the terms of trade and the devaluation of the CFA Franc severely affected the re-export trade². The instability in the sub-region due to civil strifes and wars resulted in an influx of refugees into the country and this impacted heavily on the delivery of social services and other social infrastructures.

1.1.5 Education Characters

The levels of literacy and educational attainment among the economically active are low. In 1993 an estimated 40% of the population aged 10+ were literate, the proportion of literate males (54.4%) being higher than females (26.4). Household survey data indicate that in 2000 about 36% of the population aged 15 and over was literate. The survey showed only 25% of women aged 15 and

¹ Interim Strategy for Poverty Alleviation II

² The re-export trade is one of the key revenue earners of the economy and involves the export of imported goods from The Gambia to the sub-region given the comparative advantage of the country.

over to be literate, compared with 48% of men. The figures indicate little change from the Population Census of 1993, allowing for differences in definitions. The difference can possibly be explained by the disparity between the sexes in enrolment in formal education. In sum, the rapid demographic growth has not been accompanied by the necessary investments in social infrastructure; thus resulting in poor social indicators as compared to regional averages. The country struggles with relatively poor living conditions, reflected in poor access to drinking water, low life expectancy, low literacy and high infant mortality rates.

1.2 Education Expenditure

1.2.1 Total Recurrent Expenditure

Government expenditure on education during the late 1990s to date reflects an increased public allocation to education, of 39% in current prices (19% in real terms). The 2001 planned expenditure is an increase of 50% in current and 23% in constant terms from 1998. This translates to 7% per annum, substantially more than the planned target of 4.3% annual growth.

Education's share of total Government expenditure (excluding debt service) rose from 24% in 1998 to 25% in 2000 and 2001. As a proportion of overall recurrent spending it varied between 14% and nearly 17. Compared with GDP, recurrent education spending rose steadily, from 3.2% of GDP in 1998 to 4.1% in 2001.

Recurrent public spending on education	1998	1999	2000	2001
As % of GDP	3.18%	3.73%	3.85%	4.12%
As % of Govt recurrent Spending net of debt service	23.77%	28.22%	24.94%	25.08%
As % Government Recurrent Spending	14.69%	16.98%	14.21%	15.99%

A large proportion of investment spending is financed through project grants or loans by external donors plus Government local fund (GLF). Total Gambian public sector spending on education (current and capital) grew from 3.6% of GDP to 4.3% over the period.

The shares of expenditure allocated to the different levels of education continue to reflect the policy priorities of the sector. Allocation to Basic Education increased from 56.8% of in 1998 to 64.1% in 2001. This is as a result of the accelerated expansion at the Basic Education level, particularly in Upper Basic education, compared to Senior secondary education whose share dropped from 14.5% in 1998 to 11.0% in 2001.

Percentage of Recurrent Expenditure by Level

		1998	1999	2000	2001	Annual Growth	
						Current prices	Constant prices
1	Admin	7.9%	5.9%	5.4%	6.4%	8%	0.4%
2	Basic Education	58.6%	65.6%	65.7%	65.7%	20%	11.5%
3	Secondary Education	13.9%	11.6%	12.2%	10.5%	5%	-2.3%
4	Quality	6.8%	6.2%	6.3%	6.7%	15%	7.0%
5	Voc/Tech	4.2%	3.2%	3.2%	3.4%	7%	0.1%
6	Adult Education	0.0%	0.2%	0.1%	0.1%		
7	Services	3.6%	2.1%	2.4%	2.3%	-2%	-8.2%
8	Tertiary	5.0%	4.8%	4.8%	4.9%	14%	6.6%
9	Others	0.0%	0.6%	0.0%	0.0%		
	Total	100%	100%	100%	100%	15%	7.4%

Given that the education recurrent budget grew faster than expected, the growth targets set for each level of education, with the exception of technical/vocational education and Adult Education, were far exceeded. In particular, expenditure on basic education increased at a real annual rate of 11%, reflecting the rapid increase in enrolment. Secondary spending actually fell in real terms by 2.3% a year. Real spending on the quality and relevance component (including spending on pre-Service and in-service teacher training) grew by 7% a year.

Recurrent Spending by Level and Economic Composition

		1998	1999	2000	2001	Annual growth, 1998-01	
						Current prices	Constant prices
1	Personnel Emoluments	59.3%	63.8%	62.9%	64.0%	18.0%	10.1%
2	Op & Maintenance	5.1%	3.3%	4.1%	3.9%	5.2%	-1.8%
3	Exams	5.3%	4.5%	3.6%	2.8%	-7.3%	-13.5%
4	Books, Learning Materials	1.4%	1.8%	1.7%	1.8%	24.5%	16.2%
5	Scholarships/Trainee Allow.	6.4%	5.5%	5.1%	6.9%	17.8%	10.0%
6	Subsidies/Subventions	0.3%	0.4%	0.1%	0.1%	-21.3%	-26.5%
7	Grant in Aid	14.9%	14.5%	15.9%	14.0%	12.8%	5.2%
8	Other	7.4%	6.1%	6.6%	6.6%	10.8%	3.4%
	(Pers. Emol + Grant-in-Aid)	74.2%	78.4%	78.8%	78.0%	17.0%	9.2%
		100.0%	100.0%	100.0%	100.0%	15.0%	7.4%

While most Sub-Saharan countries spend well over 90% of their recurrent budgets on salaries leaving very little for maintenance and books, expenditures on these items at the basic education level (including grant-in-aid) in The Gambia, continues to be maintained below 80% on average. Operation and maintenance receives 4.2%, teaching and learning supplies receives about 2% of the recurrent budget, while approximately 3% is allocated to examinations, and about 15% to grant-in-aid.

The distribution of recurrent expenditures by economic composition would appear distorted if its features are not explained:

1.2.1.1 Books

The relatively small allocation for books does not reflect the stated policy priority to significantly increase expenditure on books and learning materials. However, a huge investment on books and learning materials is imbedded in the capital budget and financed from project funds.

1.2.1.2 Examinations

The reduced spending on examinations reflects the policy decision of phasing out the primary school leaving certificate.

1.2.1.3 Grants-in Aid

The Grant-in-Aid is a subvention for salaries and allowances of teachers in mission and public schools managed by board of governors. Expenditures on operations and maintenance, and teaching and learning materials in these schools are largely financed from fees and other levies

1.2.1.4 Operation and Maintenance

A share of 4% for operation and maintenance appears low compared to the investment share of 69% spent on civil works, furniture and equipment. A maintenance and rehabilitation programme is needed for the whole classroom stock of more than 3,200. The lack of linkage between the levels of construction and maintenance has led the facilities to deteriorate over the years, thereby increasing demand for additional new construction.

1.2.1.5 Teachers

In the mid-1990's there had been a significant increase in the number of teachers, which drove up the ratio of teachers per class, and reduced the student: teacher ratio. This increase was due mainly to an increase in the number of qualified teachers serving as senior teachers who were not teaching and the recruitment of unqualified teachers. Efforts to address teacher management, from an efficiency and quality perspective including the screening of unqualified teachers through examinations, setting up of minimum standards for recruitment, and utilising teaching staff more efficiently have been mounted.

The target pupil teacher ratio (PTR) of 45:1 and 40:1 are combined with a policy of encouraging multi-grade teaching where appropriate. In double shift schools, teachers are paid an additional 50% of salary for engaging in the double shift. Per pupil expenditure at the basic education level increased by an average of 4% a year (11% in real terms). Allocations to basic education both in terms of budgetary shares and real growth have been stable over the past four years, growing both in nominal and real terms. Salary expenditure per public school student in 1998 was approximately 365 Dalasis or 91% of total per student expenditure. The share of primary expenditure allocated to personnel emoluments remained constant and steady between 1998 and 2001 (91% of the budget). In real terms, salary expenditure grew by about 12% per annum between 1998 and 2001; the growth is explained by significant recruitment of teachers and salary increases.

The strategies for teacher training and other education quality enhancing activities have changed dramatically in the past two years. The Gambia College has expanded its intake for both the PTC and HTC to respond to increased needs for qualified teachers. The PTC course has been changed to one year residential followed by two years of supervised teaching practice (including distance learning); while the HTC is two years residential and one year teaching practice. The recurrent budget for teacher training has correspondingly increased.

1.2.1.6 Vocational/Technical/Tertiary

Expenditure on vocational and technical education has remained constant in real terms, at about 3% of the recurrent budget. This represents a sharp fall since the 7% in 1990, largely explained by the absence of a comprehensive policy on vocational education and technical training for the sector.

The advent of university education in The Gambia has been largely Government driven rather than planned policies by the Department. Hence a composite budgetary and cost analysis of expenditures at this level has not been conducted by the Department. To this effect, the Department provides scholarships to students and allocates a subvention to the University. Costs per student are presumed high partly because there are relatively few students in most streams. Many classes operate at well below optimum capacity. However it would not be easy to increase enrolment. There is a lack of qualified candidates in some important disciplines. Also, on the one hand the level of fees is difficult for many students to afford, while on the other hand the budget cannot easily afford significant increases in the number of scholarships.

University education is necessarily expensive. However, The Gambia will have to balance the equity needs of the different parts of the education system, and assess how to ensure that students make appropriate contributions. Perhaps in order to reduce costs the University of The Gambia, rather than offering its own courses in some disciplines, might investigate the possibility of using courses from overseas distance learning universities.

The University will have significant investment costs for its development needs, which will have to be carefully assessed. It currently has few facilities: no library, inadequate access to textbooks and other essential reference materials for students, little in the way of laboratory resources, and no central focal point. Having established the University, The Gambia needs to ensure that it is adequately funded to function properly, with a combination of different sources of finance.

1.2.2 Development Expenditure

To ensure a consistent level of co-ordination and planning in the utilisation of resources allocated to the sector, development spending have been tied to Government policy pronouncements reflected through programmes and projects on the ground. Hence investment programmes tend to support the priority programmes of the sector. The largest shares of the development budget are spent on financing basic education, management and the quality of basic and secondary education. Basic education accounted for 52% of total development expenditure, with support for management and administration reaching 35%. In terms of functional distribution, an average 65% of development spending goes to Civil works, 10% on training, 8% to consultancy while furniture and materials account for about 6% of the development budget. Government spent a larger share of its financing on administration, junior secondary, senior secondary and technical education and vocational training.

The bulk of development expenditure (between 85% - 95%) was financed from external sources. Public investment contributed an average of only 10% of the total. There is a great level of co-operation and complementarity between the government and its funding partners, reflected in the approach that requires government to provide a share of funding to activities mainly financed by donors. This means that there are few differences in investment priorities between public and externally financed sources. A large proportion of government funds is allocated to counterpart funding.

1.2.3 Household Expenditure

Government has, over the period, demonstrated its resolve to providing equitable access to quality and relevant education for all especially for girls and women on the one hand, and to the poorer groups of society on the other. This has been in line with the Country Assistance Strategy (CAS) and more recently with the Poverty Reduction Strategy Paper (PRSP). As one of the most important social services needed by the poor to escape from poverty is education, there is need for continued government involvement in its funding, especially at the primary level where there are high levels of external benefits.

Cognizant that public expenditures are quite often made with the intention of helping the poor escape from poverty, the task of efficiently targeting public spending remains a challenge. Assessing how well public spending on education is targeted to the poor requires a profile of who attends publicly financed schools at each level of the system, together with measures of the per-student subsidies received by students at each level.

1.2.3.1 Distribution of Enrolment

The various household groups (quintiles) of The Gambian population make very different use of education services. Given its household size of 11.54, Quintile 1 accounts for 34% share of school aged population compared to 7% share for Quintile 5 with a size of 4.14. Notwithstanding, the latter claims 70% of net enrolment ration compared to only 49% for the former. Undoubtedly the gap remains progressively wider at secondary and tertiary education levels.

Distribution of enrolments by quintile

<i>Quintiles</i>	<i>HH size</i>	<i>SAP</i>	<i>SAP/HH</i>	<i>% of SAP</i>	<i>NER</i>	<i>Enr/HH</i>	<i>Enrolment</i>
<i>Q1</i>	<i>11,54</i>	<i>84 188</i>	<i>2,49</i>	<i>34%</i>	<i>49%</i>	<i>1,23</i>	<i>41 463</i>
<i>Q2</i>	<i>9,46</i>	<i>64 023</i>	<i>1,91</i>	<i>26%</i>	<i>54%</i>	<i>1,03</i>	<i>34 523</i>
<i>Q3</i>	<i>7,29</i>	<i>51 194</i>	<i>1,51</i>	<i>21%</i>	<i>59%</i>	<i>0,89</i>	<i>30 356</i>
<i>Q4</i>	<i>6,14</i>	<i>29 073</i>	<i>0,86</i>	<i>12%</i>	<i>60%</i>	<i>0,51</i>	<i>17 358</i>
<i>Q5</i>	<i>4,14</i>	<i>18 202</i>	<i>0,54</i>	<i>7%</i>	<i>70%</i>	<i>0,38</i>	<i>12 682</i>
<i>All</i>	<i>7,72</i>	<i>246 680</i>	<i>1,46</i>	<i>100%</i>	<i>55%</i>	<i>0,81</i>	<i>136 382</i>

Enrolment also varies between regions. GER at basic education level increased from 73.5% in 1996 to 77.5% by 2000. The regional distribution shows that the GER in Region 1 has been falling over the period (74% in 1996 to 65% in 2000), while in Region 6, the GER rose from 41% to 47% over the period albeit some slight fluctuations. Interestingly however, the national growth rates have been falling from 7.1% to 1.6% over the period with an annual average growth of 4%. Only Regions 2 & 6 recorded a growth above the national average (6% and 8% respectively). The lowest rate of 1% was in Region 4, followed by Regions 3 and 5 with a 2% growth. The low net intake rate of 33% for 7 year olds remains a concern not least for the fact that children who start schooling late are less likely to reach advance for they are more prone to early marriage and or withdrawal. Poorer children are more likely to start later than richer children. The net intake rates of 7 year olds in 2000 ranged from 15% in the Kuntaur administrative division of Region 5 to over 50% in the Western Division, Region 2. Thus, the age of entry is one of many factors that make the poor less likely to benefit from education. Children who are poorly nourished are also less likely to go to school, or if they do, to either to stay in school or learn effectively. Children of better-educated mothers are better nourished, while poorer regions have worse nutrition than richer areas. The children whose parents or heads of households have not had any or much schooling are less likely to go to school, or to stay there.

Distribution of GER annual growth rates by Region

	1996	1997	1998	1999	2000
Region 1	3.3%	1.3%	5.4%	5.0%	1.7%
Region 2	6.0%	10.9%	5.9%	5.2%	3.2%
Region 3	6.5%	3.3%	4.6%	0.6%	1.0%
Region 4	8.0%	5.9%	2.3%	-3.6%	-1.6%
Region 5	14.4%	5.2%	2.9%	0.3%	0.4%
Region 6	13.0%	11.3%	19.8%	1.5%	0.9%
National	7.1%	6.1%	6.2%	2.8%	1.6%

There is seemingly a close correlation between level of schooling of household heads and the number of school-aged children not in school by quintile. Children in quintile 1 account for 39% of school-aged children not in school compared to only 5% from quintile 5. It appears that the lower the educational attainment of household heads, the lower the net enrolment by quintile.

Savings on Household income (excluding expenditure on meals)

Quintiles	<i>HH exp on pri. edu/ per HH</i>	<i>Net savings</i>
	<i>excluding meals</i>	
<i>Q1</i>	4,42%	3,35%
<i>Q2</i>	6,84%	2,84%
<i>Q3</i>	2,16%	1,42%
<i>Q4</i>	2,13%	0,72%
<i>Q5</i>	1,33%	0,37%
<i>All</i>	2,17%	0,88%

Quintile 1 spends over twice the national average on primary education when expenditure on meals is excluded compared to quintile 5, which spends 61% of the average. Excluding expenditure on meals translates to a savings of 3.35% of household income for quintile 1, 2.84% for quintile 2 and only 0.37% for quintile 5. This clearly shows that a nationwide school-feeding programme would increase disposable income for the poor household quintiles.

Government is committed to ensuring that the poor have access to quality education, and make use of it. However, the more affluent households in society both enrol more of their children in school and retain them for longer periods, the richer benefit disproportionately more from government spending on education than do poorer households. The richest 20% of households receive D460 per primary school-age child,³ 29% more than those in the poorest 20% (quintile), who receive D325. This follows from the skewed nature of the share of school-aged population per household, 2.49 compared to 0.54 respectively for quintiles 1 and 5. Household expenditure on education shows the extent to which the burden of paying for education weighs more heavily on the poor. Though the rich (quintile 5) spend 3 times more on primary education than the poor (quintile 1), the burden on household expenditure is almost five times heavier on the poorest households income than the rich. The expenditure burden on both the first and second quintile (7.77% and 9.68% respectively) is more than double the national average of 3.05% per

³ Based on children aged 7-12 inclusive.

household. Hence targeting of subsidies is critical for the attainment of equity in access to subsidy on education.

Household benefit to government subsidy by quintile

Quintiles	SAP/HH	Enr/HH	HH Exp on	Total	Share of HH	Govt Exp on	Govt Exp on
			Pri Edu	HH Exp	Exp on Pri	Pri Edu per	Pri Edu per
	H	H	per Child	on Pri Edu	Edu/HH Exp	Pri Edu/HH	HHSAP
Q1	2,49	1,23	75	92	7,77%	809	325
Q2	1,91	1,03	212	219	9,68%	680	356
Q3	1,51	0,89	143	128	3,58%	589	391
Q4	0,86	0,51	332	171	2,85%	340	394
Q5	0,54	0,38	746	282	1,70%	249	460
All	1,46	0,81	223	180	3,05%	534	365

[Note: – Household expenditure per capita is used as a proxy for income in the household poverty survey.]

The proportion of school-aged population per household in the poorest quintile is almost five times that of the richest (2.49 compared to 0.54). Notwithstanding, the poorest quintile have fewer than half their primary age children in school (NER of 49%), and despite economizing as much as possible on individual items, the poorest quintile spend 7.77% of household expenditure for school-related costs at the primary level. The richest quintile, with 70% of children in school and spending much more on items such as school uniform and transport, paid only 1.2%. Though the poor spend almost five times less of what the rich spend on school lunches and pocket money, such expenditures account for 43% of the poor household's expenditure on education compared to 22% for the rich. However, while the rich spend 14% of their expenditure on education on private tuition, the poor can afford spending only 1% on private tuition. This invariably has a direct bearing on children's achievements.

Uniforms account for 15% of the poorest household's expenditure on education. Given that school lunches and pocket money account for more than half of the poor household's expenditure on education, it follows from such a cost burden on the poor that the school feeding programme would free up much needed funds for the poor. It reflects a savings of 3.35% and 2.84% for the first and second income quintiles respectively compared to only 0.37% savings for the richest quintile.

	Q1	Q2	Q3	Q4	Q5	Total/Mean
Fees	14%	2%	15%	17%	32%	22%
Parent association	3%	3%	19%	1%	1%	2%
Uniforms	15%	10%	15%	10%	8%	11%
Books	15%	12%	10%	13%	5%	10%
School supplies	3%	2%	3%	2%	2%	2%
Transport	3%	11%	4%	12%	8%	8%
Lunch & pocket money	43%	29%	40%	25%	22%	29%
Exam fees	2%	1%	5%	3%	2%	2%
Private tuition	1%	3%	1%	12%	14%	8%
Other sch. Expenses	2%	5%	6%	5%	6%	5%
Total HH Edu. Charges	100%	100%	100%	100%	100%	100%

Targeting the poor for access to school feeding will therefore be a well-targeted expenditure. Overall, school lunches and pocket money account for 29% of household expenditures on primary education compared to 10% on books and school supplies). In fact, even if expenditures on private tuitions were added to the quality inputs, it would account for about ten percentage points less than that spent on lunch and pocket money; all the more justifying relieving households of this burden.

Though uniforms are used in schools for a variety of reasons, its burden on household expenditures raises some issues if not concerns. For the poor, uniforms are the second largest single expenditure item and accounts for 14%, which is higher than the national average of 11% per household.

Spending on education is also inevitably skewed towards the richer parts of any country. That is where the longer-established secondary schools are found, and well-qualified teachers are more attracted to stay in post in urban areas. Other benefits are more likely to be available closer to the capital; the school mobile library service is an example. Even though poverty is more pronounced in rural areas (Regions 4, 5 and 6 in The Gambia), it is not only in the rural areas that the poor are to be found. There are pockets of poverty in the urban areas. However, it has been a regrettable tendency of some donor agencies to assume that the poor are concentrated in rural areas, and thus to avoid financing urban education development. While it is true that the more affluent people tend to live in urban areas, perhaps thus raising average incomes in those areas, it is also in urban areas and growth centres that one often finds the most over-crowded schools. Enrolments in Region 1 have fallen from 74% to 65% between 1996 and 2000 thus implying that 35% of school-aged children are out of the formal school system. Against this low GER, there is need for government to target these pockets of poor urban dwellers.

1.2.4 Internal Efficiency and Quality Assessments

The education system, which comprised six years of lower basic, three years each of upper basic and senior secondary education, creates some degree of competition for places at the beginning of each cycle. At the end of each of the first two cycles, students until recently sat to selective cum terminal examination which determined transition to the next level. As at the end of the 2000/01 academic year, the Primary School Leaving Certificate Examinations (PSLCE) had been phased out in regions 3 to 6. Thus the repetition rates, which were higher at the end of the lower basic cycle have significantly reduced in all the region. In fact in Region 4, which recorded the highest repetition rate of 20% in 1996/97, the rate has reduced to 2% in the year 2000/01. At the national level too, the rate has dropped from 15% to 4% during this period.

1.2.4.1 Repetition Rates

The high repetition in grade one which was, and still is, attributed to the high percentage of under-aged children in grade one in the rural area particularly, is still a great concern in Region 6 where it rose from 18% in 1996/97 to 38% in 2000/01. In this region, for instance, as many as 22% of children in grade 1 are under the age of 7 years (the official entry age) compared to the national average of 15%. A similar percentage of children under the age of 7 (i.e. 23%) were recorded in Region 4 in the year 2000/01 academic year.

In 1996/97 a dropout rate of 28% was recorded at the end of Grade 6, which reflected the constraints in the number of places available at the upper basic level which existed before the phasing out of the PSLCE. In 2000/01 however, a promotion rate of 82% and a repetition rate of 4% were recorded implying that only 14% dropped out, which is half the 1996/97 rate.

At the upper basic level, the repetition rates are still comparatively low, ranging from 1% to 2%. This is partly due to the importance attached to secondary education by both parents and students, especially after they have spent a lot of effort and in some cases, financial resources to pay for junior secondary education and the examinations at the end of grade 9.

The significant variations in repetition rates, which existed across regions in 1996/97, have now reduced in 2000/01. In 1996/97 the repetition rate in Region 1 was less than 10% in all the Grades except grade 6 and an average of 19% in Regions 2, 3 and 4, the highest repetition rate recorded in 2000/01 were in grade 1 of Region 6. Students in rural areas often miss the first couple of months of schooling during which they are engaged in the farms, which makes it difficult for them to catch up during the year.

At the Regional level, the disparity in repetition and dropout rates between male and female is mixed, and differs from grade to grade. In some instances, the males registered a higher dropout rate while in other cases the trend is in reverse order. The two regions in which female drop-out appears higher than male are regions 4 and 2.

1.2.4.2 Cohort Survival Rates

The cohort survival rates in 1996/97 in the lower basic school were comparable to the average for Sub-Saharan Africa, i.e., an estimated 72% of students (720 out of 1,000 students) who started Grade 1, reached Grade 6. The comparable figure for Sub-Saharan Africa is 698. In 1999/00 the cohort survival rate rose to 80%. For the basic cycle as a whole, (i.e. grades 1-9) only 58% (580 out of every 1000 students) of students that start grade 1 complete Grade 9. At the Lower Basic level therefore, a situation exists where students take more years than necessary to complete Grade 6, 6.7 years. Given that the cost of producing a graduate depends on the average number of years spent to complete a cycle, drop - out and repetition rates increase the cost of producing a graduate. Over the years the average number of years taken by a pupil to reach Grade 6 has increased to 7.29 resulting in additional 2.29 years than needed. This additional duration is inefficient. Hence at the lower basic level, the inefficiency has grown or increased during this period.

There has been a drop in per pupil expenditure at the upper basic over the period, which has correspondingly reduced the cost of producing a pupil by 40% thus rendering this level more efficient than was the case in 1996/97.

At the senior secondary level too, the system has registered some improvement on per pupil expenditure between 1996/97 and 1999/00 (i.e. a reduction from D1500 to D1277). This is, to a very large extent, was due to the rationalisation of the grant-in-aid allocation.

1.2.4.3 Student-Teacher Ratio

Efficient staff utilisation is one way in which unit cost can be lowered and internal efficiency improved. In 1995/96, student-teacher ratios were 30:1 at the lower basic; 21:1 for upper basic, and 20:1 at the senior secondary. These ratios include administrators, Koranic teachers and specialists' teachers (at the lower basic level). Class-size and teaching load influence student teacher ratio; a highly aggregated indicator.

Teacher Utilisation Efficiency indicators by level of education (1990-1996)

<i>Level</i>	<i>Ratios</i>	<i>1990</i>	<i>1991</i>	<i>1992</i>	<i>1993</i>	<i>1994</i>	<i>1995</i>	<i>1996</i>
<i>Lower Basic</i>	<i>Pupil/Tr</i>	31	32	30	29	29	30	32
	<i>Tr/Class</i>	1.26	1.26	1.25	1.2	1.21	1.31	
	<i>Tr/C.Rm</i>	1.38	1.30	1.26	1.26	1.39	1.37	
<i>Upper Basic.</i>	<i>Pupil/Tr</i>	29	29	26	27	29	21	
	<i>Tr/Class</i>	2.19	1.75	1.70	1.60	1.31	2.13	
	<i>Tr/C.Rm</i>					1.81	2.75	
<i>Senior Sec.</i>	<i>Pupil/Tr</i>	23	31	22	20	21	20	
	<i>Tr/Class</i>	1.99	1.42	2.05	2.19	2.11	2.16	
	<i>Tr/C.Rm</i>					2.44	2.84	

Teacher Utilisation Efficiency indicators by level of education (1998-2000)

<i>Level</i>	<i>Ratios</i>	<i>1998</i>	<i>1999</i>	<i>2000</i>
<i>Lower Basic</i>	<i>Pupil/Tr</i>	33	36	37
	<i>Tr/Class</i>	1.03	1.12	1.42
	<i>Tr/C.Rm</i>			
<i>Upper Basic.</i>	<i>Pupil/Tr</i>	26	22	26
	<i>Tr/Class</i>			
	<i>Tr/C.Rm</i>			
<i>Senior Sec.</i>	<i>Pupil/Tr</i>	21	23	24
	<i>Tr/Class</i>			
	<i>Tr/C.Rm</i>			

Other measures used to improve resource utilisation have been the expansion of double shift in densely populated areas and multi-grade teaching in areas of low enrolment.

2 DIAGNOSIS OF THE EDUCATION SYSTEM

2.1 Structure of The Education System

The Department of State for Education (DOSE) in The Gambia has the sole responsibility for the provision of the full range of educational services. The formal system consists of six years of lower basic, three years of upper basic and three years of senior secondary schooling followed by 3 years of continuing education at tertiary institutions or 4 years at the university level. The first nine years of education constitute the basic education cycle, which is mainly provided by government while the senior secondary, technical and vocational, and tertiary and university education are funded largely through the grant-in aid arrangement and the private sector.

2.2 Education Sector Priorities

Through the Education Master Plan (1997-2006), programmes have been drawn to meet the targets set for the attainment of the goals for the basic education cycle and these include:

Basic education expansion programme which is aimed at increasing enrolment to 95% through maximum utilisation of existing facilities by double shifting and multi-grade teaching where applicable; construction of additional classrooms; increasing the number of trained teachers and provision of school lunches in the most deprived regions to enhance attendance. Synchronising the curriculum of the Madrassas (Arabic schools) with that of the formal system and introducing English as a subject in these schools are other initiatives to increase enrolment.

Increased girls' enrolment programme, which provides scholarships for girls in poor regions through the establishment of a scholarship trust fund for girls. A small fraction of needy and meritorious students in the urban and peri-urban areas are catered for differently. Mothers clubs for effective community participation in the Girl-Friendly School Initiative and increased enrolment of female students into the teacher training have improved the participation of girls.

Quality assurance and relevance of basic education programme which ushered in the revision of the syllabuses for grades 1-9, the establishment of an ongoing in-service programme for teachers, the construction and equipment of resource centres in the six educational regions, free text books and the establishment of bench marks for the improvement of pupils' mastery levels at the basic cycle. The introduction of learning achievement tests will support monitoring learning achievements, which seeks to include the participation and collaboration of the school communities.

Effective and efficient sector management through a decentralised education delivery service system is on going, for the empowerment of communities and enhancement of their participation and ownership of education.

2.3 Education Sector Performance

The areas of intervention and performance in the sector have been outlined below and a brief description of the progress attained thus far in order to inform the strategies to fill the necessary gaps for the Action Plan are:

2.3.1 Early Childhood Care and Development

Under the expanded vision of basic education, pre-school education is provided to children between the ages of 3 and 6. Until 1995, the number of pre-school centres registered was 125,

found mainly in the Capital City, Banjul and the immediate surroundings. However, by 1998, this number has significantly increased to 265.

According to The Gambia's EFA 2000 assessment, Early Childhood Care and Development (ECCD) is entirely provided by the private sector, while the role of government continues to be one of co-ordination and supervision of service delivery. From the same study too, it was reported that only **46%** of urban children and less than **17%** of rural children have access to Early Childhood Care and Development. This is mainly due to high cost of fees and parental inability to pay the fees charged in pre-schools.

Apart from the private nature of the delivery of Early Childhood Development, the curriculum of ECD centres is not synchronised. Stakeholders in ECD range from children, families, communities, civil society organisations and the central government. In respect of ECD stakeholders, The Gambia is not considered strong. Very few NGOs are involved with ECD activities and the Association of Early Childhood Educators provides technical support for those running Early Childhood Centres. Training for ECD facilitators is also ad-hoc and depends on the availability of funds. UNICEF, which is committed to ECD, advocates strongly with government for an increase in its commitment⁴.

2.3.2 Basic Education

Basic Education in The Gambia comprises the first nine years of education. At the inception of the 1998-2003 Education Policy, a **6-3-3-2** system was introduced to replace the old one which, at the end of the first six years, a child enters either five years of high school education or four years of secondary technical education, depending on his or her performance at a selection examination called the Common Entrance Examination or later referred to as the PSLCE.

However, in 1996, following the revision of the policy, government committed itself to providing nine years of uninterrupted basic education to all. The first six years is considered as lower basic while the following three years as upper basic. Hence all interventions are geared towards the provision of basic education. Therefore any analysis made on education in The Gambia considers basic education as one system. In view of this and the emphasis put on such a structure, the Revised Education Policy (1988-2003) states that:

*The broad objectives of basic education for the remainder of the policy period up to the year 2003 are, among other things, to increase the gross enrolment ratio in Basic education to **85%** of 7-15 year olds, and by taking into account enrolment in Madrassas, improve the quality of education by providing trained teachers, teaching learning materials and, improving learning outcomes, to name a few. Revised Edu. Policy 1988 – 2003 pp. 10).*

⁴ A National Policy for Integrated Early Childhood Development in The Gambia – 2003.

Gross Enrolment Ratio in Lower Basic Education

GER (Excluding Madrassas)	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Grade 1 to 6	59%	61%	63%	65%	68%	70%	72%	73%	72%	74%	75%
Female	48%	50%	53%	55%	59%	61%	64%	67%	67%	71%	73%
Male	71%	72%	74%	75%	78%	80%	80%	80%	78%	77%	77%
GER (Including Madrassas)	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Grade 1 to 6										85%	90%
Female										81%	86%
Male										89%	93%

Source: Planning Directorate, Department of State for Education 2002.

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

From the Table above, it can be observed that significant progress was made in expanding access to primary education during the period 1991/92 to 2001/02. With this trend, annual enrolment growth rates reached **8%** between 1990/91 and 1996/97 thereby exceeding the target of **5%** set for the period. However, the growth rate fell to **4%** over the period 1996/97 to 2000/01.

Between 1990/91 and 1996/97, GER increased from **59%** to **70%**. Notwithstanding the drop in enrolment growth rates for the period 1996/97 to 2001/02 mentioned above, the GER for the corresponding period increased from **70%** to **74%** thus falling short of the national target of **79%** for the same year. However, if the Madrassa⁵ enrolments were included, the GER would stand at **85%**, exceeding the target of **77%**. This, according to The Gambia's EFA/FTI proposal, has created the need to put some emphasis on Madrassas in order to capture the missing children in the conventional schools.

During the same period, because the female enrolment rate grew faster than the male figure, the GER for girls grew by **25 percentage** points, from **48%** to **73%** compared to the GER figure for boys, which only grew by 6 percentage points (i.e. from **71%** to **77%**). As would be explained later, this differential in growth rate is mainly attributed to the several interventions in the Girls' Education Programme.

Other challenges and constraints being faced, as reported in the EFA/FTI proposal, are mainly due to the fact that a good number of parents in the rural areas still prefer to send their children to local 'Daras'⁶, which are non-conventional schools. In the Daras, children are engaged on the farms of the 'Marabout' (the religious teacher) and their parents having little control over them.

⁵ These are formal schools in which the medium of instruction is Arabic. Recently, the curriculum of the Madrassas has been synchronised and harmonised with the curriculum of the conventional schools and English introduced as a subject.

⁶ These are Koranic schools in which children are only exposed to the Koran and, during the rainy seasons, in addition to lessons received, are engaged in farming.

Experience from the EFA Big Bang Campaign conducted in The Gambia in July 2002 also showed that a significant number of children in communities with schools of low enrolment are neither going to school nor attending the “Daras”. To reach these children, it may be necessary to break away from the traditional mode of delivery. The EFA/FTI of the Department of State for Education (DoSE) is considering the provision of incentives for the parents of such children to ensure their participation in education.

In the urban area, on the other hand, where there is an acceptably high level of appreciation of Western Education, the population growth, which outstrips the enrolment growth rate, is a challenge to the attainment of Universal Primary Education (UPE). In fact, according to the preliminary figures of the 2003 Population and Housing Census, about **52%** of the Gambian population now reside in the Kanifing Municipality and Western Division – the two divisions considered to be in the urban area. The EFA/FTI Proposal has proposed to consider programmes on awareness creation on population and birth control, coupled with government’s effort in creating access.

Gross Enrolment Ratio in Upper Basic Education

GER (Excluding Madrassas)	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02
Grade 7 to 9	22%	25%	25%	29%	27%	31%	34%	40%	42%	43%	47%
Female	17%	19%	19%	21%	21%	26%	26%	32%	34%	37%	40%
Male	27%	32%	32%	36%	33%	36%	42%	48%	51%	49%	54%

Source: *Planning Directorate, Department of State for Education 2002.*

In the area of upper basic education, there has been rapid expansion between 1996 and 2001 with enrolments increasing from **24,654** to **45,973**, translating into a GER growing from **31%** to **47%**. This growth in enrolment represents an average annual growth rate of **19%**, which exceeds the target of **12.7%**. The GER for boys for the same period rose from **36%** to **54%** compared to an increase from **26%** to **40%** for girls during the same period. Before then (i.e. from 1991/92 to 1996/97) overall enrolment rates grew from **22%** to **31%**, representing a difference of **9 percentage points**. The difference between these two periods is due to the unprecedented expansion that took place in the education system following the July 1994 military take-over in The Gambia.

Transition rates from lower basic to upper basic increased to **90%** in 2000/01, exceeding the national target of **82%**. A significant part of the increase in enrolment was due to the phasing out of the PSLCE at grade 6 to allow for uninterrupted nine years of basic education. The challenge in this area is the demand for places, which will have to be matched with additional places, teachers and learning materials to meet the targets and to enhance learning achievements and outcomes.

2.3.3 Special Needs Education

To pursue the EFA goals of providing UPE, children with special needs must be catered for by the education system. At present however, only three centres catering for the needs of the deaf,

blind and children with learning difficulties are in operation and all are located in Region One⁷. An assessment and evaluation of existing educational services in The Gambia for the physically challenged was conducted in 1998 through the National Disability Survey. The survey aimed at identifying the nature of disability among children, youths and adults in The Gambia, taking into account, in particular, age, gender, geographic distribution and special educational needs. The results of the survey show that **25.7%** of disabled children in the mainstream schools are partially sighted and children with significant speaking problems account for **12.5%**. It also revealed that children with significant mobility problems constitute **8.9%**, those with hard of hearing **9.7%** and significant manipulation and fits problems **3.7%** each.

The current focus of this programme is on mainstreaming children with mild disabilities on the one hand and establishing at least one multi-purpose resource centre in each of the six educational regions for the children with severe disabilities to adequately provide services for the physically challenged.

2.3.4 Girls' Education

The objectives of the girls' education programme in The Gambia are transversal to every sector of the programme. However, greater prominence is given to basic education. Equal opportunities and access have been created for girls and women from an early stage. All interventions are geared towards creating an enabling environment for girls and women to compete equally with boys and men.

The main thrust of the programme is to increase the enrolment, retention and performance of girls attending grades 1-12, through the introduction of a scholarship scheme and a flexible fee structure, the development of a supportive learning environment, a community and teacher sensitisation programme, and an increase in the proportion of female teachers in schools.

Achieving the Gambia's EFA goals will depend largely on increasing female enrolment and improving their retention and performance levels.

Enrolment of girls has witnessed a gradual rise in quantitative terms following the policy drive to increase access, especially in rural areas. Since the introduction of the Scholarship Trust Fund for girls in 1999, the reduction of fees at the upper basic and senior secondary levels and the introduction of the GFSI in 2001, growth in girls enrolment at the lower basic level has averaged **4.6%** per annum while at the upper basic, the average growth was **10.3%**. The resultant effect was a growth in GER from **67%** in 1999 to **73%** in 2001 at the lower basic and from **34%** to **40%** at the upper basic during the same period. Prior to that GER for girls has increased from **48%** in 1991/92 to **68%** in 1996/97 at the primary level.

In 1992/93, females represented only **41%** of primary school enrolment, **36%** of upper basic and **26%** of secondary school enrolment. These figures increased over the period and in 1996 females represented only **44%** of enrolment of primary enrolment, **40%** of upper basic and **33%** of secondary school enrolment. The corresponding figures for 2001/02 are **48%** for lower basic, **42%** for upper basic and **34%** for secondary schools.

⁷ There are six educational regions in the Gambia. These are Region 1 in Banjul and KMC, Region 2 in Western Division, Region 3 in North Bank Division, Region 4 in Lower River Division, Region 5 in Central River Division and Region 6 in Upper River Division.

At the senior secondary level, however, the enrolment rates remain low mainly as a result of the high cost of education. The GER for girls increased from **11%** in 1996 to **14%** in 2000. With the introduction of the Scholarship Trust Fund and other bursary schemes administered by organisations such as FAWE-GAM⁸, the incidence of lack of attendance realised as a result of costs associated with school fees, examination fees and books, has reduced appreciably.

With the increase registered, challenges confronting the education of girls still remain. These include barriers emanating from socio-cultural factors, school environment is found to be insensitive to the needs of the girls i.e. gender biases of the curriculum coupled with lack of separate toilet facilities mitigate against efforts to promote girls' education. Early marriage and teenage pregnancy still remains a cause for concern.

With a successor education policy 2004 – 2015, efforts will be intensified in order to neutralise the factors that militate against girls' education and also raise the confidence and performance levels of girls.

2.3.5 Adult and Non-Formal Education

From the results of the National Population Census (1993), **64.7%** of 15 year olds and above are illiterate, **72.1%** and **57.4%** account for rural women and men, while **73.9%** and **50.2%** are urban women and men respectively. Improving literacy rates in The Gambia will therefore require significant interventions in the Adult & Non-Formal Education sector. Hence, to achieve the goals of EFA, the promotion of adult literacy/numeracy and essential life skills should be a major focus.

According to the National Education Policy (1988-2003), the Adult and Non-Formal Education Unit (ANFEU) is responsible for the co-ordination, monitoring and evaluation of adult education programmes in the country. The policy targets the sub-sector to reduce illiteracy to about **30%** of its current level with an annual enrolment of 4000 participants.

In support of the achievement of this objective, several interventions are taking place in this sector. The Community Skills Improvement Project (CSIP), funded by the African Development Bank (ADB), which aims among other things, at reducing poverty through the provision of functional literacy/numeracy skills, is being implemented in 250 communities, targeting 40,000 illiterate women and out of school youth aged between 15-35 for a period of 6 years. Basic Functional Literacy Programme is being implemented in the Greater Banjul Area using primary school teachers as facilitators for improved quality service delivery. The programme, which is run in existing lower basic schools, aims at providing integrated functional literacy skills that is being coordinated by the Department of State for Education and it aims to improve the socio-economic status of illiterate women. Another purpose for which the programme is being implemented is to enhance continuing education for school dropouts, particularly, girls. Some NGOs such as the WEC Mission and CRS are also involved in some form of Adult education programmes.

2.3.6 Secondary Education Expansion

Enrolments at the senior secondary level increased from 11,981 to 15,165 between the year 1996 to 2000. There are now 33 senior secondary schools, 2 are funded directly through the government budget, and 16 are subvented through grant-in aid while the rest are private schools. GER increased from 15% in 1996 to about 18% in 2000 with 14% for girls and 22% for boys. The transition rate from basic education to senior secondary is 59%.

⁸ Forum for African Women Educationalists The Gambia

At this level, in accordance with current practice, new schools are being established as public schools and later converted to grant-aided schools and out-sourced to boards of governors. In addition, computer literacy has been introduced in schools to help familiarise students and teachers alike with basic word processing, spreadsheet operations and procedures to access the Internet and facilitate communication with other students and teachers around the world.

2.3.7 Quality and Relevance of Education

One of the biggest challenges of The Gambia's education system is the quality and relevance of education. During the first half of the policy period, there were no targets set for learning outcomes and the only available measure of achievement was the success rate of individual schools and candidates at selective entrance examinations at the end of grades 6 and 9. As reported in the EFA/FTI proposal, benchmarks have been set to clearly define learning outcomes at the lower basic for quality assessment while the annual National Assessment Test (NAT) using a sample size of 25% of pupils in grades 3 and 5 is institutionalised to inform the system on pupils' performance at the lower basic level.

The issue of quality and relevance of the curriculum and learning materials has been a concern for teachers and parents alike. Hence the curriculum at the level of basic education has been revised with emphasis on the strengthening of school-based assessment system and making it more relevant to the learning needs of children. It is envisaged that it will be done in collaboration with and involvement of the communities through school management committees for monitoring purposes.

There is growing demand for the need to improve the learning achievements of children, which were met by only **10%** and **6.7%** of a sample size of **25%** of Grade 4 students in the areas of English and Mathematics respectively (The Gambia Monitoring Learning Achievement (MLA) Study 2000). Such alarming low achievement levels mostly affect the rural schools, which continue to attract fewer trained teachers. In addition, poor housing conditions and inadequate incentives for teachers are factors responsible for the poor retention of trained and qualified teachers in rural areas. Considerations will have to be given to the status and welfare of teachers to improve teaching and learning outcomes.

2.3.8 Technical and Vocational Education and Training

Technical and Vocational Education and Training (TVET) in The Gambia have a variety of forms and a range of purposes, by far the most important of which is to mobilise human resources in response to manpower needs and employment opportunities in The Gambia.

Specifically, given that agriculture is the predominant sector of The Gambia's economy, TVET aims:

- i To provide the technical knowledge and vocational skills necessary for agricultural and other expanding sectors of industry such as tourism, fisheries development and the service industry,
- ii To give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant with special relevance to the rural sector,
- iii To enable our young men and women to have an appreciation and understanding of the increasing complexity of technology, especially as it affects agriculture.

Institutionally, the main providers of TVET are the Gambia Technical Training Institute (GTTI) and a network of other institutions which are categorised under technical institutes, vocational and skills training with the GTTI being the lead technical institution for technician training.

During the policy period (2004-2015), there are plans to institutionalise accredited post-basic education programmes such as apprenticeship or on/off the job vocational and technical training.

Since government recognises the importance of TVET provision in relation to sustainable post-basic and secondary education and training systems, which builds on the skills base of our people and encourage the long term development of the country, the National Training Authority (NTA) has been set up to offer the opportunity and the platform to launch a major initiative in the expansion of TVET provision in The Gambia. Through this instrumentality, efforts are being made to design and develop a variety of national diploma and higher national diploma programmes to meet the existing shortages of trained manpower in the country.

The Authority which is private sector led, will be issuing National Vocational Qualification (NVQ) in association with educational and training establishments and employers. Awarding bodies will be established to develop nationally accredited examinations for skills areas, trades and professions, which are based on international best practice.

The NTA's role as a link representing the transition from secondary to higher levels of education through a variety of programmes and courses that could be the building blocks for higher professional degree programmes is also being strengthened and developed.

In order to effectively and efficiently enhance the financing of TVET, a national training levy (NTL), which will be based on a minimum of 0.25% of gross annual revenue of registered companies/corporations has been instituted. Additionally, government will be providing subvention, the amount of which will be determined by the Medium Term Expenditure Framework.

2.3.9 HIV/AIDS and Education

There is increasing evidence that planning to achieve the EFA goals must take into account of HIV/AIDS and that the spread and intensification of the pandemic will not be prevented in the absence of progress towards EFA.

Hence the concept note of HIV/AIDS preventive education is conceptualised as a field of study concerned with how HIV/AIDS affects education and the promising approaches, interventions and coping mechanisms in response to the problems caused by the pandemic. The two dimensions considered are:

- i The impact of HIV/AIDS on the education sector (especially as it affects teachers, students and the on-going management of the sector),
- ii Ways in which the education sector can respond to the challenges of HIV/AIDS (mainly, through the teaching of relevant values and life skills, teacher training, caring for the education sector personnel affected by HIV/AIDS and developing a system of responding to the HIV/AIDS crises. This implies a process of mobilising and utilising the capacity within the Education Sector to fight against HIV/AIDS.

In the past few years the DoSE in collaboration with partners has undertaken programme formulation and implementation based on the following practical and measurable goals for the education sectors:

- i Preventing and controlling the spread of HIV/AIDS among educators and among young people in and out of school.

- ii Reducing the traumatic impact of HIV/AIDS on learners, educators and the education system itself.
- iii Improving the management capacity and procedures to ensure that effective actions are taken to respond to this crisis.

Much has been achieved in the area of prevention and control of the spread of HIV/AIDS. Some of the measures include the teaching of life skills curricula (including HIV/AIDS issues appropriate to each age group) in all learning institutions (grade 4 – 12 and the Gambia College; development and distribution of learner-friendly, gender-sensitive life skills materials (POP/FLE - Population and Family Life Education books) in schools; a programme involving young people as full participants in the response i.e. through peer education and other child-to-child or youth-to-youth activities; development of a comprehensive training manual for the training of teachers, teacher educators, school counsellors, and managers on HIV/AIDS and education issues; implementation of Information, Education and Communication (IEC) campaigns on HIV/AIDS are being implemented to reach young people in and out of school.

In the areas of protecting learners, educators and education quality the interventions include counselling and care for learners affected by HIV/AIDS in all learning institutions; counselling and support for educators helping learners to cope with HIV/AIDS; identification of innovations in education delivery and outreach that take account of complex and changing learning needs in HIV/AIDS prevalence situation; workplace policy and guidelines on HIV/AIDS in all learning institutions and offices of the DoSE (including employee benefits for educators affected by AIDS); carrying out assessment of the impact of HIV/AIDS on the education sector and to develop and implement action plans based on the assessment with a view to stabilising demand for, and supply of education, and to protect its quality.

The DoSE is involved in the overall national response programme and is in partnership with the relevant international agency including UN Thematic Group on AIDS.

A focal point has been identified within the DoSE with responsibility for HIV/AIDS and education and provided with adequate resources to drive HIV/AIDS and education strategies.

It is being considered to put mechanisms in place for ongoing monitoring and evaluation of the performance of the education sector in fighting HIV/AIDS, with agreed benchmarks and indicators of progress.

3 DEMOCRACY, HUMAN RIGHTS AND CULTURE OF PEACE IN EDUCATION

3.1 Human Rights, Democracy and Peace Education

The Gambia is a multi-party democracy, where the rule of law is supreme. In consonance with the pronouncements of the Universal Declaration of Human Rights, The Gambia's 1997 constitution upholds the indivisibility of the every human being's fundamental rights, as ratified by The Government of The Gambia. Among other things, therefore, our national objectives hinge, in part, on the creation of a united, just, egalitarian, free and democratic society in a land of bright and full opportunities for all citizens.

Thus, consistent with the precepts and principles of a multi-party democracy, every citizen's right to education is fundamental; hence the commitment reflected in the Education policy objectives:

To create an awareness of the importance of peace, democracy and human rights and the responsibility of the individual in fostering these qualities.

To foster an appreciation of and respect for the cultural heritage of The Gambia (p. 10).

Against the foregoing, as well as other objectives, relevant conventions and declarations (such as The Jomtien Declaration, The Dakar Framework for Action 2000 and the Convention on the Rights of the child), democracy, human rights and peace education will continue to be given prominence at all levels of the Gambian education system, ranging from the pre-school stage to university training. A Life Skills-based Education programme will be introduced to deliver peace education, among others. This will generate opportunities to capture the needs of children displaced by war, conflict, and/or natural calamities. Educational programmes will be conducted in ways that promote mutual understanding, peace and tolerance, and to help prevent violence and conflict.

A systematised, progressive and multi-methodical approach will continue to be employed in four key areas. These are outlined below.

3.1.1 The conceptualisation and contextualisation process

As in many African societies, Gambians have a high regard for their cultural heritage, especially as it affects values, norms and interpersonal relationships. Fortunately, most of these do not contravene universalised values, principles and practices rooted in human rights, democracy and the modern notion of a culture of peace. Within the framework of a prismatic society, with its attendant characteristic of blending traditional arrangements with modern ones, democracy, human rights and peace education will be situated within existent structures (social, political and economic), frameworks and systems.

A Common understanding of and approach to basic concepts will be the cornerstone of implementation in this sphere. In attempting to harmonise and universalise approaches, values, principles and practices, Human Rights will not be treated as a standalone issue, but conceived within the whole gamut of life and linked to democracy, mutual co-existence, sustainable development, progress and other related ideals.

3.1.2 Actualisation of International and National Instruments

The democracy, human rights and peace education programme in The Gambia will seek to actualise international and national instruments. For example, as enshrined in the 1997

constitution, all freedoms and rights (including according every child in The Gambia equal educational opportunities) will be operationalised. These will be reflected in school goals and policies as well as in the new Education Policy 2004-2015. Relevant documentation in the education sector will incorporate precepts, teachings and basic conditionalities contained in international covenants and declarations that require implementation within school settings, and will equally be given due attention. Paramount among these instruments are: The Convention on the Rights of the Child (CRC); The Convention On The Elimination Of All Forms Of Discrimination Against Women (CEDAW); The African Charter on Human And Peoples' Rights; The African Charter on Human And Peoples' Rights On The Rights of Women In Africa; and African Charter On The Rights And Welfare Of The Child.

3.1.3 Learning about Democracy and Human Rights

Until now, the Department of State for Education had not taken a precise, official decision on a guiding theory on school organisation that embraces aspects of democracy, human rights and peace education. Consequently, in view of evidence adduced to support arguments advanced in favour of school effectiveness, school improvement and democratic schooling, findings in these areas will be synthesised to provide a broad framework for school organisation. Accordingly, lessons learnt on the African continent and in other parts of the world will inform school organisation procedures as they affect: participatory leadership, shared vision, teamwork, the learning environment, the teaching-learning process, expectations, reinforcement, monitoring and enquiry, pupils' rights and responsibilities, and partnerships and support.

The curriculum, instructional materials, teacher education, learning outcomes and objectives will be reviewed to make them responsive to the dictates of changing times, which include the evolutionary process to which ideas, political and social systems and structures are subjected. In sum, universalisation and globalisation being key aspects of the development agenda will be interfaced with local realities to result in awareness on topical issues and the empowerment of students for active and responsible citizenship.

3.1.4 Learning through practice for participation

Schools will continue to be encouraged to inculcate values and principles of democracy, human rights and peaceful co-existence through practice, and not through precept. Therefore, simulation or mock structures reflective of those within the larger community will provide a suitable tool or conduit in this regard. For instance, elected school councils will be made mandatory for each school; grievance procedures set up; a children's parliament established; partnerships and synergies forged; child welfare centres set up to advocate and monitor child rights and the promotion of peace and democratic practice. To this end, indicators will be used to assess schools for compliance. The ultimate objective of this approach will be linked to both short-term outputs and long-term outcomes.

Crucially, competencies and skill acquisition and development will be the focus of this programme. This focus will incorporate intellectual prowess, enhancement of effective communication, inter-personal relations, social integration and adaptation, and other affective outcomes. The essence is to actualise the notion that values are learnt and internalised best through experience. More importantly, however, the approach stems from the need to take a more radical and holistic view of quality education.

In conclusion, democracy, human rights and peace education will be approached from a combination of vertical and horizontal dimensions encompassing philosophy, policy, pedagogy and practice.

4 HARMONISATION OF NATIONAL EFA PROGRAMMES WITH EDUCATION POLICY PRIORITIES

4.1 Dialogue

As part of the formulation of the new Education Policy 2004-2015, which followed a wide range of grassroots consultations, the EFA goals have been neatly harmonised with the national policy priorities.

In the preparation of this Action Plan, the six EFA goals highlighted below have been the main guide to issues forming the basis of the dialogue process which provided the framework for this Action Plan. In addressing these issues, consideration was given to as wide a representation of opinion and experience as possible. Thus, consultations were held in all the regions with the general public and the various stakeholders in education. For the first time in the history of education policy development, maximum participation of local communities was ensured in the process by translating, into local languages, both the Dakar Framework for Action and the Key findings of the Gambia's EFA 2000 Assessment. Feedback was gathered during these consultations to inform the EFA Plan of Action.

The preparation of this EFA Plan of Action also took on board the views of the children, which were echoed in the regional consultative forums held country wide in preparation for the children's summit.

4.2 EFA Goals and Education Policy Priorities.

4.2.1 Early Childhood Care and Development

EFA Goal I – Expanding and improving comprehensive early childhood care education, especially for the most vulnerable and disadvantaged children

4.2.1.1 Education Policy Priorities

- i Provision of facilities and services for ECCD, especially in communities where such services are not available.
- ii ECCD centres will become part of lower basic schools in deprived communities.
- iii Promotion of alliances and partnerships with civil society and international agencies.
- iv Community mobilisation for the maintenance of ECCD centres.
- v The promotion of an integrated approach to ECCD.

4.2.1.2 National EFA Programme

- i Creation of ECCD classes within existing lower basic schools in Regions 3-6, where the incidence of poverty is greater and parents' inability to send their children to private ECCD providers is highest.
- ii 97 classes will be created in these schools in phases and a remuneration of D1,200.00 will be provided as salary to teachers handling ECCD classes.
- iii In lower basic schools where classrooms are not available for ECCD provision, 25 sheds a year will be provided from government resources.
- iv Improve the quality of ECCD provision, training of caregivers and tutors will be institutionalised at the Gambia College. 100 caregivers will be trained during the first year, 200 in the second and 300 in the final year. Teaching and learning materials will also be provided. In-service training will be conducted for Lower

- v Basic teachers to be able to handle ECCD classes.
- v There is enough evidence to suggest that the integrated approach to ECCD provision is most effective and meaningful to the overall development of the child. In this regard, linkages between ECCD centres and Mothers' Clubs under the Girl Friendly School Initiative will be established and a manual for parenting education developed.
- vi This integrated strategy will use the multi-sectoral approach to ECCD provision currently being used by DoSE, the Department of State for Health, Department of Community Development and other stakeholders in the provision of ECCD.
- vii Sensitisation campaigns for pre-school enrolment and on ECCD Service delivery will be mounted on a regular basis.
- viii Review and improve IEC curriculum and teaching/learning
- ix Supervision and monitoring of teaching/learning
Build the capacity of the DoSE personnel for effective and efficient implementation
- x The introduction of the use of mother tongue as a medium of instruction to form the basis for a smooth transition from the home to the school.

4.2.2 Universal Primary Education

EFA Goal II – Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

4.2.2.1 Education Policy Priorities

- i Introduction of free compulsory basic education for all children of school going age
- ii Provision of equal access and educational opportunities to quality education for all children to complete basic education.

4.2.2.2 National EFA Programme

In order to increase access to and equity in basic education by increasing the GER to 100% of the 7 – 12 year olds and to 95% of 7-15 year olds by 2015, taking into account enrolment in Madrassa and improving the completion rates from 60% in 2000 to 100% in 2015, the following strategies will be employed:

- i Attaining these targets will also call for the efficient utilisation of resources. Therefore, at the lower basic level, the percentage of double shift classes will be increased from 25% to 32% and the gradual phasing out of the teachers involved in double shift will be introduced.
- ii At the upper basic level the percentage of double shift classes will increase from 45% to 50%. Double shift teachers will continue to receive 50% of their basic salary as remuneration.
- ii Multi-grade teaching will also be used in cases where enrolments are low and the combination of two consecutive classes will result in a total enrolment of 40 or less.
- iv In the lower and upper basic, 200 classrooms (excluding 20 for the Madrassas) per annum will be constructed, using the current strategy of Delegated Management Contract, Framework Agreements with the NGOs and Direct Implementation. Forty-two (42) classrooms will be rehabilitated annually.
- v In addition, new architectural designs will be prepared to allow for optimal utilisation of land space particularly in the urban area where land use is an issue.
- vi To attract trained teachers in difficult areas, 16 units of staff quarters will be constructed annually at a cost of D24 million - a unit comprising accommodation for 7 teachers.

- vii 25% of their salaries will also be paid to those teachers who work in deprived communities
- viii Given that children from poor families are affected by short-term hunger, which impact on their school attendance, school meals (through the School Feeding Programme) will be provided to 80% of enrolled children in the LBS annually.
- ix For the sustainability of the scheme, the School Farms and Garden Project will be strengthened by providing garden tools to increase its efficiency and output to supplement the School Feeding Programme (SFP).
- x Communities and women organisations' need to be sensitised on the sustenance of the School Feeding Programme and to be provided with labour saving devices, to enhance their output.
- xi In order to reach the most difficult 15% of the 7 – 12 year olds and retain them, a special incentive package of D100 per month per child will be provided to both the parents of these children and the 'marabouts' in whose care, parents put their children, often with very strong cultural and religious reasons.
- xii The parent will attract D50 per child and, to cater for the foregone income incurred by the marabouts by allowing the children in the 'Daras' to attend school, D25 will be paid to the marabout per child per month.
- xiii The remaining D25 will be saved for the parent until the child finishes Grade 9 in order to ensure retention.
- xiv This scheme will be tested in Regions 5 and 6 to attract 25% of the 10500 out-of – school children at a total cost of D112500.
- xv 5% will be tested during the first year at the end of which an evaluation will be conducted.
- xvi Depending on the outcome of the evaluation 15% of the children will benefit during the second year and 25% in the final year.

4.2.3 Appropriate Learning and Life Skills

EFA Goal III – Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

4.2.3.1 Education Policy Priorities

- i The expansion of upper basic education facilities.
- ii A 50% transition rate from basic to secondary.
- iii The strengthening of HIV/AIDS and Education programme
- iv The strengthening of gender responsiveness and perspectives in dealing with gender-based violence in and around schools.
- v The promotion of peace education, conflict resolution, patriotism, democracy and human rights.
- vi Awareness creation in POP/FLE and the environment.
- vii The expansion of guidance and counselling across basic education.

4.2.3.2 National EFA Programme

- i Create additional facilities for the expansion of upper basic and secondary education, especially in deprived communities.
- ii Given the low prevalence rate of HIV/AIDS in the Gambia and it's potential to increase, governments' efforts will focus on awareness creation. Therefore, IEC materials on HIV/AIDS will be provided. To enable orphans whose parents die of HIV/AIDS continue their education, subsidies will be provided to 382 orphans annually in the tune of D6 million Dalasis.

- iii Career guidance and guidance & counselling services will be provided to children in grades 1 to 9.
- iv The POP/FLE programme which aims at providing the essential skills to both in and out -of -school children to gain the knowledge and develop attitudes and skills that will enable them develop their capacities to work, to take control of their lives, among other things, will be maintained and intensified.
- v Support to schools to establish disciplinary committees which will include teachers, parents and students.
- vi Introduce and establish children's parliament through learning and participation
- vii Support to child welfare centres

4.2.4 Adult Literacy

EFA Goal IV – Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

4.2.4.1 Education Policy Priorities

- i Learning of skills in reading and writing in the identified indigenous languages
- ii Learning of basic numeracy and mathematical concepts in the identified indigenous languages
- iii Acquisition of knowledge and functional skills useful in family life (HIV/AIDS, malaria and tuberculosis, prevention, household budget, health, childcare, nutrition, and occupational skills etc.)
- iv Initiation into the natural sciences to the extent necessary to comprehend and apply natural phenomena occurring in the environment and to accept changes in living conditions and to participate effectively in transforming the environment
- v Appreciation of notions and development of practical skills that will facilitate remunerative activities (agriculture, fishing, animal husbandry, crafts and other income generation activities)
- vi Initiation into civic life in order to foster participation of the population in the social, economic and political activities of the community
- vii Teaching of English as a subject for the basis of communication in the official language for advanced learners
- viii Learning related to particular felt needs of the community not covered above.

4.2.4.2 National EFA Programme

- i More literacy centres will be established in strategic areas of the country where enrolment rates are lowest and the incidence of poverty higher. This will help to boost enrolment, particularly for girls.
- ii To ensure sustainability and improve the quality of service, the current strategy of using teachers as facilitators will be maintained and intensified in addition to using other facilitators who have the necessary qualifications to provide the services.
- iii Participation opportunities will be widened by strengthening the capacities of civil society groups to enhance outsourcing to community based organisations and NGOs.
- iv Given the present rate of implementation and the capacity of civil society groups that will be contracted to deliver the services, 300 facilitators will be provided in the first year 500 in the second year and 680 in the third year. 60% of the funding will be provided by government and 40% by the donors. D600.00 per month will therefore be provided to facilitators and training will also be provided for them to be more effective. Communities will be involved in identifying the facilitators which best suit them.

4.2.5 Gender Parity and Equality

EFA Goal V – Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015 with focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.

4.2.5.1 Education Policy Priorities

- i Creating equal opportunities for all
- ii Reduction of illiteracy rates for females
- iii Attaining gender equity in education by 2005 and sustaining it;
- iv Equitable supply of quality teachers of both sexes
- v Reduction of gender disparities in teacher recruitment, training, promotion and posting
- vi Establish high retention, performance and completion rates, especially of girls
- vii Improved performance and participation in all subjects, particularly in mathematics and science.

4.2.5.2 EFA National Programme

- i Providing financial assistance that will cover school fees, examination fees and books, to all the girls in the upper basic level, will expand the GFSI⁹. In addition to the 50 girl friendly schools being supported by UNICEF 50 new schools will be added during the first year 125 in the second year and 200 in the third year. The total cost for this package will be D 112 500 000 for the three years.
- ii To address the insensitivity of the school environment to the needs of girls, separate toilet facilities for girls will be constructed and sanitary facilities will be provided to help girls during the period of menstruation to cut down on the loss of valuable instructional and contact time during this period. Furthermore to make the environment (both in and out of school) safe for the child, a sexual harassment policy will be introduced.
- iii Awareness creation on the importance of girls’ education is never enough especially in a situation where the education of the boy child is favoured. Therefore sensitisation campaigns, using effective communication strategies, will be used to increase girls’ enrolment and retention. To improve their performance too, the curriculum will continue to be reviewed.
- iv Creating equal gender participation at the PTAs, governing boards and management levels of schools.
- v Enforcement of the sexual harassment policy.
- vi Development and introduction of a “Re-entry policy for girls who drop out as a result of pregnancy”.

4.2.6 Educational Quality

EFA Goal VI – Improving every aspect of the quality education and ensuring excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

4.2.6.1 Education Policy Priorities

- i Provision of an adequate supply of trained teachers through cost effective pre-Service teacher education and in-service training programmes

⁹ The girl friendly school initiative is a package of service, which provides a safe and supportive learning environment by proving such things as adequate teaching learning materials, well, toilet, libraries etc.

- ii Curriculum review and improvement.
- iii Enhancement of the provision of instructional materials.
- iv The promotion of ECD.
- v The Improvement of classroom assessment practices and the strengthening of continuous assessment to monitor student performance and learning achievements.
- vi The expansion of the national language pilot programme.
- vii The institutionalisation of study technology across all levels of education.
- viii The expansion of ICT across all levels and the strengthening of the use of open and distance learning.

4.2.6.2 EFA National Programme

- i The supply of trained teachers will be increased from 500 annually to about 900¹⁰ using the current mode of training at the Gambia College, which has been found to be cost effective. Consequently, about 450 PTC and 450 HTC teachers will be trained annually. To cater for the Madrassas, 20 teachers of English will be trained at the Gambia College and posted annually. About 275 special needs teachers will be trained annually.
- ii In improving the quality of teaching and learning, student performance and achievement standards, which have already been set, will be monitored through LAT under the NAT scheme. The Participatory Performance Monitoring scheme will be introduced. Internal efficiency on teacher utilisation in multigrade and double shift will also be monitored.
- iii To provide the necessary professional support and supervision for teachers, training will be provided for Regional Education Officers, SQAD officers and officers from the INSET division. D550,000 will be provided annually for cluster based staff development workshops. 50 percent of teachers will also be provided with nerve training during the first year 75% annually in the second and third year. For efficient delivery of services most of the training will be outsourced depending on the issues for which in service training is required.
- iv To cater for both the expansion of the system and provide adequate teaching and learning materials, expenditure on these will be increased significantly from its present level of per pupil expenditure of 6.7% of recurrent expenditure in 2000 to 15% by 2005. Taking cognisance of the provisions in the revised curriculum printing and reprinting of textbooks, syllabuses and teachers' guides will be intensified to provide adequate teaching and learning materials. The library corner books for reading and reference materials, which provide supplementary reading materials for children, will be provided to all primary schools.
- v The use of ICT to enhance the quality of lesson preparations and delivery will be essayed working closely with World Links and the World Space utilising the latest approach of 'Compu-Kiosk'. The provision of this is envisaged to facilitate the downloading of lesson notes, plans and schemes as well as view lesson demonstrations by teachers. The cost for this will be finalised following the planned meeting with the firm.
- vi To attract trained teachers in difficult areas 25% of salaries for 20% of the teaching force in regions 3 to 6 will be provided on a pilot basis.
- vii Between 2004 to 2007 an incremental cost of D2.3 million will be required per annum for the additional teachers needed as a result of the expansion

¹⁰ This is the expected number of graduants when the intake at the Gambia College peaks.

5 SUSTAINABILITY AND IMPLEMENTATION ISSUES

5.1 Sustainable Investment

The government of The Gambia is committed to the provision of quality basic education as enshrined in the Constitution of The Gambia, the country's Vision 2020 and the PRSP. Government also considers the Education sector as a priority sector and in this regard, it has undertaken to continue to provide over 20 percent of its recurrent spending to the education sector and the required counterpart funding to all externally funded development projects within the sector. This action plan is being proposed to support and complement the government's commitment and investment in its drive to provide basic educational services of good quality.

Already significant investment is being made by government in the provision of educational services and therefore most of the elements of the plan submitted are situated within government's current strategies and are meant to help the country achieve its overall objective of providing basic education to all its citizens.

The stability in the country and the creation of the Gambia Public Procurement Authority will greatly enhance timely implementation of programmes. This will be done through the contracts committees created in each DoSE to expedite the procurement of goods and services in a transparent and timely manner.

5.2 Implementation

The Coordinating Committee and Senior Management Team (SMT) are institutionalised structures of the Department of State for Education. They meet bi-monthly to monitor implementation progress of sector programme and review policy. The presence of these structures together with the Projects Coordinating Unit (PCU) will provide additional impetus to timely programme implementation.

5.3 Government's Commitment

Considering Government's continued willingness to increase funding to the social sectors, the total recurrent funding of double shift and multigrade allowances (i.e. D13 000 000 or US\$590 909) and teachers salary (i.e. D248 000 000 or US\$11 272 727) for the first three years will be borne entirely by government. Furthermore, 90% of the cost of teacher training at both PTC and HTC levels will be picked up by government. Only 10% of this cost which accounts for the incremental cost associated with teacher training will be passed on to the donors.

Between 1996 and 2003, the government's recurrent budget has consistently increased from D133 million to D207 million indicating an average annual increase of 7%. The plan suggests that government will be picking up some of the cost items in phases as shown in Annex 9. The ability to take up these costs however, is pegged at the rate of increase of government's allocation to the education sector estimated at 7% in the last 7 years. If projected, the ability to take over will be possible by 2010 when overall allocation to the sector will reach D332 Million and by which time government's readiness to take up these costs would have been strengthened as a result of sustained efforts to increase funding to the sector. Alongside this, the capacity of the sector to implement will be greatly enhanced through the inbuilt study tours and the sector's ongoing training programme.

6 MONITORING AND EVALUATION

The monitoring and evaluation system for the action plan will have the purpose of ensuring compliance of its educational objectives and goals by means of a continuous monitoring of ongoing activities, intervention strategies and the products to be obtained in its six components. The system will function with a set of indicators defined in numerical values showing the real progress expected by the action plan. The impact indicators will be measured annually.

To this end, Annual Data collection will be jointly conducted by the PPARBD and Human Resource Directorate (HRD). As regards quality targets the SQAD will ensure that the LAT is conducted annually followed by the community participatory approaches to assess school performances. HRD will continue the instituted staff appraisal schemes to inform the training and promotion prospects of teachers.

In order to provide guidance to the implementation process for the strategies outlined above, the bi-monthly Senior Management Team (SMT) and Co-ordinating Committee Meetings (CCMs) will be maintained and strengthened to focus more on outcomes of and results for interventions.

The institutionalised arrangements of annual sector and donor reviews will be maintained and conducted regularly.

Since civil society has much experience and a crucial role to play in identifying barriers to EFA goals, and developing policies and strategies to remove them, participation in monitoring and evaluation will be attracted from civil society organisations. This is essential in order to foster the development of accountable, comprehensive and flexible educational management frameworks.

7 ACTION PLAN 2004 – 2015

7.1 Early Childhood Development

Goal 1 – Expanding and improving comprehensive early childhood development, especially for the most vulnerable and disadvantaged groups

National Strategic Objectives	Specific Activities	Implementing Strategies				Inputs	Cost of Inputs (US\$)	Indicators of success
		Responsibility	Timeframe					
			2004 - 2007	2008 - 2011	2012 - 2015			
Provide Early Childhood Development facilities and services, especially in disadvantaged communities	Create ECD classes in lower basic schools in Regions 2 to 6	DoSE and schools	X	X	X	Classrooms	5,500,000	- 35 classrooms opened each year in lower basic schools
	Construct 25 classrooms/sheds annually	DoSE	X	X	X	Building materials, labour	2,300,000	- 25 classrooms in selected communities
	Train 100 caregivers, teachers and tutors	DoSE, Gambia College, Multi-sectoral Working Group and collaborating partners	X	X	X	Modules, literature and expertise	550,000	- 100 teachers annually - A three-year programme for pre-school teachers institutionalised at the Gambia College - Suitable modules developed for training
	Provide learning-teaching materials	DoSE and collaborating partners	X	X	X	Finance	250,000	- Appropriate instructional materials used at the pre-school level
	Strengthen parenting education approaches	DoSE, Multi-sectoral Working Group and collaborating partners/stakeholders	X	X	X	Manual, literature and expertise	150,000	- Parenting education programme developed - Parenting education manual developed and disseminated - 50 communities trained - 50 trainers trained
	Intensify sensitisation campaigns for pre-school enrolment and on ECD service delivery	DoSE, Multi-sectoral Working Group and collaborating partners/stakeholders	X	X	X	Logistical support (vehicles, fuel, IEC materials, technology) and personnel	50,000	Communities, especially in Regions 3, 4, 5 & 6 sensitised
	Review and improve the ECD curriculum and teaching approaches	DoSE, Multi-sectoral Working Group and collaborating partners/stakeholders	X	X	X	Textbooks, literature and expertise	60,000	- ECD curriculum reviewed, adopted and circulated - Number of teachers and - - - Heads of school trained on the implementation of the curriculum

7.1 Early Childhood Development Cont.

Promote an integrated approach to Early Childhood Development	Collaboration with the multi-sectoral working group and relevant partners and stakeholders; contribute in the implementation of the national ECD policy	DoSE , UNICEF and other partners	X	X	X	Finance, goodwill, information	40,000	The quality of basic services for children enhanced through comprehensive programming
Mobilise communities for establishment and maintenance of ECD Centres	Conduct/intensify sensitisation/advocacy activities	DoSE, multi-sectoral working group and collaborating partners/stakeholders	X	X	X	Logistical support (vehicles, fuel, IEC materials, technology) and personnel	55,000	Number of advocacy and sensitisation activities conducted Positive attitudinal change towards children
Supervision and monitoring	- Field trips - Annual data collection on ECD	DoSE and Partners	X	X	X	Logistical support (vehicles, fuel, IEC materials, technology) and personnel	120,000	Quality of services improved
To build capacity of DoSE personnel	Study tours to share experience	DoSE	X	X	X	Finance	150,000	Capacity built

7.2 Universal Primary Education

Goal Two: Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.

National Strategic Objectives	Specific Activities	Implementing Strategies			Inputs	Cost of Inputs (US\$)	Indicators of success	
		Responsibility	Time Frame					
			2004-2007	2008-2011				2012-2015
<p>Introduction of free compulsory basic education for all children of school going age.</p> <p>Provision of equal access and educational opportunities to children to complete basic education.</p>	<p>Classroom Construction: 200 lower & upper basic classrooms 20 classrooms for madrassas</p> <p>Other construction: 16 units of staff quarters annually Rehabilitation of 42 classrooms annually</p> <p>Premium on: Double shift & Multi-grade teaching</p> <p>School Feeding: Provision of Garden Tools community Sensitisation Provision of Meals to 80% of enrolment in LBS</p> <p>Incentives: Parents & Marabouts Teachers in Difficult Areas Trainee Teachers Lecturers & Mentors</p> <p>.Integration of children with mild disabilities and children displaced by conflicts</p> <p>Creation of special classes schools for children in difficult circumstances</p> <p>Study Visits</p>	PCU/NGO			X	Contracts	5,400,000	<p>At least 80Classrooms built and furnished</p> <p>Trained teachers retrained. Maximum use of classroom space.</p> <p>Efficient utilisation of resources</p> <p>Increased food supplement</p> <p>School feeding sustained. Enrolment increased & retained.</p> <p>Retention is ensured. Trained teachers retained</p> <p>TTs complete training.</p> <p>Good practice ascertained</p>
		PCU/NGO			X	Contracts	600,000	
		PCU/NGO			X	Contracts	7,260,000	
		PCU/NGO			X	Contracts	209,000	
		BSED/PPARBD	X			50% of Salary	433,000	
		PCU/SAFMU		X		Garden Tools	580,000	
		REO/SAFMU			X	Regional	410,000	
		REO/SAFMU			X	Workshops	142,000	
		REO/SAFMU			X	WFP Supplies	2,600,000	
REO/PPARBD			X	D100/caregiver	500,000			
REO/PPARBD			X	25% of Salary	165,000			
GC/PPARBD			X		370,000			
GC/PPARBD			X		183,000			
ITHRD/PCU			X					

7.3 Life Skills

Goal III – Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

National Strategic Objectives	Specific Activities	Implementing Strategies				Inputs	Cost of Inputs (US\$)	Indicators of success
		Responsibility	Timeframe					
			2004 - 2007	2008 - 2011	2012 - 2015			
To strengthen HIV/AIDS preventive education	Provision of IEC materials on HIV/AIDS	DoSE	X	X	X	Instructional materials, textbooks and other relevant supporting technology	125,000	- Use of materials provided - Positive attitudinal change - Reduction in the prevalence of HIV/AIDS among students
To provide support for victims and those affected by HIV/AIDS	Provide subsidies for 382 children orphaned by HIV/AIDS	DoSE and collaborating partners	X	X	X	Finance	200,000	- Enrolment, retention and performance of victims and those affected by HIV/AIDS enhanced
Strengthen gender responsiveness and perspectives in dealing with gender-based violence in and around schools	Provide support to schools to establish disciplinary committees that include teachers, students and parents	DoSE, collaborating partners and stakeholders	X	X	X	Sexual Harassment policy, guidelines, information and expertise	75,000	- Gender-based violence curbed - Gender sensitivity exhibited in schools
Awareness creation in population, family life and the environment	Equipping children and the youth with skills and knowledge to develop positive attitudes and to responsibly take control of their lives and manage the environment	DoSE, collaborating partners and stakeholders	X	X	X	Manuals, instructional materials and supporting technology	10,000	- Responsible behaviour developed among the youth - Teenage pregnancies reduced
To expand guidance and counselling across the basic education level	Provide guidance and counselling centres in all lower basic schools	DOSE and schools	X	X	X	Guidance and Counselling manual, Guidance counsellors and information	90,000	No of functional guidance counselling centres

7.3 Life Skills Cont.

Promotion of peace education, conflict resolution, patriotism, democracy and human rights	Translation and dissemination of international instruments.	DoSE, NCCE and Gambia College		X	X	Copies of relevant documents and literature	50,000	- Awareness of relevant instruments - Improved interpersonal relationships
	Support the establishment of school structures – e.g., School councils, Disciplinary committees	DoSE, Heads of school, PTAs, civil society organisation and communities	X	X		Guidelines, policy direction and information	45,000	- Functional democratic structures in schools - Better managed schools - Safer school environments - Improved student performance
To develop in learners values, principles and good practice for responsible and participatory citizenship, mutual and peaceful co-existence.	Development of school policies on human rights, democracy and a peace culture.	DoSE, NCCE, Centre for Human Rights Studies and Schools	X	X		Guidelines, policy direction and information	65,000	- Suitable school policies operationalised
	Train teachers in conflict resolution, negotiation and dialogue, as well as other pertinent skills and competencies.	DoSE, Gambia College, NATCOM	X	X	X	Literature/information, expertise and modules	60,000	More effective and better trained teachers Skills acquired by teachers
To equip learners with the prerequisite knowledge, competencies and skills, including negotiation and dialogic skills and conflict resolution for the creation of a safe and peaceful society.	Incorporate human rights and peace education in the school curriculum; prepare modules	DoSE, NCCE, Gambia College, NATCOM		X	X	Guidelines, policy direction and information Literature/information, expertise and modules	15,000	- Modules on democracy, human rights and peace education - The school curriculum to reflect issues on democracy, human rights and peace education
	Prepare and/or adapt instructional materials and textbooks on human rights education, democracy and maintenance of a peace culture.	DoSE and Gambia College	X	X	X	Literature/information, expertise	45,000	- Number of quality on instructional materials prepared or adapted - Use of such materials
	Conduct in-service and teacher training courses to continually update teachers' information and skills in this area.	DoSE and Gambia College			X	Literature/information, expertise	25,000	No of in-service course conducted and their impact
To collaborate with those in the polity, civil society organisations and international agencies to raise awareness on and implement conventions, declarations and other guiding instruments on human rights, democracy and peace creation and sustenance.	Promote, as well as collaborate with, organisations, networks, etc. engaged in activities, projects or programmes for peace, human rights, democracy and peace education.	DoSE and collaborating partners and stakeholders	X	X	X	Literature/information, Readiness and commitment	25,000	Joint/complementary activities conducted (including programme planning, implementation and evaluation) Networks and synergies established
	Participation in commemorating of international declarations relative to democracy, human rights and peace – e.g., World Peace Day.	DoSE, NATCOM	X	X	X	Literature/information, Readiness and commitment	10,000	Number of activities done and level of participation in such activities

7.4 Adult Literacy

Goal Four: Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

National Strategic Objectives	Specific Activities	Implementing Strategies			Inputs	Cost of Inputs (US\$)	Indicators of Success	
		Responsibility	Time Frame					
			2004-2007	2008-2011				2012-2015
Learning in reading and writing skills in indigenous languages.	Build more non-formal education centres in Regions 2, 5, and 6.	PCU, PPARBD and ANFEU		X	X	Contracts Furniture, Equipment	50,000	Non-formal education centres built and functional.
Learning numeracy and mathematical concepts (and skills).	Train deploy and enumerate/pay 500 teacher facilitators.	ANFEU, INSET		X	X	Training materials Salaries/Allowances	50,000	Teachers and facilitators trained and appropriately remunerated.
Knowledge and functional skills in family life, health promotion and occupations.	Develop the capacity of Private/NGO literacy providers.				X			
Initiation into natural sciences (Science and technology literacy), environmental awareness and protection.	Develop/disseminate policy, management and curriculum guidelines for all providers.	ANFEU, SQAD		X			25,000	Policy management and curriculum guidelines developed and disseminated.
Development of practical skills to enhance productive/renumerative activities/self employment.	Develop/revise targeted non-formal curriculum and teaching/learning materials for relevant emerging areas: science and technology literacy, climate change and other WEHAB ¹ or sustainable development/poverty-reduction concerns.	ANFEU, DSTE, UNFCCC NEA	X	X		Stationery, Duplicating facilities.	25,000	Curriculum and teaching/learning materials revised/updated.
Civic education to foster participation in socio-economic and socio-political activities of the community.								Increased rates of adult literacy in English, in local languages, and in science and technology.
Learning of English for Official communication by advanced (adult) learners.								Healthier, more productive/self-employed, more skilful, and more engaged parents and other members of adult/drop-out youth populations of the community where the schools are.
Other learning related to other felt needs of particular communities.								

¹ WEHAB (water, environment, health, Agriculture and Biodiversity)

7.5 Gender Parity and Equality

Goal Five: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015 with focus on ensuring girls' full and equal access to and achievement in basic education of good quality

National Strategic Objectives	Specific Activities	Implementing Strategies				Inputs	Cost of Inputs (US\$)	Indicators of success
		Responsibility	Timeframe					
			2004-2007	2008-2011	2012-2015			
Equal educational opportunities for all	Sensitisation campaign for girls enrolment and retention using radio, television, and focused group meetings.	GEU/ FAWEGAM/ UNICEF/PEACE CORPS	X				10,000	Increased enrolment and retention rates of girls.
Reduction of female illiteracy rates	Using Quranic Scripts to enhance literacy rates especial of female – literacy centre 3 training of facilitators 1 Curriculum develop 2 production and distribution of training materials.		X	X	X		50,000	At least 10 facilitators in each regions.
Attaining and sustaining gender equity in education by 2005.	Expansion of GFS e.g. 50 – 1 st year 125 – 2 nd year 200 – 3 rd year GFS to extend to Madrassas and Special Needs	GEU/ UNICEF/FAWEGAM	X	X	X	Toilets, wells	50,000	GFS extended to 375 more/addition school including Madrassas/special needs education.
Equitable supply of quality teachers of both sexes.	Posting of more female teachers as role models in deprived areas.	PCU/GEU/HRD	X	X	X	Coordination costs, stationery printing materials.	5,000	At 2 qualified female teachers in each school by 2015. At least 40% TT at the Gambia College be female annually.
Reduction of gender disparities in teacher recruitment, training, promotion and posting.	Continuation and improvement of the RIFT Programmes to up-grade the standard of female teachers.	CREDU/GC		X			5,000	Separate toilet facilities for girls built in primary schools.
High retention, performance and completion rates, especially for girls.	Using study technology all grades to improve reading and understanding skills.	SQAD, REOs	X	X	X			Gender biased content and methods of teaching eliminated from all primary schools. High retention and performance rate 80%.
	Build separate toilets and provide sanitary facilities for girls in more primary schools.	BSED, SMT			X	Prizes awards,	25,000	Sex harassment policy enforced in schools, and understood by the public.

7.5 Gender Parity and Equality Cont.

<p>Improved performance and participation in all subjects, especially in mathematics and science.</p>	<p>Review the curriculum of the primary school to eliminate gender-biased content and methods of teaching.</p> <p>Enforce school sex harassment policy, and sensitise the public on.</p> <p>Implement policy on gender balance in composition of school boards and Parent Teacher Association.</p> <p>Organise annual Junior Science competitions and awards, Mathematics Olympiad, the Science Week, and Schools.</p>	<p>DSTE, STAGAM and other professional and school associations</p>				<p>materials and technical support for schools.</p>	<p>Gender balance achieved in the composition of PTAs and school/college board.</p> <p>Improved participation and performance in all subjects including science and mathematics.</p>
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7.6 Educational Quality

Goal Six: Improving every aspect of the quality education and ensuring excellence so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

National Strategic Objectives	Specific Activities	Implementing Strategies				Inputs	Cost of Inputs (US\$)	Indicators of success	
		Responsibility	Time Frame						
			2004-2007	2008-2011	2012-2015				
<p>Provision of an adequate qualified Teacher supply of trained teachers through cost effective pre-service teacher education and in-service training programme.</p> <p>Curriculum review and improvement</p>	To increased the supply of trained teachers from 500 annually to about 900 using the current model of training at the Gambia College.	Gambia College HRD BSED REO	X			Workshops 1 per region	15,000	900 teachers trained annually	
	To train 20 English teachers annually for the Madrassas.sTo train 273 special needs teachers annually.					Workshops 1 per region		20 Madrassa English Teachers trained	
	To up date Learning Achievement Targets for grades 1-6 in core subject areas based on revised curriculum.	SQAD, CREDU, BSED, REO, WAEC and Gambia College	X	X	X	Sensitization workshops 1-6 training workshops Consultant (Ghana)		10,000	273 special need teacher trained annually
	National Assessment Test using 25% of grades 3 and 5 students conducted every 2 years.	SQAD, CREDU, BED, REO, WAEC and Gambia College						30,000	Learning Achievement Targets review for core subjects Grades 1-6
	Participatory Performance Monitoring conducted in all schools using 5% of Students in every class annually.	SQAD, CREDU, BSED, REO, WAEC and Gambia College			X	Productions and printing of record cards Training of teachers		200,000	Results released every 2 years
	Pupils record of achievement introduced in each class for continuous assesment.	INSET, CREDU, SQAD, WAEC, BSED, and Gambia College	X			Training workshops		500,000	Participating Performance Monitoring conducted in every school annually.
	Training of PTA and school management.		X	X		Writers workshops on core subjects and electives revision.		5,000	Continuous Assessment records of pupils kept from grades 1-6 in all schools.
	Monitoring curriculum content and effectiveness.	CREDU, SQAD, INSET, WAEC and BSED				Salaries of 20% of teaching force in Region 3-6 increased by 25%.		5,000	All PTA School community school Head master receive training
Introduction of study technology to all schools in pre-school to grade 9.	Planning Directorate HRD	X	X	X		500,000	Curriculum of core subjects implemented effectively.		
							Salaries of all teachers in region 3-6 increased by 25%.		

7.6 Educational Quality Cont.

National Strategic Objectives	Specific Activities	Implementing Strategies			Inputs	Cost of Inputs (US\$)	Indicators of success		
		Responsibility	Time Frame						
			2004 - 2007	2008 - 2011				2012 - 2015	
Enhancement of the provision of instructional materials.	Provision of textbooks for every child in core subject in the ratio of 1:1	PCU, CREDU, REOs and BSED	X			Purchase of textbooks	500,000	Ratio of textbooks in core subject areas is 1:1	
	Training of polyvalent officers and SQAD Officers, INSET Officers, on the production of effective utilisation of instructional materials		X			Training of officer on materials production and utilisation.	5,000	Polyvalent officers, SQAD officers, trained in instructional materials production.	
	Training of resources teachers in all schools on materials production and establishment of resource rooms in all schools.	INSET, G/College, SQAD and CREDU	X			Training of teachers on materials production establishment of resource rooms in all schools	5,000	All resource teachers trained on prod. Instructional materials and equipped with adequate instructional materials.	
	Provision of supplementary reading books and establishment of library covers in all primary schools.	PCU, BSED, CREDU, SQAD, and INSET	X			purchase of supplementary books establishment of library courses in all classes.	100,000	Library concern established in all classes with supplementary reading materials.	
	Printing and reprinting of textbooks syllabus and teachers guides for grade 1-6.	PCU and CREDU	X	X	X	Provision of textbook teachers guides syllabus from grades 1-6.	150,000	The availability of adequate textbooks syllabus and teachers guides in all classes.	
	The promoting of Early Childhood Development.	Training of early childhood instructors on effective teaching and learning	BSED, CREDU, INSET and SQAD, and REOs	X			Training of ECD Teachers	5,000	All ECD instruction trained in effective teaching and learning methods.
		The establishment of early childhood centres in selected primary school.	BSED and REOs		X	X	Classroom structures	550,000	All primary school form Region 3-6 equipped with ECD attached classes.
		Revision of early childhood curriculum.	BSED, CREDU, INSET and SQAD	X			Writers workshop	2,000	ECD curriculum revised and teachers' guides provided

7.6 Educational Quality Cont.

National Strategic Objectives	Specific Activities	Implementing Strategies			Inputs	Cost of Inputs (US\$)	Indicators of success	
		Responsibility	Time Frame					
			2004-2007	2008-2011				2012-2015
The improvement of classroom assessment practices and the strengthening of continuous assessment to monitor student performance and learning achievement.	Introduction of continuous assessment pupils records achievement from grades 1-6 based on a structured programme.	SQAD, WAEC and CREDU	X			Printing of record cards for all schools.	50,000	Records of pupils on CA introduced in 1-6 in all schools.
	Training of teacher on continuous assessment and use of record cards.	INSET, SQAD and WAEC				Training workshop on CA and use of record cards.	5,000	All teachers trained on CA and use of records cards.
	Sensitisation of parents on continuous assessment and pupils records cards.	SQAD, CREDU, BSED, WAEC and INSET	X			Sensitisation workshops Region 1-6.	3,000	All community sensitised on Continuous Assessment.
	Training polyvalent officers, SQAD officers, INSET officers, G/College and CREDU on use of records for continuous assessment.	INSET, SQAD, CREDU, WAEC and BSED	X			Training workshop Region 1-6.	3,000	Regional Education Officers, polyvalent officers trained on monitoring CA and record of pupils achievement.
The expansion of the National Language pilot programme.	Evaluation of the existing National Language pilot programme.	CREDU	X			Research work	3,000	Research findings of the research.
	Pilot programme extended from 25% - 50% of schools from Region 1-6.	CREDU	X	X	X	Training of teachers on and languages. Printing of books and teaching/learning materials.	30,000	National Languages piloted in 50% of school.
The institutionalisation of study technology across all levels of education.	Printing of curriculum materials.			X		Printing of materials.	10,000	Curriculum materials printed.
	The introduction of Study technology to all schools in Grades 1-6.				X		5,000	All schools using study technology.

7.6 Educational Quality Cont.

The expansion of ICT across all levels and the strengthening of the use of open distance	Training of all teachers on study technology and introduction of study technology at G/College Curriculum (teacher training).		X			Contracts with applied scholastics.	10,000	Teachers trained on study technology to using it in their teaching. 3 personnel's trained on study technology in mission.
	Printing of books on study technology.					Training workshops on study technology.		
	Purchase of dictionaries		X	X	X	3 contracts with applied scholastics.	20,000	Contract signed with applied scholastics on printing of books for study technology. Dictionaries in all schools.
	The establishment of computer kiosk in all regions		X			Purchase of dictionaries.	10,000	
	Using ICT to enrich teaching and learning.	DSTE		X	X	Structure of computers	50,000	Regions equipped with computer Kiosk at strategies points for use by students.
	To collaboration with world link to improve ICT in schools	DSTE		X	X	Training of teachers	20,000	Schools using ICT to improve teaching and learning.
	PCU DSTE		X	X	Contracts consultants training	20,000	Contracts signed with world links with a bid to improve ICT in schools.	