EFA-FTI FAST TRACK INITIATIVE
THE GAMBIA
ASSESSMENT OF THE GOVERNMENT'S EDUCATION SECTOR STRATEGIC PLAN AND MEDIUM TERM PLAN, 2008-2011

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SUMMARY

Strengths

Based on both normative and summative evaluations of various interventions conducted with support from the Education for All/Fast Track Initiative (EFA/FTI) and other bilateral and multilateral donors, there is evidence to indicate that significant successes have been registered within the sector. These include expanded access to education across all levels of the school system, particularly by girls in the rural areas, where, in some instances, interventions led to the unintended decline of boys' enrolment.

Whereas, for instance, the GER in 1998 was 85%, it rose to 92% in 2007. Concurrently, the GER at the upper basic level, which stood at 29% in 1998, has risen by over 30% to 65%. These achievements have ultimately contributed to the attainment of gender parity at the basic level (i.e., from Grades 1 to 9). Similarly, the GER at the senior secondary school level doubled from 15% in 1998 to 32% in 2007.

Generally, resources are more equitably distributed and better utilized for programme implementation. The reviews and updates of the curriculum have also resulted in a more relevant and, therefore, more responsive curriculum to stakeholder needs.[1] The acute shortage of instructional materials for effective learning that was lamented in the past has been reversed through substantial investments in various items, including core textbooks and teachers' guides, supplementary learning materials, especially of books written by Gambian authors. Added to these, the sector has registered the following achievements:

- The expanded vision of basic education, which comprises early childhood education, adult and non-formal education and formal schooling of nine years (i.e., from Grades 1 to 9) is now being implemented in full and stands out as a successful model in Africa.
- The partnership between DOSBSE and the *madrassa* proprietors, through the General Secretariat for Islamic/Arabic Education, continues to enhance access, whilst improving the quality of education provided. The teaching of the English language in the *madrassas* that are being granted-aided by DOSBSE and the harmonization of the various syllabuses of the madrassas and their synchronization with the curriculum of the conventional schools have contributed to this success.

[1] This is in accordance with the study commissioned by the Association for the Development of Education in Africa (ADEA) for the 2008 Biennale.

- There is a more equitable distribution of qualified teachers, as shown by the impact reports from the REDs on the 'hardship allowances' currently paid to teachers.
- The textbook rental scheme has been abolished, and the student-textbook ratio is 1:1 for the core subjects at the lower basic level; that is, from Grades 1 to 6.
- While the transition from the lower basic (primary) level to the upper basic level increased from 72% in 1998 to 88%[2] in 2005 as a result of phasing out the Primary School Leaving Certificate Examination, the transition rate from the basic level (Grade 9) to the senior secondary level (Grade 10) has exceeded the 50% target.
- The Primary Teachers' Certificate (PTC) Extension Programme for unqualified teachers, being piloted in Region 5, promises to contribute to addressing teacher requirements in the school system, particularly with regard to the training of female teachers (The 2007 Gender Education Unit Evaluation Report**)**.
- Interest and public involvement in education is broadening and deepening, as evidenced by participation in the weekly televised (Education Forum), and radio, programmes as well as other discussions on education. DOSBSE continues to hold monthly *bantabas* (town hall meetings) to discuss pertinent issues with stakeholders. ECD is no longer considered a luxury but an integral part of the basic education programme.
- As evidenced by the 2006 and 2007 results of the West African Senior School Certificate Examination (WASSCE) and The Gambia Basic Education Certificate Examination (GABECE) respectively, the performance of students is steadily improving (Analyses of Examination Results by the Planning Directorate, DOSBSE, 2006 and 2007).
- Through the cluster monitors, a more effective and decentralized monitoring mechanism has been established with effect from 2007.

The process has begun for instituting a performance management system (PMS). Thus, operational unit and individual plans have now been developed, leading to the profiling of the sector personnel for appraisal purposes.

Challenges

In spite of the achievements made over the years, critical challenges still remain with the sector. These embody matters of access, quality, resources and management.

- The disparity between boys and girls in enrolment, retention and performance.
- The three broad issues of providing quality education, training and retaining qualified teachers and other personnel
- Mobilizing sufficient resources for both recurrent and development purposes is an issue that remains doggedly challenging.
- Within the framework of the ESSP, 'quality' is examined from three perspectives – teacher training and support, pedagogy and teaching/learning materials and leadership and school management including parental and community participation.
- The curriculum gaps and shortcomings, especially of dovetailing the syllabuses to form a continuum from one segment of the school system to the other, also constitute another challenge that has to be addressed.

[2] This is a result of children repeating and dropping out at the end of Grade 6.

- At the upper basic level the pupil - textbook ratio is unacceptably high (3:1)
- From the recently conducted Early Grade Reading Assessment (EGRA) and the National Assessment Test (NAT), the number of children able to read and acquire cognitive skills is disappointingly low.
- Weak capacity in collecting and analysing data as well as the timely reporting from schools and REDs on issues such as attendance/absenteeism, instructional time, etc.
- Absence of clearly defined functions linked to specific job titles and directorates.

Conclusion

In recognition of the above achievements and challenges, the sector is poised to mobilize its resources, human as well as material and financial, to consolidate the achievements while, at the same time working on cost-effective and well targeted strategies to address these challenges.

THE GAMBIA

Assessment and Endorsement of the Education Strategic Plan 2006-2015 and Medium Term Objectives and Strategies, 2008-2011

1. The Gambia was one of the first ten countries "invited" to participate in the FTI.[3] Following the invitation in 2003, the local development partners (DPs) appraised and endorsed the Government's Education Master Plan, 1998-2006. The appraisal and endorsement were accepted by the FTI partnership and The Gambia subsequently received a Catalytic Fund allocation of US$ 13.4 million for the three-year period 2004-2007 to support program implementation.

2. The Education Master Plan period has since come to an end and a new Education Sector Strategic Plan (ESP) for the period 2006-2015 was prepared starting in 2006.

3. This appraisal document provides a summary of progress achieved under the Master Plan period, particularly since 2004 when The Gambia joined the FTI, and presents our appraisal of the new ESP and medium term plan.

4. We begin with a brief description of key trends that have challenged the implementation and impact of poverty reduction programs country-wide. Section II presents a summary of progress achieved in the education sector, focusing in particular on progress with respect to the EFA and Millennium Development goals of complete quality primary education for all children. Section III presents our assessment of the long and medium term goals and strategies contained within the new ESP, its associated cost and financing framework, and conclusion with respect to endorsement for additional resource mobilization to support implementation of the medium- term plan.

I. KEY FEATURES OF THE COUNTRY CONTEXT

5. **Constrained Fiscal Space and Unpredictable Budgets**. Implementation of the First PRSP (2002-2006) -- which focused on macro-economic stability, public resource management, pro-poor growth, education, health, gender, the environment, population and nutrition -- was inhibited during the entire period by a fragile macro environment, constrained and unpredictable public budgets, and erosion in the effectiveness of the public service. The underachievement of PRSP objectives also delayed HIPC completion and resulted in a decline in PRGF budget support for several years.

6. The year 2007 marked a turning point. In 2007, Government prepared a Second PRSP, which continued the priorities of PRSP I. [4] The preparation process of PRSP II was highly participatory which helped to strengthen ownership. Further, as a result of measures taken to address key macroeconomic and governance issues, [5]The Gambia reached the HIPC completion point in late 2007, making her eligible for additional relief under the MDRI, and the IMF resumed

[3] This pre-dated the adoption of the FTI Framework Document and the FTI processes in place today.

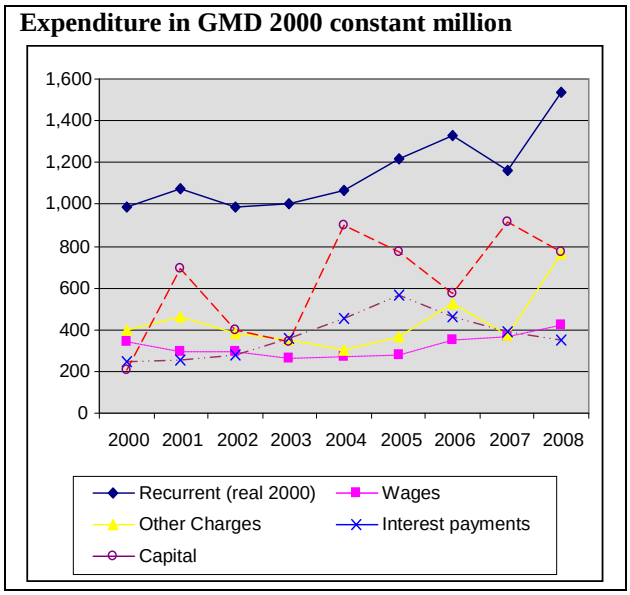
[4] The preparation process reached local communities using a variety of tools including a participatory poverty assessment and community scorecards. However, the financing gap is large (over double the current level of aid) and Bank and IMF staff observe that further prioritization of the PRSP is needed.

[5] Such as installing a Financial Management and Information System in 2007, and clearing the backlog of public accounts dating as far back as 1999.

PRGF support.[6] While this turning point is highly positive and debt relief is needed to free up fiscal space for PRSP programs, the World Bank and IMF Staff note that achievement of PRSP II goals will depend importantly on continued progress in fiscal discipline, reducing domestic debt to free up expenditure for PRSP priorities, continued improvements in public resource management and curtailment of extra-budgetary expenditures.

7. The lack of fiscal space for poverty reduction programs and the unpredictability of recurrent budgets during most of the recent decade stem from two main factors. First, annual domestic revenue collection varies considerably from year to year. Relative to other countries, although domestic revenue collection is high (averaging 22% of GDP since 2003), and revenue growth has been strong (averaging 16% a year), year-on-year fluctuations are steep due to variability in weather conditions and agricultural output, particularly groundnuts -- The Gambia's main export.

8. Second, public expenditure choices have squeezed the fiscal space available for recurrent expenditure, which is vital to the expansion and improvement of public services. Chart 1 shows that since 2000, the public budget has been characterized by spikes in capital expenditure. These spikes were often associated with periods of over- and off-budget spending financed through domestic borrowing.[7] Thus, while capital expenditure and interest payments grew at a rate of 24% and 7% a year, respectively, expenditure on wages and other charges fell in real terms over most of the decade. Only in 2007, thanks to a declining budget share required for domestic debt servicing (to 19%) and the allocation of some of the resources freed for recurrent expenditure, did expenditure on wages and operational costs regain the level they were in 2000. The real decline in recurrent expenditure throughout the decade was achieved through steep erosion in civil service salaries (although a partial adjustment was made in 2006), containment in civil service recruitment, and declining and unpredictable operating budgets.



9. ***Erosion of effectiveness of public Institutions.*** Throughout the economy, skill capacity is constrained by a small population and limited access to education beyond the basic level. In 2007, only 20% of secondary school-aged youth attended secondary school, compared with a low-income country average of 40% (UNDP 2007).[8] Post-secondary programs are offered in only a limited number of areas, such as primary and middle school teacher training, nursing, technical education while the University of the Gambia, established in 1999, enrolls xxx students in bachelor degree programs in arts and sciences.

[6] Total assistance under the Enhanced HIPC and the MDRI is estimated at $510 million in nominal terms over the next 43 years.

[7] This, in turn, drove up domestic interest obligations which, by 2005, required 40% of domestic revenue. At the same time, loose monetary policy stoked inflations to double digit levels.

[8] LIC average is from UNDP Human Development Report 2007.

10. Skill shortages in the public sector have been further exacerbated by the erosion of civil servant salaries. Fyrther, frequent transfers and dismissals without due process have damaged job security and morale (UNDP 2003). The result is high turnover, particularly of managerial staff. The impact of high turnover and shortages of specific skill sets are reflected in a deterioration of data quality, availability and analysis and lengthy delays in the of implementation public processes such as expenditure reviews, MTEF preparation and PRSP reporting. To address these issues, under PRSP II, DPs are supporting a country-wide civil service reform program to right size, and improve pay and employment management.

11. ***FM/Governance*** – To be completed by Lily and Jawara Government has established a Financial Management Information System (FMIS). The first phase includes DOSBSE and the financial sectors. The FMIS has given the sector control of its recurrent expenditures in that committed funds are secured, thereby eliminating arrears. Donor resources for the sector are managed by the PCU whose financial management arrangements meet the Bank's minimum requirements under OP/BP10.02 and is adequate to provide, with reasonable assurance, accurate and timely information on the status of the project funds as required by IDA. Given the strong financial management capacity of the PCU, reporting on the use of funds for the designated account and the sub accounts are based on quarterly Interim Un-Audited Financial Reports (IFRs).

12. ***Rising Poverty***. According to the Human Development Index, The Gambia ranks 155 out of 177 countries, or at about the average for Sub-Saharan Africa (SSA). The Gambia scores slightly higher than SSA on indicators of life expectancy, access to water and sanitation, and rates of girls' enrolment in primary school. Child immunization rates have increased significantly, but malnutrition, and child and maternal mortality rates remain high while poverty has increased, particularly extreme poverty. Between 1992 and 1998, the proportion of Gambians falling below the poverty line rose from 32 to 55%, with the share of extremely poor increasing from 15% to 37% of the population. Preliminary analyses of a 2003 household survey point to a further increase in poverty, estimated at 61% of the population.

13. ***Improved Aid effectiveness***. Aid per capita averages about US$ 38, slightly below the Sub-Saharan average of US$ 44, but represents a relatively larger share of GDP (10%). Most ODA is provided through project modalities from the IFIs in the form of loans.[9] The Government recognizes its weaknesses in the programming, budgeting and management of aid, and the importance of strengthening its leadership role in donor coordination. In this regard, in 2007, the Gambian Government prepared and adopted a medium term action plan to strengthen ownership, alignment, harmonization, results and mutual accountability. The action plan was discussed with development partners at a PRSP donor round table meeting in February 2008. As part of the action plan, Government has established an office for donor coordination which will help to guide external resources towards priority programs and achieve a more coherent budget and planning of development expenditure as part of the MTEF process.

II. EDUCATION ACHIEVEMENTS AND CHALLENGES UNDER THE MASTER PLAN 1998-2007

[9] The share of loans has ranged from a low of 53% in 2000 to a high of 89% in 2006.

14. The objectives of the Education Master Plan, 1998-2006 were an integral part of the priorities of the First PRSP. Although the policies and strategies adopted were generally highly successful, overall results are mixed partly due to the overall country context but also to expenditure choices made within the education sector.

15. Key priorities and objectives under the Master Plan for the target year 2006 included the following: (More detailed targets and results are summarized in Annex 2.)

16. Lower basic education (grades 1-6): achieve universal completion of quality primary education with medium-term targets for 2006 set at:

- Gross school enrolment ratio of 98 percent (average enrolment growth rate of 8% a year)
- 100 percent entry of 7 year olds
- Repetition rate less than 5 percent
- Higher completion rates
- Achieve gender equity
- Close enrolment gaps across regions and income groups
- Inclusion of the disabled
- Improved quality and relevance of education

17. Specific strategies to be pursued included lowering school entry age from 8 to 7, expanding and improving school infrastructure, eliminating fees, targeting the least served areas for expansion, providing incentives for madrassa schools to synchronize curricula with the public sector, increasing the output of trained teachers, raising the percentage of female teachers in training and expanding access to upper basic education because surveys showed that the lack of education beyond the primary level was a main constraint to achieving universal primary enrolment, particularly for girls. In order to reach these objectives within projected budget constraints, the plan envisaged making increased use of multi-grade and double shift teaching.

18. Quality improvement strategies included increasing learning time from 650 hours to 880 hours by 2010, developing a competency-based curriculum with better integration across subject areas, strengthening teacher in-service development, providing textbooks and instructional materials at a student:textbook ratio of 1:1 in core subject areas, and conducting periodic learning assessments based on curriculum objectives to provide feedback on problem learning areas and guide the development of more effective interventions to improve learning outcomes.

19. In upper basic education (grades 7-9), and consistent with the Government's policy of providing 9 years of basic education to all Gambian youth, main program objectives included expanding access, particularly for girls and youth in poorly served regions, reducing fees, providing scholarships for girls, and community mobilization to keep girls in school. Quality strategies targeted producing a sufficient number of trained teachers and reaching a student:textbook ratio of 1:1 in core subjects

20. At the secondary level, priorities included a moderate expansion to maintain the transition rate from upper basic to secondary education at around 50%, which would increase the gross enrolment ratio from 18% to 33%.

21. At the tertiary level, the MP envisaged the creation of a university focusing on the development of a few key program areas for which there is high demand.

22. In Early Childhood Education and Adult Literacy, Government recognized the need to develop these areas through partnerships with NGOs and CBOs as opposed to direct public provision. However, the strategy for providing ECD service will be anchored in two approaches, one of which is the participation of the private sector in the provision of such service in the urban and peri-urban areas, while the other is the attachment of ECD centres to existing lower basic schools in the rural communities. Both approaches are expected to focus on the integrated model of ECD, which underscores the need for complementarities of other social services such as nutrition, health care, water and sanitation, protection and early stimulation for learning.

In terms of service delivery for adult and non-formal education, there is already a major shift in focus from the traditional approach, of providing literacy by the public sector to a public/private partnership approach, which empowers NGOs and CBOs in the provision of literacy. Hence, the focus on partnerships and linkages will be crucial in the implementation of literacy programmes.

Partnership with NGOs, CSOs and other stakeholders through a public/private partnership approach will therefore be an ongoing process building on trust and confidence, leading to a win-win situation. Partners will be supported through the provision of funds, mobilization of resources, capacity building in implementation strategies, monitoring and evaluation and other forms of participation. The partnership will be based on the Procedure Manual that clearly spells out the role and responsibilities of each stakeholder.

23. Across all levels of education, the MP targeted improvements in management and efficiency through deconcentration, introducing a performance appraisal system for managers, and improving data collection systems and analysis to monitor progress and inform continued policy formulation.

24. When we appraised the MP in 2003, we endorsed the MP priorities, strategies and financial credibility. We supported the Government's request for a CF allocation of US$ 4 million per year for the first two years and $5.4 for the third year based on program costs, implementation progress, domestic resource allocations and commitments from development partners. [10] At the same time, we raised reservations with respect to the capacity of the sector to achieve the goals in the areas of teacher education, procurement and delivery of instructional materials, budgeting and financial management, school inspection and student assessment. Most, but not all, of these reservations did pose constraints during implementation while the difficult fiscal and macro trends introduced other unanticipated challenges.

25. Overall, results are mixed. There are quite remarkable achievements in some areas, and less so in others. We begin with the challenges and constraints.

[10] The annual US$ 4 million FTI Catalytic Fund resources helped to finance classroom construction, teaching and learning materials, and hardship allowances for teachers in the most remote schools.

CHALLENGES/CONSTRAINTS

26. ***Constrained Domestic Expenditure.*** Throughout most of the recent decade, public expenditure choices crowded out domestic financing for education recurrent expenditure. The share of the public recurrent budget allocated to education averaged just 11% during most of the decade, representing only 2% of GDP, far below the FTI benchmark of 20 and 3.6 percent, respectively. However, due to high debt service requirements, this share rises to an average of 18% of total public discretionary recurrent expenditure (i.e. exclusive of interest payments), not very distant from the FTI benchmark of 20% on this indicator. Thus, within its fiscal space constraints, Government commitment to the implementation of the education sector program has been high.

27. Chart 2 shows the impact of these choices on education recurrent expenditure. All categories of recurrent expenditure – salaries, goods, services and training – have either eroded or remained constant throughout most of the decade. Nevertheless, education was slightly less constrained than other sectors in terms of civil servant positions. Chart 3 shows that between 2003-2007, about 1,600 new qualified teacher positions were created – 200 each year for primary and upper basic education. For upper basic, this was more than sufficient to meet expansion objectives. However, at the primary level, the number of positions created fell short of the number needed for expansion and to rectify the deficit that accumulated in 2001-2003. When we take that period into account, the number of qualified teacher positions in primary schools increased by only 130 per year, a rate that just keeps pace with the growth of the school-aged population. In order to achieve the enrolment targets, the number of teaching positions created would have needed to be at least double that number.

Chart 2. Education Development and Recurrent Expenditure, 2001-2007

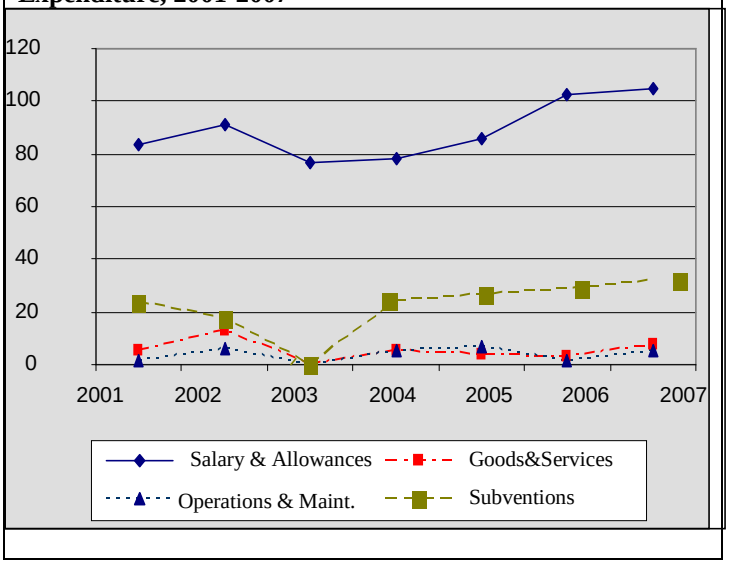
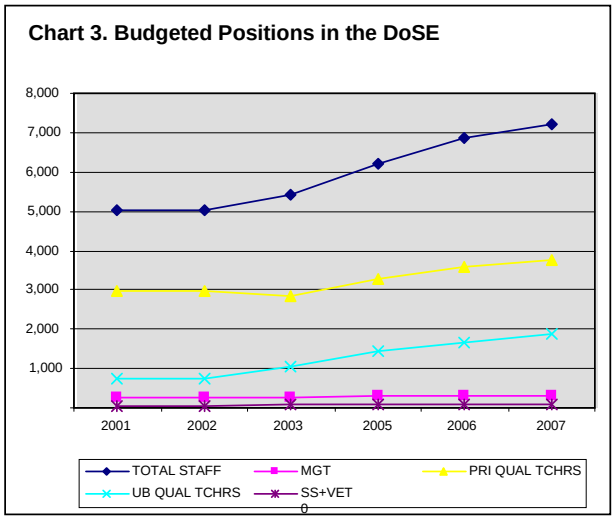


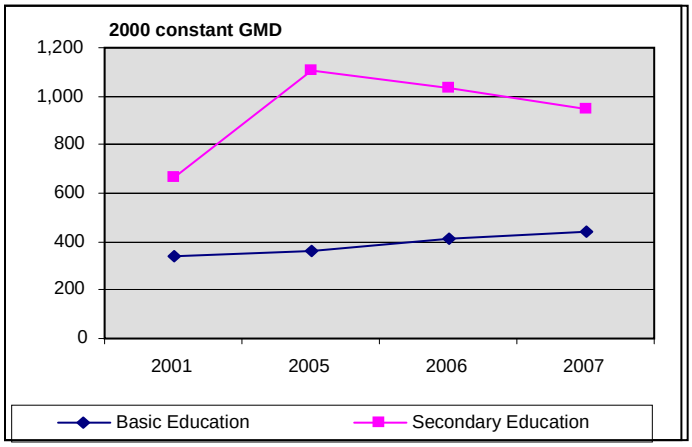
Chart 3. Budgeted Positions in the DoSE



28. Non-salary expenditure is also very low. On average, 92% of education recurrent expenditure is spent on salaries; only 8% is spent on goods, services, local training and operating costs, compared with the FTI benchmark of a desirable 33%. Non-salary expenditure is also unpredictable and has declined on a per student basis.

29. A large share (about 65%) of the recurrent budget is spent on basic education. Nevertheless, expenditure per student is low – averaging only US$ 25 – and has remained relatively constant at that level since 2001 (Chart 4). At the secondary level, per student expenditure increased by about 40 percent in real terms since 2001. The increase was required to liquidate arrears accumulated by nearly all schools schools because although parents pay substantial fees, the subventions provided have been historically too low to enable schools to cover their costs. To address this problem, in 2005, the DoSE both increased the subsidy and adopted a per student formula to improve equity.

Chart 4. Education Recurrent Expenditure per Student, 2001-2007



30. ***Imbalance between Capital and Recurrent Expenditure***. In terms of the development budget, the estimated local donor commitments to the Master Plan materialized at the level expected -- an average of US$ 7 million a year. However, the share of development expenditure in the total budget is high, averaging at least 45% of total education expenditure, suggesting a potential imbalance between facilities and operating costs. Nearly 90 percent of the development budget is externally financed, and 80% is allocated to school construction-related activities. The remaining 20 percent finances inputs associated with quality objectives such as textbooks, instructional materials and teacher education, as well as operating costs for most programs.

31. Basic education has been the priority area for development expenditure, receiving about 70% of total education development expenditure. Although the DoSE no longer differentiates expenditure between lower and upper basic education, it is reasonable to assume that development expenditure has been fairly equally divided between primary and upper basic judging by the trends in enrolment and teacher numbers. Nevertheless, there remains a sizeable challenge at the primary level.

32. ***Low Enrolment Growth at the Primary Level.*** Throughout most of the current decade, the growth in primary school enrolment has barely kept pace with population growth, and fell 50% below the MP target set for 2006. Between 2000-2003, enrolment grew at only 2.5% a year, and by 3.2% since 2003. Most of this growth was in the private and madrassa sectors which grew at an average rate of 13% a year, while enrolment in public schools grew by only 1% a year. As a result, since 2000, the Net and Gross Enrolment rates have remained relatively flat with a slight increase in the NER from 71%-75% between 2000-06, while the GER remained at around 90% over the period.

33. Going forward, the level of effort will need to intensify significantly – that is efforts to identify the out-of school children, why they are out of school, and to provide the services required. A 2006 household survey (MICS) shows that a large share of children are still out of school, and parents continue to enroll them at a late age. By the time children are 9 years old, 71% is enrolled in primary school compared with only 35% of 7 year olds. Meeting the enrolment objectives of the

MP and ESP will require capacity to accommodate not only the 30% of 8-9 year olds out of school but also a significant number of 7 year olds which had not been taken into account when estimating the effort required to achieve the access policies and goals of the Master Plan.

ACHIEVEMENTS IN PRIMARY EDUCATION

34. Despite these difficulties, significant achievements were registered in gender parity, efficiency, completion rates and in the implementation of the majority of programs, albeit in some cases with delay.

35. **Gender Parity**. Owing to the comprehensive and successful interventions to boost girls' enrolment, particularly since 2004, The Gambia is one of the few countries in SSA to have reached the EFA and Millennium Development goal of gender parity in primary enrolment. And, this applies to all regions of the country. Since 2000/01, the growth rate of girl's enrolment has consistently been double the rate for boys. The Gambia has also made remarkable, and steady, strides in lowering the gender gap in upper basic (grades 7-9) and secondary education. In upper basic, the gender parity index increased from .70 in 2000/01 to .93 in 2006/07. At the secondary level, the gender parity index grew from .67 to .80 in just three years. Between 2004-06 while total enrolment increased by only 9% over the period, girls' enrolment increased by 24%, accounting for over 90% of the total enrolment increase

36. **Qualified Teacher Supply and Reduced Regional Inequalities**. The Gambia exceeded its goal of reaching a certified teacher proportion of 80% in primary education and also significantly improved regional equity in the distribution of certified teachers. In 2006/07, on average, **90** of primary school teachers were certified, although language skills are often weak. A recent paper on teachers in The Gambia concludes that the system of teacher deployment works reasonably well, and that the Master Plan strategies to redress imbalances -- which involved giving priority to underserved regions and providing hardship allowances for qualified teachers in difficult to staff areas -- have had the desired impact. In just three years, the student:qualified teacher ratio fell from 46:1 to 27:1 in LGA 6 (Basse) and from 39:1 to 28:1 in LGA 4 (Lower River). This is a significant achievement and suggests that Gambian teachers are committed to their profession and that they respond to financial incentives. Further, a teacher education extension program introduced in Region 5 offers a more promising and cost-effective approach to single campus pre-service provision. Finally, school-based support has been strengthened through teacher resource centers, mentor support for teacher trainees and the introduction of cluster monitors for teacher support.

37. Going forward, the sector faces three main challenges. First is the attractiveness of the teaching profession, particularly for the small number of math and science majors who have other options. In upper basic education, only 17% of teachers are qualified to teach those subjects, while secondary schools mainly rely on expatriate teachers for their labor force. As in other sectors, employment in the public sector has become less attractive. Although teachers enter the civil service pay scale at a higher step than others with the same number of years of education, the pay scale has lost ground against inflation, is highly compressed, and routine promotions can take years. The Government is engaged in a civil service reform program to address these issues across the civil

service. This provides a good opportunity to develop career paths that reward good teachers and keep them in positions where they can continue to have an impact at the classroom level.

38. Second, the Gambia College pre-service education option does not attract the best candidates. As a result, too few candidates meet the entry requirements for the pre-service PTC (primary) and HTC (upper basic) programs. The GC has been producing about 260 PTC teachers a year. If the education system relied only on these graduates to staff all schools, teacher training output would need to be 50% higher (about 400 a year) just to replace natural attrition and keep up with population growth. Significantly more will be required if all 7, 8 and 9 year olds are enrolled.

39. Finally, experience in the Gambia has shown that alternative teacher education pathways, can fill an important gap, but they tend to be abandoned when donor financing runs out or when domestic financing is squeezed (e.g upgrading unqualified teachers, the RIFT program which both increased GC intake and the share of women). The next ESP provides a timely opportunity to reflect on the various successful programs, seek ways to expand them and ensure their financial sustainability.

40. **Completion, repetition, drop out**. The Gambia has relatively high progression and completion rates and low repetition. A 2005 MICS survey estimates that 96% of an entering cohort reaches grade 5. The net primary completion rate averaged 80% in 2006/07. [11]

41. **Expanding access through madrassa schools**.. The madrassa support program consists of providing English teachers, instructional materials and participation in the school feeding program to registered madrassas that synchronize their programs with the national curriculum. This program has been highly successful. About 149 registered madrassas participate in the program, double the number initially planned. Between 2004-2006/07, madrassas accounted for 65% of the enrolment increase in primary schools, and the madrassas now account for an estimated 16% of primary school enrolment, up from 10% a decade earlier, and the majority of this increase is in madrassas that have synchronized with the national curriculum. The madrassa program has made a particularly significant impact in Regions 5 and 6 where, between 2000-2006, the madrassas boosted the primary GER from 66% to 87% in Region 5 and from 47% to 73% in Region 6. The program was not without hitches, however. Many English teachers posted to the madrassas were confronted with an unfamiliar environment and were concerned about mobility. To address this problem, the DoSE switched from directly posting teachers to providing the financial resources to the madrassas to recruit their own teachers[12]As a result of this program, some madrassas are sponsoring their untrained (Koranic) teachers to enroll in the Gambia College's teacher certification program, thereby facilitating horizontal and upward mobility. Given the important role the madrassas play in the providing education, the next master plan will aim to harmonize grant-in-aid policies and strengthen support and supervision.

42. **School Facilities**. The average cost of a fully equipped classroom (including auxiliary facilities such as latrines) is around US$ 20,000. Although classroom construction for primary education fell far short of the MP target the DoSE has achieved significant progress in adopting

[11] Grade 6 enrolment net of repeaters divided by the population aged 12.

[12] Some of the teachers of English in the Madarassas are paid by the Madrassas and not from the resources provided for by DOSBSE

standard prototypes to harmonize donor interventions and improve the effectiveness of aid. The construction strategy, which mobilizes management capacity of NGOs (notably Future in Our Hand) and GAMWORKS Agency, has been successful in delivering classrooms on-time and at a reasonable cost. Advances have also been made in maintenance and rehabilitation by providing resources to communities and strengthening their capacity to maintain schools, and substantial progress has been achieved in the provision of separate sanitary facilities for girls and boys. Based on the strategy of using the capacities of NGOs, Gamworks and direct contracting by DOSBSE, there is capacity to scale up the construction and maintenance strategy to meet the sector needs provided that financial resources are adequate.

43. **Instructional Time**. Although no survey of teacher absenteeism has been conducted, rates of teacher absenteeism are widely considered to be low and the cluster monitoring system is improving oversight. Rather, the low instructional time is mainly due to a short school calendar combined with the timing of the start of the school year which coincides with peak agricultural activity when students are often absent. To address this issue, Government has both extended the school year by reducing holiday time and has decentralized the setting of the school calendar to the regional level in consultation with communities. Although anecdotal information from one region suggests that the strategy has increased annual school hours to 800, the impact of the strategy has not been evaluated.

44. **Efficiency and cost cutting measures.** In order to reach the access goals within a tight resource constraint, the MP targeted an increase in the student:teacher ratio from 35:1 to 45:1 through the expansion of double-shifting and multi-grade teaching. The student:teacher ratio increased to 38:1[13] due to an expansion of double shifting to 50% of all schools, and increasing multi-grade teaching to 90 schools (up from 83 in 2000). Other measures to control costs were also implemented in teacher education, which had been a very high cost affair due to the way in which student subsidies had been managed. The DoSE both reduced the subsidies and provided them directly to the trainees which was the preferred option from the point of view of the trainees. Other downward adjustments were also made in the subsidies provided to the WAEC for the conduct of examinations with no loss of quality.

45. **Curriculum and Teaching and Learning Materials**. The goals of the MP have been achieved. The curriculum was revised to reduce the overcrowding through the integration of subject areas (e.g. integration of science and environmental studies), and the goal of providing a set of core textbooks for each student was achieved. The distribution difficulties prevalent in the past were resolved. Gambian authors have been encouraged to publish supplementary reading materials and the sector has been procuring these materials for use in schools. The charges on the text books rental scheme have been abolished at both the lower and upper basic levels where the textbook pupil ratios stand at 1:1 and 1:2 respectively.

46. **Other Programs**

- The School Feeding Program exceeded its target of 120,000 primary school children in the poorest regions.

[13] This is including the Quranic teachers

- Instruction in national languages was piloted, but was poorly implemented and evaluated. However, the sector maintains its policy of using the mother tongue as the medium of instruction in grades1-3. During the next plan period, and based on lessons learned from the first pilot, the DoSE will implement a new pilot and strengthen capacity in the areas of teacher training, material development and evaluation.
- HIV/AIDS. At the time we appraised the Master Plan, we noted that HIV/AIDS prevention did not figure prominently. Although the MP included plans to assist orphaned children, we noted that the MP lacked programs aimed at prevention and work place support for education staff. The Lifeskills programme fully incorporates HIV/AIDS and a policy for this sub-component has been developed and approved and is being implemented.

47. **Sector Management.** Sector management has improved considerably in recent years. For quite a number of years (2000-2004), the DoSE, like many public administrations, suffered from frequent re-organizations and high staff turnover. Regular re-assignment of managerial staff and a high level of voluntary departures substantially set back the technical and management capacity of the sector in all areas. Since 2004, the situation has stabilized and improved. The DoSE has caught up with the backlog of annual school census data, and has recently produced annual statistical abstracts for past years. It will soon begin to publish annual updates on trends in all the key monitoring indicators of importance to the program. Nevertheless, there is considerable room for improvement in data quality, timeliness and analysis. Further, the erosion of the country's capacity to produce reliable national data through surveys (e.g. on population) hampers the ability of the sector to gauge the reliability of its data.

48. Broader-based decision making, communication and information sharing have improved considerably as a result of stability, improved organization, and better Information Technology. The Gambia enjoys good professional relations with key stakeholders. A Senior Management Team, inclusive of regional directors, provides a forum for broader-based discussion and decision making. All key stakeholders and implementing staff are represented on a Coordinating Committee whose role it is to trouble shoot during implementation and propose issues for resolution as needed. [14] These mechanisms work well to provide on-going dialogue. Several areas of the DoSE were reorganized to minimize overlapping functions and key other departments were created for functions that did not previously exist. Although more calibration is on-going, the re-organization process has resulted in clearer terms of reference for managers and staff, providing a basis for greater accountability for results. A performance management system for managers is also being tested.

49. More effective management has also been facilitated by improvements in the IT environment. At the administrative levels, an intranet provides internet access and Email; the majority of staff is computer literate, including senior management; and a DoSE web site provides the latest information produced on the sector.

50. Improvements have also been made in expenditure management. Education is a pilot sector for the implementation of country-wide improvements in financial management. As a main pilot sector, the new Financial Information and Management Information System developed by the

[14] The Coordinating Committee includes, for example, representatives of the Teacher's Union, NGOS and donor partners.

Department of State for Finance and Economic Affairs has been introduced and has significantly improved DoSE's ability to control expenditure within the resources available.

OTHER LEVELS OF EDUCATION

51. In upper basic education, achievement of access goals exceeded planned targets. Since 2004, the transition rate from primary to upper basic has averaged 85%, with most enrolment growth occurring in the public sector. As mentioned, the enrolment of girls increased at a faster pace than boys due to scholarship programs that cover all girls in regions 3-6 with targeted scholarships for girls in regions 1 and 2 through the President's and the Angels Trust Funds. Teacher education and recruitment, however, remain challenges.

52. In secondary education, enrolments doubled between 2000 and 2006, but started from a low base and most of the increase occurred in the private sector. In the public sector, only seven new schools have opened since 2000, or one school per year, and gross secondary enrolment represents only 32% of the school-aged population, among the lowest in SSA.

53. At the post-secondary level, policies and plans were generally implemented although the university has been delayed in getting off the ground.

DONOR COORDINATION BY THE DOSE/GOG

54. The Gambia has few bilateral and multilateral development partners that support the education sector. Nevertheless, all funding is provided through project channels. This entails complex coordination, budgeting and reporting requirements. The education sector has generally managed aid effectively from the perspective of aligning financing toward priority areas, and coordinating the financing of specific interventions across numerous projects, although delays in implementation are common. Nevertheless, the effectiveness of external financing can be significantly improved in many basic areas that will also require a concerted effort on the part of the local donor group itself. These include, for example, common progress reporting, joint reviews of sector outcomes (not only of project implementation), donors sharing all studies and analysis, donors reporting their aid commitments and disbursements (when funds are donor managed) in line with the budget cycle, and so forth. The sector is committed to recruiting a Donor Coordinator to be housed under the PCU to better coordinate donor inputs/efforts in the sector.

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I. PRIMARY EDUCATION (GRADES 1-6) – EDUCATION MASTER PLAN 1998-2005

PerformanceTargets	Policy Priorities	Strategies
Access/Enrolment & Equity		
• GER increased to 98% (average annual growth of 8%) • 100% enrollment at age 7 • Gender parity (50% GIR in 2010) • Assumed continued growth of private & grant-aided school	**INCREASE SCHOOL PLACES**: School construction • Construction of 3,000 classrooms 375/year), priority regions 2-6 • School maintenance & rehabilitation • Expand double-shifting to 1,425 classes creating 57,000 additional places • Expand multi-grade teaching to 85 schools to start Madrassa Program • Provide materials and English teachers to madrassas that follow national curriculum & standards **PROVIDE ENOUGH TRAINED TEACHERS** • Increase pre-service intake to 300 new PTCs/year • Reduce untrained teachers from 42% to 20% through in-service upgrading program • Increase female teacher trainees from 30 to 40% of trainees **INCREASE DEMAND & EQUITY** Low-income and girls • Reduce cost barriers • Plus other strategies to raise enrolment of girls e.g. guidance & counseling, curriculum review, separate toilet facilities Special needs • Mainstream mildly disabled • Access for physically disabled	• Delegate construction management to NGOs, Gamworks • School mapping exercise • Community mobilization (1870 classrooms managed by communities) • Expand capacity of the GC and reduce residential training in favor of school-based apprenticeship with distance education • Introduce new student assistance package • Continuation of the RIFT program for female teacher trainees • Eliminate textbook rental fee • Provide school lunches to targeted schools in low-income communities • Assessment of services • Survey of disability among children • Implementation of survey recommendations
Quality and Relevance		
• Increase completion rate • double achievement rates • lower repetition to < 5% • lower the cost of examinations	• Reduce class size to 45 where in excess • Increase school time to 880 hours • Complete set of books for all students • Mother tongue instruction • Strengthen school based staff development • Revise curriculum & eliminate bias • Introduce learning achievement testing, improve quality of examinations & lower cost	• Flexible school calendar • Pilot in grades 1&2 • Teacher cluster and school based in-service with emphasis on instructional leadership
Efficiency		
• Increase student:teacher ratio from 30 to 45:1	• Double-shifting. Multigrade	

II. UPPER BASIC

PerformanceTargets	Policy Priorities	Strategies
Access & Equity • Increase transition rate from xx to xx • GER increased to xx% (15% average annual growth rate, 54,000 additional students)	**INCREASE SCHOOL PLACES**: School construction • School construction of 690 classrooms (85 /year) • School maintenance & rehabilitation • Expand double-shifting to 50% of schools **PROVIDE ENOUGH TRAINED TEACHERS** • Increase intake to pre-service HTC from 130 to 230/year • Build staff quarters in difficult to staff schools **INCREASE DEMAND & EQUITY** • Reduce cost barriers for low-income families and girls	• Delegate construction management to communities, NGOs, Gamworks • Study to analyse need for teacher accommodation in remote areas • Study to assess rehabilitation needs • Expand GC capacity • Girls scholarship program (1/3 of girls in regions 3-6 with low enrolment, 10% in regions 1&2) • Flexible payment schedules • Community mobilization and IEC
Quality	• Textbooks & instructional materials (1:1 ratio)	• Continue book rental scheme • Contract book rental scheme to private sector

III. SECONDARY

Access & Equity • Maintain 50% transition rate • Increase GER fromn16% to 28% • Increase gov schools from 24 to 50% of total • Improve affordability to government	**INCREASE SCHOOL PLACES**: School construction • Construction of 10 gov. schools • Encouragement of private & grant-aided to construct 10 schools • Expand double-shifting from 10% to 40% of schools **PROVIDE ENOUGH TRAINED TEACHERS** • Increase number of teachers from 380 to 1,030 • Ouptut of 60 degree teachers each year (30 UEP, 30 UG) **INCREASE DEMAND & EQUITY** • Reduce cost barriers for low-income families and girls AFFORDABILITY TO GOVERNMENT • Eliminate exam subsidy • Increase share of Gambian teachers from 26% to 35%	• Delegate construction management to communities, NGOs, Gamworks • Reduce school Fees • Scholarship scheme for girls
Quality & Efficiency	• Increase Pupil:teacher ratio • Introduce computer literacy	• Computer literacy pilot in 14 schools

IV. VET

Access, Effectiveness and efficiency		
Access, effectiveness & efficiency • Expand skills training to increase intake from 60 to 100 /year	• Construct 4 skill centers • Encourage private sector and NGOs to help with financing • Privatize skills training centers and gradually phase out public recurrent cost financing	• Partnership w/NGOs, missions,
• Upgrade capacity of GTTI to provide technical education • Increase access by 15%	• Construction of 4 laboratories • Degree and HND level courses in engineering fields	• Cost sharing and cost recovery • DTVET review of programs offered • Localization of examns

V. UNIVERSITY

PerformanceTargets	Policy Priorities	Strategies
Build capacity of tertiary institutions First batch of students start 1999	• Upgrade pPhysical facilities • Student assistance programs • School of business, School of construction, engineering & computing; School of Ed, health and Ag, hotel & tourism	• Phase I – GC, GTTI, MDI –become schools of UG • Phase II – consolidation with main campus • Courses initially franchised + development of Gambian staff • Establish university charges, governing council, higher education observatory • Study on costs and financing • 10 year corporate plan

V. ADULT AND NON-FORMAL

• Develop a strategy to expand provision through partnership with private sector, ensure equity, and retention of skills • Reduce illiteracy rate from 58% to 15%	• Age group 15-39 • 20,000 participants (4,000 /year) • Track interventions	• Gov-private sector partnerships to finance NGO/CBO provision • Information system put in place • Strengthen capacity of ANFED to conduct evaluations • Census of all literacy materials available

VI. ECD

Healthy growth and development of 0-6	• Pilot 2 day care centers, regions 5&6 • Training for pre-school faciltitators • Guidelines for setting up centers	• Strengthen partnerships for provision • Integration with functional literacy programs

VII. MANAGEMENT

• Increase professionalism of DoSE staff • Improve accountability • Improve communication	• Restructuring • Introduce performance based assessment • Develop teacher incentives • Improve EMIS • Strengthen the SMC and CC • Decentralize financial management	

ANNEX 3. GOVERNMENT REVENUE AND EXPENDITURE, 2000-2009

	2000	2001	2002	2003	2004	2005	2006	2007	2008	**Average**
							Actual	Prov	Est	**2003-08**
TOTAL REVENUE & GRANTS										
US$ millions	66	56	59	46	69	67	77	201	242	117
Total Revenue in GMD millions	1,117	1,126	1,529	1,820	3,065	2,824	3,191	4,430	4,832	3,360
Domestic Revenue	995	990	1,202	1,574	2,518	2,603	3,084	3,350	4,202	2,889
External Grants	122	136	327	246	547	220	107	1,080	629	472
Total Revenue in GMD 2000 millions	1,117	977	1,143	1,069	1,604	1,419	1,580	2,102	2,199	1,662
Domestic Revenue	995	859	899	924	1,317	1,308	1,527	1,590	1,913	1,430
Revenue Sources (%)										
Domestic Sources	89	88	79	86	82	92	97	76	87	87
External Grants	11	12	21	14	18	8	3	24	13	13
Domestic Revenue Growth Rates										
Nnominal GMD		-0.6	21.4	31.0	59.9	3.4	18.5	8.6	25.4	22
2000 constant GMD		-13.7	4.6	2.8	42.5	-0.7	16.8	4.1	20.3	16
Revenue as % of GDP										
Total Revenue	20.8	17.2	20.8	18.2	25.5	21.4	22.4	28.4	28.0	25
Domestic	18.5	15.1	16.3	15.7	20.9	19.7	21.6	21.5	24.3	22
ExternalGrants	2.3	2.1	4.4	2.5	4.5	1.7	0.8	6.9	3.6	4
TOTAL EXPENDITURE + NET LENDING (GMD millions)										
Total GMD millions (nominal)	1,192	2,036	1,854	2,293	3,750	3,961	3,844	4,374	5,056	4,197
Recurrent	986	1,237	1,318	1,707	2,036	2,420	2,689	2,444	3,368	2,591
Capital + Net Lending	206	799	536	586	1,715	1,541	1,155	1,930	1,688	1,606
Expenditure Shares										
Recurrent	83	61	71	74	54	61	70	56	67	64
Capital+Net Lending	17	39	29	26	46	39	30	44	33	36
Expenditure Growth Rates										
Total (Nominal)		71	-9	24	64	6	-3	14	16	17
Recurrent	11.1	25.5	6.6	29.5	19.3	18.9	11.1	-9.1	37.8	15
Capital+Net Lending	-6.2	287.2	-32.9	9.4	192.7	-10.1	-25.0	67.1	-12.5	24
Total (2000 constant GMD)	3.9	48.3	-21.6	-2.9	45.8	1.4	-4.3	9.0	10.9	11
Recurrent	7.2	9.0	-8.2	1.7	6.3	14.2	9.5	-12.9	32.2	9
Capital + Net Lending	-9.5	236.2	-42.2	-14.1	160.9	-13.7	-26.1	60.1	-16.1	17
Expenditure as % of GDP										
Total	22	31	25	23	31	30	27	28	29	27
Recurrent	18	19	18	17	17	18	19	16	20	17
Capital	4	12	7	6	14	12	8	12	10	10
Economic Classification (%)										
Recurrent	83	61	71	74	54	61	70	56	67	62
Wages	29	17	21	20	14	14	18	17	18	16
Other Charges	33	26	28	26	16	19	27	18	33	23
Interest payments	21	14	20	27	23	29	24	19	15	22
Recurrent less interest payments	62	43	49	46	29	33	46	35	51	39
Capital	17	39	29	26	46	39	30	44	33	38
External + HIPC (% of capital)	17	11	28	24	44	34	25	38	28	34
Extra-budgetary	0	22	0	0	0	3	0	0	0	1

Capital % externally grant financed	30	9	27	36	31	13	9	50	37	28
Memo items:										
Exchange rate	17	20	26	40	44	42	41	22	20	
GDP nominal dalasis billions	5.4	6.6	7.4	10.0	12.0	13.2	14.2	15.6	17.3	

TABLE 4.3 UPPER BASIC EDUCATION (GRADES 7-9)

Table 4.1 RESOURCE MOBILIZATION

	1997-98	2000-01	2004-05	2005-06	2006-07	2007-08	Average 2004-2008	FTI Benchmark
Domestic revenue as % of GDP	19	17	20	21	22	22	21	14-18
Recurrent ed expen as % of GDP	2.7	2.6	1.9	2.0	2.0	2.1	2	3.6
Recurrent ed exp as % of total recurrent	15	14	11	11	12	12	11	20
Recurrent ed ex/total recurrent - interest	21	19	19	18	18	17	18	20
Basic ed recurrent as % of ed recurrent		51	64	66	67	66	65	42-64
Recurrent non-salary expenditure (%)	0	32	33	30	30	34	32	33

TABLE 4.2 PRIMARY EDUCATION (GRADES 1-6)

	1997-98	2000-01	2004-05	2005-06	2006-07	FTI Benchmark
Access & Completion						
Total Enrolment	158,569	180,726	204,638	207,920	220,423	
% Government	79	76	76	75	73	>=90
% Grant-Aided	9	8	9	9	7	
% Private	1	2	3	4	5	
% Madrassa	11	13	12	12	16	
% Female	37	47	45	51	51	50
Grade 1 Intake Rate						
Gross (net of repeaters)	82	98	96	98	101	100
Net (Age 7)	27	36	30	43	43	...
Girls Intake Rate						100
Net Enrolment Ratio	54	71	74	76	75	100
Gross Enrolment Ratio	85	90	90	89	92	
Highest Region	96	111	98	110	108	
Lowest Region	51	65	53	63	73	
Gender Parity Index	0.58	0.90	0.82	1.03	1.03	
Completion Rates - FTI Method	46	70	65	77	74	100
Completion Rates - Cohort Method	72	99%	64%	83%	78%	na
Repetition Rates	11%	7%	5%	5%	4%	<=10
Female	10%	7%	6%	5%	4%	<=10
Service Delivery						
Teachers - % Female	34	0	40	40	44	
Teachers - % Qualified		92	89	98	90	
Student:Teacher ratio	34:1	36:1	37:1	35:1	42:1	40:1
Student:qualified Teacher ratio		47:1	55:1	43:1	43:1	
Student:Classroom Ratio		52:1	45:1	45:1	47:1	
Class-size (student:class ratio)	49:1	38:1	38:1	38:1	39:1	
Teacher salary/GDP per capita	4.6				3.7	3.5
Cost of classroom Construction						US 8,000
Memo Items:						
School aged population	186,445	201,795	227,460	233,509	239,725	
Schools Total	484	515	526	508	574	

a /Defined as students in the final grade, minus repeaters, as a percentage of the population of official school age

	1997-98	2000-01	2004-05	2005-06	2006-07
Access & Completion					
Gross Grade 7 entry rate					
Net Grade 7 entry rate					
Transition rate from Grade 6	92%	83%	85%	88%	87%
Total Enrolment	23,242	41,137	64,675	63,765	67,209
% Public	70	70	77	75	74
% Grant Aided	7	12	10	11	14
% Private a/	24	18	12	14	12
% Female	41	42	47	48	48
Net Enrolment Ratio	17%	26%	31%	34%	38%
Gross Enrolment Ratio	29%	45%	62%	60%	62%
Highest Region	44%	75%	92%	114%	93%
Lowest Region	8%	17%	22%	48%	25%
Gender Parity Index b/	0.69	0.72	0.86	0.92	0.91
Repetition Rates	1%	1%	4%	2%	2%
Female	2%	1%	4%	2%	2%
Completion Rates	n/a	90%	95%	n/a	95%
Service Delivery - Public Schools					
Teachers - % Female	19	n/a	18	19	19
Teachers - % Qualified (HTC)	n/a	69	63	90	79
Teachers - % Qualified (PTC)	n/a	7	7	6	4
Teachers - % Unqualified		24	31	4	17
Student:teacher ratio	23:1	35:1	32:1	24:1	22:1
Government	n/a	n/a	37:1	26:1	27:1
Private			18:1	18:1	12:1
Class-size (student:class ratio)	41:1	46:1	46:1	41:1	42:1
Government			46:1	41:1	43:1
Private			45:1	42:1	34:1
Memo Items:					
School aged population (13-15)	81,195	91,933	103,628	106,379	109,211
Total Upper Basic Schools	60	102	147	145	187

TABLE 4.4 SENIOR SECONDARY EDUCATION (GRADES 10-12)

	1997-98	2000-01	2004-05	2005-06	2006-07
Access & Completion					
Gross Grade 10 entry rate					
Net Grade 10 entry rate					
Transition rate from Grade 9	56%	54%	53%	51%	51%
Schools Total	24	33	49	52	64
o/w Government	5	7	12	13	13
Total Enrolment	11,375	15,165	29,431	27,180	32,991
% Public	n/a	18	22	21	19
% Grant Aided	n/a	44	30	28	25
% Private a/	n/a	37	48	51	56
% Female	33	39	42	44	42
Net Enrolment Ratio	n/a	10%	19%	26%	21%
Gross Enrolment Ratio	15	18	31	27	32
Highest Region	n/a	58	83	89	85
Lowest Region	n/a	5	8	8	10
Gender Parity Index b/	0.47	0.60	0.68	0.76	0.70
Service Delivery					
Teachers - % Female	13	n/a	12	11	11
Teachers - % Qualified	72	83	58	89	77
Teachers - % Gambian Nationality	23	0	0	0	0
Student:teacher ratio	19:1	n/a	28:1	25:1	28:1
Class-size (student:class ratio)		48:1	54:1	46:1	49:1
Memo Items:					
School aged population (16-18)	75,097	85,546	96,427	98,989	101,625
Total SSS Schools	24	33	49	52	64

a/ includes madrassa enrolment in 2007 only. Increase in number of schools between 2005-2006/07 is due to the counting of the madrassas.

Annex 5. Education Expenditure, 2000-2008

	2000	2001	2002	**2003**	**2004**	**2005**	**2006** Prov.	**2007** App.	**2008** Voted	**Average 2004-08**
TOTAL EDUCATION (GMD millions)	**235**	**227**	**352**	**236**	**517**	**437**	**303**	**486**	**711**	490.8
Constant 2000 GMD millions	235	197	263	138	271	220	150	231	324	238.9
Total US$ (millions)	14	11	14	6	12	10	7	22	32	16.7
Annual growth (nominal)	38.5	-3.3	55.1	-32.9	119.3	-15.5	-30.7	60.6	46.3	36.0
Annual growth (2000 constant)	33.7	-16.1	33.6	-47.3	95.4	-18.9	-31.7	53.8	40.4	27.8
% of GDP	4.4	3.5	4.8	2.4	4.3	3.3	2.1	3.1	4.1	3.4
% Government financed	73.8	65.4	58.4	60.9	50.1	63.9	99.3	71.2	57.7	68.4
% of Domestic Revenue	17.4	15.0	17.1	9.1	10.3	10.7	9.8	10.3	9.8	10.2
% Total Public Expenditure	19.7	11.1	19.0	10.3	13.8	11.0	7.9	11.1	14.1	11.6
% Public Expenditure - net of debt service	24.8	13.0	23.7	14.0	17.9	15.4	10.4	13.7	16.6	14.8
EDUCATION DEVELOPMENT (GMD millions)	**69**	**84**	**174**	**106**	**294**	**183**	**16**	**162**	**340**	
Total US$ (millions)	4	4	7	3	7	4	0	7	15	6.8
Externally financed	61.4	78.4	146.3	92.2	258.2	157.7	2.0	140.1	300.8	171.8
GLF	7.7	5.7	27.6	13.7	35.4	25.5	13.5	22.1	38.9	27.1
As % of GDP	1.3	1.3	2.4	1.1	2.4	1.4	0.1	1.0	2.0	1.4
As % of development expenditure	8.6	15.7	29.7	6.2	19.1	15.9	0.8	9.6	17.0	12.5
As % of Total Education	29.4	37.1	49.5	44.9	56.8	41.9	5.1	33.4	47.8	37.0
% Externally Financed	88.9	93.2	84.1	87.1	88.0	86.1	12.9	86.4	88.6	72.4
EDUCATION RECURRENT (GMD millions)	**166**	**143**	**178**	**130**	**224**	**254**	**287**	**324**	**371**	223.6
Constant 2002 dalasis	**166**	**124**	**133**	**76**	**117**	**127**	**142**	**154**	**169**	141.9
Total US$ millions	9.8	7.1	6.9	3.3	5.0	6.0	7.0	14.7	16.9	9.9
Annual growth (nominal)	10.7	-13.9	24.6	-26.8	72.0	13.5	13.2	12.8	14.7	25.2
Annual growth (2000 constant)	6.8	-25.2	7.3	-42.6	53.3	9.0	11.6	8.0	10.0	18.4
As % of GDP	3.1	2.2	2.4	1.3	1.9	1.9	2.0	2.1	2.2	2.0
As % of Public Recurrent Expenditure	16.8	11.5	13.5	7.6	11.0	10.5	10.7	13.3	11.0	11.3
As % Recurrent Expenditure- interest	22.4	15.1	18.8	11.8	19.1	19.7	16.4	20.0	14.3	17.9
As % of Total Education Expen	70.6	62.9	50.5	55.1	43.2	58.1	94.9	66.6	52.2	63.0

Annex 6. Key Performance Indicators and FTI Benchmarks

			Baseline		Targets			
	FTI benchmark	2007	2008	2009	2010	2011	2012	2015
Resource Mobilization								
Domestic revenue as % of GDP	18.5	22.4	28.4	28.0	25.6			18.5
Recurrent education as % of GDP								
Recurrent ed expen - % of total recurrent								25
Recurrent ed expend/total recurrent exp - interest payments								
Primary recurrent % of total recurrent	42-64							55
Recurrent non-salary expenditure (%)	33							22
Primary								
Access and Efficiency								
Gross Grade 1 entry rate a/	100							
Enrolment (millions)								
% public + grant aided								
% private	10							20
% female	50							51
Gross enrolment ratio (all sectors)	..							104
Repetition rate	<10							4
Drop-out rate	..							0
Gross completion rate (FTI method) b/	100							
Service Delivery								
Annual Instructional Hours	1000							880
Class size								53
Student:teacher ratio	45							45
Student:core textbook ratio								
Female teachers (%)	..							
Nbe of new teachers (civil service)								
Nbe new teachers needed (gross)								
Nbe of teachers produced through TTCs								
Teacher salary (% of GDP per capita)	3.5		2.0					4.5
New classrooms + rehabilitation needed								
Cost of classroom construction	US$ 8000							
Upper Basic								
Access and Efficiency								
Transition rate from primary								
Total enrolment (including private)								
repetition rate								
% private								
Gross enrolment ratio								
Gross completion rate (FTI method)								
Service Delivery								
Class size (public schools)								
Student teacher ratio								
Nbe of teachers (civil service)								
Nbe new teachers needed								
Nbe of teachers produced through TTCs								

ESP MEDIUM TERM PLAN COSTS AND FINANCING, 2008-2011

	2008	2009	2010	2011	Total	% share	Overall % Share
I. Investment Costs							
The Government	889.0	13,180.1	7,414.5	7,730.9	29,214.4	17.7%	14.3%
PHRD Co-financing	953.4	2,711.1	698.9	472.8	4,836.2	2.9%	2.4%
World Bank	338.9	5,539.7	2,632.5	1,284.3	9,795.5	5.9%	4.8%
FTI	1,325.2	7,869.6	6,949.3	7,399.8	23,544.0	14.3%	11.5%
Other Donors	9,627.9	11,936.7	2,231.1	2,222.5	26,018.2	15.8%	12.7%
FUNDING GAP	474.7	20,836.2	20,203.4	29,983.9	71,498.3	43.4%	35.0%
Total Investment Costs	**13,609.2**	**62,073.5**	**40,129.7**	**49,094.3**	**164,906.6**	**80.6%**	**80.6%**
II. Recurrent Costs							
The Government	638.2	1,721.9	1,820.2	1,918.5	6,098.9	15.4%	3.0%
World Bank	512.1	1,036.9	1,092.9	1,164.2	3,806.3	9.6%	1.9%
FTI	1,285.1	1,921.0	2,110.7	2,308.8	7,625.6	19.2%	3.7%
Other Donors	970.9	2,715.3	2,828.7	2,981.4	9,496.4	24.0%	4.6%
FUNDING GAP	1,739.4	2,977.1	3,814.6	4,067.6	12,598.8	31.8%	6.2%
Total Recurrent Costs	**5,145.7**	**10,372.4**	**11,667.2**	**12,440.6**	**39,625.9**	**19.4%**	**19.4%**
Total Financing of Costs	**18,754.9**	**72,445.8**	**51,796.9**	**61,535.0**	**204,532.6**		

Annex 8. External Financing for Education, 2003-2011 (US$ millions)

	Annual Average 2003-2005	2006	2007	2008	2009	2010	2011
Project Support US$)	8.7	5.8	12.9	0.0			
Bilateral (GMD)	216.5	143.8	321.7	0			
Bilateral							
DfID							
Multilateral	8.7	5.8	12.9				
IDA	**1.9**	0.5	1.7				
ADF	**2.6**	0.5	5.3				
FTI	**4.0**	4.0	5.4				
IDB	**0.0**	0.1	0.1				
BADEA	**0.1**	0.7	0.3				
OPEC	**0.0**		0.1				
Sector Budget Support							
Bilateral							
Multilateral	**8.7**	**5.8**	**12.9**				
General Budget Support Notionally Allocated							
Bilateral							
Multilateral							
TOTAL EDUCATION							
Memo items:							
Total General Budget Support							
Bilateral							
Multilateral							

Annex 9. Capacity Constraints and Plans to Address Them

	Nature of Capacity Constraints	Proposed plan to strengthen capacity
1. Teacher recruitment, support,& development		
	- low quality pool of candidates - inability to attract enough good quality teachers - negative perceptions about teaching - unattractive remuneration and benefits, including working/living conditions - limited access to in-service training, including for headteachers - limited prospects for career development	- an aggressive recruitment drive targeting prospective trainees - recruiting from the local - lower entry requirements at GC & provide remediation to trainees (RIT) - rolling out to all regions the certified training of teachers - school-level pedagogic support - strengthening cluster based in-service training - strengthen management training for headteachers - systematic performance management & rewards/sanctions system - construction of staff quarters in remote areas
2. Student Assessment & Curriculum Development		
	- lack of capacity in psychometric testing - lack of standardized continuous assessments in upper basic and secondary - limited capacity of teachers to assess student performance - limited familiarity with assessment concepts across the sector	- in short- & medium-term: contract with private entity to conduct testing and build capacity at WAEC & SQAD - in long-term: have DOSBSE and WAEC staff take charge - development of standard assessment instruments - systematic training for teachers in assessment - customized training on assessment based on profile of staff (central, regional, cluster and specialist staff)
	- existing teachers not yet familiar with new basic education curricula - lack of teaching syllabus at senior secondary - lack of curricula for national languages	- in-service training in new curricula for existing teachers - writing of senior secondary syllabus currently ongoing; upper basic curriculum development to be completed by mid-2008 - need to build new capacity for development of national languages
3. Data for Better Management, M& E		
	- data received in timely manner but accuracy and effective use still an issue - data-based decision-making lacking at regional and local levels - need to stabilize data and M&E staff to ensure continuity	- improve quality of data collection and record keeping at school level in short- to medium-term - improve capacity for data analysis for policy making at regional and central levels - training and capacity building offered to staff, and bonds put in place to ensure continuity - equipment has been procured under donor project
4. Procurement/Contracting Systems		
	- need greater capacity for staff involved in procurement and contracting	- incentives in the form of better remuneration, conditions of service and training offered to stabilize staff with scarce qualifications
5. Management & Administration		
	- clarification needed of mandates and terms of reference for directorates within the Department	- functional analyses being conducted across the Department with help from external expert
6. Legal & Institutional Framework		
	- enforcing bonds (for training funded by Government or donors) is difficult	- discussions ongoing with the Government agency charged with enforcing bonds (PSC)
	- decentralization still not well advanced, and financial decentralization is lacking a working legal framework	- financial decentralization is contingent upon local capacity and the legal framework, which are beyond the scope of DOSBSE at this time

STAKEHOLDER CONSULTATIONS

Stakeholders	Date(s) of past consultation	Format/duration of consultation	Comment on quality of consultation & issues raised
Government Legislature DoS Finance Women's Bureau Other Gov't Depts Local Gov't	Consultations started in November 2005 and continued to May 2006	Seminars, workshops and Focus Group Discussions lasting between 1 – 2 weeks	Student performance and quality of educational services
Civil Society NGOs CBOs Women's Orgs.	-Dito-	-Dito-	Concerned with student performance and cost burden of education on poor and deprived communities
Stakeholders Teachers Principals Regional Admin Communities/parents Students	-Dito-	-Dito-	Concerns about teacher welfare and student performance
Bilateral Agencies (list all involved)	DfID, Peace Corps, VSO		
Multilateral agencies	UNICEF, WHO, WFP		