



19 MARS 2021

## DIRECTRICE GÉNÉRALE DU SECRÉTARIAT

# ALLOCATION AU TITRE DU FONDS À EFFET MULTIPLICATEUR ET D'UNE RESTRUCTURATION CHIFFRÉE DE L'ESPIG DE LA GAMBIE

Référence	Décision
CEO/2021/03-03	<p><b>Allocation au titre du Fonds à effet multiplicateur et d'une restructuration chiffrée du Financement pour la mise en œuvre du programme sectoriel de l'éducation (ESPIG) en faveur de la Gambie</b></p> <p>La directrice générale, en vertu des pouvoirs qui lui ont été délégués par le Conseil d'administration :</p> <ol style="list-style-type: none"><li>1. note que les conditions d'accès à l'allocation maximale par pays au titre du Fonds à effet multiplicateur du GPE et de l'allocation maximale par pays supplémentaire sont remplies, selon les indications de la requête ainsi que de la synthèse et de l'évaluation figurant dans le rapport présenté par le Secrétariat à l'étape III du processus d'examen de la qualité ;</li><li>2. note que les conditions de cofinancement, d'additionnalité et de viabilité de la dette régissant l'accès à l'allocation maximale par pays au titre du</li></ol>

	<p>Fonds à effet multiplicateur sont remplies, tel que décrit dans la requête et évalué dans le rapport présenté par le Secrétariat à l'étape III du processus d'examen de la qualité ;</p> <p>3. approuve une allocation au titre du Fonds à effet multiplicateur et d'une restructuration chiffrée de l'ESPIG de la Gambie, à prélever sur les fonds fiduciaires du GPE, tel que décrit dans la requête et résumé au Tableau 1, sous réserve :</p> <ul style="list-style-type: none"> <li>a. de la disponibilité des fonds,</li> <li>b. de la décision du Conseil énoncée dans le document BOD/2012/11-04 sur l'engagement des fonds fiduciaires au titre des ESPIG par tranches annuelles,</li> <li>c. de la recommandation de financement formulée à l'issue de la réunion d'examen indiquée au Tableau 1 ;</li> </ul> <p>4. demande au Secrétariat :</p> <ul style="list-style-type: none"> <li>a. de mentionner dans sa notification d'approbation d'un financement à la Gambie les demandes de comptes rendus, tel que recommandé par la réunion d'examen et indiqué au Tableau 2 ;</li> <li>b. de faire le point sur les questions soulevées à la rubrique « comptes rendus » dans le rapport annuel sur la performance des financements, conformément à l'échéancier défini.</li> </ul>
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**Tableau 1 : Résumé de la requête et allocations recommandées (en USD):**

<b>Pays : Gambie</b>		
a.	Allocation maximale par pays au titre du Fonds à effet multiplicateur du GPE	5 000 000
b.	Allocation maximale par pays supplémentaire au titre d'un ESPIG	2 200 000
c.	Allocation demandée (100 %)	7 200 000
d.	Part fixe	7 200 000
e.	Part variable	Ex ante
<b>f.</b>	<b>Allocation recommandée</b>	<b>7 200 000</b>
g.	Agent partenaire	Banque mondiale
h.	Commission de l'agent partenaire (% – montant)	126 000

i.	Coûts encourus par l'agent partenaire au titre du soutien à la mise en œuvre	40 000 <sup>1</sup>
j.	Durée	23 mois
k.	Date de démarrage prévue	24 mars 2021
l.	Source de financement	Fonds du GPE
m.	Institution(s) de cofinancement - Montant	15 000 000 MRC- Holland Foundation

**Tableau 2 – Observations de la réunion d'examen, demandes de comptes rendus et conditions**

<b>Pays : Gambie</b>	
<b>Observations</b>	s.o.
<b>Comptes rendus</b>	<p>Le Secrétariat note avec satisfaction que le gouvernement s'engage à procéder au suivi régulier de la mise en œuvre du Plan sectoriel de l'éducation dans le cadre des revues semestrielles conjointes des bailleurs de fonds et à actualiser le plan sectoriel à moyen terme (PSMT). Sachant que la révision du PSMT 2021-2023 a dû être reportée à décembre 2021 en raison de la pandémie de COVID-19, il est demandé qu'un exemplaire du plan opérationnel finalisé soit transmis au Secrétariat, par l'intermédiaire du GLPE, lorsqu'il sera disponible.</p> <p>Aucune approche pérenne n'est proposée pour maintenir les effectifs de personnel au Gambia College ou continuer d'assurer le mentorat des élèves-enseignants et l'insertion professionnelle des enseignants. Il conviendrait d'examiner la viabilité à long terme i) du système de mentorat des élèves-enseignants, ii) du programme d'insertion des enseignants et iii) du maintien des effectifs de personnel au Gambia College lors des revues conjointes des bailleurs de fonds en 2021 et 2022, et de rendre compte des progrès en la matière dans le rapport de revue conjointe des bailleurs de fonds.</p>
<b>Condition</b>	s.o.

**Annexe A – Rapport de l'étape III du processus d'examen de la qualité par le Secrétariat (uniquement disponible en anglais)**

<sup>1</sup> Ce montant doit être couvert par le financement et ne vient pas s'ajouter à celui-ci.

# QUALITY ASSURANCE REVIEW – PHASE 3 (SECRETARIAT DELEGATED AUTHORITY)

FEBRUARY 18, 2021

## THE GAMBIA

### MULTIPLIER ESPIG AND ADDITIONAL MCA

**Proposed GPE Grant Amount:** US\$ 7.2 million (Multiplier: US\$5 million; Additional MCA: US\$2.2 million )

**Fixed Part:** US\$7.2 million, of which US\$40,000 for Grant Agent's Implementation Support Costs;

**Variable Part:** Ex Ante

**Implementation period:** 23 months

**Projected implementation start date:** March 24, 2021

**Grant Agent:** The World Bank

## 1 BACKGROUND AND EDUCATION SECTOR OVERVIEW

### COUNTRY BACKGROUND

The Gambia is a low-income country with an estimated population of about 2.3 million people (2019) and Gross Domestic Product (GDP) per capita of US\$777 (2019)<sup>1</sup>. It is a small open economy that relies primarily on tourism, agriculture, and remittance inflows, and is vulnerable to external shocks. The key long-term development challenges that The Gambia faces are related to its undiversified economy, small internal market, lack of skills necessary to build effective institutions, high population growth, lack of private sector job creation, high rate of out-migration, and high indebtedness that places the country in a debt distress status. A key highlight of the country's political context is the 2017's former president's regime change, which lasted more than a decade marked by large scale corruption scandals and embezzlement of government resources. In recent years, fiscal strains have mounted substantially because of fiscal slippages and poor performance of state-owned enterprises that have led to a significant buildup of public sector debt. The fiscal deficit averaged 11 percent as a share of GDP, contributing to a rise in public sector debt to 108 percent of GDP (2018).

The Gambia	
<b>Population</b>	2,347,706 (2019, <a href="#">World Bank</a> )
<b>Human Development Index Ranking</b>	172 out of 189 countries (2019, <a href="#">UNDP</a> )
<b>Learning-adjusted Years of School</b>	Boys: 5.2, Girls: 5.6
<b>GDP</b>	US\$ 1.826 billion (2019, <a href="#">World Bank</a> )
<b>GDP per capita</b>	US\$ 777.8 (2019, <a href="#">World Bank</a> )

<sup>1</sup> Source: World Bank

## 1.1. EDUCATION SECTOR OVERVIEW

The Gambia's formal education system follows an ECD-6-3-3-4 structure, with early childhood development (ECD) covering ages 3-6, followed by six years of Lower Basic Education (LBE) starting at age 7, three years of Upper Basic Education (UBE), three years of Senior Secondary education and four years of tertiary or higher education. The Ministry of Basic and Secondary Education (MoBSE) and the Ministry of Higher Education, Research, Science and Technology (MoHERST) are jointly responsible for education policy and implementation.

Although universal primary completion in The Gambia has not been achieved, the primary completion rate has been steadily increasing, from 73.6 percent in 2010 to 88.2 percent in 2019<sup>2</sup>. The gross enrollment rate (GER) increased from 2013 to 2019 at all levels of education (Education Management Information System, EMIS); in ECD from 36.5 percent to 54.6 percent; in Lower Basic Schools (LBS) from 92.8 percent to 117.9 percent; in Upper Basic Schools (UBS) from 68.1 percent to 70.4 percent; and in Senior Secondary Schools (SSS) from 39.0 percent to 49.6 percent<sup>3</sup>.

### 1.1.1. Equity:

Enrollment targets for girls have been met at all levels of education. In primary education the gender parity index reached 1.09 compared to 0.47 in 1977<sup>4</sup>. In 2018, girls registered a higher GER at ECD, basic and secondary levels, as well as higher completion rates at lower and upper basic levels. Relatedly, the learning adjusted years of schooling are also higher for girls (5.6 years) than boys (5.2 years)<sup>5</sup>. Boys' slightly lower enrollment rates at primary level may be due to higher enrollments of boys in Majalis or Koranic centers which are not included in the official school count figure. Under the ongoing ESPIG (ESSP project), an initiative in region 5 targets out-of-school children, many of whom are enrolled in Majalis. Prior to the COVID-19 crisis, the initiative was showing promising results in terms of increased enrollments in public schools and is relaunching in tandem with the reenrollment campaign as schools reopen to increase the number of school age students who newly enroll and reenroll in school.

Regional disparities in access to education persist, as evidenced by the variations in the GER. Prior to COVID-19 school closures, out of the 6 administrative regions, Region 2, close to Banjul, had the highest GER in ECD (65.8 percent) and in UBS (77.5 percent)<sup>6</sup> while Region 5, a remote region, registered the lowest GER in both ECD (29.2 percent) and LBS (78.1 percent). Region 6 also had low enrollment rates, particularly at upper basic level (37.4 percent) (EMIS, 2019). The Government has been targeting interventions in these regions to mitigate socio-cultural and financial barriers that may negatively impact enrollment and

<sup>2</sup> Source: World Bank

<sup>3</sup> Source: World Bank

<sup>4</sup> Source: World Bank

<sup>5</sup> Source: World Bank

<sup>6</sup> EMIS 2019

completion rates, and it is possible these communities may be hardest hit in a COVID-19-driven economic downturn given job insecurity and lower access to health services within these respective regions. A projection model from the World Bank estimates that as a result of COVID-19 the number of out of school children may grow by 3% – about 1,700<sup>7</sup> students are likely to not return to school, thus joining the 54,332 primary school aged children that were out of school before the pandemic. In addition to the access initiatives under the ESSP, including school expansion, transportation support, and the Region 5 initiative, under the GPE financed COVID-19 project a major re-enrollment campaign is being supported, including targeting messaging for girls who may be at higher risk of not returning to school. The EMIS exercise to be completed in January 2021, with results in May 2021, will reveal whether there are significant downturns in school enrollment due to the crisis.

### 1.1.2. Learning outcomes:

Improving learning outcomes has been a significant challenge. Although EGRA data from 2007 to 2016 shows significant improvements in knowledge of letter sounds and word recognition, reading comprehension remains low. The 2016 EGRA showed that only one out of five (20 percent) reading comprehension questions are answered correctly. Additionally, the National Assessment Test (NAT) is conducted bi-annually in grades 3 and 5 and annually in grade 8. The average NAT scores for Grades 3, 5, and 8 in 2012 and 2016/17 (Common items only) have shown some improvements over time as the data below suggests:

	2012	2016/2017
G3 English	45.8	53.2
G3 Math	39.0	44.6
G5 English	47.3	56.1
G5 Math	47.6	53.4
G8 English	47.3	58.4
G8 Math	43.9	49.8

Despite these gains, the extended school closure may lead to learning losses. Approaches to rapid assessment upon school reopening are under development under the GPE financed COVID-19 grant to assess learning loss and adapt remediation programs as needed.

### 1.1.3. Efficiency:

The overall repetition rate in The Gambia is lower than the average for Sub-Saharan Africa (SSA), with 5.2 percent in LBE, 3.1 percent in UBEs and 4.4 percent in SSE. Repetition varies by level and grade level. Above average repetition is observed in the first two grades of lower basic education, 7.8 percent in first grade and 6.6 percent in second grade, with repetition declining with successive grade levels reaching the lowest rate of 2.4 percent in grade 6. Repetition at a lower level (grade 1 and grade 2) is an indication of

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<sup>7</sup> Source: World Bank

weak numeracy and literacy skills that are necessary for success in higher grades. There is a significant regional variation in repetition rates, though it has declined in the past six years. Region one has the lowest repetition rate at all levels and region 4 has the highest repetition rate in LBS. There is no significant gender variation at any level but especially at the LBE and UBE levels. Girl's repetition rate is slightly above boy's repetition rates in SSE, with the highest rate being at grade 10.

The Gambia has achieved success in lowering the dropout rate significantly over the last decade. The average dropout rate (grade 1-5) in LBE declined from 8.5 in 2010 to 4.8 in 2018<sup>8</sup>. The relative performance of The Gambia in dropout rates for grade 1 has improved. In 2018 8.3 percent of children enrolled in 1st grade of primary education dropped out of school which places The Gambia in about the median range among SSA countries.

The number and proportion of total and qualified teachers show steady growth over time. The percentage of qualified teachers working in government and grant aided schools improved from 85 percent in 2010 to 96 percent in 2018<sup>9</sup>. At the LBE level the proportion of qualified teachers was 87 percent in 2016 rising from 76 percent in 2010. There were about the same proportion of male and female qualified teachers, with 86 and 88 percent, respectively. Geographically, allocation of teachers has for long time been inequitable, even though the regional disparities in the percentage of qualified teachers between 2010 and 2018 showed improvement. The introduction of hardship allowance equivalent to 60 percent of the teacher's salary for teachers transferred to hard to reach areas has resulted in a reduction of the student/teacher ratio in most districts to below 40:1 thus contributing to a more equitable distribution of teachers.

### 1.1.4. Monitoring of Sector Performance:

In The Gambia, there exists a participatory sector planning and monitoring process, with effective and functioning dialogue structures. Sector policy, including the current Education Policy and ESSP were developed through national and regional consultations with groups that included officials from the two education ministries, regional Governors and local government authorities, teachers, traditional leaders, women, youth, employers, students, parents, politicians, and non-governmental and international organizations. The LEG is participatory, chaired by the government and co-chaired by the Coordinating Agency (UNICEF) with representation of all development partners active in the education sector, teacher unions and CSOs. It meets regularly and oftentimes extraordinarily to address pertinent sector issues.

Monitoring of the sector is overseen by the Joint Donor Review (JDR) conducted every six months. The most recent JDR prior to COVID-19 restrictions was held in December 2019 and was attended by all LEG members, including representatives from the MoBSE, MoHERST, Ministry of Finance and Economic Affairs (MoFEA), regional education directorates, development partners, cluster monitors, civil society organizations, school directors, teachers, and students. During the COVID-19 lockdown, JDRs have not

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<sup>8</sup> Source: World Bank

<sup>9</sup> Source: World Bank

taken place but will resume in April 2021, supported also by the GPE funded ESPDG Window 3 for the next 4 years. Benefitting from a well-developed EMIS and an online platform allowing customization, regular sector statistics reports are produced to underpin the JDR's sector monitoring deliberations, drilling down to regional and district levels across a wide range of gender disaggregated indicators. At the regional level, sector monitoring is implemented through regular bi-monthly Coordinating Committee Meetings (CCM), held in each of the six regions with the dual purpose of monitoring sector plan implementation and socializing its key objectives and targets at the grassroots level.

## 2 ESPIG DESCRIPTION

### 2.1 CURRENT ESPIG PERFORMANCE, IF APPLICABLE

Since The Gambia became a member of the GPE in 2003, the country has benefitted from five ESPIGs totaling US\$53.6 million, all of which with the World Bank as Grant Agent. The last (current) ESPIG of US\$5.3 million was approved in February 2018, became effective in August 2018 and is closing in December 2022. It complements an IDA grant of US\$30 million. The ESPIG's development objective is to increase access to early childhood development (ECD) and basic education and improve the quality of teaching and learning. The program consists of three components. Component 1 seeks to enhance access to ECD and basic education through building new basic and ECD classrooms, providing conditional cash transfers/in-kind support for out of school children and providing second chance education opportunities. Component 2 aims to improve the quality of teaching and learning through curriculum revision and roll-out, design a teacher professional development framework and implementation plan, and enforce policies for more effective teacher recruitment and deployment. Component 3 focuses on institutional strengthening for learning assessment and data driven decision making. The program has a strong equity focus, with access and out of school children interventions targeted at The Gambia's most disadvantaged regions. The current ESPIG performance has been assessed as satisfactory by the Grant Agent for both implementation progress and likelihood for achieving the project development objective (PDO), with the latest ratings (November 2020) downgraded to moderately satisfactory to reflect the COVID-19 related implementation delays. Notwithstanding the pandemic challenges, the ESPIG is presently fully disbursed well ahead of the midterm point of program implementation, while IDA funding disbursement stands at 48%.

As a part of the GPE Board of Directors Decision via Affirmative Vote on the parent ESPIG, annual report-backs were requested from the LEG/CA through the joint sector reviews on three issues, as detailed in the table below. Report backs have been regularly provided to the Secretariat by the Grant Agent as standalone reports, rather than as part of the joint sector review aide memoirs. The latest report backs were submitted on September 18, 2020, and the key highlights are summarized below:

Report-backs	Status
<p><b>System: education financing</b>  <b>Recommendation (report-back)</b></p> <p>The Committee appreciates that The Gambia has committed to a growth plan to increase the domestic share of resources allocated to education progressively towards 20 percent. The Committee requests an annual report back from the coordinating agency/local education group (CA/LEG) through the joint sector review (JSR) on the level of domestic financing allocated to the sector.</p>	<p>Secretariat’s summary: Domestic financing updates have been provided from government in March 2020 and February 2021. The latest report back feature 2019 actuals showing progress towards the 20 percent benchmark. These data are not included in JDR reports.</p>
<p><b>System: System strengthening/Capacity building</b>  <b>Recommendation (report-back)</b></p> <p>In support of ensuring sustainability and progress towards alignment, the Committee requests annual report backs from the LEG/CA through the JSR on the capacity building measures by the project coordination unit in support of the government.</p>	<p>Report backs have been regularly provided with description of capacity building activities involving MoBSSE staff. The latest report back provides the following highlighted examples of recent major capacity building initiatives undertaken by the PCU (i) the capacity building of the Special Education Unit (SEU) which enabled the unit to develop a school level screening tool which will now be used annually to identify children with disabilities; (ii) EMIS unit capacity strengthening that led to the launch of advanced system for continuous sector indicator monitoring, and (iii) INSET Unit administrative capacity development to broaden their role within the Ministry as the main coordinating body for all in-service training.</p>

<p><b>Equity: Access</b>  <b>Recommendation (report-back)</b></p> <p>The Committee notes with concern the large number of out-of-school children, and it requests an annual report back from the LEG through the JSR on the out-of-school program’s progress and reach.</p>	<p>Out of school children program’s progress has reported regularly as part of the ESPIG implementation and GA’s implementation status reports. Latest summary prepares for report backs is dated September 2020 indicating that enrollments increased as a result of the interventions conducted in the most disadvantaged region of the country with the highest share of out of school children (Region 5). Following school reopening after the COVID19 lockdown Region 5 interventions are under full implementation with sensitization of school communities under the GPE COVID-19 grant completed, MOUs with Mothers’ Clubs signed, and designated accounts opened.</p>
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## 2.2 ESPIG DESCRIPTION

This additional financing expands most of the subcomponents of the current ESPIG (Education Sector Support Program), while maintaining the overall program design and the program development objectives. Many features, including implementation arrangements, fiduciary, procurement, monitoring and evaluation remain largely unchanged, with some modifications to the results framework arising from the inclusion of new activities. The majority of the additional financing goes toward overhauling pre-service and in-service teacher training, with a smaller set of funds set aside for enhancing the performance management system (PMS) of teachers, improving technology capacity, and expanding the activities under the parent project.

The Multiplier funding under the proposed additional financing is leveraged by US\$ 15 million co-financing from the private foundation MRC Holland. The teacher upskilling activities under the additional financing complements MRC Holland’s investment in expansion of primary education infrastructure in the most disadvantaged communities, which are also a primary target of the parent program and the additional financing. Acknowledging MRC Holland’s wish to not engage in GPE grant administration activities, the local education group nominated the World Bank as grant agent for the additional financing, noting its experience as a grant agent and the complete thematic alignment between the additional financing activities and the ones implemented under the current ESPIG, for which the World Bank is the grant agent.

The proposed additional financing also complements the GPE funded COVID-19 accelerated funding under implementation since mid-2020 in its focus to ensure that children at risk and out of school children are not disproportionately affected by the pandemic and the number of drop outs is contained through community and school sensitization activities for school reopening.

The additional financing focus is on critical changes to teacher training reform as part of longer-term systemic improvements, as well as additional initiatives to improve access and quality of teaching

already under way. Special attention has been paid toward modalities of implementation support which are effective even with limited travel options, carefully pairing international and local technical assistance (TA), and prioritizing funds for enhanced video conferencing capabilities to allow for capacity building through virtually enabled learning and training.

Specifically, the additional financing will expand the following elements of the current program:

**Component 1. Enhancing Access to ECD and Basic Education; Sub-Component 1.2 Expanding Opportunities and Access for out-of-school children (US\$ 0.979 million)** will amplify the ongoing efforts to providing educational services to school aged students who are not currently in schools. This includes support to the model for Koranic centers (Majalis) to deliver foundational skills across more centers and builds upon the results of the earlier referenced survey of Majalis completed under the current project. The government-run GAMSOL second chance program will also receive additional funding to provide expanded support to students who have dropped out of the system and explore an option for school age youth who are illiterate.

**Component 2. Improving Quality of Teaching and Learning; Sub-Component 2.1 Curriculum Revision and Implementation (US\$ 0.260 million)** will support (i) additional curricular revisions based on a review of the framework and pilot testing of the curriculum and, relatedly, (ii) immediate reprint of the updated textbooks to ensure these are available at schools by the close of the project.

**Component 2. Improving Quality of Teaching and Learning; Sub-component 2.2 Improved Teacher Training and Professional Development (US\$3.351 million)** will support activities to further enhance teacher quality. The objective is to improve the quality of teachers through interventions in pre-service and in-service teacher education, the introduction of a formalized teacher induction system, and quality assurance measures. These reforms are grounded in the Comprehensive Pre-Service and In-Service Strategic Framework and Implementation Plan and Gambia Teacher Competency Framework that were financed under the original grant. The reform is expected to have a profound impact on the quality of teachers in The Gambia, by bringing significant and lasting improvements to the teacher training system based on best practices in teacher education, adapted for The Gambia. These interventions are grouped in three focus areas, as follows:

**Focus Area 1.** Strengthening pre-service teacher education in Gambia College (GC):

a. Basic Content Knowledge: Introduction of intensive teaching of lower basic level English and Mathematics courses will be introduced as part of the curriculum for students enrolled in the diploma program. This is intended to ensure that these students have mastery of the relevant content and have been exposed to good practice in the teaching of this content. This will require secondment of experienced teachers to the Gambia College as trainers, and long-term TA to work with these trainers to develop and teach the modules and build capacity of the trainers.

b. Staff and Management Capacity. In addition to building capacity in English and Mathematics through the initiative above, capacity of teaching staff at Gambia College will be enhanced through: (i)

secondment of experienced teachers to Gambia College to work as trainers in areas of shortage; and (ii) long-term TA and capacity building aligned with the introduction of the competency framework to help develop and train the trainers in key subject areas. Management will receive training on institutional management, human resources, data management, and budgeting.

c. Rehabilitation. A small percentage of funding will go towards minor infrastructure and hardware enhancement at Gambia College based on the audit, including adequately equipping the College. This would include video conferencing facilities to support virtual trainings and technical assistance support.

**Focus Area 2.** Improving Teacher Readiness. Quality support to student teachers in the classroom, as well as newly qualified teachers would be introduced to improve teacher classroom readiness. This will help to ease the transition from student teacher to newly qualified teacher and is aimed at providing enhanced support for beginning teachers as they gain experience teaching and honing their pedagogical skills in the classroom. This focus area would include two core activities: (i) enhanced supervision of student teachers; and (ii) introduction of a formal teacher induction system which ensures that newly qualified teachers are provided with support, mentoring, and formative evaluation, during their first years in service. The activity would support training of seasoned teachers to become mentors for student-teachers and newly qualified teachers; a new practicum course at The Gambia College linked to the student's school placement; and monitoring and evaluation of the program.

**Focus Area 3.** Development of In-Service Training Capacity and Management: Aligned with the Comprehensive Pre and In-service Strategic Framework and Implementation Plan, the AF would build the capacity of the in-service training unit (INSET) to enhance their role in providing high quality, high impact trainings which are aligned with priority areas of the education sector. The aim would be to build INSET capacity so that they not only more effectively play a coordinating role in in-service teacher training, but also are able to train subject specialists on high impact training methods. These enhancements would be done through the following actions: (i) support for development of a strategic plan for in-service training; (ii) appointment of regional INSET and induction coordinators; (iii) development of a system of capturing and recording courses provided, and the training records of individual teachers; (iv) building the capacity of the INSET unit in key strategic areas by appointing content specialists to the INSET team to become master trainers in core subjects; and (v) supporting the INSET content specialists with international TA to develop and implement trainings in the priority areas over the first two years of the reform. The priority courses under the new model would be developed over 2020-2021 and delivered during 2021-2022 and would also tap into preexisting expertise within the Ministry (e.g. within the special education and ECD units which are receiving additional technical assistance and capacity building).

**Sub-component 2.3 Teacher Recruitment and Deployment (US\$ 0.794)** will support preexisting activities of the current ESPIG. This includes supporting continued teacher attendance monitoring and classroom observation efforts, including piloting of the newly updated classroom observation tool, as well as continued regional monitoring efforts conducted by regional education personnel (regional directorates, cluster monitors, etc.). The additional funding will help to cover costs of additional monitoring expenses

associated both with the expanded teacher initiatives under sub-component 2.2, as well as more frequent monitoring due to the COVID-19 pandemic which has resulted in expanded school-based remediation initiatives. Funding will also be added to the ongoing initiative to address the shortage of qualified mathematics and science teachers by supporting University of The Gambia (UTG) scholarships for candidates with strong math and science skills who transition into teaching. The additional funding will support approximately 150 students to complete qualifications and places a priority on ensuring at least 30 percent are female.

**Component 3. Technical and Institutional Support; Sub-Component 3.1 Strengthening Capacity for Data Driven Decision Making (US\$1.036 million)** will support strengthening of the system to improve data capture and analysis and linkage with the HR and promotion systems, as well as funding for continued capacity data management and assessment.

**Component 3. Technical and Institutional Support; Sub-Component 3.2 Implementation of Communication Strategy (US\$ 0.117 million)** will support full operationalization of the communications team, and a series of focused messages which accompany the implementation of the revised teacher training approach.

**Component 3. Technical and Institutional Support; Sub-Component 3.3 Project Management and Institutional Support (US\$.623 million)** will support the implementing agency for some operations costs and capacity building, and enhanced technology within MoBSE, the regional directorates, and Gambia College to improve their ability to conduct and participate in technology enabled trainings (including via video conferencing), virtual planning sessions, and to promote enhanced sector wide communication, all of which are absolutely critical to the continued implementation of the sector strategy.

**2.3 VARIABLE PART DESCRIPTION**

Pursuant to the GPE Grants and Performance Committee (GPC) decision of January 2020, the ex-ante approach for the variable part under the current ESPIG has been extended to this application.

**Table A: ESPIG Components and Costs**

This program is funded by GPE resources only (additional MCA and Multiplier).

	GPE US\$ M	% of total
<b>Total MCA</b>	<b>7.2</b>	
<b>Fixed Part</b>		
<b>Program Component</b>		
<b>A Component 1. Enhancing Access to ECD and Basic Education</b>	<b>0.979</b>	<b>13.6%</b>
Sub-Component 1.2 Expanding Opportunities and access for out of school children	0.979	13.6%
<b>B Component 2. Improving Quality of Teaching and Learning</b>	<b>4.405</b>	<b>61.18%</b>
Sub-Component 2.1 Curriculum Revision and Implementation	0.260	3.61%
Sub-Component 2.2 Improving teacher Training and Professional Development	3.351	46.54%

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Sub-Component 2.3 Teacher Recruitment and Deployment	0.794	11.03%
<b>C Component 3. Technical and Institutional Support</b>	<b>1.776</b>	<b>24.67%</b>
Sub-Component 3.1 Strengthening Capacity for Data Driven Decision Making	1.036	14.39%
Sub-Component 3.2 Implementation of Communication Strategy	0.117	1.63%
Sub-Component 3.3 Project Management and Institutional Support	0.623	8.65%
<b>Sub-total of Components</b>	<b>7.16</b>	<b>99.45%</b>
<b>Grant Agent's Implementation Support Costs</b>	<b>0.04</b>	<b>0.55%</b>
<b>GRAND TOTAL (with Grant Agent's Implementation Support Costs)</b>	<b>7.20</b>	<b>100%</b>
<b>Agency fee (1.75%)</b>	<b>US\$ 126,000</b>	

\* Include Grant Agent's direct costs, such as Program Management, Administrative and other direct implementation costs.

\*\* Agency Fee is not included in the MCA and is calculated as percentage rate (agreed with each GA) from the Total Fixed Part and Total Variable Part.

### 3 RECOMMENDED DECISION

The Secretariat considers that the two funding model requirements examined for the purpose of this application (on validity of the education sector plan and commitment to finance the ESP) are met. The proposed program builds upon and expands the activities of the current ESPIG, it is strong and relevant in the country context and well aligned to the Education Sector Strategic Plan. **The proposal is recommended to the CEO to approve with Observations, Report Backs, and/or Conditions reflected in the CEO Memo (page 3).**