



## GAMBIA - READ: Results for Education Achievement and Development Project (P133079)

AFRICA | Gambia, The | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2014 | Seq No: 9 | ARCHIVED on 21-Jun-2018 | ISR32729 |

Implementing Agencies: Ministry of Basic and Secondary Education, Ministry of Basic and Secondary Education, Republic of The Gambia, Minister of Finance and Economic Affairs

## Key Dates

### Key Project Dates

Bank Approval Date:06-Mar-2014

Effectiveness Date:25-Apr-2014

Planned Mid Term Review Date:05-Dec-2015

Actual Mid-Term Review Date:05-Dec-2015

Original Closing Date:28-Feb-2018

Revised Closing Date:31-Aug-2018

## Project Development Objectives

Project Development Objective (from Project Appraisal Document)

To increase access to basic education, improve quality of teaching and learning in lower basic schools, and strengthen education systems.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

## Components

Name

Component 1: Increase access to basic education:(Cost \$13.20 M)

Component 2: Improve quality of teaching and learning:(Cost \$22.60 M)

Component 3: Technical and Institutional Support:(Cost \$5.90 M)

Component 4: Strengthening the education system with a focus on governance and management results:(Cost \$1.60 M)

## Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Moderately Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Substantial	● Substantial



## Implementation Status and Key Decisions

READ project became effective on April 25, 2014, and the Additional Financing (AF) became effective on November 22, 2016. The original READ and AF will close on August 31, 2018. It is focused on increasing access to basic education, improve quality of teaching and learning in lower basic schools, and strengthen education systems.

### Progress by Component

#### Component 1. Increase Access to Basic Education

**Sub-Component 1.1 School Construction.** This sub-component finances 40 multi-grade schools (80 classrooms) and water points in remote areas under the original financing. These activities have been completed.

**Sub-Component 1.2 Donkey Carts.** This sub-component supported the provision of 100 redesigned donkey carts. This activity has been completed. Based on the lessons from the previous project a new lighter version of the donkey cart was designed and produced. In October 2016 these were handed over to the schools, after extensive capacity training of the beneficiary communities and the self-procurement of donkeys.

**Sub-Component 1.3 REVISED Early Childhood Development.** The sub-component finances 27 annexed ECD centers and two multi-grade schools with ECD classrooms. For Lot 1 (27 ECD classrooms) it was found that progress to date is approximately 85 percent and is on track to be finalized by the end of June. For Lot 2 (2 new Multi-grade schools with ECD centers), work was assessed as 95 percent completed, with completion expected by the end of June.

**Sub-Component 1.4 Provision of School Sub-Grants to Support Sub-projects to all lower and upper basic public schools and stationery to all students in lower basic education in hardship areas.** This sub-component provided each school with a grant based on student enrollment numbers to substitute for formal and informal fees. It was officially taken over by the Government shortly thereafter. However, there was a temporary provision under the AF to pay for school grants for 7 months. This has since been completed and school grants have been resumed by the Government. Thus, all activities associated with the sub-component are complete.

#### Component 2. Improve Quality of Teaching and Learning

**Sub-Component 2.1 Enhancing Teacher Training.** This sub-component supports (i) a review of existing content, assessments and standards, (ii) redesigning the program to focus more strongly on relevant subject content knowledge, pedagogical skills, the teaching of reading, relevant use of ICT, and professional attitudes and values, and (iii) the development of a Professional Examination, which will provide a rigorous assessment at the end of initial teacher training.

The restructuring of the Primary Teaching Certificate (PTC) and Higher Teaching Certificate (HTC) programs of The Gambia College has been completed. Regarding (iii), in order to develop a professional examination, the revised curricula will first need to be officially accredited and designed on the basis of textbooks used and practical training teachers receive. Thus, the review of the associated materials will take slightly longer and will be finalized under the subsequent project. All other activities are fully completed.

**Sub-Component 2.2 Stipends for Student Teachers.** New entrants in the Higher Teachers Certificate (HTC) program of The Gambia College are eligible for stipends and receive GMD150 (about USD3) monthly from the READ project. Mathematics HTC trainees receive additional GMD 400 (about USD9) monthly from the READ project. Stipends are used for their living expenses. Teacher trainees who already hold a Primary Teachers Certificate (PTC) do not receive stipends, because they are paid the same amount as unqualified teacher salaries, as they teach classes in schools from the first year of the Gambia College. The activity is performing well and is ongoing.

**Sub-Component 2.3 Hardship Allowances for public lower and upper basic teachers.** The project finances the hardship allowances to lower basic teachers while the government finances to upper basic teachers. Approximately, 1800 lower basic secondary (LBS) teachers and 400 upper basic secondary (UBS) teachers are benefiting from the hardship allowance. This activity is ongoing.

**Sub-Component 2.4 Extended Teacher Continuing Professional Development.** The in-service unit of MoBSE has established a routine of continuing professional development of teachers during school vacations. This training is provided to large numbers of teachers, in selected residential centers in each region. The teachers are paid a small per diem to cover travel, food and accommodation. The training is done by tutors, normally either secondary teachers or other education personnel.

In the initial in-service offering, almost 3,000 LBS teachers were given a course in English and Mathematics aimed at improving their skills in both subjects, and preparing them to re-sit for the West African Senior Secondary Certificate Examination (WASSCE). This cohort completed the course in August 2013, having had 130 days of training over three years. A second cohort began in August 2014 and finished in December 2015, following 70 days of training. There were approximately 2,500 applications to join this cohort, and the in-service team selected 1,000, all of whom are LBS teachers who did not participate in the first cohort. Only those teachers that had not yet participated were eligible to participate in this round of training.

A third Cohort began in summer 2016, with 20 days training, and another 10 days at Christmas, another 20 days of training have been provided to close the training. As before the course is confined to Lower Basic teachers who have not attended a course previously. Teachers who are interested must apply and take a baseline test. The teachers participating are younger and more recently qualified than in the earlier cohorts, but there are still examples



of poor standards of literacy at entry. As before, the content is English language and mathematics competency and pedagogy.

**Sub-Component 2.5 Teacher Supervision and Support through the use of a Standardized Classroom Observation Tool (COT).** This sub-component assisted MoBSE in the development and refinement of a simple COT to be used by head teachers, cluster monitors, and Standards Quality Assurance Directorate (SQAD) officials. Its development is complete and it has been under continuous implementation for some time. The use of the COT is a key part of the PDO-level indicator which measures teacher performance. In November 2016, a survey was undertaken of approximately 15% of schools in each region and 510 teachers were included in the survey. The results show that 82% of teachers had good teaching performance.

**Sub-Component 2.6 Reading in the Early Grades with a focus on building Reading Abilities.** The textbooks and Levelled Readers of 7 national languages and English for grades 1-3 were developed and are ready for print. Training of national trainers was also carried out in July as originally agreed.

**Sub-Component 2.7 Developing the evidence base for improved reading performance through the continuous support of the conditional cash transfer (CCT) program for Koranic Schools.** This program has been implemented in 17 centers. The evaluation was conducted over the summer of 2017 to guide any necessary changes in the support provided to koranic schools in the next project phase.

**Sub-Component 2.8 LEARNET.** Training of classroom teachers on Chemistry, Biology, and Algebra 2 was completed in April 2014. Digital English Language of Art (ELA) was developed from grades 7-12, as planned.

**Sub-Component 2.9 (AF) Teachers' salaries for Public LBS, UBS, and Senior Secondary School (SSS) Teachers and allowances for eligible public LBS, UBS, and SSS Teachers.** US\$2.3 was disbursed to cover school grants from 7 months. US\$5.2 was disbursed for teacher salaries from November 2016 to May 2017 (part of May) for all public LBS, UBS and SSS. This activity has been completed.

### Component 3. Technical and Institutional Support

**Sub-Component 3.1 Development and Implementation of a Strong Communication Strategy.** The development of a communication strategy has been completed. While a strong communication strategy was developed and implemented under the project, the implementation will continue under the recently approved project.

**Sub-Component 3.2 Institutional Support and Capacity Building.** Sub-component 3.2 supports the following activities: (a) continuous implementation of assessments of learning outcomes (standardized and classroom based) and providing support to West Africa Examination Council (WAEC), with a focus on utilization of the results for improved teaching and learning and involvement of parents; (b) strengthening data systems by linking the EMIS school level data, Human Resources (HR) data, learning outcomes results, and other data from the regions for a more comprehensive system analysis, (c) finalizing a national qualifications framework for higher education initiated under the Third Education Sector Project, Phase 2, (d) Project Coordination Unit (PCU) salaries and operating costs to coordinate the program, and (e) building MOBSE and Regional staff statistical capacity through training programs, and collecting regular data on student and teacher absenteeism using the mobile phone system introduced on a pilot basis under the current program in regions 1-6. All activities have been completed.

### Component 4: Disbursement Linked Indicators (DLIs):

Five DLIs were removed during the restructuring but they were kept as indicators in the Results Framework. The targets of remaining four DLIs have already been met. The Bank provided the Ministry of Finance and Economic Affairs (MoFEA) the amount for all four DLIs that have been met. This activity has been completed.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Moderate	● Moderate
Macroeconomic	--	● High	● High
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● Moderate	● Moderate



Environment and Social	--	● Moderate	● Moderate
Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Substantial	● Substantial

## Results

### Project Development Objective Indicators

#### ► Direct project beneficiaries (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	316,732.00	330,442.00	305,000.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

#### Comments

Public Lower Basic School (LBS) students: 245,106, Public Upper Basic School (UBS) students: 75,827, Teacher Trainees who receive stipends: 2,458, teachers who are receiving hardship allowance (LBS and UBS): 1,801, and ECD students: 2,250.

#### ▲ Female beneficiaries (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	52.00	52.00	50.00

#### ► Additional students in public ECD, LBS and UBS (Total) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	64,519.00	82,541.00	48,000.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

#### Comments

Baseline (EMIS 2013): Public ECD: 19,590; Public LBS: 184,279; Public UBS: 69,372 Current (EMIS 2018): Public ECD: 31,849, LBS



students: 245,106, Public UBS students: 75,827

► Mean scores in (English) in grade 3 in National Assessment Test (NAT) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	41.50	47.80	47.80	43.00
Date	31-Jul-2012	19-Jan-2018	04-Jun-2018	28-Feb-2018

► Teachers in grades 1-3, from randomly selected 15% of schools, showing good teaching performance as observed through the new classroom observation tool (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	82.00	82.00	60.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	28-Feb-2018

► Head Teachers in lower basic schools adjusting School Development Plans in response to NAT results and approved by Regional Directorates using an agreed upon check list (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	66.00	70.00	80.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	28-Feb-2018

Overall Comments

**Progress toward achievement of PDO.** Four of the five PDO level indicators are fully achieved and results from the one remaining indicator will be analyzed before the end of the project. There is very positive progress overall, however given the results are not yet clear for the indicator, the progress toward achievement of PDO is rated at Moderately Satisfactory (MS). The remaining PDO level indicator is "*Head Teachers in lower basic schools adjusting School Development Plans in response to NAT results and approved by Regional Directorates using an agreed upon checklist*" which is in its final stages of evaluation of school development plans by the inspectorate. The expectation is that the PDO level indicator is highly likely to be met by the project closure.



## Intermediate Results Indicators

► Citizen feedback was included in the development of school improvement grant manual, measured by minutes of meeting with citizens (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Pupil textbook ratio of core textbooks in grades 1-9 in public schools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4.10	4.10	1.00
Date	06-Jul-2016	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Average NAT attendance of grade 8 students in all public schools for two full days (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	83.70	90.57	90.57	90.00
Date	01-Sep-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Stationery packages provided to students in lower basic schools in hardship areas (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	46,731.00	54,611.00	36,500.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018



► Number of additional classrooms built for ECD (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	29.00
Date	01-Jun-2016	15-Dec-2017	04-Jun-2018	31-Aug-2018

Comments

Progress toward completion of the ECD classrooms is assessed at 85 percent. Once this is completed, the target will be met.

► Average NAT attendance of grade 3 and 5 students in all public schools for two full days (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	89.10	94.60	94.60	95.00
Date	01-Sep-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	80.00	80.00	84.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

Comments

Progress toward completion of 2 multigrade schools is 95 percent. Once this is completed, the target will be met.



► Communities with > 3 km to nearest lower basic school in Region 3,4,5,6 (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	17.00	12.50	4.90	14.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Teachers recruited or trained (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,906.00	1,906.00	1,750.00
Date	15-Aug-2013	15-Dec-2017	15-Dec-2017	31-Aug-2018

► Student teachers enrolled in revised PTC program (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	550.00	1,074.00	900.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

Comments

Diploma in Education Primary: 473, of which 250 supported by MoBSE

Advanced Diploma in Education Primary: 183

Diploma in Education Primary Madrassa: 120

Diploma in ECD: 150

Diploma in Education Islamic: 148





► Externally reviewed and overseen end-of-year examination in place for students completing second year of revised PTC and HTC programs at Gambia College (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

Comments

This indicator is partially achieved and will be finalized under the subsequent project. This is because the newly revised the Gambia College Curriculum must be accredited before developing the end of year exam.

► Average teachers attendance on time (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	90.00	95.00	95.70	95.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

Comments

February 2018: 95.40%

March 2018: 96.70%

April 2018: 94.90%

► ECD monitoring tool developed by ECD Unit in MOBSE (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018



► Public upper basic and senior secondary schools installed with solar power (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	24.00	24.00	24.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Basic Education Sector communication strategy developed by the MoBSE (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Reading curriculum guidelines developed by Directorate of Curriculum at MOBSE based on evaluation results of early reading strategies (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► HR supplementary data (personnel details, qualifications, promotion and postings history) updated in HR database at Directorate of HR at MOBSE (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018



► Annual formal and informal school fees paid by parents to public lower basic schools (Amount(USD), Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	12.00	0.00	0.00	0.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Annual formal and informal school fees paid by parents to public upper basic schools (Amount(USD), Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	17.00	0.00	0.00	0.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► DLI#2: First tranche (40%) of annual school grants transferred from MOBSE by Sept 15 in year 0 to all public lower basic schools (DLI year 0) (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► DLI #3: First tranche (40%) of annual school grants transferred from MOBSE by Sept 15 in year 1 to all public upper basic schools (DLI year 1) (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018



► Annual training, promotion and postings exercise based on annually updated personnel records in interfaced EMIS and HR systems (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► DLI #6: Annual School Census data collection carried out including Madrassas and min. 95% response rate and results and analytical report released by May 2014 (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► Head Teachers skilled to interpret NAT results (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	95.00	95.00	95.00
Date	15-Aug-2013	15-Dec-2017	04-Jun-2018	31-Aug-2018

► UBS and SSS English teachers benefited from training programs using the newly developed e-curriculum (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	200.00
Date	15-Aug-2013	15-Dec-2017	15-Dec-2017	31-Aug-2018

#### Overall Comments

Of the 25 intermediate indicators, 20 have been fully achieved, 3 are partially achieved (related to completion of civil works and distribution of textbooks and described below), with action plans to complete project activities outlined. One indicator (externally reviewed and overseen end-of-year exam at the Gambia College) partially achieved and will be finalized under the subsequent project. This is because the newly revised the Gambia College Curriculum must be accredited before developing the end of year exam. The last indicator (UBS and SSS English teachers benefited from training programs using the newly developed e-curriculum) has also partially achieved. The training has been conducted to 100



teachers. The target of 200 teachers may be achieved after the summer training. An overview of progress by component and sub-component is provided in a separate section on project status.

## Data on Financial Performance

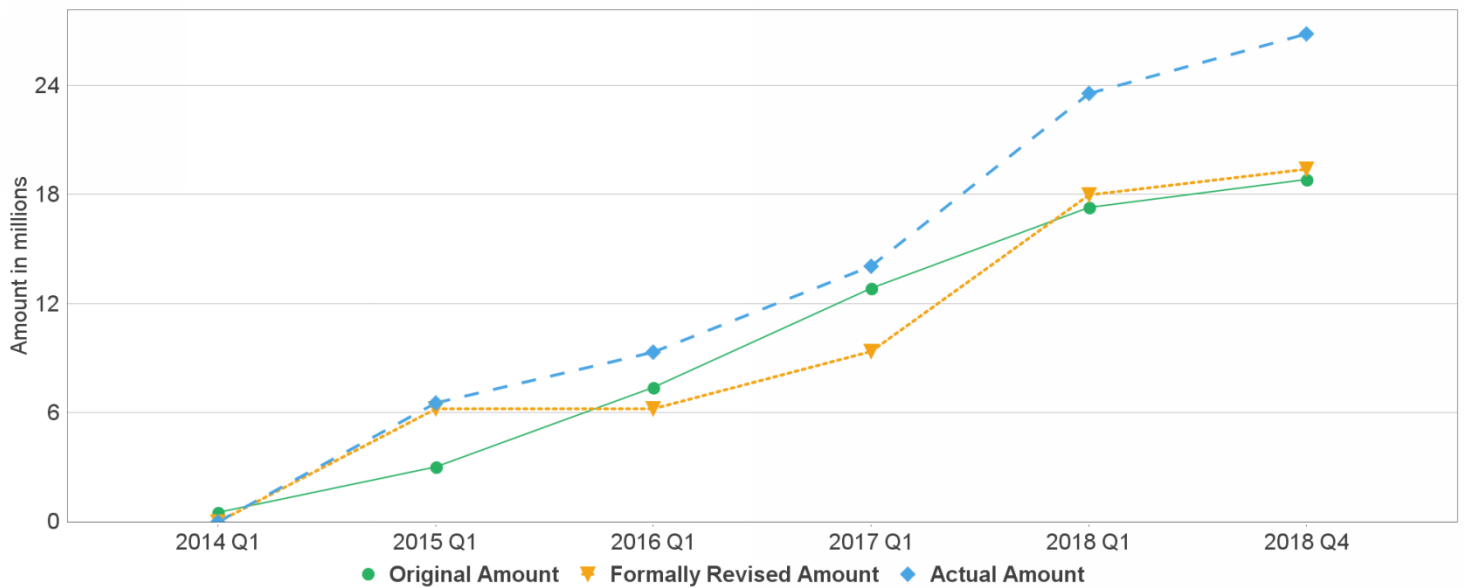
### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P133079	IDA-D1370	Effective	USD	7.50	7.50	0.00	7.48	0.00	100%
P133079	IDA-H9160	Effective	USD	11.90	11.90	0.00	11.49	0.00	100%
P133079	TF-16496	Effective	USD	6.90	6.90	0.00	6.87	0.03	100%
P133079	TF-A2125	Effective	USD	1.00	1.00	0.00	1.00	0.00	100%

### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P133079	IDA-D1370	Effective	14-Sep-2016	08-Oct-2016	22-Nov-2016	28-Feb-2018	31-Aug-2018
P133079	IDA-H9160	Effective	06-Mar-2014	09-Apr-2014	25-Apr-2014	28-Feb-2018	31-Aug-2018
P133079	TF-16496	Effective	09-Apr-2014	09-Apr-2014	25-Apr-2014	28-Feb-2018	31-Aug-2018
P133079	TF-A2125	Effective	08-Oct-2016	08-Oct-2016	22-Nov-2016	28-Feb-2018	31-Aug-2018

## Cumulative Disbursements



## Restructuring History

Level 2 Approved on 09-Feb-2018

## Related Project(s)

P160282-Results for Education Achievement and Development Project (READ)