



The Gambia - Education Sector Support Program (P162890)

AFRICA WEST | Gambia, The | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2018 | Seq No: 7 | ARCHIVED on 05-May-2021 | ISR45881 |

Implementing Agencies: The Ministry of Basic and Secondary Education (MoBSE), The Ministry of Higher Education, Research, Science and Technology, The Ministry of Finance and Economic Affairs

Key Dates

Key Project Dates

Bank Approval Date: 28-Mar-2018

Effectiveness Date: 31-Aug-2018

Planned Mid Term Review Date: 13-Jul-2020

Actual Mid-Term Review Date: 14-Jul-2020

Original Closing Date: 31-Dec-2022

Revised Closing Date: 31-Dec-2022

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

To increase access to early childhood development and basic education and improve quality of teaching and learning.

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

No

Components Table

Name

Component 1. Enhancing Access to ECD and Basic Education:(Cost \$9.70 M)

Component 2. Improving Quality of Teaching and Learning:(Cost \$18.00 M)

Component 3. Technical and Institutional Support:(Cost \$7.30 M)

Overall Ratings

| Name | Previous Rating | Current Rating |
|--------------------------------------|--|--|
| Progress towards achievement of PDO | <input type="checkbox"/> Moderately Satisfactory | <input type="checkbox"/> Moderately Satisfactory |
| Overall Implementation Progress (IP) | <input type="checkbox"/> Moderately Satisfactory | <input type="checkbox"/> Moderately Satisfactory |
| Overall Risk Rating | <input type="checkbox"/> Substantial | <input type="checkbox"/> Moderate |

Implementation Status and Key Decisions

Overview. The Education Sector Support Program (ESSP) was approved by the World Bank Board of Executive Directors on March 28, 2018. It was signed by the World Bank and the Government of The Gambia on April 20, 2018 and became effective on August 31, 2018. The overarching objectives of the project are to increase access to early childhood development (ECD) and basic education and improve the quality of teaching and learning. This ISR covers the period from October 2020 to May 3021 which includes a mission carried out in February 2021.

Progress by Component.

Component 1: Enhancing Access to ECD and Basic Education:(Cost \$9.70 M). Component 1 is progressing well despite some expected delays due to the COVID-19-related school closures. For school construction, the framework agreement has been signed with the construction firm, and work is beginning. For the out-of-school children initiative, following successful implementation in 2 school districts beginning in January 2020, MoBSE has sensitized communities across the remaining 6 districts to the initiative. Training had been provided to 123 mothers clubs in 8 districts



and MoUs have been signed. Funds transfers to the Mothers Clubs will begin once bank accounts are established. The screening tool for better identification of children with special needs has been developed, piloted and finalized and collection of data was fully rolled out in November 2020. This has been highlighted as a best practice example on disability inclusion. Lastly, the strategy for the revised majali model is lagging and special attention needs to be paid to this activity to ensure timely implementation.

Component 2: Improving Quality of Teaching and Learning:(Cost \$18.00 M). The development of a comprehensive pre-service and in-service teacher training has been completed, as well as an institutional audit of The Gambia College. Both of these activities will serve as the basis for the upcoming additional financing, given its strong focus on teacher training and reform. The pilot teacher competency test for graduating teachers at Gambia College was carried out on August 6, 2020, and the second competency test is planned in the coming months. The Government is working to develop a strategy for how to use Gambia Competency Exam results. Related to in-service, an analysis of the previous teacher trainings conducted over the last 10 years is being completed and will be used to inform full rollout and pre-service teacher training in subsequent years. A review of the in-service teacher training in previous years is currently being conducted to inform lessons learned for the additional financing, as capacity building is being given to In-Service Education and Training (INSET) to support better professional development throughout teaching careers.

The Curriculum Revision was found to be progressing slowly during 2020, but is now beginning to move more quickly, with capacity building support being provided by UNESCO-IBE. The curriculum unit in coordination with the World Bank and UNESCO-IBE is working to review the proposed curriculum action plan to ensure adequate time is built into each key revision step. The initial timeline proposed on the part of the curriculum unit was found to be too ambitious given the remaining time frame of the project.

Component 3: Technical and Institutional Support:(Cost \$7.30 M). The Service Delivery Indicator (SDI) exercise has been completed and the analysis of the data is under review. The development of a consolidated Education Management and Information System (EMIS) from ECD to Post-Secondary Education using unique student ID numbers is ongoing. The national assessments (NAT) and EGRA assessments were not carried out during the 2019-2020 academic year due to the COVID related school closures. As such, MoBSE has proposed to conduct a grade 8 NAT assessment in 2021, and an EGRA in 2022.

Risks

Systematic Operations Risk-rating Tool

| Risk Category | Rating at Approval | Previous Rating | Current Rating |
|--|--------------------------------------|--------------------------------------|--------------------------------------|
| Political and Governance | <input type="checkbox"/> Substantial | <input type="checkbox"/> Substantial | <input type="checkbox"/> Moderate |
| Macroeconomic | <input type="checkbox"/> High | <input type="checkbox"/> High | <input type="checkbox"/> Moderate |
| Sector Strategies and Policies | <input type="checkbox"/> Moderate | <input type="checkbox"/> Moderate | <input type="checkbox"/> Moderate |
| Technical Design of Project or Program | <input type="checkbox"/> Moderate | <input type="checkbox"/> Substantial | <input type="checkbox"/> Moderate |
| Institutional Capacity for Implementation and Sustainability | <input type="checkbox"/> Substantial | <input type="checkbox"/> High | <input type="checkbox"/> Substantial |
| Fiduciary | <input type="checkbox"/> Moderate | <input type="checkbox"/> Moderate | <input type="checkbox"/> Moderate |
| Environment and Social | <input type="checkbox"/> Moderate | <input type="checkbox"/> Moderate | <input type="checkbox"/> Moderate |
| Stakeholders | <input type="checkbox"/> Moderate | <input type="checkbox"/> Moderate | <input type="checkbox"/> Moderate |
| Other | -- | -- | -- |
| Overall | <input type="checkbox"/> Substantial | <input type="checkbox"/> Substantial | <input type="checkbox"/> Moderate |

Results

PDO Indicators by Objectives / Outcomes



| Enhance Access to ECD and Basic Education | | | | |
|---|---|-------------------|------------------|-------------|
| ▶ Students benefiting from direct interventions to enhance learning (Number, Corporate) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 13,368.00 | 13,368.00 | 411,000.00 |
| Date | 13-Jul-2017 | 01-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |
| Comments: | So far, the students benefitting from direct interventions to enhance learning are those who are in the CCT Majalis program (total 1,500, male 1,210 and female 290), students who receive scholarships (total 225, male 160 and female 65), students who participate in the Second Chance Program (total 590, male 198 and female 392) and the teacher who participated in in-service teacher training (total 8,076, male 5,282 and female 2,794), and students in R5 out of school initiatives (total 2,977, male 1,147 and female 1,830). The number of beneficiaries is still low, but it is expected to increase after classroom construction is completed and textbooks are distributed. Expansion of the Region 5 initiative will also increase once schools reopen. Textbook distribution will no longer be linked to curriculum revision following the restructuring, and the process of the textbook reprint is expected to begin soon. | | | |
| □ Of which female (Percentage, Custom Supplement) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 40.02 | 40.02 | 50.00 |
| ▶ Increase GER LBS in select districts in Region 5 (Percentage, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 70.40 | 81.14 | 81.14 | 80.00 |
| Date | 13-Jul-2017 | 01-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |
| Comments: | According to EMIS 2020, here is GER in the targeted districts. MoBSE started implementation of the Region 5 out of school children's initiative in January 2020. Note that the updated 2021 enrollment data will not become available until end of May 2021, so the updated data will not be reflected until the next ISR. | | | |
| | | Boys | Girls | Total |
| | Fulladu West | 64.0 | 81.9 | 73 |
| | Lower Saloum | 126.3 | 172.9 | 149.3 |
| | Niamina East | 65.6 | 83.6 | 74.4 |
| | Niani | 66.0 | 83.8 | 74.7 |
| | Nianja | 43.9 | 70.1 | 56.9 |
| | Sami | 70.9 | 80.6 | 75.8 |



| | | | |
|--------------|------|-------|-------|
| Upper Saloum | 47 | 80.6 | 63.9 |
| Average | 69.1 | 93.35 | 81.14 |

Increase GER LBS in select districts in Region 5, Male (Percentage, Custom Breakdown)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|-------------|-------------------|------------------|-------------|
| Value | 63.00 | 65.50 | 65.50 | 73.00 |
| Date | 13-Jul-2017 | 01-Oct-2020 | 01-Oct-2020 | 31-Dec-2022 |

Increase in ECD GER (Percentage, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|-------------|-------------------|------------------|-------------|
| Value | 46.50 | 55.50 | 55.50 | 55.00 |
| Date | 27-Sep-2017 | 01-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |

Comments:

These figures are updated to reflect the 2020 EMIS data which was released in May 2020. Note that the next updated round of data will not be available until late May 2021. As such the latest EMIS data update will not be provided until the next ISR.

ECD GER, Male (Percentage, Custom Breakdown)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|-------------|-------------------|------------------|-------------|
| Value | 45.20 | 54.10 | 54.10 | 55.00 |
| Date | 27-Sep-2017 | 01-Oct-2020 | 01-Oct-2020 | 31-Dec-2022 |

Improve Quality of Teaching and Learning

Average score of the Reading Comprehension section of EGRA, Grade 3 in public schools (Number, Custom)

| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|-------------|-------------------|------------------|-------------|
| Value | 1.23 | 1.23 | 1.23 | 2.00 |
| Date | 20-Jul-2017 | 01-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |

Comments:

The actual is still the same as the baseline. The EGRA was expected to be conducted in June 2020 and all advance planning was completed but could not be rolled out due to the COVID-19 crisis. The government is developing a strategy to plan for when the new EGRA will be carried out and has confirmed that the next EGRA will be completed in June 2022. In addition, the end target of this indicator will be downgraded slightly as part of the additional financing restructuring.

Average score of the Reading Comprehension section of EGRA, Grade 3 in public schools, female (Number, Custom Breakdown)



| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|-------|-------------|-------------------|------------------|-------------|
| Value | 1.20 | 1.20 | 1.20 | 2.00 |
| Date | 20-Jul-2017 | 01-Oct-2020 | 01-Oct-2020 | 31-Dec-2022 |

Intermediate Results Indicators by Components

| Component 3. Technical and Institutional Support | | | | |
|---|---|-------------------|------------------|-------------|
| ► Expand EMIS to cover post-secondary level (Yes/No, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | No | No | No | Yes |
| Date | 20-Jul-2017 | 02-Oct-2020 | 26-Apr-2021 | 31-Dec-2022 |
| Comments: | On the education sector wide EMIS, the government has developed a prototype new EMIS database that shifted from aggregate school level data to individual learner. The system will allow the creation of unique ID for each learner that can be used throughout their learning journey (grade 1 to university). The database is prepared and designed such that it can cater for both the MoBSE and Moherst needs. The new system was piloted in region one and two and 200 schools were covered in the pilot phase from October to March. When schools resumes we planned to scale the new system to all schools. Data collection was done in January 2021 and the data is under analysis. | | | |
| ► Develop unique student IDs and include them in the system (Yes/No, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | No | Yes | Yes | Yes |
| Date | 20-Jul-2017 | 01-Oct-2020 | 26-Apr-2021 | 31-Dec-2022 |
| Comments: | The database scheme was developed and was piloted in 200 schools (about one fifth of schools in the country) during the 2018/19 academic year and it has been included in the system. This has now been rolled out nationwide as part of the January 2021 data collection which is now being analyzed. | | | |
| ► Communities involved in planning and implementation of targeted enrollment interventions in Region 5 (Yes/No, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | No | Yes | Yes | Yes |
| Date | 20-Jul-2017 | 01-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |
| Comments: | Communities have been involved in the discussions of the planning of the intervention. Implementation started in January 2020. Additional discussions, planning and sensitization has also taken place in the remaining districts. | | | |

| Component 2. Improving Quality of Teaching and Learning | | | | |
|---|--|--|--|--|
|---|--|--|--|--|



| | | | | |
|--|--|-------------------|------------------|-------------|
| ► Public Lower Basic Schools completing special needs assessment (Percentage, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 100.00 | 75.00 |
| Date | 16-Oct-2017 | 01-Oct-2020 | 26-Apr-2021 | 31-Dec-2022 |
| Comments: | This has been rolled out in 1640 schools, with data collection under analysis. | | | |
| ► Core subjects' curriculum of Grades 1-6 revised and finalized (Yes/No, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | No | No | No | Yes |
| Date | 20-Jul-2017 | 01-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |
| Comments: | Core subjects' curriculum of Grades 1-6 has been revised. A consultant reviewed the revised curriculum and the curriculum directorate have incorporated in some but not all of the changes. Much more extensive support was found to be necessary as the revision was not of sufficient quality. | | | |
| ☐ Teachers trained on the integrated language and literacy curriculum for G1-3 (Percentage, Custom Supplement) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 0.00 | 100.00 |
| ► Review Grade 1-3 English core textbooks to align with the reading curriculum and textbooks made available to Grades 1-3 in % of public schools (Percentage, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 0.00 | 100.00 |
| Date | 07-Aug-2017 | 01-Oct-2020 | 26-Apr-2021 | 31-Dec-2022 |
| ► Community-based ECD model reviewed and revised (Yes/No, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | No | Yes | Yes | Yes |
| Date | 20-Jul-2017 | 01-Oct-2020 | 01-Oct-2020 | 31-Dec-2022 |
| Comments: | The World Bank team visited Annexed and Community-Based ECD centers in Regions 2 and 6, and supported the ECD Unit of MoBSE to develop the ECD Minimum Standards, Assessment of ECD centers, Development Plan, and Guidance for peer training and mentorship. The ECD Unit has revised the community- based ECD model. | | | |
| ► Pupil textbook (core subjects) ratio at public LBS (Percentage, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |



| | | | | |
|--|--|-------------------|------------------|-------------|
| Value | 4.10 | 1.10 | 1.10 | 1.10 |
| Date | 01-Oct-2017 | 01-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |
| Comments: | Pupil textbook (core subjects) ratio at public LBS is currently 1:1 because textbooks were provided to every student in public LBS in July 2018 under the previous project (READ project, closed in August 2018). As each textbook is reused to the next year's students for a few years, it is estimated that the pupil textbook ratio will be 4:1 in a couple of years. A reprint of textbooks will begin this academic year to maintain the 1:1 ratio. | | | |
| ► Number of teachers trained under the project (Number, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 8,076.00 | 8,076.00 | 8,000.00 |
| Date | 02-Oct-2017 | 01-Oct-2020 | 01-Oct-2020 | 31-Dec-2022 |
| Comments: | <p>The value remains the same as the previous ISR due to COVID-19 related limitations on gatherings. Trainings include the following:</p> <ul style="list-style-type: none"> Continuous Professional Development for LBS teachers (Cohort 4) EGRA ECD & G1 regions 1,2,3 EGRA G 2 & 3 for regions 1,2,3 EGRA for ECD –G3 For regions 4, EGRA for ECD-G3 for region 5 EGRA for ECD-G3 for region 6 Progressive Science Initiative and Progressive Math Initiative (PMI/PSI) Training of trainers (TOT) for Progressive English Language of Art (PELA) Early Grade Math Assessment (EGMA) TOT EGMA Training of ECD G3 teachers in regions 1 & 2 Training center coordinators, Tutors and regional coordinators Second Chance Effective School Leadership training Training of trainers in special education | | | |
| ► Percentage of schools using revised COT (Percentage, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 0.00 | 90.00 |
| Date | 23-Oct-2017 | 01-Oct-2020 | 26-Apr-2021 | 31-Dec-2022 |
| Comments: | The Classroom Observation Tool (COT) has been revised by integrating the existing COT and COT used for PSI-PMI. Following a Bank review further refinements were made. As of the July 2020 mission the COT is now finalized. Piloting of the tool has now taken place, and the team is integrating in feedback from the piloting phase. | | | |
| ► Number of HTC teachers receiving tuition scholarships in UTG Mathematics or Science Bachelor's program (Number, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 225.00 | 225.00 | 300.00 |
| Date | 20-Jul-2017 | 02-Oct-2020 | 26-Apr-2021 | 31-Dec-2022 |
| <input type="checkbox"/> of which female (Percentage, Custom Supplement) | | | | |



| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|--|---|-------------------|------------------|-------------|
| Value | 0.00 | 29.00 | 29.00 | 30.00 |
| ▶ Externally reviewed and overseen end-of-year examination in place for students completing the revised Gambia College programs (Yes/No, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | No | Yes | Yes | Yes |
| Date | 26-Jul-2017 | 02-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |
| Comments: | The team is working toward the second annual competency exam in the coming months, following successful implementation last august. | | | |

| Component 1. Enhancing Access to ECD and Basic Education | | | | |
|---|--|-------------------|------------------|-------------|
| ▶ Number of ECD (Annexed and Community-based), LBS, and UBS classrooms built (Number, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 0.00 | 121.00 |
| Date | 20-Jul-2017 | 01-Oct-2020 | 19-Apr-2021 | 31-Dec-2022 |
| Comments: | The construction of classroom has now begun and so the expectation is results will show in this indicator shortly. | | | |

Performance-Based Conditions

Data on Financial Performance

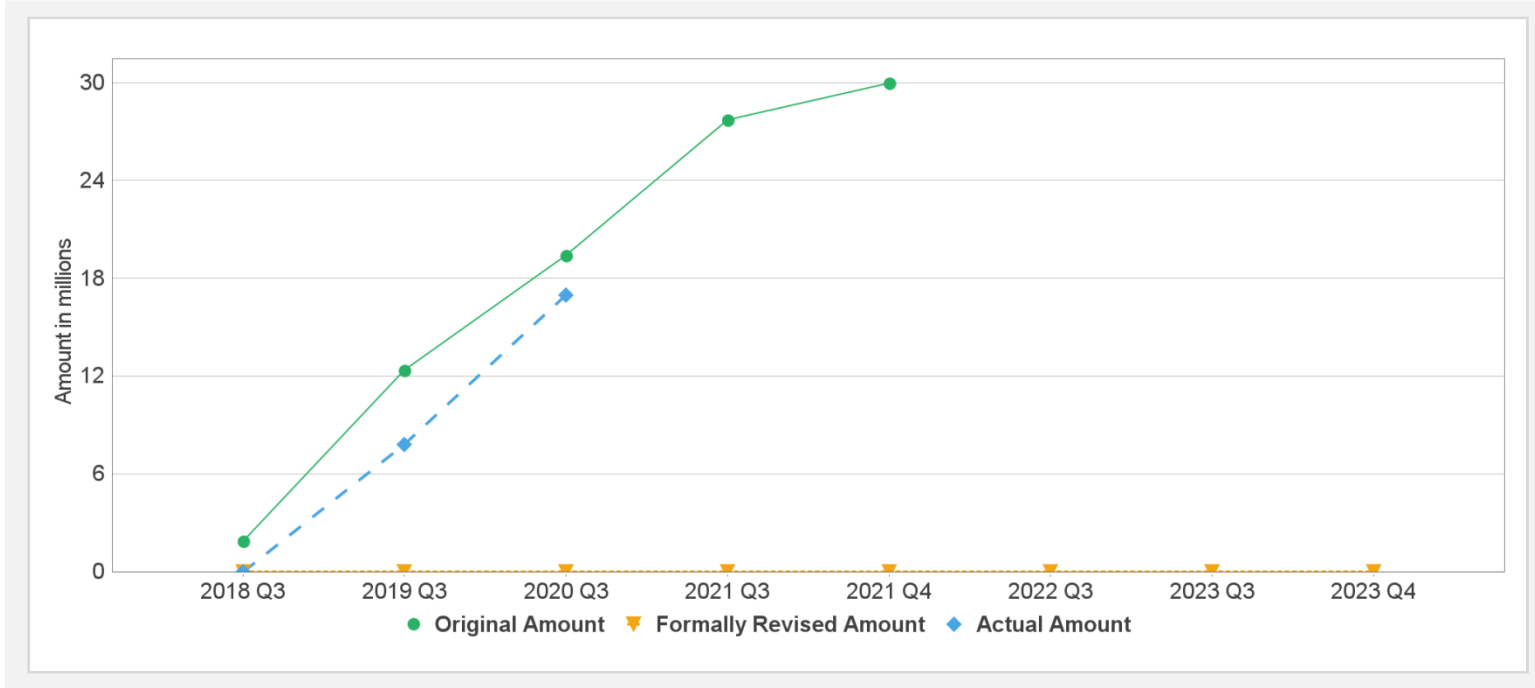
Disbursements (by loan)

| Project | Loan/Credit/TF | Status | Currency | Original | Revised | Cancelled | Disbursed | Undisbursed | % Disbursed |
|---------|----------------|-----------|----------|----------|---------|-----------|-----------|-------------|-------------|
| P162890 | IDA-D2800 | Effective | USD | 30.00 | 30.00 | 0.00 | 18.55 | 10.64 | 64% |
| P162890 | TF-A7053 | Effective | USD | 5.00 | 5.00 | 0.00 | 5.00 | 0.00 | 100% |

Key Dates (by loan)

| Project | Loan/Credit/TF | Status | Approval Date | Signing Date | Effectiveness Date | Orig. Closing Date | Rev. Closing Date |
|---------|----------------|-----------|---------------|--------------|--------------------|--------------------|-------------------|
| P162890 | IDA-D2800 | Effective | 28-Mar-2018 | 20-Apr-2018 | 31-Aug-2018 | 31-Dec-2022 | 31-Dec-2022 |
| P162890 | TF-A7053 | Effective | 28-Mar-2018 | 20-Apr-2018 | 31-Aug-2018 | 31-Dec-2022 | 31-Dec-2022 |

Cumulative Disbursements



PBC Disbursement

| PBC ID | PBC Type | Description | Coc | PBC Amount | Achievement Status | Disbursed amount in Coc | Disbursement % for PBC |
|--------|----------|-------------|-----|------------|--------------------|-------------------------|------------------------|
| | | | | | | | |

Restructuring History

Level 2 Approved on 28-Mar-2019

Related Project(s)

P173332-The Gambia - Education Sector Support Program Additional Financing