

**PROJECT INFORMATION DOCUMENT (PID)  
APPRAISAL STAGE**

Report No.: AB4722

<b>Project Name</b>	The Gambia EFA-FTI Catalytic Fund, 2009-2011
<b>Region</b>	AFRICA
<b>Sector</b>	Primary education (75%); General education sector (25%)
<b>Project ID</b>	P115427
<b>Borrower(s)</b>	GOVERNMENT OF THE GAMBIA
<b>Implementing Agency</b>	Department of State for Basic and Secondary Education (DOSBSE)
<b>Environment Category</b>	<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI <input type="checkbox"/> TBD (to be determined)
<b>Date PID Prepared</b>	May 25, 2009
<b>Date of Appraisal Authorization</b>	June 15, 2009
<b>Date of Board Approval</b>	

1. Country and Sector Background

The Gambia is a small West African country with an estimated population of 1.6 million (2008), and an average per capita GDP of approximately US\$420 (2007)<sup>1</sup>. The Gambia is ranked 155<sup>th</sup> out of 177 countries in the 2007 UN Human Development Index. The overall poverty headcount ratio is 58 percent, with large socioeconomic and regional variations. Tourism is a key driver of the economy and the country's most significant foreign exchange earner. Agriculture accounts for approximately a third of GDP and more than 70 percent of employment.

There have been important gains in education and health indicators. Access to education has expanded, particularly in rural areas, and quality has been identified as the next major challenge. The overall life expectancy in the country, estimated at 57 years (2005), is higher than the SSA average. The Gambia has also performed relatively well on child health indicators compared to the SSA average.

**Education sector overview:** In the last five years, substantial gains have been achieved in education service delivery, a key pillar of the Government's Poverty Reduction Strategy Paper. The Millennium Development Goals for universal primary education and gender parity are within reach provided additional resources are available for sustained and accelerated progress. The main challenge is to improve the quality of instruction, for which major initiatives are under way, including those supported by the Education for all-Fast Track Initiative Catalytic Fund (EFA-FTI CF) under Round 1, and proposed for support now under Round 2 (2009-2011). The Government's Medium Term Plan (MTP) for the education sector was discussed with and recommended for re-endorsement by the in-country donors in August 2008. The key donors active in the sector include UNICEF (the lead in-country donor), the UK's Department for International Development (DfID), the African Development Bank, the Islamic Development Bank, the African Bank for Economic Development in Africa (BADEA) and the other UN Funds

<sup>1</sup> The Gross National Income per capita (GNI) in 2007 is US\$320.

and Programmes, and the World Bank (IDA). In addition, a number of national and international NGOs are closely involved in education activities, including Action Aid, Future in Our Hands, and VSO, among others.

**The education sector has seen important gains:** Over the past five years, there has been a strong focus on equity, access, quality and management:

- (a) **Continued attention to equity and effective access**
- (b) **Focusing on teachers as key actors in improving quality**
- (c) **Design and implementation of assessment instruments to measure quality in the classroom**
- (d) **Greater attention to monitoring and evaluation**
- (e) **Focus on performance a key measure for career development at all levels**

In spite of these achievements, critical challenges still remain with the sector. These include.

- (f) **Reaching the children still out of school, and addressing disparities**
- (g) **Maintaining a sustained focus on education quality**
- (h) **Ensuring sector management is anchored in a well-performing base**

## 2. Objectives

The overall project development objective is to improve conditions for teaching and learning in basic education, including early childhood development. This objective is aligned with the ongoing IDA project and consistent with the overall objectives of the Government's Education Sector Strategy Plan and the Medium-Term Plan for 2009-2011. Teaching and learning in basic education would be improved by (a) increasing access and equity in basic education; (b) improving the quality of teaching and learning; (c) strengthening management, monitoring and evaluation as well as institutional capacity at central and regional levels.

## 3. Rationale for Bank and Catalytic Fund Involvement

There are several reasons why the Catalytic Fund should support the education sector in The Gambia, complementing the support already provided by the ongoing IDA operation and by other actors (donors, NGOs) in the sector. First, the Catalytic Fund Grant, as with the IDA Grant, would provide support to the Government's sector program, which enables both financing sources to fill gaps where other donors are not able to respond, including substantial investments in quality interventions, in innovations in the measurement of learning achievements (such as the Early Grade Reading Assessment) and in changing incentives to effect behavior change (such as hardship allowances for teachers, or performance management linked to team bonuses for personnel). Second, with IDA's long-term involvement in the sector and in the country, the Catalytic Fund would be able to capitalize on IDA's macro-economic and sectoral institutional

knowledge. IDA support to the education sector in the past launched an important programmatic approach, from which important lessons have been drawn.

#### 4. Description

The CF program has three components, each of which is discussed in detail in the project appraisal document (PAD):

- (a) *Component 1: Increasing access to and equity in basic education.* The project would support the construction and rehabilitation of classrooms, employ strategies for children out of school and provide demand-side interventions
- (b) *Component 2: Improving the quality of teaching and learning.* This component would constitute the bulk of the grant and supports quality interventions as a key priority. The activities would include provision of learning materials; support for in- and pre-service teacher training and school-level pedagogic support; provision of incentives to stabilize teachers in remote, rural areas; design and implementation of learning assessments instruments; support to early childhood development and for special needs education, as well as for orphans of HIV/AIDS.
- (c) *Component 3: Strengthening Management and Institutional Capacity at central and regional levels.* Under this component, support would be provided for monitoring and evaluation systems, and for sector management, with a strong focus on data management, performance monitoring and bonuses (in line with plans under the existing IDA project).

#### 5. Financing

	(\$m.)
Source:	
Borrower	0
EFA-FTI Education Program Development Fund	28
Total	28

#### 6. Implementation

The project will be implemented by the Department of State for Basic and Secondary Education (DOSBSE), supported by the Project Coordination Unit (PCU), as is currently the case in the implementation of the programs financed by IDA, AfDB, IsDB and other donors.

#### 7. Sustainability

The sustainability of this operation will be driven by the high degree of ownership by Government, by the capacity of core education institutions (especially the DOSBSE) to absorb

the additional resources and to implement the necessary activities, and by Government's continued commitment to the education sector as demonstrated by the priority given to it.

## 8. Lessons Learned from Past Operations in the Country/Sector

Experience and lessons learned from the first round of the EFA-FTI support to The Gambia and from past IDA projects are reflected into the project design and include the following:

- (d) **Pay attention to the sustainability of interventions.** A number of activities financed under FTI (first round) have now been incorporated into the Government budget, including more than half of the teacher allowances, all pre- and in-service teacher training activities, scholarship support for girls (though some may remain under ongoing operations), operations and maintenance including a significant share of vehicle costs, among others.
- (e) **Create incentives (financial and non-financial) that support the project and are performance-based:** Expanding on ongoing capacity building efforts financed under the PHRD Co-financing Grant from the Government of Japan and the IDA project, the CF would sustain the performance evaluation framework that will be used to reward good performers and provide support to improve performance.
- (f) **Rather than trying to solely increase the number of pre-service places to fill teacher shortages, the quality of teacher training programs needs to be given sustained attention.** The project will focus not only on the caliber of recruits but also provide support to teachers in their classrooms to ensure they translate their training into better practice.
- (g) **Strong coordination among donors is fundamental.** The project will benefit directly from ongoing donor coordination efforts. With strong Government leadership and ownership of the process, harmonization of procedures and alignment of interventions is showing real progress.

## 9. Safeguard Policies (including public consultation)

<b>Safeguard Policies Triggered by the Project</b>	Yes	No
<a href="#">Environmental Assessment (OP/BP 4.01)</a>	[X]	[ ]
Natural Habitats ( <a href="#">OP/BP 4.04</a> )	[ ]	[X]
Pest Management ( <a href="#">OP 4.09</a> )	[ ]	[X]
Physical Cultural Resources ( <a href="#">OP/BP 4.11</a> )	[ ]	[X]
Involuntary Resettlement ( <a href="#">OP/BP 4.12</a> )	[X]	[ ]
Indigenous Peoples ( <a href="#">OP/BP 4.10</a> )	[ ]	[X]
Forests ( <a href="#">OP/BP 4.36</a> )	[ ]	[X]
Safety of Dams ( <a href="#">OP/BP 4.37</a> )	[ ]	[X]

Projects in Disputed Areas ( <a href="#">OP/BP 7.60</a> )*	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Projects on International Waterways ( <a href="#">OP/BP 7.50</a> )	<input type="checkbox"/>	<input checked="" type="checkbox"/>

---

10. List of Factual Technical Documents

1. Aide-memoire from joint donor missions 2006 to present
2. Country Assistance Strategy, 2008
3. Poverty Analysis of the Integrated Household Survey, 2006
4. Public Expenditure Reviews, 2004-6
5. Implementation Completion Report for Third Education Project, Phase I, December, 2005
6. Project Appraisal Document, Third Education Project, Phase 2, 2007
7. The Gambia Country Financial Accountability Assessment, 2009
8. Poverty Reduction Strategy Paper - Annual Progress Report, October 2008
9. Education Sector Strategic Plan, 2007
10. Education Sector Medium Term Plan, 2008
11. Audits of financial statements, annual

11. Contact point

Contact: Meskerem Mulatu  
 Title: Senior Education Spec.  
 Tel: +221-33-859-4100  
 Fax: +221-33-859-4283  
 Email: Mmulatu@worldbank.org  
 Location: Dakar, Senegal (IBRD)

12. For more information contact:

The InfoShop  
 The World Bank  
 1818 H Street, NW  
 Washington, D.C. 20433  
 Telephone: (202) 458-4500

---

\* By supporting the proposed project, the Bank does not intend to prejudice the final determination of the parties' claims on the disputed areas

Fax: (202) 522-1500

Email: [pic@worldbank.org](mailto:pic@worldbank.org)

Web: <http://www.worldbank.org/infoshop>