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Report No: PAD00035

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED GRANT  
IN THE AMOUNT OF SDR 60.40 MILLION  
(US\$80.45 MILLION EQUIVALENT)  
OF WHICH US\$20.00 MILLION EQUIVALENT  
FROM THE CRISIS RESPONSE WINDOW EARLY RESPONSE FINANCING

AND A

PROPOSED GRANT  
IN THE AMOUNT OF US\$12.26 MILLION  
FROM THE GLOBAL PARTNERSHIP FOR EDUCATION FUND

TO THE

REPUBLIC OF THE GAMBIA

FOR

THE GAMBIA RESILIENCE, INCLUSION, SKILLS, AND EQUITY PROJECT

FEBRUARY 1, 2024

Education Global Practice  
Western and Central Africa Region

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## CURRENCY EQUIVALENTS

(Exchange Rate Effective November 30, 2023)

Currency Unit = GAMBIAN DALASI (GMD)

GMD 67.2300 = US\$1

SDR 0.7500 = US\$1

### FISCAL YEAR

January 1 - December 31

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ABBREVIATIONS AND ACRONYMS

ACE	Africa Higher Education Centers of Excellence
AfDB	African Development Bank
AM	Accountability Mechanism
CERC	Contingent Emergency Response Component
CoE	Center of Excellence
CPCU	Central Project Coordination Unit
CPF	Country Partnership Framework
CRVS	Civil Registry and Vital Statistics
CRW	Crisis Response Window
DA	Designated Account
DCD	Department of Community Development
DFIL	Disbursement and Financial Information Letter
DSW	Department of Social Welfare
ECD	Early Childhood Development
EEP	Eligible Expenditure Program
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ERF	Early Response Financing
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESMF	Environmental and Social Management Framework
ESS	Environmental and Social Standards
ESSP	Education Sector Support Program
EU	European Union
FM	Financial Management
FMA	Financial Management Assessment
FMS	Financial Management Specialist
GamSR	The Gambia Social Registry
GBV	Gender-Based Violence
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GHG	Greenhouse Gas
GPE	Global Partnership for Education
GPI	Gender Parity Index
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
GSSN	The Gambia Social Safety Net Project
HCI	Human Capital Index
HLSC	High-Level Steering Committee
IE	Implementing Entity
IFMIS	Integrated Financial Management Information System Project



IFR	Interim Financial Report
INSET	In-Service Training Unit
IPF	Investment Project Financing
IPSAS	International Public Sector Accounting Standards
IRR	Internal Rate of Return
ISP	Implementation Support Plan
ISR	Implementation Status and Results Report
IT	Information Technology
LBE	Lower Basic Education
LBS	Lower Basic School
LEG	Local Education Group
LMP	Labor Management Procedures
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MIS	Management Information System
MoBSE	Ministry of Basic and Secondary Education
MoFEA	Ministry of Finance and Economic Affairs
MoGCSW	Ministry of Gender, Children, and Social Welfare
MoHERST	Ministry of Higher Education, Research, Science, and Technology
MoU	Memorandum of Understanding
NaNA	National Nutrition Agency
NAT	National Assessment Test
NDC	Nationally Determined Contribution
NGO	Nongovernmental Organization
NPV	Net Present Value
NSPS	National Social Protection Secretariat
OOCC	Operational Oversight Committee
PAD	Project Appraisal Document
PBC	Performance-Based Condition
PCU	Project Coordination Unit
PDO	Project Development Objective
PEI	Productive Economic Inclusion
PIM	Project Implementation Manual
PoC	Proof of Concept
PPA	Project Preparation Advance
PPSD	Project Procurement Strategy for Development
RISE	Gambia Resilience, Inclusion, Skills, and Equity
SBCC	Social and Behavioral Change Communication
SEA/SH	Sexual Exploitation and Abuse/Sexual Harassment
SIP	Strategic Investment Plan
SkYE	Skills for Youth Employment
SOE	Statement of Expenditure
SORT	Systematic Operations Risk-Rating Tool
SRIS	Social Registry Information System
STEM	Science, Technology, Engineering, and Mathematics



## The World Bank

The Gambia Resilience, Inclusion, Skills, and Equity Project (P179233)

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STEP	Systematic Tracking of Exchanges in Procurement
TA	Transaction Account
TCC	Technical Coordination Committee
TLM	Teaching and Learning Materials
TVET	Technical and Vocational Education and Training
UBE	Upper Basic Education
UNICEF	United Nations Children's Fund
WA	Withdrawal Application



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**DATASHEET**

**BASIC INFORMATION**

Project Beneficiary(ies) Gambia, The	Operation Name The Gambia Resilience, Inclusion, Skills, and Equity Project		
Operation ID P179233	Financing Instrument Investment Project Financing (IPF)	Environmental and Social Risk Classification Moderate	

**Financing & Implementation Modalities**

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input checked="" type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input checked="" type="checkbox"/> Performance-Based Conditions (PBCs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made Disaster
<input type="checkbox"/> Alternative Procurement Arrangements (APA)	<input type="checkbox"/> Hands-on Expanded Implementation Support (HEIS)

Expected Approval Date 23-Feb-2024	Expected Closing Date 30-Apr-2029
Bank/IFC Collaboration No	

**Proposed Development Objective(s)**

To increase (i) foundational learning of early-grade students; (ii) access to job-relevant training for youth; and (iii) income-generating opportunities, including for the poor and vulnerable, in The Gambia.

**Components**

Component Name	Cost (US\$)
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Component 1: Improve foundational learning outcomes	27,710,000.00
Component 2: Increase access to labor-market-relevant TVET programs	21,000,000.00
Component 3: Expand and enhance social safety nets	40,500,000.00
Component 4: Support project management and capacity-building	3,500,000.00
Component 5: Contingent Emergency Response Component	0.00

**Organizations**

Borrower:	REPUBLIC OF THE GAMBIA
Implementing Agency:	Department of Community Development, Ministry of Basic and Secondary Education, Ministry of Finance and Economic Affairs, Ministry of Higher Education, Research, Science and Technology, National Nutrition Agency (NaNA), National Social Protection Secretariat

**PROJECT FINANCING DATA (US\$, Millions)****Maximizing Finance for Development**

Is this an MFD-Enabling Project (MFD-EP)?	No
Is this project Private Capital Enabling (PCE)?	No

**SUMMARY**

<b>Total Operation Cost</b>	<b>92.71</b>
<b>Total Financing</b>	<b>92.71</b>
<b>of which IBRD/IDA</b>	<b>80.45</b>
<b>Financing Gap</b>	<b>0.00</b>

**DETAILS****World Bank Group Financing**

International Development Association (IDA)	80.45
of which IDA Recommitted	0.45
IDA Grant	80.45

**Non-World Bank Group Financing**





Trust Funds	12.26
Global Partnership for Education Fund	12.26

**IDA Resources (US\$, Millions)**

	Credit Amount	Grant Amount	SML Amount	Guarantee Amount	Total Amount
Crisis Response Window (CRW)	0.00	20.00	0.00	0.00	20.00
National Performance-Based Allocations (PBA)	0.00	60.45	0.00	0.00	60.45
<b>Total</b>	<b>0.00</b>	<b>80.45</b>	<b>0.00</b>	<b>0.00</b>	<b>80.45</b>

**Expected Disbursements (US\$, Millions)**

WB Fiscal Year	2024	2025	2026	2027	2028	2029
Annual	2.14	10.50	18.52	18.77	23.79	18.99
Cumulative	2.14	12.64	31.16	49.93	73.72	92.71

**PRACTICE AREA(S)**

**Practice Area (Lead)**

Education

**Contributing Practice Areas**

Social Protection & Jobs

**CLIMATE**

**Climate Change and Disaster Screening**

Yes, it has been screened and the results are discussed in the Operation Document



**SYSTEMATIC OPERATIONS RISK- RATING TOOL (SORT)**

Risk Category	Rating
1. Political and Governance	● Moderate
2. Macroeconomic	● Substantial
3. Sector Strategies and Policies	● Moderate
4. Technical Design of Project or Program	● Moderate
5. Institutional Capacity for Implementation and Sustainability	● Substantial
6. Fiduciary	● Substantial
7. Environment and Social	● Moderate
8. Stakeholders	● Moderate
9. Other	
10. Overall	● Substantial

**POLICY COMPLIANCE**

**Policy**

Does the project depart from the CPF in content or in other significant respects?

Yes  No

Does the project require any waivers of Bank policies?

Yes  No

**ENVIRONMENTAL AND SOCIAL**

**Environmental and Social Standards Relevance Given its Context at the Time of Appraisal**

E & S Standards	Relevance
ESS 1: Assessment and Management of Environmental and Social Risks and Impacts	Relevant
ESS 10: Stakeholder Engagement and Information Disclosure	Relevant
ESS 2: Labor and Working Conditions	Relevant
ESS 3: Resource Efficiency and Pollution Prevention and Management	Relevant
ESS 4: Community Health and Safety	Relevant



ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Relevant
ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
ESS 7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
ESS 8: Cultural Heritage	Relevant
ESS 9: Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank’s due diligence assessment of the Project’s potential environmental and social risks and impacts, please refer to the Project’s Appraisal Environmental and Social Review Summary (ESRS).

**LEGAL**

**Legal Covenants**

**Sections and Description**

the Recipient through MoFEA, shall within 3 months after the Effective Date, establish and thereafter maintain at all times during the implementation of the Project, the Operational Oversight Committee, with a composition, mandate, terms of reference and resources satisfactory to the Association, to be responsible for providing strategic and policy guidance for the Project at the national level.

the Recipient shall ensure that not later than 12 months after the Effective Date, a Preparedness Plan is prepared and adopted in form and substance acceptable to the Association.

the Recipient shall within 3 months of the Effective Date, recruit to the CPCU an environmental safeguard specialist and a social safeguard specialist (who should also have gender-related experience) all with experience, qualifications, and under terms of reference acceptable to the Association, and in accordance with the Procurement Regulations.

the Recipient shall, within 4 months of the Effective Date (or such later date as prescribed in the ESCP), establish and adopt the Resettlement Framework, in accordance with the ESCP and in a manner acceptable to the Association.

the Recipient shall within 6 months of the Effective Date (or such later date as prescribed in the ESCP), transition the Project to use the unified case management system and toll-free hotline established under the leadership of the National Social Protection Secretariat, in accordance with the ESCP and in a manner acceptable to the Association.

the Recipient shall, within 6 months of the Effective Date (or such later date as agreed upon with the Association), recruit an external auditor, and a third-party monitoring agent, each with experience, qualifications, and under terms of reference acceptable to the Association, and in accordance with the Procurement Regulations.

**Conditions**

Type	Citation	Description	Financing Source
Effectiveness	Condition from 4.01.a	the Recipient has prepared and adopted the Project Implementation Manual (PIM) in accordance with the provisions of Section	IBRD/IDA



		I.B.1 of Schedule 2 to this Agreement;	
Effectiveness	Condition from 4.01.b	the Recipient has recruited to the CPCU the following staff to support the Project: a program coordinator, operational manager, senior financial management specialist, a procurement specialist, and a monitoring and evaluation specialist(s) all with experience, qualifications, and under terms of reference acceptable to the Association, and in accordance with the Procurement Regulations.	IBRD/IDA
Effectiveness	Condition from 4.01.c	the Recipient has hired/appointed a technical coordinator each to the Ministry of Basic and Secondary Education (MoBSE), Ministry of Higher Education, Research, Science and Technology (MoHERST) and the National Social Protection Secretariat (NSPS) each with experience, qualifications, and under terms of reference acceptable to the Association, and in accordance with the Procurement Regulations.	IBRD/IDA
Effectiveness	Condition from 4.01.d	The GPE Grant Agreement has been executed and delivered and all conditions precedent to its effectiveness or to the right of the Recipient to make withdrawals under it (other than the effectiveness of	IBRD/IDA



		this Agreement) have been fulfilled.	
Effectiveness	Condition from 4.01.a	The execution and delivery of the GPE Agreement on behalf of the Recipient have been duly authorized or ratified by all necessary governmental action.	Trust Funds
Effectiveness	Condition from 4.01.b	The financing agreement, between the Recipient and IDA, providing financing in support of the Project (“Financing Agreement”), has been executed and delivered and all conditions precedent to its effectiveness or to the right of the Recipient to make withdrawals under it (other than the effectiveness of this Agreement) have been fulfilled.	Trust Funds



## I. STRATEGIC CONTEXT

### A. Country Context

1. **The Gambia, a semi-enclaved country on the coast of West Africa, has an estimated population of 2.6 million and an annual per capita gross domestic product (GDP) of US\$808 in 2022.** One of the poorest countries in the world, The Gambia's economy suffers from inadequate diversification, susceptibility to external shocks, and limited integration into regional and international markets. The economy relies primarily on agriculture, tourism, and remittance inflows. Agriculture contributes around 20 percent of GDP and serves as the main source of livelihood for roughly 80 percent of the rural population, while tourism accounts for another 20 percent of GDP.<sup>1</sup>

2. **The country's population is characterized by a high proportion of youth and high birth rates.** Most of the population (63.7 percent) is less than 25 years old and 44 percent of the population is less than 15 years old.<sup>2</sup> While still high, fertility rates have been trending downward to 4.4 children per woman in 2020 from 5.6 in 2013.<sup>3</sup> Youth will remain the majority of the population for the foreseeable future.

3. **The large youth population and stalled economic transformation have resulted in low labor force participation.** Approximately 37 percent of youth between 15 and 24 years are categorized as not in education, employment, or training, with little variation by gender and a higher prevalence among rural youth.<sup>4</sup> Although unemployment is low relative to other countries in Sub-Saharan Africa, underemployment remains a challenge, especially in rural areas.<sup>5</sup> Among youth, waged jobs and self-employment are scarce and differ by sex: 14.3 percent of young men are wage employed and 6.6 percent are self-employed compared to 5.3 percent and 4.8 percent of young women, respectively.<sup>6</sup> The limited economic opportunities trigger substantial internal and external migration, including high levels of illegal 'backway' migration to Europe, especially among young males.

4. **The Gambia's 2020 Human Capital Index (HCI) score is 0.42, ranking 137 out of 174 countries,** which implies that under current investments in human capital, the future earning potential of children born today will be 42 percent of what it could be with complete education and full health.

5. **In The Gambia, more education correlates with better employment outcomes.** Workers without education earned about GMD 2,299 (approximately US\$38) per month, while those with some upper secondary education made GMD 3,228 (approximately US\$52), those with technical and vocational education and training (TVET) made GMD 3,876 (approximately US\$63), and those with higher education made GMD 4,443 (approximately US\$72) per month.<sup>7</sup> Education also increases the likelihood of wage employment and employment in sectors with higher returns and employment contracts, which offer greater stability.

6. **More work is needed in The Gambia to achieve gender equality, and women are deeply affected by economic declines and shocks.** The Gambia ranks low (148 out of 189 countries) on the Gender Inequality Index, and gender-based violence (GBV) is prevalent. Further as a result of COVID-19, many Gambians were pushed into poverty. The poverty rate (US\$2.15 per day in purchasing power parity terms) increased from 13.5 percent in 2015 to 21.2 percent in 2020.

<sup>1</sup> World Bank. 2022. Agriculture, forestry, and fishing, value added (% of GDP) - Gambia, The.

<https://data.worldbank.org/indicator/NV.AGR.TOTL.ZS?locations=GM>.

<sup>2</sup> United Nations Population Division. 2022. *World Population Prospects 2022*. New York: United Nations.

<https://population.un.org/wpp/Publications/>.

<sup>3</sup> World Bank. 2022. Fertility rate, total (births per woman) - Gambia, The. <https://data.worldbank.org/indicator/SP.DYN.TFRT.IN?locations=GM>.

<sup>4</sup> Based on the 2020 Gambia Integrated Household Survey.

<sup>5</sup> World Bank. 2020. *The Gambia Systematic Country Diagnostic*. A person is considered underemployed if s/he works less than 40 hours per week.

<sup>6</sup> Based on the 2020 Gambia Integrated Household Survey.

<sup>7</sup> Gambia Bureau of Statistics. 2016. *Integrated Household Survey 2015 Gambia, 2015–2016 GET MICRODATA*. Banjul: Government of The Gambia.



7. **The Gambia is vulnerable to climate risks and shocks, including extreme temperatures, precipitation and flooding, drought, sea level rise, storm surge, and coastal erosion,<sup>8</sup> which disproportionately affect the poor.** This is because the poor are net purchasers of food, live in low-quality housing in more exposed areas, and have limited access to social safety nets. The main climate shocks experienced by households are rainstorms and floods, which are reported disproportionately by poor households.<sup>9</sup> While extreme heat, water scarcity, and wildfire are threats to the whole country, each Gambian region is subject to specific climate risks and vulnerabilities. For example, the West Coast and North Bank Regions are at high risk of coastal flooding, while the Central River Region is subject to a high risk of urban flooding.<sup>10</sup> Additionally, the risk of river flooding is considered high in every region except the Kanifing Municipal Council.<sup>11</sup> River floods, which are damaging and sometimes life-threatening, are expected to occur at least once in the next 10 years.<sup>12</sup> Overall, three of the most reported coping mechanisms to climate shocks across low-income countries are reducing food consumption, selling assets, and pulling children out of school to save school-related expenses and have the children work.<sup>13</sup> In July 2022, for instance, a torrential rain associated with thunderstorms resulted in flash flooding, which caused damage to schools.<sup>14</sup>

8. **The Gambia is facing a severe and ongoing food security crisis, particularly due to a limited reach.** According to the Global Hunger Index of 2022, the situation in The Gambia was classified as serious.<sup>15</sup> In 2023, multiple crises including the aftermath of the COVID-19 pandemic, disruption to value chain operations, and effects of climate change impact manifested through floods; and the unpredictability of seasonal rainfall led to increased levels of poverty and vulnerability, including food insecurity.

## B. Sectoral and Institutional Context

9. **In the coming decades, The Gambia, like many Sub-Saharan African countries, aims to convert its youth bulge into a demographic dividend.** To enhance productivity of the youth in the labor market, the Government's strategy is to provide increased opportunities to improve foundational learning, develop skills, and access social safety nets. A major element of the Government's strategy is to continue, extend, and expand specific activities in education and social protection to further position The Gambia to reap its demographic dividend.

### Challenge 1: Improve foundational learning outcomes

10. **Foundational learning in The Gambia is the responsibility of the Ministry of Basic and Secondary Education (MoBSE).** MoBSE oversees over 3,300 public, private, and religious schools, serving 740,000 students, approximately one-third of the country's population.<sup>16</sup> The sector is guided by the Education Sector Policy 2016–2030 and Education Sector Strategic Plan 2016–2030. In 2018, the country spent US\$51.1 million on education, equivalent to 2.4 percent of GDP.<sup>17</sup> Recurrent expenditures, especially salaries, account for more than 80 percent of the education budget, leaving limited discretionary funds.

<sup>8</sup> AfDB (African Development Bank) and World Bank Group. *The Gambia Fragility Risk and Resilience Assessment: A Joint AfDB-World Bank Report*. Washington, DC: World Bank.

<sup>9</sup> Newhouse, D., and S. Touray. 2022. *Gambia Poverty and Gender Assessment 2022: Securing a Robust and Inclusive Recovery (English)*. Washington, DC: World Bank Group.

<sup>10</sup> This risk is also reported to be medium in the Lower River and Kanifing Municipal Council regions.

<sup>11</sup> ThinkHazard! <https://thinkhazard.org/en/report/90-the-gambia/FL>.

<sup>12</sup> ThinkHazard! <https://thinkhazard.org/en/report/90-the-gambia/FL>.

<sup>13</sup> Lawlor, K., S. Handa, D. Seidenfeld, and Zambia Cash Transfer Evaluation Team. 2019. "Cash Transfers Enable Households to Cope with Agricultural Production and Price Shocks: Evidence from Zambia." *The Journal of Development Studies* 55 (2): 209–226;

Brunelin, S., A. Ouedraogo, S. Tandon. 2020. *Five Facts about Shocks in the Sahel*. SASPP Operational and Policy Notes Series: Note 1. World Bank.

<sup>14</sup> The Gambian Floods, Rapid Assessment Report and Response Recommendations, United Nations Disaster Assessment and Coordination, 2020.

<sup>15</sup> <https://www.globalhungerindex.org/methodology.html>

<sup>16</sup> MoBSE (The Gambia Ministry of Basic and Secondary Education). 2022. *Education Statistics 2021/2022*. Banjul: Government of The Gambia. <http://www.edugambia.gm/data-area/publications/year-book-2022/770-yearbook2022.html>.

<sup>17</sup> MoBSE. 2022. *Reverse Mission Presentation*.



11. **Even before the emergence of COVID-19, foundational learning was a binding constraint for the education system and skills development.** In a 2016 Early Grade Reading Assessment (EGRA), grade 1–3 students, on average, answered only 20 percent of reading comprehension questions correctly. Scores on the National Assessment Test (NAT), which monitors learning achievement at grades 3, 5, and 8, corroborate these challenges in learning outcomes. A regional disaggregation reveals considerable variation with lower learning outcomes in the poorer, inland regions. Students without these foundational learning outcomes are more likely to repeat grades or drop out and less likely to benefit from further education and skills programs.

12. **The 2020 Service Delivery Indicators also found that few teachers are proficient in the curriculum they teach, specifically in English and mathematics, and in how they teach it.** The majority of teachers are trained at The Gambia College’s School of Education. The new Teacher Competency Assessment, an external exam conducted by MoBSE, was recently instituted to test basic proficiency of new preservice graduates in English, mathematics, and pedagogy. In 2022, approximately 40 percent of graduating primary school teachers scored at or above minimum proficiency. To improve the quality of preservice education, the recently closed Education Sector Support Program (ESSP) (P162890) initiated institutional capacity building at The Gambia College.

13. **Despite these challenges, improvements in foundational learning are possible in The Gambia with a package of evidence-backed interventions.** A randomized controlled trial by Effective Intervention applied a well-resourced, multipronged approach to improve early grade literacy and numeracy in two of the country’s six regions. The treatment was an after-school program combining three interventions, each known to be separately effective: trained and motivated para-teachers, scripted lessons and materials, and frequent monitoring and coaching. After three academic years, children in treatment villages performed 46 percent better (3.2 standard deviations<sup>18</sup>) on composite EGRA and Early Grade Mathematics Assessment (EGMA) than children in the control group. MoBSE and Effective Intervention have developed a pilot proposal to mainstream ‘lessons learned’ from this approach into the formal education system.

14. **Access to primary education has improved considerably, but more work is needed to address regional disparities.** Under the ESSP, MoBSE began implementing a successful program to help increase gross enrollment rates (GERs) of lower basic schools (LBSs) in seven of the districts in the Central River Region, where enrollment rates are lowest. Per MoBSE data, this initiative helped contribute to increasing the GER in targeted districts from 70.4 percent in 2017/18 academic year to 79.6 percent in the 2022/23 academic year, increasing from 29,337 students in 2017/18 to 45,373 students in 2022/23. The program provides a small cash subvention to local Mothers’ Clubs and empowers them, through a community-based model, to deploy the funding on expenses (school uniforms, supplies, and so on) that they think are most likely to increase enrollment. The program is just one of several initiatives aimed at improving enrollment.

15. **While the Government has made impressive strides to collect data, the Education Management Information System (EMIS) and its data are underutilized for policy-making decisions.** MoBSE aims to decentralize the EMIS and empower teachers and leaders at the school, cluster, and regional levels to utilize data to inform school improvement plans, monitor disability inclusion, tailor support to at-risk student groups, and identify data gaps.

16. **Achieving MoBSE’s policy goal of 80 percent of children meeting minimum learning standards will require a more comprehensive approach to improve foundational learning.** Developed under the ESSP, MoBSE now has a new competency-based curriculum ready to be piloted. This new curriculum offers a transformative opportunity to reorient

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<sup>18</sup> Alex, E., et al. 2021. “How Much Can We Remedy Very Low Learning Levels in Rural Parts of Low-Income Countries? Impact and Generalizability of a Multi-pronged Para-teacher Intervention from a Cluster-Randomized Trial in the Gambia.” *Journal of Development Economics* 148. <https://doi.org/10.1016/j.jdeveco.2020.102539>. Among the many studies globally yielding positive results in learning outcomes, the majority show improvements in the range of 0.1–0.5 test score standard deviations.





and improve the quality of basic education, especially given its renewed emphasis on early grade reading and the proposed utilization of both national languages and English in the early grades.<sup>19</sup>

## Challenge 2: Enhance skills and employability of youth through TVET

17. **The Ministry of Higher Education, Research, Science, and Technology (MoHERST) is responsible for post-secondary TVET and plays an important role in overseeing the TVET sector.**<sup>20</sup> MoHERST is the reporting ministry for the National Accreditation and Quality Assurance Authority, which is responsible for the regulation, supervision, and monitoring of training programs and institutions. MoBSE is responsible for vocational education and training in the basic and secondary education curricula. Outside of MoHERST and MoBSE, various ministries manage or fund TVET institutions offering programs related to their mandates, including the ministries of finance, health, and tourism. The Ministry of Trade, Industry, Regional Integration, and Employment is charged with ensuring that qualifications and curricula meet the private sector needs and interests.<sup>21</sup>

18. **TVET in The Gambia is provided by approximately 90 public and private institutions, catering to a relatively small segment of all youth who are in formal education.** As of 2021, MoHERST reported 3,800 learners enrolled in TVET programs around the country. Registered institutions that offer TVET programs generally fall into one of three categories: (a) non-tertiary institutions offering certificate and foundational programs; (b) tertiary institutions offering diploma and advanced diploma programs; and (c) higher education institutions offering degree programs. Various nonformal training initiatives and providers exist, but data on their nature and scope are limited. This complex landscape of different ministries, different types of TVET institutions, and different types of TVET programs challenges the interpretation and presentation of TVET-related data, even enrollment and financing data, and manifests in different reports and sources citing different and sometimes conflicting data.

19. **To reflect the Government's recent prioritization of TVET, an Operational Plan of the National TVET Policy and TVET Roadmap is under development.** The Operational Plan supports nine thematic areas of the TVET Policy Document, including governance, access, relevance, apprenticeship and on-the-job training, digitalization, funding, data management, integration into the job market, and attractiveness.<sup>22</sup> Collectively, addressing the constraints in each of these areas would help improve issues of quality, relevance, access, and equity in the TVET system.

20. **The quality and relevance of TVET suffer from limited labor-market connection and responsiveness, gaps in essential inputs for TVET provision, including quality trainers and weaknesses in quality assurance.** The TVET sector faces many of the challenges typically found in low-income African countries that are in similar stages of economic transformation.<sup>23</sup> Improving TVET relevance will require strengthening the links between TVET providers and employers, informing TVET providers and policy makers about the skills that are most needed in the labor market, and ensuring that TVET learners benefit from appropriate work-based learning opportunities.

21. **Access to TVET is particularly limited for those outside of The Gambia's urban, capital region and the poor.** Approximately 75 percent of registered TVET providers are located in the greater Banjul area.<sup>24</sup> Moreover, access to TVET

<sup>19</sup> While the policy on language of instruction is under development, it is not fully adopted or operationalized. With ongoing support from the World Bank, MoBSE is preparing guidance on operationalizing the policy, conducting a language mapping exercise, and developing appropriate teaching and learning materials.

<sup>20</sup> In this Project Appraisal Document (PAD), the term TVET encompasses all levels, from pre-vocational training at the lower basic level to technician-level TVET at the post-secondary level. The PAD refers to particular levels of education (such as post-secondary TVET which sometimes includes learners who did not graduate from upper secondary) when such nuance is required.

<sup>21</sup> ITC (International Trade Centre). 2019. *The Gambia Technical and Vocational Education and Training (TVET) Roadmap 2020–2024*. <https://www.moherst.gov.gm/tvet-roadmap>.

<sup>22</sup> [National TVET Committee Members review TVET Policy Master Plan](#), accessed on November 14, 2022.

<sup>23</sup> Arias, O., D. Evans, and I. Santos. 2019. *The Skills Balancing Act in Sub-Saharan Africa: Investing in Skills for Productivity, Inclusivity, and Adaptability*. Africa Development Forum series, Washington, DC: World Bank.

<sup>24</sup> ITC (International Trade Centre). 2019. *The Gambia Technical and Vocational Education and Training (TVET) Roadmap 2020–2024*. <https://www.moherst.gov.gm/tvet-roadmap>



for the poor and disadvantaged is constrained by factors such as cost, opportunity cost, and lack of educational prerequisites. The Gambia recently established a mechanism for recognition of prior learning, which could particularly benefit those without formal qualifications who seek more education and training. To increase access outside the capital region, the Government has plans to situate new or enhanced TVET Centers of Excellence (CoEs) in each of the inland regions.

22. **To improve the quality and quantity of youth training programs that meet existing job needs or, in the case of self-employment, successfully meet market opportunities, the International Trade Center, a third-party implementer, administered a results-based competitive fund, known as the ‘Skills for Youth Employment’ (SkYE) Fund as part of a Youth Employment Program.**<sup>25</sup> Though it was not implemented through the Government, the program utilized a competitive tender process to identify and support TVET institutions, programs, and study places endorsed by employers. Lessons learned will provide useful insights on tackling youth employability through TVET.

23. **The Gambia is a positive outlier in the region for enrolling women into TVET but now aims to shift more female students toward higher-paying technical degrees, occupations, and industries.** Females make up approximately 60 percent of enrolled TVET learners and graduates, but they are more heavily represented in certificate programs (as opposed to diploma or degree programs), and average wages for women who have completed TVET are below those of men.<sup>26</sup>

24. **While improvements are under way at the system level, TVET performance and decision-making are challenged by limitations in data availability, stakeholder coordination, and funding.** The TVET Management Information System (MIS) is still rudimentary, concentrating on basic data for providers and learners for formal TVET, while lacking information on performance and labor market information, and on inputs such as teachers and their qualifications. On stakeholder coordination, the Government recently established the National TVET Committee and several Sector Skills Councils and is eager to put them into use.

### **Challenge 3: Extend social safety nets to provide a foundation of support and second chance, including to food-insecure households**

25. **The Office of the Vice President and the Ministry of Gender, Children, and Social Welfare (MoGCSW) play important roles in developing policy and providing oversight for the social protection sector.** MoGCSW was established in 2019, bringing together the Women’s Bureau and the Department of Social Welfare (DSW) and inaugurating a department devoted to child welfare. The National Social Protection Secretariat (NSPS) was also established in late 2019 to coordinate social protection activities, including managing a national social registry. The sector is guided by a National Social Protection Policy (2015–2025), and a Social Protection Bill is awaiting adoption at the National Assembly.

26. **Before COVID-19, social protection in The Gambia was nascent, which complicated the relief response.** When a state of emergency was declared in 2020 as a result of the COVID-19 pandemic, only a few, scattered social assistance programs served a few thousand poor individuals and households. While still in the planning phase to establish a poverty-focused social assistance program (the Nafa Program), in June 2020,<sup>27</sup> the Gambia Social Safety Net Project (GSSN) (P167260) was swiftly restructured to allocate US\$10 million for a quasi-universal ‘Nafa Quick’ program to respond to the pandemic. The program provided cash transfers to 78,422 households in 30 out of the 43 districts of The Gambia, reaching about one-third of the entire population, excluding only the urban areas around the capital city.

27. **Since then, The Gambia has made great strides in establishing the building blocks of a social protection system, including an almost nationwide social registry.** The Gambia Social Registry (GamSR) is a national social registry established to provide robust data on key household characteristics to facilitate common assessment and eligibility determination for

<sup>25</sup> Gambia’s Youth Employment Program. <https://yep.gm/>. Accessed November 14, 2022.

<sup>26</sup> GBoS (Gambia Bureau of Statistics). 2018. *Gambia Labour Force Survey 2018*. Banjul: Government of The Gambia.

<sup>27</sup> The National Nutrition Agency (NaNA) has been implementing the Nafa program, a poverty-targeted social assistance cash transfer and behavioral change program.



social programs. It provides a platform for improved coordination and reduced fragmentation among programs, filling critical data gaps and enhancing the information base for the Government to make decisions related to the social sectors. Initiated in 2020, data collection has been completed for 40 out of 43 districts, with 200,985 households recorded; data collection is pending only in the Greater Banjul area. A Social Registry Information System (SRIS) has been developed and is being operationalized to manage, maintain, and share the GamSR. The GamSR has already demonstrated its importance to the sector, by providing targeting data for various programs including the Nafa program, the Ministry of Agriculture's ROOTS program, and the World Food Programme, among others.

28. **The poverty-focused social assistance cash transfers program, Nafa program, was successfully launched in 2021.** The Nafa program provides an unconditional cash transfer for three years targeted at extreme poor households. The regular transfer allows an increase in short-term consumption of essential goods and services for beneficiaries. The program further promotes longer-term investments in human and productive capital through a social and behavioral change communication (SBCC) initiative. Currently, the Nafa program covers 20 districts with a total of 16,000 households. Early analyses provide positive impacts on beneficiaries. First results from the follow-up survey of a panel study among beneficiaries revealed an increase in the acceptable food consumption score from 61 percent at baseline to 68 percent in the follow-up survey.

29. **The Nafa program is well positioned to support food-insecure households given its track record of already impacting nutrition and food insecurity under the previous project, which is managed by the National Nutrition Agency (NaNA).** Initial results from a 2022 panel study among Nafa beneficiaries revealed an increase in the acceptable food consumption score from 61 percent in the baseline to 68 percent. Under the GSSN, in addition to provision of the cash transfers, social and behavioral communication change activities for the Nafa program include sensitization on use of cash transfers to purchase nutritious meals, breastfeeding, and attending ante-and-post natal care, which are all crucial to increasing food security. Beneficiaries are also provided with linkages to the national health insurance program. Expanding these opportunities for more beneficiaries would be essential to reducing food insecurity.

30. **The important progress made within the social protection sector has laid the foundations for an adaptive social protection system, which, with additional investments, will enable the Government to quickly and effectively scale up support in response to shocks, including climate shocks.** The GSSN has supported the establishment of key elements of a social protection system, including GamSR, Nafa program, an MIS, a grievance redress mechanism (GRM), and a payment system. The development of these key building blocks was accompanied by a rigorous analytical agenda, including on urban targeting. With further investments, an adaptive social safety net program could be established, which would enable the Government to respond to (climate and other) shocks. Given The Gambia's vulnerability to climate shocks, especially among the poorest, this would be a crucial feature in supporting the resilience of the poorest and most vulnerable.

31. **Building on gains made in social protection in The Gambia, the sector is poised to provide a foundation for providing sustainable livelihoods to the poor and vulnerable.** Early data from the Nafa cash transfers initiative indicate that beneficiaries have used some of their cash to invest in existing small enterprises, even though the transfers were meant for improving consumption. Economic inclusion activities provide comprehensive support to individuals and groups to enable them to initiate and/or expand microenterprises, in a sustainable manner. As a complement to the TVET activities, productive economic inclusion (PEI) measures are intended to enable poor households to develop skills and sustainable income-generating activities as an exit strategy from reliance on cash transfers.

### C. Relevance to Higher Level Objectives

32. **The Gambia's National Development Plan 2023–2027 prioritizes Human Capital Development (Pillar IV) and Empowerment, Social Inclusion, and Leaving No One Behind (Pillar VI), and this project aligns with both.**<sup>28</sup> The project

<sup>28</sup> Government of The Gambia. *The Gambia National Development Plan (2018–2021)*. <https://gambia.un.org/en/98394-national-development-plan-2018-2021>. A draft version of The Gambia's new National Development Plan also contains a strong emphasis on human capital.



is also aligned with the Government’s Education Sector Strategic Plan 2016–2030 and The Gambia National Social Protection Policy 2015–2025. This project is guided by The Gambia’s Country Partnership Framework (CPF) for FY22–26 (Report Number 154485), especially Focus Area 3 on enhancing human capital investments to develop a productive workforce. The project is also designed in accordance with the Western and Central Africa Education Strategy launched in June 2022, the Social Protection and Jobs Compass launched in September 2022, and the World Bank’s Africa’s Human Capital Plan released in 2019. The project will contribute to several IDA20 Policy Commitments. This project will also receive financing from the IDA Crisis Response Window (CRW) Early Response Financing (ERF) to specifically support the provision of cash transfers and accompanying SBCC interventions to additional households to strengthen overall resilience to shocks and boost livelihoods of the poorest, food insecure, and vulnerable population.

33. **The project is consistent with The Gambia’s second Nationally Determined Contribution (NDC2).** Under the new NDC, the Government aims to reduce greenhouse gas (GHG) emissions from baseline levels in 2030 by 49.7 percent by strengthening mitigation measures in agriculture, transport, energy, and waste management. The project will directly contribute to mitigation and adaptation measures identified in the NDC2. For example, the NDC2 identifies the need for intensive and extensive education and awareness raising. It also underscores the importance of mainstreaming climate change into education curricula. Through the education and social protection platforms, the project is supporting such interventions. The nation’s ambition to reach zero emissions by 2050 will be guided by the 2050 Climate Vision of The Gambia, which prioritizes climate-resilient food and landscapes, economy, and people. The development of climate-smart energy infrastructure (i.e., at least 20 percent savings in energy, water, and materials used for construction), as included in the project, directly contributes to the NDC2’s commitments. Additionally, the implementation of climate-smart agriculture (i.e., natural pest management, crop rotation, appropriate use of organic fertilizers), also highlighted in the 2050 Climate Vision, is a key priority of the NDC2.

## II. PROJECT DESCRIPTION

### A. Project Development Objective

#### PDO Statement

34. The Project Development Objective (PDO) is to increase (i) foundational learning of early-grade students; (ii) access to job-relevant training for youth; and (iii) income-generating opportunities, including for the poor and vulnerable, in The Gambia.

#### PDO Level Indicators

35. The achievement of the PDO would be measured by the following results indicators:

- PDO 1: Increase in early grade reading scores for students in grade 3 (number)
- PDO 2: Beneficiaries having successfully completed TVET training programs (number)
- PDO 3: Beneficiaries who are self-employed or employed six months after receiving training or support (number)
- PDO 4: Beneficiaries of safety nets programs (number)

### B. Project Components

36. **This multisectoral project aims to scale up successful existing initiatives while launching selected new ones to ensure manageable, successful implementation.** To clarify roles and responsibilities in implementation, the components have been structured according to implementing ministries or agencies although activities may overlap in their focus (e.g., TVET activities under Component 2 and the PEI activity under Component 3 address youth employability). Annex 3 includes



more details on funding by component, subcomponent, and source. A Performance-Based Condition (PBC) Sub-Manual will be included in the Project Implementation Manual (PIM) and will be agreed to by the Government and the World Bank before the project effectiveness.

**Component 1: Improve foundational learning outcomes (US\$27.71 million equivalent, including US\$12.26 million from Global Partnership for Education [GPE])**

37. **By improving foundational learning, especially from Early Childhood Development (ECD)<sup>29</sup> to grade 4, The Gambia can ensure that its young people are able to take advantage of subsequent schooling and skilling opportunities.** This component will expand and build on the successes of the recent ESSP (P162890) including (i) development of a new competency-based curriculum; (ii) support to Mothers' Clubs that helped raise basic enrollment rates; and (iii) expansion of EMIS and development of unique student IDs. See annex 2 for more details on the Gambia Resilience, Inclusion, Skills, and Equity (RISE) Project's alignment with The Gambia's GPE Compact.

*Subcomponent 1.1: Utilize structured pedagogy to improve foundational learning (US\$20.21 million, including US\$10.36 million from GPE's Multiplier and System Transformation Grant)*

38. **The objective of this subcomponent is to improve the foundational literacy and numeracy of students from ECD to grade 4 in The Gambia.** This will be achieved through the rollout of the new competency-based curriculum and the application of structured pedagogy approaches. Specific interventions to be undertaken include the development and distribution of student textbooks and structured teacher guides that are aligned with the new curriculum and science of teaching and the provision of training for teachers, with a focus on modelling and practice. Additionally, a structured teacher support program will be cascaded down to the school level, and assessment and classroom observation data will be utilized to improve instructional support. Efforts will also be made to promote the use of national languages in teaching literacy and digitizing curriculum. In addition, the new/revised curriculum will include specific training and syllabi on climate change risks, disaster risk reduction, and other relevant climate-related topics. All of these programmatic elements should support more inclusive approaches (e.g., support for sign language) to teaching and learning in the early grades.

39. **Specifically, this subcomponent will finance** (i) development and printing of competency-based curriculum materials; (ii) creation and printing of student textbooks and teacher guides, including versions in national languages; (iii) provision of teacher training programs, incorporating the development of training materials and remuneration for trainers; (iv) timely delivery of updated student textbooks and teacher guides in core subjects; (v) implementation of a structured teacher support program at the school level, encompassing the creation of support materials and delivery of coaching services; (vi) development and implementation of a formative assessment or screening tool for literacy; (vii) development and implementation of assessment tools and data analytics methodologies to refine instructional support; (viii) digitization of key curriculum elements and the implementation of educational technology, including the acquisition of necessary hardware and software, along with training for educators in their use; (ix) provision of technical assistance to strengthen the implementation capacity of the ministry, schools, and teachers; (x) execution of a pilot program aimed at Mainstreaming the Effective Intervention Strategies in Schools; and (xi) research and monitoring of the curriculum rollout, encompassing data collection, analysis, and reporting to inform ongoing adjustments and improvements.

40. **This subcomponent will be supported by two PBCs.** PBC 1 (US\$1,000,000) will focus on the timely distribution of student textbooks and teacher guides and is designed to stimulate coordination among MoBSE, publishing agencies, and schools for the timely production and distribution of updated teaching and learning materials (TLM). The benefit of this PBC is that it ensures that the necessary resources are available on time for effective teaching and learning. PBC 2 (US\$1,000,000) focuses on the development and implementation of a formative assessment or screening tool to monitor and improve student performance reading. The benefit of this PBC is that it enables the project to track progress and make

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<sup>29</sup> The Gambia uses ECD to describe its preschool or early childhood education offerings.



necessary adjustments to enhance learning outcomes, thereby increasing the likelihood that the project's interventions are effective.

*Subcomponent 1.2: Scale up programs to expand access to formal education system (US\$4.00 million equivalent IDA grant)*

41. **This subcomponent will bolster enrollment rates and ensure continuity of education for the poor and vulnerable, particularly targeting areas with low access and high dropout rates in The Gambia.** To this end, it will maintain the ESSP's enrollment-boosting program in selected districts of the Central River Region (Region 5) and extend the ESSP's Second Chance Education Program, specifically designed for out-of-school youths. The first activity involves the provision of grants to Mothers' Clubs at the community level to enhance the LBS enrollment of out-of-school children. Eligible expenditures (uniforms, supplies, and so on) will be agreed to in the PIM. To ensure successful implementation and sustainability, the activity will continue to support systematic sensitization, which includes community visits and engagement with district chiefs, village heads, and other community leaders. In parallel, the activity will strengthen the capacity of Mothers' Clubs through dedicated training sessions, ensuring they possess the necessary bank accounts and fund management skills. These training sessions will also include modules on climate change adaptation and mitigation, since Region 5 is particularly vulnerable to climate shocks, especially floods.<sup>30</sup> The second activity is the extension of the ESSP-financed Second Chance Education Program, which provides out-of-school youths with opportunities to attain basic education and reenter the formal education system. The programs are designed for those who dropped out or stopped out due to the myriad reasons behind discontinuity of schooling, such as early and forced marriages, unwanted pregnancies, irregular migration, financial constraints, and a lack of awareness about the importance of education. In addition, the Second Chance Education model will also provide alternative learning opportunities to youth whose education has been interrupted due to climate shocks.

42. **Specifically, this subcomponent will finance** (i) grants to Mothers' Clubs to boost enrollment at the LBS level in lagging districts; (ii) training and capacity-building initiatives aimed at strengthening the implementation capacity of both the Mothers' Clubs and those implementing programs to increase access to formal education; and (iii) support to increase the quality and coverage of the ongoing Second Chance Program, targeting out-of-school youth, especially women, girls, and those with disabilities.

*Subcomponent 1.3: Scale up efforts to strengthen systems for basic education system (US\$3.50 million, including US\$1.90 million from GPE's System Capacity Grant)*

43. **This subcomponent will support system-level enhancements, technical assistance, and capacity development to improve education.** Its central focus will be on the improvement of data management to inform decision-making across the education sector. Initiatives under this subcomponent will aim to improve data collection, distribution, integration, and use, especially around gender-based differences in the education system. These processes will encompass all tiers of the system, from the central ministry to the decentralized regions, schools, and teachers. It aims to ensure that decision-making at all levels is more data-informed, enhancing effectiveness and efficiency. In addition, improvements in the use of data across the country's education system will help with generating early warnings with regard to climate change and conducting predictive analysis to better anticipate and manage the impact of extreme weather events. The development of a new facilities master plan and policy will enhance the resiliency of the education system by helping to identify and prioritize infrastructure improvements in areas vulnerable to climate change. Decision-makers will also use data and analytics to assess the education sector's contribution to climate actions, as a result of their activities and to guide their climate adaptation measures.

44. **Specifically, this subcomponent will finance** (i) strengthening of data systems; (ii) training and support at the central and decentralized levels, including on the uptake and use of data and evidence, especially in addressing gender-based issues; (iii) technical assistance, research, capacity development, and operational expenses to improve data-driven

<sup>30</sup> <https://reliefweb.int/map/gambia/gambia-floods-affected-population-central-river-south-sex-and-age-group-breakdown-18-august-2022>



policies and strategies for key education issues, including gender-specific barriers to education (and practices that can help overcome the identified barriers); and (iv) strengthening of sector coordination, including joint sector reviews.

**Component 2: Increase access to labor-market-relevant TVET programs (US\$21.00 million equivalent IDA grant)**

45. **By investing in TVET, The Gambia can equip its young population with the necessary competencies to participate in the labor market, enhance their employability, and take advantage of the opportunities arising from the demographic dividend.** This component builds on the successes of recent activities, including (i) the SkYE fund implementation to address youth employability; and (ii) support to improve preservice teacher preparation at the Gambia College, which falls under the mandate of MoHERST and trains most of the country's teachers.

*Subcomponent 2.1: Design competitive Skills, Innovation, and Entrepreneurship Fund for rapid response and innovation in the TVET sector (US\$5.50 million)*

46. **The subcomponent will enhance access to quality and relevant TVET, including entrepreneurial skills development, among youth.** A Skills, Innovation, and Entrepreneurship Fund is envisaged to address three objectives: institutional improvement, training grants/scholarships, and start-up support. TVET institutions need resources to improve the quality and relevance of their programs. Youths and secondary school graduates need financial support to enroll in quality technical and vocational training programs. Start-up support is also needed to facilitate business creation. The design of the fund will be agreed to in an operations manual that applies lessons from similar programs within The Gambia (for example, SkYE fund) and the subregion.

47. **The fund will focus on key 'job-ready' sectors like agriculture, tourism, engineering, and information and communications technology and foster gender responsiveness, industry partnerships, inclusive approaches to education, and integration of socio-emotional skills.** The fund will also support the establishment or enhancement of training programs on climate and the green transition. Topics will include re-greening of degraded landscapes, reduction of energy transmission and distribution loss, solar energy, enhanced battery storage systems, and generation of biogas from waste, as applicable. The final list of programs and courses will be contingent upon applications received during the various phases of the fund.

48. **This subcomponent will finance** (i) the design and operation of the Skills, Innovation, and Entrepreneurship Fund, including the development and management of a competitive application process; (ii) initiatives for institutional improvement such as support for program development, trainer professional development, facility enhancement, and establishment of entrepreneurship and innovation hubs in TVET institutions; (iii) provision of training grants, offering competitive funding for TVET institutions to enroll youths and secondary school graduates in quality training programs; (iv) start-up support, including assistance for business creation through provision of start-up resources and the implementation of mentoring programs for youth; (v) the design and implementation of strategies for integrating gender responsiveness, inclusive education, and socio-emotional skills in TVET programs; and (vi) the execution of continuous monitoring and outcome-focused evaluations of the fund's effectiveness and efficiency.

*Subcomponent 2.2: Establish TVET Centers of Excellence focused on priority economic sectors/trades (US\$13.00 million)*

49. **This subcomponent will support the establishment, construction, and operationalization of two TVET CoEs in the inland regions of The Gambia, creating strong links with the local labor markets and addressing regional skill gaps through programs aligned with priority sectors (for example, agribusiness and mechanization).** This approach aligns with the Government's strategic plan to develop up to eight CoEs in various locations across the country to decentralize quality TVET.<sup>31</sup>

<sup>31</sup> The locations planned are as follows: Banjul and Kanifing Region - Institute of Technical Training at University of Science, Engineering and Technology (former GTTI); West Coast Region - Ndemban and Kanilai; North Bank Region - TBD; Lower River Region - Mansakonko; Central River Region - Sapu and Wassu (Agribusiness and Multipurpose Centers); and Upper River Region - Julangel.



50. **A Strategic Investment Plan (SIP) will serve as a blueprint for the development of the proposed TVET institutions.** The SIP will offer a data-driven strategy to guide the subsequent development of the CoEs, encompassing all aspects from program offerings and curriculum, infrastructure and equipment, and industry partnerships to staff training and management systems that will include mechanisms for graduate tracking. The SIP will also include a governance plan that engages employer representatives and a Gender Action Plan that identifies measures to support female students. Following the formulation of the SIPs, the World Bank and MoHERST will agree on the criteria for the selection of which TVET CoEs will be supported by this subcomponent.

51. **The anticipated outcomes of this subcomponent include two fully functional, inclusive, and eco-friendly CoEs delivering high-quality and industry-focused training in inland regions.** The CoEs will reflect the principles of sustainable construction/refurbishment and operation, thereby serving as a model for future climate-smart infrastructure projects in the sector. Construction and refurbishing activities will aim for at least 20 percent savings in energy, water, and materials. Also, any new construction will consider building resilience to climate shocks such as floods, sea level rise, and heat (ventilation measures will be integrated into the design). About two-thirds of this subcomponent's financing will go toward climate-friendly construction and refurbishing activities, including integrating green building and energy efficiency strategies as well as selecting locations for the CoEs that ensure minimal exposure to the risk of increased flooding. The CoEs will offer training on climate-smart agriculture. This training program will include modules focusing, among others, on topics such as conservation agriculture to protect soil and water resources through interventions like cover cropping and minimum tillage, integrated pest management to minimize the use of pesticides through biological controls and crop rotation, improved livestock management through enhanced feed quality, water-efficient irrigation including drip and sprinkler irrigation, diversification of crops, use of cover crops to prevent soil erosion, and more. The specific content of climate-smart agriculture training programs will be determined by the SIP.

52. **This subcomponent will specifically finance** (i) initiation and execution of SIPs for tailored, data-driven CoE development; (ii) eco-friendly construction and refurbishment of the CoEs, including the provision of renewable energy systems, rainwater harvesting systems, and the use of sustainable construction materials; (iii) acquisition of modern, state-of-the-art training equipment to enhance the learning experience and relevance; (iv) development, implementation, and assessment of competency-based training programs that include an emphasis on generic and occupation-specific green skills, encompassing curriculum design, materials production, instructor training, and the promotion of internships; (v) non-salary operational expenses, including program administration costs, instructor training, and career guidance provision; (vi) gender equity initiatives to promote inclusivity, such as discounted tuition for female students, exposure to role models, on-site childcare facilities, gender-sensitive teaching methods, and support services; (vii) measures for enhancing digital proficiency among the faculty, such as professional development programs and digital resource access; (viii) creation and operationalization of governance boards that include private sector representation; and (ix) 'twinning' arrangements to support design and implementation capacity; and (x) timely alignment of curriculum, materials, staff, and training at TVET centers of excellence prior to opening. No land acquisition is expected.

53. **This subcomponent will be supported by two PBCs.** PBC 3 (US\$1,000,000) will focus on the timely equipping of TVET CoEs with curriculum, materials, staff, and training. Though MoHERST will have access to Investment Project Financing (IPF) funding for the large procurement contracts (e.g., construction, equipment purchasing), this PBC would incentivize the difficult 'soft' aspects of curriculum development, staff hiring, equipment installation, and student training, which are often delayed and not treated with the same level of importance as the construction. PBC 4 (US\$1,000,000) will incentivize the creation and operationalization of advisory boards with private sector representation in TVET CoEs to foster industry-aligned strategic planning, curriculum development, and program implementation. By enabling active private sector participation in TVET governance, this PBC ensures the relevance of TVET programs to market needs, ultimately enhancing the employability of graduates.





*Subcomponent 2.3: System strengthening in priority areas (US\$2.50 million)*

**54. This subcomponent will focus on the development of capacity, data management, and technical competencies.**

This will involve providing targeted technical assistance to improve The Gambia College, establishing effective data management systems and implementing capacity development initiatives, all geared toward improving the overall efficiency, effectiveness, and relevance of the education sector in general and the TVET sector in particular. This will involve the design and implementation of a robust TVET MIS that captures, analyzes, and reports comprehensive data on the TVET sector, enabling evidence-based decision-making and effective monitoring and evaluation (M&E) of TVET programs, initiatives, and policies, including in climate-smart approaches in management of TVET infrastructure. The updated TVET MIS will help with generating early warnings with regard to climate change and conducting predictive analysis to better anticipate and manage the impact of extreme weather events. It will aim to enhance their skills and capacities in key areas such as curriculum design, instructional methodologies, assessment and certification, industry linkage, and leadership and management.

**55. This subcomponent will finance** (i) the development and implementation of a TVET MIS; (ii) provision of technical assistance to TVET institutions and stakeholders; (iii) training and support to increase pre-service teacher competency; (iv) training and capacity-building initiatives for TVET administrators, trainers, and other stakeholders; and (v) technical assistance and operational expenses aimed at strengthening the TVET system in The Gambia.

**56. This subcomponent will be supported by one PBC:** PBC 5 (US\$1,000,000) will focus on increasing preservice teacher competency and incentivize an increase in the percentage of graduating primary school teachers who score at or above minimum proficiency on the Gambia College Teacher Competency Exam, fostering higher educational standards. This PBC will also incentivize MoHERST, MoBSE, and The Gambia College to work together to improve the quality of preservice education.

**Component 3: Expand and enhance social safety nets (US\$40.50 million equivalent IDA grant, of which US\$20.00 million equivalent from CRW ERF)**

**57.** This component will promote linkages to social services including health insurance and ensuring that beneficiaries send their children to school and participate in school feeding programming, to develop their human capital outcomes. The resources will also support piloting PEI activities to develop sustainable livelihoods for poor households, including food insecure ones, while focusing on youth, women, and persons with disabilities.

*Subcomponent 3.1: Establish a productive economic inclusion program to skill poor populations (US\$5.00 million)*

**58. This subcomponent will support PEI activities providing sustainable livelihoods for poor households, focusing on youth, women, and persons with disabilities, in targeted communities.** The subcomponent will also be financed by the CRW-ERF to reach additional vulnerable food insecure beneficiaries (estimated to be approximately 4,000 individuals) as identified by the Integrated Food Security Phase Classification, and vulnerability confirmed through the GamSR. Importantly, the subcomponent will support individuals and communities that are vulnerable to climate shocks such as floods. PEI activities will reach approximately 10,000 beneficiaries in peri-urban areas, including both Nafa and non-Nafa beneficiaries.

**59. Specifically, this subcomponent will finance** (i) life skills training, including climate change adaptation and mitigation measures such as clean cooking/processing options; (ii) basic business management skills training, including marketing of products; (iii) microenterprise skills training; (iv) provision of start-up cash grants; and (v) microenterprise (on-the-job) coaching and mentoring, including SBCC. Each beneficiary, upon completion of all training, will receive a cash grant with a ceiling of US\$300. Evidence from countries at similar income levels suggests a transfer of at least US\$300 per beneficiary. The exact grant amount per individual will be dependent on the type of enterprise proposed in an agreed-upon plan. The grants will be disbursed in tranches based on completion of agreed-upon microenterprise milestones, and one individual per household will be allowed to participate in the program. Leveraging existing SBCC activities, this subcomponent will also include training on agricultural microenterprises to improve knowledge and skills in areas of



climate-smart agriculture such as crop diversification, natural pest management, crop rotation, appropriate use of organic fertilizers, drought-resistant seeds, and water-efficient irrigation, among others. Beneficiaries will therefore be exposed to climate-smart or green jobs, which will be given priority for support.

60. **This subcomponent will also support efforts to strengthen links to product markets for beneficiaries and prioritize the use of technology.** Activities to be financed will also include (vi) conducting a market viability study at the beginning of the project to assess whether enterprises selected by beneficiaries will be viable in their locality (and beyond); (vii) coordinating with financial inclusion initiatives with the aim of ensuring that all beneficiaries have access to oSusu (savings) groups in their communities; (viii) implementing an M&E process to track the subcomponent’s progress; (ix) conducting an impact evaluation to measure the impacts of PEI; and (xi) providing training of trainers and needed capacity development for implementation, which will be mostly provided through service providers and non-governmental organizations (NGO) which will be supervised by the Department of Community Development (DCD).

*Subcomponent 3.2: Support Nafa cash transfers program (US\$31.00 million)*

61. **This subcomponent will continue and scale up the delivery of the Nafa program.** Specifically, this subcomponent will finance cash transfers to the existing 16,000 Nafa beneficiary households to ensure that they fully receive the initially planned three years (36 months) of transfers. Through the CRW-ERF, this subcomponent will also scale up the Nafa program to reach an additional 20,000 beneficiaries over a three-year period; selection and enrollment of the new beneficiaries will be according to the PIM taking into consideration a household’s poverty, vulnerability and food insecurity situation as identified by the Integrated Food Security Phase Classification, and vulnerability confirmed through the GamSR.

62. **Given the importance of SBCC for longer-term behavioral change and to promote human capital outcomes, the structured SBCC interventions under the GSSN, provided consistently to all Nafa beneficiaries, will be strengthened in the following ways:** (i) augment the parenting sections based on lessons learned from the Playful Parenting pilot (a recent evaluation of the Playful Parenting program has shown that it helps reduce parenting stress and increase parental confidence, leading to better parent-child interactions and more positive child outcomes);<sup>32</sup> (ii) reinforce messaging on savings, investments, and sustainable livelihoods; (iii) introduce climate-smart messaging such as drought and flood response and preparedness and climate adaptation and mitigation activities (project reporting indicates that many beneficiaries exposed to the GSSN’s SBCC activities have implemented trainings in their lives and livelihoods; thus, the introduction of climate change mitigation and adaptation measures will be crucial to enhancing resilience among beneficiaries during shocks, including making investments in climate-smart activities); (iv) offer basic literacy and numeracy training to households; and (v) strengthen communication on the importance of and returns to education, to underpin the enrollment of poor children, in line with education objectives under Component 1. Additionally, mothers in the selected districts of the Central River Region will be connected to participate in Mothers’ Clubs. Finally, the frequency of SBCC delivery will be increased to improve retention of the messages.

63. **Other activities to be financed include research studies that will provide data on the effectiveness of the program such as** (i) conducting Nafa cash transfers beneficiary post-distribution monitoring surveys; (ii) maintaining and upgrading the existing MIS (including leveraging the existing Nafa MIS and expanding to create a PEI module which will register and track beneficiaries and build on and expand the existing electronic payment system to ensure transparent delivery of funds to the right beneficiaries); (iii) utilizing the existing payment platform and expanding mobile money transfers, learning from piloting in the West Coast Region; and (iv) continuing to operationalize the program’s GRM case management system. Building on the GSSN, this subcomponent will be implemented by NaNA, together with partners at the DSW, DCD, and the Ministry of Information and Communications Infrastructure.

<sup>32</sup> An evaluation showed an increase in literacy-numeracy from 9 to 14 percent and socio-emotional skills from 27 to 50 percent. Otieno, F. O. 2022. “Playful Parenting Project: Baseline and Endline Evaluation Report, Nianija District, The Gambia.”



*Subcomponent 3.3: Strengthen social protection sector coordination and scale-up of social protection tools to improve service delivery and response to shocks (US\$4.50 million)*

64. **This subcomponent will strengthen coordination and making available credible, timely, reliable data for targeting social programs.** This subcomponent will support strengthening of the institutional structure of NSPS to aid in scaling up and maintaining its coordination role. Activities to be financed will include (i) facilitating social protection and human capital development stakeholder engagements and reporting; (ii) coordinating a social program’s GRM through a unified case management system; (iii) scaling up the operationalization of a social protection M&E framework; and (iv) initiating a national strategy for a shock-responsive, shock-resilient social protection system, given The Gambia’s vulnerability to climate change and fragility, toward evolving the current system into an adaptive social protection system (the GamSR will serve as a vital central system for this agenda).

65. **This subcomponent will also support the completion of data collection for the GamSR, including data collection in the remaining two districts in The Gambia.** The subcomponent will finance further operationalizing of the SRIS and a robust data sharing plan, including national- and community-level sensitization, communications and stakeholder engagements, and data updates for the GamSR. In addition to the provision of socioeconomic data on poor and non-poor households, the GamSR will be used to identify populations that are at risk of flooding, drought, or extreme heat by overlaying climate-related geospatial data with GamSR data. The GamSR data will also be used to monitor the impact of climate change and climate shocks on vulnerable populations, including beneficiaries supported in all the components of this project, hence helping to inform policy decisions and target interventions, especially during shocks. This subcomponent will be implemented by NSPS.

#### **Component 4: Support project management and capacity building (US\$3.50 million equivalent IDA grant)**

*Subcomponent 4.1: Project management, communications, and capacity building (US\$3.00 million)*

66. **This subcomponent will specifically finance** (i) establishing and maintenance of the implementation arrangements for the project, including third-party validation for PBCs; (ii) project management and operational costs; (iii) capacity building; (iv) communication campaigns; and (v) research studies that will improve programming. The Ministry of Finance and Economic Affairs (MoFEA) will supervise this component through its Central Project Coordination Unit (CPCU).

*Subcomponent 4.2: Interoperability of data systems (US\$0.50 million)*

67. **Interoperability of data systems in the social sector is crucial for fostering human capital outcomes.** Given the high importance of ensuring that targeted individuals can be rightly identified in a swift manner, particularly during climate and economic shocks, as well as for social programming (education, health, and social protection), this subcomponent will support interoperability<sup>33</sup> between the GamSR and other data systems, including EMIS, the national civil registry and vital statistics (CRVS) system, and the health insurance system. Specifically, this subcomponent will finance (i) technical assistance to ensure functioning MISs; (ii) capacity building, training, and retraining of use of MISs at the national and local levels; (iii) purchase of equipment and software needed to have MIS data systems which promote interoperability; and (iv) operationalization of interoperability of the GamSR, EMISs (for both MoBSE and MoHERST), CRVS, and health insurance system. This subcomponent will be led by NSPS, in close collaboration with the CPCU and all implementing entities (IEs).

68. **This subcomponent will be supported by one PBC.** PBC 6 (US\$500,000) will incentivize interagency collaboration and ensure the successful interoperability of critical data systems within the social sector of The Gambia (GamSR, EMIS (both the EMIS for MoBSE and MoHERST), CRVS, and health insurance system).

<sup>33</sup> Interoperability is the ability of different functional units—for example, systems, databases, devices, or applications—to communicate, execute programs, or transfer data in a manner than requires the user to have little or no knowledge of those functional units (ISO/IEC 2382).



Component 5: Contingent Emergency Response Component (CERC)

69. A zero-dollar CERC will only be activated and funded in accordance with IPF World Bank Policy Paragraph 12 and 13 for situations of urgent need of assistance. If activated, the CERC will allow for the rapid reallocation of project proceeds in the event of a natural or man-made disaster or crisis that has caused, or is likely to imminently cause, a major adverse economic or social impact. The Government will need to declare an emergency or provide a statement of fact justifying the request for the activation of the use of emergency funding to trigger the CERC.

70. A unique set of selectivity criteria were deployed to help prioritize activities: (i) scale up or continue activities that are already under way with positive impact, especially those disbursing well and achieving results (for example, Nafa program, grants to Mothers’ Clubs, and so on); (ii) support activities that strengthen systems, especially those that will benefit a variety of initiatives in the future (for example, data systems and interoperability); (iii) invest in new activities if they have a strong research base and evaluation results in The Gambia or in the region; (iv) demonstrate a proof of concept that additional financing can later help scale up; and (v) have alignment with the eligibility criteria under the CRW-ERF (food insecure and building household resilience, in case of future shocks). This selectivity approach, outlined in table 1, should also ensure the Government has the implementation capacity needed to deliver strongly on all components and activities.

Table 1. Application of Selectivity Criteria

Table with 6 columns: Project Activities, Continuation or Scale-Up, Strengthen Systems, New with Research Base, PoC, and Note. It lists various subcomponents and their corresponding criteria and notes.

C. Project Beneficiaries

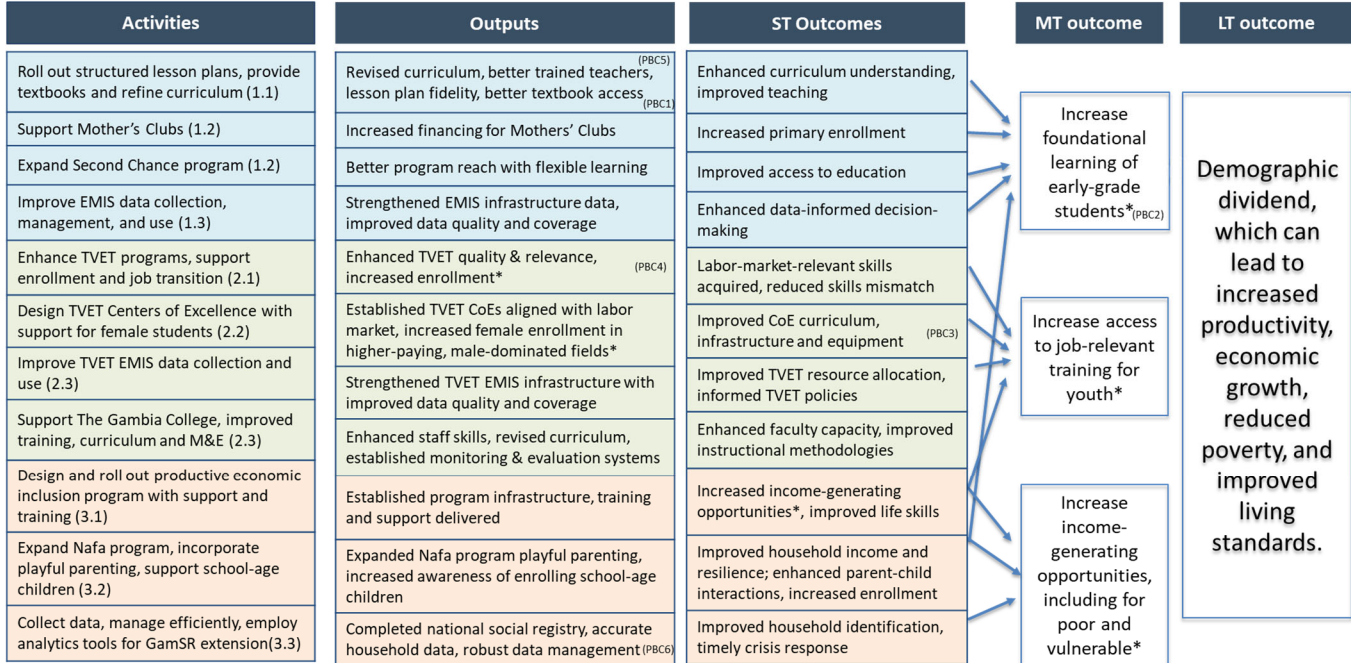
71. The project’s core beneficiaries will be out-of-school youth ages 18–35, both with and without secondary education, with an emphasis on those in the inland regions. This core demographic will benefit from upskilling or reskilling through the TVET Fund for Skills, Innovation, and Entrepreneurship, TVET CoEs, and the PEI intervention. Other complementary beneficiaries from upskilling include in-school children in ECD through Grade 4 as well as preservice and in-service teachers, and youth heading, or living in, poor households who will receive Nafa cash transfers. Component 1 is expected to reach more than 216,000 students and approximately 6,000 teachers across the country with a focus on ECD to Grade 4. Component 2 is expected to reach more than 4,000 youth across the country and increase access to TVET programs in the inland regions. Component 3 is expected to reach 6,000 individuals with PEI support and 16,000 households in the poorest districts in The Gambia with cash transfers. The CRW ERF resources is enabling the project to reach an additional 4,000 PEI beneficiaries and an additional 20,000 households with Nafa, respectively (please see annex 4 for more details on RISE Project beneficiaries).



D. Results Chain

Figure 1. Theory of Change

Problem Statement: For The Gambia, the intersection of poverty, foundational education, and limited employment opportunities for its youth presents a defining challenge. Without social safety nets, economic hardships can inhibit access to foundational learning, and without this bedrock, the transition of youth to a productive workforce becomes increasingly complex.



Critical Assumptions:

A1. Good coordination and collaboration between agencies (including MoHERST and MoBSE); A2. Adequate implementation capacity given the complexity of project design; A3. beneficiaries use the funds for the right/ allocated purposes

Gender: The outputs and outcomes marked with an asterisk (\*) will be gender-disaggregated.

E. Rationale for World Bank Involvement and Role of Partners

72. The World Bank brings a unique perspective and capacity to this project. In the education sector, the project builds on four decades of past collaboration to improve pedagogy, preservice teaching reforms, language of instruction, teacher support, innovation, and entrepreneurship. As the main development partner in The Gambia’s social protection over the past several years, the World Bank draws on significant experience with targeted cash transfer programs and supporting the COVID-19 emergency response.

73. The role of partners in The Gambia’s education sector is diverse, with contributions ranging from technical assistance and financial support to system strengthening and governance. These partnerships, coordinated through the Local Education Group (LEG), enhance various facets of education. For instance, the United Nations Children's Fund (UNICEF) focuses on out-of-school children and ECD, and the MRC Holland Foundation improves educational facilities. Other partners, like the Millennium Challenge Corporation and European Union (EU), are exploring ways to support secondary education, including TVET.

74. The Government, with support from partners like the EU, Deutsche Gesellschaft für Internationale Zusammenarbeit, and the African Development Bank (AfDB), works on projects aimed at supporting vulnerable youth and women. The World Bank coordinates with these partners. This exchange among partners goes both ways, for example, the expanded social registry under the project is expected to enhance targeting for other social protection partners and programs.



## F. Lessons Learned and Reflected in the Project Design

75. **Informed by global, regional, and Gambian experience and lessons from comparable initiatives, this project integrates successful evidence-based strategies and practices.** The primary insights shaping this project are as follows:

- **Building on past experience.** The proposed project builds on recent and ongoing work in education and social protection by the Government and the World Bank, aiming to continue, extend, and expand specific activities. The ESSP (P162890), which closed in June 2023, expanded access to ECD and basic education while improving the quality of teaching and learning. Similarly, the Second Africa Higher Education Centers of Excellence (ACE) for Development Impact Project (P169064), which is scheduled to close in June 2024, is supporting The Gambia to improve the impact of higher education at the University of Applied Sciences, Engineering, and Technology. The GSSN (P167260), closing by December 2023, is increasing coordination of social protection activities and providing temporary social assistance support to rural households in the wake of the COVID-19 pandemic and consumption support to the poor through the Nafa cash transfer program,<sup>34</sup> which includes SBCC) activities to promote enhanced parenting, education, financial capabilities, climate-smart choices, and skill development.
- **Capacity building, flexibility, and sustainability.** Capacity building is central to achieving the project objectives, particularly in the context of The Gambia. Drawing from lessons learned from past projects, the design of this project reserves funds for capacity development and technical assistance, equipping IEs to address their capacity building needs proactively and flexibly. Strategic investments in institutions like implementing ministries/agencies, TVET CoEs/institutions, and the Gambia College will augment technical capacity, enhancing the project's long-term sustainability.
- **Resilience through well-functioning systems.** Lessons from the Gambia Emergency Education COVID-19 Response Project (P174035) have underscored the importance of robust systems in enhancing resilience against potential future shocks such as pandemics or climate hazards.
- **Private sector collaboration in TVET.** The project recognizes the importance of substantial private sector involvement in TVET initiatives. Drawing inspiration from the Senegal 3FPT Skills for Jobs and Competitiveness Project (P145585), the project seeks to foster public-private collaboration.
- **Strategic utilization of past models.** The Skills, Innovation, and Entrepreneurship Fund will incorporate valuable elements from the EU-funded SKYE fund as well as advice from similar approaches in Uganda and Rwanda.
- **Behavior change and communication.** The project acknowledges the transformative power of effective communication campaigns. By highlighting and building upon the successes of the Nafa program's SBCC, it will launch targeted campaigns to increase the enrollment of key demographic groups, including young women, into priority TVET fields.
- **Integrated, multidimensional PEI programs.** Building on evidence from the Sahel, particularly Niger, the project underscores the value of integrated productive inclusion programs.
- **Active coordination with partners.** Regular dialogues with partners via the LEG and social protection sector steering committee are vital for ensuring efficient collaboration and avoiding overlaps with partners.
- **PBCs for results orientation.** The project incorporates PBCs to enhance focus on results. It is intended to motivate all project stakeholders to achieve set objectives and foster a culture of accountability. This approach has been

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<sup>34</sup> World Bank. 2021. *Nafa Quick: Providing Emergency Cash Transfers to Households in the Poorest 30 Districts in The Gambia during the COVID-19 Pandemic*. <https://www.worldbank.org/en/results/2021/04/13/nafa-quick-providing-emergency-cash-transfers-to-households-in-the-poorest-30-districts-in-the-gambia-during-the-covid-19>.



adopted in response to challenges encountered in experiences and lessons from other projects in The Gambia (for example, ACE Impact project) and elsewhere.

- **Multisectoral implementation arrangements.** To promote cross-sector coordination and streamline project management, MoFEA’s CPCU will coordinate this multisectoral project. This decision considers both experiences and recommendations from other initiatives in The Gambia and Cabo Verde.

### III. IMPLEMENTATION ARRANGEMENTS

#### A. Institutional and Implementation Arrangements

76. **Given the project’s multisectoral design, technical activities will be led by IEs: MoBSE, MoHERST, NaNA, NSPS, and DCD.** MoBSE will have technical responsibility for all foundational learning activities under Component 1. MoHERST will manage TVET-related technical activities under Component 2. NaNA, NSPS, and DCD will lead social protection activities in close collaboration with the DSW. For each of the three technical components, a technical coordinator will ensure that activities within their assigned component are organized, are executed on time, and meet project objectives. They will also facilitate communication and coordination with MoFEA’s CPCU, especially on fiduciary and safeguard matters, and other stakeholders; monitor and report progress; and provide technical support as needed to ensure successful implementation of the component.

77. **The CPCU within MoFEA and will be responsible for overall planning, fiduciary and safeguard support, coordination, and reporting for the operation while supporting IEs.** This is the first time that MoFEA will manage financial management (FM), procurement, and safeguards for a multisectoral World Bank project focused on human capital. A careful assessment of the proposed CPCU at MoFEA was completed to inform its design, structure, and interaction with the IEs. In addition, a capacity-building program, including technical assistance and training, will be put in place to enhance the CPCU’s competencies, as needed, in project management, FM, procurement, and safeguarding practices. A project coordinator will head the CPCU and provide overall direction and leadership. With the recent and upcoming closing of the ESSP and GSSN, respectively, the hiring of key staff should prioritize related experience with implementing World Bank projects. Prior to the project’s effectiveness, MoFEA’s CPCU should hire and then maintain key project staff possessing qualifications and experience to ensure the efficient and effective execution of the project.

78. **Three committees will be set up to underpin project governance and coordination.** First, a High-Level Steering Committee (HLSC) will meet twice per year to provide oversight and ensure strong coordination across ministries working to improve human capital outcomes. Second, an Operational Oversight Committee (OOC) comprising permanent secretaries and their equivalents (or their delegates) will meet at least every other month to review progress reports, monitor project implementation, and resolve implementation bottlenecks. Finally, a Technical Coordination Committee (TCC) will meet monthly to discuss timely execution of project activities and compliance with project plans (additional information on institutional arrangements is available in annex 1). The CPCU will serve as the secretariat for all three committees.

#### B. Results Monitoring and Evaluation Arrangements

79. **M&E arrangements have been developed to ensure adequate results in design, implementation, and utilization.** The PDO and intermediate indicators were selected to balance the number of results areas that are considered critical to keeping the project on track while maintaining a streamlined project design. The Government will oversee the conduct of specific data-gathering activities (for example, EGRA and tracer studies). With respect to M&E, the CPCU, which will have an M&E specialist, will have the overall responsibility of collecting the data for the results indicators, analysis, and presentation of project results, aided by technical coordinators in each IE, who will be responsible for implementing the project activities. To ensure the intended use of the M&E data and information, all results reports will be submitted to the HLSC on a semiannual basis.



### C. Sustainability

80. **The Government's commitment to youth employment, education, and social protection increases the likely sustainability of the project.** Education and social protection ministries and agencies have actively participated in the design and prioritization of project activities, increasing the Government's ownership of the project.

81. **The project will build capacity in The Gambia's education and TVET systems to promote resilience and sustainability.** The Government has already planned to scale up education and TVET pilots funded by the project. MoBSE plans to incorporate lessons learned from the Mainstreaming Effective Intervention Strategy in Schools pilot into the broader foundational learning program funded by the project. Moreover, capacity-building and financing activities under the TVET component are designed to make TVET institutions more resilient, market oriented, and sustainable beyond the life span of the project. SIPs will help the Government estimate operating costs of CoEs. The Government agrees to assume responsibility for financing the ongoing operational and maintenance costs of the CoEs post-project. Moreover, under Subcomponent 1.1, the project will build the capacity of ECD through grade 4 teachers who represent a significant portion of education spending in the sector. By improving teachers' teaching skills and content knowledge, the project will ensure that future government spending on teacher salaries yields better returns in terms of student learning outcomes.

82. **The provision of cash transfers and PEI to households facing poverty and vulnerability can effectively address their immediate consumption needs and create a foundation for long-term human capital development, breaking the cycle of intergenerational transmission of poverty.**<sup>35</sup> The evidence-based SBCC tools have been developed to encourage beneficiaries to utilize cash transfers to improve the human and productive capital of their household members, thus breaking the intergenerational cycle of poverty. The new PEI intervention further supports the long-term well-being of poor households, by supporting the creation of small self-sustaining businesses, providing households with a new income source, and enabling them to graduate from social assistance support.

## IV. PROJECT APPRAISAL SUMMARY

### A. Technical and Economic Analysis

83. **In terms of investment in education, The Gambia's labor market signals higher returns and better employment opportunities for a higher level of skills.** At the national level, one additional year of schooling increases income by 6 percent. For the same level of educational attainment, women have a higher rate of return (7 percent) than men (5 percent). Moreover, individuals with a higher level of education receive better economic returns and the rate of return on education is higher for higher levels of education, confirming that education is a key determinant of livelihoods. Education is not only associated with higher wage earnings, but it also increases the chances of finding employment in sectors with higher returns and contract employment which offers greater stability.

84. **However, returns to education and skills development activities are highly correlated with the quality of schooling received and the enabling policy environment for investments in skills to pay off.** In The Gambia, although access to education is relatively high, greater attention must be paid to education quality and learning outcomes. Doing so will ensure that the investments being made in basic education will create the strong foundation in both literacy and numeracy skills required for further learning at higher levels of education. Otherwise, when accounting for adjusted learning years of schooling, education access is less than it appears. Although there is no internationally comparable data on learning outcomes, recent results on the EGRA, EGMA, and NAT evidence how children are not acquiring basic skills.

<sup>35</sup> Bastagli, R., J. Hagen-Zanker, L. Harman, V. Barca, G. Sturge, and T. Schmidt. 2018. "The Impact of Cash Transfers: A Review of the Evidence from Low- and Middle-Income Countries." *Journal of Social Policy Cambridge University Press*.





85. **In the last 15 years, PEI programs have significantly helped very poor households worldwide, increasing their income, savings, and food security.** In The Gambia, similar PEI activities are being carried out by various NGOs. The new program will use lessons from these experiences to help people start their own businesses, move away from just farming, and find more stable work. Its goal is to improve skills among the poor and expand the Nafa cash transfer program, focusing on helping vulnerable groups like children, the elderly, and disabled people. This will provide them with basic financial support and prepare The Gambia for future economic growth. The program also aims to reduce inequality by focusing on youth who are not in school, especially those from the poorest families and rural areas.

86. **A cost-benefit analysis, part of a comprehensive economic assessment, evaluated the project's impact. This analysis differentiated between interventions with quantifiable and non-quantifiable benefits.** Components 1 and 2 have measurable benefits, while Component 3's benefits are less quantifiable. The calculated internal rate of return (IRR) and net present value (NPV) are conservative estimates, based only on quantifiable labor market returns. Under cautious assumptions, the analysis confirms the project's economic viability, with promising IRRs and NPVs for both access and quality-related interventions. The project's total quantifiable benefits are estimated at US\$84 million against costs of US\$35 million, yielding an NPV of US\$34 million and an IRR of 16.5 percent. While some benefits are not fully quantifiable, the NPV of measurable benefits exceeds the costs, strongly justifying the project's investment.

87. **The operation is aligned with the goals of the Paris Agreement on both mitigation and adaptation.**

- **Assessment and reduction of adaptation risks.** The risk of climate and geophysical hazards is high and specific considerations and measures in the project's design will aim to limit risk exposure. The Gambia is vulnerable to climate shocks, which disproportionately affect the poor. Various models point to increases in temperatures across the country in the coming decades. Being a low-lying country, a 1 m rise in sea levels could inundate 8 percent of the country, possibly flooding half of Banjul. Each year, flashfloods and windstorms cause extensive infrastructure damage, injuries, deaths, and damage to farm produce. Moreover, the combined impact of milder winters in some northern European countries and significant erosion in coastal Gambia may restrict the flow of tourists to the country in the coming years. These shocks and hazards could negatively affect learning access for school children, TVET students, and teachers, while disrupting livelihoods of TVET graduates and Nafa and PEI beneficiaries. The exposure and sensitivity of project activities to these climate risks are relatively high, mainly due to limited adaptation capacity in The Gambia. Hence, the following measures will be taken to reduce adaptation risks: (a) the design, construction, rehabilitation, and furnishing of TVET facilities will be informed by climate risk assessments (that is, the facilities' design, quality of engineering, and materials will comply with the need for resilience to potential climate-related disasters. TVET construction will also incorporate climate-resilient design features such as drainage improvement for flood control and rainwater harvesting and recycling in water-scarce areas or during the dry season); (b) distance learning solutions developed under the previous ESSP will be quickly deployed to ensure that school children can continue accessing learning if the aforementioned climate risks materialize; and (c) if activated, the CERC will allow for the rapid reallocation of project proceeds in the event of a natural or man-made disaster or crisis that has caused, or is likely to imminently cause, a major adverse economic or social impact. As a result of these measures, adaptation risks will be reduced to an acceptable level.
- **Assessment and reduction of mitigation risks.** Considering the Gambian context, the operation is not at material risk of having negative impacts on the country's low-GHG emission development pathways. The majority of the education and social protection activities under the project are considered universally aligned with the Paris Agreement's mitigation goals and are not expected to harm the country's transition to the low-GHG emission pathways. The only project activities which are not universally aligned are new construction/rehabilitation of TVET facilities, all of which will be low-risk buildings that will not use fossil fuels for energy generation and will be fully electrified and grid-connected. Measures will be taken to prioritize



energy efficiency and renewable and alternative energy sources. These buildings will be designed to optimize environmentally friendly features, including use of automatic controls for efficient lighting systems with controlled luminance, using LED bulbs and solar panels, where financially and technically feasible. TVET construction/rehabilitation activities will aim to reach energy performance standards equivalent to Level EDGE 1 certification (reduction of energy consumption by at least 20 percent compared to older local buildings). Additionally, the energy efficiency of TVET classrooms will be improved through the use of natural light and air flow to minimize the need to artificially manage classroom temperature. Moreover, the support of TVET courses on sustainable energy will contribute to decarbonization consistent with the mitigation goals of the Paris Agreement. Overall, mitigation risks will be reduced to low.

## B. Fiduciary

### (i) Financial Management

88. **The Financial Management Assessment (FMA) was conducted in accordance with the Policy and Directives for IPF Operations and the World Bank Guidance on FM in World Bank IPF Operations issued on September 7, 2021.** The FMA has evaluated the capacity of MoFEA's existing Project Coordination Unit (PCU) to determine the adequacy of the project's FM arrangements and revealed that the fiduciary arrangements are deemed adequate if the mitigating measures are implemented. The assessment concluded that the FM arrangements in place at the CPCU are adequate.

89. **The existing PCU under MoFEA has experience managing World Bank projects.** The PCU has an existing manual of financial procedures. The Internal Audit Directorate ensures the internal audit function and the ongoing AfDB-financed project has been audited by the National Audit Office which expressed an unqualified opinion on the 2022 financial statements. Yet, the Implementation Completion and Results Report of the IFMIS has highlighted the FM performance rating which was downgraded to Moderately Satisfactory due to the weak internal control environment, poor quality of the recordkeeping mechanism, and the lack of oversight of the postings and supporting documents in respect of all expenditures. The assessment has also revealed the lack of adequate staffing, lack of adequate accounting software, and in-existent recent internal audit reports.

90. **Considering the complexity of the project design and the Government's desire to centralize the management of subsequent World Bank-financed projects under MoFEA, the CPCU's management of the RISE Project will be a pilot.** With multiple ministries and agencies having the technical responsibilities of implementation, a strong FM coordination and consolidation mechanism will be put in place at the CPCU level with the hiring of a senior Financial Management Specialist (FMS), an accountant, and assistant accountant. The FM procedures will be updated to reflect specificities of the project such as Mothers' Clubs' grants, start-up cash grants, grants provided under the Skill, Innovations, and Entrepreneurship Fund, and cash transfer activities to define detailed procedures for the eligibility of beneficiaries, disbursements, and reporting. For more details on Financial Management, refer to annex 1.

91. **The processes and arrangements for the PBCs will be detailed in the FM section of the PIM.** Disbursements against PBCs will be triggered by the documentation of eligible expenditures having been incurred and evidence of achievement of PBCs. The eligible expenditures which may be reimbursed include works, goods, non-consulting services, and consulting services that are needed to achieve the identified results and consistent with the project scope. Recurrent expenses, such as salary, are not eligible. For the PBCs, the eligible expenditures are expected to come from the government budget, specifically Row 20 for Component 1, Row 27 for Component 2, and Row 0111 for Office of the Vice President, which includes funding for the NSPS, for Component 4. Eligible expenditures will be assessed to ensure with all World Bank fiduciary, environmental and social framework, and other procedures.



**(ii) Procurement**

92. **Procurement for goods, works, non-consulting, and consulting services for the project will be carried out in accordance with the World Bank procedures.** These are specified in (a) the World Bank ‘Procurement Regulations for IPF Borrowers’, dated September 2023; (b) ‘Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants’, dated October 15, 2006’ and revised in January 2011 and as of July 1, 2016; and (c) other provisions stipulated in the Financing Agreements, using the standard procurement documents accompanying the Procurement Regulation. A detailed description of fiduciary arrangements can be found in annex 1.

93. **All procuring entities as well as bidders and service providers, that is, suppliers, contractors, and consultants, shall observe the highest standard of ethics during the procurement and execution of contracts financed under the project in accordance with Paragraph 3.32 and annex IV of the Procurement Regulations.** All work procurements that apply standard procurement documents will adopt provisions of the World Bank related to environmental, social (including sexual exploitation and abuse/sexual harassment [SEA/SH] and GBV), health, and safety risks and impacts. This includes a code of conduct with prohibitions against SEA/SH and clear disciplinary sanctions against them, training on its contents, and clear remedies for noncompliance.

94. **Project Procurement Strategy of Development and Procurement Plan.** The Recipient has prepared a Project Procurement Strategy for Development (PPSD) and a Procurement Plan the first 18 months of the project implementation, which have been agreed upon during project negotiations. It addresses how procurement entities will support the PDO and deliver best value for money under a risk-based approach. For example, the PPSD recommends staggering project packages and focusing on single contract packages to enhance project management and coordination. It also describes the need to frequently engage market leaders through pre-procurement conferences to align procurement packages with international standards and gather feedback on technical requirements. The PPSD provides adequate justification for the selection methods in the Procurement Plan. The initial Procurement Plan covers at least the first 18 months of the project implementation.

95. **Procurement risk assessment.** The main findings from the procurement risk assessment are (a) a lack of procurement capacity; (b) a limited number of procurement specialists for the implementation of the project; (c) the need for a PIM with a clear system of accountability, a clear definition of responsibilities, and delegation of authority on who has control of Procurement decisions; (d) administrative routines which may result in procurement delays with the potential to affect project implementation; and (e) the absence of contract management plans.

96. **Mitigation measures proposed.** To address these risks, the following mitigation measures were proposed: (a) hiring a procurement specialist or appointing a procurement officer by MoFEA to reinforce the procurement team, who is experienced and familiar with the World Bank procurement procedures and policies, to be located in the CPCU; (b) clarifying roles for each team member involved in the procurement process; (c) defining the maximum delay for each procurement stage (specifically with regard to review and approval systems and the signing of contracts) in the PIM; (d) training staff and technical experts involved in project implementation in World Bank basic procurement procedures and the Systematic Tracking of Exchanges in Procurement (STEP) system; (d) developing contract management plans for prior review contracts (works); and (e) putting in place a filing system to ensure compliance with the World Bank procurement filing manual.

97. **The overall project risk for procurement is ‘Substantial’ and the residual risk is expected to be ‘Moderate’ once the mitigation measures are implemented.** The technical responsibilities in preparing procurement packages (including technical specifications and terms of reference as well as amending basic procurement document templates, such as datasheets) will be carried out by the relevant specialists/experts with support of the procurement team.



C. Legal Operational Policies

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Area OP 7.60	No

D. Environmental and Social

98. **The environmental and social risk classification for both environmental and social risks, including SEA/SH, is rated as Moderate.** Sources of the impacts and risks are linked primarily to the civil works activities planned under Subcomponent 2.2. The project will support the construction and information technology (IT) equipment for two TVET CoEs whose mapping and final sites will be determined at the end of an ongoing reflection led by MoHERST.

99. **No irreversible environmental risks and impacts are anticipated.** The potential environmental risks and impacts identified may result from the establishment/construction of technical TVET CoEs and establishment of the PEI program to skill target populations (under Subcomponent 3.1). Key environmental concerns could be related to (a) loss of vegetation if the sites chosen for the construction of the two TVET/CoEs are covered with trees; (b) disposal of construction waste management; (c) occupational health and safety of workers, including contamination risks to COVID-19; (d) labor and working conditions; (e) nuisances related to air and noise emissions, soil disturbance, and erosion; and (f) management of e-waste during the operating phase of the two TVET/CoEs. The Environmental and Social Management Framework<sup>36</sup> (ESMF) defines the screening mechanisms and provide guidelines to be followed during project implementation for the preparation of an environmental and social assessment specific to the subprojects The Recipient will adopt and disclose an Environmental and Social Impact Assessment (ESIA) and an Environmental and Social Management Plan (ESMP) before launching of the bidding process for the respective sites and prior to the implementation of each construction activity (for more information, see annex 1). The Recipient has prepared and publicly disclosed Environmental and Social Commitment Plan<sup>37</sup> (ESCP) and Stakeholders Engagement Plan<sup>38</sup> (SEP).

100. **Key social concerns are related to the project’s core beneficiaries who will be out-of-school youth ages 18–35, both with and without secondary education, with an emphasis on those in the inland regions.** This is a group with potentially wide-ranging needs and vulnerabilities, and it will be important for the project to monitor the inclusion of all. Otherwise, there could be a risk of elite capture. The project will use the existing GRM under preceding projects and an updated approach to developing a unified GRM for receiving and tracking cases of the project will be initiated within six months of project effectiveness. The SEA/SH/GBV action plan was adopted as part of the ESMF. The project will also abide by GPE’s policy on prevention of SEA/SH. One environmental specialist and one social specialist (who should also have gender-related experience) will be hired within three months of project effectiveness. For more information, see annex 1 and the ESCP.

101. **This project prioritizes citizen engagement to ensure that its design and implementation are effective, responsive, and sustainable.** The engagement with citizens will be consistent throughout the project cycle, fostering inclusivity, active participation, transparency, and accountability.

<sup>36</sup> [Environmental and Social Management Framework](#) was disclosed on 10/20/2023.

<sup>37</sup> [Environmental and Social Commitment Plan](#) was disclosed on 12/14/2023

<sup>38</sup> [Stakeholder Engagement Plan](#) was disclosed on 9/13/2023,



- **Feedback mechanisms.** Multiple rounds of the TVET Skills, Innovation, and Entrepreneurship Fund will be deployed. After each round, beneficiaries will be interviewed and their feedback will be incorporated into subsequent rounds. Additionally, student satisfaction surveys will be conducted at the end of training programs, collecting data on students' experiences and helping to identify areas of success and improvement. The feedback gathered will help inform improvements and program calibrations on a rolling basis. The project will have a GRM that will allow beneficiaries to provide feedback, express concerns, and file complaints about the project's activities, ensuring that all grievances are responded to on time.
- **Community sensitization and engagement.** Regular sensitization and engagement activities will be organized at both the national and community levels. These activities will aim to inform and educate, raising awareness about the project's goals, activities, and expected outcomes.
- **Capacity building and training.** The project will fund capacity-building and training initiatives, such as Mothers' Clubs, School Management Committees, Village Support Groups, SBCCs, and so on, to empower beneficiaries and community leaders by providing them with valuable knowledge and skills on topics like child nutrition and education, parenting, and financial literacy.
- **Engagement with employers and the private sector.** The effective engagement of employers and private sector representatives in program design, provision, and assessment will be actively promoted.

### Gender

102. **The project will adopt an integrated approach toward advancing women's economic empowerment in The Gambia by targeting systemic barriers and gender-specific challenges.** For example, women face significant barriers in accessing good jobs. First, 55.9 percent of working-age women are out of the labor force, compared to 41.2 percent of men. Second, young women (ages 15–24) are less likely than men to be wage employed (5.3 percent versus 14.3 percent) but are almost twice as likely to be contributing (unpaid) family workers (20.6 percent versus 10.8 percent). Third, 60.7 percent of women are underemployed compared to 39.3 percent of men. In addition, women are less likely to succeed in entrepreneurial activities than men because they face several constraints that impede the successful start-up of a business (e.g., domestic responsibilities, limited time availability, limited work experience, and lack of knowledge of fundraising).<sup>39</sup> While a larger portion of women are studying in TVET than men, women are often concentrated in lower-paying traditionally female-dominated fields of study (e.g., tailoring and catering) and highly under-represented in higher-paying technical fields (i.e., science, technology, engineering, and mathematics [STEM]). These patterns are, in part, attributable to deeply entrenched gender norms<sup>40</sup> where women are expected to have primary caregiving responsibilities—making it less likely that they will have the time or their family will consider it wise to invest the necessary resources for them to pursue more intensive or costly fields of study (e.g., STEM).<sup>41</sup>

103. **The project seeks to encourage female participation in higher-paying, more secure technical fields and enhance their access to self-employment/entrepreneurship opportunities.** Through the Skills, Innovation, and Entrepreneurship Fund, the project will incentivize women's participation in male-dominated fields with financing and support women to initiate and develop start-ups which research shows is often an effective approach to enhancing women's empowerment.<sup>42</sup> The PEI activities, also provided under the project—which include support to female entrepreneurship, job coaching, and financial literacy—will contribute to an increased number of female entrepreneurs. The Gender Action Plans to be developed by the CoEs will include, among others, provisions of scholarships for female students, access to

<sup>39</sup> Are women entrepreneurs more vulnerable than their male counterparts? A content analysis, K.A.M.S. Kodisinghe, D.M. Semasinghe, January 2013.

<sup>40</sup> Dismantling gender roles, celebrating women's strides and reflecting on progress made towards realizing gender equality, UNFPA, March 9, 2020.

<sup>41</sup> Women's Time Poverty and Family Structure: Differences by Parenthood and Employment, July 2014.

<sup>42</sup> MasterCard Index of Women Entrepreneurs, 2021.



childcare services, advocacy, and exposure to female role models—addressing key constraints to their participation while creating an enabling environment for female students. Research shows that these activities can improve women’s aspirations and increase their chances to become more successful.<sup>43</sup>

104. **The indicators included in the Result Framework to track the project’s impact in reducing the identified gender gaps** include the percentage of female beneficiaries receiving start-up support and coaching for creating a business; the percentage of female beneficiaries who are employed or self-employed six months after receiving training or support; the percentage of female students enrolled in long-term TVET programs supported by the project; and the number of females benefitting from the social safety net program.

### Climate Change Adaptation and Mitigation

105. **The project has been screened for climate and disaster risks and The Gambia is assessed as highly vulnerable to climate and geophysical hazards.** As mentioned in relation to the Paris Alignment, the country is highly susceptible to flash flooding and experiences high variability in the amount and distribution of annual precipitation an increase in length and frequency of extreme weather events such as droughts, flash floods, heatwaves, dust, and windstorms. Sea level rise is also a major threat to potential salinization of shallow aquifers which are the primary source of portable water for the urban population in The Gambia. This climate change vulnerability context has direct consequences for the education and social protection sectors, with direct impacts on the poorest segments of the population. Torrential rainfall and resulting river flooding and coastal flooding can damage property and school infrastructure and threaten lives and livelihoods. Increased and sustained heat waves have direct impacts on learning and enrollments, thereby also reducing incomes and productivity over time. The Gambia is highly committed to advance efforts on its obligations under the Paris Agreement and to take concerted action under this project on both adaptation and mitigation fronts.

106. **This project will provide technical assistance and capacity-building support to reinforce The Gambia’s expressed intent to mitigate and adapt to climate change impacts.** Contributing climate adaptation activities include new/revised curricula to raise awareness of climate change risks and adaptation measures (1.1); support to out-of-school youths under the Second Chance Education Program whose schooling may have been interrupted due to climate shocks (1.2); enhanced education system climate preparedness and management in case of extreme weather events (1.3); establishment of TVET CoEs using resilient building techniques (2.2); establishment of TVET training programs aimed at introducing climate-smart modules on a variety of topics such as agriculture, water, and soil erosion (2.2); management training on resilience of buildings and use of climate-smart technologies (2.3); economic inclusion programs for vulnerable populations at risk of climate shocks, including training on agricultural microenterprises to improve knowledge in areas of climate-smart agriculture (3.1); cash transfer support to Nafa beneficiaries to boost their resilience to shocks including from climate change (3.2); investments in social registry to identify populations at risk of climate impacts (3.3); and strengthening of the social protection system to be more shock responsive and resilient (3.3).

107. **Contributing climate mitigation activities** include establishment and enhancement of training programs on climate change and the green transition (2.1); establishment of TVET CoEs using energy-efficient building methods to reduce energy consumption (2.2); TVET green transition training programs (2.2); increased management capacity of TVET buildings focused on energy efficiency, conservation of resources (2.3); and support for agricultural microenterprises focused on conservation agriculture to increase carbon sequestration and sustainable livestock management to reduce emissions and soil health (3.1).

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<sup>43</sup> Evaluating the role of campus childcare in student parent success, Challenges and Opportunities for Rigorous Study, Institute for Women’s Policy Research, October 2021.



## V. GRIEVANCE REDRESS SERVICES

109. **Grievance Redress.** Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention of Bank Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the Bank's Accountability Mechanism, visit <https://accountability.worldbank.org>.

## VI. KEY RISKS

108. **The overall residual risk to the achievement of the PDOs is rated as Substantial.** The introduction of PBCs, the use of CPCU, the number of IEs involved, and the potential change in the language of instruction, among others, justify the Substantial risk rating.

109. **Macroeconomic risk is Substantial.** Multiple crises, including Russia's invasion of Ukraine, have affected The Gambia. While the mitigation of these risks is outside the project's scope of operation, the World Bank liaises with the International Monetary Fund and other development partners to monitor and mitigate emerging economic risks. Additionally, narrowing fiscal space and heavy reliance on external donor funding affect fiscal sustainability of the key project activities. It will be critical to seek long-term financial commitments for key activities and develop sustainability plans before the project's closure.

110. **Institutional capacity for implementation and sustainability is Substantial.** MoHERST, MoBSE, Gambian social protection agencies, and MoFEA all have significant experience implementing World Bank projects; however, the use of CPCU with social sector projects is new. To mitigate risk, a Project Preparation Advance (PPA) finances onboarding and training key specialists ahead of effectiveness. Many of the interventions were initiated under previous engagements, so the institutional knowledge and experience in IEs should help mitigate risk. Frequent supervision in the first year will also help.

111. **Fiduciary risks are Substantial.** The FM residual risk is Substantial after all mitigation measures are implemented due to the multiple stakeholders involved in the operation, activities implemented at the community level, cash transfers, and grant payments. To ensure fiduciary compliance and strong performance, the CPCU will be staffed and trained appropriately, articulate fiduciary procedures for specific project components, procure necessary fiduciary tools, and utilize audit partners and a third-party monitoring agent to ensure compliance and effectiveness.



**VII. RESULTS FRAMEWORK AND MONITORING**

**PDO Indicators by PDO Outcomes**

Baseline	Period 1	Period 2	Period 3	Period 4	Closing Period
<b>PDO 1 - Increase foundational learning of early-grade students</b>					
<b>Increase early grade reading assessment scores for students in grade 3 (Number)</b>					
Mar/2024	Jul/2027				Mar/2029
19.99	25				30
➤ Increase early grade reading assessment scores for female students in grade 3 (Number)					
19.99	25				30
<b>PDO 2 - Increase access to job-relevant training for youth</b>					
<b>Beneficiaries having successfully completed TVET training programs (Number)</b>					
Mar/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	206	726	944	1169	4,229
➤ Beneficiaries having successfully completed TVET training programs - Female (Percentage)					
0	35	40	45	50	50
<b>PDO 3 - Increase income-generating opportunities, including for the poor and vulnerable.</b>					
<b>Number of beneficiaries who are self-employed or employed six months after receiving training or support (Number)</b>					
Jan/2024	Oct/2025	Oct/2026	Oct/2027		Jan/2029
0	100	1500	3500		5865
➤ Female beneficiaries who are self-employed or employed six months after receiving training or support (Percentage)					
0	12	18	25	38	55
<b>Beneficiaries of social safety net programs (Number) <sup>CRI</sup></b>					
Mar/2024	Mar/2025	Mar/2026	Mar/2027	Mar/2028	Mar/2029
16000	16000	20000	30000	35000	35000
➤ Beneficiaries of social safety net programs - Female (Number) <sup>CRI</sup>					
12800	12800	16000	24000	28000	28000
<b>Beneficiaries of labor market programs (Number) <sup>CRI</sup></b>					





Mar/2024					Mar/2029
0					9000
➤ Beneficiaries of labor market programs - Female (Number) <sup>CR1</sup>					
0					4500

**Intermediate Indicators by Components**

Baseline	Period 1	Period 2	Period 3	Period 4	Closing Period
<b>Component 1: Improve foundational learning outcomes</b>					
<b>Teachers recruited or trained (Number) <sup>CR1</sup></b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	312	1560	3120	4992	6240
➤ Teachers recruited or trained - Female (RMS requirement) (Number) <sup>CR1</sup>					
0	171	924	1711	2566	3442
➤ Number of teachers recruited (Number) <sup>CR1</sup>					
Jan/2023	Jan/2027	Jan/2028			Mar/2029
0	10	18			24
➤ Number of teachers trained (Number) <sup>CR1</sup>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	312	1560	3110	4974	6216
<b>Students benefiting from direct interventions to enhance learning (Number) <sup>CR1</sup></b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	6654	62104	121991	181877	216082
➤ Students benefiting from direct interventions to enhance learning - Female (Number) <sup>CR1</sup>					
0	3327	31052	60996	90939	108041
<b>Annual evaluation of the structured pedagogy program completed (Yes/No)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027		Mar/2029
No	Yes	Yes	Yes		Yes
<b>Large-scale learning assessments completed (Number)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	1	2	3	4	5
<b>Grades receiving updated student textbooks and teacher guides at beginning of school year (Text) <sup>PBC</sup></b>					
Jan/2024					Mar/2029



New curriculum has not been rolled out					New textbooks are in schools and in use
<b>School level formative assessment for improved literacy skills (Text) <sup>PBC</sup></b>					
Jan/2024					Mar/2029
No school-level formative assessment					School-level formative assessment in place
<b>Gambian Sign Language resources developed and disseminated for early grades (Text)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2028		Mar/2029
Limited support for Gambian Sign Language to support literacy in early grades	Conduct an assessment to understand the current state of sign language resources and needs in The Gambia	Develop basic sign language resources, focusing on foundational literacy	Develop an outline for training educators in using these resources.		Gambian Sign Language resources developed and disseminated for early grades
<b>Component 2: Increase access to labor-market-relevant TVET programs</b>					
<b>Programs, developed or expanded at accredited TVET institutions, that include content on climate change mitigation and adaptation (Number)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027		Mar/2029
0	0	0	1		2
<b>Graduating primary school teachers who score at or above minimum proficiency on the Gambia College Teacher Competency Exam (Percentage) <sup>PBC</sup></b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
60	62	65	67	68	70
<b>Students enrolled in long-term supported TVET programs (Number)</b>					
Jan/2024	Jan/2026	Jan/2027	Jan/2028		Mar/2029
0	326	657	994		1,222
<b>➤Students enrolled in long-term supported TVET programs - Female (Percentage)</b>					
0	12	18	25	38	50
<b>Beneficiaries receiving startup support and coaching (Number)</b>					
Jan/2024	Jan/2026	Jan/2027	Jan/2028		Mar/2029
0	60	130	200		270
<b>➤Female beneficiaries receiving startup support and coaching (Percentage)</b>					
0	12	18	25	38	50
<b>Timely equipping of TVET CoEs with curriculum, materials, staff, and training (Text) <sup>PBC</sup></b>					
Jan/2025					Mar/2029
0					Two regional TVET CoEs operational



<b>Creation and operationalization of advisory boards with private sector representation in TVET Centers of Excellence (Text) <sup>PBC</sup></b>					
Jan/2024					Mar/2029
No private sector representation in new CoE advisory boards					Active engagement of private sector representation in new CoE advisory boards
<b>National TVET tracer studies conducted with outcomes published (Number)</b>					
Jan/2024	Aug/2026				Mar/2029
0	1				2
<b>Component 3: Expand and enhance social safety nets</b>					
<b>Share of Nafa beneficiaries receiving their payments on time (Percentage)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Jan/2029
80	80	90	90	90	95
<b>Districts included in the GamSR (Number)</b>					
Jan/2024					Jan/2029
40					43
<b>Programs using the GamSR to select their beneficiaries (Number)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
5	5	5	6	6	8
<b>Beneficiaries participating in entrepreneurship training (Number)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	1,000	2,000	3,000	4,000	7,000
<b>&gt; Female beneficiaries participating in entrepreneurship training (Percentage)</b>					
0					50
<b>Beneficiaries who have established or expanded a microenterprise (Number)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	750	1,500	2,250	3,000	5,750
<b>&gt; Female beneficiaries who have established or expanded a microenterprise (Percentage)</b>					
0					50
<b>Beneficiaries who received their productive inclusion grant (Number)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	1,000	2,000	3,000	4,000	7,000
<b>&gt; Beneficiaries who received their productive inclusion grant - Female (Percentage)</b>					
0	50	50	50	50	50
<b>Households who have received a full cycle of the national safety net program - Nafa (Number)</b>					



Jan/2024					Jan/2029
0					35,000
➤ Female-headed households who have received a full cycle of the national safety net program Nafa (Number)					
0					28,000
<b>Component 4: Support project management and capacity-building</b>					
<b>Operationalization of interoperability of the GamSR, EMISs (for both MoBSE and MoHERST), CRVS, and health insurance system (Number) <sup>PBC</sup></b>					
Jan/2024					Oct/2028
No interoperability across systems					At least 3 systems are interoperable
<b>Project payments for year made within the due date. (Percentage)</b>					
Jan/2024	Apr/2025	Apr/2026	Apr/2027		Apr/2027
CPCU is operationalized for RISE	75% of project payments due that year are made within the due date.	75% of project payments due that year are made within the due date.	75% of project payments due that year are made within the due date.		CPCU and Implementing Entities are working together on fiduciary matters
<b>Grievances addressed within the project approved timeframe. (Percentage)</b>					
Jan/2024	Jan/2025	Jan/2026	Jan/2027	Jan/2028	Mar/2029
0	70	75	80	85	90
<b>Component 5: Contingent Emergency Response Component</b>					

**Performance-based Conditions (PBC)**

Period	Period Definition					Timeline
Period 1	Year 1					2024
Period 2	Year 2					2025
Period 3	Year 3					2026
Period 4	Year 4					2027
Period 5	Year 5					2028

Baseline	Period 1	Period 2	Period 3	Period 4	Period 5
<b>1 : Grades receiving updated student textbooks and teacher guides at beginning of school year (Text )</b>					
New curriculum has not been rolled out	90% of public LBS schools receive updated student textbooks and teachers guides for each grade level				



	(\$200,000 per grade ECE – G4 - scalable)				
0.00	1,000,000.00	0.00	0.00	0.00	0.00
PBC allocation		1,000,000.00	As a % of Total Financing Amount		18.2%
<b>2 : School level formative assessment for improved literacy skills (Text )</b>					
No school-level formative assessment	Screening tool and implementation guide are validated with baseline determined	15% increase over baseline in screening tool results of those schools that administered the tool (\$60,000 per 1% increase in screening results - scalable)			
0.00	100,000.00	900,000.00	0.00	0.00	0.00
PBC allocation		1,000,000.00	As a % of Total Financing Amount		18.2%
<b>3 : Timely equipping of TVET CoEs with curriculum, materials, staff, and training (Text )</b>					
0	Prioritization of two SIPs to be developed into TVET CoEs	Verification of a) development of curriculum, teaching, and learning materials for all training programs aligned with accreditation standards; b) installed equipment and c) trained teachers (\$200,000 per verified activity – scalable)	TVET CoE has enrolled students (\$125,000 per CoE - scalable)		
0.00	150,000.00	600,000.00	250,000.00	0.00	0.00
PBC allocation		1,000,000.00	As a % of Total Financing Amount		18.2%
<b>4 : Creation and operationalization of advisory boards with private sector representation in TVET Centers of Excellence (Text )</b>					
No private sector representation in new CoE advisory boards	Formal establishment and inaugural meeting of CoE advisory boards with private sector representation	Biannual meetings of new advisory boards per institution with private sector representation to discuss and plan strategic initiatives (\$25,000 per	Establishment of joint training or internship programs with at least one employer (\$100,000 per program up to 4 programs - scalable)		



		meeting up to 20 meetings - scalable)			
0.00	100,000.00	500,000.00	400,000.00	0.00	0.00
PBC allocation		1,000,000.00	As a % of Total Financing Amount		18.2%
<b>5 : Graduating primary school teachers who score at or above minimum proficiency on the Gambia College Teacher Competency Exam (Percentage )</b>					
60	12.5% increase in pre-service primary school teachers who score at or above minimum proficiency (\$80,000 per 1% increase in results - scalable)				
0.00	1,000,000.00	0.00	0.00	0.00	0.00
PBC allocation		1,000,000.00	As a % of Total Financing Amount		18.2%
<b>6 : Operationalization of interoperability of the GamSR, EMISs (for both MoBSE and MoHERST), CRVS, and health insurance system (Number )</b>					
No interoperability across systems	Inter-operability of GamSR, EMIS for MoBSE, EMIS for MoHERST, CRVS, and Health Insurance System (\$100,000 per system connection up to 5 - scalable)				
0.00	500,000.00	0.00	0.00	0.00	0.00
PBC allocation		500,000.00	As a % of Total Financing Amount		9.0%



Monitoring and Evaluation Plan: PDO Indicators by PDO Outcomes

<b>PDO 1: Increase in early grade reading scores for students in grade 3</b>	
<b>Increase early grade reading assessment scores for students in grade 3 (Number)</b>	
Description	Indicator measures oral reading fluency for G3 students using a sample-based EGRA. The baseline score was in English but subsequent EGRAs may also be applied in national languages.
Frequency	Midline, Endline (every 2.5 years)
Data source	EGRA
Methodology for data collection	Nationally representative sample of EGRA
Responsibility for data collection	MoBSE Directorate of Performance Management and Evaluation
<b>Increase early grade reading assessment scores for female students in grade 3 (Number)</b>	
Description	Indicator measures oral reading fluency for G3 students using a sample-based EGRA. The baseline score was in English but subsequent EGRAs may also be applied in national languages.
Frequency	Midline, Endline (every 2.5 years)
Data source	EGRA
Methodology for data collection	Nationally representative sample of EGRA
Responsibility for data collection	MoBSE Directorate of Performance Management and Evaluation
<b>PDO 2: Number of beneficiaries completing new or improved TVET programs</b>	
<b>Beneficiaries having successfully completed TVET training programs (Number)</b>	
Description	Included in the calculations are 4,000 Skills, Innovation, and Entrepreneurship Fund beneficiaries completing their training and approximately 229 CoE beneficiaries completing their training.
Frequency	Annual
Data source	MoHERST databases
Methodology for data collection	RISE Competitive Fund for Skills, Innovation, and Entrepreneurship will need to track beneficiaries enrolled and completion status.
Responsibility for data collection	MoFEA CPCU, MoHERST TVET MIS Unit
<b>Beneficiaries having successfully completed TVET training programs - Female (Percentage)</b>	
Description	Included in the calculations are 4,000 Skills, Innovation, and Entrepreneurship Fund beneficiaries completing their training and approximately 229 CoE beneficiaries Skills completing their training.
Frequency	Annual
Data source	MoHERST databases
Methodology for data collection	RISE Competitive Fund for Skills, Innovation, and Entrepreneurship will need to track beneficiaries enrolled and completion status.
Responsibility for data collection	MoFEA CPCU, MoHERST TVET MIS Unit
<b>PDO 3: Number of beneficiaries who are self-employed or employed six months after receiving training or support</b>	
<b>Number of beneficiaries who are self-employed or employed six months after receiving training or support (Number)</b>	
Description	The target represents 2,000 or 50% of skills fund beneficiaries and 75% of 5,000 PEI beneficiaries. Self-employed persons include employers, own-account workers, members of producers' cooperatives, entrepreneurs, freelancers, and beneficiaries making sales.
Frequency	Annual
Data source	TVET tracer studies; Nafa/DCD monitoring surveys
Methodology for data collection	Participating PEI and TVET programs will be expected to track their graduates and assess employment status six months after receiving training or support. Data should be disaggregated by gender.
Responsibility for data collection	MoHERST shall collect and verify data submitted from participating TVET programs. Nafa/DCD would apply monitoring surveys to participants in the PEI programs.
<b>Female beneficiaries who are self-employed or employed six months after receiving training or support (Percentage)</b>	
Description	The target represents 2,000 or 50% of skills fund beneficiaries and 75% of 5,000 PEI beneficiaries. Self-employed persons include employers, own-account workers, members of producers' cooperatives, entrepreneurs, freelancers, and beneficiaries making sales.
Frequency	Annual



Data source	TVET tracer studies; Nafa/DCD monitoring surveys
Methodology for data collection	Participating PEI and TVET programs will be expected to track their graduates and assess employment status six months after receiving training or support. Data should be disaggregated by gender.
Responsibility for data collection	MoHERST shall collect and verify data submitted from participating TVET programs. Nafa/DCD would apply monitoring surveys to participants in the PEI programs.
<b>Beneficiaries of social safety net programs (Number) <sup>CR1</sup></b>	
Description	Target includes beneficiaries of both Nafa cash transfers and PEI beneficiaries.
Frequency	Annual
Data source	Nafa payment schedules and PEI enrollment records
Methodology for data collection	Nafa Program Management Team will consolidate reports submitted by the payment service provider. PEI will maintain records of participants. Data should be disaggregated by gender.
Responsibility for data collection	NaNA, NSPS, DCD
<b>Beneficiaries of social safety net programs - Female (Number) <sup>CR1</sup></b>	
Description	Target includes beneficiaries of both Nafa cash transfers and PEI beneficiaries.
Frequency	Annual
Data source	Nafa payment schedules and PEI enrollment records
Methodology for data collection	Nafa Program Management Team will consolidate reports submitted by the payment service provider. PEI will maintain records of participants. Data should be disaggregated by gender.
Responsibility for data collection	NaNA, NSPS, DCD

### Monitoring and Evaluation Plan: Intermediate Results Indicators by Components

<b>Component 1: Improve foundational learning outcomes</b>	
<b>Teachers recruited or trained (Number) <sup>CR1</sup></b>	
Description	Included in these calculations are all teachers in ECD and two-thirds of teachers in LBS (reflecting share of G1-G4 of LBE - G1-G6) (Yearbook 2022) that will benefit from trainings on the new ECD curriculum and materials, new TLM, the MEISS program, and the rollout of the structured pedagogy package. Additionally, this also includes estimated TVET teachers hired and trained for the 2 CoEs. Data should be disaggregated by teachers recruited versus teachers trained. All data should be disaggregated by gender.
Frequency	Annually
Data source	In-Service Training Unit (INSET) training database, MEISS reports, MoBSE HR database, MoHERST HR database should inform Implementation Status and Results Reports (ISRs).
Methodology for data collection	Review and analysis of data from databases
Responsibility for data collection	MoFEA CPCU, INSET, MoBSE HR, MoHERST HR
<b>Number of teachers recruited (Number) <sup>CR1</sup></b>	
Description	Included in these calculations are all teachers in ECD and two-thirds of teachers in LBS (reflecting share of G1-G4 of LBE - G1-G6) (Yearbook 2022) who will benefit from trainings on the new ECD curriculum and materials, new TLM, the MEISS program, and the rollout of the structured pedagogy package. Additionally, this also includes estimated TVET teachers hired and trained for the 2 CoEs. Data should be disaggregated by teachers recruited versus teachers trained. All data should be disaggregated by gender.
Frequency	Annually
Data source	INSET training database, MEISS reports, MoBSE HR database, MoHERST HR database should inform ISRs.
Methodology for data collection	Review and analysis of data from databases
Responsibility for data collection	MoFEA CPCU, INSET, MoBSE HR, MoHERST HR
<b>Teachers recruited or trained - Female (RMS requirement) (Number) <sup>CR1</sup></b>	
Description	Included in these calculations are all teachers in ECD and two-thirds of teachers in LBS (reflecting share of G1-G4 of LBE - G1-G6) (Yearbook 2022) who will benefit from trainings on the new ECD curriculum and materials, new TLM, the MEISS program, and the rollout of the structured pedagogy package. Additionally, this also includes estimated TVET teachers hired and trained for the 2 CoEs. Data should be disaggregated by teachers recruited versus teachers trained. All data should be disaggregated by gender.
Frequency	Annually





Data source	INSET training database, MEISS reports, MoBSE HR database, MoHERST HR database should inform ISRs.
Methodology for data collection	Review and analysis of data from databases
Responsibility for data collection	MoFEA CPCU, INSET, MoBSE HR, MoHERST HR
<b>Number of teachers trained (Number) <sup>CRI</sup></b>	
Description	Included in these calculations are all teachers in ECD and two-thirds of teachers in LBS (reflecting share of G1-G4 of LBE - G1-G6) (Yearbook 2022) who will benefit from trainings on the new ECD curriculum and materials, new TLM, the MEISS program, and the rollout of the structured pedagogy package. Additionally, this also includes estimated TVET teachers hired and trained for the 2 CoEs. Data should be disaggregated by teachers recruited versus teachers trained. All data should be disaggregated by gender.
Frequency	Annually
Data source	INSET training database, MEISS reports, MoBSE HR database, MoHERST HR database should inform ISRs.
Methodology for data collection	Review and analysis of data from databases
Responsibility for data collection	MoFEA CPCU, INSET, MoBSE HR, MoHERST HR
<b>Students benefiting from direct interventions to enhance learning (Number) <sup>CRI</sup></b>	
Description	Included in these calculations are all students in ECD and G1-G4 of LBE (Yearbook 2022) who will benefit from direct interventions like the new ECD curriculum and materials, new TLM, the MEISS program, and the rollout of the structured pedagogy package. Additionally, this also includes estimated TVET student beneficiaries from the 2 CoEs and the TVET Fund. This data should be disaggregated by gender.
Frequency	Annually
Data source	MoBSE and MoHERST database of enrollment records
Methodology for data collection	Review and analysis of distribution and enrollment records
Responsibility for data collection	MoFEA CPCU, MoBSE, MoHERST
<b>Students benefiting from direct interventions to enhance learning - Female (Number) <sup>CRI</sup></b>	
Description	Included in these calculations are all students in ECD and G1-G4 of LBE (Yearbook 2022) who will benefit from direct interventions like the new ECD curriculum and materials, new TLM, the MEISS program, and the rollout of the structured pedagogy package. Additionally, this also includes estimated TVET student beneficiaries from the 2 CoEs and the TVET Fund. This data should be disaggregated by gender.
Frequency	Annually
Data source	MoBSE and MoHERST database of enrollment records
Methodology for data collection	Review and analysis of distribution and enrollment records
Responsibility for data collection	MoFEA CPCU, MoBSE, MoHERST
<b>Annual evaluation of the structured pedagogy program completed (Yes/No)</b>	
Description	Completion status of the annual evaluation of the structured pedagogy program with strengths, weaknesses, opportunities for improvement, and threats. The report should prioritize impact of student learning and coordination among MoBSE departments and across key stakeholders.
Frequency	Annual
Data source	Custom evaluation report is produced.
Methodology for data collection	Review and analysis of evaluation report
Responsibility for data collection	MoFEA CPCU, MoBSE
<b>Large-scale learning assessments completed (Number)</b>	
Description	Large-scale learning assessments include subnational, national, or cross-national standardized testing that provide a snapshot of learning achievement for a group of learners in a given year and in a limited number of learning domains. Two NATs for grades 3, 5, and 8 are envisaged and two EGRAs are also planned.
Frequency	Annual
Data source	Reports and outcomes of learning assessments
Methodology for	Outcomes of large-scale learning assessment are available.



data collection	
Responsibility for data collection	MoFEA CPCU, MoBSE Assessment Unit
<b>Gambian Sign Language resources developed and disseminated for early grades (Text)</b>	
Description	Track the progress of developing and disseminating Gambian Sign Language resources, ensuring that each phase builds upon the last and contributes to the overall goal of enhancing foundational literacy for students with hearing impaired.
Frequency	Annual
Data source	Reports and outcomes
Methodology for data collection	Self-reported
Responsibility for data collection	MoFEA CPCU, MoBSE Inclusive Education Unit
<b>Component 2: Increase access to labor-market-relevant TVET programs</b>	
<b>Programs, developed or expanded at accredited TVET institutions, that include content on climate change mitigation and adaptation (Number)</b>	
Description	Programs refer to certificates and diplomas supported by the Skills, Innovation, and Entrepreneurship Fund and at the new CoEs that include climate-related courses or topics, including re-greening degraded landscapes, reducing energy transmission and distribution loss, solar energy, enhanced battery storage systems, and generation of biogas from waste management, among others.
Frequency	Annual
Data source	MoHERST database; TVET institution reports
Methodology for data collection	MoHERST and TVET institutions will need to track new or enhanced programs that include climate-related topics.
Responsibility for data collection	MoFEA CPCU, MoHERST
<b>Students enrolled in long-term supported TVET programs (Number)</b>	
Description	Long-term programs include diploma and other credentials requiring at least one year of study. Data should be disaggregated by gender to help ensure more women are enrolled in diplomas and other credential programs that last at least one year. Aim is to see at least 25% of TVET beneficiaries in long-term programs with 50% women.
Frequency	Annual
Data source	MoHERST TVET MIS and TVET institutional databases
Methodology for data collection	TVET institutes will report enrollment data by program. Data should be disaggregated by gender.
Responsibility for data collection	MoFEA CPCU, MoHERST, TVET institutions
<b>Students enrolled in long-term supported TVET programs - Female (Percentage)</b>	
Description	Long-term programs include diploma and other credentials requiring at least one year of study. Data should be disaggregated by gender to help ensure more women are enrolled in diplomas and other credential programs that last at least one year. Aim is to see at least 25% of TVET beneficiaries in long-term programs with 50% women.
Frequency	Annual
Data source	MoHERST TVET MIS and TVET institutional databases
Methodology for data collection	TVET institutes will report enrollment data by program. Data should be disaggregated by gender.
Responsibility for data collection	MoFEA CPCU, MoHERST, TVET institutions
<b>Beneficiaries receiving start-up support and coaching (Number)</b>	
Description	Beneficiaries receiving start-up support and coaching under the Skills, Innovation, and Entrepreneurship Fund. These may or may not be TVET students/graduates.
Frequency	Annual
Data source	MoHERST TVET MIS and database(s)
Methodology for data collection	MoHERST and TVET institutions will have to monitor the recipients of start-up support and coaching.
Responsibility for data collection	MoFEA CPCU, MoHERST, TVET institutions
<b>Female beneficiaries receiving start-up support and coaching (Percentage)</b>	
Description	Beneficiaries receiving start-up support and coaching under the Skills, Innovation, and Entrepreneurship Fund. These may or may not be TVET students/graduates.



Frequency	Annual
Data source	MoHERST TVET MIS and database(s)
Methodology for data collection	MoHERST and TVET institutions will have to monitor the recipients of start-up support and coaching.
Responsibility for data collection	MoFEA CPCU, MoHERST, TVET institutions
<b>National TVET tracer studies conducted with outcomes published (Number)</b>	
Description	Regularly monitoring the progress of TVET graduates in the labor market, known as tracer studies, can provide vital information for the system, policy makers, and educators. In most cases, monitoring is done using dedicated surveys of graduates.
Frequency	Every few years
Data source	Reports of outcomes published
Methodology for data collection	In most cases, monitoring is done using dedicated surveys of graduates. MoHERST will design a strategy to ensure the outcomes of tracer studies are reported at least twice during the project period.
Responsibility for data collection	MoFEA CPCU, MoHERST
<b>Component 3: Expand and enhance social safety nets to improve the incomes and productivity of the poor and vulnerable</b>	
<b>Share of Nafa beneficiaries receiving their payments on time (Percentage)</b>	
Description	The number of households that have received Nafa for 36 months. Data should be disaggregated by female-headed households.
Frequency	Annually
Data source	Nafa Program MIS
Methodology for data collection	Review and analysis of data from the Nafa Program Management Information System
Responsibility for data collection	NaNA
<b>Number of districts included in the GamSR (Number)</b>	
Description	The total number of districts included in GamSR
Frequency	Annually
Data source	Social registry report on the use of information by other programs; GamSR MIS
Methodology for data collection	Review and analysis of social registry report and GamSR MIS
Responsibility for Data Collection	NSPS
<b>Programs using the GamSR to select their beneficiaries (Number)</b>	
Description	The number of programs using the GamSR to select beneficiaries
Frequency	Annually
Data source	Social registry report on the use of information by other programs; GamSR MIS
Methodology for data collection	Review and analysis of social registry report and GamSR MIS
Responsibility for data collection	NSPS
<b>Beneficiaries participating in entrepreneurship training (Number)</b>	
Description	The number of PEI beneficiaries participating in entrepreneurship training. Data should be disaggregated by gender.
Frequency	Annually
Data source	DCD MIS
Methodology for data collection	Review and analysis of data from DCD MIS
Responsibility for data collection	DCD
<b>Female beneficiaries participating in entrepreneurship training (Percentage)</b>	
Description	The number of PEI beneficiaries participating in entrepreneurship training. Data should be disaggregated by gender.
Frequency	Annually
Data source	DCD MIS
Methodology for data collection	Review and analysis of data from DCD MIS



Responsibility for data collection	DCD
<b>Beneficiaries who have established or expanded a microenterprise (Number)</b>	
Description	The number of beneficiaries who have started a new microenterprise or expanded an existing one. Data should be disaggregated by gender.
Frequency	Annually
Data source	Beneficiary monitoring surveys
Methodology for data collection	Review and analysis of data from beneficiary monitoring surveys
Responsibility for data collection	DCD
<b>Female beneficiaries who have established or expanded a microenterprise (Percentage)</b>	
Description	The number of beneficiaries who have started a new microenterprise or expanded an existing one. Data should be disaggregated by gender.
Frequency	Annually
Data source	Beneficiary monitoring surveys
Methodology for data collection	Review and analysis of data from beneficiary monitoring surveys
Responsibility for data collection	DCD
<b>Beneficiaries who received their productive inclusion grant (Number)</b>	
Description	The number of beneficiaries who received their productive inclusion grant. Data should be disaggregated by gender.
Frequency	Annually
Data source	DCD MIS
Methodology for data collection	Review and analysis of data from DCD MIS
Responsibility for data collection	DCD
<b>Beneficiaries who received their productive inclusion grant - Female (Percentage)</b>	
Description	The number of beneficiaries who received their productive inclusion grant. Data should be disaggregated by gender.
Frequency	Annually
Data source	DCD MIS
Methodology for data collection	Review and analysis of data from DCD MIS
Responsibility for data collection	DCD
<b>Households who have received a full cycle of the national safety net program - Nafa (Number)</b>	
Description	The number of households that have received Nafa for 36 months. Data should be disaggregated by female-headed households.
Frequency	Annually
Data source	Nafa program MIS
Methodology for data collection	Review and analysis of data from the Nafa Program Management Information System
Responsibility for data collection	NaNA
<b>Female-headed households who have received a full cycle of the national safety net program Nafa (Number)</b>	
Description	The number of households that have received Nafa for 36 months. Data should be disaggregated by female-headed households.
Frequency	Annually
Data source	Nafa Program MIS
Methodology for data collection	Review and analysis of data from the Nafa Program Management Information System
Responsibility for data collection	NaNA
<b>Component 4: Support project management, communications, interoperability, and capacity-building</b>	
<b>Project payments for year made within the due date (Percentage)</b>	



Description	The CPCU shall maintain a log or tracking system to monitor the workflow, division of labor, and timeliness of work between the CPCU and IEs. This indicator targets one aspect of the collaboration to ensure that project payments due each year are paid on time.
Frequency	Annually
Data source	CPCU log/tracking tool
Methodology for data collection	Review and analysis of data from the CPCU processing log/tracking tools
Responsibility for data collection	CPCU

**Grievances addressed within the project approved timeframe. (Percentage)**

Description	The CPCU shall maintain a tracking system to monitor the grievances filed via the GRM. The PIM's GRM design will articulate an timeframe for action. Please note this does not require the grievance to be resolved but it should be addressed. This indicator targets a new aspect of the collaboration under the GRM.
Frequency	Annually
Data source	CPCU log/tracking tool
Methodology for data collection	Review and analysis of data from the CPCU processing log/tracking tools
Responsibility for data collection	CPCU

**Component 5: Contingent Emergency Response Component**

**Verification Protocol: Performance-Based Conditions**

**1 : Grades receiving updated student textbooks and teacher guides in core subjects at beginning of school year (Percentage)**

Formula	n.a.
Description	The rationale for this PBC is to stimulate coordination among MoBSE, publishing agencies, and schools for the timely production and distribution of updated educational materials. The expected result is an increase in the percentage of LBS receiving the updated student textbooks and teacher guides on time. The eligible expenditures which may be reimbursed correspond to the expenditures ( associated with Row 20 for the Ministry of Basic and Secondary Education (to be detailed in PIM). The eligible expenditures which may be reimbursed include works, goods, non-consulting services, and consulting services that are needed to achieve the identified results and consistent with the project scope. Recurrent expenses, such as salary, are not eligible.
Data source/agency	MoBSE
Verification entity	Independent verification agent
Procedure	The disbursements for the related subcomponent will be made against the achievement of the PBC targets. An amount of US\$1,000,000 has been allocated to this PBC, referred to as the PBC price, which is the amount that the designated beneficiaries' entities contributing to the envisaged reforms can claim as disbursements if the PBCs have been achieved and verified. Disbursement against indicators will be made based on periodical reports prepared and submitted to the independent verification agent with necessary documentation assuring that disbursement conditions have been satisfied.

**2 : School level formative assessment for improved literacy skills (Text)**

Formula	n.a.
Description	The purpose of this PBC is to monitor and support improvements in foundational literacy outcomes through the implementation of a formative assessment or screening tool. The PBC aims to ensure the tool is designed, the majority of LBS schools administer the tool, and the tool generates data to help achieve an increase in learning outcomes. The eligible expenditures which may be reimbursed correspond to the expenditures associated with Row 20 for the Ministry of Basic and Secondary Education (to be detailed in PIM). The eligible expenditures which may be reimbursed include works, goods, non-consulting services, and consulting services that are needed to achieve the identified results and consistent with the project scope. Recurrent expenses, such as salary, are not eligible.
Data source/agency	MoBSE and participating schools
Verification entity	Independent verification agent
Procedure	The disbursements for the related subcomponent will be made against the achievement of the PBC targets. An amount of US\$1,000,000 has been allocated to this PBC, referred to as the PBC price, which is the amount that the designated beneficiaries' entities contributing to the envisaged reforms can claim as disbursements if the PBCs have been achieved and verified. Disbursement against indicators will be made based on periodical reports prepared and submitted to the independent verification agent with necessary documentation assuring that disbursement conditions have been satisfied.

**3 : Timely equipping of TVET CoEs with curriculum, materials, staff, and training (Yes/No)**



Formula	n.a.
Description	This PBC aims to incentivize the establishment of two TVET CoEs. The PBC targets include the development of curriculum, teaching, and learning materials aligned with accreditation standards, hiring of key staff, verification of installed equipment and its usage by students, and the operational status of the two regional TVET CoEs. This PBC would incentivize the relevant to work together to improve the quality and accessibility of TVET. The eligible expenditures which may be reimbursed correspond to the expenditures associated with Row 27 for the Ministry of Higher Education, Research, Science and Technology (to be detailed in PIM). The eligible expenditures which may be reimbursed include works, goods, non-consulting services, and consulting services that are needed to achieve the identified results and consistent with the project scope. Recurrent expenses, such as salary, are not eligible.
Data source/agency	MoHERST, TVET CoEs
Verification entity	Independent verification agent
Procedure	The disbursements for the related subcomponent will be made against the achievement of the PBC targets. An amount of US\$1,000,000 has been allocated to this PBC, referred to as the PBC price, which is the amount that the designated beneficiaries' entities contributing to the envisaged reforms can claim as disbursements if the PBCs have been achieved and verified. Disbursement against indicators will be made based on periodical reports prepared and submitted to the independent verification agent with necessary documentation assuring that disbursement conditions have been satisfied using reports, site visits, records, and expenditures associated with the establishment and operation of the two TVET CoEs.
<b>4 : Creation and operationalization of advisory boards with private sector representation in TVET Centers of Excellence (Text)</b>	
Formula	n.a.
Description	This PBC incentivizes the creation and operationalization of governance boards with private sector representation in TVET CoEs to foster industry-aligned strategic planning, curriculum development, and program implementation. The eligible expenditures which may be reimbursed correspond to the expenditures associated with Row 27 for the Ministry of Higher Education, Research, Science and Technology (to be detailed in PIM). The eligible expenditures which may be reimbursed include works, goods, non-consulting services, and consulting services that are needed to achieve the identified results and consistent with the project scope. Recurrent expenses, such as salary, are not eligible.
Data source/agency	MoBSE, Gambia College, MoHERST
Verification entity	Independent verification agent
Procedure	The disbursements for the related subcomponent will be made against the achievement of the PBC targets. An amount of US\$1,000,000 has been allocated to this PBC, referred to as the PBC price, which is the amount that the designated beneficiaries' entities contributing to the envisaged reforms can claim as disbursements if the PBCs have been achieved and verified. Disbursement against indicators will be made based on periodical reports prepared and submitted to the independent verification agent with necessary documentation assuring that disbursement conditions have been satisfied.
<b>5 : Percentage of graduating primary school teachers who score at or above minimum proficiency on the Gambia College Teacher Competency Exam (Percentage)</b>	
Formula	n.a.
Description	This PBC aims to incentivize an increase in the percentage of graduating primary school teachers who score at or above minimum proficiency on the Gambia College Teacher Competency Exam, fostering higher educational standards. This PBC would also incentivize the MoHERST and MoBSE to work together to improve the quality of pre-service education. The eligible expenditures which may be reimbursed correspond to the expenditures associated with Row 27 for the Ministry of Higher Education, Research, Science and Technology (to be detailed in PIM). The eligible expenditures which may be reimbursed include works, goods, non-consulting services, and consulting services that are needed to achieve the identified results and consistent with the project scope. Recurrent expenses, such as salary, are not eligible.
Data source/agency	MoBSE, Gambia College, MoHERST
Verification entity	Independent verification agent
Procedure	The disbursements for the related subcomponent will be made against the achievement of the PBC targets. An amount of US\$1,000,000 has been allocated to this PBC, referred to as the PBC price, which is the amount that the designated beneficiaries' entities contributing to the envisaged reforms can claim as disbursements if the PBCs have been achieved and verified. Disbursement against indicators will be made based on periodical reports prepared and submitted to the independent verification agent with necessary documentation assuring that disbursement conditions have been satisfied.
<b>6 : Operationalization of interoperability of the GamSR, EMIS (both the EMIS for MoBSE and MoHERST), CRVS, and health insurance system (Number)</b>	
Formula	n.a.
Description	This PBC will incentivize interagency collaboration and ensure the successful interoperability of critical data systems within the social sector of The Gambia. The eligible expenditures which may be reimbursed correspond to the expenditures associated with Row 0111 for the Office of the Vice President, which includes funding for the National Social Protection



	Secretariat (to be detailed in PIM). The eligible expenditures which may be reimbursed include works, goods, non-consulting services, and consulting services that are needed to achieve the identified results and consistent with the project scope. Recurrent expenses, such as salary, are not eligible.
Data source/agency	NSPS
Verification entity	Independent verification agent
Procedure	The disbursements for the related subcomponent will be made against the achievement of the PBC targets. An amount of US\$500,000 has been allocated to this PBC, referred to as the PBC price, which is the amount that the designated beneficiaries' entities contributing to the envisaged reforms can claim as disbursements if the PBCs have been achieved and verified. Disbursement against indicators will be made based on periodical reports prepared and submitted to the independent verification agent with necessary documentation assuring that disbursement conditions have been satisfied.



ANNEX 1: Implementation Arrangements and Support Plan

A. Institutional and Implementation Arrangements

1. The project is multisectoral and technical activities will be the responsibility of the IEs: MoBSE, MoHERST, and NaNA/NSPS/DCD. MoBSE will have overall technical responsibility for all foundational learning activities under Component 1; MoHERST will manage TVET-related technical activities under Component 2; and Component 3 will be implemented by NSPS, NaNA, DCD, and DSW.

Table 1.1. Responsible Parties for Implementation

Table with 4 columns: MoBSE (IE for Component 1), MoHERST (IE for Component 2), NaNA/NSPS/DCD (IEs for Component 3), and MoFEA's CPCU and NSPS (IEs for Component 4). Rows describe subcomponents 1.1-1.3, 2.1-2.3, 3.1-3.3, and 4.1-4.2.

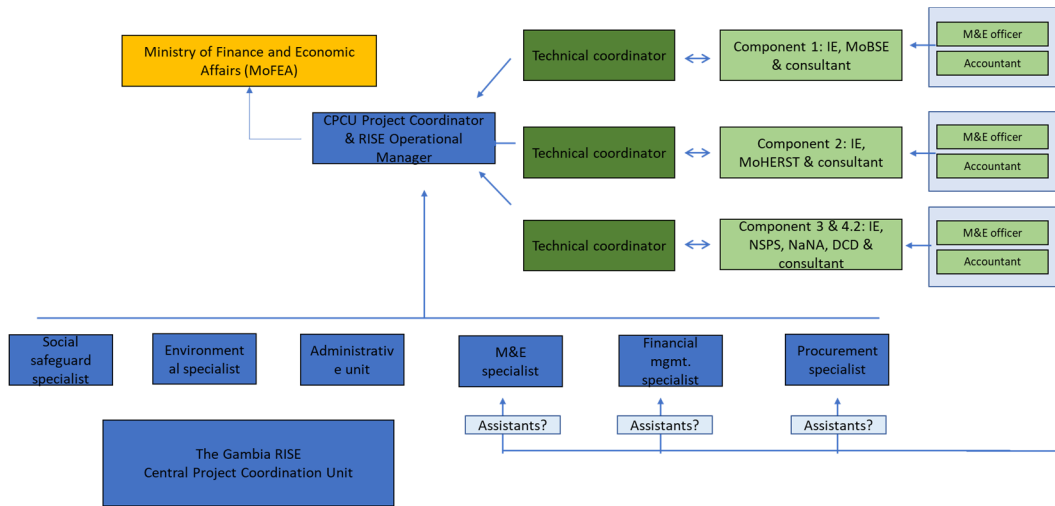
2. For each of the three components, a technical coordinator will be responsible for coordination of the implementation of the activities within each specific component of this multisectoral project. The technical coordinators will work closely within their respective ministry/agency and with the CPCU in the MoFEA. They will ensure that activities within their assigned component are organized and executed on time and meet project objectives.

3. The CPCU within MoFEA will support the IEs. The CPCU will be responsible for overall coordination, fiduciary and safeguard support, planning, and reporting while supporting IEs. The MoFEA CPCU will include a program coordinator, operational manager, environmental safeguard specialist, social safeguard specialist (who should also have gender-related experience), senior FMS, and procurement specialist.





Figure 1.1. Implementation Arrangements



**Project Governance and Coordination**

4. **A high-level, multi-ministerial Gambia RISE HLSC would be created for oversight and ensuring strong coordination across ministries working to strengthen human capital outcomes.** This steering committee will be led by the Vice President (or relevant delegate) and include ministers or equivalents (or their relevant delegates) from all the IEs of the project and other relevant entities (that is, MoFEA, MoBSE, MoHERST, MoGCSW, Ministry of Lands, Regional Government, and Religious Affairs, and so on). It is expected that this HLSC will meet twice each year to discuss the previous year’s project implementation progress and provide guidance for improved performance when needed.

5. **An OOC will be convened by MoFEA.** This committee will meet every other month and comprise Permanent Secretaries or equivalents (or their relevant delegates) for each IE (that is, MoBSE, MoHERST, NaNA, NSPS) and selected partner agencies. The OOC will be responsible for reviewing progress reports, providing strategic guidance and recommendations to the implementing and coordinating units, monitoring project implementation, and resolving implementation bottlenecks when necessary. The OOC will be co-chaired by MoBSE and MoHERST.

6. **A TCC will also be convened by the MoFEA monthly.** The TCC serves as the technical layer in the project governance structure, meeting weekly or as often as needed to address the intricate technical and coordination aspects of the project. The committee will consist of the CPCU and the technical coordinators for each component. The objective of the TCC is to ensure the timely execution of project activities while ensuring adherence to technical quality and compliance with project plans. It also plays a crucial role in risk management, identifying, assessing, and mitigating risks associated with project implementation. The TCC will be co-chaired by MoBSE and MoHERST.

**FM and Disbursements Arrangements**

7. **Budgeting.** The project budgeting process will be defined in the PIM. The MoFEA CPCU will work across the IEs to develop project-wide annual work plans and budgets along with other key implementation partners. The budget would be reviewed and adopted by the OCC before the beginning of each fiscal year. Annual draft budgets would be submitted for the World Bank’s ‘no-objection’ before adoption and implementation. Any changes in the budget and work plans would receive a World Bank opinion. The OCC would also discuss and review the quarterly budget execution report. In addition, the OCC would ensure that IEs are allocated enough resources in their budgets to conduct activities for the achievement of their PBCs.

8. **Accounting.** The CPCU will use the cash basis to maintain the project’s accounts which will be supported with appropriate records and procedures to track commitments and safeguard assets. The project financial statements will be



prepared using International Public Sector Accounting Standards (IPSAS) considering IDA requirements and specificities related to external financed investment projects. Accounting and control procedures will be documented in the project's Financial Procedures Manual of the PIM. The CPCU will purchase an accounting software to accommodate the bookkeeping of the project. A senior FMS, an accountant, and an assistant accountant will be recruited. Community-level bookkeepers will be designated for Mothers' Clubs' activities and focal points for the management of transactions accounts within IEs. The senior FMS within MoFEA's CPCU will be responsible for project-wide accounting and reporting. The FMS should ensure adequate record and monitoring of disbursements made to communities, TVET institutions, cash transfer beneficiaries, and grant recipients to allow monitoring of activity completion and submission of physical and financial reports.

9. **Financial reporting.** The CPCU will prepare consolidated interim financial reports (IFRs) and financial statements for all project components. For interim financial reporting, the format of IFRs includes the following: (a) statement of sources and uses of funds, showing budgeted amounts versus actual expenditures; (b) forecast of sources and uses of funds (by component) and schedule of PBCs; (c) reconciliation of advances to the Designated Account (DA); and (d) explanatory notes. The CPCU will produce the IFRs on a quarterly basis, reflecting operations of the DAs and submitted to the World Bank within 45 days after the end of the calendar quarterly period. For annual financial reporting, the CPCU will produce the project's financial statements that will comply with the IPSAS principles and World Bank requirements. These include (a) a balance sheet that shows assets and liabilities; (b) a statement of sources and uses of funds showing all the sources of project funds and expenditures analyzed by project component and/or category; (c) a DA activity statement; (d) a summary of withdrawals using statements of expenditures (SOEs); and (e) notes related to significant accounting policies and accounting standards adopted by management and underlying the preparation of financial statements.

10. **Internal control arrangements.** A PIM will be the guiding tool where all procedures to be followed regarding FM will be documented to ensure consistency of procedures, and the senior FMS will be responsible for ensuring that the project's FM arrangements are adequate and satisfactory throughout the life of the project. The manual of procedures will describe the FM and disbursement arrangements, including the internal controls mechanism, budgeting process, assets' safeguards and clarify roles and responsibilities of all stakeholders. The PIM should cover all the principles and rules of the project—including size and number of tranches for the grants, subproject design, reporting procedures, verification and selection processes, sanctions, reporting requirements, and so on. A section on the different forms of grants will be elaborated to describe the eligibility criteria and disbursement and reporting procedures. The PIM should be completed before effectiveness.

11. **Internal audit.** A Memorandum of Understanding (MoU) will be signed with the Internal Audit Directorate of The Gambia to determine the roles and responsibilities of each party. The MoU will be reviewed by the World Bank. The internal audit will review accounting and internal control processes adopted by the CPCU in executing payments and conduct regular field visits (physical controls of works, goods, and services acquired). The internal auditor will report to the HLSC, copying the CPCU on a semester basis, who will, in turn, share the report with the World Bank. Additionally, it will provide comments on procurement and contract management functions adopted by the CPCU in awarding contracts. The audits will be conducted semiannually and will provide feedback to management on control weaknesses and issues that require management attention.

12. **Third-party monitoring agent.** An independent third-party verification agent will be recruited to verify the delivery of project activities to intended beneficiaries and purposes. The scope of monitoring the agency's terms of reference will be to ensure that the project objectives are met and activities are implemented in compliance with the World Bank's fiduciary requirements. Detailed procedures will be provided in the PIM.

13. **External audit.** An auditor with qualifications and experience acceptable to the World Bank would be recruited to carry out annual audits of the project. The audit report on the annual project financial statements and activities of the DAs would be submitted to the World Bank within six months after the end of each project fiscal year. The annual audit



of the project would confirm that the PBC funds were spent for Eligible Expenditures. The audit report would refer to any incidence of noncompliance, ineligible expenditures, and misprocurement identified during the audit mission. The project will comply with the World Bank disclosure policy of audit reports.

14. **Disbursements.** The project has different disbursement arrangements within Components 1, 2, and 4. Under subcomponents of Components 1, 2, and 4, the project will finance selected eligible expenditures to capped amounts based on the achievement of the PBCs. The eligible expenditures which may be reimbursed include works, goods, non-consulting services, and consulting services that are needed to achieve the identified results and consistent with the project scope. Recurrent expenses, such as salary, are not eligible. Eligible expenditures related to expenditures of MoBSE, MoHERST, NSPS, and the CPCU will be identified. Under Component 3, the disbursement will be transactions based.

### **Funds Flow and Disbursement Arrangements**

#### ***Detailed Disbursement Arrangements for PBCs***

15. **Disbursement from the World Bank to the DA-A.** A DA-A will be open at the Central Bank to receive the amounts corresponding to the PBCs achieved. Disbursement will be report-based against the PBCs. Upon achieving PBC-related results, a withdrawal application (WA) will be submitted to the World Bank, using the World Bank's standard disbursement forms through the e-disbursement functionality in the World Bank's Client Connection system. The WA prepared by the CPCU will be accompanied by certified and cleared evidence from the World Bank that the related results were achieved and eligible expenditures have been incurred. The procedures for submission of information to the independent verification agency regarding the achievement of the PBCs will be detailed in the PIM and FM Manual.

16. Disbursements against PBCs are triggered by the documentation of eligible expenditures having been incurred (like a regular IPF) and evidence of achievement of PBCs. In cases of nonachievement of a PBC, the expenditures associated with that PBC will not be eligible for World Bank financing even if they are incurred. In case of a partial achievement of a scalable PBC, expenditures may be eligible, and funds may be disbursed in proportion to the achievement of the PBC. However, the amount to be disbursed will always be the lower of the eligible expenditures incurred or the amounts allocated to achieved PBC targets. The Eligible Expenditures which may be reimbursed correspond to the expenditures associated with Row 20 for MOBSE, Row 27 for MoHERST, and Row 0111 for Office of the Vice President, which includes funding for the National Social Protection Secretariat. More details on the PBCs and Eligible Expenditures will be detailed in the PIM. Changes to the disbursement formula (or reallocations between PBCs) cannot be made without undertaking a formal restructuring of the project.

17. **Replenishment of the bank accounts of MoBSE, MoHERST, and NaNa.** Once the PBCs are met and disbursements made into DA-A, transfer of the PBC price will be made into the IEs' transaction account (TA). All transfers of the project (replenishment) will be made to the IEs' bank accounts opened in a commercial bank acceptable to the World Bank. A focal point will be appointed at the IE level to manage the TA to monitor and follow up closely on all invoices and requests for payment pertaining to the project. Payments to IEs will be made in accordance with the disbursement modalities agreed between IEs and the MoFEA and specified in the project's PIM and the Disbursement and Financial Information Letter (DFIL). Expenses will be made in accordance with the approved annual work plan and budget. Specific procedures applicable to IE-level accounts would be detailed in the PIM.

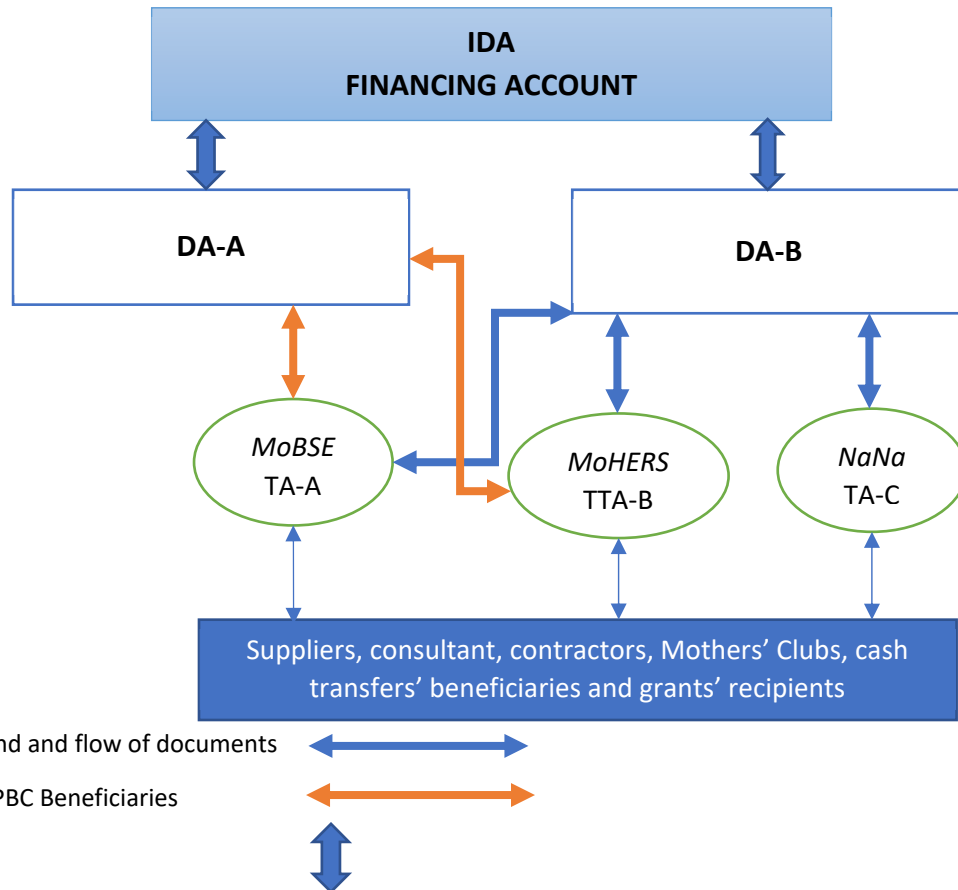
#### **Disbursement Arrangements for Transactions Based (SOE)**

18. **Flows of funds and bank accounts arrangements.** The project will finance 100 percent of eligible expenditures inclusive of taxes. A DA-B will be opened at the Central Bank and three TAs in a commercial bank under terms and conditions acceptable to the World Bank. The ceiling of the DA-B will be mentioned in the DFIL, representing four months of forecast project expenditures. The TAs will be managed by the IEs (MoBSE, MoHERST, and NaNa/NSPS) under the co-signature of the project coordinator and the FM officer according to the disbursement procedures described in the PIM. An initial advance up to the ceiling of the transaction's accounts will be made, and subsequent disbursements will be made



against submission of all supporting documentation and the financial report on the use of the initial/previous advance. The CPCU will reserve the right to verify the expenditures at any time, and refunds might be requested for non-compliance with contractual/convention clauses. The option to disburse against submission of quarterly unaudited IFRs (also known as report-based disbursements) could be considered, as soon as the project meets the criteria. Other methods of disbursing the funds (reimbursement, direct payment, and special commitment) will also be available to the project.

Figure 1.2. Funds Flow



Note: Transfers of fund and flow of documents

Transfer of funds to PBC Beneficiaries

DA replenishment

19. **Anti-corruption and governance arrangements.** The CPCU has primary responsibility for addressing governance weaknesses and dealing with cases that arise during project implementation. The following governance and anti-corruption measures will contribute to enhance transparency and accountability during the project implementation: (a) strengthening the client’s internal control systems, enhancing transparency and disclosure of financial information, through the elaboration of a PIM which includes anti-corruption measures with a specific safety mechanism that will enable citizens to denounce abuses or irregularities and the intervention of the Internal Audit Directorate; (b) recruiting a third-party monitoring agency; and (c) monitoring internal and external audit findings with respect to internal control failures and the client’s efforts to address them as well as the scope and quality of the auditors’ work to ensure adherence to the terms of reference. At the community level, financial rules should be defined to reflect collective decision-making, and clear protocol for sanctions or remedies for misuse of project funds should be determined and well publicized.



Table 1.2. FM Action Plan

Action	Date	By Whom
Define the CPCU financial and administrative procedures including fiduciary procedures specific to the project	By effectiveness, as part of PIM	CPCU
Recruit a qualified senior FMS, accountants, and assistant accountant	Within one month after effectiveness	CPCU
Sign an MoU with internal audit to ensure the internal audit function	Within three months after effectiveness	CPCU
Acquire an adequate accounting software	Within one month of effectiveness	CPCU
Recruit an external auditor	Within six months of effectiveness	CPCU
Recruit a third-party monitoring agent	Within six months of effectiveness	CPCU

20. **Implementation support plan.** Based on the outcome of the FM risk assessment, the following implementation support plan (ISP) is proposed. The objective of the ISP is to ensure the project maintains a satisfactory FM system throughout the project’s life.

Table 1.3. Implementation Support Plan

FM Activity	Frequency
Desk reviews	
IFR review	Quarterly
Audit report review of the project	Annually
Review of other relevant information such as interim internal control system reports	Continuous as they become available
On-site visits	
Review of overall operation of the FM system	Twice per year
Monitoring of actions taken on issues highlighted in audit reports, auditors’ management letters, internal audit, and other reports	As needed
Transaction reviews (if needed)	As needed
Capacity building support	
FM training sessions	During implementation as/when needed

**Procurement Arrangements**

21. **Division of responsibilities.** A procurement assessment has been carried out and a PPSD was prepared by the MoFEA CPCU. Procurement responsibility would rest with the MoFEA CPCU. The senior procurement specialist and procurement officers in the CPCU will work closely with the respective technical staff in the IEs on procurement-related matters.

22. **Contract management and administration.** For all prior review contracts, contract management plans (in line with the provisions of Regulations Annex XI) will be developed during contract creation and completed at the time contracts are signed.

23. **Workflow and tracking.** The STEP system—the World Bank’s planning and tracking system—will be implemented to prepare and manage the project’s Procurement Plan and procurement transactions by the senior procurement specialist and procurement officers in the MoFEA CPCU.

**Safeguard Arrangements**

24. **Division of responsibilities.** The environmental and social safeguards specialists in the MoFEA CPCU are responsible for safeguard concerns and work related to activities of their respective IEs, including contributions to the Environmental and Social Framework (ESF) instruments. The MoFEA CPCU’s environmental and social safeguard specialists should closely coordinate with the technical staff in the IEs to report to the World Bank on project-wide safeguard-related



matters, manage project-wide social and environmental risks, and ensure successful project-wide implementation of the required ESF instruments.

25. **The CPCU’s safeguard specialists will also use the ESMF’s screening mechanisms and guidelines to be followed during project implementation for the preparation of an environmental and social assessment specific to the subprojects.** The screening process for subprojects/activities will lead to the development of the needed environmental and social mitigation measures, which is reflected in the ESCP. Mitigation measures should also include training and citizen engagement activities (and the participation of vulnerable groups/individuals and other stakeholders) to be done under the project. The Recipient’s commitments to implement material measures and actions required for the project to meet Environmental and Social Standards (ESS) are reflected in the negotiated and disclosed ESCP. The ESCP will be revised and redisclosed from time to time, if necessary, during project implementation to reflect adaptive management of project changes and unforeseen circumstances or in response to project performance. As this is a moderate-risk project, relevant principles of Labor Management Procedures (LMP) in line with ESS 2 and the national labor regulation will be incorporated into the LMP, including a GRM for project workers (and CPCU staff), conditions of employment, nondiscrimination and equal opportunity, workers’ organizations, child labor, forced labor, and occupational health and safety. The LMP will be developed and agreed to before the bidding process for any activity which involves the employment of workers,

26. **As part of a broader initiative to streamline the management and resolution of grievances, the Government is exploring the consolidation of existing GRMs.** Plans for this consolidation will be articulated within six months of effectiveness of the RISE Project. Once a consolidated GRM is operational under NSPS, the RISE Project will transition to this updated mechanism, promoting efficacy and responsiveness in addressing project-related grievances. Until the transition to a unified structure, established GRMs from ongoing/recent World Bank-financed projects will be utilized. For activities stemming from Components 1 and 2, which are being implemented by MoBSE and MoHERST, respectively, the GRMs facilitated by the Education PCU for the ACE Project (P169064) and the recently concluded ESSP (P162890) will be utilized. Similarly, RISE activities pertaining to Component 3, managed by NaNA, NSPS, and DCD, will employ the GRMs currently serving the GSSN (P167260). These existing GRMs will continue to be supported by the existing teams and specialists. As new safeguard specialists are hired for the RISE Project, they will receive training on the types of sector-specific GRM issues associated with the RISE Project’s activities, provide support in addressing them, and help facilitate the transition to a consolidated GM for the RISE Project.

27. **The GRM will receive and address all complaints that could likely arise as a result of project activities and receive feedback from stakeholders and beneficiaries in a transparent and timely manner.** The GRM will also include a confidential, survivor-centered, efficient, and ethical channel to address SEA/SH complaints, including access to quality legal, health and psycho-social support services for survivors and the mapping of such services, which will be developed as part of the SEA/SH Response and Prevention Action Plan with the ESMF. This process will be carried out using dedicated communication materials, which will be developed to help stakeholders become familiar with the grievance redress channels and procedures. The GRM will be accessible and understandable for all stakeholders in the project for the entire project life. The GRM will be communicated to all relevant stakeholders and will also be applicable to any service provider.

#### ISP of the World Bank

28. **The proposed project directly supports several ongoing government programs and recent pilots that are to be scaled up further.** To mitigate against various risks and facilitate smooth implementation of the project, there is a need for close supervision and support in the early stages of implementation to make any necessary adjustments. Strong collaboration and coordination with other development partners would also be key. From this perspective, the ISP includes the following.

29. **Technical support.** The World Bank will assign a team of sector specialists, with expertise in education, including foundational learning and skills development, and social protection, who would provide technical support and guidance to the IEs and key stakeholders. This will include specialists with gender expertise to help mainstream a gender-informed



perspective into the supervision of all activities. The technical team would review and comment on the terms of reference and other technical documents. Technical advice would also be provided during implementation support missions.

30. **Procurement.** The World Bank will assign a procurement specialist to provide guidance and implementation support to the MoFEA CPCU regarding procurement processes and participate in project implementation support missions, post review assessments, and site visits. The World Bank would review selection processes defined as prior review. In addition to the prior review supervision which will be carried out by the World Bank, semiannual supervision missions are recommended. Annual World Bank procurement post review will be conducted by the World Bank procurement specialist. The sample size will be based on the procurement risk rating. The prior review procurements will be reviewed and cleared in STEP by the World Bank procurement specialist.

31. **FM.** The World Bank will assign an FM specialist to provide support to the MoFEA CPCU. The World Bank would supervise the project's FM arrangements by reviewing the semiannual project reports and the annual audited financial statements. In addition, during implementation support missions, the World Bank will review the FM and disbursement arrangements.

32. **Safeguards.** The World Bank will assign an environmental safeguard specialist and a social safeguard specialist to provide implementation support to the MoFEA CPCU. The World Bank would supervise the project's safeguards arrangements by reviewing the development, updating, and implementation of key safeguard instruments. In addition, during implementation support missions, the World Bank will review the safeguards arrangements.

33. **In addition to the World Bank's two implementation support missions proposed throughout the project, one or two additional implementation support missions should be carried out during the first year of implementation to establish strong intersectoral coordination and project management and create a strong foundation for the rest of the project.** Complementary technical meetings (including virtual meetings) can be arranged during the first 18 months of project implementation. The technical team will also facilitate peer-to-peer learning with other government and technical experts on relevant aspects of the project. Implementation support during this time will focus on the operational relationships of MoFEA's CPCU with the IEs. The establishment of key project coordination mechanisms and the recruitment of key staff should be prioritized with initial capacity building and training supported. The development of a PIM will be the responsibility of MoFEA's CPCU. The functionality of key IT investments, M&E mechanisms, safeguards plans, fiduciary, and procurement activities should be assessed during this period.

34. **After the first 18 months, two implementation support and supervision missions, including headquarter and Country Management Unit staff from technical areas, fiduciary staff and safeguards specialists will be conducted annually.** These missions would also engage with development partners to jointly review the project and ensure adequate coordination of the project with other donor initiatives in the various sectors. Assessments and other mission related documents will be complemented by at least annual reviews of M&E systems, FM, procurement, and safeguards. In addition to the implementation support missions, a midterm review would be conducted no later than the third year of implementation.



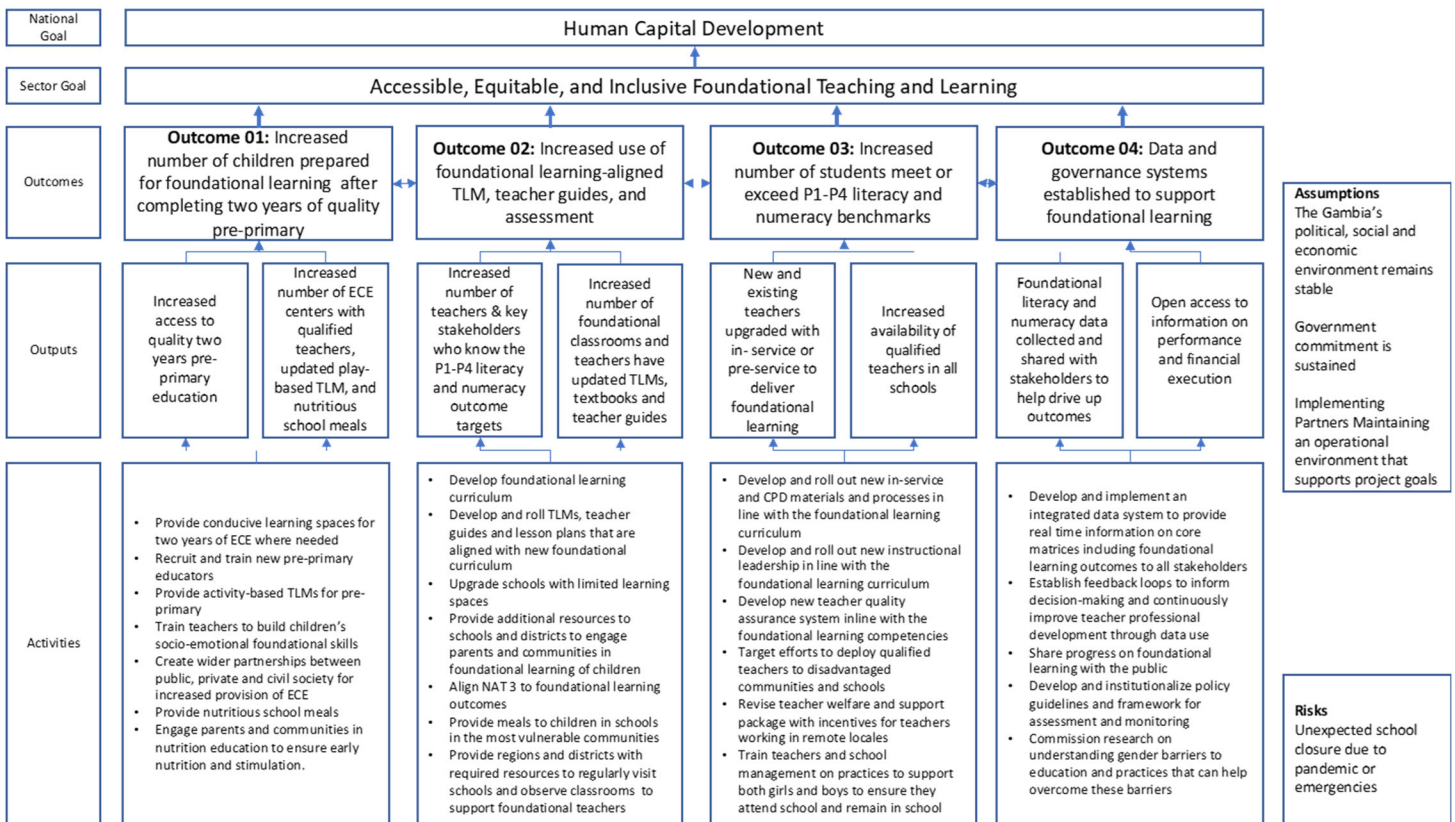
ANNEX 2: GPE’s Compact and RISE Project Alignment

1. The Gambia’s 2023–2027 GPE Compact and the RISE Project share a common goal of ensuring accessible, equitable, and inclusive foundational learning in The Gambia. This annex provides a summary of the Partnership Compact’s priority outcomes while also offering more detail on how key activities align with the RISE Project’s proposed components and subcomponents.

Theory of Change for Accessible, Equitable, and Inclusive Foundational Learning

2. The Partnership Compact presents a comprehensive theory of change for accessible, equitable, and inclusive foundational learning. The theory of change outlines four priority outcomes and a series of activities aimed at improving foundational learning outcomes, as shown in figure 2.1.

Figure 2.1. GPE Compact’s Theory of Change



3. These activities align with the RISE Project’s Component 1, which also focuses on improving foundational learning. The RISE Project can support the implementation of these activities by providing resources and technical assistance to support more and better preprimary education, improve curriculum development and use of TLM, provide better teacher training, and enhance governance and data management systems to improve foundational learning.

Connection with the RISE Project

4. The RISE Project’s Subcomponents 1.1 and 1.3 align with the GPE Partnership Compact’s priority reform. Subcomponent 1.1 focuses on improving the quality of teaching and learning in early grades, which is directly related to the Compact’s emphasis on foundational literacy and numeracy. Similarly, Subcomponent 1.3, which aims to enhance the





capacity of education systems for improved service delivery, aligns with the Compact's focus on improving the quality of education.

5. The key activities in the Compact's section on the theory of change for accessible, equitable, and inclusive foundational learning are also connected with the proposed activities of the RISE Project's subcomponents. The action items in the four priority areas of the Compact, which include expanding access to quality preprimary education and aligning the education system and teacher support to deliver improved learning outcomes, are reflected in the activities proposed under Subcomponents 1.1 and 1.3 of the RISE Project.

6. The Compact's section on enabling factors for system transformation also aligns with the proposed activities under Subcomponent 1.3 of the RISE Project. The action items in this section, which include improving data and evidence, enhancing gender-responsive planning, policy, and monitoring, and improving coordinated financing and funding, and leveraging more and more efficient domestic financing, are all areas that Subcomponent 1.3 will address.

### Enabling Factors for System Transformation

7. The Partnership Compact identifies four enabling factors necessary for system transformation: data and evidence, gender-responsive planning, policy, and monitoring, and coordinated financing and funding. The RISE Project's Subcomponent 1.3 aligns with these enabling factors by focusing on strengthening school management and community engagement, which includes improving data management and monitoring systems, promoting gender-responsive planning, and enhancing coordination of financing and funding.

### Gender-Related Differences, Barriers, and Programmatic Response

8. **Although universal education has not yet been achieved in The Gambia, girls outperform boys in terms of enrollment and completion of basic education.** Enrollment rates, over 2019–2023, show a consistent and escalating representation of girls, with the share of girls in LBE going from 52.1 percent to 52.9 percent, and the share of girls in upper basic education (UBE) at 55.7 percent (2.6 percentage point increase).<sup>44</sup> In 2021, 8.1 percent of females of primary school age were out-to-school, compared to 19.1 percent of their male counterparts.<sup>45</sup> Boys' slightly lower enrollment rates may be due to higher enrollments in Majalis or Koranic centers which are not included in the official school count figure. Although completion rates for both boys and girls are steadily rising across all levels of basic education, girls not only show greater participation than boys but also exhibit higher completion rates. The Gender Parity Index (GPI) associated with completion rates has shown a rise across all levels over 2019–2023. More specifically, the GPI increased from 1.13 to 1.20 for LBE and from 1.14 to 1.28 for UBE. This trend signifies a positive shift where girls surpass boys in terms of successfully completing their education. In terms of learning outcomes, NAT results show that while girls in grade 3 tend to perform better than boys in English and math, boys outperform them in math in grade 5. That said, overall NAT results for grades 3 and 5 show that very few students reached the minimum requirement in all subjects, in both grades.

9. **While these analytics provide some insight, there are gaps in the diagnostics, especially concerning access, learning, retention, and completion of basic education for both girls and boys.** At the time of the Partnership Compact, the absence of a recent in-depth gender analysis was identified as a limitation. Using the GPE's System Capacity Grant, a deeper analysis and programmatic response to gender-related differences and barriers will be developed to help guide and inform Component 1. This technical assistance will be front-loaded within the Gambia RISE Project so that activities can be hardwired to address gender-based differences and barriers, including gender issues affecting the LBS teacher workforce, emerging access and quality issues for boys (who appear to be disproportionately directed to Koranic schools), and to apply a gender lens to the development or review of new textbooks, structured teacher guides as well as into teacher professional development and support activities. The Results Framework, monitoring tools, and evaluation methodologies will be gender sensitive, allowing for the tracking of progress of both boys and girls and adjusting

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<sup>44</sup> Education Statistics Summary Report 2023, MoBSE, Republic of the Gambia.

<sup>45</sup> World Bank. 2022. *The Gambia Economic Update: Coming Back Stronger*.



interventions accordingly to address the unique challenges faced by both genders, thereby promoting gender equality in The Gambia's education sector.

**Supporting the Most Marginalized**

10. The national early grade learning program in The Gambia will be designed to benefit the most marginalized students, including, for example, those from impoverished backgrounds, rural locales, and those with disabilities. By integrating a culturally sensitive, competency-based curriculum, TLMs can be made more relevant, especially for rural students, using more relatable stories, activities, and contexts. The support to Mothers' Clubs and community engagement can help in reaching the poorest households, emphasizing education's value and out-of-school support. Scripted lesson plans can ensure uniform content delivery, even in remote areas where teachers tend to have lower capacity, while the promotion of national languages in teaching bridges the language gap for students from families that do not speak much English. By targeting coaching in lagging areas and providing specialized teacher training, it is possible to ensure that all students, regardless of their location, background, or abilities, receive quality education. Importantly, the program's focus on data collection can, among others, aid in early diagnosis and support for students with disabilities, while support for the further development of Gambian sign language can bolster inclusivity.

**Monitoring, Evaluation, and Learning (MEL)**

11. To monitor and evaluate the priority reform, MoBSE is collaborating with Social Impact, contracted by GPE, to develop a detailed MEL framework for the GPE Partnership Compact. This framework will encompass overall objectives, intermediate results indicators, baselines and target values, frequency, data source methodology, and responsibilities for data collection. The M&E unit in MoBSE will be responsible for all reform M&E activities, with the Senior Management Team providing policy direction and oversight. This approach includes, but is not limited to, activities in the RISE Project.

12. The RISE Project's approach to M&E and its Results Framework are meant to align with the MEL approach of the Compact. While the Compact includes over 20 results indicators, the RISE Project is much more selective in its inclusion of specific indicators, especially since Social Impact is working with MoBSE to establish a more comprehensive approach to monitoring the Compact. This alignment will facilitate the effective use of resources, promote learning, and contribute to better overall MEL outcomes in The Gambia.

**Detailed Table Mapping Key Activities**

13. While this annex is meant to provide an overview of how the GPE Partnership Compact and the RISE Project align in their goals and activities, it also acknowledges that the RISE Project cannot accomplish everything within the GPE Compact. Table 2.1 illustrates the expected government and key donor financing available for the education sector between 2023 and 2027 along with potential support for priority reform areas of the GPE Compact.

**Table 2.1.**

Funding Source	Amount US\$ Mn	Improve access to pre- primary and ensure children are ready to learn	Align and strengthen instruction materials to increase the proportion of children in primary acquiring foundational learning skills	Teachers acquiring right professional skills and competences to drive up achievement in foundational literacy and numeracy	Improve education sector governance through the use of data and technology to support foundational learning
Government of the Gambia	TBC	✓	✓	✓	✓
GPE System Capacity Grant (SCG)	1.90				✓
GPE System Transformation Grant (STG)	5.86	✓	✓	✓	✓
GPE Multiplier	5.00	✓	✓	✓	✓
UNICEF	TBC	✓	✓	✓	✓
MRC Holland Foundation	TBC	✓			✓
World Food Program	11.35	✓	✓		
Islamic Development Bank	0.50	✓			✓
World Bank	42.16	✓	✓	✓	✓



14. That said, table 2.2 maps the key activities of the GPE Partnership Compact with the description of the RISE Project’s subcomponents to demonstrate what the RISE Project will and will not cover.

Table 2.2. Activities funded in RISE as a subset of Compact Activities

Components and Actions of Reform	Funding Source
<b>A. Improve access to preprimary and ensure children are ready to learn</b>	
Create teacher guides for preprimary education that include lesson plans for play-based learning and that support the development of emergent literacy and numeracy skills	World Bank/GPE: Subcomponent 1.1
Produce and distribute activity-based TLMs for preprimary children to reinforce these skills	World Bank/GPE: Subcomponent 1.1
Build on the ECD monitoring tool and community-based monitoring to monitor and support newly established ECD centers	World Bank/GPE: Subcomponent 1.1
Train teachers to build children’s socio-emotional foundational skills	World Bank/GPE: Subcomponent 1.1
Create wider partnerships between public, private and civil society for increased provision of ECD	Not under RISE Project
Recruit and train more ECD instructors	Not under RISE Project
Expand its community-based approach to constructing ECD sheds using the previously tested Japanese Social Development Fund (JSDF)-supported project	Not under RISE Project
Provide school meals to all children attending these centers	Not under RISE Project
Engage community, parents, and caretakers are aware of good nutritional activities to prevent malnutrition and stunting	Not under RISE Project
<b>B. Aligned and strengthened instruction materials to increase the proportion of children in pre-primary and lower primary classes acquiring foundational learning skills</b>	
Identify and communicate clear expectations and standards for foundational learning	World Bank/GPE: Subcomponent 1.1
Review, prioritize, and sequence foundational curriculum for grade 1 to 4	World Bank/GPE: Subcomponent 1.1
Develop and roll out TLM for the students and teacher guides aligned to the foundational curriculum for grade 1-4	World Bank/GPE: Subcomponent 1.1
Develop/update formative early-grade assessment tools that are aligned with the lesson plans and the learning outcome targets	World Bank/GPE: Subcomponent 1.1
Disseminate lesson plans and learning outcome targets to schools and classrooms, district-level trainers and coaches, and preservice teacher training institutions (which are overseen by the MoHERST)	World Bank/GPE: Subcomponent 1.1
Prepare additional learning materials, including work cards, to enhance home study	World Bank/GPE: Subcomponent 1.1
Engage parents and the wider community to ensure children learning is supported at home	World Bank/GPE: Subcomponent 1.1
Ensure that schools in underserved areas are provided with conducive learning spaces, school meals and making available child-friendly play materials and playgrounds	Not under RISE Project
Identify partnership opportunities with the private sector and civil society to promote birth registration, right age enrollment drive, and screening and assessment	Not under RISE Project
<b>C. All teachers acquire the right professional skills and competencies to teach foundational literacy and numeracy achievement</b>	
Introduce improvements to the preservice curriculum and delivery models to ensure preservice is linked to the foundational learning outcomes	World Bank/GPE: Subcomponent TBD
Carry out external review to evaluate graduating teachers to ensure their training standards are being met	World Bank/GPE: Subcomponent 1.1



<b>Components and Actions of Reform</b>	<b>Funding Source</b>
Develop a framework for Continuous Professional Development (CPD) curriculum in line with the foundational learning curriculum	World Bank/GPE: Subcomponent 1.1
Rollout a set of compulsory and optional training modules based on research on the science of foundational teaching	World Bank/GPE: Subcomponent 1.1
Strengthen quality assurance of INSET (for continuous improvement, M&E)	World Bank/GPE: Subcomponent 1.1
Introduce modules focused on inclusive education to help teachers identify children with special needs and use techniques and skills for inclusive classroom teaching that is adaptive to special needs students and incorporates the use of special equipment, and technology to support learning	World Bank/GPE: SubComp 1.1
Promote teacher welfare to develop institutional frameworks to address teacher working conditions	Not under RISE Project
Revise Best Teacher Award Scheme to reward, motivate, and retain teachers	Not under RISE Project
Carry out data-driven planning for matching the supply and demand of teachers at the basic level	Not under RISE Project
<b>D. Improve education sector governance through the use of data and technology to support foundational learning</b>	
Institutionalize regular stock-take reviews of the reform to incorporate evidence generated by routine monitoring to enable the steering committee to guide course corrections as needed to achieve the goals	World Bank/GPE: Subcomponent 1.1
Establish internal and external communication mechanisms to promote foundational learning across schools and across the country	World Bank/GPE: Subcomponent 1.1
Align assessment framework and protocol with the new curriculum both at summative and formative levels, especially classroom-based assessment, to provide clear levels of attainment on the intended curriculum content for learners at all levels	World Bank/GPE: Subcomponent 1.3
Enhance the system for monitoring student outcomes through continuous implementation of formative foundational learning assessment	World Bank/GPE: Subcomponent 1.3
Strengthen data systems	World Bank/GPE: Subcomponent 1.3
Enhancing capacity to support data-driven policies at the national level	World Bank/GPE: Subcomponent 1.3
Strengthen the capacity of the national and regional staff to ensure the timely collection, analysis, and dissemination of information	Not under RISE Project
Empower regions to carry out regular problem-solving sessions with school leadership and the community to find contextualized solutions to their issues	Not under RISE Project
<b>E. Research and Evidence Generation</b>	
Conduct process evaluations to understand how certain communities have been able to bring about sustained change and then share with other regions and stakeholders to ensure these learnings can be adapted and scaled	World Bank/GPE: Subcomponent 1.3
Collect and exchange knowledge for learning through case studies, regular reports shared with key stakeholders inside and outside the ministries, site visits and tours, personnel rotation programs, and education and training programs	World Bank/GPE: Subcomponent 1.3
Create learning partnerships with other countries where similar foundational learning interventions are being implemented, as well as inviting leadership from other countries who have successfully improved foundational learning in their countries at scale	World Bank/GPE: Subcomponent 1.3
Review data on compact progress with all actors supporting the priority reform and other education stakeholders	World Bank/GPE: Subcomponent 1.3
<b>F. Enabling Factors</b>	



Components and Actions of Reform	Funding Source
Strengthen NAT to better measure learning outcomes across all of the core domains of the curriculum and will seek to cover all types of schools including private, grant-aided schools, community-based ECDs, and madrassahs; ensure that the NAT matrices and instruments are sufficiently systematized to enable comparability of data from year to year, and better alignment with the GABECE and EGRA tools where feasible	World Bank/GPE: Subcomponent 1.3
Analyze the EMIS and NAT data and to publish regular and timely reports on both the actual status of schooling inputs and results in The Gambia and on trend lines across all relevant education indicators	World Bank/GPE: Subcomponent 1.3
Produce reports from time to time on special issues identified in partnership with LEG partners, such as on challenges related to out-of-school children, gender disparities, initial reading or mathematics comprehension, teacher competencies and training, or other issues of critical importance	World Bank/GPE: Subcomponent 1.3
Finalize learning assessment policy	World Bank/GPE: Subcomponent 1.3
Formulate a comprehensive data management policy framework	World Bank/GPE: Subcomponent 1.3
Develop gender-related policies to address associated challenges on retention, performance and completion rates for girls	World Bank/GPE: Subcomponent 1.3
Increase efficiency of existing partner coordination structures, streamline the various platforms, and define respective roles more clearly, to build shared momentum with partners for change	Not under RISE Project/World Bank will support
Prepare a comprehensive, thoroughly updated Education Sector Analysis (ESA), which is slated to be carried out in 2023	Not under RISE Project/World Bank will support
Strengthen EMIS to better incorporate and ensure the rapid turn-around of information on out-of-school and marginalised children and to build up its collection of qualitative data	Not under RISE Project
Harmonizing the use of monitoring strategies for the improvement of gender equity and inclusive education, including reviving the CCM	Not under RISE Project



ANNEX 3: Funding by Component, Subcomponent, and Source

Proposed Components and Subcomponents	Amount (US\$)	
	IDA	GPE
Component 1: Improve foundational learning outcomes	15,450,000	12,260,000
1.1: Utilize structured pedagogy approach to improve foundational learning	9,850,000	10,360,000
1.2: Scale up programs to expand access to formal education system	4,000,000	0
1.3: Scale up efforts to strengthen systems for basic education system	1,600,000	1,900,000
Component 2: Increase access to labor-market-relevant TVET programs	21,000,000	0
2.1: Design competitive Skills, Innovation, and Entrepreneurship Fund for rapid response for skills and innovation in the TVET sector	5,500,000	0
2.2: Establish TVET Centers of Excellence focused on priority economic sectors and trades	13,000,000	0
2.3: System strengthening in priority areas	2,500,000	0
Component 3: Expand and enhance social safety nets to improve the incomes and productivity of the poor and vulnerable	40,500,000	0
3.1: Establish a productive economic inclusion program to skill target populations	5,000,000	0
3.2: Support Nafa cash transfers program	31,000,000	0
3.3: Strengthen social protection sector coordination and scale-up of social protection tools to improve service delivery and response to shocks	4,500,000	0
Component 4: Support project management, communication, interoperability, and capacity building	3,500,000	0
4.1: Project coordination, management, and capacity-building	3,000,000	
4.2: Interoperability of data systems	500,000	
Component 5: Contingent Emergency Response Component	0	0
<b>Subtotal</b>	<b>80,450,000</b>	<b>12,260,000</b>
<b>Total</b>	<b>92,710,000</b>	



**ANNEX 4: Project Beneficiaries**

Components		Coverage		Estimated Cost
Subcomponent	Beneficiary	Education	Geographic	(US\$)
<b>Component 1: Improve foundational learning outcomes</b>				<b>27,710,000</b>
1.1: Utilize structured pedagogy approach to improve foundational learning	216,000 students 6,000 teachers	ECD to grade 4	National	20,210,000
1.2: Scale up programs to expand access to formal education system	1,000 students and out-of-school youth	Basic and Secondary Education	National (focus on Region 5)	4,000,000
1.3: Scale up efforts to strengthen systems for basic education system	System-wide			3,500,000
<b>Component 2: Establish TVET Centers of Excellence focused on priority economic sectors and trades</b>				<b>21,000,000</b>
2.1: Design competitive Skills, Innovation, and Entrepreneurship Fund for rapid response for skills and innovation in the TVET sector	4,000 individuals, including students and out-of-school youth	Post-secondary TVET	National	5,500,000
2.2: Establish TVET Centers of Excellence focused on priority economic sectors and trades	229 students TVET teachers	Post-secondary TVET	Two inland regions	13,000,000
2.3: System strengthening in priority areas	System-wide			2,500,000
<b>Component 3: Expand and enhance social safety nets to improve the incomes and productivity of the poor and vulnerable</b>				<b>40,500,000</b>
3.1: Establish a productive economic inclusion program to skill target populations	10,000 individuals, including youth 18–35 and adults 35+	Less than secondary education	Poor inland communities	5,000,000
3.2: Support Nafa cash transfers program	36,000 individuals, including youth (headed or in) Households that are poor and vulnerable	Mostly less than secondary education	20 poor inland districts and selected peri- urban/urban areas	31,000,000
3.3: Strengthen social protection sector coordination and scale-up of social protection tools to improve service delivery and response to shocks	Systemwide			4,500,000
<b>Component 4: Support project management, communication, interoperability, and capacity building</b>				<b>3,500,000</b>