



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

WESTERN AND CENTRAL AFRICA | Gambia, The | IBRD/IDA | Investment Project Financing (IPF) | FY 2024 | Seq No: 2 |
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Implementing Agencies: 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

1. OBJECTIVE**1.1 Development Objective**

Original Development Objective (Approved as part of Approval package on 22-Feb-2024)

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.

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

No

2. COMPONENTS

Name

Component 1: Improve foundational learning outcomes :(Cost 27,710,000.00)

Component 2: Increase access to labor-market-relevant TVET programs :(Cost 21,000,000.00)

Component 3: Expand and enhance social safety nets :(Cost 40,500,000.00)

Component 4: Support project management and capacity-building :(Cost 3,500,000.00)

Component 5: Contingent Emergency Response Component :(Cost 0.00)

3. OVERALL RATINGS

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



4. KEY ISSUES & STATUS

4.1 Implementation Status and Key Decisions

The Gambia Resilience, Inclusion, Skills, and Equity (RISE) Project just became effective in May 2024 and has already made steady early progress toward achieving its development objectives. Significant initial actions have been undertaken across all components, reflecting early momentum despite the project's complex, multi-sectoral nature.

- **Component 1: Improve foundational learning outcomes:** A pilot foundational learning program has been launched for Grade 1 students in about 10 percent of government schools, supported by new teaching and learning materials, teacher training and coaching, and ongoing monitoring and assessment. Textbook distribution for Grades 1–9 is advancing, and efforts to expand access through community-based initiatives are under design. In addition, progress is underway to synchronize Gambian Sign Language to support greater inclusivity. Data systems are being strengthened with distributed laptops and school-level training to support evidence-based planning and monitoring. These steps demonstrate the project's potential to enhance foundational learning for early-grade students.
- **Component 2: Increase access to labor-market-relevant technical and vocational education and training (TVET) programs:** The first call for proposals under the Skills, Innovation, and Entrepreneurship Fund has been issued, and site selection for new TVET Centers of Excellence is progressing. Consultancies are in progress to support a TVET strategy for Madrassa education, childcare demand assessment, enrollment projection and simulation model, tracer study on TVET graduates, and a study on women in tertiary education and gender mainstreaming. These initiatives are setting the foundation for enhancing tertiary education and youth employability.
- **Component 3: Expand and enhance social safety nets:** The Nafa cash transfer program has resumed payments to 99.5 percent of the 16,887 targeted households, supporting income stabilization for the most vulnerable populations. A Social and Behavioral Change Communication initiative has been launched to empower regional partners with tools to enhance program impact. Preparations for the Productive Economic Inclusion program are advancing, with a situation analysis and operational manual under development. Data collection efforts to support targeting and evidence-based planning are ongoing, with the Gambia Social Registry progressing toward full national coverage.
- **Component 4: Support project coordination, management, and capacity-building:** The Central Project Coordination Unit is operational, and measures to streamline processes and strengthen coordination are being implemented. Training on the Project Implementation Manual has been delivered to implementing entities, and measures to improve workflow efficiency are being explored. Governance structures, including the High-Level Steering Committee and Operational Oversight Committee, are being actively engaged to provide strategic guidance.

While the project is at an early stage, these early actions reflect strong momentum toward achieving its objectives of improving learning, access to job-relevant training, and social protection for vulnerable populations. Continued focus on addressing coordination challenges and advancing key preparatory activities will be critical for sustained progress.



5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 23 Feb 2024	Last Approved Rating ISR Seq. 01 - 29 May 2024	Proposed Rating
Political and Governance	● Moderate	● Moderate	● Moderate
Macroeconomic	● Substantial	● Substantial	● Substantial
Sector Strategies and Policies	● Moderate	● Moderate	● Moderate
Technical Design of Project or Program	● Moderate	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Substantial	● Substantial	● Substantial
Fiduciary	● Substantial	● Substantial	● Substantial
Environment and Social	● Moderate	● Moderate	● Moderate
Stakeholders	● Moderate	● Moderate	● Moderate
Overall	● Substantial	● Substantial	● Substantial



6. RESULTS

6.1 PDO Indicators by PDO Outcomes

PDO 1 - Increase foundational learning of early-grade students								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Increase early grade reading assessment scores for students in grade 3 (Number)	19.99	Mar/2024	19.99	15-May-2024	19.99	20-Nov-2024	30	Mar/2029
Increase early grade reading assessment scores for female students in grade 3 (Number)	19.99		19.99		19.99		30	
PDO 2 - Increase access to job-relevant training for youth								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Beneficiaries having successfully completed TVET training programs (Number)	0	Mar/2024	0	15-May-2024	0	20-Nov-2024	4,229	Mar/2029
Beneficiaries having successfully completed TVET training programs - Female (Percentage)	0		0		0		50	



PDO 3 - Increase income-generating opportunities, including for the poor and vulnerable.								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of beneficiaries who are self-employed or employed six months after receiving training or support (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	5,865	Jan/2029
Female beneficiaries who are self-employed or employed six months after receiving training or support (Percentage)	0		0		0		55	
Beneficiaries of social safety net programs (Number)	16,000	Mar/2024	16,000	15-May-2024	16,887	20-Nov-2024	35,000	Mar/2029
Beneficiaries of social safety net programs - Female (Number)	12,800		12,800		16,572		28,000	
Beneficiaries of labor market programs (Number)	0	Mar/2024	0	15-May-2024	0	20-Nov-2024	9,000	Mar/2029
Beneficiaries of labor market programs - Female (Number)	0		0		0		4,500	

6.2 Intermediate Results Indicators by Components



Component 3: Expand and enhance social safety nets								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Share of Nafa beneficiaries receiving their payments on time (Percentage)	80	Jan/2024	80	15-May-2024	99.50	20-Nov-2024	95	Jan/2029
Districts included in the GamSR (Number)	40	Jan/2024	40	15-May-2024	40	20-Nov-2024	43	Jan/2029
Programs using the GamSR to select their beneficiaries (Number)	5	Jan/2024	5	15-May-2024	10	20-Nov-2024	8	Mar/2029
Beneficiaries participating in entrepreneurship training (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	7,000	Mar/2029
Female beneficiaries participating in entrepreneurship training (Percentage)	0		0		0		50	
Beneficiaries who have established or expanded a microenterprise (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	5,750	Mar/2029
Female beneficiaries who have established or expanded a microenterprise (Percentage)	0		0		0		50	
Beneficiaries who received their productive inclusion grant (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	7,000	Mar/2029
Beneficiaries who	0		0		0		50	



received their productive inclusion grant - Female (Percentage)								
Households who have received a full cycle of the national safety net program - Nafa (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	35,000	Jan/2029
Female-headed households who have received a full cycle of the national safety net program Nafa (Number)	0		0		0		28,000	

Component 1: Improve foundational learning outcomes

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Teachers recruited or trained (Number)	0	Jan/2024	0	15-May-2024	190	20-Nov-2024	6,240	Mar/2029
Teachers recruited or trained - Female (RMS requirement) (Number)	0		0		101		3,442	
Number of teachers recruited (Number)	0	Jan/2023	0	15-May-2024	0	20-Nov-2024	24	Mar/2029
Number of teachers trained (Number)	0	Jan/2024	0	15-May-2024	190	20-Nov-2024	6,216	Mar/2029
Students benefiting from direct interventions to enhance learning (Number)	0	Jan/2024	0	15-May-2024	3,379	20-Nov-2024	216,082	Mar/2029



Students benefiting from direct interventions to enhance learning - Female (Number)	0		0		1,896		108,041	
Annual evaluation of the structured pedagogy program completed (Yes/No)	No	Jan/2024	0	15-May-2024	YES	20-Nov-2024	Yes	Mar/2029
Large-scale learning assessments completed (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	5	Mar/2029
Grades receiving updated student textbooks and teacher guides at beginning of school year (Text) PBC	New curriculum has not been rolled out	Jan/2024	0	15-May-2024	0	20-Nov-2024	New textbooks are in schools and in use	Mar/2029
School level formative assessment for improved literacy skills (Text) PBC	No school-level formative assessment	Jan/2024	0	15-May-2024	0	20-Nov-2024	School-level formative assessment in place	Mar/2029
Gambian Sign Language resources developed and disseminated for early grades (Text)	Limited support for Gambian Sign Language to support literacy in early grades	Jan/2024	0	15-May-2024	Assessment underway to understand the current state of sign language resources and needs in The Gambia	20-Nov-2024	Gambian Sign Language resources developed and disseminated for early grades	Mar/2029
Component 2: Increase access to labor-market-relevant TVET programs								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year



Programs, developed or expanded at accredited TVET institutions, that include content on climate change mitigation and adaptation (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	2	Mar/2029
Graduating primary school teachers who score at or above minimum proficiency on the Gambia College Teacher Competency Exam (Percentage) PBC	60	Jan/2024	60	15-May-2024	60	20-Nov-2024	70	Mar/2029
Students enrolled in long-term supported TVET programs (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	1,222	Mar/2029
Students enrolled in long-term supported TVET programs - Female (Percentage)	0		0		0		50	
Timely equipping of TVET CoEs with curriculum, materials, staff, and training (Text) PBC	0	Jan/2025	0	15-May-2024	0	20-Nov-2024	Two regional TVET CoEs operational	Mar/2029
Creation and operationalization of advisory boards with private sector representation in TVET Centers of Excellence (Text) PBC	No private sector representation in new CoE advisory boards	Jan/2024	0	15-May-2024	0	20-Nov-2024	Active engagement of private sector representation in new CoE advisory boards	Mar/2029



Beneficiaries receiving startup support and coaching (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	270	Mar/2029
Female beneficiaries receiving startup support and coaching (Percentage)	0		0		0		50	
National TVET tracer studies conducted with outcomes published (Number)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	2	Mar/2029
Component 4: Support project management and capacity-building								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Operationalization of interoperability of the GamSR, EMISs (for both MoBSE and MoHERST), CRVS, and health insurance system (Number) PBC	No interoperability across systems	Jan/2024	0	15-May-2024	0	20-Nov-2024	At least 3 systems are interoperable	Oct/2028
Project payments for year made within the due date. (Percentage)	CPCU is operationalized for RISE	Jan/2024	0	15-May-2024	0	20-Nov-2024	CPCU and Implementing Entities are working together on fiduciary matters	Apr/2027
Grievances addressed within the project approved timeframe. (Percentage)	0	Jan/2024	0	15-May-2024	0	20-Nov-2024	90	Mar/2029



6.3 Performance Based Conditions (PBC)

PBC Name		Baseline	Actual (Previous)		Actual (Current)		Closing Period
			Value	Date	Value	Date	
1:Grades receiving updated student textbooks and teacher guides at beginning of school year (Text) Not Due	Value	New curriculum has not been rolled out	New curriculum has not been rolled out	15-May-2024	New curriculum has not been rolled out	20-Nov-2024	0.00
	Allocated Amount	0.00					
PBC allocation			1,000,000.00				
2:School level formative assessment for improved literacy skills (Text) Not Due	Value	No school-level formative assessment	No school-level formative assessment	15-May-2024	No school-level formative assessment	20-Nov-2024	0.00
	Allocated Amount	0.00					
PBC allocation			1,000,000.00				
3:Timely equipping of TVET CoEs with curriculum, materials, staff, and training (Text) Not Due	Value	0	0	15-May-2024	0	20-Nov-2024	0.00
	Allocated Amount	0.00					



PBC allocation			1,000,000.00				
4:Creation and operationalization of advisory boards with private sector representation in TVET Centers of Excellence (Text) Not Due	Value	No private sector representation in new CoE advisory boards	No private sector representation in new CoE advisory boards	15-May-2024	No private sector representation in new CoE advisory boards	20-Nov-2024	
	Allocated Amount	0.00					0.00
PBC allocation			1,000,000.00				
5:Graduating primary school teachers who score at or above minimum proficiency on the Gambia College Teacher Competency Exam (Percentage) Not Due	Value	60	60	15-May-2024	60	20-Nov-2024	
	Allocated Amount	0.00					0.00
PBC allocation			1,000,000.00				
6:Operationalization of interoperability of the GamSR, EMISs (for both MoBSE and MoHERST), CRVS, and health	Value	No interoperability across systems	No interoperability across systems	15-May-2024	No interoperability across systems	20-Nov-2024	
	Allocated Amount	0.00					0.00

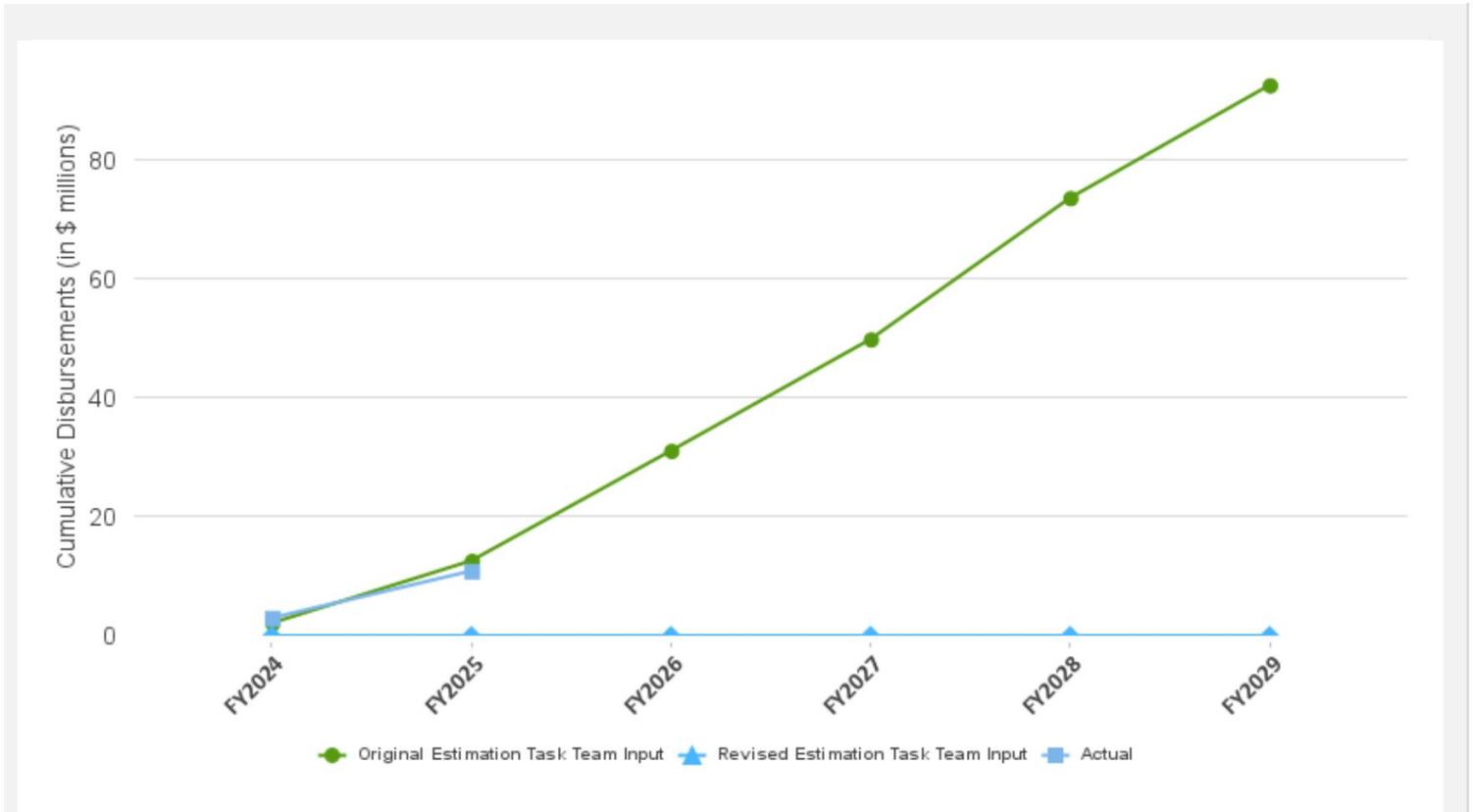


insurance system (Number) Not Due							
PBC allocation	500,000.00						



7. DATA ON FINANCIAL PERFORMANCE

7.1 Cumulative Disbursements



7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed	Historical Disbursed
IDA-E2940	Effective	80.45	79.61	0.00	9.99	69.71	12.54%	80.45
TF-C3630	Effective	1.90	1.90	0.00	0.14	1.76	7.50%	1.90
TF-C3623	Effective	10.36	10.36	0.00	0.78	9.58	7.53%	10.36

7.3 Key Dates (by loan)



Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-E2940	Effective	23-Feb-2024	02-Mar-2024	10-May-2024	30-Apr-2029	30-Apr-2029
TF-C3623	Effective	01-Mar-2024	02-Mar-2024	10-May-2024	29-Feb-2028	29-Feb-2028
TF-C3630	Effective	01-Mar-2024	02-Mar-2024	10-May-2024	29-Feb-2028	29-Feb-2028

8. KEY DATES

Key Events	Planned	Actual
Approval	23-Feb-2024	23-Feb-2024
Effectiveness	10-May-2024	10-May-2024
Mid-Term Review No. 01	15-Dec-2026	
Operation Closing/Cancellation	30-Apr-2029	

9. RESTRUCTURING HISTORY

10. ASSOCIATED OPERATION(S)

There are no associated operations