

**GIVE Report**  
**Following the Volunteer Programme**  
**in**  
**The Gambia**  
**2024**

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## CONTENTS

<b>INTRODUCTION: Executive Summary</b> .....	2
<b>PREPARATION FOR VISIT</b> .....	4
<b>EARLY CHILDHOOD EDUCATION</b> .....	5
<b>Cluster Workshops 2023:</b> .....	8
<b>LOWER BASIC SCHOOLS</b> .....	9
<b>Cluster Workshops 2023:</b> .....	12
<b>MEETINGS OF PRINCIPAL TEACHERS</b> .....	12
<b>SKILL TRAINING CENTRES</b> .....	16
<b>St. Peter’s Skill Centre, Lamin</b> .....	17
<b>St. Martha’s Skill Centre</b> .....	18
<b>Presentation Girls Vocational School</b> .....	20
<b>SCHOOL VISITS</b> .....	21
<b>THE VOICE OF THE VOLUNTEER</b> .....	23
<b>RECOMMENDATIONS</b> .....	23
<b>CONCLUSION</b> .....	24
<b>Appendix One</b> .....	24

## **INTRODUCTION: Executive Summary**

The visit of the GIVE team of volunteers to the Gambia in January / February 2024 was the thirteenth such visit since 2011 by a team of retired Irish teachers to share their experience with Gambian teachers and others in the education service in that country. The 2024 team delivered a programme of professional development geared to meeting the needs of Gambian teachers and continued the great work of previous visits in strengthening the partnership between Irish teachers and their colleague teachers in Gambian classrooms. GIVE also offered a vibrant programme of compensatory education to young adult students in three Skill Training Centres.

The GIVE team of 2024 comprised 13 Irish volunteers, twelve of whom were return volunteers and one of whom was a first-time GIVE volunteer in The Gambia. All thirteen brought an energy, an enthusiasm and a positive “can-do” approach to their work and GIVE is justifiably proud of their commitment to preparation for the GIVE project and of the professionalism with which they delivered the programme. A major advance in the project on this occasion was the inclusion of a cohort of Gambian teachers who, with their Irish colleagues, co-delivered some modules of the professional development programme to teachers in the Early Childhood and in the Lower Basic School sectors. This was a very successful initiative and will be further developed in future years.

GIVE programme 2024 covered the following areas in education:

- ✓ Planning the delivery of the Professional Development programme of workshops in Early Childhood and Lower Basic Education with 15 Gambian facilitators
- ✓ Delivery of a Professional Development workshop programme over three weeks to 68 teachers in Early Childhood
- ✓ Delivery of a Professional Development workshop programme over three weeks to 70 teachers of Grades 1, 2 and 3 of Lower Basic Schools
- ✓ Compensatory Education for students in three Skill Training Centres
- ✓ Professional Development Seminars with Principal Teachers and others in school leadership roles.

In addition to the January / February programme GIVE also supports the holding of four Professional Development workshops which have been scheduled for March, April and May 2024 and which will be facilitated by Gambian facilitators. GIVE is pleased to note that a module on the UN Charter on the Rights of the Child and Child Safeguarding and the role of the education community in upholding these rights is a standard feature of each of these four workshops.

Our hosts and partners in the Gambia, the CES (Catholic Education Secretariat) made all the arrangements for the attendance of the teachers and workshop facilitators at their respective workshops. GIVE is conscious of the challenges being met by many of these teachers in travelling to the workshops and the difficulties posed for their schools in releasing them from classroom duties when there is no substitute service to meet the students whose teachers are away. A most gratifying aspect of the GIVE volunteers’ visits to schools is to witness the GIVE ideas being so well integrated into the practice of many teachers who have attended the GIVE workshops over recent years.

CES facilitated a meeting of GIVE volunteers with a group of Principal Teachers to design a two day programme which would address the professional needs of their colleagues who are in leadership positions in their school communities. Among the themes of the two-day seminar were “Leading Learning in our Schools” and “Developing a School Improvement Plan”. GIVE values enormously the engagement of the school leaders in this professional development programme and will continue to engage with them and their staffs in furthering teaching and learning in their schools.

School communities in The Gambia face many challenges, among them insufficient supply of textbooks, the lack of teaching and learning resources and the many large classes. We commend the Principal Teachers, class teachers and the wider school communities together with the staff in the Catholic Education Secretariat in their endeavours to overcome these many challenges. We are especially grateful to the Education Secretary, Mr. Emil Kujabi and Mr. Edward Gibba for making the GIVE volunteers welcome and for their advice and constant support for the GIVE programme.

We are grateful to the Principals and staff in the three Skill Training Centres for the warm welcome which they extend to the GIVE volunteers every year. We thank them for their co-operation with, and support of, the GIVE programme and we wish them and their students every success in their future endeavours.

The GIVE team of volunteers is a small tight knit group of retired teachers each of whom is highly dedicated to the GIVE project and whose focus at all times is the welfare of young people and to the betterment of the education community in The Gambia. Thank you to each and every volunteer for your enthusiasm, your commitment, your energy and your dedication and to your family and friends for their support. Your contribution to the GIVE project in 2024 is outstanding.

We are most grateful to the Irish National Teachers Organisation whose financial support over many years has been key to the success of the GIVE project. Facilitating the attendance of over 150 teachers at Professional Development workshops over four weeks is a major undertaking, especially in The Gambia. We are deeply indebted to the INTO for its constant support and commend the organisation for its solidarity with teachers, pupils and the education communities in the developing world.

We pay tribute to the late Bishop Robert (Bobby) Ellison, CSSP, whose death in Dublin on 22<sup>nd</sup> February occurred during the GIVE team visit to The Gambia. Bishop Ellison was a native of Blackrock, Co. Dublin and served as bishop of the Diocese of Banjul, The Gambia, from February, 2006 to November, 2017. From its earliest days in The Gambia Bishop Robert Ellison welcomed the GIVE team. He strongly recommended that the Irish volunteers should concentrate their efforts in the first place on working with the teachers in Nursery schools since he believed that was going to be of greatest benefit to children in the education system. He extended a very warm welcome to the GIVE team every year and continued his interest in its activities until his retirement in November 2017. May his gentle soul rest in peace.

We wish to record our appreciation of the welcome extended to the GIVE team by his Lordship, Bishop Gabriel Mendy, C.S.Sp. and our thanks to Mr. Edward Gibba and the team in the CES for coordinating the arrangements in The Gambia, for your endless patience and for your wholehearted commitment and support for the GIVE programme.

Our sincere thanks to the Gambian Teachers Union Co-operative Credit Union (GTUCCU) for facilitating the administration of the GIVE project, to Michael McHugh for his constant guidance and support for GIVE and to Club na Múinteoirí, Parnell Square for facilitating the meetings of the GIVE team. We value the input of Comhlámh to the development of GIVE as a Volunteer Sending Agency and its input into the preparation of our volunteers for their visit to The Gambia and their engagement with issues around the developing world.

Thanks to the GIVE Management Team, especially to Pauline Moran, whose tireless attention to the administration of the GIVE Foundation and to the detailed planning of the GIVE project every year is unstinting.

Michael Griffin, Chairperson, GIVE

## PREPARATION FOR VISIT

At the conclusion of the very successful 2023 visit, GIVE conducted a thorough review of the project and took into account the feedback from the programme leaders and from all of the volunteers, the programme review with our partners the CES, the evaluations of the various programmes by the participants and the feedback from the Principals of the Skill Training Centres.

The recommendations published in the Annual Report 2023 capture the essence of that review and formed the basis of the draft programme that was drawn up by GIVE Management Team for 2024. The recommendations indicate that the programme has evolved considerably and is very clearly focussed on the needs of the participants – teachers at ECD and LBS levels, workshop facilitators, students in Skill Centres, Principals and Senior Teachers at LBS.

The draft programme allowed for the inclusion of the Gambian facilitators (ToT's) in the co-delivery of programme modules to teachers in the workshops at ECD and LBS. This required some coordination and preparation with the facilitators during week one of the visit. The draft programme was subject to change depending on circumstances. A copy of the programme is appended to this Report.

Pre-departure training occurred on 13<sup>th</sup> and 27<sup>th</sup> November and on 15<sup>th</sup> January in Club na Múinteoirí, Parnell Square. Twelve of the team of 13 volunteers had volunteered previously in The Gambia and were largely familiar with the project. One new volunteer had come onto the team and was participating in the project for the first time. Some aspects of the programme had shown a change of emphasis over recent years e.g. in the Skill Centres, and it was necessary to familiarise all team members with the implementation of some of the recommendations of the 2023 Report.

At the meeting on 15<sup>th</sup> January Sive Bresnihan, Comhlámh Training and Education Officer, in a thought-provoking presentation raised broader issues related to volunteering in the developing world and the value systems we bring to bear when dealing with cultural differences, “civilised” world, developed societies and global issues.

Volunteers were assigned to the various teams, ECD, LBS, St. Peter's SC, St. Martha's SC and Presentation GVS. Time was devoted to discussion in smaller groups on the programme implementation at workshops and in the Skill Centres; the inclusion of the Gambian facilitators on the teams at ECD and LBS was factored into the planning in those two groups.

The GIVE team of 13 volunteers was scheduled to depart Dublin for the Gambia on Saturday, 27<sup>th</sup> January, flying via Lisbon with return to Dublin on Wednesday, 28<sup>th</sup> February.



GIVE team 2024 (L.to R.)

Imelda Traynor, Eibhlís Fagan Shiels, Jean Geraghty, Mary Cawley, Mary Cunningham, Angela Griffin, Anne Buickeridge, Eibhlín MacNamara, Siobhán Brennan, Máire Seoighe, Mary Hayes, Michael Griffin and Máiréad Ryan.

### EARLY CHILDHOOD EDUCATION

Angela Griffin, Máire Uí Sheoighe and Siobhán Brennan were course facilitators. Anne Buckeridge delivered a module on Wellness to each of the three groups.

The Gambian facilitators who co-delivered modules of the programme: Therese Gibba, Elizabeth Silva, Ida Mendy, Josephine Mendy, Francis Mendy, Marie Bass, Philomen Mendy and Kaddi Gomez. All of these facilitators are full time teachers in their own ECD (Nursery) schools who give up their time to co-deliver the workshops to their colleagues, taking on extra work in doing so.

Venue: St. Therese's Parish Hall, Kanifing.



Máire, Angela, Siobhán – GIVE ECD team

During Week One, prior to commencement of workshops we spent a day with 7 of the 8 Nursery facilitators. We discussed the 3 workshops which they had delivered during the past year, in Soma, Brikama and Bwiam. The areas they covered included number, story, capacity, time, weight, sentence making, reading, classroom management. They felt that the workshops were successful with full participation and interest, about 25 teachers attended each workshop.

Teachers from Government schools look to attend these workshops too but the facilitators keep it to their own “mission” schools.

We discussed some new ideas for them to bring to the workshops including the idea of a “story-bag” in an attempt to fill the gap where story books are non-existent. We also planned their weekly participation in the three upcoming GIVE workshops, allocating them different areas in which to deliver.

We delivered 3 workshops to Nursery 1, 2 and 3 over the following 3 weeks; the decision to invite only Nursery 1 teachers the first week, Nursery 2 teachers the second week and Nursery 3 teachers on the final week was a good one and should be continued – as opposed to a mixture of all three each week. Altogether 71 teachers plus 8 facilitators attended over 3 weeks. GIVE teachers delivered in Maths, Phonics, Reading, Story, Time, Shape, Classroom Management. Teachers remained afterwards to make teaching resources – clocks, counting sticks, shapes chart, phonic cards. We distributed materials both at the beginning and end of each week; these were supplied by GIVE – folders, pens, markers, chart-paper etc and also string and clothes pegs on which to display their cards, and charts. Teachers asked for more rhymes, songs, maths games – these are most useful to them as many have classes of up to 60 children.

We did a lot of active work with the teachers to encourage them to work like this with their classes – many teachers still teach sitting at their desks and we encourage them to move about the class to engage the children, not easy with up to 60 children packed into a small room. We had many discussions with the teachers about this and about teaching through the medium of English only. Máire, a principal of a Gaelscoil in her earlier career, gave a fabulous lesson through Irish to demonstrate how possible it is to teach a language that is not your home language – “Seas suas”, “Lámha trasna” “Lámha ar do chloigeann” were ably demonstrated to prevent the negativity that comes to the top so easily on this topic – we don’t need to go to The Gambia to witness that!!!

The 8 Gambian facilitators delivered lessons in areas of reading, time, number, classroom management – Therese Gibba and Elizabeth Silva in Week One, Ida Mendy, Josephine Mendy and Francis Mendy in Week Two and Marie Bass, Philomen Mendy and Kaddi Gomez in Week Three. Several of them showed a real growth in confidence in their delivery, gained over many years of delivering workshops. When they deliver to their peers, the message comes across in a way quite different from that which meets the Irish presentation – “I tell parents we are here to teach your children, not to beat them”. The teachers enjoyed the opportunity, especially during Classroom Management discussion to express their views on big classes, on the absence of resources, “stubborn” children (i.e. bold), children from disturbed backgrounds.

Delivery of workshops by the facilitators continues to be a real success story for GIVE though the facilitators still need our support; we saw one facilitator deliver a lesson on number that wasn’t very satisfactory and concluded that more training needs to be provided to the facilitators in Maths teaching and in the teaching of Reading. We recommend that this be addressed in our planning for next year.

In our review of the three workshops, we wish that we had covered more; it has taken a few years to unpick the Maths curriculum and delete the areas that are age inappropriate for children in Nursery 1, 2 and 3 and concentrate on what exactly would be of greater benefit to the teachers and their pupils. We recognise the need for more number work, laid out step by step. At least one third of the participants had attended previous workshops and told us that they learn something new each year- they genuinely seem to enjoy their week with us.

In spite of the heat, the incessant dust, the moving of furniture and resources as the hall was needed for some event over the weekend, the sense that we were all back on Teaching Practice as we knelt over phonic charts at night, we remain totally committed to the GIVE project and to continue to improve the programme that we deliver.

We consider the 4 weeks to have been a great success, one that we, the ECD team, were privileged to be part of.

Angela Griffin, Máire Seoighe, Siobhán Brennan.



Teaching Numbers to Early Years



Time for a nap



Mother and baby at workshop





Máire directing an ECD Workshop



Time to make teaching resources.

### **Cluster Workshops 2023:**

Three Cluster Workshops were conducted for ECD teachers in May / June 2023.

#### **Soma Workshop 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> May.**

Facilitated by Ida Mendy, Thérèse Gibba, Philomen Mendy and Mr. Edward Gibba.

There were 25 teachers in attendance.

The topics covered over the three days as follows: Oral Language, Reading, Story Telling, Modelling conversation, Jolly Phonics, Modelling Phonics lesson, Jolly Songs and Actions Addition, Classroom Management and Child's Rights.

Remarks: "The teachers assured us that they will engage their communities to respect the Convention on Children's Rights, beginning with them in their school. Each school will have an advocate group".

#### **Foni Workshop (Bwiam) 22<sup>nd</sup>, 23<sup>rd</sup> and 24<sup>th</sup> May, 2023,**

Facilitated by: Kaddy Gomez, Josephine Mendy, Elizabeth Sylva, Francis Mendy and Mr. Edward Gibba.

Thirty-five (35) teachers attended.

The topics delivered were Reading, Story Telling, Rhymes and Songs, Letter sounds (Phonics), Blending /Tricky Words, Early writing, Addition, Subtraction, Classroom Management. The Guiding Principles on Child's Rights.

The teachers produced teaching aids and collected No-Cost materials and used them in teaching,

Remarks: "All our teachers eagerly came prepared to learn, including 8 teachers from public schools. They all participated in the different activities of the workshops. They went home each with sufficient teaching aids ready to implement what they learned from the workshop."

**Brikama Workshop:** June 21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup>.

Facilitated by Marie A. Bass, Philomen Mendy, Ida Mendy, Therese Gibba, Joseph Mendy and Mr. Edward Gibba.

25 teachers participated.

The topics covered were English / Pre-reading, Use of Stories in teaching language, Jolly Phonics (Letter sounds) Jolly Phonics – Songs/gestures, Identifying Numbers, Grouping, Classroom Management, PE and its importance in the child’s mental health, Child’s Rights and Proper Use of School Records.

All of the teachers prepared / made Teaching Aids which they brought home.

## **LOWER BASIC SCHOOLS**

The Lower Basic Schools GIVE team was Eibhlín MacNamara, Mary Cunningham and Mary Cawley. A last-minute change to the team was necessitated by Mary Cunningham’s return to Ireland because of a family bereavement. She was replaced on the LBS team by Michael Griffin. Anne Buckeridge joined the team to deliver a module on Wellness on the Friday of each of the three workshops which the Gambian teachers loved and appreciated.

The Gambian facilitators who co-delivered modules of the programme: Agnes Mendy, Alice Badjan, Ida Kiota, Sannet Gomez, Awa K. Mendy, Therese Mendy, Louise Jatta and Selestine Sambou. These facilitators are full time teachers in their own Lower Basic schools and they give up their time to co-deliver the workshops to their colleagues, taking on extra work in doing so.

Having retrieved the resources from storage and set up the CES hall in preparation for the workshops the GIVE team discussed the arrangements for the inclusion of the Gambian facilitators on the team to co-deliver the programme to teachers during weeks 2, 3 and 4. A workshop was conducted with the facilitators to coordinate the input of the whole team over the three weeks and to tease out any concerns. It was agreed that a minimum of two Gambian facilitators would present a module in Maths, English or Integrated Studies over two days at each of the three one-week workshops for teachers of Grade 2, Grade 3 and Grade 1 respectively.

The GIVE team also visited Immaculate Heart of Mary ECD / LBS School in Ghana town and were very impressed by the leadership shown by the principal and by the wonderful learning atmosphere that was being nurtured by the teachers. There followed three one-week workshops for teachers of

Grade 2, Grade 3 and Grade 1 respectively. For each workshop, Mary Cawley delivered modules on Integrated Studies, Classroom Management and organisation practices suited to the real-life situation in their schools, Positive Behaviour, Songs and Rhymes. Michael Griffin delivered practical comprehensive classes in Maths on the Number Bonds, the 10 Frame, the 50, or 100 Number chart, the Number Line, Tens and Units and Renaming, the use of the abacus, sticks and bundles and other concrete low-cost / no-cost materials to fortify their learning. Emphasis was put on Oral Maths Vocabulary and on the use of the Teacher’s Guide when lesson planning. Eibhlín Mac Namara took responsibility for the English Curriculum, emphasising Oral Language being central to all learning.



GIVE LBS team meet the Gambian facilitators.

This included lessons on Phonics, Tricky words, Writing, Reading, Strategies for teaching Reading, Formal and Informal English and good lesson planning. The emphasis in all our workshops was on all lessons being interactive and fun for the children. Time was allocated each day for the teachers to make teaching resources to bring back to their classrooms.

We had 8 Gambian Facilitators divided between the three workshops who co-delivered 2 class lessons each, taking responsibility for the different subjects of Maths, English, Phonics and Integrated Studies. In the workshop for Grade 2 teachers, Agnes Mendy presented on Maths, Alice Badjan on English and Ida Kiota on Phonics. Sannet Gomez presented on Maths and Awa K. Mendy on English to teachers of Grade 3 and in week 4 Therese Mendy presented on Maths, Louise Jatta on English and Selestine Sambou on Integrated Studies to teachers of Grade 1.



It was heartwarming and inspiring to see the labours of many volunteers from previous years come to fruition, with well delivered, well thought out class lessons from these facilitators. Guidance from their own Teacher's Manuals was emphasised, while using many different strategies and good

Teaching Practice. They also addressed their colleagues by advising them on good teaching interactive methodologies. This brought a certain clarity to the participants, who were being tutored by their own colleagues who knew the challenges they faced on a daily basis., e.g. the intensive heat, large class numbers, little space, little or no children's textbooks or resources. It is amazing what the Gambian Teachers achieve with so little.

We are very happy that the 4 week program for Lower Basic was very successful. It delivered 3 very comprehensive practical workshops for teachers of Grade 1, 2, and 3 in Maths, English, Integrated Studies, Classroom Management, Lesson Preparation, Positive Behaviour and the Rights of the Child. It was wonderful to see the Gambian Facilitators co-deliver well-prepared class lessons, which enhanced the overall success of our programme. We recommend that the participation of the Gambian facilitators be embedded into future GIVE workshops and that they would continue to be involved in the planning of the workshop programme with the GIVE team.

Eibhlín MacNamara, Mary Cawley, Mary Cunningham, Michael Griffin

### **A sample of some of the evaluation by participants: Grade 3**

#### ***What subjects were most helpful to you?***

All subjects. Most helpful in Mathematics and Integrated Studies.

Phonics because I had never learned about it.

#### ***Which ideas will you find most useful with your class?***

Using the Teacher's Guide in lesson planning.

I learned how to teach Jolly Phonics. Phonics. Sounding, blending, pronunciation.

Multiplication Table. Cards (I have 21 who has 22-3?).

Demonstration / Using resources, making an abacus, making word cards, strips of ten & Units, 100 Square, Multiplication Grid, I learned how to use Units, Ten strips and 100 Square.

Classroom Management, classroom rules.

Singing songs. Poems, flash-cards, passage reading. Displaying charts and using word cards for pupils before reading from the text book.

Integrated Studie, charts, objects – banana peels, cups, tissue, drum, tora, papers.

Playing games with children before starting lessons; start with oral lessons every morning.

#### **And from Grade 1 participants:**

#### ***Which ideas will you find most useful with your class?***

The teaching aids. The learning materials which children can see and interact during lessons. "I do, I remember".

Using word cards, number cards, charts.

Songs. Playing games with the letter-sounds. Blending.

Picture – talk, sentence construction.

Number bonds using the simple table. Allowing everyone to participate in the comprehension lesson.

Doing some exercise before the beginning of each lesson.

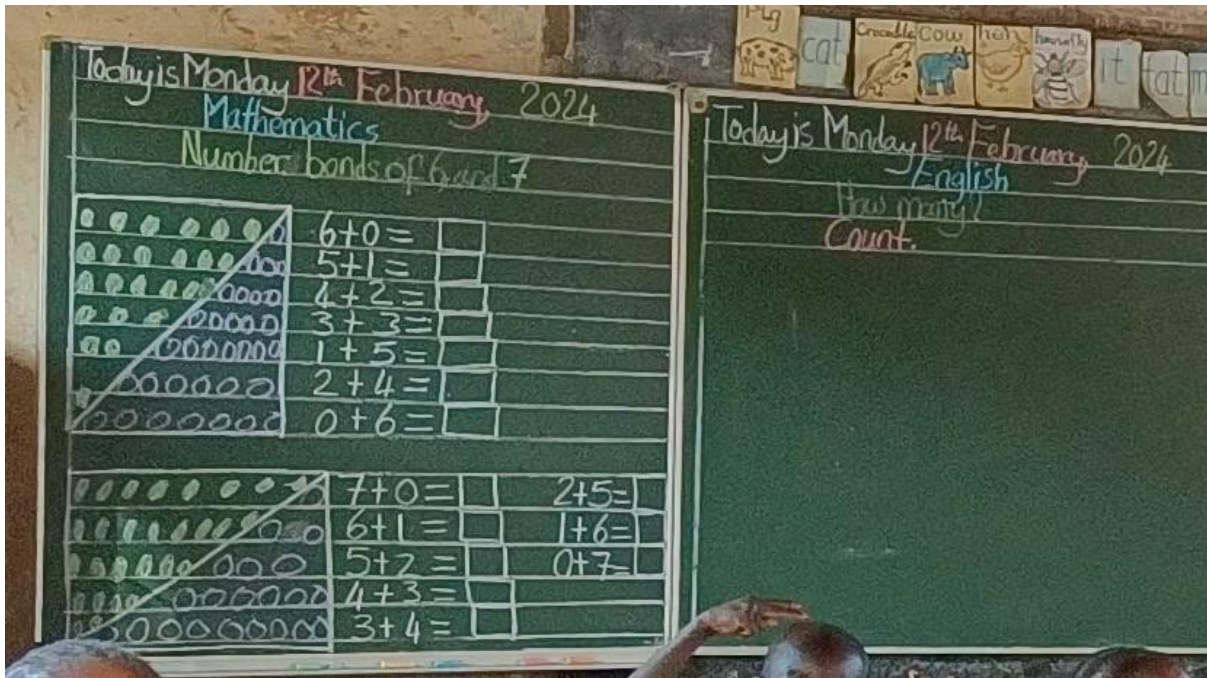
Be a good observer and know the child's needs.

Methods of teaching.

#### ***Would you like more time given to any particular topic? If so, what topic.***

I need more time on phonics, the 42 letter-sounds and blending. Tricky words.

I need more time on Mathematics – addition and subtraction, the abacus. Number bonds.



Number bonds being taught in St. Charles Lwanga LBS – Prior Knowledge, New Knowledge.

### Cluster Workshops 2023:

Two Cluster Workshops were arranged for LBS in May / June 2023 though only one took place.

The Workshop was based in Brikama and was held over three days, 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> June 2023.

The workshop was facilitated by Louise A.Jatta, Therese Mendy, Anna A. Jarju, Selestine Sambou, Joseph Mendy and Mr. Edward Gibba.

28 teachers participated in the workshop.

The topics covered were English Comprehension, 42 Letter Sounds, Blending Sounds, Songs, Present and Past tenses of Verbs, Integrated Studies (Plants around us), Maths Subtraction, Importance of proper Record Keeping and Child's Rights.

Remarks: "The workshop was interactive. The participants were all involved in the different practical activities. The teachers returned home with the teaching materials which they prepared together with the stationery which they received".

Two Cluster Workshops (LBS) have been arranged for April / May 2024.

### MEETINGS OF PRINCIPAL TEACHERS

Thursday, 1<sup>st</sup> February in CES Hall, Kanifing and Wednesday, 21<sup>st</sup> February in GPI Hall, Kariba Avenue.

GIVE volunteers Michael Griffin, Máire Seoighe, Eibhlín MacNamara and Mary Cunningham met a group of Principal Teachers on Monday, 29<sup>th</sup> January to draw up an agenda for both of these meetings. In advance of the visit to The Gambia, Michael Griffin had discussed with Mr. Gibba the likely topic/theme for the meeting on 1<sup>st</sup> February. A similar seminar which was held in 2023 and attended by 22 Principals dealt with the issue of schools developing a School Improvement Plan in the area of Literacy and Numeracy. Many of the participants in the 2023 seminar expressed the

view that, while they found the seminar very helpful, they needed more time to discuss the issue and the practical steps involved in such a development. The theme selected for the meeting this year was “Leading Learning in our Schools”. Twenty-two Principals attended the seminar in the CES hall. It focussed on the question “How can we, as school leaders, bring about improvement in pupil learning across the school?”.



To facilitate the greatest level of participation the group was divided into smaller working groups of 5 or 6.

Máire gave an overview of the School Improvement Plan and, following this, she asked that the principals, in their groups, would address two questions. The response from participants (in groups) to the question **“What are the factors that best help all pupils to learn in our school?”**

- ✓ Resources, materials, personnel, financial.
- ✓ Strategies: styles of teaching.
- ✓ Pupil participation.
- ✓ Pupil motivation – motivated by parents, teachers & friends.
- ✓ Peer influence.
- ✓ Community participation e.g. SHC, Mothers’ Club, P.T.A. & Vendors.
- ✓ Proper leadership.
- ✓ Conducive environment.
- ✓ Subject mastery – Subject matter.
- ✓ Remedial group discussion.
- ✓ Continuous assessment.
- ✓ Conducive learning environment.
- ✓ Supplementary material.
- ✓ Developing curriculum delivery plans and working to meet the targets.
- ✓ Giving equal attention to all the children.

**Question: What are the things that make it difficult for some children to learn?**

- ❖ Peer influence (Negative).
- ❖ Poverty.
- ❖ Harassment.
- ❖ Demotivation – by parents; irregular parental participation in children’s education.
- ❖ Lack of teaching and learning resources.
- ❖ Malfunctional leadership – poor leadership qualities in administration.
- ❖ Corporal punishment – unnecessary corporal punishment. Physical abuse.
- ❖ Numerous untrained teachers posted in the schools.

❖ Indiscipline.

Following group discussion by the Principals, Eibhlín responded by putting forward some suggestion on Literacy and Mary did likewise on Numeracy. The meeting was quite interactive and gave ample opportunity for Principals to engage with the topics. A sample of the evaluations

**(1) A number of specific actions were proposed to address targets in Literacy in a School Improvement Plan. Which of these would you like to introduce in your school?**

Using the Teacher Guide to set out your scheme and lesson plan well.

Comprehension & phonics. I would like to introduce storytelling and phonics again.

Pronunciation of letter sounds.

Oral work. Discrete Oral language to enhance the speaking and writing of English.

Group learning.

**Numeracy:**

**(1) What are the key points that you took from this part of the meeting?**

How a teacher should present a lesson on numeracy with concrete materials, bought or improvised.

Use of local resources for the pupils; How to use available natural resources in teaching.

We should try to meet our targets. Promoting standards in the school.

The language of Maths in teaching.

Creating a Maths environment in the classroom.

**(2) Which of the actions that were suggested could be implemented in your school at little or no cost?**

Number strips, Sticks and bundles.

A print environment.

Improvising the learning and teaching resources.

The number line; the Abacus.

“I have a better understanding of how to set achievable targets for my school” was one response at the end of the meeting; hopefully this is a view shared by many of the participants.

The GIVE team, happy with the engagement of all of the Principals in the topic, recommend that, in future meetings, more work should be done in the area of Leadership and Learning.

The agenda for the Principals’ meeting on 21<sup>st</sup> February had 4 main topics (1) Leadership and Team Building (2) Finance and Record Keeping (3) Role of the wider community in School Development and (4) Child Protection.



Presenters were (1) Michael Griffin and Máire Seoighe (Leadership and Team building) (2) Mr. Dawda Faye (Financial Management and Record Keeping in our schools), (3) Louise Jatta and Ismaila Manga (Role of the wider community in school development) and (4) Mr. Edward Gibba, (Child Protection)

The discussion on the Leadership / Team Building presented another opportunity for Principals to address the question of the role of school

leaders and teams in leading improvements in Literacy and Numeracy. The groups identified a list of interventions that, if implemented, would bring about significant improvements in their schools.

**How can your school team(s) address areas of concern in Literacy and Numeracy? What steps should they take?**

Formation of teams based on competency; Identify teachers with background knowledge of literacy and numeracy.

Identification of needs and work towards addressing them; Identification of Special Needs pupils.

Establish timeframe (schedule) for implementing intervention measures.

Well-trained teachers; engagement of parents at home in their children's education; availability of core textbooks.

Well-tailored curriculum delivery plans.

Classroom organisation; seating arrangements – Special Needs pupils.

Mixed Ability groups; appoint group leaders; peer learning, pair learning – using pairs.

Establish ground rules for classroom behaviour.

Provide suitable learning materials; Provide appropriate Teaching Aids, Using concrete materials.

Use Word Cards & Sentence Cards, Phonics – teaching of letter sounds.

Group reading; identification of new words.

Introducing a Press Club in the school. News and Poetry reading during assemblies (Press Club).

Music, Drama, Debate and Rhyme.

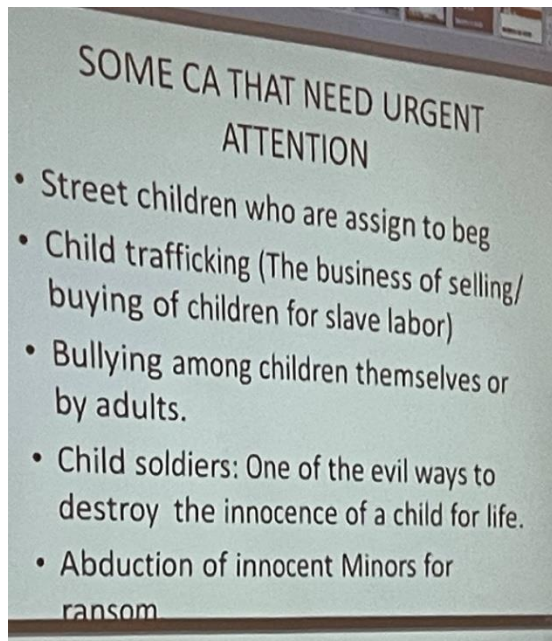
Using "I Have" "Who Has" cards as a game. Spelling BEE competition.

Identification of numbers 1 to 50, Matching numbers with word cards.

Provision of, and daily exercise on Number charts and Word cards.

Multiplication charts, Mental drill.





Mr. Gibba presented the module on the UN Charter on the Rights of the child. “It is our duty, all of us in the education community, to advocate for the child’s rights”. Following this part of the presentation he went on to deal with Child Protection measures and with Behaviour policies in schools.

While there was good engagement on all four topics on the agenda, we agreed that four topics was too much – the meeting ran behind schedule and concluded at 3pm.

**Today we discussed (1) Leadership & Team Building (2) Financial Management / Record Keeping in Schools (3) Role of the wider community in school development and (4) Child Protection**

**Overall, how satisfied are you with today’s meeting?**

All very satisfied. “I wish others could benefit from it.”

“Thank you as well. It was indeed a pleasure to be part of the workshop, seminar”.

“Thank you and pray that these workshops will not be the last but a continuous process. Thanks so much”.

### **SKILL TRAINING CENTRES**

GIVE Team: Mary Hayes, Jean Geraghty, Eilís Fagan Shiels, Imelda Traynor, Máiréad Ryan, Ann Buckeridge.

Since 2011, GIVE volunteers have worked in three Skills Centres, St. Peter’s SC, Lamin, St. Martha’s SC, Fajikunda and Presentation GVS, Banjul. All three centres cater for the skill needs of females aged from 16 to 24+ years whose educational attainments cross a wide spectrum and whose literacy (English language) and numeracy needs vary greatly. In these Skill Training Centres, training is provided in tailoring (sewing), craft work, cooking, home management skills, hairdressing, beauticianship, computer skills and business studies. The GIVE programme in the three centres concentrates on (English Language) literacy, acquiring competence and confidence in communicating through English, Numeracy, on Life Skills and on Computer skills. The students pursue a three-year course of study and find placement in work places as part of their preparation

for entering the workforce. GIVE volunteers guide the students in compiling a Curriculum Vitae and conduct “mock” interviews with some students.

### **St. Peter’s Skill Centre, Lamin**

Ciarán Black, a retired Irish teacher, has a long association with GIVE since its very early days and has contributed much to the positive developments in St. Peter’s Skill Centre. Over recent years a new roof has replaced the old leaking structure; a ceiling has been erected to help mitigate the heat from the corrugated roof, new sewing machines have been acquired, lap top computers and a printer have been secured and a computer room has been provided. Ciarán has been instrumental in many of these improvements and Sr. Elizabeth, appointed Principal in 2020, is strongly committed to promoting the Skills development of the students and of their role in Gambian society.

Ciarán had prepared the students for the arrival of the GIVE team, Mary Hayes who would work with the students on their computer and IT skills and Jean Geraghty who would work on developing the competence and confidence of the students in speaking English, broaden their knowledge of their own country and of the wider world and provide a positive, enriching and enjoyable experience for the students.

Mary worked with Paul, a teacher of English, to create a profile of each student and their capabilities. Because Computer Studies is a Skills subject there was much direct instruction, to groups and to individuals, with a lot of detailed practice. The First Year students were beginners and over the course of four weeks they developed keyboard skills, becoming familiar with I.T. terminology and with touchpad, mouse, delete key, shift etc By the end of week four they were dealing with various formats / commands / bold / underscore / centring, each necessitating large amounts of practice material.



Progress with Year Two students is more advanced and the students understand how to share files, back up their data and are introduced to a range of business documents together with C.V.s and their presentation. Paul Assan has been teaching Computer Studies since Christmas 2023 and Mary advised him on appropriate teaching techniques and provided him with a wide range of materials.

What Mary found most satisfying was observing the sense of achievement of the students who, prior to this, had no idea of computer work and seeing their delight and fascination at being able to produce “realistic” and practical work.

Jean’s focus throughout was on Oral English, and on developing the students’ confidence in using the language, enhancing their general knowledge and awareness of the wider world and ensuring that the students would see the course as an enjoyable, positive experience. She emphasised at the outset that the learning was to be a two-way experience and that she and they would learn from



each other. Jean chose a variety of topics to enable two-way discourse to take place – daily life for the students, their work in St. Peter’s, dressmaking, their families, community, the elders, role of women, their hopes for the future and possible future careers, culture, customs, celebrations, the markets, travel and migration. As well as question and answer sessions the students engaged in group discussion and in role play e.g. a tourist guide promoting the attractions in The Gambia.

To compile their CVs each of the Year 3 students completed a sample form in which they entered their personal details – Name, address, Date of Birth, Educational profile, work experience, if any, achievements, interests and referees. Mary then guided them through typing up their CV and getting a printed copy. This was a worthwhile exercise and involved individual one-to-one work with some of the students.

In her interaction with the students Jean found them enthusiastic, engaging and full of fun.

### **St. Martha’s Skill Centre**

Imelda Traynor was the sole GIVE volunteer in St. Martha’s Skill Centre on this occasion.

She coordinated a timetable with the Principal, Sr. Innocence and with the teacher of English, Pa John and set out three one-hour periods each day to work with the students from Year 1 and Year 2, in groups of 6 – 8 (Yr. 1) and 4 – 5 (Yr. 2). The timetable worked very well and the students were facilitated by their Skill tutors / teachers to attend readily as per the timetable. Arrenda Lyttle had arranged a timetable in advance to facilitate the students attending the cookery classes in the kitchen.

Imelda’s focus was on the students’ use of Oral English – developing their competence and confidence in the language. The students’ command of the language varied greatly with 3 students having little or no spoken English and at least one student who could not read English.



One of Imelda's groups in St. Martha's S.C.

The course centred on topics such as Myself, The Gambia, Africa, the World, the Clock. The students engaged in discussion and in questioning and answering each other. Some students found it challenging at first but were enabled to talk about themselves, their lives, family, studies, talents and ambitions

with growing confidence. Imelda used a "Mystery Dip" game which called on students to talk about the uses of some everyday objects and to ask questions to find out which object had been removed from the "Mystery Dip".

The year 2 students discussed "Environmental Concerns in The Gambia" – themes such as Population Growth, Deforestation, Rubbish and Waste Management were discussed; some of the students were already familiar with some of these issues and had an awareness of their relevance to their own lives in The Gambia.

At Pa John's request Imelda taught a lesson to Year One on grammar (Prepositions) – all oral work - and felt that it worked surprisingly well, though it would not have meant much to the students who had very little English.

Imelda enlivened the lessons by teaching some songs e.g. "Jamaica Farewell", "Michael, Row the boat ashore", "Freres Jacques" and "First let your fingers click."

Imelda's evaluation "It was great to see some confidence growing in the students who had little or no English a month ago. And I loved how well the song I chose this year and the 'round' went with them".



This group of Home Management students in the kitchen of St. Martha's S.C. They are very proud of their achievements and many of them look forward to a future career in the hospitality / catering industry. Kitchen extended and refurbished under the watchful eye of Arrenda Lyttle. GIVE supports the payment of wages to the Home Management tutor.

### **Presentation Girls Vocational School**

The GIVE team: Eibhlís Fagan Shiels, Anne Buckeridge and Máiréad Ryan.

Eibhlís took the students from the "Catering / Home Management" department and over the four weeks covered a wide variety of topics with an emphasis on oral English and on reading when necessary and when relevant to the topic.

Among the many issues and topics covered were The Gambia and the wider world, tourism in The Gambia and travel in the country; migration and why people risk their lives in attempting to leave the country, the students' contacts and relations in other countries, the stories behind the lives of these migrants.

Role play and discussion about the catering industry, drawing up and costing a menu, cooking at home and eating out, catering at a Gambian or non-Gambian party or function. Shopping for food, reading recipes (c.f. Just Look and Cook by Eileen Kirrane).

Customer relations – how to deal with an awkward customer and with unpleasant bosses.

Reading: Some articles from newspapers, cooking data, recipes, menus. A handout on the Zambian Ambassador to U.N. about a girl who based her political career on the elimination of F.G.M and prohibiting Child Brides. This engendered very good discussion – marriage, contraception, health and issues relevant to women.

Making friendship bracelets on Valentine's Day presented a great opportunity to chat informally – a very productive session.

Eibhlís took short sessions on correct use of verbs and on word pronunciation when appropriate (picking up on items noticed in conversation). Students spoke on topics for One minute presenting information about themselves, school, their interests, ambitions and were open to being questioned by their colleagues.

The students (1<sup>st</sup> Year, some 2<sup>nd</sup> Year and 3<sup>rd</sup> Year) worked on compiling their own C.V. and on writing a letter of application to a hotel near them seeking employment in the restaurant. They also worked on preparing for presenting at interview.

Anne Buckeridge took groups of students from Hairdressing section, 1<sup>st</sup> and 3<sup>rd</sup> year, and used the hairdressing work as the basis of the Oral English programme. She put an emphasis on Customer Care and Customer Service and on the prospect of the students setting themselves up in the business – finding a suitable location for a salon, furnishing the salon, marketing, creating a poster advertising the salon, making appointments for customers; they participated in role play when engaged in activities related to customer relations, making appointments etc. Students engaged in discussion about women's issues, sexual health, relationships and social mores.

Anne also worked with the students on their own wellness, their self-confidence and on their own personal development. Time was given to the students to compile their C.V. and to attend a mock interview.

Máiréad Ryan set out to support the students to speak and to write confidently in English to enhance their communication skills: to develop the vocabulary associated with tailoring, to ask clarifying questions, to describe styles of clothes, to interpret descriptions of styles and record them visually, to articulate their plans for the future and how these can be realised and to prepare a portfolio of dress designs and a CV using mind map. to practice "mock interviews" (with the help of Mary & Jean visiting from St. Peter's SC), to develop an understanding of their feelings through song and dance and to articulate their feelings through the use of a time wheel.

A YouTube video of dressmaking in The Gambia provided a very useful stimulus for using dressmaking vocabulary. Máiréad did some practice on pronunciation of ch, sh, sk words. Máiréad enjoyed the experience with the students and found it very rewarding.

## **SCHOOL VISITS**

GIVE volunteers, especially those who conduct workshops with teachers from the Early Childhood Development and Lower Basic School level appreciate the opportunity which a school visit presents to them to get a greater insight into the reality of life for a teacher in The Gambia and for the pupil in the classroom. The GIVE team are unfailingly met with a warm welcome from Principals and Classroom teachers who readily share their achievements, their successes and their challenges with their Irish colleagues. Of course it is a source of particular delight to see many elements of the GIVE workshop programmes being put into daily practice in classrooms and in schools. With the help of generous donations from friends of GIVE, from volunteers themselves and past volunteers GIVE has financed some much-needed infrastructural works in schools – roofing school buildings, providing classroom furniture, solar powered water pumps, solar powered electricity, brand-new nursery classroom, new flooring in classrooms, fencing of school gardens, etc. These improvements are but a drop in the ocean of the many calls for assistance.



Grade 1 Pupils in their classroom



School garden – watered daily.



Lunch time in St. James', Kitty



Waiting for Solar electricity



Baked Clay tiles crumbling. New Roof required in St. Francis' Nursery school.

## THE VOICE OF THE VOLUNTEER

"I found this year's visit enjoyable and I feel that I managed the work / rest balance better".

"A great team of very diligent, hard-working, fun-loving volunteers which made being away from home feel as if we all knew each other for life".

"Loved every minute of it".

"I am a new volunteer so am mesmerised by the whole experience".

"Satisfying, happy, enjoyable, productive".

"As long as I'm busy while I'm "at work" then I'm happy.

"I wonder do I gain more out of the experience than the Gambian students; I certainly hope that they find it rewarding and enjoyable".

"There were moments of frustration – having to finish early and give the hall over to a post funeral group."

"I'm most pleased with the quality of the facilitators' presentations to their colleagues – a culmination of years of hard work by many previous GIVE volunteers."

"What was really satisfying for me was working as a team; we worked so hard to understand the curriculum here, unpick it and tried to help the Gambian teachers progress".

Most satisfying for me "humour, interaction, compassion, gaining an insight into Gambian life; the improvement in the students' confidence and spoken English."

"observing and monitoring the sense of achievement of students"

"open conversations about life for women in The Gambia"

The pre-departure training "helps to get our minds into the "zone" as it were"

"Comhlámh's contribution to the training gave us an opportunity to reflect," "a valuable insight into the "other" perspective", an opportunity "to focus on the ethos of volunteering".

"The feedback from the facilitators indicates that the project is very important to the CES school network. Teachers talked about the importance of getting together and learning from each other and getting new ideas from the GIVE team".

## RECOMMENDATIONS

### Early Childhood Development

- ✓ Continue to deliver separate workshops for Nursery 1, 2 and 3 teachers.
- ✓ Gambian workshop facilitators to co-deliver modules of the GIVE programme - to include modules on the teaching of Number and of Reading.
- ✓ Meeting of GIVE team with facilitators during Week One to coordinate delivery of the programme.
- ✓ Consult with the facilitators to establish any further training needs that they may have.
- ✓ Maximum of 3 week-long workshops.
- ✓ English language classes for teachers.

### Lower Basic Schools



- ✓ Workshops to be delivered to teachers of Grade 1, Grade 2 and Grade 3, in that order, if possible.
- ✓ Continue the practice of involving the Gambian facilitators in the delivery of the GIVE programme.
- ✓ Meeting of GIVE team with the Gambian facilitators in advance to coordinate the delivery of the programme.
- ✓ Consult with the facilitators to establish any further training needs that they may have.
- ✓ Some teachers at workshop 2024 called for more time be given to Phonics, the teaching of Reading and of number.
- ✓ Maximum of 3 week-long workshops.

### **Principal Teachers**

- ✓ The GIVE team, happy with the engagement of all of the Principals in the topic, recommend that, in future meetings, more work should be done in the area of Leadership and Learning.
- ✓ Gambian facilitators to co-deliver modules on Leadership & Learning at principals' meeting.
- ✓ Discuss practical interventions that can be implemented in a School Improvement Plan (Literacy and Numeracy).
- ✓ Familiarise Principals and Deputy Heads with the GIVE workshops in number, reading, use of resources, teaching of phonics.
- ✓ Keep Agenda for Principals' meeting to manageable length.
- ✓ Greater use of group discussion and participation by all participants.

### **Skill Centres**

- ✓ At pre-departure meetings consider ideas on how best to use role-play with the students.
- ✓ Consider the appropriate use of media e.g. YouTube, as stimulus for discussion with students.
- ✓ There are 4 separate departments in Presentation GVS. Bring resources more appropriate to each section.
- ✓ Explore if diversifying the programme in the Skill Centres would add value to the project – volunteers with specific skills in the skill training sections – tailoring, home management, hairdressing, commercial, Information Technology.

## **CONCLUSION**

The Board of Directors has considered this report and congratulates all of the GIVE team who have delivered the programme so successfully in 2024. It commends the enthusiasm, energy and commitment of the many people instrumental in its delivery.

The Board notes the advances made during project 2024 especially in the greater involvement of the Gambian facilitators in delivering Professional Development workshops to their colleague teachers.

The Board looks forward to the strengthening of the partnership between Irish teachers and their Gambian colleagues and to the continuation of the GIVE volunteering programme in 2025.

The Board endorses the recommendations outlined in the report.

## **Appendix One**

### **GIVE Team visit**

## The Gambia January / February 2024.

Depart Dublin on Saturday, 27<sup>th</sup> January, 2024

Arrive in Banjul at about 1am on Sunday, 28<sup>th</sup> January.

### Teams

Early Childhood Development: Angela Griffin, Máire Seoighe and Siobhán Brennan + 8 Facilitators.  
Anne Buckeridge on Fridays, 9<sup>th</sup>, 16<sup>th</sup> and 23<sup>rd</sup> February.

Lower Basic Education: Eibhlín MacNamara, Mary Cunningham and Mary Cawley + 7 facilitators.  
Anne Buckeridge on Fridays, 9<sup>th</sup>, 16<sup>th</sup> and 23<sup>rd</sup> February.

Presentation GVS: Éilís Fagan Sheils, Máiréad Ryan, Anne Buckeridge

St. Peter's S.C. Mary Hayes and Jean Geraghty

St. Martha's S.C. Imelda Traynor

### Week One: Monday, 29<sup>th</sup> January to Friday, 2<sup>nd</sup> February

#### Monday, 29<sup>th</sup> January:

Presentation GVS, Banjul Éilís, Máiréad and Anne meet with Sr. Rosene Sanyang and member of Staff. Outline the 4-week programme, agree on the composition of student groups and agree on a timetable. Sort out your teaching base – room.

St. Peter's S.C. Mary and Jean meet with Sr. Elizabeth, with Ciarán and with Computer and English teacher.

Agree programme, timetable and accommodation (Computer room, Library).

St. Martha's S.C. Imelda meets with Sr. Innocence and Staff members. Agree programme and timetable.

C.E.S. (1) M. Griffin, E. Mac Namara, M. Cunningham and other vols meet Mr. Gibba, Mr. Dawda Faye, Mr. Emil Kujabi, Mr. Andrew Jassey, et al.

(2) M. Griffin, Mary Cunningham and Máire Seoighe meet with subgroup of Principal Teachers to agree agenda for Principals' Seminar (to be held during Week 3 ideally).

(3) Take resources from CES storage.

(4) Set up halls for ECD & LBS Workshops.

Volunteers in the Skill Training Centres – collect resources in preparation for commencement of programme.

#### Tuesday, 30<sup>th</sup> January:

Skill Training Centres	Meet student groups, introductions. Liaise with Skill tutors / teachers re Timetable.
ECD and LBS	<p>Volunteers draw up a shopping list of requisites for workshop participants.</p> <p>Volunteers prepare arrangements / agenda for meeting with Facilitators on tomorrow.</p> <p>Volunteers agree with Mr. Gibba a programme of school visits for this Thursday and Friday. Name the schools, location, key people in the schools. Directions to the drivers.</p> <p>Shopping in Prime stationery.</p>

**Wednesday, 31<sup>st</sup> January:**

Skill Training Centres	Volunteers commence programme with students.
Early Childhood Development	<p>Meet the facilitators who will take an active role in delivering some modules of the ECD programme during the next three weeks. Establish with the facilitators the days that they will attend to deliver their selected topic during the workshops (Who are the three who will attend on Tuesday and Wednesday of Workshop One, Tuesday and Wednesday of Workshop 2, Tuesday and Wednesday of Workshop 3).</p> <p>ECD Facilitators: Therese Gibba, Marie Bass, Philomen Mendy, Josephine Mendy, Ida Mendy, Francis Mendy, Ellen Mendy, Elizabeth Silva and Kaddy Gomez.</p> <p>Planning the programme – Yr. 1, Yr2 or Yr3, Refer to evaluation of ECD 2023 – see the Teacher Handbook as providing a Menu from which teachers select the most age / development appropriate content.</p>

Lower Basic Education	<p>Meet the facilitators who will take an active role in delivering some modules of the LBS programme during the next three weeks. (2 or 3 volunteers on two days Workshop 1, two days on Workshop 2 and two days on Workshop 3).</p> <p>LBS Facilitators: Louise Jatta, Anna Jarju, Therese Mendy, Margaret Gomez, Alice Badjan, Ida Koita, Selestine Sambou, Sannet Gomez and Agnes Mendy.</p> <p>Planning the programme for Grade 2, Grade 3 and Grade 1 Three Workshops.</p>
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<b>Thursday, 1<sup>st</sup> February:</b>	<p>Skills Training Centres continue programme with Gambian women.</p> <p>Volunteers Angela, Siobhán and Mary Cawley visit a school that has ECD and LBS.</p>
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**A one-day seminar with Principal Teachers and Senior Teachers** on the theme **Leading Learning in our schools**. Mary Cunningham, Máire Seoighe, Eibhlín MacNamara and Michael Griffin.

**Friday, 2<sup>nd</sup> February:**

ECD and LBS volunteers visit schools (Ghana Town and Kunkujang (7 volunteers)).

Meet Principal and visit classrooms (ECD & LBS).

**Week Two:**

**Monday, 5<sup>th</sup> February to Friday, 9<sup>th</sup> February**

Skill Training Centres – programme continues.

ECD Workshop (Angela, Máire and Siobhán + facilitators on 2 or 3 days during the week. Daily evaluation by workshop participants (Reflection).

LBS Workshop with Grade 2 teachers. Eibhlín, Mary Cunningham and Mary Cawley + facilitators on two days during the week. Daily evaluation by workshop participants – completed on Friday.

**Week Three:**

**Monday, 12<sup>th</sup> February to Friday, 16<sup>th</sup> February**

Skill Training Centres continue programme. Work Placement visit.

**Monday, 12<sup>th</sup> February:**

ECD Workshop No. 2 Angela, Siobhán, Máire.

LBS Workshop No. 2 Eibhlín, Mary Cunningham, Mary Cawley.

**Tuesday, 13<sup>th</sup> February:**

ECD Workshop Angela, Siobhán + Facilitators.

LBS Workshop Eibhlín, Mary Cunningham and Mary Cawley + Facilitators.

**Wednesday, 14<sup>th</sup> February:**

ECD Workshop Angela, Siobhán, Máire + Facilitators.

LBS Workshop Eibhlín, Mary Cunningham, Mary Cawley + Facilitators.

**Thursday, 15<sup>th</sup> February:**

ECD and LBS Workshop with evaluation on Friday.

**Friday, 16<sup>th</sup> February:**

Anne Buckeridge – Wellness (ECD & LBS).

Participants Complete Evaluation.

**Week Four:**

**Monday, 19<sup>th</sup> February to Friday, 23<sup>rd</sup> February**

Skill Training Centres Programme continues. Possible visit to students on Work Placement.

**Monday, Tuesday, Wednesday and Thursday:**

ECD Workshop No. 3 Angela and Máire (+ Facilitators on two days).

LBS Workshop No. 3 Eibhlín, Mary Cunningham, Mary Cawley (+ facilitators on two days).

**Principals' Meeting Wednesday, 21<sup>st</sup>** (M. Griffin & M. Seoighe)

**Friday, 23<sup>rd</sup> February:**

ECD Workshop and LBS Workshop – final day. Evaluation.

Wrap up resources and place in storage.

**Saturday, 24<sup>th</sup> February:**

10am Michael Griffin. Eibhlín, Mary Cunningham, Angela G to review Workshop programme with Mr. Gibba.

**Monday, 26<sup>th</sup> February:**

Skills' Centres: Possible visit to outlying schools or to students on Work Placement.

**NOTE:**

**The meeting of Principals and the involvement of Senior Teachers in the GIVE Workshops**

The meeting of Principals will probably be over two days.

**Day One** Thursday, 1<sup>st</sup> February.

**A Suggestion:** We suggest that Day One of the two-day Principals course would involve Principals (Up to 15) and Senior Teachers (Ideally 15 from the same schools as the Principals and the meeting would be devoted to "Leading Learning in our schools".

**Day Two** (Principals' Meeting) Postponed to Wed. 21<sup>st</sup> because of non-availability of GPI hall during week 3.