



GIVE REPORT

Following Volunteer Programmes

In The Gambia

2018.

Introduction

Since its founding GIVE has been involved in a number of programmes to support education in The Gambia and to develop a partnership approach with the Catholic Education Secretariate (CES), with teachers and with education authorities. The sharing of experience has been very enriching for both the GIVE volunteers and for the teachers, tutors and students in The Gambia.

While it is sometimes difficult to evaluate, in the short term, the impact this collaborative and supportive partnership has made, it is gratifying that there is a shared commitment to further develop this partnership.

The quality of education depends in large measure on the quality of the teaching and learning that takes place in the schools, skills' centres and teacher education colleges. This is true not only in well resourced education systems but is particularly the case in The Gambia where teachers are coping with enormous difficulties in their schools. It is incumbent on us to support those teachers as best we can and to design our programmes accordingly.

GIVE acknowledges the extraordinary commitment and dedication of its volunteers to the delivery of its programme in the Gambia, to their "buy-in" of the GIVE mission, to the financial outlay, to the preparation and training for the programme and to the professional manner in which they delivered the programme.

The programme was delivered in three sectors – Nursery, Lower Basic and Skills' Centres and the following report covers the GIVE programme in all three sectors.

Appended to the report is a compilation of the programme evaluations made by the volunteers in the Lower Basic and Skills' Centre sectors. On behalf of GIVE I wish to thank these volunteers for the frankness and clarity of these evaluations and wish to assure them that they will be an important factor in the design and planning of future programmes.

Michael Griffin

Chairperson, GIVE

May, 2018.

Early Childhood Education Nursery 2018

On Saturday April 7th 2018, a group of volunteers representing Gambia Ireland Volunteers in Education headed for The Gambia to work with teachers in the Nursery Sector which equates to Junior and Senior Infants in the Irish primary school system. There were four volunteers in this group. Volunteers have been supporting teachers in the nursery sector since 2011 when GIVE first arrived in The Gambia. The Bishop of Banjul at that time, Reverend Father Robert Ellison, was the first to invite GIVE to work with Gambian teachers. He particularly requested retired Irish teachers to work with teachers of the youngest children where, he believed, their contribution would have most effect. Teachers at this level have less training than their colleagues in other parts of the school system. He asked us to start 'where the foundations of education are laid'.

It became apparent after the first year working in schools that the most effective way to work with teachers was within a workshop model, where teachers come together to discuss challenges, and work together in areas of interest and need.

Planning for this year's programme started soon after the return from The Gambia in 2017. The difficulty that many nursery teachers have with the English language had been noted and its detrimental effect in the classroom. Two of our volunteers, Margaret C and Patricia undertook a course of study in Teaching English as a Foreign Language. Their TEFL Academy qualification is recognised worldwide and its assessments of English are accredited at Cambridge level. Both passed with distinction and were keen to put their skills to good use.

As the year progressed Margaret B was in contact with Mr Edward Gibba, Coordinator of Nursery Education at the Catholic Education Secretariat (CES), agreeing a programme of school involvement and workshops for GIVE volunteers in 2018. This dialogue is a good two-way communication which decides the shape of the programme which is to be delivered and ensures that it is designed to respond to the requirements of the teachers within the context of their teaching situations. The volunteers put a lot of thought into planning for the forthcoming trip and as we were a group of four, two living in Co. Donegal and two in Co. Dublin, most planning meetings took place halfway along the road in Cavan.

Our first decision was to decide on a theme for our 2018 programme. It is important that the work we do with teachers is both useful and appropriate and can be implemented in the classroom. To this end, we decided on the theme 'Real Progress in the Nursery Classroom through Implementation of Workshop Content'. Edward Gibba was happy with this emphasis. Rather than work on a wide spread of subjects, we planned to work in greater depth in a few areas. The subjects decided on for workshop delivery were Oral English, Phonics, Maths and Physical Education Activities with an integrated teaching objective in either Maths or English. Underpinning all work was the development of good classroom management skills.

Our work is mainly with a core group of twelve teachers selected by Mr Gibba. These teachers are trained in delivery of the programme by us, work in cooperation with us and are referred to as Facilitators. They deliver workshops to their colleagues throughout the year and in the different regions of The Gambia. Our main objective is to ensure that these teachers are supported, strengthened and encouraged to keep up their amazing work on behalf of their colleagues. As well as fulfilling their teaching roles, they support teachers in their schools and within clusters of schools in their local areas. This work continues long after we have returned to Ireland. Its development and continuation is crucial to the success of the GIVE nursery programme.

The original plan for the 2018 trip was to visit the facilitators in their schools during our first week. This was to be followed by a workshop for the facilitators in week two and a workshop for other teachers working in the nursery sector in week three. This last workshop was to be jointly conducted by Irish volunteers and Gambian facilitators.

Our programme commenced on Monday April 9th with a meeting held at the Catholic Education Secretariat lead by Father Jarju, who is CEO at the Secretariat. Also attending were Mr Edward Gibba, Mr Dawda Faye, Mr Patrick Mendy and four GIVE volunteers. The focus of our work and our plans for the coming weeks were discussed and arrangements confirmed. Circumstances had intervened, a decision of the Ministry of Education had closed schools during the first week for local elections which were to take place on Thursday 12th. The original plan of school visits had to be changed and it was agreed that a course in English would be delivered to twenty-two teachers by Margaret C and Patricia.

For the remainder of that week Annie and Margaret B kept busy by visiting a private nursery school over two days and supporting Margaret and Patricia who planned and delivered a TEFL course in English. This was an opportunity for Margaret and Patricia to put their studies to good use. During the delivery of the TEFL course it became even more apparent that though the teachers' communication skills are smart, correct use of English is weak and would benefit greatly from intense tuition. Margaret and Patricia continued to offer elements of this programme over the three weeks to all participants as part of Oral English.

The facilitators attended the CES in week two for five days of workshops. The first day was given over to review and planning. There was very useful discussion on what is working and how best to move forward to ensure that content of workshops is realistic and capable of being implemented in nursery classrooms. Mr Gibba attended this session and showed a keen awareness of the challenges and strong support for the facilitators. The week continued with workshops in the selected subject areas.

A key element in 2018 was Annie's role. She was to work alongside a trainee teacher whose work involved teaching in two separate Nursery Two classes at St Teresa's Nursery School. This school is adjacent to the CES where the workshops were being held. She brought to the classroom a practical application of methodologies in Early Childhood Education. It was planned that facilitators and teachers attending workshops would visit the classroom to observe the work at first hand. The class Annie was working with in the first week had sixty pupils in a confined space, the facilitators visited twice in groups of six. They observed a lesson in Oral English through use of story, a lesson on the Senses and another on Parts of the Body with one child tracing the outline of another child to make a life size chart which was later dressed in a craft session before being displayed in the classroom. The real value of the experience was witnessing Annie's connection with the children, her method of engaging children actively and orally and her arrangement of the classroom so that all the children would be connected to all class activities. Annie's gentle patience with the pupils, her preparation for classes and determination to engage all the children was a model of good practice for all to witness and discuss on return to the workshop. Annie's group work demonstrated practically that whole class teaching from the front of the room is not the only method of teaching a large class of young children. It showed that working with groups, even three large groups of twenty children, is possible and more effective in terms of individual attention and assessment. Once again, the development of classroom management skills is essential and core to the confidence needed to try new methodologies.

Annie brought the class outdoors for a part of the school day every day, this helped the teachers understand the importance and value of space and movement in the education of young children.

Given that twenty-seven teachers were in attendance at the workshop in week three, it was decided that rather than visiting the classroom, a number of pupils from the class would come to visit us where Annie would model a lesson on shapes for all to observe. This also gave one of our facilitators an opportunity to model a lesson on phonics. It was a very successful session and one that we would like to see repeated in future years.

We are grateful to St Teresa's for allowing Annie to work in their school and for allowing fifteen children from Nursery Two to visit the workshop for the micro teaching session. This was a valuable element of our programme and would not have happened without the cooperation of the head teacher, Mr Gomez and the teachers of the classes involved and Juliet, the trainee teacher. Annie observed a considerable difference in the openness and inclination of the children in the different classes to engage and respond spontaneously. This she put down to an

open and positive response from children in the classroom where the pupils experienced a more relaxed atmosphere.

The facilitators have honed their skills over the years, at this point many of them are fine teachers and communicators. This is very much to the good but has given rise to a difficulty. It is the practice in the CES to allocate nursery teachers their schools for the coming school year over the months of the school holiday in July and August. Every year a number of teachers are reallocated. During this time, schools in the private sector are also on the lookout for well equipped teachers to strengthen school staff. These schools charge relatively high fees and are in a position to offer better pay to teachers than many under the auspices of the CES, where there are very many schools and pay is quite low, unless it is subsidised by an outside agent such as a former priest of the parish. This situation has given rise to some facilitators being offered better paid posts in schools outside the CES sector. To date we have lost four of the original twelve facilitators and know of at least two others who have been approached. It is understandable that teachers want/need to accept a post which is better remunerated. The situation is a cause for concern. The programme is so worthwhile but needs a stable environment in which to operate and flourish. Losing facilitators for financial reasons is a big challenge that needs to be addressed if all the good work over the years is to continue to bear fruit.

Success in delivery of the nursery programme is due to a number of factors. In particular, the fact that it is sustained throughout the year by Gambian teachers, who have real ownership of the programme and who bring to it an in depth understanding of the challenges met by their colleagues and an enthusiasm to offer support. Within two weeks of our leaving The Gambia this year, the facilitators were engaged in arranging two separate workshops. One of these will hopefully run for a week during the school holiday. The level of support offered by Mr Gibba, the Coordinator of Nursery Education at the CES, is a very big factor in maintaining and sustaining the programme. His appreciation and understanding of the teachers is inspiring.

Teamwork and cooperation on the volunteer team is a positive and important factor. Meetings were held most evenings to review and prepare for the day ahead. The team worked enthusiastically in support of each other and all took on responsibility for delivering as good a programme and experience as possible during the three weeks of our stay.

Challenges are very real, classes are often very large and resources are thin on the ground. Some areas of the curriculum are more suited to older children. This is very apparent in the case of Mathematics and is leading to an early expression of difficulty with this subject and a sense of failure in very young children who are still at a pre-operational stage and expected to work at an operational level before they are ready. It has to be acknowledged that the Classroom Management Skills required to organise large classes effectively, where teaching and learning is happening in a conducive and stimulating environment, is a very big challenge. The level of ongoing reflective assessment needed to rise to this challenge is a large part of the work we do.

It is a privilege to be engaged in this work with our Gambian colleagues. We thank Father Jarju for his ongoing support and appreciate the visits he made to the workshops and his words of encouragement. Gratitude too to Mr Dawda Faye for showing support and visiting the workshops. We appreciate the way Mr Patrick Mendy welcomed us at the door every morning, sitting waiting for us with his kindly presence. It is the ongoing communication with Mr Edward Gibba that has helped us to appreciate the work of the nursery teachers and guided us in the development of the programme. Mr Gibba is our inspiration and the inspiration and support of nursery teachers throughout The Gambia. Very many thanks to Mr Gibba. We extend our best wishes to Father Jarju and his entire team at the CES.

Patricia Britton, Margaret Cunningham, Annie Halferty, Margaret Boucher (Coordinator)

GIVE/CES Lower Basic In-Service/Workshops 2018

Lower Basic Team 2018: Pauline Moran, Mary Cunningham, Eibhlin MacNamara, Imelda Traynor, Rita McAlinden, Mary MacDonald

Introduction

GIVE volunteers began work with Gambian teachers of Grade 1 classes, Lower Basic Schools, for the first time in 2016, when three separate courses were delivered to groups of 15 to 20 teachers. Building on the experiences of 2016 and 2017 Grade 1 workshops, and on feedback from The Catholic Education Secretariat (C.E.S) it was agreed that two courses should be delivered by GIVE in 2018.

1. A seven-day course with the aim of consolidating active learning methodologies(Workshop 1). The C.E.S intend the 11 teachers who participated in Workshop 1 will offer 'step-down' training to colleagues within their own schools and school clusters.
2. A two-week course, (Workshop 2) for a new cohort of teachers, introducing active learning methodologies linked to The Gambian Grade 1 syllabus in English, Maths, Integrated Studies and Classroom Management.

These workshops were discussed and adjusted to meet the needs of the C.E.S and Gambian teachers during the pre-planning meetings held in The Gambia in October 2017.

This report details the content of our workshops/courses in The Gambia. It includes some recommendations for future GIVE/C.E.S workshops.

GIVE Pre-Departure Training Days

Four days of training for volunteers were provided prior to departure for The Gambia. During the training days, information regarding Cultural Awareness, personal health and safety, practical day to day tips on shopping etc. were outlined and discussed.

There was an opportunity for volunteers selected for the Lower Basic Team to examine Grade 1 text books for English, Maths and Integrated Studies. Current best practice in Irish Primary Schools, e.g. the use of *Jolly Phonics*, *Ready, Set, Go Maths* and *Maths Recovery* was discussed. It was agreed that songs and rhymes provide a rich experience for young children in acquiring a second language (English is not the home language in The Gambia but it is the official language of the schools.)

GIVE volunteer activities 29th January to 9th February

School Visits – GIVE volunteers visited Grade 1 teachers in St Therese LBS, St. Peter's LBS, St. Charles LBS, Fajikunda, St. Francis Kunkujang, Ann-Marie Revier LBS, and Presentation of Mary, BCS, Brikama.

The objectives of school visits was as follows:

- To meet with school Principals describing the content of our courses
- To familiarise GIVE volunteers with The Gambian classroom
- To meet with the teachers who having attended GIVE workshops and will continue to deliver 'step-down' training for their colleagues following this year's course.

Workshop 1 – Trainers of Teachers: Eleven teachers attended this course. The course offered practical activities linked to the Grade 1 syllabus. GIVE volunteers planned and prepared lessons for Grade 1 classes in:

1. English, (Jolly Phonics, early reading and independent writing)
2. Maths (oral Maths strategies, the use of concrete materials in completing and recording Maths problems).
3. The Integrated Studies lesson was based on the Grade 1 text book Theme 3, Plants Around Us and included a 'Nature Walk' outside the classroom

4. Teachers enjoyed the discussions and problem-solving elements of the course.

All workshops centred on developing the basic skills, knowledge and attitudes of our Gambian colleagues. Review, Teach, Practise, Apply became the theme of our work as these principles of teaching were utilised across the Grade 1 syllabus.

At the end of the course, Gambian teachers each prepared class lessons. They demonstrated their lessons to their peers and also delivered these lessons to Grade 1 classes in St. Therese's LBS. This provided each teacher with an opportunity to see their colleagues in a working situation. It provided opportunities for reflection on practical teaching situations.

The main objective of this course was to build confidence in teachers, preparing them to work in a supportive way with colleagues. The eleven teachers will be facilitated by C.E.S to carry out future workshops and given the title of ToT's (Trainers of Teachers).

The course was shortened to five days. GIVE had arranged to deliver the programme over a 7-day period. This change in the timetable was unexpected but necessary as a public holiday was called in The Gambia.

GIVE volunteer activities from 12th February to 23rd February

Workshop 2 – Introductory Course for Grade 1 Teachers

Twenty Grade 1 teachers attended this course. As above, the course content was based on Grade 1 textbooks and on the Teacher Manual for Maths, English and Integrated Studies. GIVE supplied Teacher Manuals to teachers if they did not already have them.

GIVE volunteers led the initial sessions of this course, demonstrating active learning strategies and methods which increased interaction between the teacher and the learner, and also between learners.

Three Gambian ToT's (Trainer of Teachers) from Workshop 1 delivered sessions on Jolly Phonics, English and Maths to this Introductory course. This was very worthwhile and the sessions were excellent.

Each of the 20 participants planned and delivered a lesson to a Grade 1 class in St. Therese's LBS.

Gambian songs and poems along with songs and poems from Irish classrooms brought a fun element to many lessons.

During sessions on Classroom Management, discussion-based activities and scenarios allowed teachers to reflect on current classroom practises. These sessions provided a forum for sharing best practice among teachers from many different schools.

Materials, card and chart paper etc. were provided. Each teacher made resources for display in their classrooms and for use with their children.

Feedback from Gambian Grade 1 Teachers.

- Most useful with my class: "Review past learning and recent learning before coming to teach to the lesson."
- Most useful with my class: Jolly Phonics because I have never done it before, subitizing and 10-frame in Maths."
- Most useful with my class: "Group work and pair work in my classroom".
- Most useful with my class: "Language of Maths, Blending and sounding, Sight words"
- Resource Making: "Yes, it was very helpful for it will enable or facilitate easy learning with resources.

- Resource Making: “Yes, the resources are helpful because having them I will never forget the methods I learn(t).”
- Attend future course: “If the head chooses me, I will be also happy to come and feed on the new knowledge because no one is a master in terms of education.”

Recommendations for Future Projects

- Invite ToT’s from Workshop 1 to co-facilitate, demonstrating lessons throughout the course and supporting colleagues with planning and preparation sessions.
- Meet with Principals as a group to discuss and develop GIVE workshops more closely with the needs of their schools.
- Extend the workshops to Grade 2 teachers, providing greater continuity in the early Primary years.

I would like to thank C.E.S for their support and assistance in preparation for the workshops and school visits and indeed throughout our stay in The Gambia. I would also like to thank the GIVE volunteers for their hard work and professionalism throughout the Workshops.

I hope that the above report provides the information needed to continue developing Workshops and In-Service courses of good quality to our Gambian colleagues in the future.

Pauline Moran

Team Leader; GIVE Lower Basic, Grade 1, 2018.

Skills Centres

There are three Skills Centres with which GIVE has had an involvement since 2011 – St. Peter’s, St. Martha’s and Presentation. All three are vocational centres and cater for young women who range in age from 16 to 24 years and who are learning skills that will prepare them for employment. The skills in which training is offered in the centres are sewing, embroidery, hairdressing, cooking, business studies and computer skills.

English and French are also taught. While English is the official language of the centres many of the students speak their own tribal language in non-classroom social situations and can also communicate freely and easily in at least one other tribal language.

The GIVE programme in the three skills centres is concentrated on English Language literacy while Computer and Office skills training is delivered by a GIVE volunteer in St. Peter’s. An important extra value of helping these young women to read is the assistance it offers to them to enable their own offspring to read.

Pre-Departure Orientation and Training.

Information regarding everyday life in The Gambia, cultural awareness, personal health and safety, practical day to day tips on shopping, requests for donations, camera use etc. were outlined and discussed with all volunteers prior to departure. Volunteers familiarised themselves with Comhlámh’s Volunteer Charter and their wholehearted endorsement of the good practice outlined in the charter is reflected in their programme evaluations.

On the specific training needs of the 2018 volunteers, past volunteers offered their views on the language capacity of the students with whom volunteers would be working in the Skills Centres and on the approach that was taken in previous years. The students, all female, range in age from 16 years to 24 years and come from a variety of educational backgrounds and of engagement with the English language. Typically the reading (English) ages of the students with whom these volunteers worked in recent years ranged from 4yrs 6 months to 8 years. As was reported in the 2017 Programme Report it was agreed “that there should be a move towards more adult learning strategies” while phonics should continue to be an integral part of the programme”. The Irish volunteers would endeavour to create a partnership approach with the teacher of English in the Skills Centre, if possible, and a conversation / oral module would be a key part of every lesson.

St. Peter’s:

Jean Geraghty, Johnny Glynn and Mary Hayes worked in St. Peter’s; Jean and Johnny worked on the literacy needs while Mary addressed the computer skills programme. All three found that Ciarán Black was a great help – prior to the arrival of the Irish volunteers he had the class groups divided according to their levels of ability in Oral English and literacy and was fully supportive of the volunteers and their work throughout the programme.

The essence of each lesson was vocabulary, sounds and reading- establishing an atmosphere where the students could converse in English with some confidence on issues of interest to them and working on the areas of greatest weakness in the particular groups together with some grammar and spelling for the more able students.

Typical working day: 9am Group 1; 10am Group 2; 10.45 Group 3; 11.30 Break; 12noon Group 4.

Oral work: 15 minutes approx: News items, Gambia flag, Districts and Divisions, Coat of Arms, Independence Day, Cooking – various recipes, Shopping and markets, Tribes and customs, Computer – relevant vocabulary.

Reading Skills: 15 to 20 minutes: Phonics + Word attack skills varied according to ability of group. Reading from a variety of texts viz. Pupils Books 2, 5 & 6 The Gambia Basic & Secondary Education Course, Integrated Studies Pupils Book 2, 3 and 4. Newspapers.

This was followed by 15 minutes approx. of written work.

The biggest problem encountered by Jean and Johnny was trying to find suitable text books and reading material.

Computer work: First year students had no previous experience of computer training – Mary began with basic keyboard training. She found that students very eager and enthusiastic to learn but some were academically weak with very poor English. She found that greater progress was possible with second year students and taught these students more advanced word-processing techniques. She experienced difficulties with constant power cuts.

She devised a scheme of work & guidelines for the teaching of word processing.

St. Martha’s:

Tom Mullins and Eilís Fagan Shiels taught in St. Martha’s Skills Centre and were welcomed by the Principal, Sr. Mary Francis to her team.

Eilís engaged in team-teaching with Jolly Phonics Teacher – 8 classes a week, who welcomed all advice and was excited by the new materials now available in the centre; she also practiced some reading methodologies with the teacher and offered useful advice to the teacher on time management and class management strategies.

Students read PM and African readers at different levels

Eilís taught reading to groups of 6 to 8 students – and used newspaper as a teaching resource with the better readers and, with the some financial assistance from a past GIVE volunteer, she set up a library of African books in St. Martha’s Skills Centre.

Tom worked in partnership with the Gambian teacher (unqualified) to adopt an approach to teaching reading that is much less reliant on computer games and more focussed on teaching word attack skills (the vowel sounds and sight words) and reading the text books on the approved syllabus; sharing the work with the teacher he used bingo games, dictation, mini tests, oral and written spelling; he also drew up a plan of work for the Gambian teacher which he also presented to the Principal.

Presentation:

GIVE had purchased 15 laptops for use in Presentation Skills Centre and these were presented to the centre on day one of the programme. They were immediately put into use by the computer instructors who were delighted at this huge enhancement of the resources available to the students.

Carmel Harrison who was assigned to work in this centre was unable to work there because of an unfortunate medical incident. Though bitterly disappointed by this she offered advice readily and was fully supportive of her colleagues throughout the duration of the programme.

Michael and Angela Griffin shared the staff room and each took 4 groups of 4 or 5 students in each group who had been selected because of their low reading ages when assessed on Days 1 & 2 by Angela.

Timetable : 09.00 Group 1; 09.40 Group 2; 10.30 to 11.20 Group 3; 11.20 Break; 12.00 Group 4.

Every lesson began with conversation on a topical issue – local newspaper article on Bakoteh dump, magazine article on Solar power in The Gambia, Markets, Food, Festivals, Independence Day, Naming ceremony, Water, life in the compound, finding The Gambia on the world map. Integrated Studies Books 1, 2 and 3 were very useful in this respect. The Gambian themed book, “Fatou, Fetch the Water” gave rise to good engagement by the students.

Preparation for reading followed the session of oral work – having selected some key words from the text (eg. PM readers levels 6) and writing them on White Board – drew students’ attention to consonant and vowel sounds – then reading the text in unison and individually.

Phonics – Teaching (repeatedly) 5 short vowel sounds. Made some progress over 4 weeks on 3 letter words using consonants and short vowel sounds only. One group moved to initial consonant blends. Rhyming words. To consolidate the reading Angela and Michael used Bingo, split sentences, broken sentences, matching pair game, rhyming words exercises, Hangman and used Bingo to strengthen visual recognition of the 100 Dolch list of most frequently used words. Writing: Dictation of the words from the phonics list which tested the students’ ability to recognise consonant and vowel sounds.

At the end of the lesson the students were invited to bring home a book from a stock that was built up by volunteers from previous years and return it the following day.

There is a dire lack of suitable graded reading materials for these beginner and emergent readers. For the effective delivery of a literacy programme each student should be provided with a copy of the appropriate graded reader – culturally specific to these Gambian young people, if possible; a sufficient supply of high interest and low ability readers is also needed to augment the reading materials available to the students. The volunteers in this centre share the view of those in St. Peter’s and St. Martha’s that the four week placement should be extended to five weeks.



GIVE volunteers pictured prior to their return from the Gambia 27th February, 2018.

Front Row (left to right) Agnes Hurley, Tom Mullins, Carmel Harrison, Mary McDonald, Eileen McNamara.

Back Row (L. to R.) Michael Griffin, Angela Griffin, Jean Geraghty, Mary Cunningham, Pauline Moran, Imelda Traynor, Eilís Fagan Shiels, Mary Hayes, Rita McAlinden, Johnny Glynn.

The return from The Gambia to Dublin was memorable for the Storm Emma debacle – resulting in cancellation of flights and intrepid re-bookings and travel back home to Ireland.