

GIVE Report
Following the Volunteer Programme
in
The Gambia
2025

Registered Charity Number (RCN) 20079581

Company Registration Number 499076

CONTENTS

INTRODUCTION: Executive Summary	3
PREPARATION FOR THE VISIT.....	6
SCHOOL VISITS IN THE GAMBIA.....	7
CLUSTER WORKSHOPS AT EARLY CHILDHOOD DEVELOPMENT (ECD) LEVEL	8
GIVE EARLY CHILDHOOD DEVELOPMENT WORKSHOPS	10
CLUSTER WORKSHOPS AT LOWER BASIC SCHOOL (LBS) LEVEL.....	14
LOWER BASIC SCHOOLS.....	16
WORKING WITH GAMBIAN FACILITATORS	16
GIVE WORKSHOPS WITH GAMBIAN TEACHERS (L.B.S.).....	18
MEETING OF PRINCIPALS AND DEPUTY PRINCIPALS	23
SKILL TRAINING CENTRES.....	28
ST. MARTHA’S SKILL CENTRE, FAJIKUNDA	28
ST.PETER’S SKILL TRAINING CENTRE, LAMIN.	29
PRESENTATION GIRLS’ VOCATIONAL SCHOOL, BANJUL	30
THE VOICE OF THE VOLUNTEER.....	31
RECOMMENDATIONS FOR 2026.....	32
CONCLUSION.....	33
APPENDIX ONE	34

INTRODUCTION: Executive Summary

The visit of the GIVE team of volunteers to the Gambia in January / February 2025 was the fourteenth 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 2025 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 2025 comprised 15 Irish volunteers, eleven of whom were return volunteers and four of whom were first-time GIVE volunteers in The Gambia. All fifteen brought an energy, an enthusiasm, a vitality 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. Project 2025 again saw 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 and to Head teachers and Deputy Heads. GIVE hopes to further develop the integration of the Gambian workshop facilitators into the planning and delivery of the professional development programme in 2026 at both ECD and LBS level.

GIVE programme 2025 covered the following areas in education:

- ✓ Harnessing the experience of Gambian teachers who facilitated cluster workshops with teachers in April, May, June 2024 and strengthening their facilitation skills
- ✓ 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 70 teachers in Early Childhood
- ✓ Delivery of a Professional Development workshop programme over three weeks to 72 teachers of Grades 1, 2 and 3 of Lower Basic Schools
- ✓ Compensatory Education for students in three Skill Training Centres
- ✓ Professional Development Seminars with 35 Principal and Deputy 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 and May 2025, and which will be facilitated by Gambian facilitators. Two of these workshops will be for teachers at ECD level and two at LBS level, each of three-day duration. 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 for a week when there is no substitute service to meet the needs of the students whose teachers are

away. GIVE provides a refund of transportation costs, a breakfast roll and some teaching resources to each teacher attending the workshops.

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. GIVE acknowledges the generous welcome extended by Principals and staff members to the volunteers when they visit their schools and classrooms and values the insight which these visits give to the volunteers into the challenges and realities of teaching in The Gambia.

CES facilitated a meeting of GIVE volunteers with a group of Principal/ Deputy 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 "The Teaching of English" and "The Teaching of Maths, making best use of resources", "Holistic Management of Schools" and "Communication in Schools". GIVE values enormously the engagement of the school leaders in this professional development programme and will continue to engage with them and their staffs, particularly Senior Teachers, 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 leadership teams, 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. Each GIVE volunteer visiting The Gambia pays the full cost of their airfare, accommodation, living expenses, transport and insurance. 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 2025 is immeasurable.

We are most grateful to the Irish National Teachers Organisation and to the Retired Teachers' Association of Ireland whose financial support over many years has been key to the success of the GIVE project. Facilitating the attendance of over 180 teachers at Professional Development workshops over four weeks is a major undertaking, especially in The Gambia. We are deeply indebted to the INTO and to RTAI for their constant support and commend both organisations for their solidarity with teachers, pupils and with the education communities in the developing world.

GIVE receives some donations from volunteers, their families, friends, colleagues and acquaintances; these donations assist in bringing about some improvements to school classrooms, school furniture, water supply, new roof on classrooms and painting.

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



GIVE Team 2025

Front, l.to r. Jean Geraghty, Angela Griffin, Eibhlín MacNamara, Michael Griffin, Anne Curran & Anne Buckeridge

Rear: Imelda Traynor, Maura Scully, Eibhlís Fagan Sheils, Moyna Staunton, Mary Cawley, Siobhán Brennan, Mary Cunningham, Anne Berry & Mary Hayes

PREPARATION FOR THE VISIT

Following the completion of the 2024 programme GIVE conducted a review of the Gambia project and took into account the feedback from the programme leaders (ECD, LBS, Principals/ Deputy Principals) and from all of the volunteers, the outcome of the review with our partners the CES, the evaluations of the various programmes by the participants and the feedback from Principals of the three Skill Training Centres.

It was decided that Programme 2025 would:

- Continue to deliver separate week-long workshops for ECD Year 1, Year 2 and Year 3 teachers and for teachers of Grades 1, 2 and 3 of Lower Basic Schools (LBS).
- Include Gambian facilitators in planning and co-delivering modules of the 3-week programme at ECD and LBS workshops.
- Include a number of English language classes for the course participants (ECD and LBS).
- Engage with Head Teachers and Deputy Heads on the use by teachers of the Teacher Guidelines and teaching and learning resources in the various Subject areas in Grades 1, 2 and 3. (LBS).
- Seek to develop the confidence and competence of the students in the Skill training Centres in their usage of Oral English and to enable the students to compile and present their CVs and, if time permits, present for mock-interview in their chosen area of interest.
- Endeavour to capture the impact the programme is making on the participants - on their practice, well-being, confidence and competence and engagement and the impact on the individual volunteer.

Pre-departure training occurred on 21st October 18th November and 2nd December, 2024 in Club na Múinteoirí, Parnell Square. Of the team of 15 volunteers, eleven had volunteered previously in The Gambia and were largely familiar with the project while there were four volunteers who were new to the GIVE programme.

Topics covered included:

Development and growth of the GIVE project since 2011.

Distribution and discussion of GIVE Handbook including its Child Safeguarding policy.

Input from Fiachra Brennan, Solidarity and Capacity Development Coordinator, Comhlámh,.

Health and Safety guidelines for volunteers.

Volunteers were assigned to their roles and workplaces for project work in The Gambia.

Programme implementation was discussed in small groups.

A draft programme of work was distributed to all volunteers. See Appendix A: Draft Programme 2025.

A copy of the draft programme was emailed to the CES on 3rd November, 2024.

The GIVE team was scheduled to depart from Dublin on Saturday, 18th January, flying via Lisbon to Banjul and returning to Dublin on Wednesday, 20th February. (TAP Airline).

SCHOOL VISITS IN THE GAMBIA

On 21st January and 24th January GIVE volunteers visited schools in Ghana Town, in Kitti, in Kungujang and in Daresalami and later St. Therese's, Kanifing, to experience the reality of life in the classroom.



It was a pleasure to see the great practice in the classrooms and gratifying to see evidence of GIVE workshops hanging on the walls and in the teaching methodologies adopted by some of the teachers. Principals and Deputy Principals spoke animatedly about the upcoming 2-Day Principals / Deputy Principals meeting being hosted by GIVE and told of how useful their teachers found the GIVE workshops over the years and how they shared their learning with their colleagues, often at a staff meeting.

The school garden is a very important part of school life in The Gambia, the extensive school garden in St. Patrick's in Daresalami being a sight to behold. Every class looked after their own plot, planted the seed, watered the vegetable patches daily and undertook the weeding when necessary – all under the guidance of an inspiring young man, Simon Peter, who looks forward to the day when the school will have its own water supply. Volunteers also saw at first hand the infrastructural improvements brought about under GIVE assisted projects in St. Andrew's, Berending and in St. Mark's, Sandali.

CLUSTER WORKSHOPS AT EARLY CHILDHOOD DEVELOPMENT (ECD) LEVEL

Gambian facilitators, having received training, guidance and support from GIVE over many years ran Cluster Workshops for their peers in May 2024 and in June 2024. These workshops are an extension of the GIVE workshops. The workshops are coordinated by the CES and funded by GIVE. We report on these workshops here since they took place after the publication of Annual Report 2024.

Soma cluster ECD : Wednesday 22nd to Friday 24th May 2024. Number of participants: 28

DAY 1: Wednesday 22nd May, 2024.

	TOPIC	FACILITATED BY
1	Language	Kaddy Gomez
2	Jolly Phonics	Marie A Bass
3	Maths	Philomen Mendy
4	Classroom Management	Marie A Bass

DAY 2: Thursday 23rd May, 2024.

	TOPIC	FACILITATED BY
1	Mathematics (Games /Songs)	Philomen Mendy
2	Language	Kaddy Gomez
3	Revision of the 42 letter sounds and a model phonic lesson	Marie A Bass
4	Rhymes and Songs	Philomen Mendy
5	Misbehavior children exhibit in class and how to manage them	Edward Gibba

DAY 3: Friday 24th May, 2024.

	TOPIC	FACILITATED BY
1	Phonics	Marie A Bass

2	Language	Kaddy Gomez
3	Numbers	Philomen Mendy
4	PE	Kaddy Gomez
5	Child abuse (Emotional, Physical, Sexual, Neglect etc.)	Edward Gibba

Brikama Cluster ECD: Wednesday 12th to 14th June 2024. Number of participants: 26

DAY 1: Wednesday 12th June, 2024.

	TOPIC	DELIVERED BY
1	Jolly Phonics	Therese Gibba
2	Numbers	Elizabeth Sylva
3	Language	Ida Mendy
4	Classroom Management	Josephine Mendy

DAY 2: Thursday 13th June, 2024.

	TOPIC	DELIVERED BY
1	Reading Readiness	Ida Mendy
2	Classroom Management	Josephine Mendy
3	Language (modeling conversation)	Elizabeth Sylva
4	Jolly phonics	Therese Gibba
5	Misbehaviors children exhibit in class and how to handle them	Edward Gibba

DAY 3: Friday 14th June, 2024.

	TOPIC	DELIVERED BY
1	Numbers	Elizabeth Sylva

2	Rhyme& Songs	Josephine Mendy
3	Modeling Jolly Phonics Lesson	Therese Gibba
4	Language(Sentence formation)	Ida Mendy
5	Child abuse (Emotional, sexual, physical, Neglect etc)	Edward Gibba

GIVE EARLY CHILDHOOD DEVELOPMENT WORKSHOPS

WEEK ONE

Workshop for Gambian Facilitators 22nd – 23rd January, 2025

Over the course of two days, 22nd and 23rd January, 2025, the GIVE team, Angela Griffin and Siobhán Brennan, conducted a workshop for 9 Gambian facilitators to garner their feedback on their experience of facilitating Cluster Workshops in April/ May/ June of 2024 (See above) and in previous years. These facilitators are Marie Bass, Philomen Mendy, Kadi Gomez, Ellen Mendy, Josephine Mendy, Ida Mendy, Therese Gibba, Elizabeth Silva and Francis Mendy,

Their feedback was very positive referring to their preparation for workshops, the delivery of the programme modules and the capturing of the learning of the participants- what was useful, what was not and what they would like more of.

The facilitators were given sheets of songs, rhymes and games, useful in English and Maths; they all agreed that teachers need plenty of practice with Maths games in order to feel comfortable teaching them to a class. The use of a metre ruler marked into ten sections as a counting stick was demonstrated as was the step-by-step approach to the teaching of addition and subtraction.

The use of the Story Bag was discussed – Why you would use one, What items are needed, What makes a good Story Bag including characters, locations, repetition, beginning and ending, drama and anticipation.

Class management: We discussed the issue of the “early finishers” and what to do to prevent disruption from those early finishers; in general, they get the children to do more of the same and do little to stretch them.

Over the following three weeks the GIVE team of Angela Griffin, Siobhán Brennan and Anne Berry was joined by 8 facilitators in delivering the programme. They delivered lessons in English and in Maths, some very well delivered with participants actively engaged and motivated to bring this new learning back to their own schools.

The selection of suitable facilitators is crucial to the success of the programme going forward. While facilitators welcome new content in the GIVE workshops some need to improve on facilitation skills; perhaps this can be addressed by including the facilitators in the co-delivery of the GIVE workshop over 4 or 5 days.

WEEK TWO

Workshop for Teachers, Nursery 1

Twenty Seven (27) teachers attended and the Gambian facilitators were Josephine Mendy, Ellen Mendy and Therese Gibba.

The topics covered included:

Maths - measuring – long/ short, longer, longest, addition and shape

English – Story Bag, Phonics, Oral English through games

Classroom Management

English for adults,

Songs, rhymes and games; we found the teachers to be receptive, eager to learn, participative, especially in songs and games. Resources made and used included the marking of the metre stick as a counting stick, shape, a colour game and number cards.

The emphasis was on the importance of playfulness in all methodologies.

WEEK THREE

Workshop for Teachers, Nursery 2

Twenty-Six (26) teachers attended and the Gambian facilitators were Elizabeth Silva, Ida Mendy and Kadi Gomez.

The topics covered included:

Maths – Time, the clock, addition, measuring from long / short to long, longer / longest.

English – Oral language and reading, colours, Story Bag, Phonics

Classroom Management

English for adults

Songs/ Rhymes / Games

Counting stick & human number line.

This was a most enthusiastic group who participated wholeheartedly in everything we did; a very successful week.

WEEK FOUR

Workshop for Teachers, Nursery 3

Twenty-Four (24) teachers attended and the Gambian facilitators were Marie Bass, Philomen Mendy and Francis Mendy.

The topics covered included:

Maths: Tens and Units, Fractions Half and Quarter, Shape

English: Phonics including blending, story and reading.

Science: Floating and sinking,

Classroom Management

English for Adults

Songs, Rhymes, Games

Counting Stick and Human Number line.

Again, this was a very enthusiastic group who contributed hugely to the workshop.



On reflection we recognise that:

- Lessons on long / short must be taught before long, longer, longest and should only be covered in Nursery 1.
- We need to do more work in Oral / Conversational English.
- Addition should be deferred to Nursery 2.

- We must bear in mind that the children in Nursery 1 are very young and we should deliver a programme that is more age-appropriate, e.g. Numbers 1 to 5 with no addition. (though it is in the scheme).
- We should develop a rounded programme of pre-school activities that include exercises to develop fine and gross motor skills leading to pre-writing. This may include P.E. activities.
- Simple addition is definitely for Nursery 2 (not Nursery 1).
- Teachers need plenty of practice before using new methodologies.
- The teachers need a huge input on the teaching of Maths as many of them are not confident about how best to teach the subject.
- We should continue with more Science topics as the teachers appreciated child-led discovery through experimentation.

Successes:

- The photocopied booklet of Maths Games, Songs and Rhymes to which we referred every day. As well as understanding each game, song and rhyme we encouraged the teachers to lead the games themselves,
- Breaking the whole group into groups of 3 for discussion.
- Thumbs up for evaluation.
- Getting one point per group in discussion feedback.
- Our new approach to Phonics – to encourage teachers to make up Gambian appropriate songs to accompany each letter sound.
- We sat with the teachers at the end of each week to evaluate the workshop. We were in groups of 8. We found this more successful than asking teachers for written evaluations.
- On each Friday teachers had the benefit of a teachers' Well Being session which was facilitated by Anne Buckeridge.

Challenges:

- Time
- The noise from the generator nearby
- Unreliability of breakfast timetable
- After many workshops we are still coming to grips with the content of the Scheme of Work, Books 1,2 and 3, especially Book 3. The Maths programme overwhelms the teachers, is not age-appropriate and is difficult to follow.

Angela Griffin, Siobhán Brennan and Anne Berry.

CLUSTER WORKSHOPS AT LOWER BASIC SCHOOL (LBS) LEVEL

Gambian facilitators, having received training, guidance and support from GIVE over several years ran Cluster Workshops for their peers in May, 2024 and June, 2024. These workshops are an extension of the GIVE workshops. The workshops are coordinated by the CES and funded by GIVE. We report on these workshops here since they took place after the publication of Annual Report 2024.

Foni Cluster at Bwiam. Lower Basic Teachers (LBS) Wednesday 15TH to Friday 17TH May, 2024.

Number of participants: 24 teachers.

DAY 1 : Wednesday 15th May, 2024.

	TOPIC	FACILITATED BY
1	Jolly Phonics	Louis A Jatta
2	Math's	Therese Mendy
3	Integrated Studies	Selestine Sambou
4	English	Awa K Mendy.

DAY 2: Thursday 16th May, 2024.

	TOPIC	FACILITATED BY
1	Classroom Management	Selestine Sambou
2	Jolly tricky words, Jolly songs and actions	Louis A Jatta
3	Language	Awa K Mendy
4	Rhyme & Songs	Therese Mendy
5	Misbehavior children exhibit in class and their management	Edward Gibba

DAY 3: Friday 17th May, 2024.

	TOPIC	FACIITATED BY
1	Story telling/ Language	Awa K. Mendy
2	Reading	Therese Mendy
3	Classroom Management	Selestine Sambou
4	Maths	Louis A Jatta
5	Child abuse (emotional, physical, sexual, neglect etc)	Edward Gibba

Brikama Cluster LBS. Wednesday 5th to 7th June 2024. Number of participants: 24 teachers

DAY 1 : Wednesday 5th June, 2024

	TOPIC	DELIVERED BY
1	Numbers	Margaret Gomez
2	Integrated Studies	Alice Badjan
3	Jolly Phonics	Ida Koita
4	Language	Awa K Mendy

DAY 2: Thursday 6th June, 2024.

	TOPIC	DELIVERED BY
1	Integrated Studies	Alice Badjan
2	Jolly Phonic	Ida Koita
3	Language (Stories/ Comprehension)	Awa K Mendy
4	Maths (Place Value)	Margaret Mendy
5	Misbehaviors children exhibit in class and how to handle them	Edward Gibba

DAY3: Friday 7th June, 2024.

	TOPIC	DELIVERED BY
1	Language (Reading)	Awa K Mendy
2	Integrated Studies	Alice Badjan
3	Jolly Phonic	Tda Koita
4	Numbers	Margaret Mendy
5	Child abuse (Emotional, sexual, physical, Neglect etc.)	Edward Gibba

LOWER BASIC SCHOOLS

WORKING WITH GAMBIAN FACILITATORS

Background:

Ten Gambian workshop facilitators have been selected at Lower Basic School (LBS) level over the last number of years. One of the team is a head teacher, one a deputy head teacher and the others are classroom teachers some with senior teacher responsibilities. During the academic year all of these facilitators facilitate cluster workshops for teachers in their areas. (See above) They work in teams, with each facilitator identifying a curriculum area (English/phonics, Maths, Integrated studies) and /or classroom management as their area of expertise. A minimum of two cluster workshops are facilitated during the academic year.

Workshop for Gambian facilitators:

A two-day workshop was facilitated for the Gambian facilitators with the objective of

- Strengthening their facilitation skill
- Reinforcing their knowledge of effective teaching methodologies and content material.
- Exploring their experiences and challenges of facilitating the cluster workshops

Dates	Class Grades	Number of Participants	Facilitators
Jan 22,23	1,2,3	9	Eibhlin McNamara Mary Cunningham Maura Scully

These Gambian facilitators were also involved in the co- facilitation of the teachers’ workshops and the facilitation of the principals’ workshop in January/February 2025

Through interactive presentations, group discussions and open forum discussions, sessions were facilitated on

- Maths with a special focus on the use of concrete materials (Use of the 100 square and the multiplication square)
- Phonics,
- English
- Using the Teacher’s guide
- Characteristics of a Good Facilitator.
- Strengths and challenges in facilitating cluster workshops with their colleagues

Reflections on Workshop by GIVE facilitators

To conclude the two-day workshop **participants** outlined their key learning points and highlighted recommendations for future workshops

Key Learning Points:

- Key characteristics of a good facilitator
- Good idea for facilitators to choose a specialized area and facilitate training in that area
- Good idea to recognize challenges in facilitation and consider ways of overcoming them
- Importance of being prepared
- Importance of strong interaction when facilitating
- Good for facilitators to support each other
- Reinforcement of use of the multiplication chart and quick way of adding on the 100 Square
- Reading strategies, how to break up a passage for reading

Key Recommendations:

- All the group believed that the two days was too short and would like their training extended.
- Two participants recommended that time should be provided for facilitators to present during the training to learn from feedback from the facilitators and their colleagues.

Co-facilitation by Gambian Facilitators.

The Gambian facilitators presented a number of sessions during the following weeks of workshops. Seven of the facilitators were involved (2 or 3 per week) in delivering presentations during the teachers’ workshops and two supported facilitation during the principals’ two day workshop. (See Principals Meeting, below.)

During discussions with facilitators after the facilitation of workshops an additional recommendation to strengthen support to Gambian facilitators was proposed.

- The possibility of Gambian facilitators accompanying Irish facilitators for the full week to
 - Give more time for Gambian and Irish facilitators to learn from each other.
 - To ensure that Gambian facilitators are up to date with the content that the Irish facilitators are presenting.

GIVE WORKSHOPS WITH GAMBIAN TEACHERS (L.B.S.)

Three five-day workshops were facilitated for teachers with the objective of reinforcing their knowledge of effective teaching methodologies and content material

Dates	Class Grade	Number of Participants	Facilitators
27/2-31/2	1	25 (22 female, 3 male)	Eibhlin McNamara Mary Cunningham Maura Scully Anne Berry Agnes Mendy Ida Kiota
3/2-10/2	2	24 (22 female 2 male)	Eibhlin McNamara Mary Cunningham Maura Scully Anne Berry Alice Badjan Margaret Gomez Therese Mendy
10/2-14/2	3	23 (12 female,11 male)	Eibhlin McNamara Mary Cunningham Maura Scully Anne Berry Sannet Gomez Selestine Sambou

The School Environment

Though all teachers are teaching in CES schools, teachers came from a wide range of teaching/learning environments. Schools vary in size from small schools with one stream of each grade to larger schools which had multiple streams of each grade. (The largest school had approximately 4,000 students). Many schools stream students according to ability with a number of schools having a mixed ability policy. Class sizes also vary with a smaller number having class sizes of 30-40 students while many classrooms had over fifty students and one/two classrooms with more than 60 children in the room. The availability of children's books and/or teachers guides also varied between schools. A small number of schools had a book for each child while the majority of schools were sharing books between children with a small number of schools having no books at all in their classroom.

Teachers teaching Grade 1 have a particular challenge as some children coming into Grade 1 will have attended three years in an Early Childhood programme while some are entering Grade 1 with no prior schooling.

Teachers' Workshops:

Content:

The three five-day workshops followed a similar format with content being adapted according to grade level and participants identification of need.

Each weekly workshop opened with an exploration of participants expectations and those were taken into consideration when the daily programme was prepared.

Strong focus was placed each week on

- How children learn
- Following a Lesson Plan
- Using the teacher's guide to direct teaching
- Effective classroom management strategies recognising the teacher as the key resource in any room
- Bringing joy to the classroom through song and activities.

In addition:

Each week the teaching of English (including phonics) and Maths was given priority in the daily programme. A minimum of two sessions on the teaching of Integrated Studies was included each week.

Specific attention was given to the **teaching of phonics** reinforcing teachers' knowledge of phonics and the methodology of teaching a phonics lesson. Support was given to teachers to make the resources necessary (letter cards) to teach phonics in their schools.

Emphasis was placed on the necessity of including **oral language** in all subject areas not alone English. Due to many children's limited exposure to English except in the school environment the necessity for teaching the new vocabulary and giving an opportunity for children to practise the vocabulary was outlined daily. The advantages of pair work and group discussion to support oral work were highlighted.

Different methods of **teaching reading**, even the teaching of reading without having access to books, were outlined. Using the blackboard, flash cards and chart paper (vanguard) were identified. The challenges of teaching reading without children having access to books were strongly recognised by all.



The content of the **maths programme** each week was determined by the challenges in teaching maths as outlined by the participants at the start of the week. Emphasis was placed on the use of concrete materials and regular recap to support the teaching of maths. All groups were supported daily in the making of concrete materials.

Both the presentation of a sample lesson and discussion on good practice in presenting an **Integrated Studies lesson** were included in the weekly programme. The need for a wide range of diagrams, pictures and resources was seen as a challenge in the presentation of an integrated studies lesson.

Participants enjoyed daily English language classes with the objective of improving teachers' own use of English. Anne Berry facilitated these sessions.

On Friday teachers had the benefit of a teachers' Well Being session which was facilitated by Anne Buckeridge.

Both the English language sessions and the Well-Being sessions were enjoyed and appreciated by all participants.

Daily Review and Final Reflections

A simple methodology to measure learning was included in this year's programme. A dual approach was adopted, daily reflection and end of workshop review

Daily Review: Each morning teachers were given an opportunity to review key learning points from the day before. They shared with each other in smaller groups and then in the large group.

The questions posed were:

- 1) What were the key lessons that you learned yesterday
- 2) Identify what areas of learning you would use in your own school environment.

Participants were very vocal in their responses and facilitators were able to identify key learning points from participants each day.

Reflection at end of Workshop: At the end of each week's workshop an overall review was facilitated. In the first two weeks this was facilitated through an open forum discussion but in the third week small discussion groups were used and participants responses were recorded.

In all weekly reviews teachers were very enthusiastic about the workshops and believed that the learning would be of use to them in the schools. Common learning points that were reiterated by a number of teachers were:

- Phonics and the blending of words. Teachers indicated how they would now use their arms to blend words.
- Each week teachers expressed a strong appreciation for the maths content which had been included in the course. A number of maths content/ methodology highlighted as key learning points were dependent on the grade but teachers of all grades spoke about their growing understanding of the need for concrete materials when teaching maths. The use of the 100-square for adding was highlighted as a key learning point across the three grades with both grades two and three teachers highlighting their learning on the use of the multiplication grid as a key resource. All participants expressed a strong appreciation for the opportunity to make resources.
- The teacher as the key resource in the classroom. Many participants outlined this in their final response and said that they recognised the need for the teacher to be active and to interact with the students
- Many teachers also highlighted "*how children learn*" as a key learning point for them.

Overall great appreciation was expressed by all participants for the programme.

Recommendations

In general, there were a limited number of recommendations for any change in the programme. "More of the same" was the majority view with many asking for an increase in days.

One participant recommended that

- Facilitators would clearly state at the beginning of a session the key objectives of the lesson, as he felt this would make it easier for the participants to follow.
- He also recommended that one facilitator only would present on a topic as different facilitators presenting viewpoints can make it confusing for the participants.



(Above) Photo of one of 3 Workshop Groups L.B.S.

GIVE FACILITATORS' OVERVIEW of L.B.S. WORKSHOPS

GIVE Facilitators' Observations:

Two of the facilitators (Mary and Eibhlin) have facilitated workshops in The Gambia for the past eight years. They both observed

- A stronger participation by teachers in this year's workshops
- Indicators of higher understanding of topics and engagement with learning
- Teachers more effective at producing resources
- Children in classes had increased access to textbooks (Present Government programme to distribute textbooks to school)
- Though very interested in learning the teaching approach to phonics it was noted that not all schools are including a structured phonics programme in their teaching of English.

GIVE Facilitators' Recommendations for LB workshops.

- Gambian Facilitators to be included in four days each week of the workshop
- One day planning to take place with facilitators in week one
- Expected learning outcomes of sessions to be outlined at the beginning of each session
- Be aware of not overloading content.
- Place an increased emphasis on the teaching of reading.
- Continued emphasis needs to be placed on including oral work in all subjects {Teaching of new vocabulary is essential}
- Continue to elicit from participants at the start of the workshop their challenges in teaching of maths and adapt programme accordingly

- Continue to have the workshops in grade order beginning with teachers teaching Grade 1 followed by Grade 2 and then by Grade 3

MEETING OF PRINCIPALS AND DEPUTY PRINCIPALS

Date: 5th and 6th February

Thirty-three (33) teachers attended of whom 15 were Head Teachers / Principals and 18 were Deputy Heads / Vice-Principals

The main topics on the agenda of this two-day meeting were agreed in advance between GIVE and the CES in consultation with a core group of Head Teachers who met on 20th January 2025.

Among the topics covered were:

- ✓ Teaching English in Grades 1, 2 and 3 Lower Basic Schools
- ✓ Teaching Maths in Grades 1, 2 and 3 Lower Basic Schools
- ✓ Holistic Management of Schools
- ✓ Effective School Leadership
- ✓ Communication in School
- ✓ Reflections on the seminar.

TEACHING ENGLISH

Facilitators: Eileen MacNamara & Awa Mendy

Eileen MacNamara presented on the strategies and methodologies to be adopted when teaching the English language to children whose home language is not English. She emphasised the priority that must be given in all lessons to oral language and to comprehension before children are exposed to reading written text. She directed the attention of the participants to the layout of the Teacher's Guide and emphasised its clear value as a teaching resource – it should be available to all teachers.

Awa K. Mendy presented a sample lesson from Grade 3 to the group and there was great engagement from the "students" in her class during the lesson.

The key learning points that emerged (in the feedback from the participants)

The teacher was well prepared and had good knowledge of the lesson,

Importance of Oral language; group and pair discussion

The lesson was interactive, and the teacher was active during the lesson

The involvement of the learners

Usage of the teacher's guide, including the introductory paragraphs, (Pages 4,5 and 6)

Informal language - Story telling, drama, singing,

Matching words and sentences to pictures

Listening skills,

Phonics, blending of sounds.

Skimming and scanning of text

A literate classroom – vocabulary on display, a print-rich environment.

Importance of having your best teachers in Grade One



How to transfer this learning to the teachers?

Organise a school-based workshop

Encourage the teachers to use the Teacher's Guide

Senior Teachers monitoring the teachers' lesson preparation and presentation in the classrooms; classroom observation,

Encourage good preparation before teaching the lesson

Induction

TEACHING MATHS

Facilitators: Mary Cunningham & Louise Jatta

Mary Cunningham, in her presentation on the teaching of Maths, emphasised the value of the Teacher's Guide as one of the most important teaching resources available to the class teacher; each teacher should have a copy of the guide. She referred to the many teaching resources in the environment and illustrated the best use of many home-made low-cost teaching resources such as number line, counting stick, ten frame, bundles of straws, the abacus, hundred-square and a metre ruler. Maths language (in English) is crucially important and needs to be taught. A recap of prior learning is an essential part of every Maths lesson and a short 5 minute daily drill of Maths data e.g. tables, can consolidate students' learning.

Louise Jatta taught a sample Maths lesson on word problems (addition) Grade 3 Textbook, again emphasising the necessity of children's familiarity with Maths language, ("altogether", plus +, "and"). She showed how each lesson should begin with a recap of earlier learning (position on the number line) and identifying numbers on the 100 square and showed how the needs of the weaker child have to be met as well as those of the brighter students. Her "students" were very engaged in the lesson.

The key learning points from the presentations on Maths:

Using concrete materials, using sounds to teach number, improvising materials,

Maths language

Recapping earlier lesson (and concepts)

Using an activity to wake up the class,

How to use the number line,

How to use the abacus,

Telling, (Talking) showing, (with materials) doing (demonstrations)

The lesson was child-centred

Formal and informal teaching of Maths,

Knowledge of the subject/ concepts

Good preparation, proper planning of the lesson,

Good blackboard,

Memorising

How to transfer this learning to the teachers

Capacity building,

To sensitize the Senior Management team,

Organise a step-down workshop, a school-based workshop,

Monitor teachers while teaching,

Teachers' orientation

Induction training.

HOLISTIC MANAGEMENT OF SCHOOLS

Facilitators: Maura Scully, Michael Griffin

The participants, in 6 groups, were invited to outline the main characteristics of **an effective school leader**. There was a strong commonality in some of the characteristics identified by the 6 groups.

The discussion following the feedback from the groups, broadened into consideration of **effective school leadership**

An effective school leader:

- Is trustworthy, honest, confidential, ethical, transparent and is accountable,
- has good communication skills, is a good listener, is respectful,
- has a good vision, is innovative, is a critical thinker, is target oriented
- is a good motivator, a good mentor,
- is approachable, sociable, shows empathy and is patient,
- is humble, is open to correction, is thoughtful and is caring
- can share responsibility, can delegate,
- is decisive following consultation,
- is democratic not autocratic,
- is a team builder, is a good collaborator, is an enabler
- Is influential, impactful, enthusiastic and positive
- Has a visible presence
- Should be courageous, determined,
- Is competent, resourceful,
- Is a good role-model

The hallmarks of **Effective school leadership**

Team building is key

Collaboration – working together to reach common goals

Good leaders transfer or delegate

Effective school leadership sees staff as a key resource, A happy staff makes for a good school,

The leadership Is solution driven, not problem focussed,

Promotes school improvement

Communication with all stakeholders, consultation.

COMMUNICATION IN OUR SCHOOLS

What is communication?

How do we communicate?

Verbal, Signs, gestures, body language, telephone, written communications

Why do we communicate?

To share information, to build relationships, to solve problems, to have an understanding of the other, to bring everybody to the same goal

With whom do you communicate on a regular basis in your workplace?

Pupils, Teachers, Caretaker, Cleaner, Senior Management team, Parents, Parents' Association, Community, Night watchman, CES, School Manager, Visitors, Cooks, Monitors, Employer. Nature.

Scenario No. 1

A circular from the Ministry informs you that a new programme / methodology has to be introduced in every school e.g. Phonics. How do you communicate this to the teaching staff?

- Organise a school-based workshop
- invite an expert to talk on Phonics / Oral language.

Scenario No. 2

How do you disseminate in a timely manner, information that has been sent from CES?

- Sharing through WhatsApp.
- Write a circular to the staff to be read and signed.
- Call a meeting of staff or of the relevant stakeholders.

Scenario No. 3

How are NAT results communicated to all stakeholders in your school?

- The Head Teacher receives the results and shares them with the S.M.T.
- A general staff meeting is called and the results are presented to the meeting.
- The Head Teacher analyses the results and will display them in graph form in his/her office.
- The Head Teacher identifies the strengths and weaknesses of the results
- Invite the PTA to discuss the results and on how to improve on the weak areas.
- Design an **action plan** knowing **who** will do **what, when, how** and **where**.

Scenario No. 4

A teacher in your school constantly uses the mobile phone during class time. How do you communicate with that teacher?

- Teacher will be levied a fine of D50.
- Counselling (One to one discussion).
- If the teacher persists he/she will be served a warning letter and a copy held on file.
- A representative from the parents' body and also the cluster monitor will be notified.

Scenario No. 5

A young teacher returns to your school having attended a workshop. She is passionate about the learning which she has received. What opportunities are in your school for her to share her learning?

- Share the information gathered from the training with the people concerned e.g. community (PTA meeting, Teachers (Staff meeting or workshop) or students (assembly)).

Scenario No. 6

Teacher's performance

- Invite the teacher to the office
- Give him/her a copy of the COT (Classroom Observation Tool)
- Discuss the strengths and weaknesses

- Invite comments and questions
- Discuss the way forward.

Feedback / Reflection

Reflecting on the proceedings of both days

- ✓ participants expressed the view that there is a need for orientation for new head teachers especially on the creation of effective leadership and quality communication in our schools.
- ✓ Participants commented favourably on the teaching / learning resources (English & Maths) that were demonstrated during the sessions,
- ✓ Participants also commented very positively on the interactive nature of the teaching methodology and of the meeting itself and found the session on communication very interesting.
- ✓ Participants said that they had benefited from the shared learning and would be bringing back many ideas to Step-down workshops in their schools for the benefit of the children.
- ✓ “Thanks. I am well equipped going back; I will have change in my school.”

SKILL TRAINING CENTRES

ST. MARTHA’S SKILL CENTRE, FAJIKUNDA

GIVE Team: Anne Curran and Imelda Traynor

Taught approximately 40 female students in St. Martha’s Skill Centre for four weeks from 20th January to 14th February. The students ranged in age from 16 years to 26 years and were divided into smaller groups of about 6 people. The main skills being taught in this centre are Sewing (Tailoring) and Home Management.

The objectives set by Imelda and Anne were:

- To improve the self-esteem of the students and their confidence when using the English language
- To make the learning experience as enjoyable as possible
- To use a variety of methods, dialogue, story, games, songs, dance and grammar to improve the students’ oral language and
- To encourage the students to express themselves clearly and enhance their communication skills.

The home language of many of the students is not English though they converse freely with their colleagues in Mandinka, Wolof and Fula. Anne and Imelda consulted with the teacher of English, Pa John Gomez, and the Principal, Sr. Innocence, regarding what they felt would be beneficial to the students. They drew up a timetable that would facilitate the withdrawal of students from their regular skill classes.

Some of the topics used to encourage discussion and oral language development were Africa and the greater world, Pop Stars of The Gambia based on an article in "Elegance" magazine about Aiwa Gambia, Myself, Gambian fashion and style of dresses, correct use of verbs in the tenses, common useful phrases, letter sounds / phonics and Anne's Ginger Cake. One unexpected and very successful highlight was visiting the kitchen and baking with the guidance of Madame Ceesay. They worked together as a team while building language around the experience.

Songs and dance played an important and enjoyable part during many of the classes; they included An Dreoilín, Lovely Day, Jamaica Farewell, Freres Jacques & Jerusalem.

The challenges which they encountered were the different language abilities of the students, withdrawing the students from their normal practical classes and the random nature of some of the groups. Having more materials (e.g. pictures) to initiate conversation would be helpful.

Both the Principal, Sr. Innocence, and the teacher, Mr. Gomez assured Anne and Imelda that the 4-week visit was very worthwhile and all agreed that the visit was of great benefit to the students.

ST.PETER'S SKILL TRAINING CENTRE, LAMIN.

GIVE Team: Mary Hayes and Jean Geraghty

The GIVE Programme in St Peter's S.C. offers two strands - I.T. and English.

Mary Hayes worked in the Computer Skills and Jean Geraghty worked in the English language section.

The main objective of the Computer Studies Course is to introduce first-year students to basic I.T. skills ranging from keyboard to some formatting, at the same time as providing reassurance, encouragement and praise to reinforce learning.

With second-year students, it's skills at a more advanced level to include production of business documents and documents relating to job readiness skills.

Mary provided tuition, guidance and schemes of work for newly-appointed I.T. teacher.

Greatest success is observing students' delight and sense of achievement when performing tasks and commands on their PCs. Prior to tuition these students had no exposure to computer work nor were many of them aware of what was possible to achieve in I.T.

The main challenges that presented in the I.T. tuition was in the form of student ability, language difficulties and also physical disability. It was necessary to alter the work goals accordingly and to recognise that due to many restrictions that the skills development that can be achieved in four weeks is quite limited.

The main objectives in the English classes were

- To develop the students' use of Oral English and extend their General Knowledge,

- To provide students with opportunities to listen and converse and to increase their confidence and competence in both areas.

Topics covered included day-to-day life in The Gambia, celebrations, Women's health issues, vocabulary and conversation about tailoring and employment opportunities, African countries, the lives of the students themselves, their ambitions and future careers and the lives of family members working abroad.

Students enjoyed these discussions which often led to very lively, entertaining conversations.

A wide range of abilities among the students proved quite challenging at times.

While Jean felt that the classes worked very well, a supply of more appropriate resources and materials was necessary.

Feedback from the students in both I.T. and English classes was extremely positive, and attendance was excellent.

PRESENTATION GIRLS' VOCATIONAL SCHOOL, BANJUL

GIVE Team: Anne Buckeridge, Mary Cawley, Eibhlís Fagan Sheils & Moyna Staunton

The vision statement set down for this centre is "To inspire and empower young women to become responsible, participating citizens and leaders creating opportunities for themselves and others".

There are 256 students enrolled in the school which is divided into 4 departments

- Commerce: 33 students
- Home Management: 85 students
- Tailoring: 63 students and
- Hair & Beauty: 85 students

The students pursue a 3-year programme during which they spend some time on work experience.

The GIVE volunteers in Presentation were Mary Cawley in the Commerce department, Eibhlís Fagan Sheils in the Home Management department, Anne Buckeridge in the Tailoring department and Moyna Staunton in the Hair and Beauty department.

The main objectives of the GIVE programme were

- To improve the standard of Oral English and communication skills of the students
- To improve the self-confidence of the students
- To explore issues of interest to women in The Gambia
- To engage in a variety of methodologies when working with the students, dialogue, conversation, reading and interpreting articles from newspapers, magazines and using video clips
- To enable the students (Year 3) to prepare their CVs.

In Commerce, Mary worked in the I.T. room sharing the room with the teacher, Mr. Gomez. She responded to the needs of the students in engaging in vocabulary building, conversation, pronunciation, discussion. She interspersed her teaching with songs and dance. She found Mr. Gomez to be very helpful and working in the I.T. room facilitated the showing of video clips to initiate discussion and conversation.

Eilis who worked with the Home Management group of students used materials that were age and culturally appropriate and of interest to the students. She used articles in local newspapers to explore topics and issues of interest to women and role-play as a preparation for the world of work. C.V.s and application letters were prepared with each student. Together with other volunteers she met with a number of H.R. personnel in the hospitality industry to inform herself of the requirements of H.R. when recruiting the workforce.

Anne undertook her work focussing on the tailoring and fashion industry by using video clips, fashion pictures and magazines to include fashion design. She used role play, conversation, games and music and allowed time in each class session as a platform to talk about issues of particular concern to the students regarding sexual and relationship advice.

Moyna structured each day with the Hair and Beauty group with a general discussion on pertinent issues. The hour-long sessions were interspersed with a song and/or dance followed by vocabulary development based on an aspect of their skills' study e.g. facials. They produced price lists and promotion material for their own salon in the future. Friday was devoted to C.V. preparation and interview techniques.

The students were very appreciative of the efforts of all four volunteers and the Principal, Sr. Rosene and the teachers commented very favourably on the help given to the students as being invaluable and confidence building.

Volunteers recognise that four weeks is a limited time for groups with larger numbers; streaming students by ability would help the weaker students.

THE VOICE OF THE VOLUNTEER

My work is challenging in a good way. We are kept on our toes trying to understand where the Gambian education system is at and in catering for all abilities in teachers.

Go with the flow. Time-keeping is not a priority in The Gambia.

The new road changes the whole dynamic of our journey to and from work. It's fantastic timewise BUT it means that we miss so much of the everyday life, the bustle, the crowds, the business of everyday life, the colour and "organised mayhem" on the streets.

If it is your first time in Africa, take your time in coming to a conclusion on your response – be patient and kind to yourself.

We are visitors. We will not change the world or Gambia. Stay open and enjoy the experience.

It makes me appreciate how difficult life is here, especially for the women.

Gambia is in the process of rapid change, new roads, new buildings, farmers being paid Q money by Government. Things more expensive.

Each country in the Developing World is facing its own set of challenges and so it is for The Gambia – UNIQUE.

I have to remind myself that I can do only so much. It's good to be questioning yourself and striving to deliver because it means that you care about the people and the system.

Is mental health an issue here (in The Gambia) with children the way it is in Ireland?

A very positive trip. Great support and collegiality amongst the team.

A wonderfully cohesive team that worked effectively and tirelessly for each other.

I really like the model of the programme especially the focus on improving ECD and L.B.S education.

I am in awe of how the teachers do a day's work and am privileged to do a little bit to help them along.

Extremely enjoyable, delighted to get the opportunity to work with Gambian teachers and Principals.

Oral English is at the heart of your teaching.

I enjoyed our trip from beginning to the end.

The balance between work and leisure is great.

The time flew and that's always a good sign.

You would gladly put your life into Pa's hands – he's an absolute gem who plans for every eventuality. (Pa organises the taxis to get us to and from work etc.)

Good leadership and organisation.

RECOMMENDATIONS FOR 2026

1. At **ECD and LB workshops**, Gambian Facilitators (ToTs) would benefit from attending and co-delivering GIVE workshops for a full week. This would allow GIVE volunteers and Gambian facilitators to learn from each other and would allow for the development of good facilitation skills within the ToT group, which will be useful at locally run workshops during the Gambian school year.
2. The **Learning programme (Scheme of Work) at ECD** level is currently under review in The Gambia. Investigate if there is a role for GIVE volunteers in contributing to the review of this programme, highlighting the need for play and the handling of simple materials to develop children's comprehension in Oral language skills and Maths.

3. **ECD & LBS Workshops:** Continue the practice of 'Daily Review' after each day's workshop in order to discuss the learning that has taken place by course participants at ECD and LB workshops.
4. Invite **Senior Teachers and Deputy Principal** Teachers In Lower Basic Schools to a one-day Seminar on the teaching of English and Maths, in order to strengthen the uptake of methodologies highlighted during GIVE LB workshops.
5. **Skills Centres:** Continue to use a variety of methodologies when working with the students, e.g. dialogue, conversation, role play, reading and interpreting articles from newspapers, magazines and using video clips. It is recommended that GIVE volunteers would consider this in advance of travelling and would share ideas during pre-departure training and while working in The Gambia.

CONCLUSION

The Board of Directors has considered this report and congratulates all of the GIVE team who have delivered the programme so successfully in 2025. It commends the enthusiasm, energy and commitment of the many people instrumental in its delivery.

The Board notes the advances made during project 2025 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 2026.

The Board endorses the recommendations outlined in the report.

APPENDIX ONE

GIVE Team visit

The Gambia January / February 2025.

Draft Programme

Depart Dublin on Saturday, 18th January 2025

Arrive in Banjul at about 1am on Sunday, 19th January.

Sunday 12 noon: Taxis to bring us shopping.

Teams

Early Childhood Development: Angela Griffin, Siobhán Brennan + Anne Berry + Gambian Facilitators

Lower Basic Education: Eibhlín MacNamara, Mary Cunningham and Maura Scully, Anne Berry + Facilitators

Presentation GVS: Éilís Fagan Sheils, Anne Buckeridge, Mary Cawley, Moyna Staunton

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

St. Martha's S.C. Imelda Traynor, Anne Curran

Anne Berry sharing her time between ECD team and LBS team to lead a programme on English Language for teachers – teachers' own use of the language.

Anne Buckeridge taking a Friday slot with ECD & LBS on Teacher Wellness.

Provide an opportunity for Anne Curran and Moyna Staunton to observe / participate in the Workshops

School visits Week One: to include Anne Curran & Moyna Staunton.

Week One:

Monday, 20th January:

Presentation GVS, Banjul Éilís, Anne B, Mary C. and Moyna meet with Sr. Rosene 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.

Skill Sections: (1) Home management, (2) Tailoring, (3) Hairdressing, (4) Commerce

- | | |
|-------------------|---|
| St. Peter's S.C. | Mary H and Jean meet Sr. Elizabeth, Ciarán, Computer tutor (and English teacher) agree programme, timetable and accommodation (Computer room, Library and other room). |
| St. Martha's S.C. | Imelda and Anne C. meet with Sr. Innocence and other staff member to agree work programme – groups, timetabling etc. |
| C.E.S. | <p>(1) Take resources from CES storage incl. whiteboards etc for Skill Centres.</p> <p>(2) Set up halls for ECD & LBS Workshops</p> <p>(3) M.Griffin, E. Mac Namara , M. Cunningham and other volunteers meet Mr. Gibba, and CES team (Mr. Dawda Faye, Mr. Emil Kujabi, Mr. Andrew Jassey, et al)</p> <p>(4) Volunteers visit St. Therese's School.</p> <p>(5) M. Griffin, Mary Cunningham, Eibhlín MacNamara and Maura Scully meet with subgroup of Principal Teachers to agree agenda for a two-day Principals' Seminar (to be held during Week 3 ideally). See below Principals' Seminar.</p> <p>(6) Shopping for requisites for Facilitators meetings.</p> <p>(7) Monday evening back at the B/B: Volunteers in the Skill Training Centres – collect resources in preparation for commencement of programme.</p> |

Principals' Seminar (To take place Week 3)

GIVE notes the following **email from Mr. Gibba (26th August 2024)**

“You have also enquired if a day's seminar is necessary for Principals and Head teachers? The answer is, YES! it is very necessary. After sounding the opinion of our heads, most of them express that the seminar is helpful to them, most especially our newly promoted principals / heads teachers. Once more we would like you to treat the following topics below during the seminar. We know that you have treated the first topic earlier.

1. *Holistic School Management*
2. *Communication in leadership*
3. *Finally making use of the teacher's guidebook for the Principals in the different subject area on similar line to the workshop with teachers. They are the ones who are responsible for monitoring the curriculum delivery plan of each class. If they are familiar with the hands-on approach the better it will be for the school.*

As you look at our suggested topics, we will also continue engaging with each other to see if we may come up with other key necessary topics that we can prioritize before the D day for the workshop.”

The GIVE team would look forward to presenting on Item 3 of Mr. Gibba’s suggested topics – (1) Teachers using the Teacher Subject Manuals in all 3 subject areas to guide them in their planning and methodologies and (2) making best use of teaching and learning resources in their classrooms. The GIVE volunteers would welcome the involvement of Gambian facilitators in the delivery of this workshop. Consider Louise Jatta and Aiwa K. Mendy. A suggested programme for the workshop:

(a) Making best use of Resources in Teaching and Learning. LBS team Mary Cunningham, Eibhlín MacNamara, Michael Griffin + Gambian facilitators.

(b) How to teach English (Grade 1, 2 and 3)

(c) How to teach Maths. (Grades 1, 2 and 3)

In order to avoid the withdrawal of both Mary Cunningham and Eibhlín MacNamara from the LBS Workshop in CES Hall for a whole day, GIVE suggests that these three topics be spread over two mornings.

The other items suggested by Mr. Gibba (item 1 and 2 in his email) may form the basis for the agenda for the **later part of both Day 1 and Day 2**. GIVE would be happy to lead **on** these two topics, **Holistic School Management** and **Communication in Leadership**. (Check with Maura Scully)

There may be other items that emerge from the Principals’ engagement with each other. Suggest to Mr. Gibba that should any topics emerge from this engagement, that they establish in advance who would be best suited to present on the selected item at the seminar.

The format of the seminar should facilitate the participation and interaction of all of the Principals and Senior Teachers in the topics of the seminar

Tuesday, 21st January:

Skill Training Centres

Volunteers bring the whiteboards etc to your S.C.

Meet student groups, introductions, establish arrangements for implementing timetable – students attending on time.

Volunteers from ECD & LBS Workshops + Anne Curran + Moyna Staunton visit schools

Wednesday, 22nd January and Thursday, 23rd January:

Skill Training Centres	Volunteers commence / continue programme
Early Childhood Development	Meet the facilitators who will take an active role in delivering some modules of the ECD programme during the next three weeks. Discussion with the facilitators on their experience of workshop delivery – What would be helpful to them in future delivery of workshops. Establish with the facilitators the days that they will attend to deliver their selected topic during the GIVE workshops (Who will attend on Tuesday and Wednesday of Workshop One, Tuesday and Wednesday of Workshop 2, Tuesday and Wednesday of Workshop 3?) Planning the programme – Year 1, Year 2 and Year 3.
Lower Basic Education	Discussion with the facilitators on their experience of workshop delivery – What ideas, strategies, resources would be helpful to them in future delivery of workshops. Establish with the facilitators who will take an active role in delivering some modules of the LBS programme during the next three weeks. (2 volunteers on two days of Workshop 1, of Workshop 2 and of Workshop 3) Planning the programme for Grade 1, Grade 2 and Grade 3 Three Workshops.

Friday, 24th January:

Check if the Skill Centre is working on Fridays

ECD and LBS volunteers visit schools. (include Moyna and Anne Curran)

Week Two:

Monday, 27th January to Friday, 31st January:

Skill Training Centres – programme continues.

ECD Workshop for Year One teachers Angela and Siobhán + facilitator on 2 or 3 days during the week. Anne Berry “English for teachers”.

Participant Evaluation on Friday.

LBS Workshop with Grade 1 teachers. Eibhlín, Mary Cunningham and Maura Scully + 2 facilitators on two days during the week. Anne Berry “English for teachers”. Evaluation on Friday.

****If a school visit can be arranged for some time this week, include Anne Berry.**

Week Three:

Monday, 3rd February to Friday, 7th February:

Skill Training Centres continue programme. Work Placement visit.

Principals' Meeting (two days) this week, Wednesday 5th / Thursday 6th, if possible

Composition of the team and agenda for both days to be finalised in consultation with GIVE volunteers and with CES. This may result in changes to ECD and LBS Workshop teams on Wed and Thurs. of this week.

Monday 3rd ECD Workshop No. 2 Angela, Siobhán and Anne Berry

LBS Workshop Grade 2 teachers: Eibhlín, Mary Cunningham, Maura Scully and Anne Berry

Tuesday, 4th ECD Workshop Angela, Siobhán Anne Berry + Facilitators

LBS Workshop Eibhlín, Mary Cunningham and Maura S. + Facilitators

Wed 5th ECD Workshop Angela, Siobhán, Anne Berry + Facilitators

LBS Workshop Eibhlín, Mary Cunningham, Maura S. + Facilitators

Thurs. 6th ECD Workshop Angela, Siobhán, Anne Berry + Facilitators

LBS Workshop Eibhlín, Mary Cunningham, Maura S. Anne Berry + Facilitators

Fri. 7th ECD and LBS Workshop with evaluation on Friday.

Week Four: Feb. 10th to 14th

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

Monday, Tuesday, Wednesday and Thursday

ECD Workshop No. 3 Angela, Siobhán, Máire, Anne Berry (+ Facilitators on two days)

LBS Workshop Grade 3 teachers. Eibhlín, Mary Cunningham, Anne Berry (+ facilitator on 2 days)

Friday, 14th February:

ECD Workshop and LBS Workshop – final day. Evaluation

Wrap up resources and place in storage.

Monday, 17th: M.G. Eibhlín, Mary Cunningham, Maura Scully, Angela and Imelda T. to review programme with Mr. Gibba. (Representative of GIVE Board, LBS, ECD, Principals' Meeting and Skills Centres)

Possible visit to outlying schools or projects or to students on Work Placement.