

# REPUBLIC OF THE GAMBIA

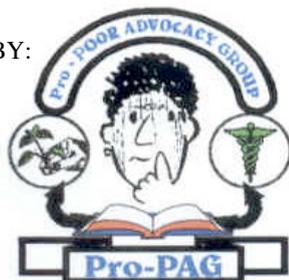


NATIONAL ASSEMBLY SELECT COMMITTEE ON EDUCATION AND TRAINING



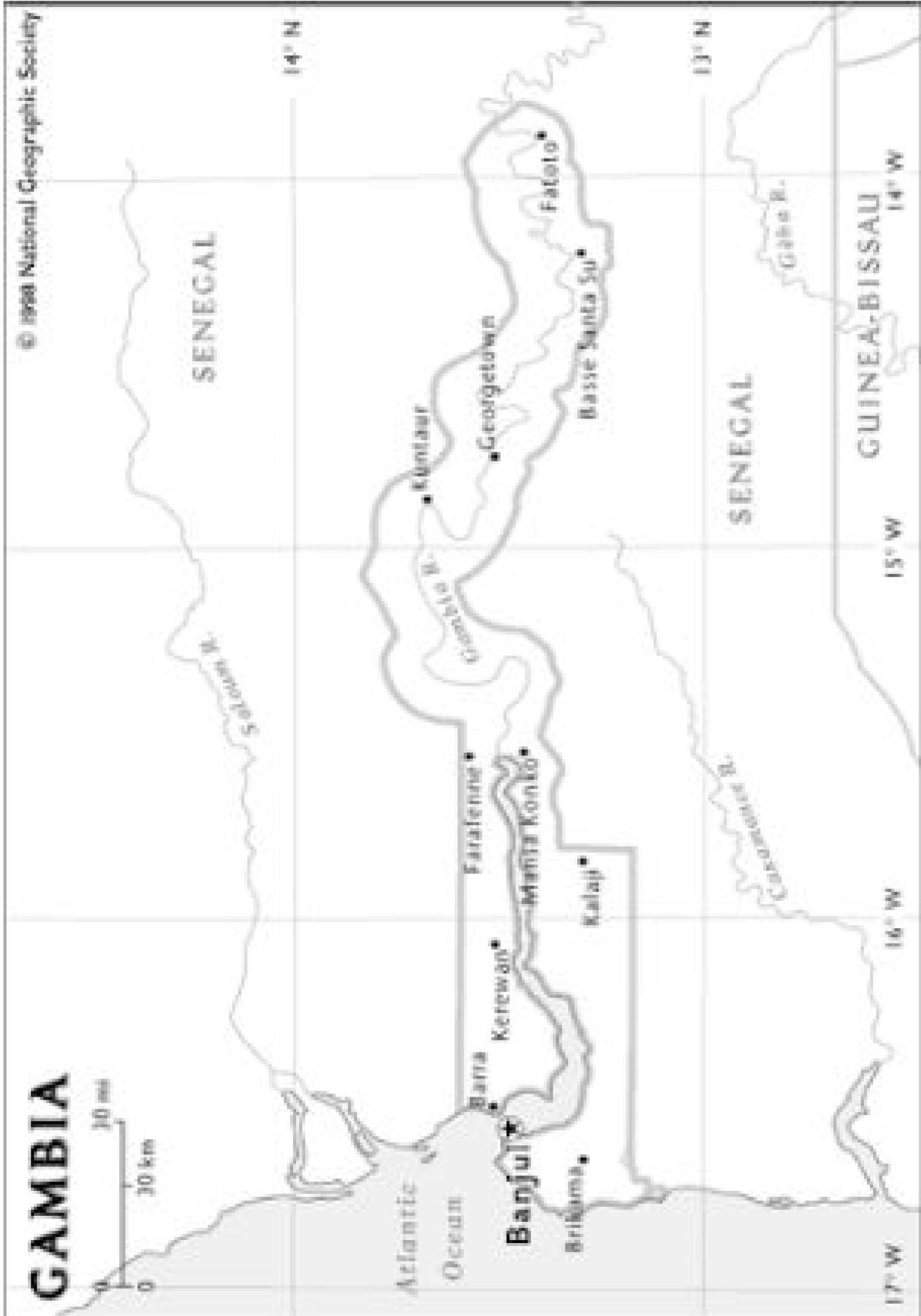
## REPORT ON SCHOOLS SURVEY

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# GAMBIA-MAP



## ABBREVIATIONS AND ACRONYMS

<b>AIDS-</b>	Acquired Immune Deficiency Syndrome
<b>BCS-</b>	Basic Cycle School
<b>CBO'S-</b>	Community Based Organizations
<b>CGPA-</b>	Cumulative Grade Point Average
<b>CSO-</b>	Civil Society Organization
<b>DOSE-</b>	Department of State for Education
<b>DoSFEA -</b>	Department of State for Finance and Economic Affairs
<b>ECD-</b>	Early Childhood Development
<b>EFA-</b>	Education For All
<b>EPS-</b>	Education and Professional Studies
<b>GC-</b>	Gambia College Brikama
<b>GTTI-</b>	Gambia Technical Teachers Institute
<b>HIV-</b>	Human Immunodeficiency Virus
<b>HND-</b>	Higher National Diploma
<b>HTC-</b>	Higher Teachers Certificate
<b>IT-</b>	Information Technology
<b>KMC-</b>	Kanifing Municipality Council
<b>LBS-</b>	Lower basic School
<b>MDG's-</b>	Millennium Development Goals
<b>NAM's-</b>	National Assembly Members
<b>NGO's-</b>	Non Governmental Organization
<b>Prof.-</b>	Professor
<b>PTA-</b>	Parents Teachers Association
<b>PTC-</b>	Primary teachers Certificate
<b>QT-</b>	Qualified Teachers
<b>RED-</b>	Regional Education Directorate
<b>REO-</b>	Regional Education Offices
<b>SMT-</b>	Senior Management Team
<b>SQAD-</b>	Standard and Quality Assurance Directorate
<b>SRN-</b>	State Registered Nurse
<b>SSS-</b>	Senior Secondary School
<b>UBS-</b>	Upper Basic School
<b>UNICEF-</b>	United nations Children's Education Fund
<b>UQ-</b>	Unqualified Teachers
<b>UTG-</b>	University of The Gambia
<b>VSO-</b>	Voluntary Service Overseas
<b>WAEC-</b>	West African Examination Council
<b>WASSCE-</b>	West African Secondary School Certificate Examination

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## **Background**

The PRSP was formulated after a broad and prolonged consultation process with ordinary citizens, National Assembly Members (NAMs), Civil Society Organizations (CSO's), Government Departments and Development Partners. The Consultations focused on development priorities for poverty reduction.

The NAM's are keen to have input in the development of education, as the representative of the people, and to execute the powers vested in them as legislators judiciously and effectively. Consequently in September 2004, the Education Select Committee of the National Assembly solicited ProPAG's financial and technical assistance to help them conduct a *national survey* on the state of education service delivery in the various learning institutions of The Gambia. This was an unprecedented *fact finding mission* that was crucial for planning purposes in the education sector, advising the National Assembly Members (NAM's) in their deliberations at the Assembly as policy makers and in shedding light on the human, infrastructural and financial resource gaps in the learning institutions and the efficiency and/or effectiveness of development funding.

ProPAG, on its part, is committed to creating partnerships to influence policies and decision-makers by providing channels through which a platform could be created for advocacy on poverty related policies and issues. Hence, providing the Education Select Committee an opportunity to learn 'first-hand' the operating environment of the education system is one such means through which implementing authorities (service delivers) and legislators could interact for greater appreciation of the opportunities and threats in the education system to formulate strategies to combat them thereof.

In response to their request, the ProPAG Secretariat developed a data collection/survey tool that was used in the field, trained the survey team in readiness for the field exercise, randomly selected schools to be surveyed and fully sponsored the survey that covered all the 6 educational administrative regions of The Gambia.

## **Objective**

The objective of the Survey is to:

*“Enable NAM's to visit schools in the Gambia to see what is happening on the ground, discuss and debate the findings at the national assembly in order to pave the way forward in attaining access, quality and relevant education for all and in line with the MDG's<sup>1</sup>.”*

## **Scope and Organisation of Survey**

The National Assembly Select Committee on Education and Training undertook a tour of all the six Educational Regions in three phases spending a week in during each phase visiting schools, vocational training centers and other higher learning institutions. Some of the areas, which were looked into in each institution among other things, include infrastructure (toilets, classrooms and other facilities), teaching learning related activities and materials, the school administration, and staffing. A random selection of schools by region and cluster was done to give each school in the respective regions an equal chance of

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<sup>1</sup> The MDG's are principally to: Eradicate extreme poverty and hunger; Achieve universal primary education; Promote gender equality and empower women; Reduce child mortality; Improve maternal health; Combat HIV/AIDS, malaria, and other diseases; Ensure environmental sustainability; Develop a global partnership for development.

being selected. The team was divided into two groups each with a reporter. This report is an amalgamation of the reports from the two groups.

The first phase covering learning institutions in Regions 3 (North Bank Division) and 4 (Lower River Division) was undertaken from 11<sup>th</sup> to 15<sup>th</sup> October 2004. A total of thirty (30) schools were visited in North Bank (region 3) and Lower River (region 4) Divisions; eighteen schools in Region 3 and twelve in Region 4. These covered Lower Basic School (LBS), Upper Basic School, BSC as well as SSS.

The second phase was from 3<sup>d</sup> to 9<sup>h</sup> November 2004 and covered Region 1 (Banjul and Kanifing Municipal Council) and 2 (Western Division). In total, thirty-one schools were visited, 17 schools in region 2 and 13 in region 1. One tertiary institution, Gambia Technical Training Institute (GTTI) was visited during this phase.

The third phase was from 21<sup>st</sup> to 25<sup>th</sup> November 2004 and covered schools in Region 5 (Central River Division) and 6 (Upper River Division). The team visited the thirty-two schools during the third and last phase of the tour; sixteen in region 5 and fifteen in region 6. One skills centre in region 6 and Gambia College were also visited during this phase.

In the spirit of partnership with key stakeholders, the participation of the EFA Campaign Network The Gambia (a civil society group) and the EFA and Policy Secretariat of the DOSE was sought and obtained. The participating officials from these two institutions/organisations, given their education backgrounds, served as Rapporteurs. A VSO Volunteer attached to the Secretariat represented Pro-PAG on the survey team. There was also a television crew from the Gambia Radio and Television Services to document the visit and findings.

The report is organized in sub-titles, each one looking at an issue and highlighting the related problems and some peculiarities. During the visit, general problems were found across the board but there are also peculiar problems on individual schools. An overview of these generalities and a summary of the findings are provided. Nonetheless, despite the constraints and gaps found, there are some good practices and strategies at school level, which are examples of good management initiatives. Some of these are enumerated in the report.

## Phase One: Regions 3 and 4

### 1. Teacher Supply

The most profound and fundamental problem discovered in all the schools visited in this phase is the inadequate supply of teachers though the number of qualified teachers is far greater than the number of unqualified and untrained teachers. There are fewer teachers than required for the number of pupils/students in most of the schools visited. An indication of this is the number on schools' lists of newly qualified teachers from the Gambia College (GC) who had not reported to the schools up to the sixth week of the first term (since schools opened). Overall, there are few female teachers in the schools visited and in some schools there are none. Trained specialist teachers in technical and skills subjects are scarce and in some instance not available.

From the observations and discussions with the Heads of the schools visited (including Principals and their deputies) even if all the newly appointed teachers were to report, the issue of inadequate staff will still persist. Although there are more qualified than unqualified teachers in almost all the schools visited in these two regions, the situation is not made any easier by the appointment of unqualified teachers with good senior secondary results to fill the gaps as these too do leave at the slightest opportunity (new appointments, traveling to overseas and so on). In addition, there is evidence of teacher movements reported at school level. There are not enough teachers in terms of subject-teachers and classroom. **This situation as a whole has serious implication for teacher/pupil contact and for effective teaching/learning.**



Teacher/Students

### ***Ancillary Staff***

Most of the schools visited have paid caretakers, night watchmen and voluntary cooks. In addition to that, the SSS and Upper Basic Schools have Secretaries and Bursars. However, there are some schools with Caretakers/Cleaners who have worked for up to six or more years on voluntary basis. In other case schools either have inadequate number of Caretakers and or no night watch man thus indicating that there is no security for the school.

### **2. In-service Training/Professional Development**

There is no *regular structured in-service training for teachers* in place even though most teachers reported attending capacity building workshops on professional development conducted at school level during national training days and a few at cluster level within the region organized by the RED.

### **3. School Leadership**

In most of the schools visited, the Heads and their Deputies are on internal acting appointments (mostly without any allowances). There are Heads and Deputies who are posted to schools, which do not match their status. Senior masters in UBS and SSS are mostly acting and again without any allowances because these are internal arrangements. This is a major concern for the affected teachers and is believed to have a potential adverse effect on their performance. It already seems to have a negative impact on their supervisory roles as well, either because their status is not official or they are not remunerated for the service being rendered. Although in most of the schools, Heads reported that the staff meet regularly to discuss matters relating to academic performance but there is no evidence to proof that this is happening except in a few instances, and this applies to Senior Management Team meetings too.

These show that leadership in schools, as key in the process of service delivery as it is, has serious gaps because this cadre of staff are not adequately prepared to handle such crucial responsibilities. Some of the constraints lamented on by school Heads particularly those in the Upper Basic level could be dealt with at school level; for example the utilization of human and material resources. Thus it is discerned that they need basic management skills and recognition for them to function effectively.

### **4. Curriculum and Teaching Resources**

In almost all the schools visited, textbooks (core textbooks), teachers' guides and other resources for teaching and learning are in short supply particularly in the LBS. Pupils share textbooks; (up to three pupils to one set) for example at Bureng LBS in Region 4. A general complain registered is that even where schools are provided with the text books, the poor quality of the binding which causes books to have shorter life span particularly the English core text book 3. A case in point was in Niorro Jattaba where teachers were found gluing the detached papers together from some of the core books for re-use by the pupils. Most pupils in the Upper Basic do not rent books and those at the SSS cannot afford the book bills and as such they do not have the books.

There is also shortage of chalk and other materials in most of the schools visited. Other teaching/learning resources useful in reinforcing learning are also in limited supply in the schools. Most of the classroom walls were empty of any sort of aids and the excuse always proffered is that cardboard, vanguards and other resources have not been supplied. ***Lower Basis schools depend on the school fund*** paid by the pupils for their needs ***but payments are not forthcoming and consequently school administrations are hard pressed for resources***. Schools have not been supplied with ***registers*** and exercise books are used as temporal registers. Registers seem to be scarce because some Heads of Upper Basic Schools reported that

though they have the money to buy, registers cannot be found in the market. **Report forms for LBS and Confidential Record Cards** for the Upper Basic are inadequate or not available. Supplies from REDs are late, inadequate or not forthcoming.

### 5. Infrastructure (Classroom blocks, Furniture and Toilets)

In some of the schools visited, the conditions of some of the classroom blocks are of poor standards (probably due to unsupervised constructions and civil works). The walls have started to crack, with poor and dusty floors. There are adequate **furniture** in almost all the schools visited, even though some of the furniture needs repairs and maintenance. However, there are very acute cases of shortage like at Kerr Pateh BCS where the Grade One pupils sit on mats. This is reported to have affected the school's enrolment. There also exist schools with **enough classrooms**, but not enough furniture; some have empty/unused classrooms. On the issue of overcrowding very few schools complain of this as in some of the schools the enrolment is low and as such there is multi-grade teaching (Ballingor and Challa LBS) or classes are inadequate and the school resort to double shift. On the other hand, overcrowding occurs due to inadequate staff and classes are put together.



Photo: Agnew Mbwavi-ProPAG

School Toilets-Jimbala Basic Cycle School (Lower Saloum)

There are **separate toilets** for boys and the girl especially in the girl friendly schools. The conditions of these toilets in some the schools are poor and of poor quality and do not meet the pupil/toilet ratio. Toilets have been found to be inadequate across the board. School administrations are ignorant of the requirement for the number and ratio of toilet/pupil neither is it observed in construction works. The

average number of toilets in school visited in these two regions range between 4 and 10. The highest number was 26 toilets found in Kerr Pateh BCS. Where there are flush toilets, the cost of maintenance is said to be very high (e.g. Njaba Kunda UBS/SSS).

## **6. Libraries, Laboratories, Technical and Skills Training Facilities**

The condition of the *libraries* in the schools are of concern as books are not enough and even those that have, they are irrelevant, old, outdated and have little to offer in terms of reinforcing learning. In some of the schools visited the libraries are kept in un-used stores with no ventilation or proper furniture. In others there are no libraries. There are no trained librarians and the teachers handling these facilities are inexperienced to be able to assist the students in “learning how to learn” from this type of resources.

In all the three (3) SSS visited, only Essau has a *laboratory* for the teaching of Science subjects. It was learnt that as a result, the other SSS have to go to Essau or Farafenni to do their WAEC (WASSCE) exams because these schools do not meet the requirement to be registered as examination centres. This has implications for both the school administration and the students concerned, in terms of transport and boarding, adjusting to the different environment at such a crucial time not to mention its effects on their performance and related demands for and number of transfers.

There is also the issue of structures for the teaching of *Technical and Skills subjects*. In the BSC, Upper Basic and SSS there is an acute shortage of *related facilities* such as workshops and equipment. As a result, some of these subjects Woodwork, Metalwork, Technical Drawing, Home Science, etc. are either done without practical work or not done at all. Most of the SSS visited have no facilities such laboratory for Science and other similar subjects. There is also little or no evidence of IT (computers) and IT specialists. Either they are inadequate or those with the facility and equipment have problems with power even those with solar panels.

## **7. Supervision, Inspection, Assessment and Standards**

It is evident in logbooks and visitors’ books in almost all the schools visited, that not many *visits* are made by the REO or *supervision* from the SQAD. The SQAD officers seldom visit the schools to give support and feed back on teaching/learning process. Quite a number of senior teachers and Heads do not supervise their subordinates and hardly check pupils’ work or teachers’ records of work. Most Heads are not aware of the *assessment policy*. For the few who are aware of the policy, no related documentation was found on policy on assessment and only a few schools could produce any records. Teachers claimed that pupils and students are being assessed through periodic tests and exams, but there was little evidence of this either, particularly at the Lower Basic Level.

*Records of work and lesson plans* are done by *few* teachers and are kept in very few schools. Some claim that exercise books to that effect have not been provided by either the regional office or the school. There is no evidence of *systematic monitoring* of work done by pupils and of checking of records and schemes of work. This indicates that most teachers teach without any form of preparation. Quite a number of the qualified teachers met are *below standard* as some of them cannot even express themselves well in English. Despite some rather poor results, the rating of achievement of pupils in external examination in the Upper Basic and SSS in general is satisfactory though a lot still needs to be done to improve. It is believed that with adequate and proper resources backed by effective management structures, the performance of pupils will be greatly enhanced.

Some heads reported that *parents are involved in pupils' work* as they are given the opportunity to discuss the progress of their children, but how this is done is not clear. However, the majority of teachers stated categorically that parents are not involved. Nonetheless, most of the schools have PTAs and some of them provide labour and other support to the schools. In Challa, the PTA was found discussing the low enrolment among other issues. Likewise in Njaba Kunda LBS, some members of the community were found working at the school on a self help project (a building). PTA committee members were found in other schools and they provided complementary information. This is an indication of solid links between the communities and the schools.

### **8. Other Issues relating to Teacher Motivation and Attrition**

The condition of service for the teaching profession in the regions visited is very poor and demotivating. Some of the senior teachers met during the visit complained of acting in one position for more than five years without being appointed or paid any allowance. There are some teachers who have been in the same region for ten years or more without any transfer albeit some requesting to do so. These could be demotivating for serving teachers and discouraging for potential ones.

All newly trained and appointed teachers complained of *non-payment of salaries for three months*; they were grappling with financial problems compounded by the frustration of being left in the limbo. The *low wages of unqualified teachers* is also a recurring complain. These unqualified teachers earn such a meager amount, that they can hardly meet their basic needs (rent and food) for sustenance and live in a decent place. They are not paid any allowance, which makes it even more difficult

The '*contract teachers*' are not better off either. Their contracts start in September and end in July and are not paid any allowances. Most of these are retired teachers who have experience and can mentor younger teachers if encouraged.

There are reports of frequent movement of teachers relating to the poor condition of service, hence the high rate of attrition amongst teachers. Some would even leave immediately after completing their training at the GC and the University of The Gambia, implying that teaching is used as a stepping-stone. Moreover, most of them were on scholarships and study leave but would teach for a few years to serve their 'bond' and leave.

### **Accommodation**

Most of the schools visited had no accommodation for teachers and where it is available the conditions of the quarters were so poor that one hardly believes that those teachers hardly live in them. There is an urgent need to rehabilitate these quarters. Teachers were found living in grass huts with their families and some in old classroom blocks. There are cases where two to three teachers live in a single room. It has also been found that teachers find it difficult to get accommodation in some communities and so they end up living in rather unbecoming conditions.

**Water:** Where there is inadequate source of water considerable amount of time is wasted on fetching water from the village and this impinges on instructional hours, for example in Ballingor Lower Basic school.

### Summary of findings

- ❖ Inadequate teacher supply
- ❖ More trained teachers than untrained ones in the two regions
- ❖ Very few female teachers
- ❖ Teachers not reporting to their postings
- ❖ Lack of specialist teachers for technical and skills subjects
- ❖ Inadequate or no teaching and learning resources: core text books, teachers' guides, registers and, chalk, etc.
- ❖ No regular in-service training/professional development courses
- ❖ Poor quality (binding) of core text books at the Lower Basic level
- ❖ Insufficient time allocated to both shifts and subjects in schools operating the double shift
- ❖ Most of the school leaders are on acting positions and there is the need for them to be adequately prepared to handle such portfolios
- ❖ Teachers on acting positions for long periods and not paid any allowances
- ❖ Inadequate Ancillary staff with some of them (care takers) on voluntary service for long periods.  
A number of schools without night watchmen
- ❖ A lot of schools not fenced
- ❖ Some subjects excluded from the curriculum due to either inadequate staff or lack of facilities

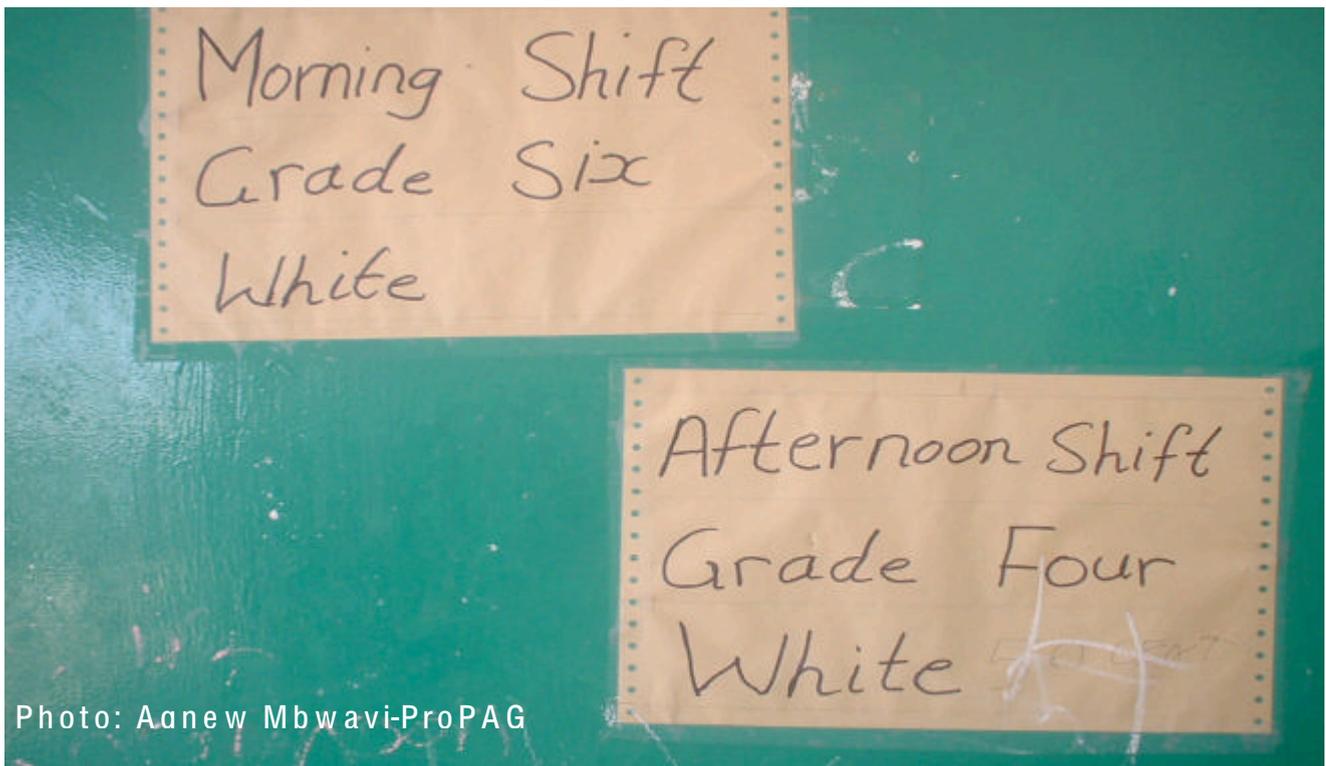


Photo: Anew Mbwavi-ProPAG

The Double Shift System

- ❖ Double shift is done in some schools due to inadequate classrooms.
- ❖ Multi grade teaching is done due to inadequate staff and sometimes low enrolment, though teachers involve are not trained to do so.
- ❖ School drop out decreasing particularly for girls.
- ❖ Secondary schools not recognised as examination centres.
- ❖ Acute shortage of facilities for technical and skills training and science laboratories.
- ❖ Acute shortage of school libraries and resource centres and the existing ones are either not up to standard or no member of staff is trained to manage them.
- ❖ Though there are enough classrooms in general there is still need for more classroom blocks. Poor construction and civil works reflects the lack of effective supervision.
- ❖ Inadequate toilets across the schools. Some of them not properly separated as required.
- ❖ Overcrowding is experience in just a handful of schools due to inadequate teacher supply or furniture.
- ❖ Low enrolment rates in some schools in region 3 due to the limited number of feeder schools/communities.
- ❖ Very few or no visits from the REO and SQAD officers.
- ❖ Inspection and supervision from all levels; school and regional offices is generally ineffective and record keeping is rather poor.
- ❖ Assessment and standards of pupils are relatively moderate. More could be done because evidence indicated that most schools do not document assessment records and assessment policies are taken for granted hence the insufficient evidence of assessment.
- ❖ Most parents are not involved in their children's work.
- ❖ Accommodation is one of the most pressing problems for teachers in these regions.
- ❖ Late payment of salaries; the centralised mode of payment requiring teachers to travel within the region to receive their salaries.
- ❖ Low wages of unqualified teachers.
- ❖ Newly qualified teachers not paid for three months.
- ❖ UNICEF's girl friendly schools are better off in terms of availability of resources compared to other schools.
- ❖ Conditions of service of teachers and their motivation for effective service delivery is a major concern.

### **Good Practices-Regions 1& 2**

- ❖ Staff welfare fund at school level e.g. Tahir SSS has an animal husbandry scheme as a staff welfare project. From generated funds, soft loans and other needs like mobile phones, bicycles, motor bicycles etc. are given to staff at minimal interest rate. This is found to be a good initiative, a great source of motivation for teachers and a good strategy of encouraging teachers to work harder and to retain them.
- ❖ Where there is a strong link between schools, communities and PTA, there is evident community participate in the schools' activities and programmes.
- ❖ Many schools have farms/gardens, which could be better managed with a bit of expertise and assistance.

- ❖ Development plans in schools. They give focus and guide schools in measuring progress and achievements.
- ❖ The ongoing teacher appraisal system found in Catholic Mission schools initiated by the RCM Secretariat is a good way of assuring quality teaching and learning. It is a good supervision and monitoring mechanism.
- ❖ Schools doing community sensitization for increased enrolment and greater community participation in school activities.
- ❖ Where records are kept on assessment, meetings and other activities, there is rigorous and consistent monitoring and supervision. It is evident too that the entire staff is involved in the running of the school.
- ❖ Self help projects initiated by teachers for staff accommodation like Sita Huma LBS.

Coupled with the school visits, courtesy calls were made to the Regional Education Directorate offices in the two regions. The most pressing issues are inadequate teacher supply, mobility and insufficient fuel allocations that hamper regular visits to schools for the effective and efficient support to schools.

## Second Phase: Regions 1 and 2

### 1. Teacher Supply

The teacher supply in the schools visited in Regions 1 and 2 was better compared to the schools visited in Regions 3 and 4. Teachers in these two regions reported to their postings on time and there seem to be no significant staffing gap. Furthermore the number of female teachers in Regions 1 and 2 is higher than that of Regions 3 and 4.



Female Teacher in a classroom

There is relatively enough teaching staff in all the schools visited and the majority of them are trained and qualified. The UBS and SSS lack female Gambian teachers. Apart from trained qualified teachers in the schools, Region 2 schools have teacher trainees of different categories i.e. HTC and PTC on the ground which also minimized the problem of teacher shortage. Some of the schools do not even need Unqualified Teachers. It has been equally reported that some schools in Region 1 found it difficult at the beginning of the academic year to get teachers to teach in the double shift. The main reason advanced is that the remuneration of 50% is not sufficiently encouraging.

It has been realized that a high percentage of the teaching staff of the Senior Secondary Schools are Non-Gambian teachers. Given their mode of appointment, that is, mostly on contractual basis, these categories of teachers are found to be very undependable. They are also found in some cases operating in more than

one institution and shift. Their frequent movements in most cases create a vacuum for the classes affected.

### ***Ancillary Staff***

The schools visited all have ancillary staffs who take care of the school environment and other related chores. The schools visited have paid caretakers and night Watchmen but the cooks remain voluntary and only receive a handful of food items from the school feeding programme. However three schools in region 2 are without night watchmen (Bondali BSC, Kassa Kunda and Kampassa LBS). The SSS and UBS employ secretaries and bursars and government pays the caretakers and Night watchmen.



Photo: Agnew Mbwavi-ProPAG

An ancillary staff at work at Kampassa LBS

## **2. In-Service Training/Professional Development**

Teachers in all the schools visited reported that they did not attend any in-service course in the previous academic year but attended school-based staff development workshops.

## **3. School Leadership**

Most of the Heads, Deputies and Senior Teachers are substantive holders of their positions. Some teachers hold acting positions though only a few of them have served long in such positions. Two Upper Basic schools in region 2 have no Vice Principals and only the Head is in substantive position holder in Kampassa LBS. These two regions have less staff on acting positions and some of them are even serving in those capacities with recognition as the positions are not internal arrangements. Because quite a number of these schools are big schools and most of the senior staff hold substantive positions, it has been

found that they are more effective in their respective roles. Nevertheless there are teachers whose status do not march their positions or schools. Furthermore it is apparent through interactions that some of the school leaders could do with some training on managerial skills

#### 4. Curriculum and Teaching Resources

There is an acute shortage of core textbooks and teachers' guides. The main complaint is the poor quality of binding of the books, resulting in a shorter life span of the books. The papers easily loosen and detached from the spine. In some schools, teachers found it extremely difficult to teach a successful reading lesson due to limited textbooks and in other cases have books due to missing pages. A dire example is where a Lower Basic school administration resorted to paying, from much needed funds, for the spine of the books to be sewn. During reading lessons, students were seen scrambling for books. The shortage of reading textbooks cuts across all levels at the Basic education level.



Photo: Agnew Mbwavi-ProPAG

A display of Textbooks kept in stores-Bondali Basic Cycle School

In the UBS and BCS schools where children pay book rental to access core textbooks, boys hardly have a set to themselves either because they do pay or due to the limited number available. They remain in schools without textbooks and depend on notes. In Grades seven and ten children invariably have the required books. This is because the settlement of such bills is made compulsory at the time/point of registrations. At the SSS level the cost of text books is expensive and not affordable by many students.

During their second and third years at the Secondary level, some of these children are without the required text books and risk being sent out of class by subject masters. This could be a contributing factor to the much worrying falling standards in schools. Students revealed that in some SSS some subject masters who are authors to a book would send away children who are without such textbooks in their classes during lessons and sometimes would not give notes on the board in a bid to compel students to buy their books.

Most classrooms walls remain empty in the schools visited in Region Two due to in availability of resources and no sign of teaching aid to re-enforce learning unlike schools in Region 1, where some of the schools visited have a lot of teaching aids. This shows the advantage of easy access to resources even where the DOSE does not provide the schools with materials resources. Generally, however, curriculum and other related materials are inadequate in the LBS in both regions. Either they are not supplied or school funds are not paid for them to be bought. In the Upper Basic and SSS such materials are bought by the school because fees collected are kept in the schools.

## 5. Classrooms, Furniture and Toilet facilities

### *Classrooms*

*Space* is relatively adequate. Only one fifth of the LBS (4 out of 20) visited had adequate space and none of the Upper Basic schools. Though some children are still on the waiting lists for admission to schools at the time of the visits it appeared that schools could not meet the demand due to limited available spaces. The indications are that **overcrowding** is prevalent in quite a large number of these schools due to inadequate furniture and limited space; fifteen of twenty LBS complained of these factors. Besides the inadequacy, some are in urgent need of repairs. In Region 1, up to four (4) students were seen sharing the same bench in some schools. Therefore the need for more **furniture** in these classrooms still prevails. Four of five SSS visited were overcrowded due to the high demand for places while the only two government subvented schools visited (Muslim and Nusrat) lamented on space and furniture.



Photo: Agnew Mbwavi-ProPAG

A typical Classroom situation

## Toilets

The schools in Region 1 and 2 have inadequate toilets considering their rolls. Most of the schools in these Regions do not have proper *toilets*. Even where the structure is permanent, the sanitary condition leaves much to be desired. Since the rolls of the schools increases annually, their present toilet facilities cannot meet the demands. The condition of most of the toilets seen is deplorable. Some of the toilets are beyond the school parameter (e.g. St Francis BCS and Kampassa LBS). A good number of the toilet buildings are not separated as required. In others the facilities are used indiscriminately which in one case (Kampassa LBS) two pupils (a boy and a girl) scrambled for a toilet and fought over it resulting to the girl being wounded. The team saw the victim. In Serrekunda LBS, acute water shortage is seriously affecting its sanitary facilities.



School girls fetching water at school

## 6. Libraries, Resource Centres, Laboratories, Technical and Skills Training Facilities

Of the 20 LBS seen, eight has *libraries* but only two of them are moderately furnished and one had a television and video for audio visual aid. Most of the books in the libraries are old, torn and outdated. Some libraries are housed in old, dark offices which are also not spacious for reading. Three of the six UBS have libraries but only one is adequately furnished and equipped. The picture is the same for the SSS as three of the five visited had no library.

*Resource Centres* are not widely maintained in these schools due to cost and space especially at the Lower Basic level. The two of the three schools with resource centers in Region 1 have limited reference materials for teachers to use for reading and teaching aid preparation.

The SSS have *laboratories* except Rose Kally, a private SSS at Banjulinding which has no Science component either on its curriculum. The science laboratories seen need more equipment to facilitate quality teaching of science and technology in schools.

**Technical and Skills Training Facilities** The Upper Basic, BSC and SSS have limited resources for Woodwork, Metalwork, Technical Drawing and Home Economics. Some of the schools have empty classrooms with the label of the subject on the doors but teachers and teaching and learning materials are not available (e.g. Tujereng UBS). Schools do not have the necessary tools and equipment for the effective teaching of these subjects and the required train teachers. Although some of the facilities are not very well equipped, Brikama UBS is the only school visited that had the basic facilities for these subjects, a good home management outfit and a few computers. The latter is not effectively utilized due to low voltage power.

### **7. Supervision, Inspection, Assessment and Standards**

The survey reveals that there is inadequate and irregular *supervision and inspections* by SQAD, RED and Senior Management Teams in schools. There was evidence of regular and consistent visits of SQAD Officers and REO Officers to Banjul schools and some schools in the KMC area. Private SSS charge high fees and yet no effective teaching takes place in some of them. They take the advantage of enrolling low achievers to maintain them in the system with little attention to the factors and mechanism required in the effective delivery of their mandate and responsibilities to these students. This underlines the need for constant monitoring and supervision to achieve and maintain quality education. Most of the schools have an agreed policy in principle on *student assessment* and assessment is *an integral part* of the teaching and learning process. In such schools, the Senior Management Team monitors the teachers and pupils. In some schools the assessment of *teachers* is based on the staff appraisal system introduced by the Human Resources Directorate of the DOSE. This type of appraisal system is however, not very much understood by teachers.

Other schools use their own way of assessment but some do not assess their teachers' performances neither are teachers supervised as expected because there was no evidence of teachers' records of work and regular and consistent marking of children's work. Regular SMT meetings to monitor curricular and administrative issues are more evident in the SSS visited except in Rose Kally SSS. Some Lower Basic and Upper Basic's Senior Management Teams claim that they meet but little evidence was shown. Although by and large children's works are marked, there is still room for improvement in this area. It was noted that no effective teaching takes place in some cases due to inadequate preparation of teachers with little or no supervision. This reinforces the fact that some teachers do not keep records or mark children's exercise.

Information on duration of periods, starting and endings of shifts for schools operating the double shift is indicative of the unequal *time allocated to subjects and shifts*. Not all schools take cognizance of the need for subjects and shifts to have equal time allocations. In some LBS Quranic teachers complained of inadequate periods.

Despite the fact that the *achievement of pupils in external exams* in Upper and SSS in both Regions 1 and 2 can be rated as average and higher than those of regions 3 and 4, a lot still needs to be done to improve.

There is little evidence of *parents/guardian's involvement* and commitment in their children's work. Despite the terminal reports sent to parents/guardians on their children's/ward's academic performance, very few of them go to the schools to monitor the progress of their children's work. In the same vein, some schools lack solid links with their communities. According to reports from Heads, their doors are always open to parents for discussions on their children's progress, curricular experience and their enrichment in the wider community. All the schools visited have a PTA Committee. Although it not evident in some schools, those that have active committees have strong linkages with their respective communities.

In schools visited, pupils showed a *strong sense of belonging* to the school community school and participate well in extra-curricular activities like sports, Red Cross, gardening and others. School enrolment in Regions 1 and 2 are high with an impressive figure for girls. The number of school *drop out* though still exists, is steadily decreasing as well as teenage pregnancy. Sensitization and Peer Health Education in schools have been reported to be a contributing factor.

### **Other Issues relating to Teacher Motivation**

It was revealed that some of the teachers acted in positions for a long time and were never considered for promotions. Teachers also complained of receiving 50% of their salaries as double shift allowance despite the heavy work load compared to their counterparts in the tertiary health sector who are paid double salaries. In some parts of Region 2 where conditions are humid, it is very uncomfortable to sit in class and concentrate. The teachers on contract lamented about their mode of appointments and lack of allowances. Accommodation for those in region two is a major concern as teachers either have problems in getting places to rent or the rent is higher than what is paid for house rent by government. Due to these amongst other factors, among others, teachers are leaving the system for better jobs.

### **Summary of findings**

1. Though schools in these two regions are not as understaffed as in Regions 3 and 4, there is still the need for more teachers.
2. Lack of trained specialist teachers for the technical and skills subjects is prevalent.
3. Lack of adequate number of female teachers in the UBS and SSS.
4. Double shift done due to inadequate staff or space and furniture.
5. Poor quality of teachers in the system.
6. Overcrowding of classes.
7. Inadequate core textbooks, chalk and other related materials.
8. Limited teaching and learning materials in schools
9. Inadequate classrooms, libraries, resource centres and furniture.
10. Poorly equipped laboratories, and skills training facilities in schools.
11. Some subjects are excluded from the timetable either due to lack of the required staff or facilities.
12. Generally, shifts and subjects do not have equal time allocations.
13. Poor construction works with poor flooring, doors without locks etc. is a common phenomenon.
14. Inadequate toilets in both regions, some not properly separated, while urgent repairs is needed for others.
15. Inadequate water supply and electricity in schools.
16. Some schools have no fence and this has security implications.

17. Upper Basic schools using LBS structures are working under very difficult conditions due to a number of constraints.
18. The scarcity of land is a treat to meeting the demand for admission at both the LBS and UBS; a concern for the RED 1.
19. Teachers not considered for promotions after acting in positions for a long period.
20. No training opportunities for the teaching staff.
21. No in-service and pre-service courses for teachers.
22. High cost of books in the SSS.
23. Irregular and inadequate monitoring and supervision in \and of schools.
24. Private schools like Rose Kally to be properly supervised for the school to operate in accordance with the necessary requirements.
25. Records not kept, but schools that do so have good documentation system. Tallinding and Kembujeh LBS have exemplary systems of record keeping.
26. Late payment of salaries. Sometimes salaries are ‘dropped’ at central locations to be collected, of salaries of teachers at Kampassa LBS are dropped at Kalagi for the teachers to collect.
27. Late appointment and payment of salaries of newly qualified/appointed teachers
28. Some schools with old kitchen and some without any.
29. No or poorly equipped libraries and resource centres in schools.
30. A peculiar problem of insecurity is found in four schools in Region 1 (Serrekunda, Tallinding, Bundung and St. Charles Luwanga LBS); the neighborhood being hostile, school facilities being vandalized or stolen, personal belongings of staff and pupils stolen, or the school premises used as a recreational ground to the detriment of the school. Some use the school to gamble, smoke opium or as an access route to nearby roads. It is both a volatile and very risky situation and therefore, urgent action is necessary to redress it.
31. Poor working and living conditions of teachers in the communities.
32. Lack of staff quarters.
33. Inadequate fuel allocations and mobility are the major constraints for the REO ( REO 1 has only 1 vehicle).
34. Vehicles being impounded for political programmes impede the Offices’ daily operations.
35. Tallinding LBS has a very serious drainage problem. Both school gates are inaccessible during the rainy season. The gutters in front of both gates overflow and rain water settles resulting in a very large amount of unhealthy stagnant water in the vicinity.
36. School drop out is decreasing and most of these schools have high enrolment rates

### **Good Practices and Initiatives:**

- ❖ Staff welfare fund at school level from which soft loans and other assistance are given to staff with minimal interest rate. This is found to be a good initiative, a great source of motivation for teachers and a good strategy of encouraging teachers to work harder and to keep them. From the staff welfare fund at Tallinding LBS and Brikama UBS, needy and deserving students are sponsored.
- ❖ At Kabafita UB, besides the PTA committee which is the executive, there are sub committees though which parents become more involved in the school affairs. These communities include the development committee, disciplinary committee, social committee, and an academic board.
- ❖ The free compulsory studies in St Francis BCS from Grades 3 – 9 and at Kabafita UBS.
- ❖ Where there is a strong link between schools, communities and PTA, there is evidence of community participation in the schools’ activities and programmes

- ❖ Many schools in region 2 have farms/and gardens, which could be better managed with a bit of expertise and assistance.
- ❖ Development plans in schools, provides focus and guide schools in measuring progress and achievements.
- ❖ The ongoing teacher appraisal system found in Catholic Mission schools initiated by the RCM Secretariat is a good way of assuring quality teaching and learning. It is a good supervision and monitoring mechanism
- ❖ The three-weekly mark sheets found in Brikama UB is a useful recording system if properly supervised
- ❖ The end of term and yearly reports of both staff and departments in some schools albeit a few are quite good for supervision, monitoring and appraisal
- ❖ Schools doing community sensitization for enrolment and more community and parent participation in schoolactivities
- ❖ Where records are kept on assessment, meetings and other activities, there is rigorous and consistent monitoring and supervision. It is evident too that the entire staff is involved in the running of the school

## **GAMBIA TECHNICAL TRAINING INSTITUTE**

Gambia Technical Training Institution (GTTI) is a Government funded institution that offers training in the following academic programmes:

1. Business Studies
2. Computing
3. Construction
4. Engineering
5. Professional Development Courses
6. Basic Skills Training.

The Institution has a total number of 206 staff of which 104 constitutes the teaching staff comprising 75 Gambians and 29 Non-Gambians. Out of the lot, 26 of them are on part-time and 78 on permanent schedules. However, there is acute shortage of lecturers in some disciplines of study due to the fact that few Gambians are qualified in those areas. The institution uses Government pay scale for remuneration, which is often rejected by many prospective lecturers. The institute has outside links with other similar institutions where lecturers are sent for further studies / professional development courses. Due to financial of other service constrains, decision was taken to reduce the number of programmes from 84 to 56; some of the courses were not viable and therefore were subsequently dropped. Where feasible, courses were also merged.

The institute does not have adequate materials for lecturers' use; consequently lecturers develop their own instructional materials for students to use in order to minimize the cost for them. Students find it very difficult to buy textbooks especially on Accounting. Although there are some reference books in the library but these were found to be inadequate and in some case irrelevant. To avert the situation, the institute bought some textbooks to be rented to the student in order to make them accessible, but the scheme failed because the students do not rent the books. In a related development, books were bought for the students only to realize that, they were not affordable.

**Support Staff:** The institute has the following number of support staff. 6 Librarians, 23 Security and cleaners, 13 maintenance services and 10 ancillary staff.

**Toilet facilities.** The institute does not have enough toilets for both students and staff, due to the rapid increase in enrolment. The institute was initially planned to accommodate only 300 students but instead now it has over one thousand students and the resources available cannot cater for all.

**Classroom and Furniture:** The available classrooms cannot cater for all as well as the workshops. The high population of the institute causes problems for both students and lecturers. The classrooms are sometimes crowded. There is also acute shortage of furniture. To alleviate the problem, lessons are staggered thus resulting in conducting some lessons as late as 9.00 p.m.

**Library:** Though not quite adequately furnished, the library serves its purpose for both students and lecturers as it meets some of their basic needs.

**Woodwork and Metal Workshops:** On the average, these workshops are fairly equipped. Though some of the machines in use are outdated and old, lecturers and students struggle over them daily to get what they want. However, there is need for more support to replace the old machines with new and modern ones.

**Foundry:** The foundry has a total of 13 staff and produced very good quality of work for its clientele both within and outside the country. It was learnt that staffs from of a foundry in Senegal were at GTTI. The staff are trained and well qualified.

Some of the types of materials produced by the foundry are:

1. sewage drainage,
2. sewage covers
3. man hold covers
4. high towers
5. ox driven carts and many more

With limited resources, the foundry is able to produce quality work but lacks, support from amongst Gambians i.e. the private sector and Government Departments.

**Marking Students' Work:** The Institute maintains a quality control system, in which student's work is monitored according to levels and departments. Each department has its own way of monitoring and marking system thus maintaining a quality standard in the institute. The institute's achievement in the external exams is very high. It captured two gold medals in the City and Guilds external exams. Albeit with limited resources, quality is maintained in the institute.

**Administration:** The institution has a Board of Directors, which meets three times a year and sometimes more depending on the needs and a SMT. The staff/student relation is very cordial as well as staff/staff relationship. Despite of the constrains and limited resources, there is smooth running of the day-to-day affairs of the institute.

**Staff Motivation:** The institution's staffs are motivated to retain them in the system. They are paid on Government Integrated Pay Scale, which is not attractive, compared to NGO's scale and other private institutions in The Gambia. Therefore in order to retain its staff, the institute pays 25% of monthly basic salaries and opens loan schemes of low interest rate for them. Deserving lecturers are encouraged and promoted.

It is therefore recommended that government set up a committee to monitor the smooth running of the foundry by encouraging governments, NGOs, CSO, CBOs, private sector to patronize it in order to generate funds for the institute. These will help the institute to train more Gambians and produce more materials for sustainability to supplement the low subvention given to the institute. If Government and other sectors award contracts to GTTI, most of the issues lamented above would have been ameliorated.

### **General Constrains**

1. High utility bills; the Institute pays an average of D80, 000 monthly on utility charges.
2. Low Pay Scale for staff.
3. GTTI Act has virtually outlived its usefulness but is yet to be reviewed.
4. Lack of adequate teaching/learning resources for the computer science and IT Lab.
5. Lack of adequate mobility.
6. High attrition rate of lecturers.
7. Frequent power cuts and insufficient computers at the computer lab.
8. Lack of enough scanners, air conditioners and furniture.
9. No training package.
10. Lack of adequate modern appliance
11. Lack of enough qualified lecturers.
12. Lack of incentives for graduating students to start up business.

## GAMBIA COLLEGE

Gambia College has four schools namely: School of Education, School of Agriculture, School of Public Health, and School of Nursing and Midwifery. The College is fully funded by Government; covering stipend, accommodation, food for students and staff salary. It is the only teacher training college in the country.

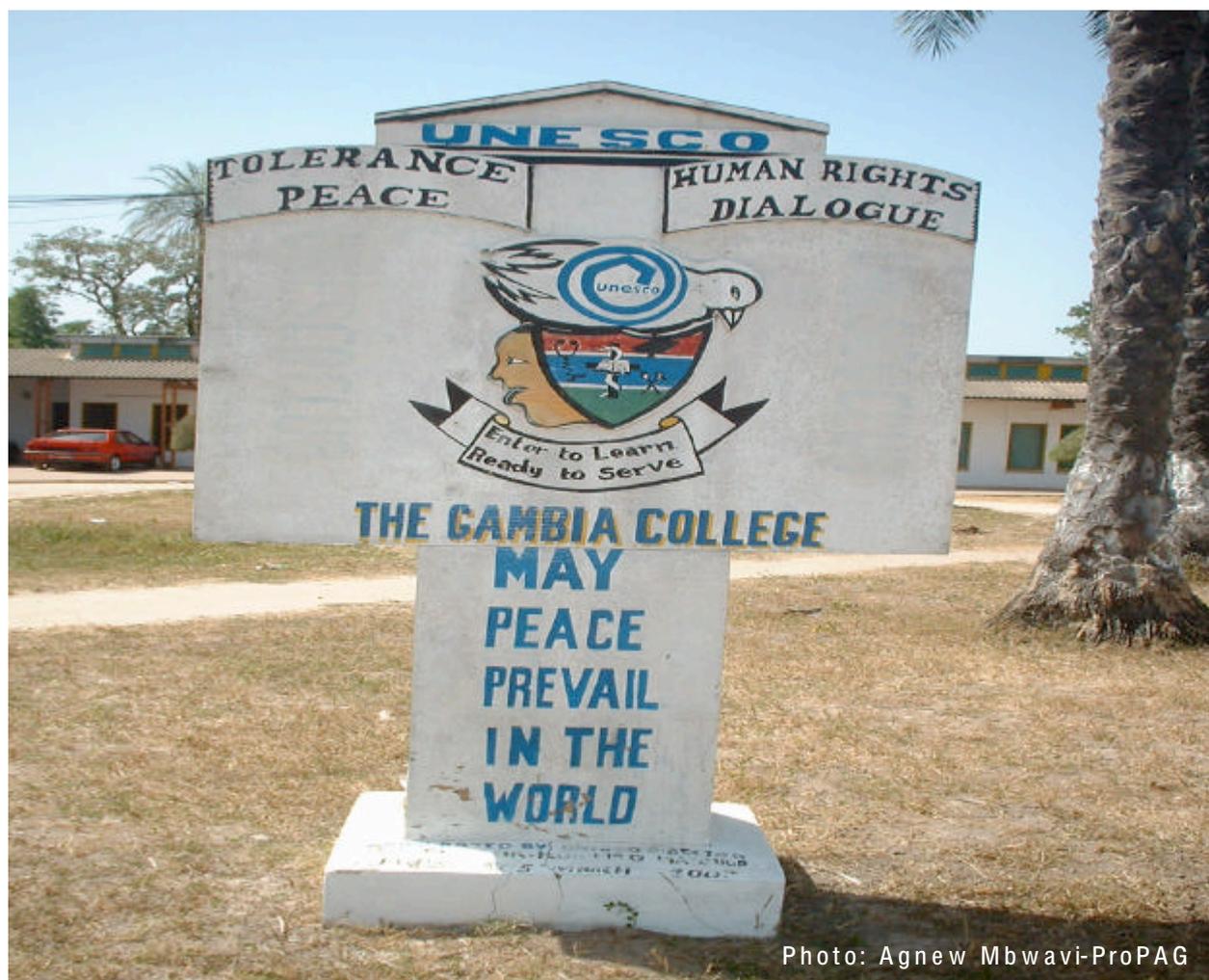


Photo: Agnew Mbwavi-ProPAG

Gambia College Brikama

### Staff

The college's main constraint is inadequate resources particularly human. Lecturers are inadequate particularly for the School of Education, which has the highest number of students. For example there is only one lecturer for Guidance and Counseling and five for EPS.

The table below shows the college's human and material resources.

School	Enrolment	Academic staff	C/rooms	Library/Resource centre	Lab.: sciences	Lab.: computer
Education	1833	35	23	1	1: physics & chemistry	1
Agriculture	127	11	9		-	
Nursing & Midwifery	110	10	4		1	1
Public Health	94	5	3		2	1
<b>Total</b>	<b>2164</b>	<b>61</b>	<b>39</b>	<b>1</b>	<b>4</b>	<b>3</b>

**Leadership:** There is a Head for each of the four constituent schools. However, two of these heads are in acting capacities, a lecturer similarly, has been acting as principal lecturer for four and a half years. The college has a governing council in which the teaching staff is not represented but the Principal and Registrar are members of the council. The college is not autonomous and as a result decisions are not taken independently. Some staff members feel that the College Act needs to be revisited so that respective terms of references would be revised to suit current situations and developments in the college. A code of conduct document to ensure and maintain discipline has just been finalised and awaits printing.

### Courses

- School of Education:* offers two main courses; PTC and HTC both three years. Both courses have a campus-based component (one year for PTC and two years for HTC) and a distance learning/teacher practicum component (two years for PTC and one year for HTC). The latter is divided into two parts; two years on campus and one year on distant learning when they will be in the schools. There is a private in-service course for ECD.
- School of Agriculture:* offers four main courses and other tailor-made courses.
- School of Public Health:* offer a three-year HND on Public and Environmental Health.
- School of Nursing and Midwifery:* offers SRN on midwifery for three years. The nursing course is done in Banjul at the School of Nursing.

### Facilities

**Classrooms:** classrooms are inadequate considering the roll of the college particularly the School of Education which has up to 76 students in a class for the PTC. Although other schools are not affected, it is apparent that classes are overcrowded at the School of Education.

**Laboratories: sciences and computer:** each of the constituent schools has at least one science lab except the school of Agriculture. Two of the schools have computer labs but the other two use the general lab for the whole college. Computers are not enough and maintenance is a problem.

*Library/Resource centre:* there is one inadequately furnished general library/resource centre for the whole college. The library is not up to standard because of inadequate financing.

*Teaching and Learning Materials:* there are no course books for almost all the courses. Lecturers provided their own materials. They prepare handouts for the students too. There are modules for the PTC course but none for the HTC. Other modules ought to be prepared but for lack of resources. No over head projector in the collage.

*Toilets:* The toilet facilities are inadequate and the sanitary conditions are poor particularly the ones in the dormitories. Not even the staff toilets are not in good condition.

*Transportation:* Very inadequate. Mobility constrains. No fuel is given to lecturers neither any reimbursements of transport for official duties is done. Fuel allocation of D500 per month is insufficient to undertake the required visits to schools for student observation are hampered.

### **Enrolment, Assessment and standard**

West African Examination Council conducts fee paying entry examinations using a cut off mark. If the number of candidates with the pass mark is low, the college is forced to bring the mark down and accept those below the cut-off marks

Students are assessed through written test, terminal and comprehensive examinations. A Cumulative Grade Point Average (CGPA) of 2.50 is used to determine progress of yearly promotions and graduation at the end of the courses. Students who do not satisfy this either repeat or withdraw from the course. Although the large classes and inadequacy of staff have a direct impact on the quality of assessments, some of the students score up to 4.0 consistently up to graduation. Certificates at graduation are not categorised to distinguish performance.

### **Research**

Research in the college is virtually non existent. The D15, 000.00 provisions for research is grossly inadequate because not much can be done with it. Training packages need to be prepared for students on distance learning which sometimes reach the students late.

### **Staff Motivation**

Attrition rate is quite high. The pay scale is not considered good enough for lecturers. There is no special pay scale for the college staff, the government integrated pay scale is being used. Mobility for promotions is largely horizontal. There are no incentives, benefits or loan scheme in the college for them. The lecturers felt that they lack status and do not feel like intellectuals. There are insufficient long term training opportunities, not many arrangements are made for exchange programmes and they do no research either. The academic staff is not much involved in the running of the institution because they are not represented at council where decisions are made. Consultancies for the college are frustrating because consultants who do not know the situation, needs and conditions of the college are sent to direct lecturers. Lecturers in the school Education are over burden with work particularly in assessment.

### **Other Constraints**

- ❖ Weak linkages with the University, and students have reportedly been found to be attending courses in both institutions concurrently. Though they usually choose to continue with the university when found out, there should be a mechanism in place to monitor such practices.

- ❖ The college is allegedly used as a transition point for those who are planning to travel to overseas.
- ❖ The college does not generate revenue and government subventions have reduced. Consequently funds are insufficient.
- ❖ No regular exchange programmes for students
- ❖ Late receipt of government funding resulting to late start of courses. For example; this year's PTC started in late November which was quite late.
- ❖ A lot of interruptions
- ❖ College vehicles impounded by the Army
- ❖ No feedback of any form from Officers when hopes are raised on certain issues. For example from the feasibility studies done.
- ❖ Low enrolment rate for HTC.
- ❖ Scholarships channelled through the Department of External Affairs do not favour lecturers.

Lecturers gave some suggestions for the way forward and these include the following:

- Revisit the College Act of 1990 and look at respective mandates therein
- Allow the college to generate funds
- Have a tangible administration oriented towards the development of the college
- An annual conference
- An upgrading of lecturers
- Provision of more resources in general
- Treat students as mature students and wean them from certain provisions like meals
- A face to faced dialogue forum between the DOSE and college staff
- Effective bonding of students in the system after graduation

## **UNIVERSITY OF THE GAMBIA**

### **General Background**

The University of The Gambia was launched in 1999 by an Act of Parliament after the phasing out of the University Extension Programme (UEP) supported by St. Mary's University, Halifax, Canada. Its started operations in October 1999 with an enrolment of:

- i. 25 medical students
- ii. 16 students offering HND Construction management courses and
- iii. 48 students pursuing degrees in Economics and Management, Humanities and the Social Services and Science and Agriculture

The First Vice Chancellor, an international renowned scholar the late Professor Donald E.U Ekong, was seconded to the Institution by the Commonwealth Fund for Technical; Co-operation (CFTC) and served as the first Vice Chancellor from October 1999 until his retirement in April 2004. The first batch of academic staff was recruited in 2000 by an international panel of distinguished academicians from the United States, United Kingdom, Canada and the West African Sub-Region. Academic programmes developed through consultation with the panel, Government, stakeholders and the University at large.

### **Faculties and Student Enrolment**

From its inception the University has maintained four faculties namely:

1. The faculty of Medicine and Applied Health Science, which as at December 2004, had 199 students
2. Faculty of Science and Agriculture-301 students
3. Faculty of Humanities and Social Sciences- 253 students

In 2003 at the request of DOSE, the University was mandated to prepare for a Bachelor of Education programme (with an enrolment of 85 Headmasters from LBS, and 83 from UBS. The number of students currently enrolled is 1,356 students, 400 of who are sponsored by the Government.

### **Staffing**

The University currently has a staff complement of 69 full-time lecturers and 43 part time staff, but there is a heavy reliance on the service of Technical Assistance personnel, which is both expensive and precarious. The terms of many lecturers on TAs ended about six months ago and have not been replaced or renewed because of bureaucratic procedures and changes in the conditions of appointment.

In terms of costs, UTG is obliged to provide:

1. local accommodation,
2. utility services and
3. transport allowances

In the case of the former Vice Chancellor and the Registrar, UTG provided an official car with a driver and fuel. The accommodation cost was D120, 000 annually for the Vice Chancellor and D 60,000 annually for the Registrar. Details of expenditure on accommodation incurred by the University on Technical Assistance personnel from Nigeria for the year 2004 are provided below:

<b>Name</b>	<b>Amount (Dalasis)-Per Annum</b>
1. Prof. D.E.U Ekong (Vice Chancellor)	120,000
2. Mr. E.J Akpan (registrar)	60,000
3. Prof. J.O Mogbo (Chemistry)	55,000
4. D. E. Illuputaife (Chemistry)	45,000
5. Associate Prof. Hambagda (Management)	60,000
6. Dr. Mary Tapgun (Dermatologist)	40,000
7. Mr. Francis (Illiya) (shared accommodation)	50,000
8. Prof. C.C Agu	University Guest House
9. Chief Ozoani	University Guest House
10. Chief B. Okoli	University Guest House

The recruitment of Gambian academic staff has been very slow, in spite of persistent efforts on the part of UTG. Many Gambian academicians studying abroad in the Diaspora are reluctant to ‘give up’ their tenures and are not attracted by the existing remuneration packages. To alleviate this problem, the University management with the support of the Governing Council and the Department of State for Education, has submitted a revised compensation budget to DoSFEA, but the final outcome is still awaited.

As a result of relatively low remuneration (compared to levels of compensation in the sub-region and Africa in general), the institution faces serious problems in recruitment of adequate high caliber and committed staff for the four faculties. The problem is particularly acute in the Faculty of Economics and Management, which at present virtually relies on the services of part-time lecturers. The clinical Division of the faculty of Medicine and Allied Health Sciences with 5 full-time staff and one Professor (whose term of office has recently expired) heavily relies on the periodic services of visiting lecturers, mostly from Nigeria. Expenses incurred on these scholars are very high and include payment of:

- a) Total accommodation
- b) Incidental;
- c) Honorarium of at least US\$ 500 for each visitor.

The actual amount spent on visiting lecturers in 2004 was D 1,510,179.

#### **4) Financial Situation**

##### **a) Sources of Income**

Tuition fees and subvention from Government presently constitutes the major sources of income. Income derived from Research and Consultancy is currently limited and capacity in this area is being gradually developed. Fees paid Gambian annually (*in Dalasis*) and foreign students (*in US\$*) enrolled in the four faculties

<b>Faculty</b>	<b>Gambians</b>	<b>Foreigners</b>
Medicine and Allied Health Sciences	18,000	3,000
Science and Agriculture	16,000	2,500
Humanities and Social Sciences	14,000	2,000
Economics and Management	14,000	2,000

Through the open Scholarship Fund Government sponsors 400 students and is supposed to pay their tuition fee and stipend of D 4,000 for each student. Unfortunately the disbursement of tuition fees by government for sponsored students has been irregular and unsatisfactory. The table below provides a breakdown of the disparities between actual fees and stipend payable and actual amounts received from Government.

<b>Scholarship Amounts Paid and Allocated for Period 2002-2004</b>	
<b>Year</b>	<b>Amount in Dalasis</b>
2002 amount allocated	4,840,000
2002 Actual fees and stipend	7,398,000
<b>Difference</b>	<b>2,558,000</b>
2003 amount allocated	5,000,000
2003 actual fees and stipend	7,498,000
<b>Difference</b>	<b>2,498,000</b>
2004 amount allocated	6,000,000
2004 actual fees and stipend	6,888,000
<b>Difference</b>	<b>888,000</b>

The payment of the other sources of income, the subvention is equally fraught with problems. The subvention, which is paid on a quarterly basis, is always well below allocation in the approved budget, and the persistent funding gaps has necessitated continuous resort to overdraft facilities to maintain basic services.

An analysis of the picture in respect of payment of fees, stipends and subventions confirms that the levels paid by Government annually are always substantially below budgetary provisions. The total arrears on fees and stipend owed to the University in 2005 is D5,944,000 and in spite of reconciliations with DOSE, payment has still not been effected

The table below provides detailed information on the level of subvention paid and cost of the approved administrative budget, covering personnel cost and other charges. The non-payment of fees with respect to the B.Ed programme has compounded the financial problems of the University. The Department committed the University to the delivery of this programme but never honoured its financial obligations. As at 2003/2004 academic years, the Department owes the University D786,000 in fee arrears, administrative expenses and honoraria for staff recruited to teach the required courses.

***The level of subvention paid and cost of the approved Administrative Budget***

<b>Year</b>	<b>Amount in Dalasis</b>
2001 approved subvention	2,400,000
UTG Personnel Cost	2,612,587
<b>Difference</b>	<b>212,587</b>
2002 approved subvention	4,000,000
UTG Personnel cost	4,468,505
<b>Difference</b>	<b>468,505</b>
2003 approved subvention	4,000,000
UTG Personnel Cost	5,644,797
<b>Difference</b>	<b>1,644,797</b>
2004 approved subvention	5,250,267
UTG Personnel cost	6,568,172
<b>Difference</b>	<b>1,317,905</b>

**5) Lack of Adequate Office Facilities, Accommodation and Lecture Rooms**

The absence of a campus, inadequate office accommodation and lecture rooms has from the Universities inception been a burning issue for students and lecturers. Many of the existing staff do not have accommodation and the university is consistently compelled to desperately search for lecture rooms from the tertiary institutions and the YMCA to ensure delivery of courses. In 2004, the sum of D 132,408 was spend on the hire of lecture halls (paid to YMCA, Alliance François and the Girls Guide Association).

This report contains the core problems, constraints, challenges and limitations of the University. The university entertains the view that some of the possible solutions to the problems highlighted include but are not limited to the following:

- a) The provision of a University Campus in a serene environment with all basic but necessary facilities e.g. electricity, water supply, medical facilities to name a few. These will go a long way to address the problem of lecture space and ameliorate accommodation problems for students and staff. This scenario will provide a collegial atmosphere for positive interaction among students and the respective faculties.
- b) Provision of substantial financial resources to attract highly qualified and experienced faculty staff in the University in general and Medicine in particular, with view to addressing the high attrition rate at UTG. Thus the importance attached to the Compensation package forwarded to government through DOSE by the UGC in 2003 requires an urgent response.
- c) The university should participate at the level of Government in the preparation of the budget, rather than allocating a certain sum for the University.

- d) The University among other things requires certain services to be improved to match with incremental growth. These include:
  - o Transportation for Staff
  - o Adequate Office Space
  - o Administration Staff
  - o A good Library stocked with the relevant texts and references among other essential academic materials.
- e) Developed capacities of staff both in academic and administration to facilitate efficient and effective service delivery.
- f) The University should establish a research unit and or consultancy to enhance resource mobilization.

Addressing these among other issues, will help ameliorate the incessant challenges facing the nascent and highest learning institution in the Gambia institution.

## **Phase Three: Regions 5 and 6**

### **1. Teacher supply and demand**

The teacher supply and demand in the schools visited in Regions 5 and 6 are in complete contrast with those of regions 1-4. The Regions have inadequate staff and female teachers compared to the others. There are schools without female teachers. Region 6 has a general teacher shortage since September 2004. The Regional Directorate reported that, of the seventy (70) teachers posted to the region in September, only forty four (44) of them reported.

A good number of the LBS in both regions have more unqualified teachers than qualified ones. 44% of the total numbers of teachers posted to their regions are untrained. A school like Jarumeh Koto BSC has no HTC teacher for the Upper Basic and the school has only 6 trained teachers out of 23, the head inclusive. Some unclassified schools have only the head as a trained member of staff and others have none. The unqualified teachers recruited are of average or below standard. However, the Upper Basic and SSS are better staffed with trained teachers although these schools have inadequate subject and particularly trained specialist teachers to teach the technical and skills subjects. As a result some of these subjects are not taught. Some of the BCS resorted to using the teachers in the LB to teach the UB students. In most instances, these teachers cannot teach effectively the subjects they are given because they are used just to fill in the gap.

The inadequacy of teachers in some schools results to double shifting. In Koli Bantang LBS where the community was found fencing the school, parents lamented the lack of teachers and that their children are neither learning effectively nor helping them at work. Teachers alternate in teaching classes because there are seven classes with only three teachers including the head teacher. Region 6 has recorded an increase in double shift classes. Regions 5 and 6 have a higher percentage of non-Gambian teaching staff in the SSS. Both regional offices complained of the lack of teachers.

### **Ancillary Staff**

Most of the schools visited in Regions 5 & 6 have ancillary staff albeit inadequate care takers and night watchmen. Some of the ancillary staff in the LBS are on voluntary services and some particularly the secretaries and bursars in the Upper Basic, BSC and SSS, are paid from the school fees. Fassa Lower Basic (region 5) has no ancillary staff; consequently, the teachers and pupils clean the school. Some schools have no night watchmen. The question of Social Security Provident Fund contributions for this category of staff which is relative to their retirement was of concern. It has been found that some schools have not made arrangements for such contributions.

### **2. In-service Training / Professional Development**

School-based workshops on professional development are organized in some of the schools. The frequency of these workshops ranges from once a year (at the beginning of the year), twice a year to thrice a year (once per term). There were a few cluster-based workshops. Workshops were also organized at regional level on: induction for unqualified teachers, mentors and the production of extra material. There are no regular organized in-service courses at regional or national level. Teachers lamented the lack of opportunities to develop professionally either at national level or abroad.

### **3. School Leadership**

Most of the Heads, Deputies and Senior Teachers in the schools in Region 5 & 6 are acting in these capacities, some for years without any recognition or remuneration. The substantive holders of the positions posted to the schools have for one reason or the other failed to report to their schools of posting. In some schools only the Head is a substantive holder of a position. In Jimbala BCS, Kaur SSS, Foday Kunda BCS there is no substantive holder of administrative position.

In these circumstances the Regional Directorates authorize these internal acting positions to the most senior teachers in the school and recruit unqualified teachers to fill up the gap.

Some school SMT meet regularly to monitor curricular and school administrative issues but this is more pronounced on records with the SSS. Some LBS, BSC and UBS said they meet regularly but no evidences on records were shown. Furthermore, monitoring and supervision of teachers and students' work are found not to be as effective and regular as expected. These indicate that the lack of substantive holders of school leadership positions or incentives for the ones acting directly affect the performance of those in the respective positions.

### **4. Curriculum and Teaching Resources**

The majority of the schools visited in both Regions (5 & 6) have inadequate supply of core textbooks, teacher's guide, chalk and other related teaching and learning materials. The shortage of core textbooks in some schools in these regions was due to the poor quality of binding which results to the short life span of the textbooks. The pupil textbook ratio in some schools is 3:1 or even 4:1.

The textbook rental scheme in the Upper and BSC Schools is not as effective as it should be. The boys do not rent the books and in some cases supplies are inadequate. The picture is the same as in the other four regions. In addition, schools are without any teaching aids, and teachers do not prepare any either, as the basic materials to prepare them are lacking. Class registers in general are either inadequate or lacking in many schools.

### **5. Classrooms, Furniture and Toilet Facilities**

#### *Classrooms and Furniture*

Due to the low enrolment in some of the LBS, inadequacy of classrooms and furniture is not as acute as in the other regions. Most of the schools in the Regions have adequate classrooms and furniture. However some classes in some of the schools are overcrowded mostly due to inadequate furniture. There are cases of two classes housed in one.

Some UBS (Bansang and Dankunku) and SSS (Armitage) need extra classrooms and furniture to overcome the overcrowding. In Region 6 schools like Kanapeh, Sotuma Sireh and Misira Sereh have buildings that are conducive for learning. Inadequate classrooms in few of these schools results to increase in double shift in the schools. Double shift system in these two regions is ineffective because of the weather condition. Sometimes it is so hot that the classrooms become too hot and not conducive for learning. Generally, there is still the need for more classrooms for expansion and to decongest some of the schools mentioned above. There are schools where rehabilitation of existing structures is needed. These are either old classrooms or ones destroyed by storm. The Regional Office 6 reported some double shift classes introduced due to inadequate classes. It has been reported too that the pace at which

constructions are done is slow. In addition, lack of inspection of these constructions results in poor flooring and other faults.

#### *Toilet Facilities*

The situation of toilet facilities in most schools is fairly adequate taking into account the low enrolment rate of the school population in the regions. However despite the provision of permanent walls there are no shutters in some locally made toilets and there is no guarantee for the durability of such pit latrines. The sanitary conditions of the toilets are poor due to improper usage by children. In some schools toilets are not separated for girls and teachers. Armitage SSS, which is the only government boarding school in the country, lacks adequate toilet facilities. The sanitary conditions of the existing ones are poor.

### **6. Library Services, Resource Centres, Laboratories and Technical and Skill Training Facilities**

#### **Library Services**

Although Kudang UBS has an unfurnished library, each of the other 4 UBS seen in region 5 has a library like the 3 SSS but only 2 of the 6 LBS have a library and 1 of the 2 BCS. In region 6, both the 2 SSS visited have a library, 6 of the 7 LBS and 2 of the 3 BCS. The library services in the schools in both regions (5 & 6) need more support. Though Numuyel BCS and Sabi UBS have good collections of books, the books in the libraries are old and out dated and irrelevant to the national curriculum, only a few of them could be used as reference materials. No evidence was seen of teachers encouraging children to use the library resource as some of the libraries are housed in small rooms without reading facilities. Only a few schools like the SSS have better library facilities though comparatively they are not up to standard.

#### **Resource Centres**

None was found in the schools seen in region 5. Only 1 UBS has a resource centre in region 6 and it is adequately furnished. One is in the making at Sare Alpha. This shows that in total for both regions, from the 13 LBS, only 1 is making an attempt to have a resource centre.

#### **Laboratories**

One of the 5 UBS and 2 of 3 SSS have a lab in Region 5 and 1 of the 2 SSS in region 6 while none of its 3 UBS has one. The laboratories in the SSS are fairly equipped. Kaur SSS has 3 labs and Nasir Ahmadiya has 4. With the limited number of SSS in these regions, there is one in each region without a lab and this has serious implications for the WASSCE particularly for Nyakoi SSS. Due to the absence of labs teachers improvise materials for Science lessons.

#### **Technical and Skill Training Facilities**

The BSC, Upper Basic and SSS in the two regions have limited resources for the teaching of Woodwork, Metalwork, Technical Drawing and Home Economics including Armitage SSS. These facilities are not in any of the BCS and are in 3 UBS of the regions. St. Georges' UBS has well equipped facilities for metal work, wood work and home economics. Although Brikamaba has some of these facilities, they are not adequate.

**Water Supply:** Some schools have water problems. Either the supply is inadequate or there is none in extreme cases like Fass LBS in region 5. Water is fetched from the village and this affects the instructional hours.

## **7. Assessment, Supervision, Inspection and Standards**

The schools in regions 5 and 6 all have an agreed policy in principle on Assessment that forms an integral part of teaching and learning process. The senior teachers conduct the supervisory role in the school to monitor both the teachers and pupil's performance. Some schools used the continuous Assessment of students and staff appraisal system; whilst others use their own form of Assessment of teachers' performance. Some senior management teams just could not produce any record to show evidence of meetings, verified and signed records of work of teachers and other related items. Although there is evidence of teacher's records of work on preparation for effective teaching, some schools failed to do so. The SMT does not check teachers' records of work and children's work are not regularly and consistently marked.

**Regional Directorate & SQAD officers' visits:** Evidence had shown on records of the schools visited that SQAD officers and the Regional Directorate staff visit the schools irregularly due to limited resources on their fuel allocations. The Regional Offices 5 and 6 complained of grossly inadequate fuel allocation of two thousand five hundred dalasis per month for the office. This is too small for the monitoring and supervision required in order to give support to schools. The region 5 office complained of transport constraints too as well as power supply.

**Time Allocations:** Generally a few schools (of all the categories) do give much consideration to the required time allocations to subjects and shifts. Some schools do close early in the afternoon shift in the cool dry season when darkness falls quite early. However, the majority do not make attempts to recover the lost time. Both shifts do not have equal time allocations neither do subjects. Few schools do try to bridge the gap between the time difference of shifts on Fridays by giving the morning shift a shorter day and the other shift a longer day. The schools that conducted double shifts in regions 5 and 6 complained of low remuneration and work load. This could undermine commitment and hinders performance. Students complained of unfavourable condition to the learning environment during the hot season.

### **The achievement of pupils in external examinations**

Pupils' achievement in external examinations in the UBS is just on the average but there are a few with good results. Some of the Heads of schools were frank enough to report that their pupils' performance is not satisfactory and two others rated them poor. Achievements in the SSS are good and Nasir recorded 93% pass in the last WASSCE of June 2004.

### **School Drop outs**

*Region 5:* Although it is reducing from the figures given, some schools do still have substantial number of pupils dropping out of school for various reasons. Kataba Omar Ndow had already lost 12 pupils in the middle of the first term. For Fass LBS, early marriage is a menace. Teenage pregnancy accounts for the majority of drop outs and it is prominent in Bansang and Kudang while Brikamaba is also reported to have a good number of girls affected.

*Region 6:* Teenage pregnancy is not a problem but early marriage is the major cause of drop out. However, because teenage pregnancy is a rarity, it has serious effects on drop out when it occurs. For example in Sare Gubu LBS, a girl was withdrawn because her friend in Grade 7 was pregnant. Some parents' fear letting their girls go to Upper Basic schools outside their proximity, consequently they are withdrawn after Grade 6. Communities with Daras and Madrassas too play a role in this because children

are sometimes withdrawn and sent to those institutions, for example in Koba Kunda and Sare Alpha. A unique trend is found in some of the schools in this region. Boys drop out of school to travel abroad. This is prominent in Sabi UBS, Suduwol BCS, Sotoma Sire and Fatoto LBS. At Nasir SSS drop outs is related to poor performance. It is understood that the rule is pupils who cannot measure up academically are dropped.

### **Sense of belonging**

Evidence of pride exists amongst pupils regarding their respective schools. Pupils are found to be actively involved in school activities and extra curricular activities. Some of them were observer working on their school gardens and others were responsible of taking care of the school environment like in Fass, Mount Camel and Sare Alpha LBS.

Jarumeh Koto BCS has a prefect council and the prefects took pride in having the opportunity to participate in the running of the school.

### **Parent's involvement on their children's work:**

Terminal reports are sent to parents/guardians by the schools showing their children's performances in school but only few of them come to the school to monitor their children's progress of work thereafter.

Parent's involvement in their children's work is rate very low in all the two Regions visited. The main reasons advanced for this were poor communication between the school administration and the parent body / communities. Communities with Daras in particular are not very cooperative with schools located in those communities for example Fass, Kataba Omar Ndow, Koli Bantang and Foday Kunda. This is more apparent in the schools' development and the problems both the school administrations and staff grapple with. The need for greater linkages between communities and schools could alleviate some of the difficulties. The enrolments from the villages these school are located are found to be very low and the bulk of the enrolments come from the satellite villages. Nevertheless, where there are strong links the PTA and the communities are found to be very involved in the schools' activities for example, in Koli Bantang, the community was found at the school, fencing it with sticks.

**8. Teacher Motivation:** A number of factors affect teacher motivation in Regions 5 & 6. Some of these are the limited resources and facilities available, coupled with limited or no incentives, inadequate/lack of accommodation facilities, mobility for easy access to schools in remote areas and acting in position for long periods without conformation. Teachers are not given enough opportunities to do more professional development courses abroad and in country therefore teachers' level of commitment and performance to ensure quality and compliance in these regions are undermined. Teacher attrition rate is much higher in these two regions than in any other region.

### **Armitage Senior Secondary**

Armitage SSS lacks adequate infrastructure and adequate facilities for student's dormitories. The dormitories are of low standard and are overcrowded, which could be a health hazard. The toilets and the water supply in the dormitories for girls need to be improved. Student's meals are poor and inadequate due to the inadequate subvention, which cannot meet the requirement of the school.

The laboratories and skill training facilities lack adequate equipment for effective teaching. As the roll increases year by year more facilities need to be created for better living conditions and a conducive learning environment. The school lacks mobility to transport children to the Hospital in Bansang incase of emergency.



Armitage Senior Secondary -GeorgeTown

### **Julangel Skill Centre**

All SMT staff are acting. Of a staff of 11, only 1 is female and 5 are untrained. There is enough teaching and learning materials as well as classrooms and furniture. Since the largest class has 27 students, overcrowding does not occur. The school has a library, an automotive and carpentry workshops. Teachers do not prepare well enough to teach, not even the senior staff. Students' performance in external examinations is below average. It is noteworthy that the community has a horticultural garden for the school.

### **Summary of Findings**

1. Failure of teachers to report to their schools of postings in the Region; of the 70 qualified teachers posted to Region 6 at the beginning of the academic year only had 44 reported (at the time of the survey) resulting in a general teacher shortage particularly in Region 6.
2. Inadequate female teachers in Region5.
3. More unqualified teachers found in the Regions in comparison to other regions.

4. High rate of teachers on acting positions for long periods without confirmation. A lot of holders of senior positions in the schools in Regions 5 & 6 are acting due.
5. High rate of Non-Gambian teachers in the SSS.
6. Acute shortage of core textbooks in schools in the region due to the short life span of books caused by poor binding. Pupil textbook ratio in some schools is 3:1 or 4:1.
7. High cost of books in the SSS.
8. Late arrival of Schools Registers and textbooks to schools.
9. Lack of adequate teaching/learning materials.
10. Long serving ancillary staff, particularly care takers not appointed.
11. No care taker for Fass LBS and pupils and teachers do the cleaning
12. Contribution to the Social Security provident fund for ancillary staff by schools not regularized.
13. Inadequate classrooms in some schools. Structures in **Kanapeh, Sotuma Sireh, Misira Sereh** in Region 6 are sub standard
14. Inadequate toilet facilities in some schools in the Regions and some of them are not separated as required
15. Inadequate toilet facilities for Armitage SSS and the improper use of these toilets by pupils.
16. Overcrowding of female students in their dormitories at Armitage SSS.
17. Poor quality of food for students in Armitage School.
18. Inadequate subventions for Armitage School.
19. No effective library services in the schools.
20. All libraries found are full of old and outdated books irrelevant to the school curriculum.
21. No Resource Centres in all the schools visited in Region 5 schools and only 1 in region 6.
22. Few Science laboratories in which are inadequately equipped.
23. Upper Basic, BSC and SSS in the two Regions have few technical and skills facilities. Schools with these facilities have limited or no resources and qualified trained personnel. Indeed some technical subjects are not taught due to lack of facilities or personnel.
24. Teachers and children are not assessed regularly in some of the schools. There is little evidence of teacher preparation due to ineffective monitoring and supervision.
25. Poor communication between the schools and parents in some communities resulting in limited involvement of parents in their children's work or school activities.
26. Little evidence of meetings of Senior Management Team on school administrative issues.
27. Irregular visit of SQAD and education officers to schools due to inadequate fuel allocations to the Regional Directorate.
28. No effective monitoring mechanism in place at the Regional Directorates.
29. Lack of accommodation for teachers in the school and the communities. Unqualified teachers in Banni LBS, for instance, complained the insufficiency of house rent allowance. They receive D60.00 as house rent allowance while they pay D75.00 in the village.
30. Lack of communication linkages for schools in remote areas.
31. Poor and low rate of contractual works in schools e.g. the roof of a Vice principal's quarters has been blown off more than 2 years and still not mended.
32. Complaints of low incentives for teachers on double shift, the 50% is not attractive anymore.
33. Inadequate or no water supply and electricity many some schools. Solar systems in schools not functional.
34. Communities with Madrassas or Daras affect school enrolment and drop out rate, e.g. low enrolment in some schools like Kataba Omar Ndow, Sare Gubu and Koli Bantang.

35. Teachers that request for transfer are denied by the authorities even after serving in a school for 3 years in some cases.
36. Food supplies dropped at convenient locations and schools are required to make arrangements for collections. For example the Regional Office drops supplies for Sare Gubu at Diabugu.
37. Lack of proper kitchens.
38. Fassi villagers refuse to enrol their children in the school and enrolments are got from other satellite villages. In the same vein, teachers are refused accommodation. Consequently, some of the teachers have to use old classrooms in the school.
39. Lack of ECD centres in some areas and therefore Grade 1 pupils find it difficult to write.
40. Access to SSS schools in region 5; parents find it difficult to have guardians for their children hence some of the students trek long distances to go to school.
41. School funds and fees not paid regularly due to poverty.
42. Poor communication and mobility facilities.
43. Due to the remoteness of some schools, teachers find it difficult to go back home within the term or send money home to their families.
44. Late payment of salaries and the centralised nature of payments within the regions that requires some teachers to travel is both expensive and at times for teachers.
45. No Board at Nyakoi SSS but a school committee. The school is not recognised by WAEC as an examination centre as a result there is a high demand for transfers amongst students.
46. Lack of proper handing over of schools from one Head teacher to the other consequently, new Heads do not have records to refer to when necessary.

### **Good Practices and initiatives**

- ❖ Salaries paid on time in subvented schools despite the location of the schools and almost all members of their SMT are substantive holders of their respective positions.
- ❖ A standby generator at St. George's UB to ensure uninterrupted electric supply.
- ❖ Regular social security contribution for ancillary staff in the above school.
- ❖ Soft loans made available to teachers in some schools.
- ❖ Nasir Ahmadiya SSS Board approval of a 10% salary increment was motivating to teachers.
- ❖ PTA actively involved in school activities
- ❖ Responsibility allowances paid to SMT.
- ❖ Each of the satellite villages for Jimbala BCS schools has a garden for the school. The produce are brought to the school for sale to supplement the needs in the kitchen. In addition, parents help in the school orchard.
- ❖ Some schools have well kept records and key information is sometimes put on the wall of the principal's office for visitors to see.
- ❖ A village horticultural garden for Julangel Skill Centre.
- ❖ The cashew farm in Koli Kunda LBS where the community was found fencing the school.
- ❖ Nyakoi SSS is clean, well kept, beautified and fenced.

## General Conclusions

Regions 5 and 6 lack adequate staff. The situation is worst compared to other regions. Most senior position holders are in acting capacities, with one or no substantive holder of a position. These regions have the highest number of untrained teachers and the lowest numbers of female teachers in the country and in some instances, untrained teachers outnumber the trained ones in some schools.

Comparatively, schools in region 1 and most of those in 2 are better off regarding teacher supply and number of train teachers. As a result, the schools are functioning more effectively than in other region, although there are a few gaps that need to be addressed.

Communication and mobility are inaccessible due to the remote locations of some schools, while accommodation is the biggest problem for teachers in some areas.

Teaching and learning materials are inadequate like in other regions. A number of schools are without libraries, resource centres and technical and skills subject facilities. Some subjects are not taught either due to lack of facilities or trained staff or both.

Although there is less overcrowding due to low enrolment rates, there is still need for more classrooms, furniture and toilets. Daras do affect enrolments in some communities. Early marriage is a cause for concern for both regions particularly region 6 and boys are being withdrawn from schools to travel abroad. Enrolment of girls has improved though it is still less than boys in the rural regions.

Irregular or no social security contributions for ancillary staff is a concern in some schools.

Teacher motivation and moral is low in the profession and the conditions of many in the rural regions leaves much to be desired, for example the late and centralised payment of salaries, unconfirmed acting responsibilities that are neither recognized nor compensated for long periods.

The Gambia College lacks adequate human and material recourses required for it to be effectively. The toilet facilities are in a deplorable state. Being the only college and teacher training institution in particular, much needs to be done to improve its whole set up because it is apparent from the findings above that there are a lot of gaps that require urgent action.

The University of The Gambia and the GTTI are equally faced with dire financial constraints. The arrears owed by Government to the university should be settled without delay. Meanwhile, these institutions must begin to seriously explore other sustainable sources of revenue generation rather than relying heavily on government subventions.

Generally the visit was found to be worth while and an eye opener for the team. The entire team, especially the Education Select Committee members, is convinced that there is need for greater involvement of the legislature in the provision of quality education as envisaged in both the MDGs and EFA goals.

## GENERAL RECOMMENDATIONS

The following are highly recommended to ensure effective and efficient educational service delivery:

- a) That the Gambia College redoubles its efforts to increase trained teachers thus ensuring adequate and consistent supply of qualified teachers in schools especially in regions 5 and 6.
- b) That incentive packages, monetary or otherwise, including the construction of staff quarters are created especially for teachers serving in remote areas of the country.
- c) That teacher's emoluments are paid promptly especially newly qualified teachers from college.
- d) That teachers promoted to substantive positions must be prepared to take up their positions in the various schools rather than being allowed to remain in schools in the urban area.
- e) That double shift classes be taught by separate teachers to ensure effectiveness.
- f) That teachers in acting positions must be paid allowances in accordance with the General Orders.
- g) That caretakers and watchmen in all schools must be appointed and paid salaries.
- h) That Area Councils should assist in the fencing of schools within their jurisdiction to ensure security.
- i) That '*Lumo*'<sup>2</sup> that are operated near schools should be relocated.
- j) That textbooks-especially for the core subjects, are made available by DOSE to all schools.
- k) That school furniture should be provided especially for schools in regions 5 and 6.
- l) That school furniture where it is provided must never leave the school premises for whatever reason.
- m) That the salaries of unqualified teachers be reviewed upwards as soon as is practically possible.
- n) That relevant NGO's be encouraged to supplement the efforts of Government (DOSE) in the construction of proper and adequate toilets for all schools. FIOH must be commended here for what they are doing in the construction of classrooms and toilets and also the provision of furniture.
- o) That all SSS be provided with well equipped science laboratories.
- p) That all technical workshops in UBS be sufficiently equipped and made operational as soon as possible.
- q) That adequate land is provided for each school by the local authorities to establish school farms.
- r) That the fuel vote at the Regional Office be increased reasonably to ensure the effectiveness and regular supervision of schools.
- s) That PTA members be adequately trained and sensitized on their Terms of Reference.
- t) That regular in-service training for teachers is strengthened to ensure staff development.
- u) That a teaching Service Commission be established soonest to look into teachers' welfare.
- v) That a university campus with basic facilities be built to create a conducive environment.
- w) That the compensation package forwarded by the University Council be responded to urgently by Government in a bid to create an enabling environment to attract the much needed qualified personnel.
- x) That the determination of the budgetary allocation to the university be more participatory and should involve the University.
- y) That Government provides soft loan schemes to GTTI to enable them meet their basic operational needs.
- z) That GTTI Act be reviewed urgently.

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<sup>2</sup> Weekly market

aa) That Government and indeed all public institutions patronize the Foundry at GTTI.

## Annex one

### Phase 1- Schools Visited in Regions 3 and 4.

No	Name of School	Level	Region
1.	Ndungu Kebbeh	BSC	North Bank / Region 3
2.	Saint Michael (Njogone)	BSC	North Bank / Region 3
3.	Kerr Pateh	BSC	North Bank / Region 3
4.	Illiyassa	BSC	North Bank / Region 3
5.	Berending	BSC	North Bank / Region 3
6.	Ngayen Sanjal	Upper Basic	North Bank / Region 3
7.	Essau	Senior Secondary	North Bank / Region 3
8.	Kuntaya	Senior Secondary	North Bank / Region 3
9.	Njaba Kunda	Senior Secondary	North Bank / Region 3
10.	Maka Balla Manneh	Lower Basic	North Bank / Region 3
11.	Ballingo	Lower Basic	North Bank / Region 3
12.	Njaba Kunda	Lower Basic	North Bank / Region 3
13.	Prince	Lower Basic	North Bank / Region 3
14.	Kerewan	Lower Basic	North Bank / Region 3
15.	Kinteh Kunda	Lower Basic	North Bank / Region 3
16.	Challa	Lower Basic	North Bank / Region 3
17.	Bambali	Lower Basic	North Bank / Region 3
18.	Sinchu Njabo	Upper Basic	North Bank / Region 3
19.	Niorro Jataba	BSC	Lower River Division / Region 4
20.	Kaiaf	BSC	Lower River Division / Region 4
21.	Tahir	Senior Secondary	Lower River Division / Region 4
22.	Kwinella	Upper Basic	Lower River Division / Region 4
23.	Bureng	Lower Basic	Lower River Division / Region 4
24.	Sita Huma	Lower Basic	Lower River Division / Region 4
25.	Manduar	Lower Basic	Lower River Division / Region 4
26.	Jouli	Lower Basic	Lower River Division / Region 4
27.	Dumbuto	Lower Basic	Lower River Division / Region 4
28.	Soma	Lower Basic	Lower River Division / Region 4
29.	Pakalinding	Lower Basic	Lower River Division / Region 4
30.	Jirrof	Lower Basic	Lower River Division / Region 4

## Annex 2

### Phase2- Schools Visited in Regions 1 and 2

No.	Name of School	Category	Region
1.	Kampassa	Lower Basic	Western Division / Region 2
2.	Sibanor	Lower Basic	Western Division / Region 2
3.	St Edwards	Lower Basic	Western Division / Region 2
4.	Ndemban	Lower Basic	Western Division / Region 2
5.	Kembujeh	Lower Basic	Western Division / Region 2
6.	Kassa Kunda	Lower Basic	Western Division / Region 2
7.	Mduar	Lower Basic	Western Division / Region 2
8.	Basori	Lower Basic	Western Division / Region 2
9.	Lamin Daranka	Lower Basic	Western Division / Region 2
10.	Sinchu Ballia	Lower Basic	Western Division / Region 2
11.	Bondali	Basic Cycle School	Western Division / Region 2
12.	St. Francis	Basic Cycle School	Western Division / Region 2
13.	Tujereng	Upper Basic	Western Division / Region 2
14.	Brikama	Upper Basic	Western Division / Region 2
15.	Kunta Kinteh	Upper Basic	Western Division / Region 2
16.	Kabafita	Upper Basic	Western Division / Region 2
17.	Rose Kally	Senior Secondary	Western Division / Region 2
18.	Serekunda	Lower Basic	Greater Banjul / Region 1
19.	St. Charles Lwanga	Lower Basic	Greater Banjul / Region 1
20.	Tallinding	Lower Basic	Greater Banjul / Region 1
21.	Mohammedan	Lower Basic	Greater Banjul / Region 1
22.	Wesley	Lower Basic	Greater Banjul / Region 1
23.	Half Die	Lower Basic	Greater Banjul / Region 1
24.	Latri Kunda Yirinyanya	Lower Basic	Greater Banjul / Region 1
25.	Bakoteh proper	Lower Basic	Greater Banjul / Region 1
26.	Bakoteh Annex	Lower Basic	Greater Banjul / Region 1
27.	Bundung	Lower Basic	Greater Banjul / Region 1
28.	Muslim	Senior Secondary	Greater Banjul / Region 1
29.	Sheikh Mass Kah	Senior Secondary	Greater Banjul / Region 1
30.	Pipe Line Comprehensive	Senior Secondary	Greater Banjul / Region 1
31.	Nusrat	Senior Secondary	Greater Banjul / Region 1

### Annex 3

#### Phase3- Schools Visited in Regions 5 & 6

No	Name of School	Category	Region
1.	Fass	Lower Basic	Region 5 / Central River Division
2.	Kata Omar Ndow	Lower Basic	Region 5 / Central River Division
3.	Banni	Lower Basic	Region 5 / Central River Division
4.	Galleh Manda	Lower Basic	Region 5 / Central River Division
5.	Mount Camel	Lower Basic	Region 5 / Central River Division
6.	Daru	Lower Basic	Region 5 / Central River Division
7.	Jimbala	Basic Cycle School	Region 5 / Central River Division
8.	Dankuku	Basic Cycle School	Region 5 / Central River Division
9.	Jarumeh Koto	Basic Cycle School	Region 5 / Central River Division
10.	Panchang	Upper Basic	Region 5 / Central River Division
11.	Kudang	Upper Basic	Region 5 / Central River Division
12.	Kuntaur	Upper Basic	Region 5 / Central River Division
13.	Bansang	Upper basic	Region 5 / Central River Division
14.	Brikamaba	Senior Secondary	Region 5 / Central River Division
15.	Armitage	Senior Secondary	Region 5 / Central River Division
16.	Kaur	Senior Secondary	Region 5 / Central River Division
17.	Koli Bantang	Lower Basic	Region 6 / Upper Basic Division
18.	Sare Gubu	Lower Basic	Region 6 / Upper Basic Division
19.	Hella Kunda	Lower Basic	Region 6 / Upper Basic Division
20.	Koba Kunda	Lower Basic	Region 6 / Upper Basic Division
21.	Fatoto	Lower Basic	Region 6 / Upper Basic Division
22.	Sare Alpha	Lower Basic	Region 6 / Upper Basic Division
23.	Sotuma Sarre	Lower Basic	Region 6 / Upper Basic Division
24.	Foday Kunda	Basic Cycle School	Region 6 / Upper Basic Division
25.	Numuyel	Basic Cycle School	Region 6 / Upper Basic Division
26.	Suduwol	Basic Cycle School	Region 6 / Upper Basic Division
27.	Bakadaji	Upper Basic	Region 6 / Upper Basic Division
28.	St. George's	Upper Basic	Region 6 / Upper Basic Division
29.	Sabi	Upper Basic	Region 6 / Upper Basic Division
30.	Nyakoi	Senior Secondary	Region 6 / Upper Basic Division
31.	Nahsirr	Senior Secondary	Region 6 / Upper Basic Division
32.	Julangel	Skills Centre	Region 6 / Upper Basic Division

**Annex 4**  
**INDICATORS MATRIX**  
**FOR EDUCATION SERVICE DELIVERY SURVEY**  
 CONDUCTED BY SELECT COMMITTEE OF NATIONAL ASSEMBLY MEMBERS

REGION-----

Division-----

School/Institution-----

Date-----

Indicator Type	Availability (Yes/No)	Quantity (Nos.)	Remarks
<b>1. Input Indicators</b>			
<ul style="list-style-type: none"> <li>• What the number of teachers and number of pupils/students per school?</li> <li>• Are there enough teachers ?('Teachers with Chalk' or Classroom and Subject teachers)</li> </ul>			
<ul style="list-style-type: none"> <li>• Number of trained teachers. Do they form the majority?</li> </ul>			
<ul style="list-style-type: none"> <li>• How many in-service courses have been attended by the teachers during the last academic year?</li> </ul>			
<ul style="list-style-type: none"> <li>• School leadership: Does the school have a substantive head, deputy and senior staff teachers?</li> </ul>			
<ul style="list-style-type: none"> <li>• <i>Adequacy of text books:</i> Does each child have a set of core text books or not? If so how many and for what subjects?</li> </ul>			
<ul style="list-style-type: none"> <li>• Does the school have adequate chalk, teachers guide and related materials?</li> </ul>			
<ul style="list-style-type: none"> <li>• How many subordinate staff- does the school have (care takers/watchmen).Are they paid?</li> </ul>			
<ul style="list-style-type: none"> <li>• Toilet Facilities: How many toilet facilities are present for boys and girls based on requirements of the Laws of Gambia?</li> <li>• What are their conditions?</li> <li>• Classrooms and Furniture: How many permanent &amp; temporary classrooms are their.</li> <li>• Is the furniture adequate for pupils/students?</li> <li>• Does Overcrowding occur in</li> </ul>			

classrooms?			
<ul style="list-style-type: none"> <li>Is (are) there a Library/Resource Center(s)/laboratories/Workshops (woodwork/metalwork)?</li> </ul>			
<b>2. Process Indicators</b>			
<ul style="list-style-type: none"> <li>Policy on Assessment: Does the school have an agreed policy on assessment?</li> </ul>			
<ul style="list-style-type: none"> <li>Does the Assessment form an integral part of teaching &amp; learning?</li> </ul>			
<ul style="list-style-type: none"> <li>Marking pupils work: Is there a policy on marking?</li> </ul>			
<ul style="list-style-type: none"> <li>Are pupils/Students work regularly &amp; consistently marked?</li> </ul>			
<ul style="list-style-type: none"> <li>Are parents involved in the children's work?</li> </ul>			
<ul style="list-style-type: none"> <li>Is enough time allocated to subjects and shifts?</li> </ul>			
<ul style="list-style-type: none"> <li>Is there any evidence of lessons notes, records of work etc?</li> </ul>			
<ul style="list-style-type: none"> <li>Does the school/institution give a feedback to parents on the children's academic performance?</li> </ul>			
<ul style="list-style-type: none"> <li>Does the schools/institutions senior management team meet regularly to monitor curricular &amp; Administrative Issues?</li> </ul>			
<ul style="list-style-type: none"> <li>Does the school/institution have solid links with the community?</li> </ul>			
<ul style="list-style-type: none"> <li>Are parents given an opportunity to discuss their children's progress, their children's curricular experiences, and the enrichment of their children in the wider community?</li> </ul>			
<ul style="list-style-type: none"> <li>Does the school/Institution get (frequent) professional support visits from SQAD and Regional Education Offices?</li> </ul>			
<b>3. Output/Outcome Indicators</b>			
<ul style="list-style-type: none"> <li>Is the achievement of Pupils/Student in external exams high or low?</li> </ul>			
<ul style="list-style-type: none"> <li>Is there a good relation between teachers and pupils/students <i>in</i> and <i>out</i> of the school/institution?</li> </ul>			
<ul style="list-style-type: none"> <li>Are the schools institutions staffs motivated?</li> </ul>			

<ul style="list-style-type: none"> <li>Do they have a sense of loyalty to the school/institution and its goals?</li> </ul>			
<ul style="list-style-type: none"> <li>Do the pupils/Student show a strong sense of belonging to the school community</li> <li>Are they proud of their school in relation to other schools? If not, then why?</li> </ul>			
<ul style="list-style-type: none"> <li>How many pupils/Students are dropping out of the school-by gender (male/female)?</li> <li>What are the reasons for their dropping out?</li> <li>Does the School/Institution have a PTA? How often do they meet?</li> </ul>			

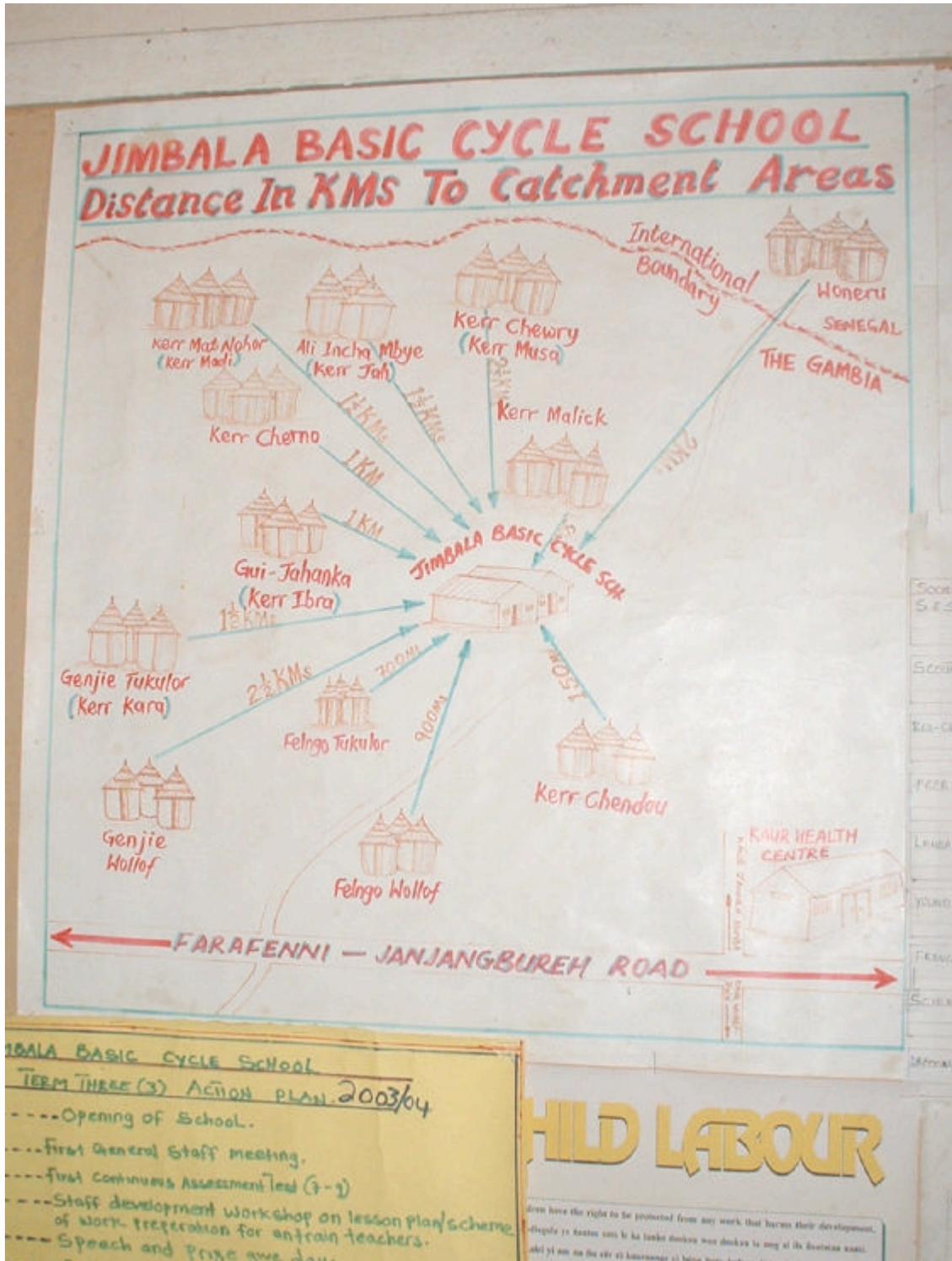
**Concluding notes:**-----  
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Signed-----

**NAM's Full Names:**

ANNEX 5

A GOOD EXAMPLE OF A SCHOOL THAT HAS MAPPED OUT ITS CATCHMENT AREAS



JIMBALA BASIC CYCLE SCHOOL  
TERM THREE (3) ACTION PLAN 2003/04

- ... Opening of School.
- ... First General Staff meeting.
- ... First Continuous Assessment Test (7-9)
- ... Staff development workshop on lesson plan/scheme of work preparation for entrain teachers.
- ... Speech and Prize give day.

**CHILD LABOUR**

Children have the right to be protected from any work that hinders their development.

**ANNEX 6**  
**LIST OF PARTICIPANTS IN THE EDUCATION SERVICE DELIVERY SURVEY**

**NATIONAL ASSEMBLY MEMBERS**

1. Hon. Sulayman Joof – Education Select Committee Chairman
2. Hon. Fabakary T. Jatta
3. Hon. Nyima S Bojang
4. Hon. Churchil F Baldeh
5. Hon. Borrie LSB Kolley
6. Hon. Belinda Bidwel
7. Hon. Sidia Jatta
8. Hon. Kebba Nget
9. Hon. Dawada Bah
10. Hon. Momodou S. Tourey
11. Hon. Kebba A. Touray
12. Hon. Ebrima Jonko Sagima

**ASSEMBLY MEMBERS CO-OPTED FOR THE EXERCISE**

1. Hon. Kalifa Jammeh
2. Hon. Abdoulie Jallow
3. Hon. Musa Badgie
4. Hon. Adama Cham
5. Hon. Kebba Lang Kamara
6. Hon. Mam M Seika
7. Hon. Demba Dem

**EFA NETWORK**

1. Ms. Mariama Chow
2. Mr. Momodou Saho

**GRTS CAMERA CREW**

1. Mr. Dudu Sameh
2. Ms. Fatoumata Kujabi

**Pro-PAG**

1. Mr. Elijah Agnew Mbwavi