



# ***Country Perspective*** ***The Gambia***

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# Government Interventions

The interventions of government in the face of the Pandemic were;

1. **Created multi-sectorial and partnership** approaches to responding to the situation.  
Ministry of Health
  - a) Ministry of Finance
  - b) The Teachers Union
  - c) UNICEF
  - d) UNESCO
  - e) Cabinet
  - f) National Assembly
  - g) MRC-HOLLAND etc.
2. **Commissioned distance learning** through radio and television stations
  - a) Teachers delivered the lessons
  - b) Volunteers provided technical support in recording the lessons
3. **Engaging school administrations** (Conferences of heads of school) in decision marking
4. **Provision of Personal Protective Equipment (PPE)** and, sanitary and hand washing equipment and temperature testing machines to schools

# Government Interventions

5. **Radio and television sensitization** about the pandemic and efforts of the education sector
  - a) Nationwide Television
  - b) On-line Televisions
6. **Development of Safe School Protocols** to ensure safe learning in schools
  - a) **Involved a cross-section of operational and**
  - b) **Regional Education Directorate personnel**
7. Successful **conduct of terminal examinations** to facilitate enrolment, promotion and transition
  - a) The Gambia Basic Education Certificate Examination (GABECE) to allow transition to Senior Secondary School
  - b) The West African Secondary School Certificate Examination (WASSCE)
  - c) Support to private schools with functional problems to sit to the examination

# Efforts towards the Reopening of Schools

After the successful conduct of terminal examination there is the common call for re-opening of schools. The Ministry is

1. Engaging the national and international partners in Education for technical, fiscal and material support
2. Engaging and preparing grassroots operatives
  - a) Empowering the Regional Office in sensitization and preparation for the implementation of safe-school
    - a) 134 Cluster Monitors and Itinerant teachers prepared as trainers
    - b) 24 Regional Education Officers prepared as coordinators
    - c) 210 Regional Technical Assistant Committee (TAC) members comprising health, Red Cross, community development, environment etc. sensitized
  - b) Community-school operative engagement
    - a) 4,172 teachers, student representatives, Mothers' Club representatives, School Management Committee representatives, school administrators and community influencers were sensitized and/or trained
    - b) Trained on safe-school protocols, roles of stakeholders and implementation strategies for curriculum delivery
    - c) Simulation of school capacities to implement safe-school and effective learning considerint learner numbers in relation to classrooms and teachers

# Efforts towards the Reopening of Schools

3. Teacher supported in providing on-line lessons to their students
4. Preparing teachers to manage the implementation of safe-school protocols and effective learning, particularly schools that will engaged in mixed methods of physical and virtual teaching to recover the lost curricular
5. To supply teachers and students digital curriculum in ST Cards for mobile phones

# Challenges

There are excessive efforts to reopen school and the

1. Magnitude of learner numbers, considering the new normal
2. Perception of people, particularly those in the provinces
3. The demand for classrooms and teachers
4. Provision and sustainability of supply of PPEs
5. Mass engagement in curriculum recovery and its strain on teachers and learners
6. Need for intensive monitoring by teachers, school administrators, community-based players in education, the Cluster Monitors and the Regional Education Directorates to ensure safe-school and effective learning take place
7. The physio-social effect of stretched workload on all players



***Thanks for your attention***