

## SUPPORT PLAN FOR WORK OF VOLUNTEERS IN SCHOOLS AND WITH TEACHERS IN THE GAMBIA 2020-2021

This plan describes ways in which volunteers can help this project to develop their aims and goals.

Comments are based on the work of volunteers in the period up to December 2019, and are derived from questionnaires completed by the projects and reports written by the volunteers. New aims and actions, if any, are shown in green and these have either been identified from requests made by the projects or have arisen from the work done by volunteers. Any completed aims or actions are shown in blue.

AIMS	ACTIONS AND COMMENTS
<p>1. To help the teachers to plan lessons based around a variety of child-centred activities</p>	<ul style="list-style-type: none"> <li>• Volunteers have demonstrated different methods and techniques to provide variety and give the teachers ideas for new approaches to learning (e.g. stories, games, songs, art and craft work). One volunteer emphasised that the idea that a child learns through play was a bigger learning curve for the teacher than the children. Future volunteers could continue this approach and extend it to further classes and schools. <b>A recent volunteer demonstrated ways of working with slow learners to improve their focus and ability to learn. Another worked as a teaching assistant to provide slow learners with one-to-one help.</b></li> <li>• Volunteers have begun to help with classroom management techniques, showing the teachers how to manage a variety of simultaneous activities within the classroom. One volunteer provided furniture for the nursery classroom in the school where she worked to facilitate the organisation of different activities.</li> <li>• Volunteers have worked with some teachers to implement the idea of free play, and this would be a priority for future volunteers. One recent volunteer focused on outdoor play, providing materials for sand and water play, which was very popular with the children. <b>An experienced nursery teacher</b></li> </ul>

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	<p>based her whole placement around the development of outdoor play, helping to develop the outside area to demonstrate a wide range of strategies to encourage imaginative play.</p> <ul style="list-style-type: none"> <li>• Volunteers could help the teachers to produce more focused lesson plans which make better use of time.</li> <li>• Volunteers could help to ensure that every day has at least one learning objective and that both children and teachers know that this has been achieved.</li> </ul>
<p>2. To help the schools to develop their thematic approach so that they cover effectively all learning areas/subjects</p>	<ul style="list-style-type: none"> <li>• Volunteers with appropriate knowledge could focus on particular learning areas or subjects e.g. numeracy, science, and work with the teachers to develop new ways of teaching this subject. Volunteers so far have covered work in different subjects, especially maths, but the thematic approach is relatively new and future volunteers could help teachers to implement this successfully.</li> <li>• Volunteers could work with the teachers to further develop their method of theme-webbing so that a greater variety of ways is shown in which the different learning areas can be covered.</li> </ul>
<p>3. To help to train the teachers in early reading including Jolly Phonics</p>	<ul style="list-style-type: none"> <li>• Volunteers with appropriate knowledge and experience have worked with the teachers in some schools to develop this approach to learning, explaining the reasoning behind this method of language learning and it is in use in both schools where volunteers are likely to complete their placements. Some limited training has also been provided within the Gambia. Future volunteers could continue to implement this method.</li> <li>• Some volunteers have brought some Jolly Phonics resources but these are not available in the majority of schools so will be unfamiliar to most teachers attending workshops. Volunteers could teach the children and the teachers where necessary the Jolly Phonics songs so that they can implement this method of teaching even without CDs, books and posters.</li> <li>• Volunteers with appropriate experience could support the teachers in the use of other methods of teaching early reading, such as word recognition.</li> </ul>

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<p>4. To help the teachers find or make teaching and learning aids to supplement the children's learning</p>	<ul style="list-style-type: none"><li>• Volunteers have begun to work with the teachers to identify areas of their teaching where they would benefit from having teaching aids. A recent addition to the curriculum is the requirement for all schools to have a garden so teaching aids linked to this would be particularly relevant.</li><li>• Volunteers have helped the teachers to think of ways these resources could be made from local materials (e.g. bottle tops, shells from the beach, local fruits), and helped to produce them. Future volunteers should continue to help the teachers supplement their resources for learning. For example, one volunteer showed how painting numbers onto plastic balls immediately turned them from toys into fun learning aids. Designing and making teaching and learning aids is a key priority for future volunteer placements.</li><li>• One volunteer showed teachers how to make their own playdough using flour and water and showed them how to use this to encourage fun ways of learning for the children.</li><li>• Volunteers could help to find ways of converting internationally available books and resources into a form more applicable to The Gambia – for example producing flashcards for 'The Very Hungry Caterpillar' to show foods eaten in The Gambia.</li><li>• Volunteers could help the teachers to find ways of storing these materials safely so that they can be used again in the future, and encourage teachers to use them regularly. One volunteer has helped several schools to organise their Dream Corners and distribute the resources effectively to different classes.</li></ul>
<p>5. To work with Lisong to develop training materials for workshops and to help run them</p>	<ul style="list-style-type: none"><li>• Volunteers could help to produce training materials to address needs identified by the teachers in the schools and needs identified by Lisong in her work with the teachers (e.g. hands-on teaching techniques, classroom management techniques, development of teaching aids, special educational needs, development of creative arts). One volunteer helped to prepare and run a day's course on the 'greenie project'. Another ran workshops for the teachers at her school on using stories for literacy, phonic work and numeracy.</li></ul>

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	<ul style="list-style-type: none"><li>• One volunteer ran a training session on child protection and behaviour management, based on areas in which parents had requested support.</li><li>• A volunteer ran a workshop on learning through play – this involved many active learning opportunities for the teachers which they thoroughly enjoyed.</li><li>• A volunteer could run a workshop on computer skills</li><li>• Volunteers could run workshops in areas in which they have expertise e.g. active learning techniques</li><li>• Volunteers could help to run a workshop with heads and deputies to help them decide on areas where they would like further training e.g. leadership skills, education management</li><li>• Volunteers could help train teachers in the use of IT including the use of IT to create teaching aids and accessing useful teaching materials through the Internet.</li></ul>
6. To work with the house heads and volunteer gardener to develop, plan and manage the garden	<ul style="list-style-type: none"><li>• The garden was started from scratch in February 2019 – a volunteer worked with the school to prepare and plan the garden – she worked with children and staff and volunteers to identify the best design for the garden and an initial crop rotation plan, using local resources and methods, with particular emphasis on fun and learning for the children.</li><li>• Volunteers could work with the house heads and the volunteer gardener to sow and plant appropriate vegetables and fruits in rotation for harvesting throughout the year, to maintain the children's interest.</li><li>• Volunteers with practical building skills could help improve the built environment of the garden</li><li>• Volunteers could help design and implement a syllabus that would create cross curricular learning between the children's hands-on gardening and the classroom</li></ul>

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	<ul style="list-style-type: none"> <li>• Volunteers could build on work already done by the first volunteer to identify indigenous plants and appropriate horticultural methods to ensure the garden is sustainable and appropriate for The Gambia</li> </ul>
<p>7. To help with long-term strategic planning</p>	<ul style="list-style-type: none"> <li>• Volunteers could help with strategic planning, including costings, to expand Mary's Little Lamb Nursery (currently run by Lisong as a model nursery) so that it can also take grade school (primary) pupils. This aim has been achieved, but strategic planning is still needed to help the school plan for future expansion and to deal with the implications of success and good reputation, which means there will always be greater demand for places than can be offered.</li> <li>• Volunteers could help Lisong with long-term plans to formalise her teacher training programme, meeting the requirements of the national Education Policy for 2015-2030 which enables private institutions to deliver teacher training courses.</li> </ul>
<p>8. To build the managerial and organisational capacity of Futures Foundation</p>	<ul style="list-style-type: none"> <li>• Volunteers could share education management techniques</li> <li>• Volunteers could share IT, graphics and web design skills</li> <li>• Volunteers could share Human Resource management skills</li> <li>• Volunteers could share book keeping skills</li> <li>• Volunteers could share report writing and funding application skills</li> <li>• One volunteer with experience in social work helped the school devise a questionnaire for parents to assess their parenting needs. With the school's operational manager she visited families to deliver the assessments, and this will form the basis for a database to be used to help identify families most deserving of sponsorship.</li> </ul>