

# THE 2020 CURRICULUM NEEDS ASSESSMENT REPORT



**The 2020 Curriculum Needs Assessment Survey  
Research and Development Directorate  
National Accreditation and Quality Assurance Authority (NAQAA)**

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## Definition of key study concepts

**Accreditation:** means the process of according formal recognition to an education and/or training institution by the Authority for meeting satisfactory standards in performance, integrity and quality in relation to the programmes offered by the institution.

**Curriculum** is defined as the totality of the experiences learners undergo as a result of the provisions made in terms of content, teaching and learning material development, pedagogical approach, assessment, institutional orientation and organization, and teaching and learning environment in a programme of study.

**Criterion Referenced Assessment:** This assessment measures student's performance against an external goal, specific objective or standard.

**Diagnostic Assessment** is assessment used to identify learner's strengths, weaknesses, knowledge and skills prior to instruction

**Formative Assessment** is assessment designed to support and inform educators and learners to ensure continuing progress towards the outcomes, unit standards and skills programmes or qualifications targeted.

**Norm Referenced Assessment:** Is a standardized assessment that compare student's performance to that of a norming or sample group who are in the same cohort.

**Summative Assessment** is assessment used to make a judgement about learner achievements. This is carried out when a learner is ready to be assessed, usually at the end of a programme.

**Tertiary Education Institution:** means a post-secondary institution offering professional, vocational and/or technical education training programmes from Certificate to Higher National Diploma levels.

**Higher Education Institution:** includes a university, college, or institute offering degree and non-degree programme of an academic or professional nature.

**TVET:** means programmes geared towards skills acquisition in vocational and or technical training

**Programme:** means any arrangement of courses that is structured or designed to achieve a learning outcome leading to an award of a tertiary qualification or a higher education qualification.

## List of abbreviations/acronyms

|         |                                                                  |
|---------|------------------------------------------------------------------|
| CBO     | Community Based Organization                                     |
| CSR     | Country Status Report                                            |
| GBoS    | Gambia Bureau of Statistics                                      |
| GDP     | Gross Domestic Product                                           |
| GSQF    | Gambia Skills Qualifications Framework                           |
| HDI     | Human Development Indicator                                      |
| HEI     | Higher Education Institution                                     |
| KOICA   | Korea International Cooperation Agency                           |
| LGA     | Local Government Area                                            |
| MoBSE   | Ministry of Basic and Secondary Education                        |
| MoHERST | Ministry of Higher Education, Research, Science and Technology   |
| NAQAA   | National Accreditation and Quality Assurance Authority           |
| NDP     | National Development Plan                                        |
| NGO     | Non-Governmental Organization                                    |
| NTA     | National Training Authority                                      |
| TEI     | Tertiary Education Institution                                   |
| TVET    | Technical and Vocational Education Training                      |
| UNESCO  | United Nations Educational, Scientific and Cultural Organization |
| WAEC    | West African Examinations Council                                |
| WASSCE  | West African Senior Secondary Certificate Examination            |

## **Executive Summary**

This report presents the findings of a comprehensive curriculum needs assessment for the post-secondary education system, particularly that of TVET for The Gambia. The study was funded by UNESCO through the UNESCO-KOICA project in the Gambia, within the framework of Component 2 (Development and Review of TVET curricula) and implemented by the National Accreditation and Quality Assurance Authority. The main objective of the study is to establish strong empirical evidence to support policymakers and tertiary and higher education institutions in instituting curriculum reforms that reflects the needs of the labour markets and to enhance socio-economic development.

## **Methodology**

The needs assessment utilized a mixed-method of data collection techniques. This includes comprehensive desk review of relevant documents in the education sector, administration of survey questionnaire to education and training providers, student leaders and industry players.

## **Main Findings:**

Results from the needs assessment survey indicate there is an enabling policy environment for enhancement of Gambian post-secondary education. The results show that the main societal issues to be addressed by the tertiary education were national unity, professional values/ethics, international consciousness and economic/industrial development as the rating for each were above 80 percent for both tertiary and higher education institutional respondents. The results also show that the 21<sup>st</sup> century skill sets that need to be emphasized by the tertiary education curriculum were creativity, analytical thinking, problem solving, communication (written and verbal), and information technology.

Analysis of the structured questions revealed that demonstration is rated as the highest 21st Century teaching strategy to be used for the delivery of Tertiary education at 97 percent (i.e. termed as to be always used) by center managers and heads of departments in the institutions, followed by Projects at 91 percent and then discussions at 88 percent. The lowest rated teaching strategy is simulation at 43 percent for “always”. The analysis further reveals that due to lack of counselling and pedagogical competencies, the current delivery of tertiary education by trainers is mainly teacher-centered.

In terms of modules to be included in tertiary education curriculum, the findings show Entrepreneurship and Agriculture were rated highest for inclusion into tertiary (TVET) curriculum by both tertiary and

higher education respondents. These areas are priority areas for the Gambia government as highlighted in the National Development Plan. This means, modules in agriculture and entrepreneurship should be part of tertiary (TVET) curriculum, so as to widen their possibilities for employment and relevance in society.

The results indicate that the assessment method most rated as “always” for inclusion in tertiary education curriculum is formative assessment at **75** percent for tertiary (TVET) whereas diagnostic assessment was rated at 91 percent for higher education respondents. The least rated assessment method in terms of “always” is norm referenced assessment method at 22 percent for both group of respondents.

Based on the results of the needs assessment survey, it is clear that the main cross-cutting issues to be addressed by the tertiary education curriculum are Governance Issues, Corruption, drug and substance abuse, integrity and health education and hygiene by respondents of both tertiary and higher education institutions.

In terms of responses from student leaders’ respondents (40 in total), it was very clear that skill sets mostly favored for inclusion in the tertiary education curriculum were: problem solving ability, verbal communications skills, research skills, initiative (ability to come up with ideas and implement), occupation specific practical skills and leadership skills. The least rated was entrepreneurship skills. Thus, the strong indication that entrepreneurship modules be integrated into all tertiary (TVET) programmes. The results further reveal that frequent formative assessments were rated highest in terms of assessment methods preferred by students and strongly indicate the need for adequate investment in infrastructure and facilities – as the current facilities and infrastructure in the institutions is grossly inadequate for successful delivery of TVET programmes.

Furthermore, the results of the analysis of industry respondents (31) show that the skills areas that TVET should mainly focus on are: occupation specific practicals skills rated at 97 percent, followed by computing skills, problem solving ability and initiative (ability to come up with ideas and implement) at 94 percent each, and then coordination, negotiation and research skills. These findings corroborate the results obtained from analysis of responses of student leaders. The analysis further indicates a huge gap in terms of cooperation of industry with the education and training providers. This cooperation is a vital component in the successful delivery of TVET.

## Recommendations

Consequent upon the results of the assessment, it is recommended that:

1. There is need for the Government to increase budgetary allocation to public TVET institutions so as to enable them procure the necessary resources for teaching and learning to effectively deploy tertiary curriculum.
2. The Authority, NAQAA, should conduct trainings in curriculum development, analysis and deployment for education and training providers. This will help institutions develop competency-based training programmes that will be aligned to labour market requirements.
3. NAQAA should collaborate with other stakeholders and periodically organized short term trainings or workshops on pedagogical/andragogical and assessment competencies for trainers in TVET institutions to ensure teaching strategies are learner centred.
4. Assessment methods such as Diagnostic, Formative and Summative should be part of all TVET curriculum and an effective national certification system for all TVET programmes should be established. This will ensure proper coordination and systemic monitoring of programmes.
5. In a bid to encourage graduates to become job creators instead of being job-seekers, the tertiary and higher education stakeholders should organize periodic National Skills Competition to gauge effectiveness of TVET, and also support outstanding performers with seed money to venture into entrepreneurship.
6. Talent academies should be established by the Government through MoHERST in every region within specific tertiary education institutions so as to nurture and breed viable talents among trainees.
7. NAQAA should ensure as part of the registration and accreditation process, tertiary education curriculum include adequate competences in problem solving, creativity, entrepreneurship, mentoring, negotiation, planning, organization, coordination, critical thinking, interpersonal relationship (social skills), communication, and research.

8. A methodological guideline for the development and analysis of curriculum should be developed by NAQAA in consultation with industry and education experts to serve as the national yardstick for the assessment of curriculum.
9. The UNESCO-KOICA project together with NAQAA and other relevant stakeholders, should work on the development, review and implementation of national TVET curriculum in the educational fields of carpentry and joinery, hairdressing and beauty therapy, **road construction and maintenance**, plumbing and pipe fitting, catering, welding and fabrication, home science/home economics, automotive, electrical and structural engineering, social work, community development, teaching pedagogy (or andragogy), health and nutrition, and guidance and counselling, so as to avail institutions especially the public institutions such as Gambia Technical Training Institute with the right curriculum and by extension, the delivery of quality TVET programmes.
10. UNESCO-KOICA project, NAQAA, educational institutions, development partners and other stakeholders in the education sector should explore industry participation as an intervention strategy to enhance quality delivery of TVET in The Gambia. In addition, a robust advocacy strategy should be developed for the promotion of TVET.

# CHAPTER ONE: INTRODUCTION AND BACKGROUND INFORMATION

## 1.0. Introduction

This research was funded by UNESCO within the framework of the **UNESCO KOICA** Project in The Gambia. The overall objective of the project is to contribute to the development of sustainable, affordable, accessible, relevant and quality Technical and Vocational Education and Training (TVET). The project seeks to promote and support an improved TVET system in the Gambia to give young people, especially girls, a better chance of finding decent employment or to create self-employment and lifelong learning opportunities to acquire skills relevant to labour market needs. The project will contribute to ensuring the relevance of TVET programmes to the main drivers of growth and the labour market, as well as its quality and improve its perception in the Gambia.

This research falls under component two i.e. development and review of TVET curricula, which is being implemented by the National Accreditation and Quality Assurance Authority (**NAQAA**).

The rationale for this study is to provide evidence-based impetus for TVET curriculum reform in order to conform to labour market demands of the private and public sector in line with the twenty-first century skills requirements. This is necessary to create the foundations of a knowledge and skills-based economy as envisioned by the government.

Furthermore, the outcome of this survey will assist public tertiary institutions in the form of support in the development of relevant curricula and also, in the effective and efficient deployment of these curricula within the framework of the UNESCO-KOICA project.

## 1.1. Background Information

The results from the 2018 Gambia Labour Force Survey, show that the total population of The Gambia is 2.3 million with 1.3 million age 15 years and above and 1 million between 0-14 years of age. For those age 15 years and above, 52.4 per cent are females while 47.6 per cent are males. Furthermore, by the same survey, the average household size is 9.7 persons per household. Rural households had larger household size of 11.2 persons per household compared to 8.0 persons per household in the urban areas. The empirical evidence show that more than half of the population are 15 years and above, coupled with the Human Development Indicators (**HDI, 2018**) statistical update indicating that the country recorded a life expectancy at birth of 61.4 years, expected years of schooling of 9.2 years and a Human Development Index (HDI) of 0.460, suggest there is huge need for the country to align its national development plans to strengthening human capital formation as the country strives to upgrade its status from a low income to a middle income country.

Furthermore, there is a strong indication that if young people are equipped with the right skills and competencies, this will reduce the irregular migration syndrome among young people of The Gambia,

as shown by the migration statistics from the 2018 labour force survey (**GBoS, 2018**). As can be observed in table 1, more than two-thirds of all those embarking on irregular migration are upper secondary certificate holders or had no schooling at all. Irregular migration was lowest among people with higher/tertiary qualifications, thus, indicating that a representative curriculum leading to good training can be effective in curbing the social menace of irregular migration within the society.

**Table 1: Migration Statistics by Educational Attainment**

| Education              | Male          |               | Female     |              | The Gambia    |               |
|------------------------|---------------|---------------|------------|--------------|---------------|---------------|
|                        | Irregular     | Regular       | Irregular  | Regular      | Irregular     | Regular       |
| Primary                | 3,389         | 1,456         | 0          | 269          | 3,389         | 1,725         |
| Lower Secondary        | 8,835         | 2,427         | 20         | 1,154        | 8,855         | 3,581         |
| Upper Secondary        | 13,113        | 5,440         | 365        | 1,375        | 13,478        | 6,815         |
| Vocational Certificate | 818           | 487           | 34         | 159          | 853           | 647           |
| Diploma                | 803           | 566           | 0          | 586          | 803           | 1,152         |
| Higher/Tertiary        | 273           | 1,592         | 0          | 797          | 273           | 2,389         |
| No schooling           | 10,137        | 4,519         | 12         | 968          | 10,147        | 5,485         |
| Don't Know             | 546           | 724           | 146        | 506          | 693           | 1,230         |
| <b>The Gambia</b>      | <b>37,914</b> | <b>17,211</b> | <b>577</b> | <b>5,814</b> | <b>38,491</b> | <b>23,024</b> |

Source: The Gambia Labour Force Survey, 2018

Education Authorities, nationally and globally, through diverse approaches are striving for innovative curriculum solutions to improve the quality and relevance of student learning, to enable students to apply their learning to the challenges and opportunities they encounter throughout their lives.

It is generally established that education and training are considered among the major factors contributing to the reduction of poverty, sustainable and economic development; thus, it is the curriculum that is increasingly viewed as the foundation of education reforms that are aimed at achieving high quality learning outcomes (**UNESCO, 2014**).). In the same publication, it states that reforms in post-secondary education and training must aim at providing curriculum anchored on skills centered approaches and relevant knowledge.

Therefore, this curriculum needs assessment survey is undertaken by NAQAA to inform curriculum policies, review and development as the Authority is charged with the evaluation and approval of curriculum and curriculum support materials as part of its quality assurance functions, in the tertiary and higher education level. Moreso, the recommendations will assist institutions particularly the public technical tertiary institutions in availing them with a robust curriculum in key TVET programmes.

The National Development Plan (**2018-2021**) of The Gambia, has prioritized improving quality learning, with special attention on Science, Technology, Engineering, and Mathematics (STEM), and promotion of TVET as well as other skills enhancing initiatives to match labour market demands. However, the success of a relevant and quality skills-based training, is dependent on the availability of curricula that is progressively robust to guarantee growing opportunities for the youth. Thus, a need for an assessment to obtain objective information from all relevant stakeholders so as to set standards against

which TVET and higher learning can be assessed taking into consideration individual learner's interest and labour market needs.

The outcome of the survey will provide the basis from which policy makers can make informed decisions on curriculum reforms for tertiary education and training. This will contribute positively to public discourse on the reform agenda leading The Gambia to achieving its vision on tertiary and higher education.

## 1.2. Overview of The Gambian Education Sector

This section presents an overview of the Gambia's education sector, with the aim of identifying the suitable issues for intervention and engagement. The review of the Gambian education as presented in the section relies on desk review of education policies and other research documents, UNESCO publications as well as other relevant publications.

### 1.2.1. Structure of The Gambian Education Sector

Education in the Gambia is generally stratified into four sectors, which are basic, secondary, tertiary, and higher education. In this respect, early childhood care and development (i.e. pre-primary education) is termed as part of the basic education, however, it is specifically for younger children whose ages are less than the official primary school age.

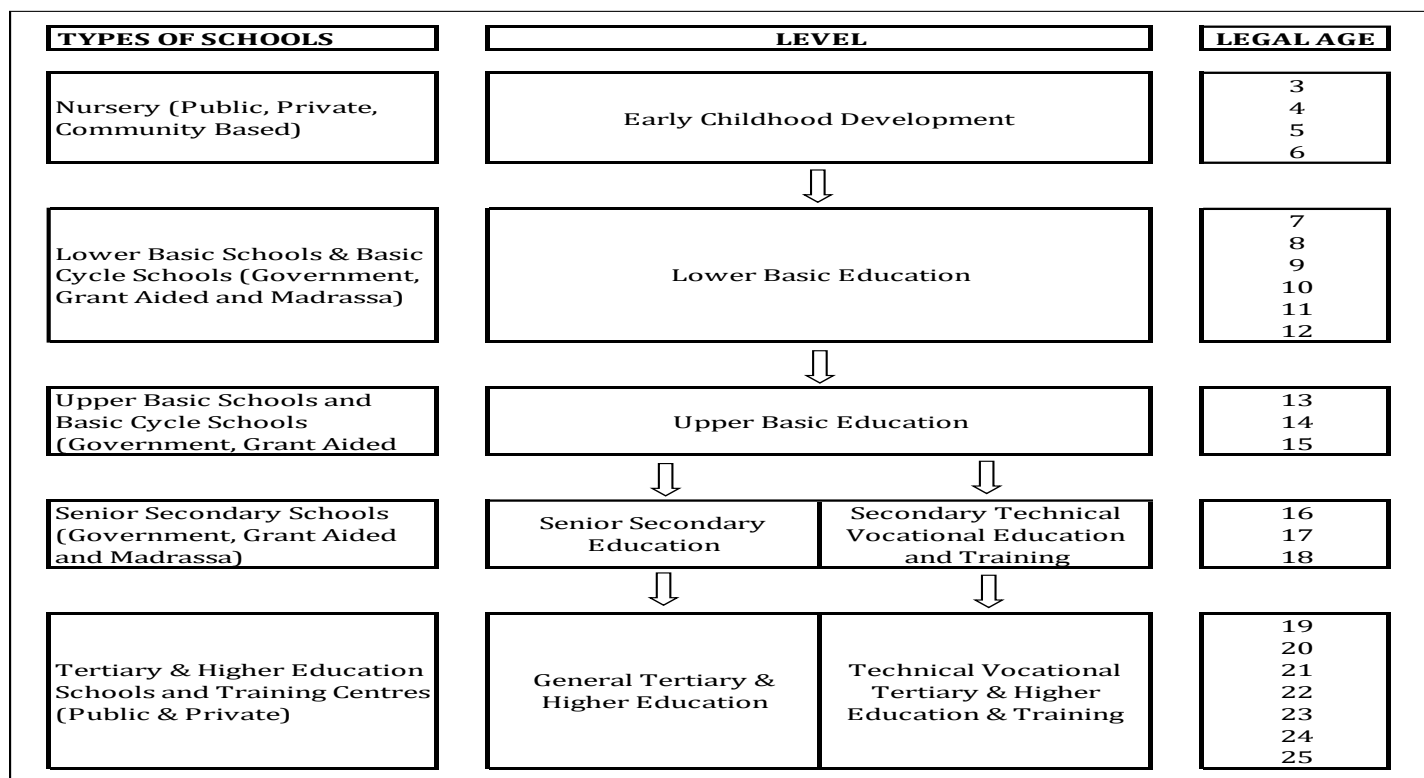


Figure 1: Structure of the Gambian Education System; Source: MoHERST, 2018

Furthermore, adult and non-formal education may be part of the basic education structure or may go beyond it, as can possibly go as high as the tertiary level. Tertiary programmes can lead to a degree programme in higher education institutions. The length of tertiary programmes (TVET) varies from a

few months to two or three years. Higher Education Institutions are authorized to offer degree programmes. Therefore, TVET is cross-cutting to both tertiary and higher education.

### 1.2.2. Basic and Secondary Education

The lower and upper basic and secondary education subsector is governed by the Ministry of Basic and Secondary Education (MoBSE). It consists of an uninterrupted basic education cycle of 9 years (6 years of lower basic and 3 years of upper basic schooling). Learner performance at this level is assessed continuously to provide on a regular basis learner outcome and the overall efficiency of the system.

At the end of the basic cycle, most students proceed to three years senior secondary schooling, which prepares students for tertiary and higher education, and to live a purposeful life in society. Senior secondary education has a diversified curriculum with subjects designed to broaden students' knowledge and outlook in life. The language of instruction in all secondary schools is English. Students can take up to eight courses or a maximum of nine, which must include five core-subjects (i.e English language, Mathematics, one from each of the sciences, humanities and technical or vocational subjects) biased towards their broad areas of study, to qualify as a school candidate in the West African Senior Secondary Certificate Examinations (WASSCE). The WASSCE, which is conducted by the West African Examinations Council (WAEC), is taken in the last year of senior secondary education and a certificate is awarded upon the successful completion and passing of the subjects taken in this examination.

### 1.2.3. Tertiary and Higher Education

TVET has been recognized by the government as a necessary and sufficient condition for development. The Ministry of Higher Education, Research, Science and Technology (MoHERST) is responsible for steering the direction of post-secondary education policy formulation and strategic planning and implementation. MoHERST has the vision to play a central role in terms of policy formulation in the drive to transform The Gambia into a skills-based economy and a knowledge society through the establishment of a tertiary and higher education system of reputable (world class) standing; a system that will turn tertiary and higher education institutions into centres of excellence for the production of well-educated and skilled citizens with competencies to lead fulfilled lives and compete nationally and globally<sup>1</sup>.

Tertiary education in The Gambia is provided by colleges, academies, institutes and technical and vocation centers. Higher education is mainly provided by Universities. Technical Education in The Gambia began as far back as 1948 (**TVET Policy, 2001**). At that time a Vocational Training Centre was established under the supervision of the Directorate of Education. The Centre provided training in basic carpentry skills to artisans and early school leavers. In 1977, the Directorate of National Vocational

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<sup>1</sup> See the tertiary and higher education policy: P (2014 – 2023).

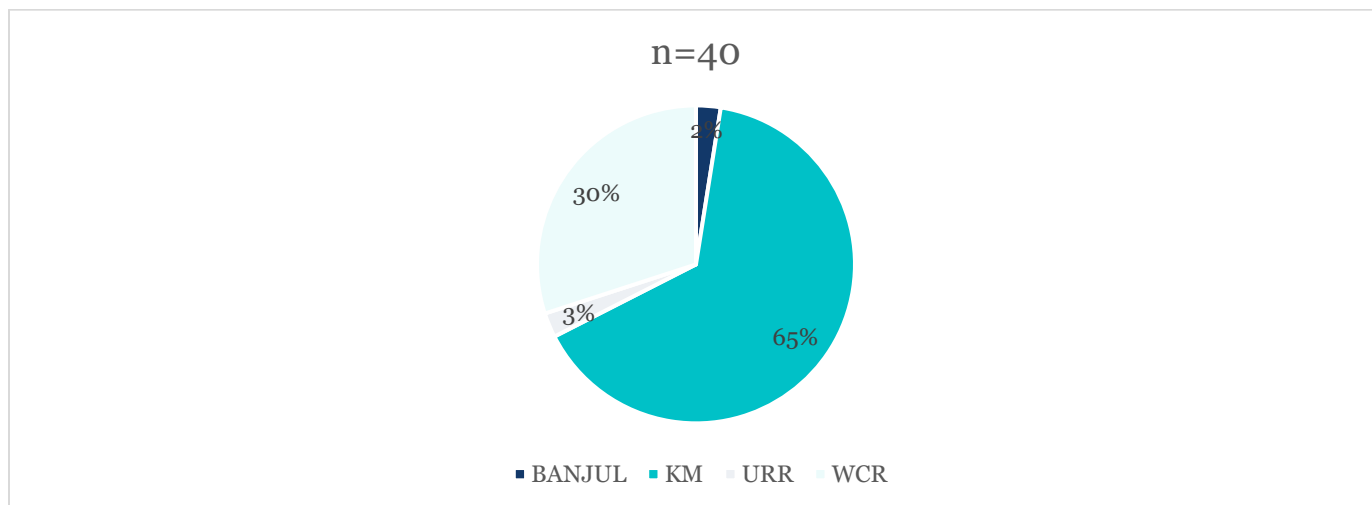
Training Programme (**DNVTP**), under the supervision of the Office of the President, was set up on the recommendation of the World Bank, as a precondition for funding.

In 1979, the National Vocational Training Board (**NVTB**) was set up and charged with responsibility for policy direction and development of technical and vocational education, assisted by the directorate as the executive arm.

In 1992, the National Council for Technical Educational and Vocational Training (**NCTEVT**) was set up under the Education Act of 1992. The council like its predecessor board is responsible for policy development and direction, under the supervision of the Directorate of Technical and Vocational Training (DTEVT) of the Department of State for Education<sup>2</sup>. In 2002, as part of the recommendations in the TVET Policy (2001), the NTA Act was enacted, establishing the National Training Authority and mandated to regulate Tertiary (TVET) institutions.

As part of the government's reform agenda in Tertiary and Higher Education, NAQAA was established by an ACT of Parliament in 2015. NAQAA replaced the National Training Authority, with its role as the statutory institution for the accreditation of public and private post-secondary tertiary and higher education providers at both institutional and programme level. NAQAA is also responsible for the continuous quality assurance monitoring in the institutions. NAQAA's mandate also includes setting national training standards and guidelines for the development of qualifications, credit accumulation and transfer, harmonization and streamlining of professional, tertiary and higher education programmes to reflect the human development needs of the country.

Currently, there are seven (7) higher education institutions. Out of these, one is public and the rest private. In terms of the geographic distribution of the total (40) registered and accredited private tertiary institutions, 65 percent are located within the Kanifing Municipality; 30 percent in West Coast Region; 3 percent in Upper River Region and 2 percent in Banjul as shown in Figure 2.



**Figure 2: Distribution of private registered and accredited tertiary institutions** Source: NAQAA Database, January 2020

<sup>2</sup> For more information on the evolution of the TVET sector, see the Gambia TVET Policy, 2001.

By the Authority’s (NAQAA) database, the majority of programmes accredited at the level of private tertiary institutions were in the fields of Business and Administration at 26 percent, followed by Computing at 25 percent. Many of these computing programmes are Information Technology user skills at the qualification levels of certificate and diploma. The third most accredited programmes are in the field of personal services, mainly vocational programmes such as hairdressing, tailoring, beauty therapy etc., as shown in figure 2. The fields of education are based on the International Standards Classification of Education (ISCED, 2011) publication by **UNESCO**.

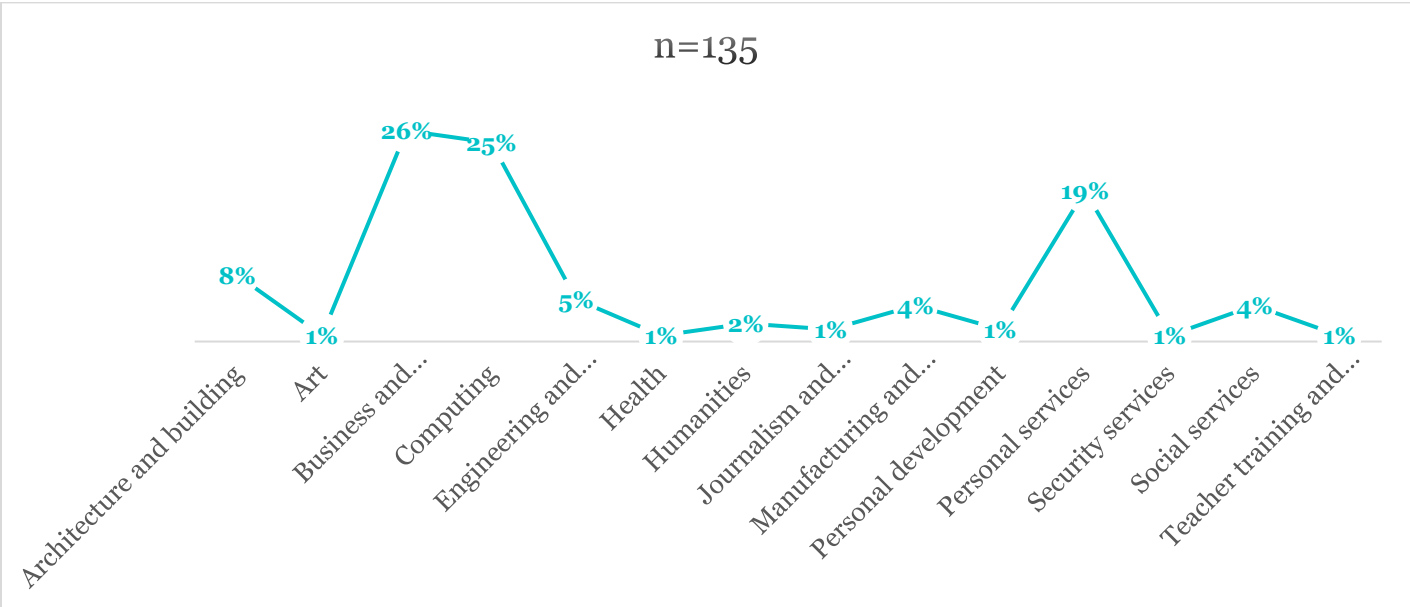


Figure 3: Programmes by field of education in private tertiary education institutions; Source: NAQAA Database, January 2020

As at January 2020, there were 15 public tertiary education providers in the country, with 46 percent located within Kanifing Municipality, 20 percent in West Coast Region, 20 percent in Lower River Region (LRR), and 7 percent located in each of the Central River and Upper River Regions as shown in figure 4.

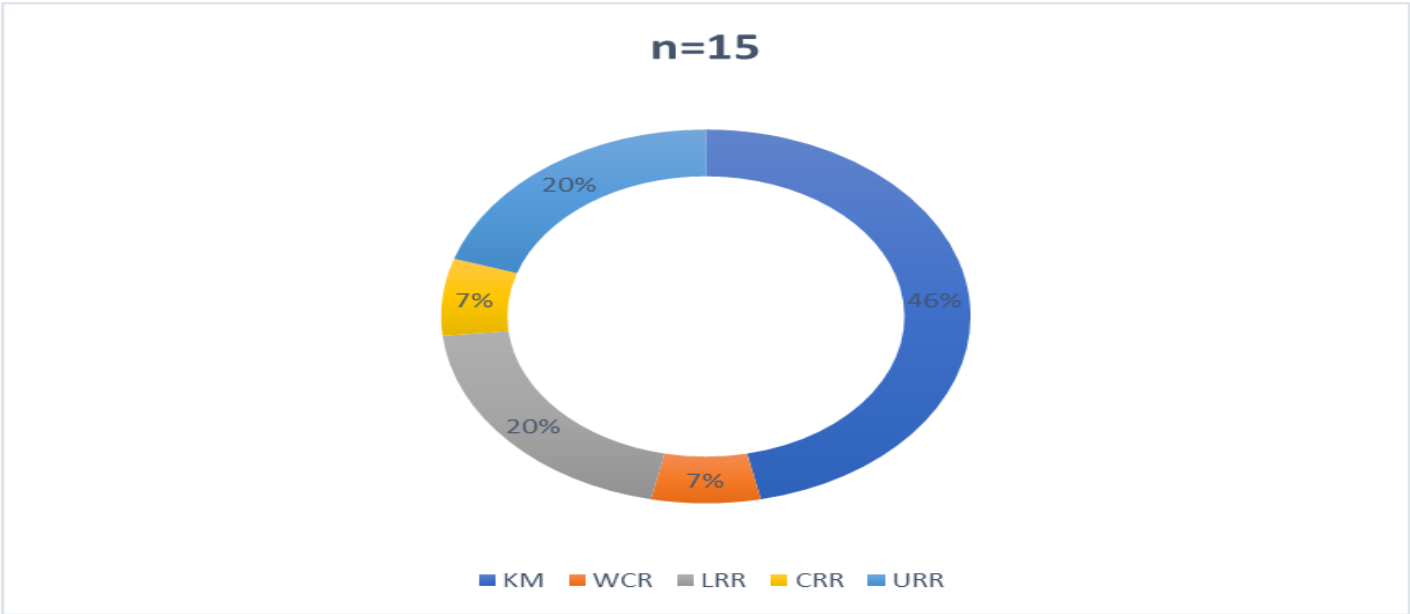
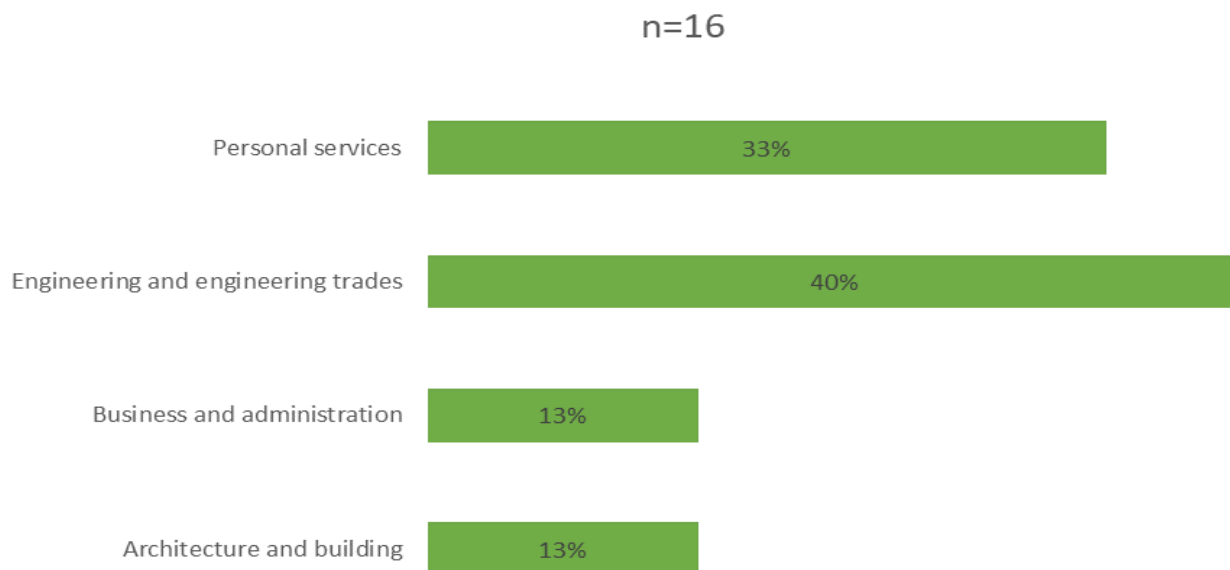


Figure 4: Public Tertiary Institutions by Region; Source: NAQAA Database, January 2020

At the public tertiary institutions, 16 programmes are accredited. Out of these, personal services, and engineering and engineering trades fields (mainly in electrical installation, welding and fabrication etc.) of education recorded the highest, at 33 percent and 40 percent respectively. Also, the fields of business and administration and architecture and building each recorded 13 percent as shown in figure 5. Moreover, most of these programmes are offered at certificate and diploma levels.



**Figure 5: Distribution of programmes in public accredited institutions: Source: NAQAA database, January 2020**

### 1.3. Objectives of the Study

The general objective is to establish strong empirical evidence to support policymakers and tertiary and higher education institutions in instituting curriculum reforms that reflect the needs of the labour market and to enhance socio-economic development.

#### 1.3.1. Specific Objectives

The specific objectives of the study are to:

1. Establish the desired general societal needs for TVET level curriculum reform;
2. Propose desired competencies that should feature in the TVET curriculum;
3. Determine the assessment approaches for TVET competency-based curricula;
4. Establish how TVET curriculum could address ways of talent identification and nurturing as part of competency-based training;
5. Provide the empirical evidence for curricula reform in tertiary and higher education;
6. Determine the teaching and learning approaches relevant for curriculum deployment;
7. Showcase skills that need upgrading; and

8. Make recommendations on improving tertiary education and training in The Gambia.

## 1.4. Limitations of the Study

Keeping in view the given timelines, financial resources and logistics available to conduct this survey, the following limitations were observed:

- Restricted mobility to visit tertiary and higher education and training providers in all regions of the country.
- The study focused on the registered institutions with valid licenses and excludes the providers whose licenses expired.
- Limited number of industry participants were selected compared to the wide labour market.

## 1.5. Outline of the Report

The rest of the document is structured following Chapter one as follows: Chapter two summarizes literature on curriculum issues both within and outside the country; Chapter three discusses the methodology including the research methods, organization, and interpretation of data. Chapter four reveals the analysis and main findings from the survey data and Chapter five gives the conclusion and recommendations for future actions.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1. Introduction

If there were not any learners, there would be no curriculum. Curriculum deployment is a valued process for bringing about required and desired changes in learner skills, knowledge and attitudes so that learners can survive and contribute in the world of work, family, and interpersonal relationships.

Curriculum is a means to an end. It is the conscious and deliberate shaping of the major elements at the disposal of the educator to reach validated student objectives; these elements represent definitive assumptions about time, space, learning and teaching, and the relationships between teachers and students brought together within varying types of schedules to reach those objectives as a composite configuration (**English & Kaufman, 1975**). Therefore, this chapter looks at the curriculum literature within The Gambia and beyond at all levels of education.

### 2.2. Review of Relevant Curriculum Theories

In the process of examining and shaping educational curriculum, educators take reference to curriculum theories. Within the broad field of curriculum studies, it includes both the historical analysis of curriculum and ways of viewing current educational curriculum and policy decisions. There are many different views of curriculum theory (**Kliebard, 2004**). Kliebard discusses four curriculum groups that he refers to as humanist (or mental disciplinarians), social efficiency, developmentalist (or child study), and social meliorates.

#### 2.2.1. Curriculum Theories

##### 2.2.1.1 Humanists

A common criticism of broad field curriculum is that it lays more emphasis on mental discipline and education. "Mental disciplinarians" and Humanists theory to curriculum development is based on the assumption of students' abilities to develop mental reasoning and that education was not intended for social reform in itself but for the systematic development of reasoning power (**KICD, 2016**). They represent the most ideologically conservative position in education, with their staunch support of curricula rooted in grammar, literature, humanities, science, mathematics and art. Some critics view this group as having too much emphasis on the "classics" as determined by the dominant groups in a society.

##### 2.2.1.2. Social Meliorism

Within this school of thought, education is an instrument for societal reform and to create change for betterment of social goals. According to **Kliebard (2004)**, the social goal was premised on the power of the individual's intelligence, and the ability to improve on intelligence through education. According to him, the corruption and vice in the cities, the inequalities of race and gender, and the abuse of

privilege and power could all be addressed by a curriculum that focused directly on those very issues, thereby raising a new generation equipped to deal effectively with those abuses.

### **2.2. 3. Social Efficiency**

Social efficiency proponents sought to design a curriculum that would optimize the “social utility” of each individual in a society. They believed that schools should create a more efficient and smoothly running society. They championed social efficiency through the development of a scientifically constructed curriculum that functioned effectively in the preparation of children for adult roles and occupations. This involved the introduction of vocational education to address the curriculum designed around specific life activities that correlate with each student’s societal future.

#### **2.2.1.4. Developmentalism**

Developmentalist focus on the development of learners’ emotional and behavioral qualities. One part of this view is using the characteristics of trainees as the source of the curriculum. Some critics claim this model is at the expense of other relevant factors.

#### **2.2.1.5. John Dewey’s Curriculum Theory**

Dewey felt that the curriculum should ultimately produce students who would be able to deal effectively with the modern world. Therefore, curriculum should not be presented as finished abstractions, but should include the child’s preconceptions and should incorporate how the child views his or her own world. Dewey uses four instincts, or impulses, to describe how to characterize learner behavior. The four instincts according to Dewey are social, constructive, expressive, and artistic. Curriculum should build an orderly sense of the world where the trainee lives. Dewey hoped to use occupations to connect miniature versions of fundamental activities of life classroom activities. The way Dewey hoped to accomplish this goal was to combine subject areas and materials. By doing this, Dewey made connections between subjects and the child’s life. Dewey is credited for the development of the progressive schools some of which are still in existence today.

### **2.3. Curriculum Reform Theories**

Since curriculum reform engages with redesigning the learning context, one of the curriculum reform theories is Instructional Design theory.

#### **2.3.1 Importance of Instructional Design Theory in Curriculum**

According to Pogrow (1996), advocacy is the most effective means for curriculum reform. To help educators to improve education, it is imperative that there be public or stakeholder participation. This should also be done in other areas of education policy, as well as systemic change in the educational system (Bathany, 1991; Reigeluth & Cartinkle, 1994). Systemic change emphasizes the need to give organizations considerable autonomy to manage themselves with the purview of corporate vision, rather than being directed from above (Ducker, 1989; Hammer & Champy, 1993). This allows

corporations to respond much more quickly and appropriately to their customers and clients' needs. This approach aspires to engage stakeholders as well as parent participation in its advocacy for a competent based curriculum.

Globally, fundamental changes in the education systems have important implications for curriculum reform. Learners need to be able to think about and solve problems, work in teams, communicate through discussions, take initiatives and bring diverse perspectives to their learning. In addition, students/pupils need to learn more, yet they have little time available to learn it (Lee & Zemke, **1995**). Learners also need to demonstrate an impact of the achievement of national goals of education. This is best explained by the theory expounded by John Hattie-Visible Learning theory (**2012**).

Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. It refers to making student learning visible to teachers so that they can know whether they are having an impact on this learning that is an important component of becoming lifelong learners – something basic education wants students to value. The 'learning' part of visible learning is the need to think of teaching with learning in the forefront and with the idea that we should consider teaching primarily in terms of its impact on student learning.

When the teaching is visible the student knows what to do and how to do it. When the learning is visible the teacher knows if learning is occurring or not. Teaching and learning are visible when the learning goal is not only challenging but is explicit. Furthermore, both the teacher and the student work together to attain the goal, provide feedback, and ascertain whether the student has attained the goal. Evidence shows that the greatest effects on student learning come when not only the students become their own teachers (through self-monitoring, and self-assessment), but the teachers become learners of their own teaching. In successful classrooms, both the teaching and learning are visible. This way of learning is essential for criterion referenced assessment which seeks to make assessment part of learning, and is an essential component of the competence-based curriculum.

In Ethiopia, in response to deficiencies observed in the skills and capacities of higher education graduates, four new courses designed by a taskforce of the Ministry of Education were introduced to improve the curriculum. The courses on Civics, Ethics, Entrepreneurship Development, and Communication Skills were introduced and intended to address the following deficiencies:

- Weak communication skills, below the level required in the global world;
- Poor teamwork skills
- Lack of personal integrity and sense of civic responsibility
- Political attitudes more in line with totalitarian than democratic principles.

According to Asgedom and Hagos (2012), these courses had a profound positive impact on the young people particularly, in terms of their international consciousness and sense of nationalism.

## 2.3. Local curriculum context

Curriculum development, for the lower basic, upper basic and senior secondary schools is the responsibility of the Directorate of Curriculum Research, Evaluation and Development of the Ministry of Basic & Secondary Education where syllabuses, teachers' guides and pupils' books are produced for the lower and upper basic and only syllabuses for senior secondary schools (MoBSE and MoHERST, 2016). In the same cited policy document, the pedagogical approach remains traditionally teacher-centred and pays little attention to individual differences and different teaching strategies, which are also, constrained by the quality and quantity of teaching and learning materials at the various levels.

In addition, the lack of systematic monitoring and evaluation of the curriculum at the basic and secondary level weaken the review, enrichment and improvement processes (**Education Sector Policy 2016-2030**). In some cases, targeted curriculum content areas are not sufficiently covered teaching capacity gaps or loss of instructional hours, thereby putting the students at a disadvantage knowledge gain.

TVET should deliver both foundation and specialized skills to private individuals, enabling them to find employment or launch their business, to work productively and adapt to technological changes, task and conditions (ILO, 2000). The ultimate economic objective of TVET education and training is to improve personal and social productivity (Koech, 1999). In addition, TVET offer an instrument for structural change, implying that, it increasingly worked on retraining and upgrading programmes for employers at all levels (**UNESCO, 2016**).

At the tertiary (TVET) and higher education level, education and training providers are responsible for the development of their training curriculum. The Authority, NAQAA, is responsible for the development of training standards and to assist education and training providers during the development of curriculum. The training standards development is very participatory and industry-led. As part of the reform agenda, the Authority ensure that all education and training providers have fit-for-purpose curriculum in place, as from the surveillance quality audit checks, many TVET institutions are found to be without fitting curriculum. In a bid to regularize this anomaly, curriculum is a sine qua non condition for accreditation of all tertiary and higher education programmes.

Furthermore, a review of the reports of the Authority emanating from 2019 quality audit checks to institutions indicated that there is no systemic approach to quality assurance as a result of lack of functioning internal quality assurance structures in the institutions. Equally, infrastructure is grossly inadequate to conduct effective practical trainings which hampers the production of graduates that are ready for the labour market in some institutions.

## CHAPTER THREE: METHODOLOGY

### 3.0. Introduction

This chapter presents the study design, respondents and research methods that were employed to actualize the objectives of the study.

### 3.1. Study Design

The needs assessment utilized a research design of a mixed-method of data collection procedures. These include:

- i. A comprehensive desk review of relevant needs assessment documents in the education sector and quality audit reports;
- ii. A survey questionnaire responded to by senior personnel of selected registered tertiary and higher education providers and student representatives in these institutions;
- iii. A survey questionnaire responded to by selected labour market participants (employers and industry associations)

The sampled registered education and training providers were obtained from the Authority's database. The sample size was obtained using probability sampling technique as follows:

$$n = \frac{N}{(1+N \times e^2)} :$$

where

n=sample size;

N=total number of registered tertiary institutions with valid license

e=sampling error

With a sampling error of 10 percent and 55 registered tertiary institutions (N) from the NAQAA database as at December 2019, implies that:

$$n = \frac{55}{1 + (55 \times 0.1^2)} = 35 .$$

A simple random sampling method was used to select the **35** respondent education and training providers.

Among the seven (**7**) higher education institutions operating in the country, two of them were selected because they offer some TVET related programmes. The rest offers generally academic programmes.

In addition, student representatives of student bodies or councils were targeted in all selected education and training providers. In all public institutions, the departmental associations or club heads were also targeted. An interview was scheduled with all of them.

As far as education and training is concern, feedback from the labour market is as important as the inputs and the processes of the training structure. The products from training institutions are fed into the labour and are expected to meet the demands of the labour market. Thus, the establishments and industry associations were targeted. All known industry associations were targeted plus selected relevant public and private employers. Furthermore, all establishments selected and industry associations have been into operations for at least five (5) years and have at least three graduate employees.

The respondents within the education and training providers of the survey are within the Kanifing and Brikama Local Government areas. However, the industry respondents were from Banjul, Kanifing and Brikama areas. The rationale for the selection of establishment participants within the identified local government areas were done taking into consideration that 77.2 percent (GBoS) of all persons in employment of the working-age population at the national level were located in these same areas.

**Table 2: Summary of selected respondents**

| <b>SN</b> | <b>Target Respondents</b>                                    | <b>Number Selected</b> |
|-----------|--------------------------------------------------------------|------------------------|
| <b>1</b>  | Tertiary (TVET) Education Institutions                       | 35                     |
| <b>2</b>  | Higher Education Institutions                                | 2                      |
| <b>3</b>  | Industry (includes industry associations and establishments) | 40                     |
| <b>4</b>  | Number of Student Representatives                            | 50                     |

It is important to note that the questionnaire is not designed to be administered per institution, but is targeting heads of institution as well as departmental heads or deans of schools in the case of a university. This implies, there will be more respondents than the actual number of education and training providers sampled out. Similarly, is the case with the student leaders/ representatives, as there may exist more than one association or club within an institution, thus the reason 50 were selected based upon information provided by the sampled institutions prior to data collection.

The information sought at all stages of the research project was guided by the objectives of the assessment as indicated in table 3.

**Table 3: Framework of Design**

| <b>Specific Objective</b>                                                                                                    | <b>Data Collection tool</b>       | <b>Target Institutions</b>                                        |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------|
| Take stock of the curriculum development theories and practices both locally and internationally                             | Desk Review                       |                                                                   |
| Establish the desired general societal needs for TVET level curriculum reform                                                | Survey Questionnaire              | Tertiary Education Institutions; Universities; Students; Industry |
| Propose desired competencies that should feature in the TVET curriculum.                                                     | Survey Questionnaire              | Tertiary Education Institutions; Universities; Students; Industry |
| Determine the assessment approaches for TVET competency-based curricula                                                      | Survey Questionnaire              | Tertiary Education Institutions; Universities; Students           |
| Establish how TVET curriculum could address ways of talent identification and nurturing as part of competency-based training | Survey Questionnaire              | Tertiary Education Institutions; Universities; Students           |
| Provide the empirical evidence for curricula reform in tertiary and higher education.                                        | Survey Questionnaire              | Tertiary Education Institutions; Universities; students; Industry |
| Determine the teaching and learning approaches relevant for curriculum deployment.                                           | Survey Questionnaire              | Tertiary Education Institutions; Universities; students           |
| Showcase skills that need upgrading                                                                                          | Survey Questionnaire              | Tertiary Education Institutions; Universities; students; Industry |
| Make recommendations on improving TVET education and training in The Gambia                                                  | Survey Questionnaire; Desk Review | Tertiary Education Institutions; Universities; students; Industry |

## 3.2. Data Collection Instrument Development

A technical committee was set-up to develop the data collection instrument during a two-day workshop. Members were drawn from education and training providers, MoHERST and Gambia Bureau of Statistics. The questionnaire contains both structured and unstructured items. The data collection tool was designed to obtain detailed information on the following:

### 1. Education and Training Providers

- a. Characteristics of Education and Training Provider
- b. Societal Needs to be emphasized in the curriculum
- c. Skills and knowledge (competence) required to be addressed by TVET curriculum
- d. Fields of education relevant for socio economic development
- e. Assessment methods for the effective deployment of TVET curriculum
- f. Ways and means of talent identification in TVET education
- g. Cross-cutting issues deemed a national imperative to be address by TVET curriculum

### 2. Student Representatives

- a. Twenty first century skill needs to be addressed by the TVET curriculum
- b. Focus of TVET programmes
- c. Assessment methods effective for assessing programme learning outcome
- d. Society should be addressed in TVET Institutions Curriculum
- e. Ways and means of talent identification and nurturing in TVET programmes
- f. Suggestion to improve TVET education and training in general

### 3. Industry

- a. Characteristics of establishment
- b. Twenty first century skill needs to be addressed by the TVET curriculum
- c. Skills gaps in the labour market
- d. Skills shortage in the labour market
- e. Involvement with tertiary and higher education institutions

## 3.3. Inception Workshop

An inception workshop was organized with relevant stakeholders detailing the proposal on the research methods, the study design and analysis for validation of the data collection instruments and methodology.

### 3.4. Data Collection

Ten (10) qualified personnel with at least a post-secondary diploma were recruited for the field work. Two supervisors facilitated the two-day training workshop on the data collection instruments and processes for the conduct of the survey.

A two-day pretest was organized in the tertiary education institutions that were not part of the sample to assess the adequacy of the questionnaire, operational procedures, and prepare enumerators for possible challenges during fieldwork. The selection of these institutions was determined by a random sampling strategy in which all the tertiary institutions not part of the sample was listed and five selected at random. After the pretest, some slight adjustments to the tools were made and more explanatory notes was included to the enumerator's manual to effectively guide the administration of the data collection tool. In addition, the information garnered during the pre-test assist helps in bolstering the response rate as plans such as average time taken to complete form were established and by implication, the survey team were able to draw up effective plans to maximize timely filling of the survey instrument.

Following the pre-test, the actual data collection ensued. The data collection period span for a period of one week.

### 3.5. Organization and Analysis of Data

Three data entry clerks were tasked for the data entry. They were trained adequately on the designed template. Following data entry, the information was sanitized to take care of inconsistencies and missing values before data analysis.

The information collected was analyzed using both quantitative and qualitative methods.

## CHAPTER FOUR: FINDINGS AND ANALYSIS

### 4.0. Introduction

This chapter presents the findings and analysis of curricula needs at the post-secondary education level, particularly in TVET institutions. The findings presented here, are based on the objectives of the study which aim to assess societal needs, skills/knowledge and competence domains, relevant fields of education, learning approaches and areas, assessment methods, and cross-cutting issues to be addressed by TVET Curricula, in particular. The statistics are depicted mainly in pictorial form such as bar charts and pie charts.

### 4.1. Findings from Education and Training Providers

This section presents the findings and discussion based on responses from education and training providers. Responses were sought from heads of institutions and departmental heads in the sample institutions.

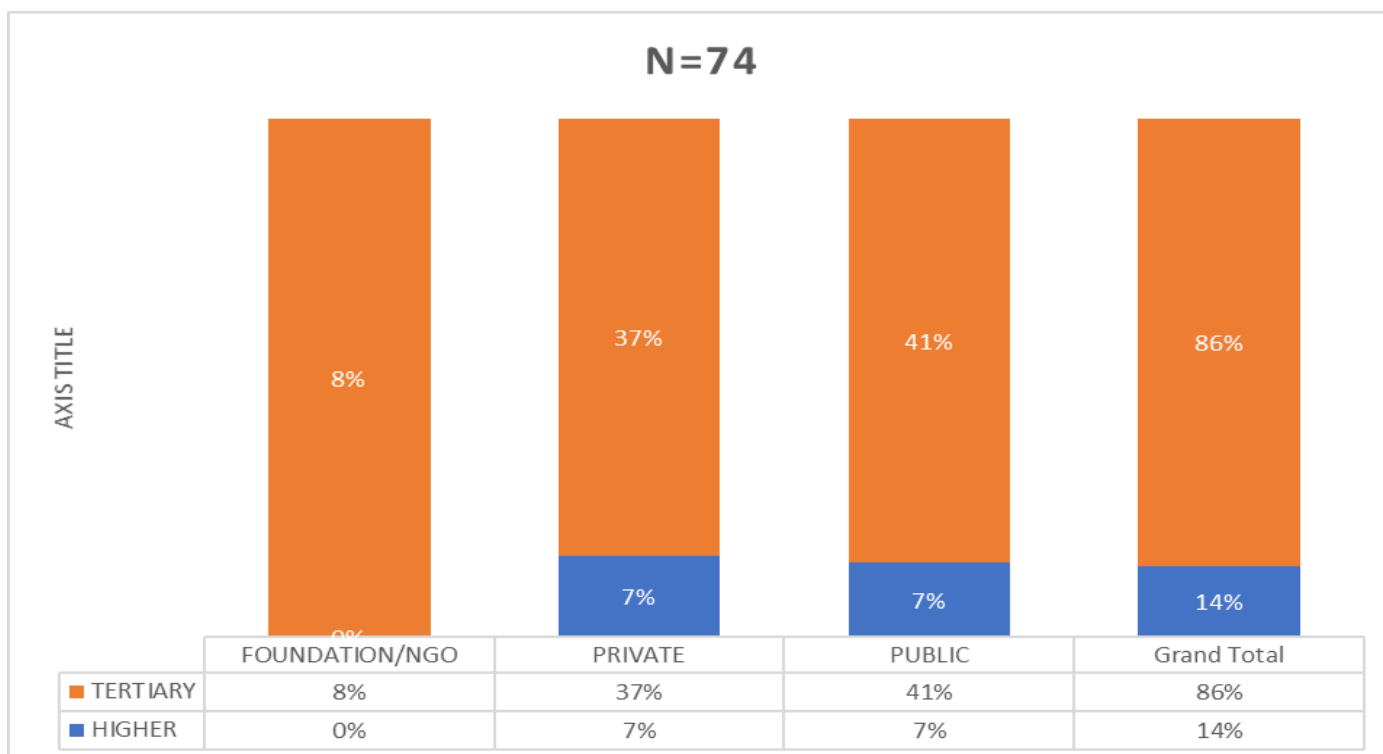
#### 4.1.1. Characteristics of Education and Training Providers

**Table 4: Respondents by Category of Institution**

| <b>Category</b>                | <b>Number of Institutions that responded</b> | <b>Number of individual Respondents</b> | <b>Percentage of respondents</b> |
|--------------------------------|----------------------------------------------|-----------------------------------------|----------------------------------|
| Higher Education Institutions  | 2                                            | 11                                      | 14%                              |
| Tertiary Education Institution | 33                                           | 63                                      | 86%                              |
| <b>TOTAL</b>                   | <b>35</b>                                    | <b>74</b>                               | <b>100%</b>                      |

As observed from the table above, 14 percent of total respondents are from the higher education institutions (i.e. 100 percent response rate as two universities were selected), whereas 86 percent are from tertiary (TVET) education institutions corresponding to a response rate of 94 percent (33 out of 35 tertiary institutions in sample).

Figure 6 shows further disaggregation of the statistics in table 4. Out of the total respondents at the tertiary level, 41 percent are from public institutions, 37 percent from private for profit and 8 percent are Foundation/NGO/CBO. In the category of higher education institutions, based on the findings, both public and private represent 7 percent each.



**Figure 6: Respondents by type of institutional ownership; Survey Field Data 2020**

#### 4.1.2. Societal Needs

**Figure 7** indicate the extent to which societal needs should be emphasized in the TVET curriculum by senior officials of tertiary and higher education institutions. Respondents were asked to give a rating on a five-point Likert Scale, the extent to which identified societal needs should be addressed by TVET Curriculum. The findings revealed that National Unity and Professional Ethics/Values has the highest rating as the main societal needs to be addressed in the tertiary (TVET) education curriculum by Higher Education Institution (HEI) respondents at 100 percent each, followed by International Consciousness at 91 percent and then Patriotism at 82 percent. The least rated among HEI respondents is social development at 64 percent.

Similarly, the highest rated societal need among Tertiary (TVET) education institution respondents were National Unity and Professional Ethics as well at 97 and 95 percents respectively. The third highest rated societal need is Patriotism at 92 percent, then economic/industrial development 90 percent; International Consciousness/Awareness at 87 percent and Information, Communications and Technology at 78 percent. These findings are in agreement with the findings of **Wang and Ashraf (2012)**, in that an education system that produces trainees that are well disciplined (have sound professional ethos) and patriotic, leads to sustained national unity, which results to increased productivity of the economic and industrial sector in the medium to long term.

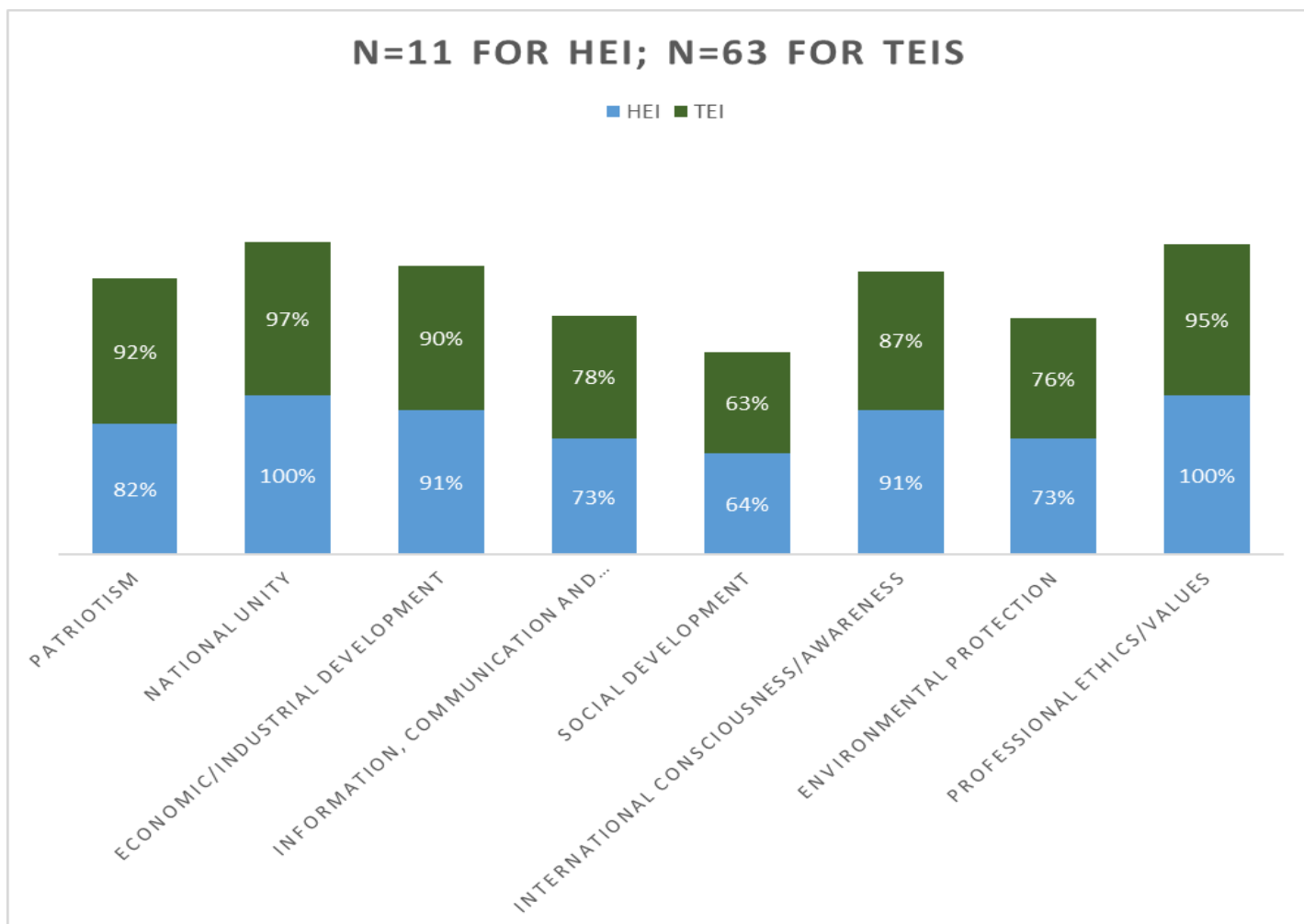
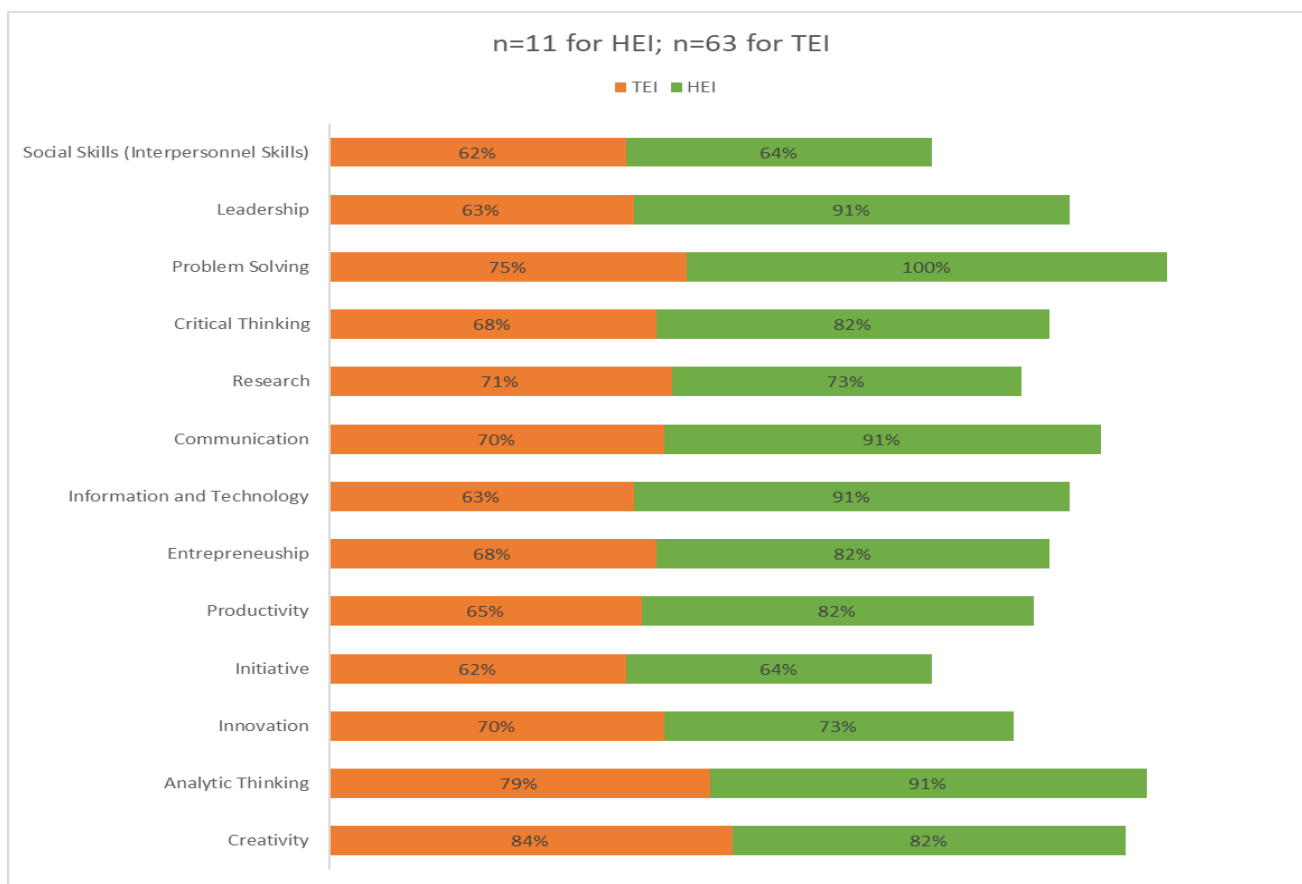


Figure 7: Main societal needs highlighted by respondents; Source: Survey Field Data, 2020

### 4.1.3. Skills Assessment

The results on which extent skills, knowledge and or competencies should be emphasized by the tertiary curriculum is shown in Figure 8. The findings indicate that for higher education institution respondents, the highest rated skills (inclusive of knowledge and or competency) were: Problem solving ability at 100 percent, followed by Leadership, Communication, Information technology and analytic thinking each at 91 percent. The least rated among the skills sets was social skills and initiatives at 64 percent each.

Creativity was the highest rated skills set among tertiary education respondents at 84 percent. This finding is not surprising, as most of the tertiary institutions are offering occupation specific programmes. The second most rated skills set were analytic thinking at 79 percent, followed by problem solving at 75 percent and then research at 71 percent. The least rated was also social skills.

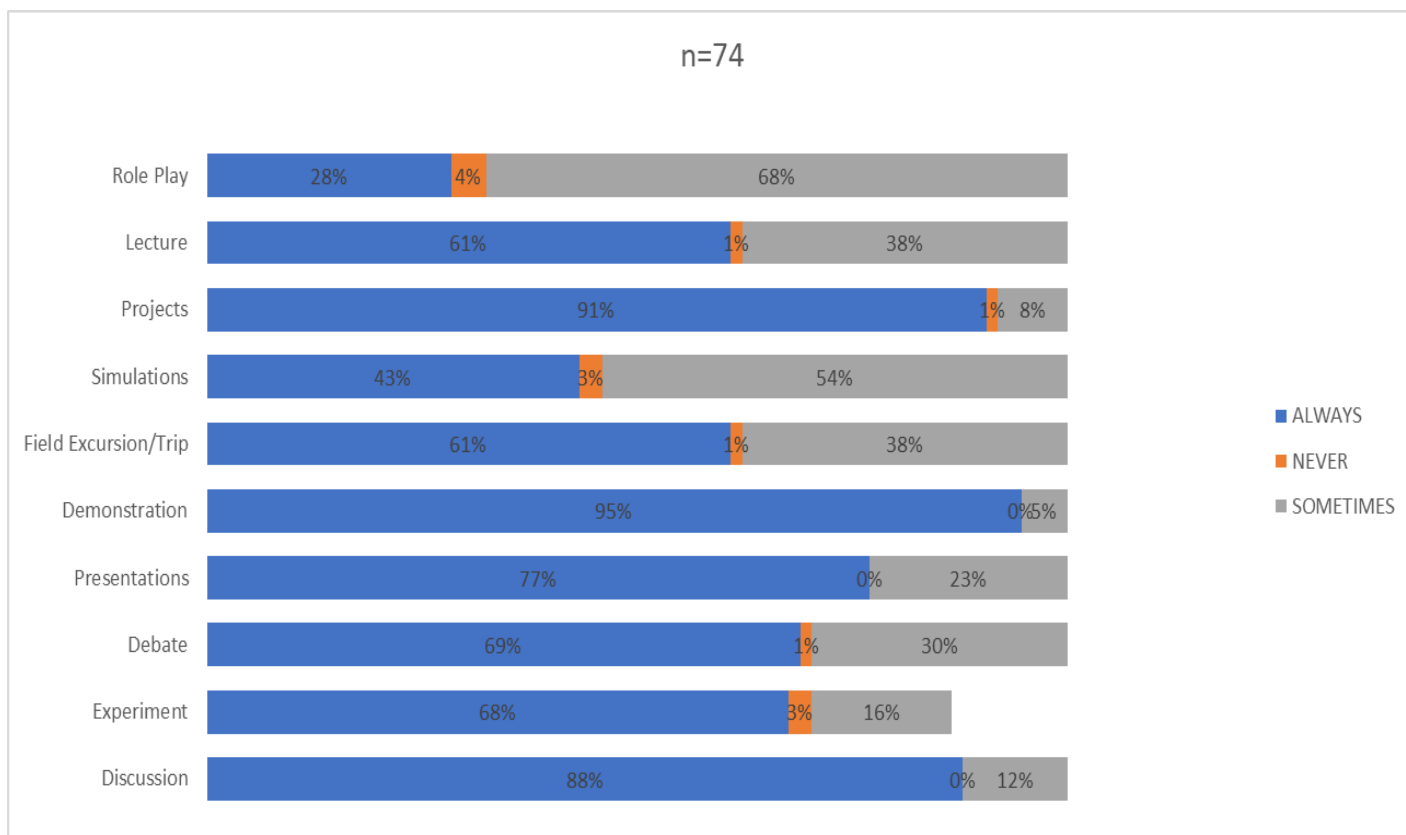


**Figure 8: Rating of Skills/Competences/Knowledge Domains; Source: Survey Field Data, 2020**

The results stated earlier, especially that of creativity are very relevant to teacher training programmes. Teachers serve as catalyst for the intellectual, socio-economic, scientific and technological growth, as well as development of society (Nwogbu & Esobhawan, 2014). Therefore, teacher education and training programmes are very crucial and vital components for the successful delivery of TVET in the country.

#### 4.1.4. Learning Approaches

Trainers in tertiary and higher education institutions used a variety of teaching approaches and methods to accord learners with understanding and interest in the different subject areas. The study sought to find out the pedagogical strategies that can be used in the delivery of training, particularly at the tertiary/TVET level. The principals and departmental heads in the sample institutions were requested to indicate to what extent should the identified teaching approaches – which are the adopted 21<sup>st</sup> Century Teaching Strategies identified by UNESCO – are used in TVET education, in a three-point Likert Scale (i.e. Never, Sometimes and Always). The responses are presented in figure 9.



**Figure 9: Teaching approaches to be used in the delivery of Tertiary/TVET education training; Source: Field Data 2020**

The findings in the figure above, revealed that demonstration is rated as the highest 21st Century teaching strategy to be used for the delivery of tertiary education at 95 percent (i.e. termed as to be always used) by center managers and head of departments, followed by Projects at 91 percent and then discussions at 88 percent. The lowest rated teaching strategy is simulation at 43 percent for always. Many TVET institutions do not have facilities for simulation, thus most of the trainers have never employed the approach during training.

However, in the unstructured items as to their current teaching strategies employed by trainers in the respondent institutions indicate that it is mainly based on lectures through a teacher centered approach. This is due to lack of pedagogical and counselling competencies of teachers in the education and training institutions. These findings suggest that to improve the delivery of tertiary education services, capacity building of trainers will be very instrumental. The pedagogical competence of trainers should be continuously built as **Oldsjo (2010)** opined that the teacher's ability lies primarily in a scientifically based subject competence and the practical teaching skills that the teacher has acquired and continue to develop. Similar recommendation is echoed in the TVET roadmap strategy, in that, mechanisms should be in place for lecturers delivering TVET to have the appropriate pedagogical and technical

skills and experience to ensure that their skills remain current and relevant to the dynamism of the labour market.

#### 4.1.5. Learning Areas to Emphasized in tertiary education curriculum

In terms of the content to be taught and learned by trainees, respondents were asked to rate the areas to serve as additional modules for inclusion in TVET/tertiary education curriculum that will enable students acquire the relevant skills and competences upon completion of their training. This will aid in the earning of sustainable livelihoods after training. Using a five-point Likert scale, respondents were required to indicate their choices by selecting one of the options given as N for Not at all, VL for very little extent, NS for not sure, S for Some extent and G for Great extent. The identified learning areas were clustered into broader groups based on national imperatives, the findings in terms of mean ratings are presented in figure 10.

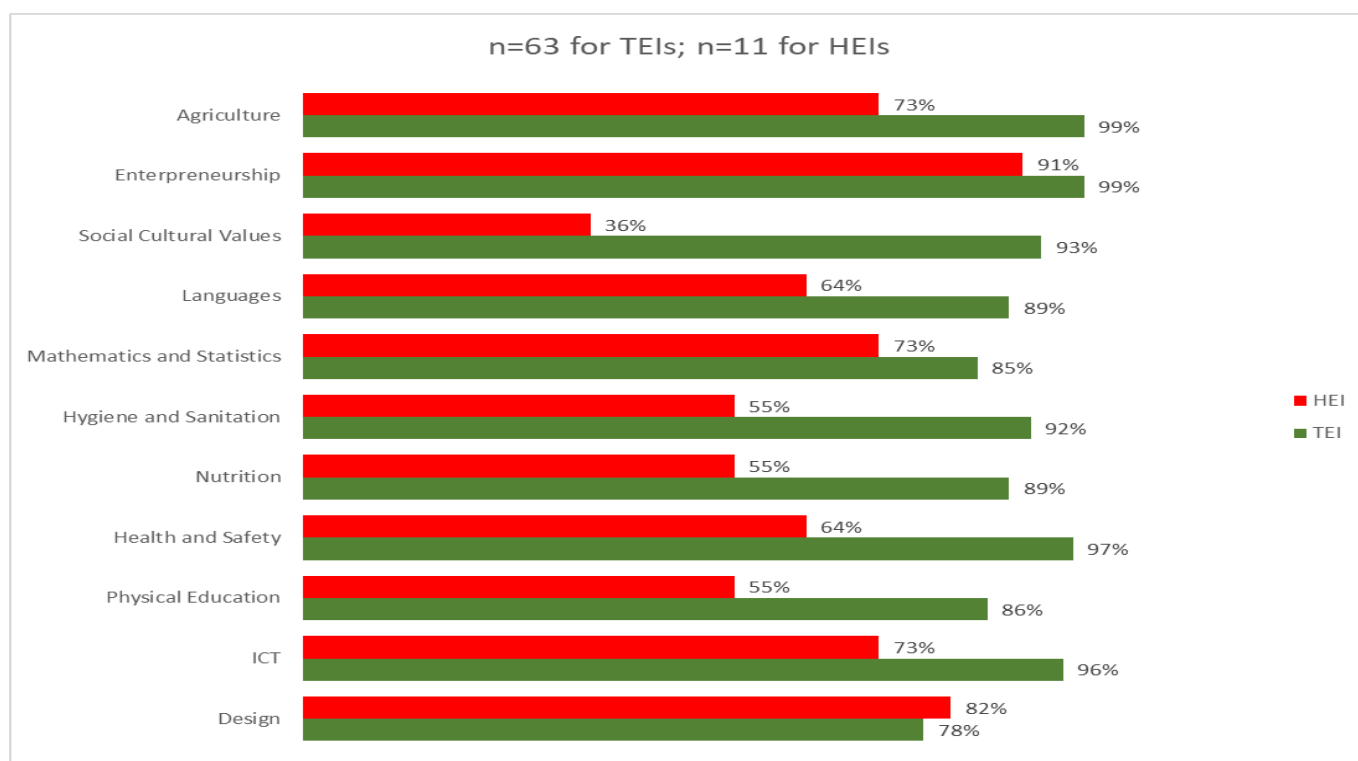


Figure 10: Mean rating of learning areas to be emphasized in Tertiary education curriculum; Source: Survey Field Data, 2020

In figure 10, results indicated that Entrepreneurship and Agriculture, were rated as the main priority learning areas to be part of tertiary (TVET) curriculum by both tertiary and higher education respondents. These areas are priority areas for the Gambia government as highlighted in the National Development Plan. This means, modules in agriculture and entrepreneurship should be part of tertiary (TVET) curriculum, so as to widen possibilities for learners in terms of employment and relevance in society.

The least rated areas were design for tertiary education respondents and social cultural values for higher education respondents at 78 percent and 36 percent respectively. These ratings indicate that

the perception for the two mentioned areas in the education and training institutions is not right especially for social cultural values as research have shown it is vital in fostering social cohesion and socio-economic development (Atibuni, 2017).

#### 4.1.6. Way of Nurturing Talent in TVET/Tertiary Education

In a bid to ensure learners’ potentials and talents are nurtured, this study sought to find out ways and means of talent identification that can be used to develop learners in tertiary education. Heads of departments and institutional leaders were asked to indicate on their choices using a five-point Likert Scale.

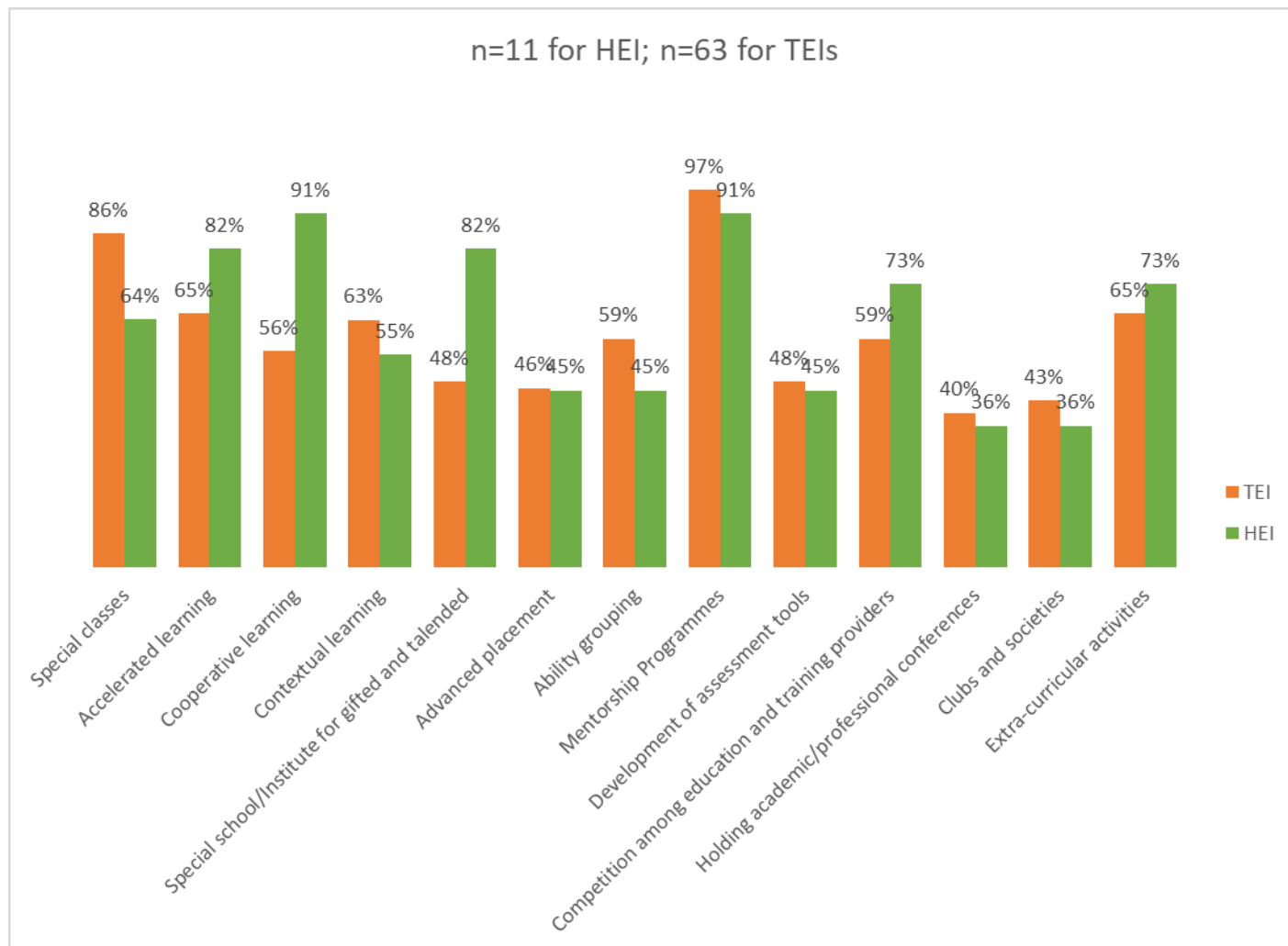


Figure 11: Strategies for Nurturing talent during TVET programmes; Source: Survey Field Data, 2020

The findings in figure 11, show that the highest mean rating of nurturing talents among trainees is mentorship programmes for both respondents of tertiary and higher education institutions. Mentoring is a proven approach to drive rich learning and development for both mentees and mentors. Student mentoring is proven to improve student retention, boost job placement rates, and increase alumni engagement when tapping alumni as mentors.

Similarly, the respondents identified the following as viable means of nurturing talent: special classes, specials schools/institutes for the talented, cooperative learning, competition among education and training providers, and extra-curricular activities. Similarly, students also expressed extra curricula programmes specifically sports and other social events that learners could excel in.

#### **4.1.7. Assessment Methods**

The study also sought the assessment method most effective for the deployment of TVET curricula from the administrators of sampled institutions as shown in figure 12.

Assessment being the means and process used to identify, gather and interpret information and evidence against the required competencies in a qualification, part-qualification, or professional designation in order to make a judgement about a learner's achievement, is very crucial for the successful implementation of tertiary education curriculum. Since assessment can be formal, non-formal or informal, for the purpose of this study, the assessment considered refer to the formal assessment for deployment of a structured programme.

The results indicate that the assessment method most rated as “always” for inclusion in tertiary education curriculum is formative assessment at **75** percent, followed by summative assessment at 70 percent and diagnostic assessment at 54 percent as shown in figure 12 by tertiary institution respondents. The least rated as “always” assessment method norm referenced assessment method at 22 percent.

Similarly, from amongst higher education respondents, assessment method most rated as “always” for inclusion in tertiary education curriculum is diagnostic assessment at 91 percent, followed by formative assessment at 82 percent, and then summative assessment and criterion referenced assessment at 73 percent each as shown in figure 12. The least rated as “always” assessment method norm referenced assessment method at 22 percent.

These results suggest that higher education senior officials' value diagnostic assessment more than tertiary education officials. Another interesting indication is that higher education respondents are advocating for external assessment of candidates (criterion-based assessment) prior to graduation, more than tertiary (TVET) education institutions. If a competency-based training is to be successful, then a national certification system should be adopted by all TVET institutions.

Currently, in most tertiary and higher education institutions, the existing assessment methods are formative and summative assessments. The formative assessments are usually conducted twice or thrice per semester or term, with a few having it very often on weekly basis or fortnight, whilst the summative assessment is held once for most programmes at the end of the term or semester. This practice has led to many trainees being more exams-focus that learning to gain insight into their area of specialization. In addition, moderation committees do not exist in many institutions, leading to trainers repeating the same assessment tool or questions for different cohort of learners.

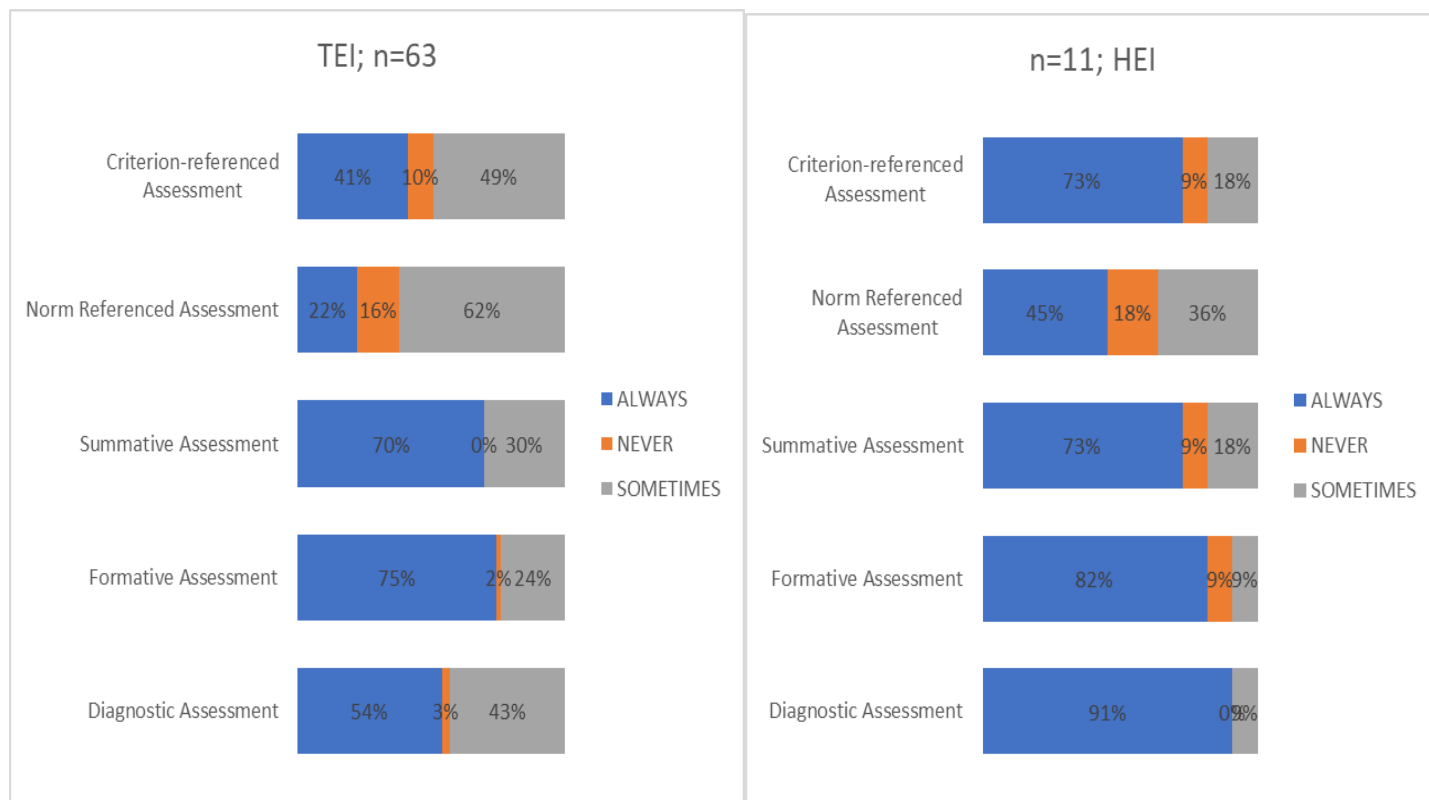


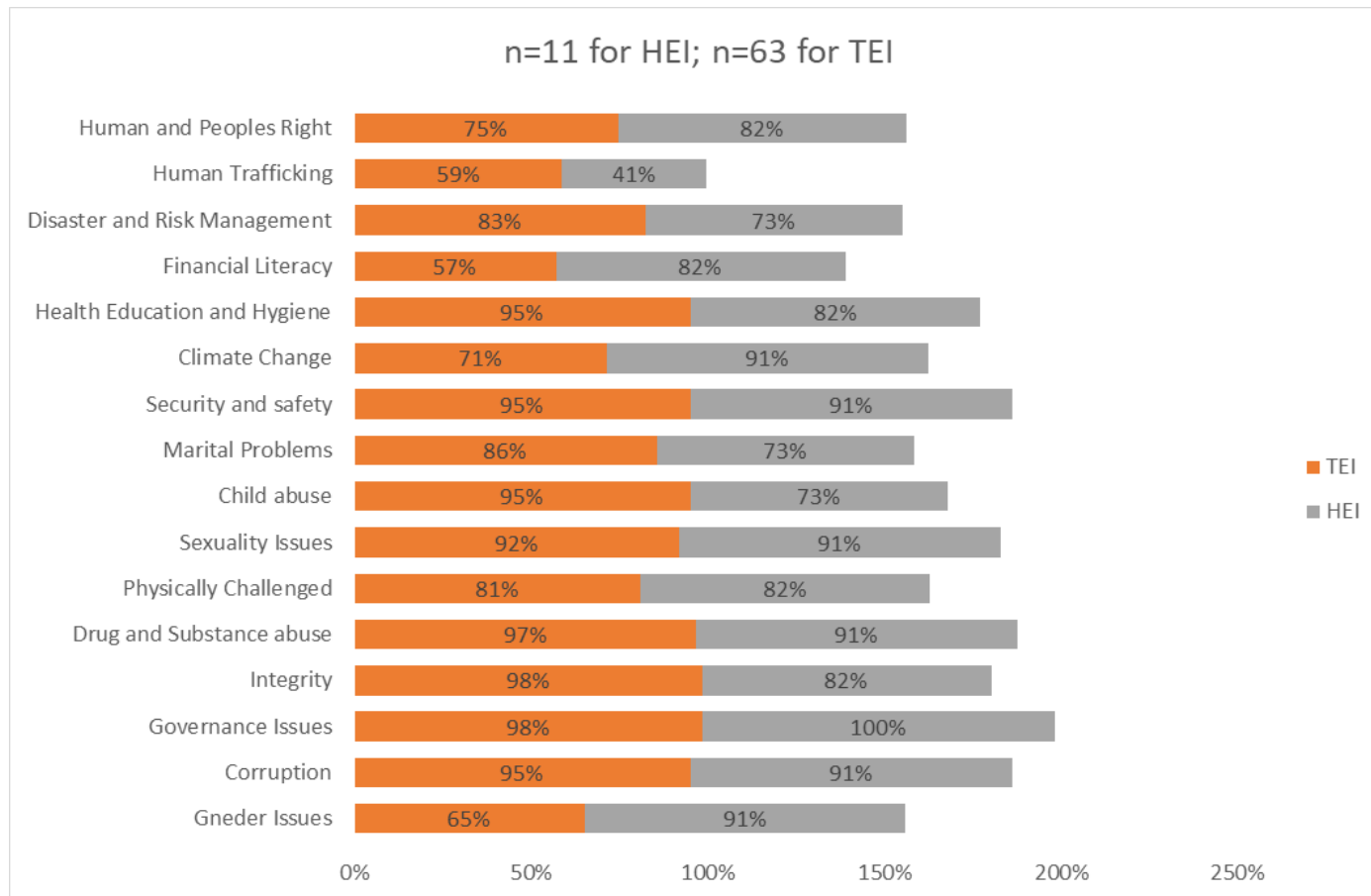
Figure 12: Assessment methods to be employed; Source: Survey Field Data, 2020

#### 4.1.8. Cross-cutting Issues to be included in tertiary education curriculum

The emerging or pertinent issues that had bearing on different aspects of our society, herein, termed as cross-cutting issues were also assessed. The study sought to find out the crosscutting issues in the society that affect learners in tertiary and other institutions. Respondents were requested to indicate the extent to which some specified crosscutting issues should be covered in tertiary education curriculum in a five-point Likert Scale. They were required to indicate their choices by selecting one of

the choices given as Not at all, Very little extent, Not sure, Some extent and Great extent. The responses are presented in figure 13.

**Figure 13: Cross-cutting issues to be addressed by TVET curriculum; Source: Survey Field Data, 2020**



Accordingly, in the figure above, the results indicated that higher education respondents rated the following as the most relevant issues to be addressed by the TVET curriculum:

- Governance Issues (at 100 percent)
- Corruption, Drug and Substance Abuse, Sexuality issues, gender issues and security and safety (91 percent each)
- Integrity, and Health Education and Hygiene (at 82 percent)

In addition, the findings show that tertiary education respondents rated the following as relevant issues to be addressed by the TVET curriculum:

- Integrity and governance issues at 98 percent each
- Drug and substance abuse at 97 percent
- Corruption, Child abuse, security and safety, and health education and hygiene at 95 percent each.

The least rated cross-cutting issue is human trafficking at 59 percent for tertiary respondents and 41 for higher education respondents. It can be deduced from these findings, that there are many factors that affect the education and training process and thus, need to be addressed partly by the tertiary education curriculum. The crosscutting issues suggested to be included in the TVET curriculum by respondents are critical issues similar to those flagged in the National Development Plan (2017 – 2021) as priorities to be addressed by the government.

#### 4.2. Findings from student Representatives in education and training providers

This section presents the findings and discussion based on responses from student representatives in TVET and higher education institutions selected for this study. Specifically, responses were sought from student representatives and or association (club) heads of each institution.

In terms of student representative responses, out of 40 respondents, 68 percent are male and 32 percent are female as shown in figure 14.

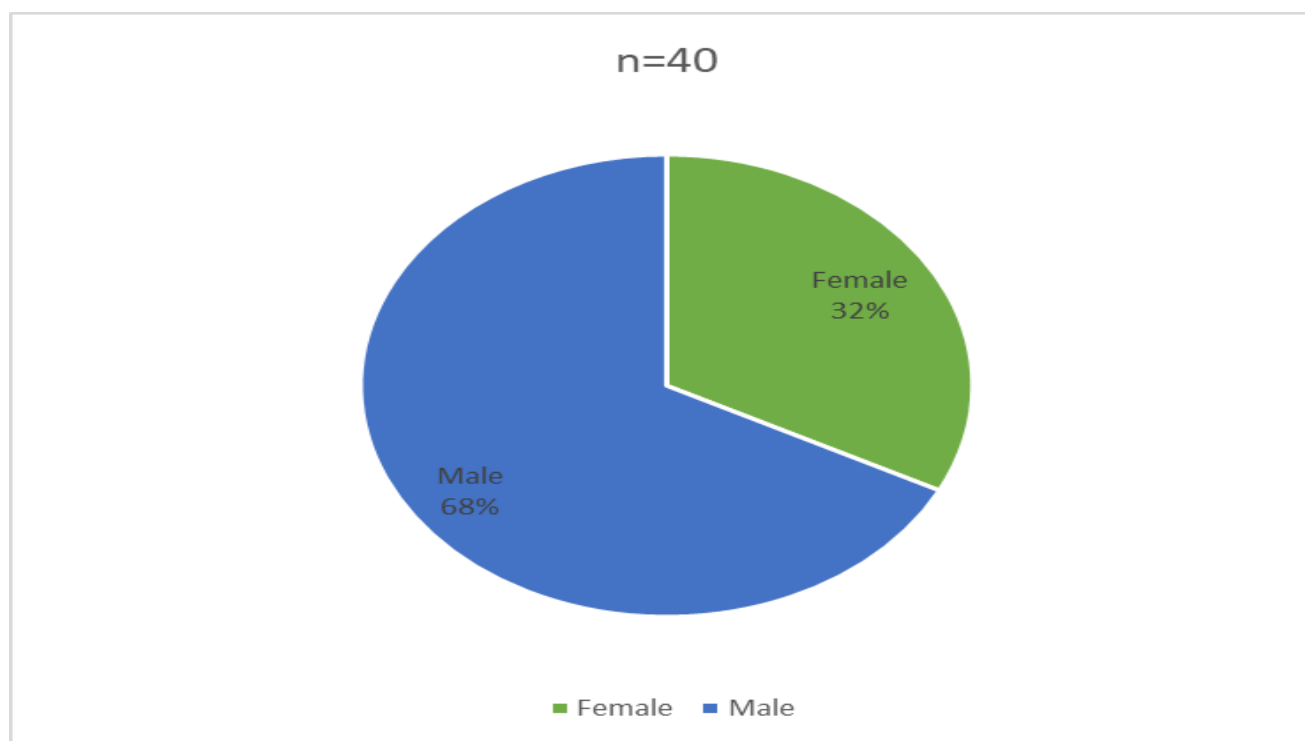


Figure 14: Distribution of Student Representatives; Source: Field Data, 2020

### 4.2.1. Perception on the focus of TVET

In order to understand the perception of TVET in the Gambia among post-secondary trainees, student representatives' leaders were asked to indicate their choice for their perception of TVET. As can be depicted from the figure below, 100 percent of HEI respondents and 66 percent TEI respondents stated that TVET should be delivered within the framework of an equal balance between theory and practice. whilst 23 percent opined that it should be fully practical focused among TEI student respondents. The implication of these results is that, student leaders in the education and training institutions do have the right conceptual basis of TVET. This finding strongly indicate the need for greater sensitization and awareness programmes to depict the right image of TVET across the country.

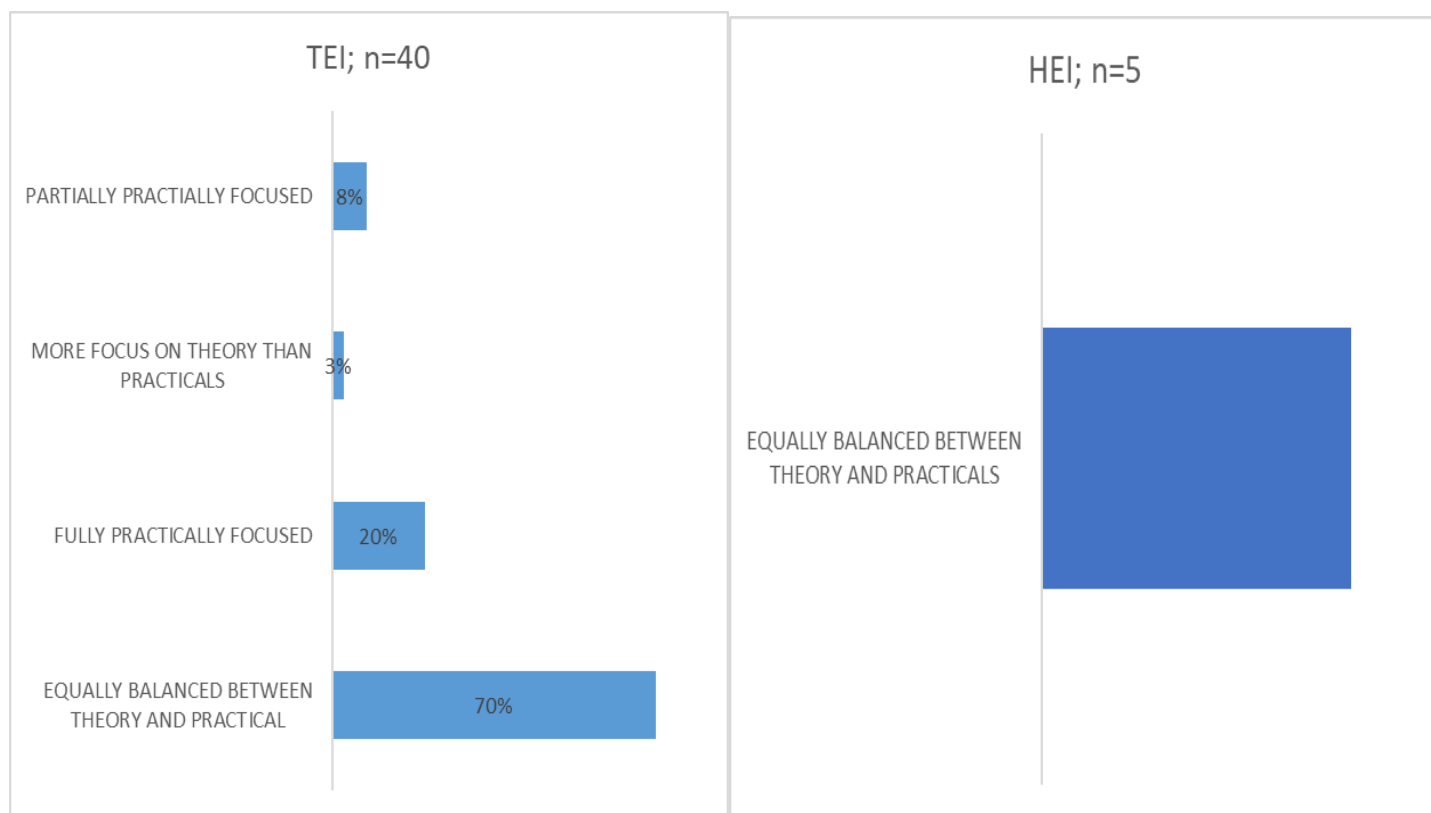


Figure 15: Perception of Student Representatives on main focus OF TVET; Source: NAQAA Field Data, 2020

### 4.2.2. Assessment Methods

From the student perspectives, as shown in figure 15, the results corroborate the findings from the education and training provider administrators that formative, followed by summative and then diagnostic assessment methods are the most rated respective assessment methods for strong inclusion into TVET curriculum.

These findings strongly indicate that TVET institutions should have well defined and feasible curriculum to guide the delivery of programmes with clear assessment methods for effective measurement of learner achievements.

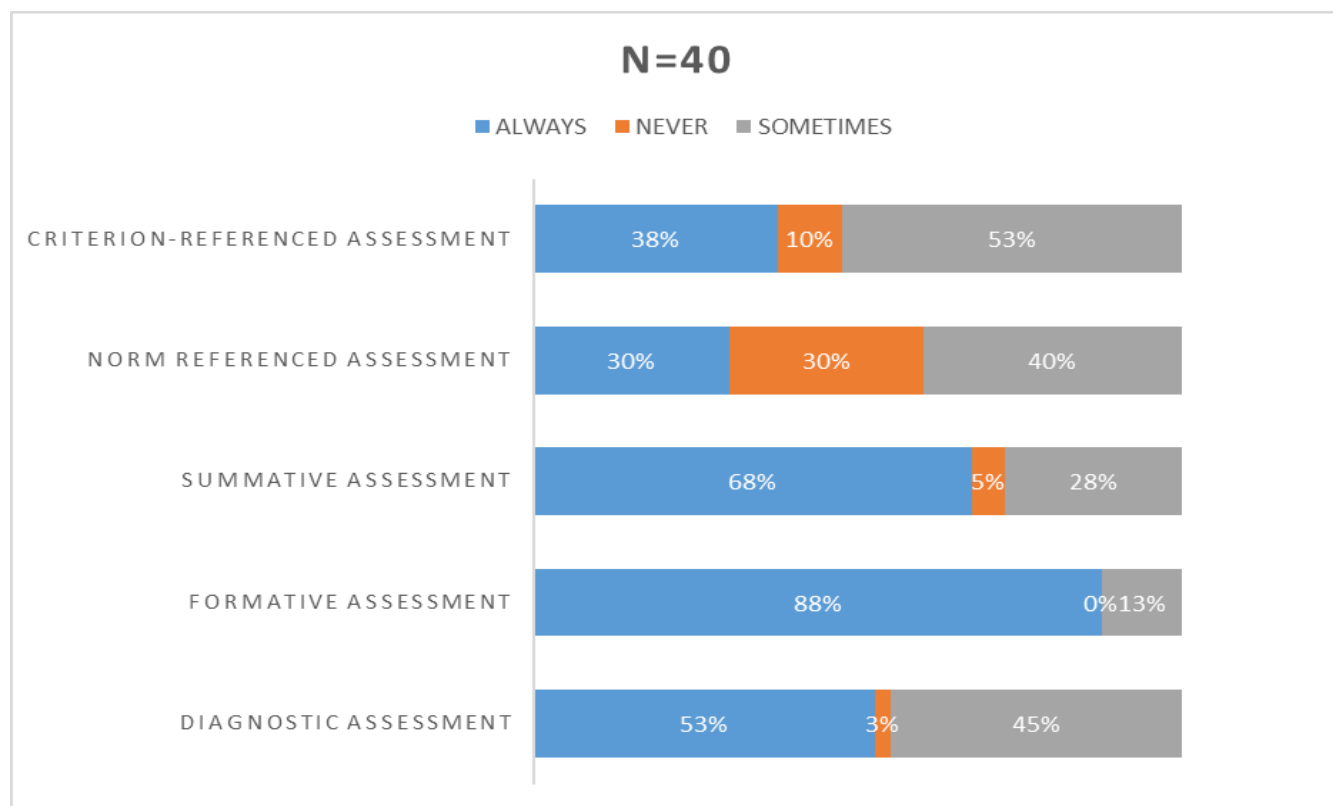


Figure 16: Assessment method rating: Source: Survey Field Data, 2020

### 4.2.3. Skills Rating

In relation to what extend should identified skills set domains in line with the 21<sup>st</sup> century skills adopted by UNESCO be emphasized within the TVET curriculum, student representatives gave a mean rating as follows and shown in figure 17:

- 98 percent stated problem solving ability as the main skills set for inclusion into TVET curriculum.
- The second-best rated skill sets are verbal communication skills, research skills and Initiative (ability to come up with solutions to ideas) at 95 percent each; followed by field specific practical knowledge and decision-making skills each at 93 percent.
- However, the least rated skills set is entrepreneurship skills at 40 percent. Even though there is a National Entrepreneurship Policy stating that entrepreneurship modules be part of all training

programmes, but is yet to be implemented across the education levels. Moreover, it could well be the case that trainees are not aware of the importance of entrepreneurship.

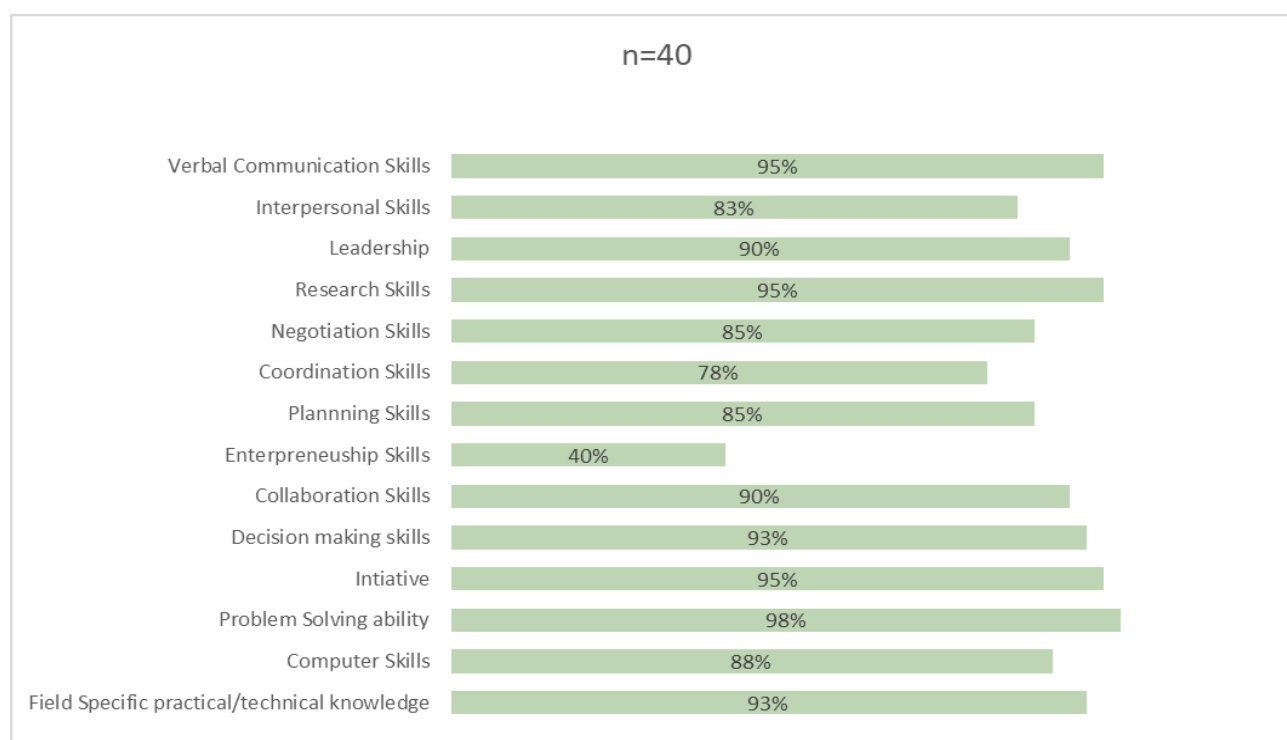


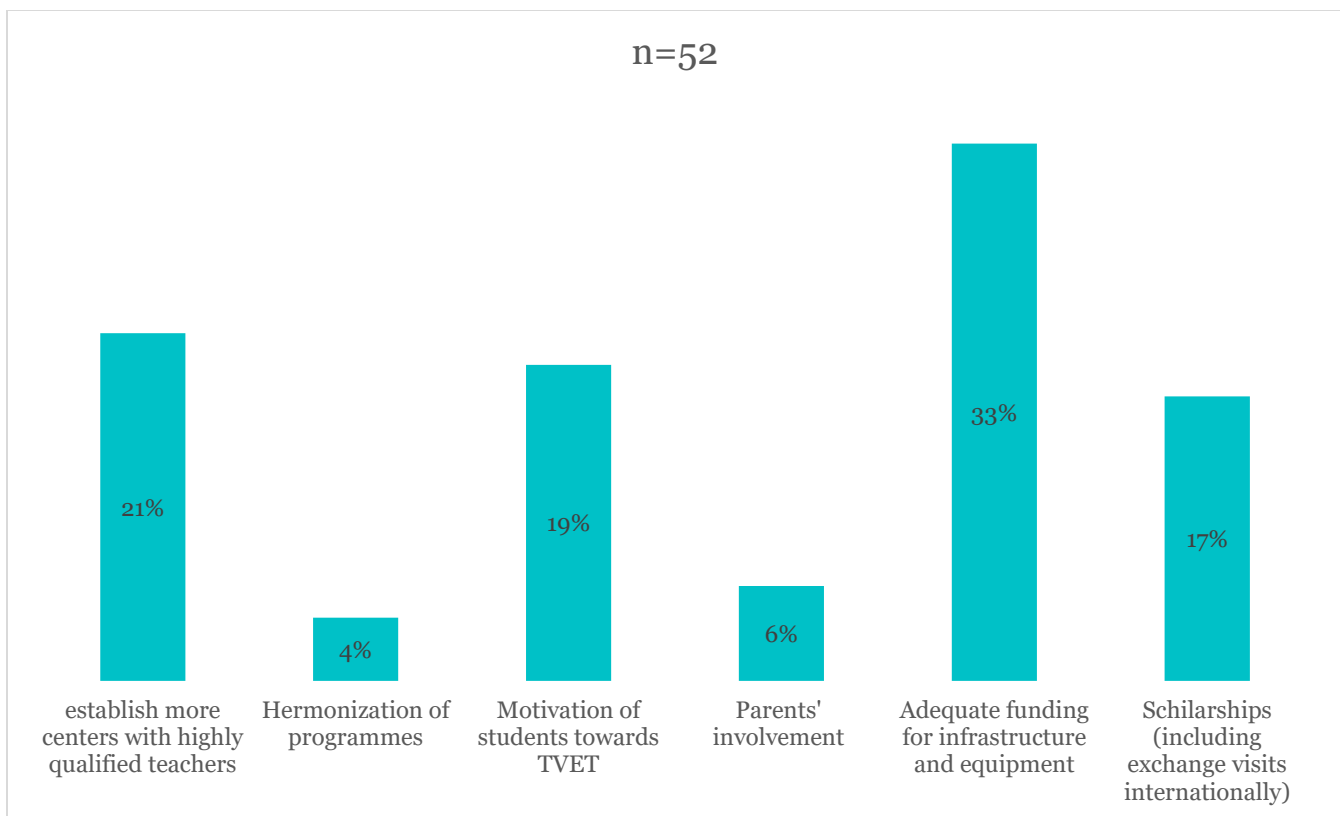
Figure 17: Mean rating of skills sets; Source: Survey Field Data, 2020

## 4.2.4. Comments to Improve Tertiary education and training

Table 5: Suggestions to improve TVET by student representatives

| COMMENTS                                                                  | FREQUENCY |
|---------------------------------------------------------------------------|-----------|
| Establish more centers with highly qualified trainers                     | 11        |
| Harmonization and standardization of programs and centralization of exams | 2         |
| Motivation towards TVET                                                   | 10        |
| Parents' involvement                                                      | 3         |
| Adequate funding for infrastructure and equipment                         | 17        |
| Scholarships (including exchange visits internationally)                  | 9         |
| <b>TOTAL</b>                                                              | <b>52</b> |

Note: Grouped unstructured responses from the survey



**Figure 18: Categorization of suggestions to improve TVET; Source: Survey Field Data, 2020**

Table 5 and figure 18 above show the categorization of students' suggestions on the ways to improve TVET in The Gambia. Out of 52 comments made, 21 percent suggested building of more centers with highly qualified trainers, 4 percent suggested harmonization and standardization of programmes and centralization of exams, 19 percent suggested motivation towards TVET, 6 percent suggested parents involvement in the students education, 33 percent suggested for adequate funding for infrastructure and equipment, and 17 percent opined for the provision of scholarships and exchange visits.

### 4.3. Findings from Sampled Industrial Institutions

This section presents the findings and discussion based on responses from selected industry institutions. Specifically, responses were sought from senior officials of key employers and the main industry associations in the country.

#### 4.3.1. Characteristic of establishments

Industry is a key component of the education and training structure, as they help determine the ideal characteristics of future graduates, and also, gives indication on the demand for labour in the country.

Figure 19 show the percentage distribution of establishments sampled for the survey. Out of the total conveniently selected sample of 40 establishments, 31 responded corresponding to response rate of 78 percent. Out of the total responding institutions, 48 percent are public entities, 26 percent are entities registered as NGO constituting mainly the Industrial Associations, 19 percent limited liability companies and 6 percent sole proprietorships.

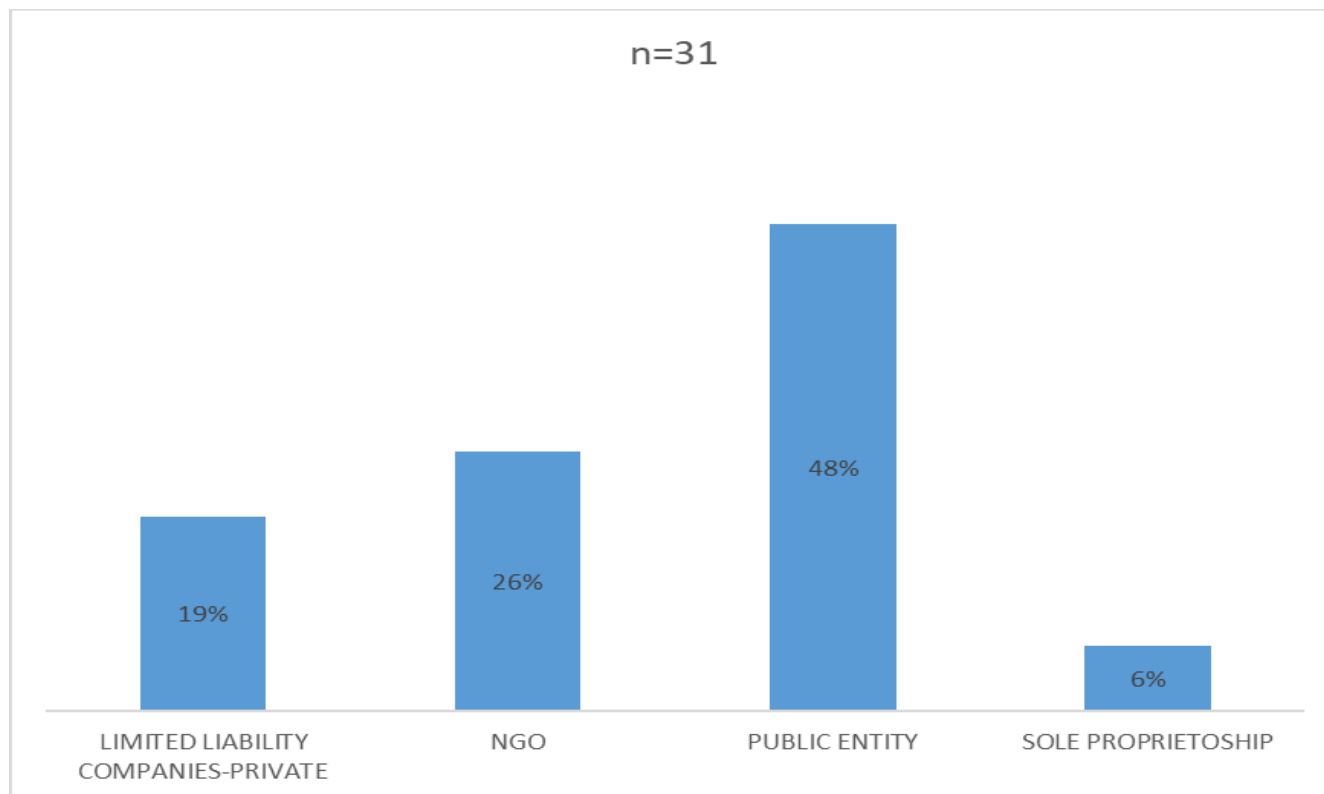


Figure 19: *Establishment by type of ownerships; Source: Survey Field Data, 2020*

### 4.3.2. Skills Assessment Rating

In relation to assessing the important skills set to be addressed by the TVET curriculum, employers and industry associations were asked to rate identified skill sets on a five-point Likert Scale using not important, fairly important, neutral, important and very important. The findings as shown in figure 20, revealed that the main skill sets emphasized by industry as a priority to be addressed by TVET curriculum were:

- Field (Occupation) Specific Practical knowledge at 97 percent
- Computer Skills, Problem Solving Ability, Initiative and Organizing each at 94 percent
- Networking, coordination and Negotiation skills each rated at 90 percent
- Interpersonal skills, leadership and research skills were each rated at 87 percent.
- The least rated were decision making skills and verbal communication skills at 81 percent each.

The most rated skills domain to be emphasized in the tertiary education curriculum is in agreement with the findings of Employers Skills Need Assessment Report (NAQAA, 2019) and recommendation on the TVET roadmap strategy (ITC, 2019); in that, tertiary education curriculum should be aligned with the needs of the labour market. This will ensure the minimization of skill gaps and shortages in the labour market.

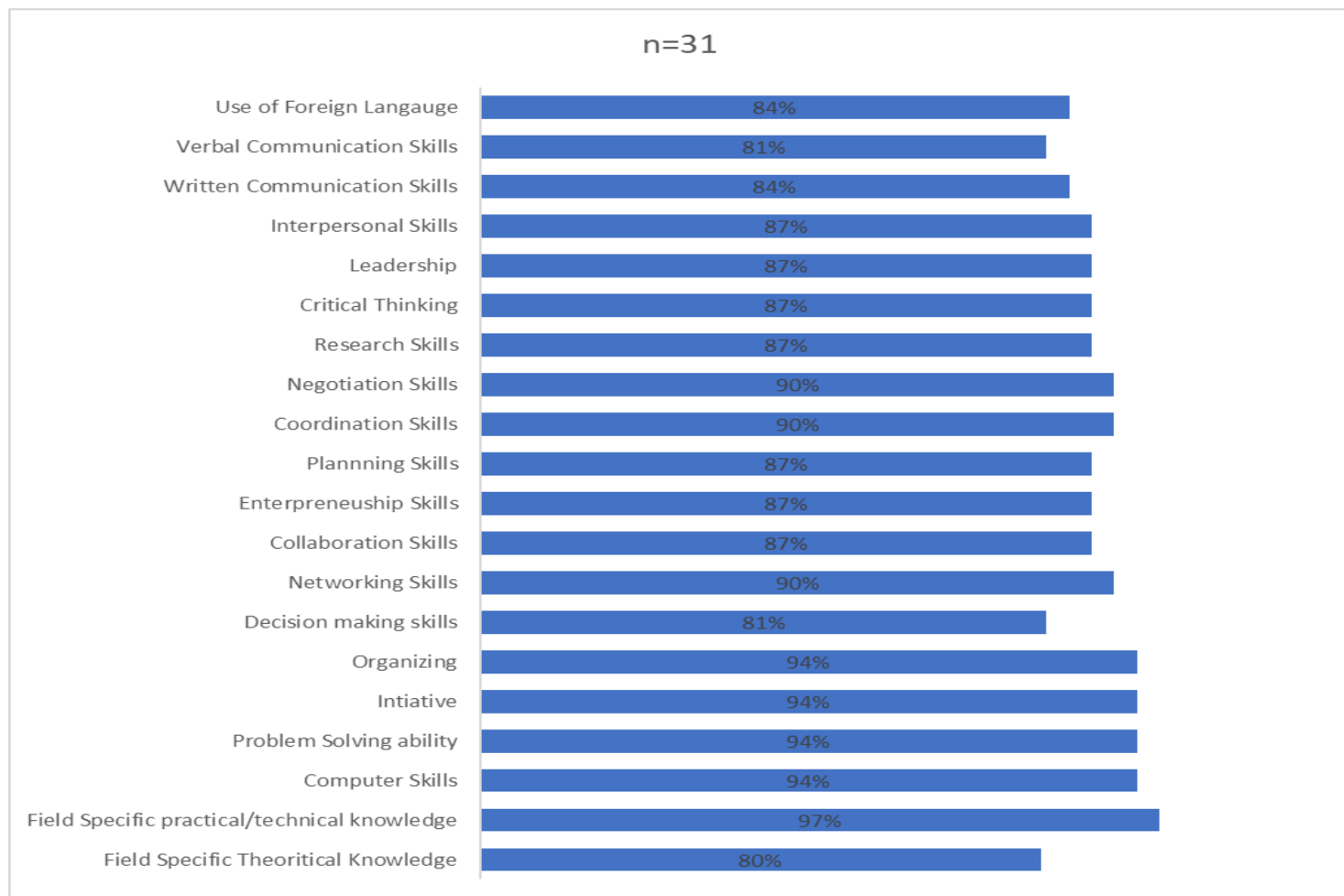
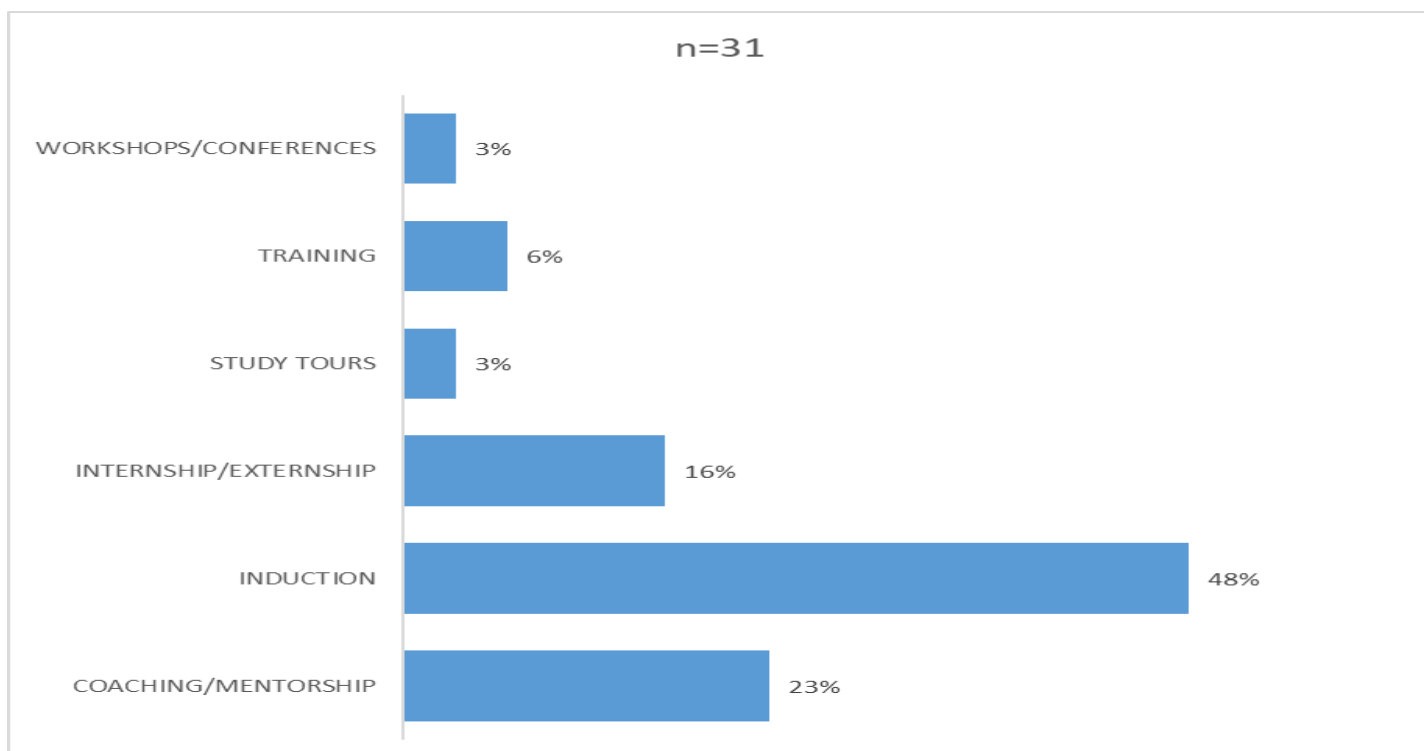


Figure 20: Rating of industry on skills set domains; Source: Survey Field Data, 2020

#### 4.3.3. Assisting graduate recruits in settling at the work environment

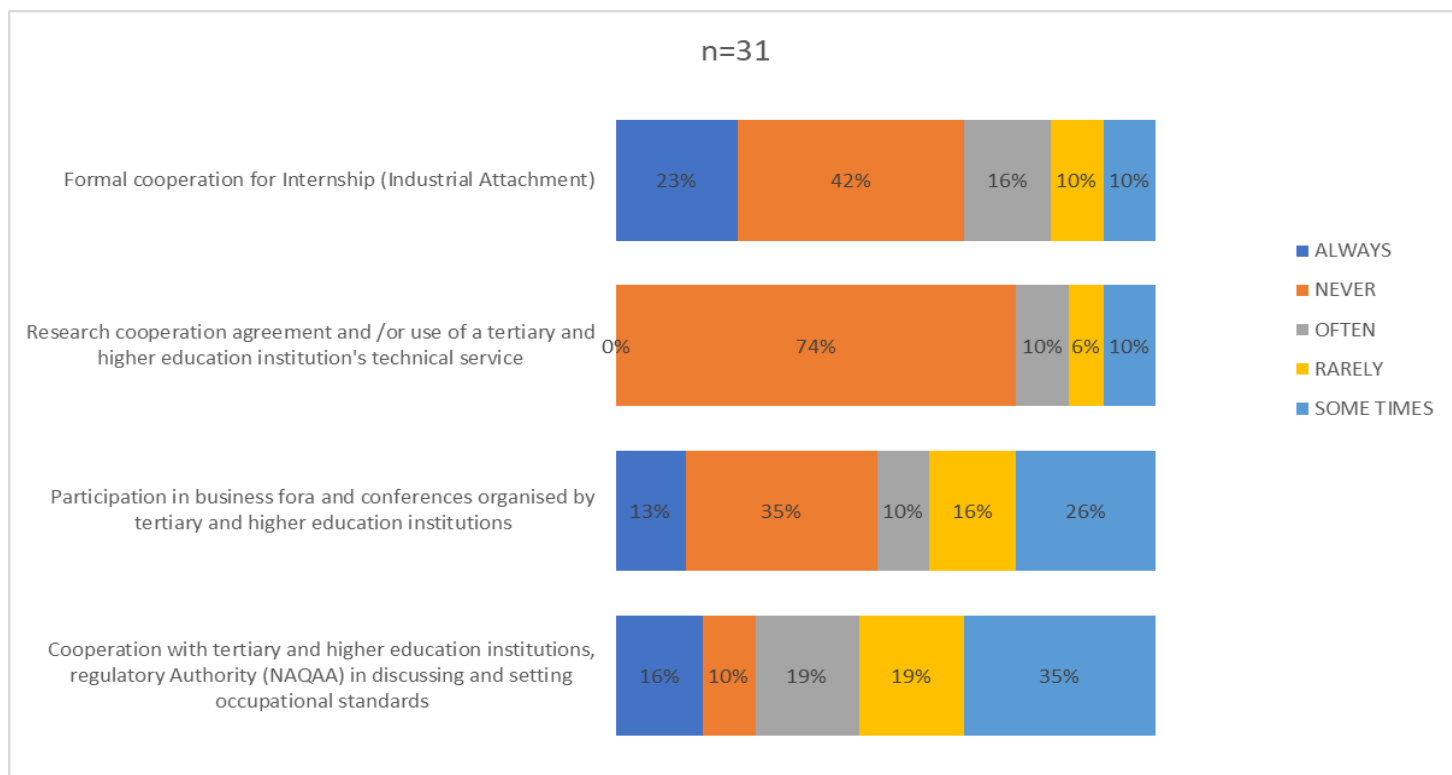
Establishments and industry associations were asked to indicate what specific arrangements they have in place to equip fresh graduates with the necessary skills and or competencies after recruitment. As shown in figure 21, the findings indicated that the main arrangement used by employers is induction at 48 percent, followed by coaching (or mentoring) at 23 percent and then internships (and or Externships) at 16 percent. These findings indicate that trainees need to be well-equipped to adapt to the work environment by the time they leave training institutions as inductions are usually very short and precise. This suggests the need for industrial training (internship) to be strengthened and to be part of all TVET curricula as it helps trainees link in-school training with on- the-job training.



**Figure 21: Means to assist new graduate recruits to settle; Source: Survey Field Data, 2020**

#### **4.3.4. Assessing cooperation of industry with tertiary and higher education institutions**

It is important that tertiary and higher education institutions have internal structures that facilitate linkages with industry. The mandate of such structures could include management of diaspora engagements in development and or enhancement of the institution. The study assesses the level of cooperation between the industry and education and training providers. In figure 22, the findings indicated that 74 percent never had any research or technical services linkage with education and training providers; 42 percent never had any internship cooperation with education and training providers, 35 percent had never attended any business activity forum organized by education and training providers whilst 10 percent indicated never been involved in the development of occupational standards.



**Figure 22: Level of cooperation of industry with education and training providers; source: survey field data, 2020**

#### 4.3.5. Rating of Suggestion to improve TVET training

To ensure successful implementation of post-secondary education and training, the following as depicted in figure 23, show the rating of structured items on the actions tertiary and higher education institution should undertake in order to enhance graduate employability:

- Including more practical modules in the programmes at the tertiary and higher level rated at 90 percent as very important;
- Inclusion of civic education to raise sense of civic responsibility was rated at 84 percent as very important;
- Inclusion of professional ethics and values rated as very important at 77 percent;
- Health and safety inclusion rated as very important at 74 percent; and
- Internships as compulsory part of curriculum was rated the least as very important at 58 percent.

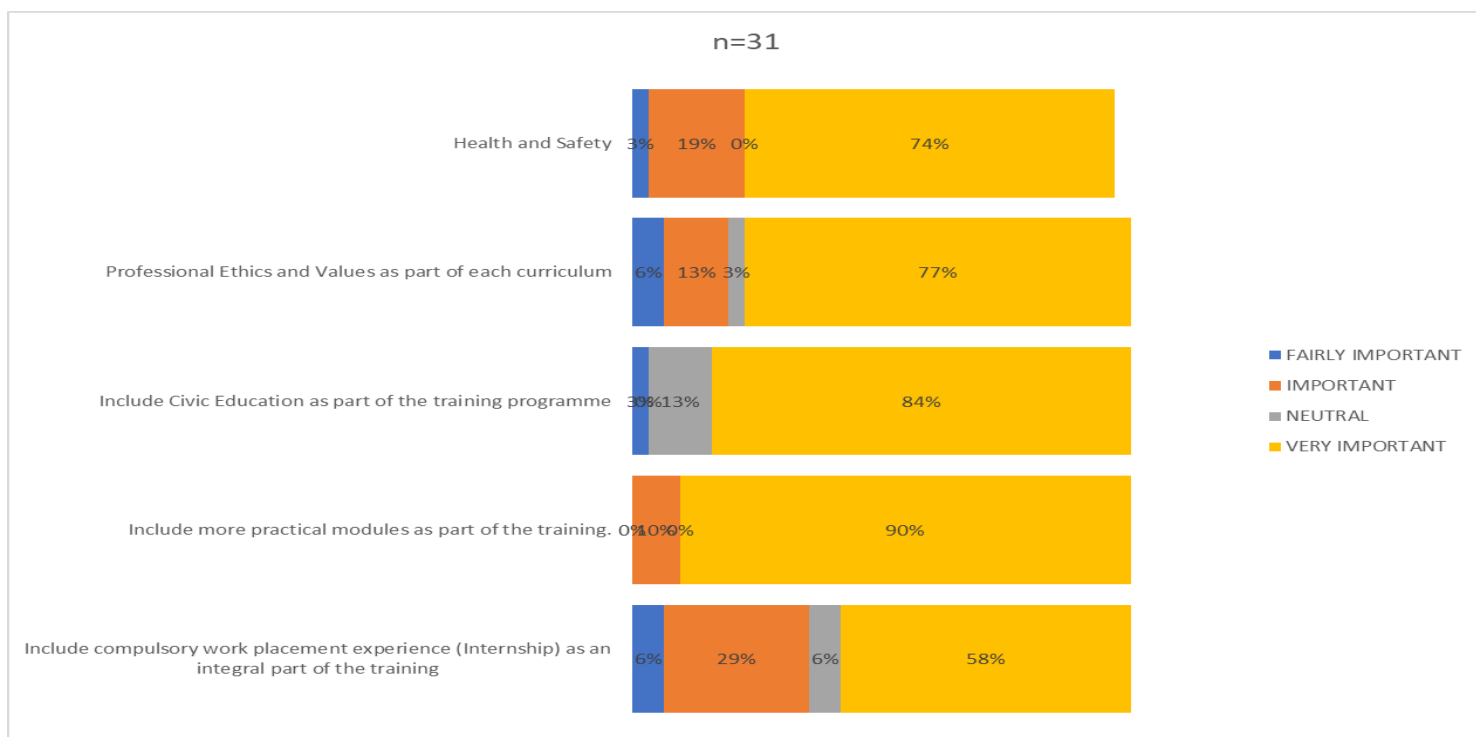


Figure 23: Suggestions to improve TVET training; Source: Survey Field Data, 2020

### 4.3.6. Skills Upgrading

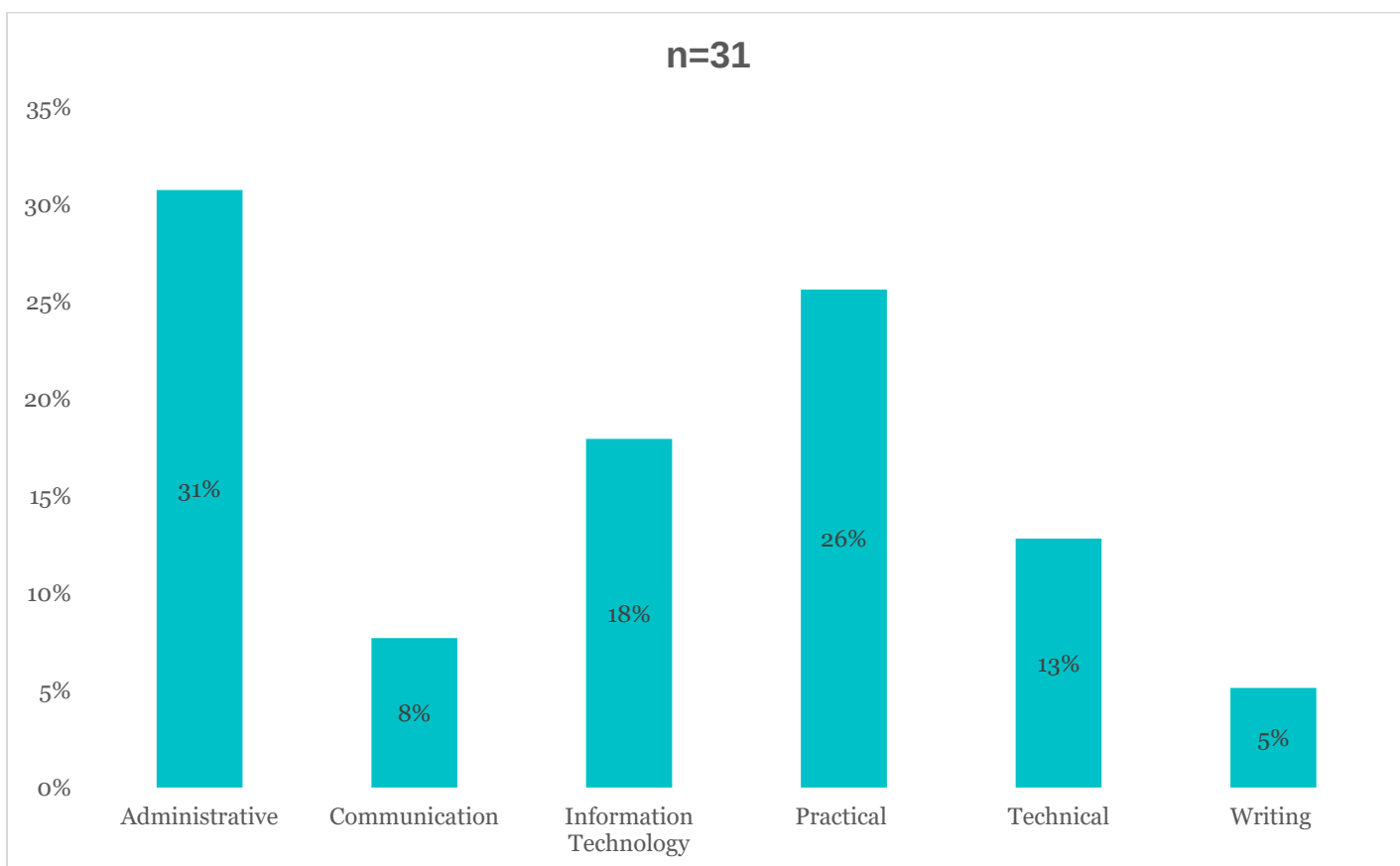
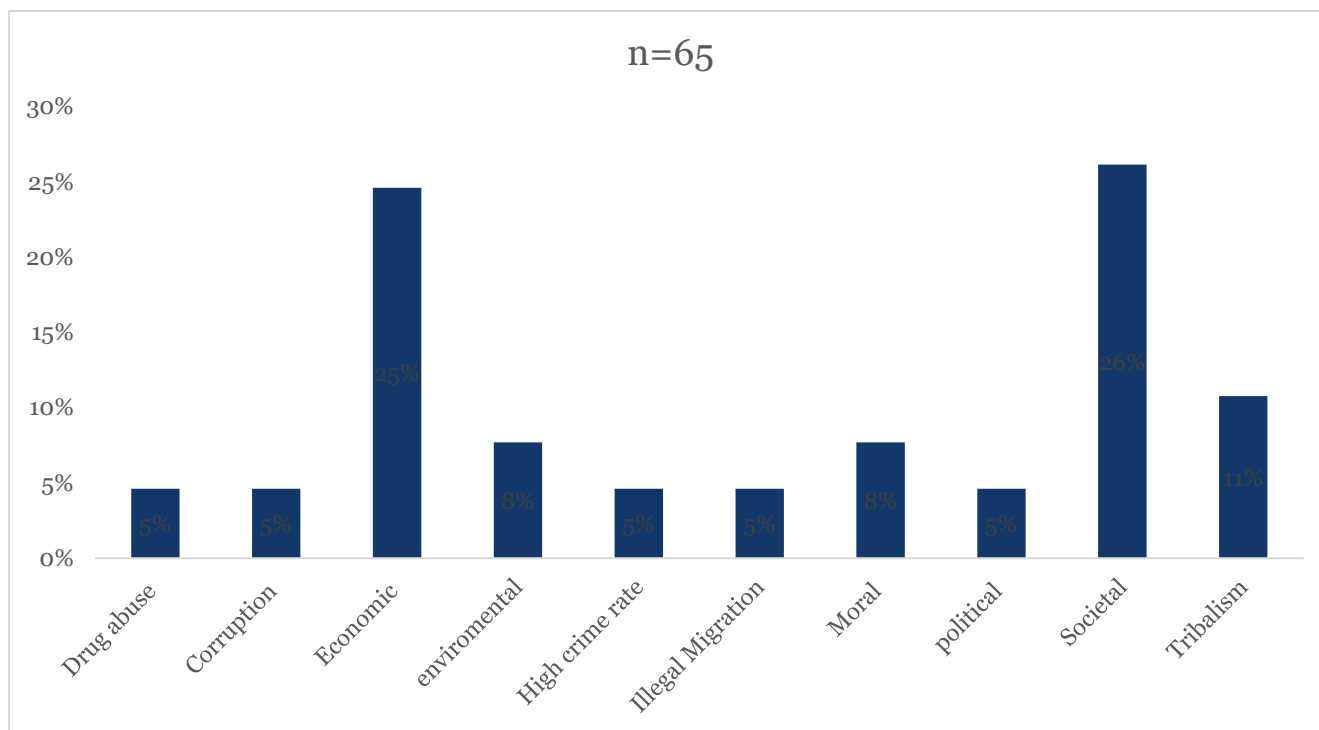


Figure 24: Skills needed for upgrading; Source: Survey Field Data, 2020

Out of 36 comments about skills that need upgrading in the TVET sector, 31 percent suggested administrative skills, 26 percent focused on Practical skills, 18 percent on Information Technology skills, while technical, communication and writing skills accounted for 13 percent, 8 percent and 5 percent respectively.



**Figure 25: Qualitative comments on societal issues to be address by tertiary curriculum; Source: Survey Field Data, 2020**

Out of 65 comments made on issues affecting the society, 26 percent represented social factors such as early marriage, teenage pregnancy, 25 percent indicated economic issues, environmental and moral issues accounted for 8 percent each, while drug abuse, corruption, high crime rate, illegal migration and political issues accounted for 5 percent each.

## CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

### 5.0 Introduction

This chapter presents the conclusions and recommendations of this study based on the findings. The needs curriculum assessment was conceptualized to obtain credible information from the key players in tertiary and higher education and training. Based on this conceptualization, from the desk review and administration of questionnaires, some conclusions were reached and recommendations made as follows.

### 5.1 Conclusion

The senior officials in education and training providers very highly rated these societal needs for inclusion in the curriculum, in particular that of TVET: National Unity, Professional Ethics and Values, Patriotism, economic and industrial development and Information, Communications and Technology.

The same officials opined that problem-solving ability, creativity and analytical skills are main skill sets the tertiary education curriculum should focus on, followed by research and communication skills as well as social skills such as interpersonal relationships.

The learning approaches very highly rated as part of the 21<sup>st</sup> century teaching strategy by staff of education and training providers for inclusion in tertiary (TVET) education curriculum are demonstration, projects, discussions, debate, presentations and role plays. However, the main teaching strategy currently utilized in most training institutions are traditional lecture methods which are purely teacher-centered.

In terms of the content to be taught and learned by trainees as part of their education and training, the following were suggested as the main areas for inclusion in tertiary education programmes: Agriculture and entrepreneurship rated highest, health and safety, and ICT.

Mentoring and extra-curricular activities were indicated as the main means for talent identification in education and training, followed by accelerated cooperative learning. A few suggested the creation of talent academies or institutes where talents and potentials identified could be well nurtured.

The main assessment methods in the delivery of education and training is formative and summative assessments. Formative assessments are usually very periodic usually twice or thrice per term or semester, whereas summative only occurs at the end of course or modules.

In relation to the ideal assessment methods for the effective deployment of education and training, the suggested methods strongly emphasized by both students and staff of providers were: diagnostic assessment, frequent formative assessment and effective summative assessment.

The main cross-cutting issues termed as the emerging or pertinent issues that affects our society and to be addressed by the education and training curriculum found to be: Governance issues rated highest at 88 percent, corruption at 77 percent, drug and substance abuse at 77 percent, integrity at 74 percent and security and safety at 68 percent.

The findings above indicate that, there is strong case for national service to be introduced as a compulsory education and training in view of instilling traits to curb the above-mentioned societal issues. Similar opinions were recorded from industry during discussions.

In general, it is important to transform education and training, particularly at the tertiary (TVET) level for it to be more practical-oriented. By doing so, trainees will be graduating from these institutions with the competencies that are required by the labour market as echoed by students and industry respondents. According to students and industry respondents, during the course of the training, learners should be equipped with practical skills, creativity, problem solving ability, communication (written and verbal), networking, planning, organization and research skills for them to be self-reliant and be in a position to be job creators. Furthermore, trainers at this level should adopt 21st century learning approaches which engage the learners and to ensure that trainers are capacitate to meeting their expectations.

Competences such as poultry keeping, painting and decoration, carpentry and joinery, embroidery, road construction, plumbing and pipe fitting, catering, hairdressing, beauty therapy, welding and fabrication, automotive, electrical engineering, social work, teaching, health and nutrition, and guidance and counseling should be emphasized in tertiary education curriculum, to offer the possibilities for dual or more competencies which will enhance employability for graduates.

The results of the needs assessment revealed that there is little cooperation between industry and education and training providers. The findings indicated that 74 percent never had any research or

technical services linkage with education and training providers; 42 percent never had any internship cooperation with education and training providers, 35 percent had never attended any business activity forum organized by education and training providers whilst 10 percent indicated never been involved in the development of occupational standards. This industry linkage is very important if tertiary and higher education is to be meaningful in society.

## 5.2. Recommendations

The main findings of the study allow us to make the following recommendations crucial to improving quality and attain trending relevance of education and training in the country.

1. There is need for the Government to increase budgetary allocation to public TVET institutions so as to enable them procure the necessary resources for teaching and learning to effectively deploy tertiary curriculum.
2. The Authority, NAQAA, should conduct trainings in curriculum development, analysis and deployment for education and training providers. This will help institutions develop competency-based training programmes that will be aligned to labour market requirements.
3. NAQAA should collaborate with other stakeholders and periodically organized short term trainings or workshops on pedagogical/andragogical competencies for trainers in TVET institutions to ensure teaching strategies are learner centred.
4. Assessment methods such as Diagnostic, Formative and Summative should be part of all TVET curriculum and an effective national certification system for all TVET programmes should be established. This will ensure proper coordination and systemic monitoring of programmes.
5. Tertiary and higher education institution, and other stakeholders should organize periodic National Skills Competition to gauge effectiveness of TVET, and also support outstanding performers to venture into entrepreneurship.
6. Talent academies should be established by the Government through MoHERST in every region within specific tertiary education institutions so as to nurture and breed viable talents among trainees.

7. NAQAA should ensure as part of the registration and accreditation process, tertiary education curriculum include adequate competences in problem solving, creativity, entrepreneurship, mentoring, negotiation, planning, organization, coordination, critical thinking, interpersonal relationship (social skills), communication, and research.
8. A methodological guideline for the development and analysis of curriculum should be developed by NAQAA in consultation with industry and education experts to serve as the national yardstick for the assessment of curriculum.
9. The UNESCO-KOICA project together with NAQAA and other relevant stakeholders, should work on the development, review and implementation of national TVET curriculum in the educational fields of carpentry and joinery, hairdressing and beauty therapy, road construction, plumbing and pipe fitting, catering, welding and fabrication, home science/home economics, automotive, electrical and structural engineering, social work, community development, teaching pedagogy (or andragogy), health and nutrition, and guidance and counselling, so as to avail institutions especially the public institutions such as Gambia Technical Training with the right curriculum and by extension, the delivery of quality TVET programmes.
10. NAQAA, educational institutions, development partners and other stakeholders in the education sector should explore industry participation as an intervention strategy to enhance quality delivery of TVET in The Gambia. In addition, a robust advocacy strategy should be developed for the promotion of TVET.

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## ANNEX 1: EDUCATION AND TRAINING QUESTIONNAIRE



### **NATIONAL ACCREDITATION & QUALITY ASSURANCE AUTHORITY** **KANIFING INSTITUTIONAL LAYOUT**

Telephone: 4370548/9514746 | E-mail: [info@naqaa.gm](mailto:info@naqaa.gm) | Website: [www.naqaa.gm](http://www.naqaa.gm)  
CURRICULUM NEEDS ASSESSMENT SURVEY 2020

### **QUESTIONNAIRE FOR HEADS OF EDUCATION AND TRAINING PROVIDERS/DEPARTMENTAL HEADS**

National Accreditation and Quality Assurance Authority (NAQAA) is carrying out a Needs Assessment Survey for curriculum reform, particularly within the TVET system funded within the framework of UNESCO-KOICA Project on TVET in the Gambia. The aim of the survey is to inform development of education and training curricula at the tertiary (TVET) level, that will significantly impact the achievement of the strategic educational objective of the Gambia, as stated in the National Development Plan 2018 – 2021, Education Sector-Wide Policy 2016-2030 and SDG4.

The outcome of this survey shall emphasize curriculum reform to nurture the learner's potential in a holistic and integrated manner. The envisaged curriculum reform will emphasize competency-based learning in tandem with the National Qualifications Framework.

This questionnaire is designed to obtain information from key stakeholders to guide the reform process of TVET curriculum. The information you provide will be treated in strict confidence and used for this purpose only. Kindly respond to all questions.

Thank you.

1.3.

1.4. Gender of Respondent: 1. Male ☐

2. Female ☐

1.5. Age Group of Respondent (Years):

1. 20 – 30 ☐ 2. 31– ☐ 3. ☐ 40 4. ☐ 60 ☐ over 60

1.6. Duration in Service of respondent (Years):

1. Less than 5 ☐ 2. 5 – ☐ 3. ☐ 20 ☐ 21-30 ☐ Over 30

1.7. Category of Institution: 1. Tertiary Institution ☐ 2. Higher Education Institution ☐

1.8. Position of Respondent: .....

1.9. Legal Status of Education and Training Institution

Private (Sole Proprietorship, Company, Partnerships)

1. ☐

Public Entity (Public enterprise, Parastatal etc)

2. ☐

Foundation

3. ☐

NGO

4. ☐

Others: Specify.....

5. ☐

Enumerator's name and code:

Name \_\_\_\_\_

Supervisor's name and code:

Name \_\_\_\_\_

Day / Month / Year of Completion of  
Questionnaire:

\_\_\_\_ / \_\_\_\_ / 20 \_\_\_\_

## PART II: SOCIETAL NEEDS

2.1. To what extent should the Education and Training curriculum promote the following societal needs? Circle in the appropriate rating for each item.

**Key: 1=Not at all; 2= Very Little Extent; 3=Not Sure; 4=Some Extent; 5=Great Extent**

|    | Societal needs to be emphasized           | Not at All | Very Little Extent | Not Sure | Some Extent | Great Extent |
|----|-------------------------------------------|------------|--------------------|----------|-------------|--------------|
| a. | Patriotism                                | 1          | 2                  | 3        | 4           | 5            |
| b. | National unity                            | 1          | 2                  | 3        | 4           | 5            |
| c. | Economic/Industrial development           | 1          | 2                  | 3        | 4           | 5            |
| d. | Information, Communication and Technology | 1          | 2                  | 3        | 4           | 5            |
| e. | Social development                        | 1          | 2                  | 3        | 4           | 5            |
| f. | International consciousness/awareness     | 1          | 2                  | 3        | 4           | 5            |
| g. | Environmental protection                  | 1          | 2                  | 3        | 4           | 5            |
| h. | Respect of Gambian cultures               | 1          | 2                  | 3        | 4           | 5            |
| i. | Self-fulfilment                           | 1          | 2                  | 3        | 4           | 5            |
| j. | Social equity                             | 1          | 2                  | 3        | 4           | 5            |
| k. | Social responsibility                     | 1          | 2                  | 3        | 4           | 5            |
| l. | Professional Ethics/Values                | 1          | 2                  | 3        | 4           | 5            |
| m. | Health, Hygiene and Sanitation            | 1          | 2                  | 3        | 4           | 5            |

## PART III: SKILLS/KNOWLEDGE/COMPETENCE ASSESSMENT

3.1. To what extent should the following skills set be emphasized in the Education and Training Curriculum at TVET/higher education level?

**Key: 1=Not at all; 2= Very Little Extent; 3=Not Sure; 4=Some Extent; 5=Great Extent**

|    | Skills/Knowledge/Competence | Not at All | Very Little Extent | Not Sure | Some Extent | Great Extent |
|----|-----------------------------|------------|--------------------|----------|-------------|--------------|
| a. | Creativity                  | 1          | 2                  | 3        | 4           | 5            |
| b. | Analytic thinking           | 1          | 2                  | 3        | 4           | 5            |
| c. | Innovation                  | 1          | 2                  | 3        | 4           | 5            |
| d. | Initiative                  | 1          | 2                  | 3        | 4           | 5            |
| e. | Networking                  | 1          | 2                  | 3        | 4           | 5            |
| f. | Productivity                | 1          | 2                  | 3        | 4           | 5            |
| g. | Collaboration               | 1          | 2                  | 3        | 4           | 5            |
| h. | Media literacy              | 1          | 2                  | 3        | 4           | 5            |
| i. | Entrepreneurship            | 1          | 2                  | 3        | 4           | 5            |
| j. | Information and Technology  | 1          | 2                  | 3        | 4           | 5            |

|   |                                                          |   |   |   |   |   |
|---|----------------------------------------------------------|---|---|---|---|---|
| k | Communication                                            | 1 | 2 | 3 | 4 | 5 |
| l | Flexibility                                              | 1 | 2 | 3 | 4 | 5 |
| m | Negotiation                                              | 1 | 2 | 3 | 4 | 5 |
| n | Research                                                 | 1 | 2 | 3 | 4 | 5 |
| o | Critical thinking                                        | 1 | 2 | 3 | 4 | 5 |
| p | Problem solving                                          | 1 | 2 | 3 | 4 | 5 |
| q | Leadership                                               | 1 | 2 | 3 | 4 | 5 |
| r | Social Skills (Interpersonal skills)                     | 1 | 2 | 3 | 4 | 5 |
| s | Others (Please specify):.....<br>.....<br>.....<br>..... |   |   |   |   |   |

## PART IV: FIELDS OF EDUCATION RELEVANT FOR THE GAMBIA

4.1. To what extent should the following fields of education be emphasized as the main TVET Curriculum for enhanced socio-economic development of the Gambia? Please tick as deemed necessary?

**Key: 1=Not at all; 2= Very Little Extent; 3=Not Sure; 4=Some Extent; 5=Great Extent**

|    | Fields of Study                       | Not at All | Very Little Extent | Not Sure | Some Extent | Great Extent |
|----|---------------------------------------|------------|--------------------|----------|-------------|--------------|
| a. | Personal Skills and Development       | 1          | 2                  | 3        | 4           | 5            |
| b. | Education                             | 1          | 2                  | 3        | 4           | 5            |
| c. | Arts                                  | 1          | 2                  | 3        | 4           | 5            |
| d. | Humanities                            | 1          | 2                  | 3        | 4           | 5            |
| e. | Physical Education                    | 1          | 2                  | 3        | 4           | 5            |
| f. | Languages                             | 1          | 2                  | 3        | 4           | 5            |
| g. | Social and Behavioural Sciences       | 1          | 2                  | 3        | 4           | 5            |
| h. | Journalism and Information            | 1          | 2                  | 3        | 4           | 5            |
| i. | Business and Administration           | 1          | 2                  | 3        | 4           | 5            |
| j. | Law                                   | 1          | 2                  | 3        | 4           | 5            |
| k. | Computing (including ICT)             | 1          | 2                  | 3        | 4           | 5            |
| l. | Sciences (Life and Physical Sciences) | 1          | 2                  | 3        | 4           | 5            |
| m. | Social cultural values                | 1          | 2                  | 3        | 4           | 5            |
| n. | Engineering and engineering trades    | 1          | 2                  | 3        | 4           | 5            |

|    |                              |   |   |   |   |   |
|----|------------------------------|---|---|---|---|---|
| o. | Manufacturing and Processing | 1 | 2 | 3 | 4 | 5 |
| p. | Architecture and Building    | 1 | 2 | 3 | 4 | 5 |
| q. | Agriculture                  | 1 | 2 | 3 | 4 | 5 |
| r. | Veterinary                   | 1 | 2 | 3 | 4 | 5 |
| s. | Health                       | 1 | 2 | 3 | 4 | 5 |
| t. | Social Services              | 1 | 2 | 3 | 4 | 5 |
| u. | Personal Services            | 1 | 2 | 3 | 4 | 5 |
| v. | Transport Services           | 1 | 2 | 3 | 4 | 5 |
| w. | Environmental Protection     | 1 | 2 | 3 | 4 | 5 |
| x. | Security Services            | 1 | 2 | 3 | 4 | 5 |

4.2. To what extent should the following learning areas be emphasized in the TVET Education and Training Curriculum? Please tick the appropriate box for each item.

**Key: 1=Not at all; 2= Very Little Extent; 3=Not Sure; 4=Some Extent; 5=Great Extent**

|    | Learning Areas                            | Not at All | Very Little Extent | Not Sure | Some Extent | Great Extent |
|----|-------------------------------------------|------------|--------------------|----------|-------------|--------------|
| a. | Design                                    | 1          | 2                  | 3        | 4           | 5            |
| b. | Information, Communication and Technology | 1          | 2                  | 3        | 4           | 5            |
| c. | Physical education                        | 1          | 2                  | 3        | 4           | 5            |
| d. | Health and Safety                         | 1          | 2                  | 3        | 4           | 5            |
| e. | Nutrition                                 | 1          | 2                  | 3        | 4           | 5            |
| f. | Hygiene and sanitation                    | 1          | 2                  | 3        | 4           | 5            |
| g. | Mathematics and Statistics                | 1          | 2                  | 3        | 4           | 5            |
| h. | Languages                                 | 1          | 2                  | 3        | 4           | 5            |
| i. | Social cultural values                    | 1          | 2                  | 3        | 4           | 5            |
| j. | Entrepreneurship                          | 1          | 2                  | 3        | 4           | 5            |
| k. | Agriculture                               | 1          | 2                  | 3        | 4           | 5            |

## PART V: LEARNING APPROACHES

5.1. How often should the following teaching / learning approaches be used in delivering the post-secondary education and training curricula? Tick in the appropriate box for each item?

**Key: 1=Never; 2=Sometimes; 3=Always**

|    | Approaches             | Never | Sometimes | Always |
|----|------------------------|-------|-----------|--------|
| a. | Brainstorming          | 1     | 2         | 3      |
| b. | Discussion             | 1     | 2         | 3      |
| c. | Experiment             | 1     | 2         | 3      |
| d. | Debate                 | 1     | 2         | 3      |
|    | Presentations          | 1     | 2         | 3      |
| e. | Demonstration          | 1     | 2         | 3      |
| f. | Dramatization          | 1     | 2         | 3      |
| g. | Field Excursion /study | 1     | 2         | 3      |
| h. | Experiential           | 1     | 2         | 3      |

|    |               |   |   |   |
|----|---------------|---|---|---|
| i. | Simulations   | 1 | 2 | 3 |
| j. | Projects      | 1 | 2 | 3 |
| m. | Story telling | 1 | 2 | 3 |
| n. | Lecture       | 1 | 2 | 3 |
| o. | Role Play     | 1 | 2 | 3 |
| p. | Riddles       | 1 | 2 | 3 |

5.2. Which of the previously mentioned approaches to learning are currently emphasized in the curriculum (or curricula) of your institution?

|     |
|-----|
| 1.  |
| 2.  |
| 3.  |
| 4.  |
| 5.  |
| 6.  |
| 7.  |
| 8.  |
| 9.  |
| 10. |

## PART VI: ASSESSMENT

6.1. To what extent should the following types of assessment contribute to effective measurement of learners' achievements? Tick as appropriate for each?

**Key: 1=Never; 2=Sometimes; 3=Always**

|    | Types of Assessment                              | Never | Sometimes | Always |
|----|--------------------------------------------------|-------|-----------|--------|
| a. | Diagnostic Assessment                            | 1     | 2         | 3      |
| b. | Formative Assessment                             | 1     | 2         | 3      |
| c. | Summative Assessment                             | 1     | 2         | 3      |
| d. | Norm Referenced Assessment                       | 1     | 2         | 3      |
| e. | Criterion-referenced Assessment                  | 1     | 2         | 3      |
| f. | Others, (Please Specify):.....<br>.....<br>..... |       |           |        |

6.2. Which of the above type(s) of assessment are currently emphasized in the curriculum (or curricula) of your institution?

|    |
|----|
| 1. |
| 2. |

|    |
|----|
| 3. |
| 4. |
| 5. |

## PART VII: NURTURING LEARNER POTENTIAL AND TALENTS

7.1. To what extent should the following strategies be used to nurture talents among learners?

|    | Strategies                                         | None at All | Very Little Extent | Not Sure | Some Extent | Great Extent |
|----|----------------------------------------------------|-------------|--------------------|----------|-------------|--------------|
| a. | Special classes                                    | 1           | 2                  | 3        | 4           | 5            |
| b. | Accelerated learning                               | 1           | 2                  | 3        | 4           | 5            |
| c. | Cooperative learning                               | 1           | 2                  | 3        | 4           | 5            |
| d. | Contextual learning                                | 1           | 2                  | 3        | 4           | 5            |
| e. | Special school/Institute for gifted and talented   | 1           | 2                  | 3        | 4           | 5            |
| f. | Advanced placement                                 | 1           | 2                  | 3        | 4           | 5            |
| g. | Ability grouping                                   | 1           | 2                  | 3        | 4           | 5            |
| h. | Mentorship programs                                | 1           | 2                  | 3        | 4           | 5            |
| i. | Development of assessment tools                    | 1           | 2                  | 3        | 4           | 5            |
| j. | Competition among education and training providers | 1           | 2                  | 3        | 4           | 5            |
| k. | Holding academic/Professional conferences          | 1           | 2                  | 3        | 4           | 5            |
| l. | Clubs and societies                                | 1           | 2                  | 3        | 4           | 5            |
| m. | extra-curricular activities                        | 1           | 2                  | 3        | 4           | 5            |
| n. | Others (Please, specify):.....                     |             |                    |          |             |              |

5.2. Which of the above strategies are currently strongly emphasized in the curriculum (or curricula) of your institution?

|    |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |

## PART VIII: CROSS- CUTTING ISSUES

8.1. To what extent should the following be addressed through the curriculum? Tick in the appropriate box.

**Key: 1= Not at all; 2=Very little extent; 3=Not Sure; 4 = Some Extent; 5 = Great Extent**

|    | Cross-cutting Issues                           | Not at All | Very Little Extent | Not Sure | Some Extent | Great Extent |
|----|------------------------------------------------|------------|--------------------|----------|-------------|--------------|
| a. | Gender Issues                                  | 1          | 2                  | 3        | 4           | 5            |
| b. | Corruption                                     | 1          | 2                  | 3        | 4           | 5            |
| c. | Governance issues                              | 1          | 2                  | 3        | 4           | 5            |
| d. | Integrity                                      | 1          | 2                  | 3        | 4           | 5            |
| e. | Drug and Substance abuse                       | 1          | 2                  | 3        | 4           | 5            |
| f. | Physically Challenged                          | 1          | 2                  | 3        | 4           | 5            |
| g. | Sexuality issues                               | 1          | 2                  | 3        | 4           | 5            |
| h. | Child abuse                                    | 1          | 2                  | 3        | 4           | 5            |
| i. | Marital Problems                               | 1          | 2                  | 3        | 4           | 5            |
| j. | Security and safety                            | 1          | 2                  | 3        | 4           | 5            |
| k. | Climate Change                                 | 1          | 2                  | 3        | 4           | 5            |
| l. | Health Education and hygiene                   | 1          | 2                  | 3        | 4           | 5            |
| m. | Financial Literacy                             | 1          | 2                  | 3        | 4           | 5            |
| n. | Disaster and Risk Management                   | 1          | 2                  | 3        | 4           | 5            |
| o. | Human Trafficking                              | 1          | 2                  | 3        | 4           | 5            |
| p. | Forced labour                                  | 1          | 2                  | 3        | 4           | 5            |
| q. | Human and Peoples Right                        | 1          | 2                  | 3        | 4           | 5            |
| r. | Others (Please Specify)-----<br>-----<br>----- |            |                    |          |             |              |

8.2. Suggest other ways of improving the post-secondary education and training curriculum?

- 1.....  
.....
- 2.....  
.....
- 3.....  
.....
- 4.....  
.....

**The National Accreditation and Quality Assurance Authority (NAQAA)  
thank you for your cooperation. Good-bye!**

## **ANNEX 2: STUDENT REPRESENTATIVES QUESTIONNAIRE**

**NATIONAL ACCREDITATION & QUALITY ASSURANCE AUTHORITY**

**KANIFING INSTITUTIONAL LAYOUT**

**Telephone: 4370548/9514746 | E-mail: info@naqaa.gm | Website: www.naqaa.gm**

### **CURRICULUM NEEDS ASSESSMENT SURVEY 2020**

#### **QUESTIONNAIRE FOR STUDENT REPRESENTATIVES/COUNCIL**

National Accreditation and Quality Assurance Authority (NAQAA) is carrying out a Needs Assessment Survey for curriculum reform, particularly within the post-secondary education level funded within the framework of UNESCO-KOICA Project on TVET in the Gambia. The aim of the survey is to inform development of education and training curricula at the tertiary level, that will significantly impact the achievement of the strategic educational objective of the Gambia, as stated in the National Development Plan 2018 – 2021, Education Sector-Wide Policy 2016-2030 and SDG4.

This interview is aimed at obtaining information from key stakeholders to guide the reform of the curriculum. The information you provide will be treated with confidentiality and used for this purpose only.

|                                                                                                                                                                                                                 |                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| 1.1. Name of Institution: .....                                                                                                                                                                                 |                                               |
| 1.2. Local Government Area of Institutions:.....                                                                                                                                                                |                                               |
| 1.3. Institutional Contact Details : .....                                                                                                                                                                      |                                               |
| Title of Respondent: .....                                                                                                                                                                                      |                                               |
| Department of Respondent:.....                                                                                                                                                                                  |                                               |
| Gender of Respondent:    1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>                                                                                                                    |                                               |
| Age Group of Respondent:    1. 15 – 30 <input type="checkbox"/> 2. 31 – 35 <input type="checkbox"/> 3. 36 – 40 <input type="checkbox"/> 4. 40 – 60 <input type="checkbox"/> 5. Over 60 <input type="checkbox"/> |                                               |
| Enumerator's name and code:<br><br>Name _____                                                                                                                                                                   | Supervisor's name and code:<br><br>Name _____ |
| Day / Month / Year of Completion of Questionnaire:<br><br>____ / ____ / 20 ____                                                                                                                                 |                                               |

## PART II: NEEDS IN TVET/TERTIARY CURRICULUM

**2.1.** To what extent should the following skill set domains be emphasized within the curriculum of your institution? Please rate by circling according to the underlisted below:

| Skills/Knowledge domains                                         | Not Important | Fairly Important | Neutral | Important | Very Important |
|------------------------------------------------------------------|---------------|------------------|---------|-----------|----------------|
| Field-specific theoretical knowledge                             | 1             | 2                | 3       | 4         | 5              |
| Field-specific practical/technical skills                        | 1             | 2                | 3       | 4         | 5              |
| Computer skills                                                  | 1             | 2                | 3       | 4         | 5              |
| Analytical skills                                                | 1             | 2                | 3       | 4         | 5              |
| Problem-solving ability                                          | 1             | 2                | 3       | 4         | 5              |
| Initiative (The ability to come up with new ideas and solutions) | 1             | 2                | 3       | 4         | 5              |
| Organizing                                                       | 1             | 2                | 3       | 4         | 5              |
| Decision making skills                                           | 1             | 2                | 3       | 4         | 5              |
| Networking skills                                                | 1             | 2                | 3       | 4         | 5              |
| Collaboration skills                                             | 1             | 2                | 3       | 4         | 5              |
| Entrepreneurship skills                                          | 1             | 2                | 3       | 4         | 5              |
| Planning skills                                                  | 1             | 2                | 3       | 4         | 5              |
| Coordination skills                                              | 1             | 2                | 3       | 4         | 5              |
| Negotiation skills                                               | 1             | 2                | 3       | 4         | 5              |
| Research skills                                                  | 1             | 2                | 3       | 4         | 5              |

|                                                |   |   |   |   |   |
|------------------------------------------------|---|---|---|---|---|
| Critical thinking                              | 1 | 2 | 3 | 4 | 5 |
| Leadership                                     | 1 | 2 | 3 | 4 | 5 |
| Interpersonal relationship                     | 1 | 2 | 3 | 4 | 5 |
| Written communication skills                   | 1 | 2 | 3 | 4 | 5 |
| Verbal communication skills                    | 1 | 2 | 3 | 4 | 5 |
| Use of Foreign Languages                       | 1 | 2 | 3 | 4 | 5 |
| <b>Others (Please Specify):</b> .....<br>..... |   |   |   |   |   |

2.2. What should be the main focus of TVET/Higher Education Programmes in the Gambia? Please indicate by ticking one of the items below.

| No | Main Focus                                   | Code |
|----|----------------------------------------------|------|
| 1  | Fully Practically Focused                    | 1    |
| 2  | Partially Practically Focused                | 2    |
| 3  | Equally balanced between theory and practice | 3    |
| 4  | More focus on theory than practicals         | 4    |
| 5  | Fully on theory                              | 5    |
| 6  | Others (Please Specify): .....<br>.....      |      |

### 3.0. Competencies

3.1. What should learners acquire by the time they leave TVET/Higher Education Institutions (Probe for knowledge, abilities & attitudes): State please, in terms of:

Knowledge:-----

---



---

Abilities (Skills): -----

---



---

Attitudes:-----

---



---

### 4.0. Learning/Activity Areas

4.1. What should be the main learning areas in tertiary and or higher education institutions that would spur socio-economic growth in the Gambia?

### 5.0. Assessment

| 5.1. To what extent should the following types of assessment contribute to effective measurement of learners' achievements? Tick as appropriate for each? |                                         |       |           |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------|-----------|--------|
|                                                                                                                                                           | Types of Assessment                     | Never | Sometimes | Always |
| a.                                                                                                                                                        | Diagnostic Assessment                   | 1     | 2         | 3      |
| b.                                                                                                                                                        | Formative Assessment                    | 1     | 2         | 3      |
| c.                                                                                                                                                        | Summative Assessment                    | 1     | 2         | 3      |
| d.                                                                                                                                                        | Norm Referenced Assessment              | 1     | 2         | 3      |
| e.                                                                                                                                                        | Criterion-referenced Assessment         | 1     | 2         | 3      |
| f.                                                                                                                                                        | Others, (Please Specify):.....<br>..... |       |           |        |

### Talents

7. How can trainees be supported to develop their talents while in school? (Probe for ways and means of identification and nurturing/ development): Please state at most ways:

- .....
- .....
- .....

### 7.0. Contemporary and Emerging Issues

7.1. What issues that affect our society should be addressed in TVET Institutions/ college/ University Curriculum? (state in terms of social, physical, ethical, technological, environmental issues etc.,). Please state at least five in order of importance to you.

-----  
-----  
-----  
.....  
.....

7.2. What other comments can you make to improve TVET/Higher education in The Gambia?

.....  
.....  
.....  
.....  
.....  
.....  
.....

**The National Accreditation and Quality Assurance Authority (NAQAA) thank you for your cooperation. Good-bye!**

## ANNEX 3: INDUSTRY QUESTIONNAIRE

### NATIONAL ACCREDITATION & QUALITY ASSURANCE AUTHORITY

*KANIFING INSTITUTIONAL LAYOUT*

Telephone: 4370548/9514746 | E-mail: [info@naqaa.gm](mailto:info@naqaa.gm) | Website: [www.naqaa.gm](http://www.naqaa.gm)  
CURRICULUM NEEDS ASSESSMENT SURVEY 2020

### ***QUESTIONNAIRE FOR INDUSTRY***

National Accreditation and Quality Assurance Authority (NAQAA) is carrying out a Needs Assessment Survey for curriculum reform, particularly within the TVET system funded within the framework of UNESCO-KOICA Project on TVET in the Gambia. The aim of the survey is to inform development of education and training curricula at the tertiary (TVET) level, that will significantly impact the achievement of the strategic educational objective of the Gambia, as stated in the National Development Plan 2018 – 2021, Education Sector-Wide Policy 2016-2030 and SDG4.

The outcome of this survey shall emphasize curriculum reform to nurture the learner's potential in a holistic and integrated manner. The envisaged curriculum reform will emphasize competency-based learning in tandem with the National Qualifications Framework.

This questionnaire is designed to obtain information from key stakeholders to guide the reform of the curriculum. The information you provide will be treated in strict confidence and used for this purpose only. Kindly respond to all questions.

Thank you.

## PART I: RESPONDENT INFORMATION

1.4. Establishment Name:

.....

1.5. Establishment Contact Details:

.....

1.6. Establishment Email:

.....

1.7. Address:

.....

.....

1.8. Main Economic Activity of Establishment:

.....

1.7. Main Secondary Economic Activity of Establishment:

.....

Position of Respondent: .....

Gender of Respondent (Yrs):

1. Male ☐

2. Female ☐

Age Group of Respondent (Yrs): 1. 20 – 30 ☐

2. 31-35 ☐

3. 36-40 ☐

4. 40-60 ☐

5. Over 60 ☐

Enumerator's name and code:

Name \_\_\_\_\_

\_\_\_\_

Supervisor's name and code:

Name \_\_\_\_\_

\_\_\_\_

Day / Month / Year of Completion of  
Questionnaire:

\_\_\_\_ / \_\_\_\_ / 20 20

## SECTION 2: CHARACTERISTICS OF FIRM

2.2. Please specify the type of ownership of this establishment.

| Type of ownership                                                                               | No |
|-------------------------------------------------------------------------------------------------|----|
| Sole Proprietorship                                                                             | 1  |
| Partnerships                                                                                    | 2  |
| Limited Liability Companies – Private                                                           | 3  |
| Public Entity (Parastatals and Public Limited Companies)                                        | 4  |
| Non-Government Organizations/Community based Organizations/Non-Profit Institutions/Associations | 5  |
| Others (Please specify):.....                                                                   | 6  |

2.3. Please specify, by ticking, the Local Government Area (LGA) where the main office of the firm is located.

| LGA        | Code | LGA          | Code |
|------------|------|--------------|------|
| Banjul     | 1    | Kuntaur      | 6    |
| Kanifing   | 2    | Janjangbureh | 7    |
| Brikama    | 3    | Kerewan      | 5    |
| Mansakonko | 4    | Basse        | 8    |

## SECTION 3: SKILLS/KNOWLEDGE/COMPETENCY ASSESSMENT

3.1. How would you rate the importance of the following to be addressed by the tertiary and higher education curricula? Please circle the importance of each of the following aspects with the help of the 5-grade scale from 1 = *not important* to 5 = *very important*.

| Skills/Knowledge/Competency                                      | Not Important | Fairly Important | Neutral | Important | Very Important |
|------------------------------------------------------------------|---------------|------------------|---------|-----------|----------------|
| Field-specific theoretical knowledge                             | 1             | 2                | 3       | 4         | 5              |
| Field-specific practical/technical skills                        | 1             | 2                | 3       | 4         | 5              |
| Computer skills                                                  | 1             | 2                | 3       | 4         | 5              |
| Analytical skills                                                | 1             | 2                | 3       | 4         | 5              |
| Problem-solving ability                                          | 1             | 2                | 3       | 4         | 5              |
| Initiative (The ability to come up with new ideas and solutions) | 1             | 2                | 3       | 4         | 5              |
| Organizing                                                       | 1             | 2                | 3       | 4         | 5              |
| Decision making skills                                           | 1             | 2                | 3       | 4         | 5              |
| Networking skills                                                | 1             | 2                | 3       | 4         | 5              |
| Collaboration skills                                             | 1             | 2                | 3       | 4         | 5              |
| Entrepreneurship skills                                          | 1             | 2                | 3       | 4         | 5              |
| Planning skills                                                  | 1             | 2                | 3       | 4         | 5              |
| Coordination skills                                              | 1             | 2                | 3       | 4         | 5              |
| Negotiation skills                                               | 1             | 2                | 3       | 4         | 5              |
| Research skills                                                  | 1             | 2                | 3       | 4         | 5              |
| Critical thinking                                                | 1             | 2                | 3       | 4         | 5              |
| Leadership                                                       | 1             | 2                | 3       | 4         | 5              |
| Interpersonal relationship                                       | 1             | 2                | 3       | 4         | 5              |
| Written communication skills                                     | 1             | 2                | 3       | 4         | 5              |

|                             |   |   |   |   |   |
|-----------------------------|---|---|---|---|---|
| Verbal communication skills | 1 | 2 | 3 | 4 | 5 |
| Use of Foreign Languages    | 1 | 2 | 3 | 4 | 5 |

3.2. What specific arrangements do your establishment have in place to equip fresh graduates with the necessary skills and or competencies after recruitment?

| Arrangements                         | Codes |
|--------------------------------------|-------|
| Induction                            | 1     |
| Internship/Externship                | 2     |
| Preceptorship                        | 3     |
| Workshops/Conferences                | 4     |
| Training                             | 5     |
| Coaching/Mentorship                  | 6     |
| Study Tours                          | 7     |
| None                                 | 8     |
| Others (Please specify).....<br>.... | 9     |

3.3: Are there graduates of certain education and training institutions that appear to perform better than others in your view?

1. Yes ☐ 2. No ☐ 3.3.1: If

Yes, Which Higher/Tertiary education training institutions seem to produce graduates who are better performers within your institution? Name at most five in order of rating.

| Name(s) of Institution |
|------------------------|
| 1.                     |
| 2.                     |
| 3.                     |
| 4.                     |
| 5.                     |

3.4. Considering the graduates of various disciplines employed by your firm, what aspects of their training do you feel needs strengthening? Indicate by starting with the most important in your view.

| Training aspects that need strengthening |
|------------------------------------------|
| 1.                                       |
| 2.                                       |
| 3.                                       |
| 4.                                       |
| 5.                                       |

3.5. Are there skills and competencies needed by your establishment or sector that are not readily available in country? (If no skip to Question 3.6)

1. Yes ☐ 2. No ☐ 3.5. 1.

If yes

to 3.5, which skills are needed in your sector (or firm) but are not readily available in Gambia?

|                                                               |
|---------------------------------------------------------------|
| Type of skills lacking, but are needed by your firm or sector |
| 1.                                                            |
| 2.                                                            |
| 3.                                                            |
| 4.                                                            |
| 5.                                                            |
| 6.                                                            |
| 7.                                                            |

3.5.2: What has your establishment done about it?

|  |
|--|
|  |
|--|

3.6. What skills need upgrading in your firm or sector?

|  |
|--|
|  |
|--|

3.7. What suggestions do you have that can make tertiary/higher education training in the Gambia more relevant to labour market requirements?

|    |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

## SECTION 4. ASSESSING THE COOPERATION WITH TERTIARY AND HIGHER EDUCATION INSTITUTIONS

4.1. For the activities below, assess the frequency of involvement of your firm with tertiary (TVET) and higher education institutions. Please circle the right option for each item.

**Key: Response (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)**

| Option (s)                                                                                                                                 | Never | Rarely | Some times | Often | Always |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|------------|-------|--------|
| Cooperation with tertiary and higher education institutions, regulatory Authority (NAQAA) in discussing and setting occupational standards | 1     | 2      | 3          | 4     | 5      |
| Participation in business fora and conferences organised by tertiary and higher education institutions                                     | 1     | 2      | 3          | 4     | 5      |
| Research cooperation agreement and /or use of a tertiary and higher education institution's technical service                              | 1     | 2      | 3          | 4     | 5      |
| Formal cooperation for Internship (Industrial Attachment)                                                                                  | 1     | 2      | 3          | 4     | 5      |
| Others (Please specify):.....<br>.....<br>.....<br>.....                                                                                   | 1     | 2      | 3          | 4     | 5      |

4.2: Rate from 1 to 5, the following actions your firm would want tertiary and higher education institution to undertake in order to enhance graduate employability (1 indicates Not all important and 5 very important)

| Area                                                                                          | Not Important | Fairly Important | Neutral | Important | Very Important |
|-----------------------------------------------------------------------------------------------|---------------|------------------|---------|-----------|----------------|
| Include more practical modules as part of the training.                                       | 1             | 2                | 3       | 4         | 5              |
| Include compulsory work placement experience (Internship) as an integral part of the training | 1             | 2                | 3       | 4         | 5              |
| Include Civic Education as part of the training programme                                     | 1             | 2                | 3       | 4         | 5              |
| Professional Ethics and Values as part of each curriculum                                     | 1             | 2                | 3       | 4         | 5              |
| Health and Safety                                                                             | 1             | 2                | 3       | 4         | 5              |
| Others (Please specify):                                                                      |               |                  |         |           |                |

**The National Accreditation and Quality Assurance Authority (NAQAA) thank you for your time and cooperation. Good-bye!**