

ASSESSMENT STUDY ON TVET TEACHER TRAINING INSTITUTIONS



United Nations
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UNESCO-KOICA PROJECT ON YOUTH EMPOWERMENT THROUGH TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

ASSESSMENT STUDY ON TVET TEACHER TRAINING INSTITUTIONS

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List of abbreviations and acronyms

CBC	Competence Based Curriculum
CPD	Continuous Professional Development
GTTI	Gambia Technical Training Institute
GC	Gambia College
ICT	Information Communication and Technologies
IOU	International Open University
IQA	Internal Quality Assurance
HTC	Higher Teachers' Certificate
KOICA	Korea International Cooperation Agency
PTC	Primary Teachers' Certificate
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
TVET	Technical and Vocational Education Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASSCE	West African Senior Secondary Certificate Examination
TTI	Teacher Training Institution
USET	University of Applied Science, Engineering and Technology
UTG	University of The Gambia



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Executive Summary

Activity 4 of the UNESCO-KOICA Youth Empowerment Project through TVET is a programme designed to augment public investment in teachers with a view to improving learner outcomes and meeting skill gaps and shortages by ensuring the supply of high-quality teachers, and other resources to TVET institutions. As part of the scheduled activities, NAQAA together with stakeholders led the implementation of a needs assessment study to help diagnose existing problems which hinder planning, implementing, monitoring and evaluating TVET teacher training programmes.

As part of the study, five teacher training institutions were involved, namely: University of The Gambia, Gambia College, Gambia Technical Training Institute, now University of applied Science, Engineering and Technology (USET), International Open University and SBEC International College. Different categories of stakeholders in the five institutions responded to the needs assessment study. The different stakeholders in these institutions included:

- Management of Teacher Training Institutions;
- Teacher Educators /Trainers ; and,
- Trainee Teachers.

Objectives of the needs assessment study

The main objective of the needs assessment study was to map and analyze the existing problems which hinder the effective planning, implementing, monitoring and evaluating of TVET teacher training programmes.

Specifically, this needs assessment was aimed at:

1. identifying the management and administrative structures and their impact on management of academic standards on teacher training programmes.
2. identifying capacity gaps in delivering teacher training programmes
3. establishing the number of students enrolled by gender in teacher training programmes and mechanisms for enrolment, progression and completion.
4. identifying the status of physical facilities in delivering teacher training programmes
identifying ICT requirements for effective delivery of teacher training programmes
5. making recommendations on the above and highlighting the priority areas for the intervention of the project.



Based on random and purposeful sampling techniques in each of the five (5) teaching training institutions, a total of 73 teacher trainers and 287 trainees were involved as respondents in the needs assessment. Qualitative and quantitative research methods were applied during data collection. Some open-ended questions were also included within all the three sets of data collection instruments (i.e, the institutional questionnaire, teacher trainers' questionnaire and trainee teachers' questionnaire).

The qualitative variables are mostly categorical variables and rating-based. A site visit to each participating institution was also conducted to verify the information provided in the institutional questionnaire.

The collected data gave a detailed picture of the nature of the teacher training institutions and their programmes. The data further gave a good account of the physical as well as the digital infrastructure. The key findings are hereunder presented:

- 60% (3) of respondent institutions were public institutions whereas 40% (2) were private institutions. The public institutions were established by an Act of Parliament and it is worth noting that none of them have mandates to function exclusively as Teacher Training Institutions. This implies that they offer other programmes of study.
- 60% (2 public and 1 private institution) have a stated policy on teaching practice whereas 40% (1 public and 1 private) do not. The Gambia College, and the UTG have well established systems in place for their practicum at the basic and secondary schools through their partnership with MoBSE. However, two major challenges were noticed: The first was the variance between the number of places available and the number of trainees – the demand for placements far outweigh the number available. The second was the effectiveness of the teaching practice especially in the public teacher training institutions in terms of monitoring and mentoring of trainees whilst on placement. There is weak or no monitoring in certain instances that has caused a poor performance amongst in-service teachers.
- On the availability of a policy on moderation (internal and external) and its implementation for the teacher training programmes, two institutions (40% i.e. 1 private and 1 public) had it in place whereas three (60% i.e. 2 public and 1 private) did not. Further comments from respondent institutions revealed that there is a lack of standardisation in several aspects of the assessment system; with certain practices left to the discretion of individual lecturers. These included individual lecturers making their own decisions regarding the setting of assessment questions, the number of words for an assessment task, whether or not to give feedback. Such non-Standardised approaches can have negative consequences, including the amount of effort students have to put into assessment tasks for different courses, whether or not students are able to receive feedback for their work, and the likelihood of disparities in penalties for late submissions.



- In relation to some of the impediments for effective implementation of internal quality assurance activities, respondent institutions were asked to rate (i.e., None, Some but not adequate and adequate) on some predefined areas of enquiry. According to the respondents, capacity enhancement in the following areas is needed:
 1. IQA tools development ;
 2. IQA tools implementation ; and
 3. Internal quality audit of academic structures
- All the responding institutions have the aspiration to become more digitally connected and have taken some significant steps in this regard, particularly with the establishment and use of the information system for online registration, creating portals for students and staff, as well as hosting of online classes. However, in the case of GTTI, Gambia College and UTG, efforts towards digitization were further impeded by a multitude of internet connectivity issues ranging from weak signal strength, low bandwidth, and insufficient routers and wireless access points in optimum locations within their campuses.
- There were no external examiners for any of the teacher education programmes at the UTG, GTTI and Gambia College and the IOU. For SBEC college, there was evidence of external examiners as the programme leads to an External Qualification – Cambridge Professional Development Qualification in Teaching and Learning.
- In terms of enrolment, at the undergraduate level in UTG, 242 females and 537 males were enrolled in the various teacher education programmes. At the Gambia College, 3163 females and 2677 males were enrolled in the various teacher education programmes. 112 trainees (27 female and 85 males) were enrolled at IOU whilst at GTTI, 78 (14 female and 64 males) were enrolled in both the technical advanced diploma construction and engineering programmes.
- A library plays a fundamental role in enhancing and making the learning experience more effective in multiple ways; namely, providing students access to the resources and services they need in order to develop their knowledge and become autonomous learners, and ultimately, effective teachers. Academic staff also need access to both physical and online resources in order to update and further develop their own professional knowledge and to inform the content and activities of the courses they teach and to enable staff to engage in research. According to teacher trainers at the UTG, GTTI and Gambia College, there were limited books available in specific subject areas. The lack of computers and access to basic online journals seriously hindered staff and students from staying up to date with developments in not only the teaching profession but also their respective fields of study.



- The only technical teacher education programme (HTC-technical) at the GTTI (now USET) is in the areas of engineering (including aspects on welding and fabrication, electrical and mechanical) and construction (including aspects on carpentry and joinery). The aim of the HTC-technical is to ensure the provision of teachers to MoBSE to teach the metal and wood work subjects at the Junior Secondary School System. Needless to say, the curriculum for these teacher training programmes had been developed a long time ago and must be ripe for review to remain relevant. Although, the GTTI has now being transformed into a Technical University (i.e., Gambia University of applied Science, Engineering and Technology), and currently is being mentored by the Kwame Nkrumah University of Science and Technology. Three bachelor degree programmes are offered (Civil Engineering, Mechanical Engineering and Electrical/Electronic Engineering). Even though all these programmes have entrepreneurship components embedded in them, none contain education modules, thus, making the supply of enough competent teachers in the technical areas for the TVET institutions an ongoing challenge.

Some of the key recommendations are as follows:

1. Structures for the establishment and effective functioning of the internal quality assurance mechanisms should be a priority particularly in the private institutions. The knowledge and skills of people responsible for quality assurance activities should be improved and necessary tools must be developed to ease implementation. In addition, the quality assurance units/departments must be empowered adequately by top management to perform their duties with high standards of accountability.
2. A comprehensive assessment system must be developed which should take into account the following:
 - a. Standardize expectations on provision of written feedback to students and specifying a time limit for assessment scripts to be returned to students.
 - b. More detailed grade descriptors, rubrics or marking criteria for different types of assessment tasks; e.g. essay, presentation, portfolio.
 - c. Marking and moderation of written assignments including clear expectations on the moderation process and the percentage of scripts to be moderated.
3. The institutions should appoint an External Examiner for each programme in tandem with NAQAA requirements. The duties of the External Examiner would include moderation of samples of coursework from different courses to ensure grading across courses is at a consistent level, and visiting a sample of students on placement, attendance at the annual Examination Board and completion of an annual course report.



4. It is highly recommended that the USET degree programmes include modules on education pedagogy in each year of study such that by the time the trainees finish their programme, they would obtain their teaching certificate independent of the degree certificate. This would help address the gap on the shortage of TVET teachers in the technical areas and will sit well in supporting the entrepreneurship component of the USET programme as they transit into the labour market. In addition, the further and adult education training standards and curriculum developed under Activity 2 of the UNESCO-KOICA project should be made mandatory for all TVET trainers without a teaching qualification.
5. Continuous professional capacity development of teacher educators on pedagogy, assessment practices and mentoring should be a priority in all the TTIs.
6. The UNESCO-KOICA Project on Youth Empowerment and The Gambia government should support the operationalization of the teacher training curricula developed under activity 4 in the technical areas. This will ensure the supply of teachers in the much-needed technical areas relevant for socio-economic development.
7. In terms of formal mechanisms to support student well-being, a functional career guidance and counselling unit is needed in each institution. It is therefore strongly recommended that consideration is given to making these units very functional especially at the Gambia College and GTTI.
8. The TTIs do not collect data systematically on several aspects of the student journey from application to graduation and beyond. There is an absence of data on the qualifications students hold when they are admitted to a programme. It is important to have good ICT facilities in place for the collection, processing, and analysis of data accurately in order to identify students in need of support and to plan appropriate interventions and determine student progress in achieving the pass marks prior to graduation.
9. It is strongly recommended that data on student entry qualifications, course marks, pass and progress data for each year of study and graduation are collected systematically and efficiently in a timely manner. The UTG, Gambia College and International Open University have portal for admitted students, Thus, it would seem appropriate to use this portal and align the variables with the needs of the Higher Education Management Information System (EMIS) to enable the data to be stored digitally and accessed easily for the purposes of planning, monitoring and reporting.
10. The Gambia Technical Training Institution (GTTI) and SBEC College should work on establishing a functional information system to enable them track student progress.



11. The organization, management, monitoring and timing of Teaching Practice in the UTG, GTTI and Gambia College is a significant and challenging undertaking. The following recommendations are intended to highlight possible ways to alleviate the pressure and enhance the quality of the experience.
- a. It is recommended that the institutions investigate ways to reorganize the Teaching Practice so that students can return to the school after placement to share, discuss and de-construct their experiences with tutors to help broaden and deepen their perspective.
 - b. A short Teaching Practice course (usually between 3 to 4 weeks) Practice is required for each year of a programme. The purpose of the course would be to introduce students to the expectations for the teaching practice, ensure that they are fully prepared in terms of key aspects of practice; such as lesson planning, classroom and behavior management, assessment for learning and provide opportunities for students to share and discuss their experience as indicated above.
 - c. Currently, in most of the institutions there is inconsistency on how schools utilized trainee teachers, thus, a comprehensive and explicit policy and guidelines should be developed taking into consideration the amount of teaching time to be given to student teachers and ensure that they have adequate time for lesson planning. First year student particularly at the Gambia College and GTTI should not be tasked to take on the role of a full-time class teacher.
12. It is recommended that the teacher educators serving as observers during monitoring of the teaching practice, should not only be for assessment purposes but should require them to provide a supportive and advisory role as well.
13. Since there has been no mentor training for several years at UTG, GTTI and Gambia College, it is recommended that a systematic mentor teacher development training programme is re-established with a focus on developing a cadre of mentors with the competences to guide and support student teachers effectively through their placements. As mentors become more experienced, they may eventually be able to take on assessment roles.
14. The TTIs should be supported to develop a strategy on the integration of technology-enabled learning as part of a wider institutional plan. The plan should be complimented by the appointment of competent digital information personnel for strategic direction, leadership, and management of the strategy.
15. The UNESCO-KOICA Project on Youth Empowerment and the Gambia government should support on the provision of ICT tools and equipment to ensure the smooth operationalization of the plan on technology-enabled learning. This will consider upgrading substantially the digital infrastructure of the TTIs, including increased bandwidth, additional quality routers located



efficiently and training for relevant staff to manage student data. This will improve effectiveness in leveraging open distance and flexible learning through increased, equitable and inclusive access to quality skills development, especially for women, girls, and people with disabilities.

16. As a priority it is recommended that the TTIs especially the public institutions are supported to establish open access to online libraries, including Research4Life, Hinari, JSTOR Access Initiative, which provide free unlimited access to academic journals, e-books and other resources for libraries in developing countries. Library staff should also be trained on the management of online resources and then a strategy is developed by the library department to train staff and students on the usage of the optimal usage of the resources. The library should also be equipped with computers, printers and a good Wi-Fi connection.



1.0. Introduction and Background

This research study is supported by UNESCO within the framework of the Youth Empowerment through TVET Project funded by the Korean International Cooperation Agency (KOICA). The project seeks to promote and support an improved TVET system in The Gambia in view of enabling young people, especially girls, have a better chance of finding decent employment or of creating self-employment. The study falls under Activity 4: Upgrading Teacher Training Institutions and Teacher Training Programmes. The UNESCO and the Gambia Government under the said component, aim to augment public investment in teachers and consequently improve learner outcomes in the direction of responding to the skill gaps and shortages by staffing TVET institutions with high quality teachers, and other resources. The project focuses mainly on upgrading GTTI and its potential collaborator, the Gambia College in delivering more responsive teacher training programmes.

The Gambia College was founded in 1952 as McCarthy Teachers Training College. It became Yundum College in 1955. In 1980, through an Act of Parliament, the four schools: Nursing and Midwifery, Agriculture, Public Health and Yundum College (School of Education) were merged to establish the new Gambia College. Gambia College is a public education and training provider, and it is the largest producer of teachers for the basic and secondary education system. In recent years it has grown to over 10,000 students with the school of education accounting for more than 60% of total student population. The Gambia College offers teacher training programmes at Diploma and Higher National Diploma levels.

The Gambia Technical Training Institute (GTTI) was established by an Act of Parliament in 1980 and is currently the main teacher training institution that trains TVET trainee teachers. While being the key player in this area, GTTI offers a limited number of teacher training programmes such as Higher Teachers Certificate/Higher Diploma in Construction and Engineering, as well as a Further and Adult Education and Training.

Both institutions are currently being run under the provisions of the Tertiary and Higher Education Act, 2016, which is an overarching regulatory instrument for the entire tertiary and higher education sector.

A conviction of the Gambian Government is that the quality and relevance of Technical and Vocational Education and Training (TVET) is a key determinant in ensuring a productive human resource base, poverty alleviation and general nation building¹. Despite this, studies on the match and mismatch between the skills acquired by graduates from tertiary and higher education institutions and the skills required in the labour market confirm the entrenched challenge of TVET students graduating without

¹ National Development Plan (2018–2021),



the requisite basic skills to benefit from descent employment and employability opportunities². The Employer Skills Need Survey (NAQAA 2018) clarifies that the skills gap and shortages in the country are explained by several challenges such as poor-quality curricula and related practices, inadequately qualified human and material resources (workshops/laboratories furnished with relevant tools, materials and equipment). In conclusion, the Survey stressed the need to strengthen the TVET system through widening its coverage and experience on quality and relevant curricula by reviewing existing ones, and developing new ones to respond to emerging needs: ensuring substantial quality inputs (qualified teachers/trainers and centre managers, workshops/laboratories that are adequately resourced with materials, tools and equipment) to support the effective deployment of curricula; promote competency based training at all levels including the informal, non-formal sector and the formal sector. Teacher/management quality indeed matters and is known to be the most important institution-related factor influencing learner outcomes³. All of these is foreseen in the context of unrestricted access to open educational/training resources. Similar recommendations are also reflected in the TVET Curricula Needs Assessment (NAQAA, 2020).

Thus, through the Youth Empowerment through TVET in the Gambia project, UNESCO, KOICA and the Gambia Government are collaborating to significantly enhance TVET teacher training and also, in the development of demand driven occupational standards and teaching curriculum. Part of the activities also entail support towards the efforts in formalization of the informal sector through the development of a competency framework for Craftsmen.

It is worth mentioning that teachers and institutional leaders in the education and training institutions are two most critical sets of actors in raising the quality of postsecondary education in The Gambia, so that young Gambians have the skills and competencies to succeed in the 21st century. TVET Teachers are crucial when it comes to improving trainees learning outcomes and learner wellbeing. TVET institutional leaders who support, evaluate, and develop teacher quality also have a high impact on learning outcomes.

Thus, UNESCO-KOICA Project will raise the effectiveness of TVET teachers and leaders in the TVET education by improving the delivery, sustainability, and institutionalization of Continuous Professional Development (CPD) services to TVET institutional leaders and teachers; this in the framework of Upgrading Teacher Training Institutions and Programmes in Activity 4. The activity also focuses on advancing the effective implementation of subject specific pedagogy and training manuals on the Competence Based Curriculum (CBC) developed under activity 2 (Development of relevant

² The Gambia Labour Force Survey (GLFS 2018) Analytical Report; The Employer Skills Need Survey (NAQAA 2018); TVET Curricula Needs Assessment (NAQAA, 2020)

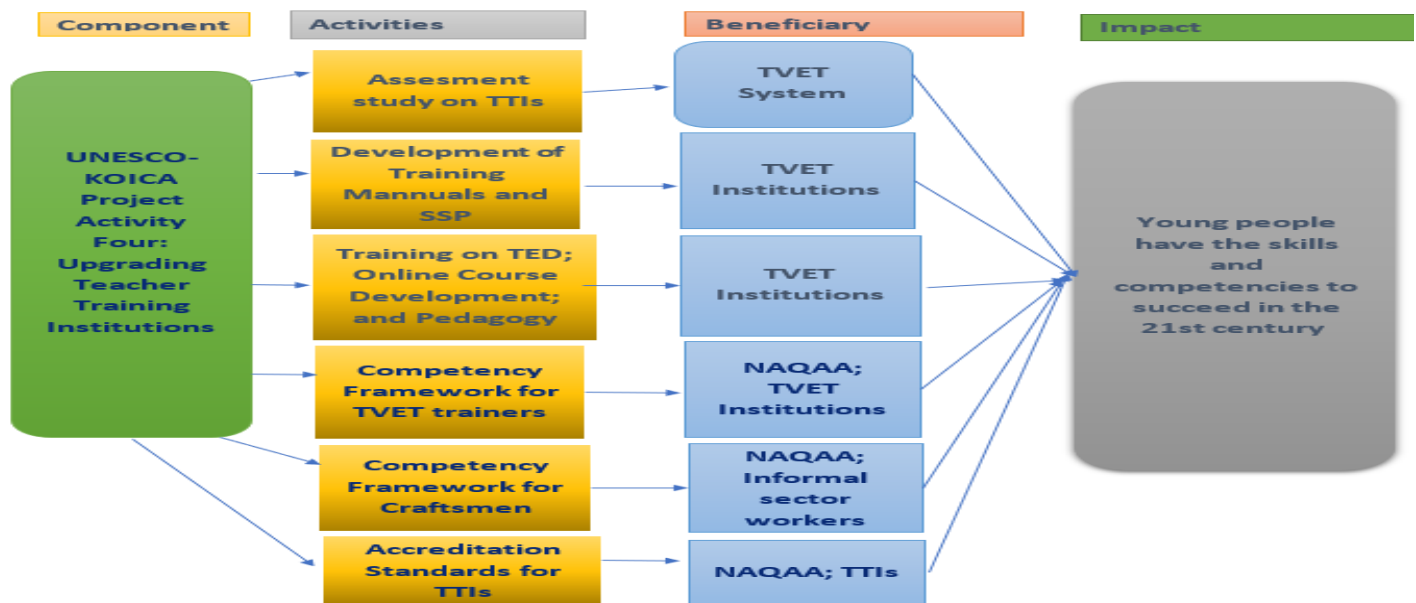
³ Teacher Quality Understanding the Effectiveness of Teacher Attributes; By Jennifer King Rice, 2003 https://www.epi.org/publication/books_teacher_quality_execsum_intro/).

occupational standards and curricula)⁴ while supporting the improvement of learning outcomes on TVET in a gender-responsive environment. Acknowledging that few female educators are trained in the technical fields; in order to address this gender imbalance and bias, the project aim to have more female educators trained in the technical fields by ensuring that at least 30% of beneficiaries are women.

The project envisaged to do the above in close partnership with the NAQAA, University of The Gambia, The Gambia College and Gambia Technical Training Institute. There is full alignment with the priorities and strategies of the Government of The Gambia, including the Education Sector Wide Policy (2016 – 2030), the new TVET Policy 2021, methodological guidelines for competence-based curriculum development, and the MoHERST Strategic Plan (2021 – 2025).

Six (6) key outputs (excluding one Output on project-level M&E) have been identified, which describe the works including CPD trainings to be conducted under Activity 4. The works include the involvement of key stakeholders in the TVET ecosystem that will enhance capacity of practitioners in the system.

Figure 1: Intervention Logic Component 4



⁴ These are in the areas of: i) Carpentry and Joinery; ii) Electrical Installation; iii) Motor Mechanics; iv) Welding and Fabrication; v) Plumbing and Pipe fitting; vi) Building Construction; and vii) Further and Adult Education and Teacher Training; viii) Road Construction; ix) Industrial Electronics; and x) Web Application Development.



1.1. Rationale for the Needs Assessment

The purpose of this study is to support national stakeholders in the process of assessing TVET teacher training needs. It will diagnose existing problems which hinder planning, implementing, monitoring and evaluating TVET teacher training programmes with particular focus on TVET subject areas.

The assessment seeks to develop and initiate the implementation of activity 4 and to ensure the availability of evidence-based data to inform early decisions in the project implementation process are among the most critical elements in determining long term success in projects (Watkins et al., 2012). Thus, the necessity to conduct an assessment study on Teacher Training Institutions in The Gambia with the active involvement of the UNESCO-KOICA Youth Empowerment Project stakeholders with a view of helping to contextualize Activity 4 of the project and to identify key priorities and strategies for the project's success.

1.2. Objectives of the study

Despite the availability of qualified secondary school teachers and TVET trainers and the different strategies put in place by the government to improve the quality of education, students' learning outcomes are not satisfactory, especially in the TVET fields of study. In addition, girls' participation in TVET education and training is extremely low, as a result of which, they experience limited labour market opportunities.

The objectives of this needs assessment study were:

1. To identify the management and administrative structures and their impact on management of academic standards on teacher training programmes;
2. To identify capacity gaps in delivering teacher training programmes;
3. To establish the numbers of students enrolled by gender in teacher training programmes and mechanisms for enrolment, progression, and completion;
4. To identify the status of physical facilities in delivering teacher training programmes;
5. To identify ICT requirements for effective delivery of teacher training programmes; and,
6. To make recommendations on the above and highlight the priority areas for the intervention of the project.

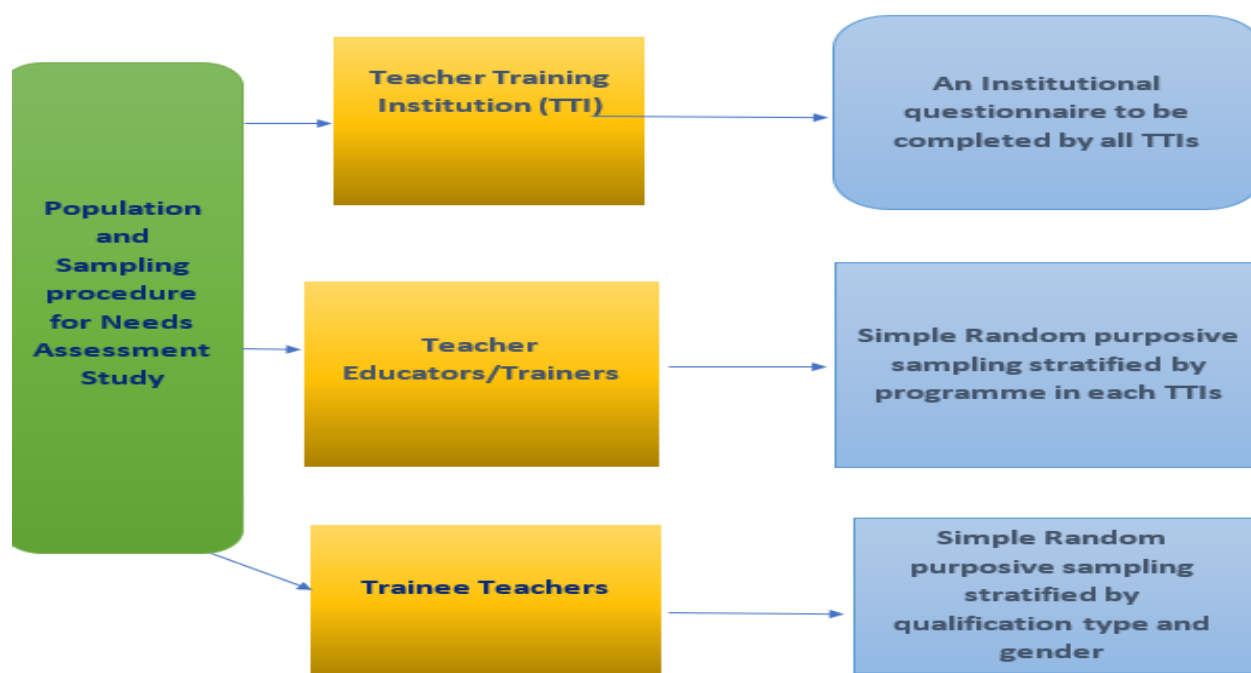
2.0. Needs assessment methodology

This needs assessment applied qualitative and quantitative techniques to investigate the five objectives of the study. Few focus group discussions with key institutions informants were held in the many discussions held during the inception workshop. In addition, ICT basic assessment items including tools and equipment availability were embedded within the questionnaire.

2.1. Population and sampling

All the post-secondary institutions with a teacher training department/school were considered for this study. The flowchart below provides an overview of the sampling and the selection criteria applied in each sampling step.

Figure 2: Population and sampling design



The institutional questionnaire was completed by each institution with the head of the school responsible for teacher training programmes serving as the coordinator for the completion of the data collection tool. Simple random purposive sampling was used to select teacher educators from each institution. Only those staff members that have served for a minimum of three years in teacher training were considered. In order to also bring in the trainee teacher's perspective, a convenience sample of trainee teachers were selected from each institution stratified by qualification type and gender. *Table 1* gives an overview of participants included in the needs assessment study.



Table 1: Sampling units of the study

A	Target Number of Respondents for the study		
	Institution	Number of Teacher Educator Respondents	Number of Trainee Teacher Respondents
1	Gambia College (School of Education)		
a.	Advanced Diploma Secondary	10	40
b.	Advanced Diploma Primary	5	35
c.	Diploma Primary	5	27
d.	Diploma Early Childhood	5	25
	Total	25	127
2	Gambia Technical Training Institute (School of Professional Development)		
a.	Higher Teachers Certificate (Technical)	15	40
b.	Further and Adult Education and Training Certificate (FAETC)	3	10
	Total	18	50
3	University of The Gambia (School of Education)		
a.	Bachelors in Education (B.Ed)	8	35
b.	Master in Education (Educational leadership; and Measurement and Evaluation)	3	10
c.	Postgraduate Diploma	2	10
	Total	13	55
4	SBEC College (Cambridge Professional Development Qualification)		
a.	Certificate Cambridge PDQ	3	10
b.	Diploma Cambridge PDQ	3	15
	Total	6	25
5	International Open University (School of Education)		
a.	Certificate in Education	2	5
b.	Associate Degree in Education	3	10
c.	Bachelor Degree in Education	3	10
d.	Master Degree in Education	3	5
	Total	11	30
	Grand Total	73	287



In terms of description of the study instruments, the table below gives an account of each of them and what variables and parameters were used.

Table 2: Overview of the study instruments

Survey Instrument	Aspects included for assessment
TTI Institutional Questionnaire	a. Information on Institutional Profiles, governance and management structures b. Information on teacher training programmes including entry requirements, credit requirements, presence of subject specific pedagogy etc. c. Institutional policies and regulations on Quality Assurance and Assessment d. Teacher training programmes' curriculum design, implementation and review; and technology resources. e. Information on procedures that are in place to assure quality of programmes, teaching, learning and assessment. f. Status of ICT facilities, classroom and workshops, considerations for the physically challenged, etc.
Teacher Educator's Questionnaire	Instrument elicited information from teacher educators on teaching and learning facilities, support for continuous professional development, curriculum implementation, ICT support services, etc.
Trainee Teacher's Questionnaire	Instrument elicited information from trainee teachers on pedagogical competence of teacher educators, state of teaching and learning facilities, access to ICT facilities, etc.



2.2. Inception Workshop

An inception workshop was conducted on the 30th March 2022 with all the relevant stakeholders to review and validate the proposed research methods, instruments and conceptual framework of the study. After a thorough and critical review, the data collection tool and the underlying framework of the study was validated accordingly.

2.3. Data Collection

Data collection was conducted by a team of six (6) enumerators from NAQAA and MoHERST within a period of ten (10) days. All enumerators were trained in the use of the data collection tools by the project implementation team led by the focal person for activity 4 during a one-day workshop. The enumerators were assisted by the focal persons in each teacher training institution to administer the data collection tool successfully.

2.4. Organization and Analysis of Data

Four (4) data entry clerks from NAQAA were utilized for inputting the information into a excel spreadsheet. The information garnered was analyzed using both quantitative and qualitative data analysis techniques. The main form of quantitative data analysis in this report is descriptive statistics in the forms of bar charts, pie charts and frequency tables. The qualitative data analysis techniques used include chi-square test for categorical data.

2.5. Methodological limitations

As with any study, this needs assessment had some methodological limitations. Given its operational nature and programmatic goals, the study mainly relied on qualitative research techniques with not too large samples of purposively or conveniently selected teacher educator and trainee teacher respondents. It is worthy to note that focus group discussions were not considered in this study. In addition, enumerators and researchers involved in the study were all NAQAA and MoHERST staff members with the potential for introducing some bias during the administration of the data collection tool thereby tainting the results.

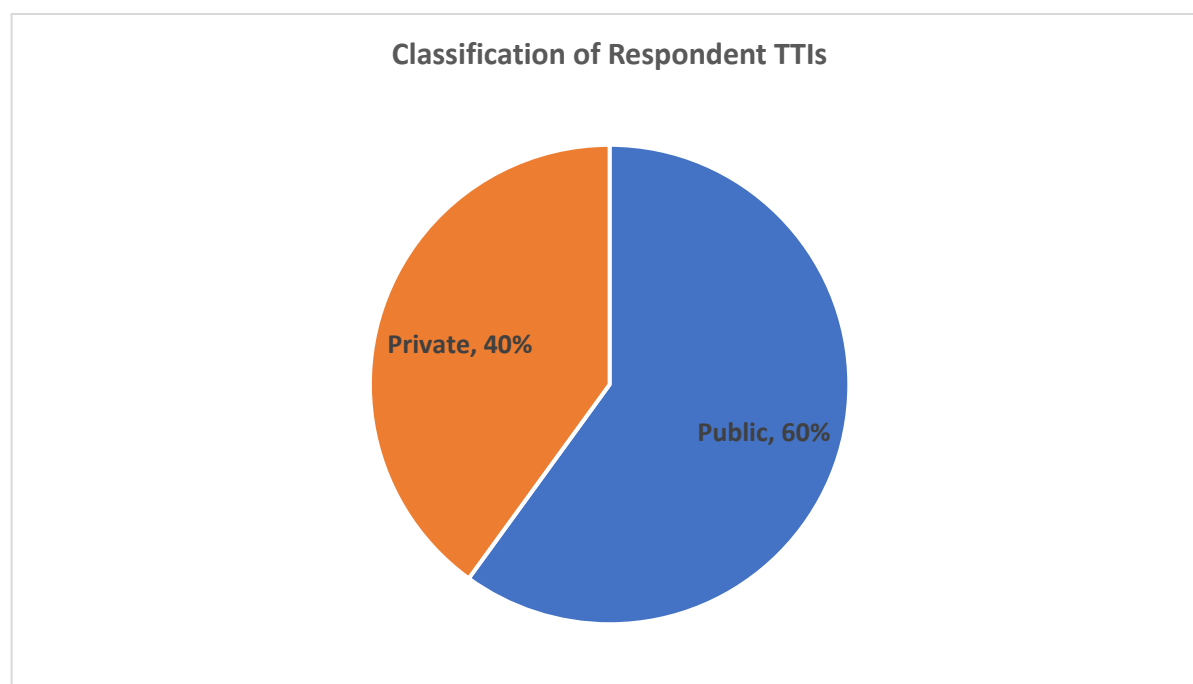
In light of the above design, the information obtained from trainee teachers and teacher educators might not be considered representative of the entire population of teacher trainees and teacher educators, and generalizing results to other settings should be done with care.

3.0. Findings

3.1. Classification of TTIs

Regarding the classification of Teacher Training Institutions that responded to this study, 60% (3) were public institutions whereas 40% (2) were private institutions. All the public institutions were established by an Act of Parliament. Also, it is worth noting that none of these responding institutions have mandates to function exclusively as a Teacher Training Institutions. For all of them, in addition to the teacher training programmes, they have other programmes of study that they offer.

Figure 3: Ownership type of respondents



3.2. Governance Structure in Teacher Training Institutions

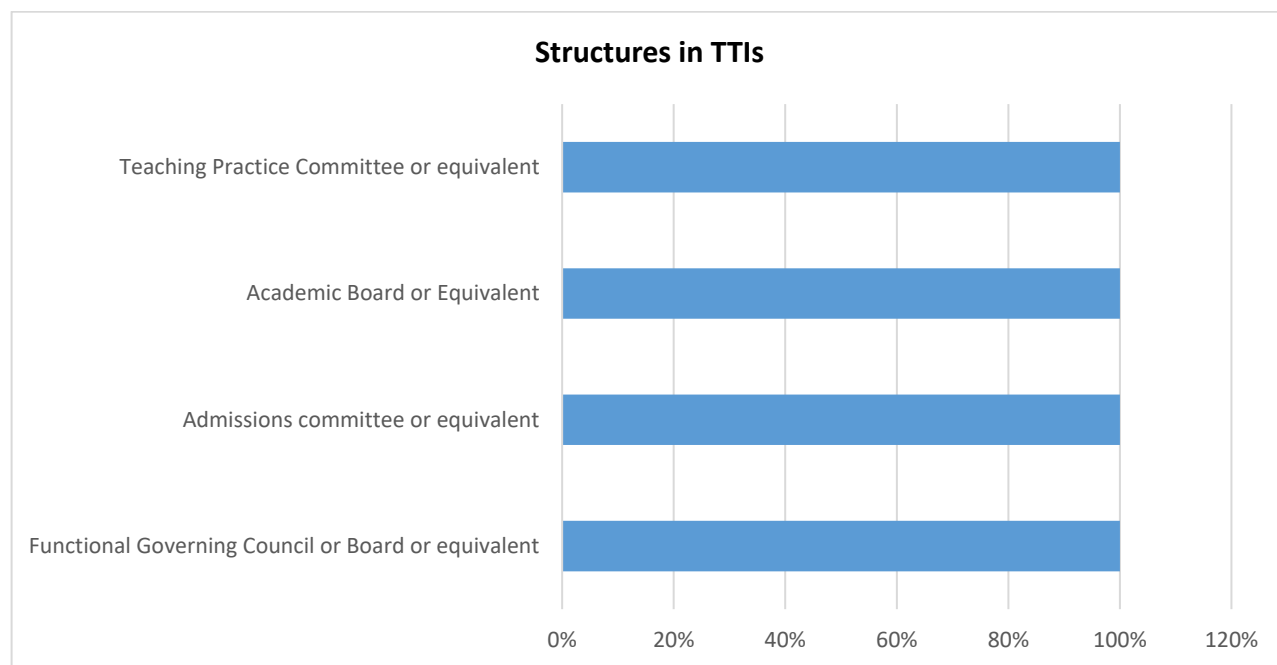
With the intention to build effective leadership and teacher support systems in TVET Institutions as enshrined in the minimum national establishment standards for postsecondary institutions, the needs assessment study collected information on the roles and responsibilities of all stakeholders with direct or indirect links to the Governance, Management and other structures.

In general, all the Teacher Training Institutions (TTIs) have in place functional structures in the areas shown in figure 4. The roles and responsibilities differ for the governing council or board depending on the nature of the institution. For example, the public institutions established by an Act of Parliament have composition and functions of the apex structure stated in the Act, whereas for private, it is constituted by the owners in according with national minimum requirements. The cross-cutting functions

of the academic board (senate) or equivalent include but not limited to, strategic decisions on education and training activities of the TTIs and ensuring the academic quality and the integrity at all times.

Some of the cross-cutting functions of the teaching practice committee in TTIs were to facilitate placement of trainee teachers, monitoring and evaluation of the teaching practice, enhance teaching and learning practices, support trainee teachers during placements, promoting academic integrity, and other official related policies. Other committees that exist in the responding institutions include examinations committee, disciplinary and appeal committee, and staff welfare committee

Figure 4: Structures in place in TTIs



Despite notable strengths and opportunities that contributed to effective leadership within the TTIs, there were discernable weaknesses and threats that can negatively impact on educational leadership within the Institutions. Although there were clear management structures within the TTIs, continuous professional capacity development for heads of schools responsible for teacher training as a way of improving their leadership practices were not taken seriously – this was especially true for public institutions. Hence, this untenable situation will limit the head of schools’ ability to improve their leadership and managerial practices. In addition, it was also observed in the teacher training programmes in public institutions that heads of schools have thus far being unable to formulate proper staff job descriptions thereby hampering teacher educators/trainers optimal performance on the job.

It was also noticeable that there was no Director/Head of Research, Innovation and or Development across the TTIs. The absence of a Director/Head of Research, Innovation and or Development suggests



that this domain may not be a priority for the Teacher training institutions, even though a commitment to research is stated explicitly in their respective strategic plans.

Several externally driven threats have been identified which may be driving the previously described weaknesses as mentioned in the comments section for some of the questions within the institutional questionnaire. Firstly, there is only a limited involvement of leaders in the schools of education during the development of national education policies/strategies. Also, a limited budget on teacher training programmes enhancement hampers leaders of these programmes towards operationalizing their improvement plans, including among other things, adequate teacher retention strategies, continuous professional development and better job descriptions.

3.3. Nature of Teacher Training programmes

In terms of the nature of the teacher training programmes, it can be noticed that there are two types of teacher training programmes being offered. Those with subject specific pedagogical approach and the others with general pedagogy. The summary of the findings is indicated in the table below:

Table 3: Type of teacher training programme

Type of teacher training programme(s)	University of The Gambia	Gambia College	GTTI	International Open University	SBEC
Specialized (with subject specific pedagogy) teacher training programmes	All the bachelors' programmes combined specialized subject content knowledge and the art of teaching (including pedagogy). The main aim of these programmes is to provide qualified and competent teachers for the Senior Secondary School, although some of our graduates teach at the college.	All the advanced diploma programmes have specialization in subjects and it goes with subject specific pedagogic modules	None	None	None
General Education teacher training programmes (without subject specific pedagogy)	This is the case for the Masters programmes and postgraduate diploma as these programmes do not entail specialization in a	For the Diploma programs, the courses are general without any specialization	It is general pedagogy deployed which aim to equip trainees with up-to-	For all the programmes offered, it is the general education programmes	The certificate is awarded by Cambridge and it is a professional development

	subject area for teaching.	and as such a general pedagogy is deployed.	date pedagogic knowledge and skills to address societal needs.		qualification for educationist. It includes a general pedagogy on teaching
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In assessing what level of the education system are the graduates from teacher training programmes in the Gambia required to teach, the response by each institution is summarized below:

Table 4: Levels graduates of teacher training programmes can teach

Education Levels	University of The Gambia	Gambia College	GTTI	International Open University	SBEC
Pre-school (ECD)	No	Yes	No	No	No
Lower Basic School	No	Yes	No	No	No
Upper Basic School	No	Yes	Yes	Yes	
Senior Secondary School	Yes	Yes	Yes	Yes	Yes
Tertiary Level (Post-secondary non-degree)	Yes	No	No	Yes	Yes
Higher Education (First Degree)	Yes	No	No	No	No
Higher Education (Second Degree)	No	No	No	No	No
Higher Education (Terminal Degree i.e., PhD)	No	No	No	No	No

From the results above in *Table 4*, it can be deduced that the three main public teacher training institutions in the country (i.e. University of the Gambia, Gambia Technical Training Institute (GTTI) and Gambia College) offers diverse teacher trainings. For example, the UTG offers Bachelors and Masters programmes in education and the Gambia College offers teacher education at Diploma and Advanced Diploma levels. While being the key player in the area of technical teacher education, GTTI offers a limited number of HTC/Higher Diploma (Construction and Engineering), as well as a Further and Adult Education and Training (FAET). The FAET course is general programme to help build capacities of trainers in the technical areas on pedagogical aspects.



On enrolment in each of the teacher training programmes in the respondent institutions, the information below gives a summary in each institution.

Table 5: Enrolment by gender in education programmes at UTG

Name of Programme(s)	Level of Programme	Total Number of Female Trainees Enrolled	Total Number of Male Trainees Enrolled	Number and nature of trainees with special needs (Female/Male)
BAEd English Language	Bachelors	109	195	One visually impaired male student
BAEd French	Bachelors	11	10	
BAEd History	Bachelors	30	94	One visually impaired male student
BAEd Geography	Bachelors	15	15	
BAEd Islamic studies	Bachelors	3	23	
BSc. Ed Mathematics	Bachelors	9	60	
BSc. Ed Biology	Bachelors	6	21	One visually impaired female student
BSc. Ed Chemistry	Bachelors	1	7	
BSc. Ed Physics	Bachelors	2	4	
BSc. Ed Agricultural Science	Bachelors	46	90	
BSc. Ed Economics	Bachelors	10	18	
Postgraduate Diploma in Education	Postgraduate Diploma	Nil	Nil	
MAEd Educational Management	Masters	Nil	Nil	
MAEd Measurement and Evaluation	Masters	Nil	Nil	

Except for the postgraduate programmes, the entry requirements to the undergraduate programmes are a minimum of 5 Credits at WASSCE or equivalent including Mathematics and English and at least credits in three other subjects relevant to the area of study specialization. As for the master's programmes, a good first degree in education from any recognized university; or a good degree from other fields than education plus a postgraduate diploma in education. It can be observed from *table 9*, that at the undergraduate level in UTG, 242 females and 537 males were enrolled in the various teacher training programmes. The least number of enrolments were in the natural sciences (Physics and Chemistry respectively). This suggests the need to incentivize these programmes in order to bolster

enrolment and consequently, address the teacher needs of the country at the senior secondary school level in those subjects. According to the respondents, the specialization courses were usually taken by trainers that are not trained educationist. Consequently, this will negatively impact on the quality of the education programmes as the trainers are teaching courses not from an education perspective. Furthermore, the postgraduate programmes do not offer any specialization in any subject area relevant to the senior secondary school system.

Regarding the teacher education curricula at UTG, the respondents indicate that a committee within the school of education was responsible for the development. According to the trainers, the current curricula do not help students achieve the educational outcomes and as such proper review of the undergraduate programmes is needed.

Table 6: Enrolment by gender in education programmes at IOU

Name of Programme(s)	Level of Programme	Total Number of Female Trainees Enrolled	Total Number of Male Trainees Enrolled	Number and nature of trainees with special needs (Female/Male)
Education	Certificate	1	1	2
Education	Associate Degree	3	3	0
BA Education (Education General)	Bachelors	7	27	1
Bachelor of Education Degree (English Language) Hybrid	Bachelors	4	9	0
Bachelor of Education Degree (English Language) Hybrid	Bachelors	6	24	0
Bachelor of Education Degree (Mathematics) Hybrid	Bachelors	1	2	0
Bachelor of Education Degree (History) Hybrid	Bachelors	1	5	0
Bachelor of Education Degree (General Science) Hybrid	Bachelors	2	6	0
Bachelor of Education Degree (Agricultural Science) Hybrid	Bachelors	2	8	0
Total		27	85	3



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The minimum entry requirement to the IOU programmes is a minimum of a high school diploma/5 WASSCE credits including English or 3 GCE O’level credits. The two-year bachelor’s programme they are offering is a continuation of the HTC programme from the Gambia College. There is no teaching practice involved during the two-year period as it is deemed by the institution that the teaching practice during their HTC training would suffice. However, it has been observed that, a quality teacher training programme must include a component on teaching practice as this will help trainees get abreast with the application of new teaching methods while on their training. Further findings revealed that the curricula do not take into account the current realities of the country and as such, they are not responsive enough to the needs of the labour market.

Table 7: Enrolment by gender in education programmes at Gambia College

Name of Programme(s)	Level of Programme)	Total Number of female trainees enrolled	Total Number of Male trainees enrolled	Number and nature of trainees with special needs (Female/Male)
Early Childhood Development	Diploma	412	165	None
Primary Education	Diploma	1236	699	8
Primary Education (Islamic)	Diploma	515	283	
Secondary Education	Advanced Diploma (HND)	844	1237	2
Primary Education	Advanced Diploma (HND)	25	121	2
Amana (Arabic)	Diploma	78	100	None
Amana (English)	Diploma	53	72	None
Total		3163	2677	12

All of the programmes of the college are run within a period of 24 months with the exception of the advanced diploma in secondary education – which is a three-year programme. The Primary education diploma programme and the advanced diploma in secondary education are the programmes with the most enrolled trainees. The ECD programme is also gaining momentum as recommended in the Public



Expenditure Review Report (2017) for the Gambia Government to encourage such. Some of the areas of specialization for the advanced diploma secondary programme includes Mathematics, General Science, Agricultural Science, Home Science, Arts and Craft, History, Geography, English Language, Accountancy and Business Management. The graduates from these programmes are expected to teach at the Gambia Basic Cycle Education System (Junior Secondary Schools). The entry required credits, entry requirements and length of teaching practice for each of the programme in *Table 7*, are given in annex 5. Furthermore, it can be noticed that there are more female enrolments in education programmes than males, with the majority of them being in the primary education diploma programme. This phenomenon could be attributed to the government policy on ensuring adequate school inputs and favorable learning environments to ensure girls' educational attainment as well as in response to government's policy on gender parity on access to education and training.

During the triangulation process, it was revealed a curriculum review process started in 2012 with the World Bank and the revised curriculum was produced in 2016. This version was revised and finalized during the 2019/2020 academic year and is currently being implemented.

Table 8: Enrolment by gender in education programmes at GTTI

Name of Programme(s)	Level of Programme	Total Number of Female Trainees Enrolled	Total Number of Male Trainees Enrolled	Number and nature of trainees with special needs (female/Male)
Higher Teachers Certificate (HTC) – Technical (Engineering)	Advance Diploma	3	29	–
Higher Teachers Certificate (HTC) – Technical (Construction)	Advance Diploma	11	35	–
Further and Adult Education and Training	Certificate	No intake	No intake	–
Total		14	64	

The teacher education programme (HTC-technical) is mainly in the areas of engineering (including aspects on welding and fabrication, electrical and mechanical) and construction (including aspects on carpentry and joinery). The aim of the HTC-technical is to ensure the provision of teachers to MoBSE to teach the metal and wood work subjects at the Junior Secondary School System. The curriculum for these teacher training programmes have been developed a long time ago and needs to be reviewed. Although the GTTI has now being transformed into a Technical University (i.e. Gambia University of



Science, Engineering and Technology), and currently being mentored by the Kwame Nkrumah University of Science and Technology for which the following undergraduate programmes are on offer:

1. BSc. Mechanical Engineering;
2. BSc. Electrical/Electronic Engineering; and,
3. BSc. Civil Engineering

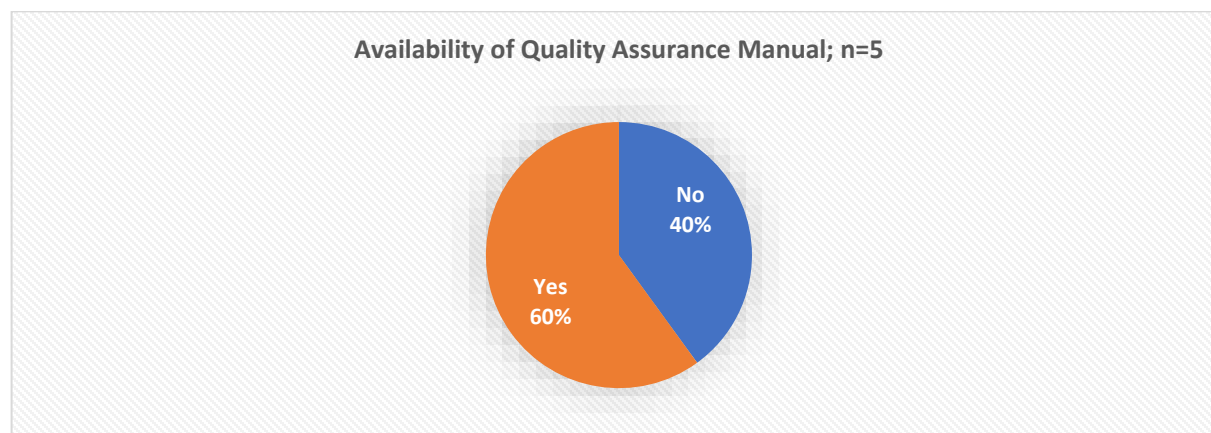
All these programmes have entrepreneurship component embedded into them by a similar mentorship support by De Montfort University in United Kingdom. In addition to the embedded entrepreneurship training, the programme is being supported by internships and a disruptive laboratory where students can nurture and develop their innovative ideas. Despite these developments relative to the USET programmes, it has been observed that none of the curricula entail education modules, thus, the supply of competent teachers in the technical areas mentioned above for the TVET institutions will likely continue to pose a challenge. Hence the graduates in these programmes would not be well suited to being TVET teachers and trainers and therefore, education modules should be included as part of the USET curricula.

3.4. Operational Instruments

One of the most important factors indicating the soundness of an education and training provider, is the ability to develop and implement viable quality assurance instruments. The findings in this section are related to the availability of such instruments and the status of implementation if any.

On the availability of a Quality Assurance Manual (QAM), 60% (3 institutions) indicated to have the document in place with 40% (2 institutions) stated that they do not have comprehensive QAM as shown in figure 4. Even the ones that have it notably the public institutions, have just recently developed them and implementation is at an infant stage. However, it is envisaged that the QAM will help their recently established internal quality assurance structures to function systematically.

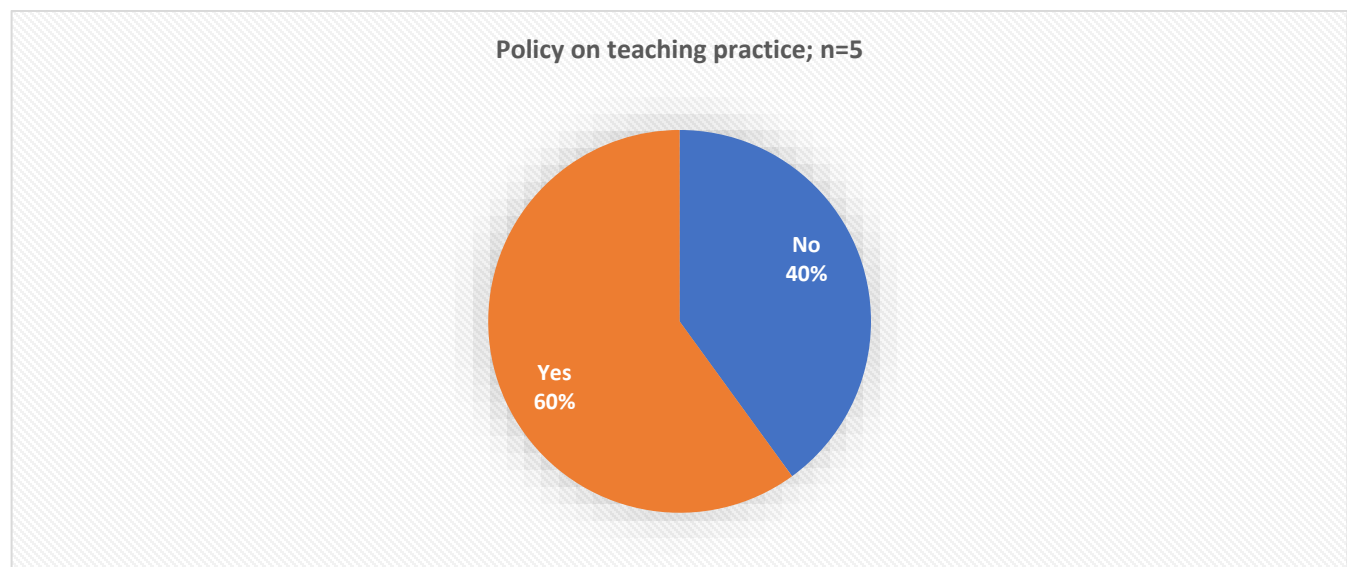
Figure 4: Quality Assurance Manual



Classroom teaching practices are at the core of teacher preparation programmes. The trainee teachers' work and the practices that teachers deploy can play a significant role for student learning. Educators and policy makers, therefore, seek to understand and support effective classroom practices that can foster student motivation, learning and achievement. While there is generally a need to promote high-quality teaching, instruction is complex and the debate on what constitutes good practice is far from over. Nevertheless, there are two clearly defined orientations rooted in philosophies of education and empirical research: direct instruction and constructivism (Quaigrain & Arhin, 2017).

The direct transmission view of student learning implies that a teacher's role is to communicate knowledge in a clear and structured way, to explain right answers and solutions, to give students clear and resolvable problems, and to ensure calm concentration in the classroom. In contrast, a constructivist view focuses on students not as passive recipients, but as active participants in the process of acquiring knowledge (Rebecca et al., 2016). It is, however, important not to create an artificial dichotomy between these two approaches. Virtually all teachers will rely on both approaches at some point in their teaching, moving between the two depending on the needs of a specific class, and the objectives of various stages of lessons. An initial teaching training need to have a sound policy on teaching practices that will guide the effective operationalization of the teaching practice. When asked on the availability of a teaching practice policy, the responses are shown in figure 5.

Figure 5: Teaching Practice Policy document



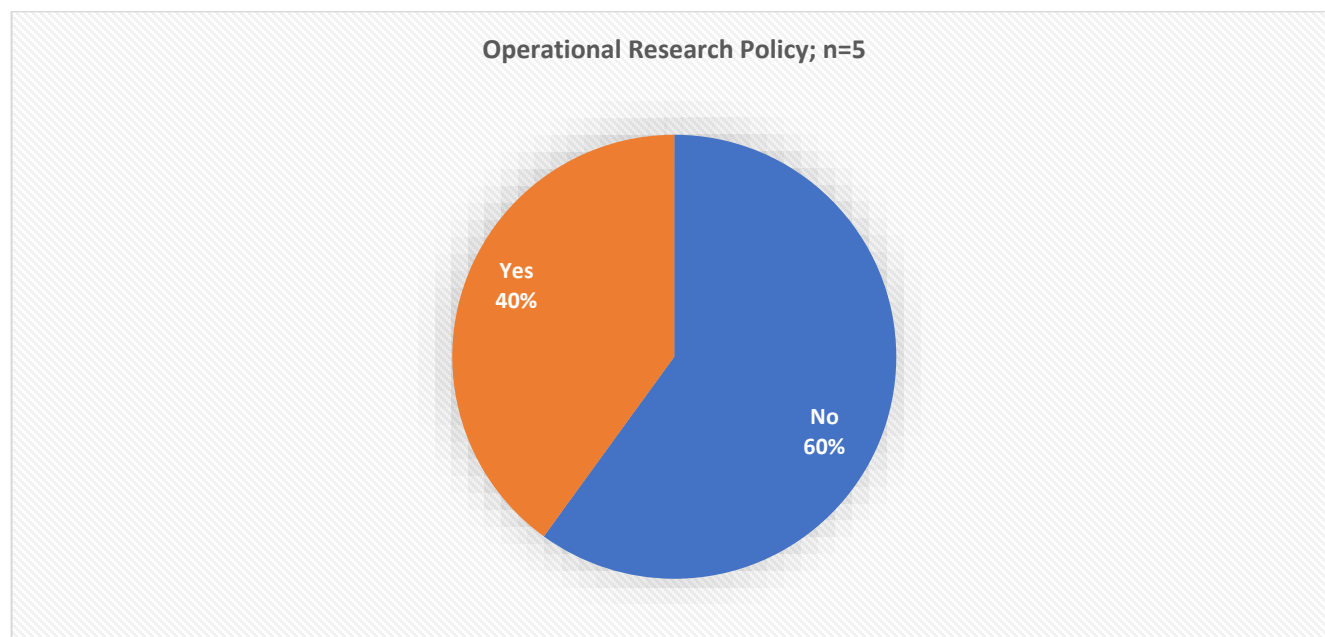
It can be observed that 60% (2 public and 1 private institution) stated to have a policy in implementation for teaching practice whereas 40% (1 public and 1 private) do not. The Gambia College, and the UTG has well established systems in place for the teaching practice through their partnership with MoBSE, to utilize the basic and secondary schools. The main challenge to the effectiveness of the teaching practice especially in the public teacher training institutions is ineffective monitoring. According to information

received from trainee teachers, the supervisors lack the motivation and passion to put them through so as to gain the valuable experience needed to succeed as professional teachers.

Research being one of the core functions of an education and training institution, is very central in the deployment of teacher training programmes. Cultivating a research-based approach to developing teaching practice provides evidence to effect change in one's teaching, one's classroom, and within the school, and beyond (Rebecca et al., 2016).

Thus, responding institutions indicate that most of them do have an operational research policy to promote academic and action research particularly in relation to teacher training programmes. The University of the Gambia has a fully operational policy on research and a target budget to support research activities. Currently, several staff are beneficiaries of the research funds. Generally, though, the research output remains very low within the responding institutions.

Figure 6: Research Policy



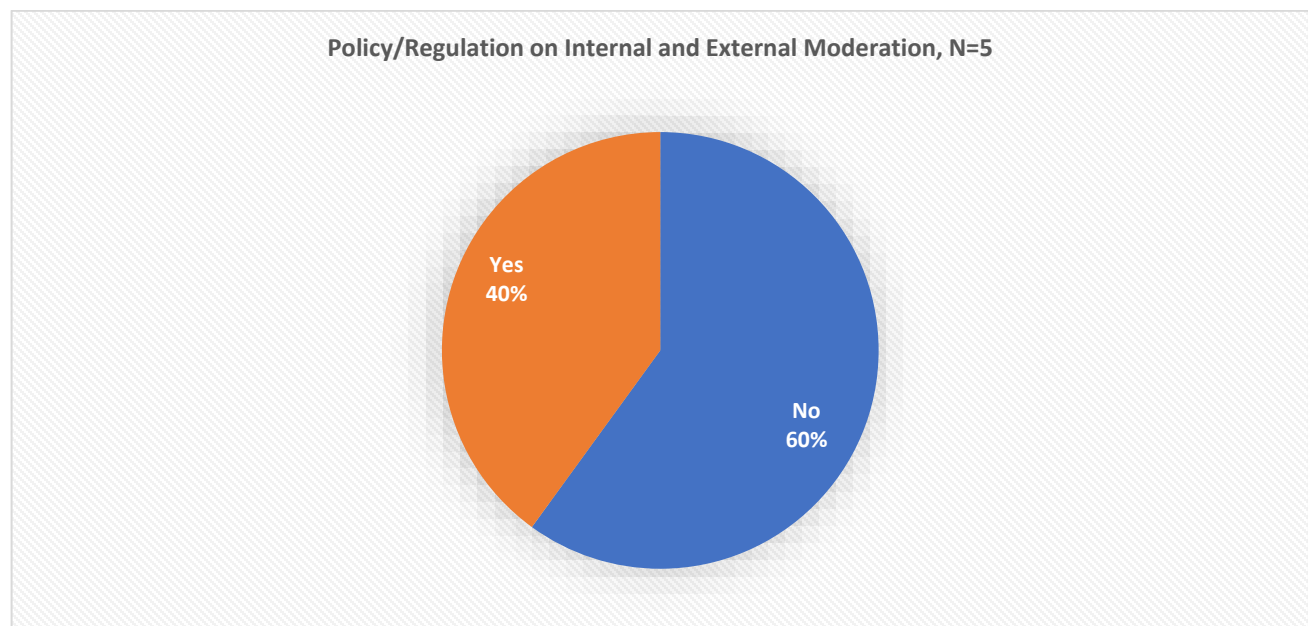
It is argued that some of the reasons why research is embedded into initial teacher education and training is for trainees to improve on their instructional methods, and more broadly, to gain understanding and knowledge in themes of interest and relevance. Succinctly put by Rebecca et al. (2016), as research becomes embedded in a teacher's practice, it can:

1. Help find solutions to problems arising in the classroom or school;
2. Underpin professional learning of knowledge, skills and understanding;

3. Connect teachers with sources of information and networks of professional support;
4. Clarify purposes, processes and priorities when introducing change – for example, to curriculum, pedagogy, or assessment; and,
5. Improve understanding of teacher’s professional and policy context, organizationally, locally and nationally, enabling them to teach and lead more strategically and effectively.

Regarding the availability of a policy on moderation (internal and external) and its implementation for the teacher training programmes, it was found that only two (40% i.e. 1 private and 1 public) institutions have it in place whereas three (60% i.e. 2 public and 1 private) institutions do not. Further comments from respondent institutions revealed that there is lack of standardization in several aspects of the assessment system; with certain practices left to the discretion of individual lecturers. These include individual lecturers making their own decisions regarding setting assessment questions, number of words for an assessment task, whether or not to give feedback and when or if they return assessments to students. Such non-standardized approaches can have negative consequences, including the amount of effort students must put into assessment tasks for different courses, when or if assessments are returned to students, whether or not students are able to receive feedback for their work and different consequences for late submission.

Figure 7: Policy on Moderation



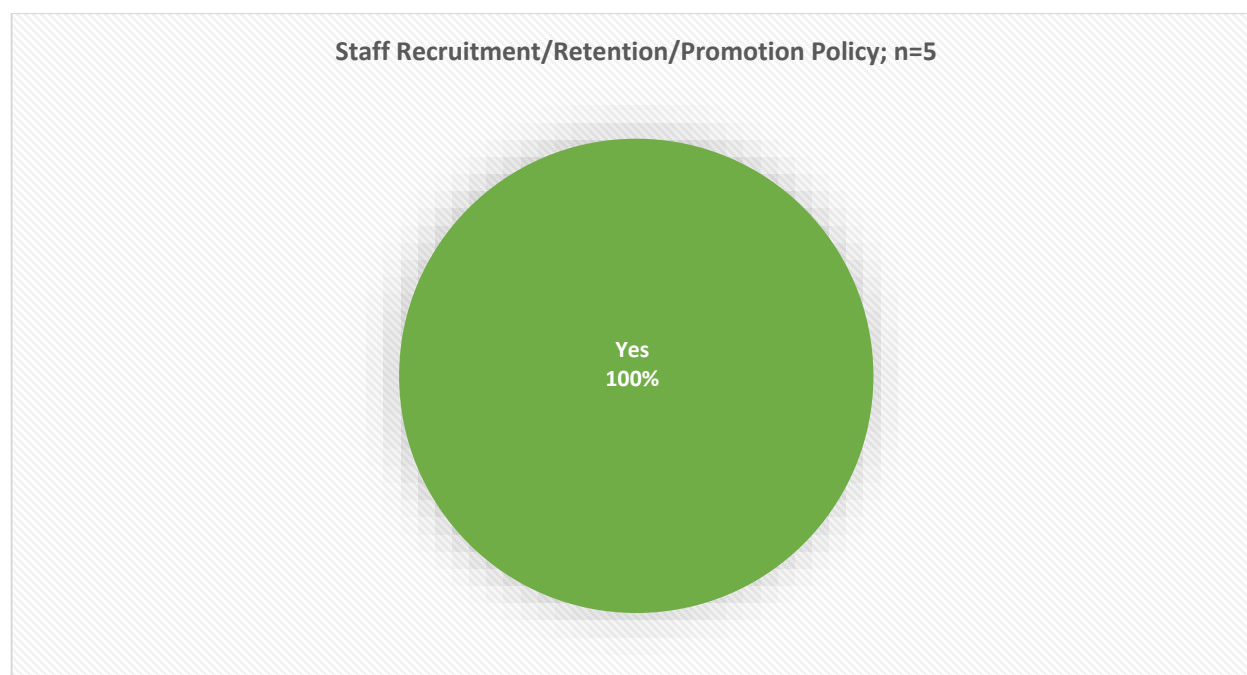
Similarly, all responding institutions have assessment policies in place which serve as the guiding principle for assessment (both summative and formative) on courses. This policy is supposed to be used

by all schools and programmes. It is noteworthy that none of these policies specify the number of words or word equivalent per credit for assessment tasks, as would normally be expected.

Similarly, the Examination Policies do not indicate how much time should be allocated to examinations in relation to credits. In the UTG, Gambia College and GTTI, the examinations Policy does, however, provide a comprehensive and detailed overview of the rules and regulations concerning the setting and administration of examinations. These documents were developed more than 10 years ago, and have not been revised since. It was noticed that there are generic grade descriptors stated in the assessment policies, merely provide very broad indications of expected performance levels. In addition, it was noticed that more detailed grade descriptors, rubrics or marking schemes are not used within the teacher training programmes. Besides, the same generic descriptors are applied when assessing different assessment types; e.g. essay, presentation and portfolio. The lack of differentiation in the application of assessment descriptors means that the specific features of the type of assessment task are not included in the assessment, e.g. critical analysis or argument in a high grade essay; or critical reflection in a high grade teaching practice portfolio.

Focusing on the staff retention/recruitment/promotion policy, all the five (5) responding institutions stated to having a comprehensive staff service roles (or conditions of service) in place that guides the handling of staff matters as shown in *Figure 8*.

Figure 8: Staff service rules





The findings also revealed that there is no deliberate policy to enhance recruitment and retention of students/staff with special needs in the responding institutions. Notwithstanding, all of them have commitment statements as part of their institutional educational service delivery that they will create an equitable environment which supports and encourages all persons with special needs and promotes diversity and inclusiveness. However, the findings also revealed that there is a low level of support to trainees with special needs in terms of tools and equipment accessibility to enhance their teaching and learning activities.

In relation to some of the impediments for effective implementation of internal quality assurance activities, respondent institutions were asked to rate (i.e., None, some but not adequate and adequate) on some predefined areas of enquiry as shown in Table 9. According to the respondents, capacity enhancement in the following areas is needed:

4. IQA tools development ;
5. IQA tools implementation ; and
6. Continuous professional development in internal quality audit of academic structures

Meanwhile, some strides are already made by some of the institutions. Recently, the UTG recruited five (5) quality assurance officers who are expected to undergo training to fill the gap in the future; also, within the framework of the technical assistance programme of the UTG, a professor with a specialization in quality assurance has been appointed. As for GTTI and Gambia College, quality assurance units have been established and quality assurance coordinators have been appointed. For IOU, two quality assurance officers are already appointed to assist the head of quality assurance unit in the discharge of their functions.

Table 9: Responses from institutions on IQA Quality issues

TTI	Number of Professional IQA Staff	Capacity to implement IQA activities	IQA Tools developed	IQA tools implementation level	Continuous professional development	Commitment of Management on IQA activity implementation
UTG	Some, but not adequate	Some, but not adequate	Some, but not adequate	Medium	Some, but not adequate	Some, but not adequate
IOU	Some, but not adequate	Some, but not adequate	Some, but not adequate	Medium	Some, but not adequate	Some, but not adequate



GTTI	Some, but not adequate	Some, but not adequate	Some, but not adequate	Low	Some, but not adequate	Some, but not adequate
GC	Some, but not adequate	Some, but not adequate	Some, but not adequate	Low	None	Some, but not adequate
SBEC	Some, but not adequate	Some, but not adequate	Some, but not adequate	Medium	Some, but not adequate	Some, but not adequate

As per the discussion with the focal persons for the completion of the institutional questionnaire, continuous capacity building trainings on IQA tools development and implementation is highly needed as the quality assurance staff in their respective institutions have limited capacity as some of them only got few days training from NAQAA through a UNESCO project.

3.5. ICT facilities

3.5.1. Digital Infrastructure

In summary, all the responding institutions have aspirations to become more digitally connected and have taken some significant steps in this regard, particularly with the establishment and use of the information system for online registration, creating a portal for students and staff, as well as hosting online classes. Notwithstanding, one of the respondent institutions is an open university and they conduct most of their classes online.

However, in the case of GTTI, Gambia College and UTG, efforts towards digitization are further impeded by a multitude of internet connectivity issues ranging from weak signal strength, low bandwidth, and insufficient routers and wireless access points in optimum locations. In addition, the awareness, understanding and overall capacity to develop strategy for effective integration and utilization of digital technology is limited. This can be seen in the inability to fully utilize their existing information system to collect comprehensive student data, the limited control over the institutional data, the absence of a Data and Information Policy to govern information security and data protection and the lack of adequate digital technology enabled learning infrastructure.

Despite these issues, the Management of all responding institutions expressed commitment to using ICTs to support and enhance teacher education and increase efficiency and effectiveness of its operations. However, there is a clear need to not only strengthen the digital infrastructure but also to strengthen institutional capacity with adequate and skilled human resources that can provide the strategic leadership to integrate and utilise ICTs effectively.

On assessing to what extent workshops or other learning activities on ICT skills provided to trainers/educators, the individual responses are shown in the *Table 10*:

Table 10: Support on ICT training for Teacher educator/trainers

Question	University of The Gambia	Gambia College	GTTI	International Open University	SBEC
To what extent are workshops or other learning activities about ICT skills provided to teacher trainers?	Mandatory courses or activities are provided	No response	No response	Optional course or activities are provided	Mandatory courses or activities are provided

At the UTG, it was observed that every faculty member is provided with a laptop and internet dongle. In mid-2020, at the surge of the Covid-19 pandemic, a mandatory training across all schools on how to use Google Classrooms, Google Meet and related technologies was conducted and consequently, all classes were migrated online. With these gadgets, the usage of ICT technologies in delivery of lessons is greatly enhanced within the UTG up to date.

The Gambia college also migrated online during the Covid-19 pandemic thanks to the online portal system in place. However, it was reported by both teaching staff and students that it was really challenging for some of them as the institution did not support adequately in terms of provision of internet dongles or computers for trainers.

3.5.2. ICT equipment

This section concerns the ICT equipment that is available for use by students and staff in the teacher training programmes in each institution. The subsequent tables contain the details provided in response to the areas of enquiry in each institution.

Table 11: Number of computers for use by trainees at UTG

Room name	Number of computers and condition	Age	Purpose, utilization and comment
Computer Lab for School of Arts & Sciences	45 Computers PC functioning 1 data overhead projector,	Above 3 years	Used for IT classes by all students of the School of Arts and Sciences and the school education limited access to computers.



	No Printer/Photocopier		
Digital Campus Lab	40 functioning desktop computers. 1 overhead project.	5 years and above	Used mainly in the collaborative postgraduate programmes on education with AUF/ UNESCO-Pole Dakar.
School of Business and Public Admin IT Lab	25 functional desktop computers	5 years and above	Used by students of the school including education students specializing in economics
University Library	40 functional desktop computers	3 years or more	Used by all students of the UTG.

It can be observed that there are several ICT laboratories for use by students in the various programmes at UTG. However, the school of education does not have a dedicated ICT lab for its programmes. Considering the large number of students at the UTG and ICT course being a general requirement, teacher training programme students find it challenging to access computers during lessons in those courses. It is reported by some of the responding teacher trainees to this study, that quite a good number of them are not highly confident with using word processors, spreadsheet (Excel) and PowerPoint.

Table 12: Number of computers for use by trainees at Gambia College

Room name	Number of computers and condition	Age	Purpose, utilization and comment
School of Education Computer Lab	30 Desktop Computers with only 25 currently functioning; 1 data overhead projector, No Printer/Photocopier	5 years and more	Used for IT classes 12 hours per Week. Classes have to be divided into two groups to manage the limited access to computers.

Currently, the only functioning lab has 25 functioning computers with 1 overhead projector. No other ICT equipment is available such as printers or scanners. Some of the programmes in the advance diploma programmes involve information system management, video and audio editing which requires readily available access to computers to effectively deploy the courses. However, given that the school of education is the largest school of the Gambia College, it is difficult to imagine how these courses

can operate effectively with such limited ICT resources. Also, other students in the school of agriculture need to use the computer lab as informed by the responses from participants to the study.

Table 13: Number of computers for use by trainees at SBEC

Room name	Number of computers and condition	Age	Purpose, utilization and comment
Computer lab 1	30 Desktop functioning computers; 1 data overhead projector, No Printer/Photocopier	3 years and above	Used for IT classes by students
Computer lab 2	30 Desktop functioning computers; 1 data overhead projector, No Printer/Photocopier	3 years and above	Used for IT classes by students

Considering the nature of the programmes at SBEC, the number of computers indicated in *Table 13* is adequate. This corroborates the responses of the teacher trainees and teacher educators within the institution.

3.6. Library

This section concerns the library, its facilities and library stock at the five (5) responding institutions. The following information includes information provided in response to the areas of enquiry in each institution.

Table 14: Summary of response from UTG

Area of enquiry	Response	Comments
Seating Capacity	The seating capacity of the library located at MDI is 250 students.	The main library of the UTG is hosted at MDI grounds, however, Gambia College's library is also utilized by UTG students.

Approximate number of education books	Several education textbooks available to education students.	Most of these textbooks at the Gambia College library are old books.
Access to online journals	Yes	The UTG has subscribed to EBSCO and JStor
Internet access/connectivity	Yes, available in the library	Strength of connectivity is weak.
Types of teaching resources	Reference materials	
IT equipment age/condition	Nil	Nil

The teacher trainees of UTG, mostly share facilities (including library) with the Gambia college as most of their classes are held in the College's campus. Meanwhile, the new library for the UTG at the MDI grounds has been opened and is fully accessible to all students.

Table 15: Summary of response from Gambia College

Area of enquiry	Response	Comments
Seating Capacity	130 students	The library is used by both Gambia College and UTG
Approximate number of education books	About 1000 books	Most of these textbooks are old versions
Access to online journals	Nil	No subscription to online journals
Internet access/connectivity	Yes, available in the library	Strength of connectivity is weak
Types of teaching resources	Reference materials	Nil
IT equipment and condition	2 functioning computers, second hand; 1 printer	No comment by the Gambia College

Although the Gambia College's library had a huge stock of books, the relevant and up-to-date books on education are not many. Most books were donations and mainly single copies. A brief review of the stock revealed that indeed a lot of the books were obsolete or the stock for particular subject areas was extremely limited.



The library did not have any education journals and other teaching resources, nor was it able to subscribe to any online journals. An academic library plays a fundamental role in enhancing and making the learning experience more effective, by providing students access to the resources and services they need in order to expand their knowledge and become autonomous learners, and hopefully in moulding effective teachers. Academic staff also need access to both physical and online resources in order to update and further develop their own professional knowledge and to inform the content and activities of the courses they teach and to enable staff to engage in research. Academic staff, through questionnaires administered to them, lamented over the scarcity of books in certain subject areas, while the librarian respondent reported that academic staff rarely visited the library. The lack of adequate resources seriously hinder staff from staying up to date with developments in either their fields of specialization or the teaching profession.

Despite the above situation, it is expected that the government policy and plan to have a one-off journal subscription to provide journal access to tertiary and higher education institutions would help address the challenge. The MoHERST is expected to take this lead and subsidize the payment of subscription fees.

Table 16: Summary of response from GTTI

Area of enquiry	Response	Comments
Seating Capacity	50 students	Nil
Approximate number of education books	Nil	Nil
Access to online journals	Nil	No subscription to online journals
Internet access/connectivity	Limited connectivity	Shared bandwidth and a very weak connectivity
Types of teaching resources	Reference materials	Very old and obsolete resources
IT equipment and condition	5 functional computers in the library	Nil

During the site visit, a functional library domiciled at the Professional Development Department complex was discovered. The books stocking the library were however obsolete and there was limited access to internet.

Table 17: Summary of response from SBEC

Area of enquiry	Response	Comments
Seating Capacity	50 students	It has adequate furniture; Library in good physical condition.
Approximate number of education books	Adequate books on teaching and learning	Adequate and relevant
Access to online journals	Nil	Nil
Internet access/connectivity	Good internet connectivity	
Type of teaching resources	Reference materials	Relevant and adequate
IT equipment and condition	No computers in Library	To work on some computers to help student's conduct research while in the library.

During the site visit, the library facilities at SBEC are in good condition. However, there was no desktop computer and no evidence of subscription to journal databases. The books available for student use in the teacher training programmes were relevant and adequate number of books were seen in the shelves.

Table 18: Summary of response from IOU

Area of enquiry	Response	Comments
Seating Capacity	Grossly inadequate	Ten (10) seats available which is inadequate
Approximate number of education books	More 10,000 volumes of online books	Adequate
Access to online journals	Yes	Jstor, Oxford, Daru Salam and IOU E-Library
Internet access/connectivity	Limited connectivity	Connectivity in the library usually weak
Types of teaching resources	Reference materials	Nil
IT equipment and condition	2 functional computers in the library	Nil

During the site visit, it was discovered that the library can accommodate less than ten (10) students. In addition, it was not very organized as the space was too small. An inadequate natural cross ventilation was observed and some of the faulty fluorescent tubes were replaced by modular light fittings. Through discussion with staff and students, it was confirmed that the institution has an electronic library and has subscribed to journal houses such as JSToR, Daru-Salam etc.

3.7. Classroom and other teaching space

This section contains an overview of the facilities including classrooms, laboratories, and other spaces available to the teacher training programmes in each of the participating institutions. Initial information on the facilities provided by the institutions was supplemented by more detailed information gathered during quality audit visits to the same institutions.

3.7.1. Gambia College school of education classrooms, labs and other spaces

The main teaching complex used by the School of Education is the Bajonkoto Complex which can accommodate more than 1000 students in 32 classrooms (combined MRC Holland Foundation block and Refurbished old classrooms) with a capacity of 50 students each. The classrooms are used for general teaching of 40 hours a week by the School of Education. In addition, the School of Education also sometimes uses rooms in the Public Health and Agriculture Blocks. Most of the Specialist Education Classrooms, including the Home Science Room, Art Room, French Room and Music are used either for general education classes or by students from other Schools.

Table 19: Key findings on the condition of physical facilities, furniture and equipment

Complex	Condition	Furniture and equipment	Comment
Bajonkoto	14 classrooms Rehabilitated by MRC Holland Foundation	- Adequate furniture - Good blackboards - Ceiling fans are working	- Some minor rehabilitation needed such some ceiling fans - Accessible to the physically challenged or differently abled as suitable ramps are in place
MRC Holland Complex	18 Classrooms in condition is good	- Adequate furniture in the classrooms - Blackboards are in good working condition	- Adequate ventilation in the classrooms - Classrooms used exclusively by the school of education - Constant running water in the toilets

	• Student toilets completed and in good shape		• Accessible to the physically challenged
Main Hall	• Damaged ceiling, floors, windows, doors • Faulty electrical wiring	• ACs and Ceilings not functioning properly • Not well ventilated • Inadequate furniture	• Faulty electrical system poses a health and safety hazard • Well ventilated • Complete rehabilitation needed
Common room	• Faulty electrical wiring • Ledges on the roof • Damaged windows	• Not well ventilated	• Faulty electrical system poses a health and safety hazard • Rehabilitations needed • Should be adequately ventilated
Auditorium	• Ledges on the roof • Ceiling boards are damaged	• Only one out of seven ceiling fans is functioning properly • A good number of furniture is damaged	• Faulty electrical system poses a health and safety hazard • Rehabilitation needed on the roof, ceiling and electrical wiring. • New furniture and ceiling fans needed.

The laboratories also suffered from lack of adequate laboratory tools and equipment to support the teaching of the specialization subjects. The Main Hall, Common Room and Auditorium, were also in a poor state as shown by damaged furniture, ceilings, floors, windows and doors and a lack of functioning ceiling fans or air conditioners. All of these issues undoubtedly have a negative impact upon the quality of the learning and teaching experience of students and staff. In addition, during the site visit, it was observed that most buildings on campus had faulty electrical wiring, which could not only affect the lighting, but pose a heightened risk of electrical shock.

3.7.2. UTG classrooms, laboratories and other spaces

In the UTG, there are no dedicated classrooms for the school of Education. Most of the teacher education programmes are held on Gambia College classroom on collaborative basis. The courses in the specialization areas such as Chemistry, Biology, Physics, Economics, etc., are held in the same classrooms and laboratories as the Bachelor of Science students at the School of Arts and Sciences.



There is a laboratory for each of the pure science areas (Physics, Chemistry and Biology). The Table 20 gives the summary of the conditions in the laboratories.

Table 20: Summary of pure science labs at UTG

S/N	Name of laboratory	Capacity	Condition
1	Chemistry Lab at Chancery Building	30	Inadequate lab materials; adequate furniture; inadequate running water
2	Biology Lab at Chancery Building	30	Inadequate lab materials; adequate furniture; inadequate running water
3	Physics Lab at Chancery Building	30	Inadequate lab materials; adequate furniture; inadequate running water

The Gambia government has prioritized the promotion of STEM programmes and STEM teaching, and has the intention to invest in equipping laboratories and providing more guidance in STEM teaching as indicated in the NDP and MoHERST Strategic Plans. Thus, the lack of adequate laboratory materials at the UTG can definitely hamper the above stated aims of the government.

3.7.3. GTTI classrooms, laboratories and other spaces

The teacher education programmes at the GTTI are under the Professional Development Department. A resource centre for teachers is available at the same department, which aid teachers in the delivery of lectures. The following TVET workshops were seen during the site visit which are used by teacher education programmes:

- ❖ Carpentry and Joinery
- ❖ Building Construction
- ❖ Mechanical Engineering
- ❖ Welding and Fabrication
- ❖ Automotive Engineering
- ❖ Electrical and Electronic

3.7.4. IOU classrooms, laboratories and other spaces

The institution currently occupies a three-storey building which serves as the global headquarters for the IOU. The teacher education programmes were offered in hybrid mode (both online and offline). Five

classrooms were seen during the site visit used for the face-to-face component of the various programmes on offer.

- a) Generally, there seems to be the non-existent, or at best, inadequate routine and remedial maintenance of most facilities leading to visible structural dilapidation. In addition, the building looked unfriendly to the physically challenged as there were no ramps available to get beyond the ground floor.
- b) There was no evidence of safety exits especially at upper floors, which is of major concern. In addition, there was no evidence of a farm or a laboratory for the education programmes in General and Agricultural Sciences respectively.

3.7.5. SBEC classrooms, laboratories and other spaces

The classrooms at SBEC used for the teacher training programmes are in good condition. The rooms can each accommodate up to 25 trainees and there was adequate furniture in the rooms. The ventilation and lighting systems are very adequate. The programme does not entail any laboratory course.

3.8. Responses from Teacher Trainers/educators

This section gives account of the responses of teacher trainers/educators in the teacher training institutions. The following table gives the number of respondents in each institution.

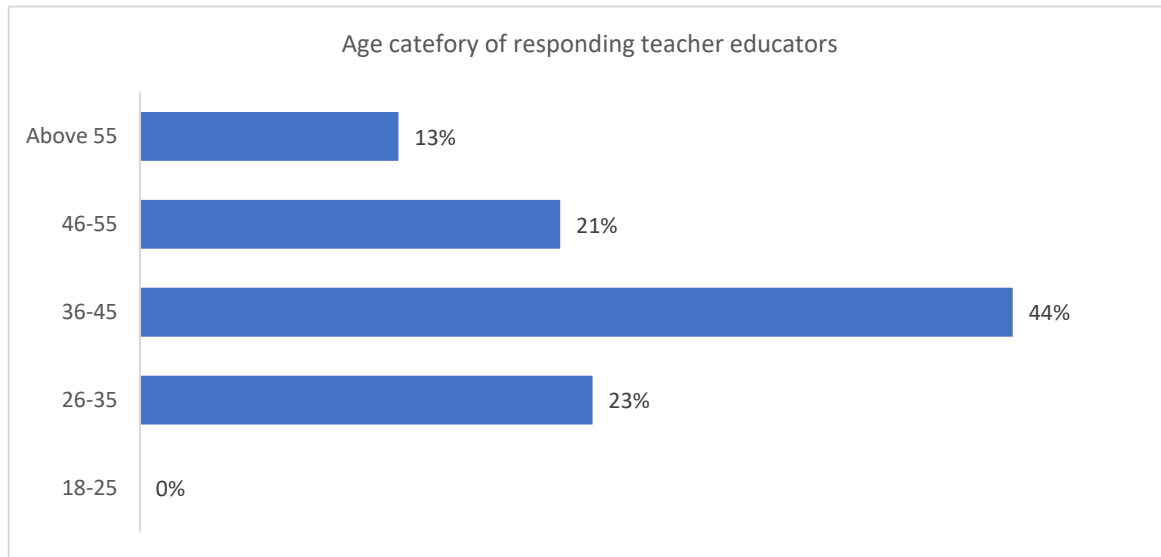
Table 21: Number of teacher trainer respondents from each institution

Institution	Female	Male	Total
Gambia College	3	22	25
Gambia Technical Training Institute	1	17	18
International Open University	4	5	9
SBEC International School	2	2	4
University of The Gambia	2	4	6
Grand Total	12	50	62

In total, there were sixty-two (62) respondents from the five participating institutions. This represents 85% of sample teacher educators (i.e., 73). It can be observed that about 19% (12) of the total respondents were female whilst the remaining 81 % (50) are male.

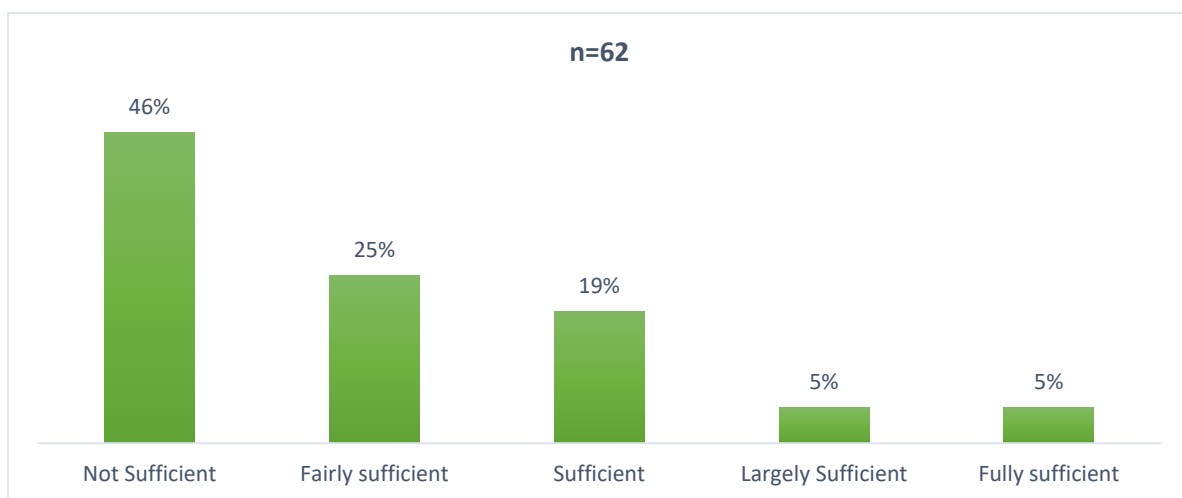
Regarding age of teacher educators, the broad majority of them are between 26 to 45 years (23% between 26 to 35 and 44% between 36 to 45 years). Only 13% of teacher trainers are beyond 55 years and none was between 18 to 25 years of age as shown in *Figure 9*.

Figure 9: Age distribution of teacher educators



In Figure 10, it is remarkable that more than 70% of teacher educators indicated that the teaching and learning resources required for effective deployment of the courses they teach were largely insufficient (46% for not sufficient and 25% for large sufficient). Majority of these responses were from the public institutions (GTTI, Gambia College and UTG). As remarked by most of the respondents, the teaching and learning resources available in their institutions did not provide sufficient support for collaborative learning.

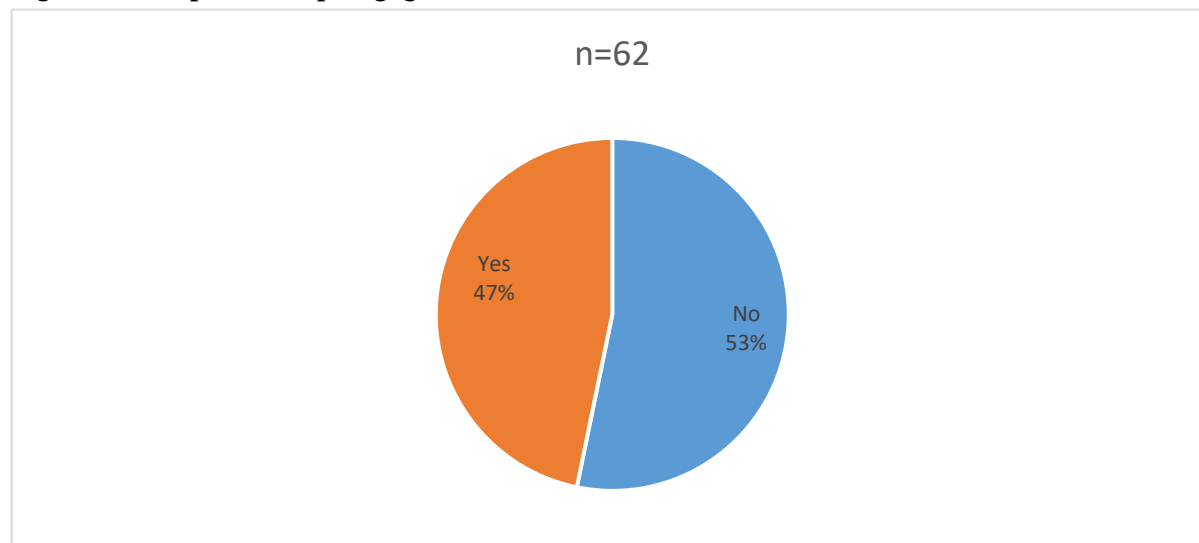
Figure 10: Rating on availability of teaching and learning resources



In terms of support to improve the pedagogical competence of teacher educators, the responses indicate that 53% (33) of respondents stated “No” whereas 47% (29) responded on the positive (“Yes”). Further

analysis reveals that the responses that indicated none or less support on pedagogical aspects were more skewed towards the public institutions as shown in Table 22.

Figure 11: Responses on pedagogical CPD



It can be noticed in *Table 22*, that there is need for an intervention in building the knowledge and skills of teacher educators especially in the public institutions. The teaching profession is dynamic, thus to ensure teachers are abreast with latest developments in the field in order to effectively discharge their duties, periodic continuous professional development trainings are imperative. and that institutional heads and managers should ensure this is prioritize and funds committed to ensure the appropriate trainings are conducted for staff.

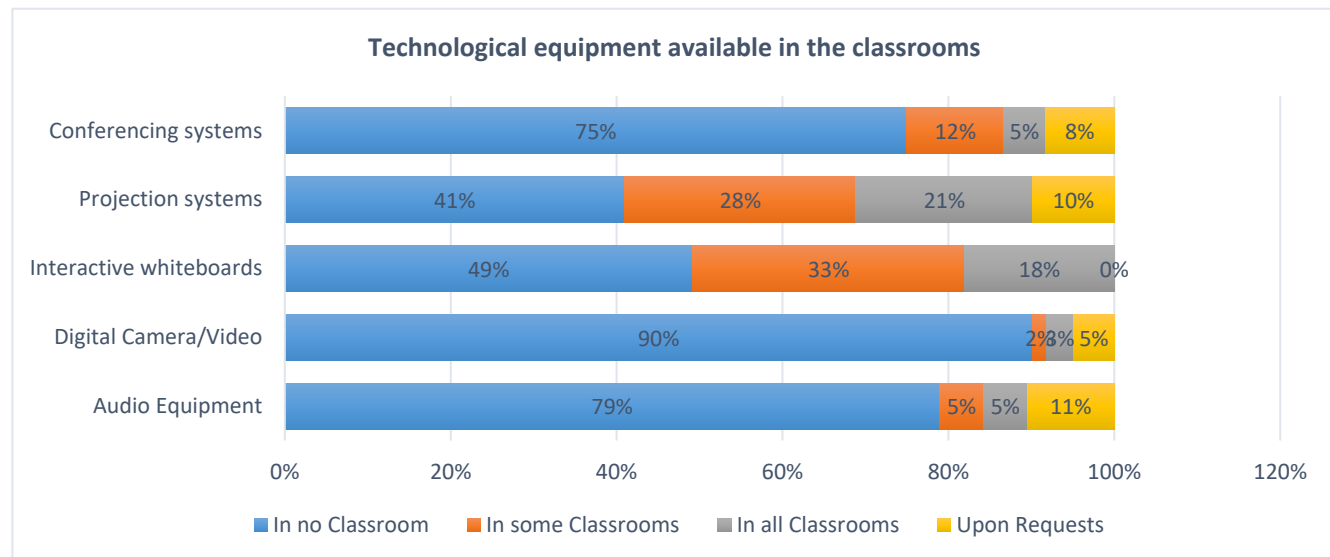
Table 22: Responses by institution on CPD for pedagogy

Pedagogical Competence Support	No	Yes
Gambia College	20	5
Gambia Technical Training Institute	7	10
International Open University	3	7
SBEC International School		4
University of The Gambia	3	3
Total	33	29

The question was put to teacher educators/trainers about their rating on the availability of ICT equipment in the classrooms that they use in teaching their courses. It was observed that more than 75% of all respondents said that they did not have access to audio-visual, digital camera/video, and communication (conference) tools and equipment in their classrooms. Only

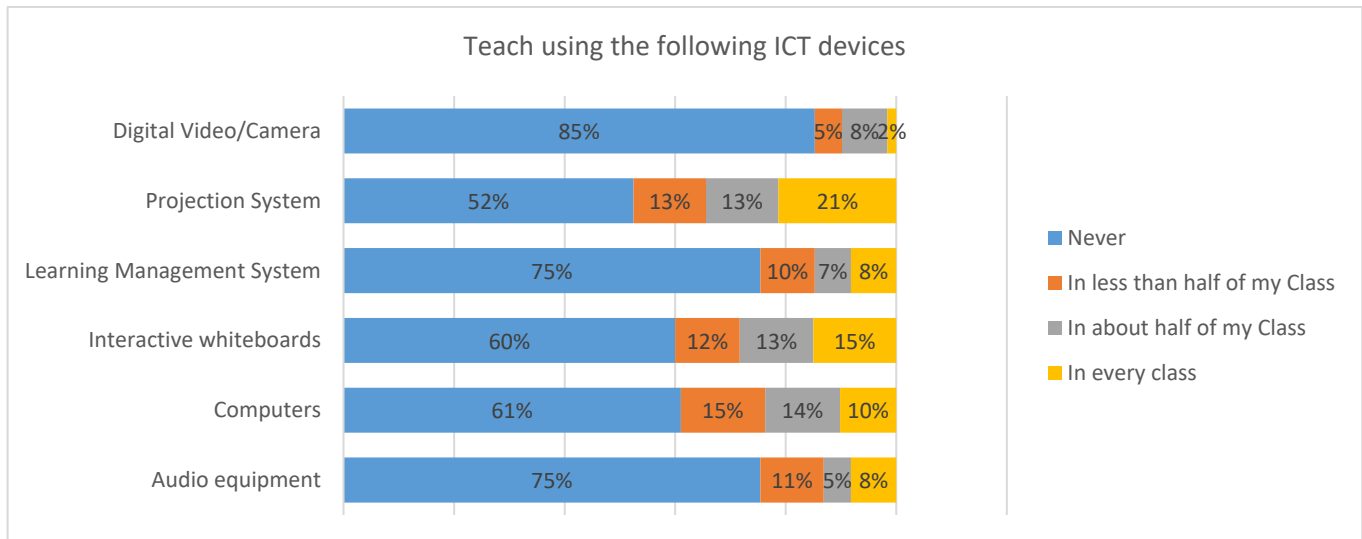
33% and 28% stated that they had access to interactive whiteboards and projectors in their classrooms while teaching as respectively shown in *Figure 12*.

Figure 12: Availability of technological equipment



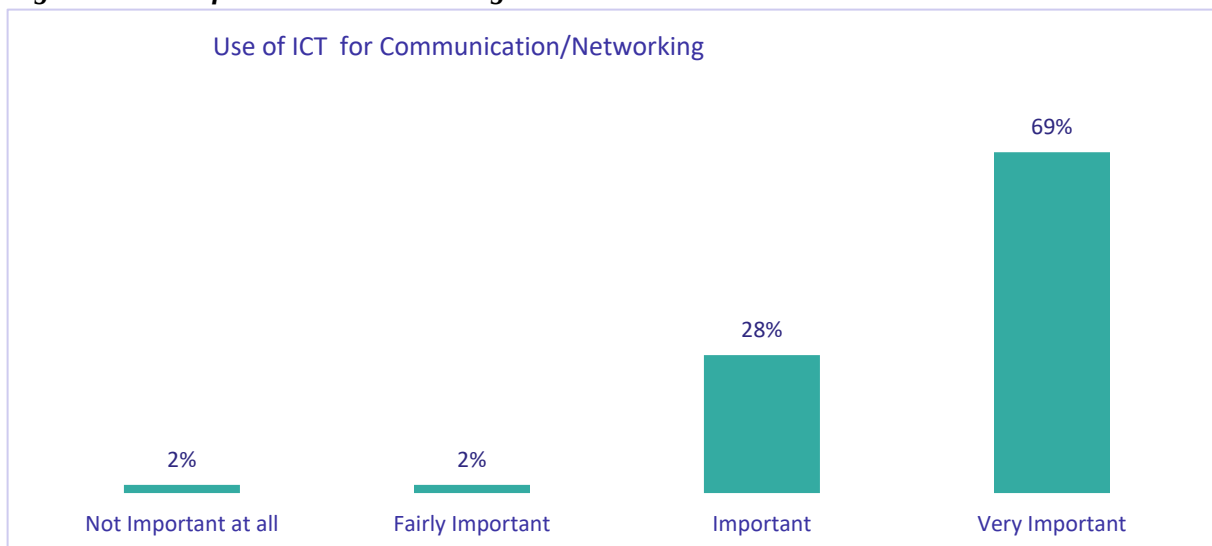
In the case of actual usage of technological tools to teach in the teacher training courses, it is remarkable that more than 75% of respondent teacher educators stated they have never used audio equipment, digital video/camera equipment and learning management system (such as Moodle platform, Google Classroom, or other means) in teaching their courses. In terms of using computers and projection systems in delivering lectures, 61% and 52% of teacher educators/trainers responded in the negative, where as 10% and 21% stated to have used it in every course that they teach respectively as shown in *Figure 13*. In addition, 15% indicated the use of interactive whiteboards while 8% stated the use of learning management system in the all the course that they teach. These results indicate that the integration of technology in teacher training programmes is very low. This corroborates the earlier finding at the institutional level that all the teacher training institutions lack the strategy on the integration of technology-enabled learning within their institutions which contributed to the permeability of technology in teacher training courses on a broad level.

Figure 13: Use of ICT tools to teach



As a follow up question, teacher trainers/educators were asked to rate the usefulness of ICT in fostering communication between teachers and trainees. The results as shown in figure14, revealed that 97% (rated as either important or very important) of respondents rated the need to use ICT to faster communication in teacher training programmes. As indicated by most of these respondents, the digital infrastructure within their institutions do not support effective use of ICT to support trainee teachers in terms of pedagogy, collaborative learning, facilitate teaching of trainees with disabilities (either cognitive, physical, behavioral), preparing of lesson plans or scheme of work and or supporting creativity. Without this support, especially to the differently-abled, the level of inequality in terms of access to quality and relevant training will further widen.

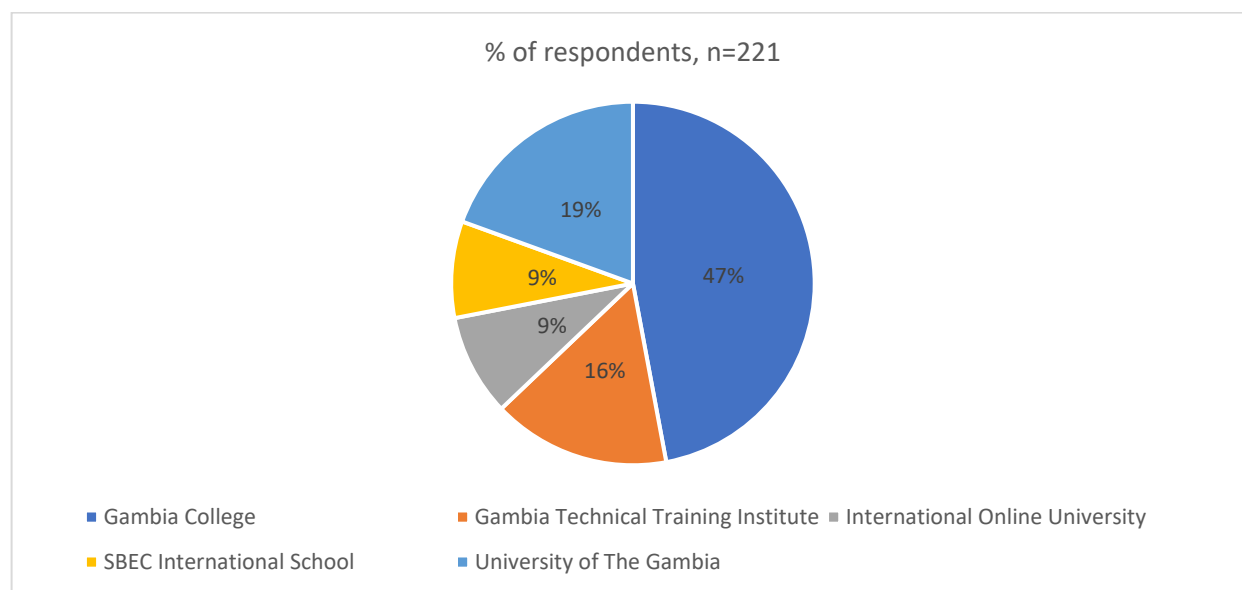
Figure 14: Use of ICT in communicating with trainees



3.9. Responses from Trainee Teachers

To complement the quantitative and qualitative information received from the respondent institutions and that of teacher trainers, a structured questionnaire was developed and administered to the trainee teachers. Through the analysis of the information collected, a number of areas relating to the quality of programme delivery were investigated and the findings here-under presented.

Figure 15: Percentage of Response



The response rate for trainee teachers is 77% (221 out of a total sample of 287). 47% of respondents were from The Gambia College, 19% from UTG; 16% from Gambia Technical Training Institute; 9% from each of SBEC and IOU.

Trainee teacher respondents were asked to rate the library facilities and their responses are summarized below and shown in Figure 16:

- 34% indicated the space was adequate but the library was not well equipped with the necessary resources
- 24% indicated that the space was partially adequate and partially resourced as well
- 9% stated either was fully or adequately equipped both in terms of space and resources
- 22% opined that the library is neither adequate in space nor resourced.

As highlighted under the library section, significant improvements in the libraries especially within the public institutions are needed with a view to improving academic standards and to enhance research by trainees.

Figure 16: Library rating by trainee respondents

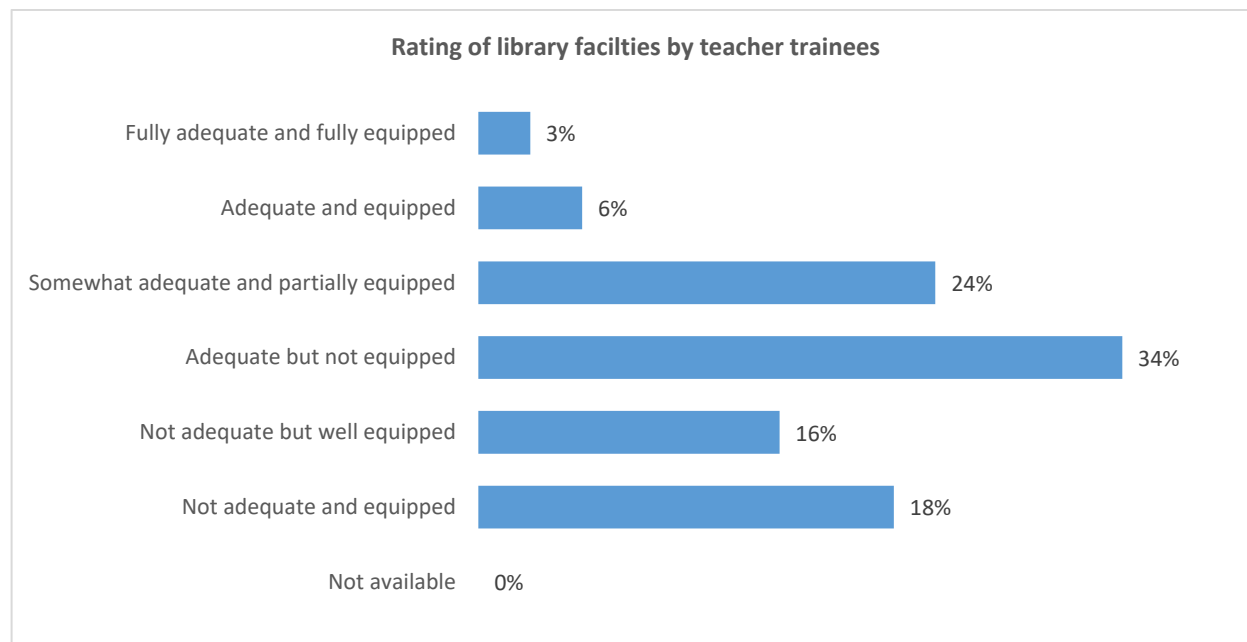
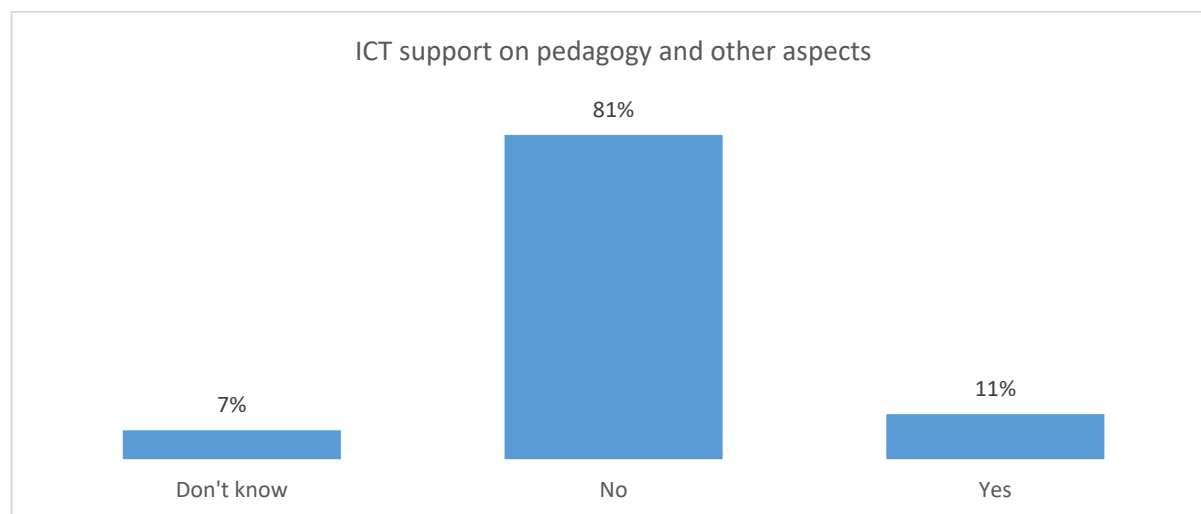


Figure 17, also indicated that most respondents totaling (81%) stated that they do not receive any ICT related services in terms of improvement of their pedagogy and other means to enrich their studentship experience. This further relates to the assertion that integration of technology in the delivery of programmes is at a low level.

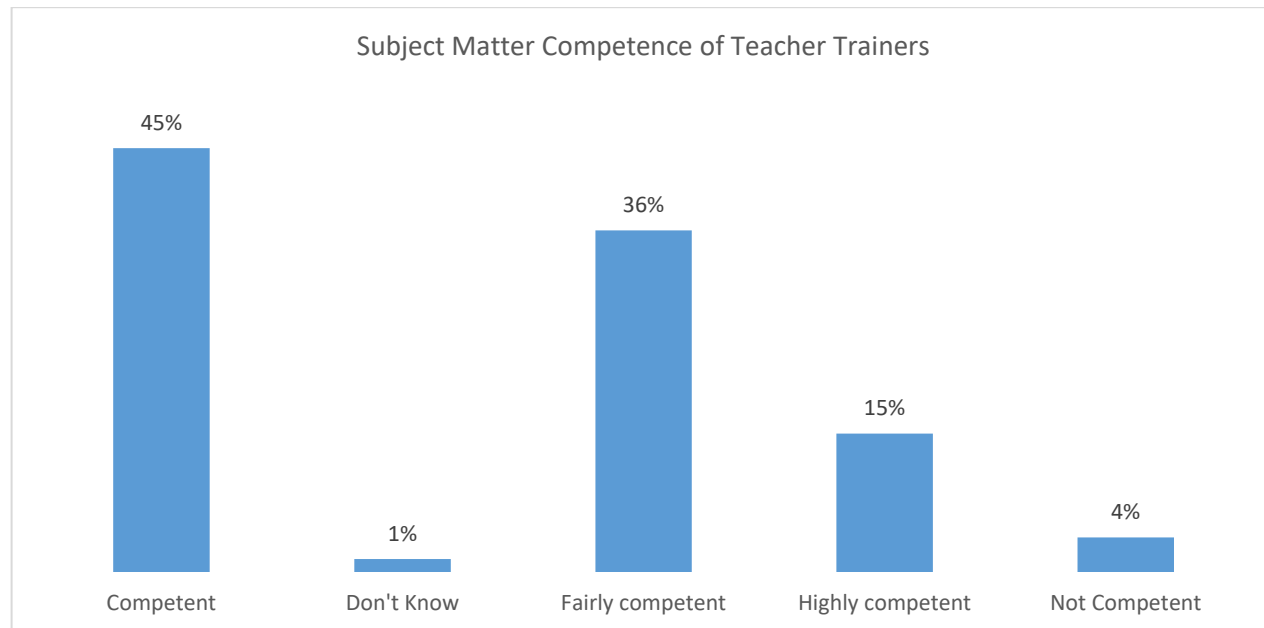
Figure 17: ICT support on pedagogy and other means



In terms of rating of the competence of teacher trainers in their specialist areas, 45% and 36% opined that the teachers are competent or fairly competent respectively. 15% indicated highly competent. According to some of them, the main challenge is the lack of relevant teaching and learning resources

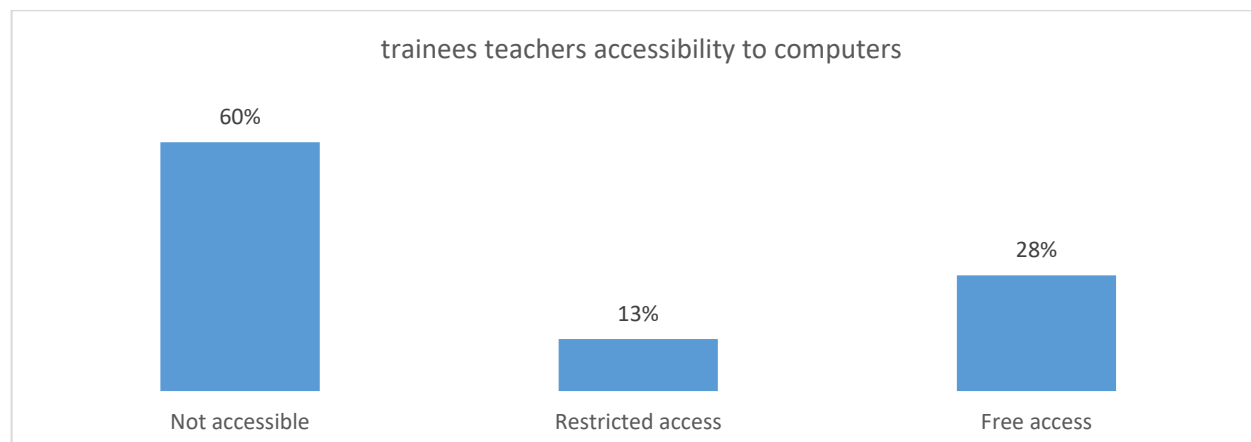
which affects the practical areas in particular. Therefore, for trainers to be competent, they should be provided with the relevant trainings as well as be equipped with the necessary ICT support in the discharge of their functions.

Figure 18: Rating on subject matter competence of teacher trainers



Although most of the respondents reveal that they do not have access to computers while undergoing their trainings as shown in Figure 18, quite a good number of them indicated that they are not confident on the creation of PowerPoint presentations, usage of spreadsheets, formatting of word documents and in useful internet search. Regardless of this situation, respondents are aware of the potential of ICT and support the integration of ICT in delivery of teacher education programmes. This suggests that if trainers are giving the opportunity to absorb the effective use of ICT in teaching, then they will optimally use it in the delivery of curriculum and consequently, in classroom management.

Figure 19: Access to computers

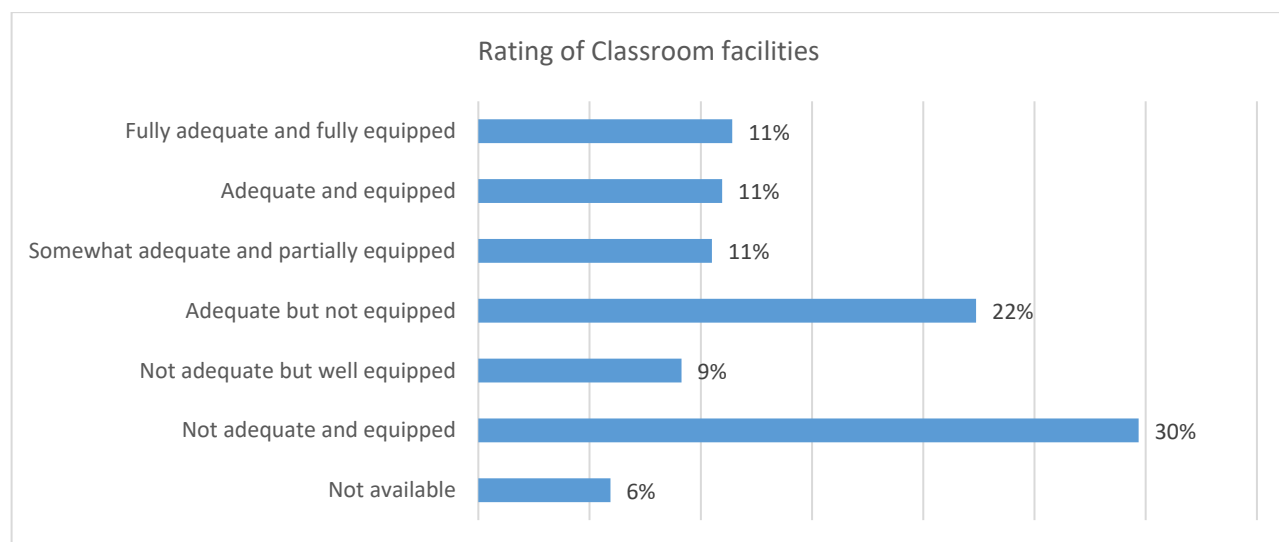


For the qualitative question on rating of classroom facilities, the analysis shows revealed the following:

- 30% indicated the classrooms they use are not adequate in terms of space neither is it adequately equipped with the required furniture.
- 27% indicated adequate in terms of space but not in terms of furniture
- 11% stated somewhat adequate both in terms of space and furniture
- 11% rated the facilities fully adequate and fully equipped
- 11% opined the classroom facilities as being adequate and equipped.

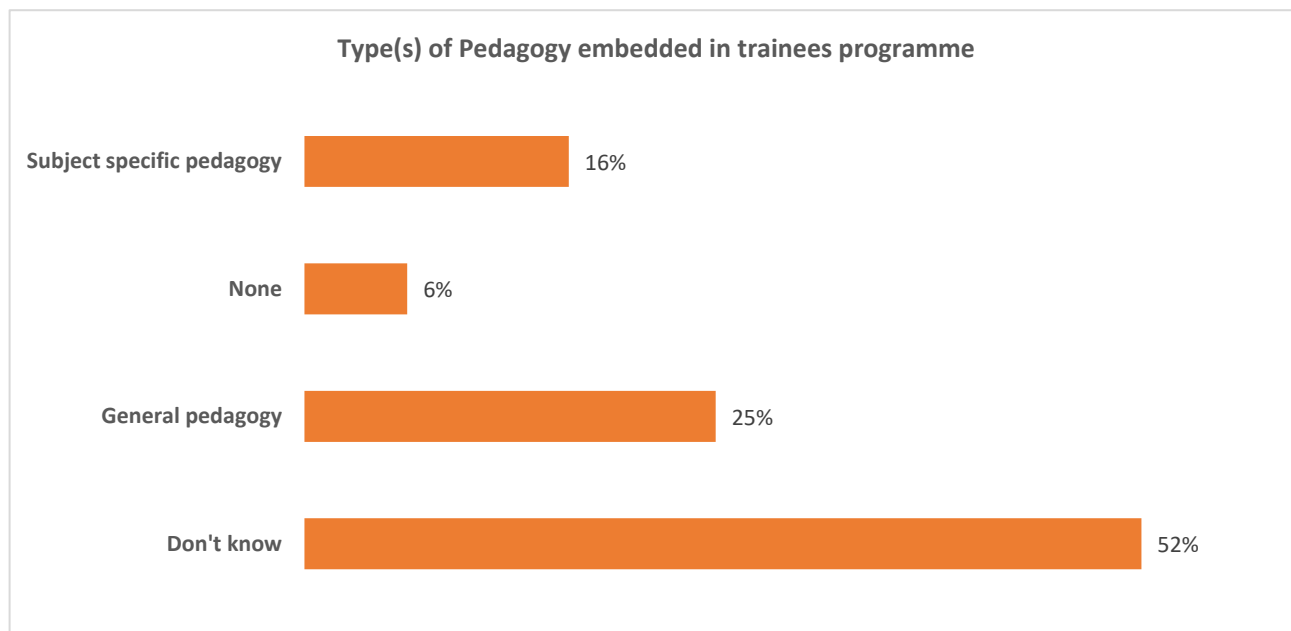
A conducive learning environment is critical in educational achievement, moreso, in teaching training programmes.

Figure 20: Qualitative rating of classroom facilities



In order to gauge if trainees have adequate knowledge about the type of programme they are enrolled in and to corroborate the response from the institution, they were asked to indicate what type of pedagogy is implemented in their programmes. More than half of the respondents (52%) indicated that they don't know. This reveals that the trainee teachers were not properly oriented about the teacher education programmes. Furthermore, only 25% and 16% indicated general pedagogy and subject specific pedagogy were implemented in their programme respectively as shown in *Figure 20*.

Figure 21: Type of pedagogy in programme





Conclusion and Recommendations

Following analysis and interpretation of the information gathered from the respondent institutions, teacher trainers, and trainee teachers, this section of the report provides a conclusive summary of the main areas of enquiry.

One conclusion that can be drawn from the present study is how the teacher training institutions and the private sector (industry) are relatively disconnected from one another. While there are examples of limited collaboration as indicated in the qualitative responses, such as private enterprises working with some staff members, these are generally random events. The University of the Gambia is trying to change this, such as by offering support to qualified research projects faculty members as part of the University's internal research funds. In addition, the limited interconnections between the technology sector and the teacher training programmes are affecting national development. One way is in the resulting lack of capacity to produce qualified and competent educationist in Information and to meet current and future demands of the education and training sector. The TVET institutions charged with solving problems on skill gaps and shortages in the labour market are commonly unable to find competent TVET teacher educators largely because TVET education programmes are very limited with the few meant for training within the school system.

Participants' (institutional, teacher educators and trainee teachers) opinion shows that they agree with the importance of internal quality assurance within their institutions. The findings also suggest the need for public invest in teacher training programmes in terms of provision of necessary infrastructure, teaching and learning resources and capacity building opportunities for teacher trainers to meet the development needs of the country.

In addition, the awareness, understanding and overall capacity to develop strategy for effective integration and utilization of digital technology is limited. This can be seen in the inability to fully utilize their existing information system to collect comprehensive student data, the limited control over the institutional data, the absence of a Data and Information Policy to govern information security and data protection as well as the lack of adequate digital technology enabled learning infrastructure. Thus, the need for Government to expedite the usage of the 10% available internet space from the ACE Cable for social services, and support tertiary and higher education institutions to access it, as this will help reduce the cost on internet as well as ensure reliability of the bandwidth being offered. MoHERST is working with the Ministry of Communications and Digital Economy on this initiative – which is expected to finalize soon and the public institutions will benefit first and subsequently, an assessment will be done prior to expansion.



Recommendations

The following recommendations are intended to provide an external perspective of productive changes that could be made or adopted to improve the institutional management, programmes, teaching and learning and infrastructure in the delivery of teacher training programmes in The Gambia.

1. Even though some of the committees are into existence in some of the institutions, it is highly recommended that the following committees are established and made functional in all institutions of higher learning:
 - Academic Appeals Committee
 - Facilities Committee
 - Programme Development and Validation Committee
 - Curriculum Development Committee
 - Teaching Practice Committee
 - Admissions Committee
 - Moderation Committee
2. Each of the above-mentioned committees should have clear terms of reference, and be chaired by a member of the Senior Management Team. It should be composed of representatives from each department, and other relevant areas and where appropriate student representatives be included and they should maintain minutes and report to the Governing Council or the apex structure of the institution.
3. Board of Directors or Governing Council in teacher training institutions must be part of the quality assurance process from design to oversight implementation. This will ensure commitment from Management to improving the quality of educational service delivery.
4. Structures for the establishment and effective functioning of the internal quality assurance mechanisms should be a priority, especially in the private institutions. Persons responsible for quality assurance activities should be capacitate and necessary tools must be developed and implemented. In addition, the quality assurance units/departments must be empowered adequately by top management in the performance of their duties with high standards of accountability.
5. The UNESCO-KOICA Project on Youth Empowerment and The Gambia government should support the operationalization of the teacher training curricula developed under activity 4 in the technical areas. This will ensure the supply of teachers in the much needed technical areas relevant for socio-economic development.



6. The institutions (especially the public institutions) should train teacher educators and mentors in the use of well-validated observation systems for “reliability” checks for the observations to continue to be conducted with a high degree of credibility.
7. A comprehensive assessment system must be developed considering the following:
 - a. Standardized expectations on provision of written feedback to students and specifying a time limit for assessment scripts to be returned to students.
 - b. More detailed grade descriptors, rubrics or marking criteria for different types of assessment tasks; e.g. essay, presentation, portfolio.
 - c. Marking and moderation of written assignments and include clear expectations on the moderation process and the percentage of scripts to be moderated.
8. The institutions should appoint an External Examiner for each programme in tandem with NAQAA requirements. The duties of the External Examiner would include moderation of samples of coursework from different courses to ensure grading across courses is at a consistent level, visiting a sample of students on placement, attendance at the annual Examination Board and completion of an annual course report.
9. It is highly recommended that the USET degree programmes include modules on education in each year of study such that by the time the trainees finish their programme, they would obtain their teaching certificate independent of the degree certificate. This would help address the gap on the shortage of TVET teachers in the technical areas.
10. Continuous professional capacity development of teacher educators on pedagogy, assessment practices and mentoring should be a priority in all the TTIs.
11. In terms of formal mechanisms to support student well-being, a functional career guidance and counselling unit is needed. It is therefore strongly recommended that consideration is given to making the units very functional especially at the Gambia College and GTTI.
12. It is important to have good ICT facilities in place for the collection, processing and analysis of data accurately in order to identify students in need of support and to plan appropriate interventions and determine student progress in achieving the pass marks prior to graduation.
13. It is strongly recommended that data on student entry qualifications, course marks, pass and progress data for each year of study and graduation are collected systematically and efficiently in a timely manner. The UTG, Gambia College and International Open University have portal



for admitted students. Thus, it would seem appropriate to use this portal and align the variables with the needs of the higher education EMIS system to enable the data to be stored digitally and accessed easily at any given point in time.

14. The Gambia Technical Training Institution (GTTI) and SBEC College should work on establishing a functional information system to enable them track progress of student.
15. The organization, management, monitoring and timing of Teaching Practice in the UTG, GTTI and Gambia College is a significant and challenging undertaking. The following recommendations are intended to highlight possible ways to alleviate the pressure and enhance the quality of the teaching practice experience.
 - a. It is recommended that the institutions investigate ways to re-organize the Teaching Practice so that students have the opportunity to return to the school after placement to share, discuss and de-construct their experiences with tutors in order to broaden and deepen their perspective.
 - b. A short Teaching Practice course is included for each year of any TVET programme being offered. The purpose of the course would be to introduce students to the expectations for the teaching practice, ensure that they are fully prepared in terms of key aspects of practice; such as lesson planning, classroom and behavior management, assessment for learning and provide opportunities for students to share and discuss their experience as indicated above.
 - c. Each institution should develop an up-to-date Teaching Practice Handbook to reflect the current developments in the teaching profession.
 - d. Currently, in most of the institutions there is inconsistency on how schools utilized trainee teachers, thus, a comprehensive and explicit policy and guidelines should be developed taking into consideration amount of teaching time to be given to student teachers and ensure they have adequate time for lesson planning. First year student particularly at the Gambia College and GTTI should not be tasked to take on the role of a full-time class teacher.
16. Due to the large number of trainee teachers and the limited number of teacher trainers available to conduct lesson observations, it is recommended for the institutions to find innovative ways to address this issue. One way to consider is to involve pairs of students assigned to the same class, with expectations that they engage in collaborative planning and co-teaching. This will help to reduce the number of observations required and by implication, the number of teacher trainers needed.



17. It is recommended that the teacher educators serving as observers during monitoring of the teaching practice, should not only be for assessment purposes but should require them to provide a supportive and advisory role as well.
18. As there has been no mentor training for several years and the former mentors who were trained have dispersed, it is recommended that a systematic mentor teacher development training programme is re-established with a focus on developing a cadre of mentor teachers with the competences to guide and support student teachers effectively through their placements. As mentors become more experienced, they may eventually be able to take on assessment roles.
19. The TTIs should be supported to develop a strategy on the integration of technology-enabled learning as part of the wider institutional plan. The plan should be complimented by the appointment of competent digital information personnel for strategic direction, leadership, and management of the strategy.
20. The UNESCO-KOICA Project and the Gambia government should support on the provision of ICT tools and equipment to ensure the smooth operationalization of the plan on technology-enabled learning. This will consider upgrading substantially the digital infrastructure of the TTIs, including increased bandwidth, additional quality routers located efficiently and training for relevant staff to manage student data. This will improve effectiveness in leveraging open distance and flexible learning through increased, equitable and inclusive access to quality skills development, especially for women, girls, and people with disabilities. The recently launched Pan African TVET Digitalization Strategy for The Gambia is expected to complement this effort. In addition, Government should expedite the usage of the 10% available internet space from the ACE Cable for social services, and support tertiary and higher education institutions to access it. This will help reduce the cost on internet as well as ensure reliability of the bandwidth being offered. MoHERST is working with the Ministry of Communications and Digital Economy on this initiative, and it is expected to finalize the release of this service to the training institutions in the country, for a start the public institutions will benefit first and an assessment will be done prior to expansion.
21. As a priority it is recommended that the TTIs especially the public institutions are supported to establish open access to online libraries, including Research4Life, Hinari, JSTOR Access Initiative, which provide free unlimited access to academic journals, e-books and other resources for libraries in developing countries. The library staff should also be trained on management of online resources and then a strategy is developed by the library department to train staff and students on the usage of the optimal usage of the resources. The library should also be equipped with computers, printers, and a good Wi-Fi connection to support trainees in thir education and research activities during their studies.



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ANNEXES

Annex 1: Summary of teacher training programmes in IOU

Name of Programme(s)	Level of Programme	Duration of Programme (in Months)	Total Number of Credits required to complete Programme	How many hours are spent on teaching practice?	Entry Requirement(s) to programme
Education	Certificate	12 Months	120 credits (1 credit is equivalent to 10 hours of notional learning)	3 Credit Hours	Minimum of high school diploma/5 WASSCE credits including English/3 GCE O'levels
Education	Associate Degree	24 Months	120 credits (1 credit is equivalent to 10 hours of notional learning)	3 Credit Hours	Minimum of high school diploma/5 WASSCE credits including English/3 GCE O'levels
Bachelor of Education Degree (English Language)	Bachelors	48 Months	480 credits (1 credit is equivalent to 10 hours of notional learning)	3 Credit Hours	Minimum 5 WASSCE credits or equivalent including English Language
Bachelor of Education Degree (English Language)	Bachelors	24 Months	240 credits (1 credit is equivalent to 10 hours of notional learning)	This program is a continuation of the HTC program from the Gambia College (the Teaching Practice during the HTC program suffice)	Minimum 4 WASSCE credits or equivalent including English Language, HTC certificate and 5 years of working experience
Bachelor of Education Degree (Mathematics)	Bachelors	24 Months	240 credits (1 credit is equivalent to 10 hours of notional learning)	This program is a continuation of the HTC program from the	Minimum of 4 WASSCE credits or equivalent, HTC certificate (with



				Gambia College (the Teaching Practice during the HTC program suffice)	specialization in Mathematics) and 5 years of working experience
Bachelor of Education Degree (History)	Bachelors	24 Months	240 credits (1 credit is equivalent to 10 hours of notional learning	This program is a continuation of the HTC program from the Gambia College (the Teaching Practice during the HTC program suffice)	Minimum of 4 WASSCE credits or equivalent, HTC certificate (with specialization in History) and 5 years of working experience
Bachelor of Education Degree (General Science)	Bachelors	24 Months	240 credits (1 credit is equivalent to 10 hours of notional learning	This program is a continuation of the HTC program from the Gambia College (the Teaching Practice during the HTC program suffice)	Minimum of 4 WASSCE credits or equivalent, HTC certificate (with specialization in General Science) and 5 years of working experience
Bachelor of Education Degree (Agricultural Science)	Bachelors	24 Months	240 credits (1 credit is equivalent to 10 hours of notional learning	This program is a continuation of the HTC program from the Gambia College (the Teaching Practice during the HTC program suffice).	Minimum of 4 WASSCE credits or equivalent, HTC certificate (with specialization in Agricultural Science) and 5 years of working experience



Annex 2: Summary of teacher training programmes in UTG

Name of Programme(s)	Level of Programme)	Duration of Programme (in Months)	Total Number of Credits required to complete Programme	How many hours are spent on teaching practice?	Entry Requirement(s) to programme
Bachelors of Arts in Education (with specialization in English Language; French; History; Geography; Islamic Studies; Mathematics; Biology; Chemistry; Physics; Agricultural Science; Economics)	Bachelors	48 Months	120 hours Mixed- face-to-face and individual learning Note: 1 credit is equivalent to 15 hours of guided and 30 hours of individual learning; 1 credit hour is equivalent to 50 minutes	6 months (6x4 weeks, x5daysx6hours= 720 hours)	Minimum of 5 Credits at WASSCE or equivalent including Mathematics and English and at least three other relevant areas to the area of specialization
Postgraduate Diploma in Educational Leadership	Postgraduate Diploma	12 Months	30 Credits including a project and teaching practice		A good first degree in any field of study
Master's in Education (with specialization in Educational Management or Measurement and Evaluation)	Masters	24 Months	60 credits mixed face-to-face and individual learning	No TP but there is practicum for a period of 3months for students of Educational Management	A good first degree in education from any recognized university; or A good degree from other fields than education plus PGDE



Annex 3: Summary of teacher training programmes in SBEC

Name of Programme(s)	Level of Programme)	Duration of Programme (in Months)	Total Number of Credits required to complete Programme	How many hours are spent on teaching practice?	Entry Requirement(s) to programme
Cambridge Professional Development Qualifications – Teaching and Learning	Certificate	4 Months	120 hours	40 hours of individual and collaborative learning including teaching practice	Candidates are required to have sufficient competence in English Language in addition to their qualifications in their areas of specialization
Cambridge Professional Development Qualifications – Teaching and Learning	Diploma I	4 Months	120 hours	40 hours of individual and collaborative learning including teaching practice	Candidates are required to have sufficient competence in English Language in addition to their qualifications in their areas of specialization
Cambridge Professional Development Qualifications – Teaching and Learning	Diploma II	4 Months	120 hours	40 hours of individual and collaborative learning including teaching practice	Cambridge Professional Development Qualification in Teaching and Learning at certificate or diploma I levels.



Annex 4: Summary of Teacher Training Programmes in GTTI

Name of Programme(s)	Level of Programme)	Duration of Programme (in Months)	Total Number of Credits required to complete Programme	How many hours/Months are spent on teaching practice?	Entry Requirement(s) to programme
Higher Teachers Certificate – Technical (Engineering)	Advance Diploma	24 Months	1400 hours	3 months 105 hours	4 credits at WASSCE Level or equivalent
Higher Teachers Certificate – Technical (Construction)	Advance Diploma	24 Months	1400 hours	3 months 105 hours	4 credits at WASSCE Level or equivalent
Further and Adult Education and Training	Certificate	12 Months	1000 hours	2 months	This programme is meant for trainers or individuals with subject specific qualifications such that the programme enables them acquire the educational and pedagogical skills to be able to effectively teach their subject areas.



Annex 5: Summary of Teacher Training Programmes in Gambia College

Name of Programme(s)	Level of Programme)	Duration of Programme (in Months)	Total Number of Credits required to complete Programme	How many hours/Months are spent on teaching practice?	Entry Requirement(s) to programme
Early Childhood Development	Diploma	24 Months	60 credits (1 credit is equivalent to 15 hours of guided and 30 hours of individual learning)	6 months	Minimum of 4 Credits at WASSCE or equivalent including Mathematics and English plus two other relevant areas
Primary Education	Diploma	24 Months	60 credits (1 credit is equivalent to 15 hours of guided and 30 hours of individual learning)	6 months	WASSCE or equivalent 2 credits and 2 passes
Primary Education (Islamic)	Diploma	24 Months	60 credits (1 credit is equivalent to 15 hours of guided and 30 hours of individual learning)	6 months	Arabic High School with either Excellent or Very good
Secondary Education	Advanced Diploma (HND)	36 Months	90 credits (1 credit is equivalent to 15 hours of guided and 30 hours of individual learning)	6 months	4 WASSCE credits or equivalent including English
Primary Education	Advanced Diploma (HND)	24 Months	60 credits (1 credit is equivalent to 15 hours of guided and 30 hours of individual learning)	3 months	PTC Certificate with CGPA 3.00 or above and 2 credits including English



Amana (Arabic)	Diploma	24 Months	60 credits (1 credit is equivalent to 15 hours of guided and 30 hours of individual learning)	36 months	Arabic High School with either Excellent or Very good
Amana (English)	Diploma	24 Months	60 credits (1 credit is equivalent to 15 hours of guided and 30 hours of individual learning)	36 months	WASSCE or equivalent 2 credits and 2 passes



Annex 6: Methodology and sampling techniques

All the teacher training institutions were part of the study. The sample size in each institution was obtained using probability sampling technique as follows:

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

were

n = sample size;

N = total number of teacher educators or trainee teachers

E = sampling error

And with a sampling error of 10 percent.

After using this formula to obtain the global sample size for each institution, then proportional allocation strategy was used to obtain the sample size for each individual teacher training programme per institution.



Annex 7: Institutional Questionnaire

Teacher Training Institutional Assessment Study Questionnaire

Introduction

Within the framework of the Youth Empowerment through TVET project in the Gambia, UNESCO, KOICA and the MoHERST are collaborating in Activity 4 i.e., Upgrading Teacher training institutions and teacher training. The objectives of Activity 4 are to **i)** strengthen the TVET teacher-training system of the Gambia through the provision of technical support for the updating/developing of TVET teacher training curricula and the provision of industry-standard equipment to selected institutions; **ii)** integrate teacher training in the TVET sector and improve its quality, relevance and recognition.

Sequel to the above, and to support national stakeholders in the process of assessing TVET teacher training needs, an assessment study on teacher training institutions is commissioned led by National Accreditation and Quality Assurance Authority to help diagnose existing problems which hinder planning, implementing, monitoring and evaluating TVET teacher training programmes, with particular focus on the technical subject areas. The objectives of the study are to:

1. To identify the management and administrative structures and their impact on management of academic standards of teacher training programmes.
2. To identify capacity gaps in delivering teacher training programmes
3. To confirm the numbers of students enrolled on teacher training programmes and mechanisms for enrolment, progression and completion.
4. To identify the status of physical facilities in delivering teacher training programmes
5. To identify ICT requirements for effective delivery of teacher training programmes
6. To make recommendations on the above and highlight the priority areas for the intervention of the project.

Therefore, it is important that each question be answered carefully so that the information provided reflects the situation of your institution as accurately as possible. There will be a follow-up verification visit as part of the project activities in order to map out the right areas for support to enhance trainee teacher teaching and learning.

Completed forms are to be submitted **on or before 24th May 2022** to NAQAA via email to marreh207621@gmail.com and drjgaw@gmail.com.

CONFIDENTIAL: All information provided in this survey is strictly confidential and will be used for statistical purpose only to enhance interventions in tertiary and higher education sector.



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NAQAA/MOHERST TEACHER TRAINING INSTITUTIONAL ASSESSMENT STUDY QUESTIONNAIRE

Contact Person for the Study

Name(s):

Position/Designation:

Department/ Institution:

Mailing Address:

E-mail:

Phone Details:

GENERAL INFORMATION ON INSTITUTION

Name of Institution:

Address:

Region:

Tel:

Email:

Website:

Year Institution was established:



INSTITUTIONAL PROFILE, GOVERNANCE AND MANAGEMENT

Q1: Which of the following fits the type of your institution?

Categories	Check	Comment on the Category (Established by an Act of Parliament or otherwise)
Public		
Private but not for profit		
Private for profit		
Other (specify)		

Q2: Provide Mission and Vision Statements of the Institution

Vision Statement (Where institution wants to be)	Mission Statement (How the institutions will achieve their aims and objectives)

Q2: Based upon your institutional setting, please complete the table below to show the Governance, Management and other structures within your organization including those responsible for academic/professional matters.

Committee/Structure (E.g. Governing Council)	Chair & representation (E.g., Lamin Dibba,	Remit (E.g., To approve and endorse new	Reports to: (E.g., Minister of Higher Education	How often do the committee meet (E.g., Termly,	When was the last meeting (Verify-
--	---	--	---	---	---



	Chairman; Gibril Jaw, Member, etc)	programmes and major changes to existing programmes)	Research, Science and Technology)	Every semester, every month, every quarter, etc)	Signed Minutes or report, etc)
Governing Council or Board or equivalent					
Admissions committee or equivalent					
Academic Board or Equivalent					
Appeals Committee					
Examinations Committee or equivalent					
Teaching Practice Committee or equivalent					
Others (Please specify)					

Q3: At what school level(s) are your teacher education programme graduates required to teach? Check all that apply

Levels	(Mark 'X' as appropriate)
Pre-school (ECD)	
Lower Basic School	
Upper Basic School	
Senior Secondary School	
Tertiary Level (Post-secondary non-degree)	



Higher Education (First Degree)	
Higher Education (Second Degree)	
Higher Education (Terminal Degree i.e., PhD)	
Others (Please specify)	

Q4: Number and Names of colleges, faculties, schools, institutes, and/or departments your institution has?

Types	Number	Names of Departments/School/Institutes/Faculties
Colleges		
Faculties		
Schools		
Institutes		
Departments		
Other distinct units/specify		

Q5. What kind of teacher training programmes is your institution offering? Check all that apply

Thematic Focus	Indicate (Yes or No)	Comment(s) about nature of programme
Specialized (with subject specific pedagogy) teacher training programmes		
General Education teacher training programmes (without subject specific pedagogy)		
Others (Please specify)		



TEACHER TRAINING PROGRAMMES

Q6: Give details of all teacher training programmes in your institution? Add rows as applicable

Name of Programme	Level of Programme (E.g. Certificate, Diploma, Advanced Diploma, Higher National Diploma, Bachelors, etc)	Duration of Programme (in Months)	Total Number of Credits Hours required to complete Programme (Please indicate what a credit constitute in your system)	How many hours are spent on teaching practice?	How many hours are spent on Practicals within the institution?	Entry Requirement(s) to programme	4. Is there subject specific pedagogical training for each programme (Yes or No)
<i>E.g. ECD</i>	<i>Advanced Diploma</i>	<i>24 Months</i>	<i>60 (1 credit is 15 hours of face-to-face learning and 30 hours of individual learning)</i>			<i>4 credits at WASSCE Level or equivalent with at least a grade of C in English Language, Mathematics plus 2 other relevant areas.</i>	



TRAINEE TEACHERS

Q7: What is the current total number of trainee teachers enrolled in your institution by programme? Add rows as applicable

Name of Programme E.g ECD	Level of Programme (E.g. Certificate, Diploma, Advanced Diploma, Higher National Diploma, Bachelors, etc)	Total Number of Female trainees enrolled	Total number of Male trainees enrolled	Number and nature of trainees with special needs (Female/Male)

Q8: What is the age distribution of trainee teachers enrolled in your institution?

Age Range (years)	Male (No.)	Female (No.)
Under 18		
18 - 25		
26 - 35		
36 - 50		
51 and above		



5. QUALITY ASSURANCE

Q9: This section is concerned with the procedures that are in place to assure quality of programmes, teaching, learning and assessment in your institution. Please complete the table below.

Item	Availability (Yes or No)	Scope and Comments	Is the policy being implemented (Yes or No)	Cite changes that have occurred due to the implementation of the policy
Quality Policy				
Quality Assurance Manual				
Assessment Policy/Regulation (Policies on marking, moderating, and feedback on assessment of trainee's work)				
Career Guidance and Counselling Policy				
Policy/regulation on teaching practice by trainee teachers				
Research Policy				
Policy/Regulation on Internal and External Moderation of Courses/Programmes				
Staff Recruitment/ Retention/ Promotion Policy				



Policy on introduction of new programme(s) and their approval				
Policy on students/Staff with special needs				
Students' code of Conduct				
Policy/Regulation on Gender				
Policy/Guideline on Practicals for Technical areas				
Health and Safety				
Others (Please specify)				

Q10: What are the main challenges to Internal Quality Assurance implementation in your Institutions?

	None	Some, but not adequate	Adequate	Reasons (Action taken to mitigate response, etc)
Number of Professional IQA Staff				
Capacity to implement IQA activities				
IQA Tools developed				
IQA tools implementation				



Continuous professional development				
Commitment of Management on IQA implementation?				
Others (Please specify):				

TEACHING AND LEARNING

Q11: Which of the following are used for evaluating trainee teachers' performance in your institution over the past three years?

TYPE OF ASSESSMENT	FREQUENCY (E.g. Every week per course)	COMMENTS (E.g. It is embedded in every course for all teacher training programmes and constitute 10% of total assessment scores)
Quiz		
Homework/Assignment		
Term paper		
Projects/Thesis/Dissertation		
Mid Term exam		
Final exam		
Industrial placements (including teaching practice)		
Practical Assessments		
Others (Please specify)		



Q12: State who is responsible for setting course/module assessments? (E.g. individual teachers or committee, etc)

Q13: Are your assessments moderated: 1. Yes 2. No

Q13.1. If yes, explain precisely how assessments are moderated

Q14: Explain requirements for feedback on trainee/students assignments/examinations?

Q14: Does your institution conduct evaluation of teacher trainers by trainees? 1. Yes 2. No

Q14.1. If yes, briefly explain how the evaluation is done and what does your institution do with the outcomes of the evaluation?



Q15: Teacher training curriculum/ curricula in your institution?

Who designs the teacher training curriculum/curricular in your institution?	Check as appropriate (Yes or No)	Explain the process of the design of the curriculum
Teaching staff members only		
Curriculum Development Committee set up by the Faculty/Academic Board/Senate or equivalent, and made up of institutional teachers only		
Curriculum Development Committee including representatives of employers, sister institutions and industry		
Engagement of External Curriculum specialists		
Internal and External Curriculum specialists		
Head of Institution/Center Manager and Deans/Heads of Department		
Others (Please specify):		



Q16: Which of the following is/are true of the teacher training curriculum/curricular of your institution? *Respond to all that applies*

Options	Check as appropriate (Yes or No)	If yes, please comment (E.g., uses the curriculum of University of Ibadan's bachelor's degree programme)
Patterned after other African Institution/University	Yes	
Patterned after other non-African Institution/University		
Outcome Based curricular		
Subject specific competences emphasized		
General competences emphasized		
Promotes Student-centered teaching and learning		
Promotes teacher- centered teaching and learning		
Based on National TVET/Education Policy Priorities (vis-a-vis Labour Market Priorities)		
Other important characteristics (Specify)		



Q17: Which of the following trans-disciplinary/ cross-cutting areas are covered in curricula of your institution?

21 st Century skills Sets	Check (Yes or No)	Comments (E.g. Embedded in every course for all teacher training programmes)
Critical thinking	E.g., Yes	
Communication skills		
Creativity		
Problem solving		
Collaboration		
Productivity		
Information and Technology literacy		
Social skills (Interpersonal skills, Body language, Gestures, etc)		
Flexibility		
Leadership		
Others (Please specify)		

7: Information, Communication and Technology (ICT) Skills

Q18: To what extent are workshops or other learning activities about ICT skills provided to teacher trainers?		
Options	Check as appropriate	Comment if any
Not provided		
Optional courses or activities are provided		
Mandatory courses or activities are provided		
Optional or mandatory courses or activities depending on programme		
Other (Please specify)		



Q18: Has the institution had any training programme in ICT for teacher trainers: 1. Yes 2. No

Q19: Indicate in which year the latest took place?

Q20: To what extent are courses/modules in ICT skills provided to trainee teachers?

Options	Check as appropriate	Comment if any
Not provided		
Optional courses or activities are provided		
Mandatory courses or activities are provided		
Optional or mandatory courses or activities depending on programme		
Other (Please specify)		

8: PEDAGOGICAL SKILLS RELATED TO ICT

Q21: Does the institution have a policy to promote or support ICT-based innovations by teacher trainers in their teaching? 1. Yes 2. No

Q22: Is there a special department dedicated to the pedagogical use of ICT at your institution? 1. Yes 2. No

Q23: To what extent are workshops or other learning activities about pedagogical use of ICT provided to teacher trainers?

Options	Check as appropriate	Comment
Not provided		



Optional courses or activities are provided		
Mandatory courses or activities are provided		
Optional or mandatory courses or activities depending on programme		
Other (Please specify)		

Q24: Do recruitment procedures for new teacher trainers include an assessment of their pedagogical competences?		
	Check as appropriate	Comment
Not included at all		
Included, but not decisive		
Decisive		

Q25: Which of the following technological **equipment** are available in the classrooms for use by trainee teachers?

S/N No	Equipment	Availability (Yes or No)	Status (Functional or not)
1	Desktop computers		
2	Interactive white boards		
3	Video conferencing systems		
4	Audio equipment		
5	Mobile phones/Tablets		
6	Projection system		
7	Others (Please specify)		



Q26: To what extent do you think the use of technology described below is important for a trainee teacher to acquire? Tick as appropriate					
		Not important at all	Little importance	Quite important	Very important
1	Use of technology for communication and or networking with trainee teachers and with institutional administrators				
2	Use of technology for trainee teachers' own development and learning				
3	Use of technology as a management tool:				
	a. for organizing trainee teachers work and record keeping				
	b. for preparing lesson plans				
	c. for finding digital learning resources				
	d. for designing and producing their own digital learning resources				
	e. to facilitate teaching specific concepts or skills				
	f. to facilitate teaching students with special needs				
	g. to support creativity				
	h. to analyse student achievement/performance data				
	h. Others (please specify)				



Q27: What importance does your institution attach to the following suggestions to help teacher trainers increase the integration of technology in their courses?

		Not important at all	Little importance	Quite important	Very important
1	Access to high-quality technology tools and equipment				
2	Practical training/courses in pedagogical use of ICT				
3	Pedagogical ICT support				
4	Policies on integrating technology in teaching and leaning				
5	Other (Please specify):				

9. LINKAGE WITH INDUSTRY SECTOR

Q28: Explain the linkage your institution has with industry (employers) in relation to teacher training programmes

Linkage	Explain
Practical trainings for trainee teachers through partnerships with industry (schools/employers)	



Partnership with potential employers to facilitate graduate employability	
Collaborative research undertakings to address industry/societal problems	

10. FACILITIES

10.1. ICT FACILITIES

Q29: How many Computer laboratory(ies) and computers are there for the trainee teachers to use?

S/N	Name of Laboratory	Number of Computers

Q30: How much money (in GMD) was spent on ICT equipment (including maintenance) for trainee teachers in 2021?

Q31: Does the institution have a Learning Management System (LMS), Virtual Learning Environment (VLE), E-portfolio system or equivalent?

1. Yes 2. No

Q32: If yes Q31, what percentage of teacher training courses currently has resources in that platform?

Q33: If yes Q31, what percentage of teacher trainers are using this platform?

Q34: Does your institution provide Internet access to teacher trainers and trainee teachers?

Q35: What is the bandwidth?



10.2. PHYSICAL CLASSROOM SPACES AND WORKSHOPS

Q36: Provide information about all the classrooms and any other teaching spaces, including IT rooms, laboratories and any other specialist rooms available to the teacher training programmes. (Note example data in blue. Please delete before completing the table).

A. Classrooms

Room name	Capacity – number of students	Equipment/Resources available	Purpose, utilization and comment
Room 1	60	None	General teaching. Used 20 hours per week

B. Workshops (If applicable and different from IT Lab)

Room name	Names of tools/equipment	Quantity available	Purpose, utilization and comment
Carpentry and Joinery Workshop	G-Cramp	15	Used by HTC-carpentry and joinery for practicals



Q37: Do you have a functional library and information unit? 1. Yes 2. No

Q37.1. If yes to Q37, comment on the following library and information resources available in your institution?

S/N	Item	Comment (List and state quantity)
1	Access to online journals	
2	Textbooks	
3	Reference Materials	
4	Internet access/ connectivity	
5	Seating capacity	
6	Others (Specify)	

11. STAFFING

11.1. FULL TIME ACADEMIC TEACHING STAFF

Q38: In the table below please provide detailed information about background including qualifications, teaching experience and the current teaching duties of each full-time member of academic staff. **Add rows as applicable**

S/N	Person	Gender	Qualifications and teaching experience (in years)	Current duties and comment
1	Name		Master's degree in English 5 years teaching in Senior Sec School 8 years in Gambia College	Teaches English to Diploma, and Advanced Diploma. Teaches 5 courses per term.
2	Name		BA degree in History No teaching experience. 3 years in Gambia College	Teaches social studies to Diploma and Advanced Diploma. Teaches 4 courses per term. Wil retire in 3 years.
3				
4				
5				
6				



9.2. PART TIME ACADEMIC TEACHING STAFF

Q41: In the table below please provide detailed information about background including qualifications, teaching experience (in years) and the current teaching duties of each part-time/sessional member of academic staff. **Add rows as applicable**

S/N	Names	Gender	Qualifications and teaching experience (in years)	Current duties and comment	Other employment
1	Names		BSc degree in Engineering 10 years teaching in Senior secondary school Teacher Training	Teaches Maths to Diploma 2 courses per semester	SSS teacher
2	Names		HTC 20 years teaching at LBS and UBS	Teacher of reading to Diploma students	Retired UBS teacher.



Annex 8: Teacher Trainer/Educator Questionnaire

Teacher Training Institutional Assessment Study – Teacher Trainer’s Questionnaire

Introduction

Within the framework of the Youth Empowerment through TVET project in the Gambia, UNESCO, KOICA and the MoHERST are collaborating in Activity 4 i.e., Upgrading Teacher training institutions and teacher training. The objectives of Activity 4 are to i) strengthen the TVET teacher-training system of the Gambia through the provision of technical support for the updating/developing of TVET teacher training curricula and the provision of industry-standard equipment to selected institutions; ii) integrate teacher training in the TVET sector and improve its quality, relevance and recognition.

Sequel to the above, and to support national stakeholders in the process of assessing TVET teacher training needs, an assessment study on teacher training institutions is commissioned led by National Accreditation and Quality Assurance Authority to help diagnose existing problems which hinder planning, implementing, monitoring and evaluating TVET teacher training programmes, with particular focus on the technical subject areas. The objectives of the study are to:

7. To identify the management and administrative structures and their impact on management of academic standards of teacher training programmes.
8. To identify capacity gaps in delivering teacher training programmes
9. To confirm the numbers of students enrolled on teacher training programmes and mechanisms for enrolment, progression and completion.
10. To identify the status of physical facilities in delivering teacher training programmes
11. To identify ICT requirements for effective delivery of teacher training programmes
12. To make recommendations on the above and highlight the priority areas for the intervention of the project.

Therefore, it is important that each question be answered carefully so that the information provided reflects the situation of your institution as accurately as possible. This information will help augment/revise teacher training programmes so as to make them more responsive to the development aspirations of the Gambia.

Thus, your consent is hereby sought to participate in this salient endeavor.

CONFIDENTIAL: All information provided in this survey is strictly confidential and will be used for statistical purpose only to inform interventions within the tertiary and higher education sub-sector.



Questionnaire - Teacher Trainers

Background information

1. Please enter the name of your institution

2. Gender:

a) Male

b) Female

3. Your age: 18 – 25 years b. 26 – 35 years c. 36 – 45 d. 46 – 55 e. Above 55

4. What subject area(s) do you teach as part of teacher training programmes?

S/N No	Name(s) of subject areas
1	
2	
3	

5. For how many years have you been teaching in teacher training programmes?

6. What kind of technological equipment is available in the classrooms you use? <i>Check as appropriate</i>	In no classroom	In some classrooms	In all classrooms	Upon request
Personal computers	☐	☐	☐	☐
Interactive whiteboards	☐	☐	☐	☐
Video conferencing systems	☐	☐	☐	☐
Audio equipment (including software)	☐	☐	☐	☐
Digital photo cameras (including editing software)	☐	☐	☐	☐
Digital video cameras (including editing software)	☐	☐	☐	☐
Mobile phones	☐	☐	☐	☐
Projection system	☐	☐	☐	☐
Other (please specify below)	☐	☐	☐	☐



7. Is there Information Communication and Technology (ICT) support available for teacher trainers at your institution? 1. Yes 2. No

7.1. If yes to 7, how would you rate the quality of the technological support?

1. Poor 2. Mediocre 3. Good 4. Very Good

8. Does your department have a policy to foster and sustain integration of ICT in course/module teaching? 1. Yes 2. No

9. Have you ever been engaged personally in a project/training aimed at using ICT in new and innovative ways as a teacher trainer in your institution? 1. Yes 2. No

9.1. If yes to 9, state what kind of training was provided and when was the last time it was conducted:

--

10. Is there support available for teacher trainers to improve on their pedagogical competence at your institution? 1. Yes 2. No

10.1. If yes to 10, state what kind of support is provided and when was the last time it was conducted:

--

11. How would you rate the quality of the pedagogical support?

a. Poor b. Mediocre c. Good d. Very Good

12. Do you teach the use of the ICT devices below to trainee teachers?	Never	In less than half of my classes	In about half of my classes	In every class
computers	?	?	?	?



Interactive whiteboards	☐	☐	☐	☐
Video conferencing systems	☐	☐	☐	☐
Learning Management Systems/VLE (WebCT, Moodle etc.)	☐	☐	☐	☐
Audio equipment (including software)	☐	☐	☐	☐
Digital photo cameras (including editing software)	☐	☐	☐	☐
Digital video cameras (including editing software)	☐	☐	☐	☐
Mobile phones	☐	☐	☐	☐
Projection system	☐	☐	☐	☐
Other (please specify below)	☐	☐	☐	☐

13. To what extent do you think the use of ICT described below is important for a trainee teacher to acquire?	Not important at all	Fairly important	Important	Very important
a) Use of ICT for communicating and/or networking with trainees, parents, school management and education administrators	☐	☐	☐	☐
b) Use of technology for trainee teachers' own development and learning	☐	☐	☐	☐
c) Use of technology as a management tool...				
...for organising their work and keep records	☐	☐	☐	☐
...for preparing lessons	☐	☐	☐	☐
...for finding digital learning resources	☐	☐	☐	☐
...for designing and producing their own digital learning resources	☐	☐	☐	☐
d) Trainees' future integration of technology...				
...to facilitate teaching specific concepts or skills	☐	☐	☐	☐
...to support various student learning styles and to personalize learning	☐	☐	☐	☐
...to facilitate teaching pupils with disabilities (cognitive, physical, behavioral)	☐	☐	☐	☐
...to support activities that facilitate higher-order thinking	☐	☐	☐	☐



...to support creativity	☐	☐	☐	☐
...to foster pupils' ability to use technology in their own learning	☐	☐	☐	☐
Other (please specify below):	☐	☐	☐	☐

14. How does the institution support trainees with special needs in the courses you are taking? Please explain

15. How often do you embark on curricula review?.....

16. When was the last curricula review conducted?.....

17. How would you rate the teaching and learning resources available to teacher trainers?

a. Not sufficient b. Fairly sufficient c. Sufficient d. Largely sufficient e. Fully sufficient

18. What kind of pedagogy is involved in the courses you are taking?

- a. Subject specific pedagogy
- b. General pedagogy

19. What are the main challenges you encounter as a teacher trainer in your institution? Please explain

20. What are your suggestion(s) to improve teacher training in your institution?

Thank you for participating in this study



Annex 9: Trainee Teacher Questionnaire

Teacher Training Institutional Assessment Study – Trainees Questionnaire

Introduction

Within the framework of the Youth Empowerment through TVET project in the Gambia, UNESCO, KOICA and the MoHERST are collaborating in Activity 4 i.e., Upgrading Teacher training institutions and teacher training. The objectives of Activity 4 are to **i)** strengthen the TVET teacher-training system of the Gambia through the provision of technical support for the updating/developing of TVET teacher training curricula and the provision of industry-standard equipment to selected institutions; **ii)** integrate teacher training in the TVET sector and improve its quality, relevance and recognition.

Sequel to the above, and to support national stakeholders in the process of assessing TVET teacher training needs, an assessment study on teacher training institutions is commissioned led by National Accreditation and Quality Assurance Authority to help diagnose existing problems which hinder planning, implementing, monitoring and evaluating TVET teacher training programmes, with particular focus on the technical subject areas. The objectives of the study are to:

1. To identify the management and administrative structures and their impact on management of academic standards of teacher training programmes.
2. To identify capacity gaps in delivering teacher training programmes
3. To confirm the numbers of students enrolled on teacher training programmes and mechanisms for enrolment, progression and completion.
4. To identify the status of physical facilities in delivering teacher training programmes
5. To identify ICT requirements for effective delivery of teacher training programmes
6. To make recommendations on the above and highlight the priority areas for the intervention of the project.

Therefore, it is important that each question be answered carefully so that the information provided reflects the situation of your institution as accurately as possible. This information will help augment/revise teacher training programmes so as to make them more responsive to the development aspirations of the Gambia.

Thus, your consent is hereby sought to participate in this salient endeavor.

CONFIDENTIAL: All information provided in this survey is strictly confidential and will be used for statistical purpose only to inform interventions within the tertiary and higher education sub-sector.



Questionnaire – Trainee Teachers

Background information

1. Please enter the name of your institution:

2. Gender:

c) Male

d) Female

3. Your age category: 15 – 20 years b. 21 – 35 years c. 36 – 45 d. 46 – 55 e. Above 55

1.

2. What programme(s) are you studying?

S/N	Name of Programme	Level (E.g Certificate, Diploma, Bachelors, etc)
1		
2		

3. When do you expect to graduate as a candidate teacher? *Year and month* (-)

4. What subjects are you being trained to teach?

S/N	Names of Subject(s)
1	
2	
3	

5. What level of the school system are you required teach?

Levels	(Check as appropriate)
Pre-school (ECD)	
Lower Basic School	
Upper Basic School	
Senior Secondary School	
Tertiary Level (Post-secondary non-degree)	
Higher Education (First Degree))	
Higher Education (Second Degree)	



Higher Education (Terminal Degree i.e. PhD)	
Others (Please specify)	

6. Could you please estimate the time you use ICT for your studies (including classes)? *Hours/week*

7. What technological devices have you used in the courses/modules you have taken?	Never	Rarely	Less than half the time	About half the time	More than half the time	Almost always
Desktop computers	☐	☐	☐	☐	☐	☐
Interactive whiteboards	☐	☐	☐	☐	☐	☐
Video conferencing systems	☐	☐	☐	☐	☐	☐
Learning Management Systems such as VLE, WebCT, Moodle etc	☐	☐	☐	☐	☐	☐
Audio equipment (including software)	☐	☐	☐	☐	☐	☐
Digital photo cameras (including editing software)	☐	☐	☐	☐	☐	☐
Digital video cameras (including editing software)	☐	☐	☐	☐	☐	☐
Mobile phones	☐	☐	☐	☐	☐	☐
Projection system	☐	☐	☐	☐	☐	☐
Other (please specify below and rate)	☐	☐	☐	☐	☐	☐



8. What kind of technical equipment is accessible to you as a trainee at the institution?	Not accessible	Restricted access	Free access
Personal computers	☐	☐	☐
Interactive whiteboards	☐	☐	☐
Video conferencing systems	☐	☐	☐
Learning Management Systems/VLE (WebCT, Moodle etc.)	☐	☐	☐
Audio equipment (including software)	☐	☐	☐
Digital photo cameras (including editing software)	☐	☐	☐
Digital video cameras (including editing software)	☐	☐	☐
Mobile phones	☐	☐	☐
Projection system	☐	☐	☐
Other (please specify below)	☐	☐	☐

Pedagogical use of Information and Communication Technology

11. Is there support available for trainee teachers regarding pedagogical use of ICT at your institution?

- a. Yes
- b. No
- c. Don't know

11.1. If yes to 11, how would you rate the quality of the pedagogical ICT support?

- a. Poor
- b. Mediocre
- c. Good
- d. Very good



12. To what extent has the use of technology described below been present in the courses you have taken?	Never	Rarely	Less than half the time	About half the time	More than half the time	Almost always
a) Use of technology for communication and/or networking.	☐	☐	☐	☐	☐	☐
b) Use of technology for your own development and learning.	☐	☐	☐	☐	☐	☐
c) Use of technology as a management tool..						
...for organising your work and keep records	☐	☐	☐	☐	☐	☐
...for preparing lessons	☐	☐	☐	☐	☐	☐
...for finding digital learning resources	☐	☐	☐	☐	☐	☐
...for designing and producing your own digital learning resources	☐	☐	☐	☐	☐	☐
d) Your future integration of technology...						
...to facilitate teaching-specific concepts or skills	☐	☐	☐	☐	☐	☐
...to support various student learning styles and to personalise learning	☐	☐	☐	☐	☐	☐
...to facilitate teaching pupils with disabilities (cognitive, physical, behavioural)	☐	☐	☐	☐	☐	☐
...to support activities that facilitate higher-order thinking	☐	☐	☐	☐	☐	☐
...to support creativity	☐	☐	☐	☐	☐	☐
...to foster pupils' ability to use technology in their learning	☐	☐	☐	☐	☐	☐
Other (please specify below):	☐	☐	☐	☐	☐	☐



19. What kind of pedagogical training is/are embedded in your training programme?

1. *Subject Specific Pedagogy*
2. *General Pedagogy*
3. *Both subject specific and general pedagogy*
4. *None*
5. *Don't know*

19. How would you rate your teacher trainers' competence on the subject matter content of your programme?

1. *Not Competent*
2. *Fairly competent*
3. *Competent*
4. *Highly competent*
5. *Don't know*

20. How would you rate your teacher trainers' pedagogical competence for the courses you have taken?

1. *Not Competent*
2. *Fairly competent*
3. *Competent*
4. *Highly competent*
5. *Don't know*

21. Do your teacher trainers utilize technology in the delivery of their courses?

- *Yes*
- *No*

22. If Yes to 21, how would you rate the importance your teacher trainers place on the relevance of ICT in teaching?

1. *No importance*
2. *of some importance*
3. *quite importance*
4. *very great importance*



23. To what extent would you rate the following physical facilities you use as part of your training courses?

S/N No		Rating (in terms of space and equipment such as chairs, table)						
	Facilities	Not available	Not adequate and equipped	Not adequate but well equipped	Adequate but not equipped	Somewhat adequate and partially equipped	Adequate and equipped	Fully adequate and fully equipped
1	Classroom							
2	IT Laboratory							
3	Workshop(s)							
4	Library							
5	Others (Please specify)							

24. Any other comment(s) or suggestion(s) to improve teacher training in your institution.

Thank you for participating in the survey