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Ute Deseniss was at the time Regional PSC Officer in Abidjan. Contains information on the condition of the country at the time, and has a section on PSC Proposals in each chapter.

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SAROJA DOUGLAS

Saroja Douglas

20

MISSION

REPORT

TO

THE GAMBIA

(19-28 FEBRUARY 1981)

UTE DESENISS
R-PSC-OFFICER
WARO-ARTILIAN

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1. INTRODUCTION

As agreed by the Regional Director of WARO, the UNICEF Representative in Dakar and the Programme Officer for the Gambia, the R-PSC-Officer accompanied the Programme Officer during his monthly mission to The Gambia, scheduled from 23 to 27 February 1981.

The R-PSC-Officer travelled via Dakar where she underwent a one and a half day briefing. She was informed about the ongoing UNICEF assistance in The Gambia, the Gambian development programmes and the overall UNICEF policy in the area served by the Dakar Office.

The R-PSC-Officer attended all working meetings held with the programme officer and the various Government departments (Health, Community Development, Curriculum Development Centre, Book Production and Material Resources Unit) ; participated in the discussions to emphasize PSC issues, as opportunities arose. Additionally, she made contacts with the non-formal Education Section in the Ministry of Education, the nucleus of the "Non-Formal Education Service Centre", which is in the process of being set up. She also contacted the School Broadcasting Service of Radio Gambia.

During the return journey there was an opportunity in the Dakar Office to discuss matters related to PSC in Senegal, Mali and Guinea Conakry. In the following chapter, the UNICEF assisted programme in the Gambia and its components will be outlined. The end of the report will propose suggestions for possible future UNICEF assistance for PSC activities, as well as possible future interventions for the R-PSC-Officer.

2. UNICEF ASSISTANCE: 1980-1983

The Gambia is among the least developed countries in the world, and is placed in category I of the UNICEF assisted countries. It is a small country (area of 11.295 km²), a narrow strip of land along the Gambia River, surrounded by Senegal. It has a population density of 50 inhabitants per sq km. According to the projected population growth rate of 2,58% per annum for the period of 1980-1985, the number of inhabitants is likely to reach 686.000 by 1985, of which 80% live in rural areas. The infant mortality rate is 217 per 1000 nationally, and is especially high in the rural areas (230 per 1000 in comparison with 125 per 1000 for the urban areas), of which 52% die under the age of 5 years. This high infant mortality is mainly due to a limited access to safe drinking water and poor hygienic conditions causing diarrhoea and many parasitic and infectious diseases.

UNICEF assistance during the period from 1975-1980 focussed particularly on Maternal and Child Health (MCH), Immunization (EPI), Primary Health Care and Rural Water Supply. The programme for 1980-1984 continues to support the long term national health plan, trying at the same time to remain flexible so that necessary revisions can be made, should the need arise.

Whereas almost half of UNICEF'S total commitment (\$ 400.000) for The Gambia during the 1980-1984 period will be used in the health sector (\$ 225.000), the other part of the budget will be allocated to community development, social welfare and environmental education (\$ 110.000), formal education (\$ 25.000) and project support communications (\$ 40.000).

The concern of the R-PSC-Officer during the mission to The Gambia was to learn about the PSC component of the programme and its implementation.

2.1. HEALTH

The main part of the total amount allocated for Programme Support Communications will be used for health education.

In 1979 the Department of Health started a Health Education Programme in order to support the rural water supply project since almost 100 wells had been installed without providing the appropriate training for the users. The objective is now, to establish by 1981 within the Medical and Health Department a Health Education Unit. This Unit will be responsible for the co-ordination of health education in the field, health education aspects dealt with by other ministries or departments (eg. Com. Dev., Non-Formal Education) and the drafting of material for health education. A national adviser has already been assigned to head the Health Education Unit. Since he was away, the R-PS Officer did not meet with him during the mission.

In the field, health inspectors will carry out the health education programme and they will be co-ordinated by a Chief Health Inspector. UNICEF will make possible the training of the Health inspectors, will support the yearly health education workshop, intended to improve programming and training skills and ensure feedback.

The Health Education Unit is also responsible for the preparation of educational material. This includes studying carefully the target group/milieu, conceiving and designing the contents of the health lessons/messages, choosing and outlining the necessary illustrations, testing of the first drafts of the material and elaborating the final draft. The material will then be illustrated by professional artists and printed by the Book Production and Material Resources Unit,

thanks to an agreement made between these two departments.

The Gambian Ministry of Health, Labour and Social Welfare has the following health infrastructure in the rural areas :

- 2 Hospitals (BANJUL, BANSA)
- 12 Health Centres
- 17 Dispensaries
- 54 Sub-dispensaries

It was very astute during the setting up of the health facilities in The Gambia to concentrate the various sections of the whole health programme currently foreseen by the Ministry in the same premises and at the same locality in the rural area. This helps not only to economize on staff, materials and housing, but it guarantees a much better coverage of the population in general. While people come for general consultation, they can be vaccinated; while mothers bring their children for vaccination, they have a post-natal examination etc.

Nevertheless, these health facilities have to be improved, standardised, equipped : and supplied with drugs etc...

They are acting at the moment to help the population around this health

facility in the following health aspects :

- General Health Care
- MCH Care (ante and post-natal consultation)
- EPI (all vaccinations)
- Public Health interventions (construction of pit latrines, etc.)

These health facilities are so well known now and also used by the population, that the vaccination coverage in the Gambia is currently among the highest in Africa. It is envisaged to use these health facilities also for health education in the following areas :

- nutrition
- breast feeding
- diarrhoea/rehydration
- hygiene etc.

PSC PROPOSAL

UNICEF supplied the Cold-Chain Section of the Ministry of Health's (EPI Programmes) with posters published by WHO on the following subjects :

- How to look after your vaccines every day,
- How to look after your vaccines every week,
- How to look after your vaccines every month,
- How to maintain the refrigerator so that vaccines remain safe.

These posters should be adapted to the Gambian cultural environment. However they will be forwarded to the Health Centres with vaccine cold-chains and will be thus a useful tool for the staff. Along the same line, it would be opportune to supply not only the health training schools but also the health facilities in operation in the country, such as hospitals, where in-service training courses are held, health centres, dispensaries and sub-dispensaries with various already existing teaching aids. UNIPAC proposes on this subject in its 1981 CATALOGUE under Code 17 a large range of teaching aids. The Foundation for Teaching Aids at Low Cost, Institute of Child Health, 30 Guilford Street, London WC1N 1 EH, has elaborated useful flanellographs and other teaching aids on nutrition, infectious diseases etc...

A limited number of copies of the teaching aids is being provided initially to the Health inspectors for demonstration and training purposes and will thus undergo an informal (pre) test, to determine the applicability of the material. The experience made with the material would provide useful feedback for the Health Education Unit,

in charge of the elaboration of the health education materials, to enable them to take into consideration ethnic, psychological and educational differences in the way of understanding, and perception of the target groups.

Only at a later stage, if the material has proved its general relevance, it should be distributed in greater quantities to the various health facilities so that all health staff can make use of it for training purposes.

2.2 BOOK PRODUCTION AND MATERIAL RESOURCES UNIT

Under the authority of the Ministry of Education, the BPMR has only been in operation since Feb. 1979. Previously it was a Resource Centre of The Gambia College, from which it became separate in Sep. 1978. Since then, the BPMR has been reinforced both in terms of equipment and staff and it carries out today the following activities :

- preparation of manuscripts for printing (typing and composing of the texts),
- graphics (lay-out for books, drawing of covers for booklets and reports, drawing of educational illustrations, wall charts, picture books for children, hand-lettered texts etc.),
- photography (a newly introduced medium in the BPMRU, used for illustrating educational materials),
- printing (preparation of offset electrostatic plates and electroscan stencils, the printing process, collating, stapling or binding),
- the editing (the whole process from a manuscript to final product in a fixed deadline).

The BPMRU was primarily intended to produce educational material designed by the Curriculum Development Centre (CDC) for primary education.

It seems that in the relatively short time it has been in operation, the Unit has demonstrated efficiency and is therefore likely to become the production centre for all educational materials both for the formal and non-formal education.

UNICEF, promoting this trend towards better co-ordination, encouraged in December 1980 the organization of a meeting attended by representatives of the various ministerial departments involved in the "environmental education programme" which is assisted by UNICEF. It was agreed by the meeting that the BPMRU would produce all educational material elaborated by the various departments for the implementation of the programme, on condition that priority would always been given to the production of materials for the CDC, for which the BPMRU is the main supplier, especially, in the period from April to October, when the new school books are being printed.

During the mission it was noted that, despite that agreement, this arrangement had not yet become operational, due to poor communication between the representatives of the various ministerial departments who attended the meeting, and their colleagues.

The acting co-ordinator of the BPMRU will now send a circular letter to all departments concerned, informing them about these arrangements and inviting them to submit their educational material in manuscript-form to be illustrated, printed and edited.

Having seen the present premises of the Unit, it is obvious that the BPMRU will not be able to meet the demands for materials productions from all the ministries. In addition to the need for more office space, various technical sectors urgently need more staff and equipment as production is expected to increase considerably. Since most of the technical staff are expatriates (Peace Corps), a serious attempt should be made to train national staff, in order to take over. UNICEF will make a substantial contribution to the BPMRU purchasing the expendable material to be used for the production of health education materials and also to meet the need of the curriculum

Development Center and of the BPMRU unit itself.

P.S.C. - PROPOSALS

The R-PSC-Officer had shown and handed over a copy to the co-ordinator and illustrator of the BPMRU of the book "Illustrations for Development" elaborated on the initiative of Afrolit, produced and edited in collaboration with George Mc Bean, UNICEF's Art and Design Officer in the East African Regional Office. During a later discussion, after studying the book, the illustrator of the BPMRU gave a positive judgement on its educational impact. Since he had already made a quick sounding out of opinion among the various ministerial departments for whom he does illustration work, he found out that the books were of great interest to those who are involved in the elaboration of teaching training material.

With reference to the serious staff shortage, as far as illustrations are concerned, it would be advisable to organize a one week workshop, which should be attended by those staff members of the various departments, who will be responsible for the elaboration of teaching and training material within their departments. The book which has the advantage of being divided into lessons of progressing complexity would thus become the resource teaching aid for the workshop. Each workshop participant should at the end of the seminar be supplied with a copy of this book for future reference and guidance for his own use in the elaboration of the material.

2.3. COMMUNITY DEVELOPMENT

The Community Development Department, which recently came under the authority of the Local Government, was established in July 1977. UNICEF

supported the department in the initial phase of its establishment by providing equipment, tools and transport, and by helping it to become operational by providing funds for in-service training and the purchase of training material. During 1980, UNICEF helped to train staff, and to supply equipment for the setting up of the CDD's programme of rural day-care and women's training centres.

The idea was to combine day-care and women's training centres so that mothers can bring their children aged between 2 and 7 years to the day-care centres where during the day they are fed, receive health care if necessary, can play and use pre-school educational facilities.

In the meantime, the mothers, if not otherwise occupied, will be trained in the women's training center in gardening, nutrition, health education, income generating crafts, such as weaving, tie dyeing and others.

By December 1980, six of these combined centres were already in operation. During the period of the new programme (1980-1983), UNICEF will assist in the establishment of 20 additional combined centres. These centres will be located in strategically chosen villages (5 in the Western Division, 6 in the Lower River Division, 6 in the North Bank Division, 4 in Mc Carthy Island Division and 5 in the Upper River Division). It is hoped that, through this key village approach system, the idea of combined day-care and women's training centres will spread to the surrounding villages. If this happens, the original key village will become a kind of resource centre, helping the other villages later in the setting up of their own centres, and activities.

The Community Development Department-(C.D.D.) is responsible for the co-ordination and activities of the day-care and women's training centres. For the implementation in the field it is the Community Development Assistants (CDA) who are responsible. At the beginning, they were trained on-the-job (1963-1974). Since 1975 more attention has been paid to systematic and intensified training, combining both theory and practice (1975-1979) which lasted 1 year. Now that the Community Development Centre in MANSAKONKO has become operational, training is extended to 2 years, alternating the theoretical instruction with field practice (3 months) every year (since November 1979).

The training comprises : - Social psychology (group dynamics), developmental and Child psychology, project and programme (planning, monitoring and evaluation), economics (local, regional, political), Sociology (rural development), research , appropriate technology, adult functional literacy, youth work, co-operative production, (processing, marketing), animal health and production (poultry and rabbit keeping), rural engineering and construction, public and preventive health , mother-child care, home economics, nursery education, women's programmes.

After successfully completing their training, the Community Development Assistants are awarded the National Certificate in Community Development. The CDA's become civil servants and will be posted in the rural areas under the supervision of an divisional C.D. Officer. (Officially The Gambia has 5 Administrative Divisions, but the CDD has divided Mac Carthy Island into a Northern and Southern part in order to facilitate supervision). The average coverage in the rural area by CDA's is one for every 7 villages (about 400 people). In November 1979, 84 Community Development staff were working in the field.

PSC-PROPOSALS :

The CD Training Centre in MANSAKONKO not only trains future CDA's but also provides in-service training for government workers and those employed in the private sector, associated with the day-care and women's training programme and field workers from various ministries and associated with Community Development field programmes. UNICEF assists the Department of Community Development in the in-service training of more than 20 CD field workers and 50 workers from other agencies each year. UNICEF also will supply the Centre with some training aids, as well as two vehicles for field co-ordination.

The principal of the Training Centre mentioned that it should be still better equipped with teaching aids and text books and handbooks for the library. He also stated that since design and illustration is not included in their training course, the CDAs' drawing ability is very poor. When he saw the book "Illustration for development" he expressed the wish to receive further copies of it.

With the agreement and collaboration of the BPMRU, it is perhaps possible that some illustration lessons could be given at the Centre, during the CDAs' training course. This would not only help the CDA's to understand designs better, but would also provide a special support to the work of those CDA's carrying out women's training programmes, running day-care centres and disseminating appropriate technology skills so as to be able to draw a picture or to outline a sketch if the needs arise during their training work.

3.1. RADIO GAMBIA

The R-PSC-Officer observed that in The Gambia children start school at the age of 8. This school entry age has been in effect for only 3 or 4 years. Apparently the reason behind this is to avoid children leaving school too young. The school system in The Gambia comprises 6 years of primary education. Children leaving school at this level start working or become apprentices at the age of 14 years. For those who continue, the system offers a technical school for 5 further years, after which students may continue in vocational training centres or else find employment. By then they have reached the age of 19/20. (Another possibility after the 6 years of primary school is to continue at Senior Secondary School for 5 years in order to obtain the GCE (General Certificate of Education). This certificate (O-level) is the basic level for further training, eg. at the Community Development Training Center in Mansakonko, or to follow Health Inspector training courses or the registered Nurse and Midwifery courses. With O-levels, it is possible also to continue for 2 years in order to reach the advanced level (the GCE A-Level examination) needed to enter University.

It could be argued that the decision to have this late school enrolment is justified. However, research undertaken in the field of learning psychology all over the world, in the concepts of behaviourism, genetic epistemology, psycho-linguistics, social psychology and dialectic materialism have proved that human intellect, reasoning power, intelligence in general, is shaped in the early age of childhood.

If the Government had adopted a nationwide pre-school policy, strategy and programme, the late school enrolment would be an understandable decision. Now, valuable human resources remain permanently undeveloped- or underdeveloped- and will never really be compensated by non-formal education programmes.

In the Banjul area some private Nursery Schools exist, providing for those who can afford the fees, a kindergarten for the 3 to 5 year age group or pre-school activities.

These private schools function under the authority of the Ministry of Education, where one female education officer acts as liaison officer. Since obviously the establishment of a pre-school education infrastructure would exceed the financial, material and staffing possibilities of the Ministry of Education, no official and serious attempt to satisfy this need can be made.

It is evident which families will have the financial potential to send their children to nursery schools! With an overall enrolment rate of 39% for both sexes, it is clear which children will be at an advantage throughout their whole schooling career and will therefore later hold the powerful and important jobs. The gap for the children, especially in the rural areas who do not have access to any pre-school facilities, could be fulfilled by the radio. Every Monday, the School Broadcasting Service of Radio Gambia provides for the 1st and 2nd grades of Primary Schools a 20 minute English lesson (repeated on Tuesday) and every Wednesday, also for 1st and 2nd grade, a 20 minute lesson on social studies (repeated on Thursday). The same service is also responsible for 'CHILDREN HALF HOUR', a highly popular programme which is broadcast every Saturday from 9 to 9.30 am. (Since the schools are not open on Saturday in the Gambia). The content of this programme varies between stories with a moral (spoken in Wolof, Mandinka or English), songs, interviews with children, riddles, information (eg. IYC) etc. A few years ago this programme was broadcast more frequently. It was shortened since the formal school system enlarged its programme without appointing additional staff. Apparently, the producers in the Broadcasting Service have all the necessary expertise

and equipment to extend the children's programme but in that case an additional staff member would be required. A possible short term solution would be to hire a teacher on an honorary basis or have the producers themselves could do the work as a sideline.

However, in order to provide the children in the 5 to 8 age group with some instructions, a kind of pre-school programme could be broadcast. It could be elaborated with a view to supporting the day-care centre activities, especially since it is hoped to establish day-care centres throughout the country.

So far the R-PSC-Officer has had the chance to speak only to a staff representative of the School Broadcasting Service. Any further discussion on this subject should be held with the Head of School Broadcasting and the Principal Broadcasting Officer at the Radio Gambia.

3.2. NON FORMAL EDUCATION SERVICE CENTRE

At the moment in the Ministry of Education there is a non-formal Education unit, run by an Educational Officer, who is in charge of the creation of a Non-Formal Education Service Centre; the same officer is likely to become head of this centre as well. The structure of it as well as its staffing is more and less decided :

Head of department : - National Director assisted by an
- Expatriate Adviser (request submitted to ECE, PNUD, UNESCO)
- Assistant Director (who is knowledgeable in evaluation)
- Secretariat (4 secretaries, 1 clerk, 3 drivers, cleaner,
1 messenger)
- Administrator

3 sections

- writers section : Drafting and writing of the reading, writing and arithmetic educational literacy material in Mandinka, Wolof, Pular and English (5 persons)
- programme section : Regional Adult Education Officers who will be responsible for the supervision of the literacy programmes in the Ashi/ Division (5 persons)
- editing section : Illustration of the literacy training material, and printing, (5 persons).

It is planned that this centre will become responsible for all support services for the field programmes in The Gambia.

The shrewd idea is that the centre will not have its own field workers, only one supervisor per ADM-Division, but will be in charge of the training of the field agents of the various ministries, agencies and private organisms in functional literacy. The field workers will thus become trainees in functional literacy, train literate villagers in the methods of functional literacy, who will be in charge of running village literacy classes.

The literacy material will be elaborated by the centre, in collaboration with BPMRU which is likely to come one day under the heading of the Non-Formal Education Service Centre.

The content of the literacy material will be planned and conceived by a "Planning and Advisory Committee", which can be considered as an inter-ministerial body having an overall functional control of the current literacy programmes in The Gambia. The "Planning and Advisory Committee" will comprise members of :

Ministry of Education

Agriculture
Local Governments (Community Development)
Cooperatives
Health, Labour and Social Welfare
Economics, Planning and Industrial Development.

Other Bodies and Agencies

Action Aid
German Evangelical Mission
Rural Literacy Action Group
Tesito-Society
Mbotai Xamxam, Wolof (adult literacy group in Wolof)
Family Planning.

The Ministry of Information will also be a member of this Committee, so as to support the literacy programme with appropriate broadcasts in the several national languages. The educational officer of the present non-formal education department thinks that the Centre will be officially created by mid 1981. One of its first actions will be to hold an interdepartmental literacy workshop. The Objective is to inform and initiate the personnel of the

various departments who are responsible for drafting of educational material on the methods of functional literacy. The workshop, lasting 3 weeks, will combine theoretical sessions (introduction in the Gambian Development Plan and Strategy, function of the newly created non-formal Education Centre, functional literacy methods, multisectorial strategy, types of educational material) with immediate practical application in the field (study of the milieu in a given area, planning of a literacy programme, production of the appropriate educational material, testing of the material, running of literacy classes).

Later, it is intended to organize a writers workshop aiming to train the staff of the various departments in drafting of the educational material, especially in local languages.

4. FOLLOW-UP

The Programme Officer for The Gambia has incorporated PSC components in the various UNICEF assisted programmes and the activities have already started. The R-PSC-Officer does not feel it is necessary to undertake a follow-up mission for the time being.

The evolution of the programmes in the next months will show whether advice is needed on :

- structure, function and requirements of the Health Education Unit,
- pre-school broadcasts,
- organization of an inter-departmental functional literacy workshop.

MISSION TO THE GAMBIA

ANNEXE 1

Official Working Hours
IN THE GAMBIA
Monday to Friday
8h.00-16h.00

PROGRAMME SCHEDULE

19-28 FEBRUARY 1981

19/2/81	17h.00	:	Departure from Abidjan
	21h.30	:	Arrival at Yoff Airport, Dakar
20/2/81	8h.00-12h.30	:	UNICEF-Office Dakar Discussion with the Area Representative Discussion with the Programme Officer for the Gambia
	15h.00-17h.15	:	Attending the closing session of the Primary Health Care Seminar
	20h.00	:	Supper at Rep's Home
21/2/81	9h.30-12h.30	:	UNICEF-Office, Dakar Meeting with the Programme Officer for the Gambia Meeting with the Programme Officer for the CAR
23/2/81	6h.15	:	Departure to the Gambia
	13h.30	:	Arrival at Banjul and accomodation at the Warden Hotel
	15h.00-17h.00	:	Various contacts
24/2/81	8h.00- 9h.00	:	Ministry of Health (Dr. GOWERS) Cold Chain Medicine storage
	9h.00-10h.00	:	Community Development
	10h.00-11h.00	:	Book Printing and Material Ressources Unit (BPMRU)
	11h.00-12h.00	:	Curriculum Development Centre
	12h.30-14h.00	:	Meeting with Community Development Adviser for women's training
	14h.00-15h.00	:	Health Education
	15h.00-17h.00	:	Working session with the Programme Officer
25/2/81	8h.00	:	Departure for MANSА KONKO
	10h.00	:	Arrival at Community Development Training Center
	10h.30-13h.00	:	Working session with the Director
	13h.00-14h.00	:	Visit to the Training Centre
	15h.00-17h.30	:	Meeting with person in charge of women's training
	17h.30	:	Departure to Banjul
	19h.30	:	Arrival at Hotel

26/2/81	8h.00-11h.00	: Meeting with Education Officer of the non-formal Education Department
	11h.00-12h.00	: Ministry of Health, Pediatric UNIT
	12h.00-13h.00	: BPMRU
	13h.00-14h.00	: RADIO GAMBIA
	14h.00-16h.00	: Discussion with technical adviser for MCH
27/2/81	9h.00-10h.00	: RADIO GAMBIA
	11h.00	: Departure by Ferry from Banjul
	17h.00	: Arrival at Dakar
28/2/81	9h.00	: Transcap Travel Arrangements
	9h.30-13h.30	: UNICEF OFFICE Discussion with Programme Officer for the Gambia, for Senegal, Guinée Conakry Discussion with Area Rep.
	13h.30-15h.30	: Lunch invitation with the Representative
	17h.00	: Departure for Airport
	21h.30	: Arrival at Abidjan Airport.

CONTACTS MADE WITH FOLLOWING PEOPLE

BANJUL THE GAMBIA

Ministry of Health Labour
and Social Welfare

- : Dr. Phil GOWERS Medical Health Officer, Banjul
- Steve FITZGERALD Technical Adviser for EPI, Banjul
- Dr. M. JOKIC, WHO Project Manager, MCH-Adviser
Ministry of Health, Banjul
- Dr. T.H. WOJCIECMOWSKI, Pediatrician, Royal
Victoria Hospital
- Mrs. J. KINTEH, Senior Pediatric nurse.

Ministry of Local Government
Department of Community
Development

- : Bai BOJANG, Director Community Development, Banjul
- Mosebyane MALATSI, Principal Com. Dev. Training
Center Mansakonko
- Mrs Coumba MARENAH, Com. Dev. Coordinator for
Women training Mansakonko
- Mrs G. NOAK-SPÄTH, Adviser for Women training,
Banjul

Ministry of Education
Curriculum Dev. Center BPMRU

- : Mr. SONKO, Head of the Department
- Jim OTTNEY, acting coordinator, editor
- Karl WARMA, illustrator, photographer, printer

Non-Formal Education Department

- : S.M. KINTEH, Education Officer

Radio-Gambia Schools
Broadcastin Service

- : Marie N'GOM, Subject specialist English

UNICEF OFFICE DAKAR

UNICEF REPRESENTATIVE
Programma Officer

- : Mr. Paul Audat
- : Mr. Bashige Bashizi
- : Mr. James Moore
- : Mr. John Paul Spring.

ANNEXE 3

LIST OF DOCUMENTS OBTAINED

RADIO GAMBIA's Weekly Programme Schedule

- Schools Broadcasting Service** : Teacher's Notes
English and Social Studies(primary one,
primary two).
- Curriculum Development
in the Gambia** : Information Brochure about the C.D.C.
- Ministry of Education** : Annual Report and Statistics, 1979-1980
- Department of Community
Development** : Annual Report for July 1979 to June 1980.