

PERFORMANCE AUDIT REPORT

MONITORING OF THE EDUCATION SYSTEM BY THE MINISTRY OF BASIC AND SECONDARY EDUCATION (MOBSE)



DECEMBER 2019

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List of Acronyms	
CCM	Coordinating Committee Meeting
CREDD	Curriculum, Research, Evaluation and Development Directorate
DPS	Deputy Permanent Secretary
GABECE	Gambia Basic Education Certificate Examination
GER	Gross Enrolment Rate
GoTG	Government of The Gambia
GTTI	Gambia Technical Training Institute
HQD	Head Quarter Directorate
HR	Human Resource
MDI	Management Development Institute
MoBSE	Ministry of Basic and Secondary Education
MoHERST	Ministry of Higher Education Research, Science & Technology
NAO	National Audit Office
PCU	Project Coordinating Unit
PPARBD	Planning, Policy Analysis, Research and Budgeting Directorate
PS	Permanent Secretary
PTA	Parent Teachers' Association
REDs	Regional Education Directorates
SIG	School Improvement Grant
SMC	School Management Committee
SMT	Senior Management Team
SMM	School Management Manual
SQAD	Standard and Quality Assurance Directorate
STED	Science and Technology Education Directorate
TOR	Term of Reference
WAEC	West Africa Examination Council
WASSCE	West Africa Senior Schools Certificate Examination

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

Adequate and continuous monitoring is integral to the successful implementation of any educational program. It ensures that plans are executed as designed and that programs and systems are functioning appropriately as intended. It further highlights the loopholes, impediments, and gaps of the systems and thus creating room for improvement.

The Ministry of Basic and Secondary Education (MoBSE) which is the ministry responsible for the provision of quality education in the country has put in place a monitoring system that seeks to ensure that the programs and policies of the ministry are implemented and operating appropriately.

During the period under audit, the education system has suffered significant setbacks in the overall performance of Gambian students. This was characterized by the mass failure of students especially in the core subjects (English, Mathematics, Science and Social & Environment Studies) of the curriculum. The limited number of candidates passing each year is attributed to the multifarious challenges affecting the quality of education in the country. Key among these factors is the ineffective or weak monitoring system by the ministry. The ministry operates a three-tier of monitoring such as head office, regional level and school level (internal level). Significant gaps were noted in between these layers which in turn reflected in the performance of the students.

1.2 Purpose

The purpose of the audit is to assess, evaluate and ascertain whether the monitoring mechanisms put in place by the Ministry of Basic and Secondary Education in the provision of quality education for the Gambian children are efficient and effective.

1.3 Objectives

The objective of the audit is to assess whether appropriate monitoring measures are put in place and effectively implemented by MoBSE to improve the performance of students.

The specific objectives of the audit are;

- To assess whether the Ministry is monitoring the Regional Education Directorates (REDs) regularly.
- To assess the extent to which the REDs are monitoring the schools under their purview.
- To assess whether the REDs are monitoring and reviewing the work of the Cluster Monitors.

- To assess whether the Cluster monitors are regularly visiting and monitoring schools within their clusters.
- To assess whether the schools have a designed internal monitoring system that monitors the work of the teachers.
- To assess whether the Standard and Quality Assurance Directorate is monitoring and reporting on the standard and level of curriculum implementation at the level of the schools.

1.4 Audit questions

The audit questions are:

- What monitoring framework is in place and to what extent is it implemented by the ministry effectively?
- To what extent is the Ministry effectively monitoring the work of the Regional Education Directorates?
- Are the Regional Education Directorates monitoring the schools within their regions with regular visits?
- To what extent does SQAD conduct regular visits to schools?
- To what extent are the REDs monitoring the cluster monitors?
- To what extent do the cluster monitors check on the activities of the schools?
- Are there designed internal monitoring systems that monitor the work of the teachers?

1.5 Motivation

The audit was motivated by the poor performance of students over the years. The West African Senior Secondary Certificate Examination (WASSCE) pass ratio was 4.0%, in 2016. This had slightly rose to 4.3% in 2017 and then declined to 3.6% in 2018¹. In 2018, the student performance in the West African Senior Secondary Certificate Examination (WASSCE) has seriously deteriorated which caught the attention of both the government and parents alike. In 2018, 13,335 students from 116 schools sat to the WASSCE, and the results indicated that only 475 (3.6%) obtained 5 credit including Mathematics and English.² This record highlights one of the poorest WASSCE results recorded in the region as indicated by the West African Examination Council.

In addition, the Ministry of Basic and Secondary Education is one of the institutions that receive the largest portion of the government's budget. The Ministry consumed D4, 925,105,969.00 from the national budget and D2, 118,501,993.00 from various donors for the years under audit³. Despite this funding, the ministry is unable to improve the performance of students in the schools.

¹ West African Examination Council release of WASSCE examination result 2018

² West African Examination Council release of WASSCE examination result 2018

³ Budget estimate 2015, 2016, 2017 & 2018

CHAPTER TWO

2.0 DESIGN OF THE AUDIT

2.1 Audit Scope

The audit covers the Monitoring of the Education System by the Ministry of Basic and Secondary Education (MoBSE) during the periods 1 January 2015 to 31 July 2019. It was conducted at the Ministry's headquarters in Banjul but the Regional Directorates and selected schools in the six regions across the country were also visited.

2.2 Audit Methodology

We conducted interviews, site visits, and documentary reviews to obtain information on the measures put in place by MoBSE in the monitoring of the education system.

2.2.1 Document Review

We reviewed documents detailed in the table below to facilitate a sound understanding of monitoring systems in place.

Table 1: Showing some of the key documents reviewed by the audit team

Document review	Purpose for review
Education Sector Policy	This spells out the designed policy objectives that are to be met by the Ministry.
The Gambia Education Sector Strategic Plan 2014-2022	This spells out the long term or strategic goals of the Ministry
The Education Act 1992	This governs the operations of schools in The Gambia
Minimum standard for Lower Basic, Basic Cycle and Upper Basic School revised version 2013 June	This sets out the minimum or basic output expected to be met in each of the categories or respective schools. It provides the yardstick for the measurement of the school output
School Management Manual	It spells out the responsibility of the various layers (such as the head teacher/principal, head of streams) of review and monitoring at the level of school. It provides instructions and guidance to all stakeholders on the proper management
CCM reports	These reports contain the challenges faced by various players (teachers, head teachers, principals, REDs, etc), resolutions and recommendations for implementations by schools and other stakeholders during the bimonthly meeting.
Term of Reference for cluster monitors	This document spells out the roles and responsibilities of the cluster monitors.

2.2.2. Interview/Discussions

We held discussions with one hundred and five (105) staff comprising staff at the Head Quarters, Regional Education Directorates, Schools and Cluster Monitors. These discussions were aimed at gathering data across different levels.

2.2.3 Site Visits (physical verification)

We visited sixty-six (66) selected schools across the six regions of the country and six (6) Regional Directorates to assess and obtain first-hand information on the level of monitoring being carried out.

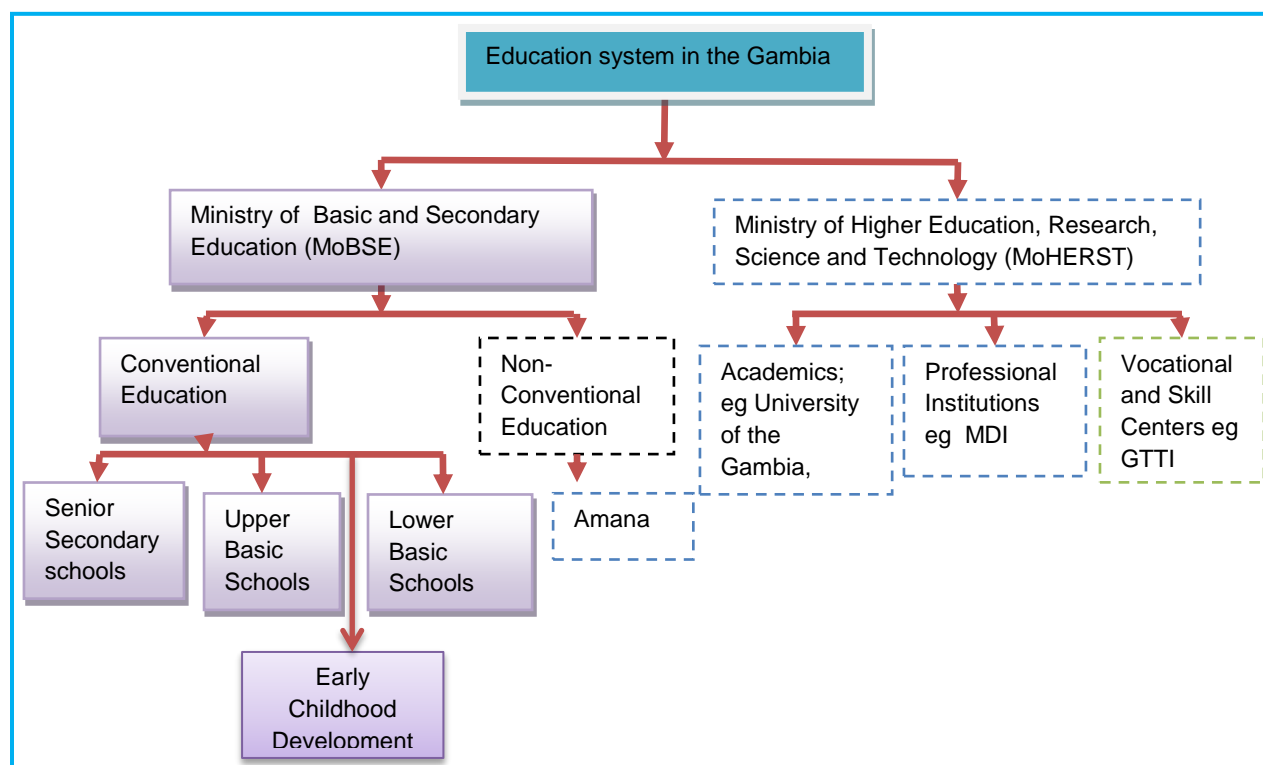
CHAPTER THREE

3.0 Description of the Audit Area

3.1 Education System in the Gambia

The conventional education system comprises the Early Childhood Development (ECD), basic, secondary and higher education. The basic and secondary education is made up of the Lower Basic, Upper Basic, and Senior Secondary School. The conventional education is provided on a 3-6-3-3 basis for ECD, lower Basic, Upper Basic and Secondary respectively. The higher education provided tertiary and vocational education is provided by the University of the Gambia, the Gambia College, the Management Development Institute, Gambia Technical Training Institute, the Gambia Tourism, and Hospitality Institute and other vocational/professional institutions (public and private). Ministry of Basic and Secondary Education (MoBSE) is responsible for Basic and Secondary Education while the Ministry of High Education, Research, Science and Technology (MoHERST) is responsible for the tertiary and vocational education.

Picture 1: Showing the education system in the Gambia

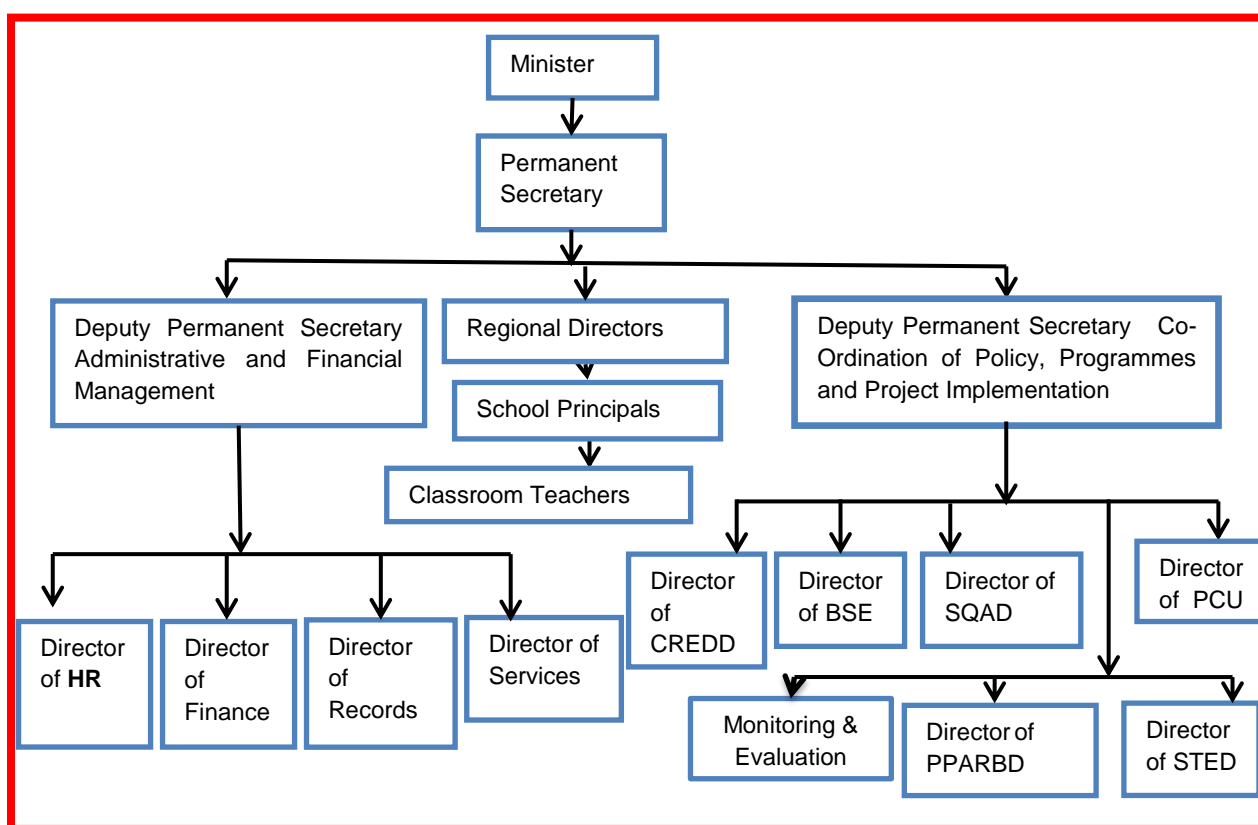


Key: The colored area is the area under consideration i.e Ministry of Basic and Secondary Education

3.2 Background of the Auditee

The Ministry of Basic and Secondary Education (MoBSE) is established by the Government of The Gambia. The Ministry is responsible for the provision of quality Basic and Secondary Education. The Ministry is headed by a Minister who is responsible for leadership of the sector and policy oversight. The Permanent Secretary is the Chief Executive and adviser to the Minister on the implementation of the activities of the sector. He is supported by two Deputy Permanent Secretaries responsible for administrative and financial management functions as well as the coordination of policy, programs, and project implementation.

Picture 2: Showing the administrative structure of the Auditee



The audit team illustration of the structure of the ministry

3.2.1 The Vision

The vision of the Ministry of Basic and Secondary Education is to provide universal access to education for all the children in the country. The education provided will be of high quality and teachers will be properly trained through Gambia College or the University of The Gambia. Gambian children will be equipped with skills that will make them fully

functioning members of society and able to contribute to the success and development of the country.⁴

3.2.2 Mission Statement

A responsive, relevant and quality education for all Gambians. The Department of State for Education is resolved to provide access to quality education to develop a computer literate and technologically competent populace with renewed emphasis on Science, Technology, Agriculture and the Arts in developing a productive and capable human resource base for the new millennium⁵

3.2.3 Specific Objectives of the Ministry⁶

The specific objectives of the Ministry of Basic and Secondary Education are as follows:

- Provision of free basic education for all by eliminating all fees at the basic and secondary levels through School Improvement Grant (SIG) and the further reduction of expenditure burden on households for all levels of education.
- Increase the completion rates in basic education to 100% by 2030.
- Increase the basic education gross enrolment rates (GER) to 118% by 2030 including enrolment in Madrassas.
- Non-discriminatory and all-inclusive provision of education underlining, in particular, gender equity and targeting of the poor and the disadvantaged groups;
- Respect for the rights of the individual, cultural diversity, indigenous languages, and knowledge;
- Access to education for all across the country
- Every child aged 7 to 15 has a minimum school career of nine uninterrupted years.
- Establishment of new schools, provision of more classrooms and rehabilitation and improvement of the existing classrooms.

3.2.4 The Activities carried out by the Ministry of Basic and Secondary Education

- Provision of quality and relevant education at basic and secondary levels.
- Developing a curriculum for the lower basic, upper basic and senior secondary levels
- Develop syllabuses, teachers' guides and pupils' books for the lower and upper basic and only syllabuses for senior secondary schools.
- Establishment of schools, provision, and improvements of classrooms.
- Allocation of School Improvement Grants (SIG) to all public schools

⁴ <http://www.edugambia.gm/about-us/Vision-statement>

⁵ <http://www.edugambia.gm/about-us/mission-statement>

3.2.5 Funding for the Ministry

According to the head of the Monitoring and Evaluation (M & E) unit, there is no separate budget for monitoring as it is a unit under the ministry.

The total funding of the Ministry for the periods under audit amounted to D7, 043,607,962.00⁷. This comprises of the following:

Table 2: Showing the budget for both Government and Donor contributions

Year	GoTG Budget Estimates (D)	Donors Contributions (D)	Total Fund (D)
2015	924,754,315	592,811,000	1,517,565,315
2016	1,081,470,593	248,831,000	1,330,301,593
2017	1,594,614,998	467,079,205	2,016,694,203
2018	1,324,266,063	809,780,788	2,134,046,851
Grand Total	4,925,105,969	2,118,501,993	7,043,607,962

3.3 Systems and Process Description

3.3.1 Roles and Responsibilities of Key players in the Monitoring System.

a) Permanent Secretary

The Permanent Secretary is the administrative head of the ministry responsible for the smooth operations of the Ministry

b) Coordinating Committee Meeting (CCM)

The CCM is a rotational bi-monthly meeting held at regional levels that brings together the key policy/program planners and implementers of the education policies and programs on a common platform to review processes and monitor the level of progress achieved in the educational plan. They also discuss pertinent issues that are contingent on the plan, resolve deviations and map out the way forward.

The meeting is usually attended by Permanent Secretary, Deputy Permanent Secretaries, Regional Education Directors Cluster Monitors, Heads of schools and development partners.

⁷ Budget estimates for 2015, 2016, 2017 and 2018

c) Deputy Permanent Secretaries (DPS)

They assist the Permanent Secretary in the exercise of his/her duties. All other units and directorates with the exception of the Regional Educational Directors, report to the Permanent Secretary through the DPS.

d) Regional Educational Directors (REDs)

They represent the Permanent Secretary at the regional levels and report directly to him. They are entirely responsible for educational matters at the level of the regions.

e) Cluster Monitors.

They work directly under the REDs. They are responsible for monitoring implementation of the curriculum, the teaching and learning materials and the physical environment of schools in their clusters.

f) Standard & Quality Assurance Directorate (SQAD)

This Directorate is responsible for monitoring compliance with the education policy and its associated acts and regulations in all schools. It monitors and supervises standards at all levels of the school system (including pre-schools and the Madrassa); learning achievement targets, teacher quality and performance, Parent Teacher Associations (PTAs) and School Management Committees (SMCs) involvement. It popularizes the use of appropriate technologies to improve the performance of both teachers and students.

g) Projects Coordination Unit (PCU)

The Projects Co-ordination Unit mobilises and co-ordinates donor support. The PCU manages and co-ordinates classroom construction programmes through partnership arrangements and undertakes the overall contracts management for the procurement of goods, works, and services, arrange for the disbursement and replenishment of funds for project-supported activities, coordination of programme reviews and supervision, facilitate training activities and technical assistance requirements under the external support programme

h) Monitoring and Evaluation

This unit is responsible for compilation of all unit reports and produces a centralized quarterly monitoring and evaluation report, in conformity to the policy objectives of the sector.

i) Directorate of Human Resource

The Directorate is responsible for human resource development and management. Its work incorporates teacher posting assessment; teacher recruitment through Gambia College and the UTG, and coordination of all aspects of the department's training needs.

j) Planning, Policy Analysis, Research, and Budgeting Directorate

The primary function is to incorporate advice on analysis of policy issues; collection, compilation, analysis, and dissemination of education statistics; analysis and evaluation of recurrent and development expenditures from both government and external sources.

k) Basic and Secondary Education Programs Directorate

This directorate is responsible for guiding and advising on policy directives within the context of basic and senior secondary education programme; coordinating and monitoring its effective functioning with programme linkages to include early childhood development, gender education, special needs education, madrasa education, non-formal education, life skills education and school health, school agriculture and food management.

l) Science and Technology Education Directorate

This directorate is responsible for advising and coordinating all aspects relating to the design, programme development, training, and capacity building in the area of science and technology education in schools and the sector as a whole. Although the emphasis is on science and technology education, this directorate has oversight on all the other learning areas. It is also responsible for the further development and enhancement of science and technology education at all levels. In addition, the directorate also provides outreach medium for the transmission of the Ministry's programmes and activities.

I. Head Teachers and Principals

The head teachers and principals are responsible for the smooth operation and implementation of the designed curriculum at the level of the schools. They monitor their teachers, the level of progress and achievement, the level of implementation and teaching of the curriculum in their various schools.

II. Parent-Teachers Association Representatives

Parent-Teacher Association (PTA) comprises community members living within the school's catchment area, parents and guardians and teachers of the school. The PTA representatives are selected members of the community that sit in the school management committee. They support the head teacher/principal in the management of the school.

3.3 .2 Systems and process description of Monitoring systems of the Ministry

3.3.2.1 Head Office

The Ministry has established a monitoring system that seeks to ensure that the curriculum is enforced and implemented as designed. The monitoring system covers the entire education system from the headquarters to the lower basic and early childhood development. It is carried out in three levels, namely; headquarter, the regional and internal (school) levels.

At the head office, the permanent secretary monitors the work of all directorates within the ministry. These directorates report to the permanent secretary on their routine activities or task assigned to them.

In addition to the internal monitoring, the PS also monitors the implementation of the education policies and processes through the Coordinating Committee Meetings (CCM). During CCM meetings, discussions are held on issues relevant to the educational plan, resolve deviations and map out the way forward. Heads of Units and Directorate present their activity reports which are scrutinized by committee members. Selected schools are also visited during CCM by teams to see how teaching and learning methods are delivered and to assess the school's physical environment. At the end of each CCM, reports are written and shared with the relevant stakeholders.

2.3.2.2 Standard and Quality Assurance Directorate

The Standard and Quality Assurance Directorate also carries out field visits to monitor the level of the implementation of the curriculum, the quality of the teaching and learning materials such as textbooks and teaching aids, school physical environment and write reports that provide recommendations for improvement.

2.3.2.3 Regional Directorate

The second phase of the monitoring takes place at the level of the Regional Directorates. Monitoring at this level is carried out by the Regional Directors and Cluster Monitors within the regions. The Regional Directors and Cluster Monitors visit schools to assist teachers, review lesson notes and scheme of work, observe teachers during lessons and observe learning and teaching aids within the classroom.

In addition to teacher and classroom observation, they also investigate school administrative matters, school environments such as toilet facilities, water supply, and general school environment. They also follow up on the implementation of recommendation by other school visitors such as SQAD and M&E Units etc

Each visit is supposed to be supported by reports highlighting findings and observations which are supposed to be shared with the school management.

3.3.2.4 Schools

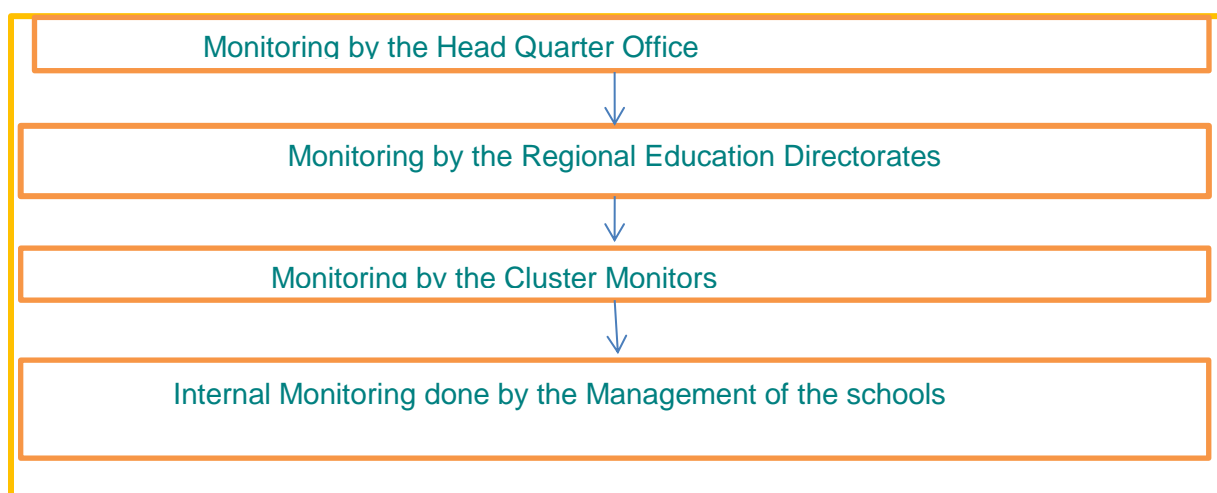
The internal monitoring systems are designed by the school management and the respective community (PTA representatives) in consultation with the Ministry of Basic and Secondary Education. However, the responsibility of the implementation of these monitoring systems is vested in the school management. The head of the school with assistance from the management team, review work done by the teachers in their schools. For effective monitoring processes, headteachers usually delegate to heads of departments /stream to monitor staff under their unit and report to them for appropriate action(s).

There is also a community representative who represents the community in the management of the school. They participate and express the community's perspective regarding school management as and when necessary.

3.3.2.4 Monitoring and Evaluation Unit (M & E)

The M & E follow up on the implementation of the recommendations by the different monitors. They do this by visiting schools to assess the level of implementation and advice the Permanent Secretary and his team accordingly.

Picture 3: Showing the process of monitoring of the Education system by MOBSE to ensure that quality education is achieved



Audit team illustration of the monitoring process in the ministry

CHAPTER FOUR: FINDINGS

In this chapter, findings on the monitoring system put in place by the ministry are presented in reference to the audit objectives.

4.1 Irregular Monitoring by Regional Education Directorates (REDs)

As per the School Management Manual for Lower Basic, Basic Cycle and Upper Basic Schools, *“Regional Education Directorate officers are expected to make a minimum of one visit per term of duration of not less than two hours to each school in the region. The purpose of these visits is to monitor and provide management, administrative and pedagogic support. Documented feedback must be provided, the visitors’ book must be signed and the purpose of the visit specified”*⁸.

We noted during our visit to schools that REDs did not visit the schools as required by the manual and there was no evidence that written feedbacks were provided.

There were instances where REDs neither visits nor provide feedback to schools during the entire period of 2018 - 2019 academic year. These schools include Albreda Upper Basic, Diabugu Upper Basic and Senior Secondary and Bakau New Town Lower Basic. We also noted instances where visits were made but feedbacks were not provided. These schools include Foday Kunda Upper and Senior Secondary, Sabi Upper and Senior Secondary, Wassadou Basic Cycle, Kalagi Upper Basic & Senior Secondary, Fatima Senior Secondary School and Saint George’s Senior Secondary School, Details are shown in **Appendix A**

According to Heads of schools affected, findings and recommendations by the visiting teams were discussed verbally for corrective actions to be taken.

When written feedbacks are not shared with the schools, there is no evidence that work was carried out. Absence of feedback distorts review trails and makes follow-ups ineffective

According to the Regional Directors in all the regions visited, mobility was the main hindrance to visits and monitor the activities of the schools. They expressed that, in some instances, vehicles issued to Directors are not in roadworthy conditions, thus their monitoring activities are distorted and ineffective.

⁸ School Management Manual Lower Basic, Basic Cycle and Upper Basic Schools

As per the fixed asset register of the Ministry, Regional Directorates of regions 1 to 5 were issued vehicles in 2010 and region 6 in 2015 purposely for monitoring and that the vehicles are all in roadworthy condition.

However, during our visits to the Regional Directorates, we noted that vehicles in regions 1, 2 and 4 were in roadworthy conditions but those in regions 3, 5 and 6 were not in roadworthy conditions. We were told by the Director of region 3 that he uses his personal vehicle for official or monitoring activities while the Director of Region 5 claims he borrows vehicles from the people of the community for some of their official activities.

The consequences of not visiting schools on a regular basis and providing written feedbacks are the untimely resolution of problems and the inability to follow up on the implementation of recommendations in schools.

Conclusion

The Regional Education Directorates did not effectively implement the provision of the minimum standards for school as they have not been visiting regularly and providing the necessary support. Regular REDs visits and provision of required feedbacks to school administrations and staff would have constituted a follow-up mechanism that ensures recommendations are implemented. The gaps resulting from the inability of both the cluster monitors and internal school monitoring matters would be dealt with on a timely manner.

Furthermore, the ineffective monitoring by the REDs has led to issues relating to overcrowding of classrooms, inadequate teachers in the schools, inadequate seats/desks, dilapidated toilets, etc. in schools left unaddressed within reasonable time frame.

Recommendation

The Ministry should ensure that effective monitoring mechanisms are put in place, ensuring that schools are visited and reports/feedbacks are provided and filed. Once head teachers and teachers know that their work is being checked on regular bases, they will endeavor to work harder which may result in the improvement of teaching and learning.

The REDs must ensure that regular monitoring visits are scheduled properly and implemented as required by the Minimum standards. The development of schedules for visits will help the REDs in their planning for the visits. The REDs should be visiting schools and provide feedback on a regular basis in order to help schools to improve on their performance.

Management Response

MoBSE Management acknowledges the irregular visits raised in your report. This is mainly due to lack of adequate mobility during the period under review. However, management has recently procured and distributed two vehicles per regional Directorate to address the issues. Furthermore, the Regional Directors have been engaged to conduct regular school visits with written feedback as indicated in the Minimum Standards.

The issue of overcrowding of classrooms and dilapidated toilets is not due to irregular monitoring of Regional Directors but rather due to surge in enrolment coupled with serious budget constraints to be able build extra classrooms, toilets and other essential facilities. Whilst Management will continue to provide the facilities with the limited resources, we will also continue to advocate for more resources to be allocated for classroom construction and maintenance of facilities.

4.2 Irregular Monitoring by the Cluster Monitors

Cluster monitors are expected to carry out support and monitoring visits planned in accordance with the year plan in the Cluster Monitor Manual. There should be a minimum of two visits per month and the duration of each monitoring or support visit should be not less than two and a half hours. Feedback on these visits should be documented and copies of feedback and reports provided to the head teacher/principal⁹.

In addition, The Cluster Monitors should sign visitors' books maintained by the various schools as evidence to show their visits and should also maintain a file for sharing their feedback with the schools as required by the school management manual for Lower Basic, Basic Cycle and Upper Basic and Minimum Standards.

Review of the Cluster Monitors' file and visitors' book maintained by schools as well as interviews with the Head Teachers/ Principals revealed that the Cluster Monitors did not meet the requirements stipulated in the minimum standards. We noted that cluster monitors do not have monitoring schedules for school visits.

In all the sixty-six schools visited, cluster monitors do not visit the schools regularly and share written feedback. There were instances where cluster monitors visit schools, but no written reports or feedback were shared with the management of the schools. According to the head teachers/principals of most of the schools visited, findings or issues

⁹ School Management Manual Lower Basic, Basic Cycle and Upper Basic Schools

raised by cluster monitors are not documented but discussed and recommendations are given verbally. Details of the schools visited and the number of reports shared by cluster monitors are shown in **Appendix B**

Furthermore, the cluster monitors we spoke to do not have planned schedules of monitoring visits for schools which was meant to highlight how they intend to monitor. It is noteworthy that schedules may serve as directions to effective and efficient monitoring activities particularly in light of the increasing number of schools in the regions.

The irregular visits by cluster monitors were attributed to a lack of mobility and/or fuel. They claimed that the increase in the number of schools within their clusters make it difficult for them to visit each school at least twice in a month and share feedback for their monitoring activities.

However, interviews with ministry officials revealed that each cluster monitor is given a motorbike with 40 liters of fuel monthly to facilitate their movement within the clusters. This was also confirmed from the 2019 Fixed Asset register of the ministry. Issuance of monthly fuel of 40 liters to Cluster Monitors was also confirmed.

The cluster monitors' responsibilities of providing support to schools such as monitoring teachers' and students' attendance, helping schools in the development of school improvement plans, monitoring the implementation of lesson notes and scheme of works may not be properly executed.

Also, the opportunity of observing teachers during lessons to access their strengths and weaknesses and giving feedbacks could be missed due to irregular visits. If the cluster monitors are not visiting schools on regular basis, issues relating to teachers' absenteeism, student's punctuality and support to management cannot be done in a timely manner which could affect the quality of teaching and learning.

Conclusion

The cluster monitors have failed to carry out regular visits to schools under their purview which could affect the effective and efficient teaching and learning. In the absence of regular visits, necessary guidance and support to both the teachers and school administration are not attained.

Recommendation

The REDs must ensure that the Cluster Monitors prepare detailed schedule plans visit for the schools under their clusters. These schedules should be monitored by the REDs and ensure they are followed and fully implemented. The cluster monitors should adhere to the requirements stated in the school management manual and minimum standard for the effective implementation of their monitoring activities.

Management Response

MoBSE management also notes with concern the issue of irregular visits by cluster monitors. We also acknowledge the lack of written feedbacks in some instance to guide and support head teachers/principals to better manage schools as stipulated in the minimum standards.

To a large extent, irregular visits by cluster monitors can be attributed to lack of mobility. Most cluster monitors' bikes were off the road during the period under review; there were instances when some of the monitors borrowed bikes to do their school visits and this has contributed to irregular visit. The problem could not be addressed immediately due to financial constraint. It is however, pleasing to note that, management has now procured motorbikes and distributed to all cluster monitors in the six regional directorates. This will no doubt improve their monitoring as Management will reinforce its accountability mechanism to ensure the Monitors deliver as required. Please find the distribution list of motorbikes attached.

4.3 Lesson Notes and Scheme of work not updated and/or not reviewed by School Management

The School Management Manual requires that lesson notes and schemes of work prepared by teachers are scrutinized by the senior management team for compliance and quality¹⁰.

The Head Teachers/ Principals are responsible for the overall internal monitoring in the schools but sometimes the monitoring of lesson notes and scheme of work is delegated to the stream heads or senior teachers. Feedbacks are supposed to be given to the teachers concerned and shared with the school heads and their assistants. In twenty (20) out of sixty-six (66) schools visited, reviews of lesson notes and scheme of works were said to have been carried out, but there were no records to show that written feedbacks were provided, recommendation were said to have been provided verbally.

Inspection of teachers during lessons was also said to have been done but there was no evidence to show this. There was also no evidence that the work of the stream/unit heads is reviewed by the head teachers.

We also noted that lesson notes and scheme of work in fifteen (15) out of the sixty-six (66) schools visited were not up to date. We could not check lesson notes and schemes of ten (10) out of the sixty-six(66) schools visited, because those schools were on their third term exams and teachers claimed to have left their lesson notes and schemes at

¹⁰ School Management Manual for Lower Basic, Basic Cycle and Upper Basic Schools

home. List of the schools visited and status of the lesson notes and schemes are attached in **Appendix C**

When the overall internal monitoring system is not functioning effectively, the likelihood of not covering syllabuses is very high. In the absence of proper planning (lesson notes and scheme of work), effective teaching may not take place.

If syllabuses are not covered adequately, students' performance in Gambia Basic Education Certificate Examination and West Africa Senior Schools Certificate Examination could be affected.

Conclusion

Lack of evidence of senior management's review of the work of relevant staff is an indication that proper monitoring is not taking place. If teachers are not monitored properly, they would either not prepare adequately and/or will not implement their plan effectively. This could have a negative impact on teaching and learning.

Recommendation

The senior management should ensure that stream heads are appropriately monitoring the work of the teachers under their purview; stream heads should carry out the necessary assessment and provide guidance and support to improve quality. The management should ensure that such monitoring is properly documented and filed. Such monitoring mechanisms should provide for the relevant follow ups to be carried adequately to ensure findings are implemented to prevent damages in the system.

Management Response

The issue is noted and MoBSE will take them up with the School Managers. As per the SMM, the school SMT will conduct spot checks and lesson observations to assess the preparedness of teachers daily.

MoBSE's position on daily preparation of teaching records cannot be compromised. However, with the distribution of vehicles and motor bikes to Regional Directors and Cluster Monitors respectively, the monitoring will be further strengthened. Management is also working on strengthening its Performance Management System (PMS), which records and monitors teachers' planning and preparedness as part of their expected performance. This will enable school SMT to easily assess teachers daily and take appropriate decisions at school level.

4.4 Inactive participation of communities in the monitoring of schools.

A community monitoring plan, based on a minimum of once per term and a duration of not less than one hour, should be drawn up and approved by the School Management Committee. Observations and findings should be documented and feedback provided and shared with the head teacher/principal¹¹.

In sixty-two (62)¹² out of the sixty-six (66) schools visited, we noted from inspection of files and interviews with head teachers that files for the monitoring by community members were not maintained.

There was also no evidence that community members were actively involved in the monitoring of school activities. Monitoring plans for the community's participation were not prepared and/or filed.

The none involvement of community members' in monitoring was said to be due to their level of education as most of them are not literate in English according to the principals/head teachers.

Lack of community members' involvement in the monitoring has had a severe impact in the areas of maintenance of the school facilities, enrollment activities as well as resources mobilization.

Conclusion

The community members have failed to carry out their responsibility as part of the monitoring cycle as a result of the low level of English literacy of the community members. Monitoring activities of the community members would have revealed challenges faced by the school and community support could have been garnered to help alleviate those challenges.

Recommendation

The School management should ensure that the community members are sensitized on the importance of taking part in the monitoring process of the schools within their various communities. The school management should consider providing training for the community members on the key aspects of the community monitoring.

The Cluster monitor should work in collaboration with the Principals/Head Teachers in the development of communities monitoring plans and ensure that the plans are implemented

¹¹ School Management Manual for Lower Basic, Basic Cycle and Upper Basic Schools

¹² Sittahuma LBS, Farafenni SSS, Albreda Basic Cycle, Soma LBS,

effectively. Furthermore, the communities should select or appoint an English literate to represent them in the monitoring of the schools.

Management Response

From the routine monitoring by MoBSE, the issue of inadequate monitoring by communities has been surfacing. This has been due to the composition of the committees (elected by the community) depending on the human resource availability. However, with the establishment of the national, regional, cluster, and school based management committees, capacity building is well in progress to ensure an enhanced frequency of visits to schools and giving them the appropriate support.

4.5 Other Findings

The following issues have been noticed during our visits to the schools. These problems could have been averted and/or reduced to a bare minimum if regular and adequate monitoring was taking place at all levels as indicated in the manuals.

4.5.1 Overcrowded Classrooms in schools

The size of classrooms should be adequate to house at least forty-five pupils. Furthermore, the standard requires that all classes and subjects should have the required number of teachers at ratio of one is to forty-five per class¹³

Adequate number of classrooms is available and buildings are of required quality, safe and physically challenged friendly. The size of the classrooms is adequate for the prescribed purpose .The classrooms are kept clean and all classrooms are ventilated and floors level ¹⁴

The pupil: teacher ratio is 45:1 or lower and the pupil: class ratio is 53:1 or lower. For ECD children, the recommended ratio is 25-30 per teacher. In some schools where the number of classrooms is inadequate or there is a shortage of teachers or furniture, the double shift system may have to be applied¹⁵.

We noted that all 66 schools visited including ECDs were overcrowded. The most overcrowded ECD classroom of 113 students was found in Karantaba in CRR while the least was 65 students in Gambisara LBS, Campama etc.

¹³ School Management Manual for Lower Basic, Basic Cycle and Upper Basic Schools

¹⁴ Minimum standard for schools

¹⁵ Minimum standard and school management manual

In addition, the ECD students in Gambisara and Kerewan Sambara Sira Lower Basic Schools sit on mats and floor due to lack of adequate seats. The students in ECD in Conteh Kunda Niggi are taught under the shade outside of the classroom building and this was attributed to the lack of adequate classrooms to house all the pupils in the school.

Picture 4: showing ECD classes in various schools visited



Source: Pictures taken on the 4th of July 2019

According to the head teachers of these schools, the ECD classes have more than 45 pupils, because the enrolment of the ECDs increases every year and the school cannot refuse to admit due to the free education policy for all Gambians.

These classrooms are overcrowded as a result of the inadequate classrooms and furniture to house all the pupils in the school. This was verified and confirmed through interviews with the head teachers/ Principals of these schools. Overcrowded classroom adversely impacts the performance of the teacher in terms of providing individual attention, taking into consideration the difference in student's abilities.

Conclusion

Inappropriate classroom settings could bring about un-conducive learning and teaching environment which could negatively impact efficient service delivery and ultimately poor student performance.

Recommendation

The Regional Directorates should map out strategies to keep up with the new intakes by building more classrooms and maintaining the existing structures.

The REDs should collect data on the enrolments, need for furniture and general classroom conditions and recommend to the Ministry of Basic and Secondary Education for the necessary supports to be given to schools for effective teaching and learning to take place in schools.

Management Response

The provision of classroom is a high cost activity, in relation to population growth rate and the continuous advocacy to get children in school, thus, a surge in enrolment in schools realized in CRR, especially in the Sami district.

in response to these demands, Government with support of its Development Partners continue to build classrooms and other facilities required for conducting learning. Unfortunately, due to budget constraints Government intervention is not fairly marching the upsurge in demand for classrooms and other facilities in our schools. This situation led to the double shifting of classrooms in most of these cases, and where not possible, overcrowding would be the option to meet the education for all goal; which requires that all children of school going age must go to school without discrimination.

Regarding the suggestion for more data collection:

The Ministry collects segregated data on enrolment, infrastructure, utility, and sanitation, published in the annual statistical Yearbook and accessible from www.edugambia.gm for publications. The latest publication being that of the 2019 academic year.

The ministry is aware of the situation but due to financial and budget constraints, hence double shifting and overcrowding to accommodate all children of school going age.

4.5.2 Dilapidated Toilet facilities in schools

According to the minimum standard, there should be clean and safe water point inside school premises and there should also be toilets which should have a pupil/toilet ratio of 25:1. The toilets should be located at safe distance from other structures and there should be separation of male and female toilets.¹⁶

We noted during our field visit that 35(thirty- five) out of the 66 (sixty-six) schools visited did not have standard toilets and some were already dilapidated. In Serrekunda Lower Basic School, there were six (6) toilets for a total of 2410 (two thousand four hundred and

¹⁶ School Management manual

ten) students during the time of our visit. The student/ toilet ratio was 410 students to 1 toilet.

In Jahally Basic Cycle School the pupils/toilet ratios were 115 students to 1 toilet. These ratios are above the standards of toilets - student ratio of 25:1.

However, head teachers/principals claimed that the cause of inadequate toilets is an increase in the number of enrolment while the additional toilets are not built to cope with the increase in the enrolment. List of the schools visited and status of toilet facilities are shown in **Appendix D**

Picture 5: Showing dilapidated toilets in Serre Kunda LBS



Source: Pictures taken on the 18th of July 2019

The non-availability of the required number of toilets in schools result in unfavourable sanitary condition and this could have a negative impact on the health of the students

Conclusion

The toilets facilities were inadequate to cater for the number of students in the schools. Some of the available facilities were not up to standard and/or dilapidated and some even abandoned due to of lack of doors and unsafe to be used.

Recommendation

The Ministry should adhere to the standards developed for pupil/toilet ratio of 25:1 and effectively implement the policies. Quality learning, access to basic sanitation facilities including good and adequate toilet facilities in all the schools.

Management Response

The Ministry is aware of the inadequate and dilapidated toilet facilities in some of our schools. These issues are always highlighted during our CCM school visits as well as in the Cluster Monitor reports; none-the-less these are high cost items and the student population pressure on them makes it difficult to maintain them. However, these are policy objectives we intend to meet during the policy period 2016-2030. The sector will continue to engage government and partners for support to meet the demand. It is also important to state that lot of toilets have been built over the period under review, it is just not enough to march the demand.

APPENDICES

Appendix A: REDs' visits and reports provided to schools

Schools	Dates of visits	Dates of reports	Remarks
Albreda Upper Basic	None	None	No visit and no report was provided during 2018/2019 academic year
Bakalarr Basic Cycle	3 Oct. 2018, 16 Jan. 2019, 8 Feb. 2019, 4 Mar. 2019, 6 Mar. 2019, 25 Mar. 2019, 22 May 2019, 28 May 2019, 9 Jul. 2019	None	School visits were carried out but no report was provided to the school.
Kerewan Senior Secondary	2 Jan. 2019, 27 Feb. 2019, 25 May 2019	None	School visits were carried out but no report was provided to the school during 2018/2019 academic year
Chamen Upper Basic & Senior Secondary	7 Nov. 2018, 22 Nov. 2018, 12 Dec. 2018	None	No report was provided during 2018/2019 academic year
Njau Basic Cycle	12 March 2019	12 th March, 2019	Just 1 visit and no report was provided during 1 st and 3 rd term of 2018/2019 academic year
Farafenni Upper Basic	30 Oct. 2017, 1 Nov. 2017, 15 Feb. 2018, 10 Apr. 2018, 18 Apr. 2018, 5 Jun. 2018, 26 Jun. 2018, 13 Feb. 2019, 19 Feb. 2019, 27 May 2019, 8 Jul. 2019	None	Some visits were carried out but no report was provided during 2017/2018 and 2018/2019 academic years
Farafenni Senior Secondary	30 Oct. 2017, 1 Nov. 2017, 15 Feb. 2018, 10 Apr. 2018, 18 Apr. 2018, 5 Jun. 2018, 26 Jun. 2018, 13 Feb. 2019, 19 Feb. 2019, 27 May 2019, 8 Jul. 2019	None	Some visits were carried out but no report was provided during 2017/2018 and 2018/2019 academic years
Conteh Kunda Sukoto Lower Basic	18 January 2019	18 January 2019	Only 1 visit and 1 report during 2018/2019 academic year
Conteh Kunda Niggi Lower Basic	18 January 2019	18 January 2019	Only 1 visit and 1 report during 2018/2019 academic year
Njaba Kunda Senior Secondary	Not Available	Not Available	Could not have access to the file as the principal was not around during our visit
Kaur Upper Basic	8 May 2019 and 20 February 2019	8 May and 20 February 2019	Only 2 visits and 2 reports during 2018/2019 academic year
Karantaba Lower Basic	14 Nov., 2018 and 19 Mar., 2019	None	No report during 2018/2019 academic year
Kuntaur	23 Nov. 2018, 11 April 2019, 17 May 2019	23 Nov. 2018, 11 Apr. 2019, 17 May and 2019	3 visits and 3 reports during 2018/2019 academic year
Jarumeh Koto Upper Basic & Senior Secondary	7 Nov. 2018, 16 Nov. 2018, 17 Dec. 2018, 7 Feb. 2019, 30 Mar. 2019, 9 Apr. 2019, 17 May 2019	17 Jan. 2019	No report during 1 st and 3 rd terms of 2018/2019 academic year
Kunting Upper Basic	13 May 2019	13 May 2019	No visit and no report during 1 st and 3 rd terms of 2018/2019 academic year

Bansang Cycle	Basic	7 March 2019	7 March, 2019	Only 1 visit and 1 report during 2018/2019 academic year
Armitage Secondary	Senior	1 visit	None	Only one visit and no reports for 2018-2019 academic year
Bakadagi Basic & Secondary	Upper Basic & Senior	24 Sept. 2018, 28 Nov. 2018, 9 Jan. 2019, 21 May 2019	24 Sept. 2018, 28 Nov. 2018, 9 Jan. 2019	4 visits and 3 reports during 2018/2019 academic year
Gambisara Cycle	Basic	4 Oct. 2017, 21 Nov. 2017, 19 Dec. 2017, 16 Jan. 2018, 22 Apr. 2018, 23 May 2018	4 Oct. 2017, 23 May 2018	6 visits and only 1 report during 2018/2019 academic year
Diabugu Basic & Secondary School	Upper Basic & Senior	18 Sept. 2018, 25 Sept. 2018, 24 Oct. 2018, 3 Dec. 2018, 8 Jan. 2019, 14 Mar. 2019, 20 Mar. 2019 and 20 May 2019	25 Sept. 2018 and 20 May 2019	8 visits and 2 reports during 2018/2019 academic year
Foday Kunda Basic & Senior Secondary School	Upper Basic & Senior	None	None	No visit and no report
Njakoi Upper Basic & Senior Secondary	Upper Basic & Senior	27 May 2019, 7 Jan. 2019	27 May 2019	No report during 1 st and 2 nd terms of 2018/2019 academic year
Fatoto Upper Basic & Senior Secondary	Upper Basic & Senior	7 Jan. 2019 and 22 May 2019	None	2 visits and no report
Fatoto Lower Basic	Lower Basic	7 Jan. 2019 and 22 May 2019	None	2 visits and no report
Koina Basic Cycle	Basic	18 Sept. 2018, 15 Nov. 2018, 28 Nov. 2018, 17 Jan. 2019, 22 May 2019, 27 Jun. 2019	None	Some visits but no report
Suduwol Basic & Senior Secondary School	Upper Basic & Senior	Mar. and May 2019	None	1 visit and no report
St Georges Basic & Senior Secondary	Upper Basic & Senior	25 Oct. 2018, 24 June 2019, 26 Jun. 2019	13 July	No report during 1 st and 2 nd term of 2018/2019 academic year.
Sabi Lower Basic	Lower Basic	8 Jan. 2019 and 21 May 2019	None	2 visits and no report during 2018/2019 academic year
Sabi Upper Basic & Senior Secondary	Upper Basic & Senior	29 Mar. 2019 and 3 Apr. 2019	None	2 visits and no report and no file maintained during 2018/2019 academic year
Kerewan Samba Sira Lower Basic	Samba Sira Lower Basic	21 Sept. 2018, 25 th February 2019, 12 March 2019, 22 nd May 2019, and 22 nd May 2018	12 th March, 2019	No reports during 1 st and 3 rd terms of 2018/2019 academic
Kudang Upper Basic	Upper Basic	Not available	Not available	Could not access the file as principal was not around during our visit
Jahally Basic Cycle	Basic	22 nd November, 2018, 13 March, 2019 and 8 th April, 2019	None	3 visits and no report during 2018/2019 academic year
Bureng Lower Basic	Lower Basic	13 th May 2019, 28 th May 2019, 12 th June 2019 3 rd July 2019	24 th May 2019	4 visits and only 1 reports during 2018/2019 academic year
Barrow Kunda Lower Basic	Lower Basic	4 th December 2017, 15 th January 2018, 6 th March 2018, 18 th March 2018, 24 th May 2018, 12 th June 2019, 24 th September 2018,	15 th January 2018, 24 th September 2018, 23 May 2019, 12 th June	4 visits and 3 reports during 2017/2018 academic year 3 visits and 3 reports during 2018/2019 academic year
Sittahuma Basic	Lower Basic	26 th September 2018, 13 th June 2019,	26 th September 2019, 13 th June 2019	No visit and no report.

Soma Lower Basic	27 th November 2018 and 6 th March 2019, 26 th September 2019	27 Nov. 2018 and 6 th March 2019	3 visits and 2 reports during 2017/2018 academic year
Toniataba Lower Basic	14 th March, 2019	14 th March, 2019	No visit and no report
Kwinella Upper Basic & Senior Secondary	24 th September 2018 and 13 th March 2019	24 th September 2018 and 13 th March 2019	2 visits and 2 reports during 2017/2018 academic year
Sibito Lower Basic	21 st September 2019 and 11 th March 2019	21 st September 2019 and 11 th March 2019	2 visits and 2 reports during 2017/2018 academic year
Jali Lower Basic	25 th September, 2018 and 13 th March 2019	25 th September, 2018 and 13 th March 2019	2 visits and 2 reports during 2017/2018 academic year
Nioro Jattaba Upper Basic & Senior Secondary	25 Sept. 2018, 10 Oct. 2018, 25 Oct. 2018, 26 Nov. 2018, 13 March, 2019	None	Some visits but no report
Kampassa Lower Basic	25 th October, 2017 and 23 rd January, 2018	None	No report during 2017/2018 and 2018/2019 academic years
Wassadou Basic Cycle	17 Sept. 2018, 25 Oct. 2017, 17 Sept. 2018, 29 Oct. 2018, 7 Mar. 2019 and 11 Mar. 2019	None	No report during 2017/2018 and 2018/2019 academic years
Kalagi Upper Basic & Senior Secondary	11 th March 2019 and 17 th September 2019	None	2 visits and no report during 2018/2019 academic year
Fatima Senior Secondary	19 th March, 2019	None	1 visit and no report during 2017/2018 and 2018/2019 academic years
Faraba Bantaa Basic Cycle	17 th September, 2018, 10 th May, 2019	None	2 visits and no report during 2018/2019 academic year
Brikama Lower Basic	21 Sept. 2018, 22 Nov. 2018, 21 Jan. 2019, 21 Mar. 2019.	None	No report during 2018/2019 academic year
Penyem Technical Upper and Senior Secondary	18 th September, 2018, 11 th February, 2019 and 25 th March, 2019	None	No report during 2018/2019 academic year
Jamisa Upper Basic & Senior Secondary School	17 Sept. 2018, 21 September 2018, 21 st November 2018, 8 th May 2019 and 25 th March 2019	None	3 visits and 3 report during 2018/2019 academic year
Marakissa Methodist Lower Basic	22 nd December, 2018 and 27 th March, 2019	None	No report between 17 December 2017 to 10 th July 2019
Brikamaba Upper Basic & Senior Secondary	27 th October, 2018	None	Only 1 visit and no report during 2017/2018 and 2018/2019 academic years
Kairaba Senior Secondary	20 th May, 2019	20 th May, 2019	1 visit and 1 report
Campama Lower Basic	20 th March 2019 and 25 th September, 2019	20 th March 2019	1 visit and 1 report
Serre Kunda Proper Lower Basic	4 Sept. 2019, 21 st September 2019, 11 th December, 2018 and 23 rd May, 2019	23 rd May, 2019	4 visits and only 1 report during 2018/2019 academic year
Bakoteh Upper Basic & Senior Secondary School	10 th June 2019, 25 th September 2018, 24 th January 2019, 25 th June 2019, 8 th July 2019	10 th June 2019	5 visits and only 1 report during 2018/2019 academic year
Bakau Newton Lower Basic	15 th January, 2019 and 20 th May, 2019	No report	2 visits and no report during 2018/2019 academic year

Appendix B: Cluster Monitors' visits and reports provided to schools

Schools	Dates of visits	Dates of reports	Remarks
Albreda Upper Basic	17 th September 2018, 3 rd October 2018, 8 th October 2018, 7 th November 2018, 21 st November 2018, 6 th December 2018, 21 st January 2019, 22 nd January 2019, 12 th February 2019, 27 th February 2019, 6 th March 2019, 15 th March 2019	17 th September 2018, 7 th November 2018, 21 st November 2018, 6 th December 2018, 21 st January 2019, 12 th February 2019, 6 th March 2019, 15 th March 2019.	No visits in April, May and June of 2019 and no reports
Sika Lower Basic	20 th March 2019, 2 nd May 2019	20 th March 2019, 2 nd May 2019	No visits in September, October, November and December of 2018 as well as January and February of 2019. No provided during 2018/2019 academic year
Bakalarr Basic Cycle	17 Sept. 2019, 20 Sept. 2018, 3 Oct 2018, 11 Oct. 2018, 29 October 2018, 6 Nov. 2018, 21 Nov. 2018, 2 Dec. 2018, 6 Dec. 2018, 7 Jan. 2019, 21 Jan. 2019, 1 Feb. 2019, 12 Feb. 2019, 1 Mar. 2019, 4 Mar. 2019, 24 Mar. 2019, 2 Apr. 2019, 24 Apr. 2019, 3 May 2019, 22 May 2019, 15 July 2019	17 Sept. 2018, 25 Sept. 2018, 29 Oct. 2018, 6 Nov. 2018, 21 Nov. 2018, 3 Dec. 2018, 7 Jan. 2019, 21 Jan. 2019, 6 Mar 2019, 3 May 2019, 22 May 2019, 15 July 2019	No visit in June 2019 and no reports in February, April and June of 2019.
Kerewan Senior Secondary	18 th September 2018, 25 th October 2018, 18 th January 2019, 13 th March 2019, 23 rd May 2019,	18 th September 2018, 25 th October 2018, 18 th January 2019, 13 th March 2019, 23 rd May 2019,	No visit and no reports in November and December of 2018 and February and April of 2019
Chamen Upper Basic & Senior Secondary	24 th September 2018, 10 th October 2018, 5 th November 2018, 21 November 2018, 4 th December 2018, 12 th December 2018, 14 th January 2019, 28 th January 2019, 11 th February 2019, 20 th February 2019, 19 th March 2019, 15 th May 2019, 29 th May 2019,	24 Sept. 2018, 10 Oct. 2018, 5 Nov. 2018, 21 Nov. 2018, 4 Dec. 2018, 12 Dec. 2018, 14 Jan. 2019, 28 Jan. 2019, 11 Feb. 2019, 20 Feb. 2019, 19 Mar. 2019, 15 May 2019, 29 May 2019	No visit and no report in April and June of 2019
Farafenni Upper Basic	3 Oct. 2018, 8 Nov. 2018, 3 Dec. 2018, 30 Jan. 2019, 21 Mar. 2019, 12 Sept. 2019, 10 Oct. 2019		No reports during 2018/2019 academic year
Farafenni Senior Secondary	3 rd October 2018, 8 th November 2018, 3 rd December 2018, 30 th January 2019, 21 st March 2019,	3 rd October 2018, 8 th November 2018, 3 rd December 2018, 30 th January 2019,	No visit and no reports September 2018 and February, April, May and June of 2019
Conteh Kunda Sukoto Lower Basic	20 th May 2019	20 th May 2019	1 visit and no reports during 2018/2019 academic year.
Conteh Kunda Niggi Lower Basic	20 th May 2019	No report	1 visit and no reports during 2018/2019 academic year
Kaur Upper Basic	25 th January 2019, 12 th March 2019, 2 nd May 2019, 8 th March 2019, 15 th May 2019, 24 th May 2019	25 th January 2019, 12 th March 2019, 2 nd May 2019	No visit and no report in September, October, November and December of 2018 as well as

			February, April and June of 2019
Kuntaur Upper Basic	9 th November 2019, 15 th November 2018, 5 th December 2018, 23 rd January 2019, 6 th February 2019, 21 st February 2019, 7 th March 2019, 12 th March 2019, 4 th April 2019, 29 th April 2019, 20 th May 2019, 27 th May 2019, 21 st June 2019, 9 th July 2019	9 Nov. 2019, 15 Nov. 2018, 5 Dec. 2018, 23 Jan. 2019, 6 Feb. 2019, 21 Feb. 2019, 7 Mar. 2019, 12 Mar. 2019, 4 Apr. 2019, 29 Apr. 2019, 20 May 2019, 27 May 2019, 21 June 2019, 9 July 2019	No visit and no report in September and October of 2018
Jarumeh Koto Upper Basic & Senior Secondary	8 Sept. 2018, 10 Sept. 2018, 15 Oct. 2018, 15 Nov. 2018, 22 Nov. 2018, 18 Dec. 2018, 17 Jan. 2019, 6 Feb. 2019, 19 Feb. 2019, 14 Mar. 2019, 19 Mar. 2019, 16 Apr. 2019, 29 Apr. 2019, 8 May 2019, 23 May 2019, 7 June 2019, 26 June 2019, 2 July 2019, 10 July 2019	6 th December 2018, 19 th February 2019, 9 th May	Number of visits but only one report during 2018/2019 academic year.
Kunting Upper Basic	24 Sept. 2018, 9 Oct. 2018, 13 Nov. 2018, 28 Nov. 2018, 5 Dec. 2018, 15 Jan. 2019, 12 Mar. 2019, 28 Mar. 2019, 4 Apr. 2019, 17 June 2019, 25 Jun. 2019, 3 Jul 2019	13 Nov. 2018, 28 Nov. 2018, 15 Jan. 2019, 14 Feb. 2019, 21 Feb. 2019, 10 Mar. 2019,	No visit and no report in February and May 2019
Armitage Senior Secondary	No visit	No report	No visit and no report during 2018/2019 academic year
Bakadagi Upper Basic & Senior Secondary	18 September 2018, 22 nd November 2018, 16 th January 2019, 31 st January 2019, 7 th February 2019, 4 th March 2019, 11 th March 2019, 1 st April 2019, 21 st May 2019, 2 nd July 2019, 15 th July 2019,	18 Sept. 2018, 22 Nov. 2018, 16 Jan. 2019, 31 Jan. 2019, 7 Feb. 2019, 4 Mar. 2019, 11 Mar. 2019, 1 Apr. 2019, 21 May 2019, 2 Jul. 2019, 15 Jul. 2019	No visit and no reports in October and December 2018 and April and June of 2019
Gambisara Basic Cycle	18 Sept. 2018, 22 Oct. 2018, 25 Oct. 2018, 21 Nov. 2018, 3 Dec. 2018, 6 Dec. 2018, 14 Jan. 2019, 21 Feb. 2019, 21 Mar. 2019, 25 Mar. 2019, 30 Apr. 2019, 6 May 2019, 20 May 2019, 25 June 2019, 15 Jul. 2019, 17 Jul. 2019	22 Oct. 2018, 21 Nov. 2018, 6 Dec. 2018, 14 Jan. 2019, 21 Feb. 2019, 21 st Mar. 2019, , 25 Mar. 2019, 29 Apr. 2019, 6 May 2019, 20 May 2019	No report in September 2018 and June 2019
Diabugu Upper Basic & Senior Secondary School	18 th September 2018, 10 th October 2018, 17 th October 2018, 7 th November 2018, 15 th November 2018, 9 th January 2019, 28 th January 2019, 14 th June 2019, 19 th July 2019	18 Sept. 2018, 10 Oct. 2018, 17 Oct. 2018, 7 Nov. 2018, 15 Nov. 2018, 9 Jan. 2019, 28 Jan. 2019, 14 June 2019, 19 Jul. 2019	No visit and no reports in December 2018 and February, March, April and May for 2019
Fatoto Upper Basic & Senior Secondary	29 th April 2019, 21 st May 2019	none	No report
Fatoto Lower Basic	29 th April 2019, 21 st May 2019	none	No report
Koina Basic Cycle	18 Sept. 2018, 12 Oct. 2018, 15 Nov. 2018, 3 Dec. 2018, 9 Jan. 2019, 5 Feb. 2019, 26 Mar. 2019, 30 April 2019, 20 May 2019, 3 June 2019,		No reports during 2018/2019 academic year
St Georges Upper Basic & Senior Secondary	17 th January 2019, 11 th March 2019, 30 th April 2019, 22 nd April 2019	none	4 visits and no reports during 2018/2019 academic year

Sabi Lower Basic	none	none	No visit and no report during 2018/2019 academic year
Sabi Upper Basic & Senior Secondary	22 nd November 2018, 3 rd December 2018, 13 th February 2019, 5 th March 2019, 20 th May 2019, 22 nd May 2019, 2 nd July 2019	No written feedback share with school	No report during 2018/2019 academic year
Kerewan Samba Sira Lower Basic	11 Nov. 2018, 19 Nov. 2018, 22 Nov. 2018, 3 Dec. 2018, 4 Dec. 2018, 21 Dec. 2018, 31 Jan. 2019, 28 Feb. 2019, 1 Mar. 2019, 3 May 2019, 24 May 2019, 28 June 2019	4 th December 2018	Visit on 4 December 2018 and the rest of the visit were not related to monitoring activities.
Jahally Basic Cycle	18 Sept. 2018, 24 Sept. 2018, 8 Oct. 2018, 15 Nov. 2018, 22 Nov. 2018, 3 Dec. 2018, 21 Dec. 2018, 4 Feb. 2019, 1 Mar. 2019, 25 Mar. 2019, 1 Apr. 2019, 11 Apr. 2019,	15 th November 2018	1 report during 2018/2019 academic year
Bureng Lower Basic	24 Oct. 2018, 7 Nov. 2018, 10 Dec. 2018, 14 Jan. 2019, 29 Jan 2019, 13 Feb. 2019, 7 Mar. 2019, 12 Mar. 2019	14 Jan. 2019, 29 Jan. 2019, 13 Feb. 2019, 7 Mar. 2019, 12 Mar. 2019	5 reports during 2018/2019 academic year
Barrow Kunda Lower Basic	18 Sept. 2018, 24 Oct. 2018, 7 November 2018, 12 Nov. 2018, 18 Nov. 2018, 15 January 2019, 29 Jan 2019, 13 Feb. 2019, 7 Mar. 2019, 15 Apr. 2019, 6 May 2019, 27 May 2019, 12 Jun. 2019, 13 Jun. 2019	18 Sept. 2018, 24 Oct. 2018, 7 Nov. 2018, 12 Nov. 2018, 18 Nov. 2018, 15 Jan. 2019, 29 Jan. 2019, 13 Feb. 2019, 7 Mar. 2019, , 6 May 2019, 27 May 2019	11 visits and 11 reports during 2018/2019 academic years.
Sittahuma Lower Basic	18 Sept. 2018, 24 Sept. 2018, 22 Oct. 2018, 12 Nov. 2018, 27 Nov. 2018, 22 Jan. 2019, 13 Feb. 2019, 20 Feb. 2019, 7 Mar. 2019, 12 Mar. 2019, 6 May 2019, 26 May 2019, 28 May 2019	18 Sept. 2018, 24 Sept. 2018, 22 Oct. 2018, 12 Nov. 2018, 27 Nov. 2018, 22 Jan. 2019, 13 Feb. 2019, 20 Feb. 2019, 7 Mar. 2019, 12 Mar. 2019	10 reports ion total but no report in December 2018 and April, May and June of 2019
Soma Lower Basic	13 Jan. 2018, 18 Dec. 2018, 20 Dec. 2018, 8 Jan 2019, 1 Feb. 2019, 13 Feb. 2019, 4 Mar. 2019, 30 Apr. 2019, 7 May 2019, 24 May 2019, 28 May 2019	17 Sept. 2018, 18 Sept 2018, 21 Sept 2018, 27 Sept. 2018, 2 Oct. 2018, 4 Oct. 2018	Cluster monitor only shared six reports for the academic year 2018-2019
Toniataba Lower Basic	3 Oct. 2018, 31 Jan. 2019, 27 May 2019, 26 Jun. 2019, 3 Jul. 2019, 21 Sept., 2018, 25 Sept. 2018, 25 Oct. 2018, 12 Nov. 2018, 3 Dec. 2018, 19 Feb. 2019, 13 Mar. 2019, 28 Mar. 2019	21 Sept., 2018, 25 Sept. 2018, 25 Oct. 2018, 12 Nov. 2018, 3 Dec. 2018, 19 Feb. 2019, 13 Mar. 2019, 28 Mar. 2019	8 reports during 2018/2019 academic year
Kwinella Upper Basic & Senior Secondary	25 th September 2018, 4 th October 2018, 4 th December 2018, 28 th January 2019, 6 th May 2019	No reports were shared with the school.	No reports
Sibito Lower Basic	4 th December 2018, 3 th October 2018, 12 th November 2018, 28 th January 2019, 4 th March 2019, 26 th March 2019, 6 th May 2019	30 Oct. 2018, 12 Nov. 2018, 28 Jan. 2019, 4 Mar. 2019, 26 Mar. 2019, 6 May 2019	6 reports during 2018/2019 academic year
Dumbuto Lower Basic	9 th September 2018 , 4 th October 2018, 12 th November 2018, 29 th January 2019, 4 th March 2019, 4 th April 2019, 6 th May, 2019	9 Sept. 2018 , 4 Oct. 2018, 12 Nov. 2018, 29 Jan. 2019, 4 th March 2019, 4 th April 2019, 6 th May, 2019	We could not have access some records as the head was met at RED office

Jali Lower Basic	30 th October 2018, 12 th November 2018, 22 nd January 2019, 13 th February 2019, 19 th February 2019, 14 th March 2019, 16 th May, 2019	30 Oct. 2018, 12 Nov. 2018, 22 Jan. 2019, 13 Feb. 2019, 19 Feb. 2019, 14 Mar. 2019, 16 May, 2019	7 visits and 7 reports during 2018/2019 academic year
Kampassa Lower Basic	18 Sept. 2018, 21 Jan. 2019, 21 Feb. 2019, 6 Nov. 2018, 10 Jan. 2019, 8 Mar. 2019, 3 May 2019, 13 May 2019	18 th September 2018, 21 January 2019, 21 February 2019	7 visits and 3 reports during 2018-2019 academic year
Wassadou Basic Cycle	18 th September 2018, 11 th October 2018, 25 th February 2019, 15 th May 2019, 20 th March 2019	18 Sept. 2018, 11 October 2018, 25 Feb. 2019, 15 May 2019	5 visits and 4 reports during 2018/2019 academic year
Kalagi Upper Basic & Senior Secondary	26 th November 2018, 28 th November 2018, 11 th January 2019, 23 rd January 2019, 22 nd February 2019, 27 th March 2019, 15 th May 2019	No reports	No reports during 2018/2019 academic year
Fatima Senior Secondary	24 October 2018, 10 January 2019, 13 February 2019, 14 March 2019, 28 March 2019, 22 May 2019, 6 November 2018, 14 November 2018, 22 January 2018, 4 April 2019	24 th October 2018, 10 th January 2019, 13 th February 2019, 14 th March 2019, 28 th March 2019, 22 nd May 2019	10 visits and 6 reports during 2018/2019 academic year
Penyem Technical Upper and Senior Secondary	3 rd October 2018, 18 th October 2018, 25 th October 2018, 18 th September 2018, 3 rd October 2018, 17 th January 2019, 5 th November 2018, 14 th November 2018, 4 th December 2018, 11 th December 2018, 9 th January 2019, 17 th January 2019, 7 th February 2019, 12 th February 2019, 6 th March 2019, 27 th March 2019, 29 th April 2019, 13 th May 2019, 28 th May 2019, 13 th June 2019, 18 th June 2019	18 th September 2018, 3 rd October 2018, 17 th January 2019, 5 th November 2018, 14 th November 2018, 4 th December 2018, 11 th December 2018,	7 reports during 2018/2019 academic year
Jamisa Upper Basic & Senior Secondary School	25 th September 2018, 17 th October 2018, 20 th February 2019, 22 nd February 2019, 26 th February 2019, 3 rd May 2019, 6 th May 2019, 15 th May 2019, 27 th May 2019,	20 th February 2019, 22 nd February 2019, 26 th February 2019, 3 rd May 2019, 6 th May 2019, 15 th May 2019, 27 th May 2019,	3 reports during 2018/2019 academic year.
Marakissa Methodist Lower Basic	27 th November 2018, 4 th July 2019, 15 th January 2019, 4 th July 2019, 22 nd January 2019, 6 th March 2019, 28 th May 2019, 15 th June 2019	22 nd January 2019, 6 th March 2019, 28 th May 2019, 15 th June 2019	No visit and no reports in Sept., Oct. and Dec. of 2018 and February and April 2019.
Brikamaba Upper Basic & Senior Secondary	18 th December 2018, 6 th February 2018, 27 th October 2018		Only 3 visits and no report during 2018/2019 academic year
Kairaba Senior Secondary	19 th September 2018, 1 st October 2018, 24 th October 2018, 4 th January 2019, 29 th April 2019, 5 March 2019, 9 May 2019, 20 May 2019, 6 February 2019 and 12 th February 2019	6 th February 2019 and 12 th February 2019	No visits in Nov. and Dec. 2018 and June 2019 and no reports in Sept. 2018 to July 2019 except in Feb. 2019
Campama Lower Basic	12 Dec. 2018, 19 Dec. 2018, 6 Dec. 2018, 6 Feb. 2019, 11 Feb. 2019, 20 Feb. 2019, 21 Apr. 2019, 29 April 2019, 21 May 2019, 13 May 2019, 20 May 2019, 27 Sept. 2018, 7 Jan. 2019, 8 Jan. 2019, 14 Jan. 2019, 6 May 2019	12 Dec. 2018, 19 Dec. 2018, 6 Dec. 2018, 6 Feb. 2019, 11 Feb. 2019, 20 Feb. 2019, 21 Apr. 2019, 29 Apr. 2019, 21 May 2019, 13 May 2019, 20 May 2019	No visits and no reports were shared in October 2018, November 2018, January 2019, March 2019 and June 2019

Albion Lower Basic	17 September 2018, 25 September 2018, 26 th November 2018, 4 th December 2018, 21 st December 2018	17 September 2018, 25 September 2018, 26 November 2018, 4 Dec. 2018, 21 Dec. 2018	No visits and no reports in October 2018 and from January 2019 to July 2019
Serre Kunda Proper Lower Basic	17 th September 2018, 21 st September 2018, 12 th October 2018, 13 th November 2018, 10 th December 2018, 25 th March 2019, 29 th April 2019, 9 th May 2019, 27 th May 2019, 10 th June 2019, 7 th July 2019	29 th April 2019	No visit in January 2019, February 2019 and no reports from September 2018 to July 2019 except on the 29 of April 2019
Bakoteh Upper Basic & Senior Secondary School	5 th December 2018, 16 th December 2019, 5 th November 2018, 16 th November 2018, 28 th November 2018, 17 September 2018, 24 September 2018, 15 October 2018, 18 September 2018, 28 September 2018, 8 November 2018, 21 November 2018, 26 November 2018, 8 January 2019, 9 January 2019	5 th December 2018, 16 th December 2019, 5 th November 2018, 16 th November 2018, 28 th November 2018, 17 th September 2018, 24 th September 2018, 15 th October 2018, 18 th September 2018	No visit in February, March, April, May and June of 2019 and no report from January 2019 to June 2019
Bakau Newtown Lower Basic	17 September 2018, 31 October 2018, 6 November 2018, 4 December 2018, 26 December 2018, 9 January 2019, 23 January 2019, 4 February 2019, 14 February 2019, 11 March 2019, 14 March 2019, 2 April 2019, 29 April 2019,	4 December 2018, 26 December 2018, 9 January 2019, 23 January 2019, 4 February 2019, 14 February 2019, 11 March 2019, 14 March 2019, 2 April 2019, 29 April 2019,	No visit in May 2019 and June 2019 and no report in September, October, November and June of 2019

Appendix C: Lesson Notes and Scheme of Work Not Up to Date and not Reviewed

Name of Schools	Name of Teachers	Subjects	Remarks
Albreda Upper Basic	Habbie .S. Jallow	Mathematics	The lesson notes and scheme of work were not up to date and not reviewed
Njaba Kunda Senior Secondary	Adi Touray	Economics, Business Management and Commerce	The lesson notes and scheme of work were not up to date and not reviewed
Santanto Bubu Lower Basic	John Bass	Maths and Science	The lesson notes and scheme of work were not up to date and not reviewed
Foday Kunda Upper Basic & Senior Secondary School	Ansumana Tamba	Science	The lesson notes and scheme of work were not up to date and not reviewed
Foday Kunda Upper Basic & Senior Secondary School	Ansu Camara	Science , Economics	The lesson notes and scheme of work were not up to date and not reviewed
Fatoto Lower Basic	Dampha Drammeh	Maths	The lesson notes and scheme of work were not up to date and not reviewed
St Georges Upper Basic & Senior Secondary	Michael Stephen Dacosta	Agriculture Science	The lesson notes and scheme of work were not up to date and not reviewed
St Georges Upper Basic & Senior Secondary	Kaddy M Camara	English	The lesson notes and scheme of work were not up to date and not reviewed
Bureng Lower Basic	Yaya Sanyang	Integrated	Lesson and scheme of work not up to date , last updated 25 th February, 2019
Jahally Basic Cycle	Aja Drammeh	Gr 2	Lesson notes and scheme of work were not up to date and not reviewed
Sittahuma Lower Basic	Alhaigie Jobarteh	Gr 2 TT	Lesson notes and scheme of work were up to date for both teachers , but not filling the remarks
Kwinella Upper Basic & Senior Secondary	Sheriff H. E Bah	Agricultural Science	The lesson notes and scheme of work were not up to date and not reviewed
Njolfen Lower Basic	Ansumana Daffeh	Integrated	The lesson notes and scheme of work were not up to date
Dumbuto Lower Basic	Abdou Jobe	Gr 2 and Gr 4 Maths, National Language	The lesson notes and scheme of work were not up to date and not reviewed
Kampassa Lower Basic	Binta Sanyang	Gr 1	The lesson notes and scheme of work were not up to date. lesson notes last updated 20/2/19 and scheme of last updated 30/5/19
Kairaba Senior Secondary	Victor. A. Jallow	Economics Commerce	The teacher is a head of Department, but his lesson notes and scheme of work were not checked by the Vice Principal. It was not up to date
Kairaba Senior Secondary	Adama Joof Kujabi	Gr 2	lesson notes and scheme of work were not checked they not up to date
Serre Kunda Proper Lower Basic	Banna Jarju	Gr 1	The lesson notes and scheme of work were not up to date and not reviewed

Albion Lower Basic	Jane Faye	Gr	The lesson notes and scheme of work were not up to date. It was last updated on the 7th of April, 2019.
	Fatoumata Jarjusey	Science	The lesson notes and scheme of work were not up to date and not reviewed
Bakoteh Upper Basic & Senior Secondary School	Ebrima Jarju	Technical Drawing	The lesson notes and scheme of work were not up to date. The observer does not comment on lesson notes and the remarks columns were not filled
	Louis .S. Gomez	Wood work	The lesson notes and scheme of work were not up to date. It was last updated on the 7th of April, 2019
	Wollom Bah	Agricultural Science	The lesson notes and scheme of work were not up to date and not reviewed

Appendix D: Students/Toilets Ratios above Minimum Standard

Schools	Number of toilets	Total Number of students	Ratio of students to toilets
Albreda Upper Basic	4	416	104:1
Sika Lower Basic	5	200	40:1
Bakalarr Basic Cycle	6	237	39:1
Chamen UB & SSS	16	537	33:1
Njau BCS	12	448	37:1
Farafenni UBS	24	1374	57:1
Farafenni SSS	24	1393	58:1
Kaur UBS	6	600	100:1
Kuntaur UBS	6	198	33:1
Karantaba LBS	4	450	112:1
Jarumeh Koto UB & SSS	6	413	68:1
Kunting UBS	9	310	34:1
Bansang BCS	12	740	61:1
Bakadagi UB & SSS	10	280	28:1
Santanto Bubu LBS	8	338	42:1
Gambisara Basic Cycle	12	1050	87:1
Foday Kunda UB & SSS	2	128	64:1
Njakoi UB & SSS	11	325	29:1
Fatoto LBS	4	350	87:1
Koina BCS	6	578	96:1
Suduwol UB & SSS	10	314	31:1
St Georges UB & SSS	5	1222	244:1
Sabi Lower Basic	6	500	83:1
Kerewan Samba Sira LBS	12	532	44:1
Kudang UBS	4	630	157:1
Jahally BCS	6	694	115:1
Bureng Lower Basic	12	350	29:1
Barrow Kunda Lower Basic	5	574	114:1
Soma Lower Basic	26	1512	58:1
Toniataba Lower Basic	12	452	37:1
Kwinella UB & SSS	16	544	34:1
Dumbuto LBS	4	215	53:1
Jali Lower Basic	6	224	37:1
Nioro Jattaba UB & SSS	12	582	48:1
Kampassa LBS	8	454	56:1
Wassadou BCS	12	479	40:1
Kalagi UB & SSS	12	466	38:1
Fatima SSS	8	506	63:1
Faraba Bantaa BCS	18	1010	56:1
Brikama Lower Basic	10	3700	370:1
Penyem Technical Upper & SSS	12	1270	101:1
Jamisa UB & SSS	24	2816	117:1
Marakissa Methodist LBS	4	525	131:1
Brikamaba UB & SSS	4	1842	460:1
Kairaba SSS	8	1316	164:1
Albion LBS	10	881	88:1
Serre Kunda Proper LBS	6	2410	401:1
Bakoteh UB & SSS	24	3007	125:1
Bakau Newton LBS	12	2587	215:1