



REPUBLIC OF SIERRA LEONE

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

2016 ANNUAL SCHOOL CENSUS

DRAFT STATISTICAL YEAR BOOK

JUNE 2017

Acknowledgement

Ministry of Education, Science and Technology (MEST) carried out 2015 Annual School Census with funds from the Government of Sierra Leone and World Bank, which demonstrated government commitment to providing reliable education statistics for the purpose of informed decision making processes. Technical Assistance was however provided by FHI360 a consulting firm through the Worldbank. We are therefore very grateful to the Government of Sierra Leone and our Education Development Partners (EDPs) for providing the financial resources and Converge-SL through FHI360 and UNICEF for providing technical assistance for the 2016 ASC.

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We thank God, Almighty for everything we are able to accomplish in this report.

Dr. Alhaji Mohamed Kamara

Chief Education Officer

Abbreviations

B.ED	Bachelor of Education
BECE	Basic Education Certificate Examination
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
G/B	Girls to Boys Ratio
GCR	Gross Completion Rate
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GoSL	Government of Sierra Leone
GPI	Gender Parity Index
HTC	Higher Teacher Certificate
JSS	Junior Secondary School
M. Phil	Masters of Philosophy
M.ED	Masters of Education
MEST	Ministry of Education, Science and Technology
NPSE	National Primary School Examination
PCR	Proxy Completion Rate
PhD	Doctor of Philosophy
PIN	Personal Identification Numbers
PPD	Planning and Policy Directorate
PQTR	Pupil-Qualified Teachers Ratio
PTR	Pupil-Teachers Ratio
SSL	Statistics Sierra Leone
SSS	Senior Secondary School
TC	Teacher Certificate
UBE	Universal Basic Education
WAEC	West African Examination Council

WASSCE	West African Senior Secondary Certificate Examinations
WB	World Bank

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Overview

The Education Act 2004 gives the Ministry of Education, Science and Technology (MEST) the authority to manage the provision of education at all levels (pre-primary, secondary, technical vocational and tertiary) and to improve literacy among citizens through adult and non-formal education in Sierra Leone. The Ministry is organized into six directorates, which include Educational Programmes and Services; Higher Education, Science and Technology; Non-formal and Adult Education; Inspectorate Division; Research and Curriculum Development; and Planning and Policy. Operated under MEST are several semi-autonomous government agencies; key among these are Basic Education Commission (BEC), Tertiary Education Commission (TEC), West African Examination Council (WAEC), National Commission for Technical and Vocational Examination (NCTVE) and Teachers Service Commission (TSC) all working towards improving quality of education.

In the absence of a Monitoring and Evaluation Unit, the Planning and Policy Directorate of MEST is responsible for educational data collection, publication and management. The directorate collects basic information on schools, such as enrolment and teacher numbers, at district level in collaboration with the Inspectorate Division which comprises school inspectors and supervisors in the frontline. The Education Management Information System (EMIS) is an investment plan in the Sierra Leone Education Sector Plan (2007-2015), a sector wide approach to planning, with the objective of harmonizing data collection, processing, analysis and dissemination. The Plan provides comprehensive framework for improving education in the country. The Plan identifies eight strategic focus areas which include:

- ✓ achieving universal completion of quality primary education;
- ✓ expanding post-primary schooling;
- ✓ expanding and improving literacy and skills training;
- ✓ meeting demand for teachers as the schooling system expands;
- ✓ focusing on the higher education system to develop the human resources needed;
- ✓ increasing access to pre-primary school;
- ✓ monitoring learning quality as well as improving accountability in the education system; and
- ✓ improving financing and fiscal sustainability of sector proposals.

The Annual School Census

Good education data is critical to the delivery of education services. Planning, monitoring, evaluation, effective management and decision making all call for timely, accurate and reliable data on the education sector. In addition, data plays a useful role in formulating and reviewing policy. The MEST therefore places great significance on collection, collation and production of quality data in recent years. The primary source of data for the MEST is the Inspectorate Division; but the process of collecting data by the Division is unsystematic and coverage of data collected is not comprehensive in that it does not cover private schools, community schools, non-formal education and technical vocational education and training (TVET) institutions. Essentially, EMIS was established to improve data collection and to contribute to effective management of the education system. On major component of the EMIS is to conduct a high quality school census annually to capture the required education data for planning and policy-relevant analysis.

Education Statistics and Indicators

The school census results illustrate basic statistics and indicators of education sector performance. The data collected provide key measurements which are useful in monitoring the achievement of the Millennium Development Goals (MGDs) on education and Education for All (EFA) goal of Universal Basic Education (UBE). The following education statistics and indicators are computed:

- Number of schools
- Number of classrooms
- School facilities and amenities
- Number of teachers
- Enrolment
- Gross Enrolment Rate
- Repetition Rate
- Completion Rate
- Retention Rate
- Girls/Boys Ratio (Gender Parity Index)
- Pupil-Classroom Ratio
- Pupil-Teacher Ratio

In essence, data presents indicator measurements on school access, participation, efficiency, facility and human resource input.

Scope and Coverage of the 2015 School Census

Every child deserves an education, but this can only occur when nations make resources available equitably, fairly and promptly. The goal of the Annual School Census Questionnaire is to collect education data every year at the school level. The data collected through the annual school census questionnaire provides a snapshot of the Sierra Leonean education system and assists planners at all levels to target interventions.

Conducting the census is an involved process and requires full participation and involvement at all levels of the Sierra Leonean education system. The primary source of data for the Ministry of Education, Science and Technology (MEST) is the Planning and Policy Directorate (PPD) and the establishment of the Education Management Information System (EMIS) has significantly improved data collection and contributed to effective management of the education system.

One major component of the EMIS is to conduct quality school census annually to capture the required education data for planning and policy-relevant analysis. The 2016 Annual School Census is part of the series of school census conducted by the MEST with support through the Multi-Donor Trust Fund (MDTF). The school census provides education data for the year under review and the report offers information on preschool, primary, junior secondary and senior secondary schools in Sierra Leone.

The process of collecting data by the PPD is systematic and coverage of data collected by the annual school census is comprehensive and it covered government schools, private schools, mission/religious schools, community schools and other schools not found within the other categories. The collection of data was done in all districts across the country as it is a census.

Data collection for the 2016 ASC was done in July-August 2016 in all 14 administrative districts of the country simultaneously. October-November 2016 was the period data entry was done and December 2016 to January 2017 was dedicated to data cleaning. February to May 2017 was the period for data analysis and report writing.

Target

Each Head Teacher was responsible for the correct and accurate completion of his or her school's Annual School Census (ASC) Questionnaire. All schools, regardless of type, completed the Questionnaire. An enumerator (school supervisors and inspectors) visited the schools and gave brief instructions on how to complete the Questionnaire, and leave the Questionnaire Guide and the Questionnaire for school administrator to complete.

Data Collection Tools

The 2016 school census data was collected from public and private schools; and from all levels of schools. An abridged version of the main school census questionnaire was designed and used to collect data from the various school levels. At each level, the data collected included information on:

- a. **School Identification** (EMIS number, school name, location of school and school contact)
- b. **School Particulars** (ownership, shift, type, and approval status)
- c. **Classroom Information** (permanent and makeshift/temporal classrooms, and streams)
- d. **Students** (new entrants with ECE, pupil enrolment, and repeaters)

- e. **Teachers** (qualification and subject specialty)

Data Collection Procedures

Staffs of the district education offices served as enumerators collecting the schools census data and were trained at regional level by staff from MEST headquarters in the PDD. School Inspectors and Supervisors from Bombali, Kambia, Kionadugu, Port Loko and Tonkolili were trained in Makeni City. Those from Bo, Bonthe, Moyamba and Pujehun were trained in Bo City. Kenema, Kailahun and Kono enumerators were trained in Kenema City. And those enumerators in the Western Area were trained in Freetown.

All schools, regardless of type, completed the Questionnaire. An enumerator (school supervisors and inspectors) visited the schools and gave brief instructions to the school administrators on how to complete the Questionnaire, and leave the Questionnaire Guide and the Questionnaire for them to complete. The enumerator returned at an agreed upon date to collect the completed questionnaire, verified it, and return it to the District Deputy Director - Education. The Questionnaire was verified by the District Deputy Director and submitted to the PPD. Deliberate reporting of inaccurate or incomplete information led to disciplinary action against the individual.

Data Management and Analysis

The 2016 school census data collected was processed using the Ed Assist software designed by FHi360 on Microsoft Access platform. FHi360 is an international consultancy firm based in Washington contracted by the Worldbank. FHi360 was represented here in Freetown by Converge SL. The software designed was in three segments – Integrated Data Entry Assistance (IDEA), Questionnaire Tracking System (QTS) and the Error Check. The IDEA was used for data entry and data editing, the QTS was used for data verification and validation and the error check was used for data cleaning. Ten personnel were recruited from the public for data entry and training of these personnel was done by Converge SL a local ICT consultancy group and staff of PPD. The consultancy group supported the data entry process throughout.

Microsoft Excel and SPSS software were used to analyse the school census data. Data was analysed at national, regional and local council levels; where possible data was also disaggregated by sex, school level and ownership. The United Nation 2016 projected population figures derived from 2004 National Population and Housing Census conducted by Statistics Sierra Leone were utilized for calculating enrolment and other rates. Subsequently, a couple of trend analyses were carried out in comparison of data with results of preceding school censuses and earlier.

Definition of Education Indicators

Apparent/Gross Intake Rate (AIR/GIR)

A total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population of the official age in a specific educational level.

Gender Parity Index (GPI)

Usually computed as the ratio of the Gross Enrolment Rate (GER) of females to males at an education level. There is however trend to also compute it using Net Enrolment Rate (NER) in order to have a clear picture of the relative enrolments of the sexes of the official age in a specific educational level.

Girls to Boys Ratio (G/B)

The G/B Ratio is the number of girls enrolled in a particular grade or school or level of education, etc. divided by the number of boys. It is a quick method of estimating gender parity when the number of girls and boys in the general population of interest are similar but misleading when they differ widely.

Gross Completion Rate (GCR)/Proxy Completion Rate (PCR)

The number of pupils, regardless of age, completing the final year of each level of education divided by the population of the official completion age for the level.

Gross Enrolment Rate (GER)

The ratio of all pupils, regardless of age, enrolled in an educational level to the number of individuals of the official age for that level in the population as a whole multiplied by 100.

The Official age groups for each schooling level are:

Level	Age (Years)
Preschool	3-5 years
Primary	6-11 years
Junior Secondary	12-14 years
Senior Secondary	15-17 years

Repetition Rate

Repetition rates are the number of pupils who are enrolled in the same grade or level at the previous year expressed, as a percentage of the total enrolment in the given grade or level of education.

Retention Rate

This is a proxy measure obtained by dividing the completion rate for a level by its access rate. As such, it is an approximation.

Transition Rate

The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of a lower level of education in the previous year.

Part One – The Schools

1.1 National and Regional

1.1.1 Distribution of Schools by Various Categories

- ✓ 8,907 schools participated in the Annual School Census in 2016. The majority of the schools (71%) provided primary education, while significantly fewer schools provided the other level of school education.
- ✓ The Northern Province had the largest number of schools among all other regions.
- ✓ A significant majority of the schools nationwide were co-education as opposed to Boys-Only and Girls-Only schools.
- ✓ Over half of the schools nationwide were owned by Mission/Religious bodies.
- ✓ A little over a tenth of the schools nationwide (13%) were Private schools.
- ✓ Majority of the Private schools were found in the Preschool level of schooling followed by the SSS level.

Table 1.1.1.1 Number of School by Region and Level

Region	Preschool	Primary	JSS	SSS	All	% of All
East	208	1,435	204	57	1,904	21%
North	224	2,402	433	84	3,143	35%
South	157	1,583	211	59	2,010	23%
West	511	901	297	141	1,850	21%
National	1,100	6,321	1,145	341	8,907	
% of All School	12%	71%	13%	4%		

Table 1.1.1.2 Distribution of Schools by Type and Region

Region	Boys Only	Girls Only	Mixed	All
East	18	22	1,864	1,904
North	27	32	3,084	3,143
South	23	27	1,960	2,010
West	24	37	1,789	1,850
National	92	118	8,697	8,907
% of All Schools	1.0%	1.3%	97.6%	

Table 1.1.1.3 Distribution of Schools by Type and Level

School Level	Boys Only	Girls Only	Mixed	All
Preschool	6	5	1,089	1,100
Primary	45	54	6,222	6,321
JSS	26	39	1,080	1,145
SSS	15	20	306	341
All Schools	92	118	8,697	8,907

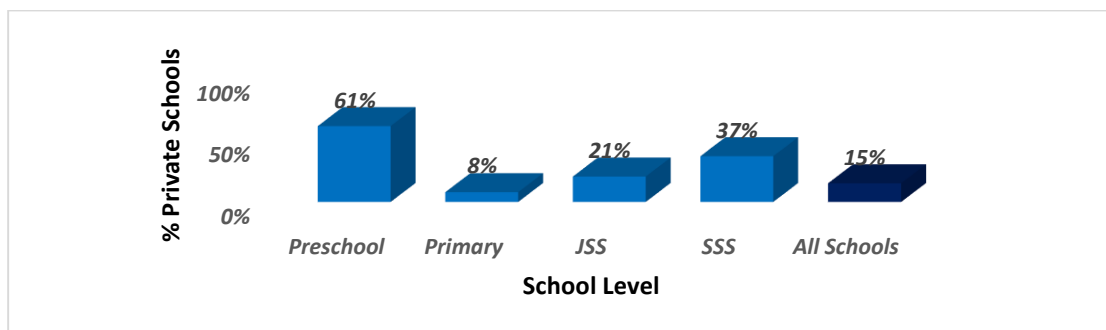
Table 1.1.1.4 Distribution of Schools by Ownership, Level and Region

Region/Level	Government	Mission	Community	Other	Private	All
East	229	993	556	12	114	1,904
Preschool	12	69	88	3	36	208
Primary	196	804	383	8	44	1,435
JSS	19	87	70	1	27	204
SSS	2	33	15		7	57
North	545	1,670	784	12	132	3,143
Preschool	34	92	55		43	224
Primary	465	1,309	569	10	49	2,402
JSS	37	221	142	2	31	433
SSS	9	48	18		9	84
South	303	1,307	244	10	146	2,010
Preschool	15	75	25	1	41	157
Primary	260	1,074	167	9	73	1,583
JSS	21	124	44		22	211
SSS	7	34	8		10	59
West	175	583	298	18	776	1,850
Preschool	12	115	81	5	298	511
Primary	116	327	156	5	297	901
JSS	35	97	45	5	115	297
SSS	12	44	16	3	66	141
National	1,252	4,553	1,882	52	1,168	8,907
% of All Schools	14.1%	51.1%	21.1%	0.6%	13.1%	

Table 1.1.1.5 Numbers of Public and Private Schools by School Level

Level	Public	Private	All
Preschool	682	418	1,100
Primary	5,858	463	6,321
JSS	950	195	1,145
SSS	249	92	341
All Schools	7,739	1,168	8,907

Figure 1.1.1.1 Percentage of Private Schools by School Level



1.1.2 Approval Status of Schools

- ✓ Over half of the schools nationwide were not approved by MEST.
- ✓ At regional level, Western Area had the highest share of Approved schools.
- ✓ The greater share of Approved schools were found in the SSS level of schooling.
- ✓ Mission/Religious proprietors had the largest number Unapproved Schools followed by Community proprietors.

Table 1.1.2.1 Approval Status of Schools by Region

Region	Approved	Not Approved	Unknown	All
East	667	1,063	174	1,904
North	1,115	1,874	154	3,143
South	902	1,047	61	2,010
West	931	793	126	1,850
National	3,615	4,777	515	8,907

Figure 1.1.2.1 Percentage of Approved Schools by Region

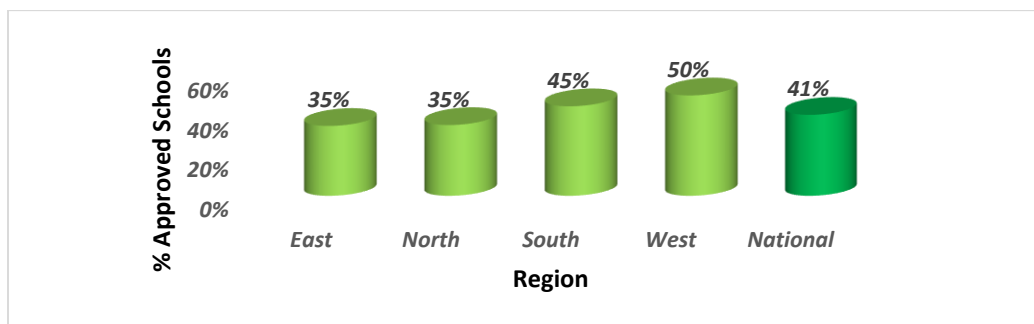


Table 1.1.2.2 Approval Status of Schools by School Level

Level	Approved	Not Approved	Unknown	All
Preschool	291	718	91	1,100
Primary	2,683	3,315	323	6,321
JSS	459	622	64	1,145
SSS	182	122	37	341
All Schools	3,615	4,777	515	8,907

Figure 1.1.2.2 Percentage of Approved Schools by School Level

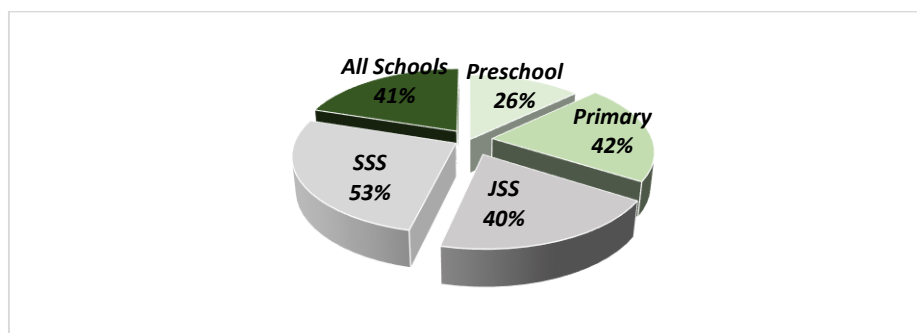


Table 1.1.2.3 Approval status of schools by ownership

Ownership	Approved	Not Approved	Unknown	All
Government	710	482	60	1,252
Mission	2,061	2,312	180	4,553
Community	416	1,282	184	1,882
Other	24	25	3	52
Private	404	676	88	1,168
All Schools	3,615	4,777	515	8,907

1.1.3 Schools Daily Operation

✓ Majority of the schools nationwide were Single Shift schools in their daily operation.

Table 1.1.3.1 Daily Operation of Schools by Region

Region	Single	Double - AM	Double - PM	No Response	All
East	1,467	28	397	12	1,904
North	2,003	23	1,086	31	3,143
South	1,258	16	727	9	2,010
West	1,009	185	636	20	1,850
National	5,737	252	2,846	72	8,907

Figure 1.1.3.1 Schools by Shift Type in Percentages

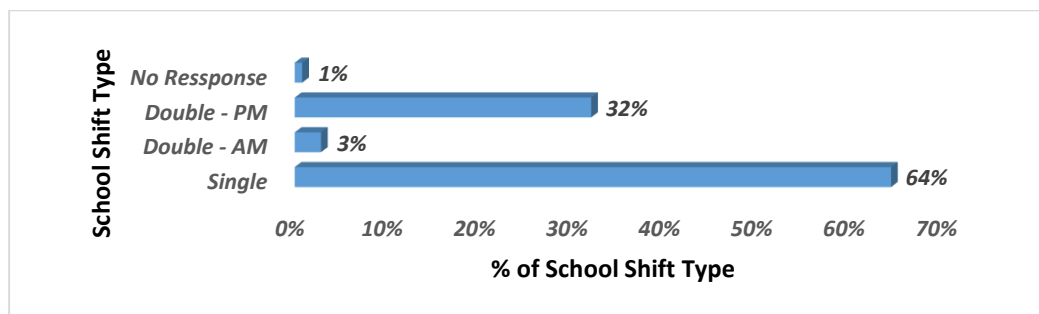


Table 1.1.3.2 Daily Operation of Schools by Level

Level	Single	Double - AM	Double - PM	No Response	All
Preschool	580	15	486	19	1,100
Primary	4,293	154	1,837	37	6,321
JSS	668	54	411	12	1,145
SSS	196	29	112	4	341
All Schools	5,737	252	2,846	72	8,907

1.1.4 Classrooms and Streams

- ✓ Majority of the Classroom structures nationwide were permanent classrooms.
- ✓ SSS and JSS levels were above the national share of schools with permanent classroom structures (92% & 91% respectively).
- ✓ On average, there were 6 classes/streams per school nationwide. The SSS & JSS levels were above the national average.

Table 1.1.4.1 Number and Status of Classroom by Region and School Level

Region	Preschool		Primary		JSS		SSS		All	
	Perm.	M/shift	Perm.	M/shift	Perm.	M/shift	Perm.	M/shift	Perm.	M/shift
East	328	132	4,889	1,338	1,016	136	506	29	6,739	1,635
North	317	77	8,538	1,494	1,966	182	763	68	11,584	1,821
South	299	46	5,148	995	1,127	71	536	17	7,110	1,129
West	990	337	4,499	1,030	1,796	209	1,272	156	8,557	1,732
National	1,934	592	23,074	4,857	5,905	598	3,077	270	33,990	6,317

Figure 1.1.4.1 Percentage of Permanent Classrooms by School Level

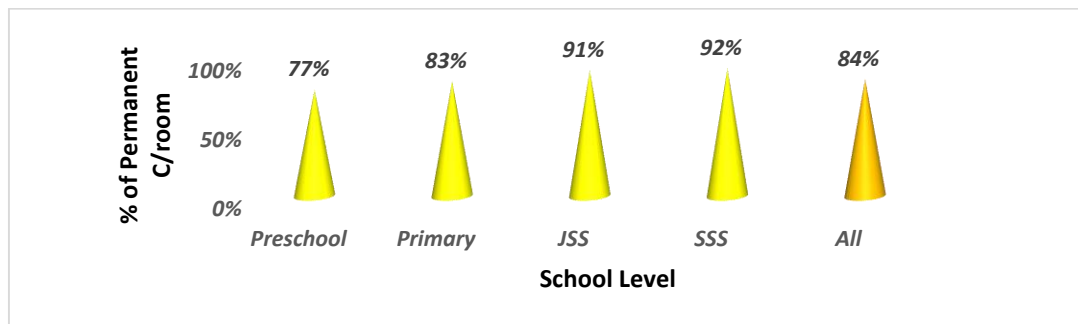
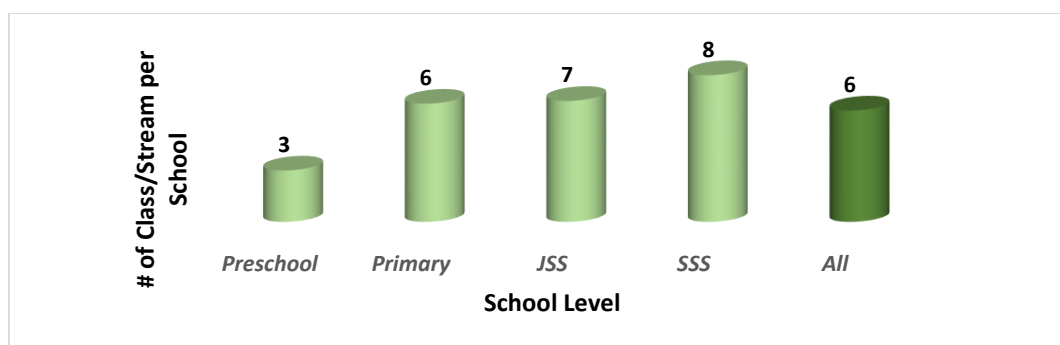


Table 1.1.4.2 Number of Classes/Streams by Region and School Level

Region	Preschool	Primary	JSS	SSS	All
East	492	7,662	1,400	441	9,995
North	624	18,345	3,389	614	22,972
South	392	8,186	1,098	377	10,053
West	1,574	6,371	1,633	1,281	10,859
National	3,082	40,564	7,520	2,713	53,879

Figure 1.1.4.2 Number of Classes/Streams per School Level



1.1.5 Changes at National and Regional Level since Preceding Census and Earlier

- ✓ Between 2015 and 2016 there is a steady increase in the number of schools regionally except for the Southern Province.
- ✓ Comparing 2016 to 2015, except for Primary level all other levels had a slight increase in the number of schools.
- ✓ The trend in the number of schools between 2010/11 school year and 2016 school year exhibit a smooth increase in the number of schools for all levels of schooling nationwide.
- ✓ Government and Community proprietorship shows a decrease in the number schools owned between 2015 and 2016.

Figure 1.1.5.1 Number of School by Region, 2016 compared to 2015

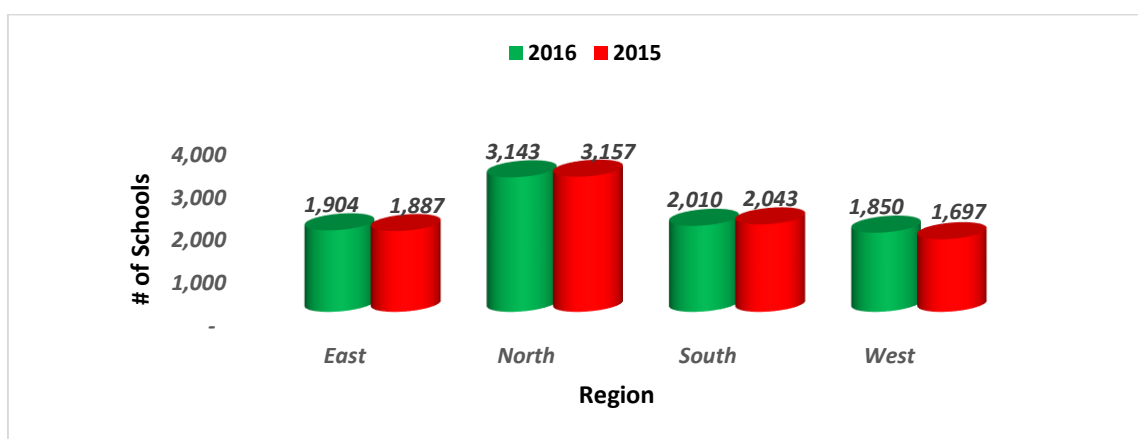


Figure 1.1.5.2 Number of School by Level, 2016 compared to 2015

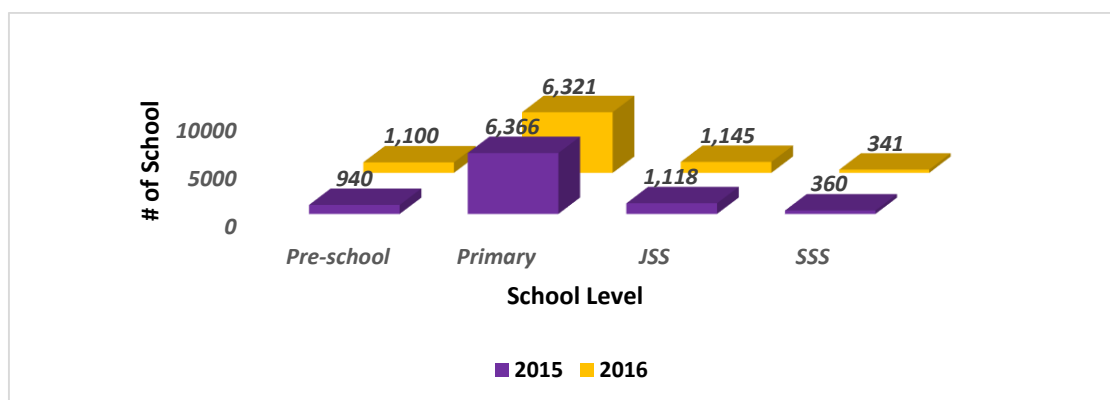


Figure 1.1.5.3 Trend in Number of Schools in 2004/05, 2010/11, 2011/12, 2012/13, 2015 and 2016

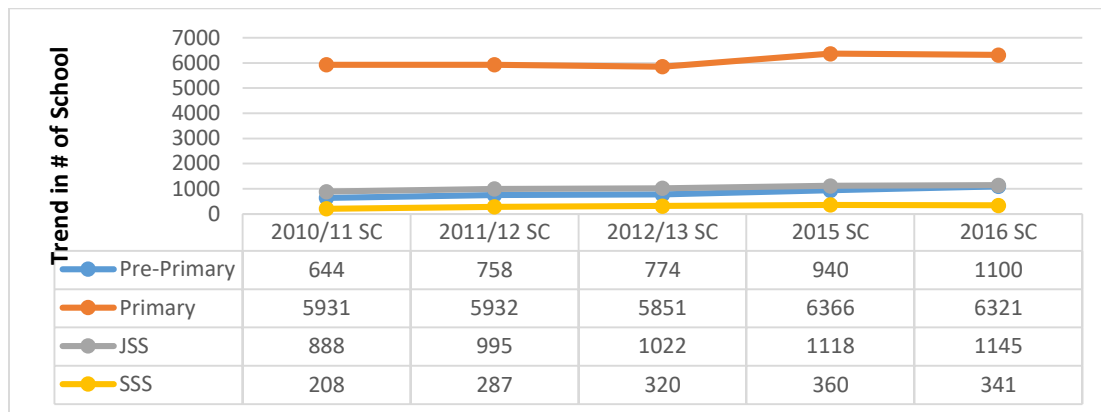
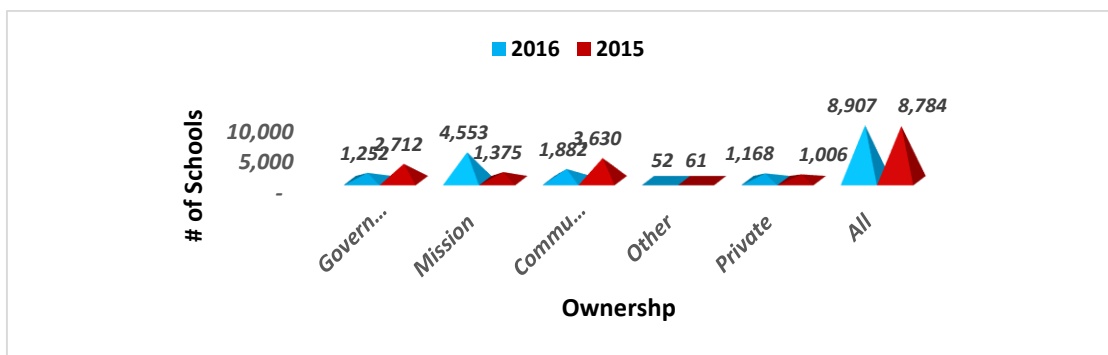


Figure 1.1.5.4 Number of School by Ownership, 2016 compared to 2015



1.2 Local Council Level

1.2.1 Distribution of Schools by Various Categories

- ✓ Across all Local Councils, Freetown City Council had the highest number of schools for all levels. She was the only local council that had over one hundred schools for each of the level of schooling.
- ✓ Bonthe Municipal Council had the least number of schools for level of schooling (21).
- ✓ The number of Primary schools which should provide access to secondary schools across the local councils is too enormous.
- ✓ On average nationwide, 100 Primary schools can 17 Preschools, 18 JSS and 5 SSS.
- ✓ The biggest proportion of secondary to primary school ratio can be seen in Bonthe Municipal and Makeni City Councils.
- ✓ The highest number of Government owned schools can be found in Port Loko District Council and followed by Tonkolili District Council.
- ✓ The largest share of Government owned schools as opposed to other proprietors were found in Kambia and Koinadugu District Councils.
- ✓ The largest share of Private Schools were found in Freetown City Council.

Table 1.2.1.1 Number of schools by Local Council and Level

Council	Preschool	Primary	JSS	SSS	All
Kailahun District	40	370	39	13	462
Kenema City	42	154	43	14	253
Kenema District	25	457	39	6	527
Koidu-New Sembehun City	33	79	33	13	158
Kono District	68	375	50	11	504
Makeni City	36	60	32	15	143
Bombali District	31	498	93	14	636
Kambia District	18	327	65	9	419
Koinadugu District	29	437	48	12	526
Port Loko District	59	552	123	19	753
Tonkolili District	51	528	72	15	666
Bo City	69	125	41	18	253
Bo District	33	472	64	18	587
Bonthe Municipal	4	9	5	3	21
Bonthe District	24	218	23	6	271
Moyamba District	19	485	58	9	571
Pujehun District	8	274	20	5	307
Freetown City	361	602	198	118	1,279
Western Area Rural District	150	299	99	23	571
National	1,100	6,321	1,145	341	8,907

Figure 1.2.1.1 Percentage of Schools per Local Council

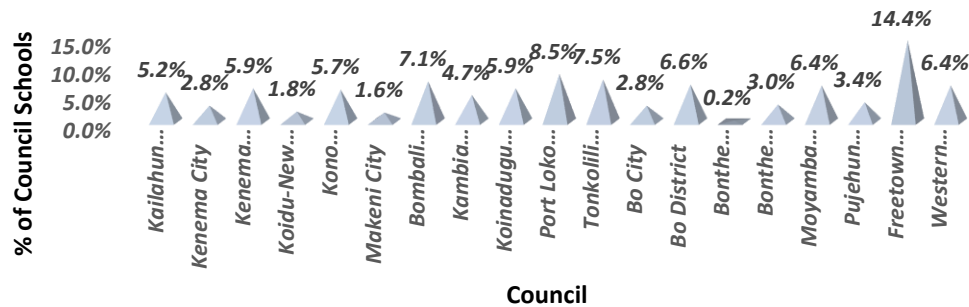


Table 1.2.1.2 Number of Pre-Primary, JS and SS Schools for every 100 Primary by Local Council

Council	Preschool	Primary	JSS	SSS
Kailahun District	11	100	11	4
Kenema City	27	100	28	9
Kenema District	5	100	9	1
Koidu-New Sembehun City	42	100	42	16
Kono District	18	100	13	3
Makeni City	60	100	53	25
Bombali District	6	100	19	3
Kambia District	6	100	20	3
Koinadugu District	7	100	11	3
Port Loko District	11	100	22	3
Tonkolili District	10	100	14	3
Bo City	55	100	33	14
Bo District	7	100	14	4
Bonthe Municipal	44	100	56	33
Bonthe District	11	100	11	3
Moyamba District	4	100	12	2
Pujehun District	3	100	7	2
Freetown City	60	100	33	20
Western Area Rural District	50	100	33	8
National	17	100	18	5

Figure 1.2.1.2 Percentage of Govt. Owned Schools by Local Council

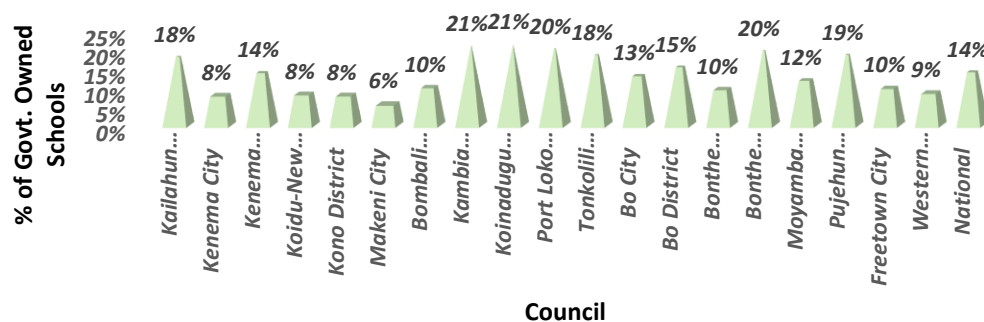
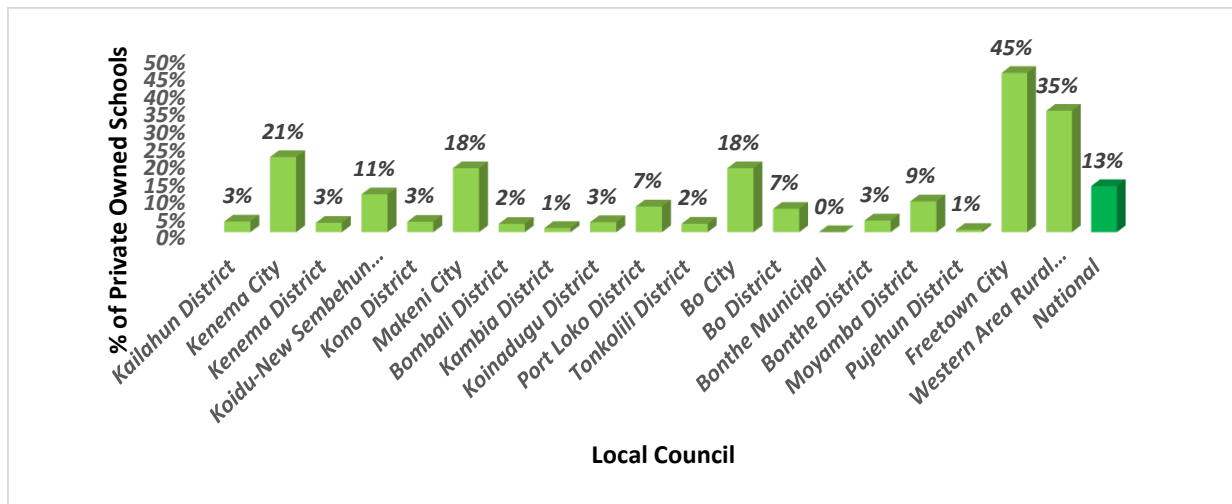


Table 1.2.1.3 Number of Schools by Local Council and Ownership/Proprietorship

Council	Government	Mission	Community	Other	Private	All
Kailahun District	83	295	68	2	14	462
Kenema City	20	83	93	3	54	253
Kenema District	73	313	122	5	14	527
Koidu-New Sembehun City	13	64	62	2	17	158
Kono District	40	238	211	0	15	504
Makeni City	8	57	51	1	26	143
Bombali District	64	342	209	6	15	636
Kambia District	87	247	78	2	5	419
Koinadugu District	112	221	176	2	15	526
Port Loko District	151	432	114	1	55	753
Tonkolili District	123	371	156	0	16	666
Bo City	33	150	24	0	46	253
Bo District	90	398	60	0	39	587
Bonthe Municipal	2	17	2	0	0	21
Bonthe District	53	147	62	0	9	271
Moyamba District	68	370	74	9	50	571
Pujehun District	57	225	22	1	2	307
Freetown City	126	383	175	16	579	1,279
Western Area Rural District	49	200	123	2	197	571
National	1,252	4,553	1,882	52	1,168	8,907

Figure 1.2.1.3 Percentage of Private Owned Schools by Local Council



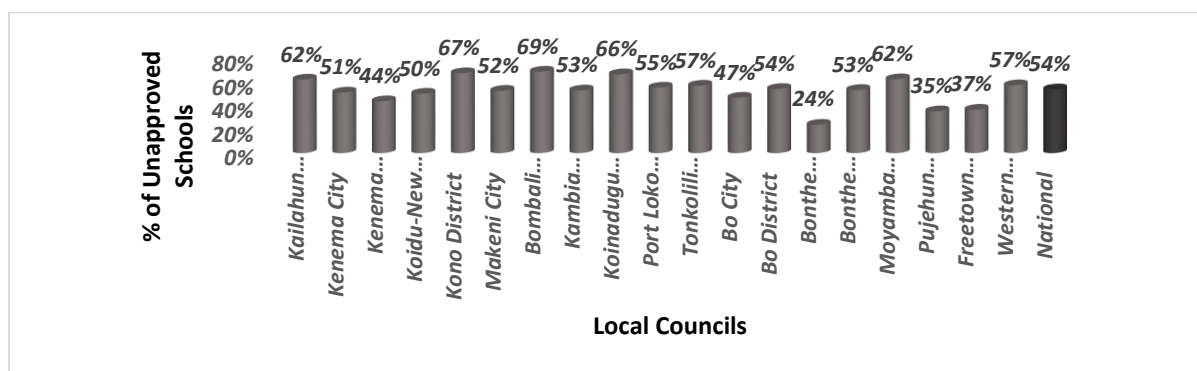
1.2.2 Approval Status of Schools

- ✓ The largest share of Unapproved Schools was found in Bombali, Kono and Koinadugu District Councils with up to two-third of the schools in these councils unapproved.
- ✓ Freetown City Council recorded the highest number of Approved Schools, followed by Port Loko District Council.

Table 1.2.2.1 School Approval Status by Local Council

Council	Approved	Not Approved	Unknown	All
Kailahun District	165	286	11	462
Kenema City	97	129	27	253
Kenema District	217	230	80	527
Koidu-New Sembehun City	51	79	28	158
Kono District	137	339	28	504
Makeni City	63	75	5	143
Bombali District	192	436	8	636
Kambia District	167	221	31	419
Koinadugu District	121	349	56	526
Port Loko District	308	415	30	753
Tonkolili District	264	378	24	666
Bo City	122	118	13	253
Bo District	250	317	20	587
Bonthe Municipal	16	5		21
Bonthe District	122	144	5	271
Moyamba District	208	355	8	571
Pujehun District	184	108	15	307
Freetown City	753	467	59	1,279
Western Area Rural District	178	326	67	571
National	3,615	4,777	515	8,907

Figure 1.2.2.1 Percentage of Unapproved Schools by Local Council



1.2.3 Classrooms and Streams

- ✓ Port Loko District Council had more classes/streams than any other council.
- ✓ Bo City Council had the largest share of Permanent Classroom Structures, followed by Makeni City Council.
- ✓ Kono District Council Recorded the least share of Permanent Classroom Structures.

Table 1.2.3.1 Number and Status of Classroom by Local Council and School Level

Council	Preschool		Primary		JSS		SSS		All	
	Perm.	M/shift	Perm.	M/shift	Perm.	M/shift	Perm.	M/shift	Perm.	M/shift
Kailahun District	66	13	1,356	247	199	12	95	11	1,716	283
Kenema City	71	21	560	205	244	39	169	15	1,044	280
Kenema District	30	18	1,369	365	152	32	34	-	1,585	415
Koidu-New Sembehun City	54	30	482	90	206	27	144	-	886	147
Kono District	107	50	1,122	431	215	26	64	3	1,508	510
Makeni City	87	7	443	51	255		206		991	58
Bombali District	65	9	1,980	400	354	56	85	5	2,484	470
Kambia District	22	2	1,093	156	250	24	65	3	1,430	185
Koinadugu District	38	21	1,255	293	186	16	70	6	1,549	336
Port Loko District	52	17	1,905	281	505	75	188	18	2,650	391
Tonkolili District	53	21	1,862	313	416	11	149	36	2,480	381
Bo City	141	10	672	51	293	1	230	3	1,336	65
Bo District	66	11	1,725	239	308	13	111	7	2,210	270
Bonthe Municipal	-	9	50	8	16	3	23	1	89	21
Bonthe District	39	7	692	184	133	2	66	-	930	193
Moyamba District	45	8	1,394	371	269	42	84	3	1,792	424
Pujehun District	8	1	615	142	108	10	22	3	753	156
Freetown City	738	245	3,132	753	1,394	144	1,149	131	6,413	1,273
Western Area Rural District	252	92	1,367	277	402	65	123	25	2,144	459
National	1,934	592	23,074	4,857	5,905	598	3,077	270	33,990	6,317

Figure 1.2.3.1 Percentage of Permanent Classrooms by Local Council

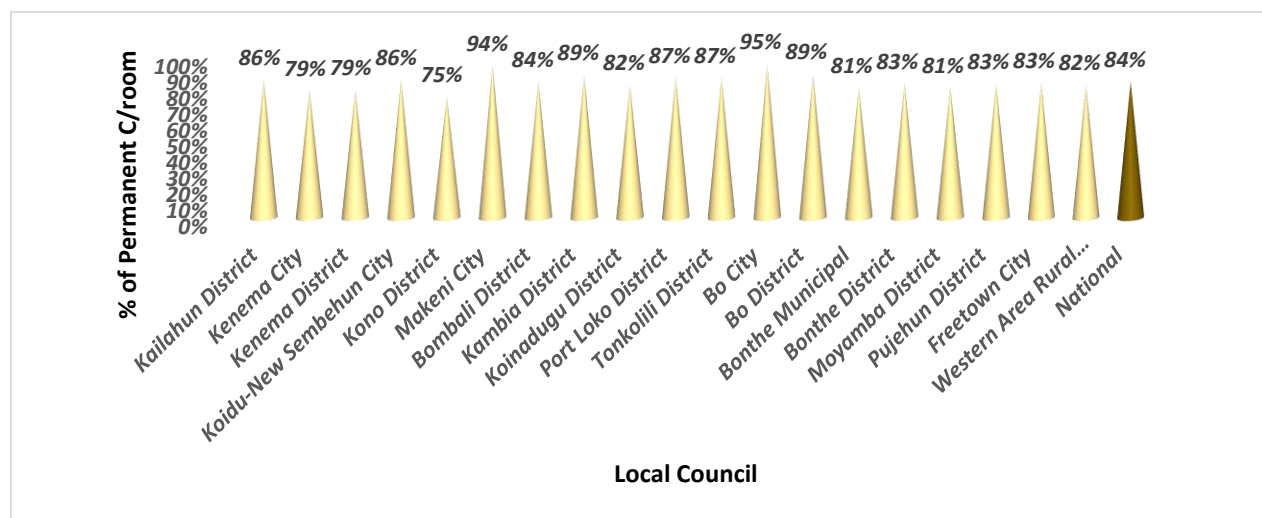


Table 1.2.3.2 Number of Classes/Streams by Local Council and School Level

Council	Preschool	Primary	JSS	SSS	All
Kailahun District	96	2,224	734	87	3,141
Kenema City	105	922	219	186	1,432
Kenema District	68	2,674	157	25	2,924
Koidu-New Sembehun City	62	540	133	97	832
Kono District	161	1,302	157	46	1,666
Makeni City	108	518	238	173	1,037
Bombali District	88	2,841	398	81	3,408
Kambia District	48	1,685	630	85	2,448
Koinadugu District	80	2,201	132	54	2,467
Port Loko District	178	8,411	1,602	82	10,273
Tonkolili District	122	2,689	389	139	3,339
Bo City	158	700	249	151	1,258
Bo District	89	2,540	337	71	3,037
Bonthe Municipal	12	54	19	23	108
Bonthe District	72	1,284	97	64	1,517
Moyamba District	37	2,012	328	47	2,424
Pujehun District	24	1,596	68	21	1,709
Freetown City	1,140	4,337	1,124	1,146	7,747
Western Area Rural District	434	2,034	509	135	3,112
National	3,082	40,564	7,520	2,713	53,879

1.2.4 Changes at Local Council Level since Preceding Census

- ✓ Freetown City Council recorded the biggest increase in the number of schools between 2015 and 2016.
- ✓ The biggest decrease in the number of schools between 2015 and 2016 was in Western Area Rural District Council

Table 1.2.4.1 Change in the Number of Schools by Local Council and School Level; 2016 compared to 2015

Council	Preschool	Primary	JSS	SSS	All
Kailahun District	8	-6	-2	1	1
Kenema City	-1	-3	-6	-1	-11
Kenema District	4	-1	1	2	6
Koidu-New Sembehun City	-3	-6	1	-1	-9
Kono District	24	0	7	-1	30
Makeni City	-4	-6	0	0	-10
Bombali District	6	-1	3	2	10
Kambia District	-4	-15	2	0	-17
Koinadugu District	6	28	6	1	41
Port Loko District	7	-21	-10	-6	-30
Tonkolili District	7	-14	-2	1	-8
Bo City	8	-13	0	-1	-6
Bo District	0	-10	0	-3	-13
Bonthe Municipal	0	0	0	0	0
Bonthe District	-1	5	2	0	6
Moyamba District	1	-12	2	-2	-11
Pujehun District	0	-8	-1	0	-9
Freetown City	99	60	46	16	221
Western Area Rural District	3	-22	-22	-27	-68
National	160	-45	27	-19	123

Part Two – The Students

2.1 National and Regional

2.1.1 Student Enrolment

- ✓ The share of Boys to Girls in schools nationwide was almost at par.
- ✓ At regional level, Western Area had a Girls to Boys Ratio that is above one, while the Northern Province had a ratio less than one.
- ✓ Majority of the students in the country were found the Northern Province.
- ✓ Parity between boys and girls was recorded for Primary and JSS level of schooling. More girls were found in Preschool than boys and more boys were found in SSS than girls.
- ✓ The Primary level of schooling recorded majority of the student enrolled for all level of schooling.

Figure 2.1.1.1 Percentage Distribution of Total Student Enrolment by Sex

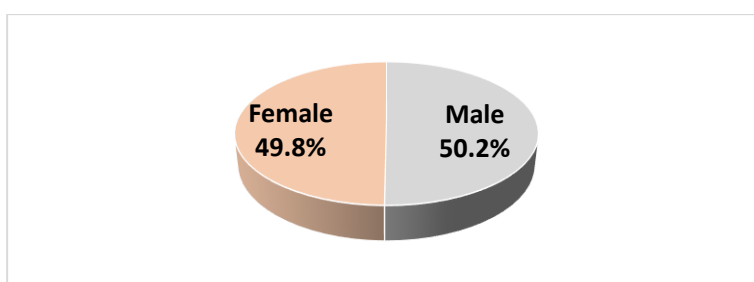


Figure 2.1.1.2 Girls to Boys Ratio by Region

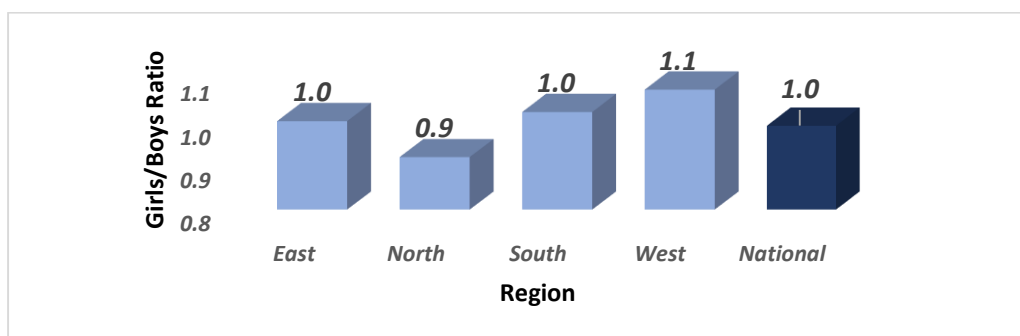


Figure 2.1.1.3 Percentage Distribution of Student Enrolment by Region

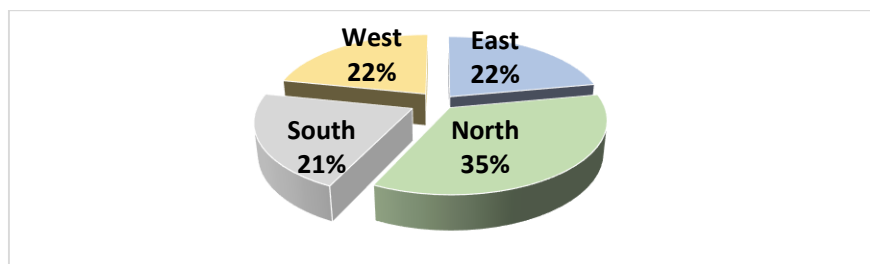
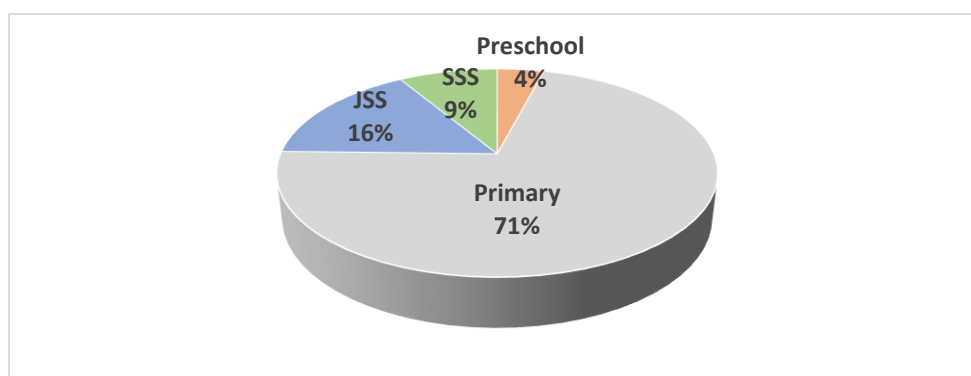


Table 2.1.1.1: Total Student Enrolment by Region, School Level and Sex

Region	Preschool		Primary		JSS		SSS		All	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
East	8,164	9,244	160,125	163,879	31,545	32,465	18,476	13,550	218,310	219,138
North	7,667	8,451	269,075	254,944	57,204	49,060	26,491	19,572	360,437	332,027
South	5,583	6,523	161,056	168,254	28,965	26,948	11,674	10,666	207,278	212,391
West	16,748	18,543	111,922	123,269	44,250	45,965	35,034	35,961	207,954	223,738
National	38,162	42,761	702,178	710,346	161,964	154,438	91,675	79,749	993,979	987,294
	80,923		1,412,524		316,402		171,424		1,981,273	
G/B Ratio	1.1		1.0		1.0		0.9		1.0	

Figure 2.1.1.4 Percentage distribution of Total Student Enrolment by School Level



2.1.2 Grade Enrolment

- ✓ Number of students in schools decreased across the country as the grade advanced.
- ✓ Also, as the school level and grade/class advanced the girl to boys ratio decrease.
- ✓ Western Area accounts for more Preschools and SSS level than any other region, while the North presented more primary and JSS level students than any other regions.

Table 2.1.2.1: Total Pre-Primary school Grade Enrolment by Sex

Region	Nursery I		Nursery II		Nursery III		All	
	Male	Female	Male	Female	Male	Female	Male	Female
East	3,329	3,781	2,898	3,270	1,937	2,193	8,164	9,244
North	3,320	3,530	2,519	2,864	1,828	2,057	7,667	8,451
South	2,148	2,452	1,861	2,199	1,574	1,872	5,583	6,523
West	5,971	6,711	5,412	6,136	5,365	5,696	16,748	18,543
National	14,768	16,474	12,690	14,469	10,704	11,818	38,162	42,761
	31,242		27,159		22,522		80,923	
G/B Ratio	1.1		1.1		1.1		1.1	

Table 2.1.2.2: Total Primary Grade Enrolment by Region and Sex

Region	Class I		Class II		Class III		Class IV		Class V		Class VI		All	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
East	41,679	43,683	31,606	32,946	28,259	29,322	24,517	24,486	19,954	20,136	14,110	13,306	160,125	163,879
North	72,606	70,302	54,569	52,699	46,890	45,069	39,288	37,133	32,628	29,621	23,094	20,120	269,075	254,944
South	47,950	50,001	32,010	33,824	27,384	28,874	23,106	23,976	18,416	19,161	12,190	12,418	161,056	168,254
West	22,674	24,154	19,644	21,414	18,977	21,218	17,449	19,814	17,228	18,863	15,950	17,806	111,922	123,269
National	184,909	188,140	137,829	140,883	121,510	124,483	104,360	105,409	88,226	87,781	65,344	63,650	702,178	710,346
	373,049		278,712		245,993		209,769		176,007		128,994		1,412,524	
G/B Ratio	1.0		1.0		1.0		1.0		1.0		1.0		1.0	
Girls Enroll	50%		51%		51%		50%		50%		49%		50%	

Table 2.1.2.3: Total JSS Grade Enrolment by Region and Sex

Region	JSS I		JSS II		JSS III		All	
	Male	Female	Male	Female	Male	Female	Male	Female
East	11,396	11,896	10,374	10,863	9,775	9,706	31,545	32,465
North	20,882	18,203	19,033	16,431	17,289	14,426	57,204	49,060
South	10,062	10,399	9,629	8,848	9,274	7,701	28,965	26,948
West	13,956	14,850	14,226	14,948	16,068	16,167	44,250	45,965
National	56,296	55,348	53,262	51,090	52,406	48,000	161,964	154,438
	111,644		104,352		100,406		316,402	
G/B Ratio	1.0		1.0		0.9		1.0	
Girls Enroll	50%		49%		48%		49%	

Table 2.1.2.4: Total SSS Grade Enrolment by Region and Sex

Region	SSS I		SSS II		SSS III		SSS IV		All	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
East	5,118	4,137	4,789	3,957	4,152	3,023	4,417	2,433	18,476	13,550
North	8,184	6,222	6,808	6,118	6,761	4,040	4,738	3,192	26,491	19,572
South	3,717	3,567	3,177	2,762	2,808	2,499	1,972	1,838	11,674	10,666
West	8,421	8,748	7,657	8,586	8,725	8,701	10,231	9,926	35,034	35,961
National	25,440	22,674	22,431	21,423	22,446	18,263	21,358	17,389	91,675	79,749
	48,114		43,854		40,709		38,747		171,424	
G/B Ratio	0.9		1.0		0.8		0.8		0.9	
Girls Enroll	47%		49%		45%		45%		47%	

Figure 2.1.2.1 Percentage Distribution of Grade Enrolment among School Levels

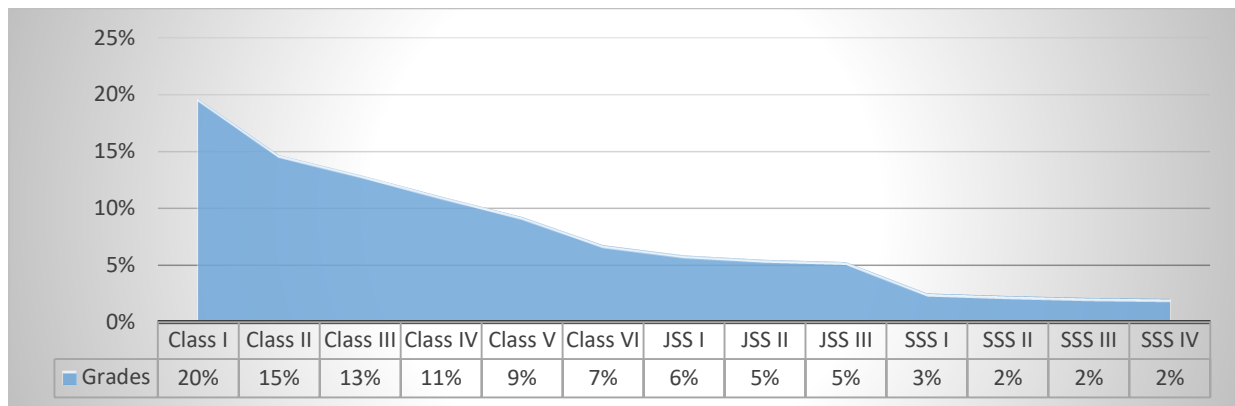
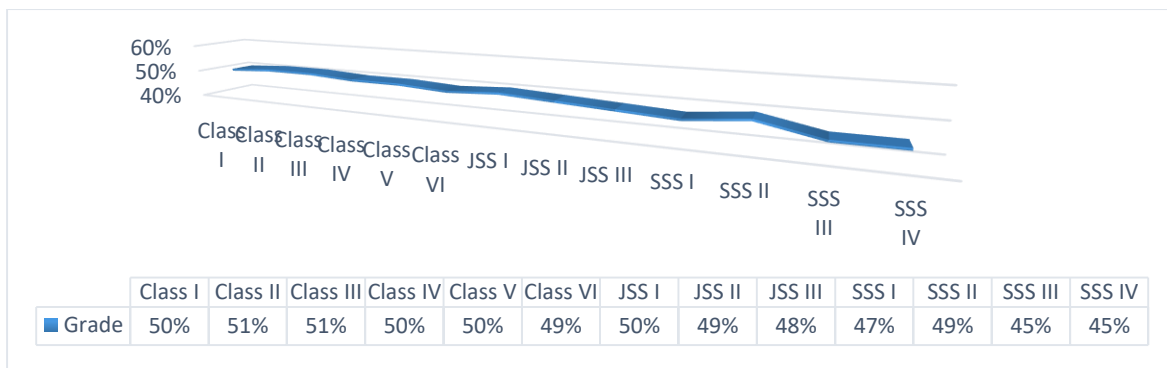


Figure 2.1.2.2 Percentage Distribution of Girls Enrolment per Grade



2.1.3 Enrolment by Proprietor/Ownership/Founder

- ✓ Over half of the students enrolled in schools across the country were owned by Mission/Religious organisations.
- ✓ Private schools enrolled more students in Preschools than any other school proprietorship.
- ✓ Even though Government supports a whole lot of schools yet she owns a little fraction of schools.

Table 2.1.3.1: Enrolment in Different Levels of Schooling by Proprietor

Region	Government		Mission		Community		Other		Private	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
East	28,548	27,276	115,370	117,812	66,280	64,427	572	1,416	7,540	8,207
North	68,474	63,604	201,392	184,101	82,980	75,855	1,038	1,522	6,553	6,945
South	32,142	30,949	145,130	148,967	20,534	21,327	647	745	8,825	10,403
West	35,648	41,388	92,430	95,601	29,441	31,514	1,698	3,230	48,737	52,005
National	164,812	163,217	554,322	546,481	199,235	193,123	3,955	6,913	71,655	77,560
	328,029		1,100,803		392,358		10,868		149,215	

Figure 2.1.3.1 Percentage Distribution of Total School Level Enrolment by Proprietor / Founder

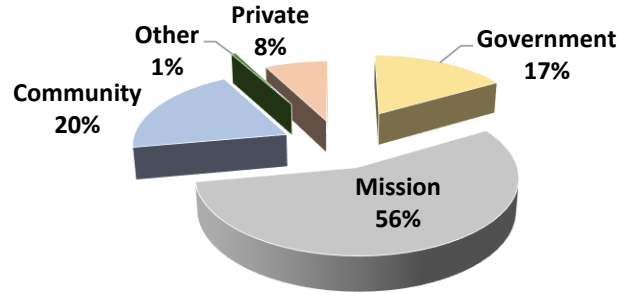


Table 2.1.3.2: Enrolment in Different Levels of Schooling by Proprietor

Proprietor	Preschool	Primary	JSS	SSS	All
Government	5,750	252,635	46,709	22,935	328,029
Mission	26,500	808,858	172,274	93,171	1,100,803
Community	18,555	269,473	72,090	32,240	392,358
Other	846	6,871	2,415	736	10,868
Private	29,272	74,687	22,914	22,342	149,215
National	80,923	1,412,524	316,402	171,424	1,983,770

2.1.4 Age Distribution of Enrolled Students

- ✓ At Preschool level, the Age Distribution of enrolled students was peaked at 4 years old.
- ✓ The Primary school level enrollment was peaked at the age 7 years old hence it fell.
- ✓ For JSS level, the peak age for enrolled students was 14 years old hence the drop.
- ✓ The Age Distribution of students enrolled at the SSS level was highest at age 17 years old.

Figure 2.1.4.1 Age Distribution of Students Enrolled at the Preschool Level

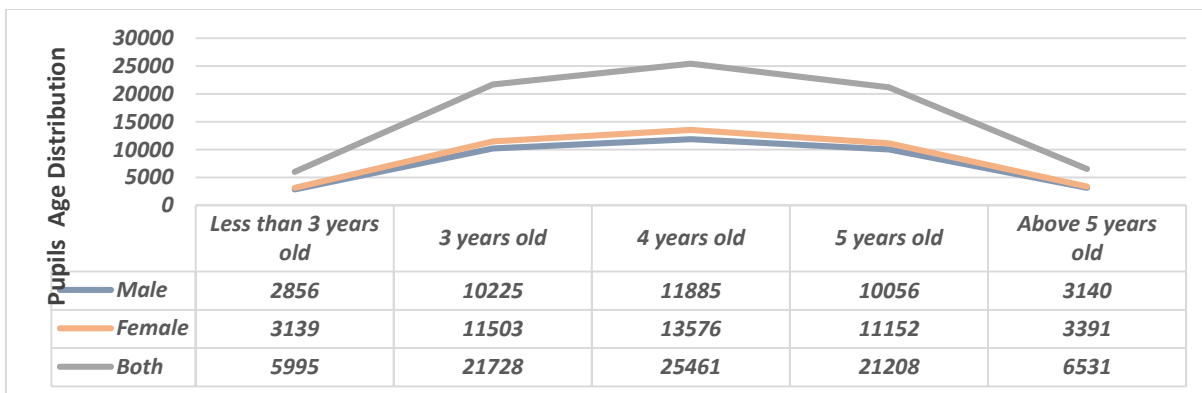


Figure 2.1.4.2 Age Distribution of Students Enrolled at the Primary Level

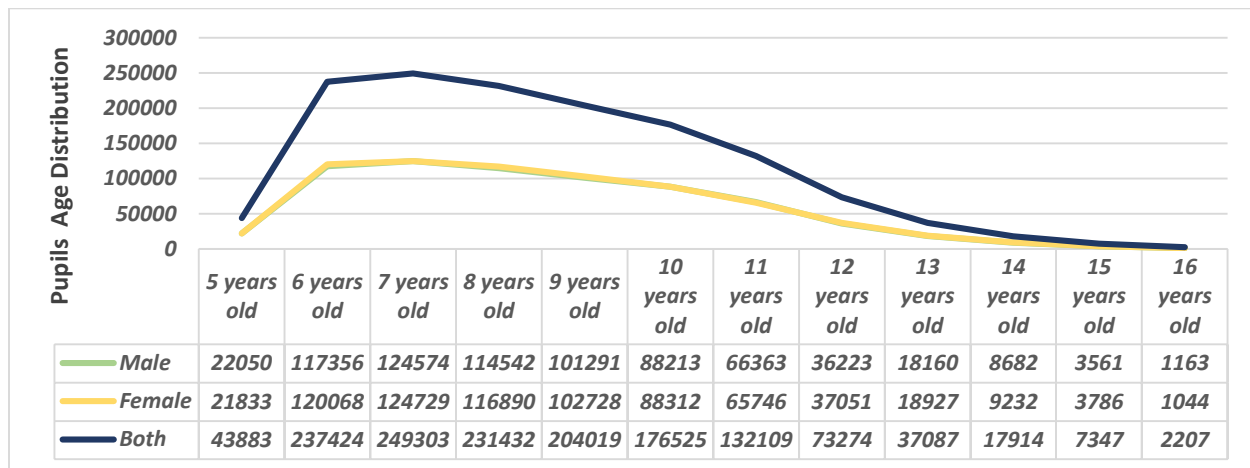


Figure 2.1.4.3 Age Distribution of Students Enrolled at the JSS Level

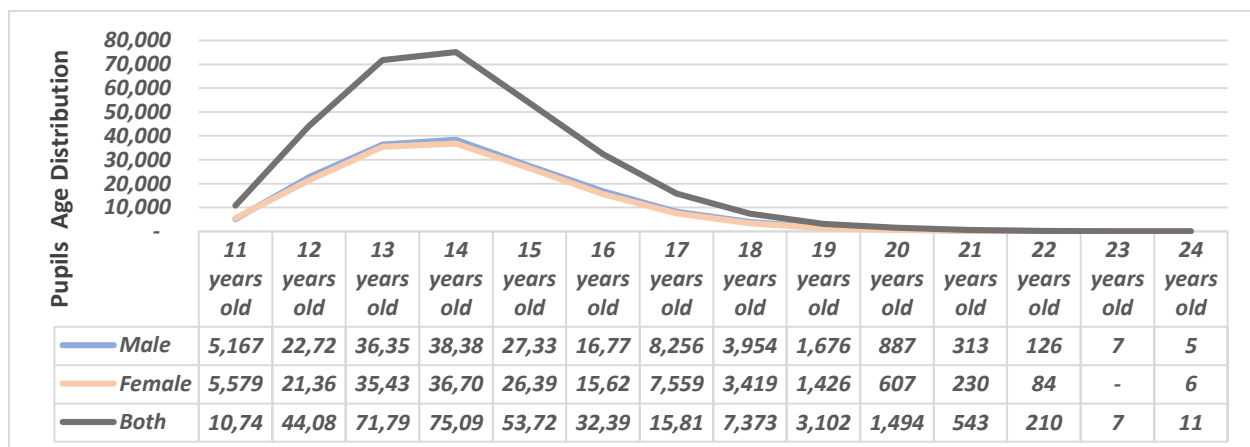
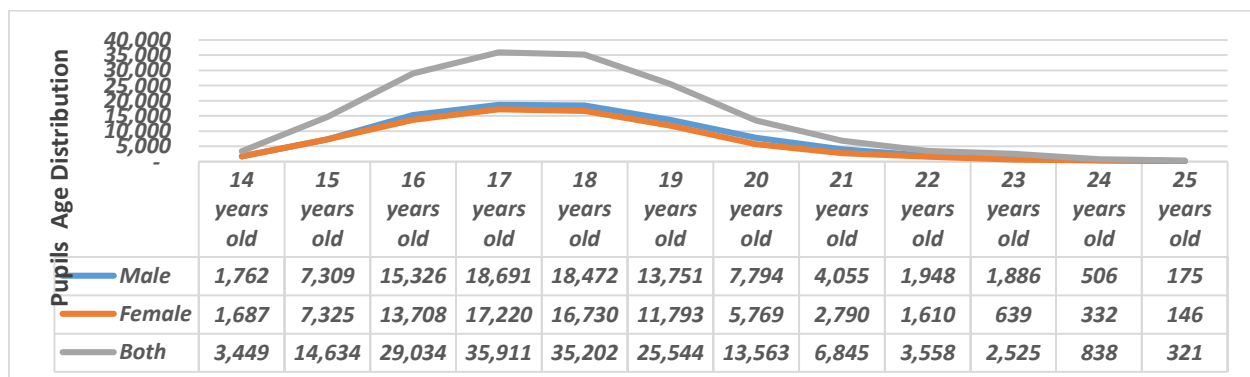


Figure 2.1.4.4 Age Distribution of Students Enrolled at the SSS Level



2.1.5 Changes at National and Regional Level since Preceding Census and Earlier

- ✓ Between 2003/04 and 2016 there was a smooth increase of students across the country.
- ✓ Preschool enrolment nationwide demonstrated a steep increase in enrolment 2004/05 and for both boys and girls.
- ✓ While girls enrolment in Primary schools had a smooth increase between 2003/04 and 2016, boys enrolment for that same level rose from between 2003/04 and 2004/05 then fell in 2010/11. Between 2010/11 and 2016, enrolment of students in Primary schools for both boys and girls was in a smooth increase.
- ✓ The gap between boys and girls at the JSS level between 2003/04 and 2010/11 was widen. It tends to parity as we move away from 2011/12 to 2016.
- ✓ Even though the gap between boys and girls enrolment at the SSS level was wide apart, yet both followed similar trend between 2003/04 and 2016.

Figure 2.1.5.1 Total School Enrolment for 2003/04, 2004/05, 2010/11, 2011/12, 2012/13, 2015 and 2016

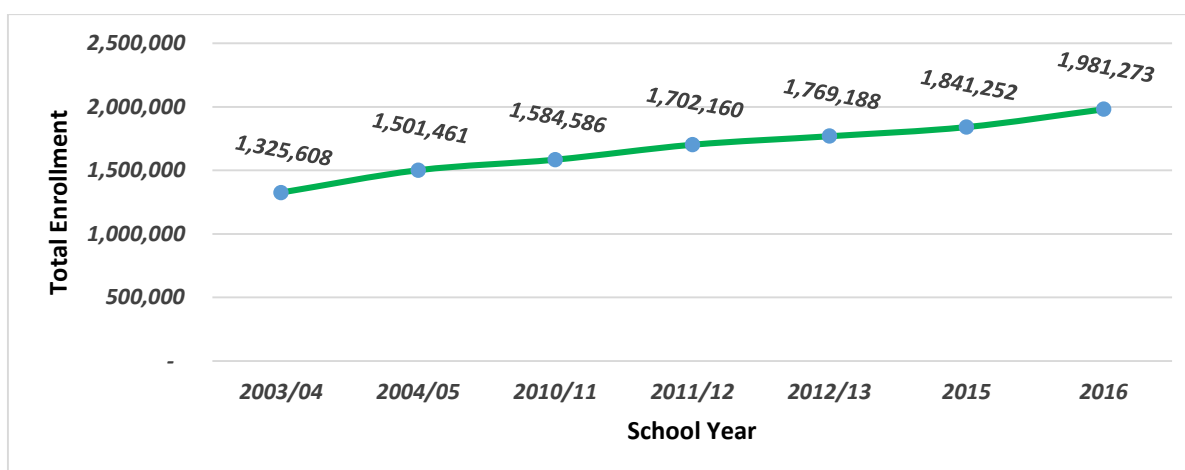


Figure 2.1.5.2 Preschool Enrolment for 2003/04, 2004/05, 2010/11, 2011/12, 2012/13, 2015 and 2016

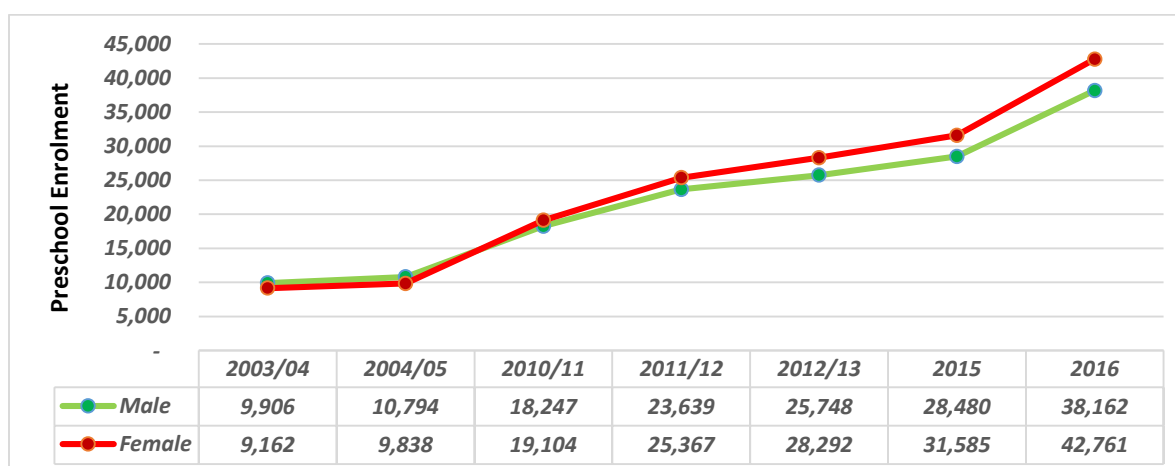


Figure 2.1.5.3 Primary School Enrolment for 2003/04, 2004/05, 2010/11, 2011/12, 2012/13, 2015 and 2016

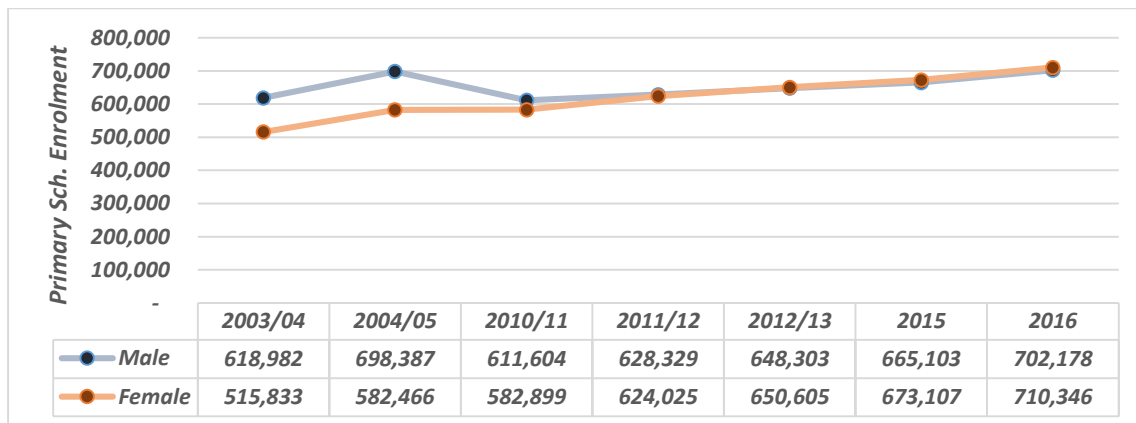


Figure 2.1.5.4 JSS Enrolment for 2003/04, 2004/05, 2010/11, 2011/12, 2012/13, 2015 and 2016

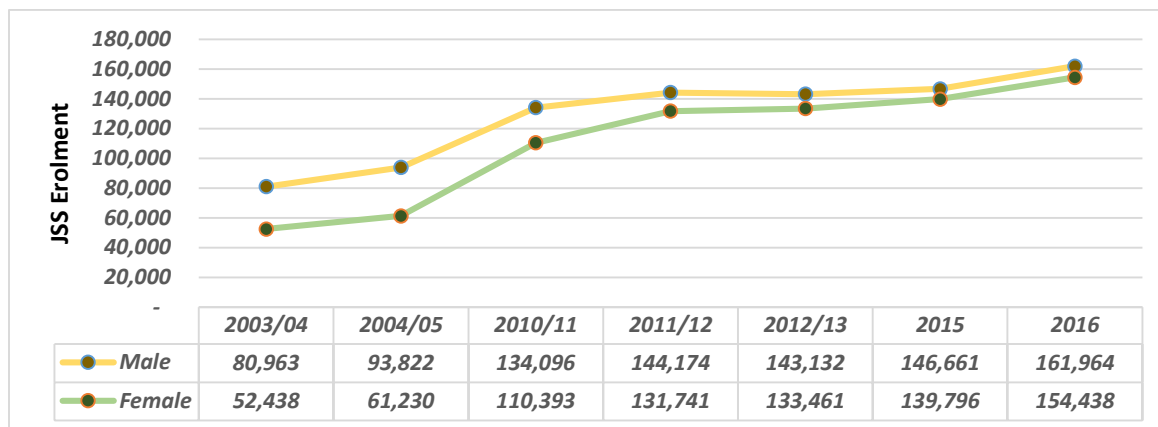
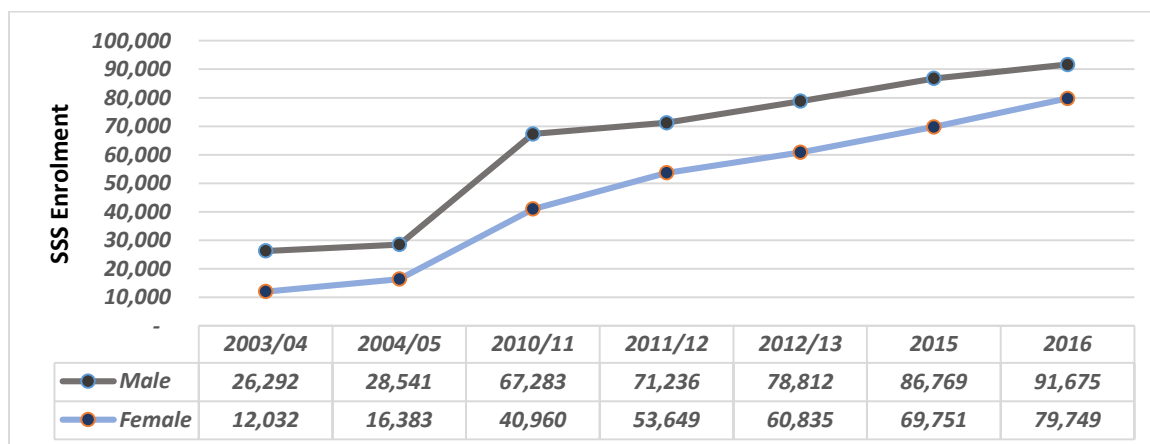


Figure 2.1.5.5 SSS Enrolment for 2003/04, 2004/05, 2010/11, 2011/12, 2012/13, 2015 and 2016



2.1.6 Access to Education (New Entrants)

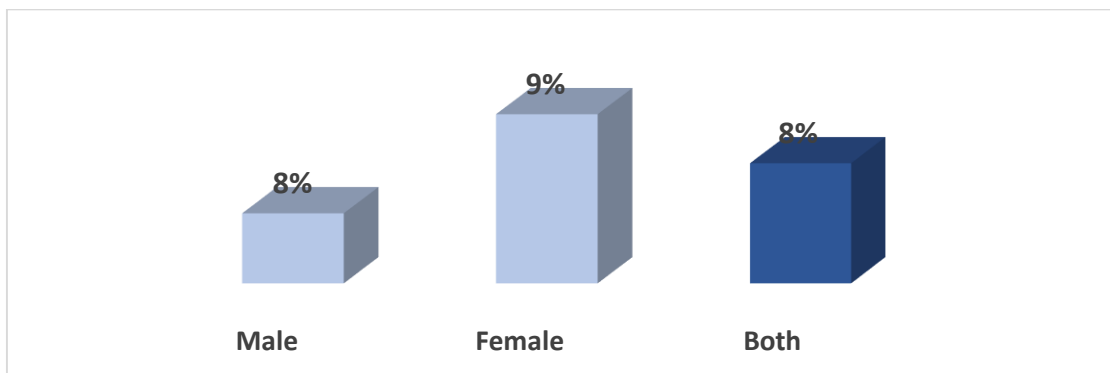
Table 2.1.6.1: New Entrants into Primary 1/Class 1 by Age and Sex

Proprietorship	Male	Female	Both	% Share
Government	26,377	28,708	55,085	17%
Mission	92,464	93,239	185,703	58%
Community	30,897	30,116	61,013	19%
Other	681	950	1,631	1%
Private	7,662	8,124	15,786	5%
All	158,081	161,137	319,218	100%

Table 2.1.6.2: New Entrants into Primary 1/Class 1 with ECE

Age	Male	Female	Both	% Share
5 years old	1,256	1,473	2,729	10.2%
6 years old	10,448	11,424	21,872	82.1%
7 years old	857	876	1,733	6.5%
8 years old	112	137	249	0.9%
9 years old	29	30	59	0.2%
All	12,702	13,940	26,642	100%

Figure 2.1.6.1 Percentage Distribution of New Entrant with ECE



2.1.7 Internal Efficiency

2.1.7.1 Gross Intake Rate (GIR)

The Gross Intake Rate (GIR) is an indicator use to measure entry into formal education system. A high GIR indicates a high degree of access to that particular level of education.

- ✓ The GIR of 14.8 percent for Early Childhood Education (ECE) is very low an indication that most children at age 3 are not attending pre-school.
- ✓ The Primary GIR of over 100 percent validate that many children above and under the official school going age of (6 Yrs.) entering class 1 for primary level.
- ✓ The JSS GIR of 61.2 percent indicate higher access to Junior Secondary School level.
- ✓ The GIR of 29.0 percent for SSS is low, indicating that many students drop out of school before age 15.
- ✓ GIR for females is higher than Males, at lower levels of education and Vice Visa.

Table 2.1.7.1.1: Gross Intake Rate (GIR) for Nursery 1- 2016

	Male	Female	Total
Nursery 1 New Entrants	13,982	15,684	29,666
3 year old Population projection based on UN Statistics Division	100,000	100,000	200,000
GIR	14.0%	15.7%	14.8%

Table 2.1.7.1.2: Gross Intake Rate (GIR) for Primary 1/Class 1- 2016

	Male	Female	Total
Class 1 New Entrants	158,081	161,137	319,218
6 year old Population projection based on UN Statistics Division	95,000	96,000	191,000
GIR	166.4%	167.9%	167.1%

Table 2.1.7.1.3: Gross Intake Rate (GIR) for JSS 1- 2016

	Male	Female	Total
JSS 1 New Entrants	51,155	50,412	101,567
12 year old Population projection based on UN Statistics Division	82,000	83,000	166,000
GIR	62.4%	60.7%	61.2%

Table 2.1.7.1.4: Gross Intake Rate (GIR) for SSS 1- 2016

	Male	Female	Total
SSS 1 New Entrants	23,355	20,791	44,146
15 year old population projection based on UN Statistics Division	75,000	77,000	152,000
GIR	31.1%	27.0%	29.0%

2.1.7.2 Gross Enrolment Rate (GER)

The Gross Enrolment Rates (GER) is an indicator use to show the general level of participation in a given level of education

- ✓ The low GER of 13.7% for pre-primary school is an indication that there are less children engaged in ECE than the population of 3-5 year olds.
- ✓ The primary GER of 130.2% for both sexes, which is over 100% means that there are more children in primary school than the population of 6-11 year olds.
- ✓ The GER for Secondary show low participation levels although higher in 2016 than 2015, and decreases as we proceed to higher level of schooling.
- ✓ GER higher for Males than Females at higher levels of the education system.

Table 2.1.7.2.1: Gross Enrolment Rates (GER) for Pre and Primary levels-2016

	Pre-primary			Primary		
	Male	Female	Both	Male	Female	Both
Total Enrolment	38,162	42,761	80,923	703,358	711,663	1,415,021
population projection based on UN Statistics Division	296,000	295,00	591,000	542,000	545,000	1,087,000
GER	12.9%	14.5%	13.7%	129.8%	130.6%	130.2%

Table 2.1.7.2.2: Gross Enrolment Rates (GER) for JSS and SSS levels-2016

	JSS			SSS		
	Male	Female	Both	Male	Female	Both
Total Enrolment	161,964	154,438	316,402	91,675	79,749	171,675
population projection based on UN Statistics Division	240,000	242,000	483,000	288,000	294,000	582,000
GER	67.5%	63.8%	65.5%	31.8%	27.1%	29.5%

2.1.7.3 Completion Rate (CR)

GCR is used to measure completion of a particular school level. A high completion rate for a school level indicates a low incidence of dropout.

- ✓ GCR for pre-school is low at 11.6 % and it is higher for girls than that of boys in 2016.
- ✓ GCR for Primary is 75.4 % in 2016. The PCR for boys is higher than that for girls, indicating that more boys enrolling in the school at primary level are able to complete the cycle than girls.
- ✓ The GCR of 64.5% for Junior Secondary School (JSS) indicates that a good number of pupils find it difficult to graduate from the last grade (JSS 3).
- ✓ The Senior Secondary GCR of 27.6 % for both sexes, indicates that GCR decreases as we proceed to higher level of schooling, which conforms to the enrolment trend.
- ✓ GCR is higher for Males than Females at the secondary level of education.

Table 2.1.7.3.1: Gross Completion Rate (GCR)/Proxy Completion Rate (PCR) in 2016

	Pre-primary			Primary		
	Male	Female	Both	Male	Female	Both
Total Enrolment all ages (last class)	10,704	11,818	22,522	64,943	63,275	128,218
population projection based on UN Statistics Division	97,000	97,000	194,000	85,000	85,000	170,000
GCR	11.0%	12.1%	11.6%	76.4%	74.4%	75.4%

Table 2.1.7.3.2: Gross Completion Rate (GCR)/ Proxy Completion Rate (PCR) In 2016

	JSS			SSS		
	Male	Female	Both	Male	Female	Both
Total Enrolment all ages (last class)	51,264	46,838	98,102	21,202	17,178	38,380
population projection based on UN Statistics Division	75,000	77,000	152,000	69,000	70,000	139,000
GCR	68.4%	60.8%	64.5%	30.7%	24.5%	27.6%

2.1.7.4 Transition Rate

The rate at which students are moving from one level of education to the higher one is known as transition rate.

- ✓ The primary to junior secondary transition rate for males is higher than that for females.
- ✓ The Junior Secondary to Senior Secondary transition rate for males is higher than that for females.
- ✓ Transition is higher for both sexes at the Junior Secondary level than that at the Senior Secondary level.

Table 2.1.7.4.1: Primary to Junior Secondary Transition Rate by sex

Rate	Male	Female	Total
Primary Gross Completion Rate (2015)	74.7%	75.9%	75.3%
JSS Gross Intake Rate (2016)	62.4%	60.7%	61.2%
Primary to Junior Secondary Transition Rate (2016)	83.5%	79.9%	81.3%

Table 2.1.7.4.1: Junior Secondary to Senior Secondary Transition Rate by sex

Rate	Male	Female	Total
JSS Gross Completion Rate (2015)	41.6%	39.8%	40.6%
SSS Gross Intake Rate (2016)	31.1%	27.0%	29.0%
Junior Secondary to Senior Secondary Transition Rate (2016)	74.7%	67.8%	71.4%

2.2 Local Council Level

2.2.1 Student Enrolment

- ✓ Thirteen out of the 19 Local Councils had more girls enrolled in schools than boys.
- ✓ Freetown City Council had the largest share of students enrolled in schools.
- ✓ Bonthe Municipal Council had more girls in schools than any other local council and Kambia District Council had the least Girls to Boys Ratio.
- ✓ Across the local councils, Pujehun District Council was the only council on average to have Girls to Boys Ratio below one for Preschool level. Bonthe Municipal Council had highest Girls to Boys Ratio at the Primary school level. Girls to Boys Ratio at the JSS level was favourable to girls in four local councils (Kenema City, Bonthe Municipal, Bonthe District and Freetown City). Bonthe Municipal Council was the only local council with a Girls to Boys Ratio greater than one at the SSS level. The Girls to Boys Ratio ranges from 0.5 in Tonkolili District Council to 1.4 in Bonthe Municipal Council at the SSS level.

Table 2.2.1.1 Student Enrolment by Local Council and Sex

Council	Male	Female	Both
Kailahun District	55,205	55,555	110,760
Kenema City	39,309	39,806	79,115
Kenema District	44,269	45,365	89,634
Koidu-New Sembehun City	29,972	30,942	60,914
Kono District	49,555	47,470	97,025
Makeni City	27,445	27,793	55,238
Bombali District	66,507	61,739	128,246
Kambia District	52,245	43,780	96,025
Koinadugu District	56,116	54,061	110,177
Port Loko District	87,106	77,225	164,331
Tonkolili District	71,018	67,429	138,447
Bo City	37,288	38,306	75,594
Bo District	58,492	58,526	117,018
Bonthe Municipal	1,715	2,047	3,762
Bonthe District	24,522	25,692	50,214
Moyamba District	52,183	52,920	105,103
Pujehun District	33,078	34,900	67,978
Freetown City	150,598	163,696	314,294
Western Area Rural District	57,356	60,042	117,398

Figure 2.2.1.1 Percentage Share of Students Enrolment by Local Council

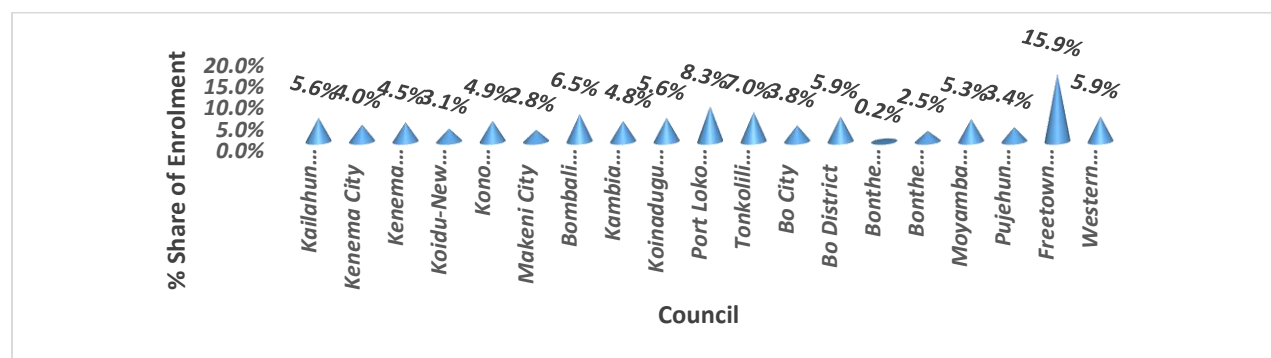


Figure 2.2.1.2 Girls to Boys Ratio by Local Council

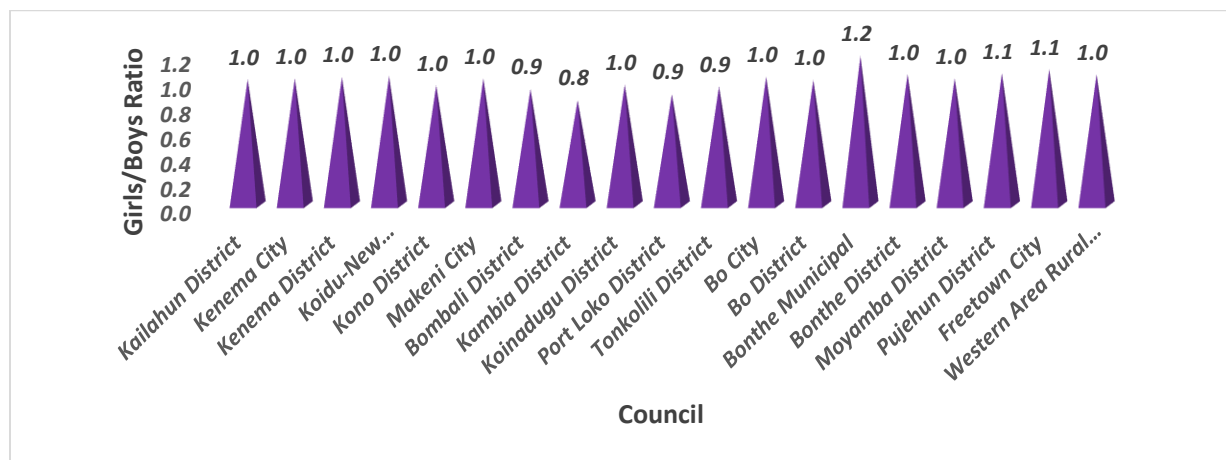


Table 2.2.1.2 Student Enrolment by Local Council, School Level and Sex

Council	Preschool		Primary		JSS		SSS	
	Male	Female	Male	Female	Male	Female	Male	Female
Kailahun District	2,075	2,501	43,329	44,779	6,635	6,399	3,166	1,876
Kenema City	1,313	1,438	22,166	23,999	7,485	8,313	8,345	6,056
Kenema District	599	725	38,282	39,558	4,721	4,632	667	450
Koidu-New Sembehun City	1,404	1,522	16,569	17,882	7,088	7,384	4,911	4,154
Kono District	2,773	3,058	39,779	37,661	5,616	5,737	1,387	1,014
Makeni City	1,254	1,498	12,833	14,037	6,653	6,696	6,705	5,562
Bombali District	958	1,058	52,345	49,489	10,599	8,488	2,605	2,704
Kambia District	562	586	39,548	34,644	8,950	6,713	3,185	1,837
Koinadugu District	1,209	1,299	44,445	42,840	6,798	6,941	3,664	2,981
Port Loko District	2,244	2,436	65,669	59,626	14,215	11,436	4,978	3,727
Tonkolili District	1,440	1,574	54,235	54,308	9,989	8,786	5,354	2,761
Bo City	2,278	2,640	19,498	21,637	9,679	8,341	5,833	5,688
Bo District	1,249	1,463	48,048	48,994	7,101	6,366	2,094	1,703
Bonthe Municipal	144	156	846	981	393	439	332	471
Bonthe District	782	1,023	19,631	20,541	2,705	2,914	1,404	1,214
Moyamba District	723	862	43,990	44,973	6,072	5,994	1,398	1,091
Pujehun District	407	379	29,043	31,128	3,015	2,894	613	499
Freetown City	12,114	13,321	74,457	83,084	32,522	34,340	31,505	32,951
Western Area Rural District	4,634	5,222	37,465	40,185	11,728	11,625	3,529	3,010

Figure 2.2.1.3 Preschool Girls to Boys Ratio by Local Council

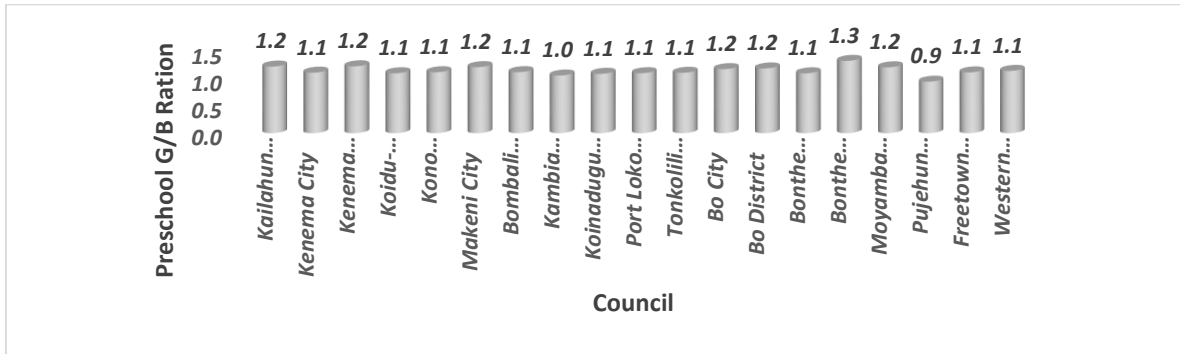


Figure 2.2.1.4 Primary School Girls to Boys Ratio by Local Council

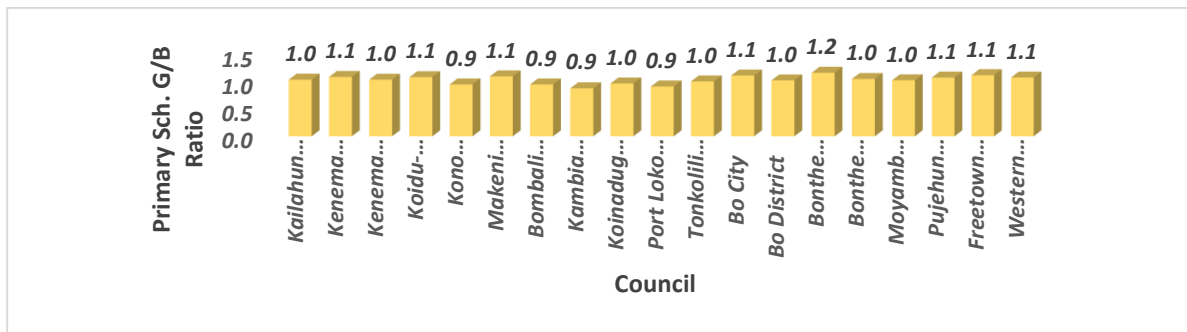


Figure 2.2.1.5 JSS Girls to Boys Ratio by Local Council

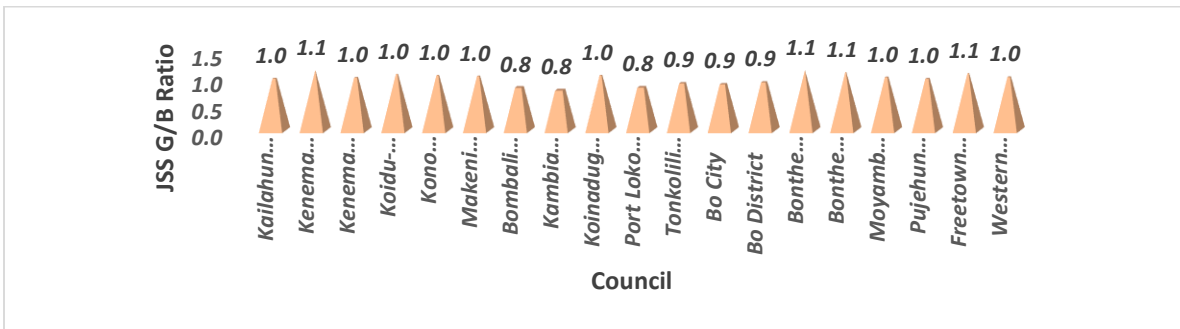
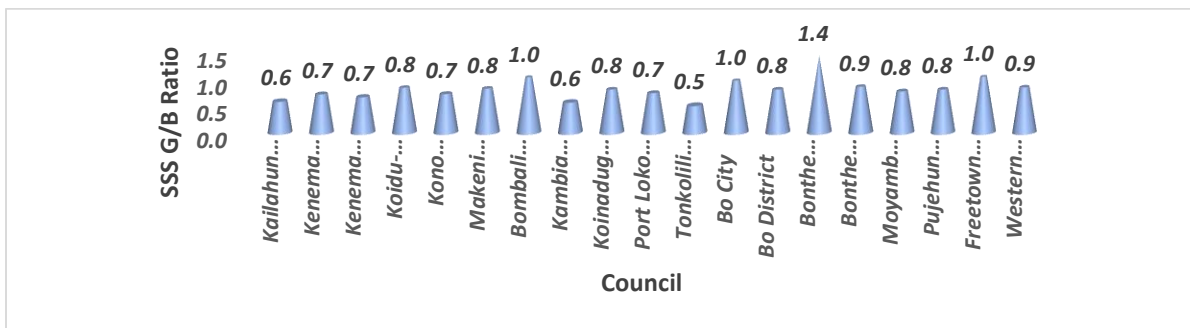


Figure 2.2.1.6 SSS Girls to Boys Ratio by Local Council



2.2.2 Grade Enrolment

Table 2.2.2.1 Total Preschool Grade Enrolment by Local council

Council	Nursery I		Nursery II		Nursery III	
	Male	Female	Male	Female	Male	Female
Kailahun District	925	1,084	655	872	495	545
Kenema City	444	482	495	492	374	464
Kenema District	239	241	206	250	154	234
Koidu-New Sembehun City	604	667	517	570	283	285
Kono District	1,117	1,307	1,025	1,086	631	665
Makeni City	521	521	372	596	361	381
Bombali District	394	421	374	379	190	258
Kambia District	309	283	200	230	53	73
Koinadugu District	524	524	347	383	338	392
Port Loko District	908	997	734	780	602	659
Tonkolili District	664	784	492	496	284	294
Bo City	894	978	744	844	640	818
Bo District	509	600	424	486	316	377
Bonthe Municipal	46	58	55	56	43	42
Bonthe District	303	373	230	351	249	299
Moyamba District	257	314	239	305	227	243
Pujehun District	139	129	169	157	99	93
Freetown City	4,252	4,652	3,905	4,472	3,957	4,197
Western Area Rural District	1,719	2,059	1,507	1,664	1,408	1,499

Table 2.2.2.2 Total Primary Grade Enrolment by Local council

Council	Class I		Class II		Class III		Class IV		Class V		Class VI	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Kailahun District	12,009	12,663	8,811	9,274	7,692	8,118	6,531	6,524	5,114	5,052	3,172	3,148
Kenema City	4,140	4,771	3,937	4,454	3,985	4,372	3,667	3,823	3,277	3,604	3,160	2,975
Kenema District	11,136	12,135	7,754	8,045	6,492	6,906	5,418	5,497	4,360	4,211	3,122	2,764
Koidu-New Sembehun City	3,384	3,511	2,826	3,271	2,801	3,103	2,995	3,002	2,588	2,943	1,975	2,052
Kono District	11,010	10,603	8,278	7,902	7,289	6,823	5,906	5,640	4,615	4,326	2,681	2,367
Makeni City	2,678	2,714	2,446	2,562	2,238	2,709	1,860	2,028	2,026	2,174	1,585	1,850
Bombali District	14,614	14,167	10,691	10,215	9,078	8,665	7,724	7,417	6,108	5,409	4,130	3,616
Kambia District	10,760	9,528	7,840	7,034	6,694	6,145	5,856	5,215	4,993	4,221	3,405	2,501
Koinadugu District	12,655	12,038	9,856	10,156	8,261	7,735	6,325	6,070	4,571	4,299	2,777	2,542
Port Loko District	16,277	15,922	13,005	11,763	11,333	10,340	9,814	8,645	8,598	7,491	6,642	5,465
Tonkolili District	15,622	15,933	10,731	10,969	9,286	9,475	7,709	7,758	6,332	6,027	4,555	4,146
Bo City	4,296	4,525	3,641	3,984	3,310	3,672	3,039	3,492	2,808	3,309	2,404	2,655
Bonthe Municipal	193	226	181	229	130	153	114	128	131	133	97	112
Bonthe District	6,288	6,689	3,925	4,136	3,387	3,597	2,708	2,782	2,083	2,032	1,240	1,305
Moyamba District	13,230	13,352	8,774	9,223	7,512	7,939	6,385	6,408	4,988	4,995	3,101	3,056
Pujehun District	9,209	10,054	6,200	6,698	5,078	5,322	4,042	4,303	2,887	3,128	1,627	1,623
Freetown City	14,822	15,809	12,907	14,433	12,660	14,358	11,521	13,317	11,570	12,725	10,977	12,442
Western Area Rural District	7,852	8,345	6,737	6,981	6,317	6,860	5,928	6,497	5,658	6,138	4,973	5,364

Table 2.2.2.2 Total JSS Grade Enrolment by Local Council

Council	JSS I		JSS II		JSS III	
	Male	Female	Male	Female	Male	Female
Kailahun District	2,275	2,212	2,160	2,143	2,200	2,044
Kenema City	2,326	2,917	2,339	2,790	2,820	2,606
Koidu-New Sembehun City	2,674	2,585	2,353	2,577	2,061	2,222
Kono District	2,322	2,390	1,928	1,844	1,366	1,503
Makeni City	2,349	2,466	2,252	2,179	2,052	2,051
Bombali District	3,889	3,354	3,531	2,766	3,179	2,368
Kambia District	3,306	2,213	2,840	2,259	2,804	2,241
Koinadugu District	2,587	2,644	2,377	2,278	1,834	2,019
Port Loko District	5,201	4,448	4,754	3,987	4,260	3,001
Tonkolili District	3,550	3,078	3,279	2,962	3,160	2,746
Bo City	2,840	3,233	3,297	2,721	3,542	2,387
Bo District	2,576	2,449	2,354	2,044	2,171	1,873
Bonthe Municipal	150	170	131	158	112	111
Bonthe District	946	1,114	862	965	897	835
Moyamba District	2,322	2,304	2,006	1,987	1,744	1,703
Pujehun District	1,228	1,129	979	973	808	792
Freetown City	10,306	10,958	10,268	11,195	11,948	12,187
Western Area Rural District	3,650	3,892	3,958	3,753	4,120	3,980

Table 2.2.2.4 Total SSS Grade Enrolment by Local Council

Council	SSS I		SSS II		SSS III		SSS IV	
	Male	Female	Male	Female	Male	Female	Male	Female
Kailahun District	1,038	693	927	673	720	315	481	195
Kenema City	2,024	1,729	1,975	1,728	1,702	1,202	2,644	1,397
Kenema District	199	142	162	120	146	107	160	81
Koidu-New Sembehun City	1,350	1,203	1,323	1,115	1,271	1,155	967	681
Kono District	507	370	402	321	313	244	165	79
Makeni City	1,935	1,679	1,848	1,612	1,649	1,252	1,273	1,019
Bombali District	867	603	785	1,581	495	300	458	220
Kambia District	808	596	913	550	762	424	702	267
Koinadugu District	1,141	1,026	872	679	804	553	847	723
Port Loko District	1,408	1,217	1,253	951	1,410	1,012	907	547
Tonkolili District	2,025	1,101	1,137	745	1,641	499	551	416
Bo City	1,809	1,646	1,656	1,400	1,418	1,538	950	1,104
Bo District	692	590	519	483	545	358	338	272
Bonthe Municipal	149	264	72	80	54	62	57	65
Bonthe District	460	362	354	362	287	267	303	223
Moyamba District	388	410	398	352	369	192	243	137
Pujehun District	219	295	178	85	135	82	81	37
Freetown City	7,562	8,005	6,863	7,844	7,966	7,992	9,114	9,110
Western Area Rural District	859	743	794	742	759	709	1,117	816

2.2.3 Enrolment by Proprietor/Ownership/Founder

- ✓ Across the local councils, Koinadugu District Council had the largest share of student enrolled by Government compared to other proprietors, followed by on the line were Kambia and Port Loko District Councils.
- ✓ Makeni City Council had the least share of student enrolled in Government schools compared to other proprietors.
- ✓ Bonthe Municipal Council had zero enrolment for students in Private schools.

Table 2.2.3.1 Total School Enrolment by Local Council, Ownership/Proprietorship

Council	Government	Mission	Community	Other	Private	All
Kailahun District	17,847	75,403	15,988	373	1,149	110,760
Kenema City	9,661	23,346	39,755	619	5,734	79,115
Kenema District	12,325	56,220	19,666	520	903	89,634
Koidu-New Sembehun City	6,907	27,563	20,606	476	5,362	60,914
Kono District	9,084	50,650	34,692	0	2,599	97,025
Makeni City	1,824	27,370	22,668	774	2,602	55,238
Bombali District	15,171	76,542	34,159	946	1,428	128,246
Kambia District	21,325	58,155	15,595	169	781	96,025
Koinadugu District	29,243	45,606	33,489	373	1,466	110,177
Port Loko District	35,706	103,897	18,783	298	5,647	164,331
Tonkolili District	28,809	73,923	34,141	0	1,574	138,447
Bo City	10,748	54,099	5,544	0	5,203	75,594
Bo District	17,589	84,720	10,387	0	4,322	117,018
Bonthe Municipal	206	3,114	442	0	0	3,762
Bonthe District	8,918	30,716	9,578	0	1,002	50,214
Moyamba District	13,334	69,325	12,574	1,333	8,537	105,103
Pujehun District	12,296	52,123	3,336	59	164	67,978
Freetown City	61,082	135,876	35,674	4,735	76,927	314,294
Western Area Rural District	15,954	52,155	25,281	193	23,815	117,398

Table 2.2.3.2 Percentage Share of School Enrolment by Local Council, Ownership/Proprietorship

Council	Government	Mission	Community	Other	Private
Kailahun District	16.1%	68.1%	14.4%	0.3%	1.0%
Kenema City	12.2%	29.5%	50.2%	0.8%	7.2%
Kenema District	13.8%	62.7%	21.9%	0.6%	1.0%
Koidu-New Sembehun City	11.3%	45.2%	33.8%	0.8%	8.8%
Kono District	9.4%	52.2%	35.8%	0%	2.7%
Makeni City	3.3%	49.5%	41.0%	1.4%	4.7%
Bombali District	11.8%	59.7%	26.6%	0.7%	1.1%
Kambia District	22.2%	60.6%	16.2%	0.2%	0.8%
Koinadugu District	26.5%	41.4%	30.4%	0.3%	1.3%
Port Loko District	21.7%	63.2%	11.4%	0.2%	3.4%
Tonkolili District	20.8%	53.4%	24.7%	0%	1.1%
Bo City	14.2%	71.6%	7.3%	0%	6.9%
Bo District	15.0%	72.4%	8.9%	0%	3.7%
Bonthe Municipal	5.5%	82.8%	11.7%	0%	0%
Bonthe District	17.8%	61.2%	19.1%	0%	2.0%
Moyamba District	12.7%	66.0%	12.0%	1.3%	8.1%
Pujehun District	18.1%	76.7%	4.9%	0.1%	0.2%
Freetown City	19.4%	43.2%	11.4%	1.5%	24.5%
Western Area Rural District	13.6%	44.4%	21.5%	0.2%	20.3%

2.2.4 Access to Education

- ✓ Nationwide, the Average School Size was 223 student per school.
- ✓ Koidu-New Sembehun City and Makeni City Councils have the largest average school size across the local councils.
- ✓ Kenema District Council had the least average school size compared to other local councils.
- ✓ At school level, Kailahun District Council had the largest average school size for Preschools; Makeni City Council for Primary schools; Kenema District and Bo City Councils for JSS level; and Kenema City Council for SSS level of schooling.
- ✓ Across the local councils, Freetown City Council was the only council to have a decrease in average school size between 2016 and 2015.

Table 2.2.4.1 Total Enrolment of New Entrant Local Council, School Level and Sex

Council	Preschool		Primary		JSS		SSS		All
	Male	Female	Male	Female	Male	Female	Male	Female	
Kailahun District	805	954	9,037	10,215	2,067	1,988	985	618	26,669
Kenema City	432	470	3,618	3,911	2,149	2,745	1,798	1,560	16,683
Kenema District	235	237	9,653	10,454	1,642	1,618	175	121	24,135
Koidu-New Sembehun City	585	652	3,000	3,145	2,428	2,378	1,258	1,112	14,558
Kono District	1,055	1,238	10,179	9,748	2,157	2,198	453	326	27,354
Makeni City	494	501	2,225	2,230	2,124	2,186	1,679	1,484	12,923
Bombali District	335	366	12,142	11,886	3,493	2,953	792	560	32,527
Kambia District	290	261	8,868	7,807	2,898	1,879	747	558	23,308
Koinadugu District	484	492	11,264	10,658	2,477	2,534	1,090	947	29,946
Port Loko District	736	817	13,278	12,994	4,351	3,503	1,085	913	37,677
Tonkolili District	610	725	12,929	13,135	3,203	2,776	1,854	943	36,175
Bo City	886	955	3,693	3,776	2,473	3,018	1,717	1,576	18,094
Bo District	485	568	12,732	13,000	2,275	2,135	623	564	32,382
Bonthe Municipal	40	49	158	164	135	156	139	258	1,099
Bonthe District	300	370	5,605	5,876	853	1,007	432	333	14,776
Moyamba District	246	304	11,446	11,709	2,027	2,078	305	379	28,494
Pujehun District	133	121	7,900	8,610	1,164	1,025	210	286	19,449
Freetown City	4,169	4,585	13,377	14,288	9,753	10,517	7,169	7,525	71,383
Western Area Rural District	1,662	2,019	6,977	7,531	3,486	3,718	844	728	26,965
National	13,982	15,684	158,081	161,137	51,155	50,412	23,355	20,791	494,597

Table 2.2.4.2 Average School Size by School Level and Local Council

Council	Preschool	Primary	JSS	SSS	All
Kailahun District	114	238	334	388	240
Kenema City	66	300	367	1,029	313
Kenema District	53	170	240	186	170
Koidu-New Sembehun City	89	436	439	697	386
Kono District	86	207	227	218	193

Council	Preschool	Primary	JSS	SSS	All
Makeni City	76	448	417	818	386
Bombali District	65	204	205	379	202
Kambia District	64	227	241	558	229
Koinadugu District	86	200	286	554	209
Port Loko District	79	227	209	458	218
Tonkolili District	59	206	261	541	208
Bo City	71	329	440	640	306
Bo District	82	206	210	211	200
Bonthe Municipal	75	203	166	268	179
Bonthe District	75	184	244	436	185
Moyamba District	83	183	208	277	184
Pujehun District	98	220	295	222	222
Freetown City	70	262	338	546	246
Western Area Rural District	66	260	236	284	206
National	74	224	276	503	223

Table 2.2.4.3 Change in Average School Size between 2015 and 2016

Council	Preschool	Primary	JSS	SSS	All
Kailahun District	24	30	41	41	33
Kenema City	10	42	21	148	42
Kenema District	9	24	31	-50	22
Koidu-New Sembehun City	11	56	67	172	69
Kono District	12	23	42	63	21
Makeni City	13	20	29	48	35
Bombali District	-2	-1	17	71	4
Kambia District	4	13	35	69	19
Koinadugu District	12	9	-11	40	8
Port Loko District	12	1	2	62	1
Tonkolili District	4	9	14	112	10
Bo City	4	4	-5	92	17
Bo District	4	4	14	-54	4
Bonthe Municipal	18	26	54	143	52
Bonthe District	18	44	24	32	41
Moyamba District	14	18	16	62	19
Pujehun District	32	7	44	72	13
Freetown City	8	-3	-13	38	-3
Western Area Rural District	9	31	40	2	19
National	10	14	20	68	15

Part Three – The Teachers

3.1 National and Regional

3.1.1 Number of Teachers

- ✓ 63, 535 teachers were reported nationwide in 2016.
- ✓ The teaching profession in Sierra Leone is predominantly a male job.
- ✓ At school level, Preschool was dominated by female teachers while the share of female teachers decreased as the level advanced.
- ✓ Majority of teachers in schools nationwide were found in the Northern Region.

Figure 3.1.1.1 Percentage Distribution of Teachers by Sex

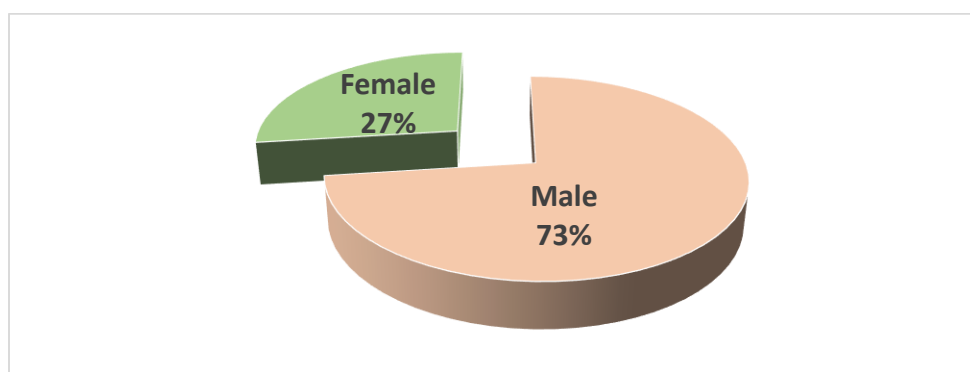


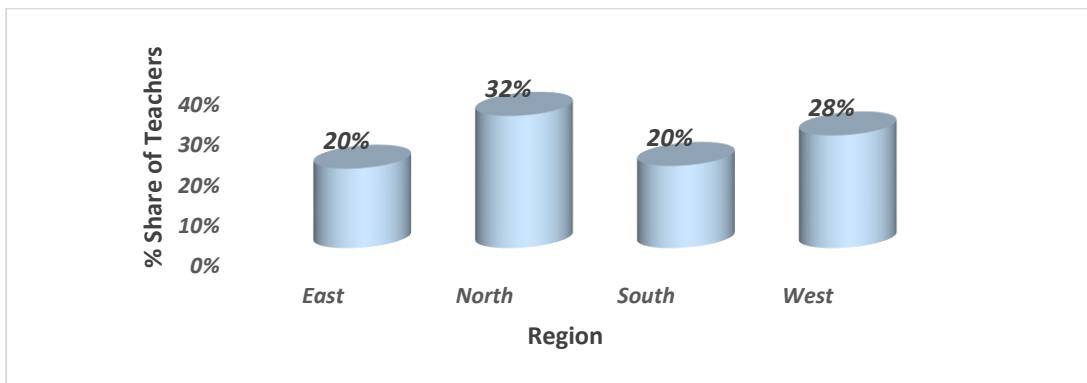
Table 3.1.1.1 Distribution of Teachers by Sex and School Level

School Level	Male	Female	Both	% Share of Female
Preschool	597	2,972	3,569	83%
Primary	26,868	10,960	37,828	29%
HEC	-	9	9	100%
JSS	12,668	2,454	15,122	16%
SSS	6,255	752	7,007	11%
All	46,388	17,147	63,535	27%

Table 3.1.1.2 Teachers by Region and School Level

Region	Preschool	Primary	HEC	JSS	SSS	All
East	600	8,372	-	2,340	1,115	12,427
North	640	13,147	-	5,206	1,652	20,645
South	494	8,156	6	2,972	1,229	12,857
West	1,835	8,153	3	4,604	3,011	17,606
National	3,569	37,828	9	15,122	7,007	63,535

Figure 3.1.1.2 Percentage Share of Teachers by Region



3.1.2 Teachers by Proprietors/Owners of Schools

- ✓ Over half of the teachers in all schools were employed by Mission/Religious organisations. Even though GoSL paid majority of the teachers in public schools, yet she only employed a little over a tenth of the teachers nationwide.

Figure 3.1.2.1 Number of Teachers by Public and Private Schools and by Level

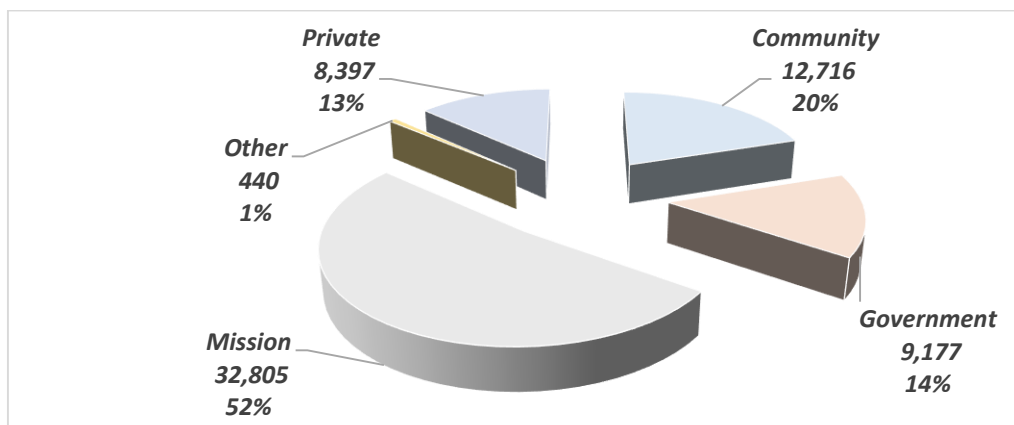


Table 3.1.2.1 Number of Teachers by School Ownership/Proprietorship and Level

Ownership	Preschool	Primary	HEC	JSS	SSS	All Levels
Government	204	6,361	6	1,855	751	9,177
Mission	1,068	20,612	3	7,619	3,503	32,805
Community	755	7,329	-	3,403	1,229	12,716
Other	35	205	-	145	55	440
Private	1,507	3,321	-	2,100	1,469	8,397
All Proprietors	3,569	37,828	9	15,122	7,007	63,535

Table 3.1.2.2 Number of Teachers by School Level, Sex and Public and Private Schools

School Type	Preschool		Primary		HEC		JSS		SSS		All	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Private	230	1,277	2,064	1,257	0	0	1,739	361	1,271	198	5,304	3,093
Public	367	1,695	24,804	9,703	0	9	10,929	2,093	4,984	554	41,084	14,054
All Type	597	2,972	26,868	10,960	0	9	12,668	2,454	6,255	752	46,388	17,147
% Share of Private	39%	43%	8%	11%	0%	0%	14%	15%	20%	26%	11%	18%

3.1.3 Teachers Qualification

- ✓ There were more teachers with TCs nationwide than any other form of qualification for teaching in schools.
- ✓ There was a large proportion of teachers with no formal training as educator. Among these, half the Primary school male teachers were without any training and half the female teachers at the SSS level had no training as educator.
- ✓ It was reported that over half of the female teachers at the SSS level were not qualified to teach the level.
- ✓ There were more male teachers at the JSS level that were not qualified to teach the level proportionately than their female counterpart.
- ✓ Majority of the teachers in the Private schools with SSS level were not qualified to teach that level.

Table 3.1.3.1 Number of Teachers by Sex and Qualification

Qualification	Male	Female	Both
Below WASSCE	4,397	1,390	5,787
WASSCE	9,149	2,719	11,868
Diploma	2,877	816	3,693
TC	11,905	6,803	18,708
HTC	8,761	3,303	12,064
Degree	6,095	876	6,971
Masters	571	131	702
Others	2,641	493	3,134
All	46,396	16,531	62,927

Figure 3.1.3.1 Percentage Share of Teachers by Sex and Qualification

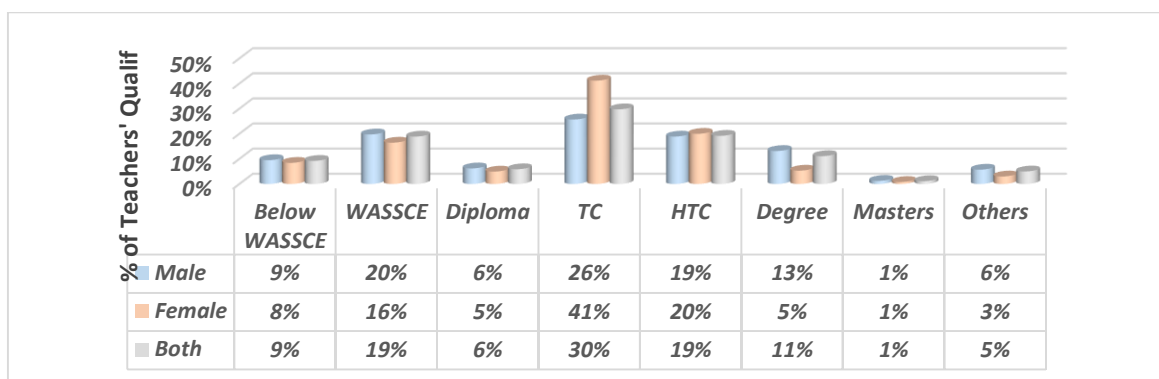


Table 3.1.3.2 Number of Teachers by Qualification, Level and Sex

Qualification	Preschool		Primary		HEC		JSS		SSS		All	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below WASSCE	72	354	4,126	1,019	-	-	182	15	17	2	4,397	1,390
WASSCE	211	767	6,882	1,770	-	-	1,852	163	204	19	9,149	2,719
Diploma	63	204	963	346	-	4	1,344	205	507	57	2,877	816
TC	180	1,184	10,373	5,363	-	3	1,184	224	168	29	11,905	6,803
HTC	58	222	2,556	1,660	-	2	4,606	1,171	1,541	248	8,761	3,303
Degree	16	20	373	91	-	-	2,431	456	3,275	309	6,095	876
Masters	4	6	56	18	-	-	247	70	264	37	571	131
Others	27	102	1,724	286	-	-	549	63	341	42	2,641	493
All	631	2,859	27,053	10,553	-	9	12,395	2,367	6,317	743	46,396	16,531

Figure 3.1.3.2 Percentage Share of Teachers with No Formal Training as Educator by Level and Gender

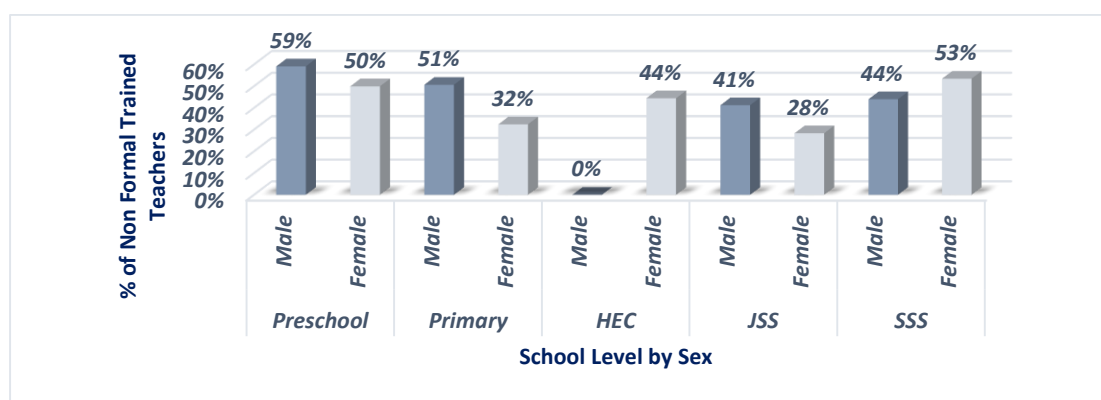


Figure 3.1.3.3 Percentage Share of Teachers without Teaching Qualification or with Teaching Qualification below that for Secondary Education by Sex

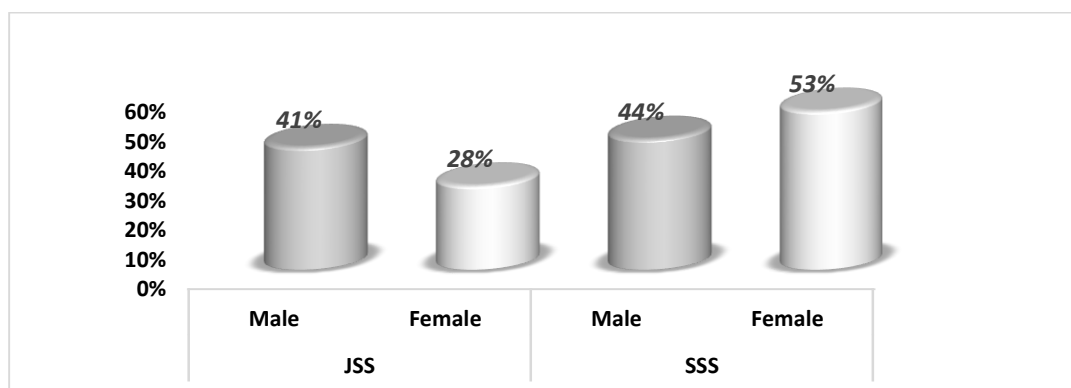
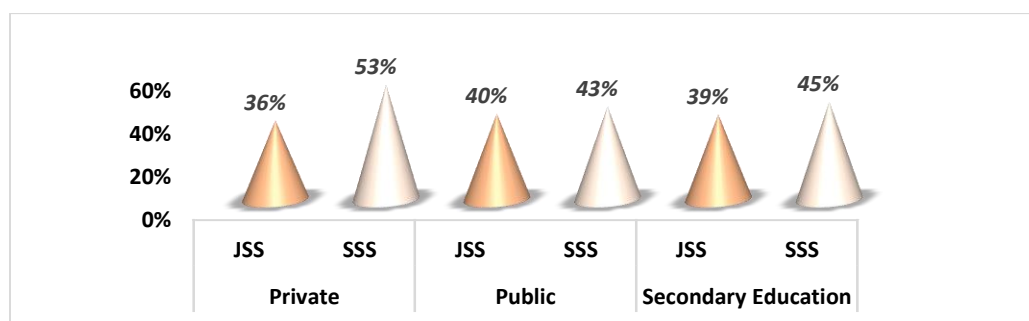


Figure 3.1.3.4 Percentage Share of Teachers without Teaching Qualification or with Teaching Qualification below that for Secondary Education by Public and Private Schools



3.1.4 Pupil to Teacher Ratio

- ✓ The general picture of pupil to teacher ratio nationwide looked good with an average of 32 pupils to one teacher.
- ✓ It was lowest at the Preschool level (23) and highest at the Primary level (38).
- ✓ Pupils to Qualified Teacher Ratio on the other hand was high at a national ratio of 57:1. However, the figures at the Primary level were higher.

Figure 3.1.4.1 Pupil-Teacher Ratio (PTR) by School Level

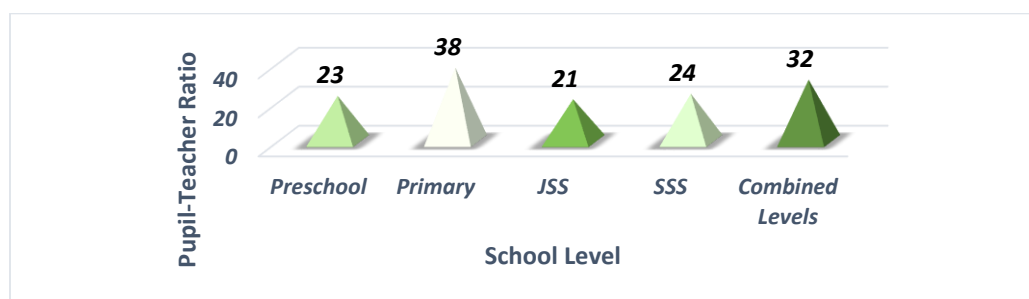


Table 3.1.4.1 Pupil – Teacher Ratio by Region and School Level

Region	Preschool	Primary	JSS	SSS	Combined Levels
East	30	39	28	28	35
North	25	40	21	27	34
South	25	41	20	18	33
West	20	29	20	24	25
National	23	38	21	24	32

Figure 3.1.4.2 Pupil-Qualified Teacher Ratio (PQTR) by School Level

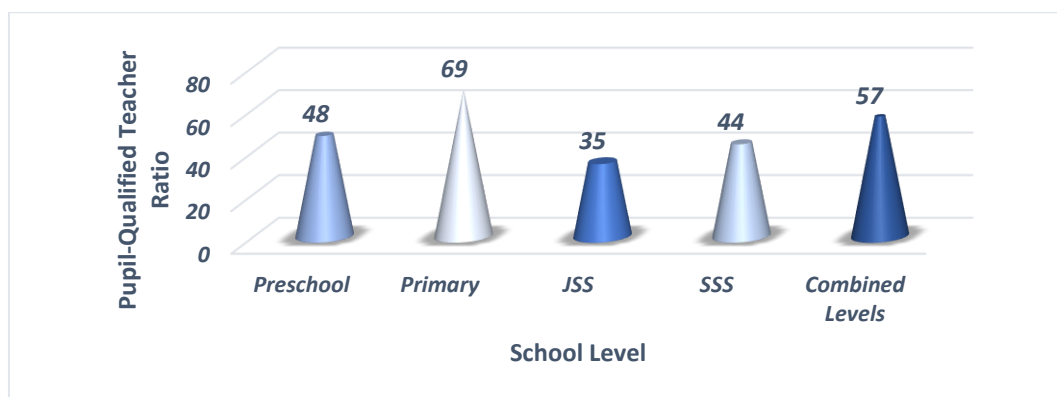


Table 3.1.4.1 Pupil-Qualified Teacher Ratio (PQTR) by Region and School Level

Region	Preschool	Primary	JSS	SSS	Combined Levels
East	71	78	56	58	72
North	44	77	36	58	64
South	50	86	36	29	65
West	42	41	27	40	37
National	48	69	35	44	57

3.1.5 Subject Teachers

- ✓ Proportionally, there were more female teachers teaching English Language at the SSS level compared to their male counterpart.
- ✓ 15% of the teachers in secondary schools (JSS & SSS) nationwide taught English Language.
- ✓ A similar share of teachers in secondary schools nationwide taught Mathematics.
- ✓ Fewer than 5% of female teachers in secondary schools taught Mathematics.

Table 3.1.5.1 Number of English Language and Mathematics Teachers in Secondary Schools by Sex

Level	English Language Teachers			Mathematics Teachers		
	Male	Female	Both	Male	Female	Both
Junior SS	2,137	285	2,422	2,152	89	2,241
Senior SS	861	124	985	848	16	864
Secondary School	2,998	409	3,407	3,000	105	3,105

Figure 3.1.5.1 Percentage Share of English and Maths Teachers in Secondary Schools by Sex

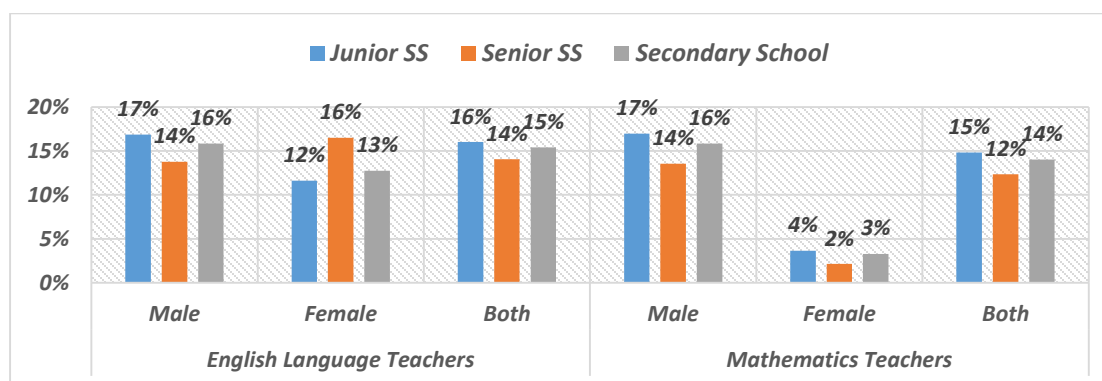


Table 3.1.5.2 Distribution of English and Maths Teachers in Secondary Schools by Region

Region	JSS		SSS	
	English	Maths	English	Maths
East	411	391	148	141
North	865	785	220	202
South	494	453	173	162
West	652	612	444	359
National	2,422	2,241	985	864

Table 3.1.5.3 Distribution of English and Maths Teachers in Secondary Schools by Proprietorship/Ownership

Proprietorship	JSS		SSS	
	English	Maths	English	Maths
Government	264	248	108	104
Mission	1,176	1,066	471	435
Community	611	566	166	148
Other	16	21	4	6
Private	355	340	236	171
All	2,422	2,241	985	864

3.2 Local Council Level

3.2.1 Number of Teachers

- ✓ The general representation of teachers at the Primary level of schooling by sex nationwide was an epitome of what was happening in the local councils except for Bo City Council with more female teachers at the Primary level than their male counterpart.
- ✓ The least share of female teachers at the SSS level can be found in Pujehun District Council and for the SSS level it was Kambia District.

Table 3.2.1.1 Number of Teachers by Local Council, Level of Schooling and Sex

Council	Preschool		Primary		HEC		JSS		SSS	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Kailahun District	47	73	1,928	409			415	25	203	6
Kenema City	16	110	886	619			566	105	375	30
Kenema District	12	53	1,708	256			345	26	59	4
Koidu-New Sembehun City	19	83	479	263			355	61	256	18
Kono District	51	136	1,493	331			388	54	155	9
Makeni City	5	121	360	476			510	132	380	32
Bombali District	7	75	2,035	472			879	87	224	14
Kambia District	2	31	1,477	287			677	35	141	18
Koinadugu District	19	64	1,578	291			517	52	204	10
Port Loko District	40	157	2,227	787			1,169	194	295	45
Tonkolili District	9	110	2,357	800			866	88	261	28
Bo City	49	198	655	659			638	219	471	63
Bo District	19	83	1,963	496			682	103	274	29
Bonthe Municipal	1	10	52	31	-	6	71	12	50	3
Bonthe District	9	52	755	225			237	45	107	3
Moyamba District	3	48	1,686	460			646	69	146	29
Pujehun District	9	13	983	191			229	21	53	1
Freetown City	150	1,160	2,795	2,881		3	2,454	880	2,313	380
Western Area Rural District	130	395	1,451	1,026			1,024	246	288	30
National	597	2,972	26,868	10,960	-	9	12,668	2,454	6,255	752

Table 3.2.1.2 Percentage Share of Female Teachers by Local Council and Level

Council	Preschool	Primary	HEC	JSS	SSS
Kailahun District	61%	18%	0%	6%	3%
Kenema City	87%	41%	0%	16%	7%
Kenema District	82%	13%	0%	7%	6%
Koidu-New Sembehun City	81%	35%	0%	15%	7%
Kono District	73%	18%	0%	12%	5%
Makeni City	96%	57%	0%	21%	8%
Bombali District	91%	19%	0%	9%	6%
Kambia District	94%	16%	0%	5%	11%
Koinadugu District	77%	16%	0%	9%	5%
Port Loko District	80%	26%	0%	14%	13%
Tonkolili District	92%	25%	0%	9%	10%
Bo City	80%	50%	0%	26%	12%
Bo District	81%	20%	0%	13%	10%
Bonthe Municipal	91%	37%	100%	14%	6%
Bonthe District	85%	23%	0%	16%	3%
Moyamba District	94%	21%	0%	10%	17%
Pujehun District	59%	16%	0%	8%	2%
Freetown City	89%	51%	100%	26%	14%
Western Area Rural District	75%	41%	0%	19%	9%
National	83%	29%	100%	13%	8%

3.2.2 Teachers in Public and Private Schools

- ✓ Across the local councils, Bonthe Municipal Council was the only council without any Private school ranging from the Preschool level to the SSS level. There had no Private school teachers.
- ✓ Pujehun District Council had Private school teachers only at the Preschool level.
- ✓ The presence of Private school teachers could not be seen at the SSS level in six (6) local councils.

Table 3.2.2.1 Number of Teachers by Public and Private Schools and Local Council

Council	Preschool		Primary		HEC	JSS		SSS	
	Private	Public	Private	Public	Public	Private	Public	Private	Public
Kailahun District	13	107	25	2,312		18	422	8	201
Kenema City	41	85	156	1,349		89	582	15	390
Kenema District	21	44	15	1,949		15	356	5	58
Koidu-New Sembehun City	14	88	57	685		53	363	45	229
Kono District	8	179	29	1,795		31	411	32	132
Makeni City	32	94	73	763		44	598	43	369
Bombali District	4	78	23	2,484		78	888	64	174
Kambia District	2	31	23	1,741		8	704		159
Koinadugu District	16	67	24	1,845		18	551	18	196
Port Loko District	60	137	168	2,846		103	1,260	1	339

Council	Preschool		Primary		HEC	JSS		SSS	
	Private	Public	Private	Public	Public	Private	Public	Private	Public
Tonkolili District	13	106	44	3,113		43	911		289
Bo City	68	179	143	1,171		49	808	49	485
Bo District	37	65	105	2,354		126	659	97	206
Bonthe Municipal		11		83	6		83		53
Bonthe District	7	54	27	953		17	265		110
Moyamba District	16	35	177	1,969		131	584	9	166
Pujehun District	6	16		1,174			250		54
Freetown City	862	448	1,650	4,026	3	1,010	2,324	979	1,714
Western Area Rural District	287	238	582	1,895		267	1,003	104	214
National	1,507	2,062	3,321	34,507	9	2,100	13,022	1,469	5,538

3.2.3 Teachers Qualification

- ✓ Makeni City Council had the least share of teachers with no teaching qualification followed by Bo City and Kenema City Councils.
- ✓ About seven (7) out of the 19 local councils had over half of their teachers in the schools not qualified to be there with Kenema District Council the highest.
- ✓ The share of teachers with WASSCE or below WASSCE as qualification for teachers was too high.
- ✓ Half of the teachers in Kenema District Council schools had WASSCE or below WASSCE as qualification for teaching.

Table 3.2.3.1 Number of Teachers by Highest Qualification and Local Council

Council	Below WASSCE		WASSCE		Diploma		Other	
	Male	Female	Male	Female	Male	Female	Male	Female
Kailahun District	287	94	782	160	87	16	126	15
Kenema City	19	15	156	59	161	31	129	11
Kenema District	368	54	681	112	47	4	144	5
Koidu-New Sembehun City	15	18	187	139	103	25	98	12
Kono District	412	111	571	208	66	18	70	10
Makeni City	1	7	26	16	81	12	64	18
Bombali District	554	95	769	123	108	19	103	7
Kambia District	211	41	746	93	99	12	80	12
Koinadugu District	250	60	690	106	98	12	42	3
Port Loko District	334	103	862	213	192	54	97	18
Tonkolili District	498	180	843	203	119	32	57	4
Bo City	35	32	113	82	141	62	147	33
Bo District	382	76	694	125	180	36	269	32
Bonthe Municipal	11	1	12	1	68	24	3	2
Bonthe District	179	45	151	40	101	14	136	43
Moyamba District	456	121	482	75	133	20	211	55
Pujehun District	193	40	223	39	47	6	238	22

Council	Below WASSCE		WASSCE		Diploma		Other	
	Male	Female	Male	Female	Male	Female	Male	Female
Freetown City	84	178	656	602	692	278	535	167
Western Area Rural District	108	119	505	323	354	141	92	24
National	4,397	1,390	9,149	2,719	2,877	816	2,641	493

Table 3.2.3.2 Number of Teachers by Highest Qualification and Local Council

Council	TC		HTC		Degree		Masters	
	Male	Female	Male	Female	Male	Female	Male	Female
Kailahun District	889	157	313	18	130	2	16	-
Kenema City	393	403	481	263	407	46	55	8
Kenema District	563	121	238	21	68	4	4	
Koidu-New Sembehun City	319	152	261	51	110	11	6	1
Kono District	679	132	271	25	84	4	7	
Makeni City	225	400	512	248	342	42	15	6
Bombali District	847	288	621	91	183	9	12	
Kambia District	696	137	347	46	120	14	11	3
Koinadugu District	768	165	312	36	132	7	6	
Port Loko District	1,120	451	846	281	292	22	21	5
Tonkolili District	1,088	448	595	92	242	20	27	3
Bo City	285	475	471	291	578	108	44	8
Bo District	628	260	421	123	340	36	29	7
Bonthe Municipal	21	15	22	9	33	2	2	-
Bonthe District	299	142	147	10	93	7	3	-
Moyamba District	663	236	250	61	153	24	4	4
Pujehun District	378	84	138	11	75	8	9	
Freetown City	1,333	2,096	1,801	1,304	2,372	448	260	80
Western Area Rural District	711	641	714	322	341	62	40	6
National	11,905	6,803	8,761	3,303	6,095	876	571	131

Figure 3.2.3.1 Percentage Distribution of Teachers with No Teaching Qualification by Local Councils

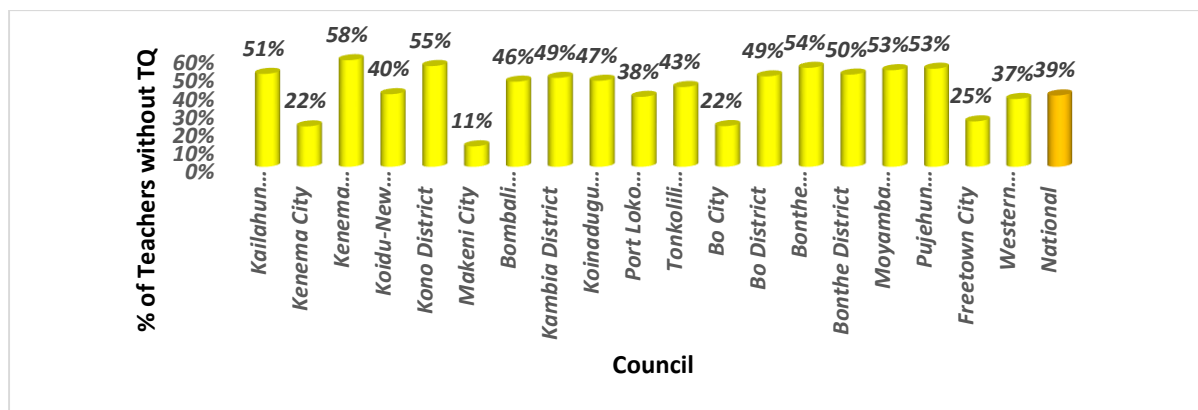
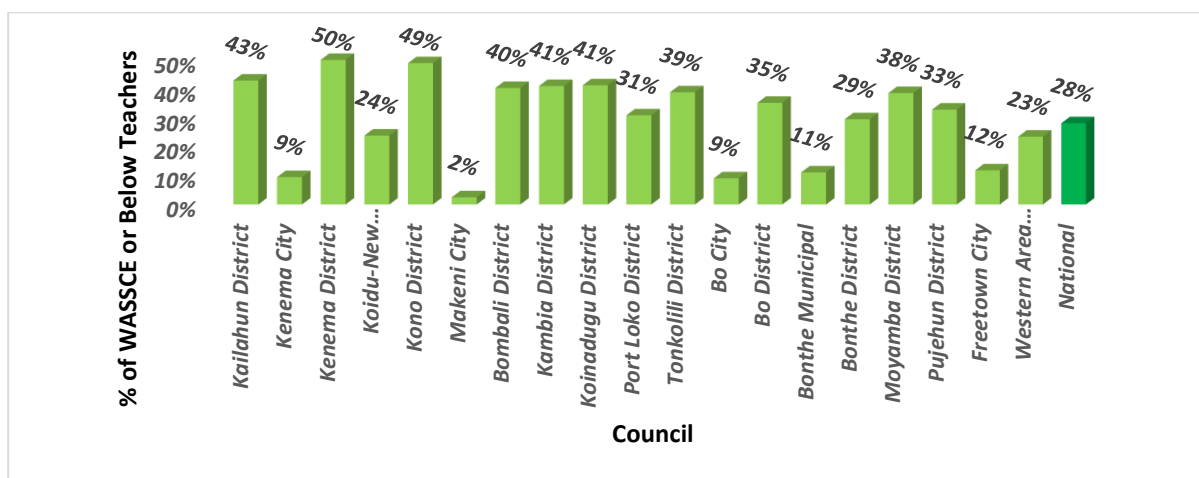


Figure 3.2.3.2 Percentage Share of Teachers with WASSCE or Lower as Highest Qualification



3.2.4 Pupil to Teacher Ratio

- ✓ Bonthe Municipal Council schools had the least Pupils to Teacher Ratio for all levels except at the Preschool level.
- ✓ Five (5) out of the 19 local councils had a Pupil to Teacher Ratio that was below 30:1 and Pujehun District Council had the highest.
- ✓ On the other hand, majority of the local councils had a Pupil to Qualified Teacher Ratio that was over 60:1 with Pujehun District Council the highest with a ratio of over 100 pupils per teacher.

Figure 3.2.4.1 Pupils - Teachers Ratio (PTR) by School Level and Local Councils

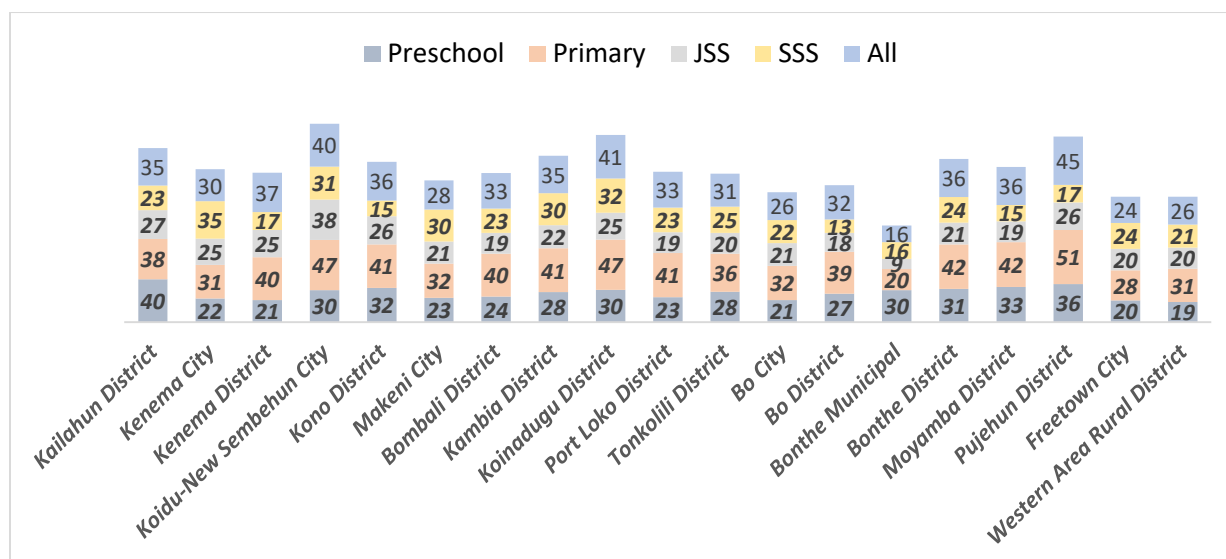
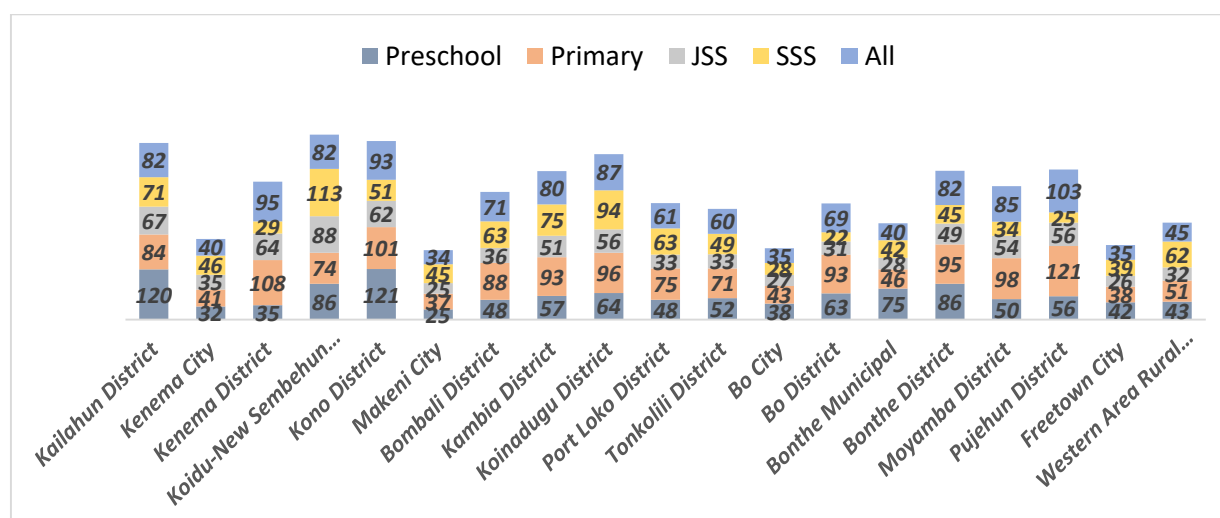


Figure 3.2.4.2 Pupils – Qualified Teachers Ratio (PQTR) by School Level and Local Councils



3.2.5 Number of Teachers per School (Average)

- ✓ The average number of teachers per school was below 10 per school nationwide (7 per school).
- ✓ Eight (8) out of the local councils had an average number of teachers per school that was below the national average.

Table 3.2.5.1 Average Number of Teachers per School by Local Councils

Council	Preschool	Primary	JSS	SSS	All
Kailahun District	3	6	12	17	7
Kenema City	3	10	15	29	10
Kenema District	3	4	9	11	5
Koidu-New Sembehun City	3	9	12	23	10
Kono District	3	5	9	15	5
Makeni City	3	14	20	27	14
Bombali District	3	5	11	17	6
Kambia District	2	6	11	19	7
Koinadugu District	3	4	11	17	5
Port Loko District	3	5	11	20	7
Tonkolili District	2	6	13	22	7
Bo City	3	10	21	30	11
Bo District	3	5	12	17	6
Bonthe Municipal	3	10	18	17	11
Bonthe District	2	4	12	18	5
Moyamba District	3	4	11	18	5
Pujehun District	3	4	11	13	5
Freetown City	3	9	17	22	10
Western Area Rural District	3	8	12	13	8
National	3	6	13	21	7

2.3.6 Subject Teachers

Table 3.3.6.1 Number of English Language and Mathematics Teachers in JSS by Sex and Local Council

Council	English Language Teachers			Mathematics Teachers		
	Male	Female	Both	Male	Female	Both
Kailahun District	79	7	86	81	2	83
Kenema City	76	8	84	81	1	82
Kenema District	70	3	73	64	2	66
Koidu-New Sembehun City	71	4	75	67	5	72
Kono District	90	3	93	83	5	88
Makeni City	67	12	79	62	2	64
Bombali District	159	-	159	147	2	149
Kambia District	123	5	128	120	1	121
Koinadugu District	87	6	93	83	4	87
Port Loko District	229	26	255	217	9	226
Tonkolili District	139	12	151	132	6	138
Bo City	86	30	116	105	3	108
Bo District	125	11	136	121	1	122
Bonthe Municipal	11	1	12	10	1	11
Bonthe District	46	4	50	49	2	51
Moyamba District	118	11	129	110	8	118
Pujehun District	47	4	51	43	-	43
Freetown City	351	111	462	400	30	430
Western Area Rural District	163	27	190	177	5	182
National	2,137	285	2,422	2,152	89	2,241

Figure 3.3.6.1 Percentage Share of English and Maths Teachers in JSS by Sex

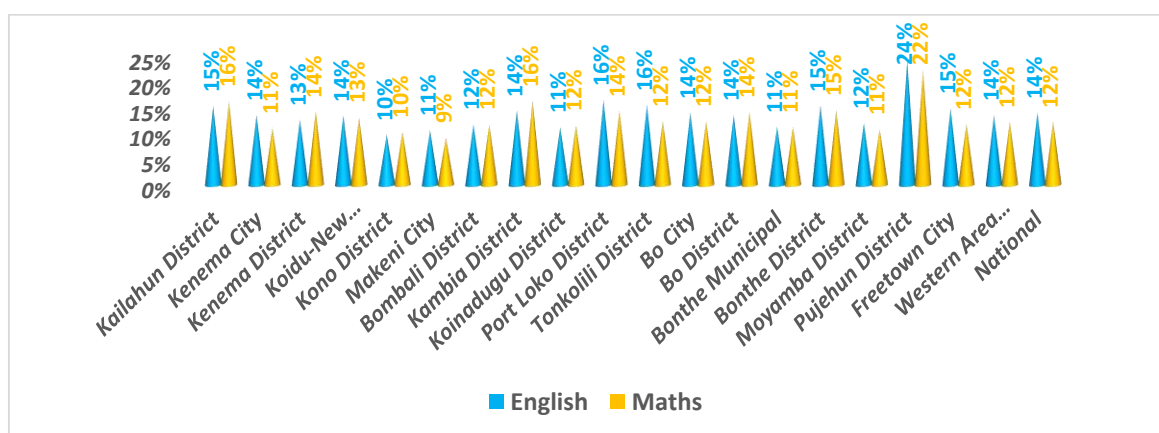


Table 3.3.6.2 Number of English Language and Mathematics Teachers in SSS by Sex and Local Council

Council	English Language Teachers			Mathematics Teachers		
	Male	Female	Both	Male	Female	Both
Kailahun District	32	-	32	34	-	34
Kenema City	51	4	55	44	1	45
Kenema District	7	1	8	9	-	9
Koidu-New Sembehun City	35	2	37	36	-	36
Kono District	16	-	16	17	-	17
Makeni City	41	3	44	37	1	38
Bombali District	26	2	28	28	-	28
Kambia District	23	-	23	26	-	26
Koinadugu District	24	-	24	25	-	25
Port Loko District	51	5	56	48	1	49
Tonkolili District	41	4	45	35	1	36
Bo City	66	9	75	65	1	66
Bo District	38	3	41	40	3	43
Bonthe Municipal	6	-	6	6	-	6
Bonthe District	17	-	17	16	-	16
Moyamba District	18	3	21	17	2	19
Pujehun District	12	1	13	12	-	12
Freetown City	318	83	401	315	5	320
Western Area Rural District	39	4	43	38	1	39
National	861	124	985	848	16	864

Figure 3.3.6.2 Percentage Share of English and Maths Teachers in SSS by Sex

