



Government of Sierra Leone

Ministry of Basic and Senior Secondary Education

2020 Annual School Census Report

March 2021



Contents

<i>List of Tables</i>	5
<i>List of Figures</i>	7
PREFACE	9
ACKNOWLEDGEMENT	11
List of Acronyms	12
Executive Summary	13
Section One: Introduction	17
Chapter 1 Background and Methodology	17
1.1 Background Information	17
1.2 Specific Objectives	19
1.3 Scope of the School Census	19
1.4 Data Collection Tools	19
1.5 Coverage	20
Chapter 2 Field Methodology	23
2.1 Target	23
2.2 Data Collection Procedures	23
2.3 Recruitment and Training of Field Staff	23
2.3.1 Training of Trainers	24
2.4 Team Composition	26
2.5 Data Collection and Data Management	27
2.6 Quality Control Assurance	27
2.6.1 Spot and Back Checks	28
2.6.2 Office Spot Check	28
2.6.3 Editing	28
2.7 Challenges and Limitations	29
2.8 Summary and Conclusion	30
2.9 Recommendations	31
Section Two: The Schools	33
Chapter 3 General School Information	33
3.1 Introduction	33
3.2 Comparison between 2019 and 2020 School Censuses	33
3.3 Distribution of Schools	35
3.4 Schools Ownership/Proprietorship	38
3.5 Schools Operation	41
Chapter 4 School Management	45
4.1 Introduction	45
4.2 Community-Teacher Association (CTA)	45
4.3 School Management Committee (SMC) and Board of Governors (BoG)	46
4.4 Other School Management Support	48
Chapter 5 School Infrastructure	51
5.1 Introduction	51
5.2 Classrooms and Streams	51
5.3 Access to Water, Sanitation and Hygiene (WASH)	58
5.3.1 Access to Water	58
5.3.2 Access to Toilets	61

5.3.3 Access to Other School Sanitation Facilities	64
Chapter 6 Teaching and Learning Support	69
6.1 Introduction	69
6.2 Pedagogical Materials	69
6.3 Learning Aids	72
6.4 ICT for Pedagogy	73
6.5 Access to Electricity and Telecommunication	78
6.5.1 Access to Electricity	78
6.5.2 Access to Mobile Telecommunication Network Coverage	79
Chapter 7 Nutrition, Leisure and Safety	81
7.1 Introduction	81
7.2 School Feeding Programme	81
7.3 Leisure and Safety	83
Chapter 8 School Related Sexual and Gender Based Violence	85
8.1 Introduction	85
8.2 Cases of Sexual and Gender Based Violence.....	85
8.3 Response of School Administration to Reported Cases of SGBV	88
Section Three: The Pupils	90
Chapter 9 School Enrolment	90
9.1 Introduction	90
9.2 Pupils Enrolment Distribution	90
9.3 Enrolment by Ownership/Proprietorship	93
9.4 School Operation Enrolments	96
9.5 Grade Enrolment in Schools.....	98
Chapter 10 Enrolment Rates	101
10.1 Introduction	101
10.2 Gross Intake Rate (GIR).....	101
10.3 Gross Enrolment Ratio (GER)	103
Chapter 11 Internal Efficiency	105
11.1 Introduction	105
11.2 Repetition	105
11.3 Gross Completion Rate (GCR) / Primary Completion Rates (PCR)	106
11.4 Retention Rate	108
11.5 Transition Rate	108
Chapter 12 Other Enrolment Issues	110
12.1 Introduction	110
12.2 Enrolment of Pupils with Specific Disabilities	110
12.3 Pregnant Girls in School.....	112
Section Four: The Teachers	117
Chapter 13 Distribution of Teachers	117
13.1 Introduction	117
13.2 Number of Teachers	117
13.3 Teachers' Service Experience	124
13.4 Teachers Qualification	128
13.5 Other Teacher Status	132
Chapter 14 Teaching Ratios.....	136

14.1 Introduction	136
14.2 Pupil-Teacher Ratio (PTR).....	136
14.3 Pupil-Qualified Teacher Ratio (PQTR).....	139
CONCLUSION	143
RECOMMENDATIONS	146

List of Tables

<i>Table 1.5-1: Local Council and Districts</i>	<i>21</i>
<i>Table 3.2-1: Overview of the 2019 School Census</i>	<i>34</i>
<i>Table 3.2-2: Overview of the 2020 School Census</i>	<i>35</i>
<i>Table 3.3-1: Number of Schools by Local Council and School Level</i>	<i>36</i>
<i>Table 3.3-2: Distribution of Schools by Level and Gender Type</i>	<i>37</i>
<i>Table 3.3-3: Distribution of Schools by Level and Accessibility</i>	<i>37</i>
<i>Table 3.4-1: Distribution of Schools by Ownership and School Level</i>	<i>39</i>
<i>Table 3.4-2: Distribution of Schools by Local Council and Ownership</i>	<i>40</i>
<i>Table 3.5-1: Distribution of Schools by Shift Type and Level</i>	<i>41</i>
<i>Table 3.5-2: Distribution of Schools by Approval Status</i>	<i>41</i>
<i>Table 3.5-3: Distribution of Public Schools by Government Financial Support Status</i>	<i>43</i>
<i>Table 4.2-1: Frequency of CTA Holding Meetings</i>	<i>46</i>
<i>Table 4.3-1: Frequency of SMCs or BoG Holding Meetings</i>	<i>47</i>
<i>Table 5.2-1: Number of Classrooms per Class/Grade</i>	<i>52</i>
<i>Table 5.2-2: Average Stream Size in Schools by Local Council</i>	<i>53</i>
<i>Table 5.2-3: Total Good Classrooms and Pupil-Classroom Ratio in Public and Private Schools</i>	<i>54</i>
<i>Table 5.2-4: Status of Total Classrooms by Local Council</i>	<i>55</i>
<i>Table 5.2-5: Distribution of Permanent Classrooms that Need Repairs by Local Council</i>	<i>57</i>
<i>Table 5.3.1-1: Enrolment in Schools with No Water</i>	<i>59</i>
<i>Table 5.3.2-1: Number of Toilets and Toilet Ratios</i>	<i>61</i>
<i>Table 5.3.2-2: Share of Schools with Separate Toilets for Pupils with Disabilities by Local Council</i>	<i>63</i>
<i>Table 5.3.3-1: Share of Schools with a Hand Washing Facility by Local Council</i>	<i>65</i>
<i>Table 5.3.3-2: Share of Co-Ed Schools with a Cubicle for Girls in their Menstrual Period by Local Council</i>	<i>67</i>
<i>Table 6.4-1: Number of Functional Computers and Rate of Usage</i>	<i>74</i>
<i>Table 6.4-2: Distribution of Schools with Functional Computers for Pedagogy by Local Council</i>	<i>75</i>
<i>Table 6.4-3: Distribution of Schools with Internet Connectivity for Pedagogy by Local Council</i>	<i>76</i>
<i>Table 6.5.1-1: Share of Schools Without Access to Electricity by Local Council</i>	<i>78</i>
<i>Table 7.2-1: Share of Primary Schools with a Garden by Local Council</i>	<i>82</i>
<i>Table 8.2-1: Number of Schools Reporting Cases of SGBV by Local Council</i>	<i>86</i>
<i>Table 8.3-1: Number of Schools with a Redress Mechanism for Cases of SGBV by Local Council</i>	<i>88</i>
<i>Table 9.2-1: Pupil Enrolment by Local Council and School Level</i>	<i>91</i>
<i>Table 9.2-2: Average Enrolment per School by Local Council</i>	<i>92</i>
<i>Table 9.3-1: Pupil Enrolment by Ownership and School Level</i>	<i>93</i>
<i>Table 9.3-2: Pupil Enrolment by Local Council and Ownership</i>	<i>94</i>
<i>Table 9.4-1: Pupil Enrolment by School Approval Status</i>	<i>96</i>
<i>Table 9.4-2: Percentage of Pupils Enrolled in Government Supported Schools by Local Council</i>	<i>97</i>
<i>Table 9.5-1: Pre-Primary School Grade Enrolment by Gender</i>	<i>99</i>

<i>Table 9.5-2: Primary School Grade Enrolment by Gender.....</i>	<i>99</i>
<i>Table 9.5-3: Junior Secondary School Grade Enrolment by Gender.....</i>	<i>100</i>
<i>Table 9.5-4: Senior Secondary School Grade Enrolment by Gender</i>	<i>100</i>
<i>Table 10.2-1: Gross Intake Rate for Nursery 1.....</i>	<i>101</i>
<i>Table 10.2-2: Gross Intake Rate for Primary 1/Class 1</i>	<i>102</i>
<i>Table 10.2-3: Gross Intake Rate for JSS 1</i>	<i>102</i>
<i>Table 10.2-4: Gross Intake Rate for SSS 1</i>	<i>102</i>
<i>Table 10.3-1: Gross Enrolment Rates for Pre-Primary and Primary Levels</i>	<i>103</i>
<i>Table 10.3-2: Gross Enrolment Ratio for Secondary Levels.....</i>	<i>104</i>
<i>Table 11.2-1: Number and Share of Repeaters by Grade and Sex</i>	<i>106</i>
<i>Table 11.3-1: Gross Completion Rate for Pre-Primary and Primary Levels.....</i>	<i>106</i>
<i>Table 11.3-2: Gross Completion Rate Secondary Levels.....</i>	<i>107</i>
<i>Table 11.4-1: Retention Rates by School Level and Gender</i>	<i>108</i>
<i>Table 11.5-1: Primary to Junior Secondary Transition Rates by School Level and Gender..</i>	<i>108</i>
<i>Table 11.5-2: Junior Secondary to Senior Secondary Transition Rates by School Level and Gender</i>	<i>109</i>
<i>Table 12.2-1: Enrolment of Pupils with Specific Type of Disabilities by Level and Gender..</i>	<i>111</i>
<i>Table 12.2-2: Enrolment of Pupils with Disabilities by Local Council and Gender.....</i>	<i>111</i>
<i>Table 12.3-1: Number of Pregnant Girls by School Level and Local Council</i>	<i>113</i>
<i>Table 12.3-2: Average Age of Pregnant Girls by School Level and Local Council.....</i>	<i>114</i>
<i>Table 13.2-1: Distribution of Teachers by Gender and School Level.....</i>	<i>118</i>
<i>Table 13.2-2: Number of Teachers by Local Council, Level of Schooling and Gender</i>	<i>119</i>
<i>Table 13.2-3: Distribution of Teachers by Age, Gender and Level.....</i>	<i>121</i>
<i>Table 13.2-4: Number of Teachers by Age Category and Local Council.....</i>	<i>121</i>
<i>Table 13.2-5: Number of Teachers in Public and Private Schools by Local Council</i>	<i>123</i>
<i>Table 13.3-1: Number of New Teachers by School Level and Local Council.....</i>	<i>125</i>
<i>Table 13.3-2 Distribution of Teachers in Public and Private Schools by Years of Experience</i>	<i>126</i>
<i>Table 13.3-3: Number of Teachers by Years of Experience and Local Council.....</i>	<i>127</i>
<i>Table 13.4-1 Number of Teachers by Qualification and Level.....</i>	<i>128</i>
<i>Table 13.4-2: Number of Teachers by Qualification and Local Council</i>	<i>129</i>
<i>Table 13.5-1: Distribution of Part-Time and Full-Time Teachers by Level and Gender</i>	<i>132</i>
<i>Table 13.5-2: Distribution of Teachers by Salary Source and Level</i>	<i>133</i>
<i>Table 13.5-3: Share of Government Paid Teachers by Local Council and School Level.....</i>	<i>134</i>
<i>Table 14.2-1: Pupil – Teacher Ratio by School Level and Local Council.....</i>	<i>138</i>
<i>Table 14.3-1: Pupil – Qualified Teacher Ratio by School Level and Local Council.....</i>	<i>141</i>
<i>Table 14.3-2: Average Number of Teachers per School by Local Council</i>	<i>142</i>

List of Figures

<i>Figure 3.3-1: Distribution of Schools</i>	<i>35</i>
<i>Figure 3.3-2: Distance of Schools from District Headquarter Town</i>	<i>38</i>
<i>Figure 3.4-1: Distribution of Public and Private Schools by Local Council and Level</i>	<i>39</i>
<i>Figure 3.5-1: Share of Approved Schools by Local Council.....</i>	<i>42</i>
<i>Figure 3.5-2: Share of Public Schools with Government Financial Support Status by Local Council</i>	<i>44</i>
<i>Figure 4.2-1: Share of Schools with a Functioning CTA (Public and Private).....</i>	<i>45</i>
<i>Figure 4.3-1: Share of SMCs in Pre-Primary & Primary and BoG in Secondary Schools</i>	<i>46</i>
<i>Figure 4.3-2: Share of Schools with a Trained SMCs or BoG</i>	<i>47</i>
<i>Figure 4.4-1: Share of Schools with Non-Teaching Staff</i>	<i>48</i>
<i>Figure 4.4-2: Share of Schools with Development Plan</i>	<i>48</i>
<i>Figure 4.4-3: Share of Schools with Guidance Counsellor</i>	<i>49</i>
<i>Figure 4.4-4: Share of Schools with a Dedicated Health Service Delivery Room</i>	<i>49</i>
<i>Figure 4.4-5: Share of Primary Schools with Mothers' Clubs</i>	<i>50</i>
<i>Figure 5.2-1: Total Number of Streams by Grade in each Level.....</i>	<i>52</i>
<i>Figure 5.3.1-1: Access to Drinking Water Source by Schools</i>	<i>59</i>
<i>Figure 5.3.1-2: Share of Schools with Access to Piped Water/Borehole by Local Council</i>	<i>60</i>
<i>Figure 5.3.2-1: Share of Schools with Good Toilets by Local Council</i>	<i>62</i>
<i>Figure 5.3.3-1: Access to Hand Washing Facility by School Level.....</i>	<i>64</i>
<i>Figure 5.3.3-2: Access to Cubicle for Girls on their Menstrual Period by School Level.....</i>	<i>66</i>
<i>Figure 6.2-1: Textbook Ratio in Primary Schools.....</i>	<i>69</i>
<i>Figure 6.2-2: Textbook Ratio in Primary Schools by Local Council</i>	<i>70</i>
<i>Figure 6.2-3: Textbook Ratio in Junior Secondary Schools by Local Council</i>	<i>71</i>
<i>Figure 6.2-4: Textbook Ratio in Senior Secondary Schools by Local Council.....</i>	<i>72</i>
<i>Figure 6.3-1: Language of Instruction in Classes 1 and 2</i>	<i>73</i>
<i>Figure 6.3-2: Distribution of Learning Aids in Schools by Level.....</i>	<i>73</i>
<i>Figure 6.4-1: Internet Availability in Schools in Sierra Leone</i>	<i>77</i>
<i>Figure 6.5.1-1: Access to Electricity by School Level</i>	<i>78</i>
<i>Figure 6.5.2-1: Schools Access to Mobile Telephone Network Coverage</i>	<i>80</i>
<i>Figure 6.5.2-2: Share of Schools with Access to Mobile Telephone Network Coverage by Local Council</i>	<i>80</i>
<i>Figure 7.2-1: Distribution of School Feeding Support in Primary Schools</i>	<i>81</i>
<i>Figure 7.3-1: Distribution of Schools Leisure and Safety Facilities</i>	<i>83</i>
<i>Figure 7.3-2: Availability of Schools Leisure and Safety Facilities by Level.....</i>	<i>84</i>
<i>Figure 8.2-1: Number of Schools Reporting Type of SGBV Pupils Suffered.....</i>	<i>86</i>
<i>Figure 8.2-2: Number of Schools Reporting Impact of SGBV on Pupil Learning.....</i>	<i>87</i>
<i>Figure 8.3-1: Share of Schools with Designated Staff to Receive Cases of SGBV.....</i>	<i>88</i>
<i>Figure 8.3-2: Number of Schools Demonstrating the Role of School Administrators to Survivors of SGBV.....</i>	<i>89</i>
<i>Figure 9.2-1: Pupil Enrolment by School Level and Gender</i>	<i>90</i>
<i>Figure 9.3-1: Enrolment in Public and Private Schools by Local Council and Level.....</i>	<i>95</i>
<i>Figure 9.4-1: Pupil Enrolment in Government Supported Schools</i>	<i>96</i>
<i>Figure 9.5-1: Male and Female Enrolment Pyramid.....</i>	<i>98</i>
<i>Figure 12.3-1: Distribution of Schools with Pregnant Girls by Level.....</i>	<i>113</i>

<i>Figure 13.2-1: Percentage of Teachers by Gender.....</i>	<i>118</i>
<i>Figure 13.2-2: Percentage Share of Teachers by Age Category.....</i>	<i>120</i>
<i>Figure 13.2-3: Number of Teachers in Public and Private Schools by Level.....</i>	<i>122</i>
<i>Figure 13.3-1: Percentage of New Teachers by Level and Gender</i>	<i>124</i>
<i>Figure 13.3-2: Percentage of Teachers by Years of Experience and School Level</i>	<i>126</i>
<i>Figure 13.4-1: Share of Teachers Qualified for their Teaching Level by Gender.....</i>	<i>130</i>
<i>Figure 13.4-2: Share of Teachers Qualified for their Teaching Level in Public and Private Schools.....</i>	<i>131</i>
<i>Figure 14.2-1: Pupil-Teacher Ratio by Level</i>	<i>136</i>
<i>Figure 14.2-2: Pupil-Teacher Ratio in Public and Private Schools</i>	<i>137</i>
<i>Figure 14.3-1: Pupil-Qualified Teacher Ratio by Level.....</i>	<i>139</i>
<i>Figure 14.3-2: Pupil-Qualified Teacher Ratio in Public and Private Schools</i>	<i>140</i>

PREFACE

The Government of Sierra Leone is committed to reducing poverty, fighting corruption, and increasing the welfare standards and livelihood of all its citizens. Human capital development – through education – is a critical part of His Excellency, Brig. (Rtd.) Dr. Julius Maada Bio's Medium-term National Development Plan, and his Government's flagship Free Quality School Education (FQSE) program. The Government has an ambitious policy for national transformation and economic development to address the Sustainable Development Goals (SDGs) by developing human capital through the provision of adequate learning facilities including infrastructure, furniture, teaching and learning materials and supporting teachers. Teaching and learning outcomes, the status and conditions of the education sector workforce, and education leadership and management at schools all need sustained attention to achieve quality education. Specific policy interventions to address these challenges require reliable, verified and clean education sector data.

The Ministry of Basic and Senior Secondary Education (MBSSE) has the statutory mandate and authority to coordinate and manage all educational activities and policies at school level from pre-primary through primary, junior and senior secondary. The Directorate for Planning and Policy in the Ministry is therefore responsible to provide the leadership and support for Government and its partners related to the Annual School Census. The Annual School Census (ASC) is an activity to collect, compile, analyze and disseminate education data related to schools, infrastructure, management and learning outcomes. These analyses inform the national understanding of trends in numeracy, literacy, retention, transition and multi-level performance.

The conduct of the ASC is digital, which means data are provided on a near real time basis for cleaning and analyses. This process of digitizing the ASC, which started in 2018 in the Ministry, has transitioned the culture of record and document management systems in schools. Today, school level data and statistics are available in a structured format in and for all schools at district and national level. The digitization of education activities is key to the success of the transformation drives at MBSSE. As part of this goal, the Ministry provided digital tablets to all senior secondary schools (private and public) to start generating real time data which will further enhance transparency and accountability in school management. Technical training exercises were conducted in all districts to support principals from senior secondary schools on the use of the tablets for data collection and the digitization process.

With a strong alliance with partners, the Ministry in 2019 established collaboration with the Directorate of Science, Technology and Innovation (DSTI) who supported the availability of the 2018 cleaned data to citizens and partners on the Education Data Hub (www.educationdatahub.dsti.gov.sl). The timely provision of the data in the year under review supported the development of national policies and program interventions by government and its trusted development partners. These results also continue to support the development of the

Education Sector Plan (ESP) 2021-25, Performance Tracking Table (PTT), and data requests from our Education Development Partners (EDPs) and the national and international organizations.

In line with the Ministry's Policy on Radical Inclusion in Schools, the ASC 2020 report contains different analyses including data on pregnant schoolgirls and special needs schools; in addition to school intake rates; the supply of teachers and their qualifications to match pupil-teacher ratios; pupil classroom ratios and pupil furniture ratios. This report also provides information on school mapping using Global Positioning Systems (GPS) and heat maps of educational facilities. For the first time, comprehensive data has been collected on all non-formal learning centers including the learners and knowledge givers. These indicators demonstrate the tremendous impact of the FQSE policy under the leadership and guidance of H.E President Bio.

The results presented in this report are the outputs of the Education Management Information Systems (EMIS), a critical investment of the sector in MBBSE's existing projects supported by Global Partnership for Education (GPE), EU-Support to Education Sector in Sierra Leone (SESSiL) and World Bank.

Finally, it is my belief that stakeholders, partners, researchers and civil society organizations in the educational sector will find this report both informative and educative. The contents will most definitely inform sectorial planning and policy development; citizen action and community response; and impactful investments. Partners are encouraged to use the content as a guide for engagement and intervention in the sector. It is certain that as a Ministry, the contents of this report will be used to inform relevant sector decisions.

Dr. David Moinina Sengeh



Minister of Basic and Senior Secondary Education and Chief Innovation Officer

ACKNOWLEDGEMENT

This report is the product of collective efforts of individuals and organizations within the education sector. I thank the Hon. Minister and his team for their strategic leadership in the Ministry's commitment to the production of quality education statistics to support the Government's flagship program of Free Quality School Education (FQSE).

I extend special thanks and appreciation to the World Bank Group, European Union, and all of our education development partners for their timely interventions to help validate the census instrument, support the training of field staff and providing the necessary funding to undertake this exercise. The period under review was a challenging one, not only for the education sector but for all walks of life, as the world was hit by coronavirus which negatively impacted most activities globally.

I take this opportunity to thank the Director of Planning and Policy, Mrs. Adama J. Momoh, Deputy Director of EMIS Mr. John K. Ansumana, and the entire data team in the Planning and Policy Directorate including the contract staff from EU and World Bank and staff from the Delivery Team and DSTI who supported the Ministry's staff in the development of this report. My gratitude goes to the Deputy Directors of Education in the various districts for effective coordination of their counterparts from the TSC, NCRA and Statistics Sierra Leone at district level. They played a vital role in the data collection process – from designing the framework and methodology, building the digital platform, training the enumerators and supervisors, to the data collection exercise and development of the end product. We continue to be grateful for your support and we look forward to a stronger collaboration between our institutions.

In a special way, I thank and appreciate all school heads – Principals, Proprietors and Head Teachers for their positive responses to the census instruments and for giving their kind attention to our field staff during the data collection exercise. Without your candid support, including the honest and trustworthy information you provided, this task would have been difficult to achieve.

Finally, I thank anyone and any institution I have inadvertently failed to recognize for their support and contributions in the overall process of the census. I wish everyone a fruitful use of this report.

Dr. Yatta Kanu



Chief Education Officer

Ministry of Basic and Senior Secondary Education

List of Acronyms

ASC	Annual School Census
B.Ed.	Bachelor of Education
BoG	Board of Governors
CAPI	Computer Application Personal Interface
CSV	Comma Separated Values
CTA	Community Teachers' Association
DD	Deputy Director
DSTI	Directorate of Science, Technology and Innovation
EDPs	Education Development Partners
EMIS	Education Management Information System
ESP	Education Sector Plan
FQSE	Free Quality School Education
GB	Gigabyte
GER	Gross Enrolment Rate
GPS	Global Positioning System
HIV	Human Immunodeficiency Virus
HQ	Head Quarters
HTC (P)	Higher Teachers' Certificate (Primary)
HTC (S)	Higher Teachers' Certificate (Secondary)
ICT	Information Communication Technology
IT	Information Technology
JSS	Junior Secondary School
M.Ed	Master of Education
MBSSE	Ministry of Basic and Senior Secondary Education
MDA	Ministries, Departments and Agencies
OS	Operating System
PBF	Performance Based Financing
PhD. Ed.	Doctor of Philosophy in Education
PPD	Planning and Policy Directorate
PQTR	Pupil Qualified Teacher Ratio
PTR	Pupil Teacher Ratio
REDiSL	Revitalizing Education Development in Sierra Leone
SRGBV	School Related Gender Based Violence
SSS	Senior Secondary School
Stats SL	Statistics Sierra Leone
TC	Teachers' Certificate
ToT	Training of Trainers
TSC	Teaching Service Commission
WASH	Water, Sanitation and Hygiene

Executive Summary

Education service delivery is informed by evidence-based field investigation and planning supported by the Annual School Census (ASC). The ASC is the unique process of data collection by the Ministry to gather school level information on various indicators including enrolment, school facilities, infrastructure, completion rate and retention, transition, and repetition rates. This activity supports the Planning and Policy Directorate and the Ministry of Basic and Senior Secondary Education as a whole in making decisions and policies around education administration and governance.

The ASC is structured to collect data on the number of schools in each level of education and number of pupils enrolled by regions, districts, chiefdoms and towns; the number of teaching and non-teaching staff with years of experience; teachers' qualifications and areas of specialty; school location and facilities using GPS; school safety and access to mobile telephone network coverage and internet connectivity around schools; internal efficiencies and protection of the girl child in education; pregnant schoolgirls and the impact of the radical inclusion policy to return pregnant school girls back to school and disability issues.

This report informs education planners, decision makers, researchers, international communities and general readers on the current status of education since the inception of the government's flagship program - Free Quality School Education (FQSE) in 2018. Education service delivery has ushered in new windows of opportunity around comprehensive safety, radical inclusion, equity, access and emergency preparedness and response.

The data collection was done in December 2020 for the academic year 2019/2020 together with State institutions including Stats SL, the NCRA and the TSC. This was a deliberate attempt to actively involve key stakeholders in the process from its inception phase through finalization. The collaboration with Stats SL, NCRA and TSC was a manifestation of accreditation from the professional bodies in statistics, data and registration in Sierra Leone. These institutions were key players in the validation of the census instrument during the Training of Trainers (ToT) session in Bo District. The census instrument (Survey CTO) was developed on a web-based platform with cloud-based storage and administered on android tablets.

In the 2020 census conducted in December, there were a total of 2,695,590 students enrolled in schools across Sierra Leone, slightly higher than the 2,654,306 enrolled in 2019. This indicates an increase of 1.3% in enrolment between the 20218/2019 and 2019/2020 academic years. Of these students, 1,361,161 (50.6%) were female and 1,328,792 (49.4%) were male. Out of the 2,689,950 pupils in schools countrywide, the Western Area Urban District has the highest number of pupils (413,407) accounting for 15.4%. This is followed by the Western Area Rural District with 200,638 students (7.5%) and Tonkolili District with 191,531 students (7.1%). Given its small size and population, the least enrolment is recorded for Bonthe Municipality which accounts for just 0.2% of all school pupils nationwide.

Nationally, the average school population size is 80 for pre-primary, 251 for primary, 292 for junior secondary and 503 for senior secondary. The majority of the school pupils in Sierra Leone, representing 64.3%, are enrolled in mission schools which are mostly owned by religious organizations. Community schools accounted for approximately 10.4% of enrolled pupils, while pupils enrolled in private schools accounted for approximately 7.1%, (dropping from 8.2% in 2018). The number of pupils enrolled in government schools account for approximately 18.1% of the total school enrolment, the same percentage as in 2019.

The number of schools captured by the 2020 schools census was 11,034. This was less than the 11,168 captured in the 2019 census and corresponded to a 1.2% decrease between the two years. This decrease is primarily due to decreases in the number of pre-primary, primary and junior secondary schools. Reports by data collectors indicate that ceasing of operation is the main cause of the decrease in the number of schools noted. Although there was a decrease in the number of schools, it is interesting to note that enrolment increased by 34,647 (1.3%). Pre-primary enrolment increased by 10.6%, junior secondary increased by 3.5% and senior secondary increased by 5.4% however primary enrolment decreased by 0.6%. It is likely that this is due to many students who would previously go straight to primary school now having the option to enroll in pre-primary schools.

More than half of the schools in Sierra Leone (63.6%) are primary schools. Pre-primary schools account for 15.9%, junior secondary schools account for 14.5% and senior secondary schools account for 6.0%. Western Urban Area, which hosts the capital city, is the geographical

area/district with the highest number of schools at 1,728 (15.7%). Western Rural Area and Tonkolili District councils follow, having 914 (8.2%) and 817 (7.4%) schools respectively.

Out of a total of 11,034 schools recorded in the 2020 ASC, the majority are owned by missions/religious organizations (6,288) which accounted for 57.1%. Government schools accounted for about 15.2% (1,676), the same as private schools (1,676). 12.2% of the schools (1,350) are owned by communities, and other agencies accounted for 0.2% (27). 95.3% of schools are reported to run a single shift while 4.7% operate a double shift system (morning/afternoon), a decrease from 5.5% in 2019. The majority of schools (8,089), representing 73.3%, have been approved by MBSSE, 10.2% have applied for approval while 16.5% of schools are unapproved. Approximately 90.3% (6,435) of approved public schools receive financial support from the government.

From the study, out of the schools that reported having access to drinkable/safe water, a borehole is their main source (22% in pre-primary, 27% in primary, 29% in junior secondary and 35% in senior secondary), followed by hand dug wells (20% in pre-primary, 18% in primary, 23% in junior secondary and 23% in senior secondary). Access to water implies that the water supply is within the school compound or in the immediate nearby community and the water refers to drinkable or safe water. However, a large number of schools (37% in pre-primary, 42% in primary, 32% in junior secondary and 22% in senior secondary) reported having no access to water on their school premises or in the immediate nearby community.

For a safe learning environment, 77% of schools reported having a play area or playground for children to play and participate in extracurricular activities, while 12% provided ramps for physically challenged pupils. About 23% of schools reported having a perimeter fence around their schools to protect against external intrusion.

Nationally, 141 schools reported at least one incidence of sexual and gender-based violence (SGBV) in their schools. The investigations further revealed that the junior secondary level had 61 (43.3%) reported cases of school related SGBV, the highest number of all the school levels. This was followed by 55 reports in primary (39%) and 25 in senior secondary (17.7%), with the least number of reported cases of SGBV.

Along the line of the policy on Radical Inclusion in Schools, this year's census has a focus on data on pregnant schoolgirls in schools. A total of 377 schools at various levels reported pregnant girls

attended school during the 2019/2020 academic year. 51% of these schools (192) were at the junior secondary school level. Disturbingly, 102 (27%) of the schools were at the primary level, while 83 (22%) were in senior secondary schools. The national average age for pregnant girls was 15 years old for primary, 17 years for junior secondary and 19 years for senior secondary. The minimum ages recorded for the pregnant girls were 10 years, 12 years and 15 years old for primary, junior secondary and senior secondary respectively.

The Gross Intake Rate (GIR) for primary is 196.0% with an average admission age of 6 years. For junior secondary, the GIR is recorded at 77.7% with an average admission age of 12 years whereas the GIR for senior secondary is 74.8% with an average age of 15 years for admission. More girls are admitted at the primary level than boys and gender parity in intake is achieved at the junior secondary level. However, the senior secondary level is reported to have more boys than girls.

The Primary Completion Rate (PCR) is an achievement indicator and measures the number of children graduating Class 6 expressed as a proportion of the 11 years old in that year. The PCR is 83.8% in 2020 compared to 79.6% in 2019. The PCR for girls is higher than that for boys, indicating that more girls enrolling in the school at primary level are completing the primary cycle than boys. The school age population for completion rate is age 14 for junior secondary and age 17 for senior secondary school. The JSS and SSS Gross Completion Rates are 73.9% and 78.8% respectively.

The aforementioned are the highlights of the 2020 Annual School Census findings. More details and other indicators including school safety, WASH facilities; access to electricity, computer and internet; revenue and expenditure, school expenses, pedagogical materials, sexual and gender-based violence and pregnant schoolgirls are provided in the chapters, sections and sub sections of this report. This report is divided into four sections – Section 1 – Background and Methodology (introduction of ASC and the methodology used for the data collection); Section 2 – The Schools (school type, level, location, ownership, infrastructure, finances); Section 3 – The Pupils (pupil enrolment, age/sex distribution, retention, completion, special needs children, pregnant school girls etc.) and Section 4 – The Teachers (number of teachers, qualifications, years of teaching experience, pupil-teacher ratio etc.).

Section One: Introduction

Chapter 1 Background and Methodology

1.1 Background Information

Education transformation is the key strategy for human capital development and economic growth in any nation. The Government of Sierra Leone (GoSL) under the leadership of His Excellency Rtd. Brigadier Dr. Julius Maada Bio has prioritized education as a flagship program. This is also in accordance with the SDG 4 (quality education for all), and in a bid to achieve this, the first milestone is to ensure that reliable and credible education data and statistics are made available to policy makers, politicians, the government, researchers, donor partners and the international communities.

The Ministry of Basic and Senior Secondary Education (MBSSE) in recognition of the SDGs, the National Development Plan and the Government's Manifesto has heightened up the modus operandi in the general service delivery and in steering the process of education transformation in the country. The Ministry continued using electronic forms for data collection to meet with universal standards. This mode of data collection is not only accurate with less human errors, but also provides data/information in real time, allowing for a shorter period of reporting.

While GoSL is striving to provide opportunities for children and adults to acquire the skills, values and knowledge, the pandemic spread of novel coronavirus, also known as COVID-19, has significantly disrupted every aspect of human life, including education. The alarming spread of the virus caused havoc in the educational system forcing educational institutions to shut down. According to the Global Coalition Report by UNESCO on the impact of COVID-19 on global education, over 1.5 billion children across 191 countries have been severely impacted by the temporary closure of schools and educational institutions. To mitigate the impact, educational institutions have responded to the closure differently in different contexts, with a range of options for students, teachers, managers and parents, depending on the resources, both materials and human, available to them. Most of the options have to incorporate innovative technologies (e.g.,

digital and mobile technologies combined with traditional technologies such as radio and TV) to provide at least some form of educational continuity.

Despite the challenges caused by the COVID-19 pandemic, such as school closures for more than 6 months, the MBSSE continued collecting school data in 2020 for the 2019/2020 academic year. This continues providing more avenues for reaching the Annual School Census' goal of improving existing education data at the school level to inform data driven decisions and policies governing the education system. The comparative studies of education statistics over the years as provided by EMIS, helps to measure the growth pattern of enrolment in schools and expansion of schools in the system. The strategic objective of the ESP 2021-25 will only be possible in the realization of accurate and reliable school-level data.

The launch of the Free Quality School Education (FQSE) in August 2018 has ushered in unique opportunities for over a million pupils in government and government assisted schools and reducing the out-of-school children and dropouts in the system. This is a manifestation of the impact of the FQSE to economic growth and nation building. With a high literacy rate in a society, poverty reduction is assured and corruption, youth unemployment and teenage pregnancies have the tendencies to decrease. The collection of education statistics gives a clear impression of this growth pattern, which is worth studying to make appropriate decisions based on evidence.

This report is a collection of education statistics from schools, depicting school enrolment, facilities, teaching and learning materials, teachers, furniture, infrastructure, school safety, accessibility etc. The statistics presented in this report are useful for the assessment of the country's education system, which also supports international data demands on schools from the UNESCO Institute of Statistics (UIS), Global Partnership for Sustainable Development Data (GPSDD), and UNDP and locally, Statistics SL, EDPs, GoSL, Ministry of Finance, researchers, colleges and universities.

The conduct of the 2020 Annual School Census has been completed in close alliance with and keen supervision from the NCRA, Stats SL, the TSC and the FQSE Secretariat in validating and piloting the census instrument and further endorsed its approval for usage and to achieve the desired outcome with transparency and collaboration.

1.2 Specific Objectives

- i) To determine the total number of schools by level, type, location, facilities, furniture and enrolment for the purpose of informing decision makers in the implementation of the FQSE and to support the ESP 2021-25
- ii) To map the unique location of schools using the Global Positioning System (GPS)
- iii) To verify teachers in all schools with a checklist and teacher records
- iv) To improve on the approval status of teachers and schools to support the FQSE program
- v) To provide data for the distribution of teaching and learning materials in the FQSE program
- vi) To identify the status quo of educational facilities and improve provision of education statistics and data for international organizations, policy planners and decision makers to meet with the statutory mandates of the Ministry to cater for and plan for the growing needs of education accessibility countrywide

1.3 Scope of the School Census

The 2020 ASC was carried out in all sixteen districts of Sierra Leone and included all schools - pre-primary, primary, junior and senior secondary schools, both public and private. This exercise lasted three months from the development and validation of the tools, ToT, training of enumerators and supervisors to field visits and data collection.

The scope of the survey was to reach out to all schools, irrespective of ownership, location, status and enrolment, by enumerators and supervisors. During the school visits, data collection was conducted through interviews with school heads using both the paper questionnaires and tablets.

1.4 Data Collection Tools

The data collection tool was designed by the Data Team of MBSSE and World Bank Consultants. This was thoroughly vetted by EDPs and other key stakeholders before it was formally accepted as a consolidated tool.

The tool was structured to capture the following records:

- School Profile – such as the school’s name, location, EMIS number and contact details.
- School Particulars – including school ownership, approval and financial support status.

- School Infrastructure – this includes the availability of existing facilities in schools, such as classrooms, library, furniture, source of drinking water, toilet facilities etc.
- Teaching and Learning Materials - How many texts books and/or instructional materials are available for each subject in each class? Does the school have an ICT facility for learning? Does the school provide life skills-based HIV and sexuality education?
- School Operations and Pupils – the time the school starts and ends, how many streams there are for each level, pupil enrollment and repeaters. This part also asks questions regarding disability to ensure equal accessibility to marginalized groups.
- School Management – this aims to understand how the school management works. Is there a functional CTA or SMC? If yes, how many times do they meet per year? Is there a Mother’s Club or Children’s Parliament? Does the school have a bank account for the payment of fees subsidies?
- School Ownership – to determine whether the school is owned by Government, Private, Community or Religious bodies.
- Non - Teaching Staff - to find out the number of staff available for each position including information on their gender and disaggregated figures on males and females. Non-Teaching Staff positions include Secretary, Office Assistant, Security, Pupil Wardens and other positions that might be available at the school.
- Teaching Staff – this only involves teachers and other academic positions they are currently holding such as Assistant Teacher, Senior Teacher, Head of Department, Principal, Vice Principal etc. It includes their years of experience, the highest professional and academic qualification attained and subject specialties.

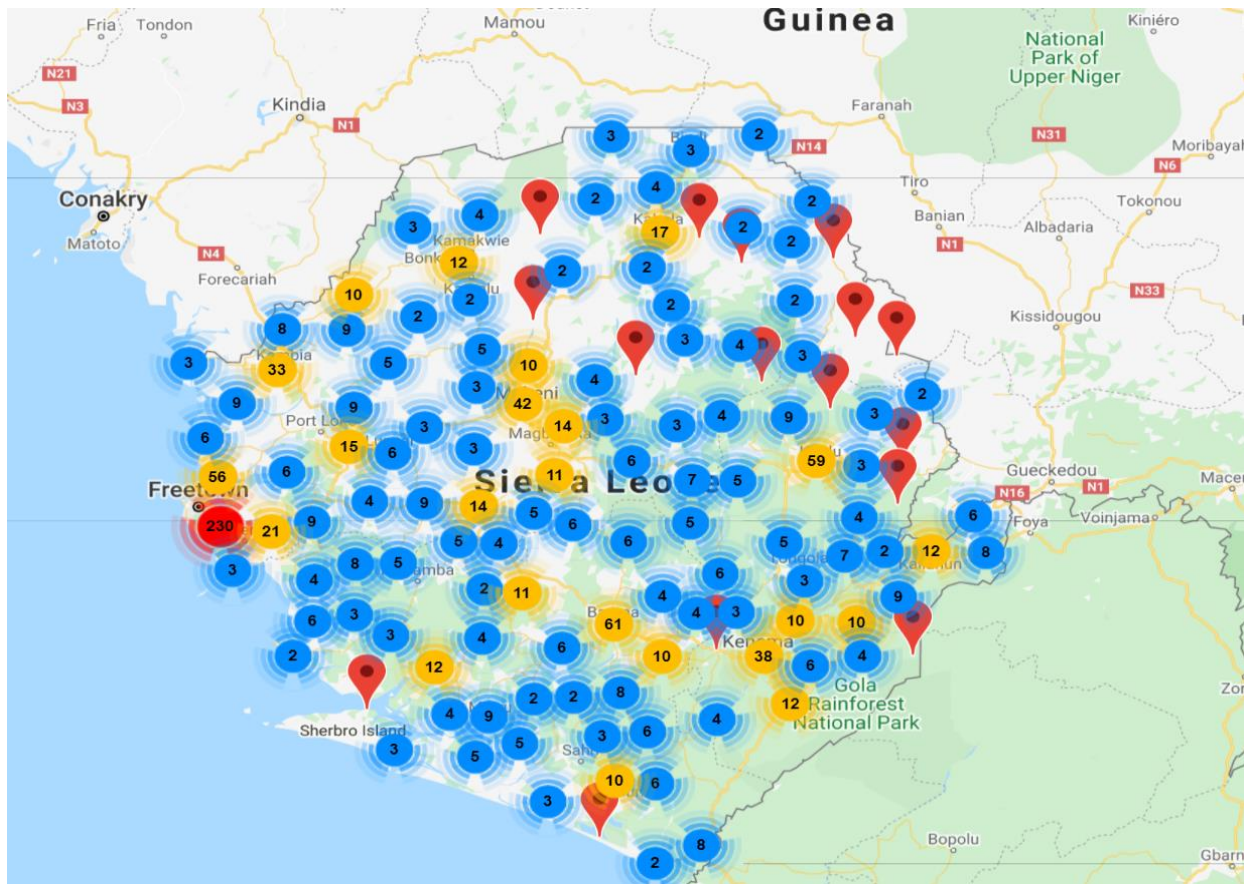
1.5 Coverage

As defined in the ‘Scope’, the survey covered all chiefdoms, districts and regions of the country with the aim of leaving no school or educational facility uncounted. However, a total of 11,034 schools were recorded, a figure slightly below the recorded figure of 11,168 schools in 2019. The analysis in this report focuses on local councils rather than just districts. Within the 16 districts there are 22 local councils. The table below shows which local councils make up each district.

Table 1.5-1: Local Council and Districts

Local Council	District
Bo City	Bo
Bo District	Bo
Bombali District	Bombali
Bonthe District	Bonthe
Bonthe Municipal	Bonthe
Falaba District	Falaba
Freetown City	Western Area Urban
Kailahun District	Kailahun
Kambia District	Kambia
Karene District	Karene
Kenema City	Kenema
Kenema District	Kenema
Koidu-New Sembehun City	Kono
Koinadugu District	Koinadugu
Kono District	Kono
Makeni City	Bombali
Moyamba District	Moyamba
Port Loko City	Port Loko
Port Loko District	Port Loko
Pujehun District	Pujehun
Tonkolili District	Tonkolili
Western Area Rural District	Western Area Rural

The process of collecting data was systematic, using digital technologies and the coverage of data collected by the ASC was comprehensive and covers government, private, mission/religious and community schools.



Heat map of schools in Sierra Leone

Chapter 2

Field Methodology

2.1 Target

The Ministry targeted key professional institutions in registration and data collections to take an active role from the inception stage through the field exercise. The NCRA and Stats SL are professional bodies with the statutory mandate to conduct registration and statistics (data collection) respectively. This inclusion will accredit the authenticity and reliability of the data collection. With technical guidance from these institutions and collaboration with the TSC and the FQSE Secretariat, the Data Team was confident in achieving the desired goal. Although a 4% increase in the total number of schools was recorded in 2019 from the 2018 statistics, an anticipated 2% increase was targeted for the 2020 round of the census.

2.2 Data Collection Procedures

District level school lists were compiled to develop the school master list which comprises all schools identified in all wards, chiefdoms and districts. The survey covered all schools and educational facilities, including Non-Formal Education Learning Centres, regardless of ownership, location, type and infrastructure. Consultative meetings were held with technical experts in designing the platform and questionnaires were prefilled with the school master list of 2019 available on the database. Blank forms were also distributed to schools found in the field but not on the EMIS database.

The school heads were directly responsible for answering the questions on the tool together with the enumerators. Hence, the school heads are responsible for any misinformation about any school in question. School registers, enrolment books and other essential documents including school development plans were examined. Physical examinations of the school facilities were done together with photographs of the facilities.

2.3 Recruitment and Training of Field Staff

The recruitment process of the ASC was informed by the list of best performing enumerators from the 2019 census. Enumerators who had submitted good reports from the last census with a good knowledge of the digital tool and first-hand field experience in the process, were prioritized. New enumerators were however recruited to meet with the contemporary needs of enumerators. These

were mainly college and university students or graduates who were available and capable. Supervisors were mainly experienced staff from Stats SL, the TSC, the FQSE Secretariat and all District IT/Statistical Clerks. These had participated in the development of the digital tool in the Training of Trainers workshop at Sahara Hotel in Bo, Southern Sierra Leone in December 2020.

Selected enumerators in each district were trained on the use of both the paper questionnaire and the digital tool. Over 450 enumerators were trained and screened during the district level trainings and a successful 401 were recruited to do the job. A self-assessment test was conducted to screen the candidates. A pass score gave the access to be recruited into the district team.

2.3.1 Training of Trainers

Trainers comprised professional staff from the NCRA, Stats SL, the TSC and the MBSSE Situation Room IT Officers at district level. The ToT workshop was held at the Sahara Hotel for three days. While trainers were together, technical discussions on the finalization of the tool was the primary focus. This session created the opportunity for the consultants to better understand the requirements of the system together with the trainers who eventually served as field supervisors.

Trainings were supervised by the World Bank Consultants and facilitated by the MBSSE Data Team. Simulations and best practices were shared to give better insights into the process and further establish district level teams of supervisors. The training covered all topics from the paper questionnaire and the electronic forms. All trainees had hands-on experience with the use of the tablet and Survey CTO platform for the data collection. Over 60 personnel including the Data Team participated in this session to finalize the tool and validate for field use. The digital tool was piloted with simulations, before it was unanimously agreed by the participants to be error free and ready for the data collection.

As part of the drive to digitize the education system and improve on quality data production, the Ministry initiated the idea of training principals of senior secondary schools on the data collection tools (paper based and digital) and afterwards issued each participant a tablet to provide school level data. Regional trainings were conducted for all principals of senior secondary schools across the country in a two-day session.



Training of Trainers (ToT) – Bo District

Participants in the ToT were deployed respectively to all districts to work with the District Deputy Directors of Education (DDs) and IT/Statistical Clerks in conducting the district level trainings.

Training was conducted at district level with participants from the ToT (TSC, FQSE and HQ) taking the lead. A three-day training was conducted in all 16 districts to capacitate the enumerators with the electronic and paper-based tools, share field experiences and best practices for an effective and efficient enumeration.

This technical meeting, which attracted professionals and technicians, was able to finalize the approval of the census instrument after critical interventions on the nature of the tool. The session also had the opportunity to do some tweaking around the tool to ensure it was user-friendly and comfortable for the intended purpose.

At the end of the training, district level WhatsApp group links were established for both supervisors and enumerators for ease of communication.



Training of Enumerators – Western Area Urban

2.4 Team Composition

The survey team was led by the Director of Planning and Policy who doubles as the National Coordinator. Five regional coordinators and 16 district coordinators were selected from the Data Team to work alongside the district field supervisors. Each regional coordinator had the mandate to supervise the constituent district coordinators. The district coordinators were from the FQSE, Stats SL, the TSC, Data Team, ICT Team and the Delivery Team. The regional coordinators comprise the Data Analysts/Statisticians, Data Manager and Deputy Director EMIS. The overall exercise was superintended by the Director, Planning and Policy Directorate.

The district teams comprise the Deputy Director of Education, District Coordinator, District Supervisors (FQSE, TSC, Stats SL and District IT Officers) and the screened enumerators. Roles and responsibilities were defined, and simulation exercises were done to ascertain best practices. 65 supervisors and 401 enumerators were trained, screened, recruited and deployed for the data collection exercise.

2.5 Data Collection and Data Management

The data collection started formally on Tuesday 1st December 2020, immediately after the district level trainings, where school mapping and deployment was done. The survey was conducted using android ‘Archos Tab’ with 64 GB and running on the software Survey CTO. The tablet specifications were standard enough to accommodate the required workload. Paper based questionnaires were also deployed side by side with the digital tool. A total of 401 tablets running 8.1.0 version of android Operating System (OS) (upgradeable) were used for the data collection.

Two separate paper questionnaires were developed. One for the formal school system and the other for the non-formal school system. The digital tool was designed to capture the questions on the paper tool, plus taking imageries of school facilities and infrastructure. The surveys were designed and administered in English. Schools were mapped out and the workload shared with each enumerator and supervisor. Enumerators were trained to visit all schools to conduct the survey, while supervisors were following up to support the process.

During the data collection process, periodic updates were given on the district level performance to capacitate the district level teams in the data collection exercise. Graphical presentations of coverage were given on a daily basis. Underperforming districts were revealed and the attention of the Regional and District Coordinators were drawn immediately.

2.6 Quality Control Assurance

During the 2020 ASC, the team continued to observe a series of improvements on the tools and field work monitoring to ensure data quality. First, the questionnaire underwent a series of testing and tweaking to ensure proper quality control and logics were put in place in the electronic questionnaire. The Computer Aided Personal Interface (CAPI) questionnaire included speed limit violations, automatic skipping pattern, response constraints that prevent the enumerator entering data that is obviously incorrect, invalid or inconsistent, calculation field, and other logics set to manage workflow.

To further ensure that enumerators were visiting the assigned schools and conducting the interview at each school, the CAPI questionnaire included GPS functionalities that enabled enumerators to record location of the schools. The coordinates were mapped by the data management team to

confirm the accuracy and position of the interview. All enumerators that had GPS accuracy of more than 10 meters were contacted and sent back to re-collect the correct GPS. The CAPI also includes picture taking of the main building of the school and WASH facilities.

The enumerators were required to visit assigned schools in their wards and assigned localities and record accurate information received from respondents whom most of them were heads of schools. Supervisors were responsible for monitoring data collection by doing spot checks. Supervisors were also required to give daily updates of their district's progress via SMS to the coordinators who also reported to the National Coordinator.

2.6.1 Spot and Back Checks

Coordinators and supervisors were also responsible for quality control assurance by doing spot-checks in some of the schools. Spot checks were done by sitting with the interviewer and respondent to listen to the conduct of the interview. Observations were made without interrupting the interview and after the interview the supervisor shared their findings with the enumerator and later with the entire district team in order to improve the quality of work.

2.6.2 Office Spot Check

Based on the daily submissions, the data management team of the Ministry with the help of the World Bank technical team, ran quality checks on the submitted data and provided daily reports. The checks conducted included, missing information, GPS accuracy and picture quality. Also, the data management team were following up with the team through daily updates from the field team. The messages and submissions received helped to track the work progress as per schedule and address challenges of any team that was lagging behind the schedule.

2.6.3 Editing

Editing was done in two parts: field and office editing. Field editing involved checking the completion status and missing information as received from the Survey CTO server. The task was mainly carried out by DDs and supervisors. This was done to check whether all schools assigned were visited and interviewed, as well as the paper questionnaires being collected. All errors that were discovered with the Survey CTO in the tablet were discussed with the enumerators at field level. It was also ensured that enumerators made follow ups for incomplete data, especially GPS.

Office editing was done after the completion of field work and comprised of matching school names against the original database. This was done by the District Supervisors.

2.7 Challenges and Limitations

With lessons learnt from previous ASCs and other data collection exercises, the Ministry's Data Team made amends to a couple of gaps existing in the process. However, notwithstanding the tremendous efforts to get these challenges and limitations resolved, there still exists some barriers in the process, which include but are not limited to:

- i) Technological challenges – Storage capacity was stocked up during the uploading of data and prevented some data being uploaded to the server during the census. This restricted a couple of forms sent to the server to be stuck on the tablets until a later date. Internet connectivity was also a challenge in some districts, especially with the data sim provided for the district(s). Power banks were not available to some districts or regions with electricity challenges.
- ii) Schools without paper questionnaire/unfilled questionnaire – Some schools did not receive the paper questionnaire until the visits of the enumerators to the schools for data collection. This slowed down the process of enumerators as they had to deliver the paper questionnaires and return to the schools at a later date to allow school heads to fill the questionnaire before completing the digital tool.
- iii) Negligence of schools to respond adequately to the data collection tool – It is usual that some private schools are negligent in providing data to the survey and if at all, incomplete data to fill the questionnaires.
- iv) Negligence of the school heads in filling the paper questionnaire – It was observed that in some of the schools, the school heads were not cooperative by completing the questionnaire, either by negligence or lack of knowledge. As a result, this prolonged the data collection process in some of the districts, especially Western Area – rural and urban. The paper tools were not pre-filled by the school heads prior to the visits of the enumerators. This took some time from the enumerators' workload as they had to assist school heads in filling out the paper forms before inputting the information into the tablet.

- v) Staff allowances and transport cost – The general consensus from district level reports revealed that enumerators are yearning for additional transportation costs to operate in hard-to-reach areas and riverine communities.

The data collection exercise officially ended on Friday 18th December 2020 after three weeks of field exercise. A considerable number of schools were reported closed while others were not accounted for from the designated localities. There was need for post enumeration wherein some schools were found and others not, during a robust mopping exercise.

2.8 Summary and Conclusion

The Annual School Census provides the education statistics required to support education planning and policy decisions based on evidence. This is used to inform the development of the Education Sector Plan which is usually a five-year master plan on education development to support development partners working in the education sector, to comply with international requirements in providing country-level data and statistics on education and for national planning and decision making.

The collaboration with other key agencies and departments including the NCRA, Stats SL and the TSC in developing the census instruments and designing the modus operandi, was a great stride in the data collaboration drive. The technical advice and professional services rendered by these institutions validates the authenticity of the research work.

In planning for the implementation of the FQSE, evidence-based data is necessary in guiding the path. While this regime has prioritized radical inclusion (every child counts), it is imperative to get reliable and accurate data on education facilities and outcomes to enable proper planning. Imageries of school facilities and GPS coordinates of schools are an added advantage in providing more evidence on the existence of schools and will be displayed subsequently on the Ministry's website (www.mbsse.gov.sl) and dashboard – Education Data Hub developed by the DSTI (www.educationdatahub.dsti.gov.sl).

The collection of data on facilities, infrastructure, furniture, revenue and expenditure, electricity and computer for pedagogy, telephone and network connectivity in schools was also found very useful to make adequate preparations for the schools and in meeting with the set standards and

requirements of the FQSE Program. Records on the approval status and ownership of schools will also inform decisions around legitimate and governing bodies of schools. As compared to the 2019 census report, the number of schools has decreased by 1.2% due to numerous reasons, ranging from the non-existence of schools, to relocated schools. This is discussed further in the subsequent chapters.

In conclusion, the conduct of the 2020 ASC amidst the global pandemic and health emergency of COVID-19 was a great stride in eliminating data gaps in the EMIS structure. The data was timely in response to the UNESCO Institute of Statistics (UIS) requirement and other data demands. The data is also appropriate in the preparation of the ESP 2021-25, as it is the most recent and readily available data at the time of developing the ESP.

2.9 Recommendations

Each year's data collection reveals learning points that are worth noting. Based on the challenges and limitations experienced over the years, modifications have been made to reduce the human and technical barriers in conducting a smooth exercise. Notwithstanding this, the team also encountered a couple of hindrances which need to be amended in subsequent data collections.

In lieu of eliminating or minimizing the associated issues during the conduct of school censuses, the following are given as recommendations:

- That the paper-based questionnaire be distributed to school authorities at least one month before the field exercise through the District Deputy Directors of Education for onward distribution to the schools.
- The timing of the conduct of the ASC during the dry season is appropriate and should be considered during the first term wherein all levels would have been settled down in schools.
- Adequate funding should be provided for independent third-party validation and post enumeration to ensure data credibility.
- Principals of senior secondary schools that have been provided with tablets should be empowered through trainings to allow them to collect school level data for the information system.

- All Inspectors and Supervisors of schools should be actively involved at district level to support the District IT/Statistical Clerks in maintaining district level data and statistics.
- Public-Private partnerships should be improved to allow the active participation of private schools in providing appropriate data response from the survey and improve on compliance.
- To establish a standard school register for each district which will eventually be used to develop the national school master list of all existing schools.
- To do physical head counts of learners and instructors present in schools together with the FQSE secretariat.
- To include data collection on other categories of pupils with disabilities – albinos, autistic, hunchback, and dwarf pupils in schools.
- To collaborate with the Ministry of Social Welfare and the Ministry of Health and Sanitation to establish individual case management for pregnant schoolgirls for follow up actions including psychosocial support.

Section Two: The Schools

Chapter 3 General School Information

3.1 Introduction

This section of the report will focus on the number of schools in Sierra Leone disaggregated by sub-national level, school type and other key parameters. It will further highlight the adequacy of the infrastructure facilities as the plan of the Government is to increase access into all school levels by learners eligible for schooling, irrespective of where they are. The indicators presented in this chapter include the number of schools distributed by various dimensions; average school sizes for respective school levels; enrolment for each level of education as well as geographical consideration, school infrastructure and the challenges in their use.

3.2 Comparison between 2019 and 2020 School Censuses

Table 3.2.1 below presents the summary of schools and enrolments from the 2019 census. The 2019 school census covered a total of 11,168 pre-primary, primary, junior and senior secondary schools. The census revealed a total of over 2.6 million learners enrolled across the four levels of education. The majority were enrolled in primary education with the average school size ranging from 72 in pre-primary to 490 in senior secondary.

Table 3.2-1: Overview of the 2019 School Census

	Ownership/ Gender	Pre- Primary	Primary	Junior Secondary	Senior Secondary	Total
School	Community	256	881	347	95	1,579
	Government	151	1,163	166	61	1,541
	Mission	721	4,412	784	305	6,222
	Other	5	7	3	1	16
	Private	625	691	333	161	1,810
	Total	1,758	7,154	1,633	623	11,168
Enrolment	Boys	60,416	874,177	225,526	157,389	1,317,508
	Girls	66,752	896,191	226,159	147,696	1,336,798
	Total	127,168	1,770,368	451,685	305,085	2,654,306
	Avg. Sch. Size	72	247	277	490	

In the 2020 schools census, the coverage of schools decreased from 11,168 to 11,034, an overall decrease of 1.2% nationally. However, comparison between the last two censuses in terms of number of schools shows mixed results as there were decreases in the number of schools for pre-primary (0.1%), primary (1.9%), and junior secondary (2.0%), while senior secondary recorded an increase of 5.6% in the number of schools.

Despite a decrease in the coverage of schools, the number of pupils enrolled in the schools increased slightly by 41,284 (1.6%). This increased access could be attributable to the introduction of Free Quality School Education (FQSE) in August 2018. Pre-primary enrolment increased by 13,563 (10.6%); junior secondary increased by 15,900 (3.5%); senior secondary increased 16,777 (5.4%), however primary enrolment decreased by 10,593 (0.6%). This is attributed to the expansion of the ECD facilities which now admit children below the class 1 age in school. Table 3.2-2 presents the summary of schools and enrolments from the 2020 census.

Table 3.2-2: Overview of the 2020 School Census

	Ownership/ Gender	Pre- Primary	Primary	Junior Secondary	Senior Secondary	Total
School	Community	231	727	296	102	1,356
	Government	180	1,252	175	69	1,676
	Mission	731	4,396	833	339	6,299
	Other	1	11	10	5	27
	Private	613	634	286	143	1,676
	Total	1,756	7,020	1,600	658	11,034
Enrolment	Boys	66,981	866,227	231,388	167,564	1,332,160
	Girls	73,750	893,548	236,197	159,935	1,363,430
	Total	140,731	1,759,775	467,585	327,499	2,695,590
	Avg. Sch. Size	80	251	292	498	

3.3 Distribution of Schools

In the 2020 Census, more than half of the schools (7,020) in Sierra Leone, accounting for approximately 63.6% are primary schools. This is followed by 1,756 pre-primary schools (15.9%), 1600 junior secondary schools (14.5%) and 658 senior secondary schools (6.0%) as indicated in Figure 3.3-1 below.

Figure 3.3-1: Distribution of Schools

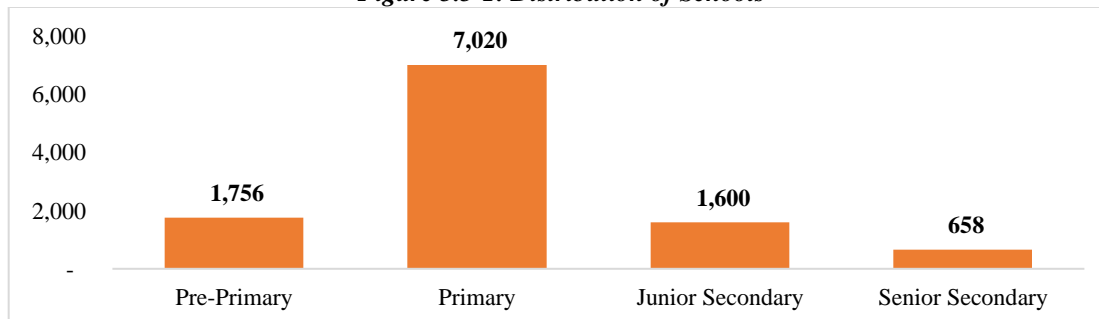


Table 3.3-1: Number of Schools by Local Council and School Level

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total	%
Bo City	99	209	61	22	391	3.5
Bo District	44	449	69	24	586	5.3
Bombali District	48	318	87	29	482	4.4
Bonthe District	37	219	28	9	293	2.7
Bonthe Municipal	4	8	5	3	20	0.2
Falaba District	11	216	24	9	260	2.4
Freetown City	508	779	278	163	1,728	15.7
Kailahun District	55	401	62	20	538	4.9
Kambia District	70	362	100	39	571	5.2
Karene District	4	283	3	18	308	2.8
Kenema City	74	198	81	41	394	3.6
Kenema District	28	456	47	8	539	4.9
Koidu-New Sembehun City	104	140	69	31	344	3.1
Koinadugu District	28	239	43	9	319	2.9
Kono District	66	395	58	13	532	4.8
Makeni City	48	73	38	23	182	1.6
Moyamba District	32	488	71	28	619	5.6
Port Loko City	14	41	16	6	77	0.7
Port Loko District	77	484	137	41	739	6.7
Pujehun District	52	288	30	11	381	3.5
Tonkolili District	108	564	111	34	817	7.4
Western Area Rural District	245	410	182	77	914	8.3
Total	1,756	7,020	1,600	658	11,034	-

Table 3.3-1 above shows the number of schools and percentage share of total schools by local council. Freetown City council, where the capital city is located, has the highest number of schools (1,728) with a percentage share of 15.7%. Western Area Rural and Tonkolili district councils follow with 914 and 817 schools and percentage shares of 8.3% and 7.4% respectively, far more than the number of schools in most of the other councils.

Freetown City council has more schools for each of the school levels than any other local council. It was found that for districts that have city councils, the city councils have disproportionately more pre-primary, junior and senior secondary schools than the rest of the district. It should be noted that Bonthe Municipal council has the lowest number of schools than any other council due to the low population concentration and inaccessibility of the island of Bonthe City.

Table 3.3-2: Distribution of Schools by Level and Gender Type

School Level	Boys only	Girls only	Co-Ed/Mixed
Pre-Primary	2	3	1,751
Primary	38	50	6,932
Junior Secondary	22	48	1,530
Senior Secondary	17	27	614
Total	79	128	10,827

With regards to gender type, schools can be categorized into ‘boys only’, ‘girls only’ or ‘mixed/co-educational’ (both boys and girls). Table 3.3-2 above shows the distribution of schools by these three categories for each school level. Out of the 11,034 schools in Sierra Leone, 98.1% are mixed/co-educational schools. The other categories represent 1.2% for girls’ and 0.7% for boys’ only schools. For each school level, the majority of schools are mixed/co-educational.

Table 3.3-3: Distribution of Schools by Level and Accessibility

School Level	Easily accessible	Island	Not accessible by road	Rough terrains
Pre-Primary	1,486	6	6	258
Primary	4,021	72	37	2,890
Junior Secondary	1,238	10	3	349
Senior Secondary	562	4	4	88
Total	7,307	92	50	3,585

Table 3.3-3 above reveals the distribution of schools by levels and accessibility. Education service delivery to the school becomes much easier with easy access to the school. Easily accessible schools can be reached by road, with cars, bicycles, motorcycles and by foot. Some schools are on

islands or in riverine areas but are easily accessible by boat. As indicated in the table above, although the majority of schools (66.2%), said their schools can be easily accessible, a large number of schools reported that their schools are located in rough terrains and are not accessible by road. Rough terrains are places that are difficult to access and reach by normal modes of transportation.

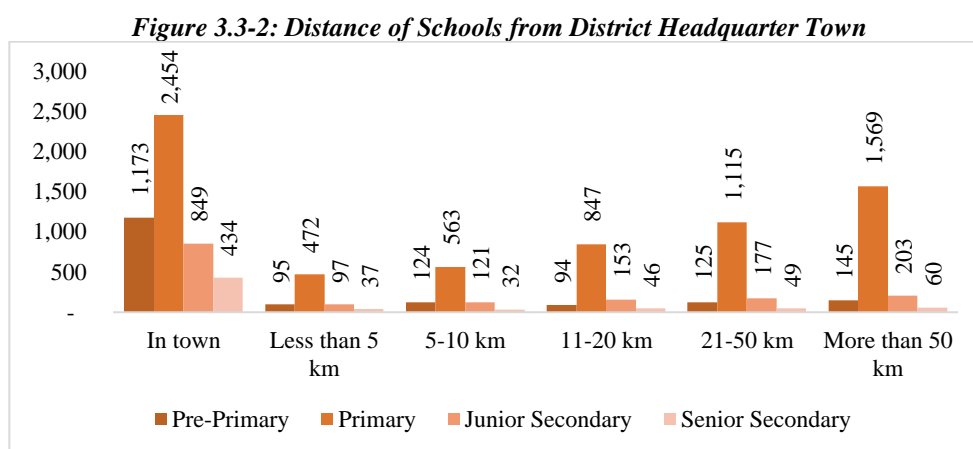


Figure 3.3-2 above shows the distance of schools from district headquarter towns. It is important to know how far away schools are from the district headquarter towns where all administrative and operation decisions happen. Although 44% of the schools were in the headquarter towns, 42% of the schools enumerated had to travel over 10 km to reach the headquarter towns. The majority of these schools were primary and junior secondary schools.

3.4 Schools Ownership/Proprietorship

In Sierra Leone, schools are either owned by the Government (central or local) or other non-state actor entities as indicated in Table 3.4-1 below. Out of a total of 11,034 schools in Sierra Leone, the majority are owned by missions (6,299) which accounted for 57.1%. It was found that there are 1,676 schools with government ownership and 1,676 schools with private ownership, accounting for approximately 15.2% each. About 12.3% of the schools (1,356) are owned by the community and other agencies accounted for 0.2% (27). It is likely that most of the schools owned by other agencies are also community schools. The primary level has the highest number of private, government and community schools. Private ownership is significant in pre-primary, highlighting

the need for the Government's inclusion of pre-primary into the beneficiary category of the FQSE program.

Table 3.4-1: Distribution of Schools by Ownership and School Level

School Level	Community	Government	Mission	Other	Private
Pre-Primary	231	180	731	1	613
Primary	727	1,252	4,396	11	634
Junior Secondary	296	175	833	10	286
Senior Secondary	102	69	339	5	143
Total	1,356	1,676	6,299	27	1,676

Public schools are categorized as all schools which were indicated by the school census questionnaire responses that they were not private schools. Figure 3.4-1 below shows the distribution of public and private schools by local council. It can be seen clearly from the figure above that there are more public schools than private in all local councils. Furthermore, the results show that private schools are more concentrated in the cities and urban towns, with Freetown City accounting for 822 (49%), Western Rural having 404 (24%), Bo City with 87 (5%), and Kenema City with 93 (6%) private schools.

Figure 3.4-1: Distribution of Public and Private Schools by Local Council and Level

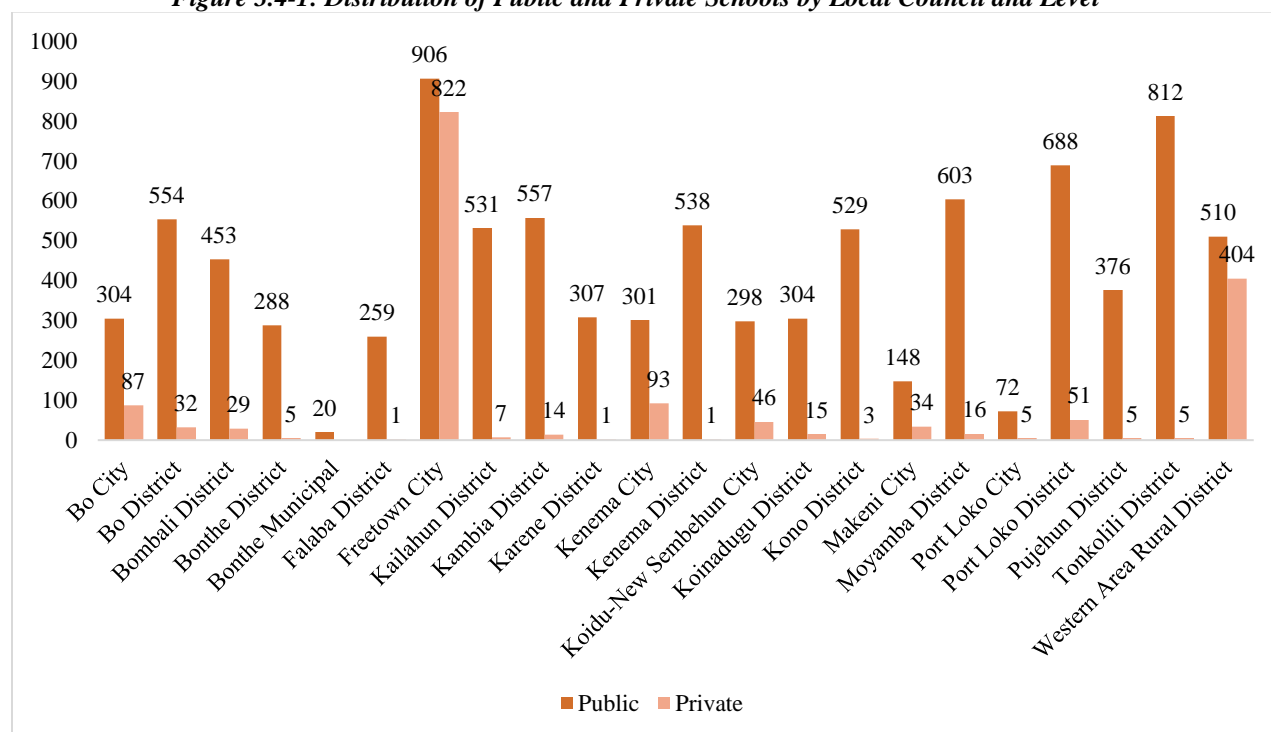


Table 3.4-2: Distribution of Schools by Local Council and Ownership

Local Council	Community	Government	Mission	Other	Private
Bo City	34	51	219		87
Bo District	62	84	408		32
Bombali District	121	88	244		29
Bonthe District	30	65	193		5
Bonthe Municipal		3	17		
Falaba District	34	49	176		1
Freetown City	147	203	544	12	822
Kailahun District	59	86	386		7
Kambia District	74	108	375		14
Karene District	66	86	155		1
Kenema City	51	31	216	3	93
Kenema District	29	77	432		1
Koidu-New Sembehun City	111	21	166		46
Koinadugu District	40	51	213		15
Kono District	116	82	330	1	3
Makeni City	15	34	97	2	34
Moyamba District	47	93	460	3	16
Port Loko City	5	17	50		5
Port Loko District	98	149	440	1	51
Pujehun District	19	80	277		5
Tonkolili District	92	126	594		5
Western Area Rural District	106	92	307	5	404

The result in Table 3.4-2 above shows the distribution of schools by local council and ownership. Tonkolili district council has the highest number of schools (594) owned by mission/religious organisations, followed by Freetown City council (544), while Bonthe Municipal has the least number of mission owned schools. Freetown city council has the highest number of government owned schools (203), followed by Port Loko district council (149), while Bonthe Municipal has the least number of government owned schools. Freetown city council, Bombali district council, Koidu city council and Kono district council have the highest number of community owned schools (147, 121, 111 and 116 respectively) compared to the other councils.

3.5 Schools Operation

In the 2020 ASC, information on the shift status of schools was asked to ascertain the number of schools running a double shift system, as the government plans to restore a single shift system in all schools for effective and quality learning. Table 3.5-1 below shows that 95.3% of schools in Sierra Leone (10,512) have a single shift status. However, there are still several schools operating a double shift system (morning/afternoon), representing approximately 4.7%. The existence of the double shift contravenes the Government White Paper on Education (2010) that calls for the abolition of it. The double-shift system has implications on the effectiveness of schooling such as reducing teaching and learning time. In 2019, 5.5% of schools were operating a double shift system, showing a decrease of 0.8% in the last year. This is a result of the government constructing new classrooms in order to reduce the number of schools using the double shift system. The government continues to make efforts through the construction of new classrooms to work towards the aim of a single shift system for all schools in Sierra Leone.

Table 3.5-1: Distribution of Schools by Shift Type and Level

School Level	Double shift, Afternoon	Double shift, Morning	Single shift
Pre-Primary	2	37	1,717
Primary	72	144	6,804
Junior Secondary	53	99	1,448
Senior Secondary	95	20	543
Total	222	300	10,512

Table 3.5-2: Distribution of Schools by Approval Status

School Level	Approved	Applied for Approval	Not Approved
Pre-Primary	883	315	558
Primary	5,379	621	1,020
Junior Secondary	1,294	134	172
Senior Secondary	533	53	72
Total	8,089	1,123	1,822

Table 3.5-2 above shows the approval status of schools by level. The result indicates that the majority of the schools (8,089), representing 73.3%, have been approved by MBBSE, 10.2% of

schools have applied for approval and 16.5% of schools are unapproved. Since the introduction of FQSE in 2018, the number of approved schools has increased by 28%. However, there are still a large number of schools that are unapproved and operating illegally.

When looking at school approval by level we find that 50.2% of pre-primary schools, 76.6% of primary schools, 80.8% of junior secondary schools and 81.4% of senior secondary schools have been approved for operation. The percentage of approved schools has increased for both junior and senior secondary school by 4.1% and 1% respectively from 2019 to 2020. This improvement indicates the commitment of the government towards school approval.

Figure 3.5-1: Share of Approved Schools by Local Council

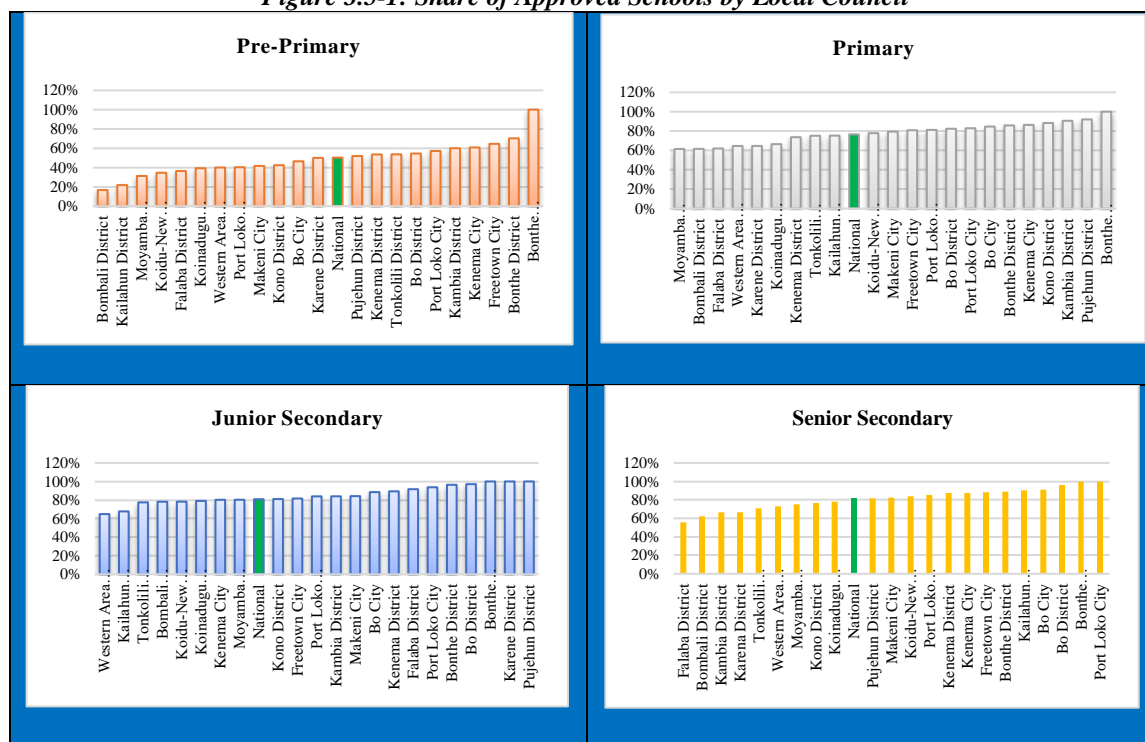


Figure 3.5-1 above depicts the share of approved schools by local council and school level. The green bar on each graph indicates the national average. The bars to the left of the green bar show the local councils that have a lower percentage of approved schools than the national average and the bars to right show the local councils that have the same or a higher percentage of approved schools than the national average. For pre-primary, 10 out of the 22 local councils have a higher number of schools approved than the national average, with Bonthe Municipal having the highest

proportion of pre-primary schools approved and Bombali district having the lowest proportion. Similarly, for primary and senior secondary 13 out of the 22 local councils have a higher number of schools approved than the national average, with Bonthe Municipal and Port Loko city having the highest proportion of approved schools and Moyamba district and Falaba district having the lowest proportion. For junior secondary 14 out of the 22 local councils have a higher number of schools approved than the national average, with Bonthe Municipal, Karene district and Pujehun district councils having the highest schools approved and Western Area Rural district council having the lowest. Bombali, Moyamba, Koinadugu and Western Area Rural district councils have less than the average number of schools approved at all school levels.

Table 3.5-3: Distribution of Public Schools by Government Financial Support Status

School Level	Not Supported	Supported
Pre-Primary	185	374
Primary	340	4,665
Junior Secondary	100	1,018
Senior Secondary	40	388
Total	665	6,445

Table 3.5-3 above shows the distribution of approved public schools by financial support status. In 2020, 6,445 (79.7%) of approved public schools received financial support from the government, while 665 approved public schools did not receive financial support. This is an increase of 12.7% from 2019, further demonstrating the commitment to the Free Quality School Education programme currently being implemented by the MBSSE.

Figure 3.5-2: Share of Public Schools with Government Financial Support Status by Local Council

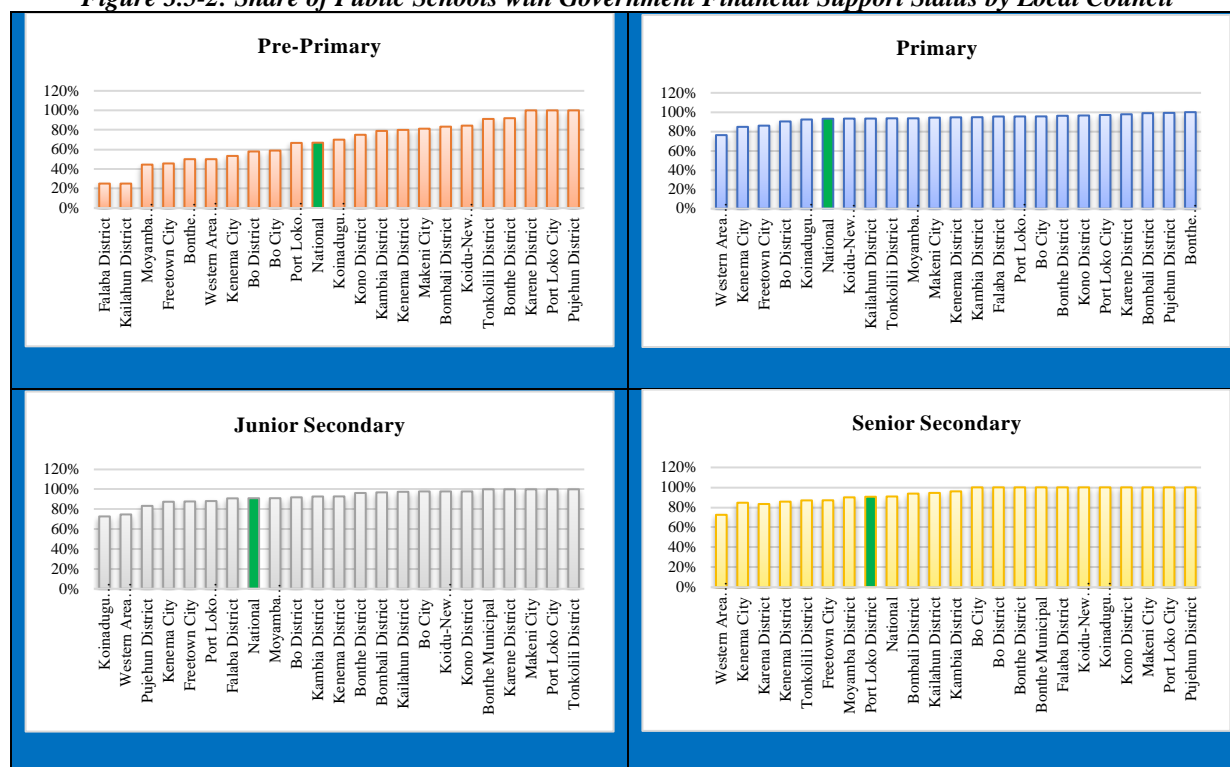


Figure 3.5-2 depicts the share of approved public schools with financial support from the government by local council. For pre-primary, 12 out of 22 councils have a higher number of approved public schools receiving financial support than the national average, with Pujehun, Port Loko and Bonthe district councils having 100% of their schools receiving financial support. For primary, junior secondary and senior secondary, the majority of the local councils have a higher number of approved public schools receiving financial support than the national average. For the primary level, 1 local council has 100% of their schools receiving financial support, whilst junior secondary has 5 and senior secondary has 11.

Chapter 4

School Management

4.1 Introduction

Effective management and monitoring of the day-to-day activities of running the school are essential. If not properly done, it can affect the performance of the school and lead to poor learning outcomes. The school management committee's (SMC's) and Board of Governors (BoG) together with the head teachers/principals are responsible for managing and running the schools, including all financial resources that come to the school, whether from the government or private sources. Therefore, the performance of any school is a function of effective and efficient school management.

4.2 Community-Teacher Association (CTA)

Figure 4.2-1 below depicts the percentage of schools that have a functioning Community Teacher Association (CTA). Nationally, about 93% of schools on average reported having a functioning CTA that meets regularly and keeps minutes of their meetings, compared to 7% of schools that reported either not having a CTA in place or having a CTA in place that is not functioning. This percentage is similar for both public and private schools. A high percentage of public and private schools across all four levels reported having a functioning CTA involved in the decision making of the school.

Figure 4.2-1: Share of Schools with a Functioning CTA (Public and Private)

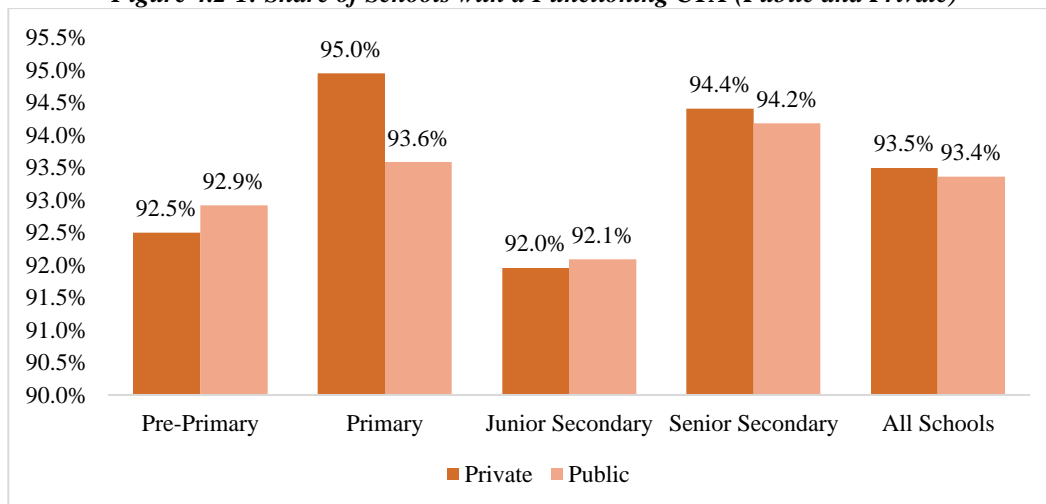


Table 4.2-1: Frequency of CTA Holding Meetings

School Level	Once	Two times	Three times	Four or more times
Pre-Primary	44	409	1,040	136
Primary	105	1,721	4,042	710
Junior Secondary	36	360	967	110
Senior Secondary	11	145	427	37
All Schools	194	2,637	6,476	993

Table 4.2-1 above shows the number of times within a year that CTAs meet on school development issues. It is important to note that out of the schools with a functioning CTA, 7,469 (73%) meet at least three times within a year. However, there are 2,831 schools (27.4%) who have a functioning CTA and reported meeting twice or less in a year.

4.3 School Management Committee (SMC) and Board of Governors (BoG)

Figure 4.3-1 below shows the percentage of schools that have a functioning School Management Committee (SMC) and a Board of Governors (BoG) by school level. The results show that 94% of pre-primary, 93% of primary, 91% of junior secondary and 96% of senior secondary public schools reported having a functional SMC or BoG that plays an important role in managing schools in their localities. From the graph, we can see that at each level a higher percentage of public schools have a SMC or BoG in comparison to private schools.

Figure 4.3-1: Share of SMCs in Pre-Primary & Primary and BoG in Secondary Schools

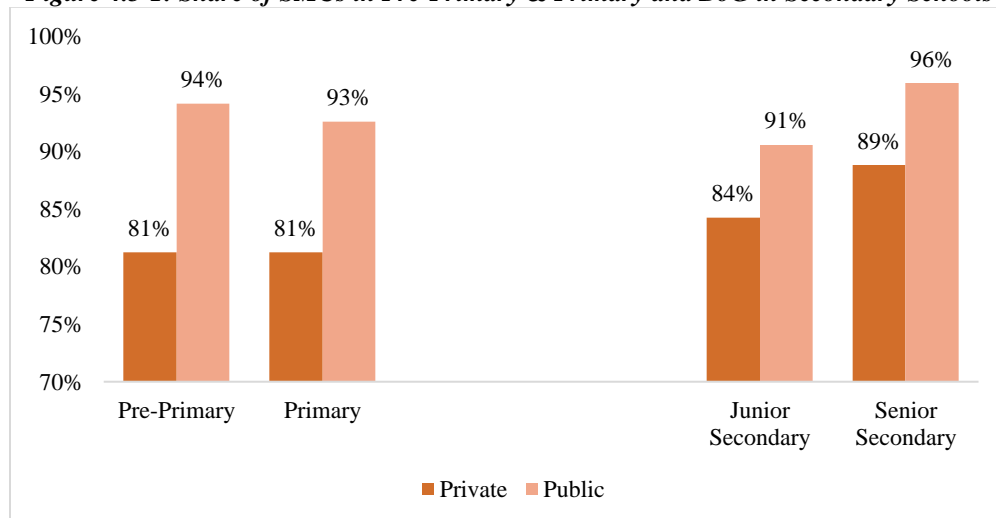


Table 4.3-1: Frequency of SMCs or BoG Holding Meetings

School Level	Once	Two times	Three times	Four or more times
Pre-Primary	80	377	879	104
Primary	167	1,728	3,962	706
Junior Secondary	89	371	912	59
Senior Secondary	30	154	400	24
All Schools	364	2,629	6,144	892

Table 4.3-1 above reveals the number of times within a year that School Management Committees (SMCs) or Board of Governors (BoG) meet and discuss matters related to school management. Out of the 10,029 schools with a functioning SMC or BoG, 7,036 (70.2%) reported meeting at least three times in the past year. 2,993 (29.8%) schools with a functioning SMC/BoG reported meeting at most twice in a year.

Figure 4.3-2: Share of Schools with a Trained SMCs or BoG

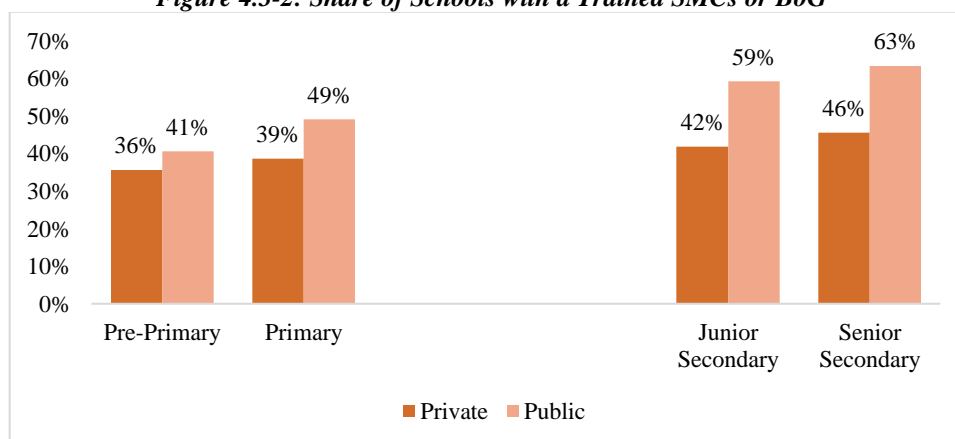
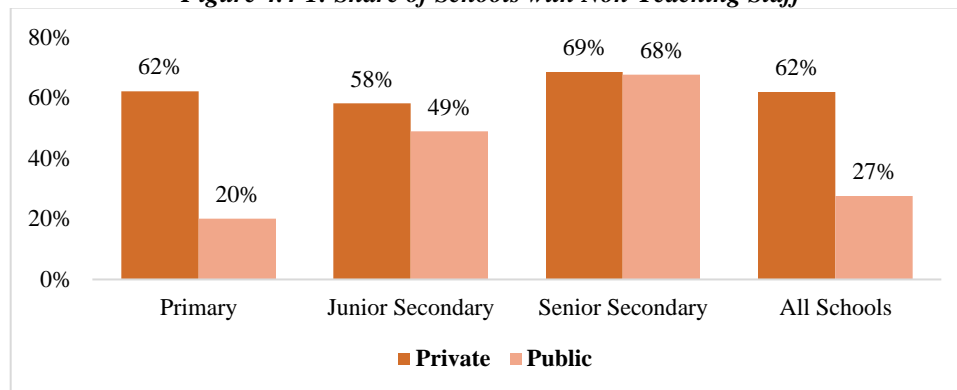


Figure 4.3-2 above illustrates the percentage share of schools whose SMC or BoG members have been trained in school management processes and procedures to enhance their knowledge and skills. For public schools at the secondary level, 59% of junior secondary and 63% of senior secondary schools reported that their BoG members have been trained in how to manage and run a school. However, less than 50% of pre-primary and primary schools have SMCs that have been trained in school management for both public and private schools. This supports the need for the training of SMCs at the primary and pre-primary level which is planned by the MBSSE. In addition, it should be noted that there are more trained SMCs and BoGs in the public schools in comparison to the private schools at all levels.

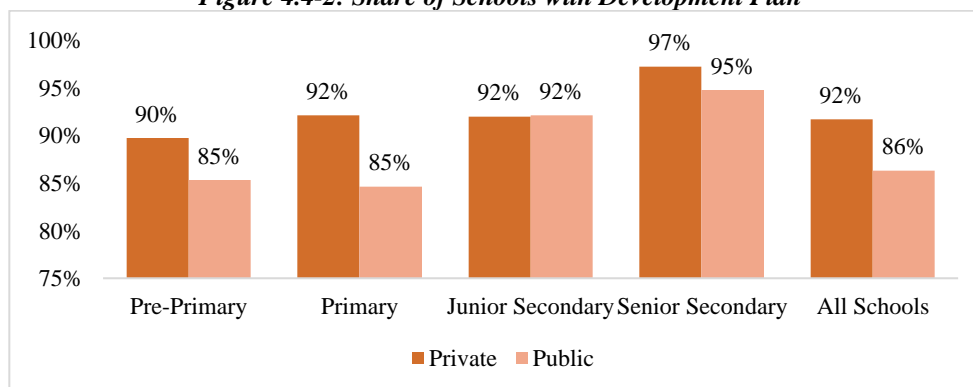
4.4 Other School Management Support

Figure 4.4-1: Share of Schools with Non-Teaching Staff



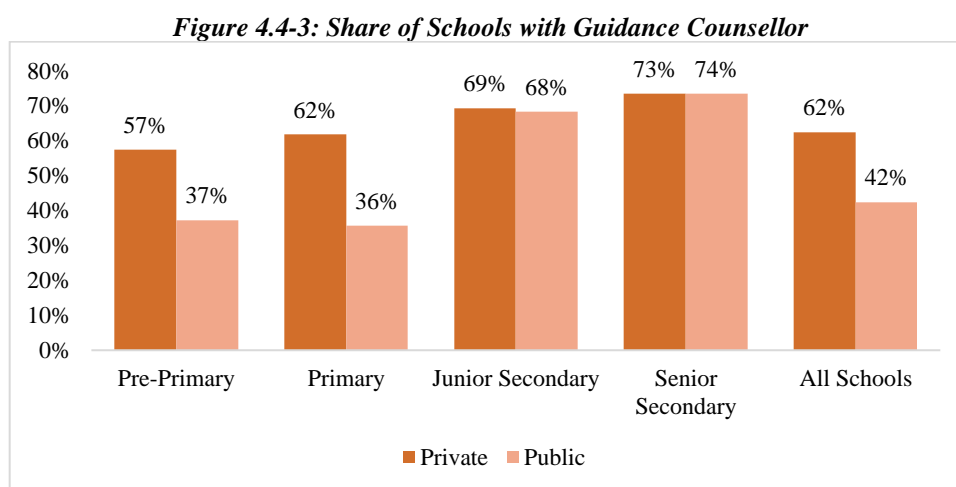
The management and running of a school not only requires teaching staff, but it also needs non-teaching staff (support staff) such as bursars, secretaries, office messengers and cleaners for the effective running of the school and to improve the learning environment. As shown in Figure 4.4-1 above, there is a significant difference between private and public schools with regards to the employment of non-teaching staff. Nationally, 27% of public schools employ support staff compared to 62% in private schools. When looking at each level, the percentage of public schools with non-teaching staff is lower than that of private schools. At the primary level, there is a 42-percentage point difference between public and private schools for employing non-teaching staff. At the secondary school level, the difference between the percentages of public and private schools with non-teaching staff reduces to 9% at the junior secondary level and 1% at the senior secondary level.

Figure 4.4-2: Share of Schools with Development Plan

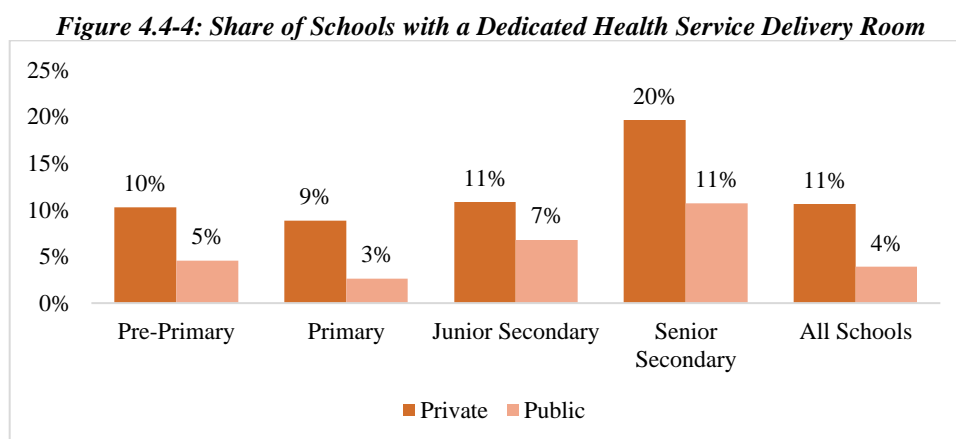


It is outlined in the guidelines developed for the use of government subsidies for schools receiving financial support, that a school must have a development plan. Figure 4.4-2 above shows the

percentage of public and private schools across all the levels that reported having a School Development Plan (SDP) or School Improvement Plan (SIP). The majority of schools across all levels have a SDP, with 92% of private schools and 86% of public schools nationally. When looking at the levels individually, the difference between the percentages of private and public pre-primary and primary schools with a SDP is greater than at the secondary school level.

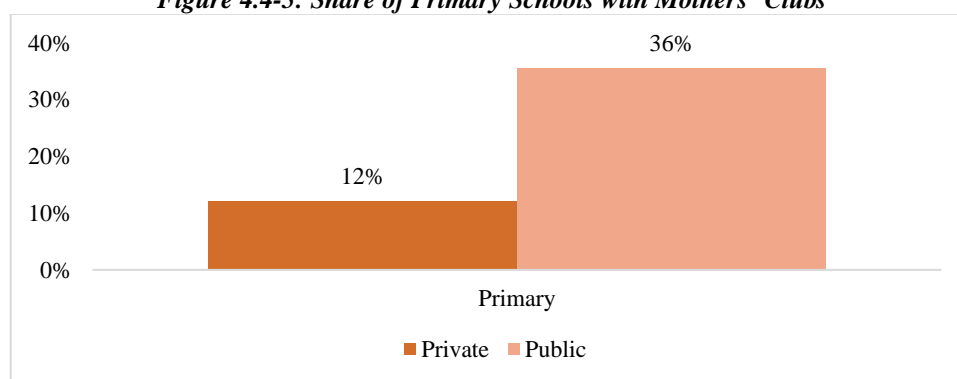


As indicated in Figure 4.4-3 above, the majority of the public schools do not have a guidance counsellor employed. Nationally, 42% of public schools compared to 62% of private schools have a guidance counsellor. A similar trend is shown at the lower levels where there are fewer public schools (37% in pre-primary and 36% in primary) with guidance counsellors than private schools (57% in pre-primary and 62% in primary). This gap is reduced at the secondary level with a difference of 1% between public and private schools for both junior and senior secondary schools.



As shown in Figure 4.4-4 above, a health service delivery room facility is not provided in the majority of the schools across all four levels of education. Nationally, a health service delivery room is provided in 4% of public schools in comparison to 11% of private schools. For all of the school levels, a higher percentage of private schools are providing this facility than public schools. For both public and private schools, the primary level has the lowest percentage of schools with a health service delivery room and senior secondary has the highest percentage.

Figure 4.4-5: Share of Primary Schools with Mothers' Clubs



Mothers' Clubs are in schools to support parenthood and are usually found within primary schools. They are there in particular to guide the girl child. Schools have Mothers' Clubs to complement the role of the guidance counsellors and in sharing experiences on sexuality, womanhood and life skills in protecting and educating the females in school. Figure 4.4-5 above shows the percentage distribution of public and private primary schools with a Mothers' Club. It can be seen from the figure above that a higher percentage of public primary schools have a Mothers' Club, accounting for 36% compared to 12% of private primary schools.

Chapter 5

School Infrastructure

5.1 Introduction

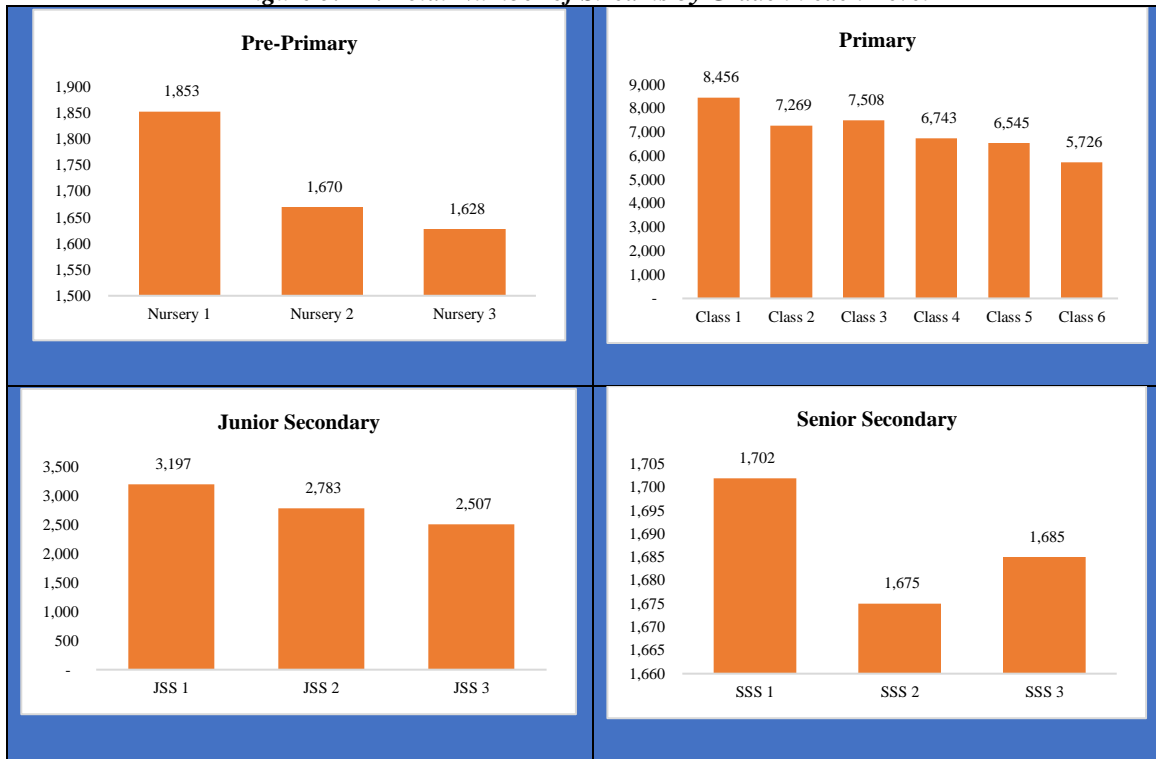
This part of the report will provide information on the number and condition of classrooms (rooms used for instruction, excluding offices, staff rooms, and storage) by type of construction and the number in need of repair for each type of construction. Furthermore, this section looks at the facilities in the schools and whether they are functional. The indicators presented in this chapter include the number of classrooms, pupil-classroom ratio, access to water, toilets and average classroom size, disaggregated by various dimensions and geographical location.

5.2 Classrooms and Streams

Streams are the number of learning/pedagogical groups in each class level. A classroom is defined as a complete room with full walls and a ceiling. Classrooms are categorized into three main groups: solid, semi-solid and makeshift.

Figure 5.2-1 below illustrates the total number of streams for each grade by level. The highest number of streams are recorded at the first grade of each level. As this is the entry point into each level, we expect more pupils which reflects the number of streams (1,853 for nursery, 8,456 for primary, 3,197 for junior secondary and 1,656 for senior secondary). For pre-primary and junior secondary, the total number of streams decreases as the grade level increases, while for primary and senior secondary it decreases at the second grade, rises at the third grade and for primary continues to decrease for the latter grades.

Figure 5.2-1: Total Number of Streams by Grade in each Level



When looking at the total number of streams for each level, it is important to compare this to the total number of classrooms per level. If the number of streams is higher than the total number of classrooms for that grade, this implies that some streams must be sharing classrooms. This indicates overcrowding as each stream should ideally have a separate classroom. Table 5.2-1 below shows the number of classrooms in each level. From the table we can see that all grades apart from JSS2, JSS3 and SSS1 – 3 have a higher number of streams than the number of classrooms. As a result, it is necessary for the number of classrooms for pre-primary, primary and JSS1 to be increased to account for the number of streams.

Table 5.2-1: Number of Classrooms per Class/Grade

Class/Grade	No. of Classrooms
Nursery 1	1,664
Nursery 2	1,265
Nursery 3	1,250
Class 1	7,359
Class 2	6,042

Class 3	6,643
Class 4	5,460
Class 5	5,591
Class 6	4,721
JSS 1	3,094
JSS 2	2,869
JSS 3	2,618
SSS 1	1,777
SSS 2	1,724
SSS 3	1,762

Table 5.2-2: Average Stream Size in Schools by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Average
Bo City	31	49	63	71	54
Bo District	31	38	54	59	46
Bombali District	32	43	48	45	42
Bonthe District	38	47	64	65	53
Bonthe Municipal	49	50	52	25	44
Falaba District	35	37	61	56	47
Freetown City	19	35	51	67	43
Kailahun District	42	45	64	74	56
Kambia District	36	42	57	57	48
Karene District	34	44	59	65	45
Kenema City	29	50	59	75	53
Kenema District	30	43	64	69	51
Koidu-New Sembehun City	46	54	69	79	62
Koinadugu District	39	41	59	80	55
Kono District	38	48	64	52	50
Makeni City	32	46	64	80	56
Moyamba District	30	37	48	37	38
Port Loko City	30	45	61	66	50
Port Loko District	30	41	47	53	43

Pujehun District	34	40	64	42	45
Tonkolili District	30	41	53	55	45
Western Area Rural District	22	39	50	66	44
National	27	42	55	65	47

Table 5.2-2 above indicates the average stream size for each school level by local council and the average for each local council. Nationally, the average stream size for pre-primary is 27, primary is 42, junior secondary is 55 and senior secondary is 65, indicating that average stream size increases as the level increases, i.e., there are smaller class sizes at lower levels and larger class sizes at higher levels.

For pre-primary, only Freetown City and Western Rural district councils have average class sizes (19 and 22 respectively) less than the national average of 47, whereas for primary, 10 out of the 22 local councils have class sizes lower than the national average. For junior secondary, 8 out of 22 local councils have class sizes lower than the national average and for senior secondary this increases to 10 out of 22 local councils. For pre-primary, Bonthe Municipal has the highest average class size with an average of 49 whereas at the primary and junior secondary level, the highest average is found in Koidu-New Sembehun City with averages of 54 and 69 respectively. For senior secondary, Makeni and Koidu cities have the highest average class size of 80. For both pre-primary and primary, Freetown City has the lowest average class size with 19 and 35 respectively. For junior secondary, Port Loko has the lowest class average with 47 and for senior secondary, Bonthe Municipal has the lowest with an average of 25.

Table 5.2-3: Total Good Classrooms and Pupil-Classroom Ratio in Public and Private Schools

	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
Total Good Classrooms					
Private	1,320	2,881	839	698	5,738
Public	1,522	14,638	4,442	2,934	23,536
Pupil-Classroom Ratio					
Private	31	31	40	37	33
Public	66	114	98	104	107

The respondents were asked to indicate the total number of classrooms that are in good condition and the number of classrooms in need of repairs. Good classrooms are defined as classrooms in a school that are not makeshift and do not need repairs. Table 5.2-3 above depicts the number of classrooms in good condition and the pupil-classroom ratio by school type. The pupil-classroom ratio gives an indication of classroom size and any overcrowding which can have a negative impact on learning outcomes.

The total number of classrooms in good condition is far higher in public schools than private schools because there are more public than private schools. However, the pupil-classroom ratio for private schools is far less than public schools for all levels, as shown above. The smaller class sizes amongst private schools could be one of the reasons why some private schools outperform public schools. Smaller class sizes tend to be easier to manage, allowing more effective teaching and learning.

Table 5.2-4: Status of Total Classrooms by Local Council

Local Council	Pre-Primary		Primary		Junior Secondary		Senior Secondary	
	Perm.	M/shift	Perm.	M/shift	Perm.	M/shift	Perm.	M/shift
Bo City	232	29	1,108	146	394	10	229	5
Bo District	96	13	1,706	356	321	7	154	7
Bombali District	108	3	1,407	134	383	17	175	8
Bonthe District	56	8	778	122	158	5	75	6
Bonthe Municipal	12	-	56	-	18	-	19	-
Falaba District	16	6	523	313	62	21	30	5
Freetown City	1,157	287	4,128	821	1,685	135	1,395	118
Kailahun District	93	26	1,706	296	310	19	156	12
Kambia District	97	26	1,585	273	401	45	189	19
Karene District	7	2	1,154	167	15	-	84	12
Kenema City	150	45	1,049	145	418	44	326	67
Kenema District	36	5	1,873	181	227	12	58	3
Koidu-New Sembehun City	247	10	835	40	360	5	263	14
Koinadugu District	56	14	958	143	173	20	86	2
Kono District	125	19	1,685	272	247	23	79	3
Makeni City	115	2	518	22	280	4	264	3
Moyamba District	63	2	1,698	149	297	8	130	2

Port Loko City	40	-	215	13	90	3	60	-
Port Loko District	196	5	2,487	112	634	37	271	28
Pujehun District	51	12	1,021	109	124	11	52	4
Tonkolili District	140	51	2,470	491	582	36	232	21
Western Area Rural District	570	85	2,264	287	891	44	568	29
National	3,663	650	31,224	4,592	8,070	506	4,894	368

The result in Table 5.2-4 above illustrates the status of classrooms by school level and local council. In the census, classrooms were divided into three categories - solid, semi-solid and makeshift. Permanent classrooms comprise of both solid and semi-solid classrooms. There are 47,851 permanent classrooms for all school levels across the country in comparison to 6,114 (11.3%) makeshift classrooms. The primary level has the highest number of makeshift classrooms (4,592) than all other levels combined. However, when looking at the percentage of makeshift classrooms at each level, the pre-primary level has the highest percentage of makeshift classrooms at 15.7% in comparison to 12.8% for primary, 5.9% for junior secondary and 7.0% for senior secondary. For all levels, the highest number of makeshift classrooms are found in Freetown City.

Table 5.2-5: Distribution of Permanent Classrooms that Need Repairs by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
Bo City	92	480	136	63	771
Bo District	53	1,121	160	84	1,418
Bombali District	31	556	110	66	763
Bonthe District	42	532	100	46	720
Bonthe Municipal	6	35	2	8	51
Falaba District	4	243	20	15	282
Freetown City	104	608	324	178	1,214
Kailahun District	51	886	138	55	1,130
Kambia District	35	819	174	87	1,115
Karene District	4	794	3	6	807
Kenema City	54	526	187	121	888
Kenema District	7	730	69	22	828
Koidu-New Sembehun City	54	251	101	51	457
Koinadugu District	16	491	71	24	602
Kono District	38	607	84	10	739
Makeni City	18	142	84	56	300
Moyamba District	38	1,154	212	80	1,484
Port Loko City	-	62	29	13	104
Port Loko District	27	1,022	210	64	1,323
Pujehun District	19	568	84	22	693
Tonkolili District	71	1,674	334	93	2,172
Western Area Rural District	57	404	157	99	717
National	821	13,705	2,789	1,263	18,578

Table 5.2-5 above shows the number of permanent classrooms that are in need of repairs by school level and local council. Although a number of schools reported having permanent classrooms, 18,578 of the 47,851 permanent classrooms (38.8 %) are in need of repairs. This implies that there is need for physical improvements to the learning environment. More than 70% of the classrooms in need of repairs are in primary schools. The majority of the permanent classrooms in need of repairs for the primary level are in Tonkolili district council (1,674), Moyamba district council (1,154), Bo district council (1,121) and Port Loko district council (1,022).

There are 821 permanent classrooms (4.4%) at the pre-primary level, 2,789 (15%) at junior secondary and 1,263 (6.7%) at senior secondary that need repairs.

5.3 Access to Water, Sanitation and Hygiene (WASH)

Water, Sanitation and Hygiene (WASH) is an important aspect of having a healthy and safe school environment. Good WASH facilities within schools will not only provide a conducive learning community but will also decrease the rate of illness amongst students.

A number of schools lack WASH and toilet facilities, especially running water, which often times prevents regular hand washing of students and sanitary toilet usage.

5.3.1 Access to Water

The percentage distribution of schools that have access to drinking water and their sources by school level is illustrated in Figure 5.3.1-1 below. For the schools that have access to water, their main source is a borehole (22% in pre-primary, 27% in primary, 29% in junior secondary and 35% in senior secondary), followed by a hand dug well (20% in pre-primary, 18% in primary, 23% in junior secondary and 24% in senior secondary). These percentages are taken from the total number of schools. For example, 35% of all senior secondary schools have access to a borehole. However, it is important to note that a large number of the schools reported having no access to water on their school premises (37% in pre-primary, 42% in primary, 32% in junior secondary and 22% in secondary). Furthermore, very few schools have access to piped borne safe drinking water with 18% of pre-primary schools, 9% of primary schools, 13% of junior secondary schools and 16% of senior secondary schools reporting piped water as their main water source.

Figure 5.3.1-1: Access to Drinking Water Source by Schools

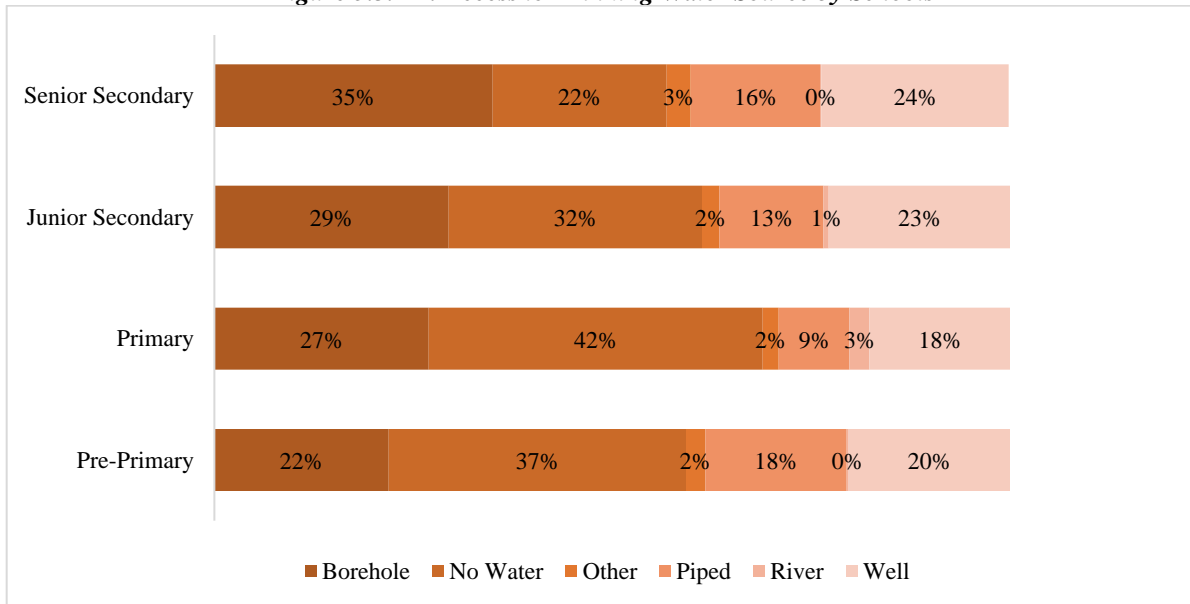


Table 5.3.1-1: Enrolment in Schools with No Water

School Level	Enrolment		
	Total	No Water	% Of Students with No Water
Private			
Pre-Primary	40,738	10,537	25.9%
Primary	90,248	23,052	25.5%
Junior Secondary	33,546	8,877	26.5%
Senior Secondary	25,865	5,154	19.9%
Public			
Pre-Primary	99,993	38,075	38.1%
Primary	1,669,527	650,221	38.9%
Junior Secondary	434,039	100,915	23.3%
Senior Secondary	301,634	47,323	15.7%
Total	2,695,590	907,206	33.7%

Table 5.3.1-1 above shows the number and percentage of learners enrolled in schools that have no access to a water facility. For example, in private schools, there are 40,738 students enrolled at the pre-primary level. Out of these students, 25.9% (10,537) are enrolled in schools that do not have access to water. 33.7% of learners (907,206) are enrolled in schools with no water facility, of which

the majority (71.7%) are in public primary schools. At the pre-primary and primary level there are a higher percentage of students enrolled in public schools with no access to water in comparison to private schools. For junior and senior secondary schools, there is a higher percentage of students enrolled in private schools with no access to water.

Figure 5.3.1-2: Share of Schools with Access to Piped Water/Borehole by Local Council

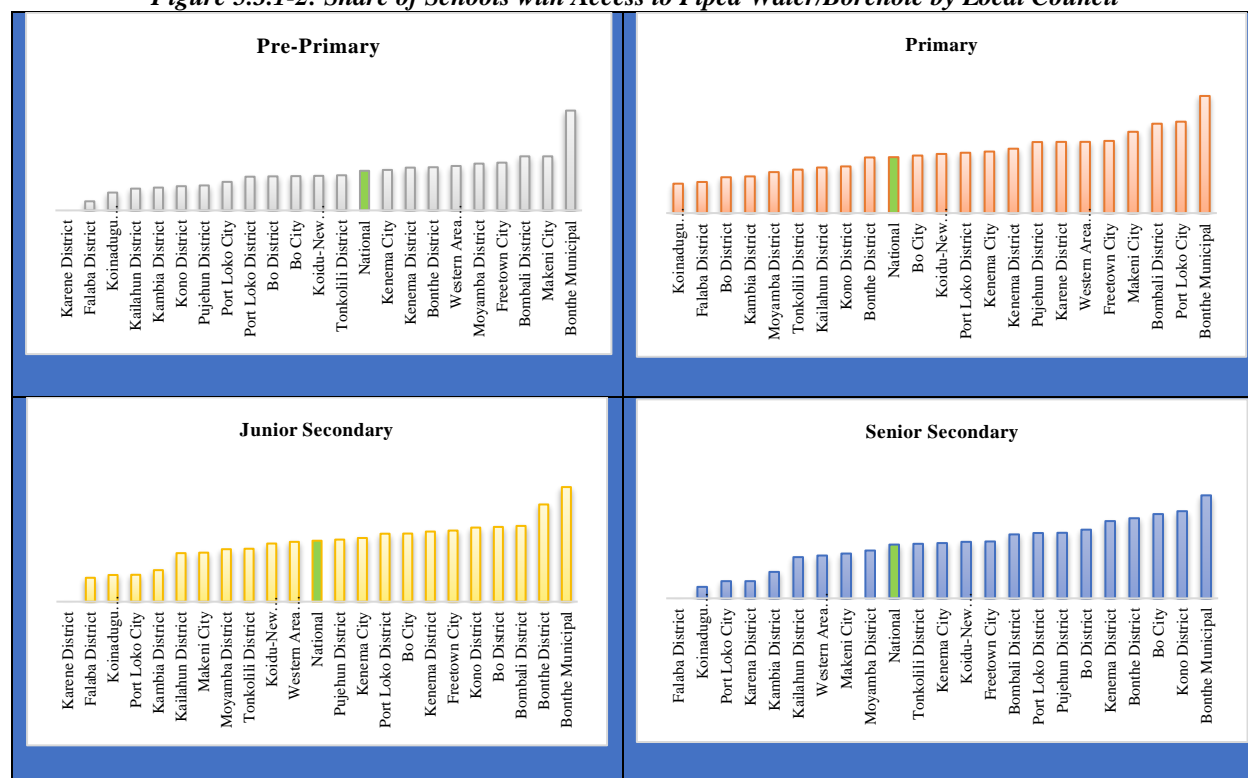


Figure 5.3.1-2 above shows the percentage share of schools with access to a protected safe drinking water source (piped or borehole). Out of the four levels, senior secondary has the highest percentage of schools with access to drinking water with 52%. This is followed by 43% of junior secondary schools, 40% of primary schools and 36% of pre-primary schools. For primary, junior secondary and senior secondary school, more than half of the local councils have a higher percentage of schools than the national average with access to piped water or a borehole. For the pre-primary level, 9 out of the 22 local councils have a higher percentage of schools than the national average with access to a safe drinking water source.

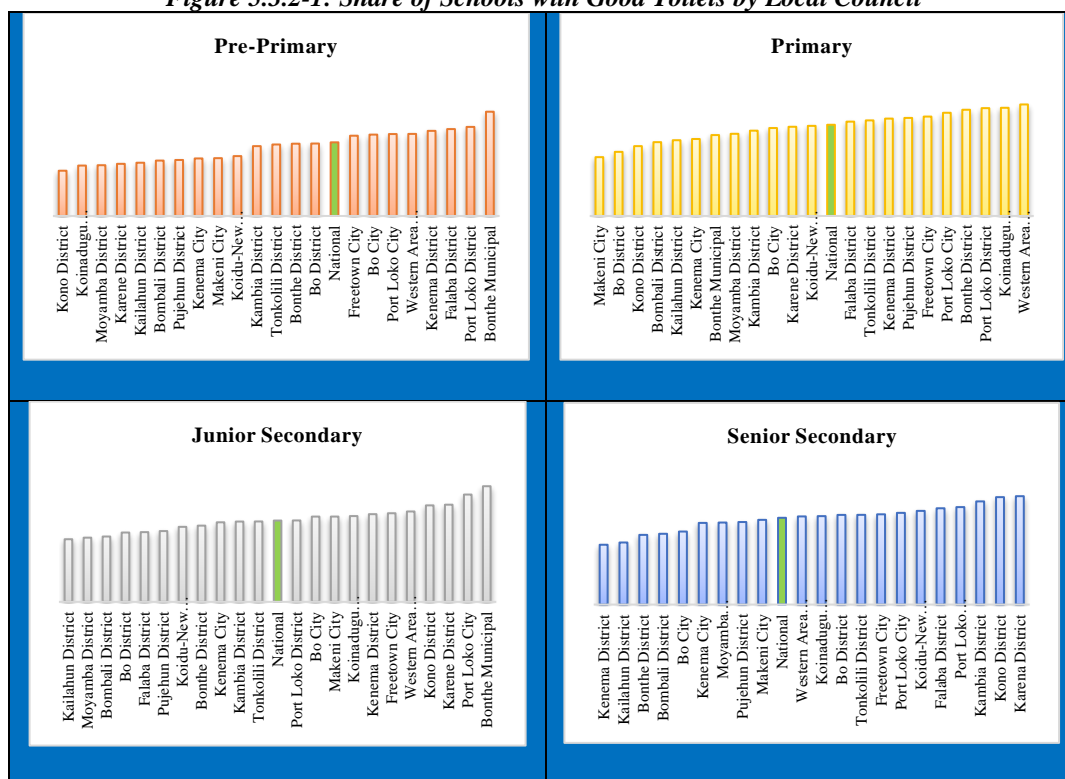
5.3.2 Access to Toilets

Table 5.3.2-1 below presents the number of toilets available in schools based on three categories of condition (good, fair, and bad condition) by school level and type. The toilet ratios show the number of students for every toilet at each school level and are calculated by dividing the total enrolment by the number of toilets at each level. For public schools, the senior secondary level has the highest toilet ratio for toilets in good condition whereas for private schools, the primary level has the highest ratio. This is the same when looking at toilets in good, fair and bad condition. For public schools, the results show that the toilet ratios, when considering only toilets in good conditions, are very high (64 learners for every toilet in pre-primary, 135 learners for every toilet in primary, 132 learners for every toilet in junior secondary and 175 learners for every toilet in senior secondary). When considering toilets in good, fair and bad condition, the ratios decrease at every level to 44 learners for every toilet in pre-primary, 76 learners for every toilet in primary, 75 learners for every toilet in junior secondary and 104 learners for every toilet in senior secondary.

Table 5.3.2-1: Number of Toilets and Toilet Ratios

School Level	Enrolment	Toilets			Toilet Ratios		
		Good	Fair	Bad	Good	Good & Fair	Good, Fair and Bad
Public Schools							
Pre-Primary	99,993	1,475	626	191	68	48	44
Primary	1,669,527	12,410	6,510	2,934	135	88	76
Junior Secondary	434,039	3,297	1,943	554	132	83	75
Senior Secondary	301,634	1,744	873	282	173	115	104
Private Schools							
Pre-Primary	40,738	1,247	256	59	33	27	26
Primary	90,248	1,397	334	89	65	52	50
Junior Secondary	33,546	741	184	37	45	36	35
Senior Secondary	25,865	456	100	16	57	47	45

Figure 5.3.2-1: Share of Schools with Good Toilets by Local Council



The percentage of schools with toilets in good condition is illustrated in Figure 5.3.2-1 above, by local council and school level. The pre-primary level has the highest percentage of schools with toilets in good condition, with a national average of 71%, compared to approximately 60% of primary, junior secondary and senior secondary schools having toilets that are in good condition.

For pre-primary, junior secondary and senior secondary, Bonthe Municipal has the highest percentage of schools with toilets in good condition whereas Western Area Rural district has the highest for the primary level. For pre-primary, Kono district has the lowest percentage of schools with toilets in good condition, for primary Makeni City has the lowest percentage, for junior secondary Kailahun district has the lowest percentage and for senior secondary Kenema district has the lowest percentage of schools with toilets in good condition.

Table 5.3.2-2: Share of Schools with Separate Toilets for Pupils with Disabilities by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
Bo City	1%	2%	3%	5%	3%
Bo District	7%	4%	9%	13%	8%
Bombali District	8%	22%	16%	10%	14%
Bonthe District	11%	24%	7%	22%	16%
Bonthe Municipal	0%	0%	0%	0%	0%
Falaba District	18%	14%	13%	0%	11%
Freetown City	2%	3%	2%	2%	2%
Kailahun District	0%	4%	3%	5%	3%
Kambia District	23%	15%	13%	18%	17%
Karene District	0%	24%	33%	0%	19%
Kenema City	5%	2%	1%	0%	2%
Kenema District	11%	23%	30%	0%	16%
Koidu-New Sembehun City	3%	7%	10%	19%	10%
Koinadugu District	0%	20%	21%	33%	19%
Kono District	11%	10%	9%	38%	17%
Makeni City	6%	4%	8%	9%	7%
Moyamba District	9%	16%	7%	18%	13%
Port Loko City	0%	29%	13%	0%	10%
Port Loko District	17%	18%	10%	17%	16%
Pujehun District	10%	28%	20%	9%	17%
Tonkolili District	18%	21%	14%	21%	18%
Western Area Rural District	4%	5%	7%	4%	5%
National	6%	13%	9%	9%	9%

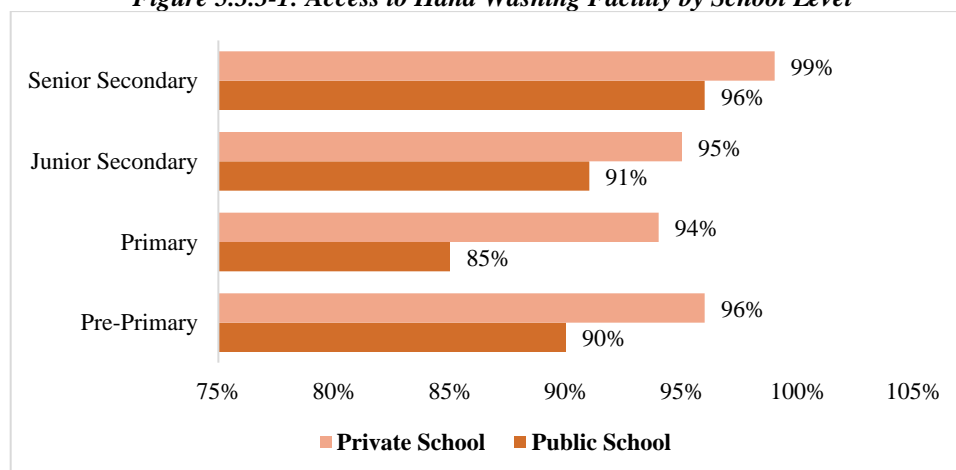
It is necessary to ensure the learning environment is inclusive of all students, especially with the passing of the Radical Inclusion Policy. Table 5.3.2-2 above shows the share of schools with separate toilets for pupils with disabilities by local council and school level.

Nationally, 6% of pre-primary, 13% of primary, 9% of junior secondary and 9% of senior secondary schools reported having separate toilets for pupils with disabilities. This implies that the learning environment in a number of schools is not suitable for pupils with disabilities. Kambia District, Port Loko City, Karene District, and Kono District have the highest percentage of schools

that have separate toilets for students with disabilities in pre-primary, primary, junior secondary and senior secondary schools respectively. At every level apart from primary, there is at least one local council where there are no schools that have separate toilets for students with disabilities. In pre-primary these councils are Bonthe Municipal, Kailahun District, Karene District, Koinadugu District and Port Loko District. For junior secondary only Bonthe Municipal has no schools that have separate toilets for students with disabilities and for senior secondary these councils are Bonthe Municipal, Falaba District, Kenema City, Kenema District, and Port Loko City. Bonthe District is the only local council that has no schools with separate toilets for students with disabilities across all school levels.

5.3.3 Access to Other School Sanitation Facilities

Figure 5.3.3-1: Access to Hand Washing Facility by School Level



It is necessary for all schools to have access to a handwashing facility, especially with soap and running water. It is good practice to have hand washing facilities for regular handwashing by both pupils and members of staff. The high percentages of handwashing facilities within both public and private schools shows lessons well learnt from the Ebola crisis and the COVID-19 outbreak.

As indicated in Figure 5.3.3-1 above, at least 85% of public schools at all levels reported having hand washing facilities available on school premises. For junior and senior secondary public schools, over 90% of schools have hand washing facilities. When looking at private schools, at least 94% of schools at all levels have hand washing facilities.

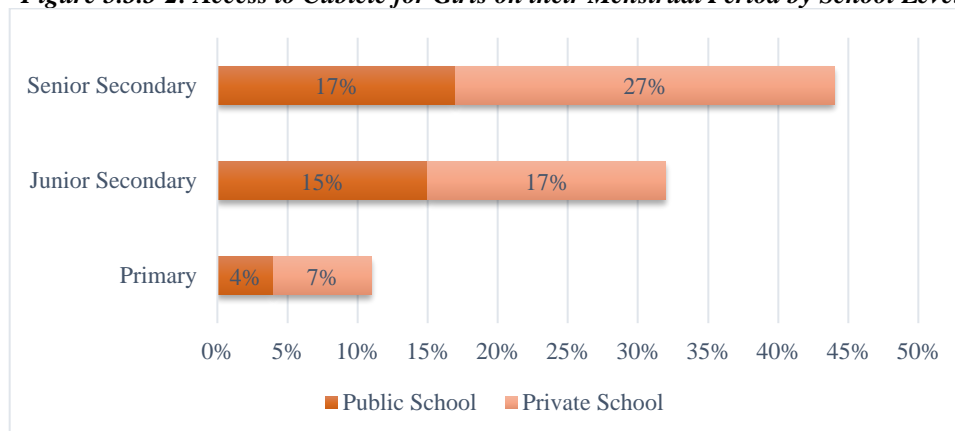
Table 5.3.3-1: Share of Schools with a Hand Washing Facility by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
Bo City	99%	97%	100%	100%	99%
Bo District	98%	86%	93%	96%	93%
Bombali District	94%	75%	80%	93%	86%
Bonthe District	89%	94%	96%	89%	92%
Bonthe Municipal	100%	100%	100%	100%	100%
Falaba District	64%	85%	96%	89%	83%
Freetown City	97%	96%	96%	98%	97%
Kailahun District	85%	87%	94%	95%	90%
Kambia District	96%	95%	93%	100%	96%
Karene District	100%	87%	100%	72%	96%
Kenema City	97%	99%	99%	100%	99%
Kenema District	100%	89%	94%	100%	96%
Koidu-New Sembehun City	92%	91%	90%	90%	91%
Koinadugu District	86%	87%	81%	100%	89%
Kono District	71%	57%	76%	77%	70%
Makeni City	94%	97%	97%	96%	96%
Moyamba District	91%	88%	96%	100%	94%
Port Loko City	100%	98%	100%	100%	99%
Port Loko District	95%	90%	92%	98%	94%
Pujehun District	87%	80%	87%	100%	88%
Tonkolili District	84%	73%	87%	97%	85%
Western Area Rural District	89%	88%	89%	94%	90%
National	92%	86%	92%	96%	92%

Table 5.3.3-1 above shows the percentage of schools with a handwashing facility by local council and school level. Nationally, 92% of schools have a handwashing facility available on the school premises, with the senior secondary level having the highest percentage (96%) and the primary level having the lowest percentage (86%). At each school level, there is at least one local council where 100% of the schools have a handwashing facility. For pre-primary, these councils are Bonthe Municipal, Karene District, Kenema District and Port Loko City and for primary, Bonthe Municipal is the only council where 100% of the schools have a handwashing facility. For junior

secondary these councils are Bo City, Bonthe Municipal, Karene District and Port Loko City. The senior secondary level has 9 out of 22 local councils where 100% of the schools have a handwashing facility: the highest number of local councils out of all the levels. These local councils are Bo City, Bonthe Municipal, Kambia District, Kenema City, Kenema District, Koinadugu District, Moyamba District, Port Loko City and Pujehun District. Bonthe Municipal is the only local council where all the schools across all the levels have a handwashing facility. When looking at the local councils with the lowest percentage of schools with a handwashing facility, Falaba District has the lowest percentage for pre-primary and Kono District has the lowest percentage for primary, junior secondary and senior secondary.

Figure 5.3.3-2: Access to Cubicle for Girls on their Menstrual Period by School Level



As shown in Figure 5.3.3-2 above, respondents were asked whether their schools have a private cubicle for girls on their menstrual period. At each level, public schools have a lower percentage of schools with a separate cubicle for females on their menstrual period in comparison to private schools. For both public and private schools, the percentage of schools with a separate cubicle increases as the level increase i.e., the lowest percentages are found at the primary level and the highest at the senior secondary level. The low percentages of schools with a separate cubicle for girls on their menstrual period could be a possible area of intervention to increase the attendance of female students in school.

Table 5.3.3-2: Share of Co-Ed Schools with a Cubicle for Girls in their Menstrual Period by Local Council

Local Council	Primary		Junior Secondary		Senior Secondary	
	No.	%	No.	%	No.	%
Bo City	6	3%	11	20%	7	35%
Bo District	12	3%	13	20%	3	15%
Bombali District	11	3%	9	10%	6	21%
Bonthe District	25	12%	6	21%	1	11%
Bonthe Municipal	1	17%	0	0%	0	0%
Falaba District	9	4%	4	17%	2	22%
Freetown City	52	7%	52	20%	33	22%
Kailahun District	5	1%	17	28%	4	20%
Kambia District	16	4%	7	7%	2	6%
Karene District	3	1%	0	0%	2	11%
Kenema City	6	3%	8	10%	5	13%
Kenema District	22	5%	11	23%	0	0%
Koidu-New Sembehun City	4	3%	3	5%	4	15%
Koinadugu District	23	10%	8	20%	4	44%
Kono District	2	1%	2	3%	1	8%
Makeni City	5	7%	5	14%	2	10%
Moyamba District	24	5%	7	11%	4	17%
Port Loko City	1	3%	4	25%	1	17%
Port Loko District	18	4%	21	16%	4	10%
Pujehun District	5	2%	4	14%	0	0%
Tonkolili District	10	2%	15	14%	13	41%
Western Area Rural District	26	6%	21	12%	11	15%
National	286	4%	228	15%	109	18%

Approximately 98% of the schools in Sierra Leone are co-education (mixed schools) and Table 5.3.3-2 above shows that nationally, 4% of primary schools, 15% of junior secondary schools and 18% of senior secondary schools have a separate cubicle for females on their menstrual period. The low percentages indicates that the provision of this separate cubicle may not have been a priority in many schools. At both the junior secondary and senior secondary level, there are at least two local councils with no mixed schools that have a separate cubicle. For junior secondary, these councils are Bonthe Municipal and Karene District and for senior secondary these councils are

Bonthe Municipal, Kenema District and Pujehun District. For all levels, Freetown City has the highest number of schools with a separate cubicle for females on their menstrual period. However, when looking at the percentages, Bonthe Municipal, Kailahun District and Koinadugu District have the highest percentage of schools with a separate cubicle for primary, junior secondary and senior secondary schools respectively.

Chapter 6

Teaching and Learning Support

6.1 Introduction

The provision of adequate teaching and learning materials is essential to the implementation of the Government's Free Quality School Education flagship program. Under the FQSE program, the Government is committed to providing learning materials to all basic and senior secondary schools.

6.2 Pedagogical Materials

Universally, the ideal textbook per pupil ratio is 1:2, meaning there should be at least one textbook between every two students. Figure 6.2-1 below shows the textbook per pupil ratio for each of the core textbooks in public and private primary schools. The results show that for public schools, the pupil textbook ratio satisfies the universal ideal for all the core subjects (1:1 for English and Mathematics and 1:2 for Science and Social Studies). When looking at private primary schools, these ratios increase beyond the universal ideal with ratios of 1:3 for English and Mathematics and 1:4 for Science and Social Studies.

Figure 6.2-1: Textbook Ratio in Primary Schools

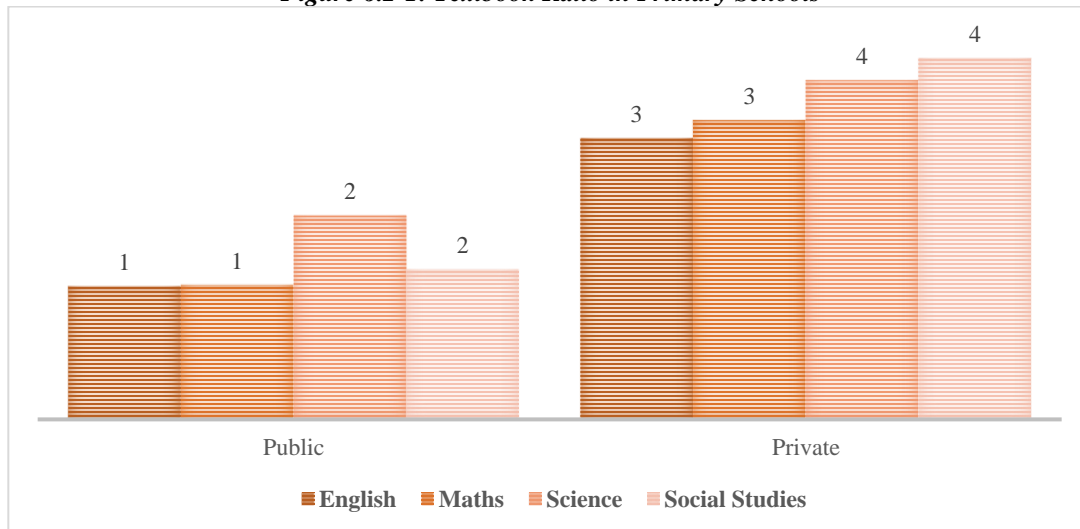
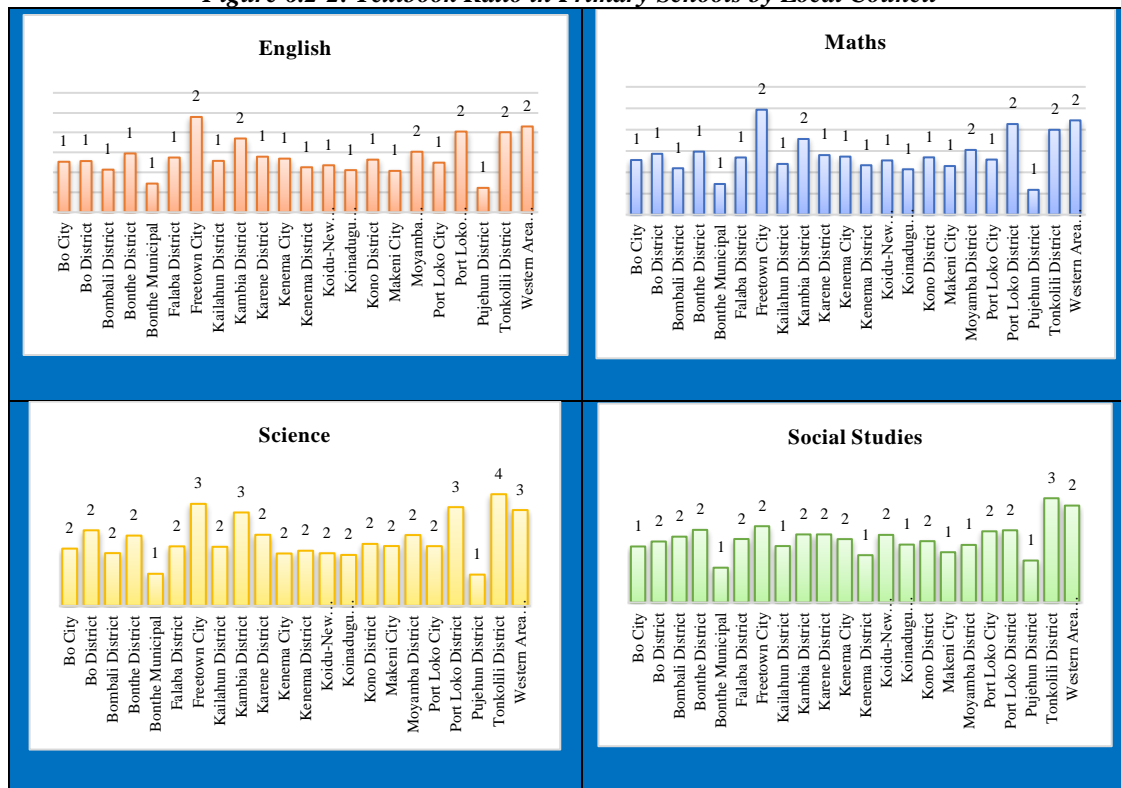


Figure 6.2-2: Textbook Ratio in Primary Schools by Local Council



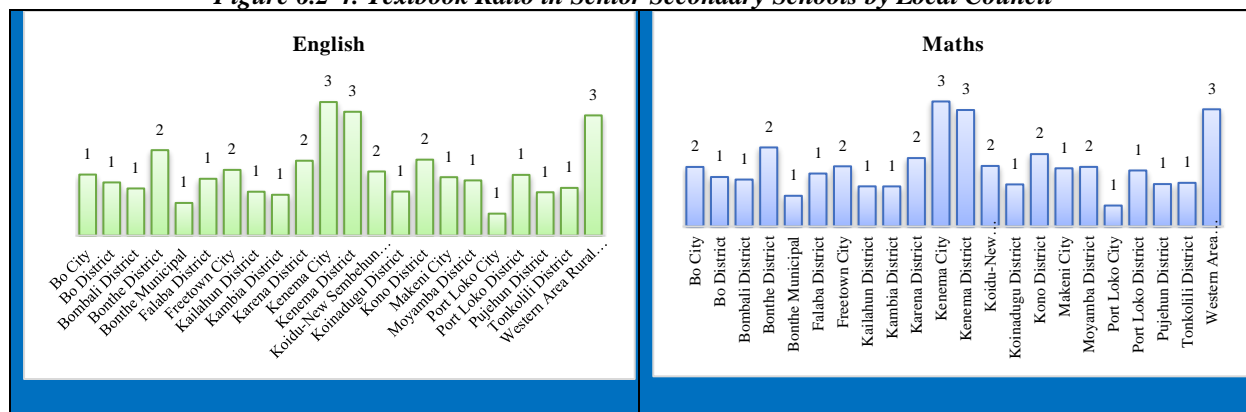
As shown in Figure 6.2-2 above, the pupil textbook ratio in primary school for English and Mathematics satisfies the ideal pupil textbook ratio for all local councils. However, for Science, three out of 22 local councils have a pupil ratio higher than the ideal with ratios of 1:3 or 1:4 and for Social Studies one out of 22 local councils has a pupil textbook ratio higher than the ideal with a ratio of 1:3.

Figure 6.2-3: Textbook Ratio in Junior Secondary Schools by Local Council



The pupil textbook ratios illustrated in Figure 6.2-3 above for junior secondary schools shows a similar trend to primary schools. For English and Mathematics, the pupil textbook ratio is satisfied by all local councils. For Science and Social Studies, the pupil textbook ratio is increased such that six local councils have a ratio higher than the universal ideal for both subjects. These councils are Freetown City, Karene District, Makeni City, Port Loko District, Tonkolili District and Western Area Rural District. It should be noted that for Science and Social studies the pupil textbook ratio is the highest in Freetown City where they have one textbook to six learners. This is followed closely by Western Area Rural District with one textbook to five learners for both Science and Social Studies.

Figure 6.2-4: Textbook Ratio in Senior Secondary Schools by Local Council



The pupil textbook ratio in senior secondary schools is shown in Figure 6.2-4 above. At the senior secondary level, the core textbooks are for English and Mathematics. For both English and Mathematics, the majority of the local councils (18 out of 22) satisfy the universal ideal textbook to pupil ratio. Kenema City, Kenema District and Western Area Rural District have a slightly increased ratio with one textbook to three learners for both subjects.

6.3 Learning Aids

For effective teaching in the classroom, learning aids form a fundamental pillar to support the learning process in schools. Functional libraries, science labs and the inclusion of life skills, HIV and sexuality education at schools are the specific learning aids reported in the ASC. Pre-primary schools are not expected to have these learning aids therefore information on these aids are only collected at the primary, junior secondary and senior secondary level.

Figure 6.3-1 below shows the language of instruction in classes one and two in primary schools. The majority of schools (5,876 public and 361 private) reported that lessons for these classes are taught in both English and indigenous languages. Only six public primary schools reported that the lessons for classes one and two are only taught in indigenous language. Of the primary schools that teach classes one and two, a small percentage of public and private schools teach classes one and two in English only (5% and 4% respectively).

Figure 6.3-1: Language of Instruction in Classes 1 and 2

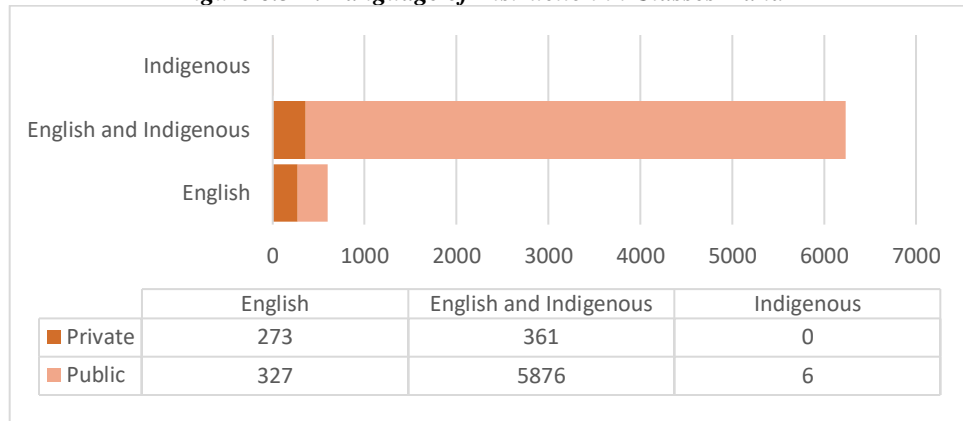
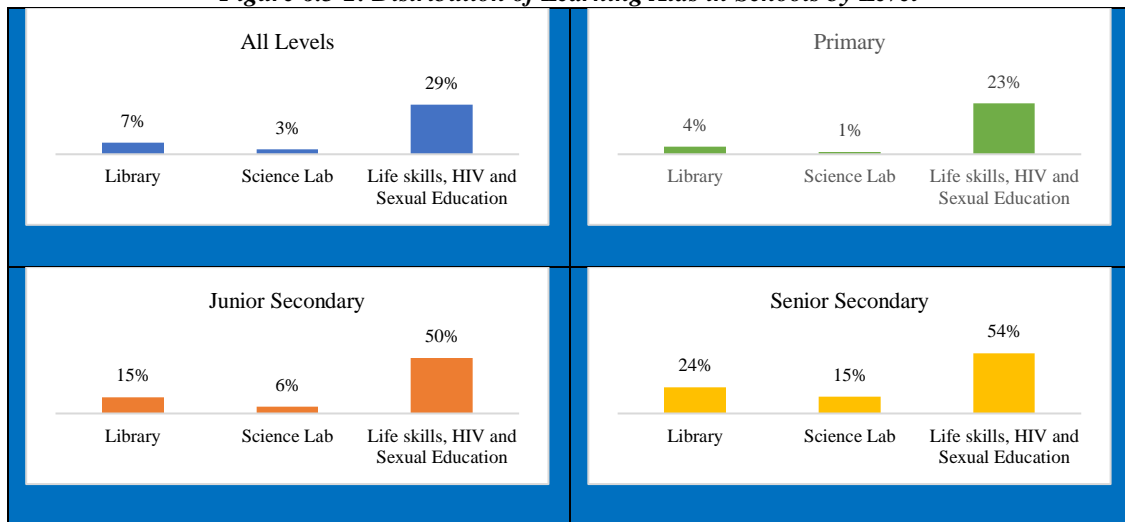


Figure 6.3-2: Distribution of Learning Aids in Schools by Level



The result in Figure 6.3-2 above depicts the distribution of learning aids in schools by level. At a national level, 7% of schools have a functional library, 3% have a functional science laboratory and 29% of schools teach life skills, HIV and sexuality education. When looking at the school levels, as the level increases, the presence of the learning aids increases, with the lowest percentages being at the primary level and the highest percentages being at the senior secondary level for all aids.

6.4 ICT for Pedagogy

The knowledge and introduction of information communication technology (ICT) in schools will help improve the learning outcomes especially in this digital age where everything is done using computers. Respondents were asked whether the school have functional computer for pedagogy.

The result in Table 6.4-1 below shows the number of computers and ratio of usage by school level and type. The ratio of usage looks at the percentage of students with access to a computer at each level. For example, for public pre-primary schools there are only 17 computers nationally for 99,993 students. Overall, private schools have more computers than public schools and the ratio of usage is higher in private schools (0.94% in pre-primary, 1.2% in primary, 2.78% in junior secondary and 2.8% in senior secondary) than public schools (0.02% in pre-primary, 0.02% in primary, 0.19% in junior secondary and 0.29% in senior secondary).

Table 6.4-1: Number of Functional Computers and Rate of Usage

School Level	Enrolment	No. of Computers	Ratio of Computer Use
Public Schools			
Pre-Primary	99,993	17	0.02%
Primary	1,669,527	350	0.02%
Junior Secondary	434,039	806	0.19%
Senior Secondary	295,997	863	0.29%
Private Schools			
Pre-Primary	40,738	384	0.94%
Primary	90,248	1,081	1.20%
Junior Secondary	33,546	933	2.78%
Senior Secondary	25,865	723	2.80%

Table 6.4-2: Distribution of Schools with Functional Computers for Pedagogy by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary
Bo City		5	9	5
Bo District		3	6	4
Bombali District		3	3	4
Bonthe District		1	1	1
Bonthe Municipal				
Falaba District			1	
Freetown City	22	52	41	28
Kailahun District		1	3	1
Kambia District			2	1
Karene District				1
Kenema City	2	10	13	7
Kenema District				
Koidu-New Sembehun City		3	3	2
Koinadugu District		3	4	3
Kono District			2	1
Makeni City	4	7	10	9
Moyamba District		4	3	3
Port Loko City		1	1	2
Port Loko District			5	3
Pujehun District			1	1
Tonkolili District		1	6	4
Western Area Rural District	10	18	20	11
National	38	112	134	90
Percentage of Schools	2%	2%	8%	14%

Table 6.4-2 above illustrates the number of schools with functional computers for pedagogy by local council and school level. Nationally, 2% of pre-primary schools, 2% of primary schools, 8% of junior secondary schools and 14% of senior secondary schools have functional computers specifically for pedagogy compared to 2% of pre-primary, 2% of primary, 9% of junior secondary and 16% senior secondary schools in 2019. Pre-primary and primary schools have the lowest percentage of schools with computers for pedagogy and senior secondary schools have the highest percentage. The pre-primary level has the largest number of local councils that do not have any

computers for pedagogy (18 out of 22) and the junior secondary level has the lowest number (3 out of 22). Bonthe Municipal, Karene District and Kenema District have no schools with functional computers for pedagogy at all levels. Out of the 22 local councils, only Freetown city, Kenema City, Makeni City and Western Area Rural District have schools with computers for pedagogy at all levels.

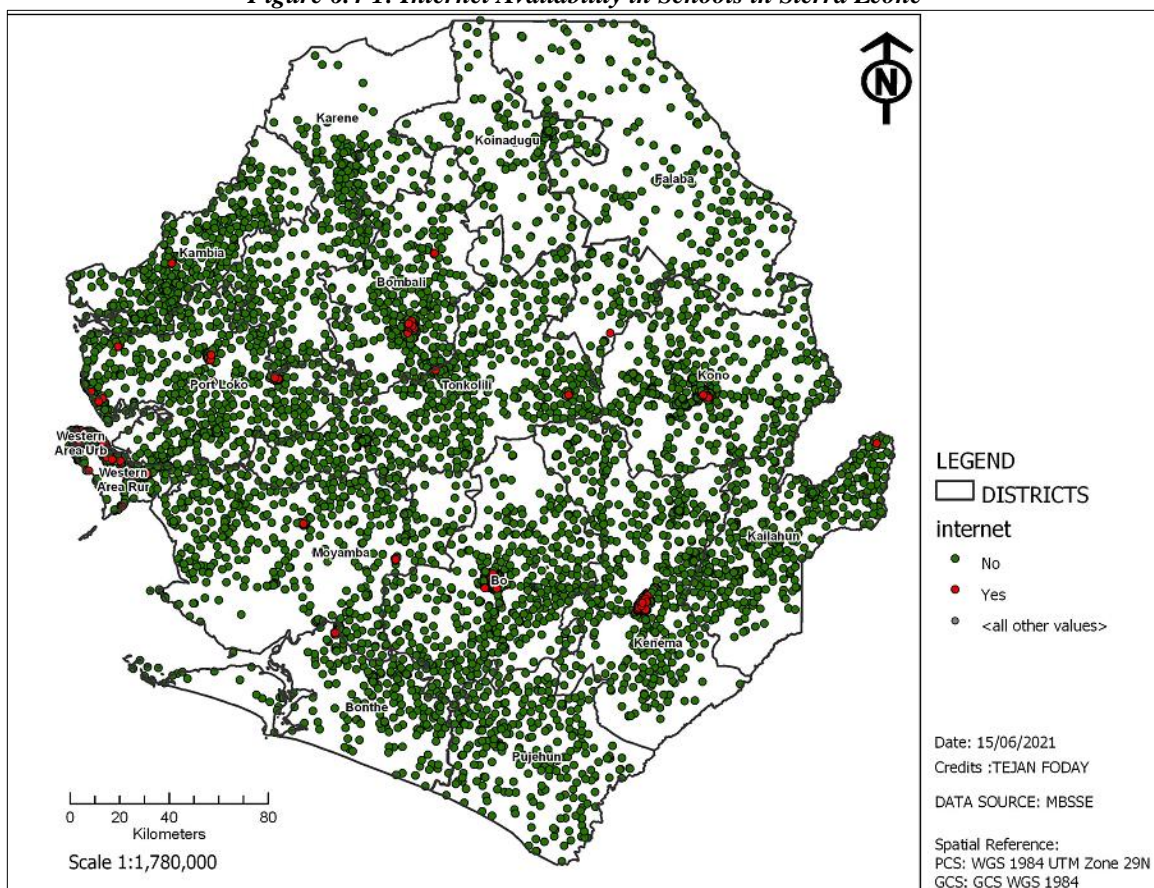
Table 6.4-3: Distribution of Schools with Internet Connectivity for Pedagogy by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary
Bo City		4	6	3
Bo District		1	2	2
Bombali District		1	1	1
Bonthe District		1		
Bonthe Municipal				
Falaba District				
Freetown City	15	25	24	18
Kailahun District		1	1	
Kambia District			1	
Karene District				
Kenema City	3	7	7	5
Kenema District				
Koidu-New Sembehun City		2	2	
Koinadugu District		1		
Kono District				
Makeni City	2	3	5	3
Moyamba District			1	2
Port Loko City				2
Port Loko District			6	4
Pujehun District				
Tonkolili District			2	1
Western Area Rural District	5	6	4	2
National	25	52	62	43
Percentage of Schools	1%	1%	4%	7%

According to Table 6.4-3 above, the majority of schools in Sierra Leone do not have internet connectivity for pedagogy. 25 pre-primary schools, 52 primary schools, 62 junior secondary schools and 43 senior secondary schools reported having access to internet connectivity for pedagogy. At each school level most of the schools with internet facilities are in Freetown City. Although most local councils have at least one school with internet connectivity for pedagogy, Bonthe Municipal, Falaba District, Karene District, Kenema District, Kono District and Pujehun District have no schools with internet connectivity.

The majority of the schools with internet facilities are in Freetown City and Western Rural District councils. This could be attributed to the fact that over 70% of the schools in Sierra Leone are in remote rural communities where there is no internet coverage. Figure 6.4-1 below shows the internet availability in schools across the country. The figure shows that only a small number of schools in Sierra Leone have internet access.

Figure 6.4-1: Internet Availability in Schools in Sierra Leone



6.5 Access to Electricity and Telecommunication

6.5.1 Access to Electricity

The availability of electricity by school level is illustrated in Figure 6.5.1-1 below. Respondents were asked to indicate the main source of electricity supply to their school. Nationally, 63% of pre-primary schools, 86% of primary schools, 64% of junior secondary schools and 45% of senior secondary schools have no electricity. For the schools that do have access to electricity, a higher percentage of schools reported that their main source of electricity is the national grid compared to generator and solar. This can be seen at all school levels. It is likely that the schools who reported their main source of electricity as the national grid are located in the cities and district headquarter towns.

Figure 6.5.1-1: Access to Electricity by School Level

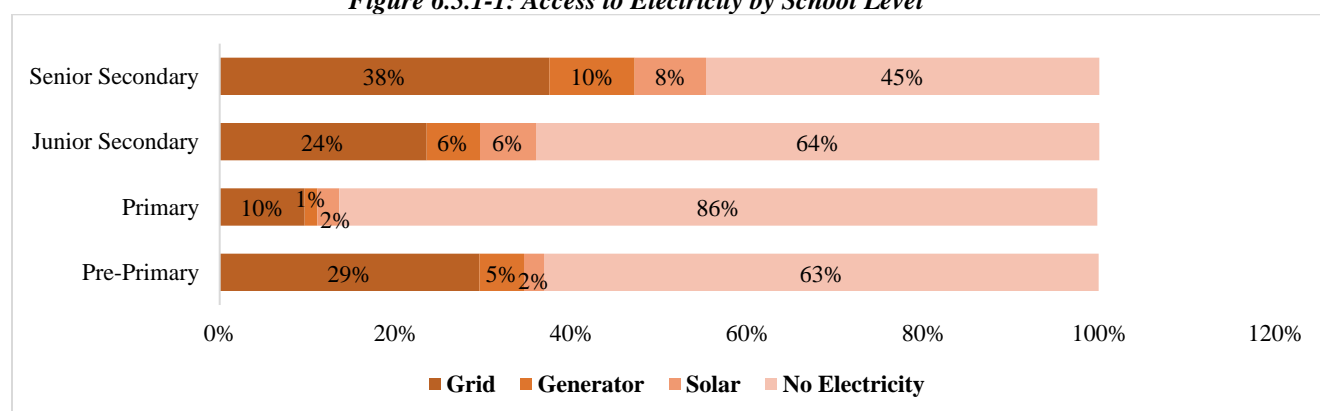


Table 6.5.1-1: Share of Schools Without Access to Electricity by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary
Bo City	66%	76%	43%	27%
Bo District	82%	96%	81%	58%
Bombali District	77%	93%	77%	62%
Bonthe District	95%	97%	82%	67%
Bonthe Municipal	100%	100%	80%	67%
Falaba District	100%	99%	79%	67%
Freetown City	27%	40%	26%	18%
Kailahun District	96%	97%	84%	65%
Kambia District	93%	93%	91%	92%

Karene District	100%	97%	100%	78%
Kenema City	54%	73%	52%	34%
Kenema District	89%	96%	87%	88%
Koidu-New Sembehun City	87%	88%	67%	55%
Koinadugu District	96%	98%	77%	44%
Kono District	95%	92%	71%	69%
Makeni City	58%	56%	18%	0%
Moyamba District	94%	97%	83%	68%
Port Loko City	100%	95%	81%	50%
Port Loko District	78%	96%	78%	59%
Pujehun District	98%	97%	80%	55%
Tonkolili District	93%	95%	80%	53%
Western Area Rural District	55%	69%	60%	44%
National	63%	86%	64%	45%

The lack of electricity supply to schools by local council is also reflected in Table 6.5.1-1 for each school level. The table shows the percentage of schools without access to electricity in each local council. All levels apart from senior secondary have at least one local council with 100% of schools not having access to electricity. For pre-primary, these councils are Bonthe Municipal, Falaba District, Karene District, Port Loko City. For primary, the only council is Bonthe Municipal and for junior secondary the only council is Karene District. When looking at those councils with the lowest percentage of schools that do not have access to electricity, Freetown City has the lowest percentage of schools for pre-primary and primary (27% and 40% respectively) and Makeni City has the lowest percentage for junior secondary and senior secondary (18% and 0% respectively).

6.5.2 Access to Mobile Telecommunication Network Coverage

Having mobile network coverage in schools helps ease communication between school authorities and other key stakeholders involved in the management and running of the school.

Figure 6.5.2-1 below shows that the majority of the schools in Sierra Leone, accounting for 90%, reported having mobile telephone network coverage in their schools. This has increased from 86% of schools having mobile telephone network coverage in 2019. This makes it easier for principals and head teachers to be contacted for information as and when necessary. Furthermore, since more

cellphone towers have 3G, it means connectivity via mobile networks can be more widespread in schools.

Figure 6.5.2-1: Schools Access to Mobile Telephone Network Coverage

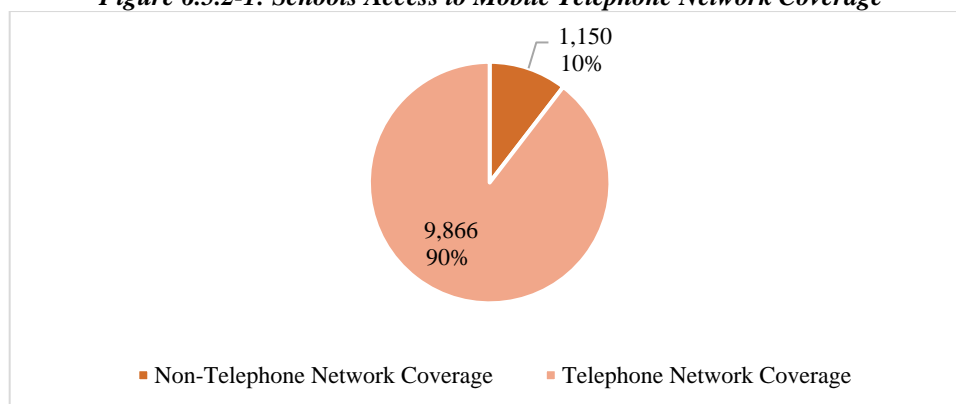


Figure 6.5.2-2: Share of Schools with Access to Mobile Telephone Network Coverage by Local Council

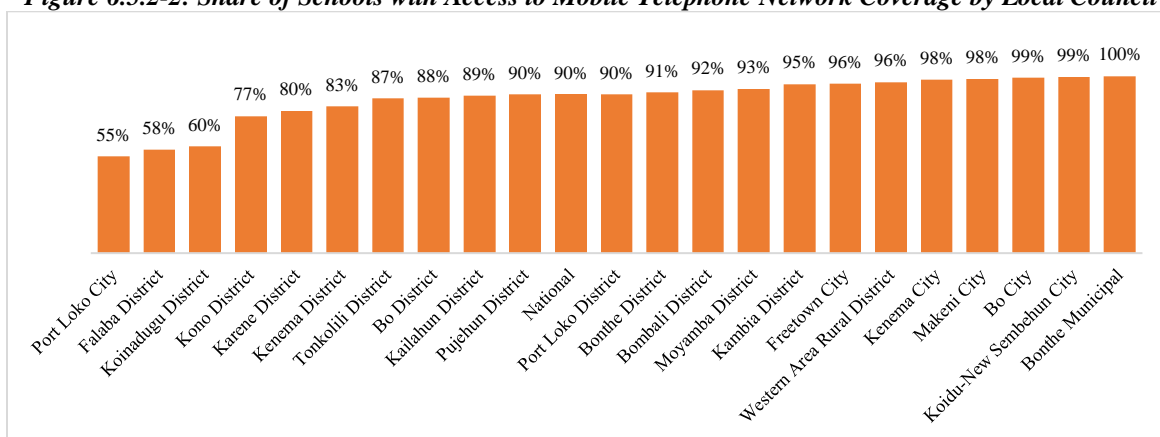


Figure 6.5.2-2 above shows the percentage of schools with access to mobile telephone coverage by local council. More than half of the local councils have mobile telephone network coverage in schools higher than the national average of 90%. As the national average was 86% in 2019, this indicates that telecommunication companies have increased their coverage across the country. Port Loko City, Falaba District and Koinadugu District have the lowest percentage of schools with mobile network coverage with 55%, 58% and 60% respectively. Koinadugu and Falaba Districts in particular both have very challenging terrains, making access to mobile network coverage more difficult than in other districts.

Chapter 7

Nutrition, Leisure and Safety

7.1 Introduction

Respondents were asked to report on the availability of certain facilities such as school feeding, playing grounds and a fence around the school compound that makes the school environment conducive for learning and safe for pupils. It is important for pupils to attend schools with a friendly and safe environment that will positively impact learning outcomes. This provides an opportunity to get an idea of the number of schools that lack the required facilities.

7.2 School Feeding Programme

The 2020 school census explores the number of schools benefitting from a school feeding program from the Government of Sierra Leone (GOSL), Catholic Relief Services (CRS), World Food Programme (WFP), JAM or other partners. Figure 7.2-1 below shows the number and percentage distribution of primary schools benefitting from school feeding by feeding source. The data indicates that more than two-thirds of the primary schools benefitting from school feeding receive their support from the Government (68%), while 24% of primary schools are benefitting with the support from various Education Development Partners (EDPs).

Figure 7.2-1: Distribution of School Feeding Support in Primary Schools

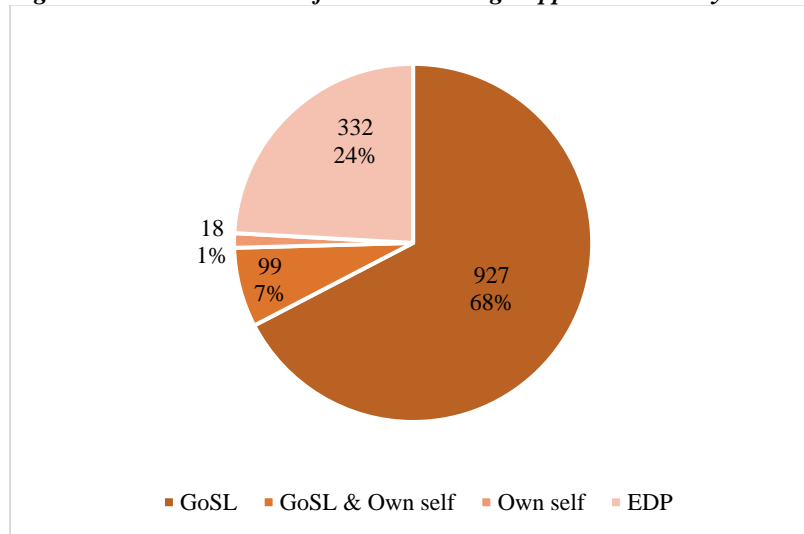


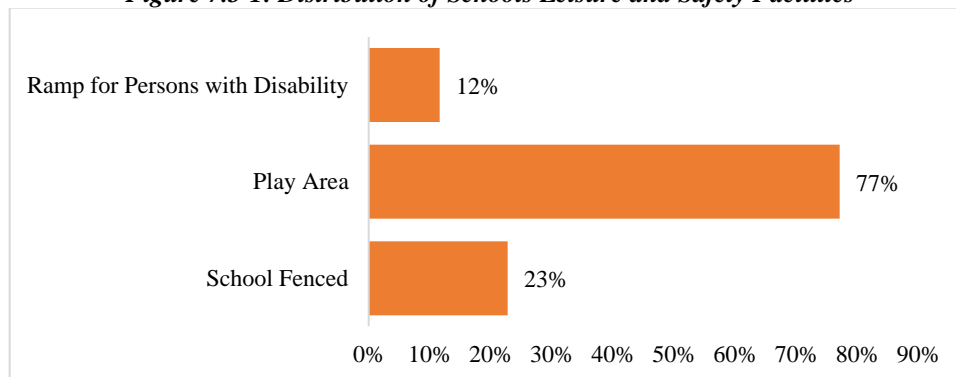
Table 7.2-1: Share of Primary Schools with a Garden by Local Council

Local Council	Public Schools	Private Schools
Bo City	31%	31%
Bo District	41%	44%
Bombali District	38%	40%
Bonthe District	67%	50%
Bonthe Municipal	50%	-
Falaba District	51%	0%
Freetown City	15%	13%
Kailahun District	61%	50%
Kambia District	50%	20%
Karene District	41%	0%
Kenema City	31%	19%
Kenema District	49%	-
Koidu-New Sembehun City	40%	7%
Koinadugu District	41%	50%
Kono District	37%	0%
Makeni City	26%	31%
Moyamba District	39%	60%
Port Loko City	36%	50%
Port Loko District	50%	18%
Pujehun District	60%	33%
Tonkolili District	44%	100%
Western Area Rural District	23%	27%
National	42%	20%

Table 7.2-1 above shows the share of public and private primary schools with a school garden by local council. Nationally, 42% of the public primary schools reported having a school garden (farm) compared to 20% of private schools. Across the local councils, Bonthe District has the highest percentage of public schools with a school garden (67%) and Tonkolili District has the highest percentage of private schools with a garden (100%). Freetown City has the lowest percentage of public schools with a school garden (15%) whereas Falaba District, Karene District and Kono District have the lowest percentage of private schools with a school garden (0%).

7.3 Leisure and Safety

Figure 7.3-1: Distribution of Schools Leisure and Safety Facilities



The school census seeks information on the availability of certain facilities that makes the school environment safe and conducive for learning. Lack of some of the required facilities in school may affect attendance and access. Figure 7.3-1 above shows that 12% of schools in Sierra Leone reported having a ramp for persons with disabilities compared to 10% of schools in 2019. Although there has been an increase in the last year, the low percentage implies that a number of schools may have an unfriendly school environment. The majority of schools, representing 77%, reported having a play area or playground and 23% of schools reported having fencing around the school compound.

Figure 7.3-2: Availability of Schools Leisure and Safety Facilities by Level

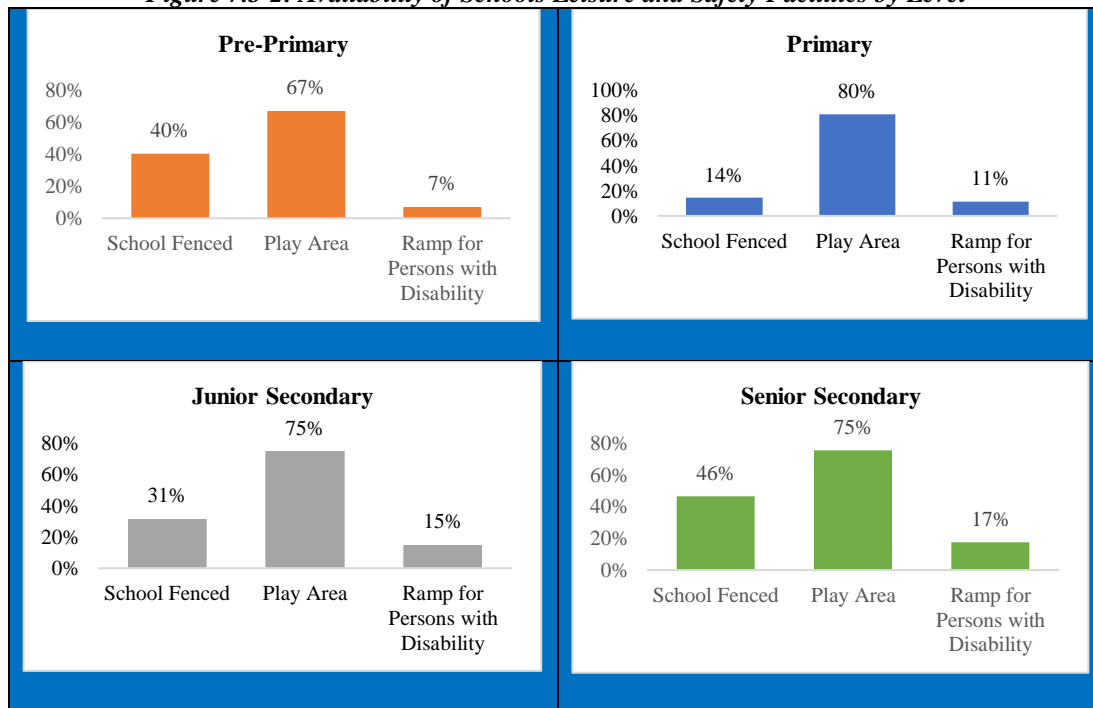


Figure 7.3-2 above shows the availability of leisure and safety facilities by school level. More than two-thirds of the schools for each level (67% in pre-primary, 80% in primary, 75% in junior secondary and 75% in senior secondary) reported having a playground for extracurricular activities in school. The junior and senior secondary levels have the highest percentage of schools with a play area (75%) and the pre-primary level has the lowest percentage (67%). For school safety, the percentage of schools that are fenced ranges from 14% at the primary level to 46% at the senior secondary level. When looking at the percentage of schools with ramps, the pre-primary level has the lowest percentage of schools with a ramp (7%) and senior secondary has the highest (17%). The percentage of schools providing ramp facilities is low at all levels and this has been addressed in the Radical Inclusion Policy such that schools must make accommodations for students with disabilities, including providing ramps.

Chapter 8

School Related Sexual and Gender Based Violence

8.1 Introduction

The school is a common place for sexual and gender-based violence as it deals with the bulk of the youthful population. School related sexual and gender-based violence (SGBV) encompasses psychological, sexual, emotional and physical violence occurring at school and on the journey to and from school. It is violence that is perpetrated as a result of gender stereotyping, discriminatory practices and unequal gender relations. It includes explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape.

8.2 Cases of Sexual and Gender Based Violence

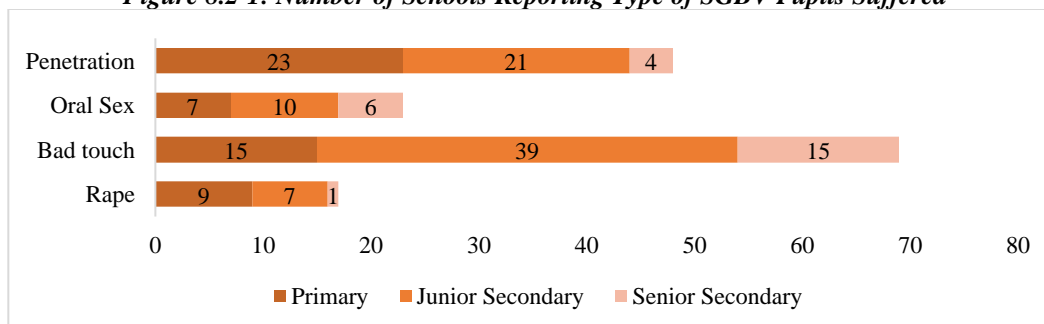
The 2020 school census included questions on the number of cases reported of school related SGBV. Table 8.2-1 below shows the number of schools with at least one case of SGBV reported by school level and local council. Nationally, 141 schools across the country received a report on SGBV in their schools. Further analysis by school level indicates that junior secondary had the highest number of schools (61) reporting cases of SGBV, accounting for 43% of the schools with at least one reported case. This is followed by 55 primary schools, accounting for 39% of the schools and 25 senior secondary schools, accounting for 18% of the schools.

When looking at local councils in more detail, Kambia District council has the highest number of schools (17) that reported cases of SGBV, followed by Bo District (14), Moyamba District (13) and Freetown City (13), while Karene District and Makeni City had the least number of schools (1) that reported cases of SGBV. Bo District and Kambia District had the highest number of schools for the primary and senior secondary level respectively and Freetown City and Kenema District had the highest number of schools for junior secondary.

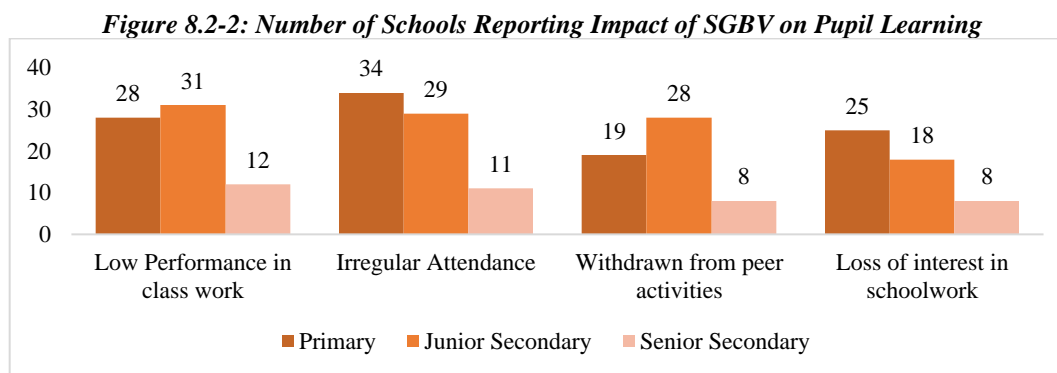
Table 8.2-1: Number of Schools Reporting Cases of SGBV by Local Council

Local Council	Primary	Junior Secondary	Senior Secondary	Total
Bo District	8	4	2	14
Bombali District	4	3	1	8
Bonthe District	2	1		3
Bonthe Municipal		1	1	2
Falaba District	2			2
Freetown City	4	6	3	13
Kailahun District	3	2		5
Kambia District	3	9	5	17
Karene District	1			1
Kenema City	1	3	1	5
Kenema District	4	6	1	11
Koidu-New Sembehun City	2	3		5
Koinadugu District	2	2	1	5
Kono District	2	4	2	8
Makeni City			1	1
Moyamba District	7	4	2	13
Port Loko City		2		2
Port Loko District	2	4		6
Pujehun District	6	1	2	9
Tonkolili District	1	1		2
Western Area Rural District	1	5	3	9
National	55	61	25	141

Figure 8.2-1: Number of Schools Reporting Type of SGBV Pupils Suffered



Among the schools that reported cases of school related SGBV, the census also looked at the type of violence mostly suffered by pupils. According to the 2020 census, there were 157 reported cases of sexual and gender-based violence in schools. The type of SGBV was categorised into four responses: penetration, oral sex, bad touch and rape. Figure 8.2-1 above indicates that bad touch was the most common type of SGBV reported with 69 reports. For primary schools, the most common type of SGBV reported was penetration and the least common was oral sex whereas for junior and senior secondary schools the most common report was bad touch, and the least common report was rape. It is surprising to know that the majority of the schools that reported cases of penetration are primary schools.



As well as looking at the schools that reported cases of SGBV, the census looked at how the incident of SGBV affected student's education in the school. Figure 8.2-2 above shows the reported impact of school related SGBV on pupils learning by school level. The majority of primary and junior secondary schools reported irregular attendance and low performance in classwork by affected pupils. The loss of interest in schoolwork is also another significant impact of SGBV on student's learning.

8.3 Response of School Administration to Reported Cases of SGBV

Figure 8.3-1: Share of Schools with Designated Staff to Receive Cases of SGBV

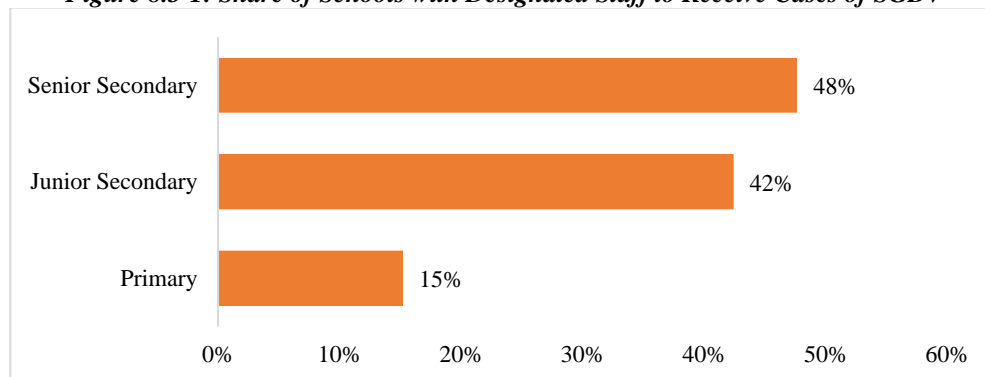


Figure 8.3-1 above shows the percentage of schools with designated staff to receive cases of SGBV. Although some of the schools reported that there is a designated member of staff for cases of SGBV, less than 50% of the schools for all the levels have this designated staff. The senior secondary level has the highest percentage of schools with a designated staff for SGBV cases and the primary level has the lowest percentage of schools. There is need for school authorities to assign designated staff on SGBV, since the case numbers are increasing, and the issues need to be addressed urgently.

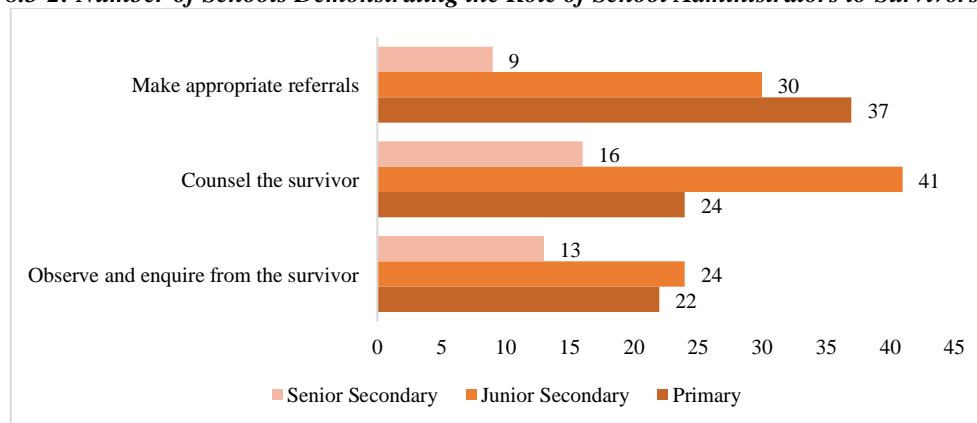
Table 8.3-1: Number of Schools with a Redress Mechanism for Cases of SGBV by Local Council

Local Council	Primary	Junior Secondary	Senior Secondary	Total
Bo City	23	22	13	58
Bo District	50	30	10	90
Bombali District	66	35	15	116
Bonthe District	30	11	7	48
Bonthe Municipal	2	5	2	9
Falaba District	31	12	3	46
Freetown City	183	107	68	358
Kailahun District	30	24	9	63
Kambia District	113	55	28	196
Karene District	10			10
Kenema City	36	31	16	83
Kenema District	115	30	4	149

Koidu-New Sembehun City	22	28	13	63
Koinadugu District	42	16		58
Kono District	23	19	2	44
Makeni City	14	29	18	61
Moyamba District	115	34	18	167
Port Loko City	7	11	3	21
Port Loko District	64	78	31	173
Pujehun District	41	10	7	58
Tonkolili District	101	40	14	155
Western Area Rural District	107	75	34	216
National	1,225	702	315	2,242

Table 8.3-1 above indicates the number of schools that have a redress mechanism for those that have reported cases of SGBV. Nationally, 2,242 schools reported having a redress mechanism for SGBV survivors. Of these, primary schools accounted for 1,225 (54.6%), junior secondary schools accounted for 702 (31.3%) and senior secondary accounted for 315 (14.0%). For all three levels, Freetown City council has the highest number of schools (358) with a redress mechanism for SGBV survivors. Bonthe Municipal has the least number schools (9) with a redress mechanism for SGBV victims overall.

Figure 8.3-2: Number of Schools Demonstrating the Role of School Administrators to Survivors of SGBV



Among the schools that reported cases of SGBV, the census collected information on the role of school authorities to the victims. As shown in Figure 8.3-2 above, most of the junior and senior secondary schools (41 and 22 respectively) said they ‘counsel the survivor’ whereas for primary schools (37) most reported that the role of the school authorities is to ‘make appropriate referrals’.

Section Three: The Pupils

Chapter 9 School Enrolment

9.1 Introduction

This section of the report will provide information on the number of learners enrolled in basic and senior secondary education at different school levels in Sierra Leone. The data is disaggregated by sub-national level, gender, school type and other key parameters. It will further highlight the levels and areas where enrolment has increased or decreased and explain the possible reasons for it. The indicators presented in this chapter include the total number of pupils distributed by various dimensions, enrolment rates by level, gender and local councils.

9.2 Pupils Enrolment Distribution

In the 2020 census, there were a total of 2,695,590 students enrolled in schools across Sierra Leone. This is slightly higher than the 2,654,306 enrolled in 2019, indicating an increase of 1.6% in enrolment between the 2019 and 2020 academic years. Of these students, 1,363,430 (50.6%) were girls and 1,332,160 (49.4%) were boys showing that there were more girls than boys enrolled in schools in 2020.

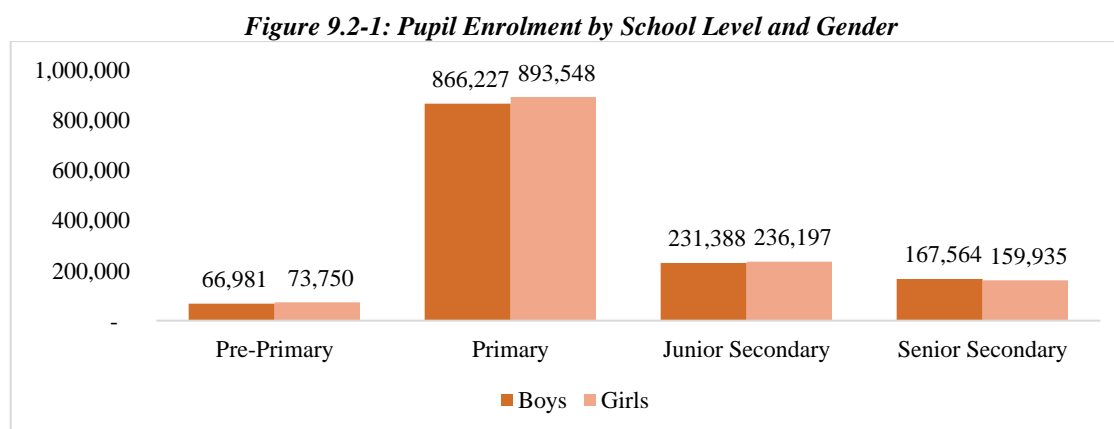


Figure 9.2-1 above illustrates the pupil's enrolment by gender and school level. Although nationally there are more girls than boys enrolled in school, gender analysis by level shows mixed results. In pre-primary, primary and junior secondary there are more girls than boys enrolled, with

percentage differences of 10.1%, 3.2% and 2.1% respectively. However, at the senior secondary level there are more boys than girls enrolled with a 4.1% difference. The majority of learners (65.3%) are enrolled in primary schools. It is important to note that from the primary level, the number of girls enrolled in school decreases as the school level increases.

Table 9.2-1: Pupil Enrolment by Local Council and School Level

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
Bo City	9,096	68,537	25,529	16,716	119,878
Bo District	4,128	101,919	17,635	9,642	133,324
Bombali District	3,922	77,609	20,599	8,529	110,659
Bonthe District	3,345	52,946	9,523	4,686	70,500
Bonthe Municipal	588	2,891	932	469	4,880
Falaba District	1,009	41,313	4,734	1,835	48,891
Freetown City	34,222	191,536	91,123	96,526	413,407
Kailahun District	5,872	100,025	20,997	13,666	140,560
Kambia District	5,800	102,670	23,839	11,137	143,446
Karene District	374	72,448	878	5,637	79,337
Kenema City	5,930	61,502	29,490	28,175	125,097
Kenema District	2,102	105,218	14,553	4,052	125,925
Koidu-New Sembehun City	12,924	50,789	24,503	20,413	108,629
Koinadugu District	2,840	52,517	10,879	7,023	73,259
Kono District	6,497	107,701	16,150	3,516	133,864
Makeni City	4,540	28,680	17,653	20,249	71,122
Moyamba District	2,757	95,077	14,547	5,390	117,771
Port Loko City	1,253	11,055	4,727	3,341	20,376
Port Loko District	6,898	131,983	33,903	15,239	188,023
Pujehun District	3,285	60,007	8,603	2,578	74,473
Tonkolili District	8,234	137,993	31,847	13,457	191,531
Western Area Rural District	15,115	105,359	44,941	35,223	200,638
National	140,731	1,759,775	467,585	327,499	2,695,590

Table 9.2-1 above depicts enrolment by local council and school level. Out of the 2,695,590 learners in Sierra Leone, Freetown City council has the highest number of students enrolled with

a total of 413,407 learners. This makes up 15.3% of the students enrolled nationally. This is followed by Western Area Rural District and Tonkolili District councils with 200,638 (7.4%) and 191,531 (7.1%) students respectively. Bonthe Municipal has the least number of learners, representing 0.2% of the total students enrolled in schools in Sierra Leone. With regards to pre-primary enrolment, the table shows that enrolment is higher in the cities, indicating that most pre-primary schools are located in urban areas. However, efforts have been made over the years to expand pre-primary education into the rural areas and communities.

Table 9.2-2: Average Enrolment per School by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary
Bo City	92	328	419	760
Bo District	94	227	256	402
Bombali District	82	244	237	294
Bonthe District	90	242	340	521
Bonthe Municipal	147	361	186	156
Falaba District	92	191	197	204
Freetown City	67	246	328	592
Kailahun District	107	249	339	683
Kambia District	83	284	238	286
Karene District	94	256	293	313
Kenema City	80	311	364	687
Kenema District	75	231	310	507
Koidu-New Sembehun City	124	363	355	658
Koinadugu District	101	220	253	780
Kono District	98	273	278	270
Makeni City	95	393	465	880
Moyamba District	86	195	205	193
Port Loko City	90	270	295	557
Port Loko District	90	273	247	372
Pujehun District	63	208	287	234
Tonkolili District	76	245	287	396
Western Area Rural District	62	257	247	457
National	80	251	292	503

The average enrolment per school by local council shown in Table 9.2-2 above is computed by dividing the total enrolment by the number of schools. The average school size is an indicator for whether a school is overcrowded, however, it is necessary to know the number of classrooms a school has before we can judge whether a school is overcrowded or not. Nationally, the average school sizes are 80 in pre-primary, 251 in primary, 292 in junior secondary and 503 in senior secondary. From the table it can be seen that as the school level increases, the average school size also increases.

For each school level, at least half of the local councils have school sizes higher than the national averages. For pre-primary, 18 out of 22, for primary 12 out of 22, for junior secondary 11 out of 22 and for senior secondary 12 out of 22 local councils have school sizes higher than the national averages. These results show that there is need to provide additional classrooms in the local councils that have the highest average school sizes.

Makeni City has the highest average enrolment for primary, junior secondary and senior secondary schools whereas Bonthe Municipal has the highest average enrolment for pre-primary. For junior and senior secondary, Bonthe Municipal has the lowest average enrolment while Western Area Rural and Falaba District have the lowest average enrolment for pre-primary and primary respectively.

9.3 Enrolment by Ownership/Proprietorship

Table 9.3-1: Pupil Enrolment by Ownership and School Level

School Proprietorship	Pre-Primary		Primary		Junior Secondary		Senior Secondary		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Community	9,520	11,062	70,100	73,731	37,952	38,396	20,904	20,113	281,778
Government	8,182	8,941	171,696	176,218	36,669	33,790	26,507	26,140	488,143
Mission	29,634	32,611	580,236	594,894	140,699	142,276	108,683	98,098	1,727,131
Other	22	21	1,291	1,361	1,199	3,058	491	698	8,141
Private	19,623	21,115	42,904	47,344	14,869	18,677	10,979	14,886	190,397
Total	66,981	73,750	866,227	893,548	231,388	236,197	167,564	159,935	2,695,590

From Table 9.3-1 above, the majority of the students in Sierra Leone, representing 64.1%, are enrolled in mission schools which are mostly owned by religious organizations. Community

schools accounted for 10.4% of enrolled students, while students enrolled in private schools accounted for 7.1%. The number of students that are enrolled in government owned public schools accounted for 18.1% of the total enrolment. It is not surprising to know that private schools have the largest number of pre-primary students enrolled in their schools, of which there are more girls than boys enrolled. Mission schools have the highest enrolment in the primary, junior secondary and senior secondary levels of schooling, followed by community schools.

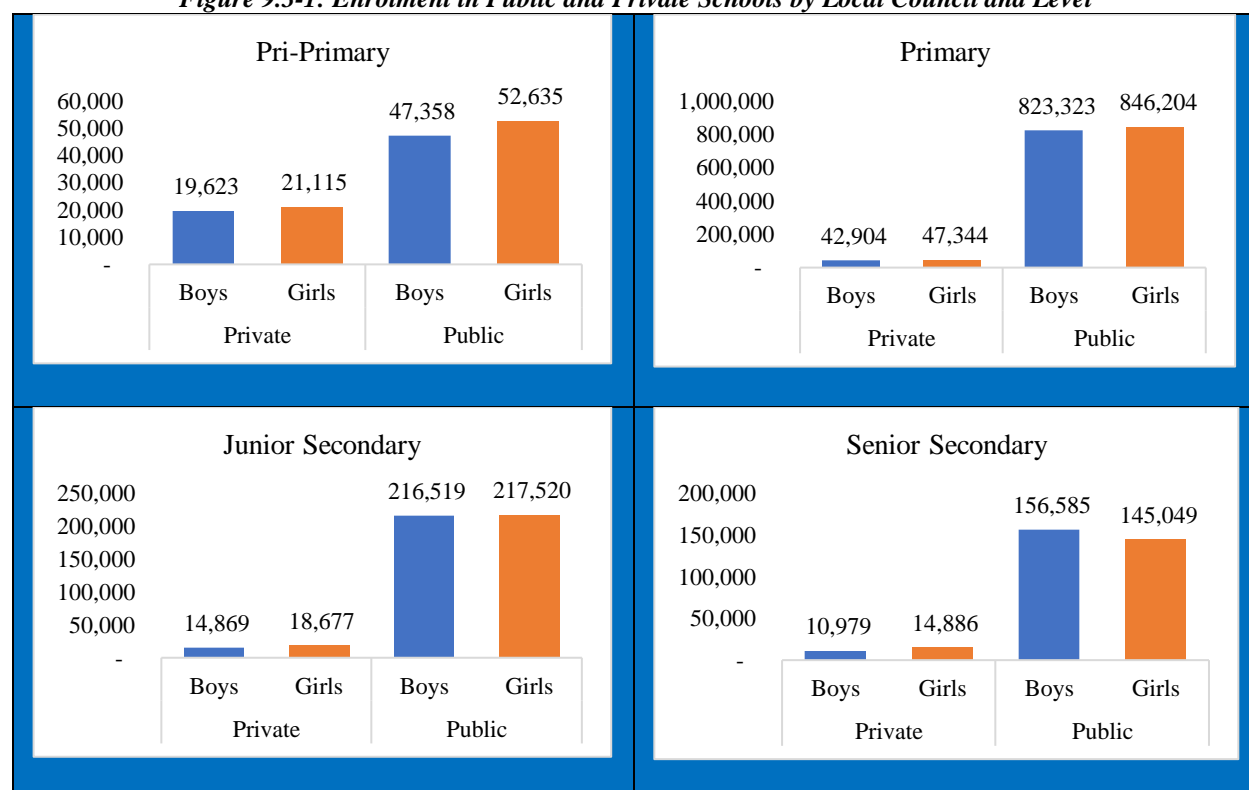
Table 9.3-2: Pupil Enrolment by Local Council and Ownership

Local Council	Community	Government	Mission	Other	Private	Total
Bo City	7,294	16,406	86,533		9,645	119,878
Bo District	10,324	20,780	98,577		3,643	133,324
Bombali District	17,204	23,211	67,143		3,101	110,659
Bonthe District	6,825	13,508	49,737		430	70,500
Bonthe Municipal		741	4,139			4,880
Falaba District	4,785	10,856	33,095		155	48,891
Freetown City	31,982	92,887	196,525	4,220	87,793	413,407
Kailahun District	9,312	20,296	110,467		485	140,560
Kambia District	15,745	30,277	95,276		2,148	143,446
Karene District	12,300	23,717	43,130		190	79,337
Kenema City	13,107	14,878	81,482	1,241	14,389	125,097
Kenema District	5,658	17,978	102,208		81	125,925
Koidu-New Sembehun City	32,088	11,361	57,353		7,827	108,629
Koinadugu District	5,213	12,395	53,458		2,193	73,259
Kono District	25,204	22,649	85,152	258	601	133,864
Makeni City	6,910	12,538	47,398	312	3,964	71,122
Moyamba District	6,914	17,915	89,795	610	2,537	117,771
Port Loko City	1,681	3,977	13,946		772	20,376
Port Loko District	19,722	40,015	121,395	150	6,741	188,023
Pujehun District	3,485	14,049	56,437		502	74,473
Tonkolili District	19,502	31,802	139,734		493	191,531
Western Area Rural District	26,523	35,907	94,151	1,350	42,707	200,638

According to Table 9.3-2 above, Freetown City council has the highest number of learners enrolled, with almost 50% of these learners enrolled in schools owned by mission or religious groups. Following Freetown City, Western Area Rural, Tonkolili and Port Loko District councils

have the next largest number of learners (200,638, 191,531 and 188,023 respectively) enrolled in schools. The least number of learners are enrolled in Bonthe Municipal. For all districts that have two local councils, there are more learners in the district councils than the city councils.

Figure 9.3-1: Enrolment in Public and Private Schools by Local Council and Level



As shown in Figure 9.3-1 above, more learners are enrolled in public schools than private schools. The increase in enrolment in public schools could be attributed to the Free Quality School Education (FQSE) currently being implemented as the government's flagship program. For pre-primary, primary and junior secondary, there are more girls than boys enrolled in both public and private schools. However, the difference in enrolment between boys and girls in public schools is greater than in private schools. In public schools the differences are 5,277 learners for pre-primary, 22,881 learners for primary and 1,001 learners for junior secondary, while for private schools the differences in enrolment between boys and girls are 1,492 learners in pre-primary, 4,440 in primary and 3,808 learners in junior secondary. For senior secondary, there are 3,907 more girls than boys enrolled in private schools but 10,437 less girls than boys enrolled in public schools.

9.4 School Operation Enrolments

Table 9.4-1: Pupil Enrolment by School Approval Status

School Level	Approved		Applied for Approval		Not Approved	
	Boys	Girls	Boys	Girls	Boys	Girls
Pre-Primary	38,061	41,797	10,383	11,683	18,537	20,270
Primary	743,911	770,966	50,270	50,572	72,046	72,010
Junior Secondary	215,222	219,333	7,480	7,854	8,686	9,010
Senior Secondary	159,316	151,869	3,217	3,022	5,031	5,044

Table 9.4-1 above shows the number of learners enrolled in school, by school approval status. There are 2,340,475 pupils enrolled in approved schools, representing 86.8% of the total learners in Sierra Leone compared to 78.8% of pupils in 2019. 210,634 students (7.8%) are enrolled in schools that are not approved by the government, while 144,481 (5.3%) learners are enrolled in schools that have applied for and are awaiting government approval. Despite not being approved, learners enrolled in the last two categories of schools can benefit from the Performance Based Financing (PBF) school grant implemented by the government which does not consider the approval status of a school.

Figure 9.4-1: Pupil Enrolment in Government Supported Schools

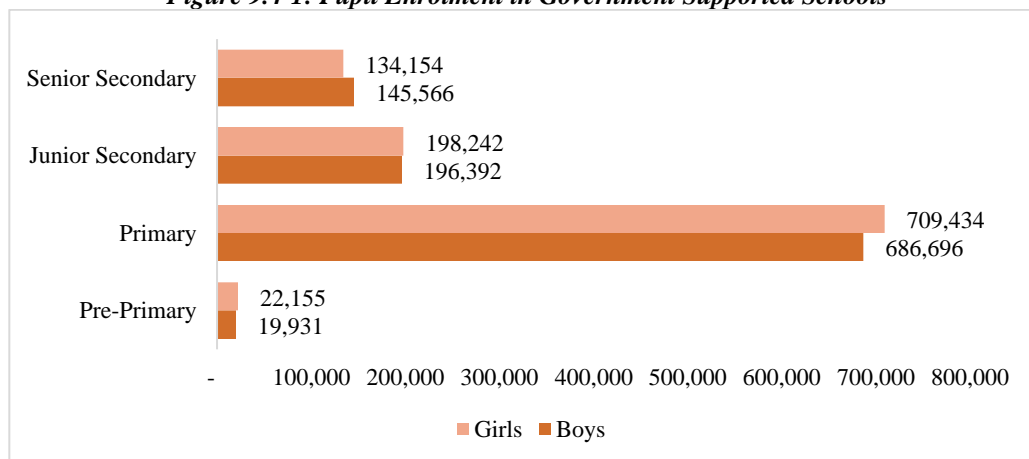


Figure 9.4-1 above illustrates the number of learners enrolled in government supported schools by level. There are 2,112,570 learners enrolled in government supported approved schools that benefit from the provision of the FQSE package. This package includes tuition fees and teaching and learning materials. Of these students, 42,086 are enrolled in pre-primary, 1,396,130 in primary,

394,634 in junior secondary, 279,720 in senior secondary. There are 1,063,985 girls and 1,048,585 boys enrolled in government supported schools, showing a difference of 15,400 more girls than boys enrolled across the country.

Table 9.4-2: Percentage of Pupils Enrolled in Government Supported Schools by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	All Levels
Bo City	7%	4%	6%	6%	5%
Bo District	4%	6%	4%	3%	5%
Bombali District	2%	4%	4%	3%	4%
Bonthe District	6%	3%	2%	2%	3%
Bonthe Municipal	1%	0%	0%	0%	0%
Falaba District	0%	2%	1%	1%	2%
Freetown City	12%	9%	18%	29%	14%
Kailahun District	1%	6%	5%	5%	5%
Kambia District	6%	7%	5%	3%	6%
Karene District	0%	4%	0%	2%	3%
Kenema City	5%	4%	6%	8%	5%
Kenema District	2%	6%	3%	1%	5%
Koidu-New Sembehun City	12%	3%	5%	7%	4%
Koinadugu District	3%	3%	2%	2%	3%
Kono District	7%	7%	4%	1%	6%
Makeni City	4%	2%	4%	7%	3%
Moyamba District	1%	5%	3%	1%	4%
Port Loko City	2%	1%	1%	1%	1%
Port Loko District	5%	8%	7%	5%	7%
Pujehun District	5%	4%	2%	1%	3%
Tonkolili District	11%	8%	7%	4%	7%
Western Area Rural District	5%	5%	8%	9%	6%

Table 9.4-2 above reveals that Freetown City council has the highest percentage of learners enrolled in government supported schools in primary, junior secondary and senior secondary (9%, 18% and 29% respectively). For pre-primary, the highest percentage of students enrolled in government supported schools can be found in both Freetown City and Koidu-New Sembehun

City councils. Tonkolili and Port Loko district councils have the next highest percentage of learners enrolled in government supported schools.

9.5 Grade Enrolment in Schools

Figure 9.5-1: Male and Female Enrolment Pyramid

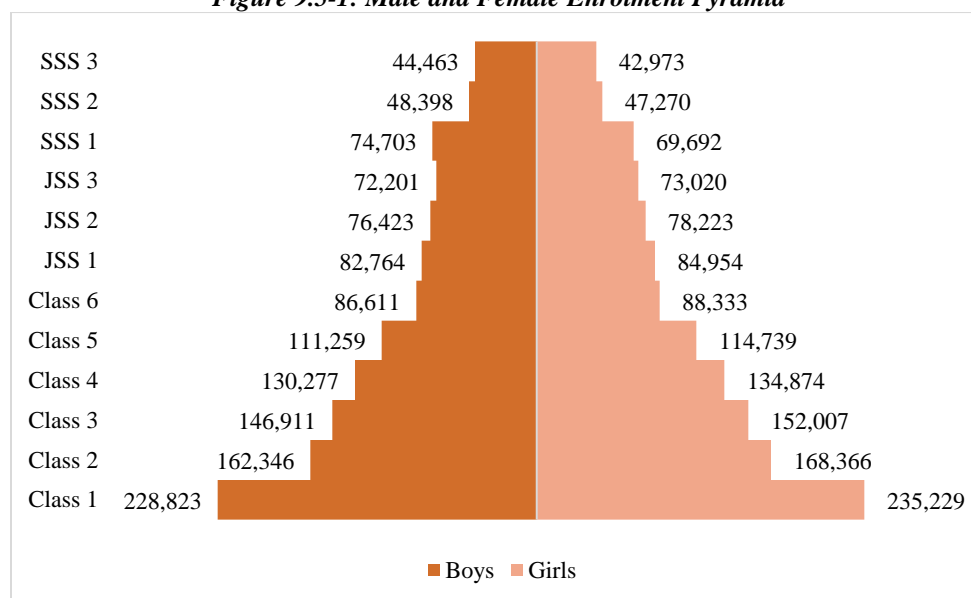


Figure 9.5-1 above shows that the number of learners enrolled in the system is reducing as children progress to higher grades from primary to senior secondary school. It also shows that there are a large number of students enrolled in class 1 compared to the last grade of senior secondary – this is characteristic of a system that is losing learners between the progression grades. In addition, there are more girls than boys at each grade level from class 1 to JSS3, and more boys than girls at each grade level from SSS1 to SSS3 as indicated in the above figure. There is a significant drop in the number of learners between class 1 and class 2 which could be attributed to learners who attend primary school before the age of 6, rather than attending pre-primary schools. The development of pre-primary schools across the country may help regularize this situation. Throughout the system, after class 1 there is a gradual drop out of learners for both genders.

Table 9.5-1: Pre-Primary School Grade Enrolment by Gender

Pre-Primary	Day Care		Nursery 1		Nursery 2		Nursery 3	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Private	342	362	6,860	7,358	6,427	6,829	5,994	6,566
Public	883	974	19,005	21,036	15,160	16,918	12,310	13,707
Total	1,225	1,336	25,865	28,394	21,587	23,747	18,304	20,273
	2,561		54,259		45,334		38,577	
Girls/Boys Ratio	1.1		1.1		1.1		1.1	

As indicated in Table 9.5-1 above, grade enrolments at the pre-primary level declined with the increase in grade from nursery 1 to nursery 3. This means that enrolment is highest in the first grade, drops in successive grades and is the least in the final grade. The continuous decline in grade enrolments has an implication on transition and retention. There are more girls than boys enrolled in pre-primary at each grade from day care to nursery 3 and the ratio of girls to boys is greater than one (1) for all grades, indicating that girls have a slight advantage over boys and gender parity has been achieved at the pre-primary level.

Table 9.5-2: Primary School Grade Enrolment by Gender

Primary	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Private	8,237	9,028	7,712	8,525	7,571	8,295	7,117	7,899	6,228	6,873	6,039	6,724
Public	220,586	226,201	154,634	159,841	139,340	143,712	123,160	126,975	105,031	107,866	80,572	81,609
Total	228,823	235,229	162,346	168,366	146,911	152,007	130,277	134,874	111,259	114,739	86,611	88,333
	464,052		330,712		298,918		265,151		225,998		174,944	
Girls/Boys Ratio	1.0		1.0		1.0		1.0		1.0		1.0	

Table 9.5-2 above illustrates enrolment at primary level by grade and gender. The primary enrolment trend is similar to that of pre-primary, where enrolment decreases as grade increases. There are more girls than boys enrolled at the primary level at each grade and the girls:boys ratio of 1.0 for each grade shows that gender parity has been achieved for this level. As in pre-primary, enrolment in primary declines continuously in both public and private schools as grade is ascends.

Table 9.5-3: Junior Secondary School Grade Enrolment by Gender

Junior Secondary	JSS 1		JSS 2		JSS 3	
	Boys	Girls	Boys	Girls	Boys	Girls
Private	5,285	6,731	4,720	5,937	4,864	6,009
Public	77,479	78,223	71,703	72,286	67,337	67,011
Total	82,764	84,954	76,423	78,223	72,201	73,020
	167,718		154,646		145,221	
Girls/Boys Ratio	1.0		1.0		1.0	

The result in Table 9.5-3 above shows enrollment in junior secondary by grade and gender. Enrolment in junior secondary decreases as grade ascends, similar to pre-primary and primary. There are more girls than boys enrolled in private junior secondary schools at each grade, whereas there are more girls than boys enrolled in public junior secondary schools only at JSS 1 and JSS 2. At JSS 3 there are more boys than girls are enrolled. Gender parity has been achieved at the junior secondary level, as indicated in the girls:boys ratio of 1.0.

Table 9.5-4: Senior Secondary School Grade Enrolment by Gender

Senior Secondary	SSS 1		SSS 2		SSS 3	
	Boys	Girls	Boys	Girls	Boys	Girls
Private	4,442	6,054	3,429	4,637	3,108	4,195
Public	70,261	63,638	44,969	42,633	41,355	38,778
Total	73,451	68,796	47,457	46,579	43,288	42,291
	142,247		94,036		85,579	
Girls/Boys Ratio	0.9		1.0		1.0	

Table 9.5-4 above shows the senior secondary level enrolment by grade and gender. As in the other levels, senior secondary enrolment decreases as grade ascends. Nationally, gender parity has not been achieved at the senior secondary level, indicating that there are more boys than girls enrolled in school at the senior secondary level. At each grade, there are more boys than girls enrolled in senior secondary schools, indicating that girl's enrolment decreases with the higher level of education. The disparity between male and female is more pronounced at senior secondary compared to the first three levels of schooling.

Chapter 10

Enrolment Rates

10.1 Introduction

This section of the report looks at enrolment rates and specifically discusses the Gross Intake Rate (GIR) and Gross Enrolment Rate (GER) for each school level. Enrolment rates are computed as “the number of students enrolled as a percentage of the number of children/individuals supposed to be enrolled at a particular level or grade”. The UN projected population estimates were thus used to compute the specified enrolment rates.

10.2 Gross Intake Rate (GIR)

The Gross Intake Rate (GIR) is an indicator used to measure entry into the formal education system. GIR is defined as “the total number of new pupils (all pupils minus repeaters) in the first grade of a particular level, as a proportion of the population of the starting age of that level”. A high GIR indicates a high degree of access to that particular level of education. Below are the GIR values for pre-primary, primary, junior secondary (JSS) and senior secondary (SSS) levels.

Table 10.2-1: Gross Intake Rate for Nursery 1

	Male	Female	Total
Nursery 1 New Entrants	25,865	28,394	54,259
3-year-old Population projection based on UN Statistics Division	116,000	115,000	232,000
GIR	22.3%	24.7%	23.4%

The school age population for pre-primary school entrants is age 3. The GIR of 23.4% for pre-primary is very low indicating that most children at age 3 are not attending pre-school. This could be attributed to the concentration of pre-schools in cities and urban towns compared to the rural areas. There are more girls than boys attending pre-primary school as indicated by the higher GIR for girls (24.7%) over boys (22.3%). As mentioned in section 3.4, most of the existing pre-schools are privately owned and can be very expensive therefore establishing more public pre-primary schools across the country may encourage wider enrolment of 3-year-olds.

Table 10.2-2: Gross Intake Rate for Primary 1/Class 1

	Male	Female	Total
Class 1 New Entrants	213,487	219,595	433,082
6-year-old Population projection based on UN Statistics Division	111,000	110,000	221,000
GIR	192.3%	198.6%	196.0%

The school age population for primary school entrants is age 6. The GIR can exceed 100% due to over- and under-aged children. The high primary GIR of 196.0%, indicates that a number of children above and under 6 years of age are entering class 1 in primary school. This could be the effect of a backlog of over-aged children entering primary school and under-aged children who have enrolled in primary school earlier than age 6. As in pre-primary, the GIR for girls is higher than that of boys showing that there are more girls attending primary school than boys.

Table 10.2-3: Gross Intake Rate for JSS 1

	Male	Female	Total
JSS 1 New Entrants	81,443	82,545	162,988
12-year-old Population projection based on UN Statistics Division	102,000	103,000	205,000
GIR	79.8%	80.1%	79.5%

The school age population for JSS entrants is age 12. The GIR of 79.5% for JSS suggests that a number of children are not entering this level at age 12. This could be attributed to children dropping out of the school system before the age of 12. As in pre-primary and primary, the JSS GIR for females is higher than that of their male counterparts, indicating that there are less males at this level.

Table 10.2-4: Gross Intake Rate for SSS 1

	Male	Female	Total
SSS 1 New Entrants	74,602	68,709	142,321
15-year-old population projection based on UN Statistics Division	95,000	95,000	190,000
GIR	78.5%	72.2%	74.9%

The school age population for SSS entrants is age 15. The GIR of 74.9% for SSS indicates that a number of children drop out of the school system before the age of 15. This could be attributed to

students not passing the Basic Education Certificate Examination (BECE), amongst other reasons. Unlike pre-primary, primary and JSS, the SSS GIR for males is higher than that of their female counterparts, indicating that there are more males at the higher education levels than females. The trend in GIR values shows that from primary to senior secondary, the GIR decreases with higher levels of schooling.

10.3 Gross Enrolment Ratio (GER)

The Gross Enrolment Ratio (GER) is an indicator used to show the general level of participation in each level of education. GER is defined as the total number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. The GER can exceed 100% due to the inclusion of over-aged and under-aged students due to early or late entrants, and grade repetition. Below are the GER values for pre-primary, primary, junior secondary and senior secondary.

Table 10.3-1: Gross Enrolment Rates for Pre-Primary and Primary Levels

	Pre-Primary			Primary		
	Male	Female	Both	Male	Female	Both
Total Enrolment	66,981	73,750	140,731	866,227	893,548	1,759,775
Population Projection based on UN Statistics Division	343,000	341,000	684,000	642,000	643,000	1,285,000
GER	19.5%	21.6%	20.6%	134.9%	139.0%	136.9%

In Sierra Leone, the school age population is ages 3-5 for pre-primary and 6-11 for primary school. This is the basis on which the GER is calculated as indicated in Table 10.3-1 above. The low GER of 20.6% for pre-primary school is an indication that there are less children engaged in pre-primary school than the population of 3-5 years old. As a result, it is necessary to take actions such as establishing more community public pre-primary schools as well as formulate policies to significantly increase access to early childhood education to ensure that all girls and boys have access to quality pre-primary education.

As the primary GER of 136.9% for both sexes is over 100%, this indicates that there are more children in primary school than the population of 6- to 11-year-old children in Sierra Leone. In principle, this means that the primary schools can accommodate all 6- to 11-year-old students across the country. For both pre-primary and primary the GER for girls is higher than that of boys.

Table 10.3-2: Gross Enrolment Ratio for Secondary Levels

	JSS			SSS		
	<i>Male</i>	<i>Female</i>	<i>Both</i>	<i>Male</i>	<i>Female</i>	<i>Both</i>
Total Enrolment	231,388	236,197	467,585	167,564	159,935	327,499
Population Projection based on UN Statistics Division	299,000	301,000	600,000	276,000	278,000	554,000
GER	77.4%	78.5%	77.9%	60.7%	57.5%	59.1%

In Sierra Leone, the school age population is ages 12-14 for JSS and 15-17 for SSS. This is the basis on which the GER is calculated in Table 10.3-2 above. The GER of 77.9% for JSS indicates high participation at this school level. The male GER of 77.4% compared with the female GER of 78.5% shows that the participation level of females is higher than that of males at JSS.

The senior secondary GER of 59.1% for both sexes, indicates that GER decreases as we proceed to higher levels of schooling. The SSS GER of 60.7% for males and 57.5% for females shows that the male participation level is higher than females in senior secondary education. Comparing JSS to SSS overall, the lower GER at the SSS level indicates that the participation at SSS is lower than at JSS.

Chapter 11

Internal Efficiency

11.1 Introduction

This section of the report will discuss repetition rates, retention rates, gross completion rates and transition rates. These are indicators that are used to measure efficiency in education. Efficiency in the education system refers to low or insignificant repetition at each grade level, high retention in schools, greater completion of the different levels of schooling and transition of students from one level to another.

11.2 Repetition

Repetition represents one aspect of internal efficiency in the education system. This indicator is used to measure the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the education cycle. Grade repetition negatively impacts the efficiency of the system, resulting in a wastage in education and for many students can lead to dropping out from formal education. Table 11.2-1 below highlights the number and percentage of repeaters by grade and gender for each school level. The share of repeaters is higher at the first grade of each school level (6.7% in primary, 2.8% in junior secondary and 2.4% in senior secondary) and decreases continuously as student's progress to the next grade. Furthermore, the table shows a marginal difference between the percentage of male and female repeaters for each grade and school level. The largest difference is 0.2% between boys and girls in SSS1.

Table 11.2-1: Number and Share of Repeaters by Grade and Sex

Class/Grade	Repeaters			Share of Repeaters		
	Boys	Girls	Both	Boys	Girls	Both
Class 1	15,336	15,634	30,970	6.7%	6.6%	6.7%
Class 2	2,985	3,182	6,167	1.8%	1.9%	1.9%
Class 3	1,390	1,450	2,840	0.9%	1.0%	1.0%
Class 4	1,127	1,225	2,352	0.9%	0.9%	0.9%
Class 5	845	920	1,765	0.8%	0.8%	0.8%
Class 6	302	313	615	0.3%	0.4%	0.4%
JSS 1	2,321	2,409	4,730	2.8%	2.8%	2.8%
JSS 2	838	820	1,658	1.1%	1.0%	1.1%
JSS 3	540	565	1,105	0.7%	0.8%	0.8%
SSS 1	1,091	983	2,074	2.5%	2.3%	2.4%
SSS 2	995	954	1,949	2.1%	2.0%	2.1%
SSS 3	623	601	1,224	0.8%	0.9%	0.9%

11.3 Gross Completion Rate (GCR) / Primary Completion Rates (PCR)

The Gross Completion Rate (GCR) is an achievement indicator and is used to measure the completion of a particular school level. It is defined as the number of pupils in the last grade of a school level minus repeaters over the population of the relevant age group. A high GCR for a school level indicates a low incidence of dropouts. By contrast, a low GCR value indicates a low level of retention or difficulties graduating from the last grade to the next.

Table 11.3-1: Gross Completion Rate for Pre-Primary and Primary Levels

	Pre-Primary			Primary		
	Male	Female	Both	Male	Female	Both
Total Enrolment in the Last Class (all ages)	18,304	20,273	38,577	86,309	88,018	174,327
Population Projection based on UN Statistics Division	112,000	112,000	224,000	104,000	104,000	208,000
GCR	16.3%	18.1%	17.2%	83.0%	84.6%	83.8%

In Sierra Leone, the school age population for completion is age 5 for pre-primary school and age 11 for primary. This is the basis on which the GCR is calculated, as indicated in Table 11.3-1

above. The GCR at the pre-primary level measures the number of children completing the final class of pre-primary school (nursery 3) as a proportion of the 5-year-old population. The overall pre-primary GCR of 17.2% indicates that only a small number of 5 years olds completed pre-primary school. The table shows us that the GCR is higher for girls than that of boys in pre-primary which supports the previously reported enrolment trend. The GCR at the primary level measures the number of children graduating from the last class of primary school (class 6) expressed as a proportion of the 11-year-old population in that year. In 2020, the primary GCR of 83.8% indicates that a reasonably high number of 11 years olds completed primary school. The primary GCR for girls is higher than that for boys, indicating that more girls enrolling in the school at primary level are completing the cycle than boys.

Table 11.3-2: Gross Completion Rate Secondary Levels

	JSS			SSS		
	<i>Male</i>	<i>Female</i>	<i>Both</i>	<i>Male</i>	<i>Female</i>	<i>Both</i>
Total Enrolment in the Last Class (all ages)	71,661	72,455	144,116	43,840	42,372	96,212
Population Projection based on UN Statistics Division	97,000	98,000	195,000	89,000	90,000	179,000
GCR	73.9%	73.8%	73.9%	45.2%	43.2%	49.3%

The school age population for completion rate is age 14 for junior secondary and age 17 for senior secondary school. This is the basis on which the GCR is calculated as indicated in Table 11.3-2 above. The GCR of 73.9% for junior secondary school (JSS) is almost 74%, which indicates that a good number of pupils are graduating from the last grade (JSS 3). The male GCR of 73.9% compared with the female GCR of 73.8% shows that slightly more boys enrolling in the school at the JSS level are completing the cycle than girls.

The senior secondary GCR of 49.3% for both sexes is low, indicating that the majority of the pupils are not graduating from the last grade (SSS 3). The GCR of 45.2% for males and 43.2% for females, shows that more boys are completing the cycle for the senior secondary level than girls. Furthermore, it shows a lower level of retention for both sexes at the secondary level compared to the primary level. Actions need to be taken to significantly increase the completion rate for JSS and SSS, if SDG goal 4, target 1 to “*ensure that all girls and boys complete free, equitable and quality primary and secondary education*” is to be achieved.

11.4 Retention Rate

The retention rate is calculated by finding the ratio of final grade to first grade enrolments at each level of schooling. Below, the ratios for primary, junior and senior secondary have been computed.

Table 11.4-1: Retention Rates by School Level and Gender

Retention	Male	Female	Total
In Primary from Class 1 to Class 6	38%	37%	38%
In Secondary from J-Sec 1 to J-Sec 3	87%	86%	87%
In Secondary from S-Sec 1 to S-Sec 3	59%	61%	60%

The result in Table 11.4-1 above reveals the retention rates by school level and gender. Nationally, the pre-primary rate is estimated as 38% which indicates that over one-third of students entering pre-school are likely to reach the final grade. Similarly, it is estimated that 87% of students entering junior secondary are likely to reach the final grade, while for senior secondary approximately 60% are likely to reach the final grade.

11.5 Transition Rate

The rate at which students are moving from one level of education to the higher one is known as the transition rate. The transition rate for 2020 has been computed by dividing the intake rate for 2020 of the first year of a level by the completion rate of the preceding level a year earlier. For example, the primary to junior secondary transition rate for 2020 was computed by dividing the JSS GIR for 2020 by the primary GCR for 2019.

Table 11.5-1: Primary to Junior Secondary Transition Rates by School Level and Gender

Rate	Male	Female	Total
Primary Gross Completion Rate (2019)	79.6%	79.7%	79.6%
JSS Gross Intake Rate (2020)	77.1%	78.2%	77.7%
Primary to Junior Secondary Transition Rate (2020)	96.9%	98.1%	97.6%

Table 11.5-1 above illustrates the primary to junior secondary transition rate by gender. The primary to junior secondary transition rate is high at 97.6% for both sexes. The transition rate for

females is 98.1% whereas the transition rate for males it is 96.9% showing that more girls than boys transited from primary to junior secondary school.

Table 11.5-2: Junior Secondary to Senior Secondary Transition Rates by School Level and Gender

Rate	Male	Female	Total
JSS Gross Completion Rate (2019)	68.9%	68.1%	68.5%
SSS Gross Intake Rate (2020)	77.3%	72.4%	74.8%
Junior Secondary to Senior Secondary Transition Rate (2020)	112.2%	106.3%	109.2%

As shown in Table 11.5-2 above, the junior secondary to senior secondary transition rate is 109.2% for both sexes. The transition rate being over 100% indicates out of school pupils joined senior secondary schools in 2020 that did not complete junior secondary school in 2019. The transition rate for boys is higher than girls.

Chapter 12

Other Enrolment Issues

12.1 Introduction

The Radical Inclusion policy, which has been approved by Cabinet, seeks to ensure that schools throughout Sierra Leone are accessible to, and inclusive of, all children – especially those that are typically marginalized or excluded. Now that the policy has been approved, it will be implemented in all schools across Sierra Leone. This section looks at the enrolment of students with disabilities and pregnant school-girls – two groups that have been previously marginalized and excluded from schools in Sierra Leone.

12.2 Enrolment of Pupils with Specific Disabilities

Specific disability problems among children of school going age can affect both enrolment and retention in school. Therefore, information was sought to ascertain the number and type of disability among school children in order to improve their facilities and access to school. Table 12.2-1 below shows the number of students with reported disabilities by school level, gender and type of disability. Nationally, there were 41,544 students with disabilities enrolled in the 2019/20 academic year. This is approximately 1.5% of the total number of students enrolled in Sierra Leone. When disaggregating by gender, we can see that there are more boys than girls enrolled with disabilities (52.7% for boys, 47.3% for girls). In the 2018/2019 academic year there were 47,965 students with disabilities enrolled in schools across the country, showing a decrease of 13.4% from 2018/19 to 2019/20.

As shown in Table 12.2-1, the highest percentage of students with disabilities are enrolled in primary school (66.5%), followed by 22.4% enrolled in junior secondary and 7.6% enrolled in senior secondary school. Out of the specific disabilities, the highest enrolment at all levels is for students with a visual disability (25%). This is followed by learning and hearing (21%), speech (17%) and physical disabilities (16%) as shown in the table below.

Table 12.2-1: Enrolment of Pupils with Specific Type of Disabilities by Level and Gender

School Level	Visual		Hearing		Speech		Physical		Learning		All Disabilities	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Pre-Primary	86	82	135	126	286	253	135	125	131	129	773	715
Primary	3,191	2,816	3,121	2,921	3,010	2,374	2,486	2,064	2,743	2,884	14,551	13,059
Junior Secondary	1,534	1,543	1,027	824	489	377	800	536	1,023	1,133	4,873	4,413
Senior Secondary	513	415	283	277	98	118	404	275	381	396	1,679	1,481
Total	5,324	4,856	4,566	4,148	3,883	3,122	3,825	3,000	4,278	4,542	21,876	19,668
	10,180		8,714		7,005		6,825		8,820		41,544	
% of Type	25%		21%		17%		16%		21%		-	

Table 12.2-2: Enrolment of Pupils with Disabilities by Local Council and Gender

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Council Total	% Share
Bo City	33	733	293	128	1,187	3%
Bo District	34	1,325	491	66	1,916	5%
Bombali District	52	1,559	479	56	2,146	5%
Bonthe District	13	396	160	78	647	2%
Bonthe Municipal	1	7	15	3	26	0%
Falaba District	4	428	217	143	792	2%
Freetown City	270	914	566	213	1,963	5%
Kailahun District	108	2,623	1,272	929	4,932	12%
Kambia District	42	1,006	495	183	1,726	4%
Karene District	19	1,910	6	0	1,935	5%
Kenema City	29	678	233	234	1,174	3%
Kenema District	58	2,223	551	109	2,941	7%
Koidu-New Sembehun City	183	902	368	132	1,585	4%
Koinadugu District	15	1,044	233	78	1,370	3%
Kono District	95	2,179	572	145	2,991	7%
Makeni City	16	523	490	56	1,085	3%
Moyamba District	40	2,442	485	99	3,066	7%
Port Loko City	11	125	73	9	218	1%

Port Loko District	99	2,773	1,276	222	4,370	11%
Pujehun District	131	1,183	264	45	1,623	4%
Tonkolili District	107	1,891	442	155	2,595	6%
Western Area Rural District	128	746	305	77	1,256	3%
National	1,488	27,610	9,286	3,160	41,544	
% Of Total Enrolment	1.1%	1.6%	2.1%	1.0%	1.5%	-

Table 12.2-2 above illustrates the number and percentage of pupils with disabilities by local council and school level. Kailahun District council has the highest number of students (4,932) with a percentage share of 12% of the total number of students with disabilities enrolled. This is followed by Port Loko District council (4,370) with a share of 11% of total students with disabilities. Bonthe Municipal has the least number of special need students (26) enrolled in schools for all the levels. When looking at each school level, Table 12.2-2 shows that 2.1% of the total enrolment of students in junior secondary are students with disabilities. This is the highest percentage of the total enrolment at each school level.

12.3 Pregnant Girls in School

Prior to March 2020, the law in Sierra Leone prevented pregnant girls from attending school. In March 2020, the Government overturned the ban on pregnant girls attending schools and pursued policies that create an inclusive and safe education system for all children. In April 2021, Cabinet endorsed and approved the National Policy on Radical Inclusion to ensure inclusion and a positive experience for all students regardless of their status in society; especially those that have been historically marginalized. This section of the report provides information on a number of key parameters including the total number, average age, grade enrolment disaggregated by school level and local council of pregnant girls enrolled in schools in the 2019/2020 academic year.

As shown in Figure 12.3-1 below, a total of 377 schools (3.4%) reported that pregnant girls were enrolled in their schools in the last academic year. Of these, the majority were junior secondary schools (51%). 27% of schools attended by pregnant girls were primary schools, while 22% of schools were senior secondary.

Figure 12.3-1: Distribution of Schools with Pregnant Girls by Level

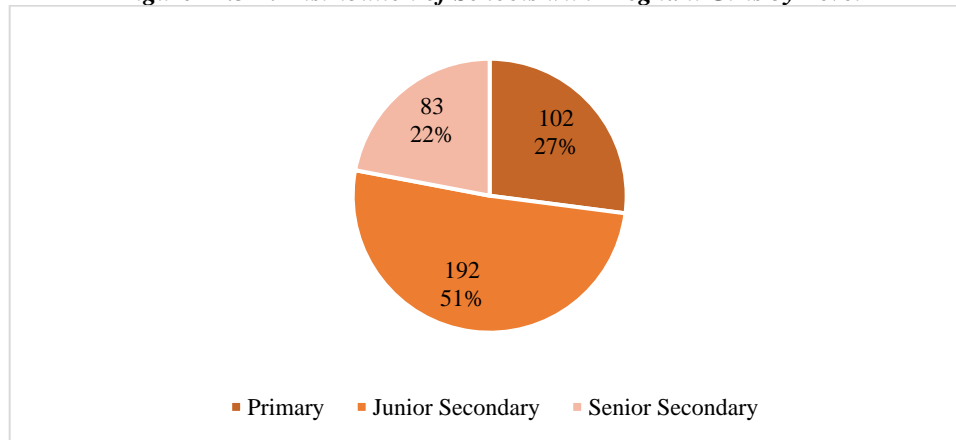


Table 12.3-1: Number of Pregnant Girls by School Level and Local Council

Local Council	Primary	Junior Secondary	Senior Secondary	Council Total
Bo City	2	12	3	17
Bo District	14	34	11	59
Bombali District	6	33	31	70
Bonthe District	1	13		14
Bonthe Municipal	2	4	1	7
Falaba District		8	4	12
Freetown City	2	18	10	30
Kailahun District	4	89	46	139
Kambia District	11	43	14	68
Karene District	7			7
Kenema City	1	13	43	57
Kenema District	12	67	35	114
Koidu-New Sembehun City	3	8	26	37
Koinadugu District	6	11	42	59
Kono District	3	28	6	37
Makeni City	3	12	48	63
Moyamba District	15	26	14	55
Port Loko City		4		4
Port Loko District	5	20	5	30
Pujehun District	11	50	18	79

Tonkolili District	2	38	26	66
Western Area Rural District	1	16	6	23
National	111	547	389	1,047
% Of Total Enrolment	0.006%	0.12%	0.11%	0.04%

Table 12.3-1 above shows the number of pregnant girls that attended school by local council and school level. A total of 1,047 pregnant girls were enrolled in schools in the 2019/20 academic year across the various school levels. This represents 0.04% of the primary, junior secondary and senior secondary school population. Of these, the majority of the pregnant girls (52.2%) were in junior secondary. This is followed by 389 pregnant girls (37.2%) in senior secondary and 111 (10.6%) in primary.

Kailahun district council had 139 pregnant girls enrolled in primary, junior secondary and senior secondary schools representing 13.3% of the total number of pregnant girls attending school in 2019/2020. This district council had the highest number of pregnant girls in schools. This is followed by Kenema district council with 114 pregnant girls enrolled (10.8%). Port Loko City council had the least number of pregnant girls (4) in school in the 2019/20 academic year.

Table 12.3-2: Average Age of Pregnant Girls by School Level and Local Council

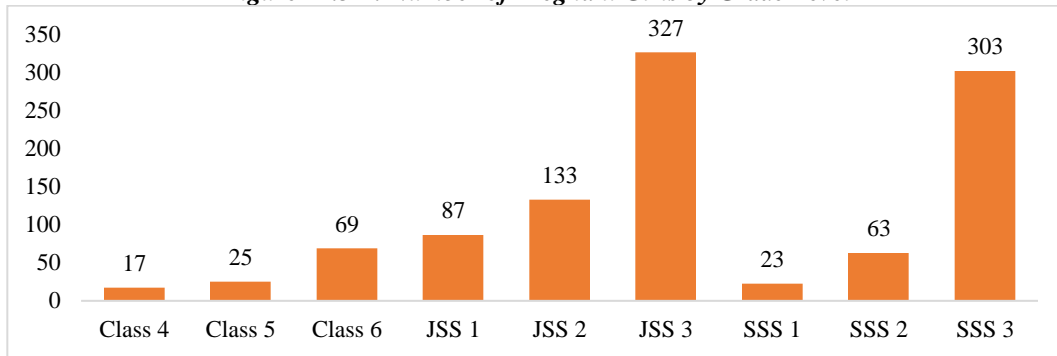
Local Council	Primary		Junior Secondary		Senior Secondary	
	Average Age	Minimum Age	Average Age	Minimum Age	Average Age	Minimum Age
Bo City	15	14	17	15	19	18
Bo District	16	12	17	14	18	16
Bombali District	15	12	16	12	21	17
Bonthe District	13	13	19	17		
Bonthe Municipal	16	15	17	16	20	20
Falaba District			17	13	19	18
Freetown City	14	14	16	13	21	19
Kailahun District	15	14	17	13	19	17
Kambia District	14	12	16	13	18	16
Karene District	16	14				
Kenema City	16	16	17	14	19	17

Kenema District	16	14	16	14	18	15
Koidu-New Sembehun City	14	13	16	14	18	15
Koinadugu District	15	13	17	16	18	18
Kono District	15	13	16	14	21	16
Makeni City	14	14	16	15	19	15
Moyamba District	15	10	17	14	20	17
Port Loko City			14	14		
Port Loko District	15	12	16	15	20	16
Pujehun District	14	11	18	13	19	17
Tonkolili District	19	18	16	14	19	17
Western Area Rural District	13	13	16	14	19	17
National	15	10	17	12	19	15

Table 12.3-2 above shows the average age and minimum age of pregnant girls who attended school in the 2019/20 academic year by school level and local council. Nationally, the average age of pregnant girls was 15, 17 and 19 years for primary, junior secondary and senior secondary respectively. Their minimum ages were 10, 12 and 15 years for primary, junior and senior secondary respectively.

For the primary level, the highest average age of 19 was reported in Tonkolili and the lowest of 13 was reported in Bonthe and Western Area Rural district councils. The youngest pregnant girl at the primary level, of age 10, was found in Moyamba district. For junior secondary, the highest average age of 19 was reported in Bonthe district and the lowest of 14 was found in Port Loko City. The youngest pregnant girl at the junior secondary level, of age 12, was found in Bombali district. For senior secondary, the highest average age of 21 was reported in Bombali district and Kono district and the lowest of 18 was found in Bo, Kambia, Kenema, Koidu-New Sembehun City and Koinadugu district councils. The youngest pregnant girl at the senior secondary level, of age 15, was found in Makeni City.

Figure 12.3-2: Number of Pregnant Girls by Grade Level



As shown in Figure 12.3-2 above, the highest number of pregnant girls (327), representing 31.2%, were enrolled at the last grade of junior secondary school (JSS 3). This is closely followed by 303, representing 28.9% of the pregnant girls in the last grade of senior secondary (SSS 3). At each school level, the highest number of pregnant girls was found in the last grade (class 6 for primary, JSS 3 for junior secondary and SSS 3 for senior secondary). This trend suggests that girls are more likely to become pregnant in the final grade of each level, potentially having an impact on their transition and completion rates.

Section Four: The Teachers

Chapter 13 Distribution of Teachers

13.1 Introduction

The role of a teacher is to inspire, motivate, encourage, and educate learners. Learners can be of any age and from any background. However, for the purposes of this report, teachers refer to those who educate children of school age between 3-18 years old (there may be some over-aged students). Sierra Leone, just like many other developing nations, is charged with the responsibility of achieving the different developmental goals and standards set as the blueprint for national development. The government of Sierra Leone has keyed into the activities and strategies to meet the Sustainable Development Goals (SDGs), particularly Goal 4, which targets “substantially increasing the supply of qualified teachers”. The government is also working towards the African Union ‘Agenda 2063’ aspirations of achieving a prosperous Africa, based on inclusive growth and sustainable development with its goal number (2) which targets producing “well educated citizens and skills revolution underpinned by science, technology and innovation” and the Continental Education Strategies for Africa (CESA 2016-25) whose achievements are based substantially on the quality of the teaching force.

13.2 Number of Teachers

Over the years Sierra Leone, like many African developing countries, has benefited from the services of a wide variety of personnel who have operated as teachers in the education system. These range from young school leavers with little or no pedagogical insight or training to more experienced adults. In this section we will discuss the distribution of these teachers both at the national and local council level.

The 2020 school census data shows that 82,779 teachers were enumerated compared to 83,033 in 2019. Of these 82,779 teachers, 23,648 were female and 59,131 were male. The female contribution to the total number of teachers was 29%, depicting a male dominant profession.

However, the percentage of female teachers has increased by 1.1% since 2019. Figure 13.2-1 below illustrates the distribution of teachers by gender.

Figure 13.2-1: Percentage of Teachers by Gender

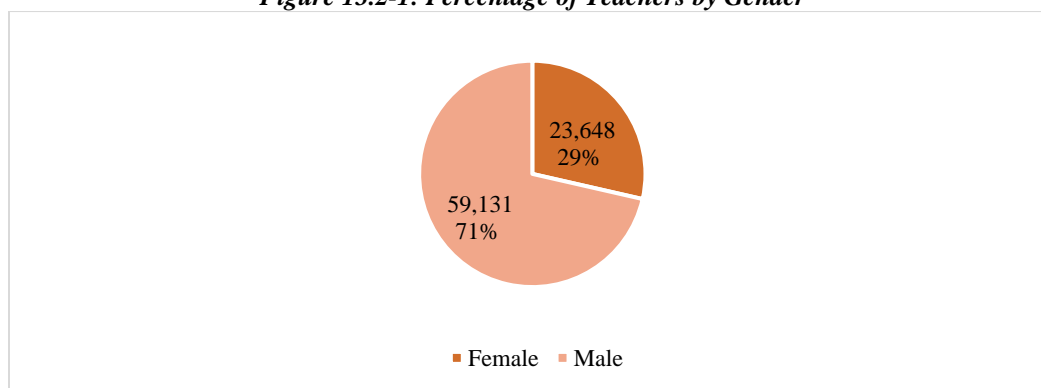


Table 13.2-1 below shows the distribution of teachers by level and gender. The composition of the teaching force in Sierra Leone has been heavily and persistently skewed in favour of male teachers since the civil war years, even though there are no official rules or explicit practices that disadvantage female teachers. The percentage of female teachers at the primary level is low at 31%, and gets lower as the school level increases, with the lowest percentage of female teachers found at the senior secondary level (8%).

Table 13.2-1: Distribution of Teachers by Gender and School Level

School Level	Female	Male	Total	% Share of Female
Pre-Primary	5,270	687	5,957	88%
Primary	14,392	32,285	46,677	31%
Junior Secondary	3,133	16,601	19,734	16%
Senior Secondary	853	9,558	10,411	8%
All Levels	23,648	59,131	82,779	29%

Table 13.2-1 shows a decline in the percentages of female teachers as the level of schooling moves upward. More female teachers can be found in pre-primary schools, with 88% of pre-primary teachers being female. The variation between male and female teachers in senior secondary schools and pre-primary schools is almost directly opposite with only 8% of teachers at the senior secondary level being female.

Table 13.2-2 below shows the number of teachers by local council and schooling level disaggregated by gender. When looking at the number of teachers by local council, the 2020 ASC data shows that more teachers were found in Freetown City council than any other local council. It was reported that 19% of the teachers across the country were found in Freetown City council. It is important to note that Freetown City council has 15.7% of the total pupil enrolment and 15.4% of the schools in Sierra Leone.

Table 13.2-2: Number of Teachers by Local Council, Level of Schooling and Gender

Local Council	Pre-Primary		Primary		Junior Secondary		Senior Secondary		% Share of council
	Female	Male	Female	Male	Female	Male	Female	Male	
Bo City	291	33	1,033	1,054	266	824	73	496	5%
Bo District	126	19	469	2,004	92	670	28	356	5%
Bombali District	154	15	576	1,498	130	950	23	365	4%
Bonthe District	94	12	279	926	50	326	4	133	2%
Bonthe Municipal	11	2	32	67	10	42	1	26	0%
Falaba District	33	10	197	792	14	227	2	87	2%
Freetown City	1,637	147	3,301	3,487	1,050	2,965	343	2,477	19%
Kailahun District	115	72	550	2,185	55	673	4	278	5%
Kambia District	181	28	463	1,890	61	925	8	479	5%
Karene District	18	2	247	1,292	4	54	18	187	2%
Kenema City	216	36	880	1,147	162	971	47	676	5%
Kenema District	68	18	339	1,893	35	444	5	99	4%
Koidu-New Sembehun City	343	42	462	802	134	752	25	496	4%
Koinadugu District	104	11	354	1,135	41	417	4	169	3%
Kono District	171	24	444	1,740	50	485	4	141	4%
Makeni City	202	19	572	451	197	635	54	570	3%
Moyamba District	88	11	581	1,820	68	619	35	280	4%
Port Loko City	46	2	143	165	50	159	9	98	1%
Port Loko District	242	40	816	2,172	152	1,303	33	556	6%
Pujehun District	150	44	235	1,130	20	282	4	113	2%
Tonkolili District	337	36	1,132	2,639	184	1,318	27	523	8%
Western Area Rural District	643	64	1,287	1,996	308	1,560	102	953	8%
National	5,270	687	14,392	32,285	3,133	16,601	853	9,558	-

Table 13.2-2 above demonstrates that across all local councils, the female teachers outnumbered the male teachers in pre-primary schools. Outside of the pre-primary schools, Makeni City is the only local council with more female teachers in a level (primary) than their male counterpart.

It was found that over half of the teachers in Sierra Leone (54%) were between the ages of 21 and 35 years, as illustrated in Figure 13.2-2 below. The smallest percentages of teachers are found at the upper and lower limits of the age categories – above 60 years old and less than 21 years old. This shows that Sierra Leone has a fairly young teaching population with the majority of the teachers in the age categories of 21-35 years and 36-50 years.

Figure 13.2-2: Percentage Share of Teachers by Age Category

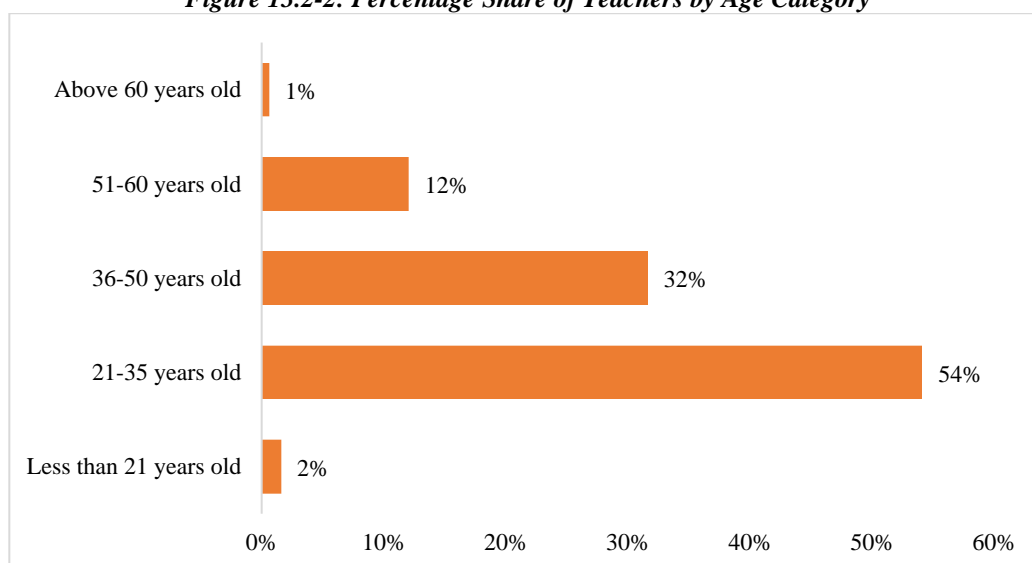


Table 13.2-3 below demonstrates the number of teachers in each age category by school level and gender. As found nationally, the table shows a fairly young teaching population and most of the teachers are found in the age categories of 21-35 years and 36-50 years across all school levels. At all levels, the highest percentages of teachers are between 21 – 35 years of age (60.4% at pre-primary, 49.8% in primary, 60.8% in junior secondary and 57.7% in senior secondary). For pre-primary, junior secondary and senior secondary this category has the majority of teachers.

Table 13.2-3: Distribution of Teachers by Age, Gender and Level

Age Group	Pre-Primary		Primary		Junior Secondary		Senior Secondary	
	Female	Male	Female	Male	Female	Male	Female	Male
Less than 21 years old	155	27	310	542	25	202	6	48
21-35 years old	3,141	456	7,094	16,128	1,696	10,300	430	5,580
36-50 years old	1,414	144	5,024	10,404	1,123	4,614	334	3,112
51-60 years old	501	46	1,912	5,019	272	1,391	74	758
Above 60 years old	59	14	52	192	17	94	9	60

Table 13.2-4 below highlights the number of teachers in local councils by different age categories. The table below emphasises a similar pattern in the age categories across all the local councils as seen nationally - the peak age category of teachers is between the ages of 21 and 35 years. Teachers below 21 years of age and those above 60 years old were in similar proportions.

Table 13.2-4: Number of Teachers by Age Category and Local Council

Local Council	Less than 21 years old	21-35 years old	36-50 years old	51-60 years old	Above 60 years old
Bo City	13	1,722	1,640	658	37
Bo District	31	1,684	1,317	680	52
Bombali District	40	2,101	1,155	393	22
Bonthe District	15	965	606	230	8
Bonthe Municipal	1	85	73	32	0
Falaba District	79	959	235	89	0
Freetown City	202	7,521	5,614	1,931	139
Kailahun District	76	2,146	1,150	545	15
Kambia District	94	2,473	1,152	301	15
Karene District	35	1,033	565	177	12
Kenema City	56	2,233	1,339	489	18
Kenema District	40	1,375	877	587	22
Koidu-New Sembehun City	57	2,126	647	210	16
Koinadugu District	49	1,437	576	167	6

Kono District	72	1,778	853	338	18
Makeni City	20	1,376	1,013	282	9
Moyamba District	46	1,591	1,212	626	27
Port Loko City	6	345	264	56	1
Port Loko District	90	2,889	1,707	604	24
Pujehun District	44	1,006	591	330	7
Tonkolili District	97	3,595	1,790	699	15
Western Area Rural District	152	4,385	1,793	549	34
National	1,315	44,825	26,169	9,973	497

Figure 13.2-3 below shows the number of teachers enumerated in public and private schools. Public schools are non-private schools that are either supported or not supported by government.

According to the figure below, public schools were the major supplier of teachers. Pre-primary is the only level where the difference between the number of teachers in private and public schools is significantly smaller than the other levels.

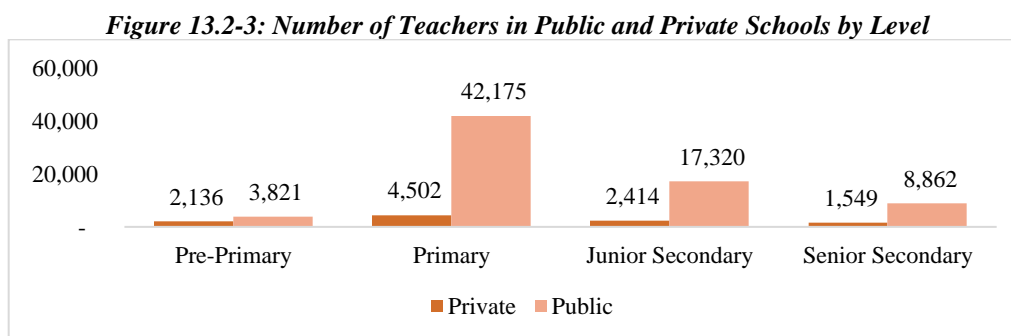


Table 13.2-5 below shows the number of teachers in public and private schools by school level and local council.

Table 13.2-5: Number of Teachers in Public and Private Schools by Local Council

Local Council	Pre-Primary		Primary		Junior Secondary		Senior Secondary	
	Private	Public	Private	Public	Private	Public	Private	Public
Bo City	120	204	220	1,867	91	999	61	508
Bo District	48	97	62	2,411	59	703	56	328
Bombali District	28	141	58	2,016	65	1,015	44	344
Bonthe District	11	95	10	1,195	0	376	0	137
Bonthe Municipal	0	13	0	99	0	52	0	27
Falaba District	0	43	5	984	0	241	0	89
Freetown City	1,139	645	2,246	4,542	1,138	2,877	799	2,021
Kailahun District	6	181	11	2,724	29	699	0	282
Kambia District	18	191	44	2,309	26	960	18	469
Karene District	0	20	7	1,532	0	58	0	205
Kenema City	78	174	223	1,804	162	971	135	588
Kenema District	3	83	0	2,232	0	479	0	104
Koidu-New Sembehun City	80	305	124	1,140	120	766	48	473
Koinadugu District	13	102	50	1,439	15	443	13	160
Kono District	6	189	7	2,177	0	535	0	145
Makeni City	41	180	135	888	43	789	34	590
Moyamba District	20	79	50	2,351	24	663	19	296
Port Loko City	4	44	11	297	15	194	0	107
Port Loko District	87	195	113	2,875	83	1,372	39	550
Pujehun District	7	187	29	1,336	0	302	0	117
Tonkolili District	3	370	6	3,765	16	1,486	10	540
Western Area Rural District	424	283	1,091	2,192	528	1,340	273	782
National	2,136	3,821	4,502	42,175	2,414	17,320	1,549	8,862

The table shows that for most of the local councils, there were more teachers found in public schools than private schools. Freetown City council was the only local council that had a school level with more private school than public school teachers. This was found at the pre-primary level.

13.3 Teachers' Service Experience

This section looks at the status of teachers with regards to their length of service, be it new or old teachers, in the profession. Teaching experience here refers to the number of years a teacher has spent in classroom teaching. In order to strengthen professionalism in teaching in Sierra Leone, the Teaching Service Commission (TSC) has proposed the latest four-stage categorization of teachers: New Teacher, Proficient Teacher, Highly Accomplished Teacher and Distinguished Teacher. These categories (if approved by government) are based on the technical competencies, pedagogical progress, and professional advancement of teachers.

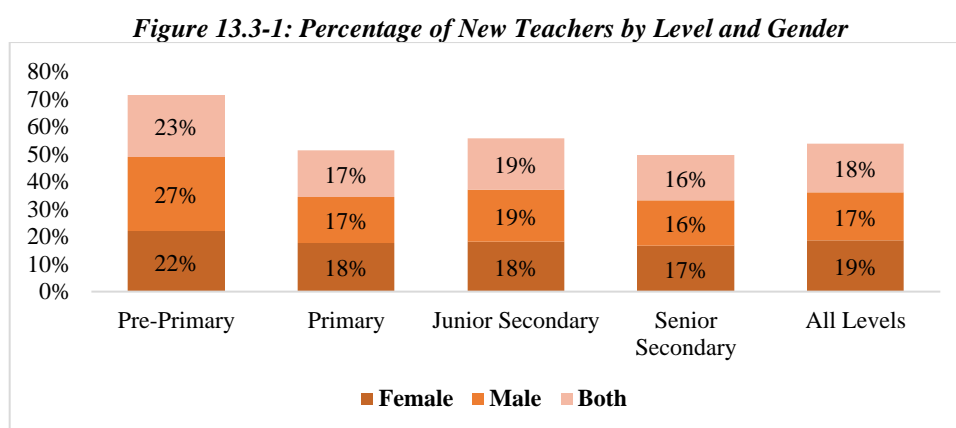


Figure 13.3-1 above shows the percentage of new teachers by level and gender. Nationally, the graph above shows that new teachers entering the profession formed almost a fifth of the total number of teachers (18%). The proportions between male and female teachers were almost the same across levels, except for pre-primary level where more male teachers entered the profession than female teachers, with 27% new male teachers and 22% new female teachers.

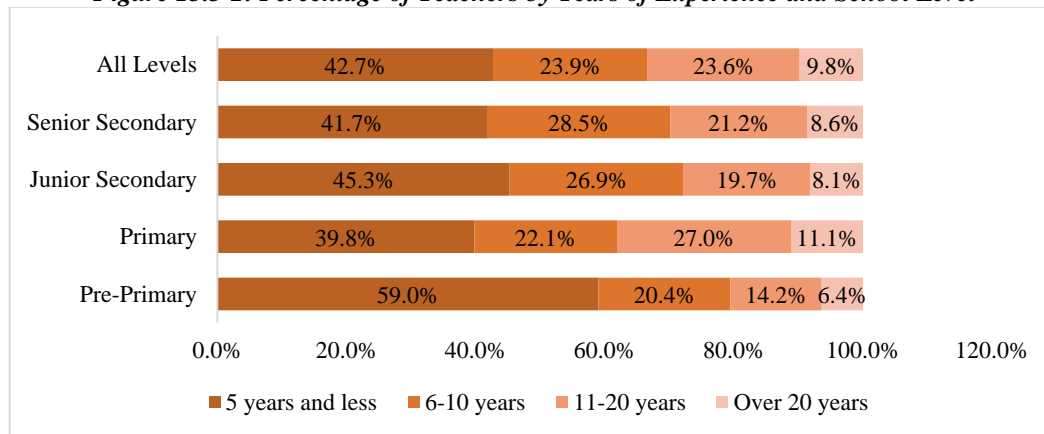
The distribution of new teachers in schools at various local councils is shown in Table 13.3-1 below. The table shows the supply of teachers but does not show the demand side of teachers' recruitment in each of the councils. Although some councils may want more teachers, they were only able to recruit the available ones. It was found that 18% of new teachers were recruited in Freetown City - the highest number of newly recruited teachers. Bonthe Municipal had the lowest recruitment of new teachers in the 2019/2020 academic year.

Table 13.3-1: Number of New Teachers by School Level and Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
Bo City	50	218	141	23	432
Bo District	37	443	147	75	702
Bombali District	51	517	290	133	991
Bonthe District	17	186	32	6	241
Bonthe Municipal	2	19	5	2	28
Falaba District	6	137	51	12	206
Freetown City	402	1,059	717	512	2,690
Kailahun District	28	400	110	31	569
Kambia District	63	551	253	66	933
Karene District	0	168	10	51	178
Kenema City	56	327	210	141	734
Kenema District	20	420	98	25	563
Koidu-New Sembehun City	105	282	219	89	695
Koinadugu District	31	253	98	41	423
Kono District	43	411	101	28	583
Makeni City	45	140	83	65	333
Moyamba District	18	341	114	65	538
Port Loko City	4	25	22	0	51
Port Loko District	35	476	230	72	813
Pujehun District	85	265	62	19	431
Tonkolili District	66	649	334	83	1,132
Western Area Rural District	177	625	363	191	1,356
National	1,341	7,912	3,690	1,730	14,622

Figure 13.3-2 below demonstrates the years of experience served in the teaching profession.

Figure 13.3-2: Percentage of Teachers by Years of Experience and School Level



The graph above shows that nationally, the majority of the teachers in schools (57.3%) entered the profession at least 6 years ago, with only 33.4% of teachers being in the profession for over a decade. This shows that a number of teachers are at the beginning of their careers. Across the school levels, for pre-primary the majority of the teachers (59.0%) were fairly new teachers with 5 years or less experience. For primary, junior secondary and senior secondary, over half of the teachers have over 5 years of teaching experience (60.2%, 54.7% and 58.3% respectively).

The number of years served as a teacher in public and private schools is detailed in Table 13.3-2 below. Both public and private schools share a similar pattern in terms of the number of years teachers have served in the profession. In both public and private schools, the number of teachers decreases as the years of experience increases.

Table 13.3-2 Distribution of Teachers in Public and Private Schools by Years of Experience

School Level	5 years and less	6-10 years	11-20 years	Over 20 years
Pre-Primary	3,515	1,218	844	380
Private	1,307	458	262	109
Public	2,208	760	582	271
Primary	18,568	10,315	12,595	5,199
Private	2,518	1,104	634	246
Public	16,050	9,211	11,961	4,953
Junior Secondary	8,947	5,305	3,879	1,603
Private	1,476	602	235	101

Public	7,471	4,703	3,644	1,502
Senior Secondary	4,261	2,904	2,160	881
Private	834	450	195	70
Public	3,535	2,524	1,982	821

The distribution of teachers by the number of years they have spent in the profession shows a similar pattern to the national pattern at the local council level, as seen in Table 13.3-3 below.

Table 13.3-3: Number of Teachers by Years of Experience and Local Council

Local Council	5 years and less	6-10 years	11-20 years	Over 20 years
Bo City	1,328	914	1,147	681
Bo District	1,343	947	1,039	435
Bombali District	1,690	952	777	292
Bonthe District	766	425	492	141
Bonthe Municipal	65	32	46	48
Falaba District	761	326	236	39
Freetown City	5,982	3,611	3,862	1,952
Kailahun District	1,611	1,045	955	321
Kambia District	1,903	941	858	333
Karene District	794	459	415	154
Kenema City	1,861	865	940	469
Kenema District	1,114	659	805	323
Koidu-New Sembehun City	1,608	846	482	120
Koinadugu District	1,087	564	473	111
Kono District	1,496	813	655	95
Makeni City	1,083	665	689	263
Moyamba District	1,216	828	1,020	438
Port Loko City	246	159	191	76
Port Loko District	2,168	1,248	1,249	649
Pujehun District	831	435	517	195
Tonkolili District	3,016	1,355	1,358	467
Western Area Rural District	3,430	1,723	1,289	471
National	35,399	19,812	19,495	8,073

The table above demonstrates that the majority of the teachers in Sierra Leone have less than 11 years of experience in teaching. For all local councils, the highest number of teachers have 5 years of experience or less. Across local councils, Bonthe Municipality had more teachers with over 20 years of service in the profession (25%) than any other council followed by Bo City council with 17%. The table further demonstrates that Falaba district, Koidu-New Sembehun City and Freetown City councils had the majority of their teachers within the 5 years and less category.

13.4 Teachers Qualification

A qualified teacher is defined as a teacher who has at least the minimum academic qualifications required for teaching subjects at the relevant level of schooling. By the Teaching Service Commission (TSC) standards, the minimum academic qualification for registration as a professional teacher is the Teachers' Certificate (TC) or its equivalent. Any qualification lower than this cannot qualify a person for registration. This is supported by the 2004 Education Act. Acceptable qualifications for registration are the Teachers' Certificate (TC), Higher Teachers' Certificate (HTC), Bachelor of Science in Education (B.Sc. Ed.), Bachelor of Education (B.Ed.), Master of Education (M.Ed.), PhD in Education and a degree in other fields plus an education qualification such as a post graduate diploma in education (PGDE). The TC is the minimum requirement for both pre-primary and primary level, while the HTC (Secondary) is the minimum for junior secondary and any bachelor's in education is the minimum for the senior secondary level.

Classification of teachers by their qualification and level taught is demonstrated in Table 13.4-1 below, with the percentage share for each qualification classification for all teachers.

Table 13.4-1 Number of Teachers by Qualification and Level

Qualification	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total	% Share
Untrained	2,863	17,241	5,550	2,616	28,270	34%
TC	2,324	21,592	1,448	252	25,616	31%
HTC (Primary)	569	6,022	1,095	194	7,880	10%
HTC (Secondary)	112	1,280	8,814	3,356	13,562	16%
Bachelor's in Education	45	369	2,365	3,522	6,301	8%
Post Graduate Diploma in Education	25	135	289	250	699	1%

Masters/PhD in Education	19	38	173	221	451	1%
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The table above shows that approximately a third of the teachers (34%) enumerated in the 2020 ASC do not have any official training as an educator. 31% of the teachers held a TC and most of these teachers are found in the primary level which has the majority of the teachers across the levels. Trained graduate and post-graduate teachers formed just a tenth of all teachers (10%). Over a quarter of the teachers held a HTC for Secondary or Primary education, with 16% and 10% respectively.

Local council analysis on the number of teachers by their qualification is presented in Table 13.4-2 below. The percentage of teachers not trained as educators is also shown in the table for each local council.

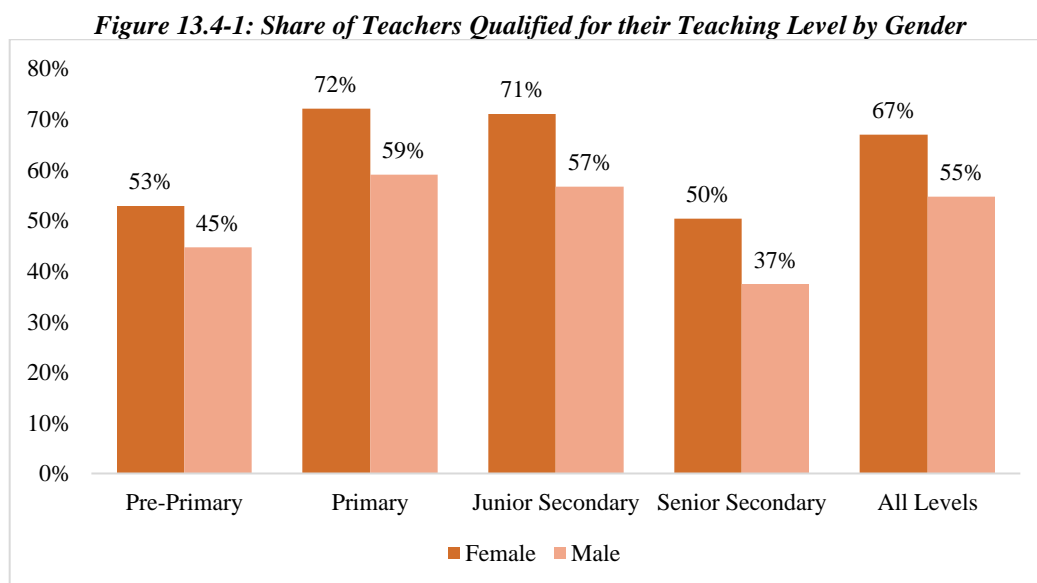
Table 13.4-2: Number of Teachers by Qualification and Local Council

Local Council	Untrained	TC	HTC (Primary)	HTC (Secondary)	Bachelor's in Education	Post graduate Diploma in Education	Masters/ PhD in Education	Total	% of Untrained Teachers
Bo City	794	1,311	592	616	641	63	53	4,070	20%
Bo District	1,488	1,109	310	441	351	40	25	3,764	40%
Bombali District	1,004	1,300	292	868	232	13	2	3,711	27%
Bonthe District	850	595	115	188	66	7	3	1,824	47%
Bonthe Municipal	114	48	11	10	8			191	60%
Falaba District	569	508	59	194	27	2	3	1,362	42%
Freetown City	4,577	3,804	1,934	2,903	1,795	215	179	15,407	30%
Kailahun District	1,514	1,579	298	378	143	14	6	3,932	39%
Kambia District	1,842	1,072	324	654	124	8	11	4,035	46%
Karene District	822	756	90	122	28	4		1,822	45%
Kenema City	842	1,388	641	629	574	46	15	4,135	20%
Kenema District	1,356	958	249	224	105	6	3	2,901	47%
Koidu-New Sembehun City	1,101	771	364	640	137	36	7	3,056	36%
Koinadugu District	899	737	153	362	67	13	4	2,235	40%
Kono District	1,509	964	230	285	45	23	3	3,059	49%
Makeni City	258	812	328	734	518	32	18	2,700	10%

Moyamba District	1,684	1,096	202	309	172	20	19	3,502	48%
Port Loko City	116	210	98	200	35	7	6	672	17%
Port Loko District	1,937	1,534	418	1,074	286	37	28	5,314	36%
Pujehun District	885	704	156	131	92	7	3	1,978	45%
Tonkolili District	1,667	2,671	434	1,055	311	40	18	6,196	27%
Western Area Rural District	2,442	1,689	582	1,545	544	66	45	6,913	35%

Based on Table 13.4-2 above, the distribution pattern of teachers by their qualification across local councils shares a similar one with the national aggregate, such that the highest percentage of teachers are untrained. In terms of the percentage share of teachers not trained as educators, Bonthe Municipal recorded the highest percentage of teachers (60%) who did not have the required training as educators. Bonthe Municipal is the only local council with no teacher with any post-graduate teaching certificate. Kono district follows Bonthe Municipal with almost half of their teachers (49%) not having any training in education. Makeni City reported the smallest percentage of untrained teachers with just a tenth (10%) having no training as educators.

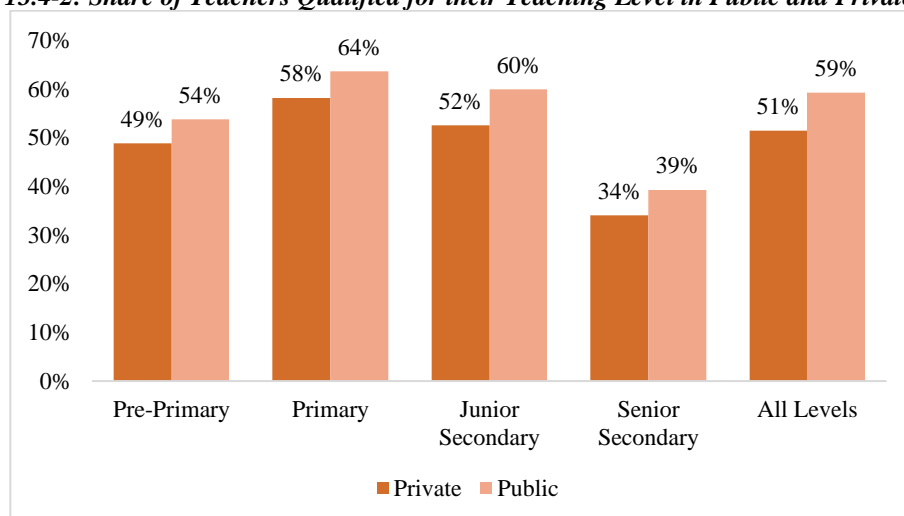
For a teacher to teach at a given level, they must satisfy the minimum requirements as a trained educator for that level. Figure 13.4-1 below shows the share of teachers who were qualified for the level they were teaching during the 2020 ASC.



According to the graph above, the majority of the female teachers across all the levels were qualified for the level they taught as opposed to their male counterparts. Nationally, a third of the female teachers (67%) were qualified for the level they were teaching, while a little over half of the male teachers (55%) were qualified for the level they taught. The share of female teachers who were qualified to teach the primary and the junior secondary levels was above 70% (72% and 71% respectively) whereas for pre-primary and senior secondary this percentage was decreased to just over 50% (53% and 51% respectively). At each level, the percentage of males qualified for their teaching level is lower than the percentage of qualified females. For primary and junior secondary, the majority of the male teachers are qualified for their teaching level (59% and 57% respectively) whereas at the pre-primary and senior secondary level only 45% and 37% of male teachers are qualified respectively. This shows that most females in the teaching profession entered the profession with the required qualification for the level they were to teach.

Figure 13.4-2 below shows further analysis on the percentage of teachers qualified for the level they were teaching by public and private schools.

Figure 13.4-2: Share of Teachers Qualified for their Teaching Level in Public and Private Schools



The figure above shows that the public schools had more teachers that were qualified for the level they taught than the private schools. For all levels, 59% of the teachers enumerated in public schools were qualified for the level they were teaching compared to 51% of them in private schools. The share of public-school teachers who were qualified to teach the primary and junior secondary level on average was 62% (64% and 60% respectively) whereas for private schools this

percentage is lower at 55% (58% at primary and 52% at junior secondary). The minimum requirement for teaching in a senior secondary school is any bachelor's in education. The figure shows that less than half of the teachers in senior secondary schools for both public and private schools had teachers that were qualified to each this level (39% and 34% respectively).

13.5 Other Teacher Status

This sub-chapter discusses teachers that were full-time and those that were part-time in their respective schools and also the salary sources of these teachers. A full-time teacher is defined as a teacher who is employed to work a full school day, all five days of the work week, during each month of the academic year. A teacher employed for less than 90% of the normal or statutory number of hours of work for a full-time teacher over a complete school year is classified as a part-time teacher.

Table 13.5-1 below shows the distribution of teachers based on whether they were employed as part-time or full-time, by school level and gender.

Table 13.5-1: Distribution of Part-Time and Full-Time Teachers by Level and Gender

School Level	Full time			Part time		
	<i>Female</i>	<i>Male</i>	<i>Both</i>	<i>Female</i>	<i>Male</i>	<i>Both</i>
Pre-Primary	5,117	662	5,779	153	25	178
Primary	14,076	31,608	45,684	316	677	993
Junior Secondary	2,967	15,562	18,529	166	1,039	1,205
Senior Secondary	796	8,786	9,582	57	772	829
Total	22,956	56,618	79,574	692	2,513	3,205

96% of the teachers enumerated during the 2020 ASC (79,574) were full-time teachers leaving just 4% as part-time teachers (3,205). For the full-time teachers, the majority were male, with only 29% of these teachers being female. For the part-time teachers, we see a similar pattern with the majority being male and 22% being female. From the table we can see that the highest number and majority of full-time teachers are found at the primary level whereas the highest number of part-time teachers are found at the junior secondary level. For all levels apart from pre-primary, there are more male full-time and part-time staff.

Further analysis was done on the teachers based on their source of salary across the levels as seen below in Table 13.5-2.

Table 13.5-2: Distribution of Teachers by Salary Source and Level

School Level	Government	Households (families, communities, individual)	Private institution (firms, religious bodies, NGO)	Volunteer	Total
Pre-Primary	1,075	857	2,398	1,627	5,957
Primary	20,549	5,063	5,578	15,487	46,677
Junior Secondary	8,327	1,708	3,150	6,549	19,734
Senior Secondary	5,136	639	1,903	2,733	10,411
Total	35,087	8,267	13,029	26,396	82,779
Percentage	42%	10%	16%	32%	-

The table above shows that the government was the major employer of teachers in the country, with 42% of the teachers (35,087) receiving their salary from the government. For all levels apart from pre-primary, the highest percentage of teachers are employed by the government (44% for primary, 42% for junior secondary and 49% for senior secondary). For pre-primary the highest percentage of teachers are employed by private institutions (40%). The highest percentage of teachers employed by the government is found at the senior secondary level where almost half of the teachers (5,136) were paid by the government. It is interesting to note that 32% of the teachers enumerated (26,396) gave their service as volunteers; volunteer teachers make up the second largest percentage of teachers after those employed by the government. A small percentage of teachers are employed by households and private institutions (10% and 16% respectively).

The share of teachers paid by the government across the school levels in each local council are shown below in Table 13.5-3.

Table 13.5-3: Share of Government Paid Teachers by Local Council and School Level

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
Bo City	29%	59%	66%	70%	60%
Bo District	11%	41%	40%	46%	40%
Bombali District	24%	47%	43%	37%	43%
Bonthe District	23%	42%	44%	64%	43%
Bonthe Municipal	85%	95%	85%	93%	91%
Falaba District	30%	31%	44%	55%	35%
Freetown City	11%	44%	47%	46%	41%
Kailahun District	21%	44%	41%	55%	43%
Kambia District	24%	42%	27%	48%	38%
Karene District	10%	36%	31%	54%	38%
Kenema City	21%	53%	45%	49%	48%
Kenema District	19%	43%	33%	38%	40%
Koidu-New Sembehun City	16%	42%	35%	47%	38%
Koinadugu District	32%	39%	45%	50%	40%
Kono District	12%	31%	31%	46%	31%
Makeni City	45%	66%	59%	53%	59%
Moyamba District	22%	48%	42%	47%	46%
Port Loko City	56%	67%	51%	71%	62%
Port Loko District	16%	48%	45%	61%	47%
Pujehun District	16%	50%	47%	68%	47%
Tonkolili District	30%	46%	36%	63%	44%
Western Area Rural District	7%	31%	27%	32%	28%
Total	18%	44%	42%	49%	42%

The table above shows that 42% of the teachers enumerated during the 2020 ASC were government paid teachers. Only 18% of teachers in the pre-primary level were being paid by the government, which is a result of the pre-primary schools mainly being owned by communities and private institutions. Across the local councils, the government has been the major salary source for a number of teachers. In Bonthe Municipal, 91% of the teachers are paid by government - the highest percentage out of all the local councils. The least government paid teachers were found in Western Area Rural district, accounting for only 28% of the teachers' salary.

Chapter 14

Teaching Ratios

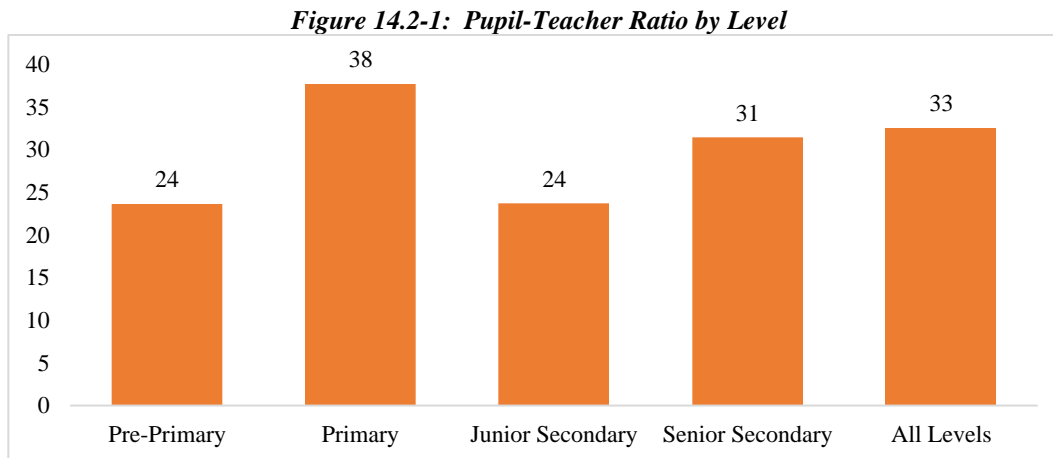
14.1 Introduction

This chapter highlights and discusses the pupil to teacher ratios and the pupil to qualified teacher ratios. It is normal to see variation between the ratios as in many cases the pupil to qualified teacher ratio is greater than the pupil to teacher ratio.

14.2 Pupil-Teacher Ratio (PTR)

The pupil-teacher ratio (PTR) is the average number of pupils per teacher at a specific level of education. Since both trained and untrained teachers are included in the calculation, it is interesting to note that results for each level meets the standard pupil to teacher ratio set by the Ministry of Basic and Senior Secondary Education (MBSSE) in Sierra Leone.

Figure 14.2-1 below illustrates the pupil-teacher ratio across the school levels.



The PTR standards set by the ministry for primary schools is 45-50 pupils to one teacher and for secondary schools is 35-40 pupils to one teacher. Figure 14.2-1 above illustrates the PTR for each schooling level and the average for all levels. Nationally, the average PTR for all levels is 33 students to 1 teacher. From the chart we can see that each level meets the standards set by the ministry. This is as a result of both trained and untrained teachers being included in the calculation. According to the graph above, on average one teacher in pre-primary and primary school teaches

24 and 38 pupils respectively and in junior and senior secondary, one teacher teaches 24 and 31 pupils respectively.

When schools were split into public and private schools the numbers became varied across levels with private schools' numbers significantly reduced and public schools' numbers slightly increased from the combined average. These numbers are demonstrated in Figure 14.2-2 below.

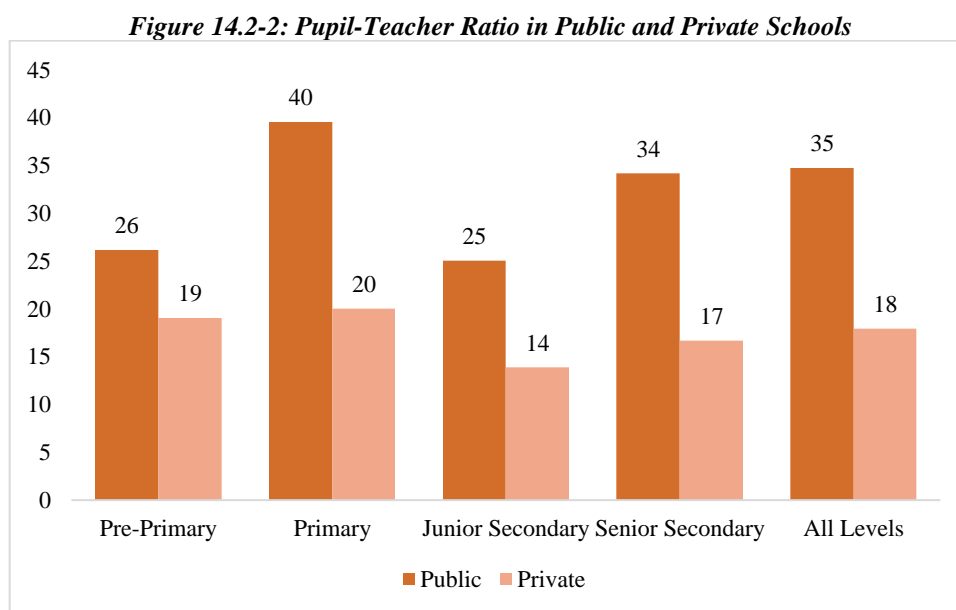


Figure 14.2-2 shows an average of 35 pupils and 18 pupils were taught by one teacher in all levels of public and private schools respectively. Both PTRs still meet the national standard set by the ministry. For private schools, all of the levels reported a PTR of 20 pupils to 1 teacher or less. For public schools', the PTRs increased by 2 pupils to a teacher for pre-primary, primary and senior secondary and increased by 1 pupil for junior secondary. Overall, the ministry standards are met at all levels for both public and private schools.

Table 14.2-1 below presents the PTR by school level and local council. The result shows that all the PTRs satisfy the ministry set standard in all local councils apart from the senior secondary PTRs in Kailahun district and Koinadugu district councils. As mentioned above, the ministry standard PTR for secondary schools is 35 – 40 pupils to one teacher however the PTR for senior secondary schools in Kailahun and Koindugu is 48 and 41 pupils to a teacher respectively.

For the primary level, half of the councils (Bo City, Bombali district, Bonthe Municipality, Freetown City, Kailahun district, Kenema City, Koinadugu district, Makeni City, Port Loko City, Tonkolili district and Western Area Rural district) have PTRs lower than the national average of 38 compared to the other local councils that have PTRs in excess of the national average. At the junior secondary level, six local councils (Kailahun District, Kenema City, Kenema district, Koidu-New Sembehun City, Kono district and Pujehun district) have PTRs higher than the national average of 24 pupils to a teacher. At the senior secondary level, 12 local councils have a PTR lower than the national average of 32.

Table 14.2-1: Pupil – Teacher Ratio by School Level and Local Council

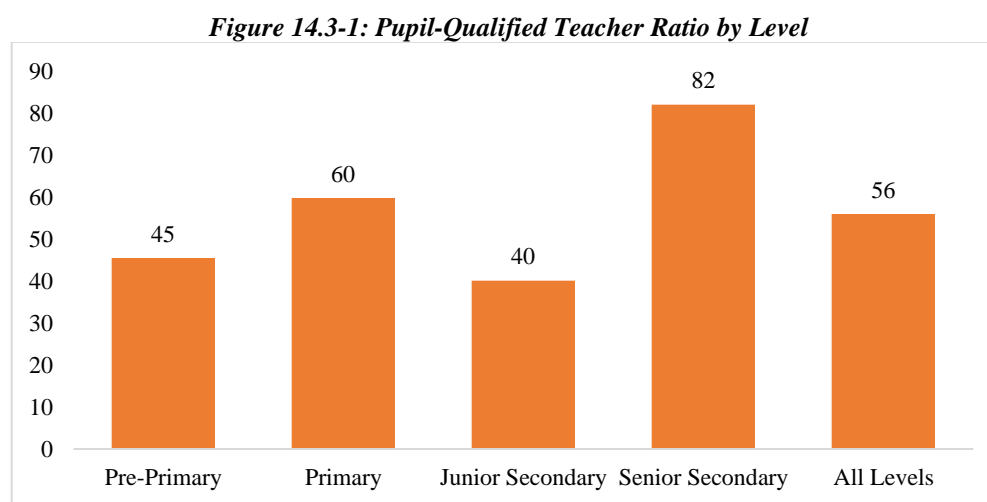
Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	All Levels
Bo City	28	33	23	29	29
Bo District	28	41	23	25	35
Bombali District	23	37	19	22	30
Bonthe District	32	44	25	34	39
Bonthe Municipal	45	29	18	17	26
Falaba District	23	42	20	21	36
Freetown City	19	28	23	34	27
Kailahun District	31	37	29	48	36
Kambia District	28	44	24	23	36
Karene District	19	47	15	27	44
Kenema City	24	30	26	39	30
Kenema District	24	47	30	39	43
Koidu-New Sembehun City	34	40	28	39	36
Koinadugu District	25	35	24	41	33
Kono District	33	49	30	24	44
Makeni City	21	28	21	32	26
Moyamba District	28	40	21	17	34
Port Loko City	26	36	23	31	30
Port Loko District	24	44	23	26	35

Pujehun District	17	44	28	22	38
Tonkolili District	22	37	21	24	31
Western Area Rural District	21	32	24	33	29

14.3 Pupil-Qualified Teacher Ratio (PQTR)

The pupil to qualified teacher ratio is the average number of pupils per qualified teachers at a specific level of education. It is calculated using the number of pupils in the relevant level in a given academic year expressed as a percentage of the number of qualified teachers in the same level in that academic year. The minimum qualification for pre-primary and primary is a TC, for junior secondary it is HTC (Secondary) and at the senior secondary level it is any bachelor's in education.

Figure 14.3-1 below illustrates the pupil to qualified teacher ratio across the school levels. Removing untrained teachers and trained teachers not qualified for the level they were teaching brought the pupil-qualified teacher ratios (PQTRs) much higher than the pupil-teacher ratios (PTRs).



If classrooms are to be occupied by only qualified teachers, as stipulated by the 2004 Education Act, only the pre-primary and junior secondary levels would meet the PTR standards set by the ministry. Figure 14.3-1 above illustrates the PQTR for each schooling level and the average for all levels. On average, one teacher in pre-primary and primary teaches 45 and 60 pupils respectively

and in the junior and senior secondary levels one teacher teaches 40 and 82 pupils respectively. The national average of 56 pupils to one qualified teacher has increased from the national average of 33 pupils to one teacher reported above.

When doing this analysis separately for public and private schools, we find that the numbers increase further for public schools but decrease for private schools as seen in Figure 14.3-2 below.

Figure 14.3-2: Pupil-Qualified Teacher Ratio in Public and Private Schools

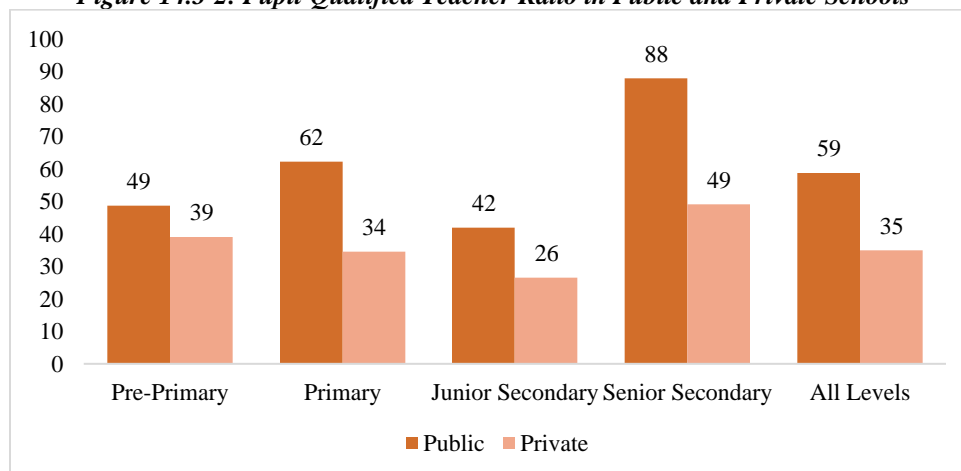


Figure 14.3-2 above shows an average of 59 pupils and 35 pupils were taught by one teacher in all levels of public and private schools respectively. The PQTR for private schools met the standards for primary and junior secondary with ratios of 34 and 26 pupils to one qualified teacher respectively. The public schools did not meet the standards at any given level.

Table 14.3-1 below presents the PQTR by school level and local council. The results show that the PQTRs are quite high at all levels and local councils, however some local councils are below the recommended PQTR values.

Bo City, Freetown City, Kenema City, Makeni City, and Port Loko City were the only local councils to have PQTRs that met the PTR standards set for primary schools with 40, 38, 36, 30, 43 students to one qualified teacher respectively. At the senior secondary level, only Pujehun District council met the standards set for the level's PTR with an average of 40 pupils to one teacher.

Table 14.3-1: Pupil – Qualified Teacher Ratio by School Level and Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	All Levels
Bo City	49	40	32	42	39
Bo District	60	78	39	46	66
Bombali District	38	55	28	72	47
Bonthe District	80	87	60	114	83
Bonthe Municipal	147	51	133	235	70
Falaba District	50	78	32	167	69
Freetown City	35	38	35	91	42
Kailahun District	75	60	70	141	66
Kambia District	64	89	60	115	82
Karene District	27	93	34	188	94
Kenema City	35	36	43	69	42
Kenema District	57	94	60	96	87
Koidu-New Sembehun City	83	64	60	170	73
Koinadugu District	54	64	39	180	62
Kono District	93	105	69	130	99
Makeni City	23	30	24	52	32
Moyamba District	67	81	56	47	74
Port Loko City	33	43	32	129	44
Port Loko District	62	74	40	82	64
Pujehun District	94	79	63	40	75
Tonkolili District	29	52	35	59	47
Western Area Rural District	49	51	39	123	53

Table 14.3-2 below shows on average the number of teachers available per school at each school level for all 22 local councils. The actual number of teachers in a school ranges from one in a pre-primary or primary school to over seventy in a senior secondary school.

Table 14.3-2: Average Number of Teachers per School by Local Council

Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
Bo City	3	10	18	26	10
Bo District	3	6	11	16	6
Bombali District	4	7	12	13	8
Bonthe District	3	6	13	15	6
Bonthe Municipal	3	12	10	9	10
Falaba District	4	5	10	10	5
Freetown City	4	9	14	17	9
Kailahun District	3	7	12	14	7
Kambia District	3	7	10	12	7
Karene District	5	5	19	11	6
Kenema City	3	10	14	18	10
Kenema District	3	5	10	13	5
Koidu-New Sembehun City	4	9	13	17	9
Koinadugu District	4	6	11	19	7
Kono District	3	6	9	11	6
Makeni City	5	14	22	27	15
Moyamba District	3	5	10	11	6
Port Loko City	3	8	13	18	9
Port Loko District	4	6	11	14	7
Pujehun District	4	5	10	11	5
Tonkolili District	3	7	14	16	8
Western Area Rural District	3	8	10	14	8
Total	3	7	12	16	8

According to the table above, across Sierra Leone the average number of teachers in a school was eight. The average number of teachers in a school nationally ranges from 3 in pre-primary to 16 in senior secondary. Across councils, more teachers were found in the metropolitan councils than the rural councils. All the city councils and some districts councils with larger populations had their average number of teachers per school greater than the national average in all levels.

CONCLUSION

The Annual School Census has been conducted by the Ministry of Education since 2010 when the first ASC report on education data and statistics was published. This activity supports the Ministry in getting adequate school level information from all schools private and public for the purpose of education planning and policy guidance as part of its statutory mandate. With the government's ambitious policy for national transformation and economic development through education, to address the SDGs through the development of human capital, the need for reliable and credible evidence-based data is indispensable.

The census covers a wide range of education data, collected in all schools (public and private), including school enrolment (disaggregated by sex), infrastructure, WASH and other facilities, teachers, teaching and learning materials, school fees subsidies, textbook supplies, pregnant schoolgirls, students with disabilities, school approvals and approval of teachers. This is the main exercise the Ministry uses to collect, compile, analyse and disseminate education data related to schools. The outcome of this investigations informs national actors and international bodies on key education indicators including retention, completion, repetition, gross enrolment, pregnant schoolgirls and multi-level performance.

The 2020 ASC reveals a significant improvement in the education landscape in the country, especially with reference to the inception of the government's flagship program - Free Quality School Education - launched in August 2018. Enrolment has increased by an average of 3% from 2018 to now despite, the total number of schools having reduced by 2%. This is a result of the robust monitoring and checks in the school system to identify ghost and illegitimate schools that are now dismissed from the system.

The Free Quality School Education Program has made it possible for pupils to get access to textbooks and other learning materials from the government. Textbook distribution has been effective with an average rate of 2 pupils to a textbook for core subjects. For most areas, the distribution of textbooks is 1:1 allowing full participation of pupils in class. Tuition fees are being paid by the government for pupils in government and government assisted schools, which has also influenced the lower level of drop out and out of school rates.

The SDG 4 is focused on quality education for all. To achieve this, the government has lifted the ban on pregnant schoolgirls in schools, allowing them to now attend school and take their examinations while in they are pregnant. The Radical Inclusion Policy gives the right to all classes and categories of pupils – albinos, physically challenged, visually impaired, hearing impaired, autism and other special needs - the full right of participation in all spheres of education service delivery. This has further stimulated the potential growth of school enrolment.

Teenage pregnancies amongst the school aged population are increasing at an alarming rate. The ASC 2020 recorded 141 girls from primary through to senior secondary school who were pregnant in school. This may have an adverse effect on learning outcomes and the chances of returning to school after delivery might be slim, if guidance, counselling and psychosocial support is not given. Sexuality and reproduction health should be reintroduced in schools for all students.

To achieve quality education, teachers are a vital part of the process. With the government being the major employer of teachers, they have improved on the recruitment of teachers, teacher training and teaching development in the system. More trained and qualified teachers have been recruited into the system, which has also improved on the pupil- qualified teacher ratios. 42% of the teaching force are being paid by the government, with the potential of improving on this as more schools are being approved and more teachers are put on the government payroll.

The total number of schools recorded during the census was reduced compared to the outcome of the 2019 census. This implies that several schools have been existing illegally with no recognition from the Ministry, are not in existence, have closed or have merged with another school. However, while the number of schools declined, enrolment continues to increase. Enrolment has increased by 1.6% in the year under review.

Evidence-based planning and decision making is essential in arbitrating the service delivery of education; hence the Annual School Census is informed by physical investigations of schools with evidence of photographs and geo locations recorded. The digital techniques of data collection have not only improved on the timing of the conduct of the census but has also improved on the efficiency and reliability of the data through programming restrictions and referential integrity set

up in the system. Human errors are now minimised in the data collection platform while the accuracy level and response time have been improved.

RECOMMENDATIONS

The Annual School Census is a process of collecting administrative data on education which informs wider interventions and communities. Though tremendous efforts have been made over the years, there is still need for improvement in the process. Wider sensitization and awareness of the data collection exercise should be addressed. School heads are in most cases not fully prepared with school level data especially on enrolment and financial support. It is advised that the paper questionnaire is sent to the respondents further in advance to allow them to prepare all necessary documentation for the interviews.

The conduct of the census during the dry season has proved beneficial. The movement of the enumerators across the chiefdoms in the districts received little or no challenge as compared to traversing the chiefdoms during the rainy season. During the rains, the roads are damaged and hardly accessible by motor bikes which is the commonest means of travelling by the enumerators. Riverine areas are not easily accessible and hence some schools are left out of the process. It is therefore recommended that the Annual School Census be conducted regularly during the dry season.

Each year, enumerators are outsourced from colleges, universities and the teaching force to build up the enumeration team of the Ministry. In most cases, some of these enumerators are not up to the task, hence creating numerous problems and human errors in the data collection process. The Ministry is now empowered with 160 additional staff (Inspectors and Supervisors) in the School Quality Assurance and Resource Mobilization (SQARM) Directorate (former Inspectorate Directorate), whom will be charged with the responsibilities of school visitation and monitoring. In addition, Education Officers have been recruited to also support the exercise. This is an additional human resource from the side of the Ministry to conduct the data collection.

As part of the process of decentralization, principals of senior secondary schools have been trained and issued with one tablet per school to encourage data collections directly from the school source. It is therefore advised that adequate training be organised for these school heads to further capacitate them in handling the data submission process. School level data and record management is vital in the general administration of the census. Hence, school heads are advised to provide timely submissions on data requests from the Ministry.

Coordination and collaboration are very important in this national exercise. Though it is being conducted by the Ministry of Education, the ASC gives a national image of the education system and statistics of the country. The involvement of key stakeholders and professional bodies in the entire process is rewarding as it does not only build the level of collaboration but also allows for professional validation at every stage of the process. It is therefore recommended that Stats SL, NCRA and the TSC continue to be an integral part of all education data collections. The Sierra Leone Teachers' Union, National Council of Head Teachers and Conference of Principals are also essential in the national campaign for quality education data, hence should be involved.