



Government of Sierra Leone

2022 Annual Schools Census

Report

EMIS

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Foreword

Education is a fundamental human and an enabling right. To make this into reality, countries must ensure universal equal access to inclusive and equitable quality education and learning, which should be free and compulsory, leaving no one behind irrespective of their gender, disability, social and economic situation. Because education is a public good, it implies that the state is the duty bearer and custodian of the process. In the absence of the state taking on this responsibility, achievement of SDG 4¹ becomes very difficult.

The Government of Sierra Leone, under the leadership of H.E Rtd. Brig. Dr. Julius Maada Bio acted on the urgent need to embrace education by making it the government's flagship program, to achieve Human Capital Development as a means of achieving sustainable growth and development in the country. This is prioritized in the Medium-Term National Development Plan, re-echoed in the manifesto of the current SLPP government and strongly emphasised in the 2022-2026 Education Sector Plan (a road map for the effective service delivery of education).

The Ministry of Basic and Senior Secondary Education (MBSSE) is strongly committed to delivering the services necessary for the achievement of quality education for all. The Annual School Census (ASC) has been consistent over the last decade in providing education data and statistics on schools via, numerous parameters and indicators to assist in planning, policy and implementing effective education service delivery to achieve the goals of SDG 4. It therefore includes information on school enrolment, teacher numbers and qualification, school facilities, furniture, accessibility of buildings and classrooms etc. It is conducted with the assistance of stakeholders and bodies as Stats-SL, National Civil Registration Authority (NCRA), Civil Society Organisations and Local Councils.

The data collection process is fully digitized and uses android tablets and web-based data repository for storage. Through this process the possibility of human error is minimised. The visualization of the census findings is found on the Ministry's website – www.mbsse.gov.sl and www.educationdatahub.dsti.gov.sl - the education data hub, a key repository for education data and statistics. Other information systems including the Learning Passport, School Monitoring System using Tangerine, weekly polls of Situation Room Reports using Rapid Pro, have been developed to compliment the education data hub and to provide accurate and real time data for public consumption.

The work to ensure effective education service delivery continues and many successes have been achieved, especially in the last four years. Education transformation is a critical government priority and manifested in the rapid growth of school enrolment, significant improvement in learning outcomes and vastly improved

¹ SDG 4 is "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"

curricula, since the inception of the Free Quality School Education (FQSE) program in 2018.

The Annual School Census exercise is a major undertaking by the Ministry for the collection of school level data and statistics that would inform planning, policy and implementation of education programs for effective service delivery.

The ASC is critical for the provision of information that would guide effective service delivery and thereby help to usher in appropriate education transformation. The data and information presented in this report are products of the Education Management Information Systems (EMIS) Unit, a key player in the Ministry's drive to transform and rebrand the Sierra Leone education system. The work of the Unit and the Directorate of Planning and Policy is supported by our development partners – World Bank, European Union Support to Education Sector in Sierra Leone (EU-SESSiL), Global Partnership for Education (GPE), Foreign Commonwealth and Development Organisation (FCDO) and Irish Aid.

It is my conviction that partners, researchers, stakeholders, civil societies and anyone involved in education in Sierra Leone will find this report very informative and educative. The combination of data and information provided in this report will inform sectorial planning and policy development; highlight areas of possible citizens' engagement and community response.

I therefore want to encourage partners and other users of this report to use the content as a source of information on possible areas for intervention and engagement in the sector. Certainly, the ASC will continue to be the major information resource used by the Ministry to guide its sectorial actions.

Dr. David Moinina Sengeh

**Minister of Basic and Senior Secondary Education and
Chief Innovation Officer (World Best Minister – 2022/2023)**

Acknowledgement

It is necessary to appreciate the individuals and institutions who have contributed immensely towards the conduct of the data collection in schools and in finalizing the completion of this report.

I therefore take this opportunity to express my profound gratitude to God Almighty for guidance and direction to go through this path; the Minister of Basic and Senior Secondary Education – Dr. David Moinina Sengeh, who doubles as the Chief Innovation Officer and who was given the award of World Best Minister in 2023; our esteemed education development partners – World Bank, EU, Irish Aid, and GPE; Stats-SL. National Civil Registration Authority (NCRA), Free Education Project Secretariat (FEPS), Civil Society Organisations, Local Councils, Teaching Service Commission (TSC) and the Free Quality School Education (FQSE) Secretariat, who in diverse ways, have supported the data collection and report writing exercise.

In a special way, I want to express thank you to the Ag. Deputy Chief Education Officer – Mrs. Adama J. Momoh and her technical team including Mr. John K. Ansumana – Deputy Director, Education Management Information Systems (EMIS), Mr. Mohamed James – Data Scientist, Mr. Abdul S. Bakar – Data Manager /Statistician, the Situation Room including all District IT Officers/Statistical Clerks for conducting this census and in providing a credible and reliable report. I also want to thank other Directorates and arms of the Ministry including SQARM, NFE, Research and Curriculum that have collectively joined the Planning and Policy Directorate in this exercise. Dr. A.C.T Dupigny (Education Consultant) provided support by going through the drafts and making inputs.

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

Dr. Yatta Kanu

Chief Education Officer
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List of Abbreviations

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
EU-SESSiL	European Union – Support to Education Sector in Sierra Leone
FQSE	Free Quality School Education
FEPS	Free Education Project Secretariat
GB	Gigabyte
GER	Gross Enrolment Rate
GPI	Gross Parity Index
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 Technician
JSS	Junior Secondary School
M.Ed.	Master of Education
MBSSE	Ministry of Basic and Senior Secondary Education
MDA	Ministries, Departments and Agencies
MTHE	Ministry of Technical and Higher Education
NCRA	National Civil Registration Authority
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
RR	Retention Rates
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

The Annual School Census (ASC) is the live stream of the Ministry of Education, in collecting education data from schools. Reliable, timely and quality data production is a good recipe for effective service delivery in education development. The results of the data production can be widely used by various actors including education planners, policy analysts, development partners, researchers and the international community, to estimate our educational standards and ascertain the true performance of the educational system in Sierra Leone.

Key indicators targeted in this report include school enrolment, completion rates, transition rates, gross enrolment, pupil-teacher ratios, teacher qualifications, retention rates etc. Information on pregnant girls and special needs children are also provided to enforce the radical inclusion campaign.

The ASC 2022 report is divided into three chapters covering, the background of the study, methodology, data presentation and analysis. In Chapter 1, the background of the census, including its purpose, objective, scope, coverage and tools, are discussed; Chapter 2 discusses the methodology used for the data collection, including the digital platform (technology), data collection team, data management and field staff; Chapter 3 discusses the findings from the field investigation (schools) and provides an analyses of key education indicators.

School growth and expansion has been encouraging in recent years. In 2018 when the Free Quality School Education (FQSE) program was introduced, the total number of schools reported was 10,747. This has now grown to 12,466 in 2022, corresponding to a 19% increase in the number of schools. Between 2021 and 2022, there was a 2.4% increase in number of schools i.e. from 12,168 to 12,466. School enrolment increased by 69% between 2018 and 2022, from 1,982,475 to 3,343,470. In 2021, enrolment was recorded at 3,131,440 and in 2022; enrolment figure was recorded at 3,343,470 pupils in school, a 7% increase.

Between 2021 and 2022, the number of approved schools increased by 12%, from 8,676 to 9,706 schools, whilst public schools receiving financial and material support from the GoSL increased by 9.6%, from 6,829 to 7,547 schools. Alongside the increase in the coverage of schools, the number of learners/pupils also increased by 212,030.

The majority of schools are owned by the public (10,393) representing 83%, while 2,073 schools (17%) are owned by private individuals or groups. The school level distribution reveals that 54% (7,458) of schools are at the primary level. At 54%, the primary level has the largest share of schools and senior secondary the least at just 8% (930). Between 2021 and 2022, the number of schools, both public and private, approved to operate, increased by 10% across all levels from 8,676 in 2021 to 9,702 in 2022. There were huge increases in the number of schools across all levels, Pre Primary increased by 224, Primary 413, JSS 251 and SSS 142. This increase is as a result of GoSL's policy to increase access to schooling through the FQSE programme.

Enrolments in schools have increased by 7% from 3,131,440 in 2021 to 3,343,470 in 2022. Total number of boys recorded were 1,635,050 (49%), and 1,708,420 (51%) were girls. At all levels, there were more girls than boys enrolled in both public and private schools. However, the difference in enrolment between girls and boys in private schools (14%) was greater than that of public schools (4%).

Pupils in pre-primary and primary benefiting from the school feeding program increased from 389,283 in 2021 to 725,354 in 2022. This means that 43% of pupils enrolled at the pre-primary and primary levels are benefiting from the school feeding program. The intake rate for the primary level continues to be very high because of the under-age students enrolled in Class 1 where there are insufficient pre-primary schools. The intake rate at the pre-primary level was only 25%, however; it should be noted that pre-primary schools are quite low in number, and many four- and five-year olds are enrolled in Class 1 because pre-primary schools are small in number.

At primary level, coverage is above 100%, indicating the adequacy of the system to accommodate the primary school age population. At junior secondary level, enrolment represented 106% of the eligible population, again indicating adequacy of

the system to accommodate the junior secondary school age population, whilst at senior secondary level the GER was 86%, i.e. the equivalent of over four-fifths of the population eligible for this level. The fact that GER increased across all levels of schooling between 2021 and 2022, confirms an influx of students to all levels of schooling. Remarkably, the GERs across all levels were higher for girls than boys.

The fact that the primary level GIR is 226% is a reflection of the great demand for education and the move by parents to enter their 4 and 5 year olds in Class 1 in areas where pre-primary schools are lacking. The GIR of 115% at the JSS level can be attributed to a mix of under-age and over-age transitioning from the primary level. The GIR for SSS of 79% suggests that for many, formal schooling ends with basic education schooling after basic education. At the same time, the fact that the GIR for SSS in 2022 is higher than that for 2021, 67%, suggests that more students are now staying in formal education beyond the basic education level.

The 2022 GCR for primary was 101% and was higher for girls (104%) than for boys (97%), indicating that a greater proportion of girls than boys completed the primary education cycle. The JSS GCR increased from 89% in 2021 to 95% in 2022 showing completion rate at JSS level is significantly progressing. The SSS GCR for both sexes was surprisingly higher at 102%. (The GCRs that are above 100% are the consequence of having large numbers of students outside the official age of completion of the levels.)

The Transition Rate from Primary to JSS exceeded 100%, suggesting that significant numbers of entrants to JSS may have entered via the non-formal or other alternative routes. The Primary to JSS transition rate was recorded at 121%. However, the transition rate from JSS to SSS was recorded at 89%.

The Retention rate of pupils in primary level was recorded at 45%, JSS at 83% and SSS at 129%. The primary RR was estimated as 45% which indicates that just two-fifths of the pupils entering primary were likely to reach the final grade. The high retention rate of 129% at the SSS level indicates that a large number of non-school going individuals, allowed by policy to re-sit the WASSCE enrolled in SSS3 alongside

regular pupils who were promoted from SSS2 to SSS3, but were not reported as repeaters.

Inclusive education is a radical campaign to get marginalised individuals to gain access to schools. The ASC 2022 found 44,792 pupils with disabilities ranging from visual, hearing, learning, physical and speech impairments, enrolled at various levels of schooling. About 4% of these children were enrolled in pre-primary school, 62% were enrolled in primary school, and 24% were enrolled in JSS, whilst 10% were enrolled in SSS. The majority of disabled children were visually-impaired (27%), followed by those with disabilities related to hearing (21%), learning (20%), speech (18%) and other physical impairments (14%).

The ASC 2022 recorded a total of 1,289 pregnant school girls. Of these, 358 (28%) were enrolled in the JSS3 class, 212 (17%) in JSS2 and the least reported for Class 4 with just 6 girls (0.5%). At each school level, the highest numbers of pregnant girls were found in the last grades (Class 6 for primary, JSS3 for junior secondary and SSS3 for senior secondary).

The mean ages of pregnant girls in schools were reported as Primary – 15 years, JSS – 17 years and SSS – 19 years. The minimum ages of the pregnant girls were reported as 12 years for Primary, 12 years for JSS and 14 years for SSS.

The total number of teachers reported in the ASC 2022 was 91,858 as compared to 80,744 in 2021. Of these, 26,718 were female and 65,140 were male teachers. The female contribution to the education workforce was 29% depicting a male dominant profession. 78,832 teachers were found in public schools representing 86% and 13,026 teachers were found in private schools representing 14%. In addition, 62% of all teachers were qualified for the level they were teaching and approximately 17.5% of the teachers were new teachers (i.e. first timers into the teaching profession). There is a drop of 5% for all teachers qualified to teach in the right level, from 67% in 2021 to 62% in 2022.

Average PTR was recorded at 36:1 for all school levels as compared to 39:1 in 2021 and average PTQR was reported at 59:1 as compared to 58:1 in 2021. The

suggestion from the ratios is that more unqualified than qualified teachers are being recruited. The total number of qualified teachers for all levels is 56,982 representing 62% of all teachers staffing schools in Sierra Leone. The total number of qualified female teachers for all levels was 18,603 representing 20% while the total number of qualified male teachers for all levels was 38,379 representing 42%.

Chapter One

Introduction and Background

1. Introduction

1.1 Background Information

Education is a life-saving investment that guarantees the future of any nation on the human capital development trajectory. Transforming education is a key undertaking of His Excellency Rtd. Brig. Dr. Julius Maada Bio using the Free Quality School Education (FQSE) program. Achievement of this goal requires credible, timely and reliable data and statistics for informed decision making, planning and effective service delivery. It is for this reason that an Annual School Census and other data collection exercises are carried out.

In Sierra Leone, the main source of education statistics is the Annual School Census (ASC), which is conducted by the Directorate of Planning and Policy (DPP) at the Ministry of Basic and Senior Secondary Education (MBSSE). Responsibility for data collection on school level education is given to the Planning and Policy Directorate by the 2004 Education Act. The ASC has been carried out for over a decade. The exercise involves data collection from schools on teachers, enrolments, facilities and other activities. Taken together, the information collected allows for a wide scope of education indicators used to measure the development and yearly progress of the education system.

The use of digital technologies has ushered in the opportunity to track ghost teachers, collect school coordinates using GPS, teacher photos, photos of school facilities, unique ID of Schools. The next move is to have unique IDs for all learners and teachers for effective service delivery.

Like previous censuses, the 2021/2022 ASC exercise enumerates all basic and senior secondary schools whether they are public or private schools, across the 16 districts and 22 Local Councils in Sierra Leone, through the use of digital technology for data collection. The result of the foregoing has been an improvement in the quality and swiftness of the process as well as the credibility of the data.

The school census data provides a picture of the education system in Sierra Leone that can be used for the purpose of valid international comparisons. Unsurprisingly therefore, this report is widely consulted by the UNESCO Institute of Statistics, World Bank, Statistics Sierra Leone, Development partners, Researchers, International communities and the general public to measure education change in Sierra Leone.

1.2 Objective of the School Census

Every child deserves an education, but this can only occur when nations make resources available equitably, fairly and timely. The goal of the Annual School Census is to collect credible education data every year at the school level. The data collected through paper questionnaire and digital forms provide a snapshot of the Sierra Leone education system and assist planners at all levels to target interventions.

Under the ASC 2022, data was collected on all schools in operation in Sierra Leone as part of the process of tracking progress towards the achievement of education for all in the country.

1.3 Scope and Coverage

The census was carried out on all pre-primary, primary, junior and senior secondary schools in operation. The data collection process started on the 7th December 2022 and was completed on 13th January 2023.

The data collection was done by trained enumerators that included all School Quality Assurance Officers (SQAOs) in the Directorate of School Quality Assurance and Resources Management (DSQARM), other staff from Ministry of Basic and Senior Secondary Education (MBSSE) and hired enumerators who were mainly unemployed graduates and university students from across the country. Paper questionnaires were first sent to the schools for the school authorities to complete a week before actual data collection started. During the data collection period, the enumerators went to the schools to record the data from the paper questionnaires into the digital form on the Survey CTO app verifying responses that were not clear with the school authorities.

1.4 Data Collection Tools

A full structured questionnaire for each level was designed and used to collect data from the various schools. At each level, the data collected include information on:

- a. **School profile:** This included information such as EMIS number, school name, location, school contact, school ownership and any support the school receive from government.
- b. **School infrastructure:** this included availability of existing facilities in schools, such as classroom, library, source of drinking water, toilets/latrines etc.
- c. **Instructional materials:** This covered the total number of textbooks available for core subjects in each class; ICT facility for learning; availability of life skills-based HIV and sexuality education.
- d. **School operations and students:** This covered the daily school session (start time and end time); number of streams in the schools; enrolment and repeaters – including special needs learners.
- e. **School management and community participation:** This included questions on the operational status of school management committees; functional Community Teacher Association and the frequency of meetings held to discuss school education status; existence of mother clubs etc.
- f. **Teaching and non-teaching staff:** This included the number of teachers distributed by qualification (academic and professional) and responsibilities assigned in school; the subjects taught; and non-teaching staff in-post for various positions
- g. **Pupils Head Count:** This included number of students for each stream and level. The information was collected by counting the pupils who were present at the schools during the time when the enumerators visited the schools.

Both the rudimentary paper-based questionnaire and the digital platforms were used to conduct the school census. Electronic survey forms were deployed on digital tablet using Survey CTO web based data repository. Data is captured and stored in the web-based data bank which is retrieved, processed and analysed for information gathering on all schools from pre-primary through senior secondary levels.

Chapter Two

Field Methodology

2. Field Methodology

2.1 Data Collection Process

The data collection exercise was conducted using a hybrid scheme – paper based and digital platform. Paper questionnaires were pre-distributed to schools earlier to enable school heads compile the appropriate data/information required for the census. Digital tablets, with the electronic form installed were used to input the records from the paper questionnaires. School heads were charged with the responsibility to fill in the paper questionnaires and to take ownership of the data provided. This is followed by enumerators visiting schools to record education data and statistics as provided by the school heads. This is recorded directly into the digital platform and records of the investigations are hosted in the Survey CTO data repository.

Regional Coordinators and District Supervisors were responsible for the deployment and daily monitoring of field enumerators to ascertain performance. Daily submissions of the data collection were posted in the ASC WhatsApp forum to inform all Enumerators, Supervisors and Coordinators. Daily monitoring and cleaning of the records were done through back-end spot checks by the Data Team.

2.2 Recruitment and Training of Field Staff

The personnel involved in the conduct of the ASC were mainly staff from MBSSE – SQARM Officers, District IT Officers/Statistical Clerks, FQSE Secretariat, TSC; staff from Stats-SL, the National Civil Registration Authority (NCRA) and Civil Society Organisations. Due to the fact that the number of personnel required for the conduct of the census exceeded available Ministry's staff, some enumerators were outsourced from colleges/universities and unemployed graduates.

Having reliable, well trained and knowledgeable data collectors requires training and good instructors. In ensuring this, the MBSSE implemented a three-day Training of Trainers (ToT) session in Kenema City. The training was attended by Free Quality

Secondary Education (FQSE) personnel; Inspectors of Schools (SQAOS); MBSSE District Statisticians and IT Staff; and Statisticians from Statistics Sierra Leone (Stats SL). During the training the team was able to review and finalise the ASC questionnaires. The Supervisors were also capacitated to roll out the trainings in their respective districts.

District level trainings were conducted by District Supervisors, District Coordinators and Regional Coordinators. The selection of district level enumerators was based on performance of individuals in previous years. These personnel took part in a three-day technical training at district level to get familiar with both the paper questionnaires and the electronic tools. This was followed by team clustering and deployment to the field.

2.2.1 Training of Trainers (ToT)

The Training of Trainers (ToT) was conducted on the 30th November and 1st December 2022 in Kenema City. Participants were drawn from the MBSSE Data Team, MBSSE District Statistical Clerks/ICT Officers, Statisticians from Statistics Sierra Leone (Stats-SL) and Technical Staff from the National Civil Registration Authority (NCRA). During the training, the team was able to review and finalise the ASC questionnaires (both paper based and digital forms). The Supervisors were also trained on the general operations of the National School Survey. The training received immense support from the Directorate of Planning and Policy (DPP), the Directorate of Quality Assurance and Resources Mobilization (DSQARM), Non-Formal Education Directorate and the Research and Curriculum Directorate.

Since both paper-based and electronic forms were deployed for the data collections, trainees were able to go through the paper-based questionnaire to familiarise with the questions and flow with the electronic forms. To strengthen the knowledge gained from the training, a simulation exercise was conducted to demonstrate actual data collection.

The ToT involved five (5) facilitators and seventy (70) participants from across the districts.

Below is a matrix depicting the breakdown of participants from the districts.

Table 2.2-1: Participants Breakdown by Institution/Designation across Districts

District	MBSSE Data Team	IT/ Statistical Clerk	Statistics Sierra Leone	National Civil Registration Authority	Total
Bo		2	1	1	4
Bombali		2	1	1	4
Bonthe		1	1		2
Falaba		1	1		2
Kailahun		1	1		2
Kambia		1	1		2
Karene		1	1		2
Kenema		2	1	1	4
Koinadugu		1	1		2
Kono		1	1		2
Moyamba		1	1		2
Port Loko		1	1	1	3
Pujehun		1	1		2
Tonkolili		1	1		2
Western Area Rural		2	1		3
Western Area Urban	22	4	3	3	32
Total	22	23	18	7	70

Figure 2.2-1: Training of Trainers in Kenema City



Presentation on how to complete the ASC Form



Group Session on completing the form in the tablet

2.2.2 Training of Enumerators at District Level

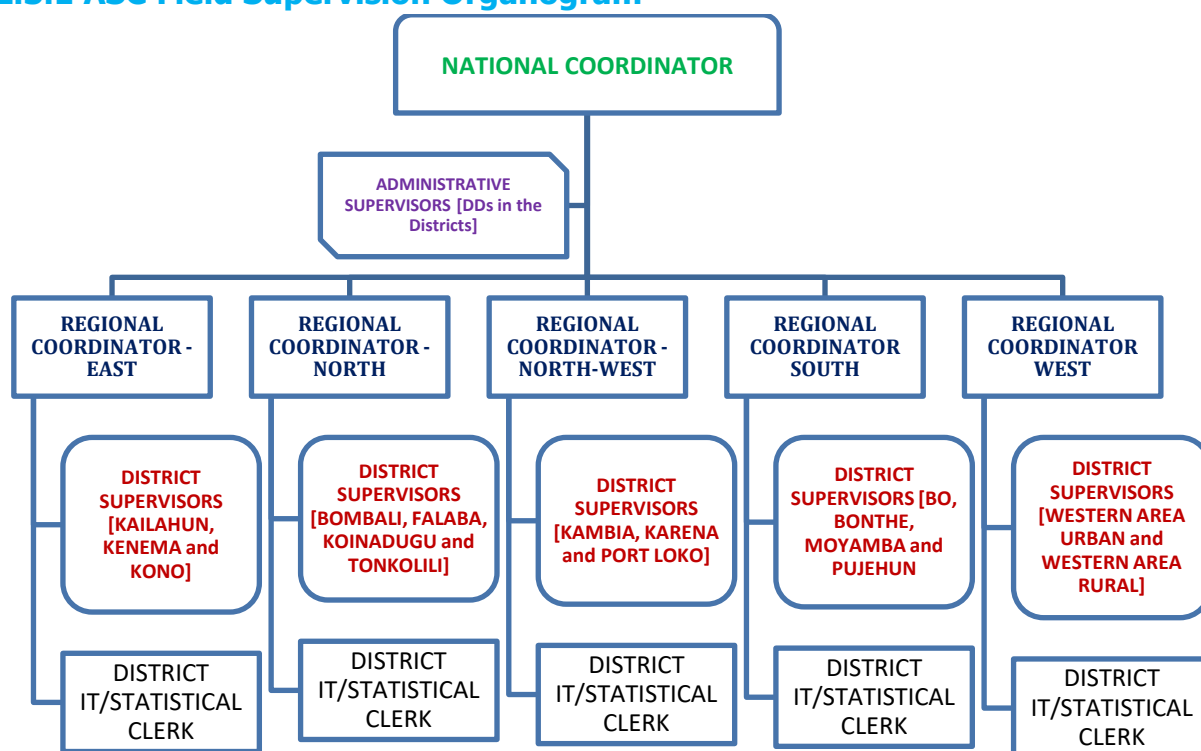
District level trainings commenced immediately after the ToT in Kenema City. The training of enumerators was conducted at district level and facilitated by participants from the ToT. The districts level trainings were conducted on the 5th and 6th December 2022 simultaneously. A total of 597 enumerators were recruited and trained across all districts nationwide. The recruited enumerators include School Quality Assurance Officers, unemployed university graduates and university students hired for the data collection period.

Figure 2.2-2: Training of Enumerators in Tonkolili District (The ASC Model District)



2.3 Team Organization (roles and responsibilities)

2.3.1 ASC Field Supervision Organogram



2.3.2 Roles and Responsibilities of Field Supervisors

2.3.2.1 National Coordinator

- Served as the chief supervisor of the entire ASC process (administratively)
- Received technical updates from the Regional Coordinators on a daily basis
- Briefed by the DDs on administrative issues in their respective districts
- Provide updates on the status of the ASC to MBSSE Management

2.3.2.2 Deputy Directors (District Education Offices)

- Responsible for ASC administrative activities within their respective districts
- Facilitate the movement of materials and personnel at district level
- Troubleshoot administrative bottle necks and happenings within their districts
- Briefed the National Coordinator on the status of the ASC in their districts

2.3.2.3 Regional Coordinators

- Coordinate all ASC technical activities within the region assigned
- Engaged the District supervisors on daily basis on the status of the ASC performance in the respective districts within the region
- Provide daily update to the National Coordinator on the status of the ASC in their regions

2.3.2.4 District Supervisors

- Responsible for all ASC technical activities in the District stationed
- Vet questionnaires and give feedbacks from the Regional Coordinator to enumerators in the districts
- Ensured all electronic ASC forms were uploaded to the 'mobssesl' server. Forms with errors should be verified and ensured completeness for uploading or discarding
- Makes frequent daily telephone calls to enumerators to know their position and status on the ASC data collection
- Responsible to update the regional coordinator on a daily basis, the status of the ASC in their districts
- Shall give frequent feedbacks to the enumerators on issues raised
- Ensures the completeness of the census in terms of submissions and correctness

2.3.2.5 District IT/Statistical Clerks

- ICT assistance (tablet functioning, software uploading, uploading of data, and troubleshooting),
- Clustered / mapped schools for the deployment of Enumerators
- Distributes paper questionnaires to the Enumerators
- Received completed paper questionnaires from the enumerators, vet them and submit them to the DD of the District.
- Supported the facilitation in trainings.

2.3.2.6 Third Party Monitoring

- Third party monitoring happened in two forms.
- There was technical monitoring from among the Civil Society Organisations (CSOs), Ministry of Finance (MoF), Anti-Corruption Commission (ACC), and Statistics Sierra Leone (Stat-SL). These personnel from CSOs and MDAs as stated above first received training during the ToT in Kenema that made them understand the questionnaires and the expected responses to question and the technical details in the field.
- They did random visits to schools, to support and validate the data collection process.

- The other part of monitoring was from the 22 local councils with a team of five (5) personnel from the education committee and M&E units.

2.4 Actual Data Collection and Data Management

MBSSE continue collecting data using CAPI technology. The same software application used since 2018 (Survey CTO collect), was used for the ASC data collection in 2022. To ensure the smooth running of the software used for data collection (Survey CTO collect), only android tablets were used.

The software design was in two segments – Main School Survey and Teacher Questionnaire. All surveys were designed to be conducted in English. However, Krio language was intermittently used during survey administration. This was so because most of the respondents speak Krio.

The data was downloaded frequently to check for consistency and errors that might occur. To ease the cleaning process of the data and, conduct completion rate analysis, the data was downloaded into comma separated values (CSV) files and STATA format which kept track of all work done via it's 'log and do' file feature. Data cleaning and completion tracking were mainly undertaken by the core Data Team led by the Free Education Project Statistician. The core Data Team supported the data management process throughout.

Figure 2.4-1: Data Collection in Tonkolili District (The ASC Model District)



ASC data collection in progress



ASC data collection monitoring

2.5 Quality Control Assurance

The 2022 Annual School Census, continued to maintain quality in both tools and field work monitoring to ensure data quality. First, a questionnaire went through a series of testing and updating to ensure proper quality control and logics were put in place in the electronic questionnaire. The CAPI questionnaire included speed limit violations, automatic skip patterns, responses constraint that prevent the form from accepting data that is obviously incorrect, invalid or inconsistent, and further logic checks were set to manage workflow.

The enumerators were required to visit assigned schools in the relevant ward. 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.

2.5.1 Spot and Back Checks

District 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 together with the interviewers and respondents to listen to the conduct of the interviews. Observations were made without interrupting the interview and after the interviews; the supervisors shared their findings with the enumerators and later with the entire team in his/her district, in order to improve the quality of work.

2.5.2 Office Spot Checks

Based on the daily submissions, the data management team at the MBSSE HQ conducted quality checks on the submitted data and provided daily and weekly reports. The checks conducted included, completion rate, GPS accuracy, miss-matched responses and missing information. This helped to track the work progress as per the schedule and address issues with any team that was behind schedule.

2.6 Editing

Editing was done into two parts - Field editing and Office editing.

2.6.1 Field Editing

Field editing involved checking of the completion status, miss-matched responses and missing information as received from Survey CTO server. The task was mainly

carried by Coordinators, Supervisors, District Statistical Clerks, and Third-Party Monitors. This was done to check whether all schools assigned were visited and interviewed as well as the paper questionnaires collected. All errors discovered with the Survey CTO tool in the tablets were discussed with the enumerators at the field.

2.7 Challenges and Limitation

Interbank transfer of funds between Sierra Leone Commercial Bank and the Community Banks for the ASC training of enumerators and data collection was a serious challenge. Districts banking with Community Banks did not receive funds for training and data collection until the end of the data collection period. FEPS had transferred the funds a week earlier to the district trainings, but the districts did not receive their funding on time. This caused serious delays in terms of data collection and submissions from these districts.

Amid the data collection, SQAOs were engaged in a couple of meetings conducted by some Education Development Partners (EDPs) at Mile 91 and Makeni. The SQAOs were the lead enumerators in the whole process as they are staff of the Ministry and foot-soldiers in the districts for MBSSE field activities. Their absence caused serious delays in the submission rate of data to the server; hence the survey period was extended.

Some private schools were still reluctant to complete the ASC form and some even refused to accommodate the enumerators. They made the claim that they are not receiving any direct benefit from the Government of Sierra Leone (GoSL) even though according to the 2004 Education Act, all schools in Sierra Leone are under the control of the Minister of Education and no school should refuse to provide information requested by the minister. Difficult terrains and high cost of transportation had a serious impact on the data collection. The data collection happened at a time when the country was facing serious shortage of fuel and dealers keeping the fuel for the highest bidders in most part of the country. Challenging roads and water ways used to access some schools continue to be a perennial problem.

2.8 Recommendations

Following the above and other potential challenges, the following are recommendations to improve on future data production processes:

1. Moving forward, the ASC should have a standout calendar every academic year with all activities lined up for the school year. The best time for the data collection should be at the start of the second term when all pupils are in school, i.e. the SSS1 pupils have been fully admitted and examination classes are fully in session. This calendar must be respected by all parties involved in the conduct of the ASC.
2. SQAOs should support school heads in maintaining the records and documents management systems of schools. As the future entails the school heads completing school records on digital platforms (tablets shared with SSS Principals) and submit to the EMIS server, the need to capacitate school heads on the use of digital platforms for data collection is urgent
3. All schools with final year enrolment exceeding first/intake year enrolment must be re-visited and final year enrolment confirmed
4. The ASC budget should be elastic to provide for inflation and other unforeseen challenges that can occur during the field exercise. Sometimes it is the passion, braveness and commitment of the field workers that made us succeed in completing the entire exercise within limits and time.

Chapter Three

Highlights of the 2022 ASC

3. ASC 2022 Findings

3.1 Introduction

During the period 2021 to 2022, the number of schools increased by 2.4%, from 12,168 to 12,466. Over this same period, the number of approved schools increased by 12%, from 8,676 to 9,706 schools, whilst public schools receiving financial and material support from the GoSL increased by 11%, from 6,829 to 7,600 schools. The fact that there are 12,466 schools recorded in operation and only 9,706 are approved, is an indication that a significant number of schools are operating illegally, and swift action is required to address the matter.

Alongside the increase in the coverage of schools, the number of learners/pupils also increased by almost 212,030, thanks to the introduction of the Free Quality School Education (FQSE) program. From 2021 to 2022 pupils enrolment jumped from 3,131,440 to 3,343,470 (7% increase).

3.2 The Schools

This section of the report focuses on the number of schools in Sierra Leone disaggregated by sub-national level, school type, school ownership, approval status and other indicators. It further highlights the adequacy of the infrastructure facilities as Government is committed 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 disaggregated 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.

3.2.1 School Profile

This sub-section reports on the total number of schools enumerated during the ASC 2022 by the four levels of schooling mentioned in the 2004 Education Act, and by: i) public and private ownership; ii) approval status; and iii) support type received.

Table 3.2-1 Public and Private Schools Distribution by Level

Level	Public	Private	Grand Total
Pre- Primary	1,262	737	1,999
Primary	6,701	757	7,458
Junior Secondary	1,697	382	2,079
Senior Secondary	733	197	930
Grand Total	10,393	2,073	12,466

In Sierra Leone, schools are either owned by the Government (central or local) or other non-state actor entities as indicated in Table 3.2-1 above. Out of a total of 12,466 schools captured in the 2022 census, the majority, 10,393, i.e. 83%, are publicly owned, while 2,073, i.e. 17%, are owned by private individuals and entities. At 7,458, i.e. 54%, the primary level has the highest number of schools.

Table 3.2-2 Schools Approval Status by Level

Level	Approved	Not Approved	Grand Total
Pre- Primary	1,119	880	1,999
Primary	6,029	1,429	7,458
Junior Secondary	1,764	315	2,079
Senior Secondary	794	136	930
Grand Total	9,706	2,760	12,466

Table 3.2-2 above shows the number of schools which have been approved for operation by MBSSE over the years across all levels. The 2,760 schools operating without approval are operating illegally and constitute an issue to be addressed urgently.

Between 2021 and 2022, the number of schools approved to operate as schools, inclusive of public and private, increased by 12% across all levels (8,676 in 2021 to 9,706 in 2022). There were huge increases in the number of schools across all levels, Pre Primary increased by 224, Primary - 413, JSS - 251 and SSS - 142. This increase is primarily the result of the GoSL's policy to increase access to schooling through the FQSE programme.

Table 3.2-3 Approved Public Schools that received Support and Non-Support from Government

Level	Supported	Not Supported	Grand Total
Pre- Primary	472	208	680
Primary	5,202	337	5,539
Junior Secondary	1,359	142	1,501
Senior Secondary	567	81	648
Grand Total	7,600	768	8,368

Table 3.2-3 shows the number of public schools supported (7,600) and those not supported (768) by the Government of Sierra Leone. Schools that received financial and/or material support from the GoSL are categorised as Government or Government Assisted schools. Government schools are those constructed and wholly owned by either the central government or local councils, while government assisted schools are public schools owned by faith-based organisations, communities, or other institutions/organisations supported by the GoSL. The government supports schools through the payment of teacher salaries, payment of subsidies, provision of teaching and learning materials, provision of science equipment and utilities etc. Schools that are not receiving either financial or material support from the government of Sierra Leone are categorized as non-supported schools.

In 2022, the number of public schools receiving government support increased by 11.2% from 6,829 in 2021 to 7,600 in 2022. Table 3.1-3 shows the number of approved public schools that received support from Government and those that did not receive support from the government in 2022.

3.2.2 School Management and Governance

Effective school 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 Committees (SMCs) and Board of Governors (BoGs), together with the Head Teachers and Principals, are responsible for managing and running 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.

Table 3.2-4 Schools with School Management Committee (SMC)/ Board of Governors (BoG)

SMC/BoG	Pre- Primary		Primary		Junior Secondary		Senior Secondary	
	Public	Private	Public	Private	Public	Private	Public	Private
Number of Schools	1,099	539	6,249	573	1,549	314	678	158
% of Schools	87%	73%	93%	76%	91%	82%	92%	80%

Table 3.2-4 above shows the percentage of schools that have a functioning School Management Committee (SMC) and Board of Governors (BoG) by school level. 87% of pre-primary and 93% of primary public schools had well-established functional SMCs as compared to 73% pre-primary and 76% primary private schools. In addition, 91% of junior secondary and 92% of senior secondary public schools reported having a functional BoG. These bodies play important roles in managing schools in their localities. From the table, we can see that at each school level, the percentage of public schools with SMCs or BoGs is higher than for private schools.

Table 3.2-5 Training in Management and Governance

SMC/BoG	Pre- Primary		Primary		Junior Secondary		Senior Secondary	
	Public	Private	Public	Private	Public	Private	Public	Private
Received training	740	302	4,823	300	1,098	179	488	100
% of Schools	67%	56%	77%	52%	71%	57%	72%	63%

Table 3.2-5 above shows the percentage share of schools who's SMC or BoG members have been trained in school management processes and procedures. 71% of junior secondary and 72% of senior secondary public schools reported that their BoG members have been trained as compared to 57% JSS and 63% SSS private schools. Also for public schools, 67% pre-primary and 77% primary reported that their SMC members have been trained to manage and run a school. The table shows that a lower percentage of private schools have SMCs/BoGs that are trained. This is unsurprising as it is not compulsory for private schools to have SMCs/BoGs.

3.2.3 Access to School Infrastructure Facilities

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) and the type of construction. Furthermore, this section looks at the facilities in the schools and whether they are functional or not. 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.

Table 3.2-6 Classrooms Size (Pupil-Classroom Ratio)

Level	All Classrooms	Permanent Classrooms	Classrooms in Good Condition
Pre- Primary	34	37	50
Primary	52	56	96
Junior Secondary	56	59	85
Senior Secondary	61	64	85
Grand Total	52	56	88

All classrooms include makeshift, semi-permanent and permanent while permanent classrooms are neither makeshift nor semi-permanent. 'Good classrooms' are defined as classrooms in a school that are not makeshift and do not need repairs. The Table, 3.2-6 above, depicts the number of classrooms in good condition and the pupil-classroom ratio by school type. The pupil-classroom ratio is the average class size. The larger the class size, the more likely that it is over-crowded.

From table 3.1-6 above, the pupil classroom ratio for classroom in good condition is not particularly conducive for learning to take place at any of the levels of schooling. Smaller class sizes tend to be easier to manage and allow more effective teaching and learning.

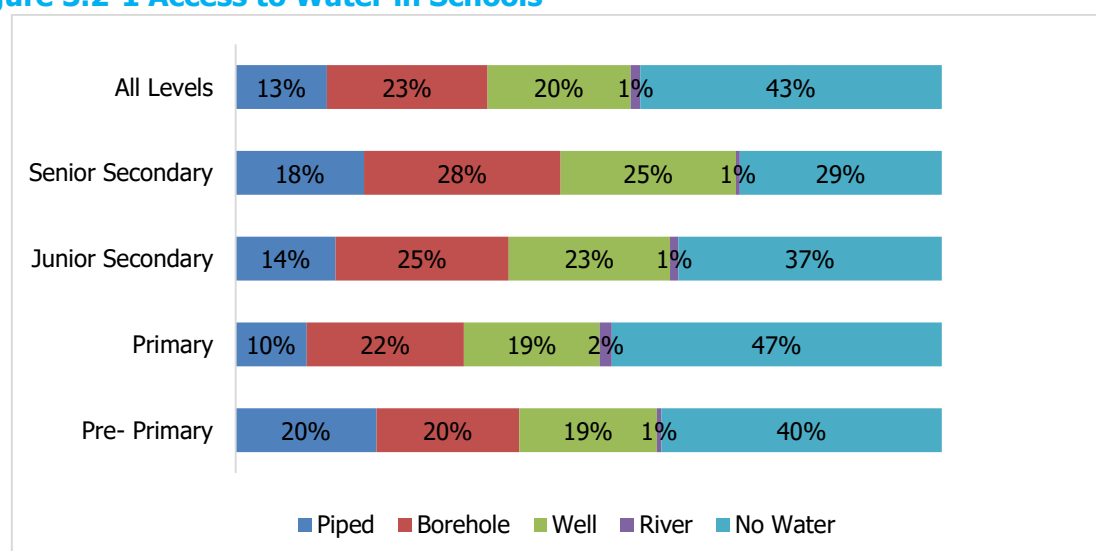
Table 3.2-7 Classrooms Size in Government Assisted and Non-Government Assisted Public Schools

Level	All Classrooms		Permanent Classrooms		Classrooms in Good Condition	
	<i>Supported</i>	<i>Not Supported</i>	<i>Supported</i>	<i>Not Supported</i>	<i>Supported</i>	<i>Not Supported</i>
Pre- Primary	52	34	55	40	83	60
Primary	59	42	63	46	113	73

Level	All Classrooms		Permanent Classrooms		Classrooms in Good Condition	
	<i>Supported</i>	<i>Not Supported</i>	<i>Supported</i>	<i>Not Supported</i>	<i>Supported</i>	<i>Not Supported</i>
Junior Secondary	62	54	65	57	97	85
Senior Secondary	70	60	73	64	102	89
Average	61	48	64	52	99	77

Table 3.2-7 shows that there were larger class sizes (pupil-classroom ratios) in Government supported schools than in schools not supported by government. A rapid increase in enrolment appears to have outpaced classroom construction by the government. There is a need to have additional classroom construction especially for schools that provide foundational learning.

Figure 3.2-1 Access to Water in Schools



From the chart above, at all levels, 43% of schools do not have access to water and 57% of schools have access to water either from river, well, borehole or pipe borne in 2022 school year. This is worrisome because the schools' accessibility to water has dropped by 16% (from 73% in 2021 to 57% in 2022). The sources of water reported were pipe borne (13%), borehole (23%), hand dug wells (20% of school), and river (1%). Also the chart shows that pupils attending primary (47%) and pre-primary (40%) schools have the least access to water.

Table 3.2-8 Enrolment in Approved Supported and Non-supported Public Schools without access to Water

School Level	Enrolment		
	Total	No Water	% in School with No Water
Supported			
Pre- Primary	59,248	25,488	43%
Primary	1,656,528	640,148	39%
Junior Secondary	525,680	145,554	28%
Senior Secondary	395,498	88,899	22%
Not Supported			
Pre- Primary	19,056	7,685	40%
Primary	71,394	41,653	58%
Junior Secondary	32,646	16,901	52%
Senior Secondary	31,723	13,343	42%

Table 3.2-8 presents the number of pupils in approved public schools with no access to water (supported and not-supported schools). A total of 979,671 pupils attended approved public schools that have no access to water. 900,089 (92%) of these pupils were in Government supported approved public schools.

Table 3.2-9 Number of Latrines and Ratio of Usage

Level	Enrolment	Toilets (Drop Holes)			Toilet Ratio		
		Good	Fair	Bad	Good Toilets	Good & Fair	Good, Fair & Bad
Pre- Primary	170,985	2,932	1,333	491	58	40	36
Primary	2,045,379	14,107	8,090	4,430	145	92	77
Junior Secondary	638,218	5,177	2,393	865	123	84	76
Senior Secondary	488,888	3,092	1,223	563	158	113	100
Grand Total	3,343,470	25,308	13,039	6,349	132	87	75

Table 3.2-9 above shows enrolment and toilet numbers by school level. It is heartening to note that there were more 'good' toilets than 'fair' and 'bad' toilets but there is a high pupil to toilet ratio for good toilets at all levels of schooling. On average, there were 158 pupils per drop-hole for good latrine in SSS, 123 pupils per drop-hole for good latrine in JSS, and 145 pupils per drop-hole for good latrine in primary schools.

However, these high usage ratios are reduced if we include latrines in both fair and bad conditions. For latrines in good and fair condition, there were 87 pupils per latrine on average: 92 pupils per latrine in primary, 84 pupils per latrine in JSS, 113

pupils per latrine in SSS and 40 pupils per latrine in pre-primary school. The data shown in the table above indicate that there is urgent need to improve sanitation in schools to reduce the high pupil to toilet ratio and to provide pupils with a healthier environment.

In addition to the sanitation challenges highlighted above, Figure 3.2-2 and Figure 3.2.3 below illustrate further sanitation challenges for girls in schools.

Figure 3.2-2 Percentage of Co-Ed Schools with Shared Latrines

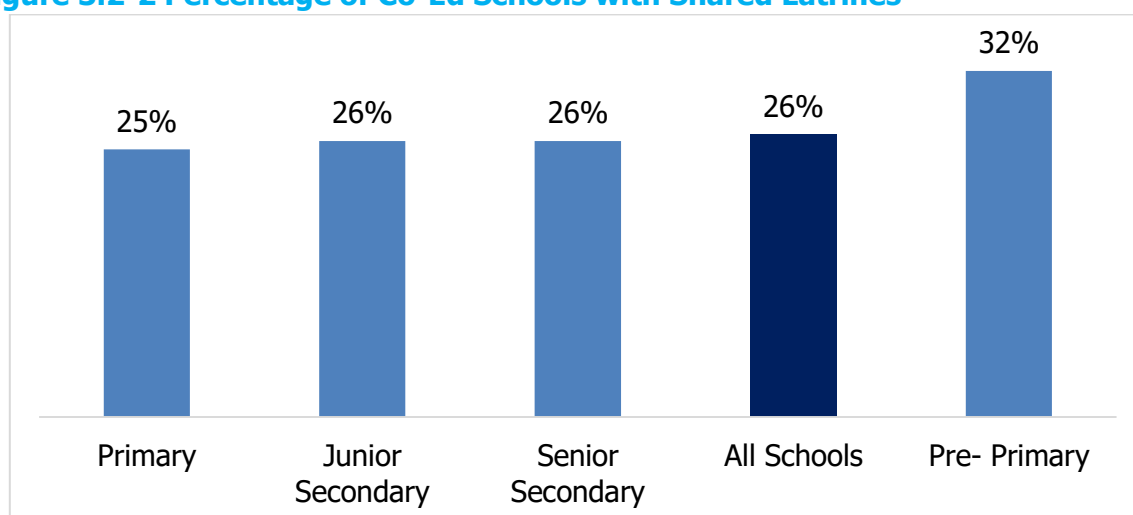


Figure 3.2-2 above emphasises percentage distribution of co-ed schools that were using shared latrine facility. On average, a quarter of all co-ed schools (26%) were using shared latrine facility and the pre-primary school level had about a third of its schools (32%) using shared latrines. The primary level with a quarter of its co-ed schools (25%) and the secondary levels (26% each) with proportions equal to the national average had its co-ed schools sharing latrine between boys and girls.

Figure 3.2-3 Percentage of Girls and Co-Ed Primary and Secondary Schools without Special Cubicles for Girls in their Menstrual Cycle

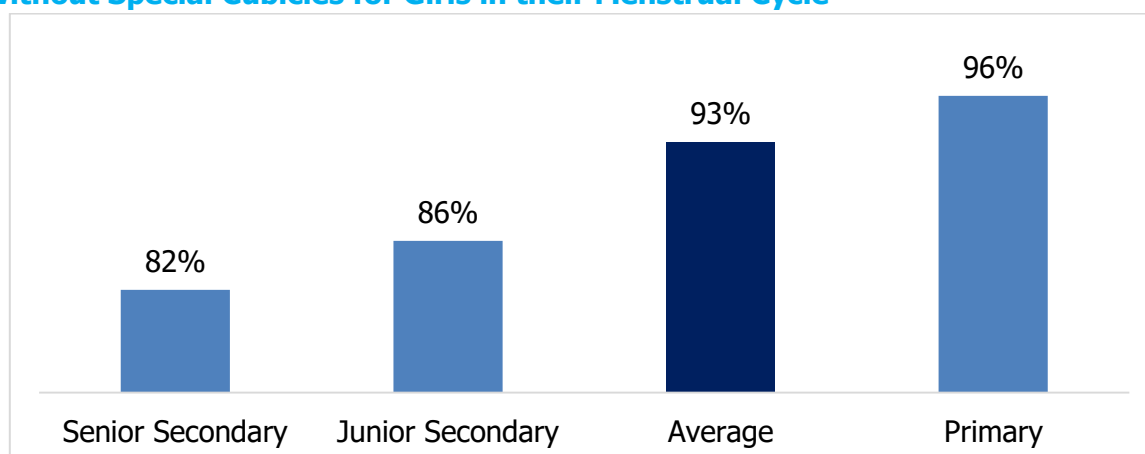


Figure 3.2-3 above depicts percentage distribution of girls and co-ed primary and secondary schools that were without special cubicle for girls in their menstrual cycle. On average, 93 % of all girls and co-ed schools were without special cubicles for girls in their menstrual cycle. The primary level which reported above the national average had 96% of the girls and co-ed schools in the level operating without the facility and it is reported to be the highest of the three levels with girls in their puberty ages. The senior secondary and junior secondary levels reported below the national average 82% and 86% respectively. Even though the secondary levels reported the least yet the figures are for girls attending schools without this facility and this needs serious intervention as it really impact girls learning.

Table 3.2-10 Enrolment in Public and Private Schools without Hand Wash Facility

School Level	Enrolment		
	Total	No Hand Wash	% in School with No Hand Wash Facility
Public			
Pre- Primary	122,849	35,942	29%
Primary	1,928,449	659,307	34%
Junior Secondary	588,501	156,883	27%
Senior Secondary	444,046	107,376	24%
Private			
Pre- Primary	48,136	10,077	21%
Primary	116,930	29,108	25%
Junior Secondary	49,717	10,813	22%
Senior Secondary	44,842	7,321	16%

Table 3.2-10 above, shows that a significant number of pupils attended schools without hand wash facilities. The table further explains that 29% of pupils in public pre-primary schools attended schools without hand washing facilities while 21% of their private school counterparts also had no access to hand washing facilities. In public primary schools 659,307 i.e., 34% of pupils, had no access to hand washing facilities, compared to 29,108 i.e. 25% of pupils, in private primary schools. In public JSS and SSS, the share of pupils with no access to hand wash facility increased from 13% to 27% and 9% to 24% respectively between 2021 and 2022. This should be indicated as a concern as it suggests a deterioration in hygienic practices in secondary schools.

The above table shows that for each level of schooling more pupils in public schools lack access to hand washing facility as compared to pupils in private schools. Overall, as the schooling ladder increased, so the percentage of pupils with no access to hand-wash facility decreased.

Table 3.2-11 Enrolment in Approved Public Schools without Play Area (Tier 1)

School Level	Approved Public Schools - Enrolment		
	<i>Total</i>	<i>No Play Area</i>	<i>% in Approved School with No Play Area</i>
Pre- Primary	108,339	32,309	30%
Primary	1,807,424	357,233	20%
Junior Secondary	596,426	148,220	25%
Senior Secondary	464,242	121,031	26%
All Levels	2,976,431	658,793	22%

The school establishment policy requires schools to have a playground for pupils to take part in extracurricular and recreational activities that keeps them physically fit for learning. The table 3.2-11 above shows the number of pupils in approved public schools with no playground. A total of 658,793 pupils attended approved public schools with no playground representing 22% of the enrolment in approved public schools. Please note that there is an increase in the number of pupils with no playground across all levels from 422,214 in 2021 to 658,793 in 2022.

3.2.4 Access to Pedagogy and Learning Aid in Schools

In addition to the school fee subsidy and the tuition fees that the government provides for Government and approved Government-Assisted schools, it also supports education through the provision of teaching and learning materials (TLMs) such as textbooks in core subjects. The ideal Pupil to Textbook Ratio (PTxR) is 1:1, i.e., one textbook to one pupil.

Figure 3.2-4 Textbook Ratio in Various Level of Public and Private Schooling

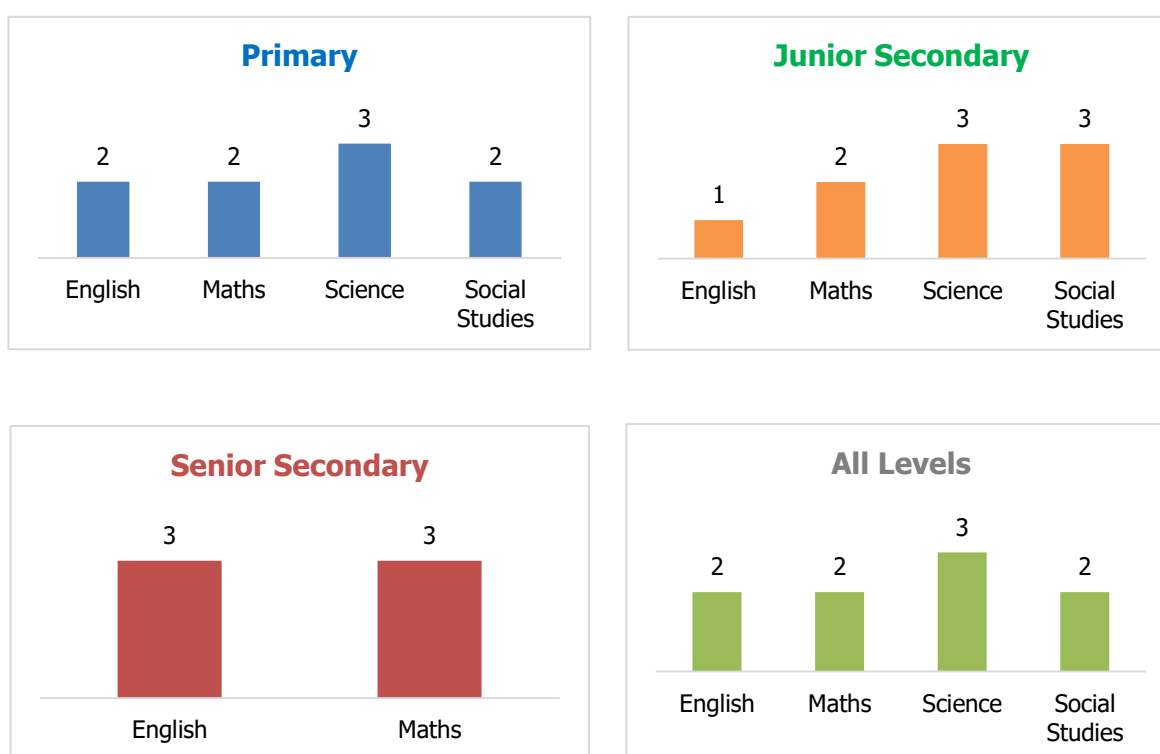


Figure 3.2-4 shows the pupil-textbook ratios (PTxR) by level and core subjects. The PTxR was ideal for JSS in one core subjects i.e. 1:1 for English but not ideal for Maths, Science and Social Studies with 1:2) and for most of the core subjects in primary schools. The ratios at the senior secondary level i.e. 1:3 are not satisfactory.

Textbook distribution is part of government's commitment to support schools with teaching and learning materials. These textbooks are provided to the pupils in schools and for use during the academic year. Core textbooks (mainly for Maths, English, Social Studies and Science) are distributed to the schools to support quality learning in school.

Figure 3.2-5 Textbook Ratio in Government Supported Public Primary Schools

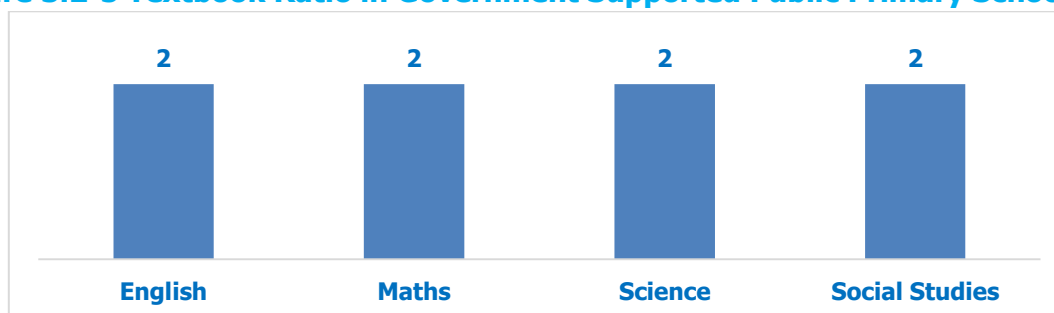


Figure 3.2-5 depicts the textbook ratio (TxR) in Government and Government Assisted public primary schools. On average, the distribution reveals that the textbook ratio is 1:2 for all core subjects in the primary level. One core textbook in the primary level is shared between two pupils for English, Maths, Science and Social Studies.

Table 3.2-12 Enrolment in Public and Private Schools without Library

School Level	Enrolment		
	<i>Total</i>	<i>No Library</i>	<i>% in Schools with No Library</i>
Public			
Primary	1,928,445	1,868,267	97%
Junior Secondary	588,501	487,404	83%
Senior Secondary	444,046	311,513	70%
Total	2,960,992	2,667,184	90%
Private			
Primary	116,930	99,389	85%
Junior Secondary	49,717	37,284	75%
Senior Secondary	44,842	28,833	64%
Total	211,489	165,506	78%

The availability of a functional school library facilitates access to textbooks and learning materials so pupils can carry out research in a conducive environment. As illustrated in Table 3.2-12, about 2,960,992 pupils of Primary, JSS and SSS levels, were enrolled in public schools that had no functional library, whilst in the private schools 211,489 pupils in the same levels, were enrolled in schools with no library. Both public and private primary schools had the highest number of pupils with no library accessibility. Increasing the provision of well-equipped libraries in our schools at all levels, can contribute to an improvement in learning outcomes.

Table 3.2-13 Enrolment in Public and Private Schools without Science Laboratory

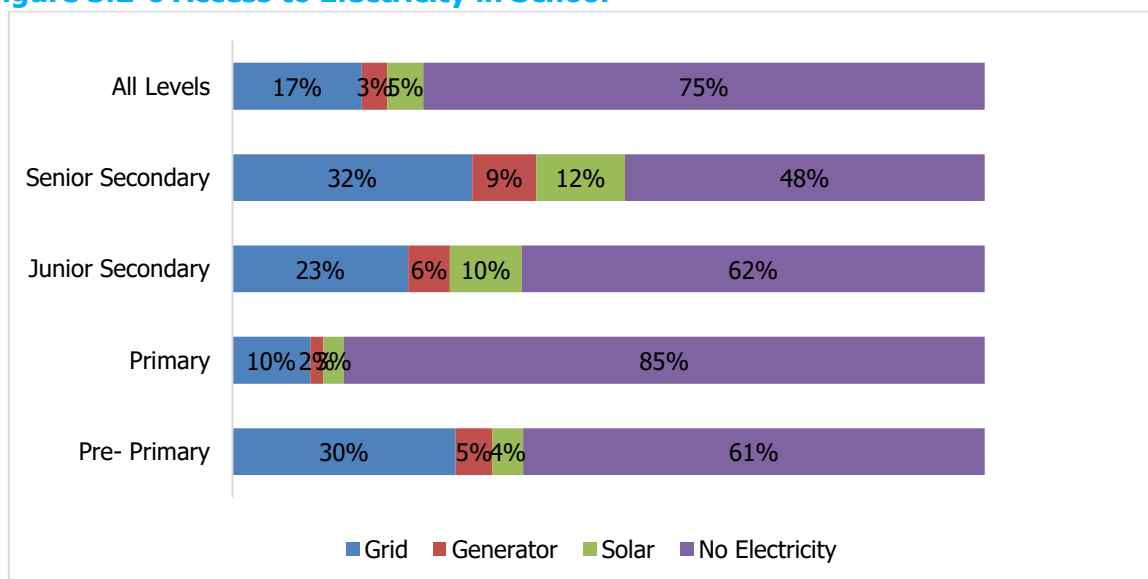
School Level	Enrolment		
	<i>Total</i>	<i>No Science Lab</i>	<i>% in Schools with No Science Lab</i>
Public			
Primary	1,928,445	1,913,880	99%
Junior Secondary	588,501	530,475	90%
Senior Secondary	444,046	348,025	78%
Total	2,960,992	2,792,380	94%
Private			
Primary	116,930	110,657	95%
Junior Secondary	49,717	42,586	86%
Senior Secondary	44,842	33,552	75%
Total	211,489	186,795	88%

A well-equipped functional science laboratory for conducting experiments and practical work in the core science subjects can have an impact on learning outcomes in the sciences if properly used. Table 3.2-13 shows that a total of 348,025 (i.e. 78%) of SSS pupils in public schools had no laboratory access compared to 33,552 (i.e. 75%) of pupils in private SSSs. The data indicates that more science laboratories are needed, at all levels of both public and private schooling.

3.2.5 Access to Electricity and ICT Pedagogy Facility

ICT and e-business can affect the demand for electricity primarily by the fact that ICT requires electricity to operate and the installation and operation of ICT increases the demand for electricity/power. This subsection therefore reports on access to electricity/ power, computer and internet for pedagogy.

Figure 3.2-6 Access to Electricity in School



The chart above showed that 75% of schools in Sierra Leone had no access to electricity as compared to only 25% that had access to electricity. As shown in Figure 3.2-6, 61% of pre-primary schools, 85% of primary schools, 62% of JSS and 48% of SSS did not have access to any source of electricity. Almost a third of pre-primary schools had access to national grid electricity. Only 1 in 10 primary schools had access to the same electricity source. 23% of JSS and 32% of SSS had access to the national grid. Only 3% of schools relied on solar panels for their electricity whilst 5% relied on generators for their electricity. The fact that so small a percentage of schools had access to solar power is an issue of concern requiring urgent attention.

Table 3.2-14 Enrolment in Public and Private Schools without Electricity

School Level	Enrolment		
	Total	No Electricity	% in Schools with No Electricity
Public			
Pre- Primary	122,849	92,859	76%
Primary	1,928,449	1,708,970	89%
Junior Secondary	588,501	317,128	54%
Senior Secondary	444,046	172,475	39%
Private			
Pre- Primary	48,136	16,620	35%
Primary	116,930	45,349	39%
Junior Secondary	49,717	19,689	40%
Senior Secondary	44,842	14,704	33%

Table 3.2.14 shows the total number of pupils in schools at all levels from pre-primary through SSS without electricity. A sum total of 2,391,652 representing 72% pupils were in schools without electricity at all levels. The ASC 2022 reported that 76% of pupils in public pre-primary schools attended schools with no electricity compared to 35% in private primary schools. At primary level, 1,928,449 (89%) pupils attend public schools with no access to electricity as compared to almost half of the pupils (39%) in private primary schools did not have access to electricity. In JSS and SSS, the share of pupils with no access to electricity dropped from 62% and 43% in 2021 to 54% and 39% respectively in 2022 for public schools. Overall, an average of 65% of pupils in public schools had no access to electricity compared to an average of 37% in private schools for all levels. Hence, there is urgent need for the provision of access to electricity at all levels of schooling especially for public schools.

Table 3.2-15 Enrolment in Public and Private Schools without Computer for Pedagogy

School Level	Enrolment		
	Total	No Pedagogy Computer	% in Schools with No Computer for Pedagogy
Public			
Pre- Primary	122,849	121,811	99%
Primary	1,928,449	1,911,414	99%
Junior Secondary	588,501	551,488	94%
Senior Secondary	444,046	391,607	88%
Private			
Pre- Primary	48,136	45,617	95%
Primary	116,930	104,735	90%
n	49,717	39,676	80%
Senior Secondary	44,842	33,576	75%

Table 3.2-15 shows that majority of pupils attended schools (both public and private) without computers for pedagogy (teaching and learning purposes) in 2022. Additionally, the table shows that above 90% pupils in public and private pre-primary and primary schools attended schools without computers for pedagogy. At the secondary level, a smaller percentage of JSS (80%) and SSS (75%) pupils attended private schools with no computer for pedagogy compared to their JSS (94%) and

SSS (88%) counterparts in public schools. Therefore, an increase in the provision of computers for schools is urgently needed.

Table 3.2-16 Enrolment in Public and Private Schools without Internet for Pedagogy

School Level	Enrolment		
	<i>Total</i>	<i>No Internet for Pedagogy</i>	<i>% in Schools with No Internet for Pedagogy</i>
Public			
Pre- Primary	122,849	122,153	99%
Primary	1,928,449	1,911,435	99%
Junior Secondary	588,501	557,695	95%
Senior Secondary	444,046	404,079	91%
Private			
Pre- Primary	48,136	45,040	94%
Primary	116,930	106,651	91%
Junior Secondary	49,717	43,638	88%
Senior Secondary	44,842	37,532	84%

Table 3.2-16 shows that majority of pupils attended schools without internet for pedagogy (teaching and learning purposes) in 2022. The ASC 2022 showed that 99% of pupils in public pre-primary schools attended schools without internet for pedagogy, compared to 94% in private pre-primary schools. At the primary level, 1,911,435 pupils attended public primary schools with no access to internet for pedagogy, representing 99% of the total enrolment in public primary schools. In comparison, 91% of private primary school pupils did not have access to internet for computer studies.

In the JSS and SSS levels, the share of pupils with no access to internet in public schools was 95% and 91% respectively and their counterparts in the private schools recorded 88% and 84% respectively. However, pupils in both public and private school are using their mobile phones and tablets to connect to the internet for school work or research purposes.

3.2.6 School Feeding in Pre-Primary and Primary Levels

The ASC 2022 sought information on the number of beneficiaries in the school feeding programme implemented by the GoSL.

Table 3.2-17 Enrolment in Government Assisted Pre-Primary and Primary Schools Benefiting from School Feeding Programme.

School Level	Enrolment		
	<i>Government Assisted Schools</i>	<i>Benefitting from School feeding</i>	<i>% in Schools Benefitting from School Feeding</i>
Pre- Primary	59,248	14,316	24%
Primary	1,656,528	725,354	44%

725,354 (44%) pupils in government assisted primary schools benefited from the school feeding programme in 2022, compared to 389,283 (25%) in 2021. This means that, a significant progress in the provision of school feeding has been made by the MBSSE over the one year period.

3.2.7 Sexual and Gender Based Violence (SGBV) in Schools

Over the years, there have been reports of incidences of SGBV in schools, particularly affecting female pupils. This has contributed significantly to absenteeism, drop out and poor performance of affected girls in schools. Government and EDPs have carried out sensitization and awareness-raising activities in an effort to eliminate such unacceptable behaviour.

Figure 3.2-7 Share of Schools Reporting SGBV Incidence

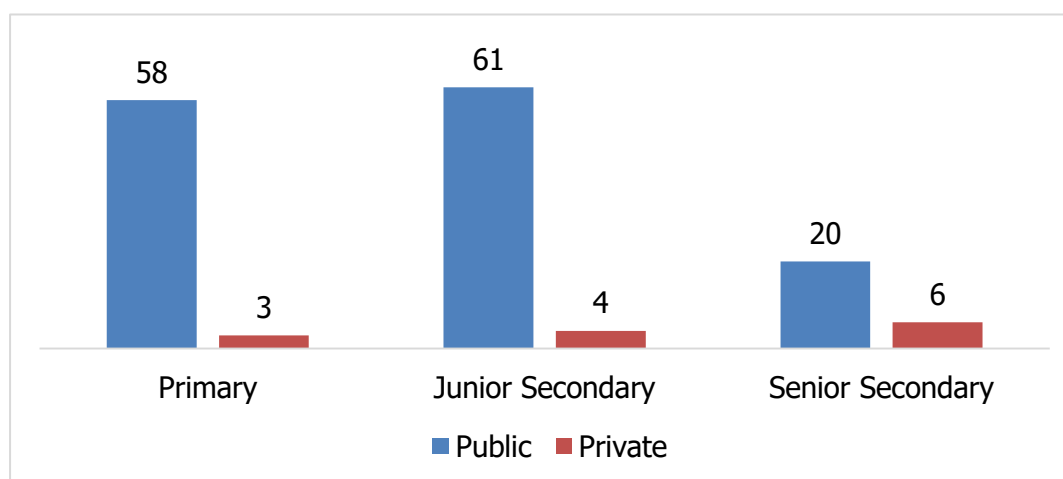


Figure 3.2.7 shows that 152 schools (public and private) reported incidences of SGBV cases across all levels of schooling. Fewer schools (13) reported SGBV incidences in private schools compared to 139 in public schools. Also, 101 schools reported SGBV cases in 2021 compared to 152 schools in 2022 at all school level. Incidences of SGBV cases are higher in public schools, more especially at the

primary and junior secondary levels and there is need for management intervention. In particular, the causes of the increase need to be investigated and appropriate action taken.

Table 3.2-18: Number of Schools Reporting Incidences of SGVB by Local Council and by School Level

Local Council	Primary	Junior Secondary	Senior Secondary	Total Schools
Kailahun District	1	3	1	5
Kenema City	2	2		4
Kenema District	5	5	1	11
Koidu-New Sembehun City	1	3	3	7
Kono District	3	6	1	10
Kambia District	4	2		6
Karene District	2	1		3
Port Loko City		2	1	3
Port Loko District	2	7	1	10
Makeni City	1	1	1	3
Bombali District	3	5		8
Falaba District		1		1
Koinadugu District	1	1		2
Tonkolili District	7	4	3	14
Bo City	7		2	9
Bo District	3	5	2	10
Bonthe Municipal				
Bonthe District	1	1		2
Moyamba District	3			3
Pujehun District	6			6
Western Area Rural District	3	7	3	13
Freetown City	6	9	7	22
National	61	65	26	152

Table 3.2-18 indicates the number of schools reporting incidences of SGBV by school level and local council. The report shows that only one local council (Bonthe Municipal Council) reported no incidences of SGBV in schools while twenty-one local councils reported incidences of SGBV across all levels of schools. The largest number of schools (65) reporting incidences of SGBV were at the JSS level. Alarming, more primary schools (61) reported incidences of SGBV than SSSs (26). Local Councils with schools reporting the most incidences of SGBV were Freetown City (22), Tonkolili District (14), Western Rural District (13) and Kenema District (11). Overall, 152 schools reported incidences of SGVB. There may be some degree of under-

reporting due to the fact that there is an element of stigmatisation attached with SGBV in many communities.

3.3 The Pupils

This section of the report will provide information on the number of pupils enrolled in basic and secondary education at different school levels in Sierra Leone. The data is disaggregated by gender, school type and other key parameters. The indicators presented in this chapter include the total number of pupils distributed by various dimensions: enrolment rates and internal efficiency rates by level and gender; and enrolment on inclusive education.

3.3.1 Enrolment in Schools

A total of 3,343,470, pupils were enrolled in schools nationwide. Enrolment increased from 3,131,440 in 2021 to 3,343,470 in 2022, which was an increase of 7% between the two academic years. Of these pupils, 1,635,050 (49%) were boys and 1,708,420 (51%) were girls. This means that more girls were enrolled in school than boys in the 2021/22 academic year.

Table 3.3-1 Public and Private School Pupil Enrolment by Level and Gender

School Level	Private			Public			Total
	Boys	Girls	Both	Boys	Girls	Both	
Pre- Primary	23,141	24,995	48,136	58,944	63,905	122,849	170,985
Primary	55,347	61,583	116,930	946,400	982,049	1,928,449	2,045,379
Junior Secondary	22,714	27,003	49,717	288,773	299,728	588,501	638,218
Senior Secondary	20,043	24,799	44,842	219,688	224,358	444,046	488,888
Grand Total	121,245	138,380	259,625	1,513,805	1,570,040	3,083,845	3,343,470

As shown in Table 3.3-1, more pupils were enrolled in public schools than in private schools. The increased enrolment in public schools can be attributed to the FQSE initiative. At all levels, there were more girls than boys enrolled in both public and private schools. However, the difference in enrolment between girls and boys in private schools (14%) was greater than that of public schools (4%). In public schools, the differences were 4,961 pupils for pre-primary, 35,649 pupils for primary,

10,955 pupils for junior secondary and 4,670 pupils for senior secondary school. However, for private schools the difference in enrolment between girls and boys were 1,854 pupils at pre-primary level, 6,236 pupils in primary, 4,289 pupils at junior secondary level and 4,756 for senior secondary schools.

Table 3.3-2 Girls to Boys Ratio in Public and Private School by Level and Gender

School Level	Private	Public
Pre- Primary	1.1	1.1
Primary	1.1	1.0
Junior Secondary	1.2	1.0
Senior Secondary	1.2	1.0
Grand Total	1.1	1.0

Table 3.3-2 above depicts the ratio of girls to boys in public and private schools. At all levels, there were more girls than boys enrolled in private schools, 1.1 (i.e., for every 100 boys there were 110 girls), and at the public schools the rate is reported at par, 1.0 (i.e., approximately equal number of girls and boys). However, Figure 3.1-2 in Sub-section 3.2.2 below reports the Gross Parity Index (GPI) across all levels.

Figure 3.3-1 Grade Enrolment Pyramid by Gender

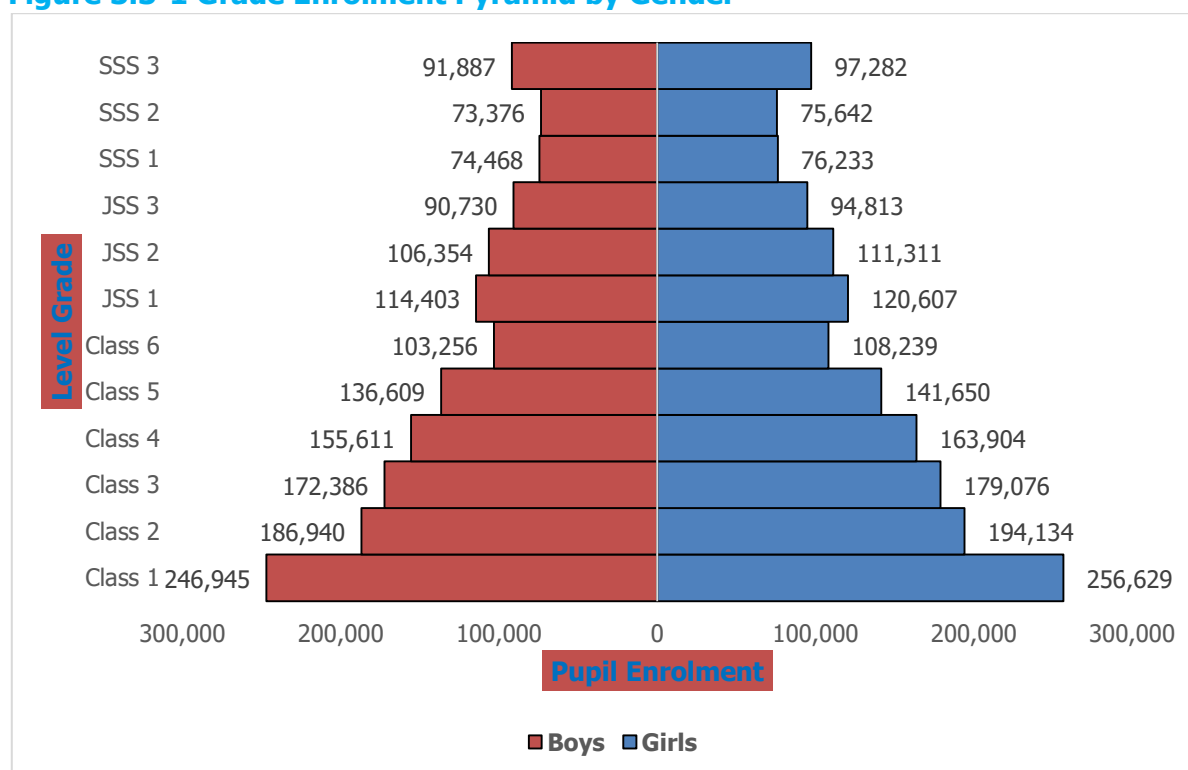


Figure 3.3-1 shows that the number of pupils enrolled in the school system decreased as the schooling ladder ascends. The chart points to irregularities in the system needing attention. For example, there were more pupils in JSS1 than Class 6. This is primarily because more than Class 6 completers were sitting the NPSE and qualifying for entry to JSS1. These 'others'/'irregulars' include some pupils from Classes 4 and 5 as well as those who may not have made it for entry into JSS1 in preceding years and 'out-of-school' transitioning in from the non-formal system.

The pyramid also illustrates that more pupils were enrolled in Class 1 compared to the other grades, which is characteristic of many under-aged pupils were enrolled at the grade level. This is as a result of unavailability of pre-primary schools in most communities.

Another noteworthy quirk is the enrolment of SSS3 which exceeds that of SSS2. This anomaly can be accounted for by the fact that the current GoSL policy allows candidates who have 'failed' WASSCE to repeat the exam. Many schools fail to report such candidates as repeaters, and not only allow their former students but also students from other schools, to repeat exams in their school. In many cases, this results in abnormally high enrolments being reported for SSS3. This practice has been noted by the MBSSE and action is being taken to address the issue. Meanwhile, the impact of this extremely high enrolment reported for SSS3 is not only seen on the enrolment pyramid, but also the value for the senior secondary proxy retention rate.

3.3.2 Enrolment Rates

This sub-section of the report looks at enrolment rates and specifically focuses on the Gross Intake Rate (GIR), Gross Enrolment Rate (GER) and Gross Parity Index (GPI) 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 used as denominators to compute both the GIR and GER. The GPI is a crude calculation by dividing the girls GER by the boys GER.

Table 3.3-2 Gross Enrolment Rate (GER)

School Level	Boys	Girls	Both
Pre- Primary	24%	26%	25%
Primary	152%	162%	157%
Junior Secondary	102%	110%	106%
Senior Secondary	84%	90%	86%

The Gross Enrolment rate at the pre-primary level was only 25%, however; it should be noted that pre-primary schools are quite low in number and many 4 and 5 years old are enrolled in Class 1, because pre-primary schools are limited in number and availability in rural areas. At primary level, the coverage was above 100% indicating the adequacy of the system to accommodate the primary school age population. At junior secondary level, enrolment was at 106% of the eligible population, meaning that sufficient places were available for the 12 to 14 years old population and that the system was in all probability accommodating children outside the official age for junior secondary education in Sierra Leone. The GER of 86% for senior secondary level is quite high but is some distance away from a hundred percent indicating that there is room to increase enrolment at that level. GER across the levels was higher for girls than boys at all levels.

Figure 3.3-2 Gross Parity Index (GPI)

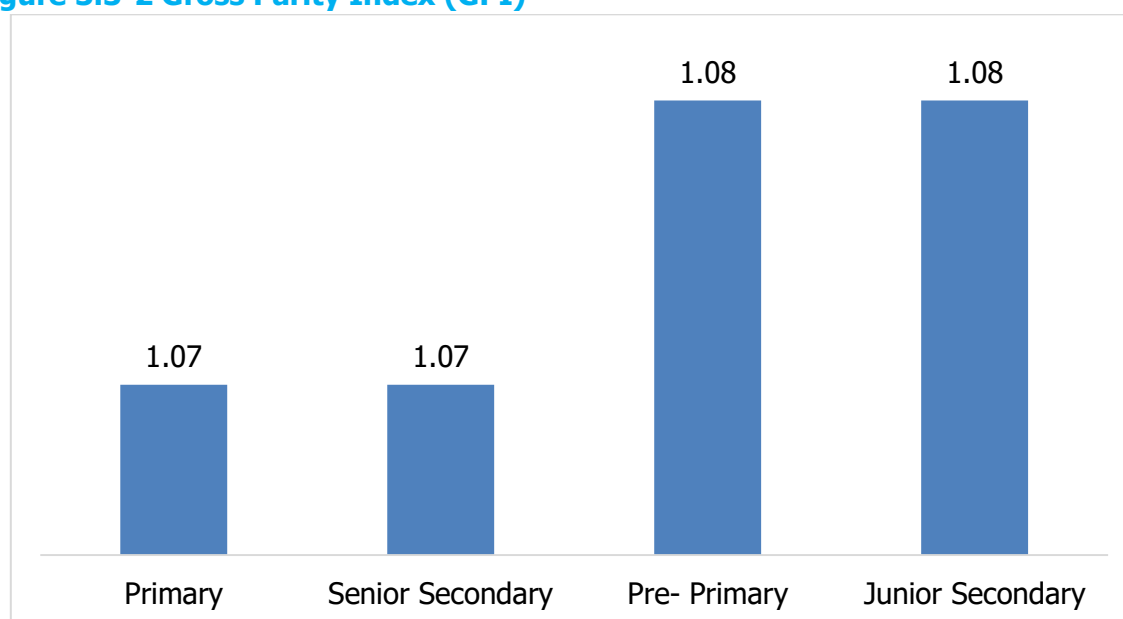


Figure 3.3-2 above illustrates GPI of girls to boys in schools across all levels. The graph demonstrates that proportionate to the national projected population, there are more girls in schools than boys across the levels. The margins are little across the levels but the pre-primary and junior secondary levels reported more girls (1.08) than the primary and senior secondary levels (1.07).

Table 3.3-3 Gross Intake Rate (GIR)

School Level	Boys	Girls	Both
Primary	220%	232%	226%
Junior Secondary	110%	119%	115%
Senior Secondary	77%	81%	79%

Table 3.3-3 shows new entrants to the first grade of each school level in the terms of the Gross Intake Rate (GIR). The GIR can exceed 100% due to over-aged and under-aged children joining school. The extremely high primary GIR of 226% indicates many children above and below six years old were entering Class 1 in primary school. This could be the effect of a backlog of over-aged children who starts primary schooling above the age of 6 years and many children under the age of 6 years who could not access a pre-primary, but could access a primary school.

The official school age for JSS entrants is 12 years. Given the incidences of under and over-age enrolment in the preceding primary level, it is certain that the GIR of 115% at this level was largely due to the many under-aged and over-aged children to be found in JSS1. Those under 12 years old who are in JSS1 are there primarily because some parents succeed in getting their children to sit the NPSE when these children are in classes 4 or 5, i.e. before the children complete primary education.

The official school age for SSS entrants is 15 years old. The GIR of 79% for SSS was lower than for the preceding levels largely because compulsory schooling ends with the completion of JSS 3, i.e. completion of basic education. Unsurprisingly, many children drop out of the school system if they do not pass the Basic Education Certificate Examination (BECE). Notwithstanding, the SSS GIR of 79% in 2022 was significantly higher than that of 67% in 2021.

Note, the GIRs for girls are higher at all levels than they were in 2021. Overall, the trend in GIR values shows that GIR decreases as the schooling ladder is ascended but increases over time have been taking place at all levels.

3.3.3 Internal Efficiency Rates

This section of the report will discuss retention rates, gross completion rates and transition rates as indicators that measure efficiency in education. Efficiency in education refers to the extent to which resources are used to arrive at desired outcomes. In this instance, the indicators used to measure efficiency are the Gross Completion Rate (GCR), Transition Rate (TR) and Retention Rate (RR). Frequently, repetition and survival rates are also employed but they are not used in this instance

Table 3.3-4 Gross Completion Rate (GCR)

School Level	Boys	Girls	Both
Primary	97%	104%	101%
Junior Secondary	91%	98%	95%
Senior Secondary	99%	106%	102%

Table 3.3-4 shows the GCRs of the primary, junior secondary and senior secondary levels by gender. Note that the GCR is defined as enrolment minus repeaters in the last grade of each level, as a proportion of the age population for that grade. GCR is used to measure completion of a particular school level. Under ideal conditions, a high GCR for a school level suggests a low incidence of dropout.

The 2022 GCR for primary was 101% and was higher for girls (104%) than for boys (97%), indicating that a greater proportion of girls than boys completed the primary education cycle. The JSS GCR increased by 6% from 89% in 2021 to 95% in 2022. The SSS GCR for both sexes was surprisingly higher at 102% compared to 90% in 2021. This is due to the influx of non-school going pupils entering for the senior secondary school exams (WASSCE).

Table 3.3-5 Transition Rate

School Level	Boys	Girls	Both
Primary to Junior Secondary	117%	124%	121%
Junior to Senior Secondary	88%	90%	89%

The rate at which pupils move from one level of education to the higher is known as the Transition Rate (TR). Quite often it's the proxy transition rate value that is computed. Table 3.3-5 shows a high TR from one school level to another. The TR from primary schools to JSS was over 100%. Ideally, the TR should not exceed 100% unless there are extraneous factors at play, such as pupils entering JSS1 who did not enter the last grade of primary, because they sat and passed the transition exam when in P4 or P5, and/or many repeaters of the NPSE who succeeded in passing the exam the second time round as well as out-of-school children who sat and passed the transition exam. It is worth noting that in 2022, the TR for girls from primary to JSS as well as TR from JSS to SSS was higher than that for boys which was not the case in 2021.

Table 3.3-6 Retention Rate

School Level	Boys	Girls	Both
Primary	44%	45%	45%
Junior Secondary	83%	82%	83%
Senior Secondary	129%	131%	129%

The proxy retention rate (RR) is calculated by finding the ratio of final grade enrolments to first grade enrolments at each level of schooling. The result in Table 3.3-6 shows the RR by school level and gender. This low RR is an issue of concern as it suggests that drop-out rate at the primary level and/or repetition rate were both quite high. Additionally, it should be noted that Class 1 contains a large number of 3, 4 and 5 year olds who often stay in Class 1 until the official entry age of 6, before being allowed to progress to Class 2.

Estimated at 83%, the junior secondary RR was significantly higher than that of the primary level. The RR for senior secondary level was abnormal at over 100%. The possible reason for this exceptionally high RR is the very large number of pupils

allowed by policy to re-sit the WASSCE enrolled in SSS3 alongside regular pupils who were promoted from SSS2 to SSS3. This makes the SSS3 enrolment abnormal.

3.2.4 Inclusive Enrolment

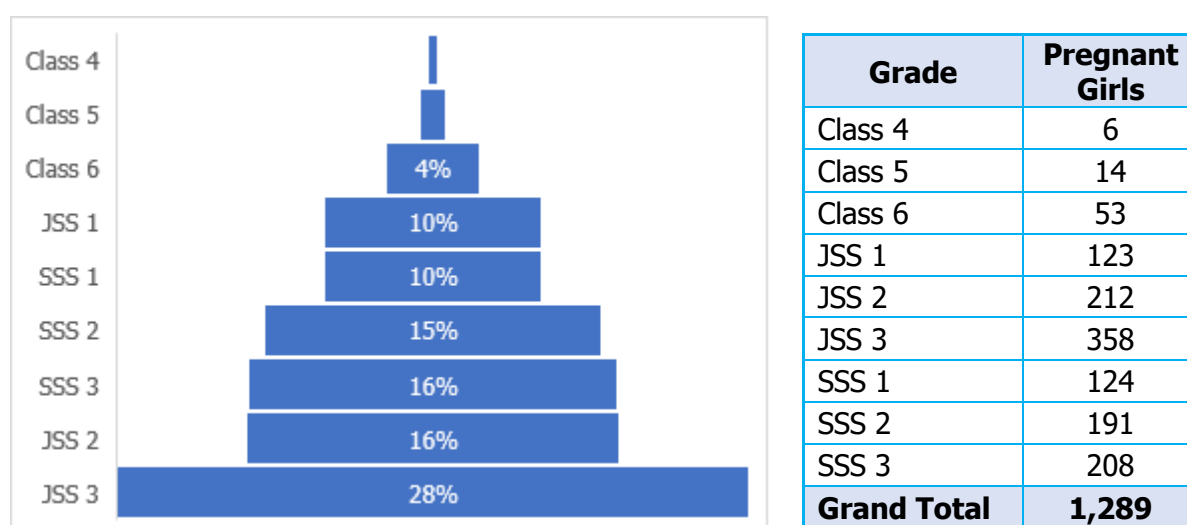
This section looks at the enrolment of pupils with disabilities and pregnant schoolgirls; and are now part of the four vulnerable groups mentioned in the Sierra Leone Inclusive Education Policy approved by the Cabinet.

Table 3.3-6 Pupils with Disability

School Level	Visual		Hearing		Speech		Physical		Learning	
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>
Pre- Primary	138	146	140	141	293	276	171	163	151	144
Primary	3,270	3,096	3,083	3,142	3,206	2,764	2,102	1,838	2,501	2,781
Junior Secondary	1,833	1,796	1,161	1,031	662	505	686	521	1,188	1,301
Senior Secondary	899	940	432	426	171	113	414	300	415	452
Grand Total	6,140	5,978	4,816	4,740	4,332	3,658	3,373	2,822	4,255	4,678

The results in Table 3.3-6 reveal that there were 44,792 pupils with disabilities across the four levels of education. Pupils with visual impairment accounted for 12,118; hearing 9,556; speech 7,990; physical 6,195 and learning 8,933 across all levels.

Figure 3.3-3 Distribution of Pregnant Girls in School



As shown in Figure 3.3-3, the highest number of pregnant schoolgirls (358) were enrolled in JSS3, representing 28% of the total number of pregnant pupils. The second highest number was at JSS2, where 212 pregnant schoolgirls represented 17% of all pregnant schoolgirls. The high rate of pregnancy in these two grades suggests that when girls reach puberty and are inexperienced in terms of sex and sexuality, they are more vulnerable. This suggests the need for the introduction of reproductive health and comprehensive sexuality education even at the primary level. Detailed distribution of pregnant girls in schools can be found in the annex section of this report.

At each school level, the highest numbers of pregnant girls were found in the last grades (class 6 for primary, JSS3 for junior secondary and SSS3 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 rates

Figure 3.3-4 Mean and Minimum Ages of Pregnant Girls in School by Level

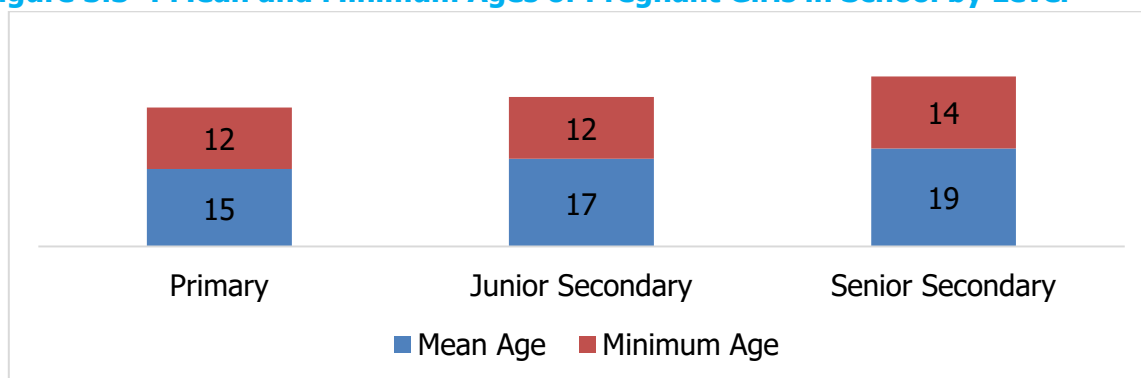


Figure 3.3-4 shows the average age and minimum age of pregnant girls who attended school in the 2021/22 academic year by school level. The average ages of pregnant girls were 15, 17 and 19 years for primary, junior secondary and senior secondary levels respectively. Their minimum ages were 12, 12 and 14 years for primary, junior and senior secondary, respectively.

3.4 The Teachers

This section presents results table on the number of teachers across all levels of schools education. The essence is to discuss equity in the usage of human resources and the levels of qualification in the context of delivery quality education. The major role of a teacher is to inspire, motivate, encourage, train and educate learners. This include, to further help students learn by imparting knowledge to them and by setting up a situation in which students can learn effectively. Learners can be of any age and from any background. But for the purpose of this report, teachers refer to those who educate children largely of school age i.e. between 3-18 years old (there are some under-aged and/or over-aged pupils found in all schools in Sierra Leone).

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. Therefore, the government of Sierra Leone has key activities and strategies to implement in order to meet the Sustainable Development Goals (SDGs) (especially Goal 4, which targets “substantially increasing the supply of qualified teachers”) and African Agenda 2063. In this section, we will discuss the distribution of these teachers by their gender, salary source, if they are

new to the profession and whether they are in public or private schools; the qualification of teachers; and pupils to teacher ratio.

3.4.1 Teachers Distribution

The ASC 2022 data shows that 91,858 teachers were enumerated compared to 80,744 in 2021. In 2022, 26,718 were female as compared to 23,451 in 2021 and 65,140 were male as compared to 57,293 in 2021. The female contribution to the total number of teachers was 29%, depicting a male dominant profession. 78,832 teachers were found in public schools representing 86% and 13,026 teachers were found in private schools representing 14%. In addition, 62% of all teachers were qualified for the level they were teaching and approximately 17.5% of the teachers were new teachers (i.e. first timers into the teaching profession). The results for qualified teachers show that, there is a drop of 5% from 67% in 2021 to 62% in 2022. Average PTR was recorded at 36:1 for all school levels as compared to 39:1 in 2021 and average PTQR was recorded at 59:1 as compared to 58:1 in 2021.

Table 3.4-1 Teachers Distribution by Public-Private Schools, Gender and Level

School Level	Public		Private		Grand Total	%
	Male	Female	Male	Female		
Pre- Primary	484	3,579	240	2,303	6,606	7%
Primary	29,359	13,777	3,190	2,050	48,376	53%
Junior Secondary	16,949	3,310	2,611	538	23,408	25%
Senior Secondary	10,430	944	1,877	217	13,468	15%
Grand Total	57,222	21,610	7,918	5,108	91,858	

The table above shows the number of teachers enumerated in public and private schools and their gender for all levels. According to Table 3.4-1, public schools were the major employers of teachers with a total of 78,832 as compared to 13,026 teachers in private schools. In addition, the total number of female teachers in both private and public pre-primary schools was higher than the male teachers. Meaning that pre-primary teaching is dominant by females.

Further, the primary level which accounted for over half of the teaching workforce (53%) yet in proportion have to teach 61% of the total number of pupils in the

country. The junior secondary level had a quarter of the teaching workforce (25%) had to teach 19% of the pupils in the country showing a lesser workload compared to the other levels. As for the senior secondary level, 15% of the total number of teachers were teaching 15% of the total number of pupils.

Table 3.4-2 Distribution of New Teachers by Gender and Level

School Level	Male	Female	Total	% of New Teachers
Pre- Primary	131	1,117	1,248	19%
Primary	5,804	2,703	8,507	18%
Junior Secondary	3,531	651	4,182	18%
Senior Secondary	1,924	195	2,119	16%
Grand Total	11,390	4,666	16,056	17%

Table 3.4-2 shows the number and percentage of teachers who entered the teaching profession for the first-time in 2022. It also shows the total number of these teachers by level and gender. From the table, the new teachers entering the profession for the first time at all levels represent 17% of the total number of teachers. Of these number, men account for 71% while women account for 29%. Meaning, more men continue to enter the profession. This is a concern for policy makers who need to develop a plan and strategy that will result in more women entering the teaching profession above the pre-primary level. This is particularly urgent as there are now more girls than boys enrolled at all levels of schooling. The female teachers will provide role models for the girls, act as mentors and confidants and make it possible for female pupils to more freely discuss issues affecting them.

Table 3.4-3 Distribution of Teachers by Salary Source and Level

School Level	Govt.	Households (families, comm., individual)	Private institution (firms, religious bodies, NGO)	Volunteer	% of Government Paid
Pre- Primary	1,122	885	2,711	1,888	17%
Primary	19,936	5,249	6,328	16,863	41%
Junior Secondary	9,473	1,967	3,900	8,068	40%
Senior Secondary	5,761	979	2,587	4,141	43%
Grand Total	36,292	9,080	15,526	30,960	40%

Table 3.4-3 above depicts the distribution of teachers by their source of salary. The data collected for the ASC 2022 shows that, the government was the major employer of teachers who were receiving salary. Between 2021 and 2022, the number of government paid teachers increased by 2,010 (from 34,002 to 36,292) but dropped in percentages from 42% to 40% because many of the additional new teachers were not on government payroll.

At the pre-primary level, the highest numbers of teachers were employed by private proprietors. For all levels, the number of teachers paid was 60,898 (salary from different sources) representing 66 % and volunteering teachers not paid from any source of income were 30,960 (34%). The findings depict that, the volunteer/unpaid teachers were the second largest number after those employed by the government. Additionally, the numbers indicate that the system is heavily dependent on the services rendered by volunteers.

3.4.2 Qualification and Qualified Teachers

A qualified teacher is a teacher who has at least the minimum academic teaching qualifications required for teaching subjects at the relevant level of schooling. According to TSC standards, the qualification for registration as a professional teacher is the teaching certificate. Any qualification other than this cannot qualify a person for registration, and this is supported by the 2004 Education Act.

The acceptable qualifications for teaching 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 a Post Graduate Diploma in Education (PGDE). The TC and HTC primary are the minimum requirement for both pre-primary and primary level, an HTC Secondary is the minimum requirement for teaching at the junior secondary level and a Bachelor's degree in education is the minimum for the senior secondary level. Currently there is no scale for a Master in Education for teachers in classroom but it is an additional advantage which should receive recognition on the salary scale.

Table 3.4-4 Distribution of Teachers by Qualification Teachers' Qualification

School Level	Un-trained	TC	HTC (Prim.)	HTC (Sec.)	B. Ed	Post Grad. Dip. in Ed.	Masters/ PhD in Ed.	% of Un-trained
Pre- Primary	2,619	2819	869	173	68	48	10	40%
Primary	16,046	21,770	8,074	1,692	561	175	58	33%
Junior Secondary	5,054	1,649	1,517	11,402	3,285	300	201	22%
Senior Secondary	2,378	406	353	4,854	4892	313	272	18%
Grand Total	26,097	26,644	10,813	18,121	8,806	836	541	28%

Table 3.3-4 shows the classification of teachers by their qualification and the level taught. In addition, the table shows the percentage of untrained teachers for each level of schooling. The table shows that 28% of the teachers enumerated in the ASC 2022 are untrained as educators. The observation that more than a third of pre-primary and approximately a third of primary teachers are untrained, are issues of concern given the findings of learning assessments conducted at the primary level and the importance of foundational learning. An in-service training programme for these large numbers of untrained teachers is to be urgently developed.

Table 3.4-5 Distribution of Qualified Teachers by Gender and Level

School Level	Female	Male	Total	% of Qualified Teachers
Pre- Primary	3,603	384	3,987	60%
Primary	11,664	20,666	32,330	67%
Junior Secondary	2,789	12,399	15,188	65%
Senior Secondary	547	4,930	5,477	41%
Grand Total	18,603	38,379	56,982	62%

Table 3.3-5 shows the share of teachers who were qualified for the level they were teaching in 2022. According to the table above, the total number of qualified teachers for all levels was 56,982 representing 62% of all teachers in schools in 2022. The total number of qualified female teachers for all levels was 18,603 representing 70% of total number of all female teachers in schools, while the total number of qualified male teachers for all levels was 38,379 representing 59% of total number of all male teachers in schools.

There was a 6% increase in qualified teachers for all levels between 2021 and 2022. In addition, the number of teachers qualified at primary level is higher than at all other levels and yet more than a third of the teachers are unqualified. The least number of qualified teachers were at senior secondary level. The fact that less than 50% of teachers at the senior secondary level are qualified to teach at the level is a matter of concern given its likely impact on learning outcomes. Overall, the data suggests that there is a need for the teacher recruitment policy to cater for more trained and qualified graduates.

3.4.3 Ratio of Pupils to Teachers

This section looks at the Pupils to Teacher Ratio (PTR) and Pupils to Qualified Teacher Ratio (PQTR) for both public and private schools. The pupil-teacher ratio (PTR) is the average number of pupils per teacher at a specific level of education while the pupil to qualified teacher ratio is the average number of pupils per qualified teachers at a specific level of education. It is normal to see variation between the two ratios and usually the PQTR is higher than the PTR.

Figure 3.4-1 Pupils to Teacher Ratio (PTR)

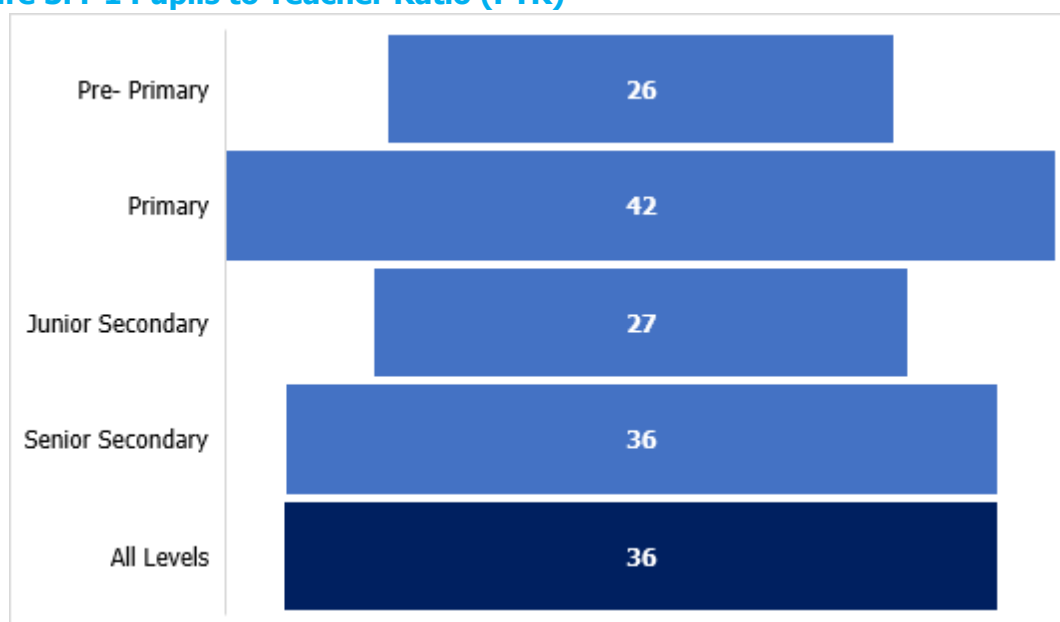
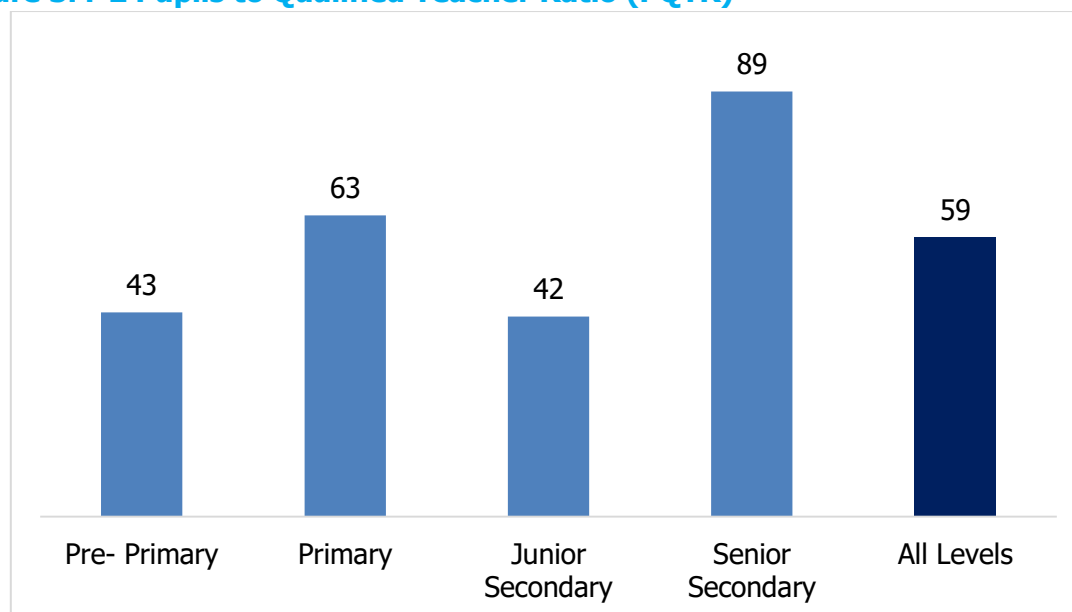


Figure 3.4-1 represents the pupils to teacher ratio (PTR). From the chart above, each bar represent level of schooling. The average PTR for all levels of schooling was 36 pupils to one teacher. This means that there is an improvement in PTR from 39 in 2021 to 36 in 2022. Please note that the overall PTR for each level of schooling

meets the standards set by the MBSSE. However, because it is an average value there are likely to be schools with PTRs that are much higher than that stipulated by the MBSSE, whilst there will also be schools that have PTRs that are lower. According to the chart, on average there was one pre-primary and primary teacher for every 26 and 42 pupils respectively, while at junior and senior secondary levels, there was one teacher for every 27 and 36 pupils respectively.

Figure 3.4-2 Pupils to Qualified Teacher Ratio (PQTR)



The graph in figure 3.4-2 shows the pupils to qualified teacher ratio (PQTR) for ASC 2022 data at all levels. The PQTR can be obtained by removing untrained teachers and trained teachers not qualified for the level they were teaching from the total number of teachers. In comparison, the PQTRs are much higher than the PTRs across all levels of schooling. The PQTRs for all level was 59:1 while the PTRs for all levels were 36:1. Similarly, the overall PQTR for 2021 is almost the same as that for 2022 (that is 58:1 and 59:1 respectively). In contrast, the PQTR for the senior secondary level in 2021 was found to be 94:1 while the PQTR for the same level in 2022 was found to be 89:1. Note that, the fact that the PQTR for the senior secondary level is always higher than the PQTR for any other level each year is worrisome. Therefore, more effort needs to be made by the sector to attract more graduates to the teaching professions, especially for subjects like the sciences, mathematics, English, Language and French.

On average, the PQTR for the pre-primary was 43:1, for primary it was 63:1, for junior secondary it was 42:1 and senior secondary it was 89:1. In conclusion, more trained and qualified teachers are required for all levels of schooling but the need appears to be greatest at the primary and senior secondary levels.

ANNEXES

The School

Distribution of Public and Private Schools by Level and Location

Region/Local Council	Pre- Primary			Primary			Junior Secondary			Senior Secondary			Grand Total
	Private	Public	Both	Private	Public	Both	Private	Public	Both	Private	Public	Both	
EASTERN	46	294	340	49	1,581	1,630	29	340	369	13	148	161	2,500
KAILAHUN DISTRICT	2	57	59	2	408	410		73	73		35	35	577
KENEMA CITY	30	58	88	31	181	212	19	83	102	11	52	63	465
KENEMA DISTRICT	1	28	29	2	475	477		59	59		22	22	587
KOIDU-NEW SEMBEHUN CITY	11	84	95	13	129	142	9	67	76	2	27	29	342
KONO DISTRICT	2	67	69	1	388	389	1	58	59		12	12	529
NORTH WESTERN	34	177	211	29	1,188	1,217	15	345	360	7	133	140	1,928
KAMBIA DISTRICT	5	63	68	3	360	363	3	108	111	3	45	48	590
KARENE DISTRICT		31	31		307	307	1	69	70		27	27	435
PORT LOKO CITY	2	14	16	2	38	40		18	18		8	8	82
PORT LOKO DISTRICT	27	69	96	24	483	507	11	150	161	4	53	57	821
NORTHERN	32	233	265	38	1,469	1,507	19	362	381	8	140	148	2,301
BOMBALI DISTRICT	11	51	62	15	331	346	7	105	112	5	36	41	561
FALABA DISTRICT	2	22	24		263	263		41	41		14	14	342
KOINADUGU DISTRICT	4	24	28	6	251	257	3	52	55	1	15	16	356
MAKENI CITY	12	33	45	13	51	64	7	29	36	2	22	24	169
TONKOLILI DISTRICT	3	103	106	4	573	577	2	135	137		53	53	873
SOUTHERN	60	218	278	54	1,599	1,653	32	268	300	17	86	103	2,334
BO CITY	42	74	116	33	181	214	15	52	67	7	19	26	423
BO DISTRICT	10	30	40	11	445	456	8	74	82	4	19	23	601
BONTHE DISTRICT	1	36	37		218	218		34	34		9	9	298
BONTHE MUNICIPAL		4	4		8	8		5	5		3	3	20
MOYAMBA DISTRICT	4	34	38	7	458	465	9	72	81	6	25	31	615
PUJEHUN DISTRICT	3	40	43	3	289	292		31	31		11	11	377
WESTERN	565	340	905	587	864	1,451	287	382	669	152	226	378	3,403
FREETOWN CITY	336	196	532	323	494	817	126	187	313	75	119	194	1,856
WESTERN AREA RURAL DISTRICT	229	144	373	264	370	634	161	195	356	77	107	184	1,547
Grand Total	737	1,262	1,999	757	6,701	7,458	382	1,697	2,079	197	733	930	12,466

Distribution of Schools by Ownership and Location

Region/Local Council	Government	Mission/religious group	Community	Other	Private	Grand Total
EASTERN	305	1,604	448	6	137	2,500
KAILAHUN DISTRICT	99	404	70		4	577
KENEMA CITY	32	244	92	6	91	465
KENEMA DISTRICT	89	459	36		3	587
KOIDU-NEW SEMBEHUN CITY	17	161	129		35	342
KONO DISTRICT	68	336	121		4	529
NORTH WESTERN	464	1,098	270	11	85	1,928
KAMBIA DISTRICT	152	359	59	6	14	590
KARENE DISTRICT	123	217	94		1	435
PORT LOKO CITY	13	52	10	3	4	82
PORT LOKO DISTRICT	176	470	107	2	66	821
NORTHERN	397	1,485	317	5	97	2,301
BOMBALI DISTRICT	62	336	125		38	561
FALABA DISTRICT	81	217	42		2	342
KOINADUGU DISTRICT	82	228	32		14	356
MAKENI CITY	32	95	8		34	169
TONKOLILI DISTRICT	140	609	110	5	9	873
SOUTHERN	367	1,607	186	11	163	2,334
BO CITY	56	221	44	5	97	423
BO DISTRICT	80	435	49	4	33	601
BONTHE DISTRICT	73	201	23		1	298
BONTHE MUNICIPAL	2	17	1			20
MOYAMBA DISTRICT	85	455	49		26	615
PUJEHUN DISTRICT	71	278	20	2	6	377
WESTERN	479	1,000	318	15	1,591	3,403
FREETOWN CITY	326	533	128	9	860	1,856
WESTERN AREA RURAL DISTRICT	153	467	190	6	731	1,547
Grand Total	2,012	6,794	1,539	48	2,073	12,466

Distribution of Schools Approval Status (Tier 1) by Level and Location

Region/Local Council	Pre- Primary			Primary			Junior Secondary			Senior Secondary		
	Approved	Applied for Approval	Not Approved	Approved	Applied for Approval	Not Approved	Approved	Applied for Approval	Not Approved	Approved	Applied for Approval	Not Approved
EASTERN	161	35	144	1,336	85	209	305	27	37	143	6	12
KAILAHUN DISTRICT	18	7	34	340	28	42	59	8	6	32	3	
KENEMA CITY	47	10	31	176	4	32	79	4	19	54	1	8
KENEMA DISTRICT	15	2	12	374	16	87	51	3	5	18	2	2
KOIDU-NEW SEMBEHUN CITY	51	5	39	126	6	10	67	5	4	28		1
KONO DISTRICT	30	11	28	320	31	38	49	7	3	11		1
NORTH WESTERN	108	38	65	1,017	59	141	315	16	29	119	6	15
KAMBIA DISTRICT	40	5	23	336	7	20	100	3	8	37	3	8
KARENE DISTRICT	9	6	16	215	17	75	55	2	13	21	1	5
PORT LOKO CITY	10	4	2	35	3	2	18			8		
PORT LOKO DISTRICT	49	23	24	431	32	44	142	11	8	53	2	2
NORTHERN	143	23	99	1,153	84	270	329	16	36	121	5	22
BOMBALI DISTRICT	23	8	31	249	18	79	94	7	11	27	2	12
FALABA DISTRICT	12		12	179	14	70	30	2	9	10	2	2
KOINADUGU DISTRICT	13	1	14	192	15	50	48	1	6	12		4
MAKENI CITY	28		17	57	1	6	32		4	23		1
TONKOLILI DISTRICT	67	14	25	476	36	65	125	6	6	49	1	3
SOUTHERN	145	34	99	1,392	81	180	269	11	20	90	3	10
BO CITY	50	16	50	186	14	14	60	2	5	23		3
BO DISTRICT	26	1	13	406	11	39	78		4	22		1
BONTHE DISTRICT	30	4	3	174	31	13	30	4		9		
BONTHE MUNICIPAL	4			8			5			3		
MOYAMBA DISTRICT	10	7	21	345	15	105	67	5	9	23	2	6
PUJEHUN DISTRICT	25	6	12	273	10	9	29		2	10	1	
WESTERN	562	137	206	1,131	172	148	546	66	57	321	34	23
FREETOWN CITY	372	74	86	698	68	51	284	15	14	183	5	6
WESTERN AREA RURAL DISTRICT	190	63	120	433	104	97	262	51	43	138	29	17
Grand Total	1,119	267	613	6,029	481	948	1,764	136	179	794	54	82

Distribution of Government Supported Schools by Level and Location

Region/Local Council	Pre- Primary	Primary	Junior Secondary	Senior Secondary	Grand Total	Share of Govt. Supported Public Schools
EASTERN	102	1,258	268	122	1,750	93%
KAILAHUN DISTRICT	13	325	50	27	415	93%
KENEMA CITY	29	155	65	45	294	90%
KENEMA DISTRICT	15	359	47	14	435	95%
KOIDU-NEW SEMBEHUN CITY	26	106	57	25	214	87%
KONO DISTRICT	19	313	49	11	392	96%
NORTH WESTERN	75	971	292	99	1,437	95%
KAMBIA DISTRICT	34	328	95	32	489	97%
KARENE DISTRICT	8	211	52	17	288	96%
PORT LOKO CITY	9	33	18	7	67	96%
PORT LOKO DISTRICT	24	399	127	43	593	92%
NORTHERN	111	1,070	290	104	1,575	92%
BOMBALI DISTRICT	16	233	84	22	355	93%
FALABA DISTRICT	9	158	28	8	203	89%
KOINADUGU DISTRICT	12	178	42	12	244	93%
MAKENI CITY	15	48	27	21	111	94%
TONKOLILI DISTRICT	59	453	109	41	662	93%
SOUTHERN	90	1,283	233	76	1,682	93%
BO CITY	23	155	46	18	242	89%
BO DISTRICT	13	372	64	17	466	92%
BONTHE DISTRICT	26	169	28	9	232	95%
BONTHE MUNICIPAL	4	8	5	3	20	100%
MOYAMBA DISTRICT	3	312	61	19	395	92%
PUJEHUN DISTRICT	21	267	29	10	327	98%
WESTERN	94	620	276	166	1,156	80%
FREETOWN CITY	61	392	154	105	712	83%
WESTERN AREA RURAL DISTRICT	33	228	122	61	444	74%
Grand Total	472	5,202	1,359	567	7,600	91%

Distribution of Schools by Shift System, Level and Location

Region/Local Council	Pre- Primary			Primary			Junior Secondary			Senior Secondary		
	Single shift	Double, Morning	Double, Afternoon	Single shift	Double, Morning	Double, Afternoon	Single shift	Double, Morning	Double, Afternoon	Single shift	Double, Morning	Double, Afternoon
EASTERN	340			1,602	21	7	359	7	3	148	6	7
KAILAHUN DISTRICT	59			410			73			34		1
KENEMA CITY	88			187	18	7	94	6	2	55	5	3
KENEMA DISTRICT	29			476	1		58	1		20	1	1
KOIDU-NEW SEMBEHUN CITY	95			140	2		75		1	27		2
KONO DISTRICT	69			389			59			12		
NORTH WESTERN	211			1,215	2		353	4	3	137	1	2
KAMBIA DISTRICT	68			363			111			48		
KARENE DISTRICT	31			307			69	1		26	1	
PORT LOKO CITY	16			40			18			8		
PORT LOKO DISTRICT	96			505	2		155	3	3	55		2
NORTHERN	264	1		1,497	9	1	356	22	3	126	5	17
BOMBALI DISTRICT	62			342	4		98	13	1	31	2	8
FALABA DISTRICT	24			263			41			14		
KOINADUGU DISTRICT	28			257			54	1		16		
MAKENI CITY	44	1		58	5	1	28	6	2	14	3	7
TONKOLILI DISTRICT	106			577			135	2		51		2
SOUTHERN	275	3		1,638	14	1	275	20	5	85	9	9
BO CITY	115	1		210	4		62	4	1	21	3	2
BO DISTRICT	39	1		449	7		69	11	2	15	4	4
BONTHE DISTRICT	36	1		217	1		30	3	1	6		3
BONTHE MUNICIPAL	4			8			5			3		
MOYAMBA DISTRICT	38			463	1	1	78	2	1	29	2	
PUJEHUN DISTRICT	43			291	1		31			11		
WESTERN	864	40	1	1,261	140	50	518	93	58	260	23	95
FREETOWN CITY	509	22	1	665	108	44	234	58	21	130	17	47
WESTERN AREA RURAL DISTRICT	355	18		596	32	6	284	35	37	130	6	48
Grand Total	1,954	44	1	7,213	186	59	1,861	146	72	756	44	130

Distribution of Schools by Gender Type, Level and Location

Region/Local Council	Pre- Primary			Primary			Junior Secondary			Senior Secondary		
	Boys only	Girls only	Co-Ed/Mixed	Boys only	Girls only	Co-Ed/Mixed	Boys only	Girls only	Co-Ed/Mixed	Boys only	Girls only	Co-Ed/Mixed
EASTERN			340	11	13	1,606	4	10	355	3	7	151
KAILAHUN DISTRICT			59	1	2	407		2	71			35
KENEMA CITY			88	2	3	207	2	2	98	2	2	59
KENEMA DISTRICT			29	1	1	475			59		1	21
KOIDU-NEW SEMBEHUN CITY			95	5	5	132	2	6	68	1	4	24
KONO DISTRICT			69	2	2	385			59			12
NORTH WESTERN			211	3	3	1,211	1	8	351		4	136
KAMBIA DISTRICT			68			363		3	108		2	46
KARENE DISTRICT			31			307		1	69			27
PORT LOKO CITY			16	1	2	37		1	17			8
PORT LOKO DISTRICT			96	2	1	504	1	3	157		2	55
NORTHERN	1	2	262	6	7	1,494	2	10	369	2	5	141
BOMBALI DISTRICT			62	1		345			112		1	40
FALABA DISTRICT			24			263		1	40			14
KOINADUGU DISTRICT			28			257		2	53			16
MAKENI CITY			45	2	2	60	1	3	32	1	2	21
TONKOLILI DISTRICT	1	2	103	3	5	569	1	4	132	1	2	50
SOUTHERN		1	277	10	13	1,630	8	13	279	7	7	89
BO CITY			116	3	3	208	2	3	62	1	1	24
BO DISTRICT			40	2	2	452	3	3	76	3	1	19
BONTHE DISTRICT			37	2	2	214			34			9
BONTHE MUNICIPAL			4	1	1	6			5			3
MOYAMBA DISTRICT		1	37	1	3	461	2	6	73	2	4	25
PUJEHUN DISTRICT			43	1	2	289	1	1	29	1	1	9
WESTERN			905	10	10	1,431	8	17	644	6	12	360
FREETOWN CITY			532	10	10	797	7	10	296	6	7	181
WESTERN AREA RURAL DISTRICT			373			634	1	7	348		5	179
Grand Total	1	3	1,995	40	46	7,372	23	58	1,998	18	35	877

Distribution of Schools by Distance from District Headquarter Town and Location

Region/Local Council	In town	Less than 5 km	5-10 km	11-20 km	21-50 km	More than 50 km
EASTERN	827	166	182	323	434	568
KAILAHUN DISTRICT	100	21	44	116	114	182
KENEMA CITY	374	64	14	4	5	4
KENEMA DISTRICT	16	12	31	84	200	244
KOIDU-NEW SEMBEHUN CITY	331	7	4			
KONO DISTRICT	6	62	89	119	115	138
NORTH WESTERN	562	105	243	213	283	522
KAMBIA DISTRICT	217	28	82	80	104	79
KARENE DISTRICT	65	20	116	53	52	129
PORT LOKO CITY	48	9	11	6	2	6
PORT LOKO DISTRICT	232	48	34	74	125	308
NORTHERN	757	184	232	269	348	511
BOMBALI DISTRICT	117	57	117	99	84	87
FALABA DISTRICT	9	10	28	57	69	169
KOINADUGU DISTRICT	98	40	29	43	69	77
MAKENI CITY	133	22	5		8	1
TONKOLILI DISTRICT	400	55	53	70	118	177
SOUTHERN	664	140	207	327	419	577
BO CITY	400	14	4	2		3
BO DISTRICT	88	51	72	117	155	118
BONTHE DISTRICT	26	13	47	59	78	75
BONTHE MUNICIPAL	19					1
MOYAMBA DISTRICT	93	7	19	43	116	337
PUJEHUN DISTRICT	38	55	65	106	70	43
WESTERN	2,297	251	345	215	84	211
FREETOWN CITY	1,339	159	188	79	36	55
WESTERN AREA RURAL DISTRICT	958	92	157	136	48	156
Grand Total	5,107	846	1,209	1,347	1,568	2,389

Classroom Size by Level, Status and Location

Region/Local Council	Pre- Primary			Primary			Junior Secondary			Senior Secondary		
	Permanent	Good	All Classrooms	Permanent	Good	All Classrooms	Permanent	Good	All Classrooms	Permanent	Good	All Classrooms
EASTERN	55	97	49	60	113	54	67	109	63	75	107	70
KAILAHUN DISTRICT	57	143	50	57	95	52	62	92	60	77	116	75
KENEMA CITY	45	73	38	62	114	55	71	121	64	78	111	71
KENEMA DISTRICT	54	63	53	59	108	53	71	118	65	72	111	70
KOIDU-NEW SEMBEHUN CITY	60	114	53	61	95	57	69	100	67	73	104	70
KONO DISTRICT	62	100	56	63	166	57	61	121	59	54	60	52
NORTH WESTERN	46	68	42	64	116	61	64	112	61	67	109	63
KAMBIA DISTRICT	61	79	60	75	123	71	68	119	65	66	104	60
KARENE DISTRICT	62	190	50	67	173	60	68	129	64	73	102	70
PORT LOKO CITY	42	163	35	59	207	51	58	98	51	77	133	71
PORT LOKO DISTRICT	36	48	34	57	91	55	61	104	58	64	112	61
NORTHERN	46	75	42	56	104	53	59	92	57	63	97	60
BOMBALI DISTRICT	36	54	33	56	97	54	58	84	56	56	93	55
FALABA DISTRICT	46	71	39	60	168	50	58	156	52	62	329	48
KOINADUGU DISTRICT	46	70	42	52	65	50	63	79	62	50	65	50
MAKENI CITY	38	50	37	56	73	55	64	76	63	79	104	78
TONKOLILI DISTRICT	60	150	55	58	134	55	57	108	55	59	95	57
SOUTHERN	43	76	40	58	149	54	56	106	53	54	89	53
BO CITY	37	58	35	56	91	55	61	86	60	59	79	59
BO DISTRICT	43	66	42	54	126	50	50	72	47	58	77	57
BONTHE DISTRICT	56	689	54	69	272	65	67	254	65	65	202	65
BONTHE MUNICIPAL	45	67	45	53	79	45	54	74	51	35	48	33
MOYAMBA DISTRICT	42	93	36	56	255	50	46	148	43	37	88	36
PUJEHUN DISTRICT	54	76	51	62	154	56	68	236	59	55	162	50
WESTERN	26	30	24	45	53	42	53	62	51	62	71	60
FREETOWN CITY	26	28	23	45	52	41	56	63	54	68	76	66
WESTERN AREA RURAL DISTRICT	26	32	25	45	54	43	50	61	48	53	63	51
Grand Total	37	50	34	56	96	52	59	85	56	64	85	61

The Pupil

Public and Private Schools Enrolment by Level and Location

Region/Local Council	Pre- Primary			Primary			Junior Secondary			Senior Secondary			Grand Total
	Private	Public	Both	Private	Public	Both	Private	Public	Both	Private	Public	Both	
EASTERN	3,497	35,228	38,725	9,048	462,595	471,643	4,072	123,924	127,996	2,266	100,058	102,324	740,688
KAILAHUN DISTRICT	61	5,980	6,041	261	107,853	108,114		23,889	23,889		19,985	19,985	158,029
KENEMA CITY	1,708	6,916	8,624	4,711	66,706	71,417	2,070	36,250	38,320	1,924	43,383	45,307	163,668
KENEMA DISTRICT	105	2,564	2,669	353	124,180	124,533		19,289	19,289		12,106	12,106	158,597
KOIDU-NEW SEMBEHUN CITY	1,258	11,679	12,937	3,466	51,682	55,148	1,830	28,930	30,760	342	20,639	20,981	119,826
KONO DISTRICT	365	8,089	8,454	257	112,174	112,431	172	15,566	15,738		3,945	3,945	140,568
NORTH WESTERN	2,804	18,631	21,435	5,860	373,225	379,085	2,542	100,943	103,485	2,607	55,863	58,470	562,475
KAMBIA DISTRICT	781	6,750	7,531	1,457	129,841	131,298	662	34,200	34,862	921	17,121	18,042	191,733
KARENE DISTRICT		2,951	2,951		85,634	85,634	72	19,598	19,670		10,963	10,963	119,218
PORT LOKO CITY	140	1,472	1,612	549	11,228	11,777		5,500	5,500		4,397	4,397	23,286
PORT LOKO DISTRICT	1,883	7,458	9,341	3,854	146,522	150,376	1,808	41,645	43,453	1,686	23,382	25,068	228,238
NORTHERN	2,810	21,590	24,400	6,305	399,350	405,655	2,027	112,585	114,612	915	68,480	69,395	614,062
BOMBALI DISTRICT	1,024	4,160	5,184	2,260	94,799	97,059	738	32,909	33,647	512	14,497	15,009	150,899
FALABA DISTRICT	189	2,269	2,458		60,195	60,195		9,055	9,055		3,292	3,292	75,000
KOINADUGU DISTRICT	331	2,905	3,236	1,318	67,034	68,352	366	16,279	16,645	165	5,785	5,950	94,183
MAKENI CITY	1,064	3,416	4,480	2,239	24,642	26,881	746	14,930	15,676	238	21,414	21,652	68,689
TONKOLILI DISTRICT	202	8,840	9,042	488	152,680	153,168	177	39,412	39,589		23,492	23,492	225,291
SOUTHERN	4,617	21,439	26,056	9,161	391,602	400,763	3,742	81,443	85,185	3,134	43,227	46,361	558,365
BO CITY	3,206	7,586	10,792	5,798	64,559	70,357	1,434	26,788	28,222	1,360	18,271	19,631	129,002
BO DISTRICT	834	3,208	4,042	1,615	107,005	108,620	1,085	18,881	19,966	846	9,905	10,751	143,379
BONTHE DISTRICT	82	3,993	4,075		57,468	57,468		11,192	11,192		5,248	5,248	77,983
BONTHE MUNICIPAL		531	531		2,848	2,848		812	812		531	531	4,722
MOYAMBA DISTRICT	298	2,805	3,103	1,403	94,120	95,523	1,223	14,560	15,783	928	5,556	6,484	120,893
PUJEHUN DISTRICT	197	3,316	3,513	345	65,602	65,947		9,210	9,210		3,716	3,716	82,386
WESTERN	34,408	25,961	60,369	86,556	301,677	388,233	37,334	169,606	206,940	35,920	176,418	212,338	867,880
FREETOWN CITY	19,951	15,419	35,370	45,635	172,114	217,749	15,629	102,902	118,531	18,392	117,289	135,681	507,331
WESTERN AREA RURAL DISTRICT	14,457	10,542	24,999	40,921	129,563	170,484	21,705	66,704	88,409	17,528	59,129	76,657	360,549
Grand Total	48,136	122,849	170,985	116,930	1,928,449	2,045,379	49,717	588,501	638,218	44,842	444,046	488,888	3,343,470

Pre-primary School Grade Enrolment by Gender and Location

Region/Local Council	Day Care		Nursery 1		Nursery 2		Nursery 3	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
EASTERN	505	597	6,765	7,604	6,304	6,890	5,313	5,849
KAILAHUN DISTRICT	113	133	1,154	1,212	1,012	1,126	714	823
KENEMA CITY	19	23	1,315	1,627	1,314	1,520	1,352	1,496
KENEMA DISTRICT	38	44	488	591	397	501	300	392
KOIDU-NEW SEMBEHUN CITY	120	143	2,175	2,513	2,065	2,311	1,863	2,010
KONO DISTRICT	215	254	1,633	1,661	1,516	1,432	1,084	1,128
NORTH WESTERN	266	258	3,952	4,107	3,590	3,685	2,900	3,201
KAMBIA DISTRICT	78	67	1,407	1,426	1,270	1,264	1,031	1,133
KARENE DISTRICT	38	51	613	610	530	476	350	372
PORT LOKO CITY	8	6	303	301	275	257	240	236
PORT LOKO DISTRICT	142	134	1,629	1,770	1,515	1,688	1,279	1,460
NORTHERN	284	303	4,442	4,729	4,119	4,403	3,287	3,420
BOMBALI DISTRICT	35	61	1,006	1,070	868	967	625	648
FALABA DISTRICT	15	10	509	485	461	456	271	276
KOINADUGU DISTRICT	95	106	589	637	553	568	435	454
MAKENI CITY	4	6	794	823	723	754	673	713
TONKOLILI DISTRICT	135	120	1,544	1,714	1,514	1,658	1,283	1,329
SOUTHERN	196	235	4,788	5,427	4,003	4,509	3,399	3,930
BO CITY	58	82	2,039	2,231	1,645	1,815	1,410	1,652
BO DISTRICT	11	15	717	779	623	695	590	638
BONTHE DISTRICT	25	32	747	870	643	730	497	588
BONTHE MUNICIPAL	1	2	92	109	91	87	73	79
MOYAMBA DISTRICT	35	34	541	664	483	573	378	464
PUJEHUN DISTRICT	66	70	652	774	518	609	451	509
WESTERN	727	846	9,955	10,611	9,829	10,418	9,439	10,117
FREETOWN CITY	462	520	5,849	6,253	5,804	6,071	5,568	5,825
WESTERN AREA RURAL DISTRICT	265	326	4,106	4,358	4,025	4,347	3,871	4,292
Grand Total	1,978	2,239	29,902	32,478	27,845	29,905	24,338	26,517

Primary School Grade Enrolment by Gender and Location

Region/Local Council	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
EASTERN	55,967	60,456	43,341	46,611	39,342	42,805	35,986	38,758	30,873	33,219	21,263	23,022
KAILAHUN DISTRICT	13,758	15,023	9,885	10,523	8,974	9,549	8,106	8,548	6,806	7,323	4,671	4,948
KENEMA CITY	6,541	7,603	5,632	6,634	5,395	6,665	5,453	6,460	5,034	6,002	4,439	5,559
KENEMA DISTRICT	16,702	18,313	11,709	13,032	10,192	11,346	8,760	9,635	7,204	7,730	4,839	5,071
KOIDU-NEW SEMBEHUN CITY	5,343	5,890	4,727	5,200	4,403	5,044	4,400	4,792	4,036	4,572	3,121	3,620
KONO DISTRICT	13,623	13,627	11,388	11,222	10,378	10,201	9,267	9,323	7,793	7,592	4,193	3,824
NORTH WESTERN	48,527	46,272	37,295	35,948	33,924	32,113	29,834	28,980	26,500	24,843	18,021	16,828
KAMBIA DISTRICT	16,702	15,876	13,345	12,716	11,979	11,240	10,500	10,154	9,492	8,859	5,410	5,025
KARENE DISTRICT	11,996	11,324	8,661	8,111	7,726	7,221	6,421	6,149	5,547	5,088	3,900	3,490
PORT LOKO CITY	1,115	1,241	997	999	1,011	1,023	997	981	942	936	737	798
PORT LOKO DISTRICT	18,714	17,831	14,292	14,122	13,208	12,629	11,916	11,696	10,519	9,960	7,974	7,515
NORTHERN	52,375	53,017	38,420	38,930	34,904	35,276	30,742	31,780	26,098	26,526	18,615	18,972
BOMBALI DISTRICT	11,859	11,857	9,028	8,968	8,171	8,235	7,787	7,736	6,604	6,534	5,148	5,132
FALABA DISTRICT	9,321	8,748	6,594	6,279	5,389	5,093	4,250	4,237	3,274	3,178	1,958	1,874
KOINADUGU DISTRICT	9,217	9,164	6,656	6,866	5,898	6,249	4,931	5,251	4,143	4,409	2,744	2,824
MAKENI CITY	2,420	2,457	2,289	2,350	2,357	2,460	2,210	2,342	1,956	2,114	1,851	2,075
TONKOLILI DISTRICT	19,558	20,791	13,853	14,467	13,089	13,239	11,564	12,214	10,121	10,291	6,914	7,067
SOUTHERN	54,891	58,927	36,527	38,857	32,899	34,991	28,340	30,772	23,986	25,437	16,973	18,163
BO CITY	6,615	7,515	5,411	6,264	5,679	6,684	5,190	6,460	4,895	5,732	4,441	5,471
BO DISTRICT	15,847	16,528	10,050	10,305	9,047	9,196	7,695	7,916	6,503	6,454	4,600	4,479
BONTHE DISTRICT	8,729	9,532	5,538	5,914	4,515	4,953	3,780	4,214	3,048	3,305	1,864	2,076
BONTHE MUNICIPAL	359	418	251	260	229	254	198	206	176	204	121	172
MOYAMBA DISTRICT	14,026	14,537	9,067	9,167	8,016	8,079	6,886	7,053	5,695	5,678	3,763	3,556
PUJEHUN DISTRICT	9,315	10,397	6,210	6,947	5,413	5,825	4,591	4,923	3,669	4,064	2,184	2,409
WESTERN	35,185	37,957	31,357	33,788	31,317	33,891	30,709	33,614	29,152	31,625	28,384	31,254
FREETOWN CITY	19,211	20,788	17,349	18,769	17,344	18,870	17,256	19,017	16,507	18,313	16,155	18,170
WESTERN AREA RURAL DISTRICT	15,974	17,169	14,008	15,019	13,973	15,021	13,453	14,597	12,645	13,312	12,229	13,084
Grand Total	246,945	256,629	186,940	194,134	172,386	179,076	155,611	163,904	136,609	141,650	103,256	108,239

Junior Secondary School Grade Enrolment by Gender and Location

Region/Local Council	JSS 1		JSS 2		JSS 3	
	Boys	Girls	Boys	Girls	Boys	Girls
EASTERN	22,851	24,962	21,112	23,166	17,249	18,656
KAILAHUN DISTRICT	4,436	4,573	4,032	4,055	3,465	3,328
KENEMA CITY	6,190	7,285	5,945	6,940	5,462	6,498
KENEMA DISTRICT	3,666	3,842	3,062	3,277	2,625	2,817
KOIDU-NEW SEMBEHUN CITY	5,158	6,166	4,949	6,154	3,909	4,424
KONO DISTRICT	3,401	3,096	3,124	2,740	1,788	1,589
NORTH WESTERN	20,615	18,792	18,749	16,910	14,907	13,512
KAMBIA DISTRICT	7,237	6,818	6,316	5,768	4,465	4,258
KARENE DISTRICT	3,966	3,323	3,709	3,042	3,089	2,541
PORT LOKO CITY	971	1,037	977	976	747	792
PORT LOKO DISTRICT	8,441	7,614	7,747	7,124	6,606	5,921
NORTHERN	21,633	22,439	19,241	20,033	15,497	15,769
BOMBALI DISTRICT	6,211	6,547	5,421	5,829	4,714	4,925
FALABA DISTRICT	1,871	1,791	1,555	1,591	1,170	1,077
KOINADUGU DISTRICT	3,204	3,536	2,788	2,923	2,105	2,089
MAKENI CITY	2,574	3,134	2,743	2,985	2,058	2,182
TONKOLILI DISTRICT	7,773	7,431	6,734	6,705	5,450	5,496
SOUTHERN	15,583	16,398	14,126	14,530	11,960	12,588
BO CITY	4,379	5,372	4,444	5,271	3,932	4,824
BO DISTRICT	4,199	3,521	3,679	2,936	3,046	2,585
BONTHE DISTRICT	2,052	2,298	1,885	2,058	1,357	1,542
BONTHE MUNICIPAL	122	154	129	127	133	147
MOYAMBA DISTRICT	3,220	3,219	2,537	2,492	2,214	2,101
PUJEHUN DISTRICT	1,611	1,834	1,452	1,646	1,278	1,389
WESTERN	33,721	38,016	33,126	36,672	31,117	34,288
FREETOWN CITY	18,884	21,425	18,919	21,151	18,063	20,089
WESTERN AREA RURAL DISTRICT	14,837	16,591	14,207	15,521	13,054	14,199
Grand Total	114,403	120,607	106,354	111,311	90,730	94,813

Senior Secondary School Grade Enrolment by Gender and Location

Region/Local Council	SSS 1		SSS 2		SSS 3	
	Boys	Girls	Boys	Girls	Boys	Girls
EASTERN	15,030	15,979	15,217	16,269	18,868	20,961
KAILAHUN DISTRICT	2,766	2,824	3,122	3,057	4,105	4,111
KENEMA CITY	6,176	6,385	6,727	7,378	8,379	10,262
KENEMA DISTRICT	1,676	2,124	1,711	1,836	2,273	2,486
KOIDU-NEW SEMBEHUN CITY	3,613	3,970	2,971	3,411	3,452	3,564
KONO DISTRICT	799	676	686	587	659	538
NORTH WESTERN	10,150	8,950	9,639	8,389	11,316	10,026
KAMBIA DISTRICT	3,327	2,894	3,030	2,492	3,456	2,843
KARENE DISTRICT	1,708	1,367	1,925	1,527	2,387	2,049
PORT LOKO CITY	674	704	884	843	613	679
PORT LOKO DISTRICT	4,441	3,985	3,800	3,527	4,860	4,455
NORTHERN	11,480	10,959	10,349	10,329	13,357	12,921
BOMBALI DISTRICT	2,282	2,440	1,967	2,048	3,223	3,049
FALABA DISTRICT	534	466	447	391	770	684
KOINADUGU DISTRICT	1,111	1,095	935	1,016	929	864
MAKENI CITY	3,685	3,395	3,568	3,439	3,716	3,849
TONKOLILI DISTRICT	3,868	3,563	3,432	3,435	4,719	4,475
SOUTHERN	9,043	8,499	7,414	7,394	7,180	6,831
BO CITY	3,807	4,189	3,071	3,728	2,266	2,570
BO DISTRICT	2,251	1,315	1,755	1,144	2,379	1,907
BONTHE DISTRICT	835	940	823	809	888	953
BONTHE MUNICIPAL	83	98	91	79	106	74
MOYAMBA DISTRICT	1,367	1,182	1,077	1,073	960	825
PUJEHUN DISTRICT	700	775	597	561	581	502
WESTERN	28,765	31,846	30,757	33,261	41,166	46,543
FREETOWN CITY	17,344	19,559	19,571	21,426	26,713	31,068
WESTERN AREA RURAL DISTRICT	11,421	12,287	11,186	11,835	14,453	15,475
Grand Total	74,468	76,233	73,376	75,642	91,887	97,282

Pupils Enrolment in Government Supported Schools by Level and Location

Region/Local Council	Pre- Primary	Primary	Junior Secondary	Senior Secondary	Grand Total	Share of Govt. Supported Schools Pupil
EASTERN	15,626	396,261	111,084	91,295	614,266	83%
KAILAHUN DISTRICT	2,011	91,930	20,356	18,193	132,490	84%
KENEMA CITY	4,486	60,492	32,807	40,098	137,883	84%
KENEMA DISTRICT	1,566	101,489	16,580	9,684	129,319	82%
KOIDU-NEW SEMBEHUN CITY	4,555	46,494	27,078	19,509	97,636	81%
KONO DISTRICT	3,008	95,856	14,263	3,811	116,938	83%
NORTH WESTERN	9,258	333,807	92,207	48,207	483,479	86%
KAMBIA DISTRICT	3,982	123,335	32,036	14,943	174,296	91%
KARENE DISTRICT	791	68,720	17,165	8,062	94,738	79%
PORT LOKO CITY	1,191	10,818	5,500	4,248	21,757	93%
PORT LOKO DISTRICT	3,294	130,934	37,506	20,954	192,688	84%
NORTHERN	12,481	331,294	98,635	61,121	503,531	82%
BOMBALI DISTRICT	1,917	78,691	28,777	12,343	121,728	81%
FALABA DISTRICT	1,000	43,351	6,315	2,194	52,860	70%
KOINADUGU DISTRICT	1,953	54,821	14,458	5,438	76,670	81%
MAKENI CITY	2,108	24,156	14,695	21,149	62,108	90%
TONKOLILI DISTRICT	5,503	130,275	34,390	19,997	190,165	84%
SOUTHERN	10,864	341,420	76,414	40,690	469,388	84%
BO CITY	3,657	59,904	25,544	16,939	106,044	82%
BO DISTRICT	1,728	95,168	17,664	9,490	124,050	87%
BONTHE DISTRICT	2,969	48,549	10,310	5,248	67,076	86%
BONTHE MUNICIPAL	531	2,848	812	531	4,722	100%
MOYAMBA DISTRICT	375	72,707	13,127	4,931	91,140	75%
PUJEHUN DISTRICT	1,604	62,244	8,957	3,551	76,356	93%
WESTERN	9,363	253,746	147,340	154,185	564,634	65%
FREETOWN CITY	5,903	153,506	96,140	110,951	366,500	72%
WESTERN AREA RURAL DISTRICT	3,460	100,240	51,200	43,234	198,134	55%
Grand Total	57,592	1,656,528	525,680	395,498	2,635,298	79%

Distribution of Pupils with Disability by Type, Gender and Location

Region/Local Council	Visual		Hearing		Speech		Physical		Learning	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
EASTERN	1,861	1,792	1,213	1,324	1,081	897	888	798	1,294	1,522
KAILAHUN DISTRICT	647	623	394	389	232	206	242	205	298	344
KENEMA CITY	141	115	73	115	101	80	63	77	53	57
KENEMA DISTRICT	464	496	401	460	343	292	292	287	420	484
KOIDU-NEW SEMBEHUN CITY	235	217	94	99	106	109	139	105	169	224
KONO DISTRICT	374	341	251	261	299	210	152	124	354	413
NORTH WESTERN	1,372	1,298	1,211	1,135	1,013	845	756	608	635	674
KAMBIA DISTRICT	458	427	307	292	265	220	233	174	151	197
KARENE DISTRICT	298	307	321	313	314	250	226	184	175	196
PORT LOKO CITY	62	56	20	32	29	38	16	17	38	45
PORT LOKO DISTRICT	554	508	563	498	405	337	281	233	271	236
NORTHERN	1,112	1,080	1,095	976	941	751	620	540	706	684
BOMBALI DISTRICT	308	327	285	284	243	202	148	122	157	172
FALABA DISTRICT	48	39	36	25	28	37	39	31	30	26
KOINADUGU DISTRICT	158	142	54	74	45	39	90	100	50	41
MAKENI CITY	120	96	192	127	209	126	32	16	207	129
TONKOLILI DISTRICT	478	476	528	466	416	347	311	271	262	316
SOUTHERN	1,327	1,365	1,105	1,086	985	894	762	567	1,279	1,429
BO CITY	287	393	136	148	136	135	107	72	129	177
BO DISTRICT	320	336	222	237	238	184	193	136	215	259
BONTHE DISTRICT	46	45	55	52	57	40	72	57	49	42
BONTHE MUNICIPAL	7	4	2	5	-	-	3	5	8	9
MOYAMBA DISTRICT	427	361	434	395	342	339	245	170	425	476
PUJEHUN DISTRICT	240	226	256	249	212	196	142	127	453	466
WESTERN	468	443	192	219	312	271	347	309	341	369
FREETOWN CITY	240	195	86	88	210	165	187	172	151	172
WESTERN AREA RURAL DISTRICT	228	248	106	131	102	106	160	137	190	197
Grand Total	6,140	5,978	4,816	4,740	4,332	3,658	3,373	2,822	4,255	4,678

Distribution of Pregnant Girls Enrolment in Schools by Level and Location

Region/Local Council	Primary	Junior Secondary	Senior Secondary	Grand Total
EASTERN	21	223	185	429
KAILAHUN DISTRICT	8	66	82	156
KENEMA CITY	3	8	15	26
KENEMA DISTRICT	5	82	65	152
KOIDU-NEW SEMBEHUN CITY		17	12	29
KONO DISTRICT	5	50	11	66
NORTH WESTERN	17	78	76	171
KAMBIA DISTRICT	5	18	22	45
KARENE DISTRICT	1	17	9	27
PORT LOKO CITY		7	4	11
PORT LOKO DISTRICT	11	36	41	88
NORTHERN	17	105	138	260
BOMBALI DISTRICT	6	33	53	92
FALABA DISTRICT		5		5
KOINADUGU DISTRICT	1	19	8	28
MAKENI CITY	2	3	12	17
TONKOLILI DISTRICT	8	45	65	118
SOUTHERN	16	251	109	376
BO CITY	2	11	11	24
BO DISTRICT	4	99	40	143
BONTHE DISTRICT		23	5	28
BONTHE MUNICIPAL			1	1
MOYAMBA DISTRICT	6	63	13	82
PUJEHUN DISTRICT	4	55	39	98
WESTERN	2	36	15	53
FREETOWN CITY	2	11	3	16
WESTERN AREA RURAL DISTRICT		25	12	37
Grand Total	73	693	523	1,289

The Teacher

Distribution of Teachers by Level, Gender and Location

Region/Local Council	Pre- Primary			Primary			Junior Secondary			Senior Secondary			Grand Total
	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	
EASTERN	901	173	1,074	2,944	7,524	10,468	476	3,647	4,123	144	2,322	2,466	18,131
KAILAHUN DISTRICT	137	66	203	629	2,130	2,759	69	746	815	12	440	452	4,229
KENEMA CITY	259	40	299	940	1,113	2,053	192	1,135	1,327	81	962	1,043	4,722
KENEMA DISTRICT	76	12	88	401	1,969	2,370	52	545	597	13	285	298	3,353
KOIDU-NEW SEMBEHUN CITY	277	24	301	478	759	1,237	122	755	877	32	504	536	2,951
KONO DISTRICT	152	31	183	496	1,553	2,049	41	466	507	6	131	137	2,876
NORTH WESTERN	617	113	730	1,838	5,652	7,490	377	3,261	3,638	82	1,637	1,719	13,577
KAMBIA DISTRICT	185	33	218	462	1,837	2,299	68	959	1,027	16	527	543	4,087
KARENE DISTRICT	74	28	102	270	1,398	1,668	59	640	699	17	274	291	2,760
PORT LOKO CITY	65	2	67	163	153	316	49	176	225	9	113	122	730
PORT LOKO DISTRICT	293	50	343	943	2,264	3,207	201	1,486	1,687	40	723	763	6,000
NORTHERN	799	73	872	2,872	6,530	9,402	669	3,867	4,536	137	2,185	2,322	17,132
BOMBALI DISTRICT	190	19	209	694	1,623	2,317	210	1,222	1,432	38	547	585	4,543
FALABA DISTRICT	47	16	63	258	1,005	1,263	29	315	344	4	128	132	1,802
KOINADUGU DISTRICT	83	8	91	330	1,138	1,468	56	448	504	11	169	180	2,243
MAKENI CITY	175	7	182	478	346	824	179	541	720	50	628	678	2,404
TONKOLILI DISTRICT	304	23	327	1,112	2,418	3,530	195	1,341	1,536	34	713	747	6,140
SOUTHERN	780	111	891	2,748	6,590	9,338	525	2,900	3,425	123	1,422	1,545	15,199
BO CITY	360	46	406	1,026	1,046	2,072	289	869	1,158	74	516	590	4,226
BO DISTRICT	112	17	129	520	1,915	2,435	80	732	812	18	316	334	3,710
BONTHE DISTRICT	103	7	110	291	794	1,085	40	331	371	2	148	150	1,716
BONTHE MUNICIPAL	10	3	13	27	61	88	10	46	56	1	32	33	190
MOYAMBA DISTRICT	96	20	116	599	1,674	2,273	75	632	707	23	299	322	3,418
PUJEHUN DISTRICT	99	18	117	285	1,100	1,385	31	290	321	5	111	116	1,939
WESTERN	2,785	254	3,039	5,425	6,253	11,678	1,801	5,885	7,686	675	4,741	5,416	27,819
FREETOWN CITY	1,754	144	1,898	3,445	3,489	6,934	1,112	3,186	4,298	431	2,880	3,311	16,441
WESTERN AREA RURAL DISTRICT	1,031	110	1,141	1,980	2,764	4,744	689	2,699	3,388	244	1,861	2,105	11,378
Grand Total	5,882	724	6,606	15,827	32,549	48,376	3,848	19,560	23,408	1,161	12,307	13,468	91,858

Distribution of New Teachers by Level and Location

Region/Local Council	Pre- Primary	Primary	Junior Secondary	Senior Secondary	Grand Total
EASTERN	176	1,947	840	480	3,443
KAILAHUN DISTRICT	19	369	137	66	591
KENEMA CITY	55	383	293	310	1,041
KENEMA DISTRICT	18	604	173	53	848
KOIDU-NEW SEMBEHUN CITY	43	208	119	44	414
KONO DISTRICT	41	383	118	7	549
NORTH WESTERN	183	1,519	751	262	2,715
KAMBIA DISTRICT	78	548	277	98	1,001
KARENE DISTRICT	11	287	143	51	492
PORT LOKO CITY	23	63	46	15	147
PORT LOKO DISTRICT	71	621	285	98	1,075
NORTHERN	153	1,558	732	312	2,755
BOMBALI DISTRICT	32	361	201	85	679
FALABA DISTRICT	15	242	64	24	345
KOINADUGU DISTRICT	17	388	91	13	509
MAKENI CITY	39	92	91	58	280
TONKOLILI DISTRICT	50	475	285	132	942
SOUTHERN	156	1,637	610	227	2,630
BO CITY	75	330	206	64	675
BO DISTRICT	23	522	218	96	859
BONTHE DISTRICT	12	126	50	16	204
BONTHE MUNICIPAL	1	11	5	6	23
MOYAMBA DISTRICT	13	292	69	34	408
PUJEHUN DISTRICT	32	356	62	11	461
WESTERN	580	1,846	1,249	838	4,513
FREETOWN CITY	373	1,068	705	550	2,696
WESTERN AREA RURAL DISTRICT	207	778	544	288	1,817
Grand Total	1,248	8,507	4,182	2,119	16,056

Distribution of Teachers by Level, Teaching Status and Location

Region/Local Council	Pre- Primary		Primary		Junior Secondary		Senior Secondary		Grand Total
	Full time	Part time	Full time	Part time	Full time	Part time	Full time	Part time	
EASTERN	1,038	36	10,278	190	3,896	227	2,254	212	18,131
KAILAHUN DISTRICT	185	18	2,703	56	795	20	426	26	4,229
KENEMA CITY	298	1	2,022	31	1,258	69	952	91	4,722
KENEMA DISTRICT	87	1	2,328	42	563	34	269	29	3,353
KOIDU-NEW SEMBEHUN CITY	288	13	1,189	48	799	78	498	38	2,951
KONO DISTRICT	180	3	2,036	13	481	26	109	28	2,876
NORTH WESTERN	711	19	7,300	190	3,515	123	1,648	71	13,577
KAMBIA DISTRICT	210	8	2,220	79	1,017	10	540	3	4,087
KARENE DISTRICT	100	2	1,619	49	651	48	283	8	2,760
PORT LOKO CITY	66	1	314	2	216	9	113	9	730
PORT LOKO DISTRICT	335	8	3,147	60	1,631	56	712	51	6,000
NORTHERN	848	24	9,206	196	4,345	191	2,146	176	17,132
BOMBALI DISTRICT	199	10	2,216	101	1,341	91	496	89	4,543
FALABA DISTRICT	61	2	1,245	18	340	4	131	1	1,802
KOINADUGU DISTRICT	89	2	1,443	25	496	8	179	1	2,243
MAKENI CITY	180	2	807	17	684	36	633	45	2,404
TONKOLILI DISTRICT	319	8	3,495	35	1,484	52	707	40	6,140
SOUTHERN	862	29	9,035	303	3,246	179	1,417	128	15,199
BO CITY	397	9	2,038	34	1,132	26	546	44	4,226
BO DISTRICT	127	2	2,336	99	759	53	310	24	3,710
BONTHE DISTRICT	109	1	1,057	28	345	26	133	17	1,716
BONTHE MUNICIPAL	10	3	76	12	43	13	26	7	190
MOYAMBA DISTRICT	114	2	2,232	41	668	39	294	28	3,418
PUJEHUN DISTRICT	105	12	1,296	89	299	22	108	8	1,939
WESTERN	2,953	86	11,452	226	7,370	316	5,038	378	27,819
FREETOWN CITY	1,843	55	6,795	139	4,131	167	3,089	222	16,441
WESTERN AREA RURAL DISTRICT	1,110	31	4,657	87	3,239	149	1,949	156	11,378
Grand Total	6,412	194	47,271	1,105	22,372	1,036	12,503	965	91,858

Distribution of Government Paid Teachers by Level and Location

Region/Local Council	Pre- Primary	Primary	Junior Secondary	Senior Secondary	Grand Total	% of Govt. Paid Teachers
EASTERN	190	4,239	1,455	924	6,808	38%
KAILAHUN DISTRICT	41	1,122	299	213	1,675	40%
KENEMA CITY	60	1,006	491	325	1,882	40%
KENEMA DISTRICT	16	872	179	87	1,154	34%
KOIDU-NEW SEMBEHUN CITY	42	537	304	243	1,126	38%
KONO DISTRICT	31	702	182	56	971	34%
NORTH WESTERN	156	3,146	1,529	830	5,661	42%
KAMBIA DISTRICT	59	1,047	418	277	1,801	44%
KARENE DISTRICT	17	560	284	145	1,006	36%
PORT LOKO CITY	29	198	118	71	416	57%
PORT LOKO DISTRICT	51	1,341	709	337	2,438	41%
NORTHERN	298	4,011	1,992	1,075	7,376	43%
BOMBALI DISTRICT	49	1,040	674	213	1,976	43%
FALABA DISTRICT	18	272	104	51	445	25%
KOINADUGU DISTRICT	27	522	226	85	860	38%
MAKENI CITY	104	613	443	362	1,522	63%
TONKOLILI DISTRICT	100	1,564	545	364	2,573	42%
SOUTHERN	193	4,239	1,632	797	6,861	45%
BO CITY	99	1,174	688	325	2,286	54%
BO DISTRICT	13	974	290	134	1,411	38%
BONTHE DISTRICT	26	422	183	79	710	41%
BONTHE MUNICIPAL	9	71	38	24	142	75%
MOYAMBA DISTRICT	21	988	277	153	1,439	42%
PUJEHUN DISTRICT	25	610	156	82	873	45%
WESTERN	285	4,301	2,865	2,135	9,586	34%
FREETOWN CITY	222	3,091	2,067	1,629	7,009	43%
WESTERN AREA RURAL DISTRICT	63	1,210	798	506	2,577	23%
Grand Total	1,122	19,936	9,473	5,761	36,292	40%

Distribution of Trained Teachers by Level and Location

Region/Local Council	Pre- Primary	Primary	Junior Secondary	Senior Secondary	Grand Total	% of Trained Teachers
EASTERN	579	6,592	2,265	1,040	10,476	58%
KAILAHUN DISTRICT	106	1,764	431	180	2,481	59%
KENEMA CITY	196	1,731	873	586	3,386	72%
KENEMA DISTRICT	37	1,296	240	97	1,670	50%
KOIDU-NEW SEMBEHUN CITY	156	822	499	149	1,626	55%
KONO DISTRICT	84	979	222	28	1,313	46%
NORTH WESTERN	366	4,646	2,196	490	7,698	57%
KAMBIA DISTRICT	118	1,344	579	157	2,198	54%
KARENE DISTRICT	45	955	405	45	1,450	53%
PORT LOKO CITY	52	279	163	36	530	73%
PORT LOKO DISTRICT	151	2,068	1,049	252	3,520	59%
NORTHERN	636	6,565	3,260	935	11,396	67%
BOMBALI DISTRICT	145	1,680	1,119	206	3,150	69%
FALABA DISTRICT	29	575	201	10	815	45%
KOINADUGU DISTRICT	54	965	347	53	1,419	63%
MAKENI CITY	167	770	625	404	1,966	82%
TONKOLILI DISTRICT	241	2,575	968	262	4,046	66%
SOUTHERN	497	5,743	2,076	828	9,144	60%
BO CITY	257	1,750	909	412	3,328	79%
BO DISTRICT	68	1,322	447	177	2,014	54%
BONTHE DISTRICT	61	660	183	66	970	57%
BONTHE MUNICIPAL	6	57	21	7	91	48%
MOYAMBA DISTRICT	68	1,260	354	109	1,791	52%
PUJEHUN DISTRICT	37	694	162	57	950	49%
WESTERN	1,909	8,784	5,391	2,184	18,268	66%
FREETOWN CITY	1,239	5,440	3,128	1,370	11,177	68%
WESTERN AREA RURAL DISTRICT	670	3,344	2,263	814	7,091	62%
Grand Total	3,987	32,330	15,188	5,477	56,982	62%

Pupils to Teacher (PTR) and Qualified Teacher (PQTR) Ratio by Level and Location

Region/Local Council	Pre- Primary		Primary		Junior Secondary		Senior Secondary		All Levels	
	<i>ptr</i>	<i>pqtr</i>	<i>ptr</i>	<i>pqtr</i>	<i>ptr</i>	<i>pqtr</i>	<i>ptr</i>	<i>pqtr</i>	<i>ptr</i>	<i>pqtr</i>
EASTERN	36	67	45	72	31	57	41	98	41	71
KAILAHUN DISTRICT	30	57	39	61	29	55	44	111	37	64
KENEMA CITY	29	44	35	41	29	44	43	77	35	48
KENEMA DISTRICT	30	72	53	96	32	80	41	125	47	95
KOIDU-NEW SEMBEHUN CITY	43	83	45	67	35	62	39	141	41	74
KONO DISTRICT	46	101	55	115	31	71	29	141	49	107
NORTH WESTERN	29	59	51	82	28	47	34	119	41	73
KAMBIA DISTRICT	35	64	57	98	34	60	33	115	47	87
KARENE DISTRICT	29	66	51	90	28	49	38	244	43	82
PORT LOKO CITY	24	31	37	42	24	34	36	122	32	44
PORT LOKO DISTRICT	27	62	47	73	26	41	33	99	38	65
NORTHERN	28	38	43	62	25	35	30	74	36	54
BOMBALI DISTRICT	25	36	42	58	23	30	26	73	33	48
FALABA DISTRICT	39	85	48	105	26	45	25	329	42	92
KOINADUGU DISTRICT	36	60	47	71	33	48	33	112	42	66
MAKENI CITY	25	27	33	35	22	25	32	54	29	35
TONKOLILI DISTRICT	28	38	43	59	26	41	31	90	37	56
SOUTHERN	29	52	43	70	25	41	30	56	37	61
BO CITY	27	42	34	40	24	31	33	48	31	39
BO DISTRICT	31	59	45	82	25	45	32	61	39	71
BONTHE DISTRICT	37	67	53	87	30	61	35	80	45	80
BONTHE MUNICIPAL	41	89	32	50	15	39	16	76	25	52
MOYAMBA DISTRICT	27	46	42	76	22	45	20	59	35	68
PUJEHUN DISTRICT	30	95	48	95	29	57	32	65	42	87
WESTERN	20	32	33	44	27	38	39	97	31	48
FREETOWN CITY	19	29	31	40	28	38	41	99	31	45
WESTERN AREA RURAL DISTRICT	22	37	36	51	26	39	36	94	32	51
NATIONAL	26	43	42	63	27	42	36	89	36	59

Average Age of Teachers by Level and Location

Region/Local Council	Pre- Primary	Primary	Junior Secondary	Senior Secondary	Average Age
EASTERN	33	37	34	35	36
KAILAHUN DISTRICT	33	37	34	35	36
KENEMA CITY	35	37	35	35	36
KENEMA DISTRICT	34	39	34	34	37
KOIDU-NEW SEMBEHUN CITY	31	34	33	34	34
KONO DISTRICT	31	36	33	37	35
NORTH WESTERN	33	36	33	35	35
KAMBIA DISTRICT	33	35	32	34	34
KARENE DISTRICT	33	36	33	34	35
PORT LOKO CITY	35	38	33	38	36
PORT LOKO DISTRICT	34	36	34	36	36
NORTHERN	34	36	34	35	35
BOMBALI DISTRICT	33	38	35	34	36
FALABA DISTRICT	31	31	31	30	31
KOINADUGU DISTRICT	34	34	34	35	34
MAKENI CITY	37	39	37	36	37
TONKOLILI DISTRICT	33	37	33	34	35
SOUTHERN	37	39	37	38	38
BO CITY	37	39	39	39	39
BO DISTRICT	36	40	36	38	39
BONTHE DISTRICT	39	37	36	37	37
BONTHE MUNICIPAL	40	41	36	39	39
MOYAMBA DISTRICT	36	39	36	38	38
PUJEHUN DISTRICT	35	38	35	38	37
WESTERN	34	37	35	36	36
FREETOWN CITY	36	39	37	37	38
WESTERN AREA RURAL DISTRICT	32	34	33	34	33
Grand Total	34	37	35	36	36