Government of Sierra Leone

2021 Annual School Census
Final Report

Ministry of Basic and Senior Secondary Education

EMIS June 2022

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Foreword

Human Capital Development and Education are at the heart of Sierra Leone's transformation and national development. This is manifested in the implementation of the Free Quality School Education (FQSE) programme, the government's flagship programme, and it is critical for the nation's aspiration for economic growth. This agenda conforms to the Medium-Term National Development Plan, which further supports Sustainable Development Goal 4 – Quality Education (SDG4). In 2022, Sierra Leone launches its five-year Education Sector Plan (2022-2026), which is underpinned by quality data from the annual school census and other sources.

Every child counts. Whilst access, equity and completion are the prime metrics of the government in the FQSE programme, more variables need to be monitored and tracked. Our objective is to increase the number of children gaining access to school, irrespective of location, disability, economic status, cultural practice etc. Additional attention is being given to building and refurbishing schools; providing teaching and learning materials, and furniture; supporting school feeding in pre-primary and primary schools in 14 districts; paying fees/subsidies to schools; and paying examination fees for all public exams to the West African Examination Council (WAEC). The government has also developed and approved a radical inclusion policy to ensure that access is given to all, including pregnant schoolgirls and children with disabilities.

Early Childhood Development (ECD) is a critical component in the development of human capital. The government has therefore paid great attention to strengthening and expanding access to early childhood centres to prepare children for their educational journey. This is critical for a child's cognitive, social, emotional, psychosocial, and physical development, and these need to be monitored. The Government of Sierra Leone believes that quality pre-primary education is critical for the attainment of the young child's optimal development.

For this reason, the Ministry of Basic and Senior Secondary Education (MBSSE) has established the practice of conducting an Annual School Census (ASC). This is our core education data collection, compilation, analysis and dissemination activity, related to schools, infrastructure, management, teachers and facilities. The ASC provides information on: water, sanitation and hygiene in schools; furniture; availability of science labs and libraries/reading rooms; computer availability and internet connectivity.

The ASC report also provides analysis and interpretation of the collected data to inform national understanding of trends in school development and enrolment growth, numeracy, retention, literacy, transition and multi-level performance. This further informs the actions needed to support the FQSE officials in their work of distributing teaching and learning materials and furniture, as well as ensuring payment of school fee subsidy and provision of school feeding.

The report is based on digital education data, collected since 2018 . This was made possible with tablets and android phones using electronic forms built on Survey CTO (open-source data platform). Schools were visited by enumerators to collect school level data, including coordinates of school location, photos of school facilities (inside and outside classroom) and teacher photos. MBSSE established its first data hub in 2019 with the use of the 2018 ASC data, which is now widely used for public consumption. This was developed by the Directorate of Science and Technology Innovation (DSTI). The geo-spatial data collected from school coordinates has made it possible to develop the school catchment zones that, invariably, will support the establishment of new schools in communities and effective resource allocation. Education service delivery is informed by accurate, reliable data and statistics. Working with FabInc, other census data from 2015 have now been digitised and linked.

The data and information presented in this report are products of the Education Management Information Systems (EMIS), a core venture of MBSSE's transformation drive in strengthening the education system, supported by Global Partnership for Education (GPE), World Bank and the European Union Support to Education Sector in Sierra Leone (EU-SESSiL).

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

Dr. David Moinina Sengeh
Minister of Basic and Senior Secondary Education
and Chief Innovation Officer

Acknowledgements

It is with profound gratitude that I take this opportunity on behalf of the leadership of the MBSSE, Dr David Moinina Sengeh and the entire membership, to extend thanks and appreciation to our Education Development Partners (EDPs) for their continued support, particularly at this crucial moment of global pandemic. MBSSE expresses further gratitude to Statistics Sierra Leone (Stats SL) and the National Civil Registration Authority (NCRA) for their technical guidance and further deployment in the field during the data collection.

This census has been conducted in collaboration with professional and technical institutions with proven capacities to handle large scale data collection and processing. Stats SL, NCRA and local councils played key roles in the data collection process, together with the Teaching Service Commission (TSC) and Civil Society Organisations, to ensure credibility in the data production. The visualisation of the census findings is displayed on the MBSSE website (www.mbsse.gov.sl) and the education datahub (www.eductiondatahub.dsti.gov.sl), the latter being a key repository for education data and statistics. We have also collaborated with partners including FabInc, EdTech Hub and other academic organisations to add value to the data for use in effective policy decision making.

This report would not have been completed without the support of some individuals and institutions who have played a pivotal role, from conceptualisation through training and data collection to the post-enumeration exercises that ensure accuracy and validity of the data production. I, therefore, want to thank the TSC, FQSE Secretariat, the local councils, Ministry of Finance, Civil Society Organisations, the Fourth Estate, World Bank and the European Union for their invaluable contributions in supporting this exercise.

I want to say a special thank you to: the Director of Planning and Policy, Mrs. Adama J. Momoh; the Deputy Director EMIS, Mr. John K. Ansumana; the Data Analyst/Statistician Mr. Abdul S. Bakar; IT Programmer, Mr. Mohamed James; the Education Delivery Team; and the entire Data Team, including the District IT/ Statisticians and Situation Room Officers. Their relentless efforts coordinated and supervised the entire process of the data collections and report writing. This team has made us proud again as a Ministry in providing these benchmarks in education statistics, which will be subsequently used for effective education service delivery.

Also, a special thank you to the Directorate of School Quality Assurance and Resource Mobilisation (SQARM) whose district operatives (Deputy Directors of Education and Team) have been extremely supportive. This would not have been accomplished without the full support of school proprietors, Principals and Head Teachers, in providing accurate and reliable data to the field investigators and monitors. As has been the case in the preceding years, Dr. Albert Dupigny has been providing support in the background.

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

Dr. Yatta Kanu
Chief Education Officer,
Ministry of Basic and Senior Secondary Education

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List of Abbreviations/Acronyms

ASC	Annual School Census
B.Ed.	Bachelor of Education
BECE	Basic Education Certificate Examination
BoG	Board of Governors
CAPI	Computer Application Personal Interface
DEO	District Education Office
EDPs	Education Development Partners
EMIS	Education Management Information System
FQSE	Free Quality School Education
GCR	Gross Completion Rate
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GoSL	Government of Sierra Leone
HTC	Higher Teachers' Certificate
ICT	Information Communication Technology
JSS	Junior Secondary School
M.Ed	Master of Education
MBSSE	Ministry of Basic and Senior Secondary Education
MTHE	Ministry of Technical and Higher Education
NCRA	National Civil Registration Authority
NPSE	National Primary Schools Examination
PhD. Ed.	Doctor of Philosophy in Education
PPD	Planning and Policy Directorate
PQTR	Pupils to Qualified Teacher Ratio
PTR	Pupils to Teacher Ratio
PTxR	Pupils to Textbook Ratio
SQARM	School Quality Assurance and Resources Management
SGBV	Sexual and 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

Overview of ASC 2021 findings

12,168 schools
80,744 teachers
Average class size: **59**
3,131,440 pupils enrolled
49% male pupils and **51%** female pupils enrolled
27,368 children with disabilities in school
950 visibly pregnant schoolgirls
389,283 pupils benefitting from school feeding programme
101 schools reporting incidents of SGBV
8,882 schools have access to drinking water (73%)
2,920 schools have access to electricity (24%)

Accurate information is an essential tool for effective policy decision-making, in addition to system performance monitoring. Information gathered via the ASC has been used extensively by educational planners, EDPs, policy analysts and researchers for diagnosing trends, strengths, weaknesses, gaps and needs of the education system, and in the formulation of educational policies and plans. It has also been used for designing EDP-assisted projects and sector-wide programs, which have contributed substantially to improving the quality of the education system in Sierra Leone.

The ASC 2021 report provides insight on many issues of school growth, school performance and strategies for education transformation in Sierra Leone, particularly post COVID-19. This report has three chapters titled as follows: Introduction, Field Methodology and Highlights of the 2021 Annual School Census. Following the chapters is an Annex with detailed indicator tables across local councils in Sierra Leone.

The introduction discusses the background of the study, the objective of the school census, the scope of the ASC, the data collection tool used, and the coverage. Chapter Two discusses the methodology in terms of data collection process, recruitment and training of field staff, training of Principals, composition of data collection team, data management, challenges, limitations, and recommendations. Chapter Three covers highlights of the ASC 2021 and is divided into two parts with each part segmented into highlights for schools, pupils, and teachers. The first part of Chapter Three provides trend analyses for the period 2018 to 2021, whilst the second part focuses on just the findings from 2021. The section on schools covers school profile, management and governance, infrastructure, learning materials, facilities, school feeding, and sexual and gender based violence (SGBV) in schools. The section on pupils covers issues of enrolment and enrolment rates, internal efficiency, and inclusive education. Lastly, the section on teachers covers issues of teacher spread, qualifications, and the Pupils to Teachers Ratios (PTRs).

The trend analysis shows that between 2018 and 2021, the number of schools increased by 13%, from 10,747 to 12,168 schools. During the same period, the number of schools approved to operate increased by 78%, from 4,872 to 8,676 schools. Also, public schools receiving financial support from the Government of Sierra Leone (GoSL) increased by 56%, from 4,387 to 6,829 schools, in the form of tuition fees, national and international exams fee, teachers' salary and materials, teaching and learning materials, textbooks, furniture, sports and science lab equipment, etc.

Key findings of the ASC 2021 include the following:

- A total of 12,168 schools across the country were enumerated. These schools had 3,131,440 pupils enrolled and 80,744 teachers.
- Of the 12,168 schools included in the ASC, more than three quarters were public schools (10,124, 83.3%) whilst just 2,044 (16.7%) were private schools.
- More than half of the schools in Sierra Leone were primary schools 61.0% (7,429) whilst 16.3% (1,984) were pre-primary schools, 15.7% (1,931) were junior secondary schools (JSS) and 6.7% (824) were senior secondary schools (SSS).

In 2021, approved public schools totalled 7,611. Of these, 6,829 (89.7%) received government support leaving just 782 (10.2%) awaiting support.

There is a difference in computed average class size when 'all classrooms' is used and when only 'classrooms in good condition' is used. When 'all classrooms' is used, the average class size was 59 but when only 'classrooms in good condition' is used the average class size was 84.

Findings on Water, Sanitation and Hygiene (WASH) in schools reveal that the following did not have access to water: 20% of primary schools; 25% of JSS and SSS, and 14% of pre-primary schools. An analysis of the availability of good latrines showed that in SSS there were on average 170 pupils for every good latrine; whilst there were on average 124 pupils per good latrine at junior secondary level, and 149 pupils per good latrine at the primary level. When latrines in both fair and bad conditions were included, the ratio of pupils to latrines reduced significantly, as noted in the chapters that follow.

Data on pedagogical materials and learning facilities revealed that the textbook to pupil ratio was very good at the junior secondary level: 1:1 for English Language, 1:1 for Maths, 1:2 for Science and 1:2 for social studies. At the primary school level, core subjects had ratios of 1:2, except for science, which had a textbook to pupil ratio of 1:3. On the issue of student access to school libraries, data collected shows that 86% of pupils in public schools and 79% in private schools attended schools without libraries. Further, 83% of pupils in public SSS and 78% of pupils in private SSS attended schools without science labs.

For Information Communication Technology (ICT) learning to take place in schools, access to electricity is imperative. The census data shows that 60% of pre-primary schools, 80% of primary schools, 66% of JSS, and 50% of all SSS did not have access to any source of electricity. The census data also shows that over 96% of pupils in public schools and 88% in private schools attended schools at which they had no access to computers. On the matter of internet access for teaching and learning purposes in school, the data shows that 97% of pupils in public schools and 93% in private schools attended schools that have no internet access for the purpose stated.

Enrolment in schools at all levels increased by 37% from 1,982,475 to 3,131,440 pupils over the period 2018 to 2021. Relative to the immediately preceding year, enrolment increased by 16% from 2.695,590 pupils in 2020 to 3,131,440 in 2021. Of these pupils, 1,541,549 (49%) were boys and 1,589,891 (51%) were girls, i.e. more girls were enrolled in school than boys in 2021. The associated Gender Parity Index of 1:02 is heartening, as disaggregation to the different levels of schooling shows that gender parity has been achieved at all levels of schooling, except at the senior secondary level where parity is anticipated in the next year or two.

Inclusive education is critical for the achievement of the human capital development goal of any country. Data on pupils with disabilities and pregnant schoolgirls was newly added to the ASC for 2021. This census reported 27,368 children with disabilities in schools. Of these, the greatest proportion were visually impaired children at 27%. They were followed by the learning impaired (25%) and the physically impaired (1%). The primary level contained the highest number of children with disabilities. The census identified 950 school children who were visibly pregnant. Of these, the majority (31%) were found at JSS3 with 1% being in Class 5. At each school level, the final school grade contained the highest number of pregnant schoolgirls.

Due to a direct policy intervention that resulted in the removal of 'ghost' teachers from the payroll, the total number of teachers decreased by 8%, from 87,625 teachers in 2018 to 80,744 teachers in 2021 (23,451 female and 57,293 male). Relative to the preceding year, the number of teachers decreased by 2,035, from 82,779 in 2020 to 80,744 in 2021. Interestingly, the number of qualified teachers in schools increased by 11%, from 48,560 in 2018 to 53,885 in 2021.

In 2021, most teachers were in public schools (85%) and 42% of all teachers were paid by the GoSL. The data also reveals that 67% of all teachers were qualified for the level they were teaching, and 16% of all teachers were new teachers. The average Pupils to Teacher Ratio (PTR) was found to be 39:1 for all levels, and the average Pupils to Qualified Teacher Ratio (PQTR) was found to be 58:1.

The 2021 Annual School Census is the most decentralised and electronic census conducted by the MBSSE to date. For the first time, it gave Deputy Directors the major responsibility for data collection in their districts and made tablets the main instrument for data collection. The data collected provides the most comprehensive picture of the status of basic and senior secondary education in Sierra Leone in 2021. It paints a picture of a rapidly expanding schooling system that is faced with challenges requiring urgent attention. At the same time it also paints a picture which suggests that continued government commitment and collective action can lead to significant gains and improvements in the status of schooling and education in Sierra Leone.


Literature—Poetry
life and death- reincarnation

1. Introduction

1.1 Background Information

Education service delivery is informed by accurate and reliable data for effective implementation. To monitor and evaluate the performance of education service delivery, credible data and information is needed from schools to facilitate planning and mapping out of policies that enhance growth and development, as well as to inform decisions. The collection of education data and statistics has been an annual event by the MBSSE to provide education planners, EDPs, policy analysts and researchers with information for identifying trends, strengths, weaknesses, gaps, and the general needs of the education system.

In Sierra Leone, ASC data collection is a key activity of the EMIS department of the Directorate for Planning and Policy (DPP) at the MBSSE. ASC data collection has been carried out for over a decade and covers all schools in the country. The data collected provides information on school facilities, teachers, pupils, and financing/ payments to schools. The use of digital technology for data collection has improved the quality and swiftness of the data collection process and the credibility of the resulting data.

The data collected includes data on the number of schools at each level of education and number of pupils by region, district, chiefdom, and schooling level; number of teaching and non-teaching staff together with their number of years of experience and qualifications; standard/condition of WASH facilities and, finally, the level of internet connectivity at each school.

1.2 Survey Objectives

The ASC 2021 collected data from all schools irrespective of level, ownership, location, etc. This is strategic to ensure a complete picture of schooling in Sierra Leone is achieved. The census objective is to collect school level data and statistics for planning, informing policy development and effective service delivery.

1.3 Data Collection Tools

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

- School profile: EMIS number, school name, location, school contact, school ownership and any support the school receive from government.
- School infrastructure: availability of facilities in schools such as classroom, library, source of drinking water, toilets/latrines, etc.
- Instructional materials: total number of textbooks available for core subjects per class; ICT facility(ies) for learning; availability of materials on life (skills-based, sexuality education).
- School operations and students: length/duration of daily school sessions (start time and end time), number of streams in the school, enrolment and repeaters (including pupils with special needs).
- School management and community participation: operational status of School Management Committees, functionality of Community Teacher Association and the frequency of meetings held to discuss school matters, existence of mother clubs, etc.
- Teaching and non-teaching staff: number of teachers distributed by qualification (academic and professional) and responsibilities assigned in school, the subjects taught, and non-teaching staff holding various positions.

1.4 Scope and Coverage

The ASC 2021 included all 12,168 schools in Sierra Leone. Data was collected from pre-primary, primary, JSS and SSS that were in operation in all 16 administrative districts, i.e. 22 local councils across the country. In July 2021, paper version of the questionnaires were distributed to schools for Head Teachers and Principals to complete. The questionnaires were collected by School Quality Assurance and Resource Management (SQARM) Officers in the District Education Offices (DEOs) for upload into the digital platform. A preliminary master list was developed from schools captured by the previous years' census and new schools reported by the DEOs. The 12,782 schools that were on the preliminary master list served as a reference document for the 2021 census. Returns from enumerators confirmed the existence of 12,168 schools on the list. The remaining 614 on the list could not be found. Hence, data from the 12,168 schools captured by the ASC 2021 was used for the analysis detailed in this report.

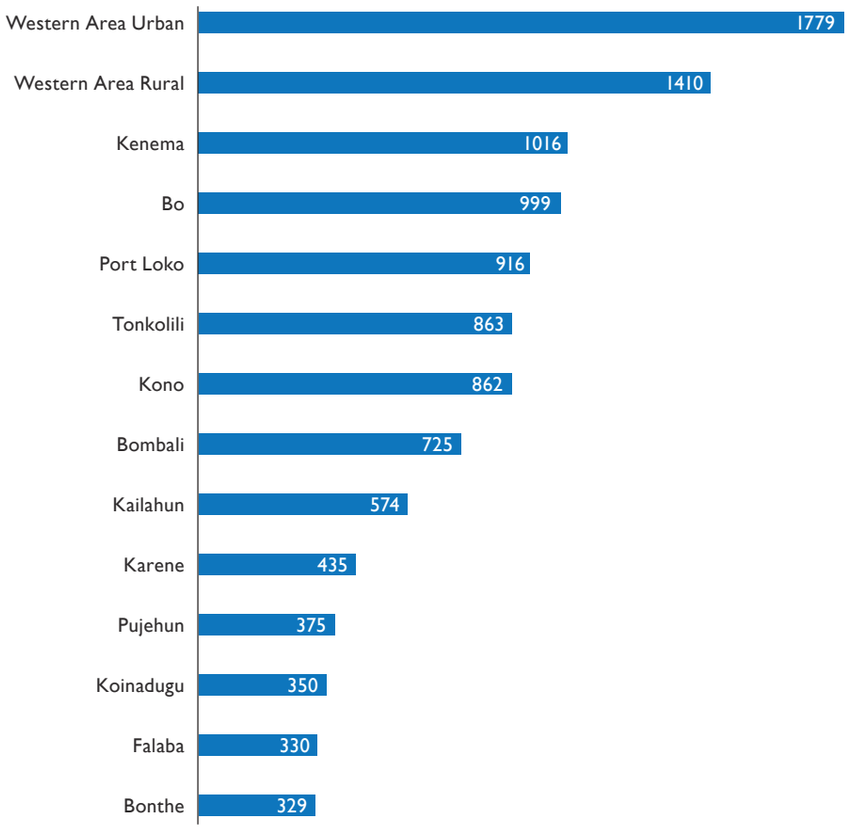
Table 1.4-1: Total Number of Schools Targeted in each District by Level

DISTRICT	SCHOOL TYPE				
	PRE-PRIMARY	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY	TOTAL SCHOOLS
Bo	155	691	133	47	1,032
Bombali	100	405	128	54	757
Bonthe	43	235	32	12	343
Falaba	17	229	29	9	382
Karene	4	316	3	0	445
Kailahun	55	404	62	20	575
Kambia	70	369	102	43	583
Kenema	110	667	131	50	1,022
Koinadugu	29	267	45	11	371
Kono	172	542	132	44	894
Moyamba	33	504	73	28	656
Portloko	94	551	163	48	1,010
Pujehun	56	297	32	12	382
Tonkolili	110	572	111	34	880
Western Rural	276	471	220	88	1,526
Western Urban	535	824	294	175	1,924
Total schools	**1,859**	**7,344**	**1,690**	**675**	**12,782**

Table 1.4-2: Actual Number of Schools by Local Council and Level

DISTRICT	PRE-PRIMARY	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY	TOTAL SCHOOLS
Eastern	**388**	**1,620**	**346**	**148**	**2,452**
Kailahun District	59	415	66	34	574
Kenema City	87	210	98	58	453
Kenema District	27	471	51	14	563
Koidu-New Sembehun City	94	128	72	29	323
Kono District	71	396	59	13	539
North Western	**213**	**1,239**	**347**	**129**	**1,928**
Kambia District	69	362	103	43	577
Karene District	31	315	65	23	434
Port Loko City	15	42	18	7	82
Port Loko District	98	520	161	56	835
Northern	**277**	**1,508**	**357**	**126**	**2,268**
Makeni City	45	62	32	22	161
Bombali District	65	352	110	37	564
Falaba District	29	254	35	12	330
Koinadugu District	29	261	47	13	350
Tonkolili District	109	579	133	42	863
Southern	**272**	**1,673**	**286**	**100**	**2,331**
Bo City	106	198	62	25	391
Bo District	41	466	79	22	608
Bonthe Municipal	5	7	5	4	21
Bonthe District	39	227	33	9	308
Moyamba District	37	485	77	29	628
Pujehun District	44	290	30	11	375
Western	**884**	**1,389**	**595**	**321**	**3,189**
Freetown City	525	776	295	183	1,779
Western Area Rural District	359	613	300	138	1,410
Total schools	**1,984**	**7,429**	**1,931**	**824**	**12,168**

Figure 1.4-1: School Questionnaire Completion by District



2. Field Methodology

2.1 Data Collection Process

Head Teachers and Principals at both public and private were responsible for the correct and accurate completion of their schools' questionnaire. SQARM Officers were assigned to visit the schools and collect the completed questionnaires, then submit them to the DEOs for data entry.

2.2 Recruitment and Training of Field Staff

Having reliable, well-trained and knowledgeable data collectors requires training by quality instructors. MBSSE implemented a three-day Training of Trainer (ToT) in Bo city, which was attended by FQSE personnel; School Inspectors; MBSSE District Statisticians and IT staff, as well as statisticians from Stats SL. During the training, the team was able to review and finalise the ASC questionnaires. The supervisors were also trained on the general operations of the ASC. The training received immense support from the DPP and the consultants. Trainees were able to go through the paper-based questionnaire to familiarise themselves with the questions and flow, which is also reflected in the electronic forms. To cement the knowledge gained from the training, a simulation exercise was conducted to demonstrate actual data collection.

2.3 Training of SSS Principals

In addition to the ToT, the MBSSE trained 624 SSS Principals to equip them with skills and knowledge of completing a digital questionnaire. The SSS Principals were provided with tablets that had been uploaded with the data collection application used for data collection. Most Principals were able to fill out the questionnaire and submit data for their respective schools. The training was held in the five regional headquarter towns of Makeni for the North, Kenema for the East, Bo for the South, Port Loko for the North-West, and Freetown for Western Area.

2.4 Team Composition

Unlike the previous ASCs, the ASC 2021 recruited MBSSE staff for ownership and sustainability, including enumerators. The DPP took the lead as National Census Coordinator and Senior Officers from Headquarter were chosen as coordinators and supervisors to oversee the exercise. In each district, enumerators received assistance and supervision from the District Directors (DDs). Clustering of enumerators was done by the DDs with support from the IT focal persons and supervisors.

2.5 Actual Data Collection and Data Management

SurveyCTO , a Computer Assisted Personal Interface (CAPI) app for use with Android tablets, was used to collect the ASC 2021 data. The software allowed the development of two parts: Main School Survey and Teacher Questionnaire. The design language was English.

Data was downloaded at set times and checked for data consistency and errors. To speed up data cleaning and analysis, data was downloaded in STATA format. This made it possible to keep track of all work done.

2.6 Quality Control Assurance

Unlike the previous ASCs, the ASC 2021 recruited MBSSE staff for ownership and sustainability, including enumerators. The DPP took the lead as National Census Coordinator and Senior Officers from Headquarter were chosen as coordinators and supervisors to oversee the exercise. In each district, enumerators received assistance and supervision from the District Directors (DDs). Clustering of enumerators was done by the DDs with support from the IT focal persons and supervisors.

In order to ensure that the ASC 2021 was of high quality:

- All questionnaires were checked and updated.
- The CAPI questionnaire was designed to carry out logic checks, prevent input violations, check skip patterns, and impose responses constraint that prevent the electronic form accepting data that is obviously incorrect, invalid or inconsistent.

Enumerators were required to visit assigned schools in their respective clusters and were monitored by supervisors who carried out spot-checks. The latter provided daily updates on progress in the assigned district via text message (SMS) in terms of data collection.

2.7 Editing

Editing was done into two parts: field editing and office editing. Field editing involved checking on completion status and missing information as received from the SurveyCTO server. The task was mainly carried by DDs and Supervisors. This checked whether all schools assigned were visited and interviewed, as well as if all paper questionnaires were collected. All errors that were discovered with the SurveyCTO on the tablet were discussed with the enumerators in the field.

Office editing was done after the completion of field work. It comprised of matching school names against the original database, this was done by supervisors and the District IT staff.

2.8 Challenges and Limitations

Delay in data collection process: The essence of using CAPI was to shorten the time for data collection and reduce errors that may arise during data entry. Using SQARM officers to collect completed questionnaires and District IT Officers to complete data entry may have saved some cost, the prolonged duration of data collection created more difficulties. One such difficulty was the disparity between reported uploads of completed questionnaires and the number of uploads captured on the server. The disparities occurred because the data entry clerks had to constantly sort out piles of paper questionnaires from the field.

Delay in collecting completed forms: When enumerators were used, they were able to visit schools and collect paper versions of the questionnaire on the spot. However, when SQARM officers were sent to collect the paper version of questionnaires, there were delays in data entry because the visits to schools did not take place in many instances.

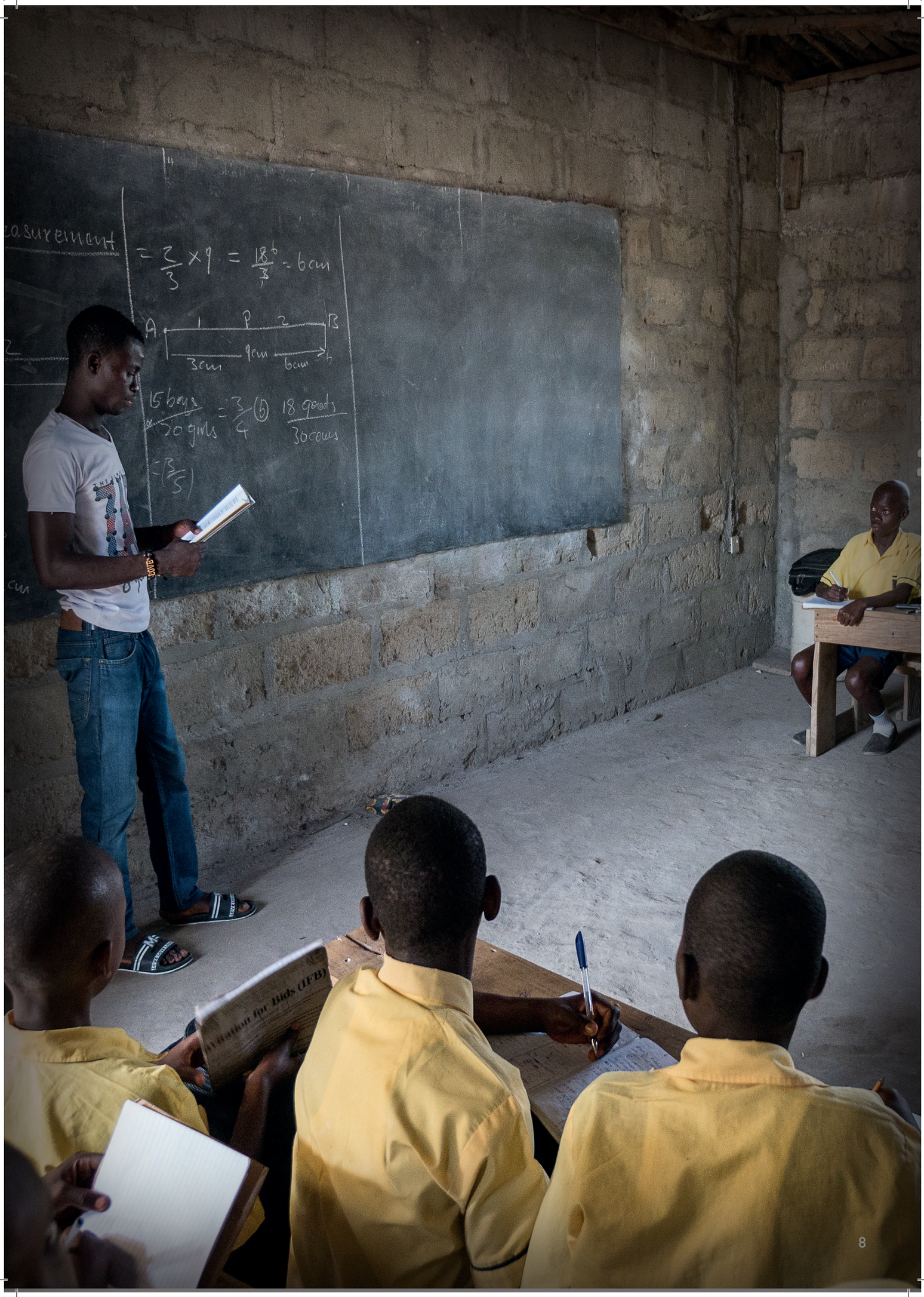
Delay in completing data collection: A mismatch was observed between data submitted on the server and the data claimed to be submitted by the IT personnel. This mismatch came after a list of schools with incomplete information was generated and shared with the team for updating and completion. This delayed the entire process of report writing and analysis.

Missing schools: A total of 391 schools (3%) were not found in the respective communities where they were reported to operate.

2.9 Recommendations

On the basis of the above challenges, the following recommendations are made:

1. To improve on the timeliness and quality of data collection, it is recommended that data collection officials record responses to questions in the questionnaire and upload these responses to the server.
2. The school master list should be regularly updated before data collection begins. To achieve this, pre-visit of schools to verify their existence by SQARM Officers and IT Clerks should be carried out.


measurement
= 2/3 × 9 = 18/3 = 6cm
A
P
B
3cm
9cm
6cm
15 boys / 20 girls = 3/4 (b)
18 goats / 30 cows
= 3/5
Invitation for Bids (IFB)

3. Highlights of the ASC 2021

This chapter provides findings of the ASC 2021 for the four levels of schooling. The indicators presented in this chapter include trends on the number of schools, enrolment and enrolment rates. Selected internal efficiency indicators include retention and transition rates. Data is also presented on the distribution of teachers and PTRs for the period 2018 to 2021. Indicators on school management and governance; school infrastructure, pedagogical and learning aid; sexual and gender-based violence; and education inclusivity are also presented.

Disaggregation by region of all the following data is provided in the Annex.

3.1 ASC Trend Analyses (2018 – 2021)

Education service delivery is informed by accurate and reliable data for effective implementation. To monitor and evaluate the performance of education service delivery, credible data and information is needed from schools to facilitate planning and mapping out of policies that enhance growth and development, as well as to inform decisions. The collection of education data and statistics has been an annual event by the MBSSE to provide education planners, EDPs, policy analysts and researchers with information for identifying trends, strengths, weaknesses, gaps, and the general needs of the education system.

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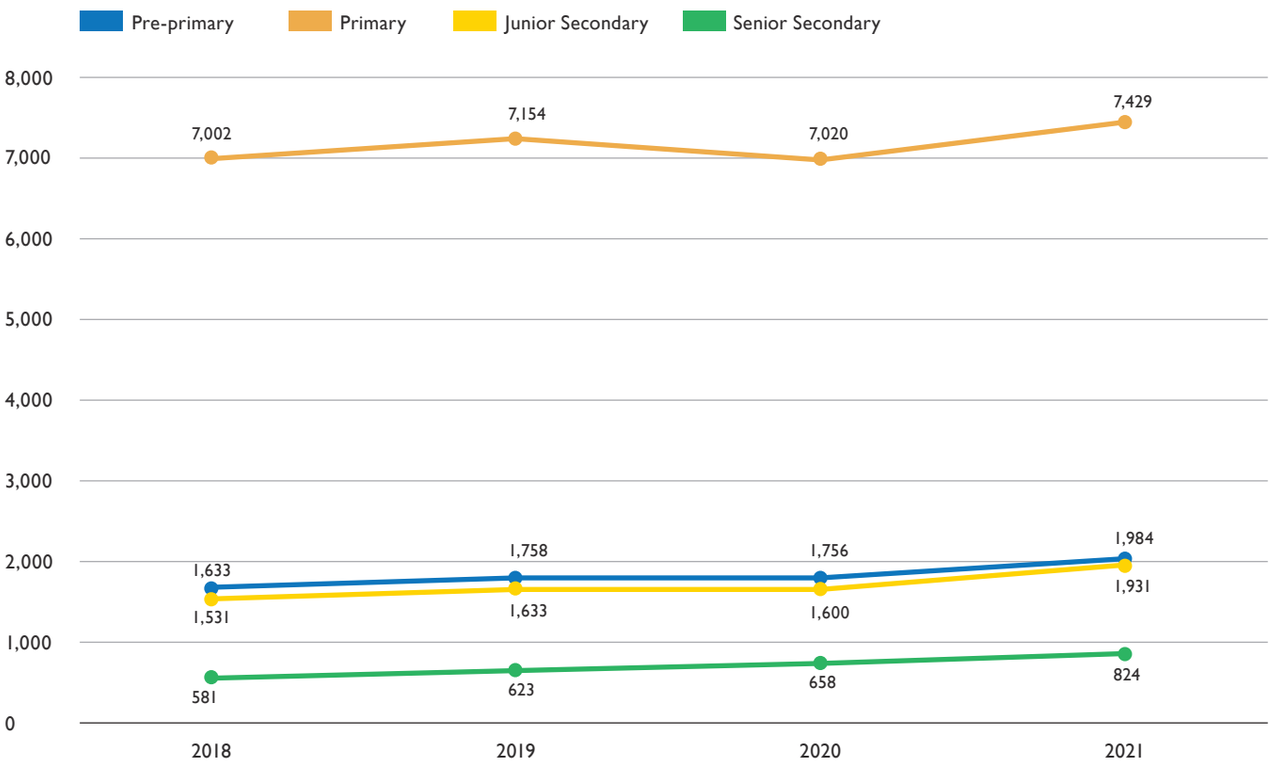
The data collected includes data on the number of schools at each level of education and number of pupils by region, district, chiefdom, and schooling level; number of teaching and non-teaching staff together with their number of years of experience and qualifications; standard/condition of WASH facilities and, finally, the level of internet connectivity at each school.

3.1.1 School Trends

During the period 2018 to 2021, the number of schools increased by 13%, from 10,747 to 12,168. Over this same period, the number of approved schools increased by 78%, from 4,872 to 8,676 schools, whilst public schools receiving financial and material support from the GoSL increased by 56%, from 4,387 to 6,829 schools.

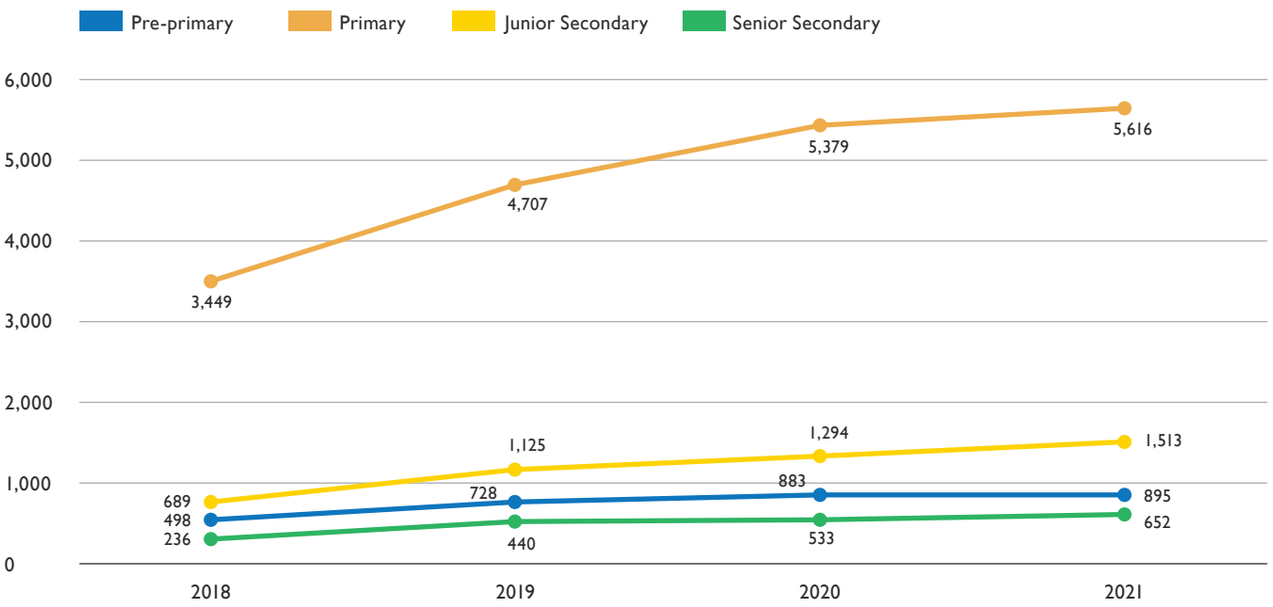
Figure 3.1-1: Change in Number of Schools by Level, 2018 to 2021



	2018	2019	2020	2021
Pre-primary	1,633	1,758	1,756	1,984
Primary	7,002	7,154	7,020	7,429
Junior Secondary	1,531	1,633	1,600	1,931
Senior Secondary	581	623	658	824

Figure 3.1-1 depicts the four year trend (2018-2021) of the total number of schools by level. Over this period, the number of schools increased at all levels, except in 2020 when there was a slight drop in the number of pre-primary, primary and JSS. The slight drop can be accounted for by the impact of the COVID-19 pandemic on schooling in 2020, as schools closed earlier than usual for the long vacation and data was collected retrospectively. Some schools were unable to manage their information well during this time, thus were unable to provide us complete data in 2020.

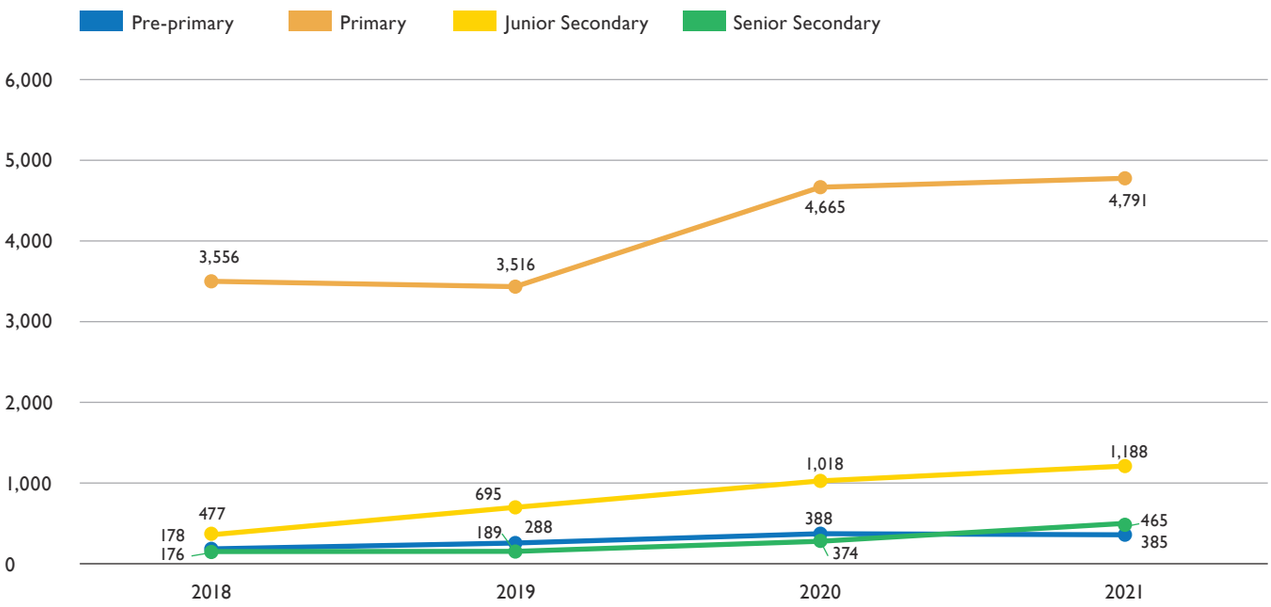
Figure 3.1-2: Number of Schools Approved by Level



	2018	2019	2020	2021
Pre-primary	498	728	883	895
Primary	3,449	4,707	5,379	5,616
Junior Secondary	689	1,125	1,294	1,513
Senior Secondary	236	440	533	652

Over the four-year period, many schools were approved by MBSSE for operation as school across all levels, as seen in Figure 3.1-2. Between 2018 and 2021, the number of schools given approval to operate as schools, both public and private, increased by 78% across all levels. There were huge increases in the number of junior and senior secondary schools approved, 176% and 129% respectively. These increases were due to the GoSL move to increase access to schooling through the FQSE programme.

Figure 3.1-3: Government and Government Assisted Schools by Level



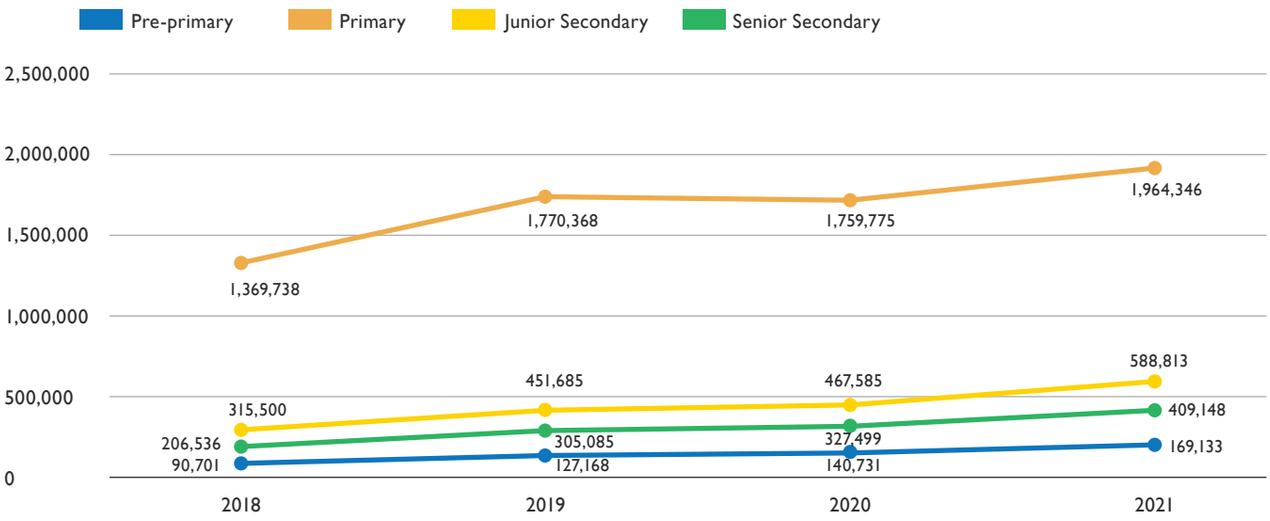
	2018	2019	2020	2021
Pre-primary	178	288	388	385
Primary	3,556	3,516	4,665	4,791
Junior Secondary	477	695	1,018	1,188
Senior Secondary	176	189	374	385

Schools reporting 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. Government Assisted schools are those public schools owned by faith-based organisations, communities, or other institutions/organisations supported by the GoSL. There was a 56% overall increase in the number of schools receiving support from the GoSL over the four-year period, as shown in Figure 3.1-3. Support from the GoSL increased to pre-primary schools (116%), JSS (149%) and SSS (164%). This resulted in the budgetary allocation for education increasing significantly over the period 2018 to 2021.

3.1.2 Pupil Trends

Between 2018 and 2021, enrolment in schools increased by 58%, from 1,982,475 to 3,131,440 pupils. Girls' enrolment continued to increase at all levels and almost reached parity with boys' enrolment at the SSS level.

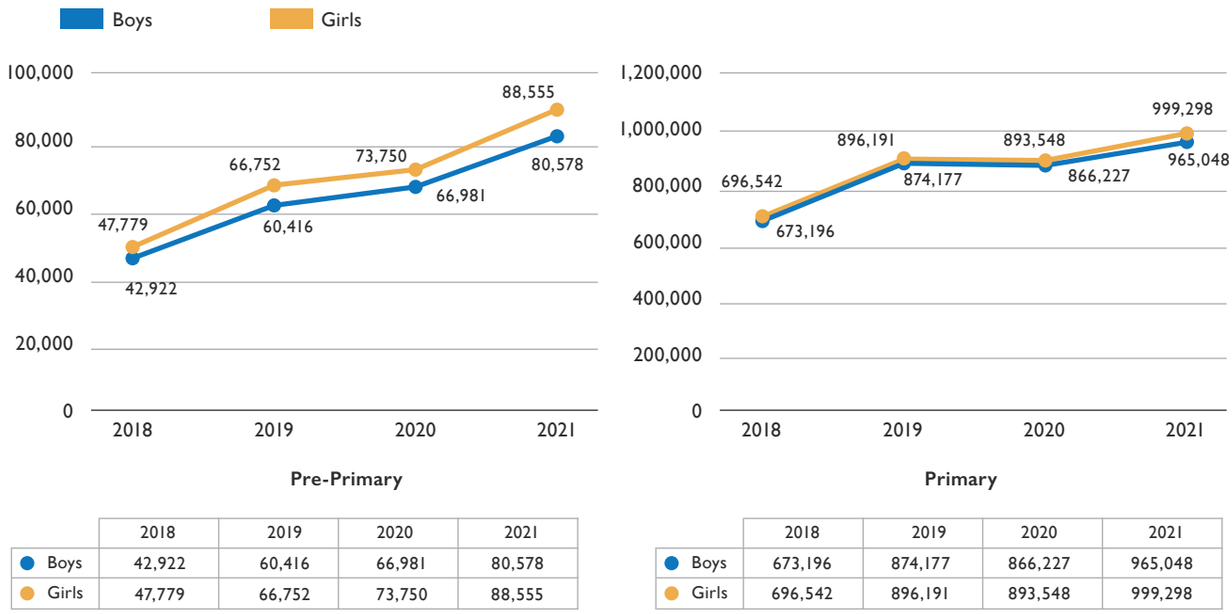
Figure 3.1-4: School Level Enrolment Trend, 2018-2021



	2018	2019	2020	2021
Pre-primary	90,701	127,168	140,731	169,133
Primary	1,369,738	1,770,368	1,759,775	1,964,346
Junior Secondary	315,500	451,685	467,585	588,813
Senior Secondary	206,536	305,085	327,499	409,148

Figure 3.1-4 shows the school level enrolment trend between 20218 and 2021. Enrolment increased across all levels with the biggest increases recorded at the pre-primary, junior and senior secondary levels. Enrolment in SSS increased by 98%, whilst enrolment at JSS increased by 87% and pre-primary levels increased at 86%. Comparatively, enrolment at the primary level only increased by 43% over the four- year period.

Figure 3.1-5: Schools Enrolment Distribution



	2018	2019	2020	2021
Boys	42,922	60,416	66,981	80,578
Girls	47,779	66,752	73,750	88,555

	2018	2019	2020	2021
Boys	673,196	874,177	866,227	965,048
Girls	696,542	896,191	893,548	999,298

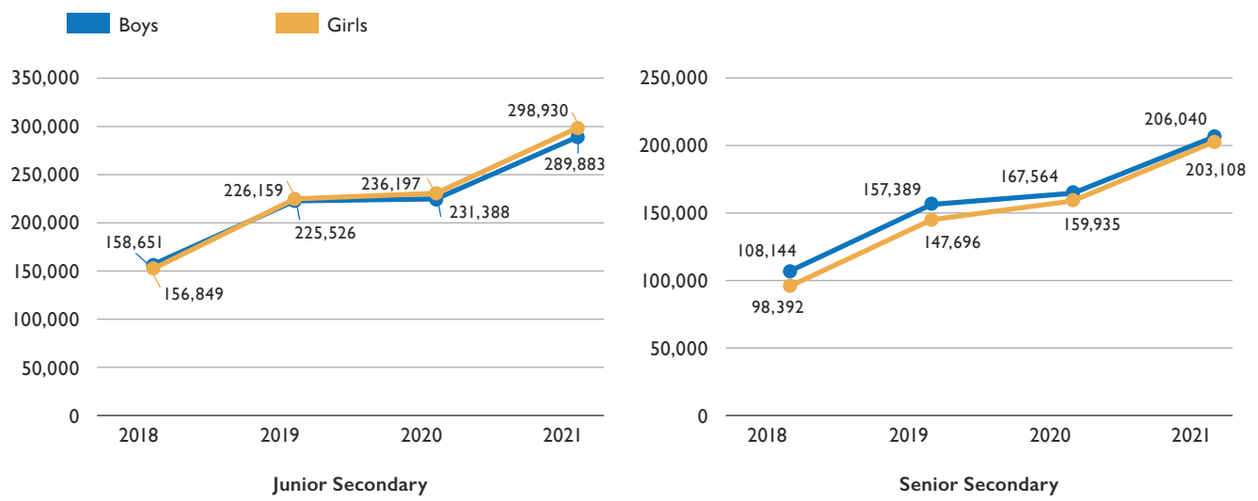
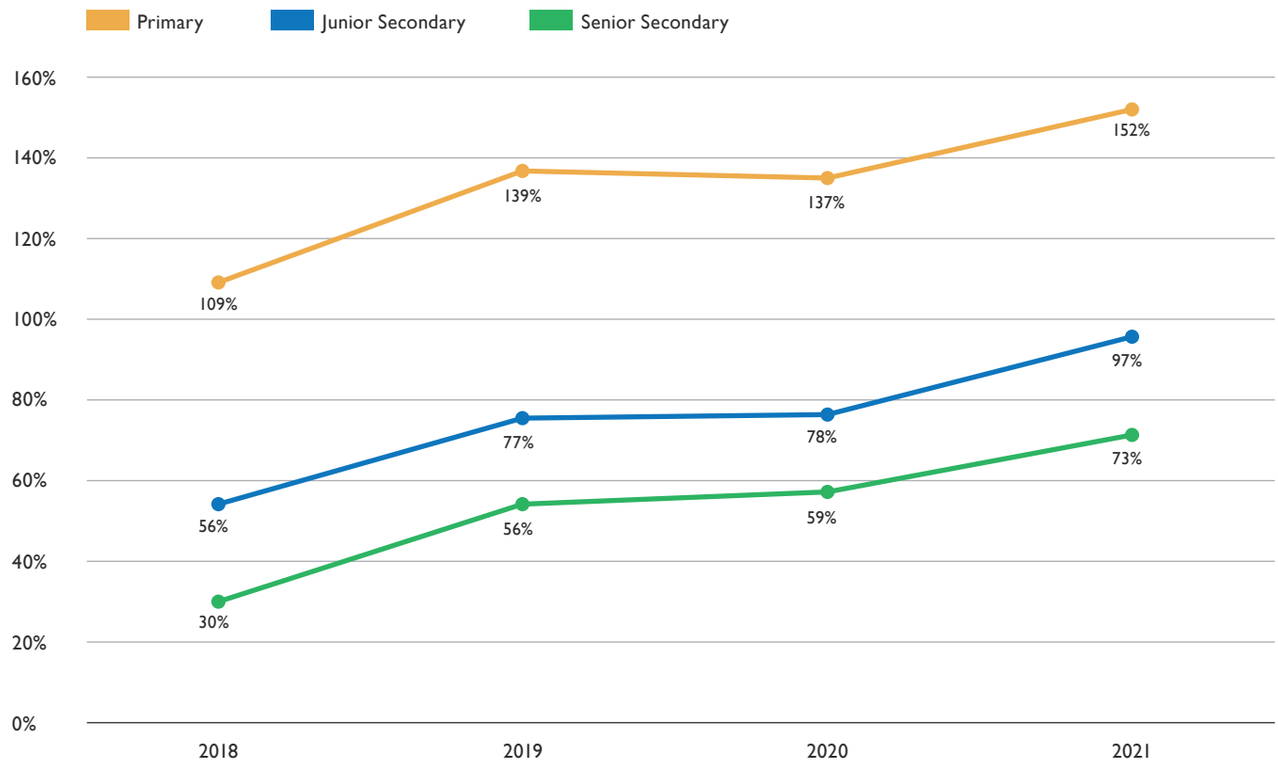


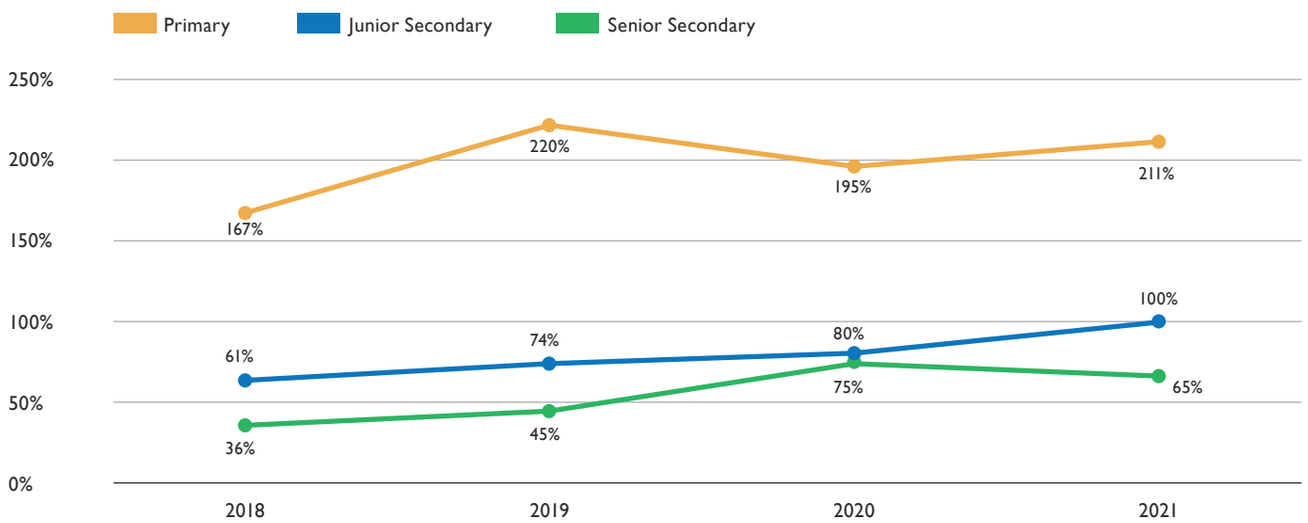
Figure 3.1-5 is a quadrant chart that shows school level enrolment distribution by gender for the period 2018 to 2021. It shows that more girls than boys were enrolled at the pre-primary and primary levels. From 2019, more girls than boys were enrolled at the JSS level. The reduction in the gap between boys' and girls' enrolment at the SSS level, from 10% in 2018 to 1% in 2021, is a result of the commitment of girls to complete senior secondary education.

Figure 3.1-6: Gross Enrolment Rate (GER)



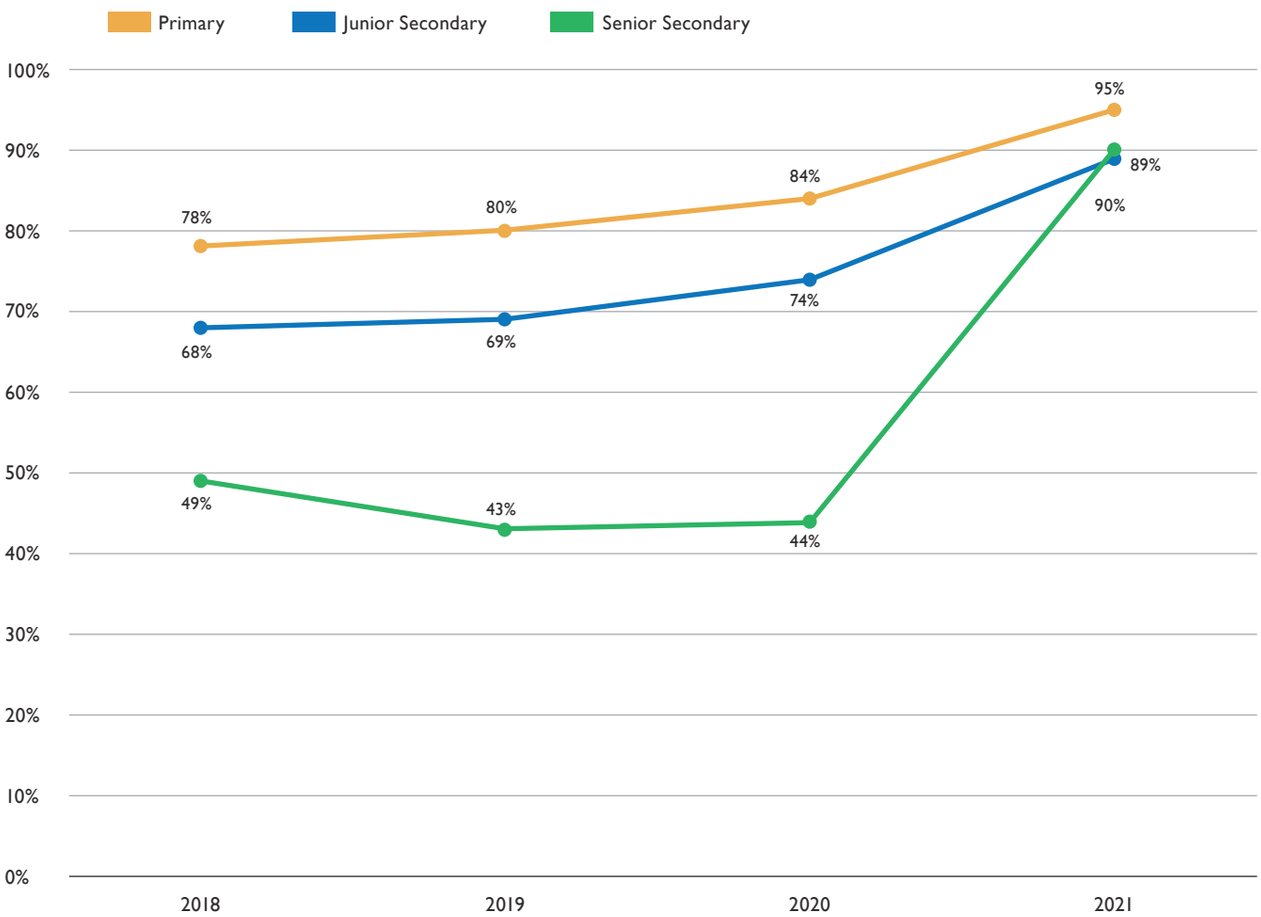
Gross Enrolment Ratio (GER) is defined as total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% because of early or late entry and/or grade repetition, as demonstrated for the primary level in Figure 3.1-6. The GER for the primary level suggests that a large number of under and over-aged pupils enrolled at that level causing the GER to be over 100%.

Figure 3.1-7: Gross Intake Rate (GIR): First grade at each level



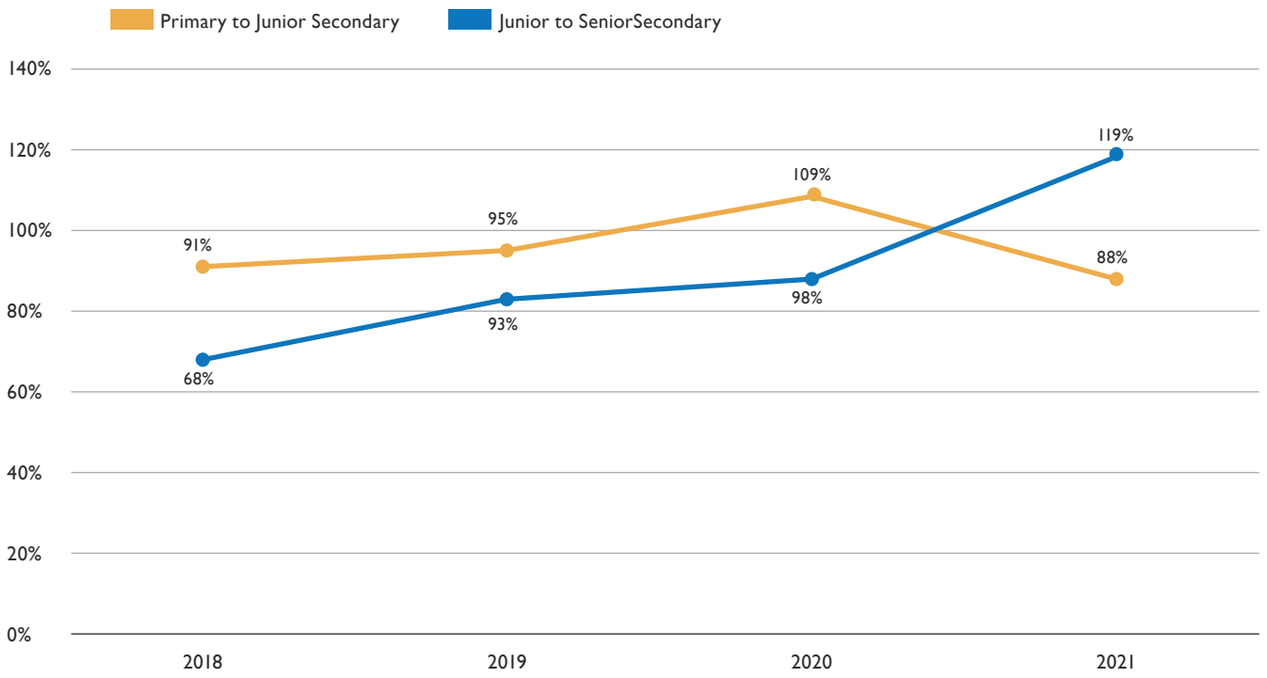
Gross Intake Rate (GIR) is defined as the total number of new entrants in the first grade of a given education level, regardless of age, expressed as a percentage of the population at the official school entrance age for that grade. Like the GER, it can be more than 100% because of under and over-aged pupils enrolled at the grade. As Figure 3.1-7 shows, the primary level had many under and over-age pupils hence the GIR was in excess of 100%. ASC 2021 data collection revealed that many pupils who were supposed to be in pre-primary school were found in Class 1 (first grade) of primary schools. Note that the 2021 GIR for the junior secondary level was 100%. This development was partly due to the fact that a much larger number of pupils sat and passed the WAEC examination that allows entry to the junior secondary level.

Figure 3.1-8: Gross Completion Rate (GCR): Last grade at each level



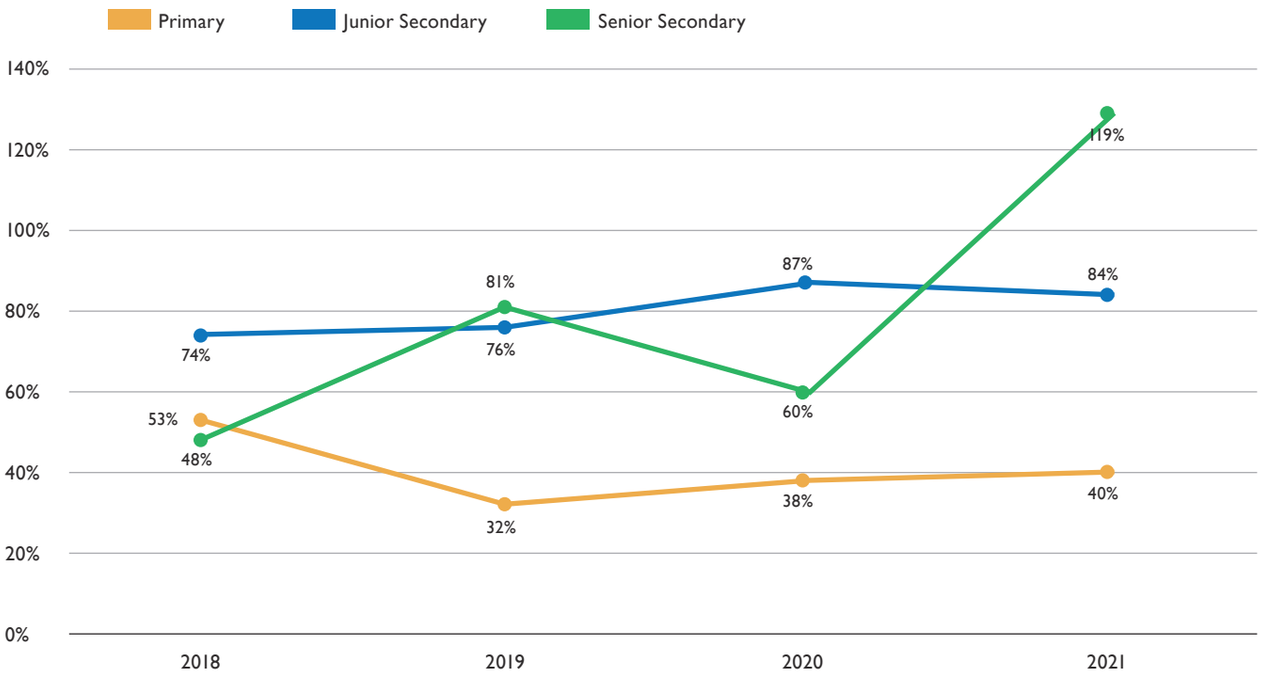
The Gross Completion Rate (GCR) is defined as the number of new entrants (enrolments minus repeaters) in the last grade of that level, regardless of age, divided by the population at the entrance age for the last grade of that level. Data limitations preclude adjusting for pupils who drop out during the final year of that level of education. Figure 3.1-8 shows the GCR for the primary, junior and senior secondary levels from 2018 to 2021. During this period, senior secondary GCR increased by 86%, from 49% in 2018 to 90% in 2021. Meanwhile, junior secondary GCR increased by 32%, from 68% in 2018 to 89% in 2021, and primary GCR increased by 22%, from 78% in 2018 to 95% in 2021.

Figure 3.1-9: Transition Rate (TR)



The Transition Rate (TR) is defined as the new entrants to the first grade of a given level of school education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of the level immediately lower than the given level of school education in the previous year. Figure 3.1-9 shows that TR increased from primary to junior secondary level between 2018 and 2021 with a steep rise between 2020 and 2021. The TR of 120% between these two levels in 2021 can be attributed to the large number of pupils who repeated and passed the National Primary Schools Examination (NPSE) in 2021 but were not enrolled as regular pupils in the final grade of the primary level in 2020, and those pupils who passed the NPSE in 2020 but for various reasons were unable to enter JSS that year.

Figure 3.1-10: Retention Rate (RR)

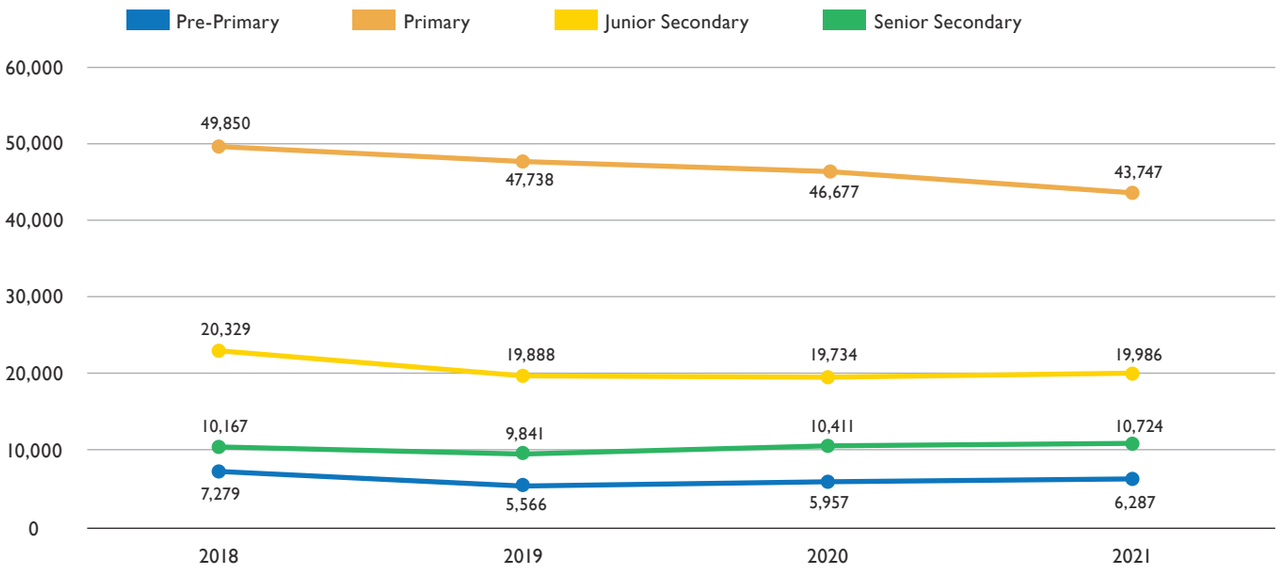


The proxy Retention Rate (RR) is calculated by finding the ratio of final grade to first grade enrolments at each level of schooling. Figure 3.1-10 depicts RR trends for primary, junior and senior secondary levels between 2018 and 2021. Following a dip between 2018 and 2019 in the primary level RR, subsequently there was a steady rise. The junior secondary level RR increased steadily between 2018 and 2021, whilst that of the senior secondary level was continually changing. The proxy RR of 129% in 2021 can be attributed largely to an extremely high number of repeaters in SSS3 in 2021. The high number of repeaters is a consequence of a new policy allowing pupils to re-sit the WASSCE if they did not pass the required number of subjects for university entry . It can be argued that the extremely large number of SS3 repeaters in 2021 makes use of the proxy RR inappropriate.

3.1.3 Teacher Trends

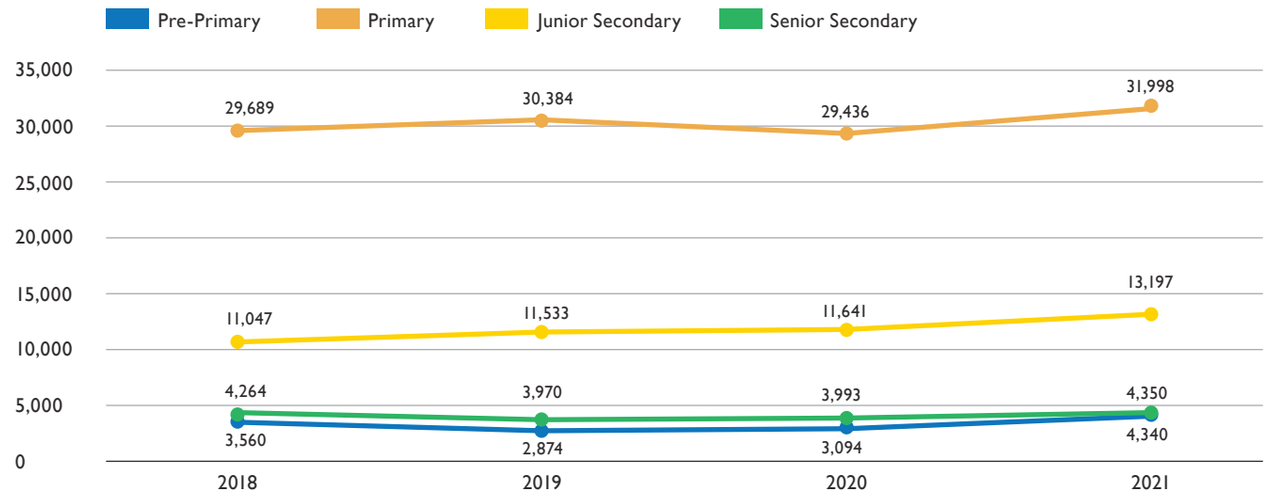
The total number of teachers in classrooms decreased by 8% between 2018 and 2021, from 87,625 teachers in 2018 to 80,744 teachers in 2021. At the same time, the number of qualified teachers in schools increased by 11% between 2018 and 2021. The increase in pupil enrolment during this period is not matched by the change in number of teachers resulting in increased PTRs and PQTRs.

Figure 3.1-11: Distribution of Techers by Level



Distribution of teachers across the various levels of schooling is depicted in Figure 3.1-11. There was a decline in teacher numbers between 2018 and 2021 at all levels, except for the senior secondary level. The number of teachers decreased at the pre-primary (14%), primary (12%) and junior secondary (2%) levels. However, the number of senior secondary level teachers increased by 5% over the same period. Being unable to get on the GoSL teacher payroll is often the reason given for leaving the teaching profession.

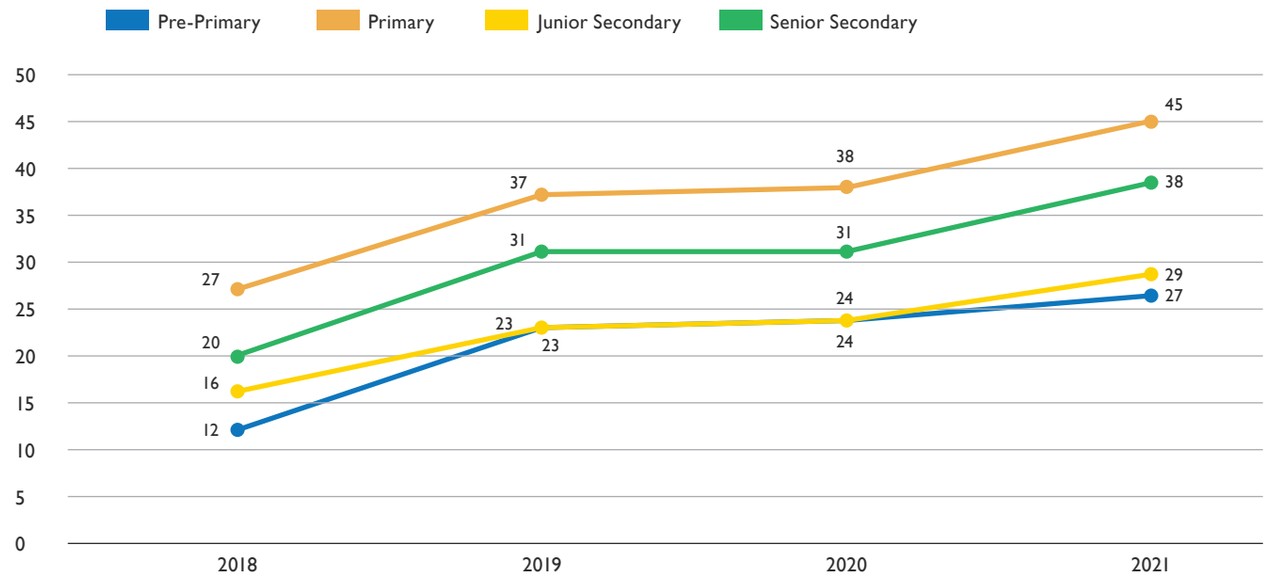
Figure 3.1-12: Qualified Teachers in Schools by Level



	2018	2019	2020	2021
Pre-primary	3,560	2,874	3,094	4,340
Primary	29,689	30,384	29,436	31,998
Junior Secondary	11,047	11,533	11,641	13,197
Senior Secondary	4,264	3,970	3,993	4,350

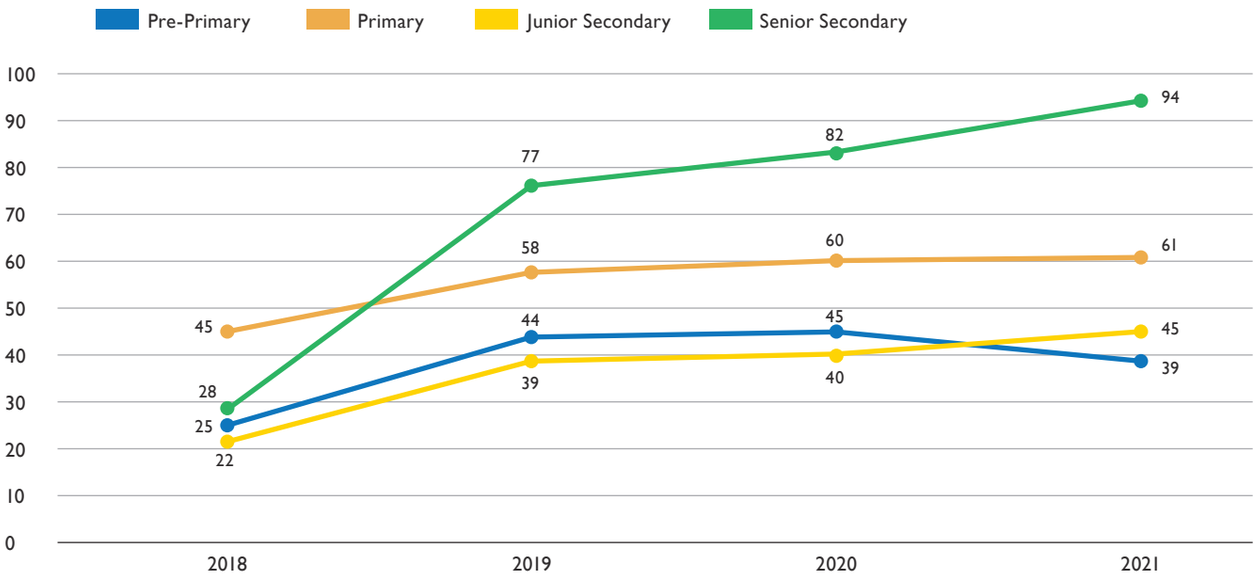
Figure 3.1-12 shows that the number of qualified teachers increased at various school levels between 2018 and 2021. At 22%, the pre-primary level saw the highest increase in qualified teachers. The junior secondary level followed with a 19% increase. The primary and senior secondary levels experienced increases of 8% and 2% respectively. These increases suggest that TSC's work to get more qualified teachers into the classroom is succeeding.

Figure 3.1-13: Pupils to Teacher Ratio (PTR)



Between 2018 and 2021, there were similar patterns in the changes in PTR across all levels. The PTR is a measure of the average number of pupils that a teacher has to teach in a classroom. Note that the trend indicates a need to start recruiting more teachers to avoid the ratios becoming too high.

Figure 3.1-14: Pupils to Qualified Teacher Ratio (PQTR)



Despite increases in the number of qualified teachers, the PQTR significantly increased between 2018 and 2021, as Figure 3.1-14 shows. Whilst the PTR figures were close to the ideal for each of the levels, the PQTR numbers indicated that many teachers were not qualified for the level they were teaching. With 94 pupils to one qualified teacher in SSS, there is an urgent need to recruit more subject-specific qualified teachers for this level of schooling.

3.2 Other ASC 2021 Findings

A total of 12,168 schools across the country were enumerated. A total of 3,131,440 pupils taught by a total of 80,744 teachers, were enrolled in these schools.

3.2.1 The Schools

The government's aim of increasing access to education for all, regardless of status and condition, requires the availability of an adequate number of schools across the country. In Sierra Leone, the total number of schools in 2021 was 12,168 (from which data was collected). This represents a 10.3% increase in the number of schools captured in the ASC 2020.

3.2.1.1 School Profile

This sub-section reports on the total number of schools enumerated during the ASC 2021 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	PRIVATE	PUBLIC	TOTAL SCHOOLS
Pre-Primary	757	1,227	1,984
Primary	766	6,663	7,429
Junior Secondary	362	1,569	1,931
Senior Secondary	159	665	824
Total Schools	**2,044**	**10,124**	**12,168**

Table 3.2.1 shows the distribution of public and private schools by level. Out of the 12,168 schools covered in the census, 10,124 (83.2%) were public schools and 2,044 (16.8%) private schools.

More than half of the schools in Sierra Leone were primary schools (61.0%) whilst 16.3% were pre-primary schools, 15.7% were JSS and 6.7% were SSS.

Table 3.2-2: School Approval Status by Level

LEVEL	APPROVED	NOT APPROVED	TOTAL SCHOOLS
Pre-Primary	895	1,089	1,984
Primary	5,616	1,813	7,429
Junior Secondary	1,513	418	1,931
Senior Secondary	652	172	824
Total Schools	**8,676**	**3,492**	**12,168**

Table 3.2.2 shows school approval status by level in 2021 and suggests the government's strong commitment to approving schools. Just over 40% of pre-primary schools were approved whilst over 70% of primary schools and over 80% of JSS and SSS were approved.

Table 3.2-3: Government Assisted and Non-Government Assisted Approved Public Schools by Level

LEVEL	NON-GOVERNMENT ASSISTED	GOVERNMENT ASSISTED	TOTAL SCHOOLS
Pre-Primary	151	385	536
Primary	412	4,791	5,203
Junior Secondary	137	1,188	1,325
Senior Secondary	82	465	547
Total Schools	**782**	**6,829**	**7,611**

Table 3.2-3 shows the number of approved public schools that were Government Assisted and Non-Government Assisted by level. The government supports schools through the payment of teacher salaries, payment of subsidies, provision of teaching and learning materials, etc.

Of the 7,611 approved public schools, 6,829 (89.7%) were receiving government support, whilst 782 (10.2%) were yet to receive any government support. This is consistent with the fact that not all approved schools receive immediate financial support from government.

3.2.1.2 School Management and Governance

By policy, the management and running of the schools is the responsibility of School Management Committees (SMCs) for primary schools and Boards of Governors (BOGs) for secondary schools. It is important to have these structures in place for the effective monitoring of schools in communities.

Table 3.2-4: Schools with Functional School Management Committee or Board of Governors

SMC/BoG	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Private	Public	Private	Public	Private	Public	Private	Public
Number of Schools	580	974	608	5,799	300	1,363	140	599
% of Schools	**77%**	**79%**	**79%**	**87%**	**83%**	**87%**	**88%**	**90%**

Table 3.2.4 shows that more than two-thirds of public and private schools at all levels reported having functional SMCs or BOGs that met regularly to decide on issues relating to the running and management of the school. Public schools had more functional SMCs and BoGs than private schools at all levels of schooling.

Table 3.2-5: Training in Management and Governance

SMC/BoG	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Private	Public	Private	Public	Private	Public	Private	Public
Training Received	349	974	608	5,799	300	1,363	140	599
% of Schools	**77%**	**79%**	**79%**	**87%**	**83%**	**87%**	**88%**	**90%**

Table 3.2-5 shows the number and percentage of public and private schools whose SMCs or BOGs had received training on school management. For all levels, more public schools reported SMCs and BOGs being trained on school management than private schools.

3.2.1.3 Access to School Infrastructure Facilities

In the ASC 2021, classrooms were classified into three main groups i.e. solid, semi-solid and makeshift. Within these groups, there were classrooms in good condition whilst others required repairs. Table 3.2-6 presents the summary of pupil-classroom ratio (a measure of class size) for three categories of classrooms:

- All classrooms, including makeshift classrooms;
- Permanent classrooms, including only solid and semi-solid classrooms;
- Classrooms in good condition, classrooms that do not need repairs.

Table 3.2-6: Class Size (Pupil-Classroom Ratio) by Level

LEVEL	ALL CLASSROOMS	PERMANENT CLASSROOMS	CLASSROOMS IN GOOD CONDITION
Pre-Primary	32	34	39
Primary	50	54	70
Junior Secondary	56	59	73
Senior Secondary	63	66	81
Total Classrooms	**51**	**54**	**69**

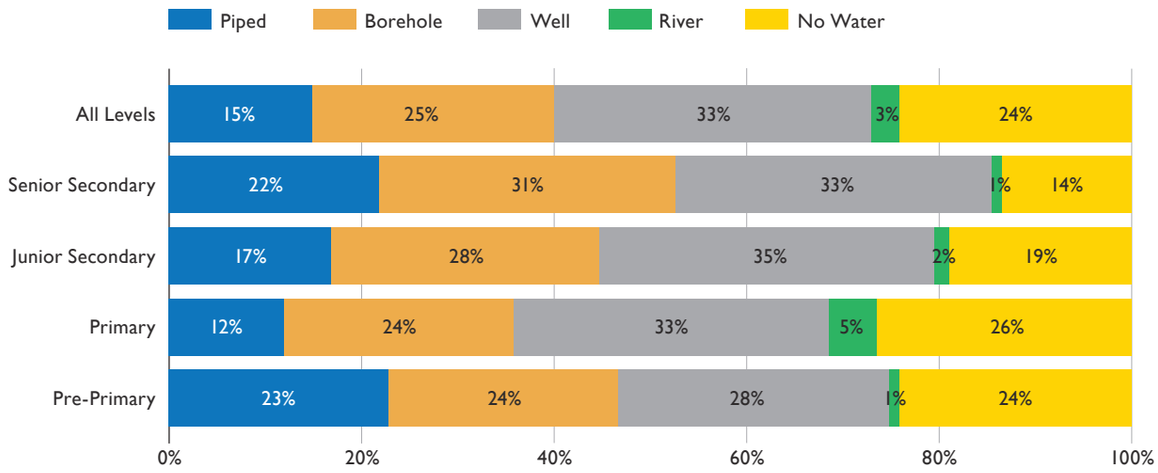
Table 3.2.6 shows that class sizes increased as the schooling ladder was ascended. It suggests a greater need for additional classrooms at the secondary level, in particular for SSS. The high and very high pupil-classroom ratio for permanent and good condition classrooms, respectively, point to an urgent need for good condition classrooms at all levels (except the pre-primary as it tends to be organised differently).

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

LEVEL	ALL CLASSROOMS		PERMANENT CLASSROOMS		CLASSROOMS IN GOOD CONDITION	
	Govt. Assisted	Non-Govt. Assisted	Govt. Assisted	Non-Govt. Assisted	Govt. Assisted	Non-Govt. Assisted
Pre-Primary	49	36	53	39	65	47
Primary	56	43	61	48	82	58
Junior Secondary	62	51	65	55	82	67
Senior Secondary	74	52	77	56	99	69
Total Classrooms	**59**	**45**	**63**	**49**	**84**	**59**

Table 3.2-7 shows that there were larger class sizes (pupil-classroom ratios) in Government Assisted public schools than in Non-Government Assisted public schools under each category of classroom and school level. The rapid increase in enrolment has outpaced classroom construction, reflecting the fact that average class size increased as the schooling ladder was ascended, and as the move was made from 'all classrooms' to 'classrooms in good condition'.

Figure 3.2-1: Access to Water in Schools



In Sierra Leone, 73% of schools had access to potable water in 2021. The sources of water were reported as being hand dug wells (33% of school), borehole (25%), pipe (15%), and river (3%). Worryingly, 2,921 (24%) schools reported not having access to any water. Figure 3.2-1 indicates schools without access to water by level: one in four at primary and pre-primary schools; one in five at JSS; one in seven at SSS.

Table 3.2-8: Enrolment in Approved Public Schools without Water

SCHOOL LEVEL	ENROLMENT		
	Total	No Water	% Schools with No Water
Government Assisted			
Pre-Primary	49,217	13,851	28%
Primary	1,478,586	329,634	22%
Junior Secondary	470,144	72,753	15%
Senior Secondary	329,289	46,567	14%
Total enrolment in Government Assisted Schools	**2,327,236**	**462,805**	**79%**
Non-Government Assisted			
Pre-Primary	15,334	5,080	33%
Primary	91,282	29,809	33%
Junior Secondary	30,865	7,612	25%
Senior Secondary	26,250	3,962	15%
Total enrolment in Non-Government Assisted Schools	**163,731**	**46,463**	**28%**
Total enrolment	**2,490,967**	**509,268**	**20%**

Table 3.2-8 presents the number of pupils in approved public schools with no access to water. A total of 509,268 pupils attended approved public schools that have no access to water. 462,805 (91%) of these pupils were in Government Assisted approved public schools. There were also more pupils enrolled in schools with no access to water at the lower levels (pre-primary and primary schools) than higher levels (JSS and SSS).

Table 3.2-9: Number of Latrines and Ratio of Pupils to Latrines by Level

LEVEL	ENROLMENT	TOILETS			TOILET RATIO		
		Good	Fair	Bad	Good Toilets	Good & Fair	Good, Fair & Bad
Pre-Primary	173,875	3,360	1,382	640	52	37	32
Primary	1,964,346	13,226	7,965	3,859	149	93	78
Junior Secondary	588,813	4,758	2,157	796	124	85	76
Senior Secondary	409,148	2,406	1,043	370	170	119	107
Totals	3,136,182	23,750	12,547	5,665	132	86	75

Table 3.2-9 shows enrolment and toilet numbers by school level. It is heartening to note that there were more 'good' toilets than 'fair' and 'bad' toilets combined at all levels of schooling The ratio of pupils to latrines was very high in primary and secondary schools, but low in pre-primary schools if we consider only latrines in good condition. On average, there were 170 pupils per latrine in SSS, 124 pupils per latrine in JSS, and 149 pupils per one latrine in primary schools. However, these high usage ratios reduced as we included latrines in both fair and bad conditions. For latrines in good and fair condition, there were 93 pupils per latrine on average; 85 pupils per latrine in JSS, 119 pupils per latrine in SSS and 37 pupils per latrine in pre-primary school. There is a need to improve sanitation in schools to reduce the high toilet usage ratio and to provide pupils with a healthier environment.

Notwithstanding the fact that good toilets outnumber 'fair' and 'bad' toilets, the ratio of pupils to good toilets is worryingly high at the primary and secondary levels. Even with all categories of toilets combined, the ratio of pupils to toilet was still high at the primary and secondary level, particularly the senior secondary level which has a ratio of 107 to 1.

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

SCHOOL LEVEL	ENROLMENT		
	Total enrolment	No Hand Wash Facility	% in Schools with No Hand Wash Facility
Public			
Pre-Primary	123,187	22,858	19%
Primary	1,835,767	310,799	17%
Junior Secondary	540,684	70,794	13%
Senior Secondary	377,205	33,492	9%
Private			
Pre-Primary	50,688	8,434	17%
Primary	128,579	14,424	11%
Junior Secondary	48,129	5,892	12%
Senior Secondary	31,943	4,759	15%

A significant number of pupils attended schools without hand wash facilities as seen in Table 3.2-10. The ASC 2021 shows that up to 19%of pupils in public pre-primary schools attended schools without hand wash facilities, compared to 17% in private schools. In primary 310,799 pupils in public schools had no access to hand wash facilities, representing 17% of the total enrolment in public schools. In comparison, 11% of the pupils in private primary schools did not have access to hand wash facilities. In JSS and SSS, the share of pupils with no access to hand wash facility dropped to 13% and 9% respectively in public schools (and the majority of pupils at these levels were enrolled in public schools).

The table shows that for each level of schooling, a smaller percentage of pupils from private schools attended schools with no hand wash facility than pupils from public schools. It also shows that in the case of public schools, as the schooling ladder was ascended, 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

SCHOOL LEVEL	ENROLMENT		
	Total enrolment	No Play Area	% in Schools with No Area
Government Assisted			
Pre-Primary	49,217	9,932	20%
Primary	1,478,586	219,601	15%
Junior Secondary	470,144	83,875	18%
Senior Secondary	329,289	69,387	21%
All	**2,327,236**	**382,795**	**16%**
Non-Government Assisted			
Pre-Primary	15,334	3,412	22%
Primary	91,282	18,742	21%
Junior Secondary	30,865	6,971	23%
Senior Secondary	26,250	10,294	39%
All	**163,731**	**39,419**	**24%**
Totals	**2,490,967**	**422,214**	**17%**

The establishment of a school requires a playground for pupils to take part in extracurricular activities that keeps them physically fit for learning. Table 3.2-11 shows the number of pupils in approved public schools with no playground. A total of 422,214 pupils attended approved public schools that had no playground; 382,795 (91%) of these were in Government Assisted approved public schools. There were also more pupils at the lower levels (pre-primary and primary) enrolled in schools with no playground than those at higher levels (JSS and SSS).

3.2.1.4 Access to Pedagogy and Learning Aid in Schools

In addition to the school fee subsidy and the tuition fees that the government provides for 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 Pupils to Textbook Ratio (PTxR) is 1:1 or 1:2, i.e one textbook to one pupil, or one textbook to two pupils.

Figure 3.2-2: Pupils to Textbook Ratio (PTxR) by Level

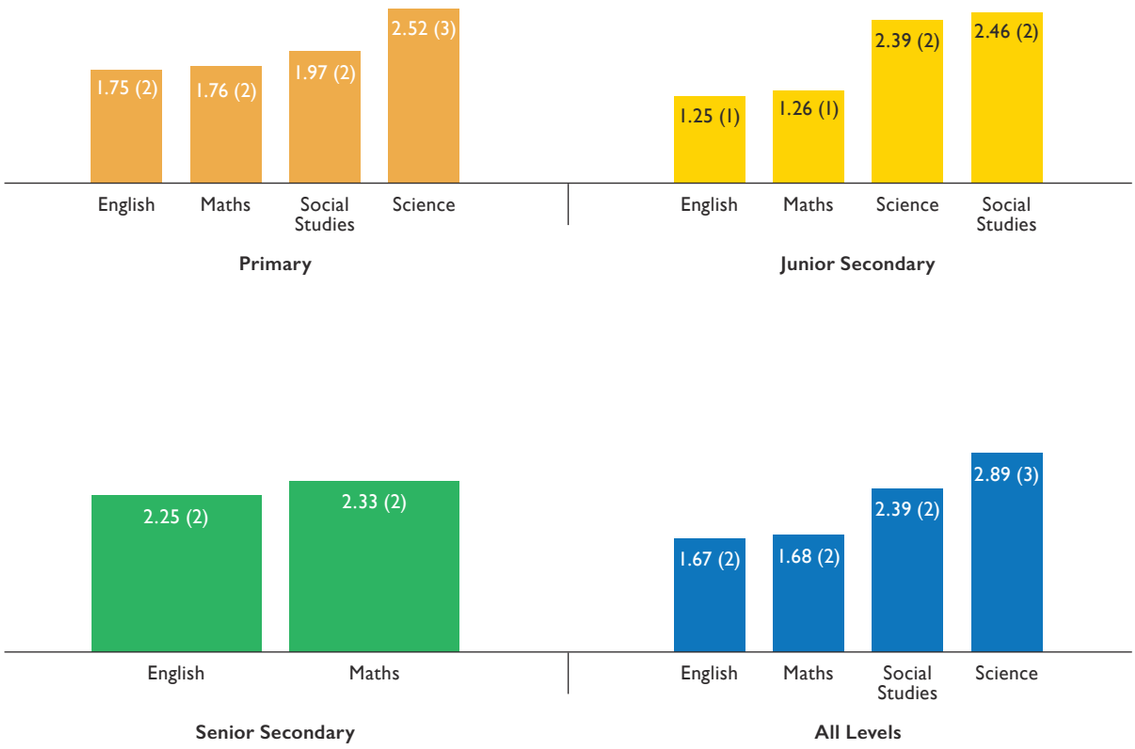


Figure 3.2-2 shows the PTxR by level and core subjects. The PTxR was ideal for JSS (1:1 for English and Maths, 1:2 for Science and Social Studies) and for most core subjects in primary schools, except for science where the average PTxR was 1:3. The ratios at the senior secondary level were satisfactory.

Figure 3.2-3: Pupils to Textbook Ratio (PTxR) in Government Assisted and Non-Government Assisted Public Primary Schools

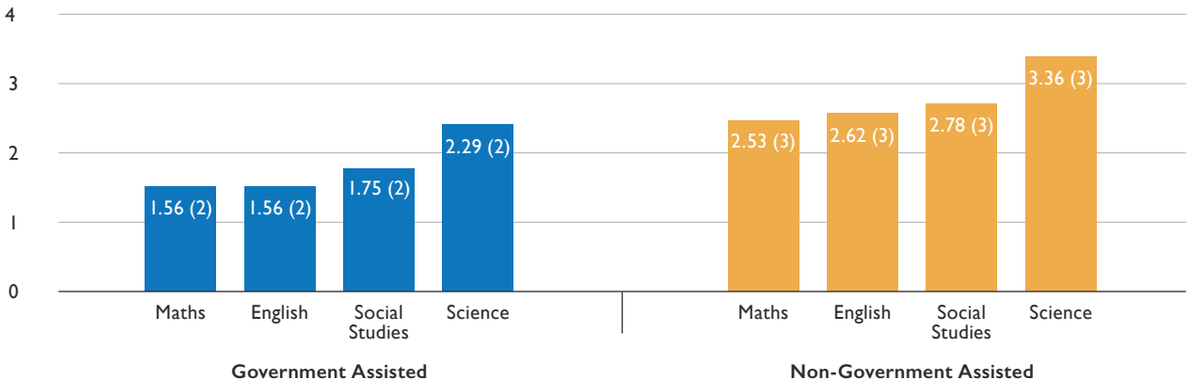


Figure 3.2-3 depicts the PTxR in Government Assisted and Non-Government Assisted public primary schools. Government Assisted schools had better PTxR than Non-Government Assisted schools. This is primarily due to the fact that Government Assisted schools have priority over Non-Government Assisted schools in the provision of textbooks and TLMs.

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

SCHOOL LEVEL	ENROLMENT		
	Total enrolment	No Library	% in Schools with No Library
Public			
Primary	1,835,767	1,791,803	98%
Junior Secondary	540,684	453,563	84%
Senior Secondary	377,205	283,122	75%
Total for public schools	**2,753,656**	**2,528,488**	**92%**
Private			
Primary	128,579	110,313	86%
Junior Secondary	48,129	40,444	84%
Senior Secondary	31,943	21,442	67%
Total for private schools	**208,651**	**172,199**	**83%**
TOTALS	**2,962,307**	**2,700,687**	**91%**

The availability of a functional school library enables access to required textbooks and learning materials so pupils can carry out research in a conducive environment, enhancing and improving learning outcomes. As indicated in Table 3.2-12, about 2,528,488 pupils were enrolled in public primary schools that had no functional library, whilst in the private schools only 172,199 pupils were enrolled in schools with no library. Improving the provision of well-equipped libraries in our schools, especially at higher levels, will likely improve the learning outcomes and pass rates among pupils.

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

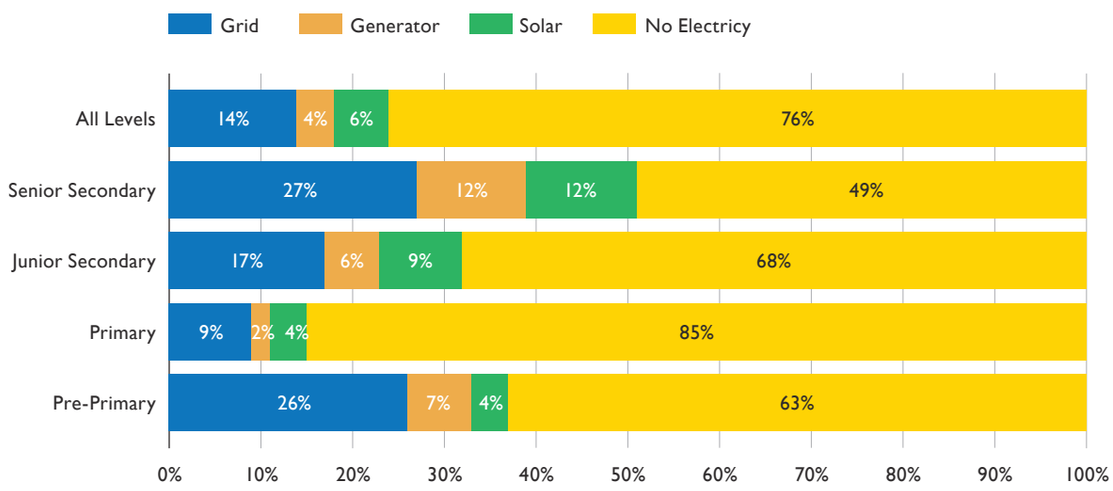
SCHOOL LEVEL	ENROLMENT		
	Total enrolment	No Laboratory	% in Schools with No Laboratory
Public			
Primary	1,835,767	1,815,151	99%
Junior Secondary	540,684	481,168	89%
Senior Secondary	377,205	313,566	83%
Private			
Primary	128,579	122,795	96%
Junior Secondary	48,129	43,621	91%
Senior Secondary	31,943	24,967	78%

A well-equipped functional science laboratory for conducting experiments and practical work in the core science subjects can contribute to improving pass rates in these subjects. Table 3.2-13 shows that a total of 83% of SSS pupils in public schools had no laboratory access compared to 78% of pupils in private schools. There is a need for interventions in the provision of laboratories, at all levels of schooling in both public and private schools.

3.2.1.5 Access to Electricity and ICT Pedagogy Facility

According to Perry Sadorsky in *Information Communication Technology and Electricity Consumption in Emerging Economies,* 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. This sub-section therefore reports on access to electricity, computer and internet for pedagogy.

Figure 3.2-4: Access to Electricity in Schools by Level



The ASC 2021 showed that 76% of schools in Sierra Leone had no access to electricity and the majority (86%) did not have access to the national grid. As shown in Figure 3.2-4, 63% of pre-primary schools, 85% primary schools, 68% of JSS and 49% of SSS did not have access to any source of electricity. A quarter of pre-primary schools had access to national grid electricity. Only 1 in 10 primary schools had access to the same electricity source. In JSS and SSS, the share was 17% and 27% respectively. Only 6% and 4% of schools relied on solar and generator as their electricity source respectively.

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

SCHOOL LEVEL	ENROLMENT		
	Total Enrolment	No Electricity	% in Schools with No Electricity
Public			
Pre-Primary	123,187	97,290	79%
Primary	1,835,767	1,608,007	88%
Junior Secondary	540,684	334,535	62%
Senior Secondary	377,205	160,974	43%
Total for public schools	**2,876,843**	**2,200,806**	**77%**
Private			
Pre-Primary	50,688	20,428	40%
Primary	128,579	63,023	49%
Junior Secondary	48,129	25,104	52%
Senior Secondary	31,943	8,051	25%
Total for public schools	**259,339**	**116,606**	**45%**
Totals	**3,136,182**	**2,317,412**	**74%**

Table 3.2.14 shows that 2,317,412 pupils were in schools without electricity. The ACS 2021 reported that 79% of pupils in public pre-primary schools attended schools with no electricity compared to 40% in private schools. At primary level, 1,608,007 (88%) pupils attend public schools with no access to electricity. In comparison, almost half of the pupils (49%) in private primary schools did not have access to electricity. In JSS and SSS, the share of pupils with no access to electricity dropped to 62% and 43% respectively in public schools. Overall, 77% of pupils in public schools had no access to electricity compared to 45% in private schools.

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

SCHOOL LEVEL	ENROLMENT		
	Total Enrolment	No Pedagogy Computer	% in Schools with No Computer for Pedagogy
Public			
Pre-Primary	123,187	122,774	99.7%
Primary	1,835,767	1,828,621	99.6%
Junior Secondary	540,684	511,447	95%
Senior Secondary	377,205	335,100	89%
Total for public schools	**2,876,843**	**2,797,942**	**97%**
Private			
Pre-Primary	50,688	48,652	96%
Primary	128,579	120,608	94%
Junior Secondary	48,129	41,831	87%
Senior Secondary	31,943	24,282	76%
Total for public schools	**259,339**	**235,373**	**91%**
Totals	**3,136,182**	**3,033,315**	**97%**

Table 3.2-15 shows that 3,033,315 pupils attended schools without computers for pedagogy (for teaching learning and learning purposes) in 2021. Additionally, the table shows that more than 90% of pupils in public and private pre-primary and primary schools attended schools without computers for pedagogy. At the secondary level, a smaller percentages of JSS (87%) and SSS (76%) pupils attended private schools with no computer for pedagogy, compared to the percentage of JSS (95%) and SSS (89%) pupils at public schools with no computer for pedagogy.

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

SCHOOL LEVEL	ENROLMENT		
	Total Enrolment	No Internet for Pedagogy	% in Schools with No Internet for Pedagogy
Public			
Pre-Primary	123,187	122,681	99.6%
Primary	1,835,767	1,826,519	99.5%
Junior Secondary	540,684	513,975	95%
Senior Secondary	377,205	350,005	93%
Total for public schools	**2,876,843**	**2,813,180**	**98%**
Private			
Pre-Primary	50,688	48,923	97%
Primary	128,579	123,710	96%
Junior Secondary	48,129	43,456	90%
Senior Secondary	31,943	28,462	89%
Total for public schools	**259,339**	**244,551**	**94%**
Totals	**3,136,182**	**3,057,731**	**97%**

Table 3.2-16 shows that 3,057,731 pupils attended schools without internet for pedagogy (teaching and learning purposes) in 2021. The ASC 2021 showed that over 99% of pupils in public pre-primary schools attended schools without internet for pedagogy, compared to 97% in private schools. At primary level, 1,826,519 pupils attended public schools with no access to internet for pedagogy, representing over 99% of the total enrolment in public schools. In comparison, 96% of private primary school pupils did not have access to internet for pedagogy. In JSS and SSS, the share of pupils with no access to internet in public schools was 95% and 93% respectively.

3.2.1.6 School Feeding in Pre-Primary and Primary Levels

The ASC 2021 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 Benefitting from School Feeding Programme

SCHOOL LEVEL	ENROLMENT			
	Government Assisted Schools	Benefitting from School Feeding	Not Benefitting from School Feeding	% in Schools Benefitting from School Feeding
Pre-Primary	49,217	3,679	45,538	7%
Primary	1,478,586	385,604	1,092,982	26%
Both	**1,527,803**	**389,283**	**1,138,520**	**25%**

Notwithstanding the efforts of the MBSSE to expand the school feeding programme, the ASC 2021 found that 1,138,520 pupils in Government Assisted pre-primary and primary schools were not benefitting from the school feeding programme. At the same time, the fact that 389,283 (25%) were already benefitting from the programme is worth noting. In terms of the coverage of the programme at the two different levels, 3,679 pupils (7.5%) in Government Assisted pre-primary schools were benefitting from school feeding while at the primary level, 385,604 (26.1%) pupils in Government Assisted schools were benefitting from the programme.

3.2.1.7 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 sensitisation and awareness-raising activities in an effort to eliminate such unacceptable behaviour.

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

Local Council	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY	TOTAL SCHOOLS
Bo City	1	2	1	4
Bo District	5	3	1	9
Bombali District	-	2	1	3
Bonthe District	-	-	-	-
Bonthe Municipal	-	-	-	-
Falaba District	-	-	-	-
Freetown City	1	4	-	5
Kailahun District	7	5	-	12
Kambia District	-	1	-	1
Karene District	-	-	-	-
Kenema City	1	1	4	6
Kenema District	3	1	1	5
Koidu-New Sembehun City	-	1	1	2
Koinadugu District	2	-	-	2
Kono District	2	8	5	15
Makeni City	-	1	-	1
Moyamba District	-	2	-	2
Port Loko City	-	-	-	-
Port Loko District	1	3		4
Pujehun District	6	5	1	12
Tonkolili District	1	3	3	7
Western Area Rural District	2	6	3	11
National	32	48	21	101

Table 3.2-18 indicates the number of schools reporting incidences of SGBV by school level and local council. It shows that schools at all levels in five local councils reported no incidences of SGVB while schools in seven local councils reported incidences of SGBV at all levels. The largest number of schools (48) reporting incidences of SGBV were at the JSS level. Alarmingly, more primary schools (32) reported incidences of SGVB than SSS (21). Local councils with schools reporting the most incidences of SGVB were Kono District (15), Pujehun District (12), Kailahun District (12) and Western Rural District (11). Overall, 101 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.

Table 3.2-19 shows the number of schools reporting incidences of SGVB in 2020 compared to those reporting in 2021, by school level and local council. In 2020, both Bo City and Bo District were aggregated to Bo District.

Table 3.2-19: Number of Schools Reporting Incidences of SGVB by School Level, Local Council and Year

Local Council	PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY		TOTAL SCHOOLS	
	2020	2021	2020	2021	2020	2021	2020	2021
Bo City	-	1	-	2	-	1		4
Bo District	8	5	4	3	2	1	14	9
Bombali District	4	-	3	2	1	1	8	3
Bonthe District	2	-	1	-	-	-	3	-
Bonthe Municipal	-	-	1	-	1	-	2	-
Falaba District	2	-	-	-	-	-	2	-
Freetown City	4	1	6	4	3	-	13	5
Kailahun District	3	7	2	5	-	-	5	12
Kambia District	3	-	9	1	5	-	17	1
Karene District	1	-	-	-	-	-	1	-
Kenema City	1	1	3	1	1	4	5	6
Kenema District	4	3	6	1	1	1	11	5
Koidu-New Sembehun City	2	-	3	1	-	1	5	2
Koinadugu District	2	2	2	-	1	-	5	2
Kono District	2	2	4	8	2	5	8	15
Makeni City	-	-	-	1	1	-	1	1
Moyamba District	7	-	4	2	2	-	13	2
Port Loko City	-	-	2	-	-	-	2	-
Port Loko District	2	1	4	3	-	-	6	4
Pujehun District	6	6	1	5	2	1	9	12
Tonkolili District	1	1	1	3	-	3	2	7
Western Area Rural District	1	2	5	6	3	3	9	11
National	55	32	61	48	25	21	141	101

Table 3.2-19 shows that fewer schools reported incidences of SBV in 2021 in most local councils than in 2020. This could be attributed to successful awareness raising campaigns about the negative consequences of SGBV, but that would need to be verified by research. Kailahun District, Kono District, Pujehun District and Western Area Rural are local councils of concern as they all show more schools reporting incidences of SGVB in 2021 than in 2020. Overall, however, the trend is positive with 40 fewer schools reporting incidences of SGVB in 2021 than in 2020.

Figure 3.2.5: Number of Schools Reporting Incidences of SGBV by Level, 2020 - 2021

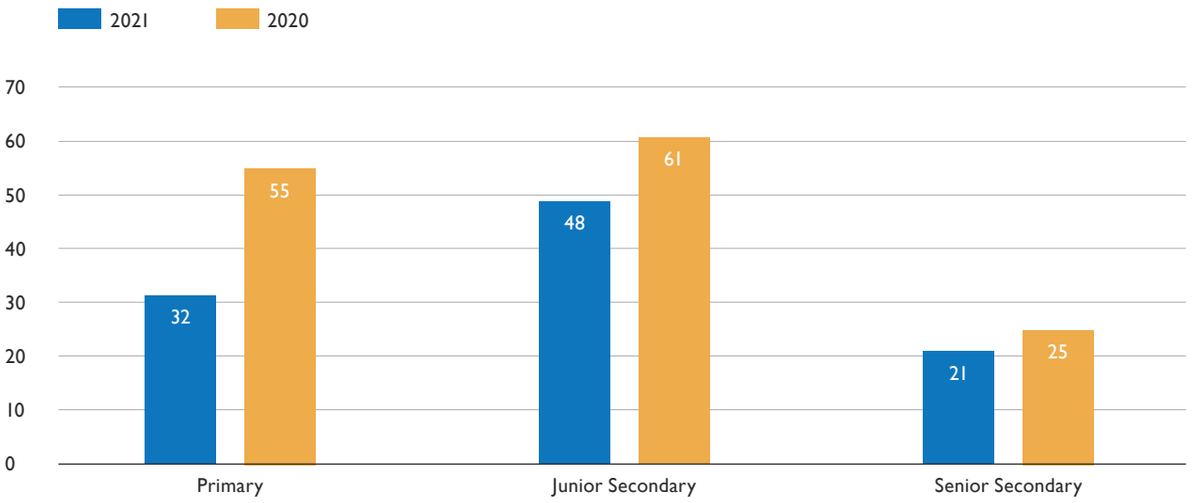


Figure 3.2.5 shows that fewer schools reported incidences of SGBV in 2021 than in 2020 at every school level. It also shows the largest difference at the primary level. This is a good sign as girls are most vulnerable and in greatest need of safeguarding at primary school age.

3.2.2 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.

3.2.2.1 Enrolment in Schools

A total of 3,131,440 pupils were enrolled in schools nationwide. Enrolment increased from 2,695,590 in 2020 to 3,131,440 in 2021, which was an increase of 16% between the two academic years. Of these pupils, 1,541,549 (49%) were boys and 1,589,891 (51%) were girls. This means that more girls were enrolled in school than boys in the 2020/21 academic year.

Table 3.2-20: Public and Private School Pupil Enrolment by Level and Gender

LEVEL	PRIVATE			PUBLIC			TOTAL ENROLMENT		
	Boys	Girls	Both	Boys	Girls	Both	Boys	Girls	Both
Pre-Primary	23,987	25,753	49,740	56,591	62,802	119,393	80,578	88,555	169,133
Primary	61,252	67,327	128,579	903,796	931,971	1,835,767	965,048	999,298	1,964,346
Junior Secondary	22,117	26,012	48,129	267,766	272,918	540,684	289,883	298,930	588,813
Senior Secondary	14,454	17,489	31,943	191,586	185,619	377,205	206,040	203,108	409,148
Total Enrolment	121,810	136,581	258,391	1,419,739	1,453,310	2,873,049	1,541,549	1,589,891	3,131,440

As shown in Table 3.2-20, 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 pre-primary, primary and junior secondary 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 (12%) was greater than that of public schools (2%). In public schools, the differences were 6,211 pupils for pre-primary (11%), 28,175 pupils for primary (3%) and 5,152 pupils for junior secondary (2%). However, for private schools the difference in enrolment between girls and boys were 1,766 pupils at pre-primary (7%) level, 6,075 pupils in primary (10%) and 3,895 pupils at junior secondary level (18%). At the senior secondary level, there were 3,035 more girls than boys enrolled in private schools (21%), but 5,967 less girls than boys enrolled in public schools (-3%).

Figure 3.2-6: Grade Enrolment Pyramid by Gender

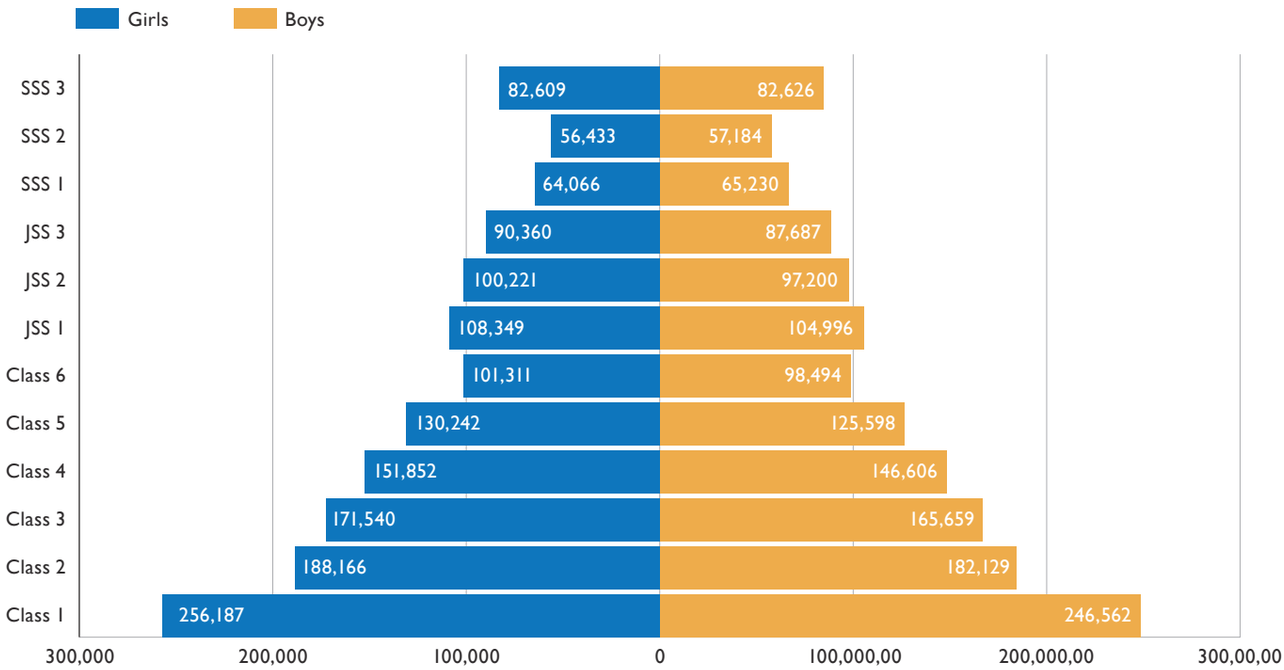


Figure 3.2-6 shows that the number of pupils enrolled in the system decreased as the schooling ladder ascends. It also shows that there were many more pupils enrolled in Class 1 than in SSS3, which is characteristic of a system that is losing pupils between progressive grades. In addition, there were more girls than boys at each grade level from Class 1 to JSS3, and more boys than girls at each grade level from SSS1 to SSS3. There was a significant drop in the number of pupils between Class 1 and Class 2, which can largely be attributed to the fact that many pupils start primary school before the age of 6 and repeat the class because of a shortage of pre-primary schools. The development of pre-primary schools across the country should help address this situation.

Throughout the system, after Class 1, there was gradual dropout of both male and female pupils, except at SSS3 for which the reported enrolment exceeded 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, but also allow students to repeat exams in their school when they'd previously attended other schools during their first attempt. 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 seen on the enrolment pyramid and in the proxy retention rate for the senior secondary level.

3.2.2.2 Enrolment Rates

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

Table 3.2-21: Gross Enrolment Rate (GER)

GER	BOYS	GIRLS	BOTH
Pre-Primary	23%	25%	24%
Primary	149%	154%	152%
Junior Secondary	95%	98%	97%
Senior Secondary	73%	72%	73%

Table 3.2-21 shows that access to the first grade of each school level was relatively high, apart from at pre-primary level. The intake rate for the primary level continued 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 24%, however; it should be noted that pre-primary schools were quite low in number, and many four- and five-year olds enrolled in Class 1 because a pre-primary school was unavailable. 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 represented 97% of the eligible population, whilst at senior secondary level the GER was 74%, i.e. almost three quarters of the population eligible for this level. This shows an enrolment influx into schools in 2021 as GER increased across all levels of schooling. GER across the levels was higher for girls than boys, except for the senior secondary level where the GER for boys is higher

Table 3.2-22: Gross Intake Rate (GIR)

GIR	BOYS	GIRLS	BOTH
Primary	206%	215%	211%
Junior Secondary	98%	102%	100%
Senior Secondary	66%	64%	65%

Table 3.2-22 shows new entrants to the first grade of each school level in the form of gross intake rate. The GIR can exceed 100% due to over-aged and under-aged children joining school. The high primary GIR of 211% indicates that many children above and under six years old were entering Class 1 in primary school. This could be the effect of a backlog of over-aged or under-aged children who were supposed to be in the pre-primary level, but who found themselves in Class 1, or a combination of both.

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 100% at this level was largely due to the many under-aged and over-aged children to be found in JSS1. For those under 12 years old, there is an increasing occurrence of parents accelerating the movement of their children up the schooling ladder by making them sit the NPSE when these children are in Classes 4 and 5, which meant they did not complete primary education.

The official school age for SSS entrants is 15 years old. The GIR of 65% for SSS was lower than for the preceding levels largely because currently it is basic education, i.e. schooling up to the completion of JSS3 that is compulsory. Additionally, many children drop out of the school system if they do not pass the Basic Education Certificate Examination (BECE). Note that the GIR of 65% in 2021 was significantly higher than that of 57% in 2020. Note also that although the GIR for females continued to be less than that of males there is some indication that the gap was reducing and at 64%, the GIR for females in 2021 was higher than the 56% GIR for females in 2020.

Overall, the trend in GIR values shows that GIR decreased as the schooling ladder was ascended but has been increasing with time.

3.2.2.3 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 3.2-23: Gross Completion Rate (GCR)

GCR	BOYS	GIRLS	BOTH
Primary	94%	96%	95%
Junior Secondary	88%	90%	89%
Senior Secondary	91%	89%	90%

Table 3.2-23 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. A high GCR for a school level suggests a low incidence of dropout. The 2021 GCR for primary was 95% and was slightly higher for girls (96%) than for boys (94%), indicating that a greater proportion of girls than boys completed the primary education cycle. The JSS GCR of 89% indicates that many pupils still found it difficult to complete formal basic education. The SSS GCR for both sexes was surprisingly higher at 90% but indicates that there are still many pupils not completing formal schooling, even with the anomaly of SS3 enrolment being greater than SSS2 and SSS1.

Table 3.2-24: Transition Rate (TR)

TR	BOYS	GIRLS	BOTH
Primary to Junior Secondary	118%	121%	120%
Junior Secondary to Senior Secondary	89%	87%	88%

The rate at which pupils move from one level of education to the higher one is known as the Transition Rate (TR). Table 3.2-24 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. It is worth noting that while the TR for primary to JSS was higher for girls than for boys, the TR for JSS to SSS was the opposite. This suggests that the drop-out rate for girls was higher than that for boys in JSS and/or more boys than girls were passing the JSS to SSS transition exam, i.e. the BECE.

Table 3.2-25: Retention Rate (RR)

RR	BOYS	GIRLS	BOTH
Primary	40%	40%	40%
Junior Secondary	84%	83%	84%
Senior Secondary	128%	129%	129%

The 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 3.2-25 shows the RR by school level and gender. The primary RR was estimated as 40% which indicates that just two-fifths of the pupils entering primary were likely to reach the final grade. 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. Estimated at 84%, 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 could be due to a very large number of pupils being allowed by policy to re-sit the WASSCE enrolled in SSS3 alongside regular pupils who were promoted from SSS2 to SSS3.

3.2.2.4 Inclusive Enrolment

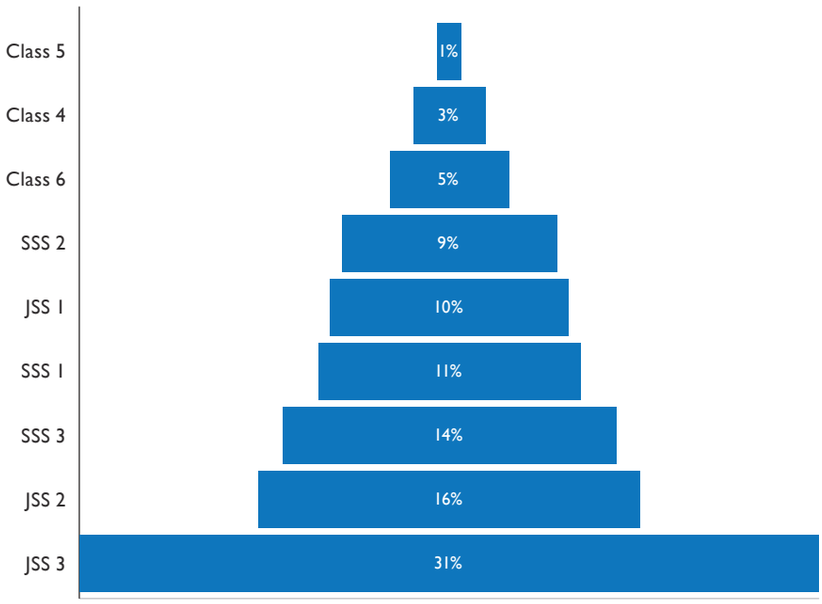
This section looks at the enrolment of pupils with disabilities and pregnant schoolgirls; two groups who have been marginalised and excluded from school previously, and are now part of the four vulnerable groups mentioned in the Sierra Leone Inclusive Education Policy approved by the Cabinet.

Table 3.2-26: Pupils with Disabilities by Level

LEVEL	VISUAL		PUBLIC		SPEECH		PHYSICAL		LEARNING		ALL	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Both	Both
Pre-Primary	87	89	75	75	191	201	58	59	119	101	1,055	4%
Primary	1,949	1,859	1,769	1,762	1,739	1,577	840	784	2,018	2,200	16,497	60%
Junior Secondary	1,181	1,141	768	645	470	362	339	277	842	1,061	7,086	26%
Senior Secondary	592	586	242	154	63	112	188	202	383	208	2,730	10%
Total Pupils	3,809	3,675	2,854	2,636	2,463	2,252	1,425	1,322	3,362	3,570	27,368	
	27%		20%		17%		10%		25%			

The results in Table 3.2-26 reveal that there were 27,368 pupils with disabilities across the four levels of education. About 4% of these children were enrolled in pre-primary school, 60% were enrolled in primary school, 26% were enrolled in JSS, whilst 10% were enrolled in SSS. The majority were visually-impaired children (27%), followed by those with disabilities related to learning (25%), hearing (20%), speech (17%) and physical impairments (10%).

Figure 3.2-7: Distribution of Pregnant Girls in School by Class



GRADE	PREGNANT GIRLS
Class 4	33
Class 5	14
Class 6	46
JSS1	97
JSS2	149
JSS3	290
SSS1	104
SSS2	85
SSS3	132
Total pupils	**950**

As shown in Figure 3.2-7, the highest number of pregnant schoolgirls (290) were enrolled in JSS3, representing 31% of the total number of pregnant pupils. The second highest number was at JSS2, where 149 pregnant schoolgirls represented 16% of all pregnant schoolgirls. The high rate of pregnancy in these two grades suggest that when girls reach puberty and are inexperienced in terms of sex and sexuality, they are more vulnerable. 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 and completion rates.

Figure 3.2-8: Mean and Minimum Ages of Pregnant Girls in School by Level

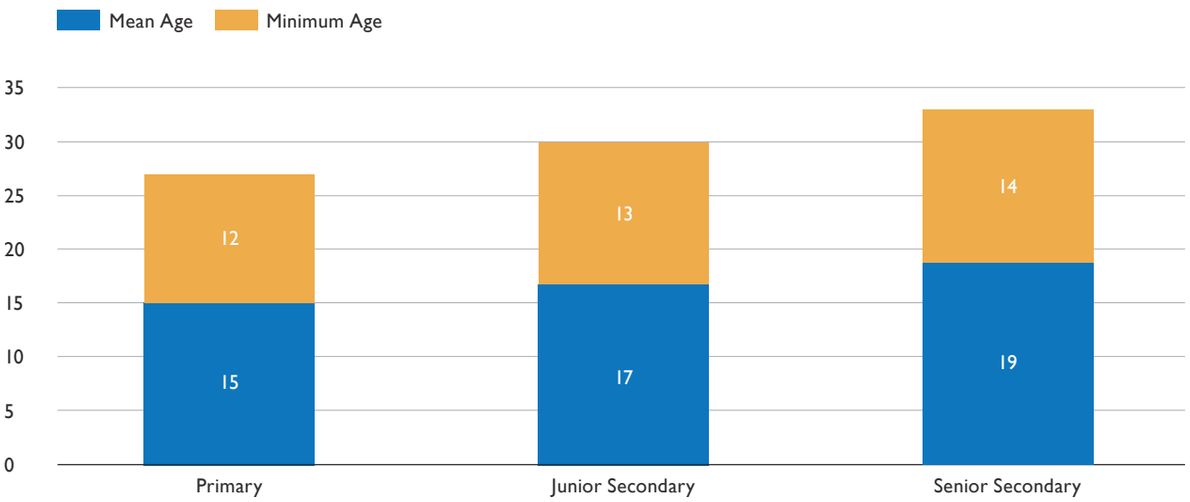


Figure 3.2-8 shows the average age and minimum age of pregnant girls who attended school in the 2020/21 academic year by school level. The average ages of pregnant girls were 15, 17 and 19 years for primary, junior secondary and senior secondary levels respectively. Their minimum ages were 12, 13 and 14 years for primary, junior and senior secondary respectively.

3.2.3 The Teachers

Some issues about teachers have already been covered in section 3.1.1 on Teacher Trends, whereas this section covers important non-trend issues and reinforces others previously mentioned.

Over the years, Sierra Leone, like many African developing countries, has benefitted from the services of a wide variety of personnel who have operated as teachers in the education system. They range from young school leavers, with little or no pedagogical insight or training, to more experienced adults who have tried to do their best to facilitate learning from what they know. 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.

3.2.3.1 Teachers Distribution

The ASC 2021 shows that 80,744 teachers were enumerated compared to 82,779 in 2020. Of these, 23,451 were female and 57,293 were male. The female contribution to the total number of teachers was 29%, depicting a male dominant profession. Most of the teachers were found in public schools (85%). Further, 67% of all teachers were qualified for the level they were teaching, and 16% of all teachers were new teachers (i.e. first timers into the teaching profession). Average PTR was recorded at 39:1 for all levels and average PTQR was recorded at 58:1.

Table 3.2-27: Teacher Distribution by Public-Private Schools by Gender and Level

LEVEL	PRIVATE			PUBLIC			Total Male	Total Female	Total Teachers
	Male	Female	Total	Male	Female	Total			
Pre-Primary	581	3,240	3,821	298	2,168	2,466	879	5,408	**6,287**
Primary	27,119	11,804	38,923	2,936	1,888	4,824	30,055	13,692	**43,747**
Junior Secondary	14,257	2,827	17,084	2,380	522	2,902	16,637	3,349	**19,986**
Senior Secondary	8,180	785	8,965	1,542	217	1,759	9,722	1,002	**10,724**
Total Teachers	**50,137**	**18,656**	**68,793**	**7,156**	**4,795**	**11,951**	**57,293**	**23,451**	**80,744**
			85%			**15%**	**71%**	**29%**	

Table 3.2-27 shows the number of teachers enumerated in public and private schools and their gender for all levels. Public schools are non-private schools that are either supported or not supported by government. According to Table 3.2-27, public schools were the major employers of teachers. Pre-primary was the only level where the difference between the number of teachers in private and public schools was relatively small. For both public and private schools, men dominated at all levels except at the pre-primary level. Given that the number of schools and enrolment rate declined from the primary level upwards, it is not surprising to note that teacher numbers also declined as the schooling ladder was ascended. The large difference between the number of male and female teachers is alarming though.

Table 3.2-28: Distribution of New Teachers by Gender and Level

LEVEL	MALE	FEMALE	TOTAL	% New eachers
Pre-Primary	165	961	1,126	18%
Primary	4,820	2,227	7,047	16%
Junior Secondary	2,736	568	3,304	17%
Senior Secondary	1,424	158	1,582	15%
Total Teachers	**9,145**	**3,914**	**13,059**	**16%**

Table 3.2-28 shows the number and percentage of first-time teachers who entered the profession by level, and the total number of these teachers by level and gender. For all levels, the table shows that new teachers entering the profession formed 16% of the total number of teachers. More men continued to enter the profession at all levels, except for pre-primary. This is a concern as it maintains the large differences between the sexes in the profession at a time when the number of females enrolled in school exceeds the number of males.

Table 3.2-29: Distribution of Teachers by Salary Source and Level

LEVEL	GOVERNMENT	HOUSEHOLDS (families, communities, individual)	PRIVATE INSTITUTION (firms, religious bodies, NGO)	VOLUNTEER	% OF GOVERNMENT PAID
Pre-Primary	1,108	1,189	2,654	1,336	18%
Primary	19,514	5,225	6,159	12,849	45%
Junior Secondary	8,301	2,239	3,524	5,922	42%
Senior Secondary	5,079	785	2,242	2,618	47%
Total Teachers	**34,002**	**9,438**	**14,579**	**22,725**	**42%**

Table 3.2-29 depicts the distribution of teachers by their source of salary. Data collected for the ASC 2021 shows the government was the major employer of teachers in the country with 42% of the teachers (34,002) receiving their salary from the GoSL. For all levels, apart from pre-primary, the highest percentage of teachers were employed by the GoSL (45% for primary, 42% for junior secondary and 47% for senior secondary). For pre-primary the highest percentage of teachers were employed by private institutions (42%). The highest percentage of teachers employed by the government was found at the senior secondary level where close to half of the teachers (47%, 5,079) were paid by the GoSL. Of all enumerated teachers, 28% (22,725) were volunteers and they made up the second largest percentage of teachers after those employed by the government.

3.2.3.2 Qualification and Qualified Teachers

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

Table 3.2-30: Distribution of Teachers by Qualification

LEVEL	Untrained	TC	HTC (Primary)	HTC (Secondary)	B.Sc or B.Ed	PGDE	Masters/ PhD	% of Untrained
Pre-Primary	1,947	2,976	976	266	77	37	8	31%
Primary	11,749	21,529	8,277	1,606	417	126	43	27%
Junior Secondary	3,709	1,598	1,482	10,274	2,512	269	142	19%
Senior Secondary	1,546	370	421	4,037	3,804	364	182	14%
Total Teachers	**18,951**	**26,473**	**11,156**	**16,183**	**6,810**	**796**	**375**	**23%**
	23.5%	**32.8%**	**13.8%**	**20.0%**	**8.4%**	**1.0%**	**0.5%**	-

Classification of teachers by their qualification and level taught is shown in Table 3.2-30, with the percentage of untrained teachers shown for each level. The table shows that approximately a quarter of the teachers (23%) enumerated in the ASC 2021 did not have any formal training as educators. The greatest number of teachers (26,473) held a TC and most of these were found in the primary level, but some could also be found in the upper levels. Trained graduate and post-graduate teachers formed less than a tenth of all teachers. To increase the quality of teaching, and hence learning, in secondary schools, the percentage of untrained teacher in JSS and SSS needs to be reduced below the current 19% and 14% respectively.

Table 3.2-31: Distribution of Qualified Teachers by Gender and Level

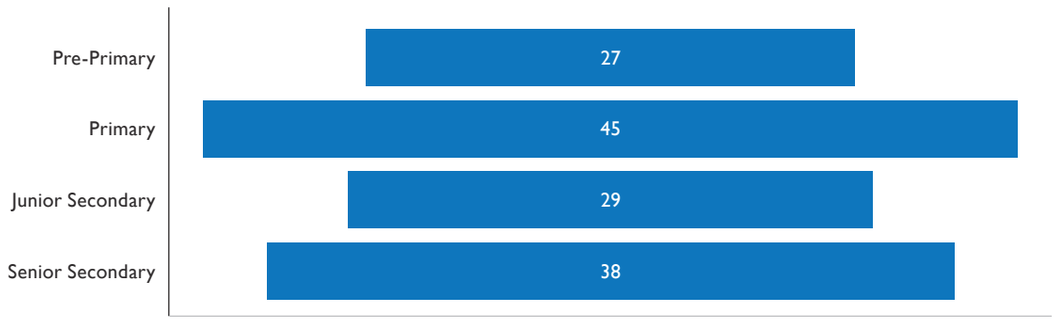
LEVEL	MALE	FEMALE	TOTAL	% New eachers
Pre-Primary	593	3,747	4,340	69%
Primary	21,189	10,809	31,998	73%
Junior Secondary	10,750	2,447	13,197	66%
Senior Secondary	3,881	469	4,350	41%
Total Teachers	**36,413**	**17,472**	**53,885**	**67%**

To teach at a given level, teachers must satisfy the minimum requirements as a trained educator for that level, as given at the start of this section. Table 3.2-31 shows the share of teachers who were qualified for the level they were teaching in 2021. According to the table, the majority of teachers across all the levels were qualified for the level they taught, except at the senior secondary level where only 41% were qualified. A third of all teachers (67%) enumerated were qualified for the level they were teaching. It is an issue of concern that most teachers unqualified for the level they were teaching were to be found in poor communities and rural schools, which requires urgent attention.

3.2.3.3: Ratio of Pupils to Teachers

This section highlights and discusses Pupils to Teacher Ratio (PTR) and the Pupils to Qualified Teacher Ratio (PQTRs) issues. It is normal to see variation between the ratios and, usually, the PQTR is greater than the PTR.

Figure 3.2-9: Pupils to Teacher Ratio (PTR)



The PTR is the average number of pupils per teacher at a specific level of education. Figure 3.2-9 shows the PTR for each schooling level. The average PTR for all levels was 39 pupils to one teacher. The PTR for each level meets the standards set by the MBSSE. This was due to trained and untrained teachers being included in the calculation. According to the chart, on average there was one pre-primary and primary teacher for every 27 and 45 pupils respectively. At junior and senior secondary levels, there was, on average, one teacher for every 29 and 38 pupils respectively.

Figure 3.2-10: Pupils to Qualified Teacher Ratio (PQTR)

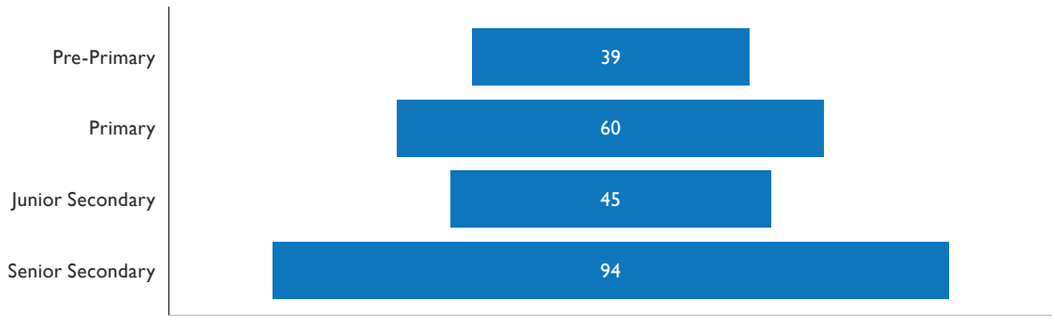
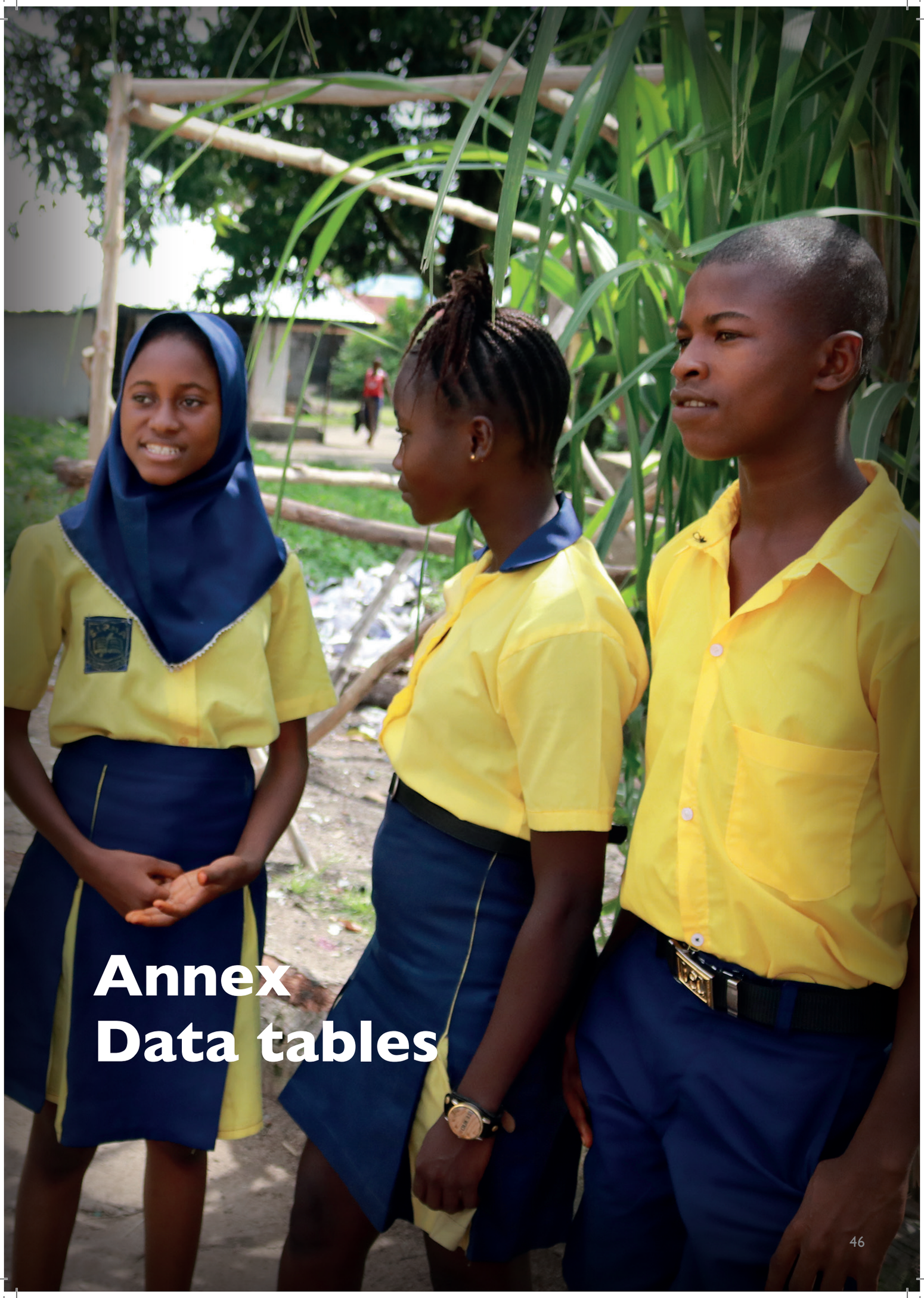


Figure 3.2-10 shows the PQTR across school levels after removing untrained teachers and trained teachers not qualified for the level they were teaching. The PQTRs tended to be much higher than the PTRs. Unsurprisingly, the PTR for all levels of schooling combined in 2021 was found to be 39 pupils to one teacher, but the PQTR for all levels combined was found to be 58 pupils to one qualified teacher. If classrooms are to be occupied by only qualified teachers, as stipulated by the 2004 Education Act, only the junior secondary level would have met the standard set by the MBSSE. On average, there was one qualified teacher at the primary level for every 61 pupils and at the junior and senior secondary levels one qualified teacher for every 45 and 94 pupils respectively. The very high PQTR for the senior secondary level is worrying and much effort is being made to attract more graduates to the teaching professions, especially for subjects like the sciences, mathematics, French and others in which they are to be found in very small numbers.



Annex
Data tables

Schools by local council

Schools by Ownership/Proprietorship

Region & Local Council	PRE-PRIMARY					PRIMARY					JUNIOR SECONDARY					SENIOR SECONDARY				
	Comm.	Govt.	Mission	Other	Private	Comm.	Govt.	Mission	Other	Private	Comm.	Govt.	Mission	Other	Private	Comm.	Govt.	Mission	Other	Private
Eastern	**90**	**27**	**172**		**49**	**180**	**276**	**1,114**		**50**	**102**	**24**	**186**	**1**	**33**	**31**	**9**	**89**	**2**	**17**
Kailahun District	15	9	31		4	26	108	278		3	11	6	44		5	2	2	29		1
Kenema City	12	7	36		32	27	18	132		33	26	6	45	1	20	13	2	28	1	14
Kenema District	3	5	18		1	18	73	380			8	10	33			2	2	9	1	
Koidu-New Sembehun City	41	2	41		10	54	7	57		10	29	2	33		8	11	3	13		2
Kono District	19	4	46		2	55	70	267		4	28		31			3		10		
North Western	**36**	**41**	**104**		**32**	**146**	**315**	**750**	**4**	**24**	**82**	**39**	**211**	**2**	**13**	**27**	**14**	**81**	**2**	**5**
Kambia District	9	24	28		8	34	88	230	4	6	24	9	65	2	3	9	4	26	2	2
Karene District	9	6	15		1	50	91	174			19	13	31		2	6	7	10		
Port Loko City	1	4	10			2	13	27			2	4	11		1	1	1	4		1
Port Loko District	17	7	51		23	60	123	319		18	37	13	104		7	11	2	41		2
Northern	**41**	**36**	**168**		**32**	**132**	**244**	**1,098**		**34**	**103**	**31**	**205**		**18**	**35**	**12**	**72**		**7**
Makeni City	10	3	41		11	73	47	216		16	33	6	62		9	12	2	18		5
Bombali District	21	4	4			11	49	194			19	7	9			4	3	5		
Falaba District	1	4	21		3	11	46	200		4	10	5	30		2	3		10		
Koinadugu District	4	8	19		14	3	4	42		13	5	4	18		5	3	4	14		1
Tonkolili District	5	17	83		4	34	98	446		1	36	9	86		2	13	3	25		1
Southern	**25**	**22**	**169**	**1**	**55**	**93**	**313**	**1,219**		**48**	**50**	**28**	**182**		**26**	**11**	**9**	**67**		**13**
Bo City	8	8	53		37	20	25	129		24	12	4	32		14	3	2	12		8
Bo District	7	2	22		10	29	85	334		18	14	4	54		7	4	2	13		3
Bonthe Municipal	1	4	32		2	10	74	143			9	6	18					9		
Bonthe District			5				1	6					5					4		
Moyamba District	5	1	28		3	26	68	388		3	12	8	53		4	3	3	21		2
Pujehun District	4	7	29	1	3	8	60	219		3	3	6	20		1	1	2	8		
Western	**74**	**44**	**177**		**589**	**159**	**178**	**440**	**2**	**610**	**58**	**73**	**192**		**272**	**34**	**44**	**124**	**2**	**117**
Freetown City	41	31	106		347	92	111	256	1	316	26	46	96		127	21	28	59	2	73
Western Area Rural District	33	13	71		242	67	67	184	1	294	32	27	96		145	13	16	65		44
Total Schools	**266**	**170**	**790**	**1**	**757**	**710**	**1326**	**4,621**	**6**	**766**	**395**	**195**	**976**	**3**	**362**	**138**	**88**	**433**	**6**	**159**

Public and Private Schools

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Private	Public	Private	Public	Private	Public	Private	Public
Eastern	**49**	**289**	**50**	**1,570**	**33**	**313**	**17**	**131**
Kailahun District	4	55	3	412	5	61	1	33
Kenema City	32	55	33	177	20	78	14	44
Kenema District	1	26		471		51		14
Koidu-New Sembehun City	10	84	10	118	8	64	2	27
Kono District	2	69	4	392		59		13
North Western	**32**	**181**	**24**	**1,215**	**13**	**334**	**5**	**124**
Kambia District	8	61	6	356	3	100	2	41
Karene District	1	30		315	2	63		23
Port Loko City		15		42	1	17	1	6
Port Loko District	23	75	18	502	7	154	2	54
Northern	**32**	**245**	**34**	**1,474**	**18**	**339**	**7**	**119**
Makeni City	14	31	13	49	5	27	1	21
Bombali District	11	54	16	336	9	101	5	32
Falaba District		29		254		35		12
Koinadugu District	3	26	4	257	2	45		13
Tonkolili District	4	105	1	578	2	131	1	41
Southern	**55**	**217**	**48**	**1,625**	**26**	**260**	**13**	**87**
Bo City	37	69	24	174	14	48	8	17
Bo District	10	31	18	448	7	72	3	19
Bonthe Municipal		5		7		5		4
Bonthe District	2	37		227		33		9
Moyamba District	3	34	3	482	4	73	2	27
Pujehun District	3	41	3	287	1	29		11
Western	**589**	**295**	**610**	**779**	**272**	**323**	**117**	**204**
Freetown City	347	178	316	460	127	168	73	110
Western Area Rural District	242	117	294	319	145	155	44	94
Total Schools	**757**	**1,227**	**766**	**6,663**	**362**	**1,569**	**159**	**665**

Schools Approval Status

Region & Local Council	PRE-PRIMARY			PRIMARY			JUNIOR SECONDARY			SENIOR SECONDARY		
	Appd.	Applied for App.	Not Appd.	Appd.	Applied for App.	Not Appd.	Appd.	Applied for App.	Not Appd.	Appd.	Applied for App.	Not Appd.
Eastern	**108**	**54**	**176**	**1,278**	**89**	**253**	**260**	**27**	**59**	**119**	**10**	**19**
Kailahun District	14	11	34	309	34	72	47	6	13	26	3	5
Kenema City	26	11	50	162	9	39	69	9	20	46	4	8
Kenema District	12	3	12	349	31	91	44	4	3	10	1	3
Koidu-New Sembehun City	33	12	49	102	7	19	52	7	13	25	2	2
Kono District	23	17	31	356	8	32	48	1	10	12		1
North Western	**82**	**23**	**108**	**986**	**54**	**199**	**297**	**13**	**37**	**101**	**9**	**19**
Kambia District	27	8	34	322	7	33	94	5	4	35	2	6
Karene District	7	3	21	201	25	89	49	3	13	15	3	5
Port Loko City	12	3		37	2	3	18			7		
Port Loko District	36	9	53	426	20	74	136	5	20	44	4	8
Northern	**123**	**38**	**116**	**1,059**	**105**	**344**	**299**	**18**	**40**	**92**	**10**	**24**
Makeni City	16	8	21	45	2	15	24	3	5	19	1	2
Bombali District	10	13	42	217	32	103	88	7	15	23	3	11
Falaba District	18	2	9	165	25	64	32	1	2	9	1	2
Koinadugu District	16		13	185	6	70	40		7	11		2
Tonkolili District	63	15	31	447	40	92	115	7	11	30	5	7
Southern	**124**	**33**	**115**	**1,291**	**127**	**255**	**230**	**19**	**37**	**88**	**4**	**8**
Bo City	49	14	43	171	10	17	50	5	7	20	3	2
Bo District	15	4	22	352	48	66	64	7	8	20		2
Bonthe Municipal	4	1		7			5			3		1
Bonthe District	24	5	10	179	23	25	25		8	9		
Moyamba District	10	8	19	312	40	133	57	6	14	26		3
Pujehun District	1	22	21	6	270	14	1	29		1	10	
Western	**458**	**146**	**280**	**1,002**	**172**	**215**	**427**	**74**	**94**	**252**	**38**	**31**
Freetown City	347	57	121	656	63	57	238	26	31	158	13	12
Western Area Rural District	111	89	159	346	109	158	189	48	63	94	25	19
Total Schools	**895**	**294**	**795**	**5,616**	**547**	**1,266**	**1,513**	**151**	**267**	**652**	**71**	**101**

Approved Government Assisted and Non-Government Assisted Public Schools

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Not Supported	Supported	Not Supported	Supported	Not Supported	Supported	Not Supported	Supported
Eastern	**28**	**74**	**57**	**1,207**	**15**	**234**	**11**	**100**
Kailahun District	8	6	19	290	2	43	2	23
Kenema City	8	15	11	142	8	54	7	32
Kenema District	2	10	21	328	1	43	1	9
Koidu-New Sembehun City	4	26	1	98	2	48		25
Kono District	6	17	5	349	2	46	1	11
North Western	**9**	**62**	**65**	**907**	**18**	**273**	**14**	**82**
Kambia District	1	24	2	318	1	91	2	31
Karene District	1	6	7	194		49	1	14
Port Loko City	3	9	5	32	4	13	1	5
Port Loko District	4	23	51	363	13	120	10	32
Northern	**28**	**84**	**99**	**946**	**33**	**261**	**16**	**73**
Makeni City	2	5	15	195	7	77	3	17
Bombali District	6	12	25	140	5	27	4	5
Falaba District	7	7	25	157	4	35	3	8
Koinadugu District	1	11	1	40	2	22	1	18
Tonkolili District	12	49	33	414	15	100	5	25
Southern	**13**	**96**	**71**	**1,199**	**9**	**209**	**2**	**79**
Bo City	7	32	18	139	4	40	1	16
Bo District	1	13	23	325	4	57		18
Bonthe Municipal		23	7	172		25		9
Bonthe District		4		7		5		3
Moyamba District	3	5	14	296	1	54	1	23
Pujehun District	2	19	9	260		28		10
Western	**73**	**69**	**120**	**532**	**62**	**211**	**39**	**131**
Freetown City	55	50	71	344	26	122	15	85
Western Area Rural District	18	19	49	188	36	89	24	46
Total Schools	**151**	**385**	**412**	**4,791**	**137**	**1,188**	**82**	**465**

Schools By Gender Enrolment

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			**338**	**11**	**15**	**1594**	**5**	**9**	**332**	**3**	**4**	**141**
Kailahun District			59	1	2	412		1	65			34
Kenema City			87	2	3	205	2	2	94	2	1	55
Kenema District			27	1	2	468			51			14
Koidu-New Sembehun City			94	5	6	117	3	5	64	1	2	26
Kono District			71	2	2	392		1	58		1	12
North Western			**213**	**3**	**3**	**1233**		**10**	**337**		**5**	**124**
Kambia District			69			362		4	99		3	40
Karene District			31			315		1	64			23
Port Loko City			15	1	2	39		1	17			7
Port Loko District			98	2	1	517		4	157		2	54
Northern		**2**	**275**	**6**	**7**	**1495**	**2**	**12**	**343**	**2**	**4**	**120**
Makeni City			65	1		351		3	107		1	36
Bombali District			29			254		1	34			12
Falaba District			29			261		2	45			13
Koinadugu District			45	2	2	58	1	2	29	1	2	19
Tonkolili District		2	107	3	5	571	1	4	128	1	1	40
Southern		**2**	**270**	**8**	**12**	**1653**	**8**	**14**	**264**	**7**	**7**	**86**
Bo City			106	2	3	193	2	3	57	1	1	23
Bo District			41	2	3	461	3	3	73	3	1	18
Bonthe Municipal			39	1	2	224			33			9
Bonthe District			5	1		6			5			4
Moyamba District		2	35	1	3	481	2	7	68	2	4	23
Pujehun District			44	1	1	288	1	1	28	1	1	9
Western			**884**	**11**	**11**	**1367**	**7**	**18**	**570**	**6**	**9**	**306**
Freetown City			525	11	10	755	7	12	276	6	7	170
Western Area Rural District			359		1	612		6	294		2	136
Total Schools		**4**	**1980**	**39**	**48**	**7,342**	**22**	**63**	**1846**	**18**	**29**	**777**

Schools by Shift Status

Region & Local Council	PRE-PRIMARY			PRIMARY			JUNIOR SECONDARY			SENIOR SECONDARY		
	Dbl. Shift (pm)	Dbl. Shift (am)	Single Shift	Dbl. Shift (pm)	Dbl. Shift (am)	Single Shift	Dbl. Shift (pm)	Dbl. Shift (am)	Single Shift	Dbl. Shift (pm)	Dbl. Shift (am)	Single Shift
Eastern		**2**	**336**	**12**	**25**	**1583**		**5**	**341**	**2**	**2**	**144**
Kailahun District			59		3	412		1	65			34
Kenema City		2	85	12	20	178		3	95	1	1	56
Kenema District			27		2	469			51	1		13
Koidu-New Sembehun City			94			128		1	71		1	28
Kono District			71			396			59			13
North Western		**2**	**211**		**1**	**1238**	**3**	**5**	**339**	**1**	**2**	**126**
Kambia District			69			362			103			43
Karene District			31			315			65			23
Port Loko City			15			42			18			7
Port Loko District		2	96		1	519	3	5	153	1	2	53
Northern			**277**	**9**	**2**	**1497**	**2**	**4**	**351**	**9**		**117**
Makeni City			65	5	1	346	2	3	105	2		35
Bombali District			29			254			35			12
Falaba District			29			261			47			13
Koinadugu District			45	4	1	57		1	31	7		15
Tonkolili District			109			579			133			42
Southern		**2**	**270**		**7**	**1666**	**1**	**8**	**277**	**5**	**4**	**91**
Bo City			106		2	196		1	61	4		21
Bo District			41		2	464		2	77	1		21
Bonthe Municipal		1	38			227		5	28		4	5
Bonthe District			5			7			5			4
Moyamba District			37		2	483	1		76			29
Pujehun District		1	43		1	289			30			11
Western		**20**	**864**	**33**	**85**	**1271**	**35**	**58**	**502**	**92**	**20**	**209**
Freetown City		14	511	30	65	681	15	38	242	40	9	134
Western Area Rural District		6	353	3	20	590	20	20	260	52	11	75
Total Schools		**26**	**1958**	**54**	**120**	**7,255**	**41**	**80**	**1810**	**109**	**28**	**687**

Schools Access to Mobile Telecommunication Network

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Without Access	With Access	Without Access	With Access	Without Access	With Access	Without Access	With Access
Eastern	**13**	**325**	**179**	**1,441**	**29**	**317**	**6**	**142**
Kailahun District	2	57	37	378	2	64	1	33
Kenema City	1	86	20	190	5	93	5	53
Kenema District	1	26	95	376	9	42		14
Koidu-New Sembehun City	4	90		128	6	66		29
Kono District	5	66	27	369	7	52		13
North Western	**17**	**196**	**202**	**1,037**	**41**	**306**	**9**	**120**
Kambia District	4	65	47	315	4	99	2	41
Karene District	5	26	102	213	14	51	2	21
Port Loko City	3	12	5	37	2	16	1	6
Port Loko District	5	93	48	472	21	140	4	52
Northern	**22**	**255**	**374**	**1,134**	**49**	**308**	**10**	**116**
Makeni City	10	55	65	287	12	98	4	33
Bombali District	3	26	74	180	6	29	1	11
Falaba District	4	25	148	113	17	30	2	11
Koinadugu District	4	41	7	55	5	27	2	20
Tonkolili District	1	108	80	499	9	124	1	41
Southern	**12**	**260**	**204**	**1,469**	**32**	**254**	**12**	**88**
Bo City	2	104	5	193	11	51	1	24
Bo District	4	37	54	412	5	74	1	21
Bonthe Municipal		39	30	197	1	32		9
Bonthe District		5		7		5		4
Moyamba District	1	36	90	395	13	64	10	19
Pujehun District	5	39	25	265	2	28		11
Western	**128**	**756**	**249**	**1140**	**121**	**474**	**32**	**289**
Freetown City	112	413	230	546	76	219	30	153
Western Area Rural District	16	343	19	594	45	255	2	136
Total Schools	**192**	**1,792**	**1208**	**6,221**	**272**	**1,659**	**69**	**755**

Disability Accessible Schools

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	With Special Need Latrine	With Ramps	With Special Need Latrine	With Ramps	With Special Need Latrine	With Ramps	With Special Need Latrine	With Ramps
Eastern	**19**	**32**	**164**	**118**	**30**	**55**	**17**	**27**
Kailahun District	2	2	31	27	3	7	1	6
Kenema City	5	10	11	12	10	10	7	7
Kenema District	7	9	89	36	10	16	1	3
Koidu-New Sembehun City	2	4	10	18	5	13	4	7
Kono District	3	7	23	25	2	9	4	4
North Western	**42**	**57**	**177**	**262**	**65**	**93**	**32**	**51**
Kambia District	32	37	122	145	31	37	18	25
Karene District	1	1	14	24	8	18	3	5
Port Loko City	1	2	17	9	2	4	1	2
Port Loko District	8	17	24	84	24	34	10	19
Northern	**18**	**22**	**116**	**128**	**22**	**47**	**13**	**25**
Makeni City	4	4	23	26	6	14	1	5
Bombali District	1	1	15	28	2	5	2	4
Falaba District	2	2	21	8	2	4	1	1
Koinadugu District			4	12	3	3	6	7
Tonkolili District	11	15	53	54	9	21	3	8
Southern	**38**	**61**	**183**	**148**	**34**	**37**	**15**	**25**
Bo City	13	34	9	11	2	4	2	5
Bo District	3	3	21	30	11	10	2	6
Bonthe Municipal	1	2	37	32	10	6	3	2
Bonthe District								
Moyamba District	2	4	30	39	4	10	4	10
Pujehun District	19	18	86	36	7	7	4	2
Western	**84**	**62**	**76**	**56**	**45**	**48**	**24**	**32**
Freetown City	41	16	49	21	22	17	19	11
Western Area Rural District	43	46	27	35	23	31	5	21
Total Schools	**201**	**234**	**716**	**712**	**196**	**280**	**101**	**160**

Pupils by local council

Pupils Enrolment by Gender

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Eastern	**17,736**	**20,417**	**221,961**	**238,075**	**59,677**	**63,371**	**44,897**	**45,068**
Kailahun District	3,178	3,928	54,171	57,750	12,208	12,010	10,694	9,457
Kenema City	3,361	3,928	30,120	35,237	15,914	18,320	18,783	20,152
Kenema District	1,245	1,528	55,291	60,116	8,265	8,491	3,317	3,212
Koidu-New Sembehun City	6,031	6,624	23,446	26,369	14,249	15,632	10,228	10,158
Kono District	3,921	4,409	58,933	58,603	9,041	8,918	1,875	2,089
North Western	**9,854**	**10,383**	**179,627**	**169,451**	**50,182**	**43,298**	**25,030**	**20,584**
Kambia District	3,232	3,393	55,500	52,530	15,195	13,359	7,722	6,256
Karene District	1,134	1,131	42,854	39,417	9,932	7,815	4,553	3,268
Port Loko City	776	855	5,749	5,949	2,955	2,749	1,797	1,648
Port Loko District	4,712	5,004	75,524	71,555	22,100	19,375	10,958	9,412
Northern	**12,683**	**13,467**	**193,222**	**193,943**	**53,756**	**54,303**	**30,794**	**28,948**
Makeni City	2,719	2,897	45,953	45,664	15,692	16,492	7,689	6,862
Bombali District	1,821	1,726	30,164	28,115	4,366	3,892	1,584	1,332
Falaba District	1,823	2,018	31,997	32,708	7,279	7,757	3,466	3,738
Koinadugu District	2,019	2,093	12,239	13,218	7,017	7,288	9,277	9,217
Tonkolili District	4,301	4,733	72,869	74,238	19,402	18,874	8,778	7,799
Southern	**12,142**	**14,027**	**194,108**	**206,072**	**41,114**	**43,598**	**20,750**	**19,612**
Bo City	5,127	5,792	31,074	37,366	11,515	14,431	8,591	9,670
Bo District	2,130	2,397	54,387	54,928	11,263	10,019	5,312	3,434
Bonthe Municipal	1,801	2,205	28,356	30,827	5,139	5,717	2,477	2,632
Bonthe District	367	322	1,273	1,090	537	526	306	366
Moyamba District	1,356	1,629	49,563	49,792	8,123	7,892	2,715	2,337
Pujehun District	1,361	1,682	29,455	32,069	4,537	5,013	1,349	1,173
Western	**28,163**	**30,261**	**176,130**	**191,757**	**85,154**	**94,360**	**84,569**	**88,896**
Freetown City	17,164	18,391	91,420	100,773	50,281	56,603	54,975	59,970
Western Area Rural District	10,999	11,870	84,710	90,984	34,873	37,757	29,594	28,926
Total Enrolment	**80,578**	**88,555**	**965,048**	**999,298**	**289,883**	**298,930**	**206,040**	**203,108**

Public and Private School Pupil Enrolment

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Private	Public	Private	Public	Private	Public	Private	Public
Eastern	**4,328**	**33,825**	**8,779**	**451,257**	**5,089**	**117,959**	**3,067**	**86,898**
Kailahun District	251	6,855	353	111,568	1,473	22,745	296	19,855
Kenema City	2,061	5,228	4,863	60,494	1,846	32,388	2,551	36,384
Kenema District	697	2,076		115,407		16,756		6,529
Koidu-New Sembehun City	1,139	11,516	2,772	47,043	1,770	28,111	220	20,166
Kono District	180	8,150	791	116,745		17,959		3,964
North Western	**3,005**	**17,232**	**4,140**	**344,938**	**1,688**	**91,792**	**704**	**44,910**
Kambia District	933	5,692	1,206	106,824	420	28,134	411	13,567
Karene District	49	2,216		82,271	97	17,650		7,821
Port Loko City		1,631		11,698	103	5,601	161	3,284
Port Loko District	2,023	7,693	2,934	144,145	1,068	40,407	132	20,238
Northern	**2,753**	**23,397**	**5,189**	**381,976**	**2,755**	**105,304**	**448**	**59,294**
Makeni City	1,172	4,444	2,600	89,017	1,469	30,715	302	14,249
Bombali District		3,547		58,279		8,258		2,916
Falaba District	327	3,514	514	64,191	782	14,254		7,204
Koinadugu District	974	3,138	1,951	23,506	327	13,978	42	18,452
Tonkolili District	280	8,754	124	146,983	177	38,099	104	16,473
Southern	**4,727**	**21,442**	**9,109**	**391,071**	**3,458**	**81,254**	**2,714**	**37,648**
Bo City	3,196	7,723	5,339	63,101	1,619	24,327	1,728	16,533
Bo District	812	3,715	2,588	106,727	1,111	20,171	603	8,143
Bonthe Municipal	179	3,827		59,183		10,856		5,109
Bonthe District		689		2,363		1,063		672
Moyamba District	307	2,678	848	98,507	617	15,398	383	4,669
Pujehun District	233	2,810	334	61,190	111	9,439		2,522
Western	**34,927**	**23,497**	**101,362**	**266,525**	**35,139**	**144,375**	**25,010**	**148,455**
Freetown City	20,973	14,582	42,996	149,197	16,352	90,532	14,732	100,213
Western Area Rural District	13,954	8,915	58,366	117,328	18,787	53,843	10,278	48,242
Total Enrolment	**49,740**	**119,393**	**128,579**	**1,835,767**	**48,129**	**540,684**	**31,943**	**377,205**

Teachers by local council

Distribution of Teachers by Gender

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Female	Male	Female	Male	Female	Male	Female	Male
Eastern	**863**	**222**	**2,719**	**7,451**	**441**	**3,316**	**106**	**1,834**
Kailahun District	129	69	607	2,118	54	717	10	424
Kenema City	246	50	870	1,124	169	984	51	666
Kenema District	62	23	359	1,836	37	452	11	119
Koidu-New Sembehun City	266	49	413	662	122	701	26	477
Kono District	160	31	470	1,711	59	462	8	148
North Western	**536**	**105**	**1,590**	**5,202**	**368**	**2,829**	**77**	**1,334**
Kambia District	149	28	406	1,788	63	996	17	508
Karene District	57	15	199	1,089	57	403	17	123
Port Loko City	49	6	165	164	52	155	9	80
Port Loko District	281	56	820	2,161	196	1,275	34	623
Northern	**768**	**97**	**2,303**	**5,493**	**554**	**3,155**	**98**	**1,520**
Makeni City	209	22	655	1,588	197	1,137	31	443
Bombali District	52	25	210	907	17	291	5	115
Falaba District	42	11	129	402	26	98	6	44
Koinadugu District	170	11	455	325	158	477	44	431
Tonkolili District	295	28	854	2,271	156	1,152	12	487
Southern	**708**	**129**	**2,395**	**6,373**	**457**	**2,540**	**116**	**1,203**
Bo City	316	50	952	940	242	770	72	533
Bo District	112	25	483	1,971	99	709	19	277
Bonthe Municipal	76	16	220	733	35	252	3	115
Bonthe District	10	2	8	11	2	7	1	6
Moyamba District	100	12	500	1,664	57	542	19	191
Pujehun District	94	24	232	1,054	22	260	2	81
Western	**2,533**	**326**	**4,685**	**5,536**	**1,529**	**4,797**	**605**	**3,831**
Freetown City	1,597	201	3,014	3,117	949	2,712	368	2,525
Western Area Rural District	936	125	1,671	2,419	580	2,085	237	1,306
Total Teachers	**5,408**	**879**	**13,692**	**30,055**	**3,349**	**16,637**	**1,002**	**9,722**

Public and Private School Teachers

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Private	Public	Private	Public	Private	Public	Private	Public
Eastern	**163**	**922**	**339**	**9,831**	**254**	**3,503**	**145**	**1,795**
Kailahun District	11	187	15	2,710	48	723	5	429
Kenema City	99	197	214	1,780	142	1,011	118	599
Kenema District	11	74		2,195		489		130
Koidu-New Sembehun City	37	278	88	987	64	759	22	481
Kono District	5	186	22	2,159		521		156
North Western	**100**	**541**	**129**	**6,663**	**122**	**3,075**	**46**	**1,365**
Kambia District	21	156	44	2,150	39	1,020	27	498
Karene District	2	70		1,288	13	447		140
Port Loko City		55		329	16	191	9	80
Port Loko District	77	260	85	2,896	54	1,417	10	647
Northern	**110**	**755**	**220**	**7,576**	**162**	**3,547**	**68**	**1,550**
Makeni City	51	180	104	2,139	84	1,250	51	423
Bombali District		77		1,117		308		120
Falaba District	6	47	8	523	8	116		50
Koinadugu District	40	141	103	677	54	581	12	463
Tonkolili District	13	310	5	3,120	16	1,292	5	494
Southern	**189**	**648**	**349**	**8,419**	**251**	**2,746**	**188**	**1,131**
Bo City	120	246	182	1,710	140	872	117	488
Bo District	40	97	112	2,342	79	729	52	244
Bonthe Municipal	7	85		953		287		118
Bonthe District		12		19		9		7
Moyamba District	11	101	36	2,128	28	571	19	191
Pujehun District	11	107	19	1,267	4	278		83
Western	**1,904**	**955**	**3,787**	**6,434**	**2,113**	**4,213**	**1,312**	**3,124**
Freetown City	1,196	602	2,113	4,018	1,102	2,559	914	1,979
Western Area Rural District	708	353	1,674	2,416	1,011	1,654	398	1,145
Total Teachers	**2,466**	**3,821**	**4,824**	**38,923**	**2,902**	**17,084**	**1,759**	**8,965**

Distribution of New Teachers in Schools

REGION & LOCAL COUNCIL	PRE-PRIMARY	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY	TOTAL NEW TEACHERS
Eastern	**265**	**2,026**	**824**	**422**	**3,537**
Kailahun District	40	391	95	88	614
Kenema City	73	328	244	105	750
Kenema District	7	546	98	11	662
Koidu-New Sembehun City	114	408	178	165	865
Kono District	31	353	209	53	646
North Western	**133**	**1,436**	**570**	**254**	**2,393**
Kambia District	24	301	102	58	485
Karene District	21	339	83	21	464
Port Loko City	5	26	23	6	60
Port Loko District	83	770	362	169	1384
Northern	**102**	**1,010**	**432**	**164**	**1,708**
Makeni City	30	218	144	55	447
Bombali District	19	174	42	16	251
Falaba District	8	152	26	17	203
Koinadugu District	13	63	35	26	137
Tonkolili District	32	403	185	50	670
Southern	**120**	**1,193**	**416**	**155**	**1,884**
Bo City	42	190	136	84	452
Bo District	20	372	127	31	550
Bonthe Municipal	9	118	34	12	173
Bonthe District		1			1
Moyamba District	9	160	54	20	243
Pujehun District	40	352	65	8	465
Western	**506**	**1,382**	**1062**	**587**	**3,537**
Freetown City	317	809	463	378	1,967
Western Area Rural District	189	573	599	209	1,570
Total Teachers	**1,126**	**7,047**	**3,304**	**1,582**	**13,059**

Teachers Salary Source

Region & Local Council	PRE-PRIMARY				PRIMARY				JUNIOR SECONDARY				SENIOR SECONDARY			
	Govt.	HHs	Private*	Volunt.	Govt.	HHs	Private*	Volunt.	Govt.	HHs	Private*	Volunt.	Govt.	HHs	Private*	Volunt.
Eastern	**193**	**503**	**131**	**258**	**4,308**	**1,782**	**415**	**3,665**	**1,393**	**681**	**313**	**1,370**	**884**	**232**	**132**	**692**
Kailahun District	48	46	34	70	1,242	331	82	1,070	309	102	79	281	218	42	16	158
Kenema City	55	125	62	54	977	113	246	658	441	56	162	494	287	77	63	290
Kenema District	16	10	16	43	925	116	36	1,118	181	28	1	279	45	15	1	69
Koidu-New Sembehun City	49	214	13	39	471	382	3	219	278	321	48	176	256	83	44	120
Kono District	25	108	6	52	693	840	48	600	184	174	23	140	78	15	8	55
North Western	**149**	**112**	**147**	**233**	**3,362**	**769**	**331**	**2,330**	**1,277**	**329**	**192**	**1,399**	**771**	**104**	**89**	**447**
Kambia District	48	1	15	113	1,053	175	38	928	342	50	28	639	274	27	39	185
Karene District	14	32	7	19	647	238	99	304	224	51	21	164	93	24	1	22
Port Loko City	31		3	21	216	18	13	82	97	14	19	77	58		9	22
Port Loko District	56	79	122	80	1,446	338	181	1,016	614	214	124	519	346	53	40	218
Northern	**307**	**112**	**117**	**329**	**3,695**	**1,103**	**320**	**2,678**	**1,640**	**506**	**281**	**1,282**	**833**	**149**	**159**	**477**
Makeni City	67	33	49	82	1,061	380	198	604	607	227	108	392	181	74	55	164
Bombali District	15	28		34	289	254	3	571	104	71		133	51	15		54
Falaba District	30	3	6	14	281	22	16	212	74	15	9	26	38	4	4	4
Koinadugu District	95	10	41	35	580	50	53	97	345	59	103	128	248	24	79	124
Tonkolili District	100	38	21	164	1,484	397	50	1,194	510	134	61	603	315	32	21	131
Southern	**189**	**107**	**259**	**282**	**4,347**	**703**	**453**	**3,265**	**1,405**	**244**	**291**	**1,057**	**842**	**33**	**184**	**260**
Bo City	94	33	152	87	1,094	87	190	521	599	74	131	208	428	17	91	69
Bo District	13	23	52	49	1,112	387	129	826	310	96	94	308	143	10	64	79
Bonthe Municipal	26	14	17	35	456	28	20	449	127	6	9	145	75	2		41
Bonthe District	8			4	19				6			3	6			1
Moyamba District	24	22	12	54	1,037	150	91	886	227	65	47	260	128	3	29	50
Pujehun District	24	15	26	53	629	51	23	583	136	3	10	133	62	1		20
Western	**270**	**355**	**2,000**	**234**	**3,802**	**868**	**4,640**	**911**	**2,586**	**479**	**2,447**	**814**	**1,749**	**267**	**1,678**	**742**
Freetown City	210	206	1,275	107	2,703	506	2,502	420	1,757	177	1,333	394	1,279	139	1,101	374
Western Area Rural District	60	149	725	127	1,099	362	2,138	491	829	302	1,114	420	470	128	577	368
Total Teachers	**1,108**	**1,189**	**2,654**	**1,336**	**19,514**	**5,225**	**6,159**	**12,849**	**8,301**	**2,239**	**3,524**	**5,922**	**5,079**	**785**	**2,242**	**2,618**

Key: Govt. = Government; HHs = Households (includes Families, Communities, Individuals); Volunt. = Volunteers; *Private (includes firms, religious bodies, NGO)

Qualified Teachers in Schools

Region & Local Council	PRE-PRIMARY		PRIMARY		JUNIOR SECONDARY		SENIOR SECONDARY	
	Not Qualified	Qualified	Not Qualified	Qualified	Not Qualified	Qualified	Not Qualified	Qualified
Eastern	**366**	**719**	**3,395**	**6,775**	**1,714**	**2,043**	**1,197**	**743**
Kailahun District	70	128	951	1,774	397	374	299	135
Kenema City	68	228	299	1,695	454	699	308	409
Kenema District	41	44	820	1,375	244	245	87	43
Koidu-New Sembehun City	92	223	338	737	356	467	380	123
Kono District	95	96	987	1,194	263	258	123	33
North Western	**272**	**369**	**1,995**	**4,797**	**1,294**	**1,903**	**1,080**	**331**
Kambia District	85	92	901	1,293	386	673	415	110
Karene District	26	46	330	958	215	245	107	33
Port Loko City	8	47	53	276	49	158	65	24
Port Loko District	153	184	711	2,270	644	827	493	164
Northern	**165**	**700**	**1,460**	**6,336**	**781**	**2,928**	**1,047**	**571**
Makeni City	55	176	407	1,836	271	1,063	354	120
Bombali District	24	53	270	847	75	233	109	11
Falaba District	5	48	95	436	31	93	33	17
Koinadugu District	16	165	32	748	72	563	252	223
Tonkolili District	65	258	656	2,469	332	976	299	200
Southern	**332**	**505**	**3,116**	**5,652**	**1,366**	**1,631**	**547**	**772**
Bo City	84	282	260	1,632	299	713	171	434
Bo District	83	54	976	1,478	455	353	122	174
Bonthe Municipal	42	50	401	552	114	173	73	45
Bonthe District	5	7		19		9	4	3
Moyamba District	55	57	972	1,192	368	231	144	66
Pujehun District	63	55	507	779	130	152	33	50
Western	**812**	**2,047**	**1,783**	**8,438**	**1,634**	**4,692**	**2,503**	**1,933**
Freetown City	502	1,296	1,097	5,034	1,004	2,657	1,484	1,409
Western Area Rural District	310	751	686	3,404	630	2,035	1,019	524
Total Teachers	**1,947**	**4,340**	**11,749**	**31,998**	**6,789**	**13,197**	**6,374**	**4,350**

Average Age of Classroom Teachers

REGION & LOCAL COUNCIL	PRE-PRIMARY	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY	AVERAGE AGE
Eastern	**33**	**37**	**34**	**35**	**36**
Kailahun District	34	38	34	34	36
Kenema City	35	38	36	36	37
Kenema District	36	39	35	35	38
Koidu-New Sembehun City	31	34	33	34	34
Kono District	31	36	33	36	35
North Western	**33**	**37**	**34**	**36**	**36**
Kambia District	33	36	32	34	34
Karene District	33	38	34	37	37
Port Loko City	37	38	33	38	36
Port Loko District	33	37	35	37	36
Northern	**34**	**37**	**34**	**35**	**36**
Makeni City	36	39	36	36	37
Bombali District	33	38	35	35	36
Falaba District	30	31	30	31	31
Koinadugu District	37	36	38	40	37
Tonkolili District	33	37	33	36	36
Southern	**37**	**40**	**38**	**39**	**39**
Bo City	38	40	40	41	40
Bo District	36	40	37	38	39
Bonthe Municipal	38	47	41	46	44
Bonthe District	39	38	36	38	37
Moyamba District	37	40	36	39	39
Pujehun District	35	39	35	39	38
Western	**35**	**37**	**36**	**36**	**36**
Freetown City	36	39	37	37	38
Western Area Rural District	32	35	34	34	35
National	**34**	**38**	**35**	**36**	**37**

Pupils to Teacher Ratio

REGION & LOCAL COUNCIL	PRE-PRIMARY	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY	AVERAGE PTR
Eastern	**35**	**45**	**33**	**46**	**42**
Kailahun District	36	41	31	46	40
Kenema City	25	33	30	54	35
Kenema District	33	53	34	50	49
Koidu-New Sembehun City	40	46	36	41	42
Kono District	44	54	34	25	48
North Western	**32**	**51**	**29**	**32**	**42**
Kambia District	37	49	27	27	40
Karene District	31	64	39	56	56
Port Loko City	30	36	28	39	33
Port Loko District	29	49	28	31	40
Northern	**30**	**50**	**29**	**37**	**42**
Makeni City	24	41	24	31	34
Bombali District	46	52	27	24	45
Falaba District	72	122	121	144	120
Koinadugu District	23	33	23	39	30
Tonkolili District	28	47	29	33	40
Southern	**31**	**46**	**28**	**31**	**40**
Bo City	30	36	26	30	32
Bo District	33	45	26	30	39
Bonthe Municipal	44	62	38	43	55
Bonthe District	57	124	118	96	102
Moyamba District	27	46	27	24	40
Pujehun District	26	48	34	30	43
Western	**20**	**36**	**28**	**39**	**33**
Freetown City	20	31	29	40	31
Western Area Rural District	22	43	27	38	35

Pupils to Qualified Teacher Ratio

REGION & LOCAL COUNCIL	PRE-PRIMARY	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY	AVERAGE PQTR
Eastern	**53**	**68**	**60**	**121**	**69**
Kailahun District	56	63	65	149	68
Kenema City	32	39	49	95	48
Kenema District	63	84	68	152	83
Koidu-New Sembehun City	57	68	64	166	73
Kono District	87	98	70	120	93
North Western	**55**	**73**	**49**	**138**	**69**
Kambia District	72	84	42	127	73
Karene District	49	86	72	237	86
Port Loko City	35	42	36	144	45
Port Loko District	53	65	50	124	63
Northern	**37**	**61**	**37**	**105**	**55**
Makeni City	32	50	30	121	45
Bombali District	67	69	35	265	64
Falaba District	80	148	162	424	153
Koinadugu District	25	34	25	83	37
Tonkolili District	35	60	39	83	54
Southern	**52**	**71**	**52**	**52**	**64**
Bo City	39	42	36	42	40
Bo District	84	74	60	50	70
Bonthe Municipal	80	107	63	114	97
Bonthe District	98	124	118	224	126
Moyamba District	52	83	69	77	80
Pujehun District	55	79	63	50	74
Western	**29**	**44**	**38**	**90**	**46**
Freetown City	27	38	40	82	43
Western Area Rural District	30	52	36	112	49

Data to Inform the Transforming of Education