



Government of Sierra Leone
Ministry of Basic and Senior Secondary Education



2025 Annual School Census
Draft Report
EMIS
November 2025



FOREWORD

Strategic Vision

Sierra Leone's national development agenda is anchored on the *Big 5 Game Changers*: Feed Salone, Human Capital Development, Youth Employment, Public Sector Reform, and Technology & Infrastructure. Education is central to this vision, with the **Free Quality School Education (FQSE)** program driving access and equity.

Global Alignment

Education is a fundamental human right and a public good. In line with **SDG 4**, Sierra Leone is committed to universal access, quality learning, safe schools, and inclusive education.

Data and Evidence

The **Annual School Census (ASC)**, conducted digitally nationwide, provides critical data on enrolment, infrastructure, teachers, and facilities. This evidence informs the **Education Sector Plan (ESP)**, a five-year roadmap guiding reforms and enabling international performance assessments.

Foundational Learning

Under President Julius Maada Bio's second term, emphasis has shifted to early childhood education. Expansion of pre-primary schooling and teacher training has boosted enrolment, transition, and completion rates.

System Strengthening

The **Education Management Information System (EMIS)** underpins planning and monitoring, supported by partners including the World Bank, EU, Irish Aid, and FCDO.

Call to Action

This report provides actionable insights for policymakers, academics, civil society, and development partners. Stakeholders are encouraged to leverage the data to design effective interventions and accelerate Sierra Leone's education transformation.

Conrad O. Sackey

Minster

Ministry of Basic and Senior Secondary Education

ACKNOWLEDGEMENTS

On behalf of the leadership of the Ministry, Minister Conrad O. Sackie, and the entire staff, I wish to extend our profound appreciation to our Education Development Partners for their steadfast support in advancing education in Sierra Leone. We are particularly grateful to the European Union, World Bank, Irish Aid, and the Foreign, Commonwealth and Development Office (FCDO) for their generous contributions that have enabled us to achieve key milestones in education service delivery.

We also acknowledge with gratitude the invaluable role of Statistics Sierra Leone, the Teaching Service Commission (TSC), the Ministry of Technical and Higher Education (MTHE), and the National Civil Registration Authority (NCRA) in accrediting this exercise from inception to completion.

Special thanks are due to the Free Education Project Secretariat (FEPS), Fab Inc., and National Monitoring and Evaluation Authority (NaMEA) for their technical expertise and field deployment during data collection. We equally recognise the collaboration of civil society organisations and commend the active participation and compliance of proprietors and school heads nationwide.

This exercise would not have been possible without the diligent supervision of Acting Deputy CEO Mrs. Adama J. Momoh, who coordinated the process at every stage. I also extend appreciation to the dedicated team led by Mr. John K. Ansumana (Deputy Director, EMIS), Mr. Abdul S. Bakarr (Data Analyst/Statistician), and the wider data team, including District IT Officers, Supervisors, and Enumerators, whose collective efforts ensured the successful completion of this report.

We further acknowledge the Directorate of School Quality Assurance and Resource Mobilisation (SQAMR) and its district operatives, particularly the Deputy Directors of Education and their teams, for their unwavering support. The active engagement of proprietors and school heads in providing accurate and reliable data during field investigations was indispensable to this achievement.

The Ministry also recognises the significant contribution of Dr. Albert Chuku Dupigny (Education Consultant), whose technical guidance enriched the process.

Finally, to all individuals and institutions whose names may not have been mentioned, we extend heartfelt thanks for your support and commitment to education development in Sierra Leone. It is our hope that this report will be used productively to further strengthen our collective mission of advancing education for all.

Edward Kpakra
Chief Education Officer
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LIST OF ABBREVIATIONS/ACRONYMS

ASC	Annual School Census
BECE	Basic Education Certificate Examination
B.Ed.	Bachelor of Education
BoG	Board of Governors
CAHLS	Child and Adolescent Health Life Skills
CAPI	Computer Application Personal Interface
CSV	Comma Separated Values
CTA	Community Teachers' Association
DD	Deputy Director
DSTI	Directorate of Science, Technology and Innovation
EDPs	Education Development Partners
EMIS	Education Management Information System
ESP	Education Sector Plan
EU-SESSiL	European Union – Support to Education Sector in Sierra Leone
FQSE	Free Quality School Education
FEPS	Free Education Project Secretariat
GB	Gigabyte
GER	Gross Enrolment Rate
GoSL	Government of Sierra Leone
GPI	Gross Parity Index
GPS	Global Positioning System
HIV	Human Immunodeficiency Virus
HQ	Head Quarters
HTC (P)	Higher Teachers' Certificate (Primary)
HTC (S)	Higher Teachers' Certificate (Secondary)
ICT	Information Communication Technology
IT	Information Technician
JSS	Junior Secondary School
M.Ed.	Master of Education
MBSSE	Ministry of Basic and Senior Secondary Education
MDA	Ministries, Departments and Agencies
MTHE	Ministry of Technical and Higher Education
NaMEA	National Monitoring and Evaluation Authority
NCRA	National Civil Registration Authority
NIN	National Identification Number
NPSE	National Primary School Examination
OS	Operating System
PBF	Performance Based Financing
PhD. Ed.	Doctor of Philosophy in Education
PIN	Personal Identification Number
PPD	Planning and Policy Directorate
PQTR	Pupil Qualified Teacher Ratio
PTR	Pupil Teacher Ratio
RR	Retention Rates
SRGBV	School Related Gender Based Violence
SSS	Senior Secondary School

Stats SL	Statistics Sierra Leone
TC	Teachers' Certificate
ToT	Training of Trainers
TSC	Teaching Service Commission
WAEC	West African Examination Council
WASSCE	West African Senior Secondary Certificate Examination
WASH	Water, Sanitation and Hygiene

EXECUTIVE SUMMARY

The 2025 ASC covered all the schools that were in operation in all 16 districts across the country. A total of 13,788 schools that were initially identified as being in operation were visited and the required information collected. Subsequently, 344 of them were either found to be no longer in operation or found to be duplicated in the school list due to proprietors changing the name of their schools or relocating without informing the Ministry. Ultimately, data for analysis and reporting was obtained from a total of 13,444 schools.

Each school leader / head of school was responsible for the correct and accurate completion of his or her school's Annual School Census (ASC) Questionnaire. All schools, both public and private, completed the Questionnaire that was sent ahead. Enumerators were assigned to visit schools and transfer the data from the completed paper questionnaires to the digital forms on the SurveyCTO app for uploading to the ASC cloud server.

The ToT was conducted on the 5th and 6th of May 2025 in Makeni and was attended by the MBSSE Data Team; MBSSE District Statistical Clerks/ICT Officers; Technical Staff from TSC, Statisticians from Statistics Sierra Leone (Stat-SL); Technical Staff of the Directorate of Monitoring and Evaluation at MTHE, Technical Staff from the National Civil Registration Authority (NCRA); and Representatives from the National Monitoring and Evaluation Agency (NaMEA). During the training, the participants were able to review and finalise the ASC questionnaires. The Supervisors were also trained on the general operations of the National School Survey.

During the period 2025, the number of schools increased by 3%, from 13,033 in 2024 to 13,444 schools. Over this same period, the number of schools approved for operation increased by 6%, from 10,592 to 11,180 schools, whilst public schools receiving financial and material support from the GoSL increased by 1%, from 8,020 to 8,140 schools. Pupil enrolment in 2025 decreased by 11,772 pupils compared to 2024 and this is as a result of rigorous checks put by the ministry during data collection with head count being done and a third-party verification of the data by the National Monitoring and Evaluation Authority (NaMEA). Year on year enrolment decreased from 3,461,876 to 3,450,104 which reported a 0.34% decline.

It is worth noting that even though the government is the biggest funder of education in terms of paying fee subsidy, paying examination fees, providing teaching and learning materials (TLMs), textbooks and other teaching and learning aids, yet it only owns 9% (1,190) of schools in the country.

Data collected shows that in the 2024/25 school year, 79% of pre-primary and 87% of primary schools had functional SMCs. In addition, 86% of junior secondary and 89% of senior secondary schools reported having functional BoGs. These bodies play important roles in managing schools. At the secondary level, 58% of junior secondary and 59% of senior secondary schools reported that their BoG members have been trained on how to manage and run their schools. Also, 54% pre-primary and 60% primary reported that

their SMCs members have been trained to manage and run their school. Most of the schools reported they have CTA (12,164) and have prepared an SDP (11,906) to guide their income and expenditure for the school year. Almost half of the schools reported that they have a Guidance Counsellor (5,587) to help the pupils to address their personal issues. Only a few schools (791) reported they have a dedicated health room

The pupil-classroom ratio gives a measure of class size. This provides an indication of whether classrooms were overcrowded or not. On average, the classroom size for all classrooms, permanent classrooms, and classrooms in good condition was 53, 57 and 82 per classroom respectively.

The sources of water reported were pipe (12.7%), borehole (24.3%), wells-covered (14.3%), wells-open (1.2%), and other (2.3%). Unfortunately, 6,074 (45.2%) schools reported not having access to any source of water. Also, the results show that primary (48.5%) is the most vulnerable schools without access to water. A total of 5,981 schools reported they have water source in-school. 89% of the schools reported to have in-school water source stated their source is functional. The figures grow higher for Pre-primary, Junior and Senior secondary schools reporting 92%, 92%, and 93% respectively. 77.7% of schools have access to latrine that are sustainable (that is flush, pit and compost) during the school year. The type of latrines reported were flush (16.8%), compost (1.4%), pit latrines with and without slab (55% and 4.5% respectively), bucket (0.8%), and hanging (2.1%). Unfortunately, 2,606 (19.42%) of the 13,444 schools (most of them primary, 1,754) reported not having access to any latrine facility. Most of the schools reported they have separate latrines for boys and girls, 87% of all schools across the levels. The percentage of schools with separate latrines 83%, 88%, 88%, and 87% represent pre-primary, primary, junior secondary, and senior secondary schools, respectively. The ratio of pupils to good latrines is high in primary, junior and senior schools, but low in pre-primary schools. On average, there were 124 pupils per drop hole in SSS, 87 pupils per drop hole in JSS, and 93 pupils per drop hole in primary schools for all toilets.

The Ebola epidemic and COVID19 pandemic taught us the good habit of washing our hands to stay healthy. This seems to be forgotten, less than half of the schools (5,326 – 40%) reported they have functional hand washing facility in their schools. The results from this year's ASC still show a very low number of schools reporting having special facility for girls in their menstrual period yet there has been a significant improve since we started reported this indicator. 265 junior secondary schools (11%) and 177 senior secondary schools (15%) were reported to have this facility for the pupils in need of them.

One of the conditions for a school to be approve is for it to be fenced - only a quarter of all schools (24% - 3,287) were fenced. Also in the School Approval Guidelines, is that for schools to be approved they should have a playing field or play area it is reported 66% (8,911) of the schools had a playing field or play area. For the safety of children with disability and inclusivity in schools, it is mandatory for schools to have ramps. The data shows that only 12% (1,635) of all schools had ramps, and 9% (1,156) with disability friendly latrines.

The ideal Pupils to Textbook Ratio (PTxR) is 1:1 (**one textbook to one pupil**) but 1:2 (one textbook to two pupils) is globally acceptable. The PTxR of 2:1 for core English and Maths textbooks on average primary and junior secondary levels (Primary – 2:1, Junior Secondary – 2:1,) is acceptable for learning. Science and Social Studies core textbooks were found to be available on a ratio 3:1 to primary level and 4:1 to junior secondary level which depicts an insufficiency of textbooks.

Only 7% of all schools (744) primary (4%), junior secondary (11%) and senior secondary (17%) have functioning library. 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. Only 4% of all schools (413) (primary (2%), junior secondary (6%) and senior secondary (12%)) have functional science laboratory. The CAHLS curriculum had been introduced to schools, only 19% of schools were using the curriculum (1,156) primary (16%), junior secondary (26%), and senior secondary (31%).

72% of schools in the country had no access to electricity as opposed to 28% that had access to electricity. 62% of pre-primary schools, 82% primary schools, 62% of JSS and 47% of SSS did not have access to any source of electricity. The primary source of electricity was the grid which reported 17% of the 27% of electricity accessed by schools. It is clear from the report that most of the schools were in communities where they have access to mobile telephone network as 91% of the schools reported this. In terms of ICT pedagogy, a negligible 4% and 3% of schools reported they have computers and internet services respectively. With most of the schools located in communities where there is access to mobile telephone networks, it is easier for schools to access internet if the provision is made. The efforts of the MBSSE to expand the school feeding programme shows, 959,570 pupils in government assisted pre-primary and primary schools were benefitting from the school feeding programme reporting over half of the pupils in these schools (54%).

Number of schools that reported incidence of SRGBV during the 2024/25 schools year were 87 across the school levels. Fewer schools (7) reported SGBV incidences in private schools compare to public schools (80). The incidences of SGBV cases were high in public schools, more especially the junior secondary. Except for Bombali, Kono, Pujehun, and Tonkolili Districts, all the districts have schools that reported an incidence of SRGBV at the primary school level which host children officially less than 12 years old. Falaba and Moyamba Districts only had one school reported an incidence. The highest number of reported schools were from Kenema and Western Area Urban 13 and 11 schools reporting the incidence respectively. Most of the reported incidence were referred to as “Bad Touch” with 44 schools reporting such cases. There 38 schools reported incidence of Penetration as 10 of those schools were primary schools. A total of 8 schools reported incidence of rape as half of those schools (4) were primary schools. Schools in the junior secondary level report most each of the type of incidence perpetuated. A total of 3,180 schools reported they have redress mechanisms when SRGBV occurs of which 497 of them were private schools. Of the 87 schools that reported incidence of SRGBV when asked what type of response given to the victims of SRGBV, 50

reported they counsel the victims, 49 reported they made the appropriate referrals and 32 said they observe and enquire from the victim. It is worth noting that some of the schools acted on at least one of the responses.

A total of 3,045 schools reported they have climate change/environmental clubs for which over half of these schools (1,697) were found in the primary school level. With this number of schools reporting having these clubs across all the levels, interventions can come in using them as pilot schools to spread awareness to other schools as climate change is real. The main two main threats the schools faced were windstorm and air pollution as 2,874 and 2,642 schools reported these threats respectively. Other threats include river/stream pollution, flooding, and littering. The two main causes of environmental threats were deforestation and poor waste management which 3,904 and 2,276 schools reported respectively. A given school might be affected by more than one cause of threat. Most of the schools that sought out redress mechanism reported they sought it from the local authority and MBSSE as 4,149 and 3,092 schools reported respectively. 206 schools reported they have sought for relocation.

The 2024/25 school year registered a total of 3,450,104 pupils in schools nationwide. The enrolment between the census years of 2024 and 2025 reported a 0.34% decline between the two school years. Of the total pupils enrolled in schools across all levels in the 2024/25 school year, 1,668,855 (48%) were boys and 1,781,249 (52%). This demonstrates that more girls were enrolled in school than boys during the 2024/25 school year. The difference in enrolment between public schools and private in 2025 is massive (1,613,428/167,821) as it has been over the years. The distribution of pupils in government support schools during the 2024/25 school year across all levels is reported to be 2,661,979.

It is normal for the Gross Enrolment Rate (GER) to be greater than 100% since the numerator for a given level is the total enrolment of pupils in that level irrespective of age whether over or under. The enrolment of pupils in the primary and junior secondary levels was far greater than the school age for those two levels during the 2024/25 school year (150% and 140% respectively) demonstrating more under and over age pupils are entering the two levels. The senior secondary level reported a GER of 90%.

The primary retention rate (RR) was estimated as 43% which indicates that a little over two-fifths of the pupils entering primary were likely to reach the final grade. This low RR suggests that drop-out rate at the primary level and/or repetition rate were both quite high more so there were so many underage pupils entering class 1 and had to repeat the grade one or more times. Estimated at 74%, the junior secondary RR was significantly higher than that of the primary level. The RR for senior secondary level was 98%.

There were 28,156 pupils with disabilities across the four levels of education. Just 4% of the total pupils with disability were enrolled in pre-primary school, 61% were enrolled in primary school, 22% were enrolled in JSS, whilst 13% were enrolled in SSS. The majority were visually impaired children (7,871), followed by those with disabilities related to hearing (6,017), learning (5,664), communication (4,042) and physical

impairments (3,823). There were few cases of pupils who were survivors of Kyphosis, Albinism and Dwarfism.

The highest number of pregnant schoolgirls (470) were enrolled in JSS3, representing 26.5% of the total number of pregnant pupils. The second highest number was at SSS2, where 311 pregnant schoolgirls represented 17.5% of all pregnant schoolgirls. 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 SSS2 for senior secondary). This trend suggests that girls are more likely to become pregnant in the final grade of each level, but the senior secondary, potentially having an impact on their transition and completion rates. The average ages of pregnant girls were 15, 17 and 18 years for primary, junior secondary and senior secondary levels respectively. Their minimum age across the levels were 11, 12 and 15 years for primary, junior and senior secondary respectively.

The 2025 ASC data shows that 92,392 teachers were enumerated. Also, 77,773 teachers were found in public as compared to 14,619 found in private schools. A total of 63,899 teachers were found teaching in government supported schools. New teachers into the teaching profession were reported to be 7,590. It is worth noting that 40% (36,765) of all teachers were paid by the Government of Sierra Leone (GoSL). A quarter of all teachers (25%) enumerated in 2024 were untrained (23,150) and majority of them did not have any post-secondary school certificate. In addition, only 65% of all teachers were qualified for the level they were teaching. Average pupil to Teacher ratio (PTR) was recorded at 37:1 for all school levels. The census recorded a pupil to qualified teacher ratio (PQTR) on average as 58:1. PQTR for senior secondary was way higher than the average at 87:1 for that level. A total of 980 teachers were reported to have some form of disability with 4% in pre-primary, 68% in primary, 21% in junior secondary, and 6% in senior secondary. The most reported type of disability among teachers were physical (552), and visual (295).



1. INTRODUCTION

1.1 Background Information

Correct information, certainly, is a vital means used in the processes of policy-decision making. Moreover, information is widely used in monitoring and evaluation of the performance of all systems including education system. Information gathered in the Annual School Census (ASC) have widely been used by educational planners, development partners, policy analysts and researchers in diagnosing trends, strengths, weaknesses, gaps and needs of the education system and in formulation of educational policies and plans, designing development-partner assisted projects and sector-wide programmes which have contributed largely to the improvement of the quality of the education system.

In Sierra Leone, the main source of education statistics is the ASC carried out by The Directorate for Planning and Policy (DPP) at the Ministry of Basic and Senior Secondary School (MBSSE). As a core mandate accorded by the Education Act of 2004 as amended in the Basic and Senior Secondary Education Act of 2023, it empowers the Planning and Policy Directorate, to conduct data collection on school level education. This census has been carried out for over a decade and half. The ASC enumerates all schools in the country that made themselves available for enumeration and data is collected from these schools on areas like infrastructure, management, resources, teachers and pupils.

Like previous censuses, the 2024/2025 ASC exercise enumerates all basic and senior secondary schools whether they were public or private schools across the 16 districts (22 Local Council) in the Country. As usual, the Country has credible data to inform decisions in the Education Sector for the 2025/2026 session.

The use of digital technology for data collection for the last eight years has improved on the quality and swiftness of the data collection process and the credibility of the data produced.

Conducting the census is an involved process and requires full participation and involvement at all levels of the Sierra Leonean education system.

1.2 Objective of the School Census

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

The 2025 ASC collected data in all school levels which is strategic in ensuring that the goal for inclusive education and leaving no one behind is achieved in the country.

1.3 Scope of the Schools' Census

The census was carried out in pre-primary, primary, junior and senior secondary schools. The data collection started on the 16th of May 2025 for a period of three consecutive weeks. All schools, regardless of type, participated in the census.

The data collection was done by trained enumerators that include unemployed graduates, university students and staff from various Ministries, Departments and Agencies (MDAs) that work on data, statistics, accountability, transparency and system strengthening recruited in their district of residence. Paper questionnaires were first sent to the schools two weeks before actual data collection started for the school authorities to complete them. During the data collection period, the enumerators went to the schools to record the data from the paper questionnaires into the digital form on the SurveyCTO app verifying responses that are not clear with the school leaders.

1.4 Data Collection Tools

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

- a. **School profile:** This included information such as EMIS number, school name, location, school contact, school ownership and if the school receive government support or not.
- b. **School infrastructure:** this included availability of existing facilities in schools, such as classroom, library, source of drinking water, toiletries etc.
- c. **Instruction materials:** This covered the textbooks available for each subject in each class; ICT facility for learning; availability of child and adolescent health life skills (CAHLS) education.

- d. **The students:** This covered number of streams in the schools; enrolment and repeaters – including learners with disabilities and pregnant girls in schools.
- e. **School management and community participation:** This included questions on the operational status of school management committees; functional Community Teacher Association and the frequency of meetings held to discuss school education status; existence of mother clubs etc.
- f. **Teaching and non-teaching staff:** This included the number of teachers distributed by qualification (academic and professional) and responsibilities assigned in school; the subjects taught; and non-teaching staff in-post for various positions.
- g. **Vulnerability in schools:** This included issues on climate change and the environment, and also Sexual Related and Gender-Based Violence that occur in the schools.

1.5 Coverage.

The 2025 ASC covered all the schools that were in operation in all 16 districts across the country. A total of 13,788 schools were in the approved School Master List from the District Education Offices (DEO) which served as the target number of schools to be enumerated. From these targeted schools 344 of them were either not in operation during the survey period or found to be duplicated in the school list used to enumerate the schools due to proprietors changing the name of their schools without informing the Ministry or they been relocated to other jurisdiction not closing the name of the school in their previous jurisdiction. Therefore, a total of 13,444 schools submitted as existing, and these are the schools that provided data for cleaning, analysis, and reporting.

Table 1-1 School Completion Status by District

District	Target	Actual	Completion Rate
Bo	1,156	1,132	97.9%
Bombali	905	885	97.8%
Bonthe	333	331	99.4%
Falaba	398	391	98.2%
Kailahun	597	591	99.0%
Kambia	660	655	99.2%
Karene	451	450	99.8%
Kenema	1,174	1,137	96.8%
Koinadugu	344	317	92.2%
Kono	950	932	98.1%
Moyamba	614	601	97.9%
Port Loko	997	969	97.2%
Pujehun	397	392	98.7%
Tonkolili	932	923	99.0%
Western Area Rural	1,866	1,780	95.4%
Western Area Urban	2,014	1,958	97.2%
Grand Total	13,788	13,444	97.5%

Table 1-1 above demonstrates the completion status of the data collection during the survey period across the districts. As mentioned earlier, the variation was due to closure of schools and schools found duplicated in the school master list either by change of name or relocation. However, 97.5% of the schools listed were enumerated.



2. FIELD METHODOLOGY

2.1 Data Collection Process

Each School Leader was responsible for the correct and accurate completion of his or her school's Annual School Census (ASC) Questionnaire. All schools, both public and private, completed the Questionnaire that was sent ahead. The enumerators were assigned to visit the schools and record the data on the filled paper questionnaires into the digital forms on the SurveyCTO app for upload to the ASC cloud server.

2.2 Recruitment and Training of Field Staff

Having a reliable, well trained and knowledgeable data collectors require training and good instructors. In ensuring this for the 2025 ASC, the MBSSE implemented a two-day training of the trainers (ToT) in Makeni. These trainers cascaded the training to the enumerators at the district level for two days before data collection commenced.

2.2.1 Training of Trainers (ToT)

The ToT was conducted on the 5th and 6th of May 2025 in Makeni and was attended by the MBSSE Data Team; MBSSE District Statistical Clerks/ICT Officers; Technical Staff from TSC, Statisticians from Statistics Sierra Leone (Stat-SL); Technical Staff of the Directorate of Monitoring and Evaluation at MTHE, Technical Staff from the National Civil Registration Authority (NCRA); and Representatives from the National Monitoring and Evaluation Agency (NaMEA). During the training, the participants were able to review and finalise the ASC questionnaires. The Supervisors were also trained on the general operations of

the National School Survey. The training received immense support from the Directorate of Planning and Policy (DPP), and the Directorate of School Quality Assurance and Resources Management (DSQARM). The CEO and Director, SQARM were in full attendance.

Since both paper-based and electronic forms were deployed for the data collections, trainees were able to go through the paper-based questionnaire to familiarise with the questions and flow with the electronic forms. To cement the knowledge gained from the training, a simulation exercise was conducted to demonstrate actual data collection. The ToT attracted five (5) facilitators and over forty (40) participants from various MDAs mentioned.

Figure 2-1: Training of Trainers (ToT) in Makeni City



2.2.2 Training of Enumerators at District Level

A week after the ToT in Makeni, the trainings of enumerators were conducted at district level facilitated by participant from the ToT. The training of enumerators at the district were conducted on the 12th and 13th of May 2025. A total of 616 enumerators (see Annex for District Distribution) were recruited and trained across all districts nationwide. The distribution of enumeration was weighted according to the number of schools in the districts. The recruited enumerators include unemployed graduates, university students and staff from various MDAs that work on data, statistics, accountability, transparency and system strengthening.

Figure 2-2: Training of Enumerators in Kenema and Bonthe Districts



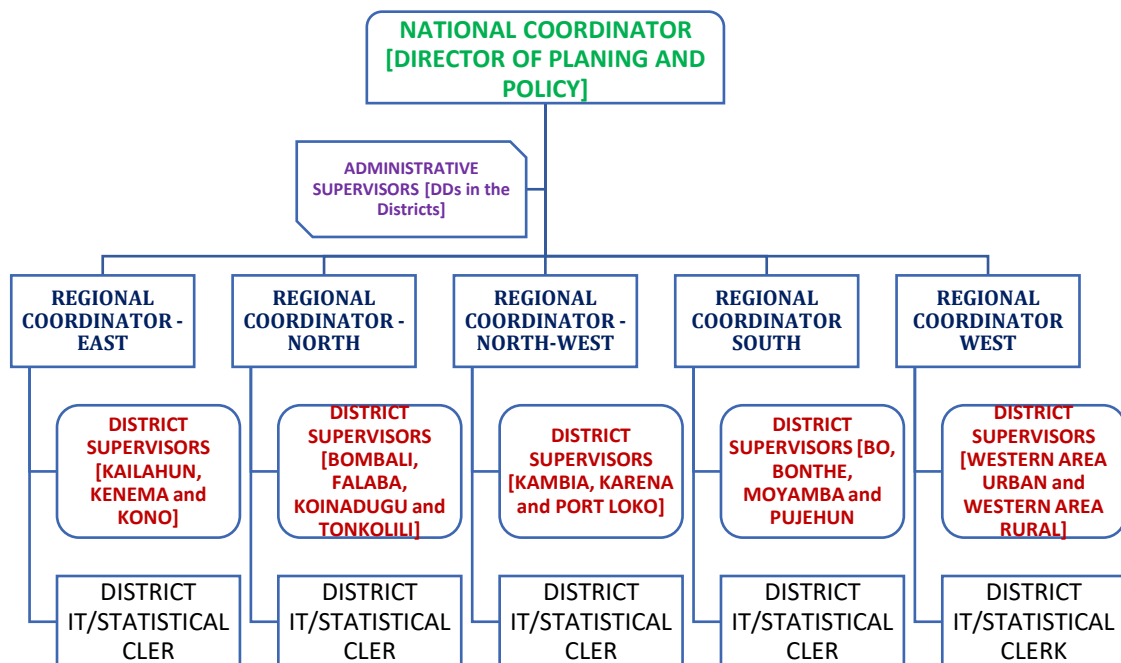
Kenema District Training



Bonthe District Training

2.3 Team Organization (roles and responsibilities)

2.3.1 ASC Field Supervision Organogram



2.3.2 Roles and Responsibilities of Field Supervisors

2.3.2.1 National Coordinator

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

2.3.2.2 Deputy Directors in District Offices

- Were responsible for ASC administrative activities within their respective district.

- Facilitate the movement of materials and personnel within their respective district.
- Troubleshoot administrative bottle necks happening within their respective districts.
- Briefed the National Coordinator on the status of the ASC in their respective districts.

2.3.2.3 Regional Coordinators

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

2.3.2.4 District Supervisors

- Responsible for all ASC technical activities in the district stationed.
- Vet questionnaires and give feedback from the Regional Coordinator the enumerators in the respective districts.
- Ensure all electronics ASC forms are uploaded to the ‘mobssesl’ server. Forms with errors should be verify and ensure completeness for uploading or discarding.
- Made frequent daily telephone calls to enumerators to know their position and status on the ASC data collection.
- Update the regional coordinator on daily basis the status of the ASC in their district.
- Gave frequent feedback to the enumerators on issues raised.
- Ensure the completeness of the census in terms of submissions and correctness.

2.3.2.5 District It/Statistical Clerks

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

2.3.2.6 Third Party Monitoring

- NaMEA had a technical agreement with MBSSE to conduct a third-party data verification in 345 schools across all districts.
- The 2025 ASC school list was shared with then which served as the sample frame for the selection of the 345 schools to be verified.
- Data from the verification exercise and the report to be shared with MBSSE.

2.4 Actual Data Collection and Data Management

MBSSE continue collecting data using CAPI technology. The application (SurveyCTO collect) was used for the 2025 ASC data collection. Smart android phones and tablets were used to collect the data.

This year's software design was in two segments – Main School Survey, and the Partial Classroom Head Count Questionnaires. All surveys were designed in English. However, Krio language was intermittently used during survey administration. This was so because most of the respondents speak Krio.

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

2.5 Quality Control Assurance

The 2025 Annual School Census, continued to maintain quality in both tools and field work monitoring to ensure data quality. First, a questionnaire went through a series of testing and updating to ensure proper quality control and logics were put in place in the electronic questionnaire. The CAPI questionnaire included speed limit violations, automatic skip patterns, responses constraint that prevent the form to accept data that is obviously incorrect, invalid or inconsistent, and further logic checks were set to manage workflow.

The enumerators were required to visit assigned schools in the relevant communities. Supervisors were responsible for monitoring data collection by doing spot checks. Supervisors were also required to give daily updates of their district's progress via SMS to the Coordinators who also reported to the National Coordinator.

2.5.1 Spot and Back Checks

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

2.5.2 Office Spot check

Based on the daily submission, the data management team at the MBSSE HQ, ran quality checks on the submitted data and provide daily and weekly report. The checks conducted included mismatch in enrolment, completion rate, gps accuracy, miss matched responses and missing information. This helped to track the work progress as per the schedule and address any team that lagged the schedule.

2.6 Editing

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

2.6.1 Field Editing

Field editing involved checking of the completion status, miss matched responses and missing information as received from SurveyCTO server. The task was mainly carried by Coordinators, Supervisors, and District Statistical Clerks. This was done to check whether all schools assigned were visited and interviewed as well as the paper questionnaire were collected. All errors that were discovered with the SurveyCTO in the tablet were discussed with the enumerators at the field.

2.6.2 Office Editing

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

2.7 Data Processing and Cleaning

As part of the data processing, the cleaning of the data holds significant part in terms of the credibility of the data. Cleaning was done through machine programming and manually for area difficult to operate because of uniqueness. Using machine programming, STATA and Python were employed by writing Do-files and codes respectively. Manually where the data is not unique, the variables and cases were verified column by column and row by row. Key areas of verification were the uniqueness of the schools, the pupil enrolment, and the teachers' information.

There were over 14,000 schools submitted by the enumerator through multiple submissions of school data into the cloud server. This occurred because some of these enumerators were facing internet connectivity issues and were not sure if they have uploaded a given during those breaks. With the uniqueness of the emis code, the data team wrote script to fish duplicity. The enrolment of some of the schools was an issue. Enrolment was triangulated with the head count done by enumerators on the survey day and in some of these schools the team found that the variance between the enrolment given by the school and the head count done by the enumerator was over 40%. Scripts were written if the variance between the enrolment was greater than 40%, then we accept the head count as the actual enrolment with some adjustment. With this, 534 school schools across the 16 districts met these criteria and the team was able to do the adjustment in their enrolment which somehow manage the enrolment inflation.

The census enumerated 94,205 teachers, unfortunately the National Civil Registration Authority (NCRA) unique identifier, the NIN, was not available to large number of teachers. However, the team created a unique identifier by combining the teacher's name, NIN, status if they new teacher, sex, age, PIN for payroll teachers, and qualification. All these 7 variables were concatenated to create a unique identifier for each teacher and through this 5,026 were found to be duplicated. Those with NIN were automatically removed from the database and those without were manually verified checking school location and some reporting

for multiple school levels in the same school system (pre-primary, primary, junior and senior secondary). At the end of the process, the number of teachers were reduced from 94,205 submitted to 92,392 as final.

2.8 Challenges and Limitation

Variation in the school master and completed schools due to duplication and closure of schools unbeknown to the Ministry. Enumerators had to make several callbacks or had to transverse the districts to locate schools for enumeration before final find out these schools were either closed or were duplicates. The time spent on locating schools for enumeration delayed the process of data collection and even cause embarrassment to the Ministry in terms not knowing where to locate her schools.

A host of several schools in all 16 districts reported over 100% increase in their enrolment between last ASC and this current one. The enrolment of schools was compared in the backend of the data collection platform, and the comparison of both years' enrolment shows schools having up to 400% increase in enrolment between 2023/24 and 2024/25 school years.

Backchecking data submitted by enumerators was constraint as resources were limited to do wider coverage. The supervisors did few schools but were unable to do more as the terrains were challenging and schools were far apart.

Though we have been printing instruction manuals and sending these manuals and the paper questionnaires well ahead of time to the schools for easy completion of the form, some school heads were still finding it difficult to complete the questionnaires and the enumerators had to sit with them to complete the forms causing the enumerators to spend more time in a given school than they supposed to have spent.

Though we have been collecting data for the ASC for over a decade now, yet we are still facing private schools reluctant to complete the ASC form and some even refused to accommodate the enumerators. But it is sadden to note that the Government of Sierra Leone is paying NPSE and BECE fees for the pupils these private, yet they are making the claim that they are not receiving any direct benefit from the government. It has been explained to them that the data the ASC collects is to plan for the education sector including the private schools.

Since the data collected is administrative, some of the data were obtained from school registers, vouchers and other school documents. Some of the schools have seriously challenged with record keeping. Registers were either incomplete or not available and therefor the enumerators had to help them put their documents together.

2.8 Recommendation

Following the above challenges, we are recommending the following to the MBSSE.

1. The MBSSE District Education Offices (DEOs) should regularly update the school list during the SQAOs normal school visits searching for both existing and non-existing schools. Also, new

schools registering should be probed further if they have any trace of existence before their current registration.

2. Schools reporting enrolment of over 100% increase between these last two years should be investigated and serious action should be taken against them if they are found wanting.
3. More resources need to be put into the ASC to increase monitoring, supervision, and validation of the data. Currently, the MDTF through the Free Education Project Secretariat (FEPS) are the only funders of the ASC. Since many of the Education Delivery Partners (EDPs) have data production in their activity plans, it is high time they invested more resources to the ASC for improve data quality for all and better planning and decision making.
4. Part of the SAQOs mandate is to routinely monitor the activities and progress of the schools, the SAQOs should occasionally during their routine visits engage the school authorities who have challenges in completing the ASC form and give them some partial training until their challenges are mitigated. As the Ministry wants to have the school authorities in the future complete the ASC forms themselves through the one tablet per school programme, special training by phase should be conducted for these school authorities or their proxy at least once every year.
5. Though it has been explained to private schools on several occasion that the data collected from the ASC is to plan for the education sector of the country and will help the country compete with other countries in education and also the country to know her short falls, yet we still face with the issue of non-compliance from some private schools. Also, they know that both the private and public schools must speak to any document that the country produces to showcase the education system of the country. Having said this, we recommend the Ministry as the supervising and regulatory body of these private schools to take serious action against the defaulting private schools for them to comply with the whole process of the ASC whenever the activity is in progress.

The ASC budget should always make room for inflation and other unforeseen challenges that can occur afield. Sometimes it is the passion, braveness and commitment of the field workers that made us succeed in completing the entire exercise within limits and time.



3.0 ASC FINDINGS

During the period 2025, the number of schools increased by 3%, from 13,033 in 2024 to 13,444 schools. Over this same period, the number of approved schools increased by 6%, from 10,592 to 11,180 schools, whilst public schools receiving financial and material support from the GoSL increased by 1%, from 8,020 to 8,140 schools. Pupil enrolment in 2025 decreased by 11,772 pupils compared to 2024 and this is as a result of rigorous checks put by the ministry during data collection with head count been done and a third-party verification of the data by the National Monitoring and Evaluation Authority (NaMEA). Year on year enrolment decreased from 3,461,876 to 3,450,104 which reported a 0.34% decline.

3.1 The Schools

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

3.1.1 School Profile

This sub-section reports on the total number of schools enumerated during the 2025 ASC across the four levels of schooling mentioned in the 2023 Basic and Senior Secondary Education Act as amended. The schools are distributed by i) public and private ownership; ii) approval status; and iii) support type received.

Table 3-1 Distribution of Schools by Level, Ownership Type

Level	Private	Public	Grand Total
Pre- Primary	810	1,379	2,189
Primary	908	6,735	7,643
Junior Secondary	481	1,975	2,456
Senior Secondary	231	925	1,156
Grand Total	2,430	11,014	13,444

Table 3-1 above depicts the distribution of total number of schools by ownership type for the school year 2024/25. Out of a total of 13,444 schools during the academic year, the majority were Public (11,014) while the remaining 2,430 schools were owned by private actors. In percentage terms, public schools grew by 2%, whilst private schools grew by 10% compared to 2024 where public (10,827) and private (2,206) respectively. As always, the primary level has the highest number of schools.

Table 3-2 Distribution of Schools by Level and Ownership/Proprietorship

Level	Government	Mission/religious group	Community	Other	Private
Pre- Primary	107	901	317	54	810
Primary	973	4,850	798	114	908
Junior Secondary	75	1,233	562	105	481
Senior Secondary	35	588	242	60	231
Grand Total	1,190	7,572	1,919	333	2,430

In Sierra Leone, schools are either owned by the Government (central or local) or other non-state actor entities as indicated in Table 3-2 above. In the 2024/25 school year, over half of the schools were owned by missions/religious based organisations (7,572). However, even though the government is the biggest funder of education in terms of providing fee subsidy, teaching and learning materials (TLM), textbooks and other teaching and learning aide, yet it only owns 9% (1,190) of the schools in the country. Government ownership is greatest at the primary level at which it owns 13% of the schools and least at the senior secondary level at which it owns just 3%.

Table 3-3 Distribution of Approved Schools (Tier 1) by Level

Level	Applied for Approval	Approved	Not Approved
Pre- Primary	166	1,401	622
Primary	221	6,621	801
Junior Secondary	84	2,136	236
Senior Secondary	25	1,022	109
Grand Total	496	11,180	1,768

Table 3-3 above shows the number of schools (public and private) which have been approved for operation (Tier 1 Approval) by MBSSE over the years across all levels. Between 2024 and 2025, the number of schools approved for operation inclusive of public and private increased by 6% across all levels (10,592 in 2024 to 11,180 in 2025).

Table 3-4 Distribution of Government Supported Schools (Tier 2) by Level

Level	Supported	Not Supported	Grand Total
Pre- Primary	536	302	838
Primary	5,437	513	5,950
Junior Secondary	1,485	283	1,768
Senior Secondary	682	157	839
Grand Total	8,140	1,255	9,395

Table 3-4 above shows the number of schools supported (Tier 2 Approval) by the Government of Sierra Leone. Schools that are receiving financial and/or material support from the GoSL are categorised as Government or Government-Assisted schools. Government schools are those constructed and wholly owned by either the central government or local councils while government-assisted schools are public schools owned by faith-based organisations, communities, or other institutions/organisations supported by the GoSL. The government supports schools through the payment of teacher salaries, payment of subsidies, provision of teaching and learning materials, etc. Please note that public schools that are not receiving either financial or material support from the government of Sierra Leone are categorised as non-supported schools.

There was a 1% increase in schools supported by the GoSL between the period 2024 and 2025. That is from 8,020 in 2024 to 8,140 in 2025. The biggest gain was at the pre-primary level by 9% from 493 schools in 2024 to 536 schools in 2025.

3.1.2 School Management and Governance

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

Table 3-5 Schools with School Management Committees (SMC)/ Board of Governors (BoG)

Level	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Grand Total
Number of Schools	1,731	6,624	2,108	1,030	11,493
% of Schools	79%	87%	86%	89%	85%

Table 3-5 above depicts the total number and share of schools that have functioning School Management Committees (SMC) and Board of Governors (BoG) by level. The results shows that 79% of pre-primary and 87% of primary schools have functional SMC in 2025. In addition, 86% of junior secondary and 89% of senior secondary schools reported having a functional BoG in schools. If we are to compare to the 2024 report, there is a 1% decline in each of the levels but the senior secondary level. This might be many new schools have not established these bodies. These structured plays an important role in managing schools in their localities.

Table 3-6 Training in Management and Governance

Level	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Grand Total
Number of Schools	929	3,961	1,226	611	6,727
% of Schools	54%	60%	58%	59%	59%

Table 3.6 above shows the total and share of schools whose SMC or BoG members have been trained in school management processes and procedures to enhance their knowledge and skills as at the 2024/25 school year. At the secondary level, 58% of junior secondary and 59% of senior secondary schools reported that their BoG members have been trained on how to manage and run their schools. Also, 54% pre-primary and 60% primary reported that their SMCs members have been trained to manage and run their school.

Table 3-7 Schools with Various Essential Learning Environment Facilities and Development/Improvement Plans

Level	Community Teacher Association	Guidance Counsellor	Health Delivery Room	School Development Plan
Pre- Primary	1,984	850	117	1,851
Primary	7,011	2,728	337	6,834
Junior Secondary	2,142	1,317	195	2,182
Senior Secondary	1,027	692	142	1,039
Grand Total	12,164	5,587	791	11,906

Table 3-7 above shows the distribution of various essential learning environment enhancement facilities and development/improvement plans across the various levels of schooling. Most of the schools reported that they have a CTA (12,164) and have prepared an SDP (11,906) to guide their income and expenditure for the school year. Many schools (5,587) reported they have a guidance counsellor to help the pupils with their personal issues. Only 6% of all schools reported that they have a dedicated health delivery room (791).

3.1.3 Access to School Infrastructure Facilities

This sub-section of the report will provide information on the number and condition of classrooms (rooms used for instruction, excluding offices, staff rooms, and storage) and the type of construction. Furthermore, this section looks at the facilities in the schools and whether they are functional. The indicators presented

in this chapter include the number of classrooms, pupil-classroom ratio, average classroom size, disaggregated by various dimensions.

Table 3-8 Class Size (Pupil: Classroom Ratio) by Level and Classroom Type/Condition

Level	All Classrooms	Permanent Classrooms	Classrooms in Good Condition
Pre- Primary	34	38	48
Primary	52	57	87
Junior Secondary	58	61	84
Senior Secondary	61	64	81
Grand Total	53	57	82

All classrooms include makeshift, semi-solid and solid classrooms while permanent classrooms are either semi-solid or solid. Good classrooms are defined as classrooms in a school that are not makeshift and do not need repairs. Table 3-8 above depicts the number of classrooms in good condition and the pupil: classroom ratio by classroom condition/type. The pupil-classroom ratio is a proxy for the class size. It provides useful information for the Ministry on the status of classrooms in the country at the different levels of schooling. It also provides information on the likelihood of teachers in a school being faced by over-crowded classrooms.

From the table above, the pupil: classroom ratios for classrooms that are in good condition is high for all individual levels (pre-primary, primary, JSS and SSS). On average, the class size for all classrooms, permanent classrooms, and classrooms in good condition was 53, 57 and 82 per classroom respectively. These figures are not favourable for teaching/learning purposes. Small class sizes tend to be easier to manage and allow more effective teaching and learning.

Table 3-9 Distribution of Schools with Basic Facilities across the Levels (Play Area, Fence, etc.)

Level	School Fence	Play Area	Teacher Housing
Pre- Primary	786	1,205	44
Primary	1,249	5,482	423
Junior Secondary	755	1,535	190
Senior Secondary	497	689	130
Grand Total	3,287	8,911	787

Table 3-9 above depicts the distribution of schools that were fenced, have a play area, and with housing for teachers. It is an advantage for school approval purposes for a school to be fenced mainly for the safety of the pupils. The table above shows only 24% of all schools (3,290) were fenced in the 2024/25 school year.

Also in the School Approval Policy, is that for schools to be approved they should have a playing field or play area. The data reported 66% (8,911) of the schools had a playing field or play area.

3.1.4 Access to Water and Sanitation Hygiene (WaSH) Facilities in Schools

This sub-section of the report will provide information on the number and condition of WaSH facilities in the school premises. The indicators presented in this chapter include access to water, toilets, hand washing facility, and other sanitary facility disaggregated by various dimensions.

Figure 3-1 Access to Water in Schools

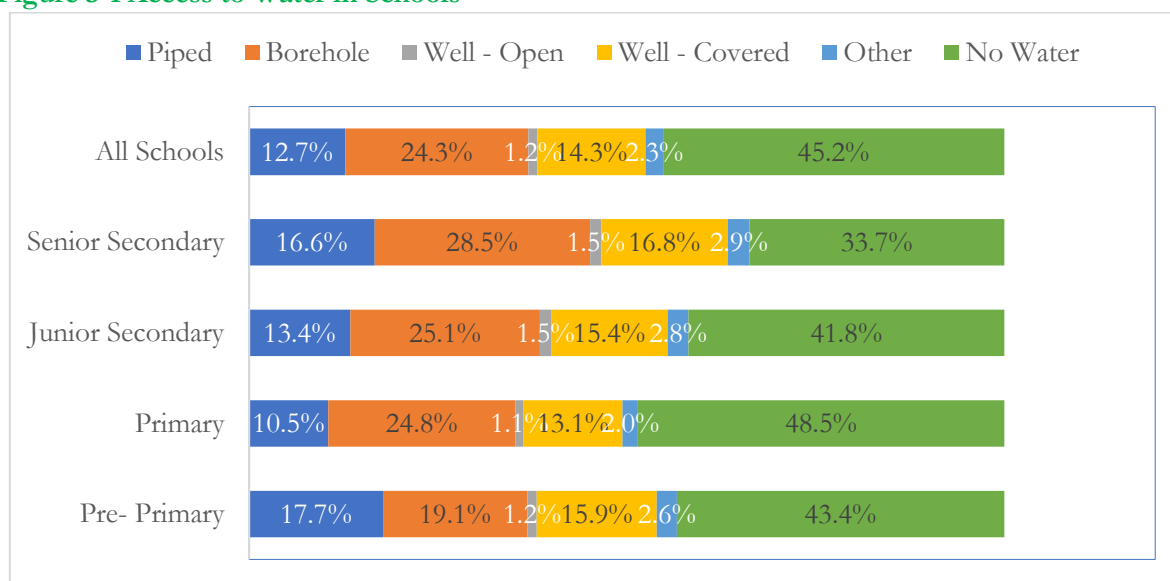


Figure 3-1 above shows the share of public schools with access to water by type of water source across the levels during the 2024/25 school year. From the chart above, 52.5% of schools have access to potable water (that is pipe, borehole and well) during the school year. The sources of water reported were pipe (12.7%), borehole (24.3%), open and covered wells (1.2% and 14.3% respectively). Unfortunately, 6,074 (45.2%) of the 13,444 schools reported not having access to any source of water. Also, the results show that primary (48.5%) and pre-primary (43.4) are the most vulnerable schools with regard to access to water.

Table 3-10 Distribution and Share of Schools with In-School Water Source that are Functional

Level	In-School Source	Source Functional	Share of Functional W/Source
Pre- Primary	969	896	92%
Primary	3,222	2,784	86%
Junior Secondary	1,163	1,065	92%
Senior Secondary	627	581	93%
Grand Total	5,981	5,326	89%

Table 3-10 above reveals the distribution and share of schools that have in-school water source that were functional. According to the table above, 89% of the schools reported to have in-school water source stated

the source is functional. The figures grow higher for Pre-primary, Junior and Senior secondary schools reporting 92%, 92%, and 93% respectively. A total of 5,981 schools reported they have water source in-school.

Figure 3-2 Access to Latrine in Schools

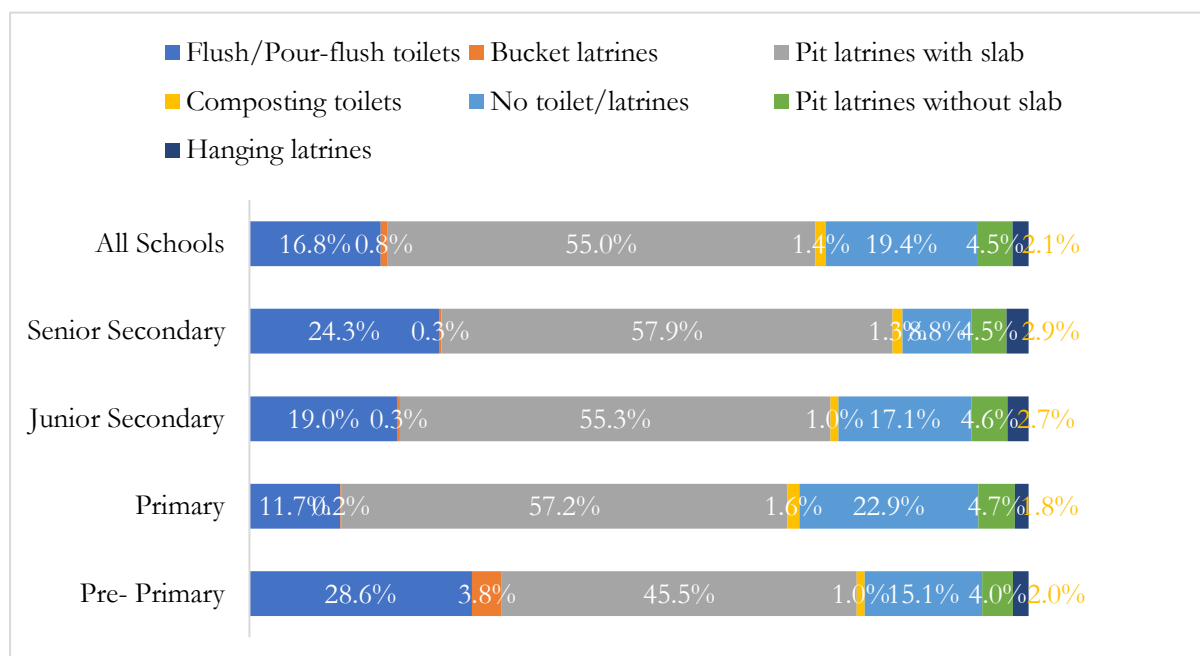


Figure 3-2 above shows the share of public schools with access to latrine/toilet by various type across the levels during the 2024/25 school year. From the chart above, 77.7% of schools have access to latrine that are sustainable (that is flush, pit and compost) during the school year. The type of latrines reported were flush (16.8%), compost (1.4%), pit latrines with and without slab (55% and 4.5% respectively), bucket (0.8%), and hanging (2.1%). Unfortunately, 2,606 (19.42%) of the 13,444 schools (most of them primary, 1,754) reported not having access to any latrine facility. Bucket latrine was popular among the pre-primary level of schooling with 3.8% of the schools reported access.

Figure 3-3 Share of Schools with Separate Latrines for Boys and Girls

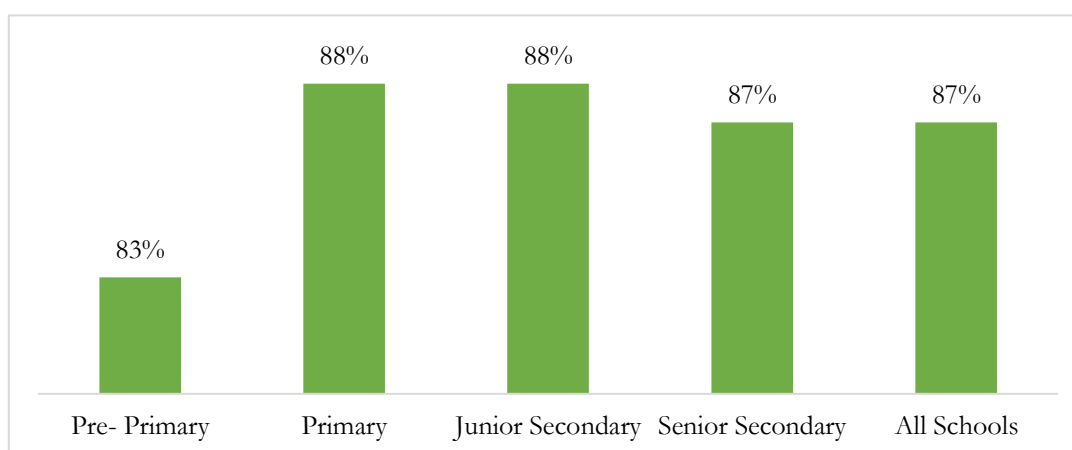


Figure 3-3 above details the share of schools with separate latrines for boys and girls for all levels during the 2024/25 school year. By policy, it is mandatory for school to have separate latrines for boys and girls and therefore 100% of all schools at all levels should comply. Most schools reported having separate latrines for boys and girls as the chart above shows. As the level progresses, the awareness increases as the chart presents 83%, 88%, 88%, and 87% of schools have separate latrines for boys and girls in the pre-primary, primary, junior secondary, and senior secondary levels respectively. Only the pre-primary reported below the average (87%) for schools with separated latrines for boys and girls.

Table 3-11 Number of Latrines and Ratio of Usage

Level	Toilets (Drop Holes)			Toilet Ratio		
	Good	Fair	Bad	Good toilets	Good & Fair	Good, Fair & Bad
Pre- Primary	3,532	1,332	478	35	11	36
Primary	13,356	7,547	3,415	83	37	93
Junior Secondary	5,403	2,602	850	78	32	87
Senior Secondary	3,154	1,429	509	107	46	124
Grand Total	25,445	12,910	5,252	78	34	89

Table 3-11 above shows distribution of toilets by condition and toilet ratio across school levels for the 2024/25 school year. It is encouraging to note that there were more ‘good’ toilets than ‘fair’ and ‘bad’ toilets but there is high pupil to toilet ratio for good toilets combined at all levels of schooling. The ratio of pupils to good latrines is high in primary, junior and senior schools, but low in pre-primary schools. On average, there were 107 pupils per drop hole in senior secondary, 78 pupils per drop hole in junior secondary, and 83 pupils per drop hole in primary schools reported they have good toilets.

In general, when all drop holes irrespective of their condition were combine to measure against the total pupil population (enrolment), there is a high usage ratio across the levels with 89 pupils per drop hole on average. These shows 36, 93, 87, and 124 pupils per drop hole in the pre-primary, primary, junior secondary and senior secondary levels respectively.

Figure 3-4 Distribution and Share of Schools with Hand Washing Facility

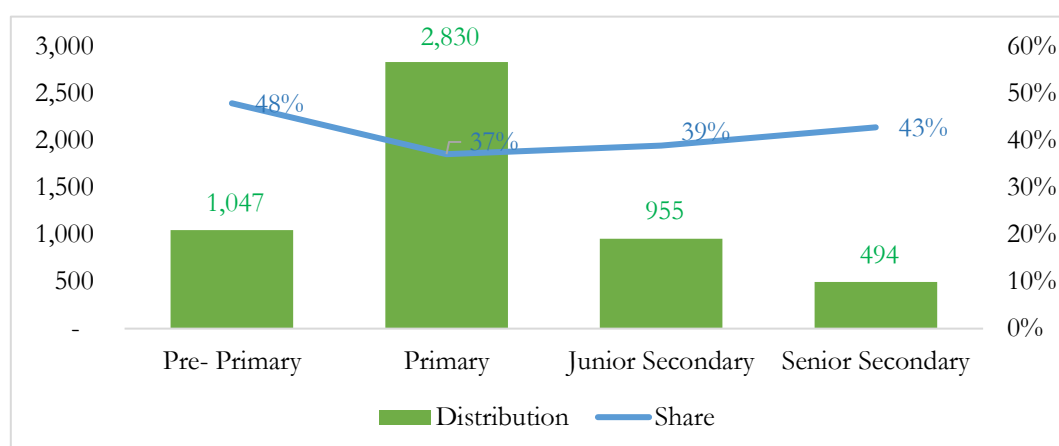


Figure 3-4 above illustrates the distribution and share of schools with hand washing stations across all levels during the 2024/25 school year. The Ebola epidemic and COVID19 pandemic taught us the good habit of washing our hands to stay healthy. However, it is seen on the graph immediately above that over half of the schools across all levels not adhering to that practice of hand washing any more. The schools hand washing is more common are the pre-primary ones with 48% of them reporting the practice with the available facility. Lowest in practice is the primary level with 37% of the schools reported to have hand washing facility.

Figure 3-5 Distribution of Schools with Cubicle for Menstrual Hygiene

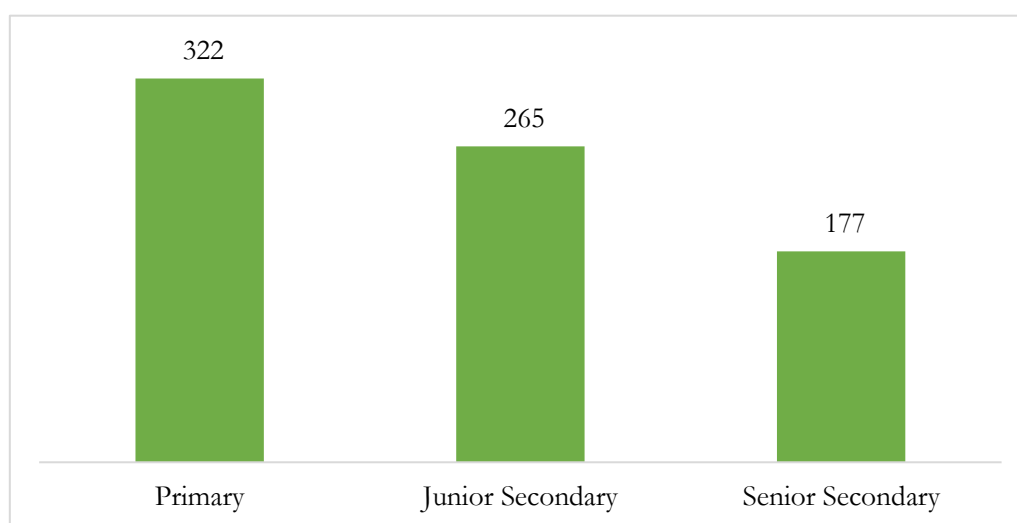


Figure 3-5 above demonstrates the distribution of schools with special cubicle for menstrual hygiene across primary, junior secondary and senior secondary levels during the 2024/25 school year. The results from this year’s ASC still show a very low number of schools reporting having special facility for girls in their menstrual period yet there has been a significant improve since we started reported this indicator. As seen on the chart above, 265 junior secondary schools (11%) and 177 senior secondary schools (15%) were reported to have this facility for the pupils in need of them.

3.1.5 Access to Disability Inclusive Facilities

This sub-section of the report will provide information on disability friendly facility indicators. The indicators presented in this chapter include access to assistive devices for pupils with disability (PWDs), ramps in school buildings, and disability friendly toilets disaggregated by various dimensions.

Table 3-12 Distribution and Share of Schools with Assistive Devices for PWDs

Assistive Device	Responses	
	Schools	Percent
White Canes	25	21.7%
Crutches	29	25.2%
Walkers	15	13.0%
Wheelchairs	23	20.0%

Assistive Device	Responses	
	Schools	Percent
Braille	22	19.1%
Digital Voice Recorder	24	20.9%
Screen Reader	8	7.0%
Hearing Aid	13	11.3%
Writing Grips	15	13.0%
Reading Frame	17	14.8%
Other	16	13.9%

Table 3-12 above shows the distribution and share of some schools that received basic assistive devices report to have been available to PWDs in the various schools reporting these type pupils for levels during the 2024/25 school year. The availability of these assistive devices serves as aid to learning and inclusivity for PWDs. A total of 147 schools reported they received assistive devices, and these were the schools responded as the table above depicts. The assistive devices received most by schools were crutches 29 (25.2%), white cane 25 (21.7%), digital voice recorders 24 (20.9%), and Wheelchairs 23 (20%).

Table 3-13 Distribution of Schools with Disability Friendly Facility by Level

Level	Ramp	Disability Friendly Latrine
Pre- Primary	183	125
Primary	883	699
Junior Secondary	363	208
Senior Secondary	206	124
Grand Total	1,635	1,156

Table 3-13 above shows the distribution of some disability friendly infrastructure found in the schools during the 2023/24 school year. The availability of these basic infrastructures (ramps and disability friendly latrines) in schools can aide learning and inclusivity in the school system. For the safety of children with disability and inclusivity in schools, it is mandatory for schools to have ramps. As the data reports, 1,635 (12%) of all schools had ramps. This figure does not reflect well on inclusivity in schools. Similarly to disability friendly latrines which was on 1,156 (9%) reported.

3.1.4 Access to Pedagogy and Learning Aid in Schools

In addition to the tuition fees paid by the GoSL to Government Assisted schools, the government also supports education through the provision of core subject textbooks at each level. The ideal Pupils to Textbook Ratio (PTxR) is 1:1 (one textbook to one pupil) but 1:2 (one textbook to two pupils) is globally acceptable.

Figure 3-6 Textbook Ratio at Various Levels of Schooling

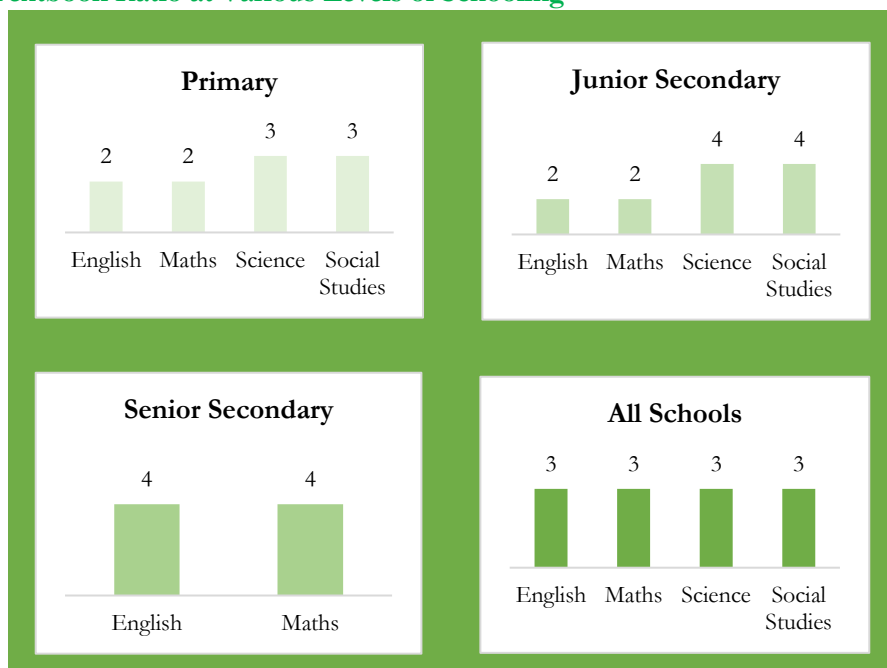


Figure 3-6 above shows the PTxR by level and core subjects. The PTxR of 2:1 for core English and Maths textbooks on average was reported for both the primary and junior secondary levels and this somehow acceptable for learning. Science and Social Studies core textbooks on average reported 3:1 for primary and 4:1 for junior secondary which suggest that insufficient textbooks on the subject are available. Insufficient textbooks in English Language and Mathematics are available at the senior secondary level according to the data (4:1).

Table 3-14 Schools with Library and Science Lab and CAHLS Curriculum by Level

Level	Library		Science Lab		CAHLS	
	Number	Percent	Number	Percent	Number	Percent
Primary	277	4%	122	2%	1,200	16%
Junior Secondary	269	11%	147	6%	628	26%
Senior Secondary	198	17%	144	12%	361	31%
Grand Total	744	7%	413	4%	2,189	19%

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 illustrated in Table 3-14, only 7% of primary, junior and senior schools (744) have functioning library.

A well-equipped functional science laboratory for conducting experiments and practical work in the sciences can contribute to improving pass rates in these subjects. Table 3-14 shows just 4% of primary, junior and senior secondary schools (413) have functional science laboratory. The senior secondary level reported a little over a tenth of the SSS (12% - 144) have functional science lab.

Child and Adolescent Health Life Skills (CAHLS) have been added to the school curriculum in order to educate the pupils on their physical, reproductive and sexual wellbeing. It amazed to have only 19% of all schools reported the implementation of this curriculum.

3.1.5 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 subsection therefore reports on access to electricity, computer and internet for pedagogy.

Figure 3-7 Access to Electricity in School

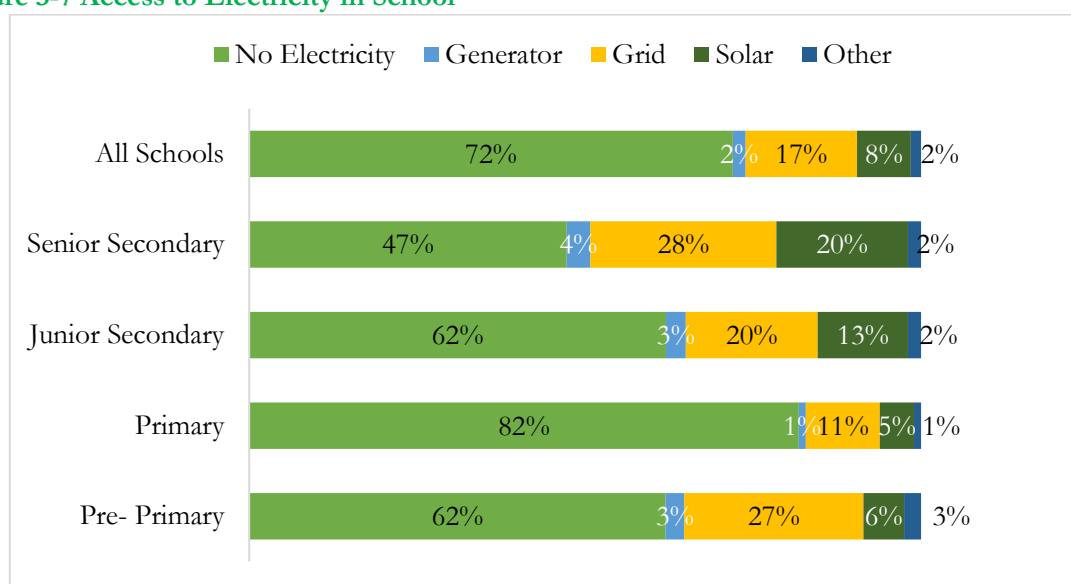


Figure 3-7 above depicts access to electricity in schools during the 2024/25 school year. Based on the chart above, 72% of schools in the country had no access to electricity. The data on the chart shows 62% of pre-primary schools, 82% primary schools, 62% of JSS and 47% of SSS did not have access to any source of electricity. The primary source of electricity was the grid which accounted for 17% of the 29% of electricity accessed by schools. This is a clear demonstration of why most of the schools did not have access to electricity as majority of these schools were found in the rural area. Given the massive impact that technology and AI are likely to have on education over the next few years, it is imperative that funding is made available for the electrification of schools.

Table 3-15 Schools with Access to Mobile Network, and Computer and Internet for Pedagogy

Level	Mobile Network		Computer		Internet	
	Number	Percent	Number	Percent	Number	Percent
Pre- Primary	2,018	92%	53	2%	41	2%
Primary	6,608	86%	161	2%	115	2%
Junior Secondary	2,268	92%	189	8%	105	4%
Senior Secondary	1,076	93%	146	13%	84	7%
Grand Total	11,970	89%	549	4%	345	3%

Table 3-15 above demonstrates the distribution and share of schools with computer and internet services for pedagogy, and access to mobile telephone networks in their communities during the 2024/25 school year. It is clear from the chart that most of the schools were located in communities where they have access to mobile telephone network as 89% of the schools reported this. In terms of ICT pedagogy, a negligible 4% and 3% of schools reported they have computers and internet services respectively. With most of the schools located in communities where there is access to mobile telephone networks, it is easier for schools to access internet if the provision is made.

3.1.6 School Feeding in Pre-Primary and Primary Levels

The ASC 2024 sought information on the number of beneficiaries in the school feeding programme implemented by the GoSL and, schools with garden that can provide condiments for feeding.

Table 3-16 Distribution of Government Assisted Pre-Primary and Primary Schools Benefiting from School Feeding Programme

Level	Enrolment		
	All Govt. Assisted Schools	School Feeding Beneficiaries	% of School Feeding Beneficiaries in Govt. Supported Schools
Pre- Primary	65,910	22,651	34%
Primary	1,725,965	936,919	54%
Grand Total	1,791,875	959,570	54%

Table 3-13 shows the efforts of the MBSSE to expand the school feeding programme, with the 2025 ASC data, 959,570 of the 1,791,875 pupils in government assisted pre-primary and primary schools were benefiting from the school feeding programme reporting over half of the pupils in these schools (54%). Available literature indicates that the school feeding programme contributes to the enrolment and retention of pupils in school.

Figure 3-8 Distribution of Schools with Garden

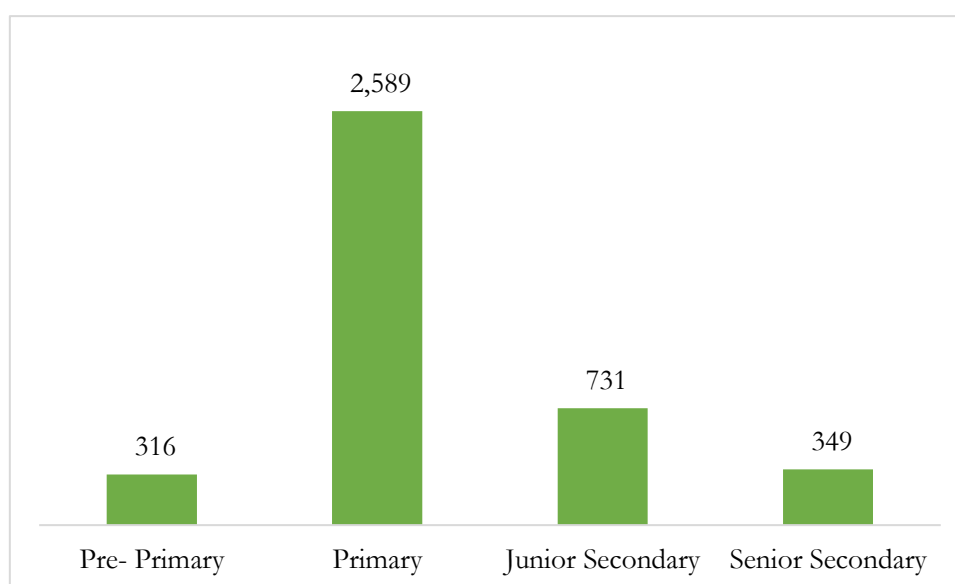


Figure 3-8 above illustrates the distribution of schools with school garden during the 2024/25 school year. It is evident from the chart above that close to a third (3,985) of all schools have a school garden. In the pre-primary and primary level, these gardens serve as a means of providing vegetable condiments to the school feeding programme in those schools.

3.1.7 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 had a negative impact on the system and contributed significantly to absenteeism, drop out and poor performance of affected girls in schools. Government and Education Development Partners (EDP) have carried out sensitisation and awareness-raising activities in an effort to eliminate such unacceptable practices.

Figure 3-9 Number of Schools Reporting SGBV Incidence

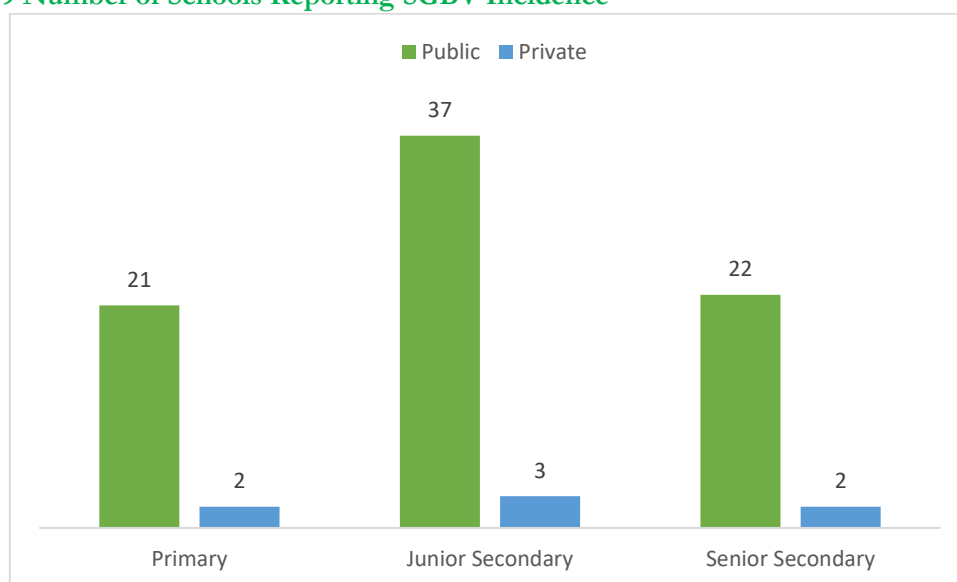


Figure 3-9 above illustrates the number of schools reported incidence of SRGBV during the 2024/25 schools year. According to the graph, 87 schools reported incidences of SGBV cases across the school levels. Fewer schools (7) reported SGBV incidences in private schools compare to public schools (80). The reported incidences of SGBV cases were greatest in public schools, more especially the junior secondary. Given the stigma associated with incidences of SGVB, there is a possibility that incidences are under-reported and that actual cases are higher in number.

Table 3-17 Number of Schools Reporting Incidences of SGVB by School Level and Local Council

District	Primary	Junior Secondary	Senior Secondary	Total
Bo	2	4	3	9
Bombali		4	1	5
Bonthe	2			2
Falaba	1			1
Kailahun	1	3	1	5
Kambia	2	1	2	5

District	Primary	Junior Secondary	Senior Secondary	Total
Karene	1	3		4
Kenema	4	5	4	13
Koinadugu	2	1		3
Kono		6	1	7
Moyamba	1			1
Port Loko	2	1	1	4
Pujehun		1	1	2
Tonkolili		3	3	6
Western Area Rural	3	3	3	9
Western Area Urban	2	5	4	11
Grand Total	23	40	24	87

Table 3-17 indicates the number of schools reporting incidences of SGBV by school level and district. The data show that all districts at least have one school that reported an incidence of SRGBV. Primary schools in Bombali, Kono, Pujehun, and Tonkolili Districts reported no SRGBV incident for that level. Secondary schools in Bonthe, Falaba, and Moyamba Districts reported no incidence of SRGBV but for the primary which host children officially less than 12 years old.

Table 3-18 Number of Schools by Level and Type of SGBV Pupils Suffered in Schools

Level	Rape	Bad Touch	Oral Sex	Penetration	Other
Primary	4	10	1	10	
Junior Secondary	2	20	4	20	1
Senior Secondary	2	14	2	8	2
Grand Total	8	44	7	38	3

Table 3-18 above depicts the number of schools that report the various types of SRGBV happened in schools during the 2024/25 school year. According to the table, most of the reported incidence were referred to as “Bad Touch” with 44 schools reporting such cases. It is worth noting that 10 out of the 38 schools reported incidence of penetration were primary schools, and junior secondary schools with the most cases (20). In a sad note, half of the schools reporting incidence of rape (4/8) were primary schools with both secondary schools sharing the other half. This is a major concern. A strategy involving not just the MBSSE but also other MDAs, Local Councils, communities and partners needs to be put in place to prevent this matter getting out of hand.

Figure 3-10 Number of Schools that have Redress Mechanism when SGBV Occurs

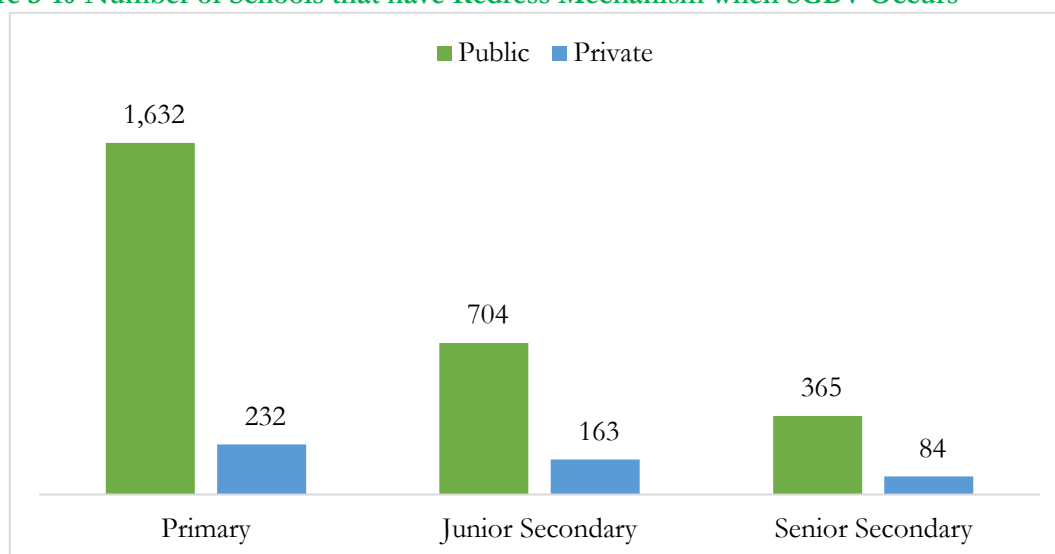


Figure 3-10 above illustrates distribution of schools in 2024/25 school year that reported they have redress mechanisms when SRGBV occurs. A total of 3,181 schools reported they have redress mechanisms when SRGBV occurs of which 479 of them were private schools.

Table 3-19 School Administrators Response to Victims of SGBV

Level	Observe and Enquire from the Victim	Counsel the Victim	Make Appropriate Referrals	Other
Primary	8	12	12	
Junior Secondary	15	27	21	1
Senior Secondary	9	11	16	1
Grand Total	32	50	49	2

Table 3-19 above explains the type of response school administrators give to victims of SRGBV during the 2024/25 school year. Of the 87 schools that reported incidence of SRGBV when asked what type of response given to the victims of SRGBV, 50 reported they counselled the victims, 49 reported they made the appropriate referrals and 32 said they observed the victim and made enquiries. It is worth noting that some of schools took more than one course of action. For example, a school can observe the victim and make enquiries, counsel the victim, and then make the appropriate referral. At the same time, it is disappointing to note that not all schools made referrals.

3.1.8 Status of Schools with regards to Climate and the Environment

This subsection of the report provides information on schools that have climate change/environmental clubs, type of environmental threat schools face, causes of environmental threats and how schools report these causes, as well as the redress mechanism they adopted during the 2024/25 school year.

Figure 3-11 Distribution of School with Climate Change/Environmental Club

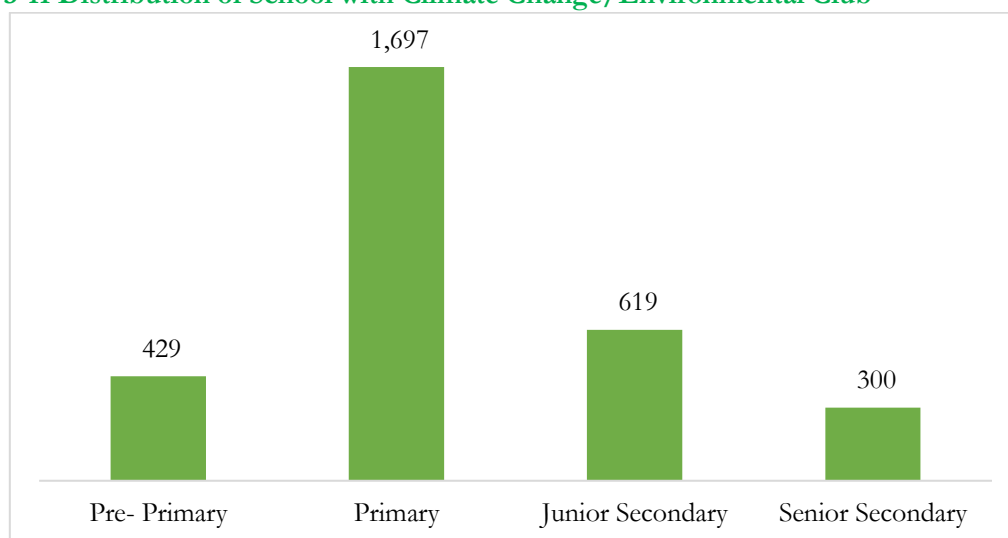


Figure 3-11 emphasises the distribution of schools that have climate change/environmental clubs. A total of 3,040 schools reported they have climate change/environmental clubs for which over half of these schools, 1,697 (56%) were found in the primary school level. With this number of schools reporting having these clubs across all the levels, interventions can come in using them as pilot schools to spread awareness to other schools as climate change is real.

Table 3-20 Number of Schools Reporting Type of Environmental Threat Faced

Level	None	Air Pollution	Pollution of Stream/Water	Flooding	Litter	Windstorm	Fire
Pre- Primary	1,349	411	114	171	144	320	42
Primary	4,260	1,385	445	528	482	1,823	315
Junior Secondary	1,291	567	188	238	215	512	107
Senior Secondary	611	279	92	121	132	219	49
Grand Total	7,511	2,642	839	1,058	973	2,874	513

Table 3-20 above shows the distribution of schools reporting various types of environmental threat they faced. The main two main threats the schools faced were air windstorm and pollution at 2,874 and 2,642 schools reported these threats respectively. Other threats include flooding, littering, river/stream pollution, flooding, and fire respectively.

Table 3-21 Number of Schools Reporting Various Environmental Threat Faced

Level	Deforestation	Poor Water Management	Mining Activities	Indiscrete Construction	Other
Pre- Primary	480	373	95	83	86
Primary	2,377	1,144	483	268	343
Junior Secondary	737	494	199	126	143
Senior Secondary	310	265	89	64	70
Grand Total	3,904	2,276	866	541	642

Schools reported various causes of environmental threat to the schools as seen in Table 3-21 above. The two main causes of environmental threats were deforestation and poor waste management which were reported at 3,904 and 2,276 schools respectively. Any given school can be affected by more than one cause of threat.

Table 3-22 Number of Schools that Adopted Redress Mechanism by Type

Level	Report to Central Government	Report to the Local Authority	Report to MBSSE	Seek for Relocation	Other
Pre- Primary	142	521	386	22	79
Primary	578	2,465	1,819	113	170
Junior Secondary	236	788	617	53	84
Senior Secondary	104	375	270	18	54
Grand Total	1,060	4,149	3,092	206	387

Table 3-22 above details the distribution of schools that have adopted redress mechanism based on the threat they faced and from which source. Most of the schools that sought out redress mechanism reported they sought it from the local authority and MBSSE as 4,149 and 3,092 schools reported respectively. A total 206 schools reported they have sought for relocation.



3.2 The Pupils

This section of the report will provide information on the number of pupils enrolled 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 enrolment rates and internal efficiency rates by level and gender, and enrolment in inclusive education.

3.2.1 Enrolment in Schools

In the 2023/24 school year, a total of 3,450,104 pupils were enrolled in schools nationwide of which 3,135,619 were found in public schools. Between 2024 and 2025, total pupil enrolment decline by 0.34% (11,772).

Table 3-23 Distribution of Pupils Enrolment by Level and Sex

Level	Boys	Girls	Both
Pre-Primary	89,958	98,413	188,371
Primary	1,011,558	1,060,334	2,071,892
Junior Secondary	327,517	353,612	681,129
Senior Secondary	239,822	268,890	508,712
All Levels	1,668,855	1,781,249	3,450,104

Table 3-23 depicts the distribution of pupil enrolment during the 2024/25 school year for all levels by sex. Of the total pupils enrolled in schools across all levels, 1,668,855 (48%) were boys and 1,781,249 (52%) were girls. More girls were enrolled in school than boys during the said school year. The data is consistent in that it continues to show that most students at the primary level do not make it to the senior secondary level. There's more work to be done in increasing cohort completion and transition rates at all school levels.

Table 3-24 Distribution of Pupils Enrolment by Level, Ownership and Sex

Level	Private			Public		
	Boys	Girls	Both	Boys	Girls	Both
Pre-Primary	25,283	27,417	52,700	64,675	70,996	135,671
Primary	68,735	75,203	143,938	942,823	985,131	1,927,954
Junior Secondary	28,755	34,687	63,442	298,762	318,925	617,687
Senior Secondary	23,891	30,514	54,405	215,931	238,376	454,307
Grand Total	146,664	167,821	314,485	1,522,191	1,613,428	3,135,619

As shown in Table 3-24 above, more pupils were enrolled in public schools than in private schools. The difference in enrolment between public schools and private in 2024/25 is still massive (3,135,619 – 314,485 i.e. 2,821,134). 2024 (*public – 3,182,983, private – 278,893*) and 2025 year on year enrolment between public schools and private schools shows a 1.5% decline in public school enrolment and a 12.8% increase in private school enrolment.

Table 3-25 Distribution of Pupils in Government Supported Schools (Tier 2) by Level

Level	Boys	Girls	Both
Pre-Primary	30,964	33,890	64,854
Primary	822,030	860,437	1,682,467
Junior Secondary	254,745	272,595	527,340
Senior Secondary	184,396	202,922	387,318
Grand Total	1,292,135	1,369,844	2,661,979

Table 3-4 above depicts the distribution of pupils in government supported schools during the 2024/25 school year across all levels. According to the table above, of the total pupil enrolment (3,450,104) across all the levels, 2,661,979 were found in government supported schools which demonstrated 77% of all pupils in the country were found in government supported schools.

Figure 3-12 Early Childhood Education Grade Enrolment by Sex

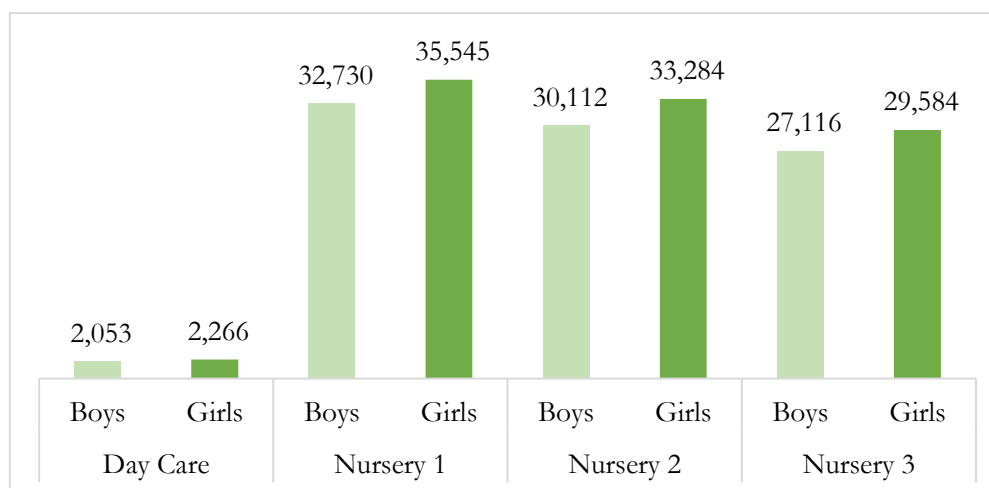


Figure 3-12 above illustrates the number of pupils enrolled in pre-primary schools across the country during the 2024/25 school year. The chart demonstrates enrolment between Nursery 1 and Nursery 3 decrease as the grade progress with fewer pupils enrolled into early childhood development (ECD).

Figure 3-13 Grade Enrolment Pyramid by Sex

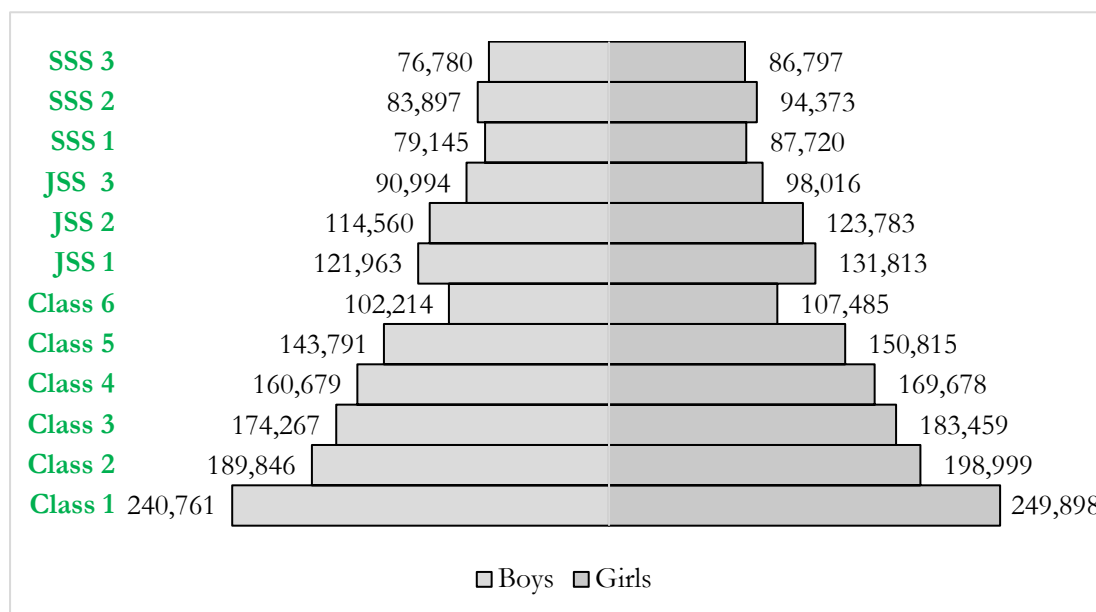


Figure 3-13 above illustrates the number of pupils enrolled in primary, junior, and senior secondary schools by sex during the 2024/25 school year. As seen on the graph above, the JSS 1 and SSS 1 grades in the junior and senior secondary levels depict abnormal bars of the pyramid. It is general seen enrolment of pupils decline as the grades ascend but for those two grades. The high increase in enrolment in JSS 1 over Class 6 can be attributed to increasingly pupils transit from the primary to junior secondary not completing sixth grade either from class 4 or class 5. Also, there are cases of out-of-school children coming to junior secondary. However, investigation need to be done in this case. The chart 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 and/or increasing P1/Class 1 intake rate.

In addition, there were more girls than boys at each grade level from Class 1 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 in many areas that have a shortage of pre-primary schools, pupils start primary school before the age of 6 and repeat the class until they reach 6 years of age. The establishment of new pre-primary schools and early childhood centres across the country should help address this situation.

3.2.2 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 total number of students enrolled as a percentage of the number of children/individuals supposed to be enrolled

at a particular level or grade i.e. the population of individuals corresponding to the official age-range of the level of interest. It is worth noting that the official single age population used as denominator for all calculations of the rates were sourced from the 2025 population projection of Statistics Sierra Leone (Stats SL).

Table 3-26 Gross Enrolment by Level and Sex

Level	Boys	Girls	Both
Pre-Primary	26%	27%	26%
Primary	150%	150%	150%
Junior Secondary	136%	143%	140%
Senior Secondary	87%	93%	90%

Table 3-26 above illustrate gross enrolment rates for pupils in primary, junior secondary and senior secondary levels for the 2024/25 school year. It is not unusual for the GER to be greater than 100% since the numerator for a given level is the total enrolment of pupils in that level irrespective of age whether over or under, and the denominator is the national population of the official school age for a given level in a given year. The table above shows that the number of pupils at the primary and junior secondary levels exceeded the school age population for the school year. The number of pupils enrolled tends to be greater than the population of individuals corresponding to the age range of a level, when many individuals that are under-aged or over-aged for that level are enrolled.

Figure 3-14 Gross Parity Index (GPI)

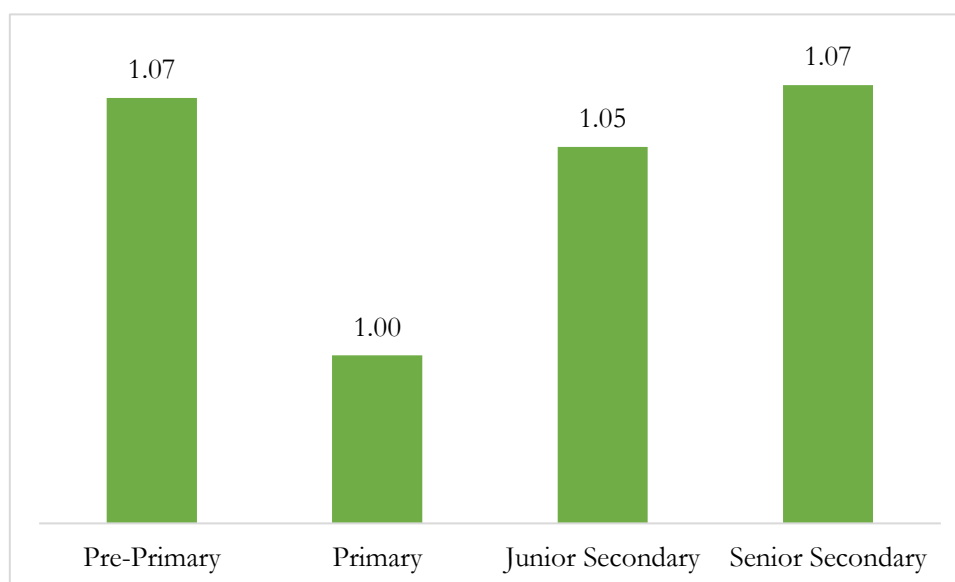


Figure 3-14 above illustrates GPI of girls to boys in schools across all levels. The graph demonstrates that proportionate to the national projected population, there are more girls in schools than boys across the levels. The margins are little across the levels, but the pre-primary and senior secondary levels reported more girls (1.07) than the junior secondary (1.05) and primary (1.00) levels. The primary level demonstrates

parity based on enrolment proportionate to national population, while the other levels emphasise more girls than boys in those levels.

Table 3-27 Gross Intake Rate (GIR)

Level	Boys	Girls	Both
Primary	170%	168%	169%
Junior Secondary	146%	156%	151%
Senior Secondary	88%	94%	91%

Table 3-27 shows new entrants to the first grade of each school level in the form of the gross intake rate. The GIR can exceed 100% if large numbers of over-aged and under-aged children are enrolled in the entry class. The high primary GIR of 169% and junior secondary 151% in the 2024/25 school year indicate that many children above and less than official age for those grades were entering both Class 1 and JSS 1. This could be the effect of a children who were supposed to be in the pre-primary level, but who found themselves in Class 1, and/or were out of school at the age when they were supposed to have started primary school. The official school age for JSS entrants is 12 years. Given the incidences of under and over-age enrolment at the preceding primary level, it is certain that the GIR for the level was largely due to the many under-aged and over-aged children that came up from the primary level. Significantly contributing to the number of under-aged children entering JSS is the increasing practice of parents accelerating the movement of their children up the schooling ladder by clandestinely making them sit the end of primary schooling examination, the NPSE, when they are 10 years or younger and in Classes 4 or 5. The official school age for SSS entrants is 15 years old.

3.2.3 Internal Efficiency Rates

This sub-section of the report covers 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. Notwithstanding, it should be noted that class repetition is commonly practised by schools and contributes greatly to inefficiency in the system. It is worth noting that the official single age population used as denominator for all calculations of the rates were sourced from the 2025 population projection of Statistics Sierra Leone (Stats SL).

Table 3-28 Gross Completion Rate (GCR)

Level	Boys	Girls	Both
Primary	115%	118%	117%
Junior Secondary	109%	114%	112%
Senior Secondary	80%	86%	83%

Table 3-28 shows the GCRs of the primary, junior secondary and senior secondary levels by gender for both the 2024/25 school year. 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 a proxy used to measure completion of a particular school level. A high GCR for a school level suggests a low incidence of dropping out. Note however that a large number of under-age and over-age individuals in the system will have an impact on the GCR/proxy completion rate. The GCR for both school years across all levels was above 90% showing a high completion rate. The completion rates of both the primary and junior secondary level seen on the chart above were in excess of 100% which demonstrates many over and underage pupils were found in the last grade of the two levels.

It is pleasing to note that in both school years and at all school levels, the completion rates for girls were greater than those for boys. This is very encouraging as it suggests that the focus on girls enrolling and staying in formal education is yielding fruit.

Table 3-29 Transition Rate

Level	Boys	Girls	Both
Primary to Junior Secondary	159%	159%	159%
Junior to Senior Secondary	101%	100%	101%

The rate at which pupils move from one level of education to a higher one is known as the Transition Rate (TR). Table 3-29 shows a high TR from one school level to another. The TR from primary schools to JSS and that of JSS to SSS were over 100%. The TR should not exceed 100% unless there are extraneous factors at play, such as pupils entering JSS1 or SSS1 who did not enter the last grade of primary junior secondary, 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. Intake to a level cannot be more than completion from the preceding level unless intake is boosted by other means.

Table 3-30 Retention Rate (RR)

Level	Boys	Girls	Both
Primary	42%	43%	43%
Junior Secondary	75%	74%	74%
Senior Secondary	97%	99%	98%

The proxy retention rate (RR) is calculated by finding the ratio of final grade enrolments to first grade enrolments at each level of schooling multiplied by 100. The result in Table 3-30 shows the RR by school level and gender during the 2024/25 school year. The primary RR was estimated as 43% which indicates that a little over two-fifths of the pupils entering primary were likely to reach the final grade. This low RR suggests that drop-out rate at the primary level and/or repetition rate were both quite high. A high repetition rate at Class 1 is probable because the enrolment of a large number of underage pupils entering Class 1 who were compelled to repeat one or more times until they reached the official primary entry age. Estimated

at 74%, the junior secondary RR was significantly higher than that of the primary level. The RR for senior secondary level was stated at 98%.

3.2.4 Inclusive Enrolment

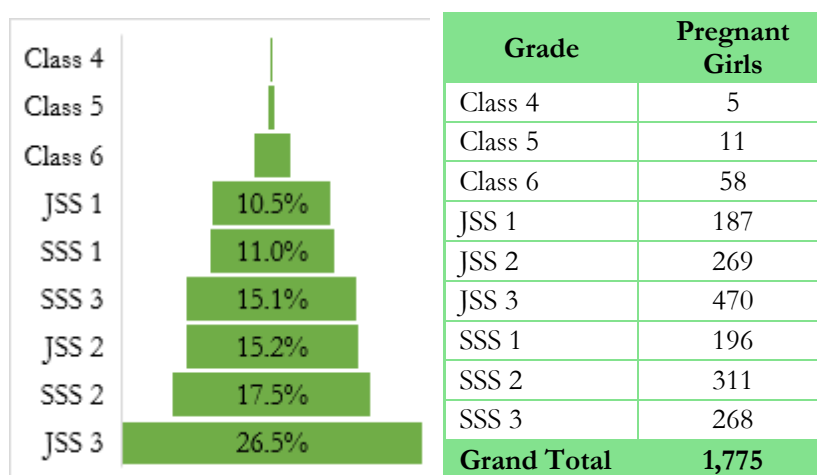
This sub-section looks at the enrolment of pupils with disabilities and pregnant schoolgirls; two groups that had been marginalised and restricted in opportunities to enrol in school previously but are now part of the four vulnerable groups mentioned in the Sierra Leone Inclusive Education Policy approved by Cabinet in 2021.

Table 3-31 Pupils with Disability by Disability Type, Sex and Level

Disability Type	Sex	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Grand Total
Visual	Boys	113	2,251	1,152	516	4,032
	Girls	94	2,009	1,092	644	3,839
Hearing	Boys	118	1,975	694	325	3,112
	Girls	95	1,843	659	308	2,905
Communication	Boys	160	1,531	307	147	2,145
	Girls	150	1,397	231	119	1,897
Physical	Boys	84	1,270	494	268	2,116
	Girls	69	1,017	361	260	1,707
Learning	Boys	146	1,598	584	377	2,705
	Girls	150	1,740	605	464	2,959
Kyphosis (Hunch)	Boys	-	52	20	23	95
	Girls	3	48	10	25	86
Albinism	Boys	9	100	20	26	155
	Girls	8	89	22	23	142
Dwarfism	Boys	2	69	37	26	134
	Girls	3	72	27	25	127
Grand Total		1,204	17,061	6,315	3,576	28,156

The results in Table 3-31 reveal that there were 28,156 pupils with disabilities across the four levels of education. Of this total, 1,204 (4%) were enrolled in pre-primary, 17,061 (61%) in primary, 6,315 (22%) in junior secondary, and 3,576 (13%) in senior secondary. The majority were visually impaired children (7,871), followed by those with disabilities related to hearing (6,017), learning (5,664), communication (4,042) and physical impairments (3,823). There were few cases of pupils who had Kyphosis or Albinism or Dwarfism. There is a possibility that disabilities are under-reported and that many more children with disabilities are actually enrolled in school.

Figure 3-15 Distribution of Pregnant Girls in School



As shown in Figure 3-15, the highest number of pregnant schoolgirls (470) were enrolled in JSS3, representing 26.5% of the total number of pregnant pupils. The second highest number was at SSS2, where 311 pregnant schoolgirls represented 17.5% of all pregnant schoolgirls. Repeatedly over the years, the JSS 3 grade has been reporting the highest number of pregnant girls in schools which suggests 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 but SS2 (class 6 for primary, JSS3 for junior secondary and SSS2 for senior secondary). This observation suggests that girls are more likely to become pregnant in the final grade of each level, potentially having a negative impact on their future in formal education. It is also worth noting that slightly more pregnant girls are reported at the JSS than the SSS level. Should the numbers keep growing, serious consideration will need to be given to how the matter can be covered in school.

Figure 3-16 Mean and Minimum Ages of Pregnant Girls in School by Level

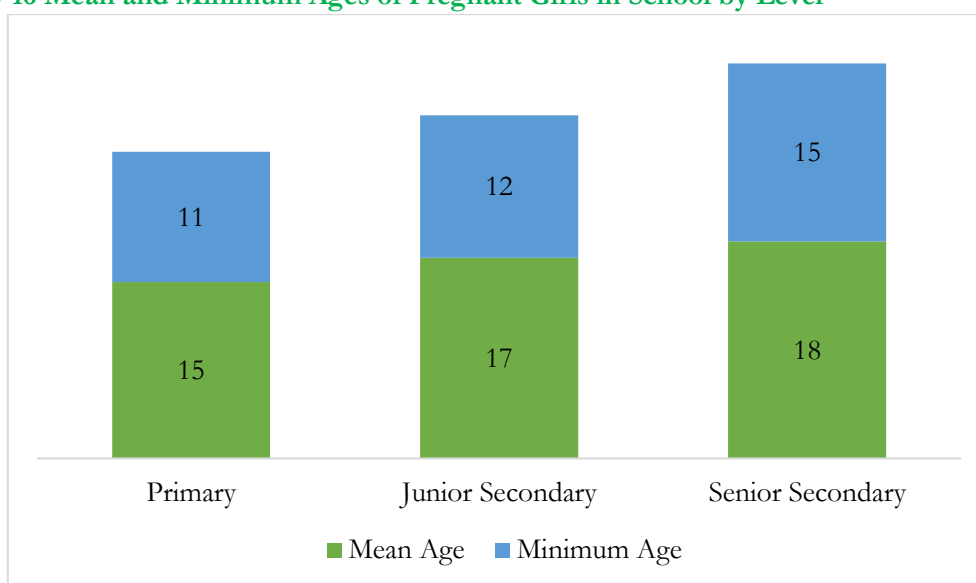


Figure 3-16 shows the average age and minimum age of pregnant girls who attended school in the 2024/25 school year by school level. The average ages of pregnant girls were 15, 17 and 18 years for primary, junior secondary and senior secondary levels respectively. Their minimum age across the levels were 11, 12 and 15 years for primary, junior and senior secondary respectively. Interestingly, the mean ages of pregnant girls at the different levels are above the official ages for completion of each level, suggesting that over-age girls at each level may be the more likely to become pregnant at each level.



3.3 The Teachers

This section presents results on the number of teachers across all levels of school education. The focus is on equity in the usage of human resources, and levels of qualification in the context of the delivery of quality education.

The major responsibility of a teacher is to inspire, motivate, encourage, and educate learners. Learners can be of any age and from any background, but for the purpose of this report, teachers refer to those who educate children of school age i.e. between 3-17 years of age (in Sierra Leone there will be many under-aged and over-aged pupils).

In paragraphs that follow, we will discuss the distribution of teachers by their gender, salary source, if they are new to the profession and whether they are in public or private schools; qualification; and pupils to teacher ratio.

3.3.1 Teachers Distribution

The 2025 ASC data shows that a total of 92,392 teachers were enumerated across all levels of schooling in the country. In total, 77,773 teachers were found in public as compared to 14,619 found in private schools. There is a 1.3% increase in teacher between 2024 and 2025 census years.

Table 3-32 Distribution of Teachers by Level and Gender

Level	Female	Male	Grand Total	% of Female Teachers
Pre-Primary	6,343	603	6,946	91%
Primary	16,343	30,529	46,872	35%
Junior Secondary	4,262	20,165	24,427	17%
Senior Secondary	1,362	12,785	14,147	10%
Grand Total	28,310	64,082	92,392	31%

Table 3.32 above shows the distribution of teachers by level and gender for the school years 2024/25 school year. According to the table, the total number of teachers that were in schools in 2025 was 92,392. The ratio of male to female teachers in the profession was 1:2 as 31% of the teachers were female demonstrating a male dominant profession in Sierra Leone. In totality, the number of female teachers met the official minimum quota of the Gender Equality and Women Empowerment (GEWE) Act of 30% but the secondary levels speak otherwise with junior secondary reporting 17% and senior secondary 10%.

Table 3-33 Teachers Distribution by Public-Private Schools, Gender and Level

Level	Private			Public		
	Female	Male	Total	Female	Male	Total
Pre-Primary	2,484	169	2,653	3,859	434	4,293
Primary	2,497	3,568	6,065	13,846	26,961	40,807
Junior Secondary	607	3,042	3,649	3,655	17,123	20,778
Senior Secondary	237	2,015	2,252	1,125	10,770	11,895
Grand Total	5,825	8,794	14,619	22,485	55,288	77,773

Table 3.33 above shows the distribution of teachers in all public and private schools by gender in the 2024/25 school year. According to the table, public schools were the major employers of teachers with a total of 77,773 as compared to a total of 14,619 teachers in private schools. In both private and public pre-primary schools there were more female than the male teachers, meaning that the pre-primary level is female dominant.

Table 3-34 Distribution of New Teachers by Level and Gender

Level	Female	Male	Grand Total
Pre-Primary	637	63	700
Primary	1,269	2,468	3,737
Junior Secondary	329	1,749	2,078
Senior Secondary	98	977	1,075
Grand Total	2,333	5,257	7,590

Table 3-34 above shows the number of teachers who entered the teaching profession for the first-time in the 2024/25 school year by gender at all levels. The table shows that more men (5,257) than women (2,333)

continue to enter the profession except for the pre-primary level with more female (637) than male (63). This is a concern that should lead to action on the recruitment of more female teachers given that the number of girls enrolled in school exceed the number of boys.

Table 3-35 Distribution of Teachers by Salary Source and Level

Level	Government	Households (families, communities, individual)	Private institution (firms, religious bodies, NGO)	Volunteer	% of Govt. Paid
Pre-Primary	1,283	1,008	2,677	1,978	18%
Primary	18,985	5,532	6,613	15,742	41%
Junior Secondary	9,895	2,724	4,311	7,497	41%
Senior Secondary	6,602	1,345	2,812	3,388	47%
Grand Total	36,765	10,609	16,413	28,605	40%

Table 3-35 above illustrates the distribution of teachers by their source of salary. The data collected for the 2024/25 ASC shows that at 36,765 teachers i.e. 40%, the government was the major employer of teachers. About a third of all teachers (28,605/92,392) enumerated in 2025 were volunteers as seen in the table above. Except for the pre-primary level, the government was the main employer at all levels. It is worth noting that although the government does not own most schools it is rather the main employer of teachers.

3.3.2 Qualification and Qualified Teachers

A qualified teacher is defined as a teacher who has at least the minimum academic teaching qualifications required for teaching subjects at the relevant level of schooling. According to the Teaching Service Commission (TSC) standards, the minimum qualification for registration as a professional teacher is a teaching certificate. Any qualification other than this cannot qualify a person for registration, and this is supported by the 2023 Basic and Senior Secondary Education Act as amended. The acceptable qualifications for teaching registration are the Teachers Certificate (TC), Higher Teachers' Certificate (HTC), Bachelor of Science in Education (B.Sc. Ed.), Bachelor of Education (B.Ed.), Master of Education (M.Ed.), PhD in Education and a degree in other fields plus a post graduate diploma in education (PGDE). The TC and HTC primary are the minimum requirement for both pre-primary and primary level, HTC secondary is the minimum requirement for the junior secondary level and Bachelor's degree in education is the minimum for the senior secondary level. Currently there is no scale for Master in Education for teachers in classroom but it is an additional advantage.

Table 3-36 Distribution of Teachers by Teaching Qualification

Level	Masters/ PhD in Education	Post graduate Diploma in Education	Bachelor in Edu- cation	HTC (Sec- ondary)	HTC (Prim- ary)	TC	Un- trained	% of Un- trained
Pre-Primary	13	51	119	276	1,118	2,825	2,544	37%
Primary	77	176	898	2,210	9,174	20,499	13,838	30%
Junior Secondary	275	378	3,564	12,423	1,535	1,549	4,703	19%
Senior Secondary	366	442	5,049	5,407	442	376	2,065	15%
Grand Total	731	1,047	9,630	20,316	12,269	25,249	23,150	25%

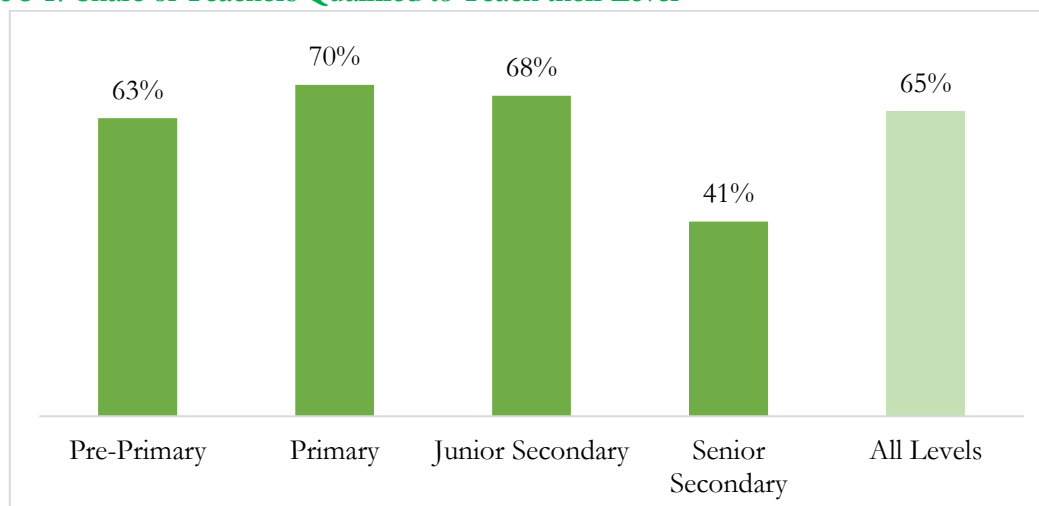
Table 3-36 above shows the classification of teachers by their qualification and the level taught. In addition, the table depicts the percentage of untrained teachers for each level of schooling. The analysis shows a quarter of the teachers (25%) enumerated in the 2024 ASC were untrained as educators. Most of the trained teachers enumerated were TC holder (25,249), followed by HTC Secondary holder (20,316). The least employed teachers were postgraduate teachers. That TC and HTC (Primary) teachers are to be found teaching in senior secondary schools is worth noting. It appears that some junior and senior secondary schools struggle to find teachers appropriately qualified for the teaching of some subjects.

Table 3-37 Distribution of Untrained Teachers by Academic Qualification

Level	Any Bachelor	Any Masters/ PHD	BECE (passed 4+)	Diploma/ Certificate	In- complete BECE	WASSCE (Diploma/ Certificate + credits)	Grand Total
Pre-Primary	31	2	246	217	101	1,947	2,544
Primary	195	9	1,098	933	331	11,272	13,838
Junior Secondary	478	26	90	701	44	3,364	4,703
Senior Secondary	750	51	33	324	10	897	2,065
Grand Total	1,454	88	1,467	2,175	486	17,480	23,150

Table 3.37 above illustrates the distribution of untrained teachers based on their academic qualification during the 2024/25 school year. It is worth noting that some of the untrained teachers do have qualifications on subject specific teaching, especially those that were graduates and postgraduates. In general, there were 23,150 untrained teachers for which 1,542 were graduates and postgraduate teachers (1,541 and 88 respectively). Over four-fifths of the untrained teachers, 19,433, did not have post-secondary school certificate, this includes incomplete BECE, BECE with pass, and WASSCE. Another 2,175 untrained teachers have post-secondary certificates but were not graduates. The fact that there are 4,438 untrained teachers who do not have post-secondary certificate teaching in secondary schools, causes questions about the quality of teaching taking place in some secondary schools and may partly explain the poor performance of some secondary schools at BECE and WASSCE.

Figure 3-17 Share of Teachers Qualified to Teach their Level



Please note that teacher with TC and HTC primary are only qualified to teach at the primary level, teachers with HTC secondary are qualified to teach at the junior secondary level and teachers with Bachelor education are qualified to teacher senior secondary level but can teach at a lower level. Figure 3-16 above illustrates the share of teachers that were qualified to teach the level they were teaching. Almost two-third of all teachers in the various levels (65%) were qualified to teach the level they were teaching. The fact that less than half of those teaching at the senior secondary level (41%) were qualified to do so is an issue of major concern and is likely to be a significant contributor to the underperformance of many senior secondary schools at WASSCE.

3.3.3 Ratio of Pupils to Teachers

This sub-section describes the Pupils to Teacher Ratio (PTR) and Pupils to Qualified Teacher Ratio (PQTRs) in schools across the country. The pupil-teacher ratio (PTR) is the average number of pupils per teacher at a specific level of education while the pupil to qualified teacher ratio is the average number of pupils per qualified teacher at a specific level of education. It is normal to see differences between the two ratios with the PQTR usually much higher than the PTR.

Figure 3-18 Pupils to Teacher Ratio (PTR)

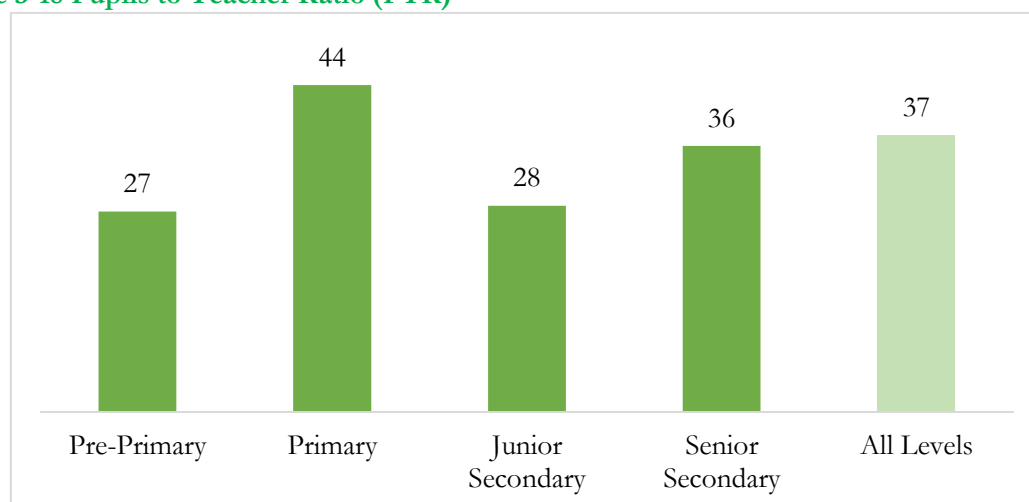


Figure 3-17 above shows the pupil to teacher ratio (PTR) across all levels for the school year of 2024/25. Each bar represents a level of schooling with the different school years shown in different colours. Between the two school years, there was little change in terms of the average PTR for all levels of schooling. The pre-primary and junior secondary levels both reported similar PTR, 27:1 and 28:1 pupils to a teacher respectively. The primary level reported the highest PTR (44:1) and the only level that schooling average (37:1) which still paints a good picture of the teaching environment. Note that the average PTR can present a slightly misleading picture of the actual state of affairs as many schools have PTRs that are significantly higher than the average.

Figure 3-19 Pupils to Qualified Teacher Ratio (PQTR)

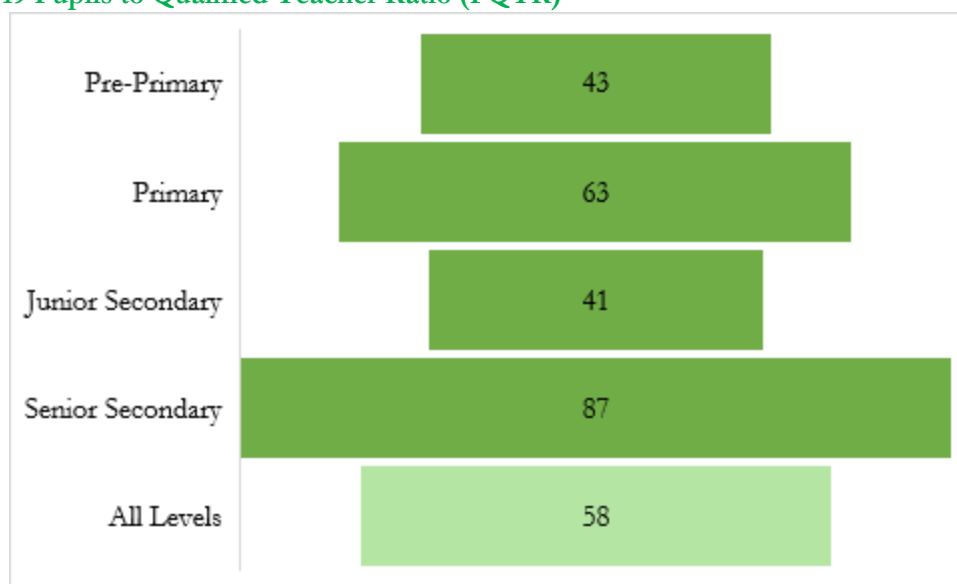


Figure 3-18 above shows the pupil to qualified teacher ratio (PQTR) for the 2024/25 school year at all levels. Please note that PQTR can be obtained by dividing the number of pupils at a level by the number teachers qualified to teach at that level. PQTRs tend to be much higher than the PTRs across all levels of schooling. Overall PQTR was reported to be 58:1 while the corresponding PTR was 37:1. The average PQTR for the pre-primary level was 43:1, for the primary level it was 63:1, for the junior secondary it was 41:1 and 87:1 for the senior secondary. The extremely high PQTR of 87:1 for the senior secondary level is worrying as is the 62:1 for the primary level. For learning outcomes to be improved, it is imperative that urgent action is taken to reduce these high PQTRs. The fact that high PQTRs are being reported annually and that little appears to change, is even more of a concern. In conclusion, having only qualified teachers in classrooms is a desirable goal that will never be realised without necessary action.

3.3.4 Teacher with Disability

This sub-section looks at the distribution of teachers with disability. The indicators reported here are the spread across schooling levels and the various type of disabilities.

Table 3-38 Teachers with Disability by Sex and School Level

Level	Female	Male	Grand Total
Pre-Primary	35	7	42
Primary	140	527	667
Junior Secondary	18	192	210
Senior Secondary	5	56	61
Grand Total	198	782	980

The results in Table 3-37 reveal that there were 980 teachers with disabilities across the four levels of education of which 198 were female and 782 were male. Of the total, 42 (4%) were registered in pre-primary, 667 (68%) in primary, 210 (21%) in junior secondary, and 61 (6%) in senior secondary.

Table 3-39 Teachers with Disability by Type and School Level

Level	Visual	Learning	Physical	Comm- unication	Hearing	Kyphosis	Dwarfism	Albinism
Pre-Primary	12	1	24	1		1	2	
Primary	217	29	365	16	40	16	3	6
Junior Secondary	53	18	125	6	14	3	1	5
Senior Secondary	13	4	38	3	1		1	1
Grand Total	295	52	552	26	55	20	7	12

The results in Table 3-38 emphasises the various type of disability affecting teachers across the four levels. The majority were physically impaired teachers (552), followed by those with disability related to visual impairment. The pre-primary and senior secondary levels did not at least one form of disability affecting teachers those levels. Hearing and Albinism in pre-primary, and kyphosis in senior secondary.

Annex

The School

Region/Local Council	Pre-Primary			Primary			Junior Secondary			Senior Secondary			Grand Total
	Private	Public	Both	Private	Public	Both	Private	Public	Both	Private	Public	Both	
EASTERN	54	327	381	48	1,616	1,664	29	395	424	8	183	191	2,660
Kailahun District	4	64	68	2	403	405	1	79	80		38	38	591
Kenema City	31	75	106	30	203	233	16	108	124	6	75	81	544
Kenema District	2	26	28	1	471	472		65	65	1	27	28	593
Koidu-New Sembehun City	14	90	104	13	132	145	9	81	90	1	31	32	371
Kono District Council	3	72	75	2	407	409	3	62	65		12	12	561
NORTH-WESTERN	37	198	235	34	1,217	1,251	13	398	411	4	173	177	2,074
Kambia District	6	74	80	4	377	381		131	131		63	63	655
Karene District		31	31	1	307	308	2	78	80		31	31	450
Port Loko City	2	19	21		40	40		19	19		9	9	89
Port Loko District	29	74	103	29	493	522	11	170	181	4	70	74	880
NORTHERN	40	267	307	49	1,495	1,544	28	446	474	20	171	191	2,516
Makeni City	21	34	55	22	55	77	10	33	43	5	28	33	208
Bombali District	13	68	81	18	351	369	12	151	163	10	54	64	677
Falaba District		34	34		285	285	1	53	54	1	17	18	391
Koinadugu District	3	23	26	7	220	227	1	50	51	1	12	13	317
Tonkolili District	3	108	111	2	584	586	4	159	163	3	60	63	923
SOUTHERN	82	243	325	78	1,580	1,658	47	308	355	20	98	118	2,456
Bo City	44	77	121	35	183	218	20	55	75	8	21	29	443
Bo District	26	35	61	31	453	484	20	91	111	8	25	33	689
Bonthe Municipal		4	4		8	8		5	5		3	3	20
Bonthe District	2	49	51		217	217		34	34		9	9	311
Moyamba District	8	33	41	9	432	441	5	82	87	4	28	32	601
Pujehun District	2	45	47	3	287	290	2	41	43		12	12	392
WESTERN	597	344	941	699	827	1,526	364	428	792	179	300	479	3,738
Freetown City Council	352	194	546	359	471	830	160	191	351	93	138	231	1,958
Western Area Rural District	245	150	395	340	356	696	204	237	441	86	162	248	1,780
National	810	1,379	2,189	908	6,735	7,643	481	1,975	2,456	231	925	1,156	13,444

Distribution of Schools by Ownership and Location

Region/Local Council	Pre-Primary					Primary					Junior Secondary					Senior Secondary				
	Govt.	Mission	Comm.	Other	Private	Govt.	Mission	Comm.	Other	Private	Govt.	Mission	Comm.	Other	Private	Govt.	Mission	Comm.	Other	Private
EASTERN	19	183	123	2	54	205	1,176	223	12	48	15	229	139	12	29	8	111	59	5	8
Kailahun District	3	34	27		4	71	302	28	2	2	2	55	19	3	1	1	31	6		
Kenema City	4	42	28	1	31	9	138	49	7	30	2	59	42	5	16	2	37	32	4	6
Kenema District	5	20		1	2	52	395	24		1	8	41	15	1		3	18	6		1
Koidu-New Sembehun City	3	46	41		14	5	78	47	2	13	2	41	35	3	9	2	16	12	1	1
Kono District Council	4	41	27		3	68	263	75	1	2	1	33	28		3		9	3		
NORTH-WESTERN	34	118	37	9	37	239	809	148	21	34	7	270	102	19	13		121	45	7	4
Kambia District	22	41	8	3	6	73	273	29	2	4	1	101	27	2			51	10	2	
Karene District	7	22	2			60	197	47	3	1	4	45	27	2	2		11	18	2	
Port Loko City	2	13	3	1	2	5	27	2	6		1	11	3	4			6	1	2	
Port Loko District	3	42	24	5	29	101	312	70	10	29	1	113	45	11	11		53	16	1	4
NORTHERN	21	201	36	9	40	210	1,112	156	17	49	17	259	154	16	28	7	102	58	4	20
Makeni City	1	27	3	3	21	1	47	4	3	22	1	22	6	4	10	1	24	2	1	5
Bombali District	1	50	13	4	13	28	241	75	7	18	4	86	55	6	12	2	32	19	1	10
Falaba District	4	21	9			48	211	25	1		4	25	23	1	1	2	7	8		1
Koinadugu District	4	18	1		3	41	159	17	3	7	2	31	15	2	1		7	4	1	1
Tonkolili District	11	85	10	2	3	92	454	35	3	2	6	95	55	3	4	2	32	25	1	3
SOUTHERN	16	183	36	8	82	232	1,236	92	20	78	13	222	68	5	47	6	73	13	6	20
Bo City	7	57	11	2	44	12	143	19	9	35	3	39	12	1	20	1	15	4	1	8
Bo District	1	24	9	1	26	65	354	30	4	31	3	68	19	1	20	2	17	4	2	8
Bonthe Municipal		4				1	7					4	1				2	1		
Bonthe District	2	38	7	2	2	59	149	8	1		3	21	9	1			9			
Moyamba District		28	4	1	8	48	358	20	6	9	2	63	17		5	1	21	3	3	4
Pujehun District	6	32	5	2	2	47	225	15		3	2	27	10	2	2	2	9	1		
WESTERN	17	216	85	26	597	87	517	179	44	699	23	253	99	53	364	14	181	67	38	179
Freetown City Council	15	129	37	13	352	54	313	84	20	359	21	122	24	24	160	12	87	21	18	93
Western Area Rural District	2	87	48	13	245	33	204	95	24	340	2	131	75	29	204	2	94	46	20	86
National	107	901	317	54	810	973	4,850	798	114	908	75	1,233	562	105	481	35	588	242	60	231

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

Region/Local Council	Pre-Primary			Primary			Junior Secondary			Senior Secondary		
	<i>Approved</i>	<i>Applied for Approval</i>	<i>Not Approved</i>	<i>Approved</i>	<i>Applied for Approval</i>	<i>Not Approved</i>	<i>Approved</i>	<i>Applied for Approval</i>	<i>Not Approved</i>	<i>Approved</i>	<i>Applied for Approval</i>	<i>Not Approved</i>
EASTERN	210	21	150	1,473	47	144	368	19	37	177	3	11
Kailahun District	32	8	28	359	11	35	65	9	6	33	2	3
Kenema City	71	2	33	211	4	18	116	1	7	76	1	4
Kenema District	15	1	12	420	11	41	62		3	24		4
Koidu-New Sembehun City	57	5	42	122	8	15	72	4	14	32		
Kono District Council	35	5	35	361	13	35	53	5	7	12		
NORTH-WESTERN	144	16	75	1,108	18	125	372	5	34	157	4	16
Kambia District	56	1	23	362	3	16	118	5	8	52	2	9
Karene District	11	2	18	247	3	58	66		14	31		
Port Loko City	19	1	1	40			19			8		1
Port Loko District	58	12	33	459	12	51	169		12	66	2	6
NORTHERN	187	30	90	1,264	47	233	411	20	43	163	5	23
Makeni City	36	5	14	66	2	9	39	1	3	30		3
Bombali District	42	3	36	271	8	90	139	5	19	49	3	12
Falaba District	16	7	11	234	17	34	39	8	7	12	1	5
Koinadugu District	16	3	7	183	3	41	45		6	12		1
Tonkolili District	77	12	22	510	17	59	149	6	8	60	1	2
SOUTHERN	189	28	108	1,488	37	133	301	9	45	101	2	15
Bo City	69	11	41	200	8	10	68	3	4	27		2
Bo District	41	7	13	448	12	24	95	4	12	29	1	3
Bonthe Municipal	4			8			5			3		
Bonthe District	38	4	9	211	3	3	32		2	9		
Moyamba District	13	5	23	342	10	89	70	1	16	22	1	9
Pujehun District	24	1	22	279	4	7	31	1	11	11		1
WESTERN	671	71	199	1,288	72	166	684	31	77	424	11	44
Freetown City Council	425	42	79	738	38	54	325	12	14	218	3	10
Western Area Rural District	246	29	120	550	34	112	359	19	63	206	8	34
National	1,401	166	622	6,621	221	801	2,136	84	236	1,022	25	109

Distribution of Government Supported Schools by Level and Location

Region/Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total	Share of Public Schools Supported
EASTERN	95	1,344	298	143	1,880	75%
Kailahun District	14	330	49	30	423	72%
Kenema City	33	169	83	56	341	74%
Kenema District	12	401	58	19	490	83%
Koidu-New Sembehun City	21	103	59	26	209	63%
Kono District Council	15	341	49	12	417	75%
NORTH-WESTERN	94	1,034	314	119	1,561	79%
Kambia District	41	349	102	37	529	82%
Karene District	10	230	58	24	322	72%
Port Loko City	16	40	19	8	83	95%
Port Loko District	27	415	135	50	627	78%
NORTHERN	122	1,119	326	120	1,687	71%
Makeni City	15	47	29	23	114	76%
Bombali District	23	241	102	30	396	63%
Falaba District	13	221	36	11	281	72%
Koinadugu District	13	161	39	11	224	73%
Tonkolili District	58	449	120	45	672	74%
SOUTHERN	107	1,335	244	83	1,769	79%
Bo City	24	163	50	20	257	76%
Bo District	19	400	66	21	506	84%
Bonthe Municipal	4	8	5	3	20	100%
Bonthe District	33	196	32	9	270	87%
Moyamba District	6	301	60	19	386	67%
Pujehun District	21	267	31	11	330	86%
WESTERN	118	605	303	217	1,243	65%
Freetown City Council	77	369	153	115	714	72%
Western Area Rural District	41	236	150	102	529	58%
National	536	5,437	1,485	682	8,140	74%

Distribution of Schools by Shift System, Level and Location

Region/Local Council	Pre-Primary			Primary			Junior Secondary			Senior Secondary		
	Single shift	Double shift, Morning	Double shift, Afternoon	Single shift	Double shift, Morning	Double shift, Afternoon	Single shift	Double shift, Morning	Double shift, Afternoon	Single shift	Double shift, Morning	Double shift, Afternoon
EASTERN	381			1,646	13	5	420	2	2	183	2	6
Kailahun District	68			405			80			38		
Kenema City	106			215	13	5	122	1	1	75	2	4
Kenema District	28			472			65			28		
Koidu-New Sembehun City	104			145			88	1	1	30		2
Kono District Council	75			409			65			12		
NORTH-WESTERN	233	2		1,250		1	406	2	3	174	2	1
Kambia District	78	2		381			131			62	1	
Karene District	31			308			80			31		
Port Loko City	21			40			19			9		
Port Loko District	103			521		1	176	2	3	72	1	1
NORTHERN	294	13		1,517	25	2	434	36	4	158	10	23
Makeni City	48	7		66	10	1	32	10	1	21		12
Bombali District	75	6		354	14	1	135	25	3	44	10	10
Falaba District	34			285			54			18		
Koinadugu District	26			226	1		51			13		
Tonkolili District	111			586			162	1		62		1
SOUTHERN	313	12		1,646	12		343	11	1	102	6	10
Bo City	119	2		216	2		72	2	1	25		4
Bo District	56	5		477	7		107	4		26	4	3
Bonthe Municipal	3	1		8			5			2	1	
Bonthe District	47	4		214	3		31	3		5	1	3
Moyamba District	41			441			85	2		32		
Pujehun District	47			290			43			12		
WESTERN	895	42	4	1,330	143	53	648	93	51	348	37	94
Freetown City Council	511	35		662	124	44	265	58	28	155	30	46
Western Area Rural District	384	7	4	668	19	9	383	35	23	193	7	48
National	2,116	69	4	7,389	193	61	2,251	144	61	965	57	134

Distribution of Schools by Gender Type, Level and Location

Region/Local Council	Pre-Primary			Primary			Junior Secondary			Senior Secondary		
	<i>Boys only</i>	<i>Girls only</i>	<i>Co-Ed/Mixed</i>	<i>Boys only</i>	<i>Girls only</i>	<i>Co-Ed/Mixed</i>	<i>Boys only</i>	<i>Girls only</i>	<i>Co-Ed/Mixed</i>	<i>Boys only</i>	<i>Girls only</i>	<i>Co-Ed/Mixed</i>
EASTERN			381	12	13	1,639	4	11	409	3	6	182
Kailahun District			68	1	2	402		2	78			38
Kenema City			106	3	3	227	2	2	120	2	2	77
Kenema District			28	1	1	470		1	64		1	27
Koidu-New Sembehun City			104	5	5	135	2	6	82	1	3	28
Kono District Council			75	2	2	405			65			12
NORTH-WESTERN			235	3	3	1,245	1	8	402	1	4	172
Kambia District			80			381		2	129		2	61
Karene District			31			308		2	78			31
Port Loko City			21	1	2	37		1	18			9
Port Loko District			103	2	1	519	1	3	177	1	2	71
NORTHERN	1	2	304	6	8	1,530	2	9	463	2	5	184
Makeni City			55	2	2	73	1	3	39	1	2	30
Bombali District			81			369		1	162			64
Falaba District			34			285		1	53		1	17
Koinadugu District			26			227		1	50			13
Tonkolili District	1	2	108	4	6	576	1	3	159	1	2	60
SOUTHERN		2	323	10	14	1,634	8	15	332	7	7	104
Bo City			121	3	5	210	2	4	69	1	1	27
Bo District			61	2	2	480	3	3	105	3	1	29
Bonthe Municipal			4	1	1	6			5			3
Bonthe District			51	2	2	213			34			9
Moyamba District		1	40	1	3	437	2	7	78	2	4	26
Pujehun District		1	46	1	1	288	1	1	41	1	1	10
WESTERN	1	2	938	12	10	1,504	7	19	766	6	12	461
Freetown City Council	1	1	544	11	10	809	7	10	334	6	7	218
Western Area Rural District		1	394	1		695		9	432		5	243
National	2	6	2,181	43	48	7,552	22	62	2,372	19	34	1,103

Distribution of Schools by Distance from District Headquarter Town and Location

Region/Local Council	In town	Less than 5 km	5-10 km	11-20 km	21-50 km	More than 50 km
EASTERN	1,066	131	159	251	518	535
Kailahun District	123	31	32	42	188	175
Kenema City	517	15	4	4	4	
Kenema District	43	20	39	65	132	294
Koidu-New Sembehun City	365	5	1			
Kono District Council	18	60	83	140	194	66
NORTH-WESTERN	577	139	174	194	372	618
Kambia District	291	34	55	52	129	94
Karene District	29	35	85	64	78	159
Port Loko City	66	10	10	2		1
Port Loko District	191	60	24	76	165	364
NORTHERN	771	210	209	383	440	503
Makeni City	176	27	3		1	1
Bombali District	189	89	114	119	108	58
Falaba District	22		21	60	118	170
Koinadugu District	103	20	23	35	78	58
Tonkolili District	281	74	48	169	135	216
SOUTHERN	714	215	193	338	382	614
Bo City	387	37	7	6	6	
Bo District	138	83	74	55	137	202
Bonthe Municipal	20					
Bonthe District	30	30	29	67	77	78
Moyamba District	43	14	32	160	121	231
Pujehun District	96	51	51	50	41	103
WESTERN	3,090	227	193	64	60	104
Freetown City Council	1,783	68	55	15	11	26
Western Area Rural District	1,307	159	138	49	49	78
National	6,218	922	928	1,230	1,772	2,374

Classroom Size by Level, Status and Location

Region/Local Council	Pre-Primary			Primary			Junior Secondary			Senior Secondary		
	<i>Permanent</i>	<i>Good</i>	<i>All Classrooms</i>	<i>Permanent</i>	<i>Good</i>	<i>All Classrooms</i>	<i>Permanent</i>	<i>Good</i>	<i>All Classrooms</i>	<i>Permanent</i>	<i>Good</i>	<i>All Classrooms</i>
EASTERN	47	73	43	61	98	56	72	102	68	73	93	69
Kailahun District	41	92	39	50	88	47	58	101	58	52	71	52
Kenema City	42	58	37	66	98	58	91	125	78	90	113	80
Kenema District	64	79	54	64	103	58	70	94	68	84	108	76
Koidu-New Sembehun City	49	78	45	64	103	61	70	96	67	67	84	65
Kono District Council	54	75	47	62	99	58	61	82	59	40	43	40
NORTH-WESTERN	46	63	44	67	109	63	67	104	64	61	96	59
Kambia District	65	91	63	86	143	77	72	135	68	60	120	58
Karene District	39	51	38	61	132	56	69	128	68	67	122	66
Port Loko City	50	51	43	59	65	58	55	55	51	68	68	68
Port Loko District	36	53	35	58	85	56	63	89	61	59	82	56
NORTHERN	44	59	40	55	83	50	60	85	57	56	75	54
Makeni City	32	33	30	48	58	47	65	76	63	62	68	62
Bombali District	36	48	35	57	88	53	56	77	53	49	69	47
Falaba District	44	57	39	50	74	42	61	100	56	65	79	65
Koinadugu District	43	60	39	44	52	43	67	84	65	75	83	75
Tonkolili District	67	122	55	61	111	55	60	97	57	50	86	48
SOUTHERN	43	67	40	60	129	55	56	105	53	54	87	53
Bo City	40	65	34	60	97	54	59	85	57	63	80	63
Bo District	39	58	38	57	132	52	56	108	52	50	80	47
Bonthe Municipal	34	34	34	33	43	33	49	65	49	41	41	41
Bonthe District	62	96	61	67	133	64	58	135	56	50	122	50
Moyamba District	33	50	32	53	124	51	46	108	45	44	104	43
Pujehun District	56	87	56	69	191	60	65	148	59	55	121	54
WESTERN	28	31	24	46	53	41	56	64	53	66	75	62
Freetown City Council	30	32	24	45	51	39	56	63	52	69	80	63
Western Area Rural District	26	30	25	47	54	45	57	65	55	64	70	60
National	38	48	34	57	87	52	61	84	58	64	81	61

The Pupil

Region/Local Council	Pre-Primary			Primary			Junior Secondary			Senior Secondary			Grand Total
	Private	Public	Both	Private	Public	Both	Private	Public	Both	Private	Public	Both	
EASTERN	4,646	35,641	40,287	8,855	469,510	478,365	3,478	127,182	130,660	3,190	94,296	97,486	746,798
Kailahun District	304	6,062	6,366	197	96,298	96,495	195	21,538	21,733		15,947	15,947	140,541
Kenema City	2,280	7,934	10,214	4,435	64,036	68,471	1,418	38,275	39,693	1,792	41,037	42,829	161,207
Kenema District	204	2,753	2,957	78	145,335	145,413		21,820	21,820	1,026	13,249	14,275	184,465
Koidu-New Sembehun City	1,534	11,050	12,584	3,645	51,978	55,623	1,384	29,345	30,729	372	20,564	20,936	119,872
Kono District Council	324	7,842	8,166	500	111,863	112,363	481	16,204	16,685		3,499	3,499	140,713
NORTH-WESTERN	2,493	23,094	25,587	4,985	401,615	406,600	1,941	118,586	120,527	1,188	62,013	63,201	615,915
Kambia District	518	9,706	10,224	818	157,665	158,483		43,606	43,606		20,949	20,949	233,262
Karene District		3,119	3,119	210	83,246	83,456	177	22,400	22,577		11,461	11,461	120,613
Port Loko City	153	2,485	2,638		12,306	12,306		5,731	5,731		4,441	4,441	25,116
Port Loko District	1,822	7,784	9,606	3,957	148,398	152,355	1,764	46,849	48,613	1,188	25,162	26,350	236,924
NORTHERN	2,947	26,789	29,736	7,955	378,996	386,951	3,411	115,866	119,277	4,085	64,295	68,380	604,344
Makeni City	1,657	3,319	4,976	3,269	19,972	23,241	817	14,083	14,900	1,659	14,087	15,746	58,863
Bombali District	844	6,689	7,533	2,813	92,596	95,409	1,531	35,068	36,599	1,244	16,629	17,873	157,414
Falaba District		3,664	3,664		57,925	57,925	273	10,524	10,797	96	4,811	4,907	77,293
Koinadugu District	316	2,507	2,823	1,548	47,031	48,579	166	15,218	15,384	139	8,467	8,606	75,392
Tonkolili District	130	10,610	10,740	325	161,472	161,797	624	40,973	41,597	947	20,301	21,248	235,382
SOUTHERN	6,145	23,921	30,066	13,015	394,451	407,466	5,280	85,514	90,794	4,678	45,359	50,037	578,363
Bo City	3,326	7,125	10,451	6,896	57,103	63,999	2,681	24,445	27,126	2,401	19,798	22,199	123,775
Bo District	1,641	3,724	5,365	3,640	106,811	110,451	1,682	22,317	23,999	1,693	9,586	11,279	151,094
Bonthe Municipal		363	363		1,702	1,702		785	785		371	371	3,221
Bonthe District	183	6,047	6,230		60,113	60,113		10,357	10,357		4,757	4,757	81,457
Moyamba District	805	2,608	3,413	2,135	95,232	97,367	828	17,241	18,069	584	6,264	6,848	125,697
Pujehun District	190	4,054	4,244	344	73,490	73,834	89	10,369	10,458		4,583	4,583	93,119
WESTERN	36,469	26,226	62,695	109,128	283,382	392,510	49,332	170,539	219,871	41,264	188,344	229,608	904,684
Freetown City Council	22,237	13,487	35,724	54,352	144,172	198,524	21,103	87,591	108,694	23,077	104,937	128,014	470,956
Western Area Rural District	14,232	12,739	26,971	54,776	139,210	193,986	28,229	82,948	111,177	18,187	83,407	101,594	433,728
National	52,700	135,671	188,371	143,938	1,927,954	2,071,892	63,442	617,687	681,129	54,405	454,307	508,712	3,450,104

Pre-primary School Grade Enrolment by Gender and Location

Region/Local Council	Day Care		Nursery 1		Nursery 2		Nursery 3	
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>
EASTERN	359	399	6,774	7,655	6,515	7,400	5,609	6,334
Kailahun District	76	80	1,149	1,216	1,091	1,143	814	953
Kenema City	109	137	1,619	1,882	1,630	1,921	1,457	1,705
Kenema District	60	47	503	603	481	592	351	427
Koidu-New Sembehun City	60	75	2,045	2,354	1,991	2,352	1,854	1,988
Kono District Council	54	60	1,458	1,600	1,322	1,392	1,133	1,261
NORTH-WESTERN	165	190	4,798	4,821	4,139	4,337	3,637	3,855
Kambia District	25	31	1,991	1,975	1,632	1,694	1,405	1,527
Karene District	26	28	612	634	522	547	406	398
Port Loko City	-	-	495	446	471	446	404	376
Port Loko District	114	131	1,700	1,766	1,514	1,650	1,422	1,554
NORTHERN	393	470	5,434	5,802	4,875	5,234	4,038	4,353
Makeni City	23	25	850	911	844	914	723	734
Bombali District	53	63	1,386	1,443	1,243	1,342	991	1,128
Falaba District	21	19	787	726	598	594	517	442
Koinadugu District	33	44	542	565	466	490	358	402
Tonkolili District	263	319	1,869	2,157	1,724	1,894	1,449	1,647
SOUTHERN	218	240	5,365	6,043	4,651	5,397	4,023	4,587
Bo City	73	62	1,802	1,957	1,633	1,789	1,553	1,717
Bo District	19	21	977	1,011	887	1,030	657	803
Bonthe Municipal	5	5	77	90	43	55	34	64
Bonthe District	11	17	1,180	1,384	974	1,125	732	835
Moyamba District	67	85	638	716	484	575	500	500
Pujehun District	43	50	691	885	630	823	547	668
WESTERN	918	967	10,359	11,224	9,932	10,916	9,809	10,455
Freetown City Council	707	740	6,040	6,483	5,728	6,042	5,595	5,836
Western Area Rural District	211	227	4,319	4,741	4,204	4,874	4,214	4,619
National	2,053	2,266	32,730	35,545	30,112	33,284	27,116	29,584

Primary School Grade Enrolment by Gender and Location

Region/Local Council	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
EASTERN	55,064	59,116	44,243	47,800	40,200	43,753	37,005	39,880	32,785	35,400	20,667	22,452
Kailahun District	11,771	12,632	8,969	9,504	7,966	8,627	7,271	7,744	6,248	6,717	4,412	4,634
Kenema City	6,261	7,281	5,600	6,691	5,220	6,254	5,319	6,167	4,774	5,705	4,162	5,037
Kenema District	17,960	20,028	13,689	15,202	12,037	13,521	10,672	11,859	9,300	10,249	5,218	5,678
Koidu-New Sembehun City	5,113	5,506	4,874	5,413	4,669	5,051	4,493	4,949	4,181	4,658	3,196	3,520
Kono District Council	13,959	13,669	11,111	10,990	10,308	10,300	9,250	9,161	8,282	8,071	3,679	3,583
NORTH-WESTERN	49,074	47,484	39,919	39,147	36,287	35,726	33,137	32,507	29,598	28,526	17,950	17,245
Kambia District	19,321	18,518	15,873	15,573	14,414	14,155	13,557	13,042	12,177	11,597	5,336	4,920
Karene District	10,938	10,535	8,426	8,088	7,492	7,138	6,350	6,174	5,644	5,370	3,783	3,518
Port Loko City	1,131	1,174	1,028	1,138	1,056	1,079	1,024	1,134	946	1,052	722	822
Port Loko District	17,684	17,257	14,592	14,348	13,325	13,354	12,206	12,157	10,831	10,507	8,109	7,985
NORTHERN	48,096	48,263	36,377	36,941	32,930	33,527	29,668	30,609	26,026	26,878	18,736	18,900
Makeni City	2,211	2,190	1,930	2,069	1,998	2,119	1,848	1,943	1,739	1,783	1,642	1,769
Bombali District	11,085	11,172	8,383	8,756	7,909	8,118	7,699	7,932	6,811	7,056	5,179	5,309
Falaba District	9,122	8,219	6,755	5,990	5,488	4,915	4,058	3,781	3,107	2,890	1,909	1,691
Koinadugu District	5,739	5,778	4,400	4,518	3,981	4,175	3,741	3,884	3,531	3,608	2,662	2,562
Tonkolili District	19,939	20,904	14,909	15,608	13,554	14,200	12,322	13,069	10,838	11,541	7,344	7,569
SOUTHERN	53,401	57,640	37,505	40,761	33,144	36,154	29,147	31,873	25,075	26,772	17,278	18,716
Bo City	5,700	6,455	4,920	5,761	5,071	5,891	5,056	5,993	4,814	5,539	3,959	4,840
Bo District	15,210	16,077	10,284	10,773	9,048	9,639	7,831	8,239	6,877	6,874	4,742	4,857
Bonthe Municipal	184	198	154	173	146	154	136	148	116	108	80	105
Bonthe District	8,641	9,798	5,746	6,595	4,725	5,336	3,975	4,361	3,106	3,488	2,081	2,261
Moyamba District	13,471	13,858	9,431	9,727	8,200	8,476	7,032	7,301	6,048	6,115	3,883	3,825
Pujehun District	10,195	11,254	6,970	7,732	5,954	6,658	5,117	5,831	4,114	4,648	2,533	2,828
WESTERN	35,126	37,395	31,802	34,350	31,706	34,299	31,722	34,809	30,307	33,239	27,583	30,172
Freetown City Council	17,256	18,482	15,918	17,344	16,123	17,606	16,201	17,808	15,201	16,953	14,169	15,463
Western Area Rural District	17,870	18,913	15,884	17,006	15,583	16,693	15,521	17,001	15,106	16,286	13,414	14,709
National	240,761	249,898	189,846	198,999	174,267	183,459	160,679	169,678	143,791	150,815	102,214	107,485

Junior Secondary School Grade Enrolment by Gender and Location

Region/Local Council	JSS 1		JSS 2		JSS 3	
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>
EASTERN	23,163	26,252	21,790	24,874	16,348	18,233
Kailahun District	3,646	3,939	3,561	4,044	3,101	3,442
Kenema City	6,536	7,714	6,512	7,381	5,326	6,224
Kenema District	4,122	4,567	3,534	4,060	2,763	2,774
Koidu-New Sembehun City	5,358	6,557	4,967	6,324	3,415	4,108
Kono District Council	3,501	3,475	3,216	3,065	1,743	1,685
NORTH-WESTERN	23,685	22,957	21,307	20,989	16,124	15,465
Kambia District	8,819	8,417	7,865	7,680	5,505	5,320
Karene District	4,493	4,177	4,003	3,807	3,207	2,890
Port Loko City	935	1,092	965	1,123	757	859
Port Loko District	9,438	9,271	8,474	8,379	6,655	6,396
NORTHERN	22,770	23,257	20,363	21,080	15,688	16,119
Makeni City	2,826	2,925	2,560	2,520	2,047	2,022
Bombali District	6,692	7,002	6,064	6,532	5,033	5,276
Falaba District	2,241	2,141	1,935	1,839	1,340	1,301
Koinadugu District	3,002	3,056	2,522	2,765	1,989	2,050
Tonkolili District	8,009	8,133	7,282	7,424	5,279	5,470
SOUTHERN	15,747	17,406	15,660	16,727	12,053	13,201
Bo City	3,984	5,212	4,483	5,636	3,364	4,447
Bo District	4,502	4,270	4,499	4,066	3,447	3,215
Bonthe Municipal	131	148	118	152	117	119
Bonthe District	1,842	2,240	1,817	1,838	1,288	1,332
Moyamba District	3,510	3,638	2,930	3,087	2,466	2,438
Pujehun District	1,778	1,898	1,813	1,948	1,371	1,650
WESTERN	36,598	41,941	35,440	40,113	30,781	34,998
Freetown City Council	17,302	20,172	17,802	20,000	15,758	17,660
Western Area Rural District	19,296	21,769	17,638	20,113	15,023	17,338
National	121,963	131,813	114,560	123,783	90,994	98,016

Senior Secondary School Grade Enrolment by Gender and Location

Region/Local Council	SSS 1		SSS 2		SSS 3	
	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>	<i>Boys</i>	<i>Girls</i>
EASTERN	15,118	17,408	16,203	18,804	13,824	16,129
Kailahun District	2,538	2,764	2,865	3,208	2,240	2,332
Kenema City	6,620	7,626	7,113	8,119	5,846	7,505
Kenema District	1,984	2,379	2,272	2,691	2,395	2,554
Koidu-New Sembehun City	3,298	3,955	3,339	4,225	2,850	3,269
Kono District Council	678	684	614	561	493	469
NORTH-WESTERN	11,004	10,384	11,177	10,687	10,144	9,805
Kambia District	3,762	3,708	3,851	3,807	3,068	2,753
Karene District	1,811	1,528	1,945	1,710	2,258	2,209
Port Loko City	728	720	766	728	774	725
Port Loko District	4,703	4,428	4,615	4,442	4,044	4,118
NORTHERN	11,064	11,579	11,062	12,467	10,533	11,675
Makeni City	2,423	2,689	2,385	3,034	2,304	2,911
Bombali District	2,769	2,988	2,943	3,114	2,932	3,127
Falaba District	872	918	851	906	685	675
Koinadugu District	1,356	1,440	1,240	1,666	1,363	1,541
Tonkolili District	3,644	3,544	3,643	3,747	3,249	3,421
SOUTHERN	8,839	9,342	8,468	9,759	6,427	7,202
Bo City	3,766	4,611	3,533	4,989	2,282	3,018
Bo District	2,246	1,586	2,183	1,733	1,795	1,736
Bonthe Municipal	55	71	59	60	62	64
Bonthe District	724	864	710	822	802	835
Moyamba District	1,281	1,370	1,181	1,201	888	927
Pujehun District	767	840	802	954	598	622
WESTERN	33,120	39,007	36,987	42,656	35,852	41,986
Freetown City Council	17,406	20,886	20,212	23,741	20,911	24,858
Western Area Rural District	15,714	18,121	16,775	18,915	14,941	17,128
National	79,145	87,720	83,897	94,373	76,780	86,797

Pupils Enrolment in Government Supported Schools by Level and Location

Region/Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
EASTERN	13,714	413,621	111,755	84,488	623,578
Kailahun District	1,655	84,169	17,308	14,668	117,800
Kenema City	4,915	57,201	34,301	35,680	132,097
Kenema District	1,610	129,063	20,743	11,430	162,846
Koidu-New Sembehun City	3,657	43,531	24,937	19,211	91,336
Kono District Council	1,877	99,657	14,466	3,499	119,499
NORTH-WESTERN	12,655	365,438	102,101	50,128	530,322
Kambia District	5,556	149,296	36,912	15,251	207,015
Karene District	1,294	69,715	18,167	9,635	98,811
Port Loko City	2,347	12,306	5,731	4,351	24,735
Port Loko District	3,458	134,121	41,291	20,891	199,761
NORTHERN	14,382	314,157	94,297	53,163	475,999
Makeni City	1,528	18,244	12,642	12,785	45,199
Bombali District	3,188	74,370	25,068	11,756	114,382
Falaba District	1,440	48,927	8,216	3,418	62,001
Koinadugu District	1,698	38,623	13,671	8,423	62,415
Tonkolili District	6,528	133,993	34,700	16,781	192,002
SOUTHERN	13,536	352,408	76,033	43,047	485,024
Bo City	3,613	53,819	23,694	19,687	100,813
Bo District	2,565	98,403	18,426	8,642	128,036
Bonthe Municipal	363	1,702	785	371	3,221
Bonthe District	4,405	55,542	10,007	4,757	74,711
Moyamba District	703	73,617	14,392	5,045	93,757
Pujehun District	1,887	69,325	8,729	4,545	84,486
WESTERN	10,567	236,843	143,154	156,492	547,056
Freetown City Council	6,404	126,117	79,993	94,339	306,853
Western Area Rural District	4,163	110,726	63,161	62,153	240,203
National	64,854	1,682,467	527,340	387,318	2,661,979

Distribution of Pupils with Disability by Type, Gender and Location

Region/Local Council	Visual Impairment		Hearing Impairment		Communication Impairment		Physical Impairment		Learning Impairment		Kyphosis (Hunch)		Albinism		Dwarfism	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
EASTERN	1,427	1,368	935	882	700	598	650	565	920	894	26	22	48	38	14	18
Kailahun District	454	463	342	313	175	137	186	153	292	321	9	1	10	5	4	4
Kenema City	174	172	78	62	70	70	56	39	109	64	2	2	3	2	-	-
Kenema District	421	369	308	316	242	197	210	196	319	331	6	8	7	8	6	8
Koidu-New Sembehun City	239	225	106	90	96	93	77	79	123	101	6	9	15	12	1	2
Kono District Council	139	139	101	101	117	101	121	98	77	77	3	2	13	11	3	4
NORTH-WESTERN	615	609	584	542	289	294	360	311	348	403	6	8	15	8	16	18
Kambia District	154	125	90	81	48	48	108	63	137	155	3	2	2	3	2	4
Karene District	232	228	258	281	134	143	139	125	135	166	1	4	8	2	5	7
Port Loko City	5	1	3	-	3	3	6	1	-	-	-	-	-	-	-	-
Port Loko District	224	255	233	180	104	100	107	122	76	82	2	2	5	3	9	7
NORTHERN	663	613	699	615	468	385	421	359	557	585	15	9	35	19	31	32
Makeni City	65	72	129	108	46	27	41	22	94	81	-	-	5	6	2	-
Bombali District	188	197	170	164	160	140	127	90	233	251	-	-	5	5	18	15
Falaba District	23	11	36	22	13	3	26	30	10	4	-	-	1	-	1	2
Koinadugu District	119	87	50	40	26	34	60	66	57	65	1	5	6	1	-	5
Tonkolili District	268	246	314	281	223	181	167	151	163	184	14	4	18	7	10	10
SOUTHERN	932	832	706	645	497	402	424	283	636	703	26	20	19	26	36	24
Bo City	207	219	140	132	67	55	73	46	82	163	7	8	6	8	15	6
Bo District	296	226	207	198	122	81	121	66	277	258	2	3	4	9	5	4
Bonthe Municipal	2	6	-	5	-	4	1	1	-	-	-	-	-	-	-	-
Bonthe District	53	42	42	26	34	23	30	22	22	24	5	1	3	3	-	1
Moyamba District	204	174	158	141	107	92	94	73	102	104	11	6	2	4	4	7
Pujehun District	170	165	159	143	167	147	105	75	153	154	1	2	4	2	12	6
WESTERN	395	417	188	221	191	218	261	189	244	374	22	27	38	51	37	35
Freetown City Council	263	269	98	127	70	110	138	85	81	186	-	2	6	15	1	1
Western Area Rural District	132	148	90	94	121	108	123	104	163	188	22	25	32	36	36	34
National	4,032	3,839	3,112	2,905	2,145	1,897	2,116	1,707	2,705	2,959	95	86	155	142	134	127

Distribution of Pregnant Girls Enrolment in Schools by Level and Location

Region/Local Council	Primary				Junior Secondary				Senior Secondary				Grand Total
	Class 4	Class 5	Class 6	Total	JSS 1	JSS 2	JSS 3	Total	SSS 1	SSS 2	SSS 3	Total	
EASTERN	2	4	16	22	59	98	158	315	80	140	94	314	651
Kailahun District			4	4	19	35	45	99	34	66	19	119	222
Kenema City	1	2		3	5	11	16	32	18	32	19	69	104
Kenema District		1	8	9	28	38	49	115	19	29	25	73	197
Koidu-New Sembehun City			2	2	2	6	22	30	4	4	18	26	58
Kono District Council	1	1	2	4	5	8	26	39	5	9	13	27	70
NORTH-WESTERN		2	7	9	34	35	74	143	24	40	32	96	248
Kambia District		1	1	2	9	13	27	49	11	11	6	28	79
Karene District			3	3	18	16	33	67	5	12	10	27	97
Port Loko City											1	1	1
Port Loko District		1	3	4	7	6	14	27	8	17	15	40	71
NORTHERN		1	6	7	25	42	71	138	34	37	33	104	249
Makeni City		1		1						2	7	9	10
Bombali District			2	2	9	9	22	40	12	10	12	34	76
Falaba District					1	1	1	3	1			1	4
Koinadugu District			3	3	1	1	10	12	1	2	2	5	20
Tonkolili District			1	1	14	31	38	83	20	23	12	55	139
SOUTHERN	3	3	27	33	66	88	143	297	50	80	62	192	522
Bo City	1		2	3	5	10	11	26	3	12	20	35	64
Bo District	1		8	9	19	26	57	102	7	34	14	55	166
Bonthe Municipal					2		2	4			1	1	5
Bonthe District	1	1	5	7	8	15	16	39	10	6	8	24	70
Moyamba District		1	10	11	21	22	37	80	11	8	15	34	125
Pujehun District		1	2	3	11	15	20	46	19	20	4	43	92
WESTERN		1	2	3	3	6	24	33	8	14	47	69	105
Freetown City Council					1	2	9	12	1	5	29	35	47
Western Area Rural District		1	2	3	2	4	15	21	7	9	18	34	58
National	5	11	58	74	187	269	470	926	196	311	268	775	1,775

The Teacher

Region/Local Council	Pre-Primary			Primary			Junior Secondary			Senior Secondary			Grand Total
	Female	Male	Both	Female	Male	Both	Female	Male	Both	Female	Male	Both	
EASTERN	1,023	156	1,179	3,104	6,959	10,063	582	3,642	4,224	169	2,360	2,529	17,995
Kailahun District	166	49	215	680	1,892	2,572	85	698	783	16	454	470	4,040
Kenema City	308	35	343	961	1,077	2,038	228	1,184	1,412	95	1,017	1,112	4,905
Kenema District	73	12	85	430	1,798	2,228	67	527	594	20	247	267	3,174
Koidu-New Sembehun City	313	30	343	504	689	1,193	154	778	932	36	528	564	3,032
Kono District Council	163	30	193	529	1,503	2,032	48	455	503	2	114	116	2,844
NORTH-WESTERN	697	74	771	1,882	5,233	7,115	439	3,174	3,613	127	1,637	1,764	13,263
Kambia District	199	14	213	474	1,724	2,198	74	1,014	1,088	18	526	544	4,043
Karene District	86	20	106	287	1,281	1,568	70	636	706	15	278	293	2,673
Port Loko City	88	3	91	193	144	337	60	171	231	19	110	129	788
Port Loko District	324	37	361	928	2,084	3,012	235	1,353	1,588	75	723	798	5,759
NORTHERN	960	80	1,040	3,093	6,068	9,161	728	4,002	4,730	159	2,097	2,256	17,187
Makeni City	220	8	228	542	343	885	195	540	735	61	489	550	2,398
Bombali District	244	17	261	790	1,581	2,371	241	1,359	1,600	41	627	668	4,900
Falaba District	70	17	87	259	940	1,199	25	329	354	5	119	124	1,764
Koinadugu District	96	9	105	348	972	1,320	56	440	496	19	173	192	2,113
Tonkolili District	330	29	359	1,154	2,232	3,386	211	1,334	1,545	33	689	722	6,012
SOUTHERN	894	107	1,001	2,802	6,186	8,988	602	3,160	3,762	144	1,555	1,699	15,450
Bo City	341	34	375	999	955	1,954	303	893	1,196	82	620	702	4,227
Bo District	165	25	190	583	1,802	2,385	115	893	1,008	24	377	401	3,984
Bonthe Municipal	12	3	15	27	55	82	10	52	62	1	31	32	191
Bonthe District	142	15	157	301	827	1,128	50	355	405	5	145	150	1,840
Moyamba District	123	12	135	576	1,507	2,083	75	600	675	24	247	271	3,164
Pujehun District	111	18	129	316	1,040	1,356	49	367	416	8	135	143	2,044
WESTERN	2,769	186	2,955	5,462	6,083	11,545	1,911	6,187	8,098	763	5,136	5,899	28,497
Freetown City Council	1,705	99	1,804	3,269	3,338	6,607	1,142	3,202	4,344	438	2,975	3,413	16,168
Western Area Rural District	1,064	87	1,151	2,193	2,745	4,938	769	2,985	3,754	325	2,161	2,486	12,329
National	6,343	603	6,946	16,343	30,529	46,872	4,262	20,165	24,427	1,362	12,785	14,147	92,392

Distribution of Teachers by Level, Proprietorship Type and Location

Region/Local Council	Pre-Primary			Primary			Junior Secondary			Senior Secondary		
	<i>Private</i>	<i>Public</i>	<i>Both</i>	<i>Private</i>	<i>Public</i>	<i>Both</i>	<i>Private</i>	<i>Public</i>	<i>Both</i>	<i>Private</i>	<i>Public</i>	<i>Both</i>
EASTERN	174	1,005	1,179	298	9,765	10,063	197	4,027	4,224	94	2,435	2,529
Kailahun District	9	206	215	9	2,563	2,572	11	772	783		470	470
Kenema City	95	248	343	174	1,864	2,038	98	1,314	1,412	50	1,062	1,112
Kenema District	6	79	85	8	2,220	2,228		594	594	20	247	267
Koidu-New Sembehun City	56	287	343	96	1,097	1,193	68	864	932	24	540	564
Kono District Council	8	185	193	11	2,021	2,032	20	483	503		116	116
NORTH-WESTERN	107	664	771	190	6,925	7,115	91	3,522	3,613	39	1,725	1,764
Kambia District	18	195	213	34	2,164	2,198		1,088	1,088		544	544
Karene District		106	106	3	1,565	1,568	12	694	706		293	293
Port Loko City	8	83	91		337	337		231	231		129	129
Port Loko District	81	280	361	153	2,859	3,012	79	1,509	1,588	39	759	798
NORTHERN	152	888	1,040	335	8,826	9,161	242	4,488	4,730	174	2,082	2,256
Makeni City	84	144	228	163	722	885	87	648	735	47	503	550
Bombali District	44	217	261	111	2,260	2,371	100	1,500	1,600	90	578	668
Falaba District		87	87		1,199	1,199	10	344	354	7	117	124
Koinadugu District	16	89	105	43	1,277	1,320	13	483	496	9	183	192
Tonkolili District	8	351	359	18	3,368	3,386	32	1,513	1,545	21	701	722
SOUTHERN	272	729	1,001	545	8,443	8,988	382	3,380	3,762	262	1,437	1,699
Bo City	144	231	375	265	1,689	1,954	190	1,006	1,196	126	576	702
Bo District	86	104	190	192	2,193	2,385	142	866	1,008	97	304	401
Bonthe Municipal		15	15		82	82		62	62		32	32
Bonthe District	7	150	157		1,128	1,128		405	405		150	150
Moyamba District	29	106	135	74	2,009	2,083	37	638	675	39	232	271
Pujehun District	6	123	129	14	1,342	1,356	13	403	416		143	143
WESTERN	1,948	1,007	2,955	4,697	6,848	11,545	2,737	5,361	8,098	1,683	4,216	5,899
Freetown City Council	1,234	570	1,804	2,613	3,994	6,607	1,322	3,022	4,344	969	2,444	3,413
Western Area Rural District	714	437	1,151	2,084	2,854	4,938	1,415	2,339	3,754	714	1,772	2,486
National	2,653	4,293	6,946	6,065	40,807	46,872	3,649	20,778	24,427	2,252	11,895	14,147

Distribution of New Teachers by Level and Location

Region/Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total
EASTERN	115	890	385	229	1,619
Kailahun District	9	174	80	21	284
Kenema City	27	106	86	116	335
Kenema District	4	222	58	10	294
Koidu-New Sembehun City	50	125	107	73	355
Kono District Council	25	263	54	9	351
NORTH-WESTERN	83	657	352	142	1,234
Kambia District	36	356	163	60	615
Karene District	6	43	26	3	78
Port Loko City	8	8	6	2	24
Port Loko District	33	250	157	77	517
NORTHERN	61	368	232	65	726
Makeni City	12	23	13	20	68
Bombali District	22	125	87	17	251
Falaba District	2	50	15	1	68
Koinadugu District	8	95	46	2	151
Tonkolili District	17	75	71	25	188
SOUTHERN	86	727	296	59	1,168
Bo City	31	79	66	20	196
Bo District	23	320	139	10	492
Bonthe Municipal	2	1	3	2	8
Bonthe District	9	43	16	8	76
Moyamba District	9	124	42	13	188
Pujehun District	12	160	30	6	208
WESTERN	355	1,095	813	580	2,843
Freetown City Council	189	528	358	260	1,335
Western Area Rural District	166	567	455	320	1,508
National	700	3,737	2,078	1,075	7,590

Distribution of Teachers by Level, Teaching Status and Location

Region/Local Council	Pre-Primary		Primary		Junior Secondary		Senior Secondary	
	<i>Full time</i>	<i>Part time</i>	<i>Full time</i>	<i>Part time</i>	<i>Full time</i>	<i>Part time</i>	<i>Full time</i>	<i>Part time</i>
EASTERN	1,165	14	9,939	124	4,052	172	2,315	214
Kailahun District	212	3	2,531	41	765	18	463	7
Kenema City	339	4	2,016	22	1,369	43	1,004	108
Kenema District	84	1	2,206	22	574	20	255	12
Koidu-New Sembehun City	341	2	1,182	11	869	63	497	67
Kono District Council	189	4	2,004	28	475	28	96	20
NORTH-WESTERN	749	22	7,004	111	3,498	115	1,704	60
Kambia District	209	4	2,175	23	1,067	21	530	14
Karene District	105	1	1,562	6	692	14	293	
Port Loko City	87	4	324	13	224	7	129	
Port Loko District	348	13	2,943	69	1,515	73	752	46
NORTHERN	1,017	23	8,976	185	4,558	172	2,158	98
Makeni City	225	3	875	10	712	23	510	40
Bombali District	254	7	2,328	43	1,532	68	633	35
Falaba District	77	10	1,132	67	349	5	122	2
Koinadugu District	105		1,304	16	472	24	189	3
Tonkolili District	356	3	3,337	49	1,493	52	704	18
SOUTHERN	967	34	8,646	342	3,523	239	1,574	125
Bo City	372	3	1,934	20	1,144	52	647	55
Bo District	184	6	2,186	199	924	84	383	18
Bonthe Municipal	9	6	71	11	40	22	26	6
Bonthe District	154	3	1,099	29	394	11	135	15
Moyamba District	130	5	2,039	44	630	45	259	12
Pujehun District	118	11	1,317	39	391	25	124	19
WESTERN	2,904	51	11,388	157	7,671	427	5,568	331
Freetown City Council	1,772	32	6,502	105	4,113	231	3,256	157
Western Area Rural District	1,132	19	4,886	52	3,558	196	2,312	174
National	6,802	144	45,953	919	23,302	1,125	13,319	828

Distribution of Government Paid Teachers by Level and Location

Region/Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total	Share of Govt. Paid Teachers
EASTERN	224	4,221	1,688	1,161	7,294	41%
Kailahun District	54	1,127	329	252	1,762	44%
Kenema City	58	1,062	571	476	2,167	44%
Kenema District	23	864	196	113	1,196	38%
Koidu-New Sembehun City	59	520	409	261	1,249	41%
Kono District Council	30	648	183	59	920	32%
NORTH-WESTERN	169	3,027	1,502	900	5,598	42%
Kambia District	64	1,058	442	269	1,833	45%
Karene District	21	514	244	155	934	35%
Port Loko City	35	204	130	90	459	58%
Port Loko District	49	1,251	686	386	2,372	41%
NORTHERN	351	3,845	2,123	1,235	7,554	44%
Makeni City	98	574	491	372	1,535	64%
Bombali District	50	949	623	272	1,894	39%
Falaba District	18	322	129	60	529	30%
Koinadugu District	52	489	243	118	902	43%
Tonkolili District	133	1,511	637	413	2,694	45%
SOUTHERN	205	4,016	1,675	932	6,828	44%
Bo City	88	1,110	711	428	2,337	55%
Bo District	19	901	331	154	1,405	35%
Bonthe Municipal	10	66	38	26	140	73%
Bonthe District	39	472	207	86	804	44%
Moyamba District	26	891	222	140	1,279	40%
Pujehun District	23	576	166	98	863	42%
WESTERN	334	3,876	2,907	2,374	9,491	33%
Freetown City Council	249	2,616	1,965	1,648	6,478	40%
Western Area Rural District	85	1,260	942	726	3,013	24%
National	1,283	18,985	9,895	6,602	36,765	40%

Distribution of Qualified Teachers by Level and Location

Region/Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Total	Share of Qualified Teachers
EASTERN	665	6,723	2,529	1,156	11,073	62%
Kailahun District	121	1,789	444	167	2,521	62%
Kenema City	233	1,733	960	627	3,553	72%
Kenema District	35	1,267	270	110	1,682	53%
Koidu-New Sembehun City	181	846	580	215	1,822	60%
Kono District Council	95	1,088	275	37	1,495	53%
NORTH-WESTERN	483	4,816	2,305	510	8,114	61%
Kambia District	154	1,540	696	160	2,550	63%
Karene District	53	893	410	57	1,413	53%
Port Loko City	87	316	160	43	606	77%
Port Loko District	189	2,067	1,039	250	3,545	62%
NORTHERN	812	6,695	3,689	950	12,146	71%
Makeni City	197	833	667	327	2,024	84%
Bombali District	198	1,780	1,259	220	3,457	71%
Falaba District	45	600	217	28	890	50%
Koinadugu District	82	874	357	60	1,373	65%
Tonkolili District	290	2,608	1,189	315	4,402	73%
SOUTHERN	574	5,954	2,383	1,012	9,923	64%
Bo City	252	1,636	960	501	3,349	79%
Bo District	87	1,425	598	221	2,331	59%
Bonthe Municipal	9	66	31	9	115	60%
Bonthe District	86	780	208	59	1,133	62%
Moyamba District	74	1,261	343	130	1,808	57%
Pujehun District	66	786	243	92	1,187	58%
WESTERN	1,868	8,846	5,734	2,229	18,677	66%
Freetown City Council	1,146	5,158	3,131	1,413	10,848	67%
Western Area Rural District	722	3,688	2,603	816	7,829	64%
National	4,402	33,034	16,640	5,857	59,933	65%

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

Region/Local Council	Pre-Primary		Primary		Junior Secondary		Senior Secondary		All Levels	
	<i>ptr</i>	<i>pqtr</i>	<i>ptr</i>	<i>pqtr</i>	<i>ptr</i>	<i>pqtr</i>	<i>ptr</i>	<i>pqtr</i>	<i>ptr</i>	<i>pqtr</i>
EASTERN	34	61	48	71	31	52	39	84	42	67
Kailahun District	30	53	38	54	28	49	34	95	35	56
Kenema City	30	44	34	40	28	41	39	68	33	45
Kenema District	35	84	65	115	37	81	53	130	58	110
Koidu-New Sembehun City	37	70	47	66	33	53	37	97	40	66
Kono District Council	42	86	55	103	33	61	30	95	49	94
NORTH-WESTERN	33	53	57	84	33	52	36	124	46	76
Kambia District	48	66	72	103	40	63	39	131	58	91
Karene District	29	59	53	93	32	55	39	201	45	85
Port Loko City	29	30	37	39	25	36	34	103	32	41
Port Loko District	27	51	51	74	31	47	33	105	41	67
NORTHERN	29	37	42	58	25	32	30	72	35	50
Makeni City	22	25	26	28	20	22	29	48	25	29
Bombali District	29	38	40	54	23	29	27	81	32	46
Falaba District	42	81	48	97	31	50	40	175	44	87
Koinadugu District	27	34	37	56	31	43	45	143	36	55
Tonkolili District	30	37	48	62	27	35	29	67	39	53
SOUTHERN	30	52	45	68	24	38	29	49	37	58
Bo City	28	41	33	39	23	28	32	44	29	37
Bo District	28	62	46	78	24	40	28	51	38	65
Bonthe Municipal	24	40	21	26	13	25	12	41	17	28
Bonthe District	40	72	53	77	26	50	32	81	44	72
Moyamba District	25	46	47	77	27	53	25	53	40	70
Pujehun District	33	64	54	94	25	43	32	50	46	78
WESTERN	21	34	34	44	27	38	39	103	32	48
Freetown City Council	20	31	30	38	25	35	38	91	29	43
Western Area Rural District	23	37	39	53	30	43	41	125	35	55
National	27	43	44	63	28	41	36	87	37	58

Average Age of Teachers by Level and Location

Region/Local Council	Pre-Primary	Primary	Junior Secondary	Senior Secondary	Location Average
EASTERN	33	37	35	36	36
Kailahun District	35	38	35	36	37
Kenema City	35	39	36	36	37
Kenema District	35	38	34	36	37
Koidu-New Sembehun City	31	35	34	35	34
Kono District Council	32	36	33	36	36
NORTH-WESTERN	34	37	34	36	36
Kambia District	34	36	33	35	35
Karene District	34	37	34	35	36
Port Loko City	34	39	34	38	37
Port Loko District	34	37	35	36	36
NORTHERN	35	37	35	36	36
Makeni City	36	40	39	39	39
Bombali District	34	38	35	35	36
Falaba District	32	33	31	32	33
Koinadugu District	37	35	35	37	35
Tonkolili District	34	37	34	36	36
SOUTHERN	37	39	38	40	39
Bo City	38	40	40	40	40
Bo District	34	40	36	38	38
Bonthe Municipal	39	41	38	40	40
Bonthe District	38	39	37	40	38
Moyamba District	35	40	36	39	39
Pujehun District	36	38	35	40	37
WESTERN	35	37	36	36	36
Freetown City Council	36	39	38	38	38
Western Area Rural District	33	35	33	34	34
National	35	37	35	36	37