REPUBLIC OF SIERRA LEONE

MINISTRY OF EDUCATION, SCIENE AND TECHNOLOGY

2015 ANNUAL SCHOOL CENSUS

REPORT

August 2016

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Chief Education Officer

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Abbreviations

B.ED	Bachelor of Education
BA	Bachelor of Arts
BECE	Basic Education Certificate Examination
BSc	Bachelor of Science
CECs	Community Education Centres
CSR	Country Status Report
Dip ED	Diploma in Education
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
G/B	Girls to Boys Ratio
GCR	Gross Completion Rate
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GoSL	Government of Sierra Leone
GPI	Gender Parity Index
HND	Higher National Diploma
HTC(P)	Higher Teacher Certificate (Primary)
HTC(S)	Higher Teacher Certificate (Secondary)
JSS	Junior Secondary School
M. Phil	Masters of Philosophy
M.ED	Masters of Education
MA	Masters of Arts
MBA	Masters of Business Administration
MDGs	Millennium Development Goalson education
MEST	Ministry of Education, Science and Technology
MSc	Masters of Science
NCTVE	National Commission for Technical and Vocational Examination
NPSE	National Primary School Examination
NVQE	National Vocational Qualifications Examination
OND	Ordinary National Diploma
PCR	Proxy Completion Rate
PhD	Doctor of Philosophy
PIN	Personal Identification Numbers
PQTR	Pupil-Qualified Teachers Ratio
PTR	Pupil-Teachers Ratio

SSL	Statistics Sierra Leone
SSS	Senior Secondary School
SSTV	Senior Secondary Technical Vocational
TC	Teacher Certificate
TEC	Tertiary Education Commission/Elementary Teacher Certificate
TSC	Teachers Service Commission
TVET	Technical Vocational Education and Training
UBE	Universal Basic Education
WAEC	West African Examination Council
WASSCE	West African Senior Secondary Certificate Examinations
WB	World Bank

Highlights

Schools

School have increased in number at almost all levels, regions and in all Local Councils since the 2012/13 School year

In the 2015 school census, there were a total number of 8,784 schools in Sierra Leone, of which 10.7 % were Pre-Primary, 72.5%-Primary, 12.7% -Junior Secondary and 4.1% -Senior Secondary.

Nationally, the total number of schools increased by 9.4%

Northern region has the greatest total number of schools (3,157) and the highest number of Primary school 2,431 and Junior Secondary schools, 434 but Western region have the highest number of Pre-Primary school, 409 and Senior Secondary schools 152.

In percentage terms, The Northern region had 35.9% of all schools, Eastern region 21.5%, Southern region 23.3% and Western region 19.3%.

At local council level, Freetown City Council was found to have the highest number of schools 1,058 (12.0%) of all schools, followed by Portloko district council 783 schools and Tonkolili district council 674 schools, while Bonthe Municipal Council had the lowest number of schools (21).

There are more primary schools in Port Loko District Council (573) than any other council, while Freetown City Council has more pre-schools, junior and senior secondary schools than any other local council**.**

Many schools are operating a single shift system

88.0 % of the schools are operating a single shift system of education, indicating that a good number of schools are still operating a double-shift system which contravenes the Government White Paper on Education (2010).

Many schools are co-educational/mixed

Majority of the schools in Sierra Leone 8,718 (98 %) were co-educational or mixed with both boys and girls in attendance.

Many schools in Sierra Leone are Government assisted Mission schools owned by Religious missions

Greater number of schools 3,630 (41.3%) is owned by religious missions, Government accounted for 1,375 and private accounted for 1,006. Community schools accounted for 2,712 and other agencies accounted for 61.

Western region has the highest number of private schools 67.1% out of the 1,022 private schools in Sierra Leone. Northern region has the highest number of Government and Community schools, while Southern region has the highest number of mission schools in Sierra Leone.

About 88.5 % of the schools are public and 11.4% are private. There are more public than private schools.

Pre-school accounted for 35.1% of private schools, Primary accounted for 6.3%, JSS accounted for 16.0% and SSS accounted for 26.1%.

Many schools have functioning SMC and CTA for their school development

84.4% of schools have functioning SMCs and 88.9% have functioning CTA that meet regularly.

Only 33.5% of SMCs have been trained in school management and 61.8% of schools have school development plan.

Some schools are in need of permanent classroom

Nationally, 11.5 % of total classrooms are makeshift and there are more makeshift classrooms in Primary schools than the other school levels. About 40 % of the permanent classrooms are in need of repairs.

Many schools have furniture that are not in good condition and need repairs

16 % of pupils furniture are in bad condition that need repair and 10 % of pupils furniture are completely broken, which makes chairs and benches for pupils not to be adequate.

Many Schools lack safe drinking water and toilet

Only 71.1% of schools in Sierra Leone have water facility available in school and Hand-dug well accounted for 36.1 %, Borehole 16%, Pipe borne 15.1%. There are schools (9.0 %) that still use stream/river as a source of water.

70.8% of the schools have functioning toilets, of which 35.9% are in need of repairs. 55.9 % of the schools do not have a separate latrine for pupils with disability.

Students

Increase in Enrolment at school level and region

In 2015 school year, there were a total of 1,841,252 students enrolled nation-wide. Of these students, 927,013 (50.3%) were males and 914,239 (49.7%) were females. Northern region has the highest percentage of school enrolment 36.6%, East 20.8%, South 21.7%, and West 20.9%.

Among the local councils, Freetown city council has greater percentage of enrolment 14.4%, followed by Portloko district council-9.3% and Tonkolili district council-7.3%. Bonthe city council has the least enrolment- 0.1%.

There were more females than males enrolled in all the regions, except for north that had more males than females enrolled.

Enrolment is highest at the primary level

Enrolment at the primary level-1,338,210 is greater than enrolment at the different school levels were: pre-primary- 65,065, junior secondary -286,457, senior secondary 156,520.

Nearly half of pre-primary enrolment was found in Western region with the least enrolment recorded in Eastern region. For the primary level, Northern region had larger proportion of enrolment (36.6%) and the least is Eastern region (20.8%).

Mission Schools have the highest enrolment than any other provider

Government assisted mission and community schools accounted for greater percentage of enrolments at 45% and 29% of total enrolment respectively.GOSL schools accounted for 19 %, Private schools accounted for 6 percent and other agencies accounted for 1% of total enrolment.

Private schools have the highest enrolment of pre-primary students, whereas mission and community schools have the highest enrolment of primary, JSS and SSS students.

Primary schools have more enrolled students with disability than the other levels
80.3% of students with disability are enrolled in primary school, 12.5% are enrolled in JSS, 4.4% are enrolled in preschool and 2.8% are enrolled in SSS.

31.2% of disabled students suffer from learning disability, 18.4% suffers from physical disability, 17.6% suffer from hearing disability and 15.6% suffers from speech disability.

The Gross Intake Rate (GIR) for primary level is very high
The GIR for primary level is very high at 151.6% indicating that there are so many children either above or below the official age of entering class 1.

The GIR decreases as school level is ascended.

The Gross Enrolment Rate is high for primary and low for secondary levels
The GER value for primary level is at 125.5%, while for Junior secondary is 60.8% and senior secondary is 27.6%. GER decreases as school level is ascended. At primary level, Females GER is greater than Males whereas at secondary level male GER is greater than females

The Gross Completion Rate (GCR) decreases continuously as school level is ascended.
GCR for primary is 75.3%, while for JSS is 40.6% and for SSS is 22.2%. GCR decreases as school level is ascended. At primary level, Females GCR is greater than Males whereas at secondary level male GER is greater than females

Teachers
Teachers in the completed 2015 School Census questionnaires returned to MEST were reported to be 62,407
Teaching in Sierra Leone is been dominated by men – only 25% of teachers were recounted to be female

The percentage of female teachers decreases seriously as school level moves up i.e. from 82% in preschool to 9% in senior secondary level

60.5% of all teachers are found to be at the primary level

Teaching in Sierra Leone is mainly a profession for young and middle-aged
Approximately, 60% of teachers in Sierra Leone were 46 years old and below with teachers 30 years and below accounting for 30%

Many teachers in the country have no formal training as educators
Almost one-third of the teachers reported no teaching qualification for which level they are teaching

About half and over half of the teachers in public and private senior secondary level respectively either do not have qualification or have qualification below the level

The pupil to teacher Rratio (PTR) at all schooling level seems rational enough
The Pupil to Qualified Teacher Ratio (PQTR) is higher than the standard set by MEST, especially the primary and SSS level of schooling

Chapter 1
Introduction

1.1 Overview

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

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

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

1.2 The Annual School Census

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

1.3 Education Statistics and Indicators

The school census results illustrate basic statistics and indicators of education sector performance. The data collected provide key measurements which are useful in monitoring the achievement of the

Millennium Development Goals (MGDs) on education and Education for All (EFA) goal of Universal Basic Education (UBE). The following education statistics and indicators are computed:

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

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

1.4 Organisation of Report

The report is organized into 8 Chapters. Following the introduction in Chapter 1, information on schools is presented in Chapter 2. Chapter 3 gives findings on students relating to enrolment whilst enrolment rates are provided in Chapter 4. Efficiency of the education system in terms of repetition, school completion, school level transition and retention is covered in Chapter 5. School facilities are displayed in Chapter 6. Finally, Chapter 8 provides information on teachers and pupil-teacher ratio.

Additionally, annexes attached to the report contains definition of education indicators measured from data collected and school numbers at the lowest administrative level (chiefdoms) as the main report restricts to national, regional and local council level statistics and indicators.

CHAPTER 2
Methodology

2.1 Scope and Coverage of the 2015 School Census

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

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

One major component of the EMIS is to conduct quality school census annually to capture the required education data for planning and policy-relevant analysis. The 2015 Annual School Census is part of the series of school census conducted by the MEST with support through the Multi-Donor Trust Fund (MDTF). The school census provides education data for the year under review and the report offers information on preschool, primary, junior secondary and senior secondary schools and technical vocational educational training in Sierra Leone.

The process of collecting data by the PPD is systematic and coverage of data collected by the annual school census is comprehensive and it covered government schools, private schools, mission/religious schools, community schools and other schools not found within the other categories. The collection of data was done in all districts across the country as it is a census.
Data collection for the 2015 ASC was done in September-October 2015 in all 14 administrative districts of the country simultaneously. November-December 2015 was the period data entry was done and January to May was dedicated to data cleaning. June and July was the period for data analysis and report writing.
Target
Each Head Teacher was responsible for the correct and accurate completion of his or her school's Annual School Census (ASC) Questionnaire. All schools, regardless of type, completed the Questionnaire. An enumerator (school supervisors and inspectors) visited the schools and gave brief instructions on how to complete the Questionnaire, and leave the Questionnaire Guide and the Questionnaire for school administrator to complete.

2.2 Data Collection Tools

The 2015 school census data was collected from public and private schools; and from all levels of schools. Separate questionnaires for the various school levels were designed and used to collect data. At each level, the data collected included information on:

a. ***School Profile*** (EMIS number, school name, location of school and school contact)
b. ***School Particulars*** (ownership, shift, type, year of establishment and other schools in the school compound)
c. ***School Infrastructure*** (facilities, drinking water, latrines, classrooms and classroom furniture)
d. ***School Instructions*** (Textbooks)
e. ***School Operations and Students*** (school hours, streams, new entrants, pupil enrolment, repeaters and pupils with disability)

f. ***School Management*** (CTA, SMC and school bank accounts)
g. ***Staff*** (teaching and non-teaching)

2.3 Data Collection Procedures

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

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

2.4 Data Management and Analysis

The 2015 school census data collected was processed using the Ed Assist software designed by FHi360 on Microsoft Access platform. FHi360 is an international consultancy firm based in Washington contracted by UNICEF. FHi360 was represented here in Freetown by Converge SL. The software designed was in three segments – Integrated Data Entry Assistance (IDEA), Questionnaire Tracking System (QTS) and the Error Check. The IDEA was used for data entry and data editing, the QTS was used for data verification and validation and the error check was used for data cleaning. Fifteen personnel were recruited from the public for data entry and training of these personnel was done by Converge SL a local ICT consultancy group. The consultancy group supported the data entry process throughout.

The data cleaning process took longer than expected as it was due to some of the following problems: 1) the software was not tested before implementation and had to allowed a lot of errors, 2) schools were place in the wrong level code – e.g. primary schools been placed in JSS, and 3) enrolment numbers of pupils were placed in the wrong age fields. Both physical and electronics methods were employed to clean the data. Questionnaires with errors were found and checked for consistency and those with errors were sent to the field to be corrected.

Microsoft Excel and SPSS software were used to analyse the school census data. Data was analysed at national, regional and local council levels; where possible data was also disaggregated by sex, school level and ownership. The United Nation 2015 projected population figures derived from 2004 National Population and Housing Census conducted by Statistics Sierra Leone were utilized for calculating enrolment and other rates. Subsequently, a couple of trend analyses were carried out in comparison of data with results of preceding school censuses and earlier.

Chapter 3
The Schools

3.1 National and Regional Distribution of Schools

3.1.1 Number of Schools

The 2015 school census reported that there were a total number of 8,784 schools in Sierra Leone compared with 8,031 schools in 2013, indicating an increase of 9.4 percent in the number of schools in 2015 as shown in Table 3.1.1.1 below.

Table 3.1.1.1: Number of school by region and school level, 2015

Region	Pre-school	Primary	JSS	SSS	All	% of All
East	176	1,451	203	57	1,887	21.5%
North	206	2,431	434	86	3,157	35.9%
South	149	1,621	208	65	2,043	23.3%
West	409	863	273	152	1,697	19.3%
National	940	6,366	1,118	360	8,784	100%
% of All Schools	**10.7%**	**72.5%**	**12.7%**	**4.1%**		

Source: ASC, 2015

More than half of the schools (6,366) in Sierra Leone, accounting for about 72.5 percent are primary schools, followed by Junior Secondary School 1,118 (12.7 percent), Pre-Primary School 940 (10.7 percent) and Senior Secondary School 360 (4.1 percent) as indicated in table 3.1 above.

Further analysis of schools in terms of regional distribution shows that majority of the schools (3,157), representing 35.9 percent are in the Northern region, followed by the South and East with 23.3 percent and 21.5 percent of the school respectively. Western region has the lowest number of schools (1,697), accounting for 19.3 percent. In all the regions, there are more primary schools than the other school levels which follow the national trend. Northern region has the highest number of primary schools (2,431) and Junior Secondary school (434), accounting for about 38.2 percent and 38.8 percent respectively for each of the school levels in the country. On the other hand, Western region have the highest number of Senior Secondary School (152) and Pre-school (409), indicating 42.2 percent and 43.5 percent of the total number of schools for each of the levels nationwide**.**

3.1.2: Schools by Shift

In the 2015, information on the shift status of schools were asked in order to ascertain the number of schools running a double shift system as Government plans to bring back a single shift system in the running of schools for effective and quality learning. The school census results in Table 3.1.2.1 below reveals that majority of schools in Sierra Leone (7,733) in 2015, which accounted for about 88.0 percent have a single shift status. However, there are still a good number of schools operating a double shift system (morning/afternoon**)**, which represents about 5.2 percent while a significant percentage (6.8 percent) of schools have unknown shift status. The existence of double shift contravenes the Government White Paper on Education (2010) that calls for abolition of it. Double-shift system has implication on the effectiveness of schooling, reduced teaching/learning time and thus requires urgent attention. This means that Government need to make more effort in order to achieve its aim of a single shift system in all schools.

Table 3.1.2.1 Number of Schools by school Shift Status,2015				
Region	**Single shift**	**Double shift**	**No Response**	**All**
East	1,793	50	44	1,887
North	2,912	39	206	3,157
South	1,865	36	142	2,043
West	1,163	327	207	1,697
National	**7,733**	**452**	**599**	**8,784**
% of All Schools	**88.0%**	**5.2%**	**6.8%**	

Source: ASC 2015

3.1.3 School Type

Three (3) main categories of school type for each level of school in the education system were identified during the 2015 school census. These are schools attended by 'boys only', 'girls only' and mixed/co-educational (both boys and girls). Table 3.1.3.1 below shows percentage distribution of schools by the 3 main categories in each region. Out of the 8,784 schools in Serra Leone, 98 percent are mixed/co-educational schools. The other categories represent 1.2 percent for girls' and 0.8 percent for boys schools only. In all the regions, there are mostly mixed/co-educational schools.

Table 3.1.3.1: Percentage distribution of schools by region and sex type, 2015			
Region	**Boys only**	**Girls only**	**Mixed**
East	1.5%	1.1%	97.5%
North	0.5%	0.6%	98.9%
South	0.8%	1.8%	97.4%
West	0.8%	1.6%	97.6%
National	0.8%	1.2%	98.0%

Source: ASC2015

3.1.4 Schools Ownership/Proprietorship

In Sierra Leone, schools are either owned by the Government (either central or local) and other non-state actor entities as indicated in Table 3.1.4.1 below. Out of a total of 8,784 schools in Sierra Leone, Government accounted for about 15.6 percent (1,375), far less than that of mission schools which accounted for 41.3 percent (3,630) and private schools accounted for 11.4 percent (1,006). About 30.9 percent of the schools (2,712) are owned by community and other agencies accounted for 0.6 percent (61). It is likely that most of the schools owned by other agencies are community schools. Regionally, there are more government and community schools in the North compared to the other regions, while the South has majority of the mission schools followed by the North and East, respectively. It obvious that Western region has the highest number of private schools, accounting for more than half of private schools (67.1 percent) in the country.

Table 3.1.4.1: Distribution of School Ownership by School level and region

Region	Level	Community	Government	Mission	Other agencies	Private	All
East	Preschool	61	12	74	2	27	176
	Primary	491	200	725	4	31	1,451
	JSS	57	16	102	0	28	203
	SSS	12	2	35	0	8	57
	Total	**621**	**230**	**936**	**6**	**94**	**1887**
North	Preschool	61	27	85	0	33	206
	Primary	1,128	495	760	4	44	2,431
	JSS	200	41	161	3	29	434
	SSS	32	10	36	1	7	86
	Total	**1,421**	**573**	**1,042**	**8**	**113**	**3,157**
South	Preschool	21	26	63	1	38	149
	Primary	266	309	973	17	56	1,621
	JSS	38	17	129	3	21	208
	SSS	11	8	36	1	9	65
	Total	**336**	**360**	**1201**	**22**	**124**	**2043**
West	Preschool	69	16	86	6	232	409
	Primary	185	157	236	13	272	863
	JSS	36	29	102	5	101	273
	SSS	44	10	27	1	70	152
	Total	334	212	451	25	675	1697
National		**2,712**	**1,375**	**3,630**	**61**	**1,006**	**8,784**

Source: ASC, 2015

3.1.5 Public and Private Schools

Public schools are presumably categorized as all schools which were indicated by the school census questionnaire responses that they were not private schools. Table 3.1.5.1 below shows the distribution of public and private schools by levels. Data reveals out of the total of 8,784 schools, there are 7,778 public schools, representing 88.5 percent of schools. At all the different school levels, public schools are far more than the private schools.

Table 3.1.5.1: Distribution of public and private schools by school level, 2015

Level	Public	Private	% Private
Preschool	610	330	35.1%
Primary	5,963	403	6.3%
JSS	939	179	16.0%
SSS	266	94	26.1%
All	**7,778**	**1,006**	**11%**

Table 3.5 above shows the percentage of private schools at every school level. Nationally, private school accounts for 11 percent of schools in Sierra Leone. At school level, pre-school accounts for higher proportion of private school (35.1 percent), followed by Senior Secondary School (26.1 percent) and Junior secondary schools (16.0 percent). Private schools at Primary level accounted for 6.3 percent . In order to improve on the early childhood education, the Government should increase the number of pre-schools across the country as priority.

3.2 Local Council Distribution of Schools

3.2.1 Number of schools

Table 3.2.1.1 below shows the number of schools and percentage share of total schools by local council. It is obvious that Freetown City Council, where the capital city is located, has the highest number of schools (1,058) with a percentage share of 12.0 percent than any other local council. It is followed by Port Loko and Tonkolili District Councils holding 783 and 674 schools with percentage shares of 8.9 percent and 7.6 percent respectively, far more than the number of schools and percentage in any of the city councils except for Freetown.

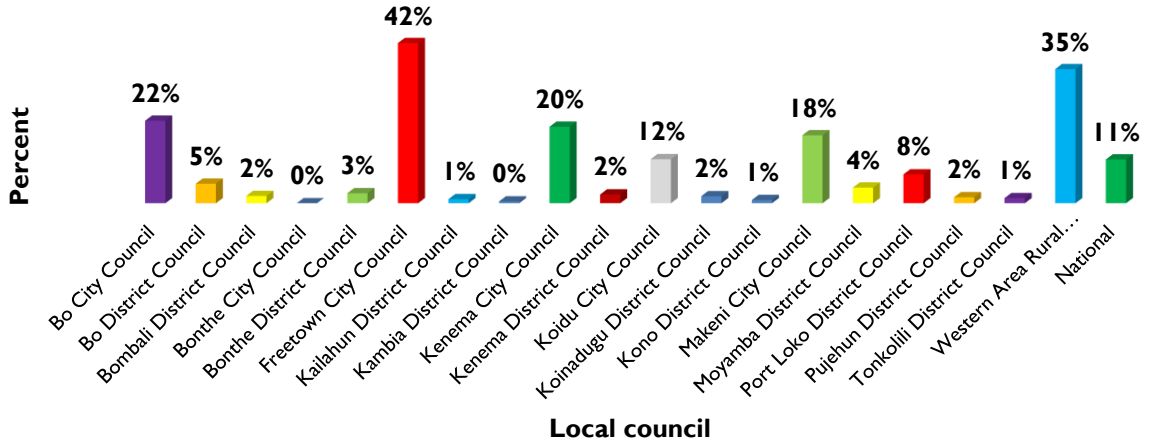
Again, there are more primary schools in Port Loko District Council (573) than any other council, while Freetown City Council has more pre-schools, junior and senior secondary schools than any other local council. It is however not surprising to note that Bonthe Municipal Council has the lowest number of schools than any other council due to the low population concentration and inaccessibility of the island of Bonthe City.

Table 3.2.1.1: Number and percentage share of total schools by local council

Council	Pre-school	Primary	JSS	SSS	All	Percent of National Total
Kailahun District Council	32	376	41	12	461	5.3%
Kenema City Council	43	157	49	15	264	3.0%
Kenema District Council	21	458	38	4	521	5.9%
Koidu City Council	36	85	32	14	167	1.9%
Kono District Council	44	375	43	12	474	5.4%
Makeni City Council	40	66	32	15	153	1.7%
Bombali District Council	25	499	90	12	626	7.1%
Kambia District Council	22	342	63	9	436	5.0%
Koinadugu District Council	23	409	42	11	485	5.5%
Port Loko District Council	52	573	133	25	783	8.9%
Tonkolili District Council	44	542	74	14	674	7.7%
Bo City Council	61	138	41	19	259	3.0%
Bo District Council	33	482	64	21	600	6.8%
Bonthe Municipal Council	4	9	5	3	21	0.2%
Bonthe District Council	25	213	21	6	265	3.0%
Moyamba District Council	18	497	56	11	582	6.6%
Pujehun District Council	8	282	21	5	316	3.6%
Western Area Rural District Council	147	321	121	50	639	7.3%
Freetown City Council	262	542	152	102	1058	12.0%
National	**940**	**6,366**	**1,118**	**360**	**8784**	**100%**

Percentage distribution of privately owned schools by local council is presented in Figure 3.2.1.1 below. All four city councils have more privately owned schools than the district councils, except for Western Rural District Council, certainly because of their urban settlement. Freetown City Council has the highest proportion of private schools (42 percent), followed by Western Area Rural District Council (35 percent), Bo city council (22 percent), Kenema city council (20 percent) and then Makeni City Council (18 percent).

Figure 3.2.1.1: Percentage distribution of privately owned schools by local council, 2015



3.3 School Management

Table 3.3.1 below shows the number of schools that have functioning Community Teachers Association (CTA) and not functioning. Nationwide, 7,812 schools representing 88.9 percent of schools reported having a functioning CTA that meets regularly and keeps minutes of their meetings. About 7.2 percent of schools (629) either do not have CTA in place or CTA is in place but not functioning. It is important to have these structures in place for the effective monitoring of schools in communities. The number of schools that have a functioning CTA far exceed those that do not have for all the school levels.

Table 3.3.1: Number and percentage of Community Teachers Association (CTA) by school level, 2015

School Level	Functioning CTA	Non-Functioning CTA	No Response	All	% Schools with Functioning CTA
Preschool	858	65	17	940	91.3%
Primary	5,632	491	243	6,366	88.5%
JSS	993	59	66	1,118	88.8%
SSS	329	14	17	360	91.4%
All Schools	**7,812**	**629**	**343**	**8,784**	**88.9%**
% of All Schools	**88.9%**	**7.2%**	**3.9%**		

Source: ASC 2015

Across the country, nearly 90 percent of schools for all levels put together have got a functioning CTA. Analysis at school level shows higher values reflecting the national value, except for primary that have the lowest (88.5 percent) accounting for a functioning CTA.

Table 3.3.2 below reveals the number of times within a year that Community Teacher Association (CTA) meets on school development issues. It is good to know that out of the 7,812 schools with functioning CTA, about 72 percent (5,630) do meet at least three times within a year. Only few schools (2,019) having a functioning CTA, representing 25.8 percent, reported meeting once or twice in a year.

Table 3.3.2: Frequency of CTA holding meeting by school level

School Level	Frequency of Meeting					
	Once or less	Two times	Three time	Four or more times	No response	All
Preschool	29	182	489	137	21	858
Primary	155	1,288	3,154	930	105	5,632
JSS	32	237	555	141	28	993
SSS	11	85	191	33	9	329
All Schools	**227**	**1792**	**4389**	**1241**	**163**	**7812**

Source: ASC 2015

Table 3.3.3 below shows the number of schools with functioning CTA by local council. Freetown City Council registered the highest number of schools with functioning CTA and Bonthe Municipal Council accounted for the least number. In terms of percentage, Freetown City and Bo District Councils have the largest percentage of their schools having functioning CTA; which accounted for 95.1 and 94.8 percent respectively. Bonthe Municipal Council holds the least percentage of its schools (76.2 percent) with functioning CTA. It is interesting to note that about 88.9 percent of schools in the 15 local councils have functioning CTA. Only in 4 local councils have just above 70 percent of schools having functioning CTA.

Table 3.3.3: Number and percentage of schools with functioning CTA by local council

Council	Functioning CTA	Non-Functioning CTA	No Response	All	% Schools with Functioning CTA
Bo City Council	234	8	17	259	**90.3%**
Bo District Council	569	12	19	600	**94.8%**
Bombali District Council	542	53	31	626	**86.6%**
Bonthe City Council	16	5		21	**76.2%**
Bonthe District Council	235	23	7	265	**88.7%**
Freetown City Council	1009	23	26	1058	**95.4%**
Kailahun District Council	421	33	7	461	**91.3%**
Kambia District Council	390	35	11	436	**89.4%**
Kenema City Council	211	35	18	264	**79.9%**
Kenema District Council	450	64	7	521	**86.4%**
Koidu-New Sembehun City	157	4	6	167	**94.0%**
Koinadugu District Council	373	75	37	485	**76.9%**
Kono District Council	448	17	9	474	**94.5%**
Makeni City Council	143		10	153	**93.5%**
Moyamba District Council	529	37	16	582	**90.9%**
Port Loko District Council	714	34	35	783	**91.2%**
Pujehun District Council	285	20	11	316	**90.2%**
Tonkolili District Council	517	107	50	674	**76.7%**
Western Area Rural District Council	569	44	26	639	**89.0%**
National	7812	629	343	8784	**88.9%**

Table 3.3.4 below shows the number of schools that have functioning School Management Committee (SMC). Up to 7,416 schools, accounting for 84.4 percent, reported having functional SMCs that play significant role in managing schools in their localities. It is surprising to note that quite a good number of schools (899), accounting for 10.2 percent, are not having a functioning SMC and there was no response for 469 schools (5.3 percent). It is against the mandate of MEST/GoSL that schools are not having an SMC to be actively involved in the management of schools within their communities.

Table 3.3.4: Number of school with functioning SMC by level

School Level	Functioning SMC	Non-Functioning SMC	No Response	All
Preschool	693	178	69	940
Primary	5,650	429	287	6,366
JSS	773	253	92	1,118
SSS	300	39	21	360
All Schools	**7,416**	**899**	**469**	**8,784**

Source: ASC 2015

As shown in Figure 3.3.1 below, by far more schools were found to have functioning SMCs at all levels. Analysis by school level evidence primary schools registered the highest number and percentage having functioning SMCs (89 percent), while Junior Secondary School recorded the lowest percentage of functioning SMC (69 percent) though numbers are considerably higher than those for Senior Secondary School.

Figure 3.3.1: Percentage distribution of schools with functioning SMC by level, 2015

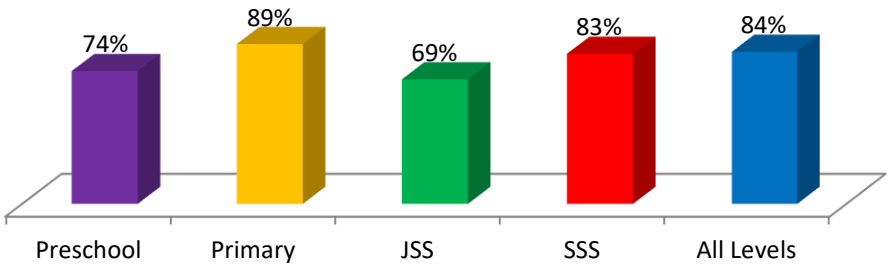


Table 3.3.5 below reveals the number of times within a year that School Management Committee (SMC) meets on school development issues. Evidently, out of the 7,416 schools with functioning SMC, about 66.8 percent (4,961) do meet at least three times within a year. Only few schools (434), representing 5.9 percent, with functioning SMCs reported meeting once in a year.

Table 3.3.5: Frequency of SMCs holding meeting by school level

School Level	Once or less	Two times	Three time	Four or more times	No response	All
Preschool	41	183	323	112	34	693
Primary	246	1,295	2,968	1,010	131	5,650
JSS	115	254	330	55	19	773
SSS	32	101	139	24	4	300
All Schools	**434**	**1833**	**3760**	**1201**	**188**	**7416**

Source: 2015

Table 3.3.6 below shows the number of schools that have School Management Committee (SMC) received training in last two years. Out of 7,416 schools with SMCs, one-third of schools (2,486), reported SMCs received training in the last two years on school management. For majority of the schools (64.4 percent), SMCs had not received such training in the period under review. This could be attributed to the outbreak of the EVD in the country which led to the closure of all learning institutions. It is important for SMC's to be trained on school management.

Table 3.3.6: Number and percentage of schools with SMC trained by level, 2015

School Level	SMC trained	SMC not trained	No Response	All	% Schools with SMC trained
Preschool	209	454	15	678	**30.8%**
Primary	2,032	3,516	129	5,677	**35.8%**
JSS	183	569	18	770	**23.8%**
SSS	62	222	7	291	**21.3%**
All Schools	**2,486**	**4,761**	**169**	**7,416**	**33.5%**
%	**33.5%**	**64.2%**	**2.3%**	**100.00%**	

Source: ASC,2015

Table 3.3.7 below presents number of schools with functioning SMC by local council. Freetown City Council consistently holds the highest number of schools with functioning SMC (878) and Bonthe Municipal Council has got the lowest number (16). However, in terms of percentage, Koidu City Council accounted for the highest percentage of its schools (95.2 percent) having functioning SMC whilst Kenema City Council has got the least percentage (57.2 percent).

Table 3.3.7: Number and percentage of schools with functioning SMC by local council

Council	Functioning SMC	Non-Functioning SMC	No Response	All	% Schools with Functioning SMC
Bo City Council	200	39	20	259	**77.2%**
Bo District Council	537	30	33	600	**89.5%**
Bombali District Council	514	86	26	626	**82.1%**
Bonthe City Council	16	5		21	**76.2%**
Bonthe District Council	235	16	14	265	**88.7%**
Freetown City Council	878	104	76	1058	**83.0%**
Kailahun District Council	406	40	15	461	**88.1%**
Kambia District Council	385	42	9	436	**88.3%**
Kenema City Council	151	99	14	264	**57.2%**
Kenema District Council	428	73	20	521	**82.1%**
Koidu-New Sembehun City	159	4	4	167	**95.2%**
Koinadugu District Council	435	27	23	485	**89.7%**
Kono District Council	437	20	17	474	**92.2%**
Makeni City Council	129	10	14	153	**84.3%**
Moyamba District Council	531	36	15	582	**91.2%**
Port Loko District Council	672	55	56	783	**85.8%**
Pujehun District Council	273	27	16	316	**86.4%**
Tonkolili District Council	548	93	33	674	**81.3%**
Western Area Rural District Council	482	93	64	639	**75.4%**
National	7416	899	469	8784	**84.4%**

Table 3.3.8 below gives number of schools that have a development plan available. Out of the 8,784 schools across the country, only 5,426 schools, which accounted for 61.8 percent, reported having a school development plan, whilst slightly over one-third of schools (2,902), representing 33.0 percent, do not have a school development plan. Although greater number of schools at primary level (3,710) have development plan, yet the level has the least percentage of schools (58.3 percent) to have development plan compared to the other school levels. Greater percentage of Senior Secondary Schools (78.1 percent) reported having a development plan, followed by Junior Secondary Schools (73.2 percent).

Table 3.3.8: Number of schools with School Development Plan by level, 2015

School Level	School Development Plan available	No School Development Plan available	No Response	All	% Schools with Development Plan
Preschool	617	255	68	940	**65.6%**
Primary	3,710	2,352	304	6,366	**58.3%**
JSS	818	239	61	1,118	**73.2%**
SSS	281	56	23	360	**78.1%**
All Schools	**5,426**	**2,902**	**456**	**8,784**	**61.9%**
% All Schools	**61.8%**	**33.0%**	**5.2%**		

Source: ASC, 2015

Table 3.3.9 below highlights the number of the schools in each local council that have school development plan (SDP). Again, Freetown City Council recorded the highest number of schools with school development plan (828) compared to the other local councils. Kenema City Council has got, proportionately, the least number of schools having got a development plan. Percentagewise, Koidu City Council recorded the largest percentage of schools (85.0 percent) with school development plan; followed by Bo City Council (82.2 percent), Bo District Council (80 percent), Freetown City Council (78.4 percent) and then Kenema City Council. Development plan is vital for school management and development; therefore, district and city council authorities should ensure that all schools produce a development plan.

Table 3.3.9 Number of schools that have Development Plan by local council, 2015

Council	School Development Plan	No School Development Plan	No Response	All	% School Development Plan
Bo City Council	213	30	16	259	**82.2%**
Bo District Council	480	94	26	600	**80.0%**
Bombali District Council	277	319	30	626	**44.2%**
Bonthe City Council	14	6	1	21	**66.7%**
Bonthe District Council	152	104	9	265	**57.4%**
Freetown City Council	828	152	78	1058	**78.3%**
Kailahun District Council	243	201	17	461	**52.7%**
Kambia District Council	270	154	12	436	**61.9%**
Kenema City Council	65	168	31	264	**24.6%**
Kenema District Council	201	303	17	521	**38.6%**
Koidu-New Sembehun City	142	21	4	167	**85.0%**
Koinadugu District Council	227	220	38	485	**46.8%**
Kono District Council	210	251	13	474	**44.3%**
Makeni City Council	114	26	13	153	**74.5%**
Moyamba District Council	406	162	14	582	**69.8%**
Port Loko District Council	566	172	45	783	**72.3%**
Pujehun District Council	176	130	10	316	**55.7%**
Tonkolili District Council	385	264	25	674	**57.1%**
Western Area Rural District Council	457	125	57	639	**71.5%**
National	5426	2902	456	8784	**61.8%**

Chapter 4
Facilities in Schools

4.1 Introduction

Availability of basic facilities in schools is fundamental to improved learning environment that could enhance teaching as well as learning outcomes of pupils. Like previous school censuses, the 2015 census seeks to investigate the number of classrooms and classes/streams and furniture in in schools; and, at the same time, whether the following facilities are available: school feeding programme, laboratory, library, electricity, computer and WASH. This section provides analysis of data disaggregated by region, local council and school level.

4.2 School Feeding Programme

The 2015 school census explores information on the number of schools benefitting from a school feeding programme from either WFP or CRS. Table 4.2.1below shows the number and percentage distribution of schools benefitting from school feeding by school level. Data indicates that very few schools (1,793), accounting for 20.4 percent are benefitting from school feeding programme. Primary level has greater proportion of schools (27.1 percent) benefitting from school feeding programme compared to other levels of schools. There is every need for the Government to implement the proposed national school feeding programme in order to cover the larger majority of schools (especially government-assisted schools) that are currently not benefiting from school feeding programme in all fourteen (14) districts in the country.

Table 4.2.1: Percentage Distribution of Schools with School Feeding Programme by School Level, 2015

School level	School feeding available	School feeding not available	No response	ALL	% schools with school feeding
Preschool	46	882	12	940	**4.89%**
Primary	1,727	4,541	98	6366	**27.13%**
JSS	13	1092	13	1118	**1.16%**
SSS	7	349	4	360	**1.94%**
All Schools	**1,793**	**6,864**	**127**	**8,784**	**20.41%**
% All Schools	**20.4%**	**78.1%**	**1.4%**		

4.3 Classrooms and Classes/Streams – Numbers & Status

The number of classroom that is used for instruction is crucial in the learning process; this has implication for the pupil-classroom ratio in order to know whether our classes are overcrowded or not. The pupil-classroom ratio gives an indication of classroom size and overcrowding can have negative impact on the learning outcomes. Table 4.3.1 below shows the number and status of classrooms by region and school level. Status is determined by the extent of permanency; either permanent or makeshift.

Data evidence that although schools are having greater numbers of permanent classrooms yet there are a good number of classrooms that are temporary which we refer to as “make-shift”. Nationally, there are 4,909 “make-shift” classrooms at all school levels; representing 11.5 percent of total classrooms. The number of “make-shift” classrooms in primary schools (3,808) are by far greater than those at any other school level with the trend reflecting across the four regions. Northern region (1,179) recorded the largest number of “make-shift” classrooms in primary schools, accounting for about 30.9 percent of all “make-shift” classrooms at the level. This is followed by the Southern region (1,056) with 27.7 percent, Western Area (797) with 20.9 percent and then Eastern region the lowest number (776) with 20.3 percent.

Table 4.3.1: Number and status of classroom by region and school level, 2015

Region	Preschool		Primary		JSS		SSS	
	Permanent	Makeshift	Permanent	Makeshift	Permanent	Makeshift	Permanent	Makeshift
East	350	55	5,572	776	1,231	64	566	32
North	386	54	9,143	1,179	2,287	140	806	45
South	354	49	5,557	1,056	1,249	88	568	45
West	1,168	213	4,999	797	2,114	178	1,544	138
National	**2,258**	**371**	**25,271**	**3,808**	**6,881**	**470**	**3,484**	**260**

Source: ASC 2015

Data indicates that there are large numbers of makeshift classrooms in all local councils, especially in primary schools. Surprisingly, the Freetown City Council registers larger number of makeshift classrooms at 525 in primary than any other local council. Table 4.3.2 below shows number and status of classroom by local council and school level.

Table 4.3.2: Number and Status of classroom by local council and school level,2015

Local Council	Preschool		Primary		JSS		SSS	
	Permanent	*Makeshift*	*Permanent*	*Makeshift*	*Permanent*	*Makeshift*	*Permanent*	*Makeshift*
Bo City Council	154	19	803	40	387	7	208	7
Bo District Council	90	8	1,783	231	334	27	170	20
Bombali District Council	40	4	1,874	149	452	18	103	2
Bonthe City Council	7	-	54	6	16	1	23	4
Bonthe District Council	42	15	632	194	135	8	60	6
Freetown City Council	748	123	3,378	525	1,404	95	1,164	98
Kailahun District Council	39	13	1,441	177	260	14	111	7
Kambia District Council	41	1	1,361	158	312	21	76	4
Kenema City Council	108	10	804	123	345	18	221	8
Kenema District Council	38	6	1,472	210	184	6	34	-
Koidu City Council	77	11	534	41	217	17	120	10
Koinadugu District Council	40	17	1,176	212	185	12	88	4
Kono District Council	88	15	1,321	225	225	9	80	7
Makeni City Council	93	8	453	55	261	6	192	5
Moyamba District Council	48	6	1,467	358	270	27	86	6
Port Loko District Council	119	15	2,378	213	666	50	223	19
Pujehun District Council	13	1	818	227	107	18	21	2
Tonkolili District Council	53	9	1,901	392	411	33	124	11
Western Area Rural District Council	420	90	1,621	272	710	83	380	40
Grand Total	**2,258**	**371**	**25,271**	**3,808**	**6,881**	**470**	**3,484**	**260**

Table 4.3.3 below gives the condition of permanent classrooms (in terms of those needing repairs) by school level in the four regions. There are 37,894 permanent classrooms for all school levels across the country; out of which 11,312 (accounting for 29.8 per cent) reportedly need repairs although nature of repairs was not stated during the school census. At school level, more primary schools hold greater number (15,009) and percentage of (59 percent) of permanent classrooms needing repairs compared to the other school levels. There are 3,285 permanent classrooms (48 percent) at junior secondary level, 1,394 (40 percent) at senior secondary and 849 (38 percent) at preschool that need repairs.

In terms of numbers, Northern region has got by far more permanent classrooms at primary level compared to other school levels needing repairs than the other regions. However, in percentage terms, Southern region has the highest percentage of classrooms in need of repairs than the other regions at all school levels. About 70 percent of these classrooms in primary schools, 62 percent in preschool, 57

percent in JSS and 51 percent in SSS need repairs in the Southern region. Western region recorded the lowest percentages of the classrooms that need repairs than the other regions at all school levels.

Table 4.3.3: Number and Percentage of permanent classroom in need of repairs by region and school level, 2015

Region	Preschool		Primary		JSS		SSS	
	Number Permanent	*% need repairs*	*Number Permanent*	*% need repairs*	*Number Permanent*	*% need repairs*	*Number Permanent*	*% need repairs*
East	143	41%	2,959	53%	569	46%	212	37%
North	174	45%	6,118	67%	1,229	54%	404	50%
South	218	62%	3,889	70%	715	57%	289	51%
West	314	27%	2,043	41%	772	37%	489	32%
National	**849**	**38%**	**15,009**	**59%**	**3,285**	**48%**	**1,394**	**40%**

Source: 2015 ASC

It is apparent that most local councils are generally showing significantly high number and percentages of classrooms in schools needing repairs. Obviously, primary schools have greater numbers and percentages of their classrooms to be repaired in almost all local councils than the other school levels as table 4.3.4 below shows.

Table 4.3.4: Number and Percentage of classroom that need repairs by local council and school level, 2015

Local Council	Preschool		Primary		JSS		SSS	
	Count	*% need repairs*	*Count*	*% need repairs*	*Count*	*% need repairs*	*Count*	*% need repairs*
Bo City Council	92	60%	445	55%	151	39%	48	23%
Bo District Council	50	56%	1,205	68%	209	63%	100	59%
Bombali District Council	15	38%	1,213	65%	205	45%	47	46%
Bonthe City Council	7	100%	32	59%	8	50%	15	65%
Bonthe District Council	23	55%	428	68%	82	61%	45	75%
Freetown City Council	164	22%	1,340	40%	461	33%	342	29%
Kailahun District Council	19	49%	804	56%	117	45%	38	34%
Kambia District Council	23	56%	1,014	75%	194	62%	45	59%
Kenema City Council	20	19%	264	33%	87	25%	49	22%
Kenema District Council	7	18%	675	46%	71	39%	14	41%
Koidu City Council	38	49%	295	55%	170	78%	68	57%
Koinadugu District Council	16	40%	766	65%	100	54%	40	45%
Kono District Council	59	67%	921	70%	124	55%	43	54%
Makeni City Council	37	40%	242	53%	152	58%	102	53%
Moyamba District Council	37	77%	1,174	80%	189	70%	63	73%
Port Loko District Council	46	39%	1,514	64%	369	55%	96	43%
Pujehun District Council	9	69%	605	74%	76	71%	18	86%
Tonkolili District Council	37	70%	1,369	72%	209	51%	74	60%
Western Area Rural District Council	150	36%	703	43%	311	44%	147	39%
National	**849**	**38%**	**15,009**	**59%**	**3,285**	**48%**	**1,394**	**40%**

Table 4.3.5 below shows the number of classes/streams by local council and school level. It is understandable that primary school have more classes/streams (38,343) just as there is more primary school in the country than other school levels. It is not surprising to know that FCC has the highest number of classes/streams for each school level, while Bonthe City Council has the lowest.

Local Council	Preschool	Primary	JSS	SSS
Bo City Council	342	958	328	238
Bo District Council	117	3,685	276	161
Bombali District Council	43	3,055	1,072	92
Bonthe Municipal Council	12	55	17	24
Bonthe District Council	116	1,140	132	59
Freetown City Council	1,147	4,307	1,868	1,269
Kailahun District Council	84	1,876	213	103
Kambia District Council	38	1,893	254	94
Kenema City Council	126	1,001	294	214
Kenema District Council	54	2,151	157	35
Koidu City Council	283	606	181	138
Koinadugu District Council	59	1,776	165	83
Kono District Council	115	1,468	161	68
Makeni City Council	462	545	238	199
Moyamba District Council	39	2,665	245	101
Port Loko District Council	208	4,286	578	243
Pujehun District Council	21	1,486	91	25
Tonkolili District Council	97	3,196	1,108	147
Western Area Rural District Council	649	2,194	511	388
National	**4,012**	**38,343**	**7,889**	**3,681**

Source: 2015 ASC.

4.4 Library, Electricity Grid, Computer Equipment, Recreation Facility and Functioning Generator

Table 4.4.1 below presents the number and percentage distribution of library, electricity grid, computer equipment, recreation facility and functioning generator available in school by school level. Generally, fewer schools were found to have the identified facilities nationwide. More preschool, primary, junior and senior secondary schools reported having a good number of recreation facilities available. Proportionately, more senior secondary schools are likely to have library (57.2 percent) in particular. Availability of computers is lowest in the primary level at 4.7 percent. However, less than one-third of primary, junior and senior secondary schools are connected to the national electricity grid.

Table 4.4.1: Percentage distribution of schools with library, electricity grid, computer equipment, recreation facility and functioning generator by school level, 2015

School Level	Library		Electricity grid		Computer equipment		Recreation facility		Functioning generator	
	#	Percent	#	Percent	#	Percent	#	Percent	#	Percent
Preschool	83	18.60%	152	34.00%	66	14.80%	261	58.40%	130	29.10%
Primary	248	9.60%	210	8.10%	122	4.70%	2,265	87.50%	186	7.20%
JSS	264	41.60%	141	22.20%	183	28.90%	391	61.70%	173	27.30%
SSS	158	57.20%	77	27.90%	133	48.20%	149	54.00%	119	43.10%
All Schools	**753**	**27.70%**	**580**	**28.90%**	**504**	**31.50%**	**3,066**	**59.00%**	**608**	**34.40%**

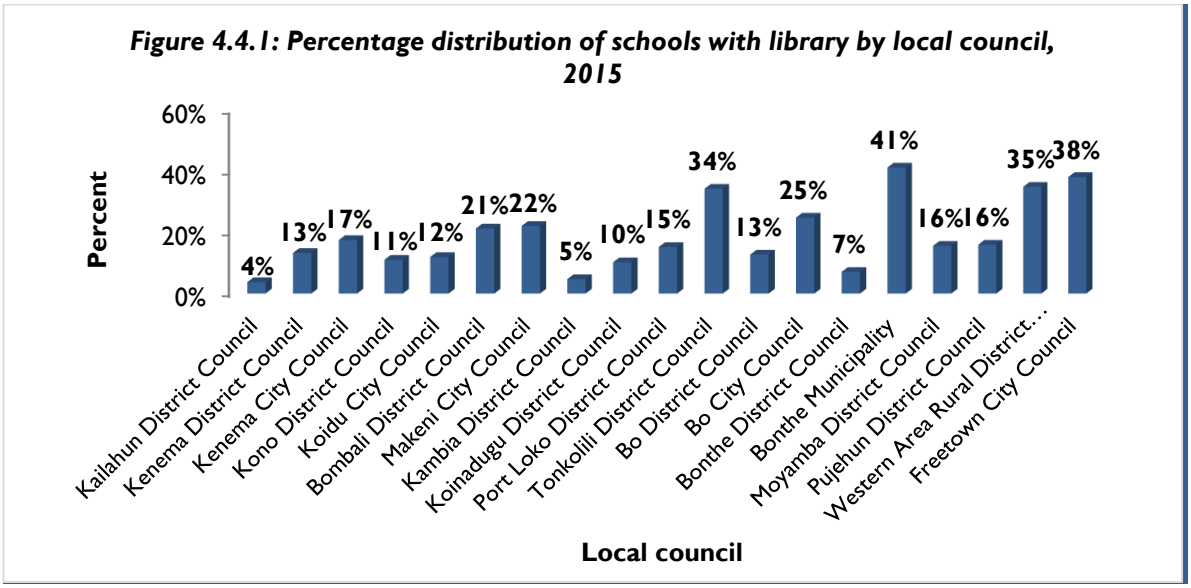
Source: 2015 ASC

Figure 4.4.1 below highlights percentage distribution of schools with library by local council. Data reveals that fewer schools in all local councils have library facility where students can read or do research work.

Kailahun, Kambia and Bonthe district councils have the lowest percentages of schools with library facility, accounting for 4 percent, 5 percent and 7 percent respectively.

Unavailability of library facility in schools implies lack of access to reading and learning materials such as textbooks and this can affect student performance.

Figure 4.4.1: Percentage distribution of schools with library by local council, 2015



With exception of Bonthe Municipal Council, schools in the city councils are more likely to have access to electricity than the other councils. In particular, Freetown and Makeni City Councils have higher percentages of schools with electricity, accounting for 35 percent and 34 percent; respectively. Bo and Koidu City Councils each have 27 percent of schools with electricity and the value for Kenema City Council is 22 percent. In ten district councils, less than 10 percent of schools have electricity. Figure 4.4.2 below shows the percentage distribution of school with electricity by local council.

Figure 4.4.2: Percentage distribution of school with electricity by local council, 2015

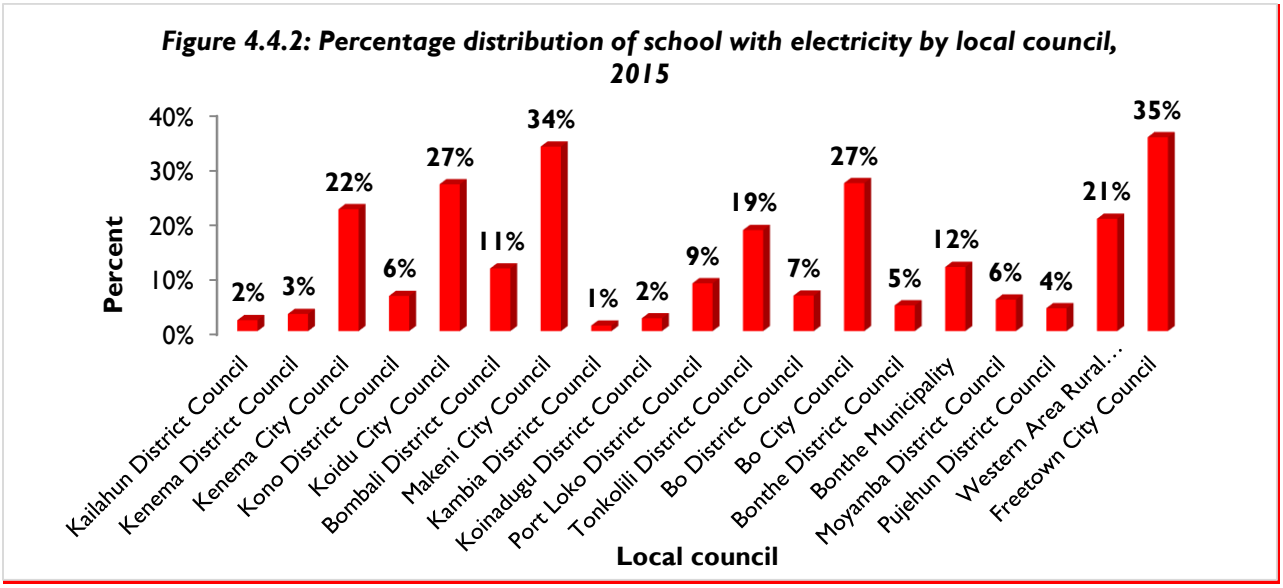


Figure 4.4.3 below shows the percentage distribution of schools with computers by local council. Only in four city councils are there significant percentages of schools having computers; accounting between 39

percent and 54 percent. Freetown City Council has the highest number of school with computers, representing 54 percent, followed by Makeni City Council (47 percent), Kenema City Council (44 percent) and Bo City Council (39 percent). Schools in the district council have fewer or no computers.

Figure 4.4.3: Percentage distribution of school with computer equipment by local council, 2015

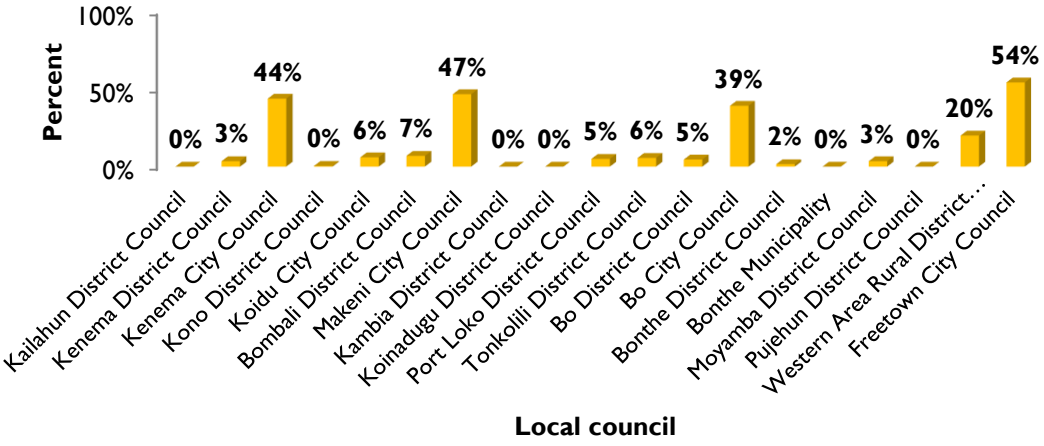
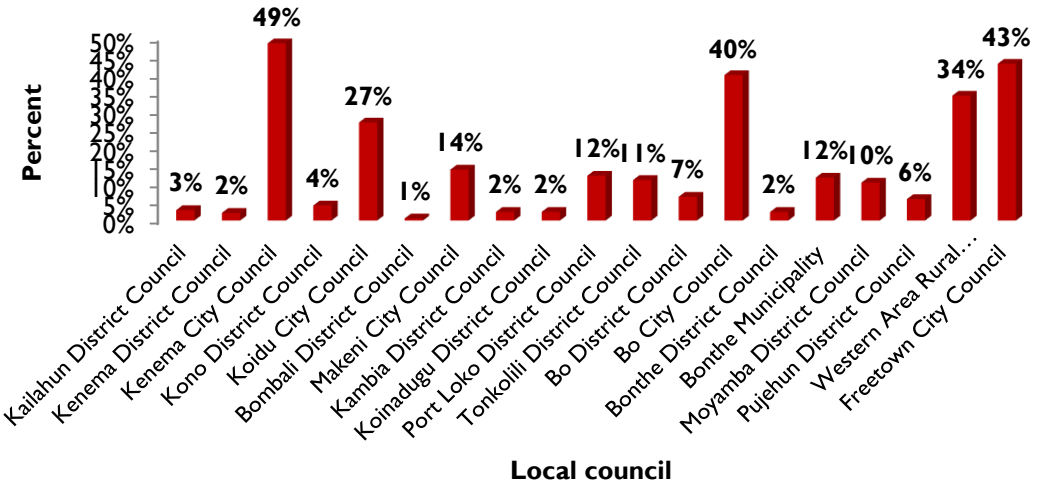


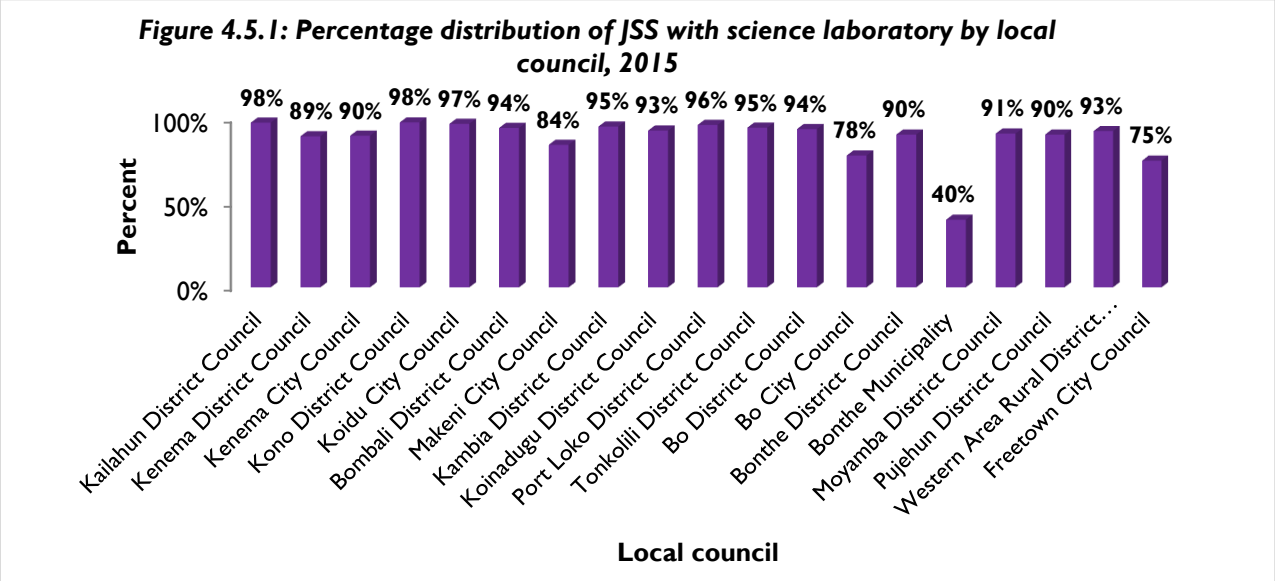
Figure 4.4.4 below presents percentage distribution of schools in each local council that have a functioning generator. The result shows similar trend with the other facilities, in which most of the schools with functioning generators are in the city councils rather than the district councils. Kenema City Council reported having the highest percentage of schools (49 percent) with functioning generator, followed by Freetown City Council (43 percent), Bo City Council (40 percent) and Western Rural District Council (34 percent). Bombali District Council recorded the lowest percentage of schools with functioning generator, most likely schools may be connected to the electricity grid.

Figure 4.4.4: Percentage distribution of schools with functioning generator by local council, 2015

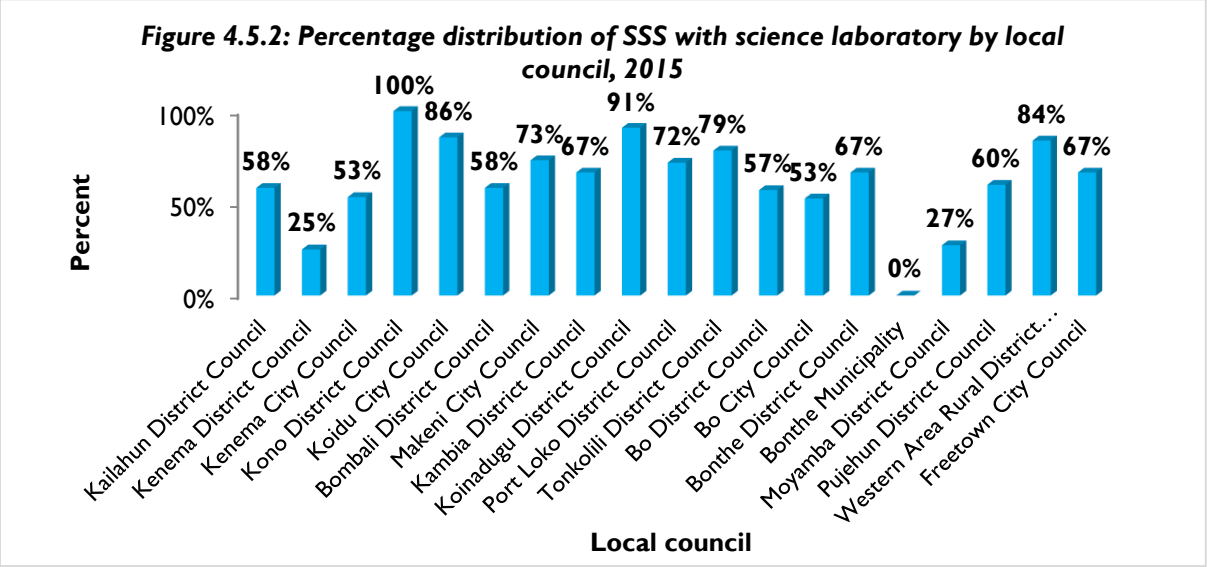


4.5 Science Laboratory

Figure 4.5.1 below shows the percentage of Junior Secondary Schools (JSS) that have science laboratory in their schools by local council. As shown, percentages of JSS in all local councils (except Bonthe Municipal Council) having science laboratory are seemingly high; with 75-96 percent of those schools accounted for the availability of the facility. Whilst Port Loko District Council holds the highest percentage (96 percent), Bonthe Municipal Council recorded the lowest percentage of JSS (40 percent) that have science laboratory due to the small number of JSS in the council. However, the functionality of laboratories in schools is questionable; with many schools having the facilities dilapidated and are without equipment.



Again Figure 4.5.2 below shows percentage distribution of SSS with science laboratory by local council. It is surprising to note that all SSS in Kono District Council (100 percent) reported having laboratory facilities in their schools. Only in other three councils (Koindu City, Koinadugu District and Western Area Rural District Councils) are the over 80 percent of SSS having science laboratories. No SSS in Bonthe Municipality Council has got a science laboratory.



4.6 Status of Furniture in Schools

On average, although seating accommodation in schools based on enrolment seems to be satisfactory but a good number of the school furniture are in need of repairs and also some are broken which need to be replaced. About 16 percent of all school furniture put together are in need of repairs, while 10 percent of the furniture are broken and need replacement in order to make students stay in a comfortable learning environment. Inadequate furniture in the schools makes the learning environment not conducive and as such could impact negatively on the learning outcomes. Table 4.6.1 below gives number of furniture in good condition, percentage needing repairs and broken by region.

Table 4.6.1: Number of furniture in good condition, percentage needing repairs and broken by region, 2015

Region	Chalk Board	Pupil Benches	Pupil Chairs	Pupil Desks	Teacher Chairs	Teacher Desk	% of Pupils' furniture needing repairs	% of Pupils' furniture completely broken
East	7,993	232,065	32,490	217,786	7,328	5,751	**15%**	**8%**
North	12,031	368,609	79,666	361,942	10,321	8,373	**16%**	**10%**
South	8,117	179,460	75,897	198,695	8,407	6,622	**19%**	**14%**
West	9,852	205,068	99,954	233,313	9,587	7,768	**14%**	**9%**
National	**37,993**	**985,202**	**288,007**	**1,011,736**	**35,643**	**28,514**	**16%**	**10%**

Source: 2015 ASC

Table 4.6.2 below shows the number of furniture and percentage that are in need of repairs and also those completely broken that need replacement by local council. Kono, Moyamba and Pujehun Districts Councils are the three councils that have higher percentages of pupils' furniture needing repairs, accounting for 24, 23 and 21 percent; respectively. At the same time, Pujehun and Moyamba District Councils have more furniture that are completely broken and need replacement, which accounted for 19 and 16 percent respectively.

Table 4.6.2: Number of furniture in good condition, percentage needing repairs and broken by local council, 2015

Region	Chalk Board	Pupil Benches	Pupil Chairs	Pupil Desks	Teacher Chairs	Teacher Desk	% of Pupils' furniture needing repairs	% of Pupils' furniture completely broken
Bo City Council	1,543	42,254	19,109	43,362	1,965	1,438	12%	7%
Bo District Council	2,404	60,320	16,118	64,380	2,405	1, 25	13%	11%
Bombali District Council	2,162	71,406	12,084	61,810	1,637	1,353	13%	9%
Bonthe District Council	1,055	22,506	4,967	24,943	1,178	766	14%	9%
Bonthe Municipality	99	2,888	1,147	3,119	122	93	12%	7%
Fretown City Council	6,824	133,747	69,211	158,458	6,838	5,089	13%	9%
Kailahun District Council	1,966	44,191	11,819	49,069	1,655	1,384	15%	9%
Kambia District Council	1,454	50,845	6,964	50,604	1,434	1,169	17%	12%
Kenema City Council	1,593	55,386	6,444	47,287	2,011	1,456	6%	8%
Kenema District Council	2,204	61,625	4,239	52,215	1,592	1,316	9%	3%
Koidu City Council	857	29,744	5,438	29,048	966	598	16%	13%
Koinadugu District Council	1,445	56,275	8,033	58,290	1,137	915	17%	11%
Kono District Council	1,373	41,119	4,550	40,167	1,104	997	24%	6%
Makeni City Council	993	26,266	9,171	24,489	1,095	683	10%	6%
Moyamba District Council	2,047	27,086	27,716	38,098	1,746	1,588	23%	16%
Port Loko District Council	3,153	75,606	34,301	87,422	2,957	2,415	15%	10%
Pujehun District Council	969	24,406	6,840	24,793	991	812	21%	19%
Tonkolili District Council	2,824	88,211	9,113	79,327	2,061	1,838	13%	5%
Western Area Rural District Council	3,028	71,321	30,743	74,855	2,749	2,679	12%	8%
National	**37,993**	**985,202**	**288,007**	**1,011,736**	**35,643**	**28,514**	**16%**	**10%**

Source: 2015 ASC

4.7: School WASH Facility

The number of schools with access to drinking water at their school campuses is given in Table 4.7.1. The census results indicate that nearly two-third of the schools (6,326) across the country, representing 71.1 percent, have drinking water source available at their school premises. And 2,347 of schools (26.7 percent) were found not having drinking water source available at all. This implies that more intervention is needed in order to increase availability of drinking water facilities in schools across the country.

Table 4.7.1: Number and percentage of schools with drinking water source available on premise by school level, 2015

School Level	Source of water available	Source of water not available	No Response	All	% Schools with source of water available
Preschool	745	173	22	940	**79.30%**
Primary	4,308	1,920	138	6,366	**67.70%**
JSS	886	208	24	1,118	**79.20%**
SSS	307	46	7	360	**85.30%**
All Schools	**6,246**	**2,347**	**191**	**8,784**	**71.10%**
% of All Schools	**71.10%**	**26.70%**	**2.20%**		

Source: 2015 ASC

Figure 4.7.1 below reveals the percentage distribution of schools with access to water facility at their school premise in each region. Western region registered the highest percentage of its schools (77 percent) with access to water facility, followed by Southern region with 71 percent of the schools having water facility available on premise. Eastern and Northern regions have 69 percent of schools, each, with access to water facility. The increase in the number of school with access to water facility in the Western region could be attributed to the intervention by the Urban WASH Consortium.

Figure 4.7.1: Percentage distribution of schools that has water facility by region, 2015

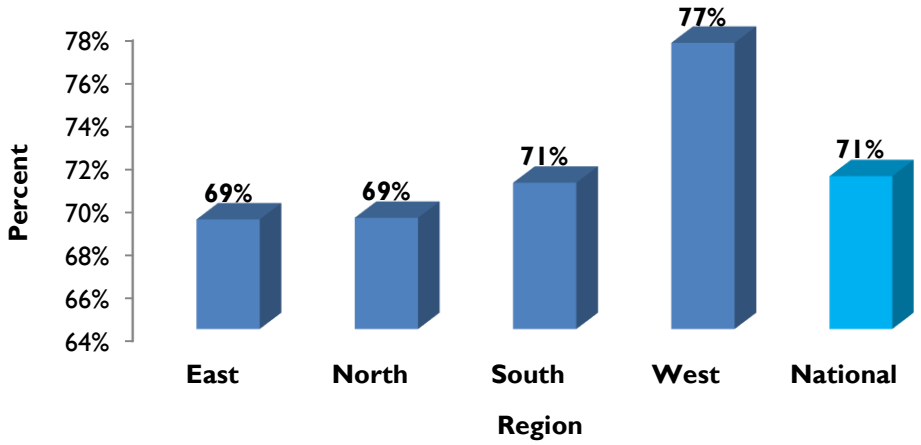


Table 4.7.2 shows the distribution and types of various drinking water sources available in schools by region. Out of the total of 8,784 schools, majority of the schools (3,169), accounting for 36.1 percent, reported using hand dug well as a main source of drinking water supply. Borehole accounted for 16

percent (1,404), pipe borne 15.1 percent (1,328), stream/river 9.0 percent (793) and other sources 1.0 percent (88).

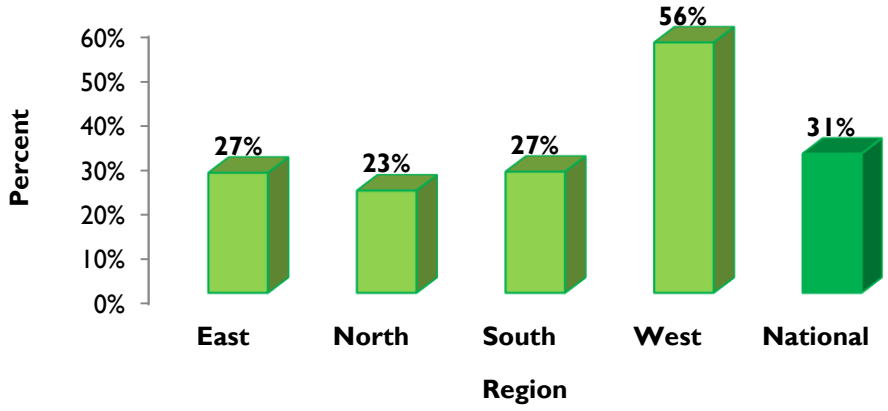
Table 4.7.2: Number and type of drinking water source in school by region,2015

Region	Pipe-borne	Borehole	Hand dug well	Stream/river	Other	No Response	All
East	194	316	767	85	14	511	1,887
North	242	478	1,270	372	14	781	3,157
South	124	424	774	279	26	416	2,043
West	768	186	358	57	34	294	1,697
National	**1,328**	**1,404**	**3,169**	**793**	**88**	**2,002**	**8,784**
% National Total	**15.1%**	**16.0%**	**36.1%**	**9.0%**	**1.0%**	**22.8%**	

Source: 2015 ASC

Results in Figure 4.7.2 below show just about one-third of schools (31 percent) in the country have access to portable water. Western region has majority of its schools (56 percent) having access to portable water, followed by the Eastern and Southern regions with 27 percent, each, that have access to portable water. The lowest percentage of schools (23 percent) with access to portable water was found in Northern region.

Figure 4.7.2: Percentage distribution of Schools with Access to portable water by region, 2015



According to Table 4.7.3, more than two-third of the schools (6,216) in Sierra Leone, representing about 70.8 percent reported having latrines within school compound that are functioning. However, a good number of schools (2,373), accounting for 27.0 percent are not having latrines within school compound. It is interesting to know that at least four-fifth of schools at school levels, except primary, are having latrines within school compound. The primary level accounted for the lowest percentage of schools (66.1 percent) with latrines.

Table 4.7.3: Number and percentage of schools with latrines by school level, 2015

School Level	Latrine within school compound	Latrine not within school compound	No Response	All	% of Schools with latrines
Preschool	753	166	21	940	**80.1%**
Primary	4,211	2,006	149	6,366	**66.1%**
JSS	912	183	23	1,118	**81.6%**
SSS	340	18	2	360	**94.4%**
All Schools	**6,216**	**2,373**	**195**	**8,784**	**70.8%**
% of All Schools	**70.8%**	**27.0%**	**2.2%**		

Source: 2015 ASC

Regionally, Western Area has the highest proportion of schools (88.0 percent) with latrines on school premises, followed by Eastern and Northern regions with 67.5 and 67.4 percent respectively, and Southern region least at 64.6 percent as Table 4.7.4 shows. In terms of number of schools without latrine in school compound, Northern region has the highest (936) out of the 2,373 schools which accounts for 39.3 percent and Western Area registers the lowest, representing for 7.5 percent.

Table 4.7.4: Number and percentage of schools with latrines by school level, 2015

Region	Latrine within school compound	Latrine not within school compound	No Response	All	% of Schools with latrine
East	1,274	565	48	1,887	**67.5%**
North	2,128	936	93	3,157	**67.4%**
South	1,320	691	32	2,043	**64.6%**
West	1,494	181	22	1,697	**88.0%**
National	**6,216**	**2,373**	**195**	**8,784**	**70.8%**

Source: 2015 ASC

The result in Table 4.7.5 below clearly shows that out of the 6,216 schools, 62.9 percent of the latrines were in good condition and 35.9 percent are in poor condition. The indication is that sanitation facilities in significant proportion of the schools across the country is not good. Analysis at the local council level shows that there are better sanitation facilities in city council schools than district councils. Kenema City Council recorded the highest percentage of schools (82.4 percent) with latrines in good condition, followed by Kenema district Council (77.6 percent), Makeni City Council (76.4 percent) and PortLoko district Council (71.9 percent).

Table 4.7.5: Percentage distribution of latrine in good condition by local council, 2015.

Local Council	Good Condition	Poor Condition	No Response	All	% in Good Condition
Bo City Council	151	74	3	228	**66.2%**
Bo District Council	189	175	4	368	**51.4%**
Bombali District Council	300	131	6	437	**68.6%**
Bonthe City Council	5	8	1	14	**35.7%**
Bonthe District Council	94	67	2	163	**57.7%**

Local Council	Good Condition	Poor Condition	No Response	All	% in Good Condition
Freetown City Council	683	267	16	966	**70.7%**
Kailahun District Council	177	134	4	315	**56.2%**
Kambia District Council	113	179	3	295	**38.3%**
Kenema City Council	178	38	1	217	**82.0%**
Kenema District Council	242	66	4	312	**77.6%**
Koidu-New Sembehun City	66	77	1	144	**45.8%**
Koinadugu District Council	122	150	7	279	**43.7%**
Kono District Council	120	160	6	286	**42.0%**
Makeni City Council	107	33		140	**76.4%**
Moyamba District Council	199	134	2	335	**59.4%**
Port Loko District Council	401	149	8	558	**71.9%**
Pujehun District Council	138	72	2	212	**65.1%**
Tonkolili District Council	265	145	9	419	**63.2%**
Western Area Rural District Council	357	170	1	528	**67.6%**
National	**3,907**	**2,229**	**80**	**6,216**	**62.9%**
% Total Schools with Latrines	**62.9%**	**35.9%**	**1.3%**	**100%**	

Source: 2015 ASC

As shown in Table 4.7.6 below, it was discovered that out of the 8,784 schools with latrines in Sierra Leone; only 14.3 percent of the schools have separate latrines for disable pupils (latrines with ramp) which is now part of the standard and guidelines for WASH facilities in schools. Pujehun, Kenema and Tonkolili District Councils are the councils with 40, 32 and 32 percent respectively of their schools with separate latrines for disable students.

Table 4.7.6: Number of Separate latrines for pupils with disability by local council,2015

Local Council	Separate for pupils with disability	Not separated	No Response	All	% Separated
Bo City Council	27	198	34	259	**10%**
Bo District Council	21	378	201	600	**4%**
Bombali District Council	115	318	193	626	**18%**
Bonthe City Council		14	7	21	**0%**
Bonthe District Council	42	120	103	265	**16%**
Freetown City Council	74	803	181	1,058	**7%**
Kailahun District Council	24	285	152	461	**5%**
Kambia District Council	19	274	143	436	**4%**
Kenema City Council	36	166	62	264	**14%**
Kenema District Council	169	137	215	521	**32%**
Koidu-New Sembehun City	7	139	21	167	**4%**
Koinadugu District Council	32	243	210	485	**7%**
Kono District Council	16	277	181	474	**3%**
Makeni City Council	20	115	18	153	**13%**

Local Council	Separate for pupils with disability	Not separated	No Response	All	% Separated
Moyamba District Council	116	247	219	582	**20%**
Port Loko District Council	191	387	205	783	**24%**
Pujehun District Council	127	92	97	316	**40%**
Tonkolili District Council	172	263	239	674	**26%**
Western Area Rural District Council	51	451	137	639	**8%**
National	**1,259**	**4,907**	**2,618**	**8,784**	**14%**
% Total Schools with Latrines	**14.3%**	**55.9%**	**29.8%**	**100%**	

Source: 2015 ASC

Table 4.7.7 below shows the number and percentage distribution of schools with water available on school compound by local council. Overall, 71 percent of schools reported to have water available. A good number of schools in the city councils have water available in schools compared to district councils according to the 2015 school census results. Interestingly Bonthe Municipal Council, which has the least number of schools, have all of its schools (100%) reported having water available. Freetown City Council has the highest number of schools having water available in schools. However, in terms of percentage, Makani City Council accounted for the greatest percentage of schools with water available (88 percent) and Bo City Council and Koidu city council ranked next with 84 percent each. Followed by Kenema city and Western rural district Councils; corresponding values are 81 percent and 80 percent respectively. Koinadugu and Kono District Councils have the lowest percentages of schools with available water, registering 60 percent and 58 percent; apiece.

Table 4.7.7: Number of school with water available in school by local council, 2015

Local Council	Schools with water available	Schools with no water available	No Response	All	% of Schools with water available
Bo City Council	218	40	1	259	**84%**
Bo District Council	377	217	6	600	**63%**
Bombali District Council	471	145	10	626	**75%**
Bonthe City Council	21			21	**100%**
Bonthe District Council	191	67	7	265	**72%**
Freetown City Council	803	234	21	1,058	**76%**
Kailahun District Council	342	116	3	461	**74%**
Kambia District Council	280	149	7	436	**64%**
Kenema City Council	214	49	1	264	**81%**
Kenema District Council	336	156	29	521	**64%**
Koidu-New Sembehun City	140	26	1	167	**84%**
Koinadugu District Council	292	161	32	485	**60%**
Kono District Council	274	194	6	474	**58%**
Makeni City Council	135	17	1	153	**88%**
Moyamba District Council	404	173	5	582	**69%**
Port Loko District Council	576	188	19	783	**74%**
Pujehun District Council	234	78	4	316	**74%**
Tonkolili District Council	429	223	22	674	**64%**
Western Area Rural District Council	509	114	16	639	**80%**
National	**6,246**	**2,347**	**191**	**8,784**	**71%**

Source: 2015 ASC

With regards the sources of water, majority of the schools which accounted for 36.1 percent reported having hand dug-well as a source of water supply in school. Borehole as a water source in schools

accounted for 16 percent, while pipe borne counted for 15.1 percent as water source in schools. It is interesting to know that there are still a good number of schools (9.0 percent) that indicated using stream as a main source of water supply in school. Overall, 31 percent of the schools have access to safe drinking water available in school. Freetown city council have the highest number of schools (62 percent) with access to safe drinking water available in schools, followed by Kenema city council (48 percent) and Western rural district council (47 percent) as shown in table 4.7.8 below

Table 4.7.8: Source of drinking water in schools by local council, 2015

Local Council	Pipe-borne	Borehole	Well - Hand dug	Stream	Other	No Response	All	% Safe
Bo City Council	16	90	130	1	1	21	259	41%
Bo District Council	30	181	163	82	2	142	600	35%
Bombali District Council	25	214	189	62	4	132	626	38%
Bonthe City Council	1		20				21	5%
Bonthe District Council	34	51	95	26	4	55	265	32%
Freetown City Council	578	78	149	29	20	204	1,058	62%
Kailahun District Council	21	79	234	20	2	105	461	22%
Kambia District Council	48	60	149	49	4	126	436	25%
Kenema City Council	65	61	88		1	49	264	48%
Kenema District Council	37	78	214	20		172	521	22%
Koidu-New Sembehun City	21	27	96	1	1	21	167	29%
Koinadugu District Council	38	11	184	97	2	153	485	10%
Kono District Council	50	71	135	44	10	164	474	26%
Makeni City Council	15	34	87			17	153	32%
Moyamba District Council	23	41	245	133	17	123	582	11%
Port Loko District Council	54	90	408	97	3	131	783	18%
Pujehun District Council	20	61	121	37	2	75	316	26%
Tonkolili District Council	62	69	253	67	1	222	674	19%
Western Area Rural District Council	190	108	209	28	14	90	639	47%
National	**1,328**	**1,404**	**3,169**	**793**	**88**	**2,002**	**8,784**	**31%**
% of Source	**15.1**	**16.0**	**36.1**	**9.0**	**1.0**	**22.8**	**100**	

Source: 2015 ASC

Table 4.7.9 below shows the number and percentage distribution of schools with latrine available on campus by local council. There are more schools in the city councils that have latrine available within school compound than the district councils. Both Makeni city and Freetown city councils recorded the highest percentage of schools 92 and 91 percent's respectively that have latrine within compound, while Bo, Koidu and Kenema city councils accounted for 89, 86 and 82 percent's respectively of schools with latrine within compound. Moyamba and Koinadugu district councils have the lowest number of schools with latrine within compound, accounting for 58 percent each respectively.

Table 4.7.9: Number of Latrine within school compound by local Council, 2015

Local Council	Within Compound	Not within Compound	No Response	All	% within Schools Compound
Bo City Council	134	78	6	218	61%
Bo District Council	203	167	7	377	54%
Bombali District Council	324	142	5	471	69%
Bonthe City Council	19	2		21	90%
Bonthe District Council	131	53	7	191	69%
Freetown City Council	510	276	17	803	64%
Kailahun District Council	212	127	3	342	62%
Kambia District Council	182	94	4	280	65%
Kenema City Council	134	75	5	214	63%
Kenema District Council	250	84	2	336	74%
Koidu-New Sembehun City	77	57	6	140	55%
Koinadugu District Council	190	96	6	292	65%
Kono District Council	162	107	5	274	59%
Makeni City Council	100	33	2	135	74%
Moyamba District Council	252	147	5	404	62%
Port Loko District Council	410	158	8	576	71%
Pujehun District Council	168	65	1	234	72%
Tonkolili District Council	306	114	9	429	71%
Western Area Rural District Council	326	172	11	509	64%
National	**4,090**	**2,047**	**109**	**6,246**	**65%**

Source: 2015 ASC

Chapter 5
The Students

5.1 National and Regional Distribution of Students

5.1.1 School Enrolment

The 2015 annual school census reported that there were a total of one million, eight hundred and fifty two thousand, eight hundred and four (**1,841,252**) students enrolled at the various school levels in Sierra Leone as shown in table 5.1.1.1 below. Of these, 927,013 (50.3 percent) were male and 914,239 (49.7 percent) were female, indicating that there were more male than female enrolled in 2015 as shown also in the national boys to girls ratio of 0.99 which is below 100.

Table 5.1.1.1: Total School Enrolment by Region, School Level and Sex, 2015

Region	Preschool		Primary		JSS		SSS		All	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
East	5,705	6,580	139,833	146,974	28,597	28,209	15,556	11,965	189,691	193,728
North	6,259	6,901	267,341	250,986	54,184	46,347	24,601	16,621	352,385	320,855
South	4,713	5,354	154,429	161,625	26,051	25,891	12,508	9,380	197,701	202,250
West	11,803	12,750	103,500	113,522	37,829	39,349	34,104	31,785	187,236	197,406
National	**28,480**	**31,585**	**665,103**	**673,107**	**146,661**	**139,796**	**86,769**	**69,751**	**927,013**	**914,239**
	60,065		**1,338,210**		**286,457**		**156,520**		**1,841,252**	
G/B Ratio	**1.1**		**1.01**		**0.95**		**0.80**		**0.99**	

Source: 2015ASC

Figure 5.1.1.1: Percentage distribution of Total School Enrolment by Region, 2015

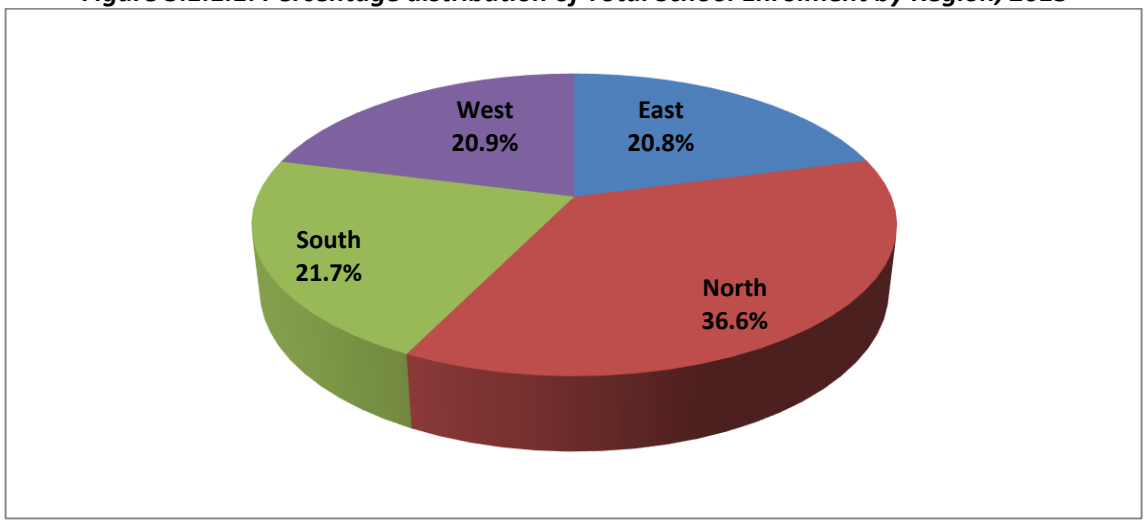


Figure 5.1.1.1 above shows the percentage distribution total school enrolment by region. Out of a total of 1,841,252 students enrolled in Sierra Leone nation-wide, northern region has the highest number of student enrolled (673,240) accounting for about 36.6 percent, followed by the southern region with student enrolled accounting for 21.7 percent and Western region accounted for 20.9 percent. Eastern

region has the lowest number of students enrolled in 2015 which accounted for 20.8 percent. Northern region has recorded the highest school enrolment than the other regions in the last three censuses of 2011/12, 2012/13 and 2015.

Figure 5.1.1.2: Percentage distribution of Total School Enrolment by school Level, 2015

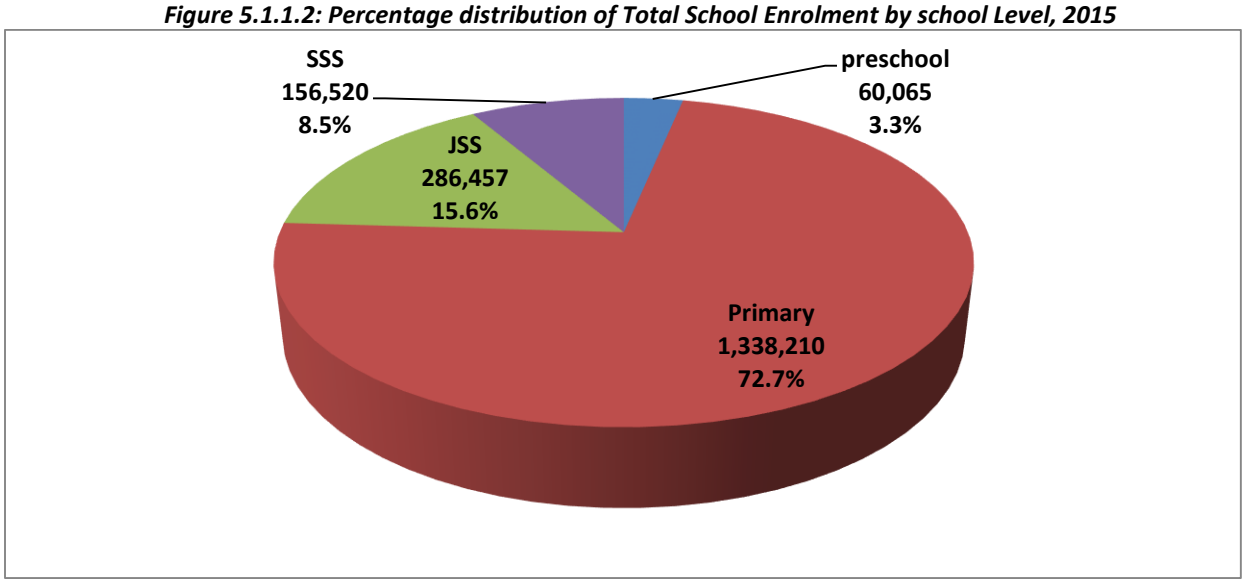


Figure 5.1.1.2 above reveals the percentage distribution of total school enrolment by school level. It is however, not surprising to know that majority of the students enrolled (1,338,210) accounting for 72.7 percent are in primary school, 286,457 (15.6 percent) are in Junior Secondary School (JSS), 156,520 (8.5 percent) are in Senior Secondary School (SSS) and 60,065 (3.3 percent) are in pre-primary School.

Figure 5.1.1.3: Total Enrolment at the Primary level by Region and Sex, 2015

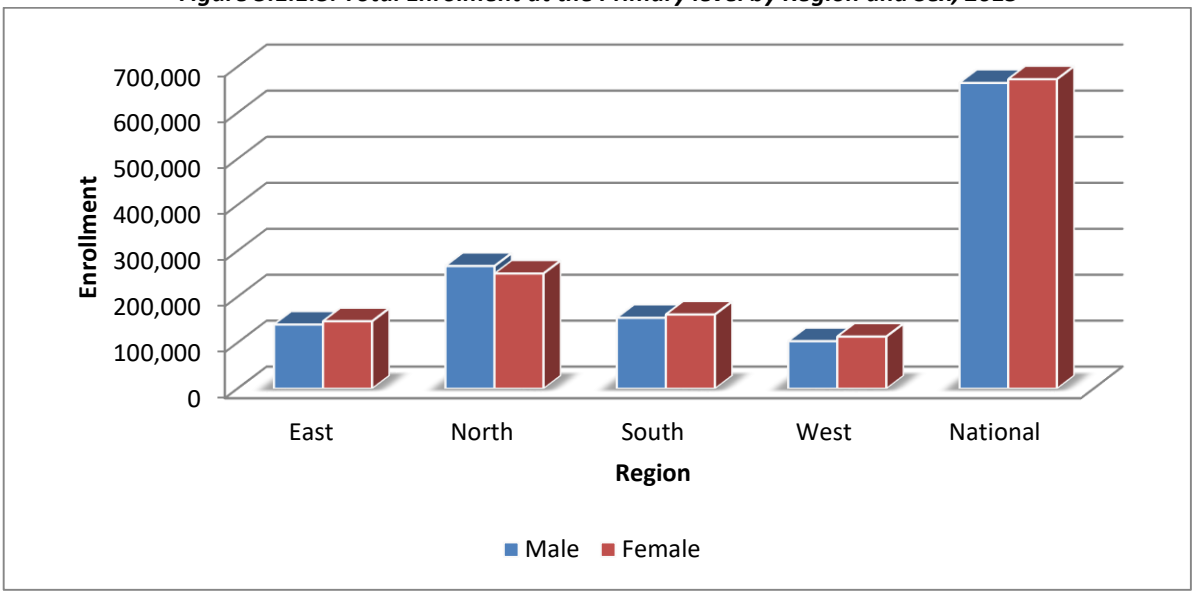


Figure 5.1.1.3 above clearly indicates that Sierra Leone has achieved gender parity in primary education at the national level. Furthermore, except for the northern region where there are more boys than girls enrolled in school but the East, West and Southern regions have all gone beyond gender parity in primary education where more girls than boys are enrolled in school.

Figure 5.1.1.4: Total Enrolment at the Junior and Senior levels by Region and Sex, 2015

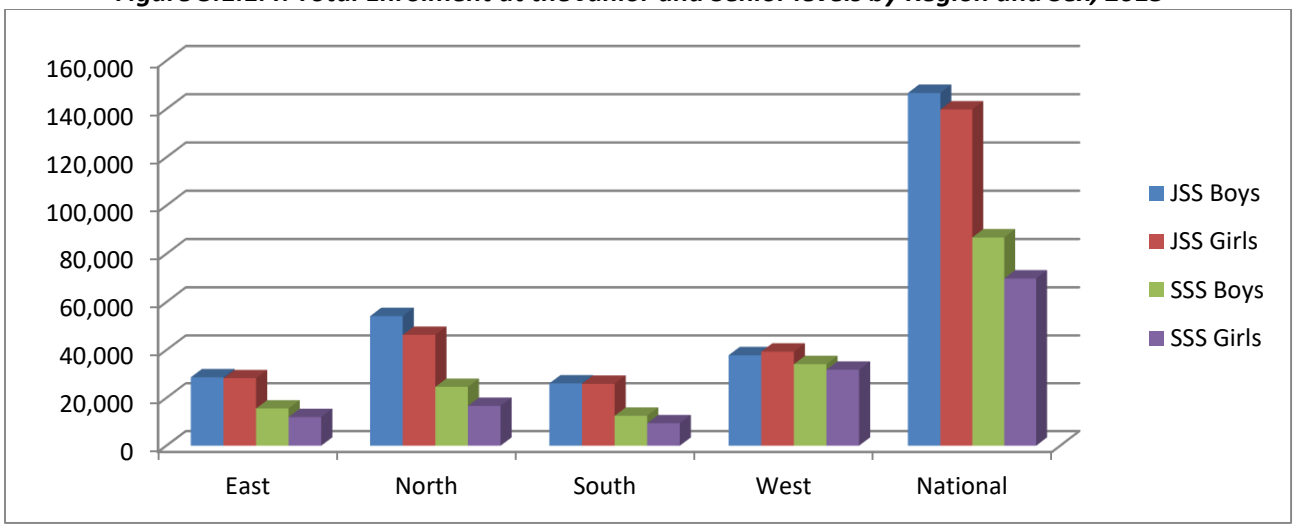


Figure 5.1.1.4 above reveals that national gender parity has not been achieved at the Junior and Senior Secondary levels of education, indicating that there are more boys than girls enrolled in school at secondary levels. Only Western region has more girls than boys enrolled in JSS compared with the other regions. All the regions have more boys than girls enrolled in SSS, indicating that girl's enrolment decreases with higher level of education.

5.1.2 Pre-Primary Grade Enrolment by Region and Sex, 2015

Table 5.1.2.1: Total Pre-Primary school Grade Enrolment by Sex

Region	Nursery 1		Nursery 2		Nursery 3		Total	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
East	2,680	3,008	1,806	2,138	1,219	1,434	5,705	6,580
North	3,379	3,623	1,756	1,912	1,124	1,366	6,259	6,901
South	2,065	2,339	1,478	1,682	1,170	1,333	4,713	5,354
West	4,609	4,994	3,742	3,959	3,452	3,797	11,803	12,750
National	**12,733**	**13,964**	**8,782**	**9,691**	**6,965**	**7,930**	28,480	31,585
	26,697		**18,473**		**14,895**		**60,065**	
% Enrol	**44.4**		**30.8**		**24.8**			

Source: 2015 ASC

Table 5.1.2.1 above shows the pre-primary grade enrolment by region and gender. Both national and regional enrolment in pre-primary school shows similar trend, where enrolment in the first grade is higher than the next grade and so on. The Percentage of pupils enrolled at first grade decreases as they proceed to higher grade. The above table shows that there are more girls than boys enrolled in pre-primary school both at national and regional levels.

5.1.3 Primary Grade Enrolment by Region and Sex, 2015

Table 5.1.3.1: Total Primary Grade Enrolment by Region and Sex

Region	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Total	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
East	40,478	42,410	27,235	29,100	23,503	25,258	20,131	20,848	16,526	17,021	11,960	12,337	139,833	146,974
North	78,125	73,741	52,608	50,232	45,464	43,252	37,976	35,649	31,282	29,011	21,886	19,101	267,341	250,986
South	47,695	50,257	29,981	31,623	25,623	27,150	22,287	23,163	16,836	17,539	12,007	11,893	154,429	161,625
West	23,380	24,828	17,609	18,879	17,337	18,417	17,026	19,186	14,953	17,312	13,195	14,900	103,500	113,522
National	**189,678**	**191,236**	**127,433**	**129,834**	**111,927**	**114,077**	**97,420**	**98,846**	**79,597**	**80,883**	**59,048**	**58,231**	**665,103**	**673,107**
	380,914		**257,267**		**226,004**		**196,266**		**160,480**		**117,279**		**1,338,210**	
% of Level	**28.5**		**19.2**		**16.9**		**14.7**		**12.0**		**8.8**			

Source: 2015 ASC

Table 5.1.3.1 above shows the primary level enrolment by region, grade and sex. Primary enrolment trend is similar to that of pre-primary, where enrolment decreases as grade level increases both at national and regional levels. Furthermore, there are more girls than boys enrolled in classes1-5 except for Class 6 where more boys than girls are enrolled; indicating that gender parity has been achieved at primary level of education.

5.1.4 Junior Secondary Enrolment by Region, Grade and Sex, 2015

Table 5.1.4.1: Total JSS Grade Enrolment by Region and Sex

Region	JSS 1		JSS 2		JSS 3		Total	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
East	10,177	9,885	9,467	9,717	8,953	8,607	28,597	28,209
North	19,101	16,773	18,218	15,792	16,865	13,782	54,184	46,347
South	9,597	9,675	8,848	9,028	7,606	7,188	26,051	25,891
West	12,163	13,004	12,532	12,951	13,134	13,394	37,829	39,349
National	**51,038**	**49,337**	**49,065**	**47,488**	**46,558**	**42,971**	**146,661**	**139,796**
	100,375		**96,553**		**89,529**		**286,457**	
% of Level	**35.0**		**33.7**		**31.3**			

Table 5.1.4.1 above shows the Junior Secondary level enrolment by region, grade and sex. Both national and regional Junior Secondary enrolment is higher at the first grade (JSS 1), representing 35.0 percent and continue to decrease as the grade level rises. It is worth noting that at each grade level of JSS, there are more males than females enrolled indicating that much work needs to be done in order to achieve gender parity at JSS level. It is only western region that have more female than male enrolled at each grade compared with the other regions.

5.1.5 Senior Secondary Enrolment by Region, Grade and Sex, 2015

Table 5.1.5.1: Total SSS Grade Enrolment by Region and Sex

Region	SSS 1		SSS 2		SSS 3		SSS 4		Total	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
East	4,933	4,099	4,321	3,446	4,136	2,908	2,166	1,512	15,556	11,965
North	7,502	5,582	7,011	4,718	6,504	4,357	3,584	1,964	24,601	16,621
South	3,136	2,869	3,558	2,799	3,466	2,539	2,348	1,173	12,508	9,380
West	8,673	8,054	8,523	8,318	9,135	8,637	7,773	6,776	34,104	31,785
National	**24,244**	**20,604**	**23,413**	**19,281**	**23,241**	**18,441**	**15,871**	**11,425**	**86,769**	**69,751**
	44,848		**42,694**		**41,682**		**27,296**		**156,520**	
% of Level	**28.7**		**27.3**		**26.6**		**17.4**			

Table 5.1.5.1 above reveals the Senior Secondary level enrolment by region, grade and sex. Senior Secondary (SS) enrolment shows similar trend to that of JSS, where enrolment at the first grade (SSS 1) is higher than the other grades. i.e SSS enrolment decreases continuously as the grade level rises. Furthermore, there are more male than female at every grade level and region as indicated in table 5.1.5.1 above.

5.1.6 Enrolment by Ownership/Proprietorship

Table 5.1.6.1: School Enrolment by Ownership/Proprietorship

Proprietorship	Male	Female	All	% Share
Government	176,505	171,454	347,959	19%
Private	52,986	60,473	113,459	6%
Mission	416,768	408,731	825,499	45%
Community	274,454	266,562	541,016	29%
Other	6,298	7,020	13,319	1%
National	**927,012**	**914,240**	**1,841,252**	**100%**

From table 5.1.6.1 above, majority of the students in Sierra Leone, representing 45 percent are enrolled in mission schools which are mostly owned by religious organizations. Community school accounted for about 29 percent of enrolled students, while student enrolled in private schools are accounting for about 6 percent. The number of students that are enrolled in GOSL public schools accounted for about 19 percent of the total enrolment. There are more female than male enrolled in private schools, unlike GOSL, community and mission schools that have more male than female enrolment.

5.1.7 Enrolment by School Level and Ownership

Table 5.1.7.1: School Enrolment by Ownership and Level

Proprietorship	Preschool		Primary		JSS		SSS	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
Government	2,494	2,941	138,657	139,624	23,406	19,906	11,938	8,975
Private	10,231	10,952	28,203	29,980	7,617	9,861	6,939	9,659
Mission	9,030	10,303	290,756	296,054	76,751	72,650	40,257	29,772
Community	6,406	7,043	203,379	202,584	37,345	35,884	27,320	21,030
Other	319	346	4,108	4,865	1,542	1,495	315	315
All Schools	**28,480**	**31,585**	**665,103**	**673,107**	**146,661**	**139,796**	**86,769**	**69,751**

Table 5.1.7.1 above shows student enrolment by ownership and school level. It is not surprising to know that private schools have the largest number of pre-primary students enrolled in their schools, of which there are more girls than boy's enrolment. Mission schools have the highest number of enrolment in the primary, JSS and SSS levels of schooling, followed by the community schools.

5.1.8 Enrolment of Students with Specific Physical Disability

Specific disability problems among children of school going-age can affect both enrolment and retention in school. Therefore information was sought to ascertain the number and type of disability among school children in order to improve their facilities to access school. Table 5.1.8 below indicates the number of physically disabled students by school level.

Table 5.1.8.1: Enrolment of Students with Specific Physical Disabilities

School Level	Male	Female	All	% Share
Preschool	577	541	1,118	4.4
Primary	10,881	9,460	20,341	80.3
JSS	1,672	1,489	3,161	12.5
SSS	476	243	719	2.8
All Schools	**13,606**	**11,733**	**25,339**	100

From table 5.1.8.1 above, a total of 25,339 students nation-wide reported suffering from at least one form of disability. More than three- fourth of the disabled students are in primary school, followed by JSS and Preschool which accounted for 12. 5 and 4.4 percent respectively of disabled student enrolment. About 2.8 percent of SSS students enrolled reported been disabled in one form or another.

Table 5.1.8.2: Enrolment of Students with Specific Type of Disabilities

Level	Hearing disability		Learning disability		Physical disability		Speech disability		Visual disability		Total	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
JSS	234	222	471	531	494	328	187	122	286	286	1672	1489
Preschool	89	89	142	151	131	95	136	140	79	66	577	541
Primary	1922	1818	3206	3321	1754	1538	1853	1457	2146	1326	10881	9460
SSS	44	39	60	14	208	127	35	14	129	49	476	243
National	**2,289**	**2,168**	**3,879**	**4,017**	**2,587**	**2,088**	**2,211**	**1,733**	**2,640**	**1,727**	**13606**	**11733**
	4,457		**7,896**		**4,675**		**3,944**		**4,367**		**25,339**	
% of Type	**17.6**		**31.2**		**18.4**		**15.6**		**17.2**			

Table 5.1.8.2 above shows the number of disabled students enrolled by school level and type of disability. Majority of the disabled student enrolled in school reported suffering from Learning disability (31.2 per cent), followed by physical disability (18.4 per cent), hearing disability accounted for 17.6 per cent of all disabled student enrolled in school, while visual disability is accounting for 17.2 per cent of the disabled student enrolled in school. The lowest percentage of students with disability is suffering from speech disability.

5.2: Local Council Enrolment

Education is one of the devolved sectors to local council especially basic education. Therefore, this part of the report will focus on analysis by local council for planning and policy formulation. Table 5.2.1 below shows the distribution of school enrolment by local council, school level and sex.

Table 5.2.1: School Enrolment by Local Council, School Level and Sex,2015

Council	Preschool		Primary		JSS		SSS		Total		All	% Share
	M	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*		
Bo City Council	1,904	2,176	21,016	23,873	8,937	9,292	5,971	4,445	37,828	39,786	77,614	**4.2**
Bo District Council	1,155	1,414	48,256	49,198	6,574	5,966	3,096	2,464	59,081	59,042	118,123	**6.4**
Bombali District Council	801	871	52,656	49,444	9,420	7,521	2,340	1,361	65,217	59,197	124,414	**6.8**
Bonthe City Council	114	114	735	856	250	310	232	143	1,331	1,423	2,754	**0.1**
Bonthe District Council	717	705	14,361	15,494	2,295	2,311	1,352	1,069	18,725	19,579	38,304	**2.1**
Freetown City Council	7,775	8,362	68,053	75,406	25,957	27,459	26,600	25,197	128,385	136,424	264,809	**14.4**
Kailahun District Council	1,297	1,567	38,081	40,102	6,225	5,791	2,553	1,608	48,156	49,068	97,224	**5.3**
Kambia District Council	652	668	38,994	34,179	7,429	5,530	2,906	1,495	49,981	41,872	91,853	**5.0**
Kenema City Council	1,134	1,290	18,490	21,972	8,131	8,843	7,180	6,029	34,935	38,134	73,069	**4.0**
Kenema District Council	398	522	32,742	34,290	4,160	3,783	548	397	37,848	38,992	76,840	**4.2**
Koinadugu District Council	865	846	40,802	37,416	6,264	6,140	3,391	2,263	51,322	46,665	97,987	**5.3**
Kono District Council	1,564	1,697	35,261	33,559	4,027	3,944	1,182	680	42,034	39,880	81,914	**4.4**
Makeni City Council	1,149	1,365	13,316	14,927	6,106	6,295	6,395	5,152	26,966	27,739	54,705	**3.0**
Moyamba District Council	559	678	41,183	41,042	5,281	5,455	1,376	992	48,399	48,167	96,566	**5.2**
New Sembehun City Council	1,312	1,504	15,259	17,051	6,054	5,848	4,093	3,251	26,718	27,654	54,372	**3.0**
Port Loko District Council	1,644	1,863	68,241	61,467	15,242	12,329	5,962	3,946	91,089	79,605	170,694	**9.3**
Pujehun District Council	264	267	28,878	31,162	2,714	2,557	481	267	32,337	34,253	66,590	**3.6**
Tonkolili District Council	1,148	1,288	53,332	53,553	9,723	8,532	3,607	2,404	67,810	65,777	133,587	**7.3**
Western Area Rural District Council	4,028	4,388	35,447	38,116	11,872	11,890	7,504	6,588	58,851	60,982	119,833	**6.5**
National	**28,480**	**31,585**	**665,103**	**673,107**	**146,661**	**139,796**	**86,769**	**69,751**	**927,013**	**914,239**	**1,841,252**	**100**

From table 5.2.1 above, it is not surprising to know that Freetown City Council has the largest enrolment (264,809), accounting for 14.4 percent of the total enrolment in Sierra Leone. The other councils that have

higher enrolment are the Portloko and Tonkolili District Councils, accounting for 9.3 and 7.3 percent of the total enrolment respectively. The local councils with the lowest number of enrolment are the Bonthe City, Bonthe district and Koidu City Councils, representing 0.1, 2.1 and 3.0 percent respectively of the total enrolment.

Table 5.2.2: Total Preschool Grade Enrolment by Local council, School Level and Sex

Council	Nursery 1		Nursery 2		Nursery 3		Total		All	% Share
	M	*F*	*M*	*F*	*M*	*F*	*M*	*F*		
Bo City Council	757	904	597	696	550	576	1904	2176	4080	**6.8**
Bo District Council	492	619	370	421	293	374	1155	1414	2569	**4.3**
Bombali District Council	500	522	186	201	115	148	801	871	1672	**2.8**
Bonthe City Council	36	37	35	40	43	37	114	114	228	**0.4**
Bonthe District Council	380	315	187	211	150	179	717	705	1422	**2.4**
Freetown City Council	2,877	3,077	2,503	2,654	2,395	2,631	7775	8362	16137	**26.9**
Kailahun District Council	658	766	364	456	275	345	1297	1567	2864	**4.8**
Kambia District Council	448	439	116	145	88	84	652	668	1320	**2.2**
Kenema City Council	433	495	375	442	326	353	1134	1290	2424	**4.0**
Kenema District Council	181	222	138	184	79	116	398	522	920	**1.5**
Koinadugu District Council	443	398	288	310	134	138	865	846	1711	**2.8**
Kono District Council	788	819	538	601	238	277	1564	1697	3261	**5.4**
Makeni City Council	576	605	328	390	245	370	1149	1365	2514	**4.2**
Moyamba District Council	258	323	216	241	85	114	559	678	1237	**2.1**
New Sembehun City Council	620	706	391	455	301	343	1312	1504	2816	**4.7**
Port Loko District Council	735	873	535	556	374	434	1644	1863	3507	**5.8**
Pujehun District Council	142	141	73	73	49	53	264	267	531	**0.9**
Tonkolili District Council	677	786	303	310	168	192	1148	1288	2436	**4.1**
Western Area Rural District Council	1,732	1,917	1,239	1,305	1,057	1,166	4028	4388	8416	**14.0**
National	**12733**	**13964**	**8782**	**9691**	**6965**	**7930**	**28480**	**31585**	**60,065**	**100**

Table 5.2.2 above shows the distribution of pupils enrolled in schools for Early Childhood Education (ECE) by local council, grade and sex. The two Councils in the Western Area:
Freetown City and Western Rural district councils have the highest number of pupils enrolled in schools for ECE, accounting for 26.9 and 14.0 percent respectively of the total ECE enrolment, followed by Bo City and Portloko district councils with 6.8 and 5.8 percent respectively of total ECE enrolment. Pujehun and Bonthe city councils recorded the lowest number of pupils enrolled in schools for ECE. This could be attributed to the fact that there are not many ECE learning centres in these two districts.

Further analysis by gender indicates that nearly 90 per cent of the local councils have more female than male enrolled in schools for ECE, except for Bonthe and Koinadugu district councils. In addition, enrolment decreases as grade level ascended for all the local councils.

Table 5.2.3 Total Primary Grade Enrolment by Local council, School Level and Sex

Council	Class 1		Class 2		Class 3		Class 4		Class 5		Class 6		Total	% Share
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*		
Bo City Council	5,033	5,852	3,603	4,035	3,304	3,761	3,420	3,987	2,722	3,051	2,934	3,187	44,889	**3.4**
Bo District Council	15,507	16,039	9,414	9,702	7,950	8,246	6,764	6,784	5,180	5,297	3,441	3,130	97,454	**7.3**
Bombali District Council	15,817	14,912	10,264	9,973	9,101	8,576	7,329	6,914	5,917	5,472	4,228	3,597	102,100	**7.6**
Bonthe City Council	219	273	123	144	116	118	97	96	82	103	98	122	1,591	**0.1**
Bonthe District Council	5,241	5,543	2,616	2,988	2,250	2,493	1,835	1,925	1,415	1,503	1,004	1,042	29,855	**2.2**
Freetown City Council	14,868	16,145	11,555	12,496	11,324	11,803	11,299	12,822	9,971	11,655	9,036	10,485	143,459	**10.7**
Kailahun District Council	11,143	11,707	7,588	8,138	6,402	6,972	5,570	5,637	4,401	4,631	2,977	3,017	78,183	**5.8**
Kambia District Council	11,280	10,155	7,502	6,604	6,455	5,774	5,643	4,784	4,875	4,282	3,239	2,580	73,173	**5.5**
Kenema City Council	4,550	5,238	3,318	3,902	2,892	3,558	2,662	3,309	2,556	2,977	2,512	2,988	40,462	**3.0**
Kenema District Council	10,480	11,221	6,445	6,925	5,335	5,729	4,447	4,588	3,580	3,491	2,455	2,336	67,032	**5.0**
Koinadugu District Council	13,133	11,730	8,993	8,339	7,293	6,831	5,262	4,977	3,700	3,551	2,421	1,988	78,218	**5.8**
Kono District Council	10,922	10,375	7,249	7,016	6,194	6,048	4,997	4,628	3,719	3,503	2,180	1,989	68,820	**5.1**
Makeni City Council	3,032	3,465	2,122	2,577	2,293	2,381	2,130	2,379	2,005	2,162	1,734	1,963	28,243	**2.1**
Moyamba District Council	12,267	12,216	8,367	8,361	7,216	7,217	6,152	6,118	4,460	4,446	2,721	2,684	82,225	**6.1**
New Sembehun City Council	3,383	3,869	2,635	3,119	2,680	2,951	2,455	2,686	2,270	2,419	1,836	2,007	32,310	**2.4**
Port Loko District Council	18,472	17,164	13,213	12,033	11,359	10,660	10,118	8,887	8,761	7,667	6,318	5,056	129,708	**9.7**
Pujehun District Council	9,428	10,334	5,858	6,393	4,787	5,315	4,019	4,253	2,977	3,139	1,809	1,728	60,040	**4.5**
Tonkolili District Council	16,391	16,315	10,514	10,706	8,963	9,030	7,494	7,708	6,024	5,877	3,946	3,917	106,885	**8.0**
Western Area Rural	8,512	8,683	6,054	6,383	6,013	6,614	5,727	6,364	4,982	5,657	4,159	4,415	73,563	**5.5**
National	**189,678**	**191,236**	**127,433**	**129,834**	**111,927**	**114,077**	**97,420**	**98,846**	**79,597**	**80,883**	**59,048**	**58,231**	**1,338,210**	**100**

Table 5.2.3 above shows the distribution of pupils enrolled in schools for Primary education by local council, grade and sex. For primary school enrolment, Freetown City, Portloko and Tonkolili district councils are the three councils with the highest numbers of enrolment, accounting for 10.7, 9.7 and 8.0 percent respectively of total primary enrolment. Bonthe and Makeni city councils are the two local councils with the lowest primary school enrolment, accounting for 0.2 and 2.1 percent respectively of the total primary enrolment.

Portloko district council recorded the highest number of new entrants (Class I) into the primary level, followed by Tonkolili district council and Freetown city council.

It is also worth noting that 11 out of the 19 Local councils have gone beyond gender parity in primary education.

Table 5.2.4: Total JSS Grade Enrolment by Local Council, School Level and Sex

Council	JSS 1		JSS 2		JSS 3		Total	%
	Male	*Female*	*Male*	*Female*	*Male*	*Female*		
Bo City Council	3,225	3,417	3,093	3,192	2,619	2,683	18,229	**6.4**
Bo District Council	2,471	2,378	2,262	2,100	1,841	1,488	12,540	**4.4**
Bombali District Council	3,310	2,753	3,327	2,597	2,783	2,171	16,941	**5.9**
Bonthe City Council	63	71	80	107	107	132	560	**0.2**
Bonthe District Council	816	854	767	768	712	689	4,606	**1.6**
Freetown City Council	8,313	8,969	8,461	8,938	9,183	9,552	53,416	**18.6**
Kailahun District Council	2,218	2,110	2,205	2,015	1,802	1,666	12,016	**4.2**
Kambia District Council	2,728	2,012	2,532	1,974	2,169	1,544	12,959	**4.5**
Kenema City Council	2,505	2,771	2,557	3,007	3,069	3,065	16,974	**5.9**

Council	JSS 1		JSS 2		JSS 3		Total	%
	Male	*Female*	*Male*	*Female*	*Male*	*Female*		
Kenema District Council	1,489	1,411	1,429	1,381	1,242	991	7,943	**2.8**
Koinadugu District Council	2,185	2,081	2,157	2,207	1,922	1,852	12,404	**4.3**
Kono District Council	1,631	1,649	1,355	1,352	1,041	943	7,971	**2.8**
Makeni City Council	2,087	2,333	2,026	2,091	1,993	1,871	12,401	**4.3**
Moyamba District Council	2,014	1,957	1,711	1,974	1,556	1,524	10,736	**3.7**
New Sembehun City Council	2,334	1,944	1,921	1,962	1,799	1,942	11,902	**4.2**
Port Loko District Council	5,538	4,707	5,082	4,221	4,622	3,401	27,571	**9.6**
Pujehun District Council	1,008	998	935	887	771	672	5,271	**1.8**
Tonkolili District Council	3,253	2,887	3,094	2,702	3,376	2,943	18,255	**6.4**
Western Area Rural District Council	3,850	4,035	4,071	4,013	3,951	3,842	23,762	**8.3**
National	**51,038**	**49,337**	**49,065**	**47,488**	**46,558**	**42,971**	**286,457**	**100**

Table 5.2.4 above shows the distribution of enrolment at the Junior secondary School (JSS) level by local council, grade and sex. Freetown City Council accounted for 18.6 percent of total JSS enrolment, followed by PortLoko district council (9.6 percent) and Western Rural district council (8.3 percent). Bonthe City, Bonthe and Pujehun district councils are the three local councils with the lowest enrolment at JSS level, accounting for about 0.2, 1.6 and 1.8 percent respectively.

It is interesting to know that even though gender parity have not been achieved at the national level for Junior Secondary education, but about 42 percent of local councils have reached gender parity as there are more females than males enrolled at the JSS level.

Table 5.2.5: Total SSS Grade Enrolment by Local Council, School Level and Sex

Council	SSS 1		SSS 2		SSS 3		SSS 4		Total	%
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*		
Bo City Council	1,378	1,269	1,739	1,404	1,715	1,228	1,139	544	10,416	**6.7**
Bo District Council	815	762	856	709	874	681	551	312	5,560	**3.6**
Bombali District Council	783	543	674	389	608	336	275	93	3,701	**2.4**
Bonthe City Council	50	36	51	28	65	40	66	39	375	**0.2**
Bonthe District Council	379	343	335	310	369	265	269	151	2,421	**1.5**
Freetown City Council	6,722	6,331	6,316	6,303	7,188	6,920	6,374	5,643	51,797	**33.1**
Kailahun District Council	1,061	747	700	464	629	340	163	57	4,161	**2.7**
Kambia District Council	795	465	875	505	811	407	425	118	4,401	**2.8**
Kenema City Council	1,973	1,936	1,936	1,449	2,076	1,714	1,195	930	13,209	**8.4**
Kenema District Council	152	104	172	139	138	89	86	65	945	**0.6**
Koinadugu District Council	1,064	817	884	625	853	576	590	245	5,654	**3.6**
Kono District Council	585	314	336	263	193	82	68	21	1,862	**1.2**
Makeni City Council	1,946	1,629	1,804	1,407	1,769	1,365	876	751	11,547	**7.4**
Moyamba District Council	392	393	385	267	328	235	271	97	2,368	**1.5**
New Sembehun City Council	1,162	998	1,177	1,131	1,100	683	654	439	7,344	**4.7**
Port Loko District Council	1,571	1,239	1,804	1,170	1,648	1,092	939	445	9,908	**6.3**
Pujehun District Council	122	66	192	81	115	90	52	30	748	**0.5**
Tonkolili District Council	1,343	889	970	622	815	581	479	312	6,011	**3.8**
Western Area Rural District Council	1,951	1,723	2,207	2,015	1,947	1,717	1,399	1,133	14,092	**9.0**
National	**24,244**	**20,604**	**23,413**	**19,281**	**23,241**	**18,441**	**15,871**	**11,425**	**156,520**	**100**

Table 5.2.5 above shows the distribution of enrolment at the Senior Secondary School (JSS) level by local council, grade and sex. The two Councils in the Western Area:
Freetown City and Western Rural district councils have the highest number of students enrolled at the SSS level, accounting for 33.1 and 9.0 percent respectively of the total SSS enrolment, followed by Kenema,

Makeni and Bo City Councils with 8.4, 7.4 and 6.7 percent respectively of total SSS enrolment. Pujehun district and Bonthe city councils recorded the lowest number of students enrolled at SSS level.

There are more males than females enrolled at the SSS level for all the local councils. This implies that more effort is required to increase the female enrolment, if the Sierra Leone is to achieve gender parity at the level.

There are more SSS students enrolled at the City Councils than the districts councils. This could be attributed to the fact that most parents in the rural areas believe that there are better educational services in the cities than rural areas.

Table 5.2.6: Total School Enrolment by Local Council, Ownership/Proprietorship and Sex

Council	Government		Private		Mission		Community		Other		Total
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	
Bo City Council	5,724	5,474	2,870	3,387	18,015	20,117	11,012	10,557	203	247	77,605
Bo District Council	8,652	8,166	1,327	1,862	37,734	37,208	11,155	11,636	207	164	118,110
Bombali District Council	9,287	8,691	512	500	36,394	32,694	18,959	17,251	50	53	124,391
Bonthe City Council	101	157	-	-	1,067	1,185	163	81	-	-	2,754
Bonthe District Council	5,679	5,807	318	384	9,477	10,515	3,245	2,873	12	12	38,322
Freetown City Council	36,293	38,284	24,949	28,208	38,148	40,659	27,719	27,801	1,252	1,448	264,760
Kailahun District Council	8,108	8,443	95	103	36,940	37,253	2,598	2,754	405	513	97,211
Kambia District Council	12,162	10,270	42	49	29,844	24,997	7,495	6,186	431	365	91,841
Kenema City Council	6,375	3,577	2,153	2,866	22,761	27,380	3,518	4,089	127	215	73,060
Kenema District Council	5,050	5,222	350	394	12,170	12,326	20,279	21,055	-	-	76,845
Koinadugu District Council	9,783	9,659	370	333	20,138	18,142	20,716	18,176	373	383	98,072
Kono District Council	4,601	4,377	207	324	21,007	19,888	16,161	15,282	63	42	81,952
Makeni City Council	1,782	2,913	1,102	1,241	21,292	20,500	2,788	3,064	-	-	54,680
Moyamba District Council	6,630	6,249	1,559	1,779	32,673	32,544	6,228	6,272	1,317	1,317	96,569
New Sembehun City Council	3,195	4,117	1,750	2,262	16,605	14,022	5,016	7,070	149	198	54,384
Port Loko District Council	26,819	22,986	2,589	2,723	11,827	8,964	49,677	44,822	171	101	170,679
Pujehun District Council	7,085	7,848	95	86	23,512	24,550	1,547	1,672	93	114	66,603
Tonkolili District Council	11,872	11,441	297	494	6,038	5,441	49,596	48,392	-	-	133,571
Western Area Rural District Council	7,306	7,773	12,403	13,480	21,128	20,346	16,583	17,531	1,446	1,849	119,845
National	**176,505**	**171,454**	**52,986**	**60,473**	**416,768**	**408,731**	**274,454**	**266,562**	**6,298**	**7,020**	**1,841,252**

Table 5.2.6 above shows the distribution of enrolment by local council, ownership and sex. Freetown City Council has the highest number of students enrolled in Private schools, of which there are more females than males. PortLoko district council has the largest enrolment of student in community schools. Bombali, Bo, Kailahun, Moyamba district s and Freetown city councils are the five councils with great enrolment of student in mission schools. For enrolment in Government schools, Portloko, Tonkolili districts councils and Freetown city councils accounted for the highest compared to the other councils.

Table 5.2.7: Total Enrolment of Students with Specific Physical Disabilities by Council and Sex

Council	Male	Female	All	%
Bo City Council	493	428	921	**3.6**
Bo District Council	1,003	621	1624	**6.4**
Bombali District Council	938	823	1761	**6.9**
Bonthe City Council	107	8	115	**0.5**
Bonthe District Council	344	200	544	**2.1**

Council	Male	Female	All	%
Freetown City Council	1,024	910	1934	**7.6**
Kailahun District Council	506	445	951	**3.8**
Kambia District Council	596	485	1081	**4.3**
Kenema City Council	262	282	544	**2.1**
Kenema District Council	523	447	970	**3.8**
Koinadugu District Council	769	638	1407	**5.6**
Kono District Council	1,089	988	2077	**8.2**
Makeni District Council	529	494	1023	**4.0**
Moyamba District Council	1,304	1,289	2593	**10.2**
New Sembehun City Council	657	660	1317	**5.2**
Port Loko District Council	1,774	1,598	3372	**13.3**
Pujehun District Council	635	567	1202	**4.7**
Tonkolili District Council	438	401	839	**3.3**
Western Area Rural District Council	571	493	1064	**4.2**
National	**13,562**	**11,777**	**25,339**	**100**

Table 5.2.7 above shows the distribution of enrolment of student with physical disability by local council and sex. Portloko and Moyamba district councils have the largest enrolment of student with disabilities, accounting for 13.3 and 10.2 percent respectively of the total enrolled student with disability. Kono district and Freetown city councils also have a good number of enrolled student with disability (8.2 and 7.6 percent) respectively. Bonthe city council recorded the least number of disabled students enrolled.

5.3.: Access to Education (New Entrant)

Table 5.3.1: Total Enrolment of New Entrant in Primary School by Ownership and Sex

Proprietorship	Male	Female	All	%
Community	45,236	44,723	89,959	**31.5**
Government	27,571	27,356	54,927	**19.2**
Mission	64,090	64,226	128,316	**44.9**
Other	761	763	1,524	**0.5**
Private	5,453	5,535	10,988	**3.8**
All School	**143,111**	**142,603**	**285,714**	**100**

Table 5.3.1 above shows the distribution of enrolment of new entrants in Primary school by ownership and sex. Mission schools accounted for majority of pupils (44.9 percent) that enter the first grade of primary level (Class 1) for the first time in 2015, followed by community schools (31.5 percent) and Government schools (19.2 percent). Private schools accounted for only 3.8 percent of new entrants into primary level in 2015. The number of boys accessing primary education was slightly higher than girls in 2015.

Table 5.3.2: Total Enrolment of New Entrant Local Council, School Level and Sex

Council	Primary		JSS		SSS		Total	%
	Male	*Female*	*Male*	*Female*	*Male*	*Female*		
Bo City Council	3,737	4,249	2,821	3,037	1,130	1,416	16,390	**4.0**
Bo District Council	11,259	11,606	2,010	1,986	702	593	28,156	**6.8**
Bombali District Council	11,638	10,960	2,717	2,303	729	510	28,857	**7.0**
Bonthe City Council	157	194	55	44	52	34	536	**0.1**
Bonthe District Council	4,427	4,747	678	760	359	337	11,308	**2.7**

Council	Primary		JSS		SSS		Total	%
	Male	*Female*	*Male*	*Female*	*Male*	*Female*		
Freetown City Council	11,680	12,681	7,552	7,510	6,081	6,000	51,504	**12.4**
Kailahun District Council	8,328	8,507	1,976	1,880	897	859	22,447	**5.4**
Kambia District Council	8,591	7,684	2,278	1,771	578	377	21,279	**5.1**
Kenema City Council	3,694	4,241	2,471	2,357	1,897	1,777	16,437	**4.0**
Kenema District Council	8,331	8,867	1,280	1,272	149	101	20,00	**4.8**
Koinadugu District Council	9,327	8,477	1,879	1,763	972	771	23,189	**5.6**
Kono District Council	7,353	6,825	1,270	1,334	479	300	17,561	**4.2**
Makeni City Council	2,153	2,396	1,863	1,991	1,861	1,562	11,826	**2.9**
Moyamba District Council	10,971	10,945	1,778	1,780	384	363	26,221	**6.3**
New Sembehun City Council	2,241	2,437	2,024	1,630	927	1,063	10,322	**2.5**
Port Loko District Council	12,499	11,577	4,471	3,985	1,545	1,071	35,148	**8.5**
Pujehun District Council	7,302	7,998	907	811	107	59	17,184	**4.2**
Tonkolili District Council	13,120	13,044	2,845	2,586	1,209	768	33,572	**8.1**
Western Area Rural District Council	5,635	5,836	3,279	3,581	1,810	1,625	21,766	**5.3**
National	**142,443**	**143,271**	**44,154**	**42,381**	**21,868**	**19,586**	**413,703**	**100**

Table 5.3.3 above shows the distribution of enrolment of new entrants in Primary school by local council, School level and sex. For new entrants into primary level in 2015, Tonkolili district and Freetown city councils have the highest enrolment compared to the other councils. For the JSS, Freetown city and Portloko ditrict councils have the largest enrolment during the same period under review. Freetown and Kenema City councils have the highest enrolment at the SSS level than the other councils.

Chapter 6
Enrolment Rates

6.1 Introduction

This section of the report will look at enrolment rates and specifically discusses Gross Intake rate and Gross Enrolment Rates for each school level. Enrolment rates are computed as "the number of students enrolled as percentage of the number of children/individuals supposed to be enrolled at a particular level or grade". The 2015 UN projected population estimates was thus used to compute the specified enrolment rates since the 2015 National population and housing census data from Statistics Sierra Leones was not available and as a result the rates were computed at national levels only disaggregated by gender.

6.2 Gross Intake Rate (GIR)

The Gross Intake Rate (GIR) is an indicator use to measure entry into formal education system. A high GIR indicates a high degree of access to that particular level of education. GIR is define as "the total number of new pupils (all pupils minus repeaters) in the first grade of a particular level, as a proportion of the population of the starting age of that level" Below are the GIR of values for ECE, Primary, Junior Secondary and Senior Secondary levels.

Table 6.2.1: Gross Intake Rate (GIR) for Nursery 1- 2015

	Male	Female	Total
Nursery 1 New Entrants	12,733	13,964	26,697
3 year old Population projection based on UN Statistics Division	99,449	99,304	198,753
GIR	**12.8%**	**14.1%**	**13.4%**

*Because there is no information on new entrants or repeaters for ECE, enrolment numbers for Nursery 1 is used as a proxy for new entrants

School age population for entrants is Age 3 for pre-school. The GIR of 13.4 percent for Early Childhood Education (ECE) is very low an indication that most children at age 3 are not attending pre-school. This could be attributed to the absence of pre-schools in rural areas where majority of these children are living. There are also more girls than boys attending pre-school as indicated by the higher GIR for girls (14.1 per cent) over boys (12.8 per cent). Government should also establish public ECE pre-schools in most communities across the country as most existing pre-schools are privately owned, hence very expensive. If one of the SDGs target 2 of goal 4 "ensuring that all girls and boys have access to quality early childhood development, care and pre-primary education" is to be achieved, some measures needs to be taken to increase the low GIR for ECE.

Table 6.2.2: Gross Intake Rate (GIR) for Primary 1/Class 1- 2015

	Male	Female	Total
Class 1 New Entrants	142,451	143,282	285,773
6 year old Population projection based on UN Statistics Division	94,097	94,420	188,517
GIR	**151.4%**	**151.7%**	**151.6%**

The GIR can exceed 100%, due to over-aged and under-aged children. The high primary GIR of 151.6%, which is (above 100%) validate that so many children above and under aged 6 years are entering class 1 in primary school. This could be the effect of a backlog of over-aged children. The GIR for girls is marginally higher than that of boys.

Table 6.2.3: Gross Intake Rate (GIR) for JSS 1- 2015

	Male	Female	Total
JSS 1 New Entrants	44,332	42,203	86,535
12 year old Population projection based on UN Statistics Division	80,417	81,045	161,462
GIR	**55.1%**	**52.1%**	**53.6%**

The school age population for entrants is Age 12 for Junior Secondary School (JSS). The GIR of 53.6 percent for JSS is low which suggest that many children before the age 12 drop out of the school system. The GIR for males is higher than that of their female counterpart, indicating that less females at higher levels than males. Action needs to be taken to increase the low GIR at the JSS level, if the SDGs target 1 under goal 4, is to be achieved.

Table 6.2.4: Gross Intake Rate (GIR) for SSS 1- 2015

	Male	**Female**	**Total**
SSS 1 New Entrants	22,436	19,018	41,454
15 year old population projection based on UN Statistics Division	73,517	74,887	148,404
GIR	**30.5%**	**25.4%**	**27.9%**

The school age population for entrants is Age 15 for Senior Secondary School (SSS). The GIR of 27.6 percent for SSS is low, indicating that many children before the age 15 drop out of the school system either because they did not pass BECE or for some other reasons. The GIR for males is higher than that of their female counterpart, indicating that more males at higher levels than females. The trend in GIR values shows that, GIR decreases with higher levels of schooling. Some actions need to be taken to increase the low GIR at the SSS level, if the SDGs target 1 under goal 4, is to be achieved.

6.3: Gross Enrolment Rates (GER)-2015

The Gross Enrolment Rates (GER) is an indicator use to show the general level of participation in a given level of education. GER can exceed 100% due to the inclusion of over-aged and under-aged pupils/students because of early or late entrants, and grade repetition. GER is define as "the total number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education. Below are the GER of values for ECE, Primary, Junior Secondary and Senior Secondary levels.

Table 6.3.1: Gross Enrolment Rates (GER) for Pre and Primary levels-2015

	Pre-primary			**Primary**		
	Male	**Female**	**Both**	**Male**	**Female**	**Both**
Total Enrolment	28,480	31,585	60,065	665,103	673,107	1,338,210
population projection based on UN Statistics Division	293,319	293,437	586,756	531,585	534,445	1,066,030
GER	**9.7%**	**10.8%**	**10.2%**	**125.1%**	**125.9%**	**125.5%**

In Sierra Leone, the school age population is ages 3-5 for pre-school and 6-11 for primary, based on which the GER is calculated as indicated in table 6.2.1 above. The extremely low GER of 10.2% for pre-primary school is an indication that there are less children engaged in ECE than the population of 3-5 year olds. Therefore, Government need to take necessary actions such as establishing more community public preschools as well as formulate policies to significantly increase access in ECE, if the SDGs target 2 of goal 4 "ensuring that all girls and boys have access to quality early childhood development, care and pre-primary education" is to be achieved.

The primary GER of 125.5% for both sexes, which is over 100% means that there are more children in primary school than the population of 6-11 year olds. This further means that the demand for education in primary school has been met because there is in theory enough spaces in primary schools to accommodate all 6-11 years old. For both pre-primary and primary the GER for girls is more than that of boys.

Table 6.3.2: Gross Enrolment Rates (GER) for JSS and SSS levels-2015

	JSS			**SSS**		
	Male	**Female**	**Both**	**Male**	**Female**	**Both**
Total Enrolment	146,661	139,796	286,457	86,769	69,751	156,520
population projection based on UN Statistics Division	234,308	236,886	471,194	280,536	287,154	567,690
GER	**62.6%**	**59.0%**	**60.8%**	**30.9%**	**24.3%**	**27.6%**

In Sierra Leone, the school age population is ages 12-14 for JSS and 15-18 for SSS, based on which the GER is calculated as indicated in table 5.2b above. The GER of 60.8% for Junior Secondary School (JSS) indicates

a low participation level which required actions to be taken if the SDGs goal 4 is to be achieved. Male GER of 62.6 % compared with Female 59.0% shows that the participation level of males is higher than that of females in JSS.

The Senior Secondary GER of 27.6 % for both sexes, which is far below 100% indicates that GER decreases as we proceed to higher level of schooling. The GER of 30.9% for males and 24.3% for that of females clearly shows that male participation level is higher than females in secondary education.

Chapter 7
Efficiency

7.1 Introduction

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

7.2 Repetition

This indicator is used to measure the internal efficiency of educational systems. In addition, it is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. It is defined as the number of repeaters in a given grade, as a percentage of pupils in that grade the previous year.

Grade repetition adversely impacts on the efficiency of the system, results in a wastage in education and for many students it leads to dropping out from schooling/formal education. Table 7.1 highlights the percentage of repeaters by local council and school level.

Table 7.2.1: Percentage of Repeaters by Local Council and School, 2015

Council	Primary	JSS	SSS	% of all Level
Bo City Council	12.5%	15.7%	6.3%	**12.4%**
Bo District Council	16.7%	19.0%	9.2%	**16.6%**
Bombali District Council	13.7%	13.3%	8.3%	**13.5%**
Bonthe City Council	22.6%	15.0%	9.3%	**18.9%**
Bonthe District Council	10.5%	11.1%	3.7%	**10.1%**
Freetown City Council	9.5%	7.5%	4.5%	**8.0%**
Kailahun District Council	13.4%	9.3%	6.9%	**12.6%**
Kambia District Council	17.8%	12.1%	8.5%	**16.5%**
Kenema City Council	9.9%	8.7%	4.9%	**8.6%**
Kenema District Council	11.9%	15.2%	7.6%	**12.2%**
Koinadugu District Council	5.1%	11.0%	6.4%	**5.9%**
Kono District Council	22.9%	17.3%	9.3%	**22.1%**
Makeni City Council	28.3%	6.6%	1.2%	**17.1%**
Moyamba District Council	4.1%	15.2%	37.3%	**6.1%**
New Sembehun City Council	26.0%	9.4%	4.9%	**19.2%**
Port Loko District Council	16.6%	16.4%	7.2%	**16.1%**
Pujehun District Council	14.7%	18.6%	15.2%	**15.0%**
Tonkolili District Council	14.4%	15.7%	12.8%	**14.5%**
Western Area Rural District Council	11.2%	6.0%	5.7%	**9.4%**
National	**13.6%**	**11.7%**	**6.1%**	**12.6%**

Given in table 7.2.1 above is the percentage of repeaters by local council and school level. Nationally, repetition rate is highest (13.6 percent) at the primary level and it decreases as level ascends. All the levels

and councils combined reported a repetition rate of 12.6 percent which is lower than the primary repetition rate. Overall, Kono district, Bonthe City and New Sembehun city Councils are the three councils that have the highest repetition rates, while Moyamba and Koinadugu district Councils have the lowest repetition rates. On the whole, the repetition rates are high nationally and across councils. This is a course for concern and something needs to be done in order to improve the situation.

Table 7.2.2: Percent of Repeaters at Primary level by Grade and Local Council, 2015

Council	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	% of all Grade
Bo City Council	17.2%	13.7%	14.2%	9.8%	11.4%	4.7%	**12.5%**
Bo District Council	20.8%	16.4%	16.2%	14.3%	14.4%	8.4%	**16.7%**
Bombali District Council	18.5%	12.6%	12.3%	11.3%	11.2%	9.0%	**13.7%**
Bonthe City Council	30.3%	15.7%	20.1%	19.2%	11.9%	28.2%	**22.6%**
Bonthe District Council	13.4%	10.2%	8.8%	8.7%	8.6%	5.3%	**10.5%**
Freetown City Council	13.2%	9.9%	10.7%	8.5%	8.5%	3.7%	**9.5%**
Kailahun District Council	17.4%	12.7%	12.8%	11.8%	10.5%	8.6%	**13.4%**
Kambia District Council	19.8%	18.3%	18.1%	17.5%	17.5%	9.8%	**17.8%**
Kenema City Council	14.3%	10.4%	10.2%	8.9%	9.2%	2.4%	**9.9%**
Kenema District Council	14.9%	11.9%	11.9%	11.5%	9.1%	3.9%	**11.9%**
Koinadugu District Council	3.8%	4.5%	4.9%	6.0%	8.7%	6.9%	**5.1%**
Kono District Council	25.0%	28.5%	23.4%	18.6%	16.7%	13.1%	**22.9%**
Makeni City Council	48.3%	33.1%	27.7%	20.8%	16.4%	10.5%	**28.3%**
Moyamba District Council	4.2%	4.1%	3.3%	3.8%	5.0%	4.3%	**4.1%**
New Sembehun City Council	55.2%	28.6%	19.7%	16.1%	13.2%	5.3%	**26.0%**
Port Loko District Council	21.4%	17.5%	16.7%	14.8%	13.6%	7.2%	**16.6%**
Pujehun District Council	19.8%	13.1%	12.6%	11.4%	11.9%	10.1%	**14.7%**
Tonkolili District Council	18.2%	14.6%	14.0%	12.5%	11.7%	6.3%	**14.4%**
Western Area Rural	14.8%	12.8%	10.9%	10.2%	9.6%	5.1%	**11.2%**
National	**17.6%**	**14.0%**	**13.2%**	**11.7%**	**11.4%**	**6.5%**	**13.6%**

Table 7.2.2 above shows the primary repetition rate by grade and local council. Repetition rate for primary 1 is highest (17.6 per cent) and lowest for primary 6 (6.5 percent), indicating that repetition rate decreases as the grade level is ascended. Overall, Makeni city council has the highest primary repetition rate, followed by New Sembehun City and Bonthe City Councils. Moyamba and Koinadugu district Councils have the lowest primary repetition rate. Action needs to be taken in order to reduce the high primary repetition rate.

Table 7.2.3: Percentage of Repeaters at JSS level by Grade and Local Council, 2015

Council	JSS 1	JSS 2	JSS 3	% of all Grade
Bo City Council	19.1%	18.1%	8.5%	**15.7%**
Bo District Council	17.2%	19.3%	21.4%	**19.0%**
Bombali District Council	13.5%	13.8%	12.3%	**13.3%**
Bonthe City Council	12.7%	5.9%	23.4%	**15.0%**
Bonthe District Council	13.4%	12.0%	7.5%	**11.1%**
Freetown City Council	7.4%	7.8%	7.2%	**7.5%**
Kailahun District Council	9.3%	7.9%	10.9%	**9.3%**
Kambia District Council	12%	13.8%	10.3%	**12.1%**
Kenema City Council	8.5%	7.6%	9.9%	**8.7%**
Kenema District Council	13%	11.5%	23.3%	**15.2%**
Koinadugu District Council	7.7%	8.3%	17.9%	**11.0%**
Kono District Council	14%	16.2%	23.9%	**17.3%**
Makeni City Council	5.2%	7.4%	7.3%	**6.6%**
Moyamba District Council	14%	17.7%	14.3%	**15.2%**
New Sembehun City Council	11.0%	8.3%	8.7%	**9.4%**
Port Loko District Council	16.9%	14.0%	18.7%	**16.4%**
Pujehun District Council	17.1%	13.3%	27.3%	**18.6%**
Tonkolili District Council	12%	13.1%	21.6%	**15.7%**
Western Area Rural District Council	6.0%	5.1%	6.7%	**6.0%**
National	**11.5%**	**11.2%**	**11.0%**	**11.3%**

Table 7.2.3 above shows the repetition rate for Junior Secondary by grade and local council. Repetition rate for JSS is higher but still lower than the primary repetition rate. Repetition rate for JSS also decreases with increase in grade for each level as in primary level. Overall, Bo district councils have the highest JSS repetition rate, followed by Pujehun and Kono district Councils. Makeni City and Western rural district councils have the lowest JSS repetition rate. The high percentage of JSS repetition rate needs an action for improvement.

Table 7.2.4: Percentage of Repeaters at SSS level by Grade and Local Council, 2015

Council	SSS 1	SSS 2	SSS 3	SSS 4	ALL
Bo City Council	10.1%	8.0%	4.7%	0.0%	**6.3%**
Bo District Council	12.6%	7.3%	9.0%	6.6%	**9.2%**
Bombali District Council	10.1%	7.2%	10.4%	0.0%	**8.3%**
Bonthe City Council	0.0%	7.6%	8.6%	19.0%	**9.3%**
Bonthe District Council	4.7%	5.0%	3.2%	0.7%	**3.7%**
Freetown City Council	5.6%	5.8%	4.1%	2.2%	**4.5%**
Kailahun District Council	5.2%	9.1%	8.5%	3.2%	**6.9%**
Kambia District Council	10.5%	8.9%	9.0%	1.8%	**8.5%**
Kenema City Council	6.0%	7.9%	3.7%	0.0%	**4.9%**
Kenema District Council	9.8%	9.0%	5.3%	4.6%	**7.6%**
Koinadugu District Council	4.9%	9.5%	5.7%	5.3%	**6.4%**
Kono District Council	4.6%	4.5%	10.2%	86.5%	**9.3%**
Makeni City Council	2.5%	0.7%	0.4%	0.5%	**1.2%**
Moyamba District Council	45.4%	44.2%	42.6%	0.0%	**37.3%**

Council	SSS 1	SSS 2	SSS 3	SSS 4	ALL
New Sembehun City Council	5.2%	5.2%	4.4%	4.2%	**4.9%**
Port Loko District Council	6.6%	10.5%	8.0%	0.0%	**7.2%**
Pujehun District Council	16.0%	17.6%	14.1%	8.5%	**15.2%**
Tonkolili District Council	10.8%	20.6%	13.8%	0.9%	**12.8%**
Western Area Rural District Council	4.5%	5.4%	6.6%	6.6%	**5.7%**
National	**7.1%**	**7.6%**	**5.9%**	**2.7%**	**6.1%**

Table 7.2.4 above shows the repetition rate for SSS by grade and local council. Nationally, the overall Repetition rate for SSS level is 6.1 per cent and it is lower than both the primary and JSS repetition rates. Moyamba district council has the highest (37.3 per cent) repetition rate for SS level, followed by Pujehun and Tonkolili districts councils, while Makeni City and Bonthe district councils have the lowest repetition rate for SS level. There is need for an action to be taken in order to improve the reduce repetition rate .

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

GCR is used to measure completion of a particular school level. A high completion rate for a school level indicates a low incidence of dropout. By contrast, a low GCR value indicates a low level of retention or difficulties to graduate from the last grade. It is define as the number of pupils in the last grade of a school level over the population of the relevant age group.

Table 7.3.1: Gross Completion Rate (GCR)/Proxy Completion Rate (PCR) in 2015

	Pre-primary			Primary		
	Male	**Female**	**Both**	**Male**	**Female**	**Both**
Total Enrolment all ages (last class)	7,566	8,421	15,987	61,852	63,247	125,099
population projection based on UN Statistics Division	96,039	96,247	192,286	83,369	82,815	166,184
GCR	7.9%	8.7%	8.3%	74.7%	75.9%	75.3%

In Sierra Leone, the school age population for completion rate is age 5 for pre-school and age 11 for primary, based on which the CR is calculated as indicated in table 7.3.1 above.

The Primary Completion Rate (PCR) which is an achievement indicator and measures the number of children graduating Class 6 expressed as a proportion of the 11 years olds in that year is 75.3 % in 2015. The PCR for girls is higher than that for boys, indicating that more girlss enrolling in the school at primary level are able to complete the cycle than boyss. Government need to take action to increase the completion rate at the different school levels if the SDGs goal four (4) is to be achieved.
GCR for pre-school is very low at 8.3 % and it is higher for girls than that of boys in 2015 which conforms to the enrolment trend.

Table 7.3.2: Gross Completion Rate (GCR)/ Proxy Completion Rate (PCR)

	JSS			SSS		
	Male	**Female**	**Both**	**Male**	**Female**	**Both**
Total Enrolment all ages (last class)	31,530	30,753	62,068	16,242	13,753	29,995
population projection based on UN Statistics Division	75,794	77,232	153,026	66,764	68,596	135,360
GCR	**41.6%**	**39.8%**	**40.6%**	**24.3%**	**20.0%**	**22.2%**

The school age population for completion rate is age 14 for Junior secondary and age 18 for Senior Secondary school , based on which the CR is calculated as indicated in table 7.3.2 above. The GCR of 40.6% for Junior Secondary School (JSS) is low, which indicates that a good number of pupils find it difficult to graduate from the last grade (JSS 3). Male GCR of 41.6 % compared with Female 39.8% shows that more boys enrolling in the school at JSS level are able to complete the cycle than girls. Action need to be taken to significantly increase the completion rate for JSS, if SDG goal 4, target 1 " ensure that all girls and boys complete free, equitable and quality primary and secondary education" is to be achieved.

The Senior Secondary GCR of 22.2 % for both sexes, indicates that GCR decreases as we proceed to higher level of schooling, which conforms to the enrolment trend. The GCR of 24.3% for males and 20.0% for that of females, shows that more boys are able to complete the cycle for senior secondary level than girls. Furthermore, it shows low level of retention for both sexes at the secondary education level.

7.4 Retention Rate

The extent to which students entering a particular level of education stay on and complete that level is measured by the retention (survival) rate. The most accurate way of computing this is to follow through a cohort of students from entry to completion. Often a proxy measure is employed using the access and completion rate for a particular academic year. Hence, the retention rate was obtained by dividing the completion rate for a level of schooling by its access rate.

The ratio of final grade to first grade enrolments at a level of schooling gives a rough indication of retention at the level. The tables below compute ratios for Primary, Junior and Senior Secondary levels.

Table 7.4.1: Ratio of enrolment at primary level by region/local council

Region/Local Council	Enrolment		Prim 6/Prim 1
	Primary 1	Primary 6	Ratio
East	**82,888**	**24,297**	**0.29**
Kailahun District Council	22,850	5,994	**0.26**
Kenema City Council	9,788	5,500	**0.56**
Kenema District Council	21,701	4,791	**0.22**
Koidu-New Sembehun City Council	7,252	3,843	**0.53**

Region/Local Council	Enrolment		Prim 6/Prim 1
	Primary 1	Primary 6	Ratio
Kono District Council	21,297	4,169	**0.20**
North	**151,866**	**40,987**	**0.27**
Makeni City Council	6,497	3,697	**0.57**
Bombali District Council	30,729	7,825	**0.25**
Kambia District Council	21,435	5,819	**0.27**
Koinadugu District Council	24,863	4,409	**0.18**
Port Loko District Council	35,636	11,374	**0.32**
Tonkolili District Council	32,706	7,863	**0.24**
South	**97,952**	**23,900**	**0.24**
Bo City Council	10,885	6,121	**0.56**
Bo District Council	31,546	6,571	**0.21**
Bonthe Municipal Council	492	220	**0.45**
Bonthe District Council	10,784	2,046	**0.19**
Moyamba District Council	24,483	5,405	**0.22**
Pujehun District Council	19,762	3,537	**0.18**
Western Area	**48,208**	**28,095**	**0.58**
Western Rural District Council	17,195	8,574	**0.50**
Freetown City Council	31,013	19,521	**0.63**
Sierra Leone	**380,914**	**117,279**	**0.31**

Given in Table 7.4.1 are the ratios of primary 6 to primary 1 enrolment at primary level by region/local council. Nationally, ratio is estimated as 0.31 which indicates that about one-third of students who entered primary school are likely to reach the final grade. Western Area has the highest ratio value of 0.58, which is more than twice the other regions, indicating that students at the primary level in the western region are likely to be retained in school or reach the final grade than the other regions. All the city councils have ratios higher than the national value, with Freetown city Council accounting for the highest value of 0.63, followed by Makeni, Bo and Kenema with values of 0.57, 0.56 and 0.56 respectively. Pujehun and Bonthe districts councils have the lowest values of 0.18 and 0.19 respectively.

Table 7.4.2: Ratio of Enrolment at Junior and Senior Secondary School Level, 2015

	Junior Secondary			Senior Secondary		
Council	**JSS 1**	**JSS3**	**Ratio-JSS3/JSS1**	**SSS 1**	**SSS 4**	**Ratio-SSS 4/SSS 1**
Bo City Council	6,642	5,302	**0.80**	2,647	1,683	**0.64**
Bo District Council	4,849	3,329	**0.69**	1577	863	**0.55**
Bombali District Council	6,063	4,954	**0.82**	1,326	368	**0.28**
Bonthe City Council	134	239	**1.78**	86	105	**1.22**
Bonthe District Council	1,670	1,401	**0.84**	722	420	**0.58**
Freetown City Council	17,282	18,735	**1.08**	13053	12017	**0.92**
Kailahun District Council	4,328	3,468	**0.80**	1,808	220	**0.12**
Kambia District Council	4,740	3,713	**0.78**	1260	543	**0.43**
Kenema City Council	5,276	6,134	**1.16**	3,909	2,125	**0.54**
Kenema District Council	2,900	2,233	**0.77**	256	151	**0.59**
Koinadugu District	4,266	3,774	**0.88**	1,881	835	**0.44**

	Junior Secondary			Senior Secondary		
Council	**JSS 1**	**JSS3**	**Ratio-JSS3/JSS1**	**SSS 1**	**SSS 4**	**Ratio-SSS 4/SSS 1**
Council						
Kono District Council	3,280	1,984	**0.60**	899	89	**0.10**
Makeni City Council	4,420	3,864	**0.87**	3,575	1,627	**0.46**
Moyamba District Council	3,971	3,080	**0.78**	785	368	**0.47**
New Sembehun City Council	4,278	3,741	**0.87**	2,160	1,093	**0.51**
Port Loko District Council	10,245	8,023	**0.78**	2810	1384	**0.49**
Pujehun District Council	2,006	1,443	**0.72**	188	82	**0.44**
Tonkolili District Council	6,140	6,319	**1.03**	2232	791	**0.35**
Western Area Rural District Council	7,885	7,793	**0.99**	3,674	2,532	**0.69**
National	**100,375**	**89,529**	**0.89**	**44,848**	**27,296**	**0.61**

Table 7.4.2 above shows the ratios of JSS3 to JSS1 and SSS4 to SSS1 enrolments for each local council .The ratios for Junior Secondary school (JSS) are higher than that of Senior Secondary School (SSS) for almost all the local councils, indicating that student at the JSS level stay on to complete the cycle than SSS. Nationally, about 89 percent of students entering JSS level stay on to complete compared to 61 percent of students entering SSS level that stay on to complete. Local Councils with ratio greater than one (1), implies that more students were admitted at the final grade to take the external exams than those who entered the first grade. This could be attributed to the fact that most student are allow to re-sit the BECE and WASSCE exams as well as other students from another school gaining admission to re-sit the exams.

Table 7.4.3: Retention Rates by School Level and Sex, 2015

	Male	Female	Both
Preschool	61.7	61.7	61.9
Primary	49.3	50.0	49.7
JSS	75.5	76.4	75.7
SSS	79.7	78.7	79.6

Table 7.4.3 above shows the retention rates by gender and school level. It is the completion rate divided by the access rate, based on which the retention rate is calculated as indicated in table 7.3.3 above for each school level.

Table 7.4.3 presents the national retention rates for ECE, primary, junior and senior secondary levels by gender. Senior secondary retention rate is the highest (79.6 percent) whilst primary retention rate is the lowest (49.7 percent). Furthermore, JSS and ECE retention rates are higher and far above the primary retention rate. Retention rates for females are either the same or marginally higher than males at lower levels of education whilst retention rate for males is higher than females at higher levels.

Chapter 8
The Teachers

8.1 Introduction

Teacher resource is a vital input into the education system as teachers are responsible for delivery of the curriculum and hence critical in determining education quality. The 2015 school census data indicates **62,407** teachers were on the staff list of all schools including the Home Economics Centres and technical vocational institutions covered by the census nationwide.

The 2015 school census data reveals 2,640 names which occur more than once and these are checked against their ages and qualification within the same district. The reasons for the names to appear more than once can be attributed to the following: a) two levels of schools sharing the same teachers, example JSS and SSS or preschool and primary school, b) a teacher taking up employment in a morning shift school or employment in a government assisted school and a different appointment in a private school, c) a teacher moving from one school to another without telling the original school that he/she left and therefore being retained on the staff list of the original school, the retention of the name of a teacher whose salary is being paid to school because the name has not been deleted from the payment voucher by Ministry of Finance and Economic Development, e) conspiracy to keep the name of a teacher on the staff list of more than one school even though that teacher may actually be teaching in one school.

With the assumption that the majority of the names were repeated twice, then, very conservatively, the actual total number of individual teachers captured by the census can be reduced by 1,320 which is half of 2,640.

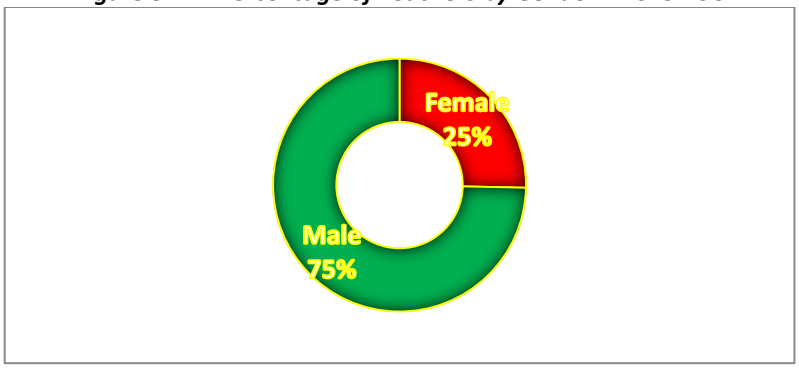
8.2 National and Regional

8.2.1 Number of Teachers

The 2015 school census data shows 62,407 teachers were on the staff of all schools and Home Economics Centres (HEC) covered by the census.

Of the 62,407 names on the staff list, 15,744 were female and 46,663 were male. The female contribution to the total names on the staff list approximately 25 percent, depicting a male dominant profession. Figure 8.2.1 below illustrates the distribution of teachers be sex.

Figure 8.2.1: Percentage of Teachers by Gender – 2015 ASC



The teachers were further distributed by level and gender as presented below.

Table 8.2.1.1: Teachers on Staff List by Gender and Level – 2015 ASC

Level	Female	Male	Both	% Female
Preschool	2,523	563	3,086	82%
HEC	50	5	55	91%
Primary	10,521	27,873	38,394	27%
JSS	2,048	12,273	14,321	14%
SSS	602	5,949	6,551	9%
All	**15,744**	**46,663**	**62,407**	**25%**

The table above should be keenly watched as it depicts a decline in percentages of female on the staff list as the level of schools move upwards. More female teachers can be found in preschools and HEC. The variation between male and female teachers in SSS and preschool is almost directly opposite.

In terms of distribution of teachers by region, the numbers are highlighted on the table immediately below.

Table 8.2.1.2: Teachers by Region and Level – 2015 ASC

Region	Preschool	HEC	Primary	JSS	SSS	All
East	487	8	8,492	2,431	995	12,413
North	596	14	13,376	4,948	1,566	20,500
South	442	30	8,653	2,786	1,223	13,134
West	1,561	3	7,873	4,156	2,767	16,360
National	**3,086**	**55**	**38,394**	**14,321**	**6,551**	**62,407**

The table below shows the number of teachers on the staff lists of public and private schools. Public schools are those schools that fully government owned or owned by either missions/religious groups or the communities the schools were found. These public schools were in most cases assisted by the government.

Table 8.2.1.3: Number of Teachers by Public and Private Schools and by Level – 2015 ASC

Type	Preschool		HEC		Primary		JSS		SSS		All	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
Public	353	1,681	5	48	26,116	9,250	10,697	1,774	4,980	484	42,151	13,237
Private	210	842		2	1,757	1,271	1,576	274	969	118	4,512	2,507
Both	**563**	**2,523**	**5**	**50**	**27,873**	**10,521**	**12,273**	**2,048**	**5,949**	**602**	46,663	15,744
% of Private	**37%**	**33%**	**0%**	**4%**	**6%**	**12%**	**13%**	**13%**	**16%**	**20%**	**10%**	**16%**

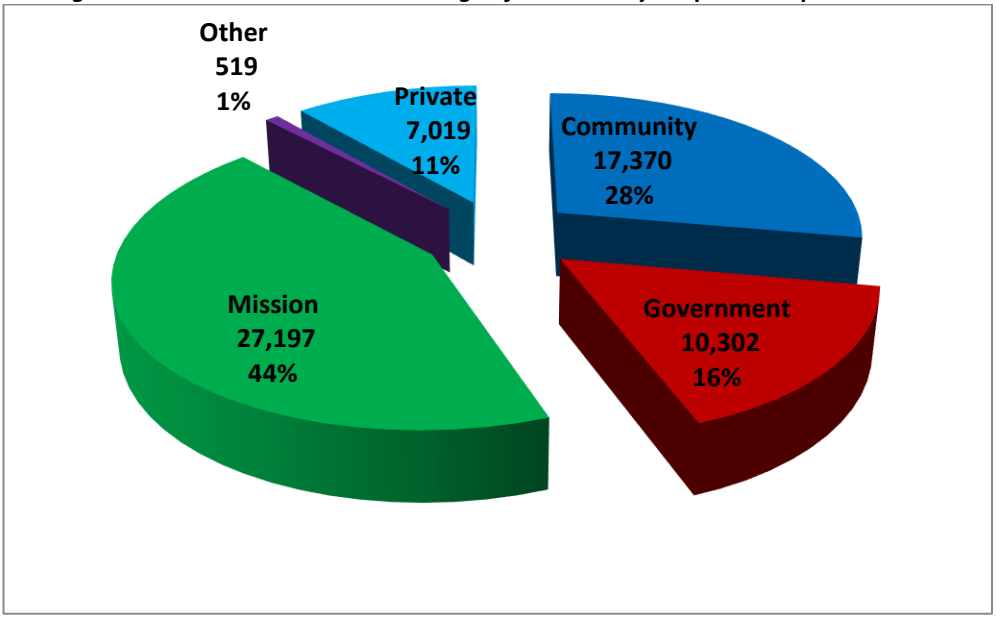
According to the table above, it recounts that private schools accounted for 10 percent of male teachers and 16 percent of female teachers.

8.2.2 Teachers by School Ownership/Proprietorship

Schools are owned by government, religious/missions, communities, private individuals/groups and other institutions not belonging to the four mentioned. The employment of teachers lies with one of these categories proprietorship.

The chart below depicts the number of teachers by ownership/proprietorship and their percentage distribution from the total number of teachers in the school list.

Figure 8.2.2.1: Number and Percentage of Teachers by Proprietorship – 2015 ASC



The 2015 school census revealed that the largest (27,516) share of teachers was found in the mission/religious schools with 42 percent of the teachers in the school lists teaching in these schools. Government teachers in the school lists accounted for 16 percent of teacher with a total number of 10,475.

The table below shows the number of teachers by their proprietorship and level of schooling.

Table 8.2.2.1: Number of Teachers by School Ownership/Proprietorship and Level – 2015 ASC

Proprietorship	Preschool	Primary	JSS	SSS	HEC	All Levels
Community	653	11,246	3,626	1,828	17	17,370
Government	295	7,343	1,820	822	22	10,302
Mission	1,041	16,501	6,897	2,744	14	27,197
Other	45	276	128	70		519
Private	1,052	3,028	1,850	1,087	2	7,019
All	**3,086**	**38,394**	**14,321**	**6,551**	**55**	**62,407**

It is evident from the table above that none of the level is the Government lead proprietor; the missions are the lead proprietors of teachers across all levels.

8.2.3 Teachers and PINs

Teachers on the government payroll have Personnel Identification Number (PIN). Each is said to be unique and assigned to approved teachers in the government and government assisted schools.

The Presidential Delivery Team (PDT) working on the President's 10 to 24 Months Post Ebola Recovery Plan had set up some sub initiative indicators for education amongst which "cleaning the government teachers payroll" is one sub initiative. The team will make use of the school census data, its own data and data from other sources to reach at a robust depiction of the situation with regards to teachers on the Government payroll.

A total of 30,332 teachers names with PINs are in the 2015 school census database. Out of a total of 62,407 teachers on the schools staff list 49 percent of the teachers reported they had PIN code. The PINs are supposed to be unique but however, 2,144 were found to be more than once in the database. A breakdown of this reads 2,021 duplicates, 116 triplicates and 7 quadruplicates. There were cases with of different teachers claiming ownership of the same PIN code. Also, there were teachers in private or non-government assisted schools reporting PINs, that is, they were in the government payroll.

The table below depicts number teachers with PIN in the various regions by level of schooling.

Table 8.2.3.1: Teachers with PIN by Region and Level and Gender – 2015 ASC

Region	Preschool		Primary		JSS		SSS		HEC		All	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
East	9	95	3,318	840	1,006	113	571	39		7	4,904	1,094
North	15	201	5,201	1,597	1,867	280	925	50	3	11	8,011	2,139
South	16	136	3,673	1,354	1,224	263	675	108		23	5,588	1,884
West	10	141	1,677	1,993	1,231	580	921	155		3	3,839	2,872
National	**50**	**573**	**13,869**	**5,784**	**5,328**	**1,236**	**3,092**	**352**	**3**	**44**	**22,342**	**7,989**

The corresponding percentages of teachers with PIN are shown in the table below.

Table 8.2.3.2: Percentage of Teachers with PIN by Region and Level – 2015 ASC

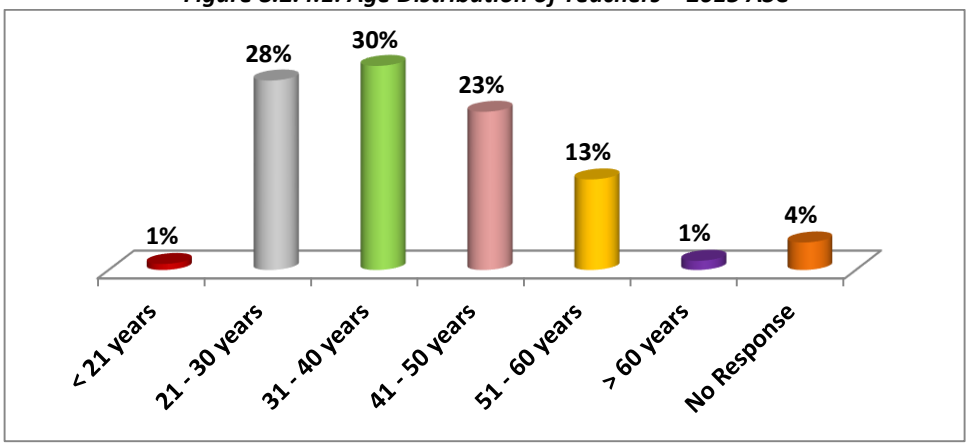
Region	Preschool	Primary	JSS	SSS	HEC	All
East	21%	49%	46%	61%	88%	48%
North	36%	51%	43%	62%	100%	50%
South	34%	58%	53%	64%	77%	57%
West	10%	47%	44%	39%	100%	41%
National	**20%**	**51%**	**46%**	**53%**	**85%**	**49%**

From the table above it is seen that the southern region has the largest share of teachers with PIN which is way above the national average of 49 percent. Western Area had the least percentage of teachers with PIN which can be attributed to the large number of private and non-government assisted schools.

8.2.4 Age Distribution of Teachers

The 2015 school census reveals majority of the teachers in Sierra Leone were under the age of 41 years as the graph below illustrates.

Figure 8.2.4.1: Age Distribution of Teachers – 2015 ASC



The teaching profession seems to attract more young people as further investigations need to be conducted as to why it is like that.

Table 8.2.4.1: Distribution of Teachers by Age, Gender and Level - 2015 ASC

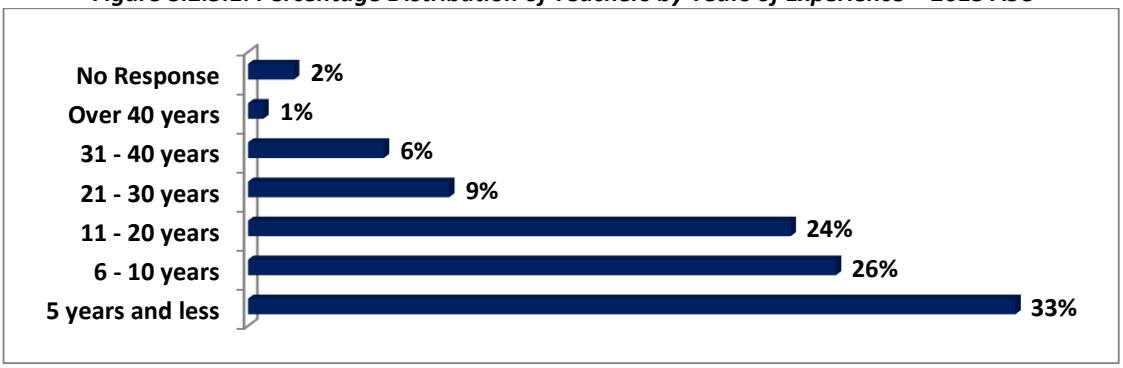
Age	Preschool		Primary		JSS		SSS		HEC		All	
	Female	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*
< 21 years	42	10	151	265	12	63		14			205	352
21 - 30 years	781	238	2,505	7,306	595	4,380	148	1,472	3	1	4,032	13,397
31 - 40 years	752	140	3,364	7,358	670	3,831	212	2,231	12	4	5,010	13,564
41 - 50 years	471	89	2,617	7,286	486	2,108	127	1,142	19		3,720	10,625
51 - 60 years	322	39	1,378	4,352	186	1,203	69	605	13		1,968	6,199
> 60 years	39	11	97	428	10	155	6	77	3		155	671
No Response	116	36	409	878	89	533	40	408			654	1,855
All	**2,523**	**563**	**10,521**	**27,873**	**2,048**	**12,273**	**602**	**5,949**	**50**	**5**	**15,744**	**46,663**

The table above demonstrates the number of teachers in each schooling level age category and gender. The table exhibit a fairly young teaching population.

8.2.5 Teachers Years of Teaching Experience

Teaching experience here refers to the number of years a teacher has spent in classroom teaching though this cannot mean the same in other discuss. The graph below indicates the percentage distribution of teachers by years of experience.

Figure 8.2.5.1: Percentage Distribution of Teachers by Years of Experience – 2015 ASC



It is evident from the graph above that most of the teachers were very young in the profession. The school census reveals one-third of the teachers had 5 years or less teaching experience.

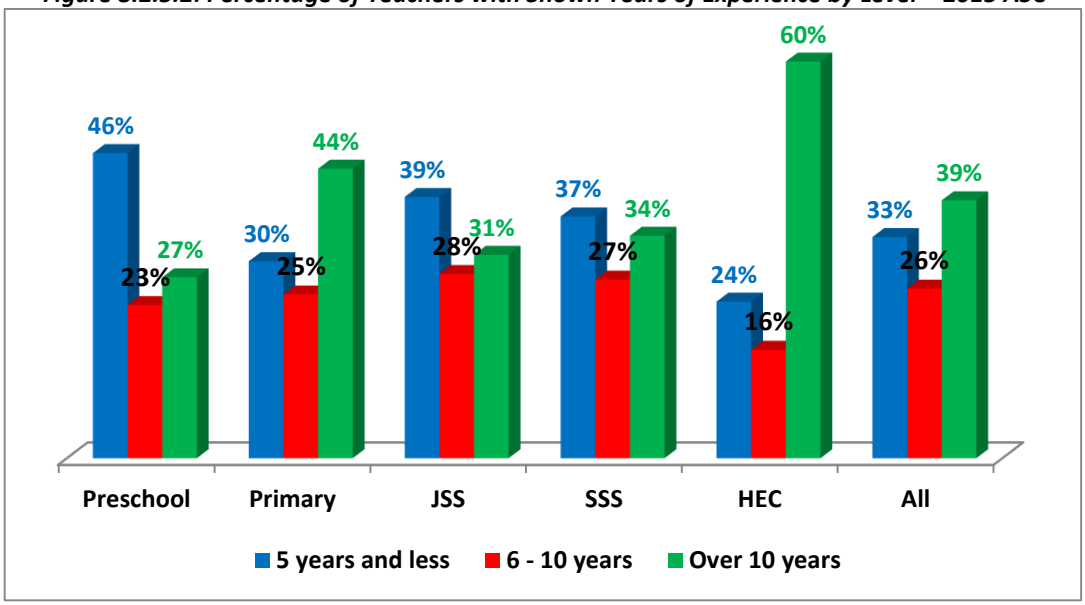
The table below depicts the distribution of teachers by years of experience and gender.

Table 8.2.5.1 Distribution of Teachers by Years of Experience and Gender – 2015 ASC

Experience	Female	Male	Both
5 years and less	5281	15632	20913
6 - 10 years	3813	12151	15964
11 - 20 years	3706	11008	14714
21 - 30 years	1495	3954	5449
31 - 40 years	1023	2681	3704
Over 40 years	107	315	422
No Response	319	922	1241
All	**15744**	**46663**	**62407**

The table above indicates the teaching profession had more of young teachers. The years of experience of teachers at various levels of schooling are somehow similar as the graph below illustrates.

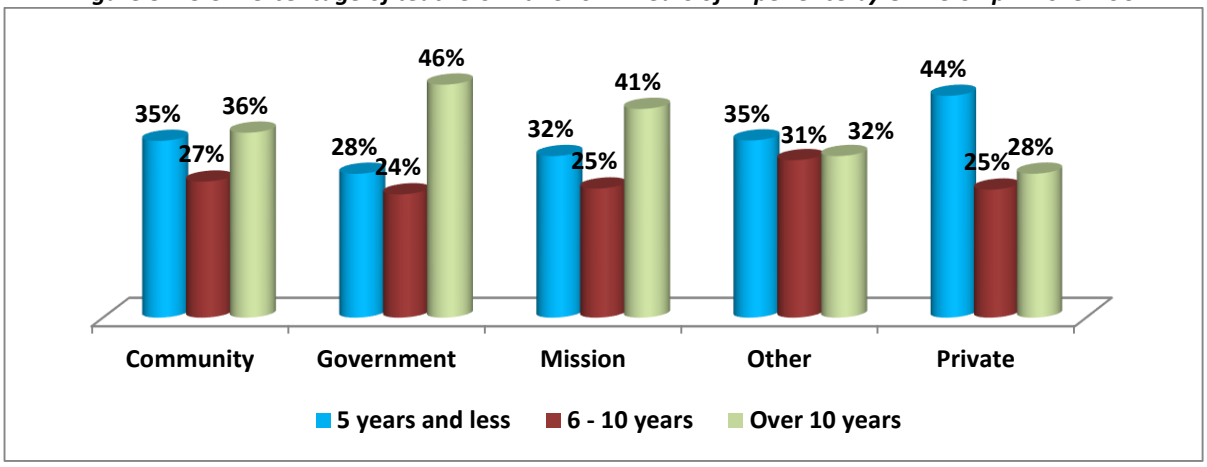
Figure 8.2.5.2: Percentage of Teachers with Shown Years of Experience by Level – 2015 ASC



Nevertheless similarities shown by the above graph, the preschool level demonstrates a high percentage of teachers with 5 years or less experience. On the other hand, the primary level had more teachers that had made teaching a career with most of these teachers had taught for 5 years. Overall, majority of the teachers had career over 10 years experience.

The graph below reveals that teachers in the Government schools had more years of experience than those in schools run by other proprietors.

Figure 8.2.5.3: Percentage of teachers with Shown Years of Experience by Ownership – 2015 ASC



The graph above further illustrates the private schools had more teachers with teaching experience 5 years or less.

8.2.6 Teachers Qualification

Teachers' qualification is a critical issue that needs further investigation as there are teachers presenting certificates as theirs which in deed they are not the true owners.

Table 8.2.6.1 Number of Teachers by Qualification, Level and Gender – 2015 ASC

Qualification	Preschool		Primary		JSS		SSS		HEC		All	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
No formal training as educator	243	918	11,435	2,538	3,250	264	1,174	101		7	16,102	3,828
TEC	26	128	508	201	132	11	48	4		2	714	346
TC	97	851	8,890	4,663	1,275	165	144	13	2	20	10,408	5,712
TC (lower)	39	217	2,152	782	217	18	22	5	1	3	2,431	1,025
HTC (P)	33	169	1,963	1,422	687	143	160	21	1	11	2,844	1,766
HTC (S)	33	31	505	178	3,847	924	1,451	155	1	4	5,837	1,292
Any Bachelor's in Ed	16	21	252	84	1,862	402	2,483	240		1	4,613	748
Any Master's or PhD in Ed	5	4	28	8	171	56	183	41		1	387	110
No Response	71	184	2,140	645	832	65	284	22		1	3,327	917
All	**563**	**2,523**	**27,873**	**10,521**	**12,273**	**2,048**	**5,949**	**602**	**5**	**50**	**46,663**	**15,744**

According to the table above, it is clear that many teachers were teaching at levels they are not qualified to teach. An example is that many TC and HTC (Primary) holders were teaching in Junior Secondary. This is same for other levels having teachers teaching in those levels without the required qualification. Analysis of the table above further states that majority of the teachers in preschools do not have any formal training as educators. In general, the school census data reveals that many teachers have no formal training as educator. This can be seen in percentage tern as indicated in the table below. Notwithstanding, the data should be treated with some caution as we have a high non response rate.

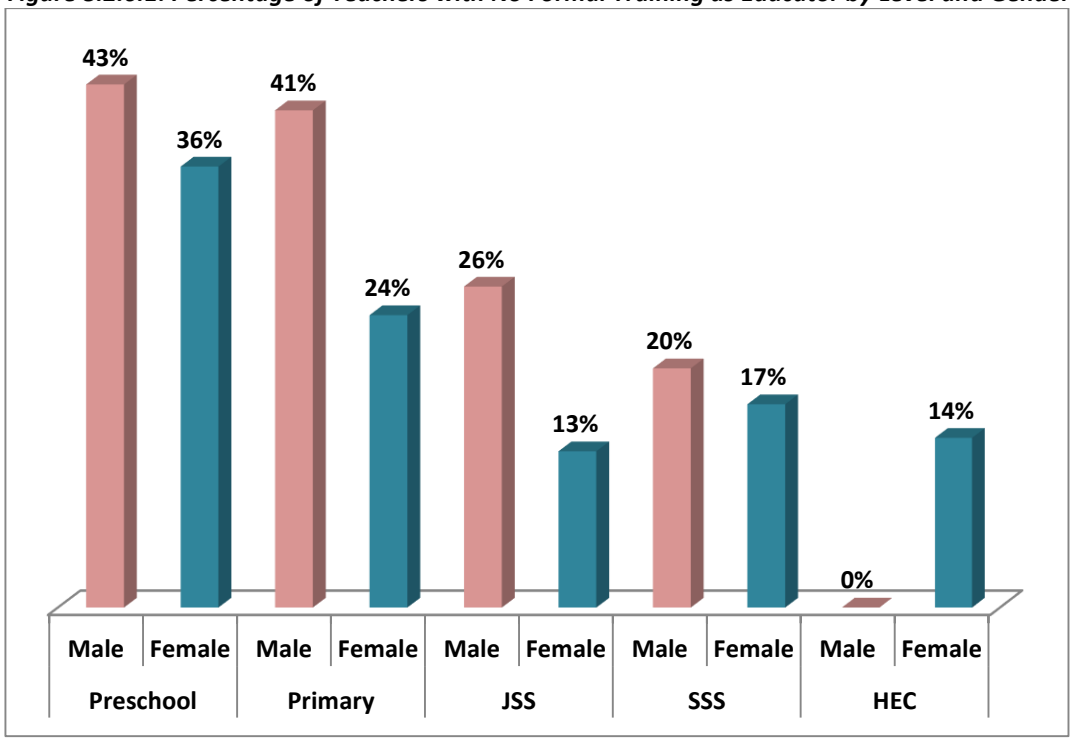
Table 8.2.6.2: Percentage Distribution of Teachers by Qualification and Gender – 2015 ASC

Qualification	Male	Female	Both
No formal training as educator	34.6%	25.0%	32.2%
TEC	1.5%	2.3%	1.7%
TC (lower)	5.1%	6.4%	5.5%
TC	22.0%	35.8%	25.5%
HTC (P)	6.1%	11.1%	7.3%
HTC (S)	12.6%	8.2%	11.4%
Any Bachelor's in Ed	10.0%	4.7%	8.7%
Any Master's or PhD in Ed	0.9%	0.7%	0.8%
No Response	7.1%	5.9%	6.8%

It is evident from the table above that close to one-third of the teachers in the schools were teachers with no formal training as educator. It is worth noting that more women were qualified as educators than their male counterpart.

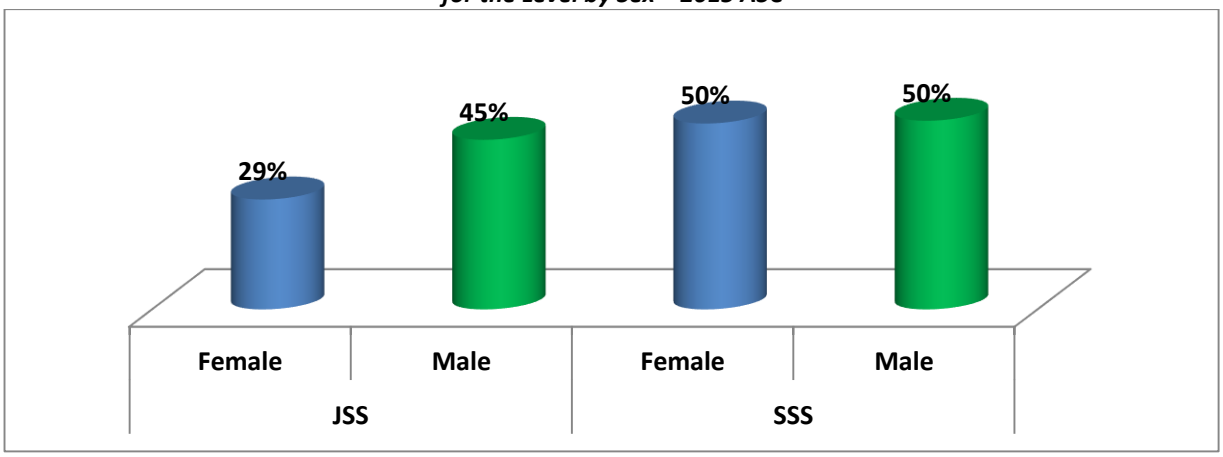
The graph below illustrates the percentage distribution of teachers without teaching qualification by level and gender.

Figure 8.2.6.1: Percentage of Teachers with No Formal Training as Educator by Level and Gender



The graph above emphasises the percentage of teachers lacking teaching qualification at various schooling level. It is clear that the preschool and primary level were struggling with qualified teachers.

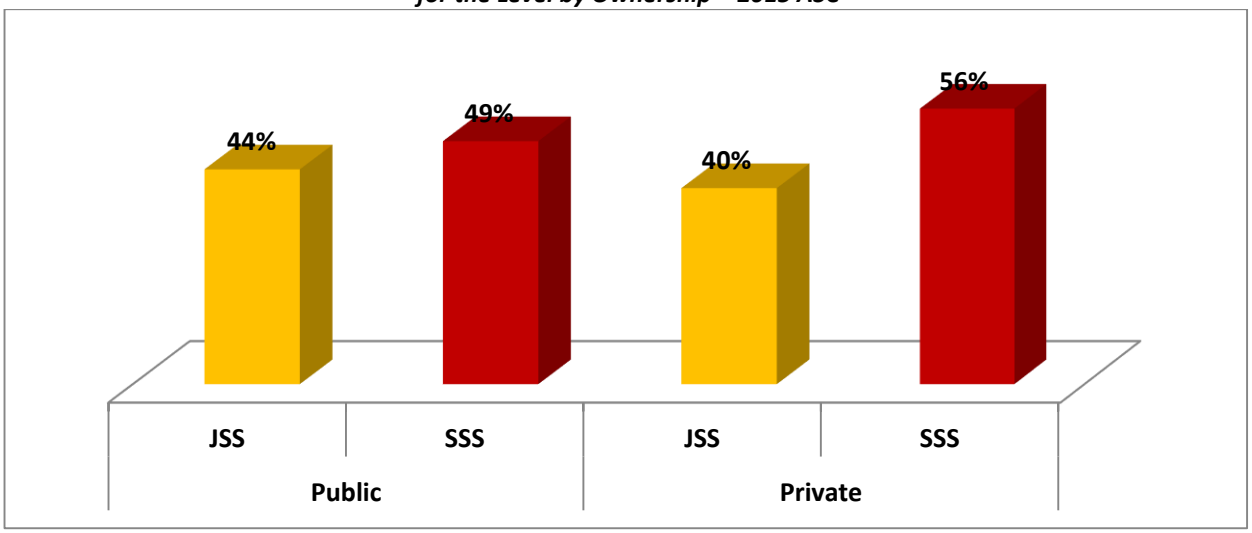
Figure 8.2.6.2: Percentage of Teachers without Teaching Qualification or with Teaching Qualification below that for the Level by Sex – 2015 ASC



Schools at the secondary level of education are struggling to get teachers with teaching qualifications and with teaching qualification that is right for the schooling level. The situation is evident on the graph above.

The chat below compares the situation for public and private schools at the JSS and SSS levels in terms of percentage of teachers without teaching qualification or with qualification below that appropriate for the level.

Figure 8.2.6.3: Percentage of Teachers without Teaching Qualification or with Teaching Qualification below that for the Level by Ownership – 2015 ASC



The graph above demonstrates that much has to be done to improve teachers' quality at both the JSS and SSS levels if the quality of learning at both levels is to be enhanced.

8.2.7 Pupil to Teacher Ratio (PTR)

In calculating the pupil-teacher ratio, teachers in the HECs are added to the primary level since they all teach in that level.

The table below shows the PTR nationally by schooling level. The r.PTR is been calculated by first double names on the school list from the total number of teacher on the school list. 2,690 names were said to be

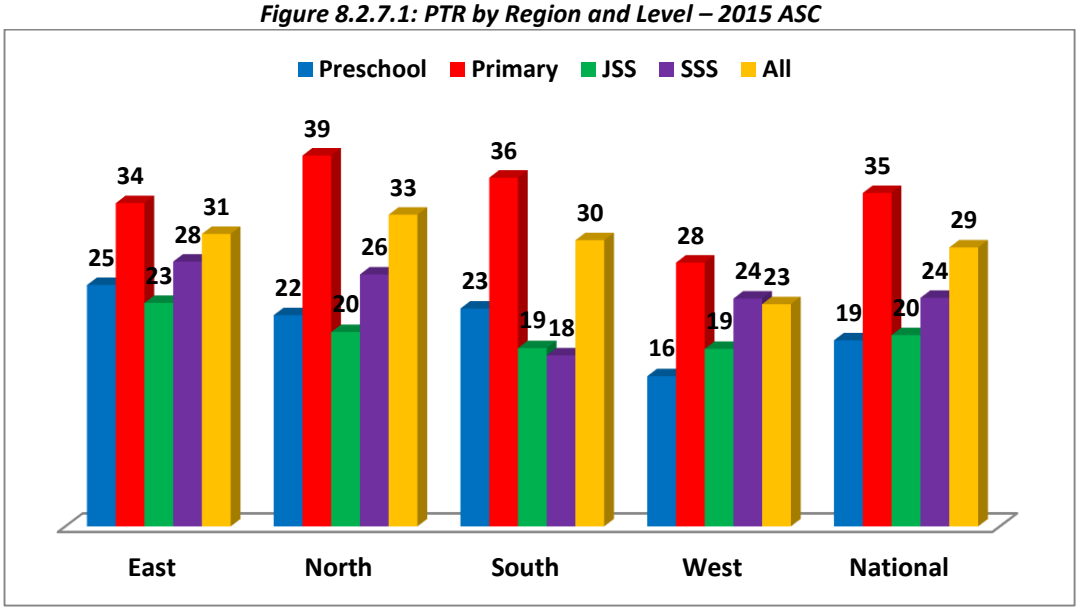
double and half of that is 1,345 which is subtracted from the total names on the school list. The distribution of numbers to level of schooling was done through weighting using the original numbers.

Table 8.2.7.1: Pupil-Teacher Ratio (PTR) by Level – 2015 ASC

Level	Teachers	Pupils	PTR	r.Teachers	r.PTR
Preschool	3,086	60,065	19	3,021	20
Primary	38,449	1,338,344	35	37,636	36
JSS	14,321	286,530	20	14,018	20
SSS	6,551	156,520	24	6,412	24
All	**62,407**	**1,841,459**	**30**	**61,087**	**30**

Looking at the table above, the PTR at all schooling level is rational enough. The r.PTR in this situation does not make much difference.

Figure 8.2.7.1: PTR by Region and Level – 2015 ASC



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The graph above illustrates the PTR by region and level of schooling. It shows that the Northern region has the highest PTR in most of the level of schooling. A close watch at the graph reveals Western Area to be the only region to have PTRs in all schooling levels to be below the national average.

Table 8.2.7.2: Pupil-Qualified Teacher Ratio (PQTR) by Level – 2015 ASC

Level	Q. Teachers	Pupils	PQTR
Preschool	1,670	60,065	36
Primary	21,683	1,338,344	62
JSS	7,262	286,530	39
SSS	2,947	156,520	53
All	**33,562**	**1,841,459**	**55**

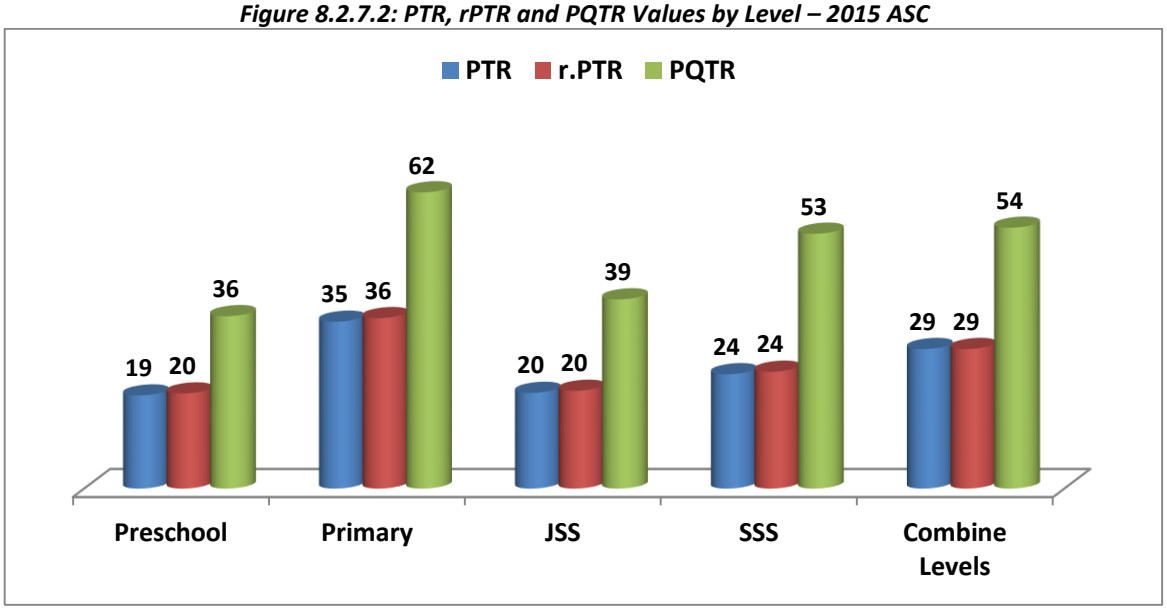
As the table above demonstrates, the PQTR produced a different picture compared to the PTR. The figures for the PQTR are higher than the standard set by MEST, especially the primary and SSS level of schooling.

Table 8.2.7.3: PQTR Values by Region and Level – 2015 ASC

Region	Preschool	Primary	JSS	SSS	All
East	58	70	59	59	67
North	36	72	43	64	63
South	44	68	39	32	57
West	29	41	29	56	38
National	**36**	**63**	**39**	**53**	**55**

What the table above is telling us is that the provincial regions are in dire need of qualified teachers in all level of schooling. It is clear from the table that Western Area remained adrift from the rest as it is the only region reporting figures below the national average.

Figure 8.2.7.2: PTR, rPTR and PQTR Values by Level – 2015 ASC



The graph above emphasises the large variation between the PTR and PQTR across all the level of schooling. It is seen that in almost all the levels of schooling the PQTR doubles the PTR.

8.3 Local Council

8.3.1 Number of Teachers

The 2015 school census data established that more teachers were found in Freetown City Council than any other local council. The school census reported that 18.3 percent of the teachers were found in the Freetown City. It is worth noting that Freetown City Council has only 14.5 percent of the pupil's enrolment and 12.1 percent of the schools.

The 2015 school census data by local council and schooling level disaggregated by gender thus is shown below.

Table 8.3.1.1: Number of Teachers by Local Council, Level of Schooling and Gender – 2015 ASC

Council	Preschool		Primary		JSS		SSS		HEC		All	
	Male	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*	*Male*	*Female*
Bo City Council	30	173	700	730	670	207	417	69	1	5	1,818	1,184
Bo District Council	26	75	2,112	462	644	91	272	46		7	3,054	681
Bombali District Council	8	58	2,052	394	869	78	179	9	3	11	3,111	550
Bonthe City Council	1	11	54	40	68	13	54	5			177	69
Bonthe District Council	12	46	793	207	251	34	112	4	1	6	1,169	297
Freetown City Council	143	878	2,593	2,762	2,083	706	1,877	271		3	6,696	4,620
Kailahun District Council	31	61	1,950	367	469	28	208	5			2,658	461
Kambia District Council	6	46	1,610	271	642	24	164	2			2,422	343
Kenema City Council	19	107	916	628	618	113	343	26		8	1,896	882
Kenema District Council	6	48	1,783	247	342	17	38	2			2,169	314
Koidu-New Sembehun City	15	80	515	239	419	40	224	11			1,173	370
Koinadugu District Council	20	59	1,562	266	431	26	166	3			2,179	354
Kono District Council	37	83	1,577	270	358	27	130	8			2,102	388
Makeni City Council	7	123	394	497	551	130	375	26			1,327	776
Moyamba District Council	7	43	1,816	471	516	53	151	29		10	2,490	606
Port Loko District Council	19	145	2,441	751	1,194	154	350	23			4,004	1,073
Pujehun District Council	4	14	1,081	187	225	14	62	2			1,372	217
Tonkolili District Council	15	90	2,402	736	763	86	260	9			3,440	921
Western Area Rural District Council	157	383	1,522	996	1,160	207	567	52			3,406	1,638
National	**563**	**2,523**	**27,873**	**10,521**	**12,273**	**2,048**	**5,949**	**602**	**5**	**50**	**46,663**	**15,744**

The school census figures revealed on the table above demonstrated that across all local councils, the female teachers out-numbered the male teachers in the preschools. For the other levels, except for Freetown, Bo and Makeni cities where you have more female teachers in primary schools than their male counterpart, more male teachers were found in these levels across the local councils.

Table 8.3.1.2: Percentage of Female Teachers by Local Council and Level – 2015 ASC

Council	Preschool	Primary	JSS	SSS	HEC	All
Bo City Council	85%	51%	24%	14%	83%	**40%**
Bo District Council	74%	18%	12%	14%	100%	**19%**
Bombali District Council	88%	16%	8%	5%	79%	**15%**
Bonthe City Council	92%	43%	16%	8%	0%	**29%**
Bonthe District Council	79%	21%	12%	3%	86%	**20%**
Freetown City Council	86%	52%	25%	13%	100%	**40%**
Kailahun District Council	66%	16%	6%	2%	0%	**15%**
Kambia District Council	88%	14%	4%	1%	0%	**12%**
Kenema City Council	85%	41%	15%	7%	100%	**32%**

Council	Preschool	Primary	JSS	SSS	HEC	All
Kenema District Council	89%	12%	5%	5%	0%	**13%**
Koidu-New Sembehun City	84%	32%	9%	5%	0%	**24%**
Koinadugu District Council	75%	15%	6%	2%	0%	**14%**
Kono District Council	69%	15%	7%	6%	0%	**16%**
Makeni City Council	95%	56%	19%	6%	0%	**36%**
Moyamba District Council	86%	21%	9%	16%	100%	**20%**
Port Loko District Council	88%	24%	11%	6%	0%	**21%**
Pujehun District Council	78%	15%	6%	3%	0%	**14%**
Tonkolili District Council	86%	23%	10%	3%	0%	**21%**
Western Area Rural District Council	71%	40%	15%	8%	0%	**32%**
National	**82%**	**27%**	**14%**	**9%**	**91%**	**25%**

The table above depicts a large percentage drop in differential terms between preschool female teachers and primary school female teachers. The percentage of female teachers decreases as the level of schooling increases. The top percentage points of female teachers were found in the city local councils and Western Area Rural is found their because of its proximity to the capital city Freetown.

8.3.2 Teachers in Public and Private Schools

Schools indicated as private schools by the school authorities when they were completing the school census questionnaires are hereby regarded as private schools. Other schools which were government, mission, community and other schools are categorised here as public schools.

The table below shows the number of teachers by public and private school by school level and local council.

Table 8.3.2.1: Number of Teachers by Public and Private Schools and Council – 2015 ASC

Council	Preschool		Primary		JSS		SSS		HEC		All	
	Priv.	*Pub.*	*Priv.*	*Pub.*	*Priv.*	*Pub.*	*Priv.*	*Pub.*	*Priv.*	*Pub.*	*Priv.*	*Pub.*
Bo City Council	34	169	164	1,266	149	728	25	461	1	5	373	2,629
Bo District Council	13	88	73	2,501	72	663	90	228		7	248	3,487
Bombali District Council	5	61	10	2,436	82	865	42	146		14	139	3,522
Bonthe City Council		12		94		81		59			0	246
Bonthe District Council	2	56	22	978	7	278		116		7	31	1,435
Freetown City Council	599	422	1,437	3,918	731	2,058	651	1,497	1	2	3419	7,897
Kailahun District Council	3	89	15	2,302	10	487		213			28	3,091
Kambia District Council	8	44		1,881		666		166			8	2,757
Kenema City Council	34	92	138	1,406	111	620	32	337		8	315	2,463
Kenema District Council	12	42	18	2,012	19	340		40			49	2,434
Koidu-New Sembehun City	16	79	46	708	62	397	27	208			151	1,392
Koinadugu District Council	19	60	13	1,815		457		169			32	2,501
Kono District Council	6	114	4	1,843	7	378		138			17	2,473

Council	Preschool		Primary		JSS		SSS		HEC		All	
	Priv.	*Pub.*	*Priv.*	*Pub.*	*Priv.*	*Pub.*	*Priv.*	*Pub.*	*Priv.*	*Pub.*	*Priv.*	*Pub.*
Makeni City Council	23	107	76	815	53	628	43	358			195	1,908
Moyamba District Council		50	98	2,189	26	543	7	173		10	131	2,965
Port Loko District Council	38	126	143	3,049	94	1,254	13	360			288	4,789
Pujehun District Council		18	14	1,254	2	237		64			16	1,573
Tonkolili District Council		105	27	3,111	19	830	2	267			48	4,313
Western Area Rural District Council	240	300	730	1,788	406	961	155	464			1531	3,513
National	**1,052**	**2,034**	**3,028**	**35,366**	**1,850**	**12,471**	**1,087**	**5,464**	**2**	**53**	**7,019**	**55,388**

The table above emphasises that by far more teachers were found in public schools than private schools. Freetown City Council was the only local council that have a school level that has more private school teachers than public school, i.e. preschool.

8.3.3 Teachers with PINs

Teachers with PINs are teachers on the government payroll found in government and government assisted school.

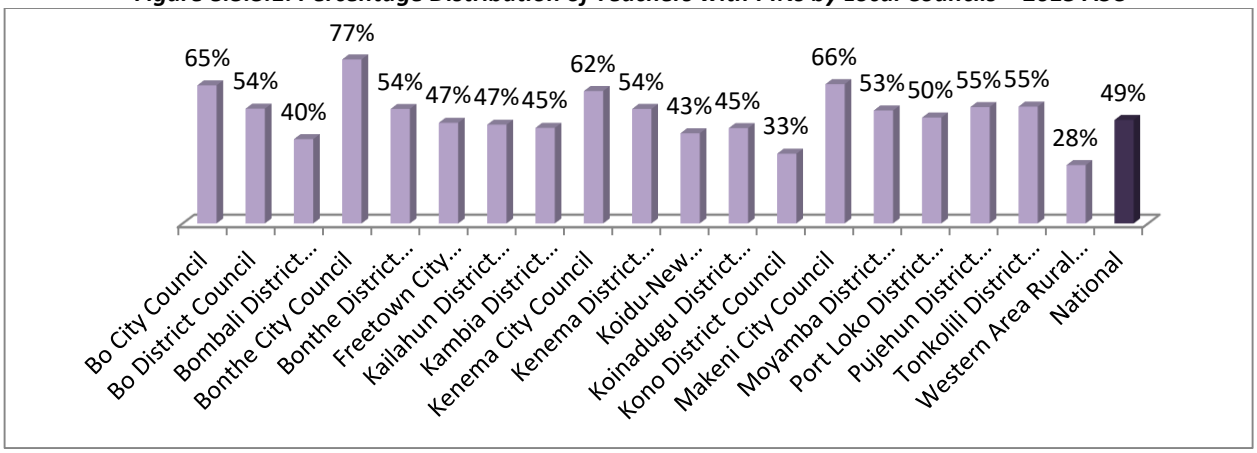
The table below depicts the number of teachers with PINs by school level and local councils.

Table 8.3.3.1: Number of Teachers with PINs by School Level and Local Councils – 2015 ASC

Council	Preschool	Primary	JSS	SSS	HEC	All
Bo City Council	85	957	606	312	3	1,963
Bo District Council	12	1,466	364	170	5	2,017
Bombali District Council	7	1,047	308	69	14	1,445
Bonthe City Council	7	77	61	48		193
Bonthe District Council	21	537	142	86	5	791
Freetown City Council	128	2,772	1,475	945	3	5,323
Kailahun District Council	24	1,060	249	123		1,456
Kambia District Council	19	879	251	97		1,246
Kenema City Council	47	986	412	271	7	1,723
Kenema District Council	15	1,162	140	23		1,340
Koidu-New Sembehun City	11	350	181	121		663
Koinadugu District Council	26	805	201	113		1,145
Kono District Council	7	600	137	72		816
Makeni City Council	64	639	430	243		1,376
Moyamba District Council	20	1,268	215	123	10	1,636
Port Loko District Council	54	1,658	567	257		2,536
Pujehun District Council	7	722	99	44		872
Tonkolili District Council	46	1,770	390	196		2,402
Western Area Rural District Council	23	898	336	131		1,388
National	**623**	**19,653**	**6,564**	**3,444**	**47**	**30,331**

The numbers in the table above are been transformed in percentage terms on the graph below to illustrate a clearer picture on teachers with PINs.

Figure 8.3.3.1: Percentage Distribution of Teachers with PINs by Local Councils – 2015 ASC



As seen on the graph above, across the local council teachers with PINs share a similar pattern even though there is disparity across the local council. Bonthe, Makeni, Bo and Kenema cities reported significant percentages of teachers with PINs. Western Area Rural District Council and Kono District Council reported the least percentage of teachers with PINs.

8.3.4 Age Distribution of Teachers

Teacher's age is very important as it is a determinant to the quality of teaching and learning. In most cases the age determines the maturity and experience a teacher can display when dispensing his/her job.

The table below highlights the number of teachers in local councils by different age categories.

Table 8.3.4.1: Number of Teachers by Age Category and Local Councils – 2015 ASC

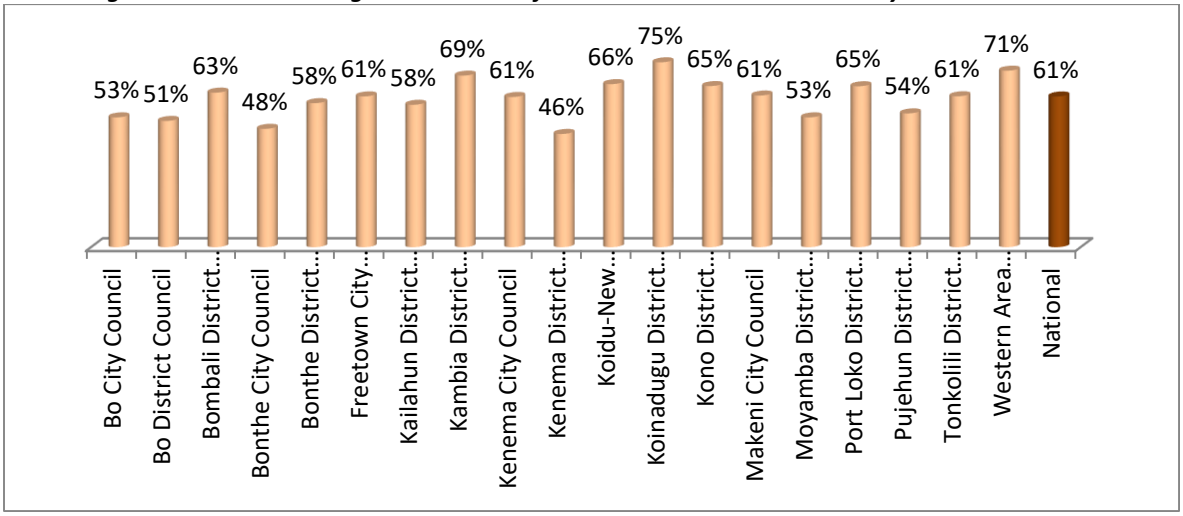
Council	< 21 years	21 - 30 years	31 - 40 years	41 - 50 years	51 - 60 years	> 60 years	No Response	All
Bo City Council	7	587	921	796	514	56	121	3,002
Bo District Council	26	737	1,082	1,026	641	96	127	3,735
Bombali District Council	35	1,126	1,081	812	481	46	80	3,661
Bonthe City Council	2	46	68	65	57	4	4	246
Bonthe District Council	13	390	433	367	217	13	33	1,466
Freetown City Council	50	2,529	3,910	2,645	1,374	117	691	11,316
Kailahun District Council	35	959	748	698	517	63	99	3,119
Kambia District Council	29	994	838	587	211	19	87	2,765
Kenema City Council	12	733	925	654	405	16	33	2,778
Kenema District Council	32	521	541	706	541	44	98	2,483
Koidu-New Sembehun City	5	532	418	292	176	23	97	1,543
Koinadugu District Council	62	1,011	737	452	143	12	116	2,533
Kono District Council	51	888	639	538	254	48	72	2,490
Makeni City Council	7	453	779	444	305	29	86	2,103
Moyamba District Council	21	779	804	853	534	59	46	3,096

Council	< 21 years	21 - 30 years	31 - 40 years	41 - 50 years	51 - 60 years	> 60 years	No Response	All
Port Loko District Council	65	1,554	1,570	1,086	564	53	185	5,077
Pujehun District Council	5	421	407	434	247	23	52	1,589
Tonkolili District Council	47	1,307	1,225	1,054	533	53	142	4,361
Western Area Rural District Council	53	1,862	1,448	836	453	52	340	5,044
National	**557**	**17,429**	**18,574**	**14,345**	**8,167**	**826**	**2,509**	**62,407**

The table above emphasis a similar age category pattern across all the local council. It is seen that the peak age category of teachers is between the ages 31 and 40 years. Teachers below 21 years of age were small in number as seen above.

The graph below illustrates the percentage distribution of teachers 40 years and below by local councils. It is interesting to note that most of the teachers were below the age 41 years and what this is telling us is that if all these teachers can take teaching as a career profession then we have more teachers with more years to teach.

Figure 8.3.4.1: Percentage Distribution of Teachers 40 Years and below by Local Councils – 2015 ASC



According to the graph above reporting data from the school census, only Kenema District Council and Bonthe City Council have teachers below 41 years of age to be below the 50 percentile of the age pyramid.

8.3.5 Teaching Experience

Teaching experience is measured in terms of the number of years a teacher had spent in the classroom as a teacher.

Below is a table demonstrating the number of teachers by years of experience in each local council.

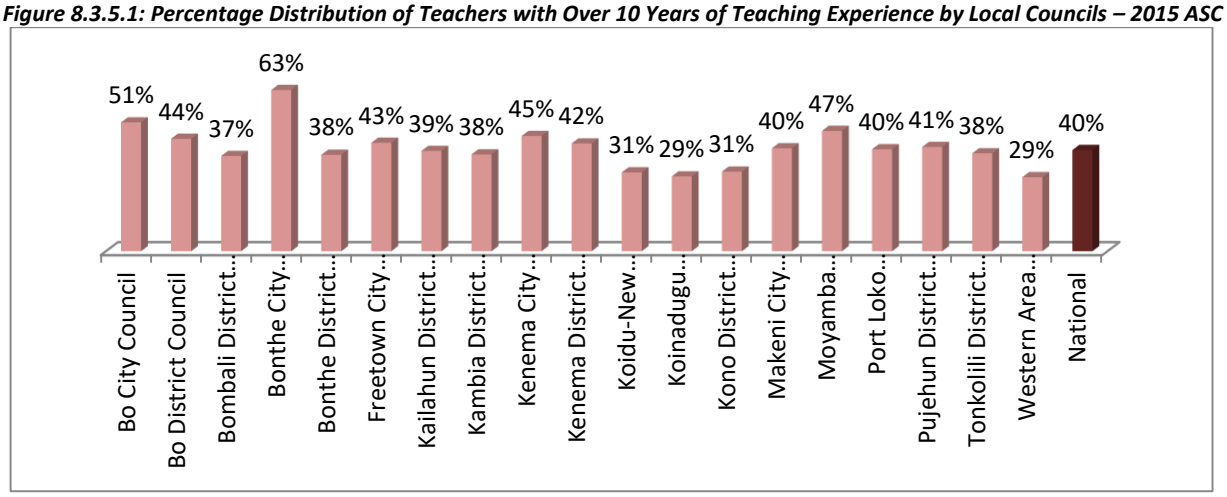
Table 8.3.5.1: Number of Teachers by Years of Experience and Local Councils – 2015 ASC

Council	5 years and less	6 - 10 years	11 - 20 years	21 - 30 years	31 - 40 years	Over 40 years	No Response	All
Bo City Council	767	682	788	390	274	28	73	3,002
Bo District Council	1,099	973	948	342	307	38	28	3,735
Bombali District Council	1,357	856	817	256	223	24	128	3,661

Council	5 years and less	6 - 10 years	11 - 20 years	21 - 30 years	31 - 40 years	Over 40 years	No Response	All
Bonthe City Council	47	43	87	40	25	3	1	246
Bonthe District Council	490	411	326	118	96	8	17	1,466
Freetown City Council	3,377	2,957	2,819	1,213	576	82	292	11,316
Kailahun District Council	1,142	736	608	337	255	19	22	3,119
Kambia District Council	927	767	671	226	125	15	34	2,765
Kenema City Council	842	667	740	309	181	15	24	2,778
Kenema District Council	739	669	552	264	202	13	44	2,483
Koidu-New Sembehun City	610	433	256	107	89	15	33	1,543
Koinadugu District Council	1,057	694	560	109	54	5	54	2,533
Kono District Council	1,007	668	499	134	105	22	55	2,490
Makeni City Council	687	516	423	220	155	17	85	2,103
Moyamba District Council	920	700	963	202	260	24	27	3,096
Port Loko District Council	1,725	1,270	1,236	446	279	35	86	5,077
Pujehun District Council	483	448	425	125	84	11	13	1,589
Tonkolili District Council	1,535	1,116	1,151	265	217	20	57	4,361
Western Area Rural District Council	2,102	1,358	845	346	197	28	168	5,044
National	**20,913**	**15,964**	**14,714**	**5,449**	**3,704**	**422**	**1,241**	**62,407**

The table above demonstrates that majority of the teachers have less than 11 years of experience in teaching. A clearer picture of this is seen on the graph below.

Figure 8.3.5.1: Percentage Distribution of Teachers with Over 10 Years of Teaching Experience by Local Councils – 2015 ASC



The graph above highlights the percentages of teachers with teaching experience above 10 years. Only Bonthe City and Bo City councils respectively reported during the school census having above 50 percent teachers with more than 10 years of teaching experience. Something we can deduce from the graph is that more teachers are yet to make teaching a career.

8.3.6 Teachers Qualification

Ideally, it expected every teacher in classroom should possess a teaching certificated based on the school level he/she is teaching. However, the school census reveals that there were classroom teachers without

any training as educator and also, there were teachers teaching at levels which were above the training they underwent as teachers.

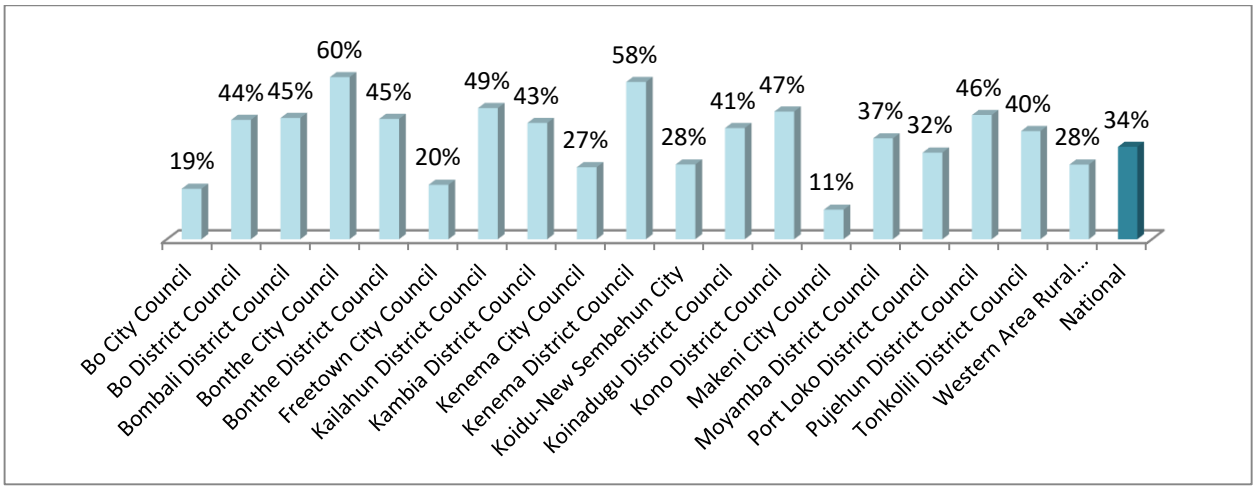
The table below shows the distribution of classroom teachers by their level of qualification as educators at local council level.

Table 8.3.6.1: Number of Teachers by Qualification and Local Councils – 2015 ASC

Council	No Training	TEC	TC (lower)	TC	HTC (P)	HTC (S)	BEd	MEd or PhED	No Response	All
Bo City Council	555	31	119	845	380	365	620	52	35	3,002
Bo District Council	1,607	84	251	763	274	259	360	32	105	3,735
Bombali District Council	1,601	36	147	1,002	197	435	135	5	103	3,661
Bonthe City Council	148	5	4	32	11	20	24	2		246
Bonthe District Council	612	32	150	342	63	90	77	5	95	1,466
Freetown City Council	2,104	234	367	2,978	977	1,857	1,694	215	890	11,316
Kailahun District Council	1,345	23	138	814	183	126	129	6	355	3,119
Kambia District Council	1,141	36	258	743	130	246	86	6	119	2,765
Kenema City Council	735	3	41	747	477	342	394	14	25	2,778
Kenema District Council	1,406	18	114	540	170	94	64	3	74	2,483
Koidu-New Sembehun City	389	22	70	433	135	227	126	2	139	1,543
Koinadugu District Council	978	43	236	681	77	246	107	4	161	2,533
Kono District Council	996	59	143	591	110	128	71	5	387	2,490
Makeni City Council	221	13	39	657	243	494	336	16	84	2,103
Moyamba District Council	1,011	101	263	821	166	171	155	15	393	3,096
Port Loko District Council	1,471	92	357	1,300	372	704	258	28	495	5,077
Pujehun District Council	670	24	207	322	83	74	67	7	135	1,589
Tonkolili District Council	1,668	38	312	1,339	159	451	177	16	201	4,361
Western Area Rural District Council	1,272	166	240	1,170	403	800	481	64	448	5,044
National	**19,930**	**1,060**	**3,456**	**16,120**	**4,610**	**7,129**	**5,361**	**497**	**4,244**	**62,407**

The table above depicts teachers with no form of training as educator transcend other categories with teaching qualification in terms of number across the local councils except for 4 local councils (Freetown City, Makeni City, Bo City and Koidu-New Sembehun City)

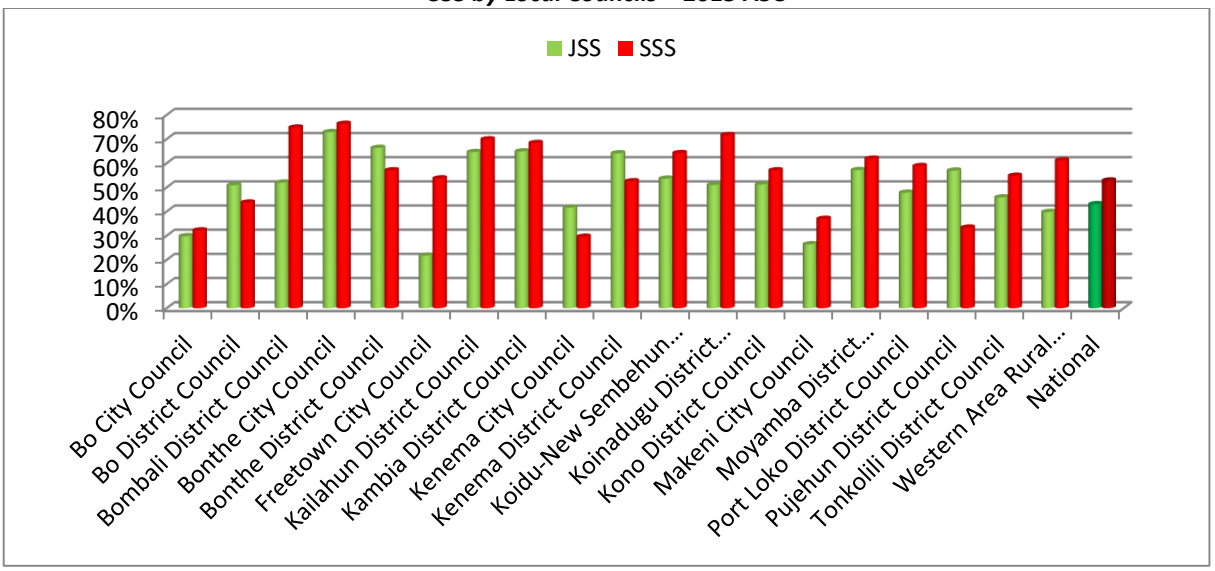
Figure 8.3.6.1: Percentage Distribution of Teachers with No Teaching Qualification by Local Councils – 2015 ASC



According to the graph above, the percentage distribution of teachers with no teaching qualification varies across local councils. Two local councils had majority of the teacher with no teaching qualification and 9 local councils had teachers without teaching qualification between 40 and 49 percent.

The graph below demonstrates a picture of teachers teaching in secondary schools either with no training as educator or with a qualification that is lower for the level they teach.

Figure 8.3.6.2: Percentage Distribution of Teachers with No Teaching Qualification or Qualification Lower for JSS & SSS by Local Councils – 2015 ASC



The graph above paints a grim picture as it is the secondary schools that prepare the pupils for universities and other tertiary institution with most of these local councils not having the teachers with the requisite skills to teach in these two levels.

8.3.7 Pupils to Teachers Ratio (PTR)

The school census recounts that many schools were below the recommended level a school should operate. Below is an indication of the PTR of schools at the local council level.

Table 8.3.7.1: Pupils - Teachers Ratio (PTR) by School Level and Local Councils – 2015 ASC

Council	Preschool	Primary	JSS	SSS	All
Bo City Council	20	31	21	21	25
Bo District Council	25	38	17	17	31
Bombali District Council	25	42	18	20	34
Bonthe City Council	19	17	7	6	11
Bonthe District Council	25	30	16	21	26
Freetown City Council	16	27	19	24	23
Kailahun District Council	31	34	24	20	31
Kambia District Council	25	39	19	27	33
Kenema City Council	19	26	23	36	26
Kenema District Council	17	33	22	24	31
Koidu-New Sembehun City	30	43	26	31	35
Koinadugu District Council	22	43	27	33	39
Kono District Council	27	37	21	13	33

Council	Preschool	Primary	JSS	SSS	All
Makeni City Council	19	32	18	29	25
Moyamba District Council	25	36	19	13	31
Port Loko District Council	21	41	20	27	33
Pujehun District Council	30	47	22	12	42
Tonkolili District Council	23	34	21	22	31
Western Area Rural District Council	16	29	17	23	24
National	**19**	**35**	**20**	**24**	**29**

The table above demonstrates that across the local councils, with the exception of Bonthe City Council, the primary level has the highest PTR when compared to the other school levels. The official PTR for primary level stipulated by MEST is 50:1, results from the school census show rates that are far below the 50:1 in most of the local councils.

The table below depicts the pupils to qualified teachers ratio at the local councils by school level.

Table 8.3.7.2: Pupils – Qualified Teachers Ratio (PQTR) by School Level and Local Councils – 2015 ASC

Council	Preschool	Primary	JSS	SSS	All
Bo City Council	34	40	30	32	35
Bo District Council	52	79	37	32	65
Bombali District Council	48	87	40	82	74
Bonthe City Council	57	41	25	27	35
Bonthe District Council	71	60	59	49	58
Freetown City Council	27	35	28	55	35
Kailahun District Council	90	79	85	73	80
Kambia District Council	53	77	63	86	75
Kenema City Council	30	37	41	51	40
Kenema District Council	34	88	64	50	82
Koidu-New Sembehun City	69	66	68	91	68
Koinadugu District Council	42	87	60	118	82
Kono District Council	112	92	79	36	88
Makeni City Council	24	36	26	50	34
Moyamba District Council	44	69	57	36	65
Port Loko District Council	32	72	46	66	63
Pujehun District Council	53	102	60	18	91
Tonkolili District Council	43	65	43	51	60
Western Area Rural District Council	33	46	34	64	43
National	36	62	39	53	54

The table above illustrates a significant change when the move is made from PTR to PQTR even with double-counting of teachers. Local councils such as Pujehun District Council, Kono District Council, Koinadugu District Council, Kenema District Council and Kailahun District Council demonstrate a grim picture that call for attention.

8.3.8 School Size and Teachers Numbers at Local Council Level

The two tables that follow below indicate the average number of teachers per school and the average school size by local council and school level.

Table 8.3.8.1: Average Number of Teachers per School by Local Councils – 2015 ASC

Council	Preschool	Primary	JSS	SSS	All
Bo City Council	3	10	21	26	12
Bo District Council	3	5	11	15	6
Bombali District Council	3	5	11	16	6
Bonthe City Council	3	10	16	20	11
Bonthe District Council	2	5	14	19	6
Freetown City Council	4	10	18	21	11
Kailahun District Council	3	6	12	18	7
Kambia District Council	2	6	11	18	6
Kenema City Council	3	10	15	25	11
Kenema District Council	3	4	9	10	5
Koidu-New Sembehun City	3	9	14	17	9
Koinadugu District Council	3	4	11	15	5
Kono District Council	3	5	9	12	5
Makeni City Council	3	14	21	27	14
Moyamba District Council	3	5	10	16	5
Port Loko District Council	3	6	10	15	7
Pujehun District Council	2	4	11	13	5
Tonkolili District Council	2	6	11	19	6
Western Area Rural District Council	4	8	11	12	8
National	3	6	13	18	7

One would expect the larger the school size the greater the number of teachers in that school. What we deduce from the school census as the two tables demonstrate is the school size is large and the number of teachers is low.

Table 8.3.8.2: Average Enrolment per School by Local Councils – 2015 ASC

Council	Preschool	Primary	JSS	SSS	All
Bo City Council	67	325	445	548	289
Bo District Council	78	202	196	265	196
Bombali District Council	67	205	188	308	198
Bonthe City Council	57	177	112	125	127
Bonthe District Council	57	140	220	404	144
Freetown City Council	62	265	351	508	249
Kailahun District Council	90	208	293	347	207
Kambia District Council	60	214	206	489	210
Kenema City Council	56	258	346	881	271
Kenema District Council	44	146	209	236	148
Koidu-New Sembehun City	78	380	372	525	317
Koinadugu District Council	74	191	297	514	201
Kono District Council	74	184	185	155	172
Makeni City Council	63	428	388	770	351
Moyamba District Council	69	165	192	215	165
Port Loko District Council	67	226	207	396	217
Pujehun District Council	66	213	251	150	209
Tonkolili District Council	55	197	247	429	198
Western Area Rural District Council	57	229	196	282	187
National	64	210	256	435	208

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ANNEXES

ANNEX I Definition of Education Indicators

Apparent/Gross Intake Rate (AIR/GIR)
A total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population of the official age in a specific educational level.

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

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

Gross Completion Rate (GCR)/Proxy Completion Rate (PCR)
The number of pupils, regardless of age, completing the final year of each level of education divided by the population of the official completion age for the level.

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

The Official age groups for each schooling level are:

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

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

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

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

ANNEX II Number of schools by Local Council, Chiefdom and Level

Council	Chiefdom	Preschool	Primary	JSS	SSS	TVET	All
Kailahun District Council	Dea	1	9	1	0	0	**11**
Kailahun District Council	Jawie	4	37	6	1	0	**48**
Kailahun District Council	Kissi Kama	1	17	1	0	1	**20**
Kailahun District Council	Kissi Teng	2	32	3	1	1	**39**
Kailahun District Council	Kissi Tongi	3	29	3	2	1	**38**
Kailahun District Council	Kpeje Bongre	0	17	2	0	0	**19**
Kailahun District Council	Kpeje West	0	15	2	1	0	**18**
Kailahun District Council	Luawa	14	74	10	3	7	**108**
Kailahun District Council	Malema	0	19	2	0	0	**21**
Kailahun District Council	Mandu	2	21	2	0	0	**25**
Kailahun District Council	Njaluahun	3	49	4	3	1	**60**
Kailahun District Council	Penguia	1	16	1	0	0	**18**
Kailahun District Council	Upper Bambara	1	29	3	1	0	**34**
Kailahun District Council	Yawei	0	12	1	0	0	**13**
Kenema City Council	Kenema City	43	157	49	15	10	**274**
Kenema District Council	Dama	0	41	1	0	0	**42**
Kenema District Council	Dodo	0	22	1	0	0	**23**
Kenema District Council	Gaura	0	26	1	0	0	**27**
Kenema District Council	Gorama Mende	0	46	5	0	0	**51**
Kenema District Council	Kandu Leppiama	1	24	2	0	0	**27**
Kenema District Council	Koya	0	14	1	0	0	**15**
Kenema District Council	Langrama	0	4	1	0	0	**5**
Kenema District Council	Lower Bambara	4	81	9	1	0	**95**
Kenema District Council	Malegohun	0	18	1	0	0	**19**
Kenema District Council	Niawa	0	10	1	0	0	**11**
Kenema District Council	Nomo	0	5	0	0	0	**5**
Kenema District Council	Nongowa	10	61	6	0	0	**77**
Kenema District Council	Simbaru	1	17	2	2	0	**22**
Kenema District Council	Small Bo	4	37	3	1	0	**45**
Kenema District Council	Tunkia	0	34	2	0	0	**36**
Kenema District Council	Wandor	1	18	2	0	0	**21**
Koidu City Council	Koidu City	36	85	32	14	6	**173**
Kono District Council	Fiama	2	19	1	0	0	**22**
Kono District Council	Gbane	2	23	2	0	0	**27**
Kono District Council	Gbane Kandor	0	7	1	0	0	**8**

Council	Chiefdom	Preschool	Primary	JSS	SSS	TVET	All
Kono District Council	Gbense	6	19	4	1	1	**31**
Kono District Council	Gorama Kono	4	13	1	1	0	**19**
Kono District Council	Kamara	2	19	3	1	0	**25**
Kono District Council	Lei	2	33	1	1	0	**37**
Kono District Council	Mafindor	0	7	0	0	0	**7**
Kono District Council	Nimikoro	12	48	14	4	0	**78**
Kono District Council	Nimiyama	3	33	5	2	1	**44**
Kono District Council	Sandor	5	79	7	0	1	**92**
Kono District Council	Soa	1	40	1	0	2	**44**
Kono District Council	Tankoro	5	31	3	2	0	**41**
Kono District Council	Toli	0	4	0	0	0	**4**
Makeni City Council	Makeni City	40	66	32	15	4	**157**
Bombali District Council	Biriwa	5	51	9	1	0	**66**
Bombali District Council	Bombali Sebora	4	34	10	2	0	**50**
Bombali District Council	Gbanti Kamarank	0	36	7	1	0	**44**
Bombali District Council	Gbendembu Ngowa	2	53	8	1	0	**64**
Bombali District Council	Libeisaygahun	0	23	6	2	0	**31**
Bombali District Council	Magbaimba Ndorh	0	17	1	0	0	**18**
Bombali District Council	Makari Gbanti	1	58	16	0	2	**77**
Bombali District Council	Paki Masabong	6	24	4	0	0	**34**
Bombali District Council	Safroko Limba	4	39	6	1	0	**50**
Bombali District Council	Sanda Loko	0	42	6	1	0	**49**
Bombali District Council	Sanda Tendaran	0	26	5	1	0	**32**
Bombali District Council	Sella Limba	2	51	9	2	1	**65**
Bombali District Council	Tambakha	1	45	3	0	0	**49**
Kambia District Council	Bramaia	0	34	4	0	0	**38**
Kambia District Council	Gbinle Dixing	0	22	3	0	1	**26**
Kambia District Council	Magbema	16	77	21	5	1	**120**
Kambia District Council	Mambolo	1	41	12	1	0	**55**
Kambia District Council	Masungbala	1	37	5	0	0	**43**
Kambia District Council	Samu	2	46	7	1	0	**56**
Kambia District Council	Tonko Limba	2	85	11	2	0	**100**
Koinadugu District Council	Dembelia - Sink	1	24	1	1	0	**27**
Koinadugu District Council	Diang	0	24	2	0	0	**26**
Koinadugu District Council	Folosaba Dembel	0	16	2	0	0	**18**
Koinadugu District Council	Kasunko	3	37	2	2	0	**44**

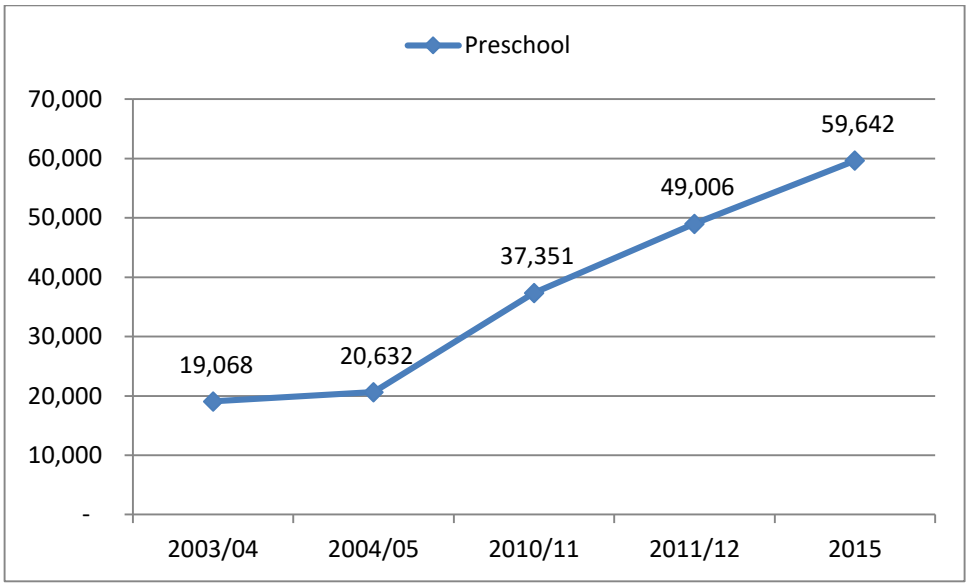
Council	Chiefdom	Preschool	Primary	JSS	SSS	TVET	All
Koinadugu District Council	Mongo	0	55	4	1	0	**60**
Koinadugu District Council	Neya	2	56	2	1	0	**61**
Koinadugu District Council	Nieni	1	57	7	1	0	**66**
Koinadugu District Council	Sengbe	5	41	10	3	0	**59**
Koinadugu District Council	Sulima	1	33	2	0	0	**36**
Koinadugu District Council	Wara Wara Bafod	1	32	5	1	0	**39**
Koinadugu District Council	Wara Wara Yagal	9	34	5	1	3	**52**
Port Loko District Council	Bureh Kasseh Ma	4	43	10	1	0	**58**
Port Loko District Council	Buya Romende	0	37	3	0	0	**40**
Port Loko District Council	Dibia	0	20	4	1	0	**25**
Port Loko District Council	Kaffu Bullom	29	82	27	10	7	**155**
Port Loko District Council	Koya	3	100	27	5	0	**135**
Port Loko District Council	Lokomasama	2	69	14	1	0	**86**
Port Loko District Council	Maforki	8	67	20	3	1	**99**
Port Loko District Council	Marampa	4	49	11	4	2	**70**
Port Loko District Council	Masimera	1	55	8	0	0	**64**
Port Loko District Council	Sanda Magbolont	0	29	5	0	0	**34**
Port Loko District Council	TMS	1	22	4	0	0	**27**
Tonkolili District Council	Gbonkolenken	1	64	4	1	0	**70**
Tonkolili District Council	Kafe Simiria	1	30	3	0	0	**34**
Tonkolili District Council	Kalansogoia	2	21	3	1	0	**27**
Tonkolili District Council	Kholifa Mabang	0	21	1	0	0	**22**
Tonkolili District Council	Kholifa Rowala	17	69	21	5	0	**112**
Tonkolili District Council	Kunike	4	76	7	2	0	**89**
Tonkolili District Council	Kunike Barina	2	23	2	0	0	**27**
Tonkolili District Council	Malal Mara	1	29	2	0	0	**32**
Tonkolili District Council	Sambaya	0	34	2	0	0	**36**
Tonkolili District Council	Tane	4	34	5	1	0	**44**
Tonkolili District Council	Yoni	12	141	24	4	0	**181**
Bo City Council	Bo City	61	138	41	19	18	**277**
Bo District Council	Badjia	0	14	1	0	0	**15**
Bo District Council	Bagbo	2	31	5	1	0	**39**
Bo District Council	Bagbwe(Bagbe)	0	18	2	0	0	**20**
Bo District Council	Boama	3	56	7	3	1	**70**
Bo District Council	Bumpe Ngao	2	62	4	1	2	**71**
Bo District Council	Gbo	0	10	1	0	0	**11**
Bo District Council	Jaiama Bongor	5	35	5	2	0	**47**

Council	Chiefdom	Preschool	Primary	JSS	SSS	TVET	All
Bo District Council	Kakua	10	61	9	3	0	**83**
Bo District Council	Komboya	0	22	1	0	0	**23**
Bo District Council	Lugbu	3	31	4	3	0	**41**
Bo District Council	Niawa Lenga	0	25	2	0	0	**27**
Bo District Council	Selenga	0	8	1	0	0	**9**
Bo District Council	Tikonko	8	68	16	7	3	**102**
Bo District Council	Valunia	0	31	3	1	0	**35**
Bo District Council	Wonde	0	10	3	0	0	**13**
Bonthe City Council	Bonthe City	4	9	5	3	1	**22**
Bonthe District Council	Bendu-Cha	0	10	0	0	0	**10**
Bonthe District Council	Bum	1	27	1	0	0	**29**
Bonthe District Council	Dema	0	8	0	0	0	**8**
Bonthe District Council	Imperri	13	41	9	3	1	**67**
Bonthe District Council	Jong	10	39	7	3	2	**61**
Bonthe District Council	Kpanda Kemo	0	15	1	0	0	**16**
Bonthe District Council	Kwamebai Krim	0	12	0	0	0	**12**
Bonthe District Council	Nongoba Bullom	0	18	0	0	0	**18**
Bonthe District Council	Sittia	0	17	0	0	0	**17**
Bonthe District Council	Sogbeni	1	15	2	0	0	**18**
Bonthe District Council	Yawbeko	0	11	1	0	0	**12**
Moyamba District Council	Bagruwa	0	35	3	0	0	**38**
Moyamba District Council	Bumpeh	0	65	5	0	0	**70**
Moyamba District Council	Dasse	2	25	2	0	0	**29**
Moyamba District Council	Fakunya	0	50	6	2	2	**60**
Moyamba District Council	Kagboro	0	52	3	1	0	**56**
Moyamba District Council	Kaiyamba	3	37	7	4	1	**52**
Moyamba District Council	Kamajei	0	17	1	0	0	**18**
Moyamba District Council	Kongbora	0	23	2	0	0	**25**
Moyamba District Council	Kori	5	57	6	2	1	**71**
Moyamba District Council	Kowa	0	14	2	0	0	**16**
Moyamba District Council	Lower Banta	7	43	10	1	0	**61**
Moyamba District Council	Ribbi	0	48	5	0	0	**53**
Moyamba District Council	Timdale	0	12	1	0	0	**13**
Moyamba District Council	Upper Banta	1	19	3	1	0	**24**
Pujehun District Council	Barri	1	35	2	1	0	**39**
Pujehun District Council	Galliness Perri	0	39	2	0	1	**42**
Pujehun District Council	Kpaka	1	15	1	0	0	**17**
Pujehun District Council	Makpele	0	21	2	1	0	**24**
Pujehun District Council	Malen	0	24	1	0	0	**25**

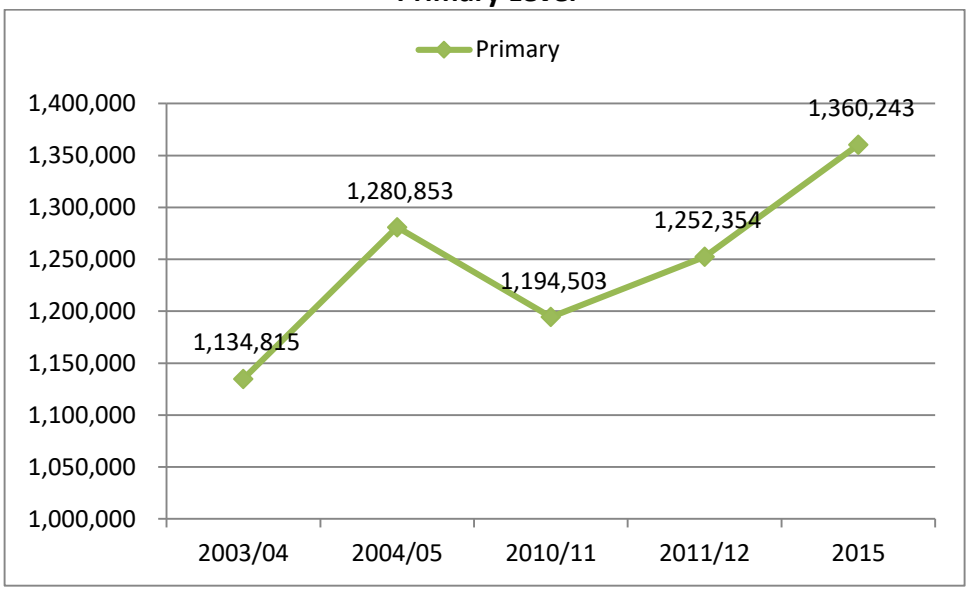
Council	Chiefdom	Preschool	Primary	JSS	SSS	TVET	All
Pujehun District Council	Mono Sakrim	0	8	0	0	0	**8**
Pujehun District Council	Panga Kabonde	4	57	4	3	2	**70**
Pujehun District Council	Panga krim	2	5	2	0	1	**10**
Pujehun District Council	Pejeh(Futa peje	0	12	1	0	0	**13**
Pujehun District Council	Soro Gbema	0	41	4	0	0	**45**
Pujehun District Council	Sowa	0	12	2	0	0	**14**
Pujehun District Council	Yakemu Kpukumu Krim	0	13	0	0	0	**13**
Western Area Rural District Council	Koya Rural	14	57	17	8	0	**96**
Western Area Rural District Council	Mountain Rural	20	24	12	5	1	**62**
Western Area Rural District Council	Waterloo Rural	64	145	68	27	1	**305**
Western Area Rural District Council	York Rural	49	95	24	10	1	**179**
Freetown City Council	Central I	22	48	13	6	1	**90**
Freetown City Council	Central II	4	11	2	1	0	**18**
Freetown City Council	East I	7	16	4	1	0	**28**
Freetown City Council	East II	7	35	6	2	1	**51**
Freetown City Council	East III	76	228	63	46	15	**428**
Freetown City Council	West I	17	30	7	9	1	**64**
Freetown City Council	West II	48	75	22	13	0	**158**
Freetown City Council	West III	81	99	35	24	1	**240**

ANNEX III Enrolment Trends by School Level

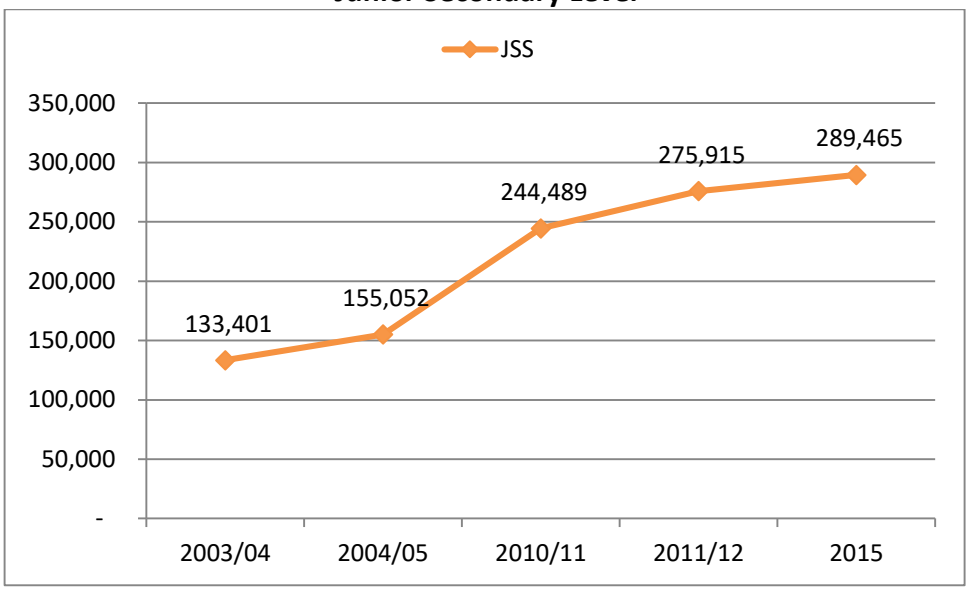
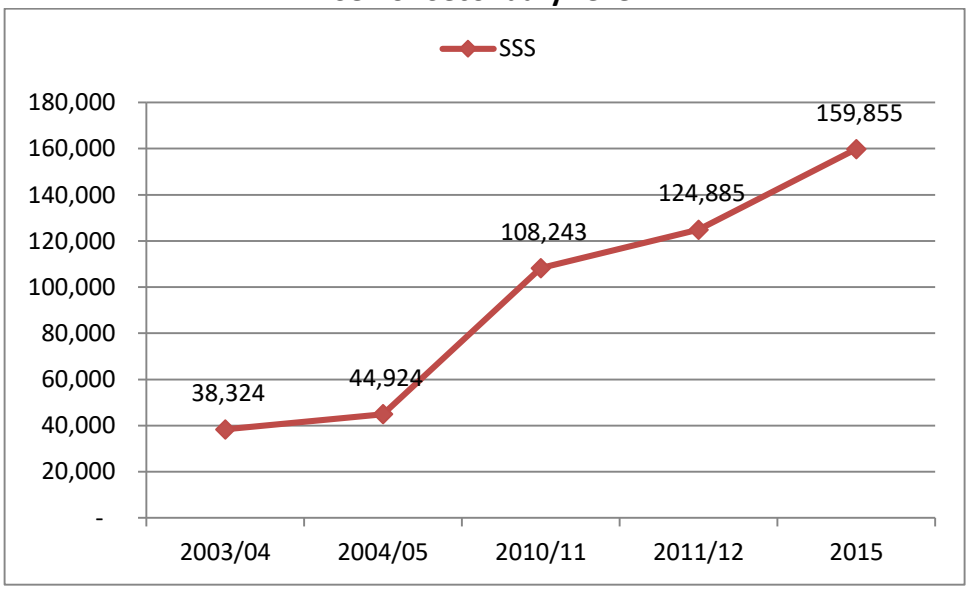
Preschool Level



Primary Level



Junior Secondary Level



Senior Secondary Level