



Republic of Sierra Leone

2004 Population and Housing Census

Executive Summary - Education and Literacy



UNFPA



SSL



EU

November 2006

FOREWORD

Government and other Stakeholders have been eagerly awaiting this report. The long interval between the 1985 and the 2004 population censuses has been mainly attributed to the 10 (ten) years brutal civil war. The 2004 census is an improvement on that of 1985 in that more questions were asked this time, and of course more information will be provided to the public after the analysis of the data.

Following the transformation of the then Central Statistics Office (CSO) which was purely a government institution, to the present Statistics Sierra Leone (SSL) a semi-autonomous Institution, the need for better Strategy for the development of National Statistics has been constantly expressed at all meetings of Stakeholders. The political will, to develop Statistics in Sierra Leone is also there.

The government is very much aware about the need for better statistics to inform the design, implementation and eventual evaluation of various development programmes for economic recovery and national development. Statistics Sierra Leone is expected to play a greater role than before in the development of National Statistics, it will have to develop standards, promote best practices and co-ordinate the entire National Statistical System to ensure that better Statistics are produced for better planning, policy formulation, programme design and development, and effective implementation.

In order to be able to do this and more, Statistics Sierra Leone will have to be strengthened in the first instance as past evidence shows that it has been weak, under-staffed, under-resourced, and therefore vulnerable.

Our expectation is that with a sound Statistics Institution in place and a reinvigorated National Statistical System that is properly co-ordinated, the government and other Stakeholders will get quality Statistics (accurate, consistent, timely, relevant etc) to track progress being made towards meeting our development goals and targets on poverty reduction, job creation, housing, agriculture production, health, education, transport and communications etc.

On behalf of Statistics Sierra Leone, I would like to express our appreciation to the Government of Sierra Leone, to the donor partners (European Union -EU), and United Nations Population Fund – UNFPA) for supporting the 2004 Census activities.

Finally, I would like to express our appreciation to my predecessor Professor Herbert B.S. Kandeh and to all individuals who played a part in the design of the census, and in the generation, processing and analysis of the data. I wish to very much recognize the important roles played by the External Consultant Professor Clifford Odimegwu and also the Local Consultants.

It is impossible to say everything at once about the 2004 population and Housing Census. We have therefore prepared this Executive Summary to serve as a guidebook for the government, the Stakeholders and the general public.

Prof. Joseph Aruna Lawrence Kamara (PhD)
Statistician General

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CHAPTER SEVEN

EDUCATION AND LITERACY

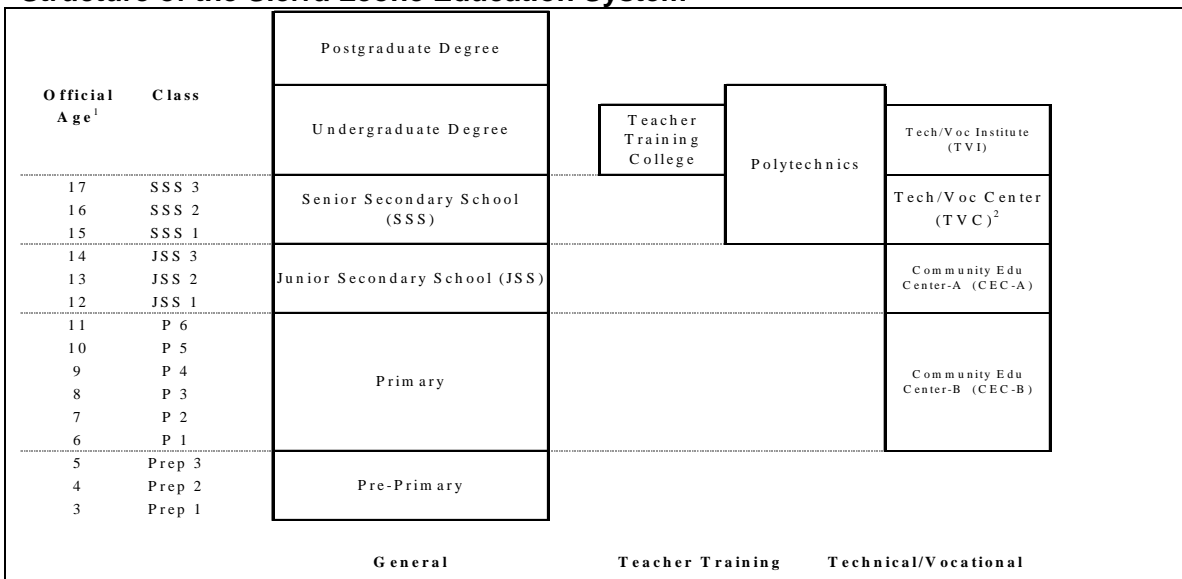
BY:

- ✧ **A.C.T DUPIGNY**
- ✧ **IBRAHIM G. KARGBO**
- ✧ **ALIMAMY YALLANCY**

Sierra Leone’s 2004 Census took place almost two decades after the previous one of 1985. Separating the two censuses was a vicious civil conflict that lasted just over a decade and destroyed not only a significant percentage of the then existing infrastructure but brought the nation and its people to its knees. During the conflict, it appears that educational institutions were targeted and many schools and colleges were severely damaged or completely destroyed. A significant percentage of those who committed the most atrocious acts and who burnt down schools were school-age youths. By their acts those youths pronounced their disenchantment with all that schools represented. The message to the nation was clear.

With the end of the conflict in 2001 came much soul searching and vigorous action in the field of education. New legislations were enacted starting from 2001, new bodies were instituted and new institutions established and constructed. The enthusiasm at the centre was contagious, the fever seemingly spread to every corner of Sierra Leone and an education pandemic started. Data from the Ministry of Education, Science and Technology indicated rocketing enrolments at all levels and the number of primary schools in the country appeared to grow daily.

Structure of the Sierra Leone Education System



The 2004 Census provides an opportunity to capture information on literacy and all levels of education and to confirm the explosion in enrolment suggested by data from the Ministry of Education Science and Technology. The Census attempts to obtain the needed information with just 3 questions/items:

- (1) School attendance, that is, whether the person:
 - (a) has never attended school
 - (b) was still at school, and
 - (c) had left school

- (2) Educational Attainment, that is, the highest level attained
 - (a) None
 - (b) Kindergarten
 - (c) Primary
 - (b) Junior secondary
 - (c) Senior secondary
 - (d) Vocational/Commercial, etc

(3) Literacy, in terms of whether the respondent can read and write in any language

Not unexpectedly the normal census data collection and treatment problems were encountered and these have impacted to some extent on the analysis that has been possible. For example, the data collected does not allow an estimation of enrolment at the post school level and hence made computation of the Education Index based on the census data alone impossible. The Education Index is important because it is used in computing the Human Development Index (HDI) which has been used in the past to categorise Sierra Leone as the 'least developed country'. Further, the questions asked for education mainly referred to the past rather than the situation at the time of the census itself. This necessitated a number of assumptions. Finally, no firm decision appeared to have been taken at the onset of the exercise as to whether smoothed or unsmoothed data was to be used for generating the data tables and/or for analysis purposes. This has the potential of creating a number of problems in interpreting reports written by different individuals who would arbitrarily and independently decide whether to use smoothed or unsmoothed data or a mixture of the two and may not indicate the position adopted in the report.

Notwithstanding the issues highlighted, a detailed analysis of the data collected on education was carried out for the purpose of this report and the main findings are presented below.

◇ **FINDINGS:**

Literacy

- The literacy rate for Sierra Leone (i.e. for 10 year olds and above) is 39%.
- At 63.9%, the 12 to 14 year olds have a higher literacy rate than all other education age ranges
- At less than 14%, the 65 year olds and above have the lowest literacy rate
- The younger age ranges possess significantly higher literacy rates than the older i.e. the gender difference in literacy rate is decreasing.
- The literacy rate of men is higher than that for women nationally and by region. The national literacy rate for men is 49% whilst that for women is 29%.
- The difference in literacy rates between males and females increases with age
- LGAs differ significantly in literacy rates
- The literacy rate for the Urban Western Area and Bo Town at 68% and 64% respectively, are higher than that of all other Local Government Areas (LGAs)
- At 21%, Koinadugu district has the lowest literacy rate of all LGAs
- The male and female literacy rates of Urban Western Area, 76% and 60% respectively, are higher than that of all other LGAs
- Such is the advantage of the Western Area over the other regions that the literacy rate of women in the Western Area is higher than even that of men in all other regions
- At 13% and 14% respectively, the female literacy rates of Kenema district, excluding Kenema Town, and Koinadugu district are the lowest in the whole of Sierra Leone
- The analysis suggests an urban – rural difference in literacy rates with the more urban areas having significantly higher literacy rates than the more rural areas

- The analysis suggests that the literacy rate will continue to increase in the coming years
- The analysis suggests that access to education is contributing significantly to increasing the literacy rate

Chart 1 – National Literacy Rate of 10Year Olds and Above By Age Range

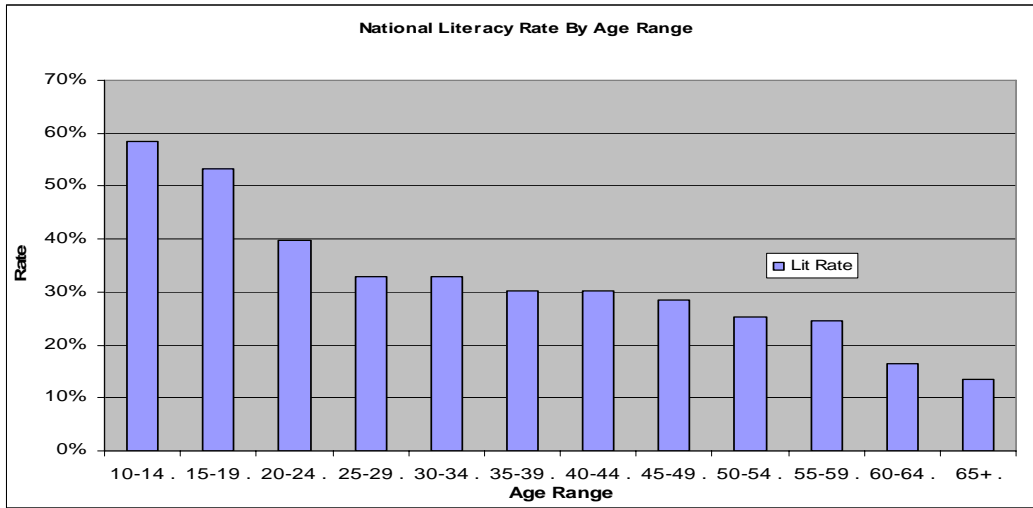


Chart 2 – Single Age Literacy Rates for 6 – 29 Year Olds

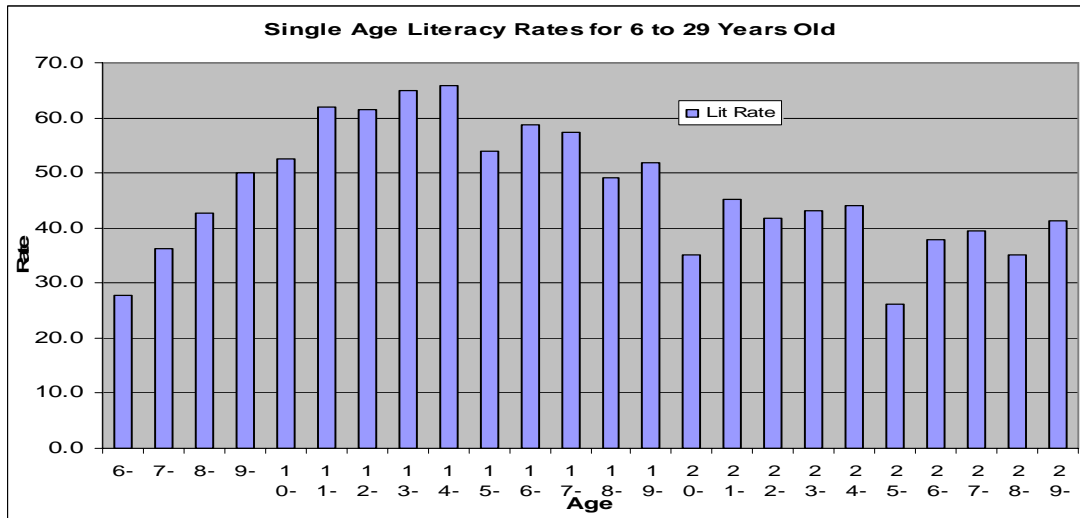


Chart 3 – Literacy Distribution by Sex

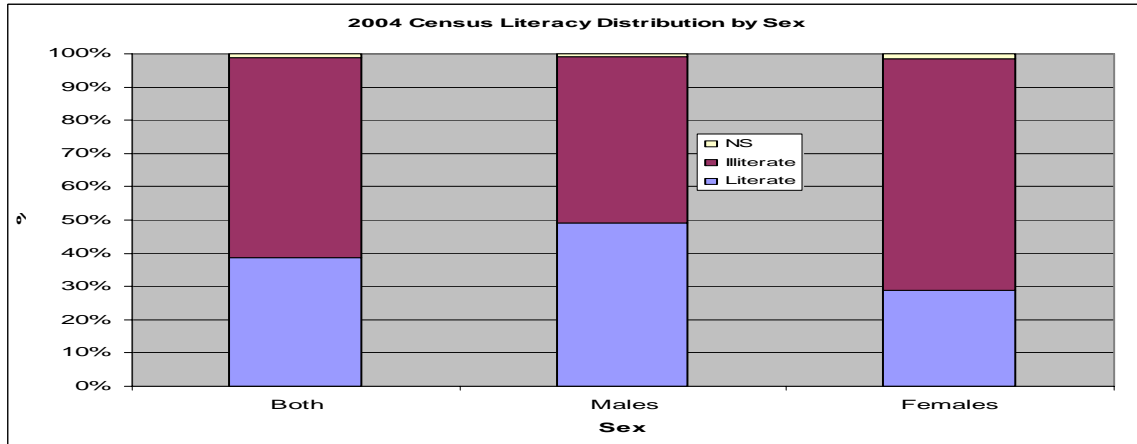
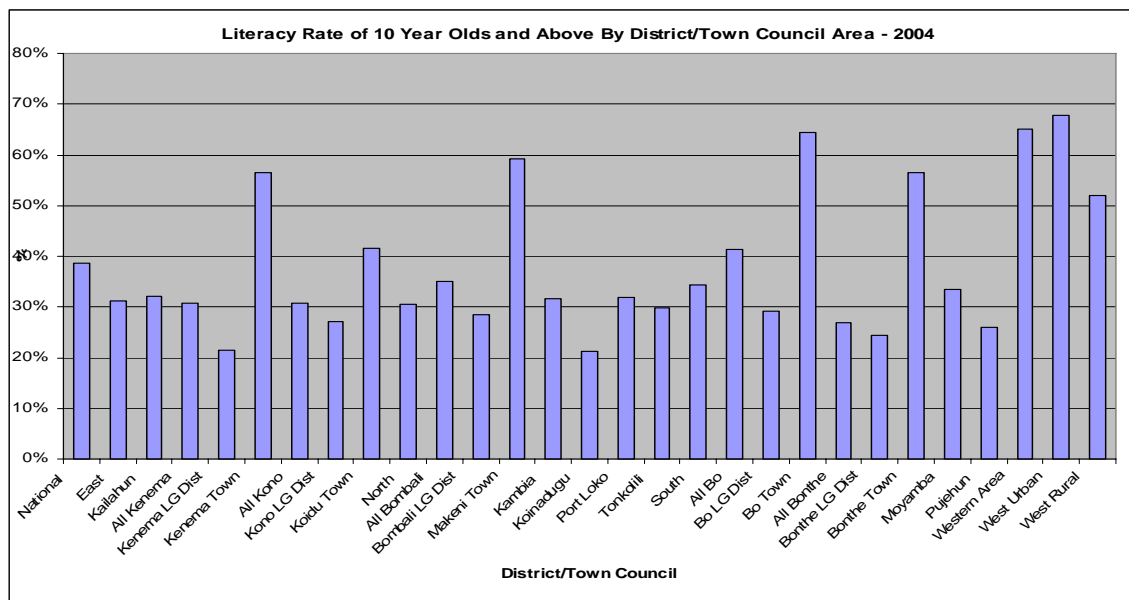


Chart 4: Literacy Rates of 10 Year Olds and Above By Region and Local Government Area



School Attendance

- 40% of Sierra Leoneans aged 6 to 29 years have never attended school / received formal education whereas 29% of 6 to 11 year olds have never attended school
- At 79%, the school attendance rate is highest for 11 year olds
- 6 to 29 year old school attendance is higher for Makeni Town (64.6%) and Bo Town (64.2%) than for all LGAs
- 6 to 29 year old school attendance is lower for Koinadugu district (31.2%) than for all other districts
- Percentage school attendance in all main towns is higher than for Freetown (Urban Western Area)
- The analysis suggests an urban – rural divide in school attendance with percentage school attendance being significantly greater in the more urban areas than the more rural areas
- Whilst only 33 % of males aged 6 to 29 years have never attended school, the figure for females is 47%. The respective figures for 6 to 11 year olds are 29% and 30%

- The male – female difference in school attendance is lowest for the younger age ranges
- School attendance rates for the sexes differ significantly across the LGAs
- Male (6 to 29 year olds) school attendance rate is highest for Makeni Town (72%) and lowest for Koinadugu district (38%)
- Female (6 to 29 year olds) school attendance rate is highest for Bonthe Town (61%) and lowest for Koinadugu district (26%)
- At approximately 21%, the Western Area had the lowest percentage of 6 to 29 year olds that have never attended school of all regions
- The region with the highest percentage of 6 to 29 year olds that have never attended school was the Northern Region with an alarming 50%
- The younger age ranges have higher percentage school attendance the older age ranges
- The analysis suggests an encouraging picture of future school attendance assuming a continued commitment of government to increasing access to education

Chart 5 – Age Specific Enrolment Rates and Percentage Out of School for Ages 6 - 17

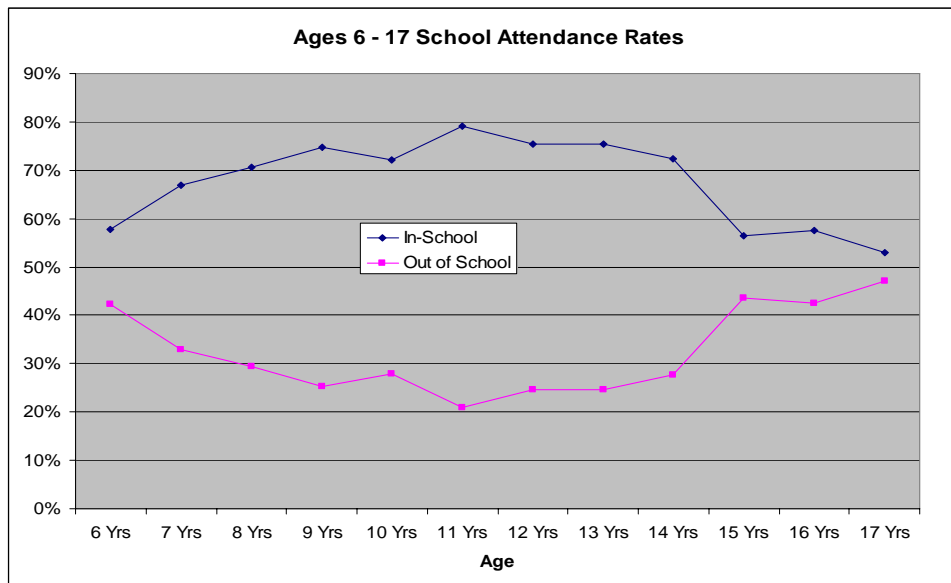


Chart 6: Distribution of School Attendance of 6 – 29 Year Olds By Region and Local Government Areas

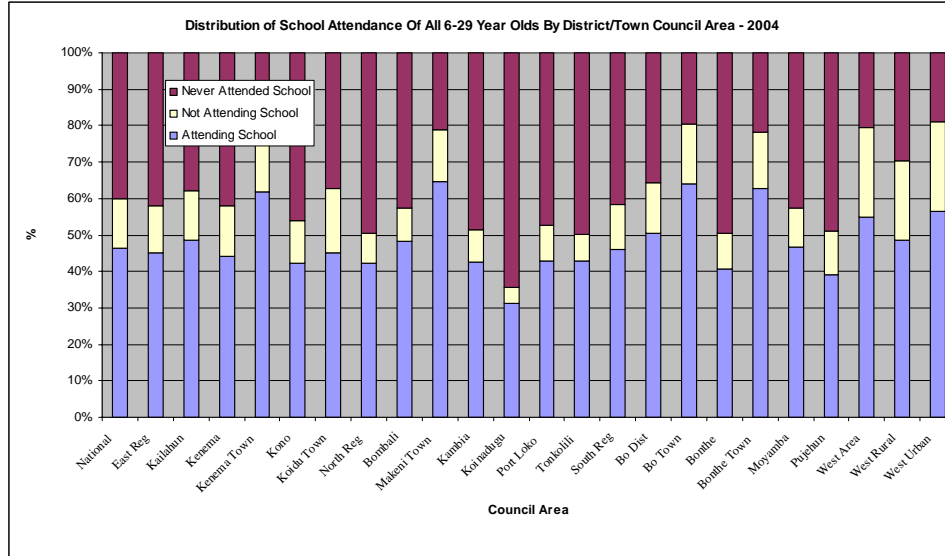


Chart 7 – Percentage of 6 – 29 Year Old Males and Females Who Have Never Attended School

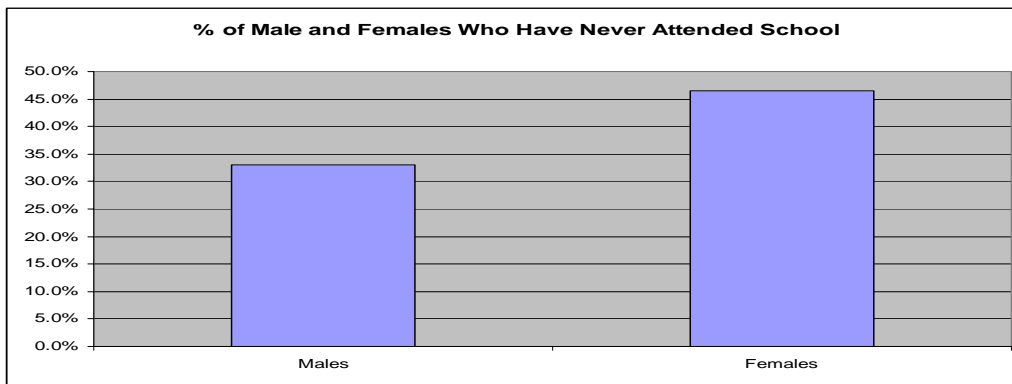
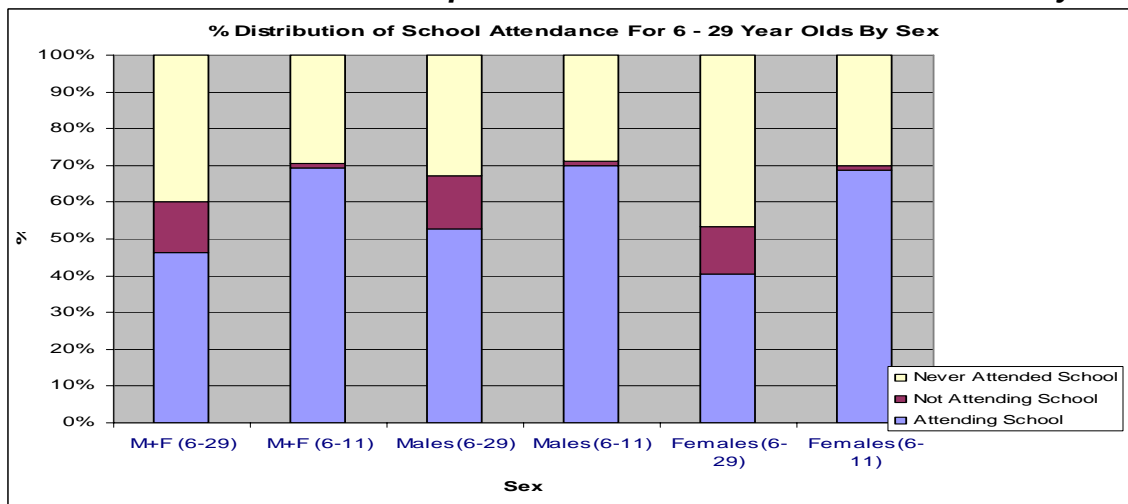


Chart 8 - School Attendance profiles of 6 – 11 and 6 – 29 Year Olds By Sex



Kindergarten

- Approximately 84,979 respondents reported kindergarten as the highest level of education completed

Primary School Enrolment

- Approximately 823,435 five year olds and above were enrolled in primary school in 2003/04, 384,515 of whom were females
- Enrolment at primary school has more than doubled since the last census of 1985 which gave a primary enrolment figure of 316,158
- 53% of the 6 year olds and above at the primary level were males whilst 47% were females i.e. approximately 10 girls for every 11 boys in primary school
- Approximately 6% of the primary school population were 5 year olds in 2003/04
- 33% of all pupils enrolled in primary schools in 2003/04 were above 11 years of age
- Only 23% of pupils in Class 1 in 2003/04 were of the official school entry age of 6 years
- Only in Class 1 were pupils of the official age greater than 20%
- In Class 5, pupils of the official age formed only 8% of the total Class 5 enrolment
- Approximately 79% of pupils in Class 6 in 2004 were over 11 years of age
- The Net Intake and Gross Intake Rates (NIR and GIR) for Class 1 in 2003/04 were 29% and 128% respectively
- The NIR and GIR for girls were 29% and 130% respectively and that for boys were 28% and 126% respectively
- Class 1 contains some under-aged children but even more over-aged
- The primary school Gross Enrolment Rate (GER) in 2004 was 104%
- The GER for girls was 98% and that for boys was 110%
- The primary school Net Enrolment Rate in 2004 was 64%

- The NER for girls was 63% and that for boys was 65%
- At 81% and 137% respectively, Makeni Town had the highest NER and GER of all LGAs
- At 39% and 65% respectively, Koinadugu district had the lowest NER and GER of all LGAs
- At 77% and 116% respectively, the Western Area had the highest NER and GER respectively of all regions
- The Northern Region had the lowest NER and GER at 57% and 94% respectively
- At 83% and 80%, Makeni Town had the highest male and female NER respectively of all LGAs
- Makeni Town also had the highest male and female GERs of all LGAs at 143% and 132% respectively
- Koinadugu district had the lowest NER and GER of both sexes for all LGAs: NER – 41% (male) and 38% (female); GER – 71% (male) and 59% (female)
- The Western Area had the highest NER and GER of both sexes for all regions: NER – 78% (male) and 76% (female); GER – 120% (male) and 113% (female)
- The Northern Region had the lowest NER and GER of both sexes for all regions: NER – 60% (male) and 55% (female); GER – 102% (male) and 84% (female)
- No LGA or region had a gender parity index below 0.89
- LGAs with primary level NER gender indices of 1 and above were Kailahun district, Koidu Town, Bonthe LG District, excluding Bonthe Town, Moyamba district and Pujehun district
- LGAs with primary level GER gender indices of 1 and above were Bonthe LG District, excluding Bonthe Town, and Pujehun district
- The analysis indicated a Gross Completion Rate (GCR) of approximately 56% for the primary level
- At approximately 64%, the GCR for males was significantly higher than the 48% for females

- There are significant differences between the GCRs of the LGAs and the regions
- The GCR for Bonthe Town was an astonishing 155%
- Bonthe Town also had the highest male and female primary GCRs of all LGAs at 181% and 136% respectively
- At approximately 23%, Koinadugu district had the lowest GCR of all LGAs
- Koinadugu district also had the lowest male and female primary GCRs of all LGAs at 29% and 18% respectively
- The more urban LGAs have higher GCRs than the more rural
- At approximately 88%, the Western Area had the highest GCR of all regions
- The Northern Region had the lowest GCR (39%) of all regions
- The difference between the parity indices for the GIR and the GCR suggest that fewer girls than boys starting primary schooling at Class 1 go on to complete Class 6
- Should the trend of pupils entering Class 1 in 2003/04 be maintained and those entering be retained until Class 6 then by 2008/09 Sierra Leone would have achieved a 1:1 ratio in terms of enrolment of boys and girls at the primary level assuming that pupils entering primary school above Class 1 are relatively close in terms of proportion of boys and girls
- Sierra Leone is faced with a very stiff challenge if it is to meet its national and Millennium Development Goal (MDG) target of a Primary Completion Rate of 100% by 2015

Chart 9 – Percentage Distribution of Age Ranges in Primary School

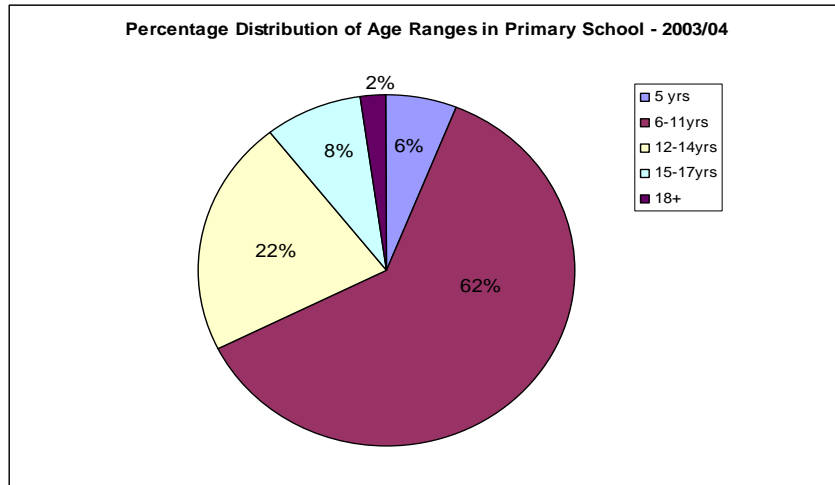


Chart 10: Primary Schooling NER and GER by Region and LGA

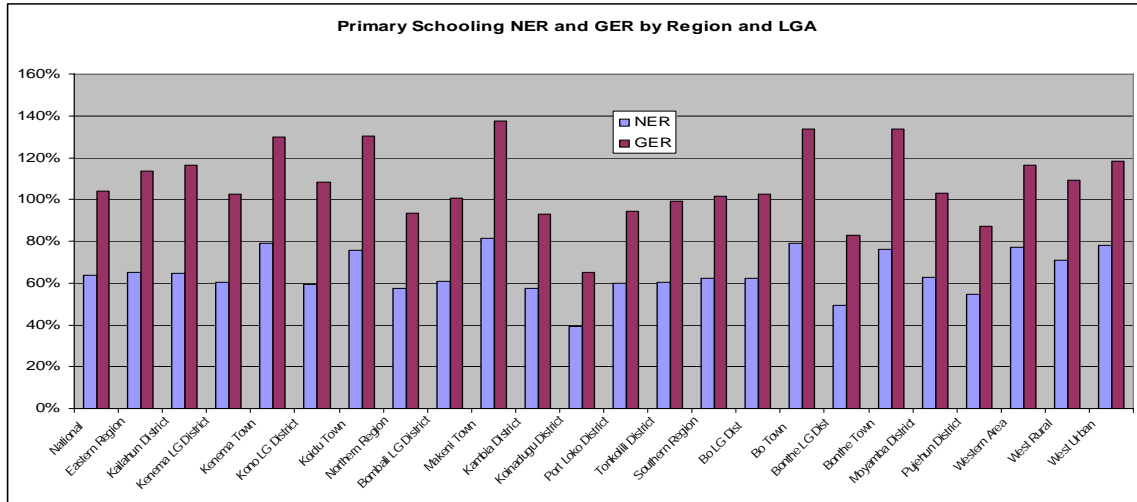


Chart 11: Primary Schooling Gross Completion Rate by Region and LGA

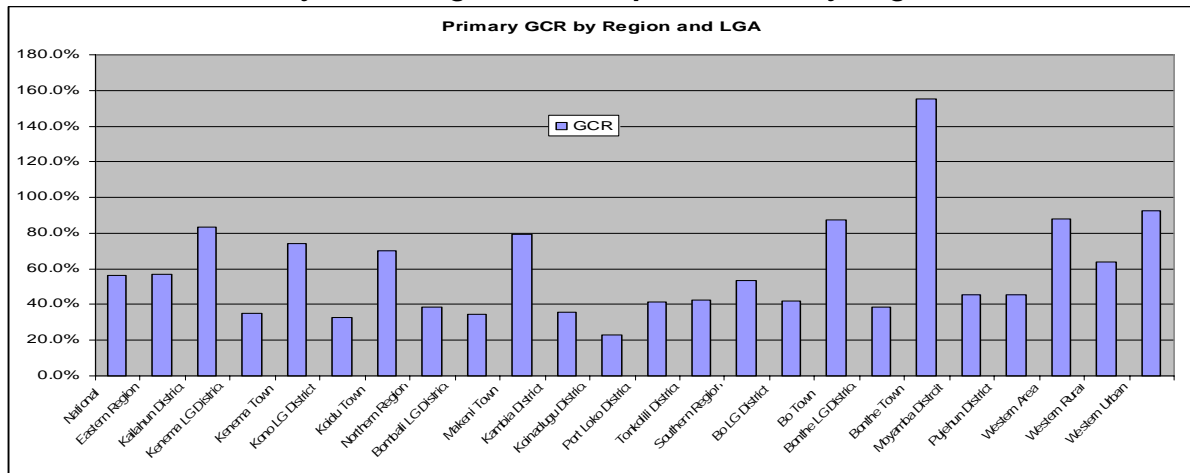
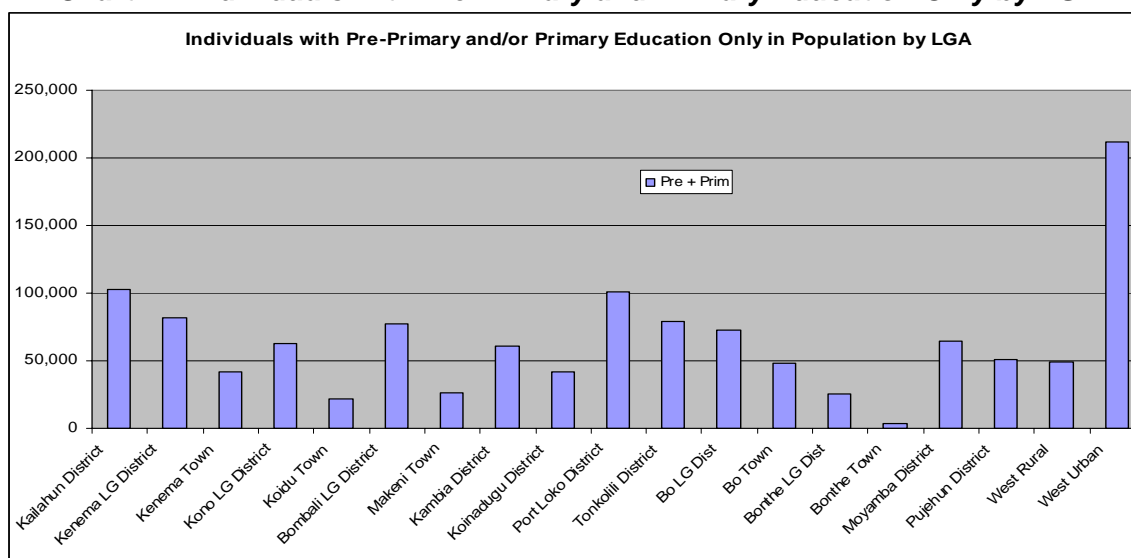


Chart 12: Individuals with Pre-Primary and Primary Education Only by LGA



Junior Secondary Enrolment

- Enrolment in Junior Secondary Schools (JSS) in 2003/04 totalled 143,407 approximately consisting of 87,787 males and 55,620 females
- At approximately 50,000, Urban Western Area (Freetown) had a higher JSS population than all other LGAs and all regions except the Western Area where it is found
- With approximately 427 students, Bonthe Town had a lower JSS enrolment than all other LGAs
- There were significantly more boys than girls enrolled in every LGA and every region in 2003/04
- The gender parity indices for numbers enrolled in JSS were still larger for the Eastern Region (1.9) and the Northern Region (2.0) than for the Western Area (1.2) in 2003/04 notwithstanding the provision of free JSS education for girls in the former regions
- The great majority of students (approximately 76%) in JSS in 2003/04 were over-aged
- Only 21% of those in JSS in 2003/04 were in the official age range of 12 to 14 years
- The JSS GER in 2003/04 was 41%

- The GER for girls was 32% and that for boys was 49%
- The JSS NER in 2003/04 was 12%
- The NER for girls was 11% and that for boys was 13%
- At 29% Urban Western Area had the highest NER of all LGAs
- At 86% Bo Town had the highest GER of all LGAs
- At 3% and 13% respectively, Koinadugu district had the lowest NER and GER of all LGAs
- At 27% and 78% respectively, the Western Area had the highest NER and GER respectively of all regions
- The Northern Region had the lowest NER and GER at 6% and 25% respectively
- At 31% and 27%, Urban Western Area (Freetown) had the highest male and female NER respectively of all LGAs, only Bo Town had an equal female NER
- Bo Town also had the highest male GERs of all LGAs at 107% and Urban Western Area had the highest female GER at 71%
- Koinadugu district had the lowest NER and GER of the sexes for all LGAs in terms of: NER – 4% (male) ; GER – 16% (male) and 9% (female). Kono LG District, excluding Koidu Town had the lowest female NER at 2%
- The Western Area had the highest NER and GER of both sexes for all regions: NER – 29% (male) and 25% (female); GER – 90% (male) and 67% (female)
- The Northern Region had the lowest NER and GER of both sexes for all regions: NER – 8% (male) and 5% (female); GER – 32% (male) and 17% (female)
- No LGA or region had a gender parity index above 0.88
- The LGAs with the highest JSS NER gender index were Bo LG District, excluding Bo Town and Urban Western Area (Freetown) at 0.88
- The LGA with the lowest NER gender index was Kambia district at 0.53

- The parity indices for the NER tend to be greater than those for the GER suggesting, amongst other things, that over-aged girls are fewer in JSS than over-aged boys

Chart 13: Enrolments in Junior Secondary Schools by Sex and Local Government Area

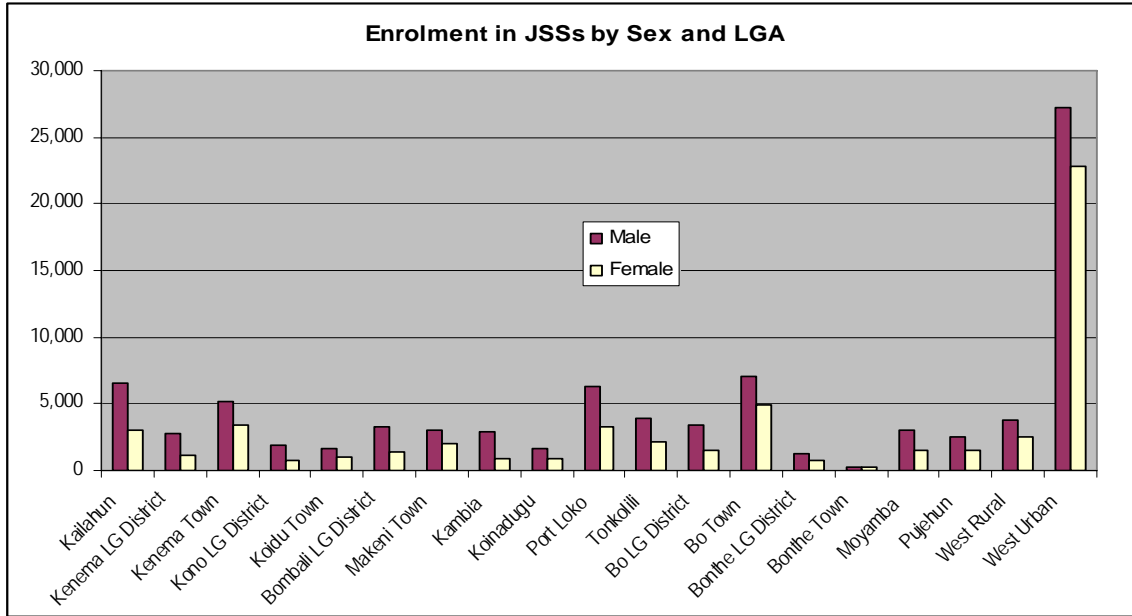


Chart 14 - % Distribution of JSS Students by Age and Sex

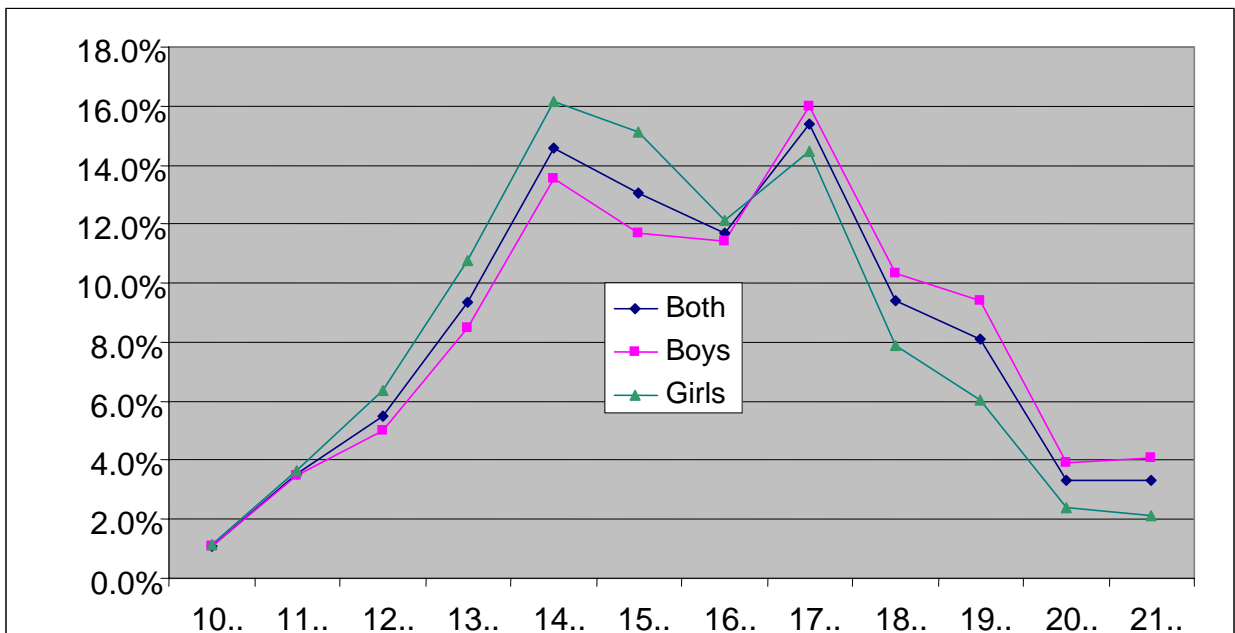


Chart 15: Junior Secondary School NERs and GERs by Region and Local Government Area

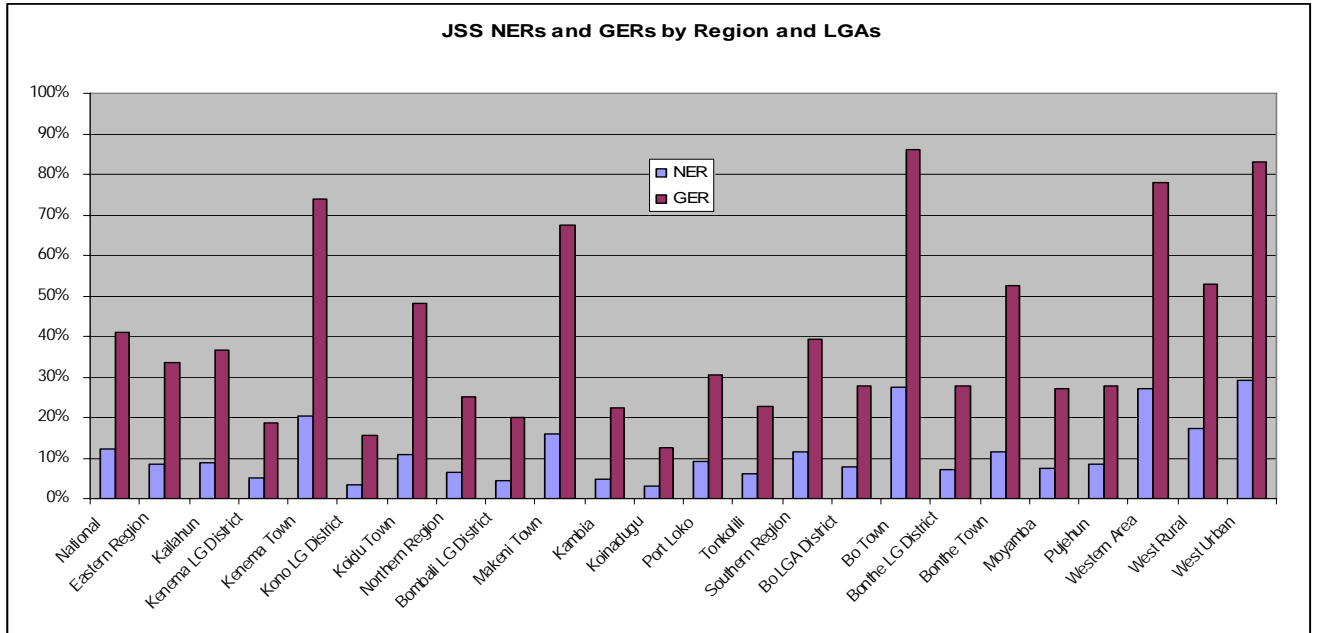
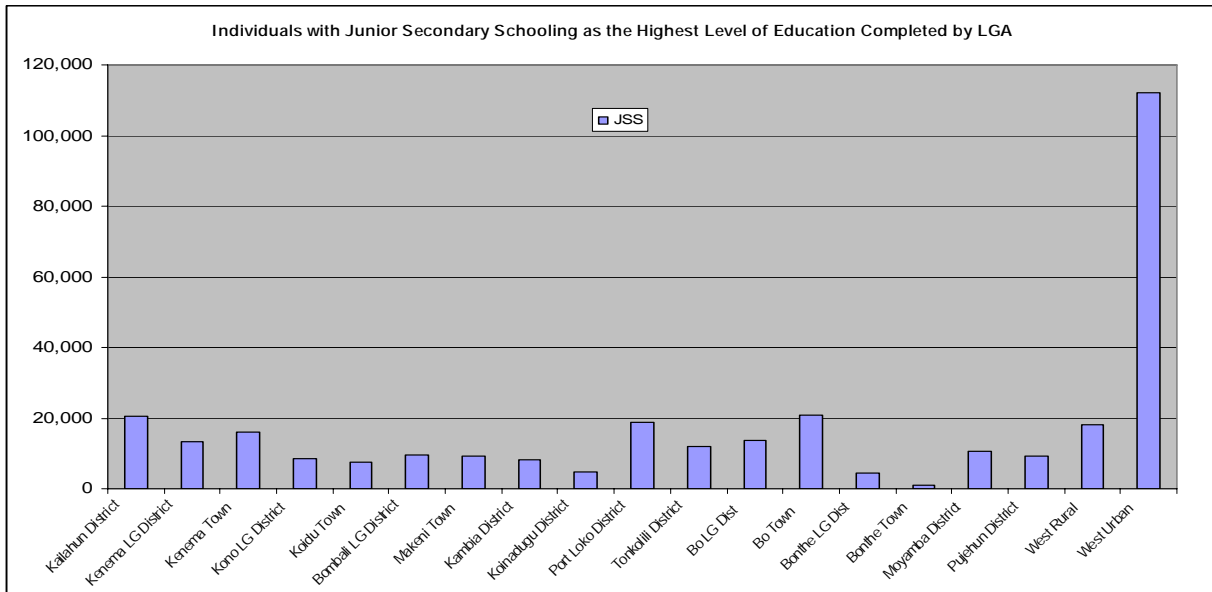


Chart 16: Individuals with Education up to Junior Secondary School Level Only



Senior Secondary Enrolment

- According to the Census, enrolment at SSS was approximately 65,141 in 2003/04 of whom 22,483 were girls and 42,658 were boys
- At 33,865 Urban Western Area (Freetown) had a higher SSS population than all other LGAs and all regions except the Western Area where it is found.
- More than 50% of all students enrolled in SSS were to be found in Urban Western Area (Freetown)
- With 181 students, Bonthe Town had a lower SSS enrolment than all other LGAs
- There were significantly more boys than girls enrolled in every LGA and every region in 2003/04
- The gender parity indices for numbers enrolled in SSS were still larger for the Eastern Region (2.8) and the Northern Region (2.5) than for the Western Area (1.6) in 2003/04 notwithstanding the provision of free JSS education for girls in the former regions
- The great majority of students (approximately 77%) in SSS in 2003/04 were over-aged
- Only 18% of those in SSS in 2003/04 were in the official age range of 12 to 14 years
- The SSS GER in 2003/04 was 22%
- The GER for girls was 14% and that for boys was 30%
- The SSS NER in 2003/04 was 6%
- The NER for girls was 5% and that for boys was 6%
- At 17% Urban Western Area (Freetown) had the highest NER of all LGAs
- At 58% Urban Western Area (Freetown) also had the highest GER of all LGAs
- Koinadugu, Moyamba, Tonkolili, Bombali, excluding Makeni Town, Kono, excluding Koidu Town, Kenema, excluding Kenema Town all had very low SSS NERs of only 1%

- Kono district, excluding Koidu Town had the lowest SSS GER of all LGAs at 3%
- At 15% and 53% respectively, the Western Area had the highest NER and GER respectively of all regions
- The Northern Region had the lowest NER and GER at 2% and 10% respectively
- At 18% and 15%, Urban Western Area (Freetown) had the highest male and female NER respectively of all LGAs
- Urban Western Area (Freetown) also had the highest male and female GERs of all LGAs at 73% and 44%, respectively
- Females attending SSS in Kono district out of Koidu Town are so small in number that the computed NER for females in the district approximate to 0%
- 13 out of 19 LGAs have male and female SSS NER of 4% and below
- Kono district had the lowest SSS male and female GERs than all LGAs at 5% and 2% respectively
- The Western Area had the highest NER and GER of both sexes for all regions: NER – 17% (male) and 14% (female); GER – 67% (male) and 40% (female)
- The Northern Region had the lowest NER and GER of both sexes for all regions: NER – 2% (male) and 1% (female); GER – 7% (male) and 3% (female)
- No LGA or region had a gender parity index above 0.84
- The LGAs with the highest SSS NER gender index was Urban Western Area at 0.84
- The LGA with the lowest NER and GER gender indices was Kambia district at 0.26 and 0.20 respectively
- The parity indices for the NER tend to be greater than those for the GER suggesting, amongst other things, that over-aged girls are fewer in SSS than over-aged boys

- The analysis clearly indicates that individuals living in towns are at an advantage relative to those in more rural areas in terms of access to SSSs
- The large LGA, regional and gender disparities in accessing SSS as indicated by the NERs and GERs are causes for concern as they have potentially serious implications for national development.

Chart 17 - Proportion of Males and Females Enrolled at SSS

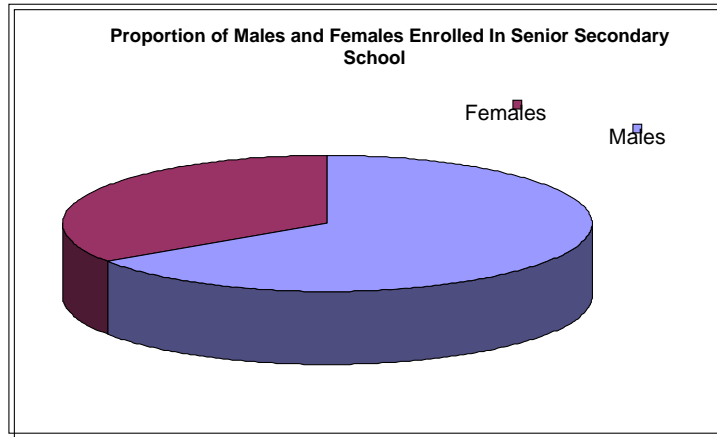


Chart 18: Percentage Age Distribution of Students at SSS

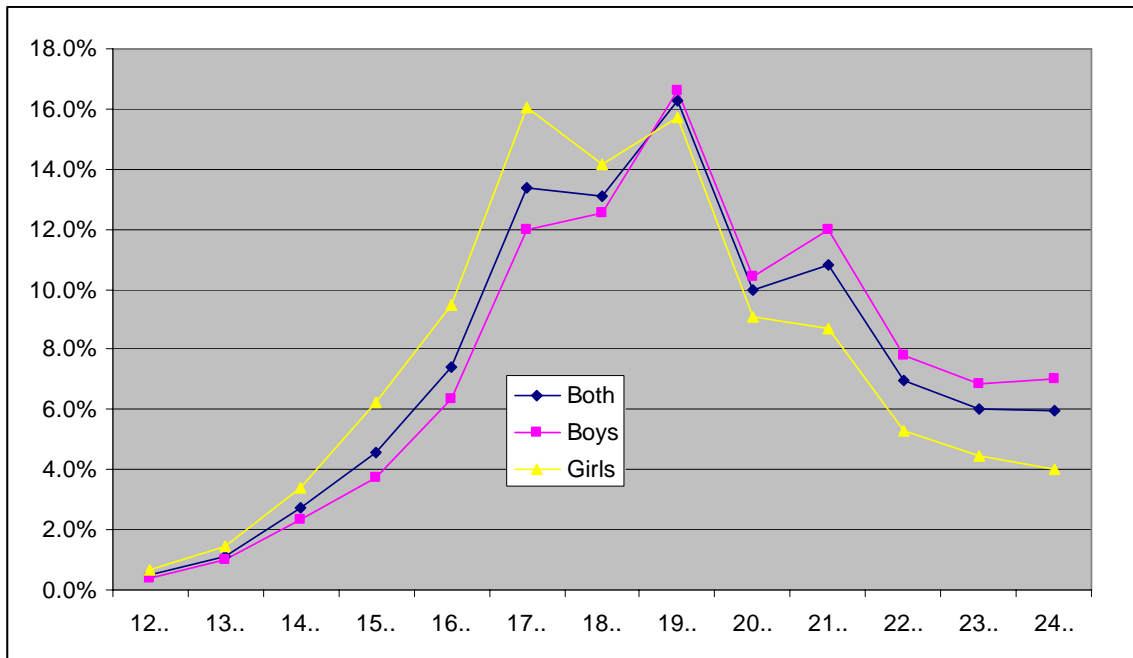


Chart 19: Senior Secondary School NERs and GERs by Region and Local Government Area

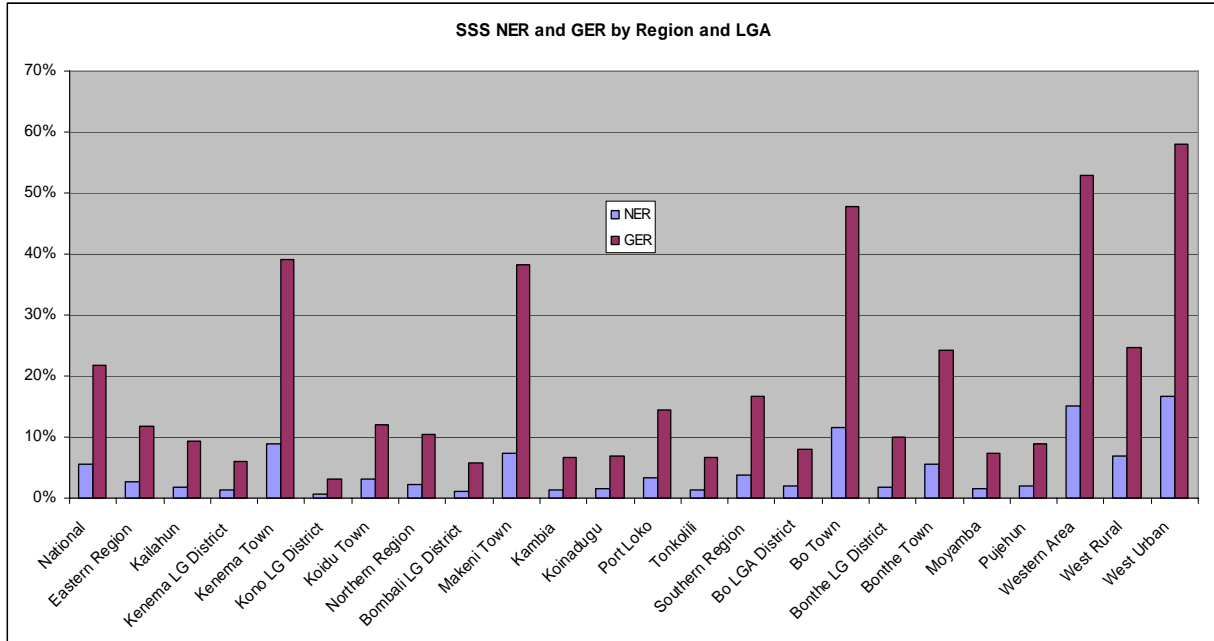
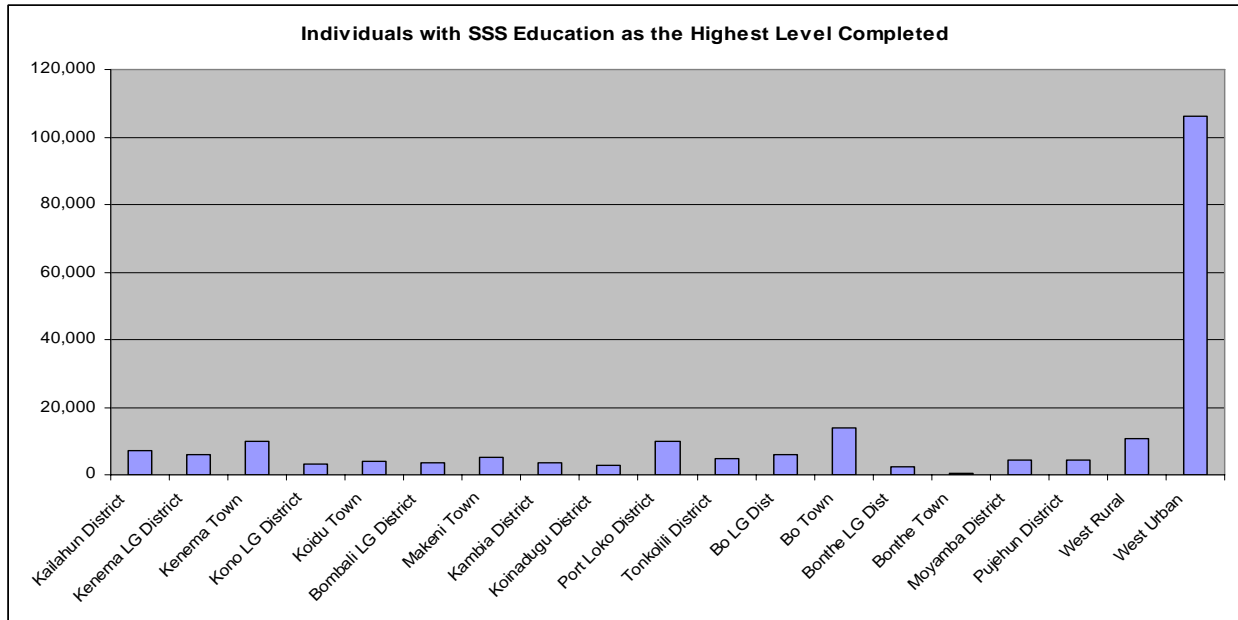


Chart 20: Individuals with Education up to Senior Secondary School Level Only



Combined School Level Enrolment

- 74% of all those at school are in primary school
- Less than 6% of those in school are in SSS
- School level education in Sierra Leone is very pyramidal. JSS enrolment in 2004 was 17% of primary enrolment and SSS enrolment was 8% of the same
- Both the NER and GER decrease significantly in moving from the primary to the junior secondary and then to the senior secondary levels

Level	Net Enrolment Ratio (NER)	Gross Enrolment Ratio (GER)
Primary	64%	104%
Junior Secondary	12%	34%
Senior Secondary	6%	22%

- The differences in the NERs and GERs of the different levels of schooling are large and worrying for all LGAs with values for the SSS level being extremely small relative those for the primary level
- The difference in male and female enrolment at school level is least for the primary and highest for the SSS level
- The retention rate for girls across the different school levels is much less than that for boys i.e. fewer girls than boys stay on to the SSS level

Chart 21: Distribution of Enrolment at the Various School Levels

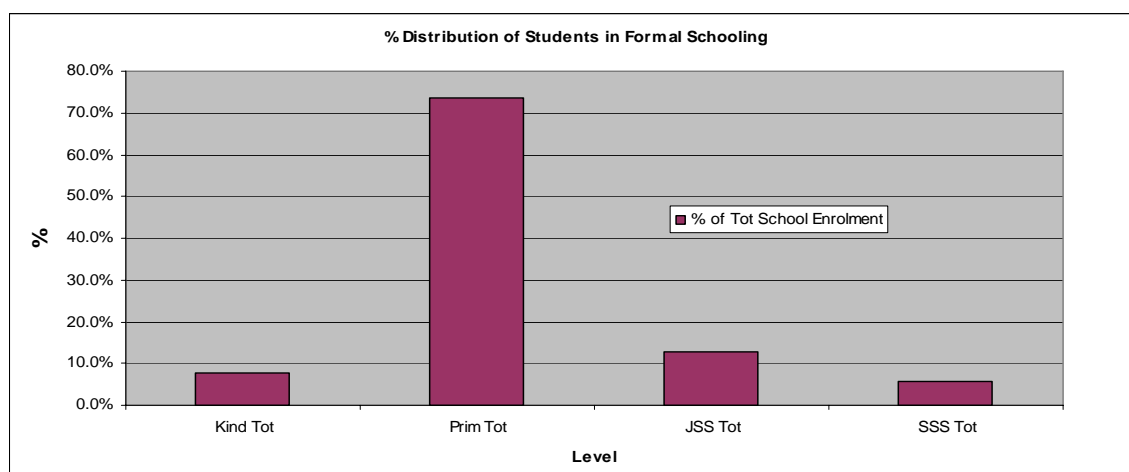
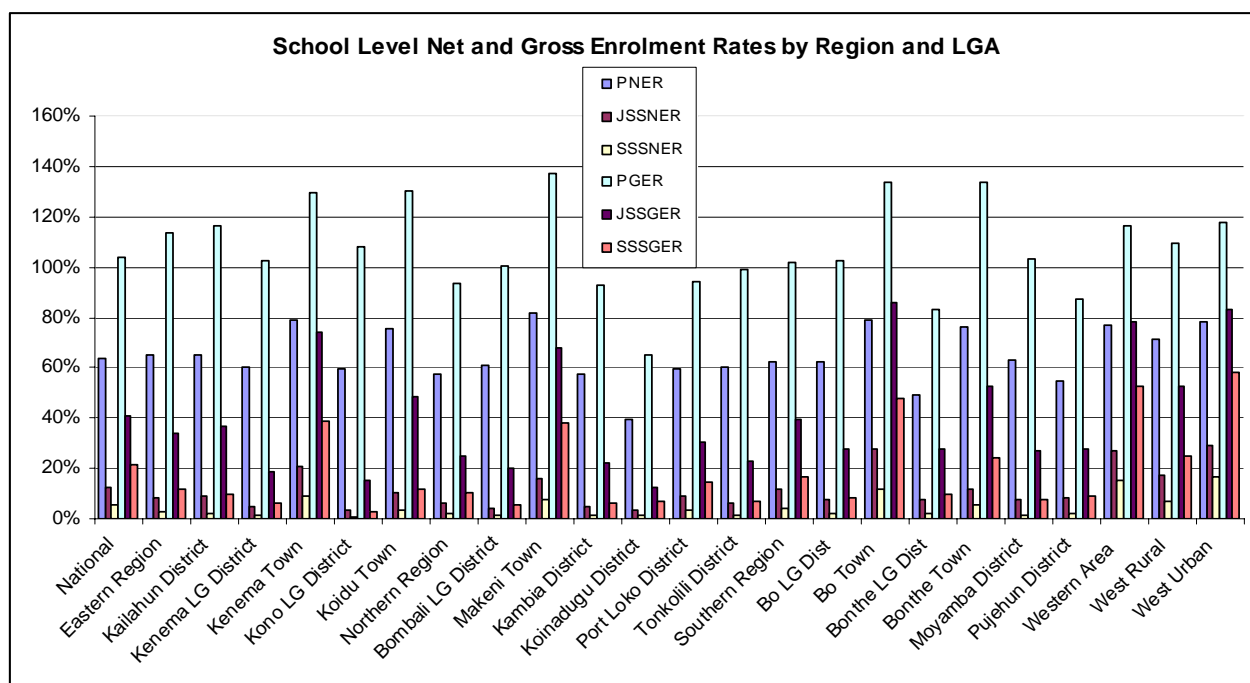


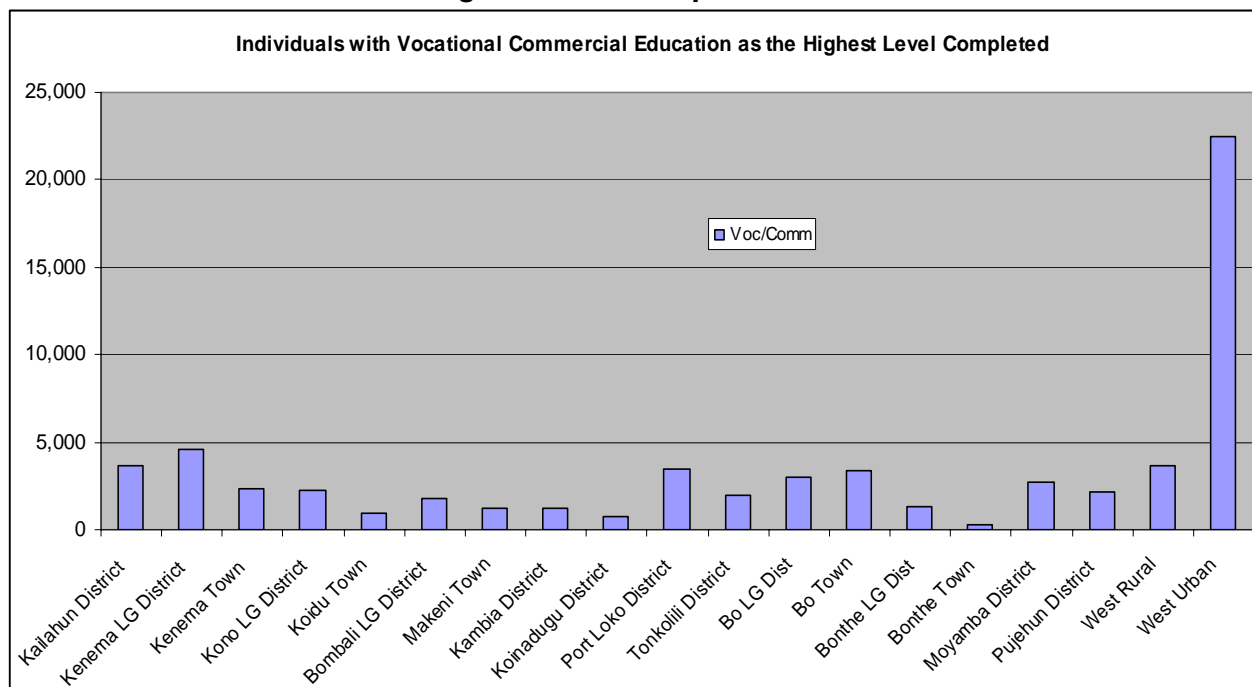
Chart22: School Level Net and Gross Enrolment Rates by Region and LGA



Vocational / Commercial Enrolment

- 5,818 respondents still pursuing educational programmes reported vocational / commercial courses below OND level as the highest level of education completed
- Another 1,694 still pursuing educational programmes reported completing courses above the OND but below the HND level
- More females (64%) than males (36%) still pursuing educational courses reported completing vocational / commercial programmes nationwide
- 46% of all respondents still in education and reporting completion of vocational / commercial courses below HND level were from the Western Area
- 57,083 reported completing courses up to the level above but were not pursuing educational programmes in 2004
- Overall 64,595 individuals (1.3% of the national population) reported completion of vocational / commercial programmes up to HND level as their highest level completed. 41% of these individuals are to be found in the Western Area

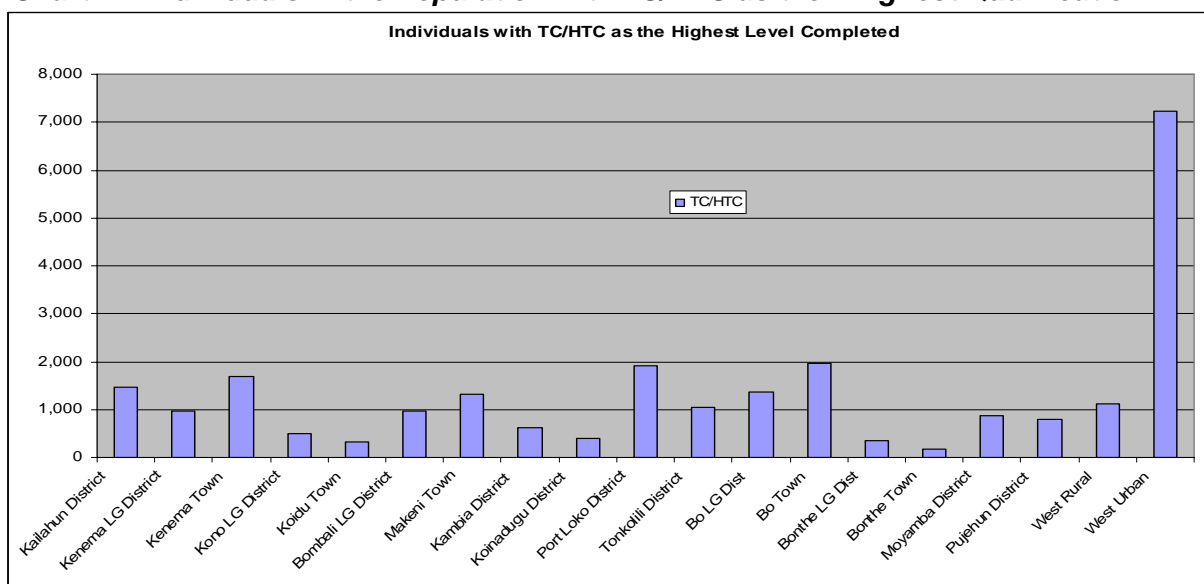
Chart 23: Individuals in the Population with Vocational/Commercial Education as the Highest Level Completed



Teacher Training (TC and HTC) Enrolment

- 4,920 respondents, still pursuing educational programmes, gave the Teachers Certificate and the Higher Teachers' Certificate as the highest level of education completed by 2004
- 3,167 (64%) of the above respondents were male and 1,753 (36%) were females
- 20,156 respondents gave the TC/HTC as the highest level completed but were not pursuing educational programmes in 2004
- Overall, 25,076 individuals (0.5% of the national population) gave TC/HTC as the highest level completed. 33% of these were in the Western Area

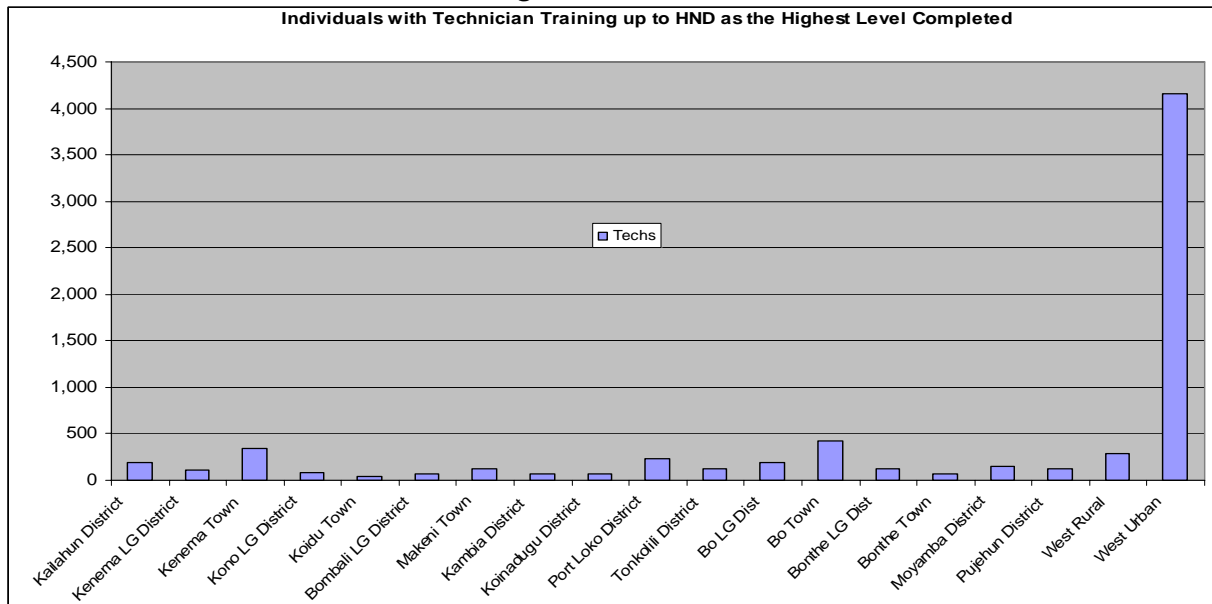
Chart 24: Individuals in the Population with TC/HTC as their Highest Qualification



Technical Training (OND and HND) Enrolment

- Respondents still in education reporting OND and HND courses as the highest level of education completed by 2004 numbered 1,694
- 1,207 (71%) of the above were male and 487 (29%) were female
- Technical training is still largely male dominated
- A total of 6,995 individuals (0.1% of the national population) gave technical training up to HND level as the highest level completed. 64% of these individuals were from the Western Area
- The relatively small number of trained and qualified technicians available has serious implications for the development of the nation

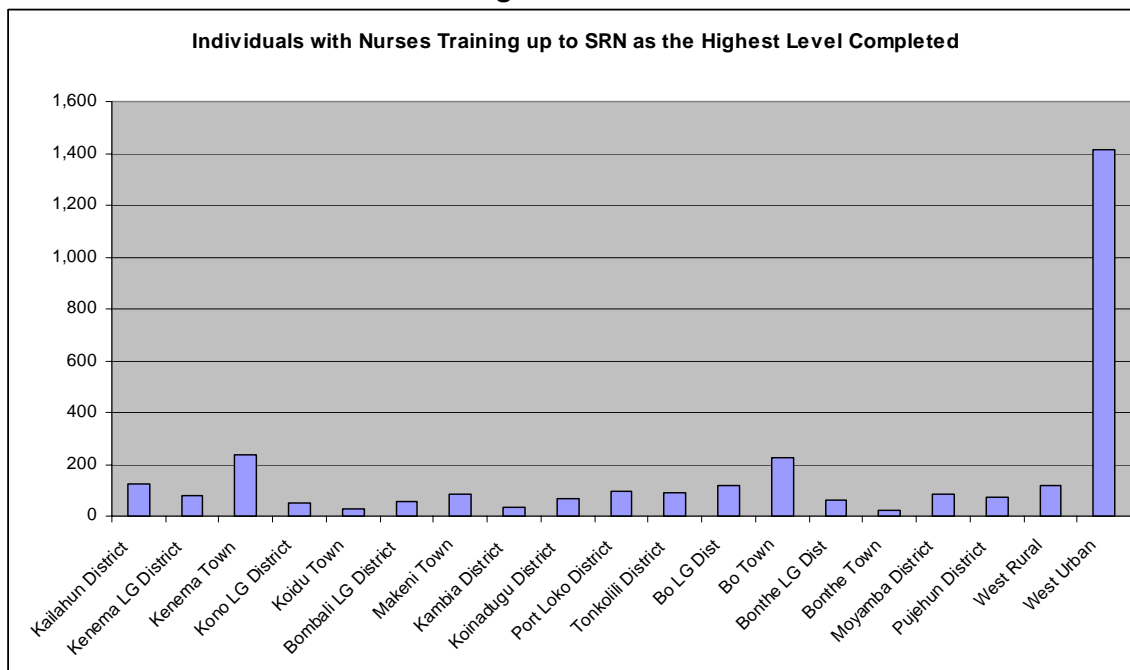
Chart 25: Individuals in the Population with Technician Training up to HND Level as their Highest Qualification



Trained Nurses

- 658 individuals still pursuing educational programmes reported completing courses leading to nursing qualifications up to the State Registered Nurse (SRN) level by 2004
- 164 (25%) of the above were males but the great majority 494 (75%) were females
- Nursing is a female dominated profession in Sierra Leone
- 2,409 individuals not pursuing educational programmes in 2004 reported completion of nurses training up to SRN level as their highest level of education completed
- Overall, 3,067 individuals (0.06% of the national population) gave nurses training up to SRN level as the highest level of education completed. 50% of these individuals were found in the Western Area.
- The very small number of trained nurses in some of the LGAs should be a matter for national concern

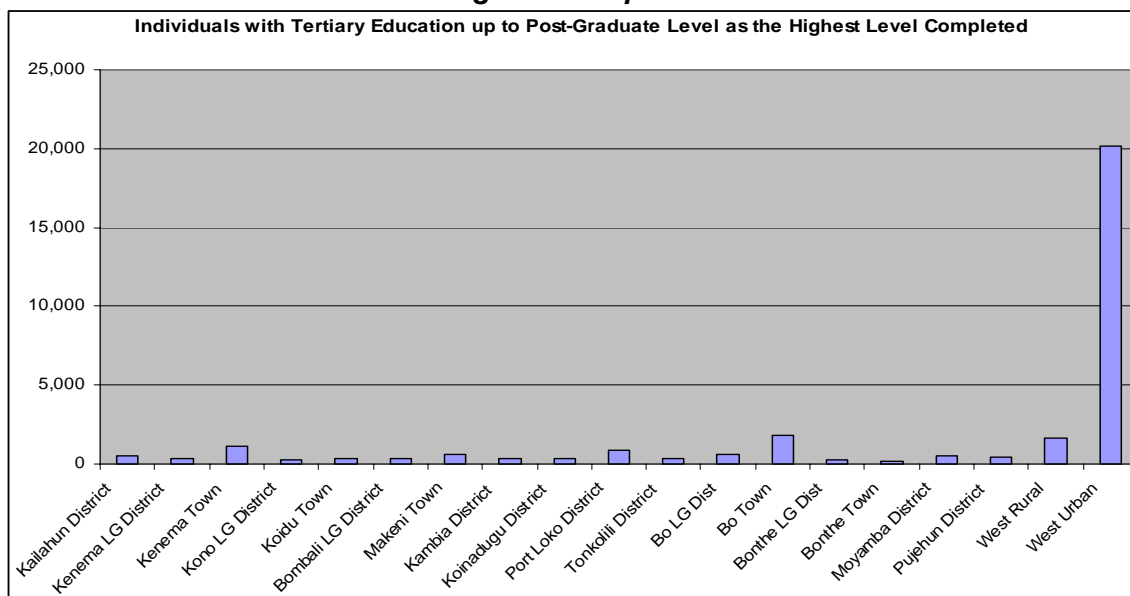
Chart 26: Individuals in the Population with Nurses Training up to SRN Level as their Highest Qualification



Tertiary Education

- 6,068 respondents still pursuing educational programmes reported completion of tertiary level / university courses up to post-graduate level by 2004. 4,362 (74%) were male and 1,706 (28%) were females
- 3,106 (51%) of the above had completed certificate and diploma courses, 2,614 (43%) had completed first degree courses and 348 (6%) had completed post-graduate courses
- 25,099 individuals reported completing of tertiary/university level courses up to post graduate level were not pursuing any educational programmes in 2004
- Overall 31,167 individuals (0.6%) gave completion of tertiary/university level courses up to post graduate level as the highest level they had completed. 70% of these individuals were to be found in the Western Area
- Reported first degree completers correspond to 0.3% of the population
- Reported post-graduate courses/programmes completers corresponded to 0.1% of the population

Chart 27: Individuals with Tertiary Education up to Post-Graduate Level as their Highest Completed

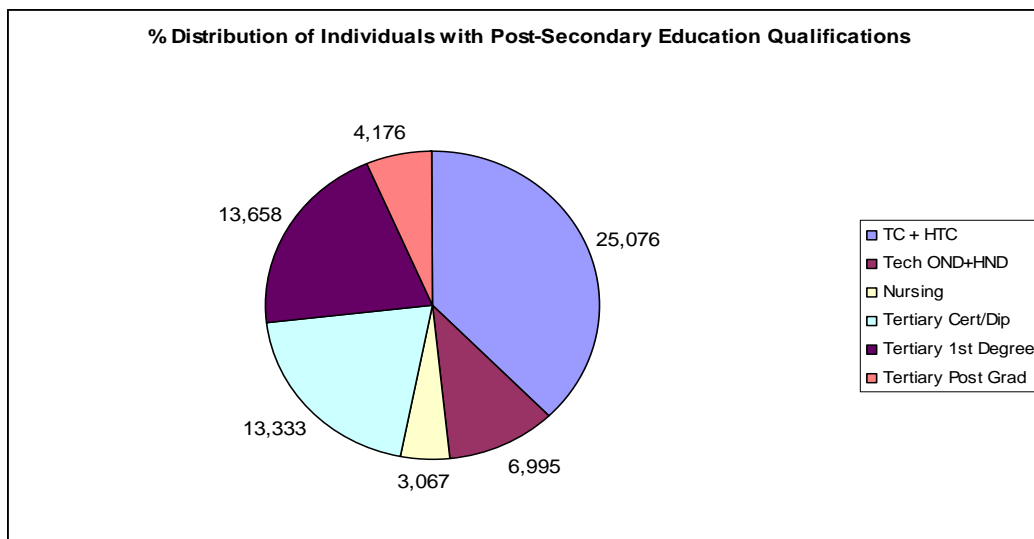


Post-Secondary Education

TC/HTC	Tech OND+HND	Nursing (Up to SRN)	Tertiary Cert/Dip	Tertiary 1st Degree	Tertiary Post Grad	All Tertiary
26%	7%	3%	14%	14%	4%	32%
25,076	6,995	3,067	13,333	13,658	4,176	31,167

- Most individuals with post-secondary qualifications possess a TC or HTC
- Individuals with first degrees are only less numerous than those with TC and/or HTC
- Trained and qualified nurses up to SRN level constitute only 3% of those with post-secondary qualifications in the population

Chart28: Distribution of Individuals with Listed Post-Secondary Qualifications By 2004

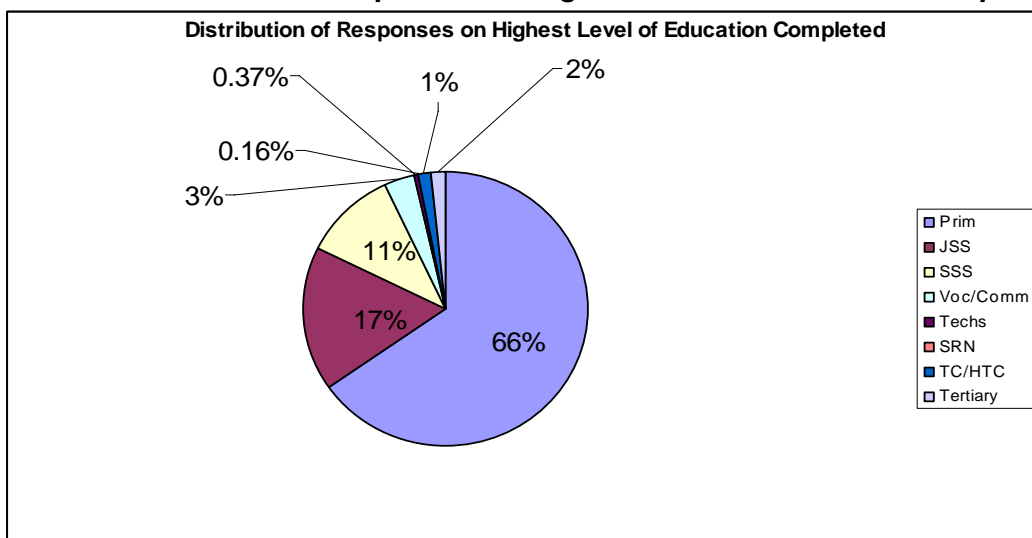


All Levels of Education

- More than 24.6% of the population gave pre-primary and/or primary education as the highest level of education completed in 2004
- More than 35% of the population gave school level education as the highest level of education completed
- Less than 3% of the population gave post-school education as the highest level of education completed

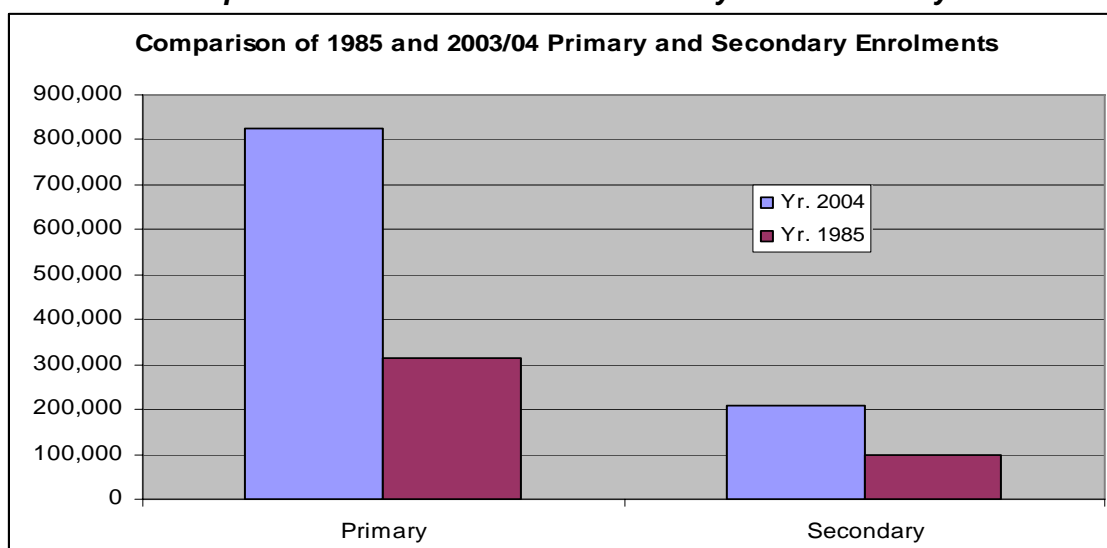
<i>Prim</i>	<i>JSS</i>	<i>SSS</i>	<i>Voc/Comm</i>	<i>Techs</i>	<i>SRN</i>	<i>TC/HTC</i>	<i>Tertiary</i>	<i>Other</i>
1,224,204	318,269	207,228	62,901	6,995	3,067	25,076	31,167	3,097,964
24.60%	6.39%	4.16%	1.26%	0.14%	0.06%	0.50%	0.63%	62.25%

Chart29: Distribution of Responses on Highest Level of Education Completed



- There were significantly more students in 2004 than in 1985

Chart30: Comparison of 1985 and 2003/04 Primary and Secondary Enrolments



The overall picture of education painted by the census is one of ongoing progress and improvement but with a tremendous amount of work still to be done to improve quality at all levels, to improve net enrolment and completion rates, to make education less pyramidal and minimise academic elitism and to provide quality vocational / commercial education for the hundreds of thousands whose education may otherwise end at the junior secondary level in the future. The challenges are huge but invigorating.