

Government Interventions in Promoting Education- The Educational Development in Sierra Leone Since the End of the War in 2000.

Alhaji Bakar Kamara

*Director of Academic Planning (Curriculum Planning)
University of Management and Technology, Freetown, Sierra Leone*

Abstract: Sierra Leone's educational system has made a remarkable recovery in several interventions over the years. The Government of Sierra Leone is firmly committed to building a solid foundation for quality education. With this priority given to the education sector, the Government is firmly committed and puts a premium on resource allocation to the education sector for sustainable development. Representatives of the ministry of education, universities authorities and communities, were also engaged in focus group discussion for an in-depth idea about the topic under review. Additional information was sought from literature published by the institutions, especially the Ministry of Education and Universities. The research was limited to the Western Area. The instruments used to collect data include a questionnaire, interview and discussion. The data were analysed qualitatively. Various parameters were analysed, such as compulsory Education by law, Free Primary education, principles of Discrimination, the building of schools all over the country, Distance Education programs, Guidance and Counselling in Schools, Emphasis on Girl child education, and Quality education for quality life in Sierra Leone, Promoting accessibility and many more. This research yielded a very fruitful result in the development of the country over these years to the present. Compulsory Education with the strict conditions attached to it increased the roll of pupils in schools. Today illiterate parents can boast of literate children, wherein such children give birth to children that they can take care of in terms of basic needs such as education, food, morals, shelter, clothing etc. With adult education all over the country, there is a considerable reduction in illiteracy countrywide. Education is made accessible throughout the country, with at least a secondary school in all the chiefdoms. The teachers are made available in schools that are in remote areas. Guidance and Counselling help correctly place school pupils in their excellent careers in life, making education relevant and meaningful. The researcher recommended that the Government maintain continuity in its policies, continue to promote Guidance and Counselling in schools and establish a local languages department at the Ministry of Education, Science and Technology.

Keywords: Education, Quality Education and Government interventions.

I. INTRODUCTION

Education attainment is not just a fundamental human right; it is fundamental to increasing employment and income opportunities. It is essential to breaking the cycle of poverty. Education is the key to solving the golden door of

freedom for all in Africa. It is the foundation of social and economic development. Education is vital as it is an investment in human capital. These harvests have incredible benefits in various ways and spheres. It benefits the persons, family, community, and nation. Education is a supportable means to alleviate poverty and bring lasting change. Consequently, to effect permanent change, any effort to bring long-lasting change must include Education, in one way or the other. [18]

Quality education reflects that every child is entitled to fundamental human rights and should be treated with dignity. When children do not have access to Education, this results in poverty, violence, abuse, exploitation, and other undesirable results. Poverty and its related problems contribute to high dropout rates. Therefore, one of the training goals is to create opportunities for promising students. Unfortunately, gaining a proper education is a big task for poor or underprivileged families in Sierra Leone. The Quality of Education that students receive is affected to a considerable degree by the supportive environment. This environment includes access to relevant learning materials - such as books and school materials. A supportive environment also includes consistent financial assistance so that students can depend on being able to go to school and finish their Education. [18][19]

Quality education requires a holistic and integrated approach to teaching and learning in the classroom and other educational settings. This comprehensive approach focuses on the holistic development of the individuals' faculties and capacities as human beings and as members of society. It seeks to embrace the totality of the human person, to develop intellectual, emotional and volitional powers and faculties - to educate the mind, the heart and the will. At the same time, it requires respect for the sacredness, the intrinsic worth and uniqueness of each individual in becoming free and responsible, critical, creative, peaceful and compassionate workers and citizens of a multi-diverse, multi-ethnic, multi-cultural world.[19]

1.1 Statement of The Problem

Before the war ended, Sierra Leone's educational system suffered from poor access and completion under financing of education, weak civil capacity and poor quality of educational

outcomes, especially the public schools, and lack of solid coordination mechanisms at both local and national levels. There was a constant decline in teacher numbers and quality due to the war in Sierra Leone. The displacement of people during the war and the fluid mobility left many schools in remote rural areas with few or no qualified teachers.

Kamara, Alhaji Bakar, 2020, in his paper titled, "Government Commitment to quality education- An overview of free quality school education in Sierra Leone", emphasises School Education (FQSE) as a critical priority policy of the Government of Sierra Leone for national transformation through education. The Government of Sierra Leone is aware of the influence and power of education in national development and, therefore, has prioritised education as its flagship program. Mr Kamara establishes a positive effort made by the Government of Sierra Leone in its commitment to implement and bring to reality Free Quality School Education countrywide. The article briefly introduced the historical flashback of education in Sierra Leone, followed by the changes in the education system. In a clear-cut pointer, the article did not shed light on the Government interventions in education over the years.[19]

In the report for Sierra Leone as part of the ongoing series of country-specific reports prepared by World Bank [2007] in collaboration with the relevant governments and partner organization's with the title "EDUCATION IN SIERRA LEONE-PRESENT CHALLENGES, FUTURE OPPORTUNITIES", it was highlighted that the educational system had achieved a remarkable recovery that was reflected in the increased enrollment in all levels. With the government's commitment to promoting education and equity in the distribution of resources, the education system has an excellent chance for sustainability. Yet still, there were significant challenges to be addressed. The report failed to give an analogy of Government interventions after the war.. [20]

This paper, therefore, focuses on the Government interventions in promoting the lives of Sierra Leoneans through education by implementing policies that bring changes for sustainable development.

1.2 Aim and Objectives

The article aims to highlight some of the relevant (interventions) that the Government of Sierra Leone has implemented to promote sustainable development in education over the years.

1.2.1 Objectives

- [1] To explore the policies implemented over these years in promoting education in Sierra Leone.
- [2] To explain the implementation process of educational policies in improving the standard of school pupils/students
- [3] To show the results of Government intervention in education in Sierra Leone.

- [4] To recommend ways of improving and strengthening education policies for sustainability.

II. LITERATURE REVIEW

2.1 Universal Declaration of Human Rights

The people of Sierra Leone democratically elect the Government and are doing their best to observe human rights. In any democratic system, respect for the individual's rights is paramount. The promotion of individuals' rights is one significant difference between states that are democrats and states that are undemocratic. Fundamental laws should be respected in treating all men, women and children. These laws, which exist in some form in all cultures and societies, are what we refer to collectively as "Human Rights". For example, everybody knows that killing another man, depriving children, and destroying property is wrong. The world is moving towards the idea that we are all members of the same human family. That is why the United Nations, on December 10, 1948, identified a document now known as the Universal Declaration of Human Rights (UDHR). This document is used by several countries and organisations when dealing with human rights issues. {1}

A right is different from a privilege. A right is something everybody is entitled to enjoy, regardless of who he is or where he comes from. A privilege, on the other hand, is what one enjoys because of one's unique position in society, one's family of political background and connections, or one's achievement.

Since individuals do not live without each other, but in communities and states, the leadership (Government) of these communities are responsible for protecting the right of individuals. But that is not all; governments should educate the people about their economic, social, cultural, civil and political rights. It has been proved that there is a direct link between development and individuals' enjoyment of those rights. According to the United Nations;

- 1) All governments must protect the life, liberty and security of their citizens.
- 2) Governments should guarantee that no one is subjected to arbitrary arrest, detention or torture.
- 3) Every individual should be entitled to a fair trial.
- 4) Every individual has the right to freedom of thought, conscience, religion and expression.

These are political and civil rights. There are also economic, social and cultural rights. Such as:

All governments are expected to try progressively to improve the living conditions of their citizens. Governments should try to guarantee the right to food, clothing, shelter, medical care, the protection of the family, social security, Education and employment. {2}

Education is the founding stone for every society. Education is the yardstick and tunnel for the best investment to build a prosperous, healthy and equitable society. Article 26 of the

Universal Declaration of Human Rights, states that "Everyone has the right to education." In addition, Sustainable Development Goal 4: Ensuring inclusive, equitable, and Quality Education and promoting lifelong learning opportunities for all.

2.2 Sierra Leone and Education for All

All over the world, education is given individual attention and priority. Every country needs literate and reformed individuals for responsible management and service to the Nation. The collective international world is aware of the pending problems of primary school enrolment, access to schooling for girls, early childhood education and care, and the educational and developmental gap that needs to be filled as a collective responsibility for the growth and development of all countries with particular regards to the universal balance of education. Governments came together to set objectives for "Education for All" in a conference in Jomtien, Thailand. The World Conference on Education for All (WCEFA) was attended by 155 countries that were joined by 125 non-government organization and institutions and 33 intergovernmental organization [1]

Participants identified an expanded vision and a renewed commitment. The Vision Covered: universalizing and promoting equality, dedication to learning, expanding the means and scope of primary education, preparing the environment for learning, and strengthening the partnership. The Governments were committed to set projecting targets in expanded early childhood care and developmental activities, improved learning achievement, a universal primary school; expanded training for youth and adults; reduced adult illiteracy; and increased seeking of knowledge by individuals and families; skills and values necessary for good living that is sound for sustainable development [2].

The Government of Sierra Leone is a Commonwealth member very committed to the "Education for All" scheme. Providing education for all the conferences was organized by the World Education Forum (WEF) in Dakar, Senegal, in 2000 [1][2]. The delegates detected some shortfalls, though considerable progress was made in some areas of the previous policies. In providing improvement, delegates rebranded their commitment to the EFA proposal and identified six specific goals. Among them, three goals were set to be achieved by 2015, but goal five was also targeted by 2015. Goal 2, which was also targeted in 2015, is to ensure that all children, especially girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete accessible free and compulsory primary education of good quality [21].

Global consultative meetings continue to improve the quality of education regions worldwide. Africa continues its further consultative meetings in February 2015. The joint meetings echoed the objective of ensuring equitable and inclusive quality education and lifelong learning for all [22]

A Commonwealth report in 2015 made analyses educational standards in Sierra Leone. The report highlighted that; the population of Sierra Leone was estimated at 6, 090, 0000, while the school-Age population was 16%, and the birth rate was 4.8, but the Human Development Index was low at 0.37. The preprimary in 2015 measured to have a school expectancy at 0 a school expectancy at 0.07, while the Net Enrolment rate was average and grew e expectancy was below average by 0.5 standard deviations and fell by 0.03 per year. With a further commitment to the section of inequality, disabilities were committed as a human right priority. The Convention on the Rights of Persons with Disabilities and Optional Protocol was signed and ratified. The gender priority Index showed that-preprimary-1.00, primacy – 0.98, JSS – 1.01, and SSS (upper secondary) – 1.01. The urban and Rural primary dropout rates indicated that: Urban – 1.3, and Rural – 1.6. There was low education, as a report found that many parents with primary-aged children paid for private tutoring. It was believed that it was a result of the flimsy reason for the need to complete their syllabus in time [21]

With the lens on the Quality of Education, it was realized that the funding indicator has shown that the funding of GDP was 11.69%, while the funding of the Budget was 8.29%. The youth literacy rate was 90%, while the adult literacy rate was 80%. In a more precise breakdown, the funding (% GDP) for preprimary was 0.79; the primary was 1.79, and JSS was 1.60. The teacher-student ratio for preprimary was 22, the primary was 26, JSS was 18, and SSS was 15. The trained teachers for preprimary were 57%, the primary was 48%, JSS was 73%, and SSS was 75%. It is noteworthy to know that "Averages" are calculated globally and clustered by Human Development Index Levels (Very High, High, Medium, Low) using historical data to project 2015 figures [22].

2. 3 United Nations Sustainable Development In Education

In transforming our world to a better place for everyone, the 2030 Agenda for Sustainable Development, United Nations, and Goal Number 4 was a special goal focused on education: "Goal 4 – Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning." The pronouncement for a Quality Education does not only centre on the accessibility of education but rather an excellent ensuring that all children have the privilege of quality education. The notion of considering education to focus on literacy and numeracy is indeed something of the past.

Education is far beyond the content delivery system: instead, it is a system programmed to assist children in reaching their full ability, talent, and capacity and go into a society wholly educated and as productive citizens. The SDG was set in 2012 with the view that every child should go to school, and the quality of schools should improve in preparing learners to be more productive citizens; stand by to lead a better future.

Ban Ki-moon, Secretary-General of the United Nations, commented that; "Education must fully assume its central role in helping people to forge more just, peaceful and tolerant

societies" quality Education is viewed as one that is pedagogically and developmentally wake and educates the learner in transforming to active and productive members of society. In support of SDGs and seeking quality education, ASCD, based in Washington D.C, elaborated on quality education as: "A quality education one that focuses on the whole child-the social emotion, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socio-economic status, or geographic location. It prepares the child for life, not just testing"[20]. It is noteworthy to know that Quality Education makes available resources and direct policy that makes provision for all children to attend schooling healthy, and learn in a conducive environment. It provides the result required for individuals, communities, and societies to progress in life. Quality Education is propelled by quality teachers, quality learning materials/tools, and a safe learning environment [23].

2.4 Quality Education

Importance of Quality Education is that, it empowers individuals to promote all their attributes and skills necessary to capture their potential as complete human beings and members of a community. In a statement by the Delors Commission (UNESCO, 1996): "Education is at the heart of both personal and community developments: its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of our aims." In light of the above, it is obvious to know that, Quality Education is a human right and a public opportunity that governments and other public bodies should contemplate making available to a child at an early age. Education provides empowerment, quality, and enlightening that make citizens contribute immensely and meaningfully to society [21].

In observing the above-outlined condition, the Government of Sierra Leone is committed to implementing these rights. Therefore, it is very concerned with promoting its citizens socially, economically, educationally etc.

III. RESEARCH METHODOLOGY

3.1 Introduction

Representatives of the ministry of education, universities authorities and communities, were also engaged in focus group discussion for an in-depth idea about the topic under review. Additional information was sought from literature published by the institutions, especially the Ministry of education and Universities. The research was limited to the Western Area.

3.2 Research Design

The research design is mainly analytical, drawing its data through the primary method, using both stratified and simple random sampling techniques wherein a stratum of internal interviewees are selected, i.e. authorities in the Ministry of education, universities, and communities for the strategic level

to get a fair idea about the topic under review. Questionnaires were administered to get the views of officials and lecturers at the respective organization mentioned above.

3.3 Population And Sample

Part of the above staff mentioned above was selected, which comprises members from the administrative and academic staff strategic. Other department members were randomly selected for the interview. The essence of using the random sampling method amongst staff in the ministry and universities cannot be overemphasized. This was done to see a flow and correlation of their views. These officials, lecturers and community authorities randomly selected come from the different departments and levels, i.e. different departments of the ministry and administrative and academic staff. Senior and Head of department levels. Thereby giving diverse and reliable conclusions. The stratum population was divided into two parts. Different people in the communities undertook personal interviews and focus group discussions. The survey, in its entirety, used both primary and secondary sources of data.

3.4 Research Instrumentation

Instrument Data collection was personal interviews, Questionnaires, focus group discussions, and literature reviews.

3.5 Data Collection

Different instruments were used in collecting information for this research. These are:

3.5.1 The Use of A Well Structuwell-Structured

A well-structured questionnaire with open end questions was administered. Fact-finding questions were asked, and answers were given concerning the government intervention in promoting education in Sierra Leone.

3.5.2 Personal Interviews

Because of their time and cost of communication, some personal interviews were granted by some officials of the Ministry, some university lecturers and some community people. A frank and liberal response was gathered from the respondents mentioned earlier about the Government Interventions over these years.

3.5.3 Focus Group Discussion

The researcher was fortunate to attend many workshops and seminars, two of which were conducted in the University of Management and Technology in Freetown, Sierra Leone. One was entitled UNIMTECH QUALITY ASSURANCE & RESEARCH, conducted in JULY 2021 to capacitate staff members. The other was UNIMTECH TRAINING IN PEDAGOGY, held on 16TH February 2022. In both workshops, the issue of Government Intervention in education was thoroughly discussed by all participants. The researcher also discussed the subject with colleagues' educators.

IV. AN ANALYSIS OF GOVERNMENT INTERVENTIONS IN PROMOTING EDUCATION

4.1 *Compulsory of Education By Law*

Culturally some citizens are reluctantly refusing to send their children to school. They are using their children as breadwinners through selling or working. The Government has intervened in the sense that in Education Act 2004, it is clearly stated as follows in Ps "A parent, including a guardian, who neglects to send his child to school for basic education commit an offence and shall be liable on conviction to a fine not exceeding Le500,000/00 or to imprisonment for a term not exceeding one year or to both such fine and imprisonment". In this section, the Government is forcing parents to encourage their children to attend school. We cannot tell children's futures or outputs until they are exposed to an opportunity. So today, illiterate parents can boast of educated children wherein such children give birth to children that they can take care of in terms of basic needs such as Education, food, morals, shelter, clothing etc. it is inevitable that an educated person is more determined to produce a more educated being than they are. {4}

4.2 *Compulsory Basic Education/Free Primary Education*

Also, the Government intervene by making compulsory primary Education for every citizen of Sierra Leone. In the same Education Act 2004, page 5, it is stated, "Every Citizen of Sierra Leone shall have a right to primary Education which accordingly shall be compulsory and shall be designed to:

- a) Provide resources for all citizens to be literate and moderate and assist them in practising the skills, knowledge, and attitudes that will enable them to get a good living.
- b) Improve the social and health circumstances of the citizen;
- c) Inculcate patriotism, and
- d) Enable the citizen to better understand the complexities and opportunities of the modern world.

The Government opened a gate of freedom for poor children, children in rural concerns etc., to access Education. Therefore, basic Education is free in Government assisted primary schools. As proposed, junior secondary and private schools shall not frustrate the right to primary Education conferred by subsection (2) by charging high fees, which may prevent poor children from attaining an opportunity to learn. With free primary Education, all categories of children from all backgrounds will have the opportunity to learn in any part found within the country; Sierra Leone's rural population comprises approximately 85% of the four million people (Sierra Leone Central Statistics Census 1985) of the country is characterized by malnutrition, diseases, illiteracy and under development. Although Sierra Leone was the first country south of the Sahara to have a form of Western Education, the illiteracy rate among her rural people, especially adults, is alarming. This high illiteracy rate among the community people has been largely due to their inability to afford the cost

of formal Education. This problem is severe in the communities where so many people do not have the opportunity to attend school, and even those who had the opportunity dropped not before completing their primary Education. So making free primary schools all over the country allows all citizens to be educated. {3}{4}

4.3 *Principle Of Discrimination In Education*

The Government fight out all type of discrimination in Education. The Government gives an open field to all citizens in the Education Act 2004; it is spelt as follows: "discrimination between citizens and non-citizens of Sierra Leone in the provision of financial assistance for the payment of school fees or the award of scholarships or otherwise". According to this, "discrimination" includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, Disability, language, religion, political, national or social origin, economic condition or birth, has the purpose or effect of impairing equality of treatment in Education at any level.

The Government provides the same opportunities to all categories of children. There is no discrimination at all. In this, impaired children are also provided with particular schools like 'the school of the blind' etc. impaired children are also provided with many opportunities and trained teachers to let them be educated. Today in Sierra Leone, every category of pupils is provided with a sure opportunity of being educated. There is no discrimination in the offer of scholarships or Grants-in-Aid. There is no discrimination in sex. Both boys and girls are given equal opportunities to be educated. {5}

4.4 *Building Schools All Over The Country / At Least One Junior Secondary School In All Chiefdom.*

Through the Ministry of Education, the Government is doing its best to make every village have the possibility for the existence of a primary school and at least a junior secondary school in any chiefdom in Sierra Leone. In cap. 44 section 7, subsection two it is stated in the Act 2004, "Every chiefdom shall have at least one junior secondary school". {5}

With such an offer, every child in Sierra Leone will not distance themselves from the locality they may want to learn. But unfortunately, some children dropped out of school because there was no school within their locality. Besides, their parents cannot afford to send them to schools outside their chiefdom. Therefore, the Government has built many schools throughout the country to increase the educational opportunity for all children in Sierra Leone.

4.5 *Distance Education Programme*

To increase educational outcomes for children, the educational condition of teachers needed to be improved. It is observed that most trained and qualified teachers have left the teaching field to join some more lucrative jobs. Besides, the few trained ones available are revived in the villages; all are

clustered in the city. Some teachers have taken years to teach but lack teaching methods in their educational standards.

The Ministry of Education, which is the educational arm of the Government, introduced a mechanism of providing teachers' standards without entering the country's educational calendar. It is done through a system of learning called Distance Learning which is now in operation. Distance Learning is meant to train and retrain teachers to have more teaching skills in the class. The teachers are trained to identify the child's abilities, interests, values, etc.; in assessing, the teacher focuses on the child's cognitive, affective and psychomotor domains. In other words, to use the child-centred method as opposed to the traditional method, which is only focused on the teacher's interest as such children's personalities are developed according to varying performances. Distance Education provided workforce development in schools from varying backgrounds. This intervention increased the number of teachers countrywide. Today, schools in remote areas are provided with available teachers of high Quality. Teacher training Institutions are spreading their campuses in many communities to cater to teachers in remote areas.

4.6 Guidance & Counselling In School

The Ministry of Education has thought it fit to include guidance and Counselling as an integrated educational system curriculum. It is to develop the holistic development of children. For a long time, guidance Services in school have been left in the hands of school teachers who are already overloaded and without training in guidance and Counselling. However, recent developments in Sierra Leone, especially the opportunity for free and universal Education, have resulted in a new scale of problems in schools and the nation at large. As a result, many children go to school without knowing what they are supposed to do and leave school without any idea of what types of jobs or careers they should follow. In addition, they have little understanding of themselves and their socio-economic and political environment.

Many school leavers today end up on the streets, and quite a sizeable number keep moving from job to job trying to explore, within the world of work, which job meets their interests and capabilities. A majority of these school leavers are not aware of their potential. There is, therefore, a need to help young people and children from varying backgrounds to know themselves, i.e., their abilities, interests, personalities, values and beliefs, and potential. Teachers should also be assisted in acquiring the skills they need to cope with the different circumstances they may encounter later in life.

Guidance and Counselling are meant to prepare them for adult life and help them acquire appropriate attitudes and values that enable them to become proactive and active members of their communities. Most importantly, the Guidance and Counselling programme in schools is meant to help develop a positive self-image and a sense of identity and establish a set

of beliefs and a value system to guide their behaviour and actions.

The programme should engage youth and children in activities and discourses that empower them to take control of their rights and responsibilities within the family, schools, and other social institutions. The control and responsibilities can be made a reality through young people and children's power-sharing with adults in decision-making at various forums.

Besides, children are growing up in a complex and fast-changing society, where they often do not understand what is happening or what to do about it. The demands of living in such a world create problems for children because they have few mechanisms and strategies for adapting to them. Often, they are not in control of their world. As a result, children experience many problems in their families, school, and community. The problems that may affect these children are anxiety, stress, sexuality, alcohol and drug abuse, juvenile delinquency, suicide, decision-making and problem-solving, setting goals, and interpersonal relationships (including gender issues).

Due to such a need, the Guidance and counselling departments are established in all the colleges in Sierra Leone where professional Guidance Counsellors are trained for schools in Sierra Leone.

4.7 Emphasis On Girl Child Education/Disabled

Concerning the second goal, the Education for All at the Dakar Conference reads: "Ensuring that by 2015 all children, with especial emphasis on girls, children in difficult circumstances and from minorities have access to and complete free and compulsory primary education of good quality."

The concern here is the girl child education. Today the Government is putting more emphasis on girl-child Education. Many non-government organizations are geared toward organizing girl child education in Sierra Leone. Various opportunities have been offered to the girl-child to encourage her to learn.

It was formally observed that the Northern Province occupied a more significant number of illiterate women. Their beliefs negated people's or communities' attitudes to western Education. To encourage girl child education, unique inventories are offered to them. Also, their parents are forced to send them to school. If a parent refuses, they would be punished by law. The girl child is given exceptional opportunities such as scholarships, free uniforms, learning materials and many more.

4.8 The 6-3-3-4 System Of Education

As highlighted earlier, this is the system of Education that replaces the Old British Colonial System of Education, which was focused on only the cognitive development rather than the affective and psychomotor development of the child/learner. The old system created sectional crises of finance and

continuity. A lot of children dropped out of Education due to biased assessments that they were exposed to by teachers. The issue of self-reliance, which takes its power in vocational/technical training, was virtually negative within the elements of the system. A lot of girls became a mother at an earlier stage. Boys had no option but to find comfort in bars and pots where drinking and smoking were accepted norms.

The 6-3-3-4 programme calls for integral development. All four major development areas of the student are equally addressed. The Guidance Counselling Development of any school is the internal mechanism which ensures that no one area lags at any stage in curing the student's programme.

- a) The Psychomotor or Physical Development: - Rapid physical development between the ages of 11 and 16 is the most obvious and extensive for the JSS pupil. Girls and boys enter puberty during this period, and bodily changes accompany sex and attraction. There are early and late matures among boys and girls; therefore, individual differences and variations in growth patterns must be considered. All pupils at this stage exhibit restlessness, fatigue and short attention span. Physical/health education has been featured prominently in the curriculum as pupils need physical activity to increase their energy.
- b) Cognitive or Intellectual Development: - There is a wide range in the mental development of JSS students. The shift from concrete to formal modes of operation begins around age eleven. However, the rate of shifting varies from student to student. Subject teachers must be adapted in adjusting their presentation to suit the developmental stage of the students. The attention span of the JSS student is equivalent to his age in minutes, i.e. raging between 10-15 minutes. Teachers should use (a) Concrete examples when abstract areas are not understood and b) Teaching Methods that actively engage the whole student during the learning process.
- c) Affective or Emotional Development: - The educational stage is susceptible to the changes that have or have not occurred. He needs every help and support in controlling and containing emotions because his overall performance and achievement can be blocked by emotional disorganization. The year one disorganization JSS undertakes to help [the student become emotionally stable. Until some degree of emotional stability is achieved, natural talent and potential will remain submerged underneath the layer of confused state the student is going through.
- d) Socio-Moral Development: - Moral development at this stage involves decision-making in situations when values accepted up to now from parents come into conflict with peer-group values. While yearning for Independence, he still depends on adults for identity and acceptance. Though parental beliefs and values may not be rejected rightly, they are somehow

questioned and weighed against preventing factors. In a nutshell, this system incorporates children of all categories through the environment of thorough guidance and Counselling Counselling and adequate assessment whereby this is transformed into a fitting occupation of their ability, interest and knowledge. {5}

4.9 Quality Education for Quality Life in Sierra Leone

Education is not just for students to acquire academic skills, but rather, education help.

Students become more resilient in the face of hardship, feel more connected with the people around them, and aim higher in their aspirations for their future. Education is the medium by which children experience society in all its facets, and that knowledge can profoundly influence students' attitudes and behaviour in life. The Government solves the challenges of Education by seating and attending to students' psychological and social needs. It helps them develop a sense of control over their future and the resilience they need to succeed in life. For the Government to diversify and develop the country's low human resources, it is necessary to strategize to promote New and Sustainable sources of Economic Growth and improved living standards. Therefore, the Government has focused on advancing its education sector. Gradually, any effort to improve the education foundation of the country must start from the beginning, which is to provide quality primary education for all its citizens. This commitment is reflected in the Government's Education Sector Policies, which, in one way or the other, have affected positive change by stimulating an increase in the enrolment rate of preprimary, primary, and Secondary Education. Even though there is a considerable improvement, the Government still faces formidable challenges in meeting and furthering these gains towards attaining Quality Primary Education for all citizens.[17]

In the effort pursued to address these challenges, the Ministry of Education,

Science and Technology have been involved in many changes and adjustments by way of propounding policies such as The Education Act of 1964, changing of the system from 7-5-2-4 to 6-3-3-4 in 1993, the New Education Policy in 1995; Tertiary Education Commission Act (2001); The Polytechnic Act (2001); The Nation Council for Technical, Vocational and other Academic Awards Act (2001); the Education Act of 2004; The Local Government Act 2004) University Act (2005); and some others. The provision of quality education is regarded as the main factor in speeding the future growth and development of Sierra Leone. Therefore, advancing primary Education for all learners is a fundamental pillar in the right direction.

The principal purpose of the Education Act of 2004 was to make primary Education "Free and compulsory," but there was still a challenge facing the education sector regarding its affordability. Other challenges included overcrowded school students due to lack of space and materials. Many

districts/chiefdoms lacked the opportunity to have a secondary school and essential water and sanitation facilities in some schools. To improve access, equality, and completion status in Sierra Leone Educational System, there was an aim to increase access to free Government of Sierra Leone preprimary education for learners 3 to 5 years old from 11% in 2020. Also, to increase the entry and completion rates in primary school from 75.4% in 2016 to 85% in 2020 by putting down the expenditure rate of parents on schooling [7][16]

Besides, the Government should increase school infrastructure in primary, JSS, and SSS to provide accommodation for all learners with a conducive learning environment and increase school facilities in all districts/chiefdoms in Sierra Leone. It is remarkable to note that improving the Quality and relevance of the education system is another essential pillar in quality education to attain a higher possible level of integrity and performance. The Ministry of Education, Science and Technology were set to improve students' performances and assessment by ensuring that at least 50% of all the children attending primary Education or school have enough learning materials such as Notebooks, exercise books, ledgers, pens, rulers and so on. To also make available textbooks, particularly for core subjects like Mathematics, Language Arts, Social studies, and Integrated Science. To ensure the education sector is well served and free of corruption by eliminating and fighting against the examination malpractice rate by 20% in 2020, preparing a national strategy and action plan will ensure 100% implementation of policies and stakeholders [7].[15]

The Education Sector Plan of Sierra Leone is a Government strategic document focused on the 2006 country status report (the diagnostic and analytical foundation of the prevailing circumstance of Education in Sierra Leone) and the 2004 poverty reduction strategy paper. These documents spelt and covered how the Government of Sierra Leone will continue to develop Education from the damage done by the war (from 1991-2000) with the notion that, by 2015, all children would have gone to school and received quality education [6].

4. 9.1 Promotion of Accessibility

By all indications, His Excellency Julius Maada Bio, with New Direction agenda, is dedicated and committed to maintaining the principles of democracy, transparency, accountability, human capital development, and persistent civil engagement.

The Government of Sierra Leone, under the leadership of His Excellency Julius Maada Bio, has explicit acknowledged several challenges within the education sector in Sierra Leone.

These challenges cover a range of issues like access to schools and school completion, a high percentage of school drops, excessive exposure to examination malpractice, poor condition of teachers, shortages of teaching and learning materials in school, and the burden of payment of fees to parents and many more. {8}

Therefore, the Government is well committed to ensuring that children have access to schools in their environments, allowing them to reside with their parents or guardians. Also, the Government is committed to providing teaching and learning materials to all schools countrywide [9]. Therefore, in targeting the attainment of the goal of Free Quality School Education, the Government of Sierra Leone, under the leadership of His Excellency Julius Maada Bio, has implemented the first phase of FQSE by making sure that:

- There is no school and admission fee payment in Government and Government-assisted schools throughout the country.
- School subsidies paid timely to school heads of Government and Government -assisted schools.
- Free distribution of exercise books, pens, pencils, chalk, registers, sporting equipment, and core subject textbook to all Government and Government-assisted schools should be a priority.
- Empowerment of school feeding programs to remote and deprived areas countrywide and increase school structures in many chiefdoms/districts countrywide.
- Increase the number of trained and qualified teachers in the paying roll. Teachers are distributed to remote areas to create a balance for Quality Education countrywide.
- All schools are provided with more furniture that will make teaching and learning Convenient for learners and teachers.
- The teachers' salaries have been increased by 30% countrywide [10].

As a result of the above, in the 2019 school census, the number of schools increased from 10,747 to 11,180; that gives an overall increase of 4%, this covers 7.8% in preprimary, 2.3% in primary, 6.7% in junior secondary and 7.4% in senior secondary. The enrolment number of students in schools increased speedily by 7000,000 due to the introduction and implementation of Free Quality School Education (FQSE) in September 2018. The enrolment increased by 40,000 i.e. 44.1% at preprimary; 403,000 i.e. 29.4% at primary; 136,000 i.e. 43.2% at junior secondary and 99,000 i.e. 47.9% at senior secondary. The 2019 census further pointed out that schools in Sierra Leone have total serving teachers of 83,054, 66,501 (which commands 83.7% of teachers practice in approved schools employed and paid teachers by the teaching service commission has a total of 29,872 f which: 835 in preprimary, 18,462 in primary, 6,662 in junior secondary and 3,913 teachers in senior secondary [11]. {14}

The system also relieved the payment of school fees, paying off the textbook from the parents and guardians. Besides, there is an increased awareness of the relevance of Education in developing people, whereby the number of child girls enrolment kicked up. The issue of making Education a privilege is suppressed to the awareness that Education is a right and imperative for all children in Sierra Leone. School-feeding is implemented, which motivates and inspires

children, mainly from poor, remote areas, to go to school for learning. {12} {13}

V. RESULTS

This research yielded a very fruitful result in the development of the country over these years to the present. Compulsory Education with the strict conditions attached to it increased the roll of pupils in schools. Today illiterate parents can boast of literate children, wherein such children give birth to children that they can take care of in terms of basic needs such as education, food, morals, shelter, clothing etc. With adult education all over the country, there is a considerable reduction in illiteracy countrywide. Education is made accessible throughout the country, with at least a secondary school in all the chiefdoms. The teachers are made available in schools that are in remote areas. Guidance and Counselling help correctly place school pupils in their excellent careers in life, making education relevant and meaningful.

VI. CONCLUSION

In the 2004 Act Section 3, subsection 2 of Part II, it is stated that every citizen of Sierra Leone shall have the right to primary Education, which exceedingly shall be compulsory and shall be designed to: -

- a) Provide facilities for all citizens to be literate and numerate and help them to cultivate the knowledge, skill and attitude that will enable them to own a good living.

The above Act gives an equal chance to citizens (from various backgrounds) and equal opportunities to live and benefit. The Act also spelt it as follows:

- (1) This Act and every other extent and administrative instructions relating to Education shall be administered and interpreted in such a manner as to ensure that there is no dissemination between pupils or students in the matter of their admission to and treatment in any educational institution in Sierra Leone but nothing in this section shall....

The emphasis on the issue of discrimination means the same opportunity for all children in Sierra Leone. No child would be left unattended. This philosophy born another fast education for all. During the FA conference at Dakar, the second goal reads:

Ensuring that by 2015 all children with particular emphasis on girls, children in difficult circumstances and from ethnic minorities have access to and complete free and compulsory primary education of good Quality.

The Government have paid great focus to this goal. For example, in Sierra Leone, we have a movement by the name "THE EFA MOVEMENT IN SIERRA LEONE" There is a story campaign for every child to be educated.

The New Education System-6-3-3-4 means a broad-based (general/education system intended to take for the interest, needs and abilities of each school-going child in the country. In short, this system is incented to correct the mistakes and failure of the old system, by making sure that every child has a place in it and that by the time they leave school they would have gained something to make them helpful in their communities and the country as a whole. The goal of Education (to make the learners self-sufficient) would be achieved through the above aims and methods. If Education had a goal, it would be better served by giving the leavers different opportunities to develop their skills in areas they like. As the target is to make the valuable child by the time he is 15 years old, the maximum impact of the information has to be on the individual pupil or student. Group, cultural, and intra-personal channels should be utilized to achieve this goal. Communication sharing becomes essential in developing the child's personality, intellect (mind) and social wellbeing.

The child is being educated to enable him to participate (take part) in serving his country. Children must be made to see the wreckage in the structures. The teacher should create awareness of the child's role as the builder of the society around him. The 6-3-3-4 teacher will be a source of great courage and determination. The system's success depends on how well the teacher uses all the strategies at his disposal to attract the children to the learning process.

One of the social problems facing any nation is that of impaired people and orphans. The unprovoked rebel inclusion has made the situation more complex for us in Sierra Leone. Even cultural attitudes play their role in the issue of Disability and orphanage. Disability is the stage an individual is in whole. He cannot perform the functions of normal, healthy human beings either because of physical, mental, auditing or visual damage or weakness. There are, therefore, four classes of Disability:

- 1) Loss or damage of limbs (the hands and feet)
- 2) Mental restriction: This can be either madness or intelligence far below average performance.
- 3) Auditory (speech and hearing) disability; in this category, you have deaf people. Some cannot hear and cannot speak.
- 4) Visual (sight) disability. Blind people are in this category.

Many Sierra Leoneans think that disabled people are very stubborn and unpredictable in their behaviour. This comes to the attention of a Peace Corps friend at one time. She replied that it was essential for disabled people to behave like that in our society. If they did not, we would make life unreasonable for them with our attitudes and comment, so the Government has made its most significant effort to improve the lives of the impaired children in Sierra Leone. Government pay by establishing centres where children of different cultural backgrounds. Today we have the blind school at Wilkinson

Road in Freetown, Amputee school in Jui, Approved School in Wellington, and many other centres in the provinces. These centres are to mend the conditions of these children for them to be helpful in society instead of being beggars in the street. Today a lot of them are working in Government Institutions, lecturers in college, bankers, secretaries and a lot more.

In Sierra Leone Society, Particularly in the north, the girl's child was considered an asset meant for cooking and a house pet. Today there are definite rules for the Education of girls' children; the law may seize parents who may be adamant.

In a nutshell, the Government intervention in providing educational outcomes is demonstrated in the new educational system; 6-3-3-4, the introduction of Guidance and Counselling in the assessment and pupils' improvement, holistic development of children, the issues of girl child education, Education of the disabled children, Education for all and the standardization of the curriculum reflecting on the culture of Sierra Leone. Government Institutions for the rights of children in Education in Sierra Leone.

VII. RECOMMENDATIONS

1. The Government should maintain continuity in all its policies to be implemented all over the country.
2. The Government should effectively emphasize Guidance and Counselling in schools and colleges in Sierra Leone.
3. The Government should include the local languages unite as an arm in the educational sector.

REFERENCES

- [1] WCEFA (World Conference on Education For All) (1990): World Conference on Education For All: Find Report New York: Inter-Agency Commission, WCEFA.
- [2] WEF (World Education Forum) (2000): The Dakar Framework for Action-Education for All: Meeting our collective commitments. Paris: "NESCO.
- [3] Sierra Leone Educational System-Overview <https://education.stateuniversity.com/pages/334/Sierra-Leone-Educational-System-Overview.htm>.
- [4] Sierra Leone Telegraph, October 3, 2019. Sierra Leone's broken education system-ten ways to fix it. Sierra Leone News.
- [5] New Education Policy for Sierra Leone, (June 1995). Department of Education, New England, Freetown, Sierra Leone.
- [6] Ibrahim P. Sheriff (2019). Sierra Leone; Free Quality Education in Perspective. Communication Specialist. Ministry of Basic and Senior Secondary Education Sierra Leone. The Patriotic Vanguard, Sierra Leone. News Portal. www.thepatrioticvanguard.com/sierra-leone-5-free-quality-education-in-perspective.
- [7] Sierra Leone Education Sector Plan –2018-2020 (The Relevant of Quality Education)
- [8] European Union (2017). Support to the Education Sector in Sierra Leone (SESSIL). A project implemented by PROMAN in Consortium with palladium, Pha International, and Redi 4 Change. Web: www.proman.lu
- [9] Ministry of Basic and Senior Secondary Education, 2019. 2019 Annual Schools Census Report and Statistical Abstract" Republic of Sierra Leone Document. <https://mbsse.gov.sl/wp-content/uploads/2020/03/2019-Annual-School-Census-Reportpdf>. Retrieved in June 2020.
- [10] Sean Slade (2017). What Sowe mean by a Quality Education? Senior Director of Global Outreach. ASCD. HuffPost. <https://www.huffpost.comentry/what-do-we-man-by-a-quat-b-9284130>
- [11] Kpaka, Salia & Wadegu, Dominique (2009). Enhancing Transparency and Accountability in Primary Education in Sierra Leone. Freetown: Transparency Institution.
- [12] Richard A. Corby (1990) quoting Camara Laye, The Dark Child (New York: Farrar, Giroux, 1954); Victor C. Uchendu, The Igbo of Southeast Nigeria (New York: Holt, Rinehart 1965); Ronald Cohen, The Kanuri of Bornu (New York: Holt, Rinehart, and Winston, 1966, pp. 314-315.
- [13] Christopher Fyfe, A History of Sierra Leone (London: Oxford University 1962); and John Peterson, Province of Freedom: A History of Sierra Leone, 1787-1870 (Northwestern University Press, 1969).
- [14] Joseph Bangura, 2007. The University of Sierra Leone in Colonial West Africa: A Synaptic Socio-political History. Kalamazoo College.
- [15] Open Government Partnership. Sierra Leone Third National Action Plan (NAP III). The Republic of Sierra Leone
- [16] Ministry of Education, Science, and Technology(2007). Sierra Leone Education Sector Plan – A Road Map to a Better Future-2007-2015.
- [17] UNITE For Quality Education –Better Education for a better world. The human right to Education –what is quality education, and why is it a human right? <https://www.unite4education.org/about/what-is-quality-education/retrievedjune,2020>.
- [18] Educational Support Sources in Africa. Sleemit.com/Africa/@jomesnumberl/educational-support.sources-in-africa
- [19] Kamara Alhaji Bakar,(2020). THE GOVERNMENT COMMITMENT TO QUALITY EDUCATION -AN OVERVIEW OF FREE QUALITY SCHOOL EDUCATION IN SIERRA LEONE. European Journal of Education Studies. (Oapub.org).
- [20] THE WORLD BANK, 2007. "Education in Sierra Leone. Present Challenges, Future Opportunities". AFRICA HUMAN DEVELOPMENT SERIES
- [21] Trey Menefea and Mark Bray (2015). Education in the Commonwealth. Quality Education for Equitable Development. Commonwealth Secretariat. Masborough House, Pall Mall London SWLY 5HX, United Kingdom.
- [22] Ministry of Education, Science, and Technology (2007). Sierra Leone Education Sector Plan – A Road Map to a Better Future-2007-2015.
- [23] UNITE For Quality Education – Better Education for a better world. The human right to education – what is quality education, and why is it a human right? <https://www.unite4education.org/about/what-is-qualityeducation/retrievedjune,2020>