

AN EXAMINATION OF THE SIERRA LEONE GOVERNMENT'S
ROLE IN THE SIERRA LEONE EDUCATIONAL SYSTEM,
1950 TO 1979

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ABSTRACT

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This study attempts to examine education in Sierra Leone immediately before, and in the two decades following Independence with emphasis on the role of the Government. Although educational developments in the pre-independence and post-independence periods have been guided by many comprehensive governmental educational policies and programmes, actual government control over the educational system has been limited. The inspectorate sector which is charged with the responsibility of implementing government policies is small and weak. The voluntary agencies, especially church organizations, are still in important partnership with the Government in education. Historical and more recent evidence shows that the Government has been formulating educational policies independent of other national plans with the resultant effect of unemployment among secondary school leavers. The writer concludes that because of limited government control over the educational system there has been an unnecessary expansion of the educational system with little change in the curriculum established in the colonial era.

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CHAPTER I

INTRODUCTION

Statement of Problem and Thesis Area

The present investigation examines the role of the Sierra Leone Government in the Sierra Leone educational system. It will trace Government activities in education from the last decade of colonial rule to 1979. Although there has been some development in education especially after independence educational problems still abound and include:

- I) a low level of literacy
- II) high failure and drop-out rate
- III) a need for more agricultural, technical and trade schools
- IV) a shortage of qualified teachers
- V) high cost of education
- VI) the unbalance of male and female education
- VII) a need for agricultural schools for adult masses who work on farms in the countryside.

Since the forces affecting education as regards objectives, programmes which are set up and their coverage, the actual carrying out of the programmes and financing are mainly political, the writer has decided to investigate the role and activities of the Sierra Leone Government in the Sierra Leone educational system.

The purpose of this study, therefore, is to obtain information about the prevailing educational conditions using Foster's¹ model with the view of determining what happened in the latter part of the colonial period and what is happening now so that an insight into the Sierra Leone education could be provided with the purpose of offering possible solutions and suggestions for future educational development.

This would demand information on primary, secondary, technical and tertiary education, teacher education and adult education. With this procedure the study would be descriptive cum interpretative and would involve an analysis of the educational information in the light of the determinants of educational policy such as economics, political pressures and sociology.

There is a variety of sources for collecting information on education in Sierra Leone in the period under review. The British Government at various times published documents on the state of education in Sierra Leone. In particular from the beginning of the century to this time documents and information come from Government agencies within Sierra Leone. Annual Reports published by the Ministry of Education are among the most important of such information. Other important sources include published documents on Sierra Leone education such as the World Survey of Education, books, periodicals, journals, newspapers, and other pertinent sources but heavy reliance would be placed

¹p. Foster, Education and Social Change in Ghana. (University of Chicago Press, 1965).

on primary literature and material collected from the Sierra Leone Ministry of Education for which the writer made a trip to the country concerned.

General Discussion of Government Role in African Education

Since independence most African countries have engaged in economic planning. Part of this planning has been concerned with the future of education at all levels. For planning at the national level, several African Governments have called on groups of educators from other countries to evaluate their educational system and make recommendations. One of the most searching studies on education in Nigeria analysed the country's needs up to 1980. This investigation, called "The Ashby Report"¹ named after its chairman Sir Eric Ashby was handed to the Nigerian Government in 1961. The report recommended that the educational system should be expanded. However, before 1974 when federalization took place, "the Nigerian Federal Government had little voice in policy-making, except for certain institutions of higher learning, and the regions went their separate ways."²

Among those who have recently traced the growth and development of the early educational system in Ghana is Philip Foster. It was a study of theory and practice of education in Ghana. In

¹For more detail on the Report see Investment in Education: The Report of the Commission on Post School Certificate and Higher Education in Nigeria, Federal Ministry of Education, Nigeria, 1960.

²D. Scalon et al, Education and Nation Building in Africa (Frederick A. Praeger Inc., New York, 1965) p. 20.

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the book Foster expresses concern over the forces that are playing on the lives of the Ghanaian people. Finally the author rightly pointed out that "the overall expansion of the Ghana system of education was neither directly in the hands of the Government nor subject to effective Government policy; that its development was largely autonomous and uncontrolled."¹

Whether or not the African Governments have been unresponsive to their educational system, one fact to be noted is that there has been an expansion of the educational systems since independence. "The political elites tended to assume that increased educational opportunity was the sine qua non of their own continued popular support."² This has increased the role of Governments in African education.

Published sources which deal with education in Sierra Leone abound. The most outstanding one is the elaborate study carried out by D. L. Sumner. In his book Education in Sierra Leone he examined the development of education over a period of time from the early education efforts in 1787 to the unification of the educational policy in 1950. Unlike Foster who was interpretative, Sumner was more descriptive on the whole. While there are increasing attempts at research on education in Sierra Leone there is a relative lack of research into the activities of Sierra

¹P. Foster, op. cit., p. 192.

²J. Coleman (ed) Education and Political Development (Princeton University Press, 1965) p. 39.

Leone Government in education as was in part undertaken by Philip Foster on Ghana and Arpana Basu on The Growth of Education and Political Development in India, 1898-1920. In this book the author deals with Government policy and growth of education in India and shows how differential rates of growth of education affected political development and created tension within the society. Thus the overall method used in this investigation closely follows that utilized by Foster.

Some Key Problems

There is a plethora of research findings, books and other literature on the necessary connection between education and development. These have generated contrary views about the idea that education is the key to economic development. Considering the pro-side, the comprehensive study carried out by Harbison and Meyers¹ threw much light on the relationship between education and development. The two economists of education examined educational, economic and social indicators for 75 countries. They divided these countries into levels of economic development and correlated socio-economic indicators for the countries on each level with a composite educational indicator. They then discussed the influences which seem to be at work in determining educational policy at each level.

Schultz, in The Economic Value of Education and Vaisey in The Economics of Education stated that education is important for

¹P. H. Harbison and Meyers, C. A. Education, Manpower and Economic Growth (McGraw Hill, New York, 1964).

economic development. Both authors deal with the relationship between education and economy. However, Schultz is more concerned with the cost and returns of education both to the society and individuals.

In "Concerning the Role of Education in Development" Bowman and Anderson drew interesting conclusions from their study. It was a cross-national comparison that went beyond simple cross-tabulation of literacy rates against per capita incomes. Controlling for "energy potential" and the proportion engaged in agriculture, the study examined world regions separately. From this study the researchers concluded that:

An apparent threshold effect of something like 40% adult literacy, as a necessary but not sufficient condition for economic emergence; negligible income effects of proportions of the adult population with secondary schooling once those with primary schooling were taken into account (excepting countries with over 90% literate).¹

Bernette² on "Educational Change and Economic Development" has also endeavoured to relate the level of economic development of nations to their educational development. He was mainly concerned, however, with the relationship of vocational education to development, the examination of which is part of the present study.

The Organization for Economic Co-operation and Development

¹C. A. Anderson and M. J. Bowman, "Concerning the Role of Education in Development", in Sociology of Education Vol. 32, 1969, p. 45.

²W. Bernette, "Educational Change and Economic Development" in Sociology of Education. Vol. 40, Spring 1967.

has twice organized "Conference on Economic Growth and Investment in Education." The first was held in Washington in 1961, and the second in Paris in 1962. Both conferences were primarily concerned with the achievement of improvement of educational planning so far as it affects economic growth.

The contrary views and observations have been summarised by Shaffer in The Penguin Economics of Education. He cogently states that "human capital is a metaphor without substantive economic meaning."¹ The author discusses some of the difficulties encountered in practice in distinguishing between consumption and expenditures in the formation of human capital and then examines in detail, some of the difficulties in identifying and measuring the earnings that are associated with particular investment in man. His views are a powerful summary of all the objections that have since been raised against the idea that education as a form of investment can be distinguished from education as a form of consumption.

In present day Africa education is considered as an instrument of development. Thus in the Conference of African States on the Development of education in Africa held at Addis Ababa in 1961, this same theme formed the core of the discussion. The Conference gave the first great impetus and direction to planning for African education as a whole. The conferees proclaimed that

¹G. H. Shaffer, "A Critique of the Concept of Human Capital" in The Penguin Economics of Education, Vol. 1 edited by M. Blaug (Penguin Books Inc., Baltimore, 1968) p. 46.

"education is Africa's most urgent and vital need at present,"¹ and called for universal, compulsory, free primary education throughout the continent by 1980, as well as a rapid expansion at secondary level.

In July 1962 a meeting was held in Tananarive on "Adaptation of General Secondary Curriculum in Africa." The meeting was mainly concerned with the setting of guidelines for revisions of syllabi and methods of teaching in the Natural and Social Sciences, Physical Education and Languages including long term research on innovation. All these suggest that education is seen to be directly related to the economic development of a nation.

In Sierra Leone like any other emerging nation in tropical Africa development demands infrastructure, in particular an educated and enterprising labour force. But the country inherited an educational system against which there has been a measure of criticism by Sierra Leone officials and educationists. Some of the critics have cogently asserted that the education is not adapted to the needs of Sierra Leoneans at this point in time. The Honourable Minister of Education, Mr. A. J. Sandi, at the formal closing ceremony of the Mid-Review Conference in December 1973 said:

The system of education which we inherited at independence can no longer serve our needs or meet our aspirations. The university should supply

¹Final Report, United Nations Economic Commission for Africa and UNESCO Conference of African States on the Development of Education in Africa, Addis Ababa, May 1961, p. 25.

the country with much needed high level manpower and the fruits of research. But what do we discover on looking round? - A dearth of manpower in some fields...learned papers in many fields, but relatively few applicable to our development needs. The system provides only basic knowledge and skills in practical arts and does not aim at occupational preparation; in short it tends to give general education to the individual without taking into account the scientific assessment of the manpower needs of the State.¹

Other critical writers, observers and analysts like Professor N. D. J. Smart and Dr. A. Porter have examined the situation more thoroughly and presented the case both for and against the colonial educational system and experience. Looking at both sides of the issue Professor Smart maintains that:

The colonial education and experience had its positive side. It drew us into the modern world of science and technology and introduced a sophisticated economy and modern marketing; it gave some people literacy and brought us some measure of internal peace. But the negative side of it is highly psychological. In spite of the political cohesion of the territory, there was very little national consciousness, so that at independence Sierra Leone was a loose collection of tribes, tenuously held together by a new flag, which did not have deep emotional meaning.²

Whatever the negative and positive influence of colonial education and experience might be the arguments are of minimal significance. What is more important is whether the Sierra Leone educationists are imparting the type of education that is adapted to the needs of their society since they have spent so

¹Speech delivered by the Minister of Education, Mr. A. Sandy, at the formal closing ceremony of the Mid-Review Conference in 1973 in Sierra Leone Journal of Education. Vol. 9 No. 1, 1974, p. 3.

²N. D. J. Smart, "Towards a Formulation of Aims of Education in Sierra Leone" in Sierra Leone Journal of Education. Vol. 9 No. 1, 1974, p. 9.

long a time criticising the inherited system. But constructive criticisms do not solve problems, they only pinpoint weaknesses. Perhaps the time has come when we should endeavour to take a closer look at our current educational system with the aim of eliminating those irrelevant aspects and substituting them with those that could foster development, hence the desire to undertake the study on Sierra Leone education. This is important because since the achievement of independence, changes have taken place in the responsibility and concern for educational planning and development. Education, like other aspects of development, is now planned by the Sierra Leone Government which is composed of indigeneous Sierra Leoneans. Thus there is a relationship between politics and education. The Government relies on the educational system to promote economic and political development and to approach the frontier of modernity. To this end the political system shapes educational policy.

General Information and Background of the Study

I) Geographical and Physical Factors

Sierra Leone was discovered by Portuguese Explorers in the mid-fifteenth century. As Christopher Fyfe has recorded in A History of Sierra Leone, the Portuguese originally named the peninsula area of Sierra Leone:

Serra Lyoa from its wild-looking leonine mountains. Corrupted through the centuries into many variants --as Sierra Lyonne, Sierra Leona, Sierrillion--the form Sierra Leone, pronounced without the final 'e' has prevailed.¹

¹C.H. Fyfe, A History of Sierra Leone (Oxford University Press, 1962) p. 1.

Sierra Leone, which is situated on the North Western part of West Africa lies between 7° to 10° North Latitude and $10^{\circ} 15'$ to $13^{\circ} 15'$ West Longitude. It is bounded on the north and east by the Republic of Guinea and on the south by Liberia. On the west it is bounded by the Atlantic Ocean.

Sierra Leone was third of the British West African territories to achieve independence on April 27, 1961, Ghana being the first in 1957 and Nigeria second in 1960. On independence day a constitution under which the country became a parliamentary democracy was drawn and Freetown was established as its capital. This ended a long period of British administration, initially by company rule and later by "a small Crown Colony which started in 1808 and a much larger Protectorate founded in 1896."¹ The Colony embraced a number of islands and the Sierra Leone Peninsula, an area covering 256 square miles. The remainder of the country fell under the Protectorate and its area is estimated at 27,669 square miles. Independence brought unified administration and equal opportunities to the whole country. Most of the Colony became known as the Western Area while the Protectorate became known collectively as the Provinces. There are three Provinces in all--North, South and Eastern with Provincial capitals as Makeni, Bo and Kenema respectively.

Each Province is divided into districts and each district into chiefdoms. Each chiefdom is presided over by a paramount

¹Ibid., p. 3.

chief who is elected and is assisted by an advisory council which is known as the Tribal Authority and comprises the chiefs and elders of the villages in the chiefdoms. The Western Area is administered by an elected mayor and the City Council and the remainder by a Rural Area Council.

The country has a tropical climate "which is influenced by the hot north-east trade winds which blow across the Sahara and the cool-moisture laden winds blowing across the Atlantic."¹ The vegetation can roughly be classified into three main types: high forest in the south and east, woodland and Savana in the north and coastal scrub along the coast.

The development of education was influenced by the geography of the country. Missionaries and pioneer educators landed on the coast and were able to carry on their work for a long time along the coast. Penetration into the interior was difficult because of the rain forest and rugged land. Education, therefore, started on the coast, it spread very slowly into the interior, and lastly to the north. The coast is the most advanced in education and the north is the least advanced.

II) Demographic and Social Factors

There has been a gradual increase in Sierra Leone population. "It rose from 2 million in 1952 to 2,183,000 in 1963."² The census of December 1974 estimated it at 3,002,426 of which

¹B. Montjoy et al, Africa: A Geographical Study. (Hutchinson Educational Ltd., 1965) p. 57.

²Sierra Leone Government, Statistical Bulletin Vol. 18, Freetown: Central Statistics Office, 1975, p. 45.

274,000 live in Freetown, 26,000 in Bo, 13,000 in Kenema and 12,000 in Makeni."¹

Modern Sierra Leone is made up of large numbers of tribes. For the purpose of simplification one may distinguish the following tribes:² Temne, Kuranko, Susu, Limba, Yalunka, Madingo of the Northern Province; Mende, Vai and Galinas of the Southern Province; Kono and Kissi of the Eastern Province and Creole, Kru and Gola of the Western Area. The degree of political homogeneity among the tribes varies from a highly centralized and hierarchical political structure of the Mende to the diffused system found among the Limbas. In all cases, however, the tribes are bound together by a common language known as creole, a broken form of English. As Foster pointed out in the case of the Ghanaian people, there was virtually no social strata in the sense of the term as used in western society. "Lineage organization, not strata, constituted the most meaningful dimensions of the social structure of the Ghanaian traditional society."³ This is also true of the Sierra Leone traditional society.

Contact with Europeans through trade, missionary activities,

¹Sierra Leone Government, Statistical Bulletin Vol. 18, op. cit., p. 46.

²For a full detail of the tribes of Sierra Leone see M. McCulloch, Peoples of Sierra Leone, International African Institute, London, 1950.

³P. Foster, op. cit., p. 32.

and education had its repercussions on the traditional society. Western education institutions and some of the western culture were ultimately incorporated by the local people into their own way of life. Centres for trade, industry, administration like Freetown, Bo, Kenema have developed into urban centres. These centres continually attract people especially school leavers from the rural areas. They come in their numbers in search of jobs which are non-existent and prefer to live in towns in appalling conditions, rather than to live in reasonable comfort in the villages.

III) Economic Situation

Sierra Leone is an important producer of minerals. The main minerals mined are diamonds, iron ore, bauxite, rutile, chrome ore and gold. The last two minerals are of little value today. Until the 1930's, when diamonds and iron ore mining began, the exports of Sierra Leone were entirely agricultural. Minerals assumed a larger sphere of the total value of exports in the mid-1950's and mining has since powerfully affected the public finances and the whole money economy of the country. Diamonds are mined in the Kono district by the National Diamond Mining Company (N.D.M.C.). Iron ore is mined at Marampa by Sierra Leone Development Company (D.E.L.C.O.). The iron ore is exported to Britain, Germany, and U.S.A. Export of bauxite by the Sierra Leone Ore and Metal Company began only in 1964 in the Southern Province. Rutile exporting from Sherbro Minerals' mine began in 1967 but in 1971 the company suspended operations.

Palm kernels from the oil palm which grows wild over most of the country have been the major agricultural export for a long time. Later improved varieties from Nigeria were introduced in Sierra Leone. More recently emphasis has been placed on the establishment of plantation crops. Thus the main cash crops now are cocoa and coffee grown in the Southern and Eastern Provinces; plassava and ginger in the Southern Province. Rice is the major food crop grown. Other subsistence crops include cassava, millet and groundnut.

Since independence the country is actively concerned with the promotion of manufacturing industries to diversify its economy. Some dependence is, however, made on the export of raw material but the development of factory industry is increasing. In common with other West African countries with moderate population the coastal capital of Freetown dominates the country and presents the best location of industry in terms of market, port facilities, labour supply and training. Thus little industrial diversification has taken place outside Freetown. The main factory industries operating in Sierra Leone include shoe factory, rice mill, nail works, fish packing depot, cosmetic factory, clothing factory, cement works, oxygen plant to name only a few.

The development of mining, agriculture and factory industries means that the country has reached a stage in her development when the education policy must increasingly concern itself with the teaching of skills and other attainments that are needed for the running of a modern economy. Students must

come out of the schools as fit members of a modern labour force. Schools and their curricula have to be geared toward meeting the needs of industry, agriculture and other sectors of the economy.

Definition of Terminologies

In this study it is essential to have a clear understanding of the term "Government" as an educational decision maker. This is crucial to this study because since independence the country has passed through the hands of different political parties and military regimes. The country passed from the Sierra Leone Peoples' Party (S.L.P.P.) headed by Dr. (late Sir) M. Margai in 1961, through the 1968 National Reformation Council (NRC) headed by Colonel A. T. Juxon-Smith, to the present ruling party the All Peoples' Congress (A.P.C.) headed by President Siaka Stevens. The term "Government" here, therefore, means people in political power both military and civilian who make major decisions affecting the nation and its institutions at any point in time. The word "role" means the functions of the Sierra Leone Government which affect the Sierra Leone educational system.

CHAPTER II

EDUCATION IN THE LAST DECADE OF COLONIAL RULE: 1950-1960

The year 1950 marked the commencement of the last decade of colonial rule which had started in Sierra Leone in 1787. The prevailing educational developments and conditions from then up to the eve of independence are the primary concerns of this chapter although allusion will be made to the pre-1950 period where appropriate and necessary. Although Sierra Leone's actual post-colonial period did not commence until April 27, 1961 the date of its independence,

the Prime Minister Sir Milton Margai and the governing Sierra Leone Peoples' Party (SLPP) had exercised a large measure of internal self-government since 1957, and one can therefore date the end of colonial control over education from this time.¹

The period was characterised by a significant advance in the quantity and extent of the educational system. The principal reason behind this is not far fetched. It was essentially due to the acquisition of political power by the indigeneous people especially from the Protectorate. The new Sierra Leone constitution brought in by the British in 1951 offered a substantial share in policy-making to Sierra Leoneans. "Twenty-one of the

¹H. Kitchen, The Educated African (New York: Frederick A. Praeger, 1962), p. 391.

Legislative Council's thirty seats were to be filled by Sierra Leoneans, seven from the colony by direct election, one from each of the twelve District Councils, and two from the Protectorate Assembly."¹

In the Protectorate the most widely accepted leader was the 55-year old Dr. Margai, who had just retired from twenty-two years of government medical service throughout the Protectorate. Under his leadership the S.L.P.P., the first political party, was born. In 1953 the S.L.P.P. party published a manifesto setting out the objectives of their proposed educational policy. In the policy the party stressed the need for more schools and more teachers and for facilities for technical and agricultural education. The last two items, facilities for technical and agricultural education, were even more emphasized as Sierra Leone is overwhelmingly agricultural and can only expand its economy if persons are trained in the technology of modern agricultural, as well as certain industrial skills especially as iron ore, bauxite, rutile and diamond mining are major contributors to government revenue.

The contribution from missionary bodies in the establishment and running of schools continued up to the second half of this century. As a result, an educational system which closely resembled that of the metropole of the missions evolved.

¹J. Cartwright, Politics in Sierra Leone: 1947-1967 (University of Toronto Press, 1970), p. 53.

in Sierra Leone. The education was as varied as the missionary bodies who were responsible for it until 1957, when the government actively began to supervise, inspect, assist and control schools. Only then did there emerge any coherent system of education. Before then all the schools emphasized education of a purely academic type.

The chapter ends with the examination of Government role and control over the educational system.

The Missions and Primary Education

The Missionary Societies, the Roman Catholic, Anglican, and the bodies constituting the United Christian Council, mainly the American Baptist and the United Brethren in Christ, have played and continued to play a prominent role in the development of primary education up to the 1950's and thereafter. About this time "there were some 200 primary schools in the country, over a quarter of which were in the Colony."¹ The schools were of three types: Government, including local authority; "assisted" and "unassisted". "Assisted" schools were those that received grant-in-aid from the Government for meeting certain teaching standards, building requirements etc. "Unassisted" schools were those that did not receive any grant-in-aid from the Government because they did not meet the required standards. An appreciable number of the primary schools

¹Government Printer, Sierra Leone Education Commission Report (Sierra Leone, 1954), p. 7.

fell under the assisted category, most of which, as has been said, were run by one or another of the various missionary bodies, together with a small but growing number of Native Administration schools in the Protectorate.

In the Colony and its rural areas haphazard development of primary education continued as different church groups established schools in the same villages. This led to an unnecessary and wasteful duplication of efforts and school facilities, a situation which was heavily criticized by the Government. The school plants were therefore unsuitable with limited equipment and inevitably low quality education. The Annual Report of Education in 1950 put it thus:

There is no wholly satisfactory school building. In the few cases where the buildings were definitely erected for school purposes, surprisingly little attention was paid to ventilation and light. Many rooms are of an awkward and uneconomic shape, and doors have been placed in the wrong position.¹

Government proposals to the various missionary bodies concerned for the amalgamation of schools met with no success initially. At this time the most pressing among the educational needs of the Colony was good primary education just as it was in the Protectorate, "for the whole structure of secondary and higher education rested upon it."² Progress came as a result of frequent enactment of Education Ordinances designed to meet various

¹Government Printer, Annual Report of the Education Department for the Year 1950 (Freetown, Sierra Leone), p. 5.

²F. H. Hilliard, A Short History of Education in British West Africa (New York: Thomas Nelson and Sons Ltd.), p. 38.

aspects of a rapidly changing situation. The Education Ordinance No. 32 proposed the setting up of Local Education Authorities in the twelve districts of the Protectorate and rural areas of the Colony, "each with its own jurisdiction to be responsible for the organization and development of primary education, the Government retaining only such control as commensurate with its financial commitments."¹ The functions of the Local Education Authorities here were comparable to the British Local Education Authorities especially after the Education Act of 1944, which was "almost child-centered, enacting that children should be educated suitably for their ages, abilities and aptitudes."² The tasks of the British Local Education Authorities in the words of Burgess are:

They have to see that in their area there are enough schools to give primary and secondary education. Those schools must be of the right size and sorts. The authorities must have regard to the need for offering primary and secondary education in separate schools and nursery schools, for special training for the handicapped etc. They have to ensure that the school premises of all their schools conform to the Secretary of State's standards.³

The Ordinance also provided for the re-organization of the Board of Education; those of its responsibilities of concern to primary

¹World Survey of Education: Primary Education (New York: International Documents Service, Columbia University Press, 1957), UNESCO, p. 1133.

²T. Burgess, A Guide to English Schools (Penguin Books Ltd. Middlesex, 1964), p. 20.

³Ibid., p. 53.

education were the structure and functions of Local Education Authorities, the revision of syllabuses and the training of teachers. The Ordinance came into force in 1954.

With the enforcement of the 1953 Education Ordinance, the basic primary course covered a period of eight years, classes I and II called infants and standards I to IV called juniors. In addition some schools provided standard V just as it was in the United Kingdom from 1870. Standards VI and VII were also provided. In the assisted schools including also those provided by Government and Local Authorities there were at the beginning of 1954, 35,430 children with 3,845 in unassisted schools. Breaking down these figures by classes and standards, a feature that is immediately noticeable is the high rate of wastage in the upper standards. An analysis showed that, "whereas taking the total for the whole country there were in the assisted schools 8,400 children in class I, 5,800 in class II and 5,500 in standard I, there were only 3,400 in standard IV and 2,100 in standard V."¹ This falling-off is particularly marked for girls, as the following figures which relate to the Protectorate only, would show. Less than half the students who enter class I proceed to class VII. The factors that contributed to the falling-off in numbers in the higher standards were primarily social and economic. Most parents did not have enough money to pay their children's school fees in higher standards. Besides the children were

P. 8. ¹Sierra Leone Education Commission Report 1954, op. cit.,

needed to help their parents on the farm. The lowest possible leaving age was eight.

TABLE I

Children at Different Levels in Primary Schools
in the Protectorate in 1954^a

<u>Category</u>	<u>Boys</u>	<u>Girls</u>
Class I	4,250	1,900
Class II	2,700	1,000
Standard I	2,600	800
Standard IV	1,700	250
Standard V	1,050	150
<u>Total</u>	<u>12,300</u>	<u>3,000</u>

Wastage on such a big scale was alarming and it meant that large amounts of money were spent in Sierra Leone every year out of inadequate resources, on children who spent at school far too short a time to gain any real benefit which might help them in future. Quite apart from its other ill effects, this rapid fall in numbers led to the amalgamation of classes. Thus standards III, IV and V were taught together as a single group, consisting of children varying in attainment and capacity as in physical growth. Good work is hardly done in such circumstances.

Reference has already been made to the high value which was widely attached in Sierra Leone to education of a purely academic type. This type of education has its place, because

^aP. H. Hilliard, op. cit., p. 36.

different children have different aptitudes and a balanced system of education which could provide facilities for all of them was necessary. To overcome this difficulty, the 10-year Development Plan drawn up by the Government in 1953 was reviewed in 1954 by the Fulton Commission. The Fulton Commission was composed of members from United Kingdom and Sierra Leone and was under the chairmanship of Mr. J. S. Fulton. The Commission was appointed by the Secretary of State for the British Colonies to investigate and report on the educational requirements of Sierra Leone at all levels. They were to do this in the light of funds available, and against this background to make recommendations for a long-term policy for Fourah Bay College in all its various fields. The Commission was also required to conduct an inspection of Fourah Bay College, enquiring not only into its system of education but also into its affairs generally since its constitution in 1950. The Commission's Report advised that:

Allowance should be made to each primary school for the purchase locally of materials from which apparatus could be made by teachers and children, and that the school should use History, Geography and English textbooks written for West African children.¹

The recommendation was implemented. In this way, a more practical approach to primary education was temporarily achieved, by relating work in school to the home and community and therefore laying the foundation for education in the technical skills. A

¹World Survey of Education: Primary Education 1957 op. cit., p. 1131.

further advantage would be a reduction in wastage, since interest in schooling will be encouraged.

Sierra Leone's educational system has been restructured since 1957. The levels of primary education were renamed "classes" instead of "standards", and "the former eight-year course consisting of two classes and six standards was replaced by a seven-year course at the end of which the Common Entrance Examination is taken."¹ Promotion from one standard to another which was automatic was also abolished in 1958, and henceforth the decision of ability to proceed was to be taken by the head teachers on the basis of formal examination and other criteria.

Secondary Education

Like primary education, secondary education was pioneered by Missionary Societies. "The first Grammar school in Sierra Leone was opened by the Church Missionary Society in 1845, and similar schools were set up by various denominations in later years."² These secondary schools were supported by pupil's fees and subsidies from Missionary bodies. Thus secondary education was not free.

A Government Secondary School, originally for the sons and nominees of chiefs, was established at Bo in the Protectorate in

¹H. Kitchen, op. cit., p. 393.

²C. G. Wise, A History of Education in British West Africa (Longmans Green and Co., London, 1956), p. 100.

1906. "The Government opened a second secondary school, the Prince of Wales School, in Freetown in 1925."¹ It is essential at the on set to say that "Secondary School" in Sierra Leone is synonymous with "Grammar School", that is the English Grammar School. The aim of the Grammar School was to provide an education enabling pupils either to proceed to courses of further training at university or similar institutions, or to obtain employment at the clerical or executive level. Although it was important that a country progressing toward self-government must have leaders and administrators and hence there must be facilities for Grammar School and higher education, the need for technicians, artisans, and technologists was equally important. The reason for this is that these categories of people are required for agricultural and industrial development. The emphasis on the Grammar School and its academic content meant that many an able boy or girl whose real talent is of technical rather than an academic nature was forced to struggle through a course which is unsuited to his or her needs. "In 1953 it was estimated that 50% of the children who were in secondary school had no real bent for an academic type of education."² This was based upon the Fulton Commission's interview with teachers. By 1926 there were five recognized secondary schools for boys and four for girls. "Only

¹D. L. Sumner, Education in Sierra Leone (Jarrold and Sons Ltd., Norwich, 1963), p. 82.

²Sierra Leone Education Commission Report 1954 op. cit., p. 5.

two were Government schools, namely the Prince of Wales School and the Freetown Secondary School for Girls."¹ The main problem in the development and maintenance of secondary schools was financial as well as the lack of adequate staff. The aim of the girls school was to train the girls to become teachers and good housewives. All the nine schools were located in the Colony.

The full story of the Government Secondary School in the Protectorate began with Bo School on the one hand, and Koyeima School on the other. The founding of Bo School has already been noted. It remained for many years a primary school, but included in the curriculum special practical training in farming, carpentry, bridge-building, road making and land surveying. Koyeima was opened as a "central" school. It was of particular interest as being the first Protectorate central school, and "the Development Plan of 1949 provided for building of ten such schools, exclusive of Koyeima, and one at Magburaka."² These schools were "second class" secondary schools. Their academic standard was a little above primary level. It was intended that they should give a three-year course of general education, with the inclusion of practical subjects to be selected with regard to the conditions obtaining in the area in which each school is established. The majority of the pupils could then proceed to

¹C. G. Wise, op. cit., p. 101.

²T. N. Goddard, The Handbook of Sierra Leone (Negro University Press, New York, 1952), p. 77.

some vocational centre, but, in certain cases, especially when it was proved that the children were of the Grammar School type, transfer to a secondary school could be arranged. In 1950 Mr. A. Nichols, the Secondary School Commissioner visited Koyeima school. He was so impressed with the school's potentialities that in his report he maintained that:

This school and others like it should indicate the right path of development of secondary education in the Protectorate....The proper secondary schools of the Protectorate for some years to come are of the Koyeima type, and they are in no way inferior to the Government Schools in Freetown. Later on some of them may develop more academic courses, but that process should not be hurried or regarded as a mark of superiority.¹

But in fact academic secondary schools were seen as "superior" just as they were in relation to "secondary modern" schools in the United Kingdom.

During the period 1952 to 1956, a number of "junior secondary schools" were opened, providing a three-year course of post primary education. The "junior secondary schools" took pupils from standard IV of the primary schools who had passed the Common Entrance Examination, and gave them a three-year course of an academic nature. At the end of this there was a further selection for entry into "senior secondary schools" where the pupils completed the final three years of the secondary course, leading to the School Certificate. These varieties of secondary education appeared "inferior" in relation to the "Grammar School."

¹Government Printer, Survey of Secondary Education in Sierra Leone (Freetown, Sierra Leone), p. 29.

The Fulton Commission, which studied the educational situation in both the Colony and Protectorate in 1954, was not satisfied with the existence of a separate "junior secondary school" and a separate "senior secondary school" because of the inherent problem of wastage involved. The members of the commission commented on the problem in this way:

We do not agree with the idea of separate "junior secondary schools". We appreciate that it might lead to certain economies in the short run but only so long as substantial wastage continued to occur within the full secondary course. It is intended that children would enter "junior secondary schools" by the Common Entrance Examination, and they would therefore be of a calibre of those now admitted to full secondary school. Only a selection of them, however, would proceed to "senior secondary schools". A number of them will leave school at the end of the third year of secondary course, this would represent in effect a wastage which should not be encouraged.¹

The commission recommended to the Government that the need of secondary education at that point in time was the establishment of sixth forms in existing schools and in due course in the new ones. They argued that sixth forms would set a standard for lower forms to emulate. This means that the members of the commission recommended the traditional "Grammar School" ethos.

As a result of the Fulton Commission recommendations, the Government reclassified the "junior secondary schools" as "secondary schools" and endeavoured to develop them to full secondary status. Regarding sixth forms, the Government Policy

¹Sierra Leone Education Commission Report 1954, op. cit., p. 9.

was at the close of the colonial period a gradual introduction of sixth-form work in schools where facilities, including staff were considered adequate.

Thus by 1958 sixth forms were in operation at the Prince of Wales School, Freetown, the Government Secondary School, Bo, the Anne Walsh Memorial School, Freetown and the Sierra Leone Grammar School, Freetown.

By 1954 there were thirteen secondary schools in Sierra Leone, only two of which were in the Protectorate and three central schools, all in the Protectorate. All these schools contained 3,000 pupils. "Twelve of the thirteen schools together had some 1,000 pupils in form I, 800 in form II, 500 in form III, 360 in forms IV and V."¹ The sixth forms which existed in the schools had only 43 pupils.

From 1950 through 1960 a number of secondary schools were established by the Government and various Missionary bodies. The following table shows the year, name of school, type and founding bodies of the various secondary schools that were opened.

TABLE II
Establishment of Secondary Schools in Sierra Leone from 1950 to 1960^a

Year	Name of school	Founding Authority	Type
1950	Magburaka Secondary School	Government	Boys

¹Ibid., p. 10.

^aE. Barker, The Development of Secondary Education in Sierra Leone (Malloy Lithoprinting Inc., Ann Arbor, Michigan, 1963), p. 109.

Table II Continued

Year	Name of School	Founding Authority	Type
1951	Njaluahun Secondary School	Methodist	Girls
1952	Kenema School	Government	Boys
1954	Roosevelt Girls School	American Baptist	Girls
1954	Christ the King College, Bo	Catholic	Boys
1954	Koyeima Government	Government	Boys
1954	St. Andrews, Bo	United Christian Council	Co-ed
1955	Centinnial, Mattru	United Brethen in Christ	Co-ed
1956	Freetown Technical	Government	Boys
1956	Schlenker, Port Loko	Sierra Leone Church	Co-ed
1957	Jimmy School	Government	Boys
1957	Kenema Technical	Government	Co-ed
1958	Queen of Rosary, Bo	Catholic	Girls
1958	St. Francis, Makeni	Catholic	Boys
1959	Kailahun School	Methodist	Boys
1959	Magburaka Girls	Government	Girls
1960	Bo Islamic	Ahmadiyya	Boys
1960	Bonthe	Catholic	Boys
1960	Jaiama	United Brethen	Co-ed
1960	Peninsula, Waterloo	Seventh Day Adventist	Co-ed
1960	Pujehun	Catholic	Boys
1960	Taiama	United Brethen	Co-ed

Educational facilities at the secondary level developed rapidly from 1950 to 1960. The Colonial Development and Welfare Funds provided much financial assistance. First the new schools were called central school, then "junior secondary schools" and later on they were accorded the full status of secondary schools. Out of the twenty-two secondary schools that were opened only seven were established by the Government while the rest were owned by Missionary Societies. Thus it can be seen that the development of secondary education was due almost entirely to the faith and high ideals of the various Christian Missions. The interest

of the missions in education grew because they saw that their evangelical work was yielding good result. "Government interest in secondary education was for many years limited."¹

For many years secondary education prepared pupils for the Junior Cambridge as well as the Cambridge School Certificate, but with the abolition of the Junior Cambridge in 1951, the School Certificate also called the Overseas School Certificate and, in some schools the Cambridge Overseas School Certificate were taken by pupils who reached the required standard. There was an improvement in the School Certificate Examination results from 1935 to 1953. "In 1953, 5 boys and two girls out of a total of 31 boys and 5 girls qualified for the School Certificate."² These figures were improved upon as shown by the 1954 School Certificate results.

TABLE III

School Certificate Examination Results for 1954^a

	<u>Entered</u>	<u>Passed</u>
Boys	154	66
Girls	56	42
Total	210	108

Higher School Certificate was taken only in the Prince of Wales School. "In 1954 the figures for Cambridge Higher School

¹F. H. Hilliard, op. cit., p. 23.

²Ibid., p. 11.

^aWhite Paper on Education Development, Sessional Paper No. 4, 1958, Freetown, Sierra Leone, p. 10.

① Certificate at the Prince of Wales and the Bo Schools were: 15 entered, 9 passed."¹

Sierra Leone's educational system was restructured in 1957. Changes in the structure of secondary schools went somewhat beyond those made at the primary level. Steps were taken to reduce the high rate of wastage in upper forms. "Whereas in 1955 the proportions of pupils in form IV was 27% of form I and those in form V were 18% of form I, by 1959 the proportion of pupils in form IV was nearly 50% of those in form I and pupils in form V were 30% of form I."² During these development there was no consideration of a "common" secondary school. Three types of secondary schools therefore emerged: the Grammar School, the Technical-Commercial-Domestic School, and the Secondary Modern school. These divisions are similar to the tripartite system in the United Kingdom from 1944. Fuller attention will be given to these schools in the next chapter.

Education of Girls and Women

The first female school in Sierra Leone was opened in 1845 in the Colony area. Since that period the education of girls had never been given serious attention. This idea started in the home, for as Sumner put it: "It is much regretted that the parents of the girls seem so careless about their daughters"

¹T. N. Goddard, op. cit., p. 78.

²H. Kitchen, op. cit., p. 394.

education, for the boys they do so much more, yet the girls who have been so long neglected, require special care."¹

Although girls had attended school in good numbers, yet their standard on leaving school had been very low because it was commonly held that they were incapable of mental work especially Arithmetic, and the school programme was so designed that they were excluded from some lessons, and needle work was substituted. Moreover, they were prevented by their parents and guardians from attending school most of the time, because it was the belief that domestic help which they gave at home was more effective a lesson to fit them for their future career than the lessons they did at school. Their position was far from bright: "They were denied adequate teaching in schools; and if they showed any ability there was no opportunity for them to attend the higher schools."²

The popularity of female education only began to get abreast that of male education later. It started with re-organization of infant female education. An Annual Report of the Department of Education specifically dedicated to female education, both in the Colony and the Protectorate was conducted in 1946. It set out the age-old problem of female education in Africa: "The dwindling of the number of girls at higher reaches of the primary school; unpunctuality because of employment at home and

¹D. L. Sumner, op. cit., p. 67.

²D. L. Sumner, op. cit., p. 93.

at the markets; the use of same syllabuses as the boys."¹

In the Protectorate the problem was very serious because of clan relationship, the economy of which is based on marriage customs, and female labour. As both of these thrive best on an ignorant woman, female education was not favourably looked upon. All of the above factors clearly showed that every effort was to be made in order to promote female education, and that if the number of girls was to increase in the schools radical changes ought to take place in the educational programme.

In 1950, therefore, the post of Organizer of Infant and Female Education was recreated, having been discontinued in 1948. The incumbent's duties were connected with the following:

- 1) Infant Departments of primary schools in Freetown and the rural area.
- 2) Teacher training...including preliminary work in the establishment of Women Teacher's College and the running of Vacation Courses for teachers already in schools.
- 3) Girls' Education other than in mixed primary schools.
- 4) Girl Guides.

Infant teachers, who were mainly women, were trained at the Women Teachers' Training College in Freetown. The years following 1940 was noted for the gradual destruction of the barrier created in the educational matters between the Colony and the Protectorate. As a result, teaching in the infant

¹Annual Report on Female Education in the Colony and Protectorate 1946 (Government Printer, Freetown, Sierra Leone, 1946) p. 8.

schools in the Colony and Protectorate as well as the standards in girls secondary schools improved considerably. The general level of academic attainment of girls' secondary schools was the Junior Cambridge Certificate. The girls that went to secondary schools were those that passed the Selective Entrance Examination. There was no distinction made between girls' secondary education and girls' education in general but at primary level they were excluded from quantitative subjects. The only drawback was the difficulty in securing employment for girls after school. This was a serious problem inasmuch as only nursing and the teaching professions were open to girls.

Meanwhile a useful experiment in mass education was being conducted by Dr. Margai. While he was a Medical officer at Pujehun, he began to form a project to use native societies for the purpose of Mass education. The Bundo Society was used as the medium. The Bundo Society is a female "secret society" or "bush school." It is not the membership of the society that is secret, but rather its programmes of education and initiation of new members. The aim of the Bundo Society is to educate young girls for the traditionally accepted pattern of life. The girls are taught to be hard working and modest in their behaviour, particularly toward older people. The plan consisted of training selected Bundo women in the elements of hygiene and child welfare. They in turn taught what they had learned to their initiates. Since this, in a less refined manner, formed the basis of the public rites connected with this powerful female secret society, the transference of function was easy. The scheme prospered as

the Education, Medical and Social Welfare Departments gave it support and sanction. When literate women teachers were available, learning to read in mende was included. The following is the official report of the proceedings:

In the dry season of 1950 to 1953, an interesting experiment was initiated by a Medical Officer, Bonthe, and a Lady Education Officer in the Bonthe area, in connection with the Women's Bundo initiation ceremonies. A full report of the experiment has been published separately. The idea underlying it is that after the conclusion of the local ceremonies the girls should be collected in central camps, in sanitary conditions where they should receive a short course of elementary instruction in sex hygiene, infant welfare etc. The instructoresses who are themselves members of the Bundo Society were trained under the supervision of the Medical Officer and the Lady Education Officer. The experiment was enthusiastically welcomed by the chiefs and people.¹

From 1950 to 1960 four secondary schools were established for girls, three by Missionary Bodies and one by the Government. A further seven classified as co-educational institutions. With all these educational endeavours there was still an imbalance between the number of boys and girls attending school. The following table for 1950 through 1957 highlights this discrepancy.

TABLE IV

Comparison of Boys and Girls in School^a

School Year	Type of Institution			
	Primary		Secondary	
	Boys	Girls	Boys	Girls
1950	24381	10139	1896	896
1951	26258	11039	1872	835
1952	27711	11505	2151	945
1953	29910	13234	2340	972
1954	32469	14108	3103	1266
1955	34168	14766	3611	1636
1956	38196	17776	3865	1911
1957	41832	20049	3953	1971

¹Mass Education Pamphlets, Nos. 2 and 3 (Education Department, Freetown, Sierra Leone, 1953), p. 12.

^aCompiled from:

Although most girls drop out from school very early, the figures above show a marked improvement in the enrollment of girls especially when compared to previous decades. Until recently, the entire technical and vocational field was regarded as belonging to men, but the need for similar types of education for girls has been steadily growing until it could no longer be ignored. Girls have possibilities not only in the traditional teaching and nursing fields, but in clerical work, cookery, laundry work and dressmaking. The fact that careers of this kind are now regarded as possible for girls marked the beginning of a change in the whole conception of the place of women and girls in the Sierra Leone society.

Education of Teachers

Throughout the development of education, Sierra Leone faced a serious problem in trying to recruit trained and qualified teachers. "Fourah Bay College, established in 1827 gradually became the centre of teacher training for the whole country, the Government having used it increasingly for this purpose since 1925."¹ Annual remuneration of teachers and inadequate wages affected recruitment of teachers as well as the retention of those already in the teaching field. Other possible occupations especially in the companies were more lucrative and rewarding than teaching.

World Survey of Education: Primary Education. op. cit., p. 1133. World Survey of Education: Secondary Education. op. cit., p. 1273.

¹J. R. Alford, Education in British West Africa (Detroit, Michigan, 1954), p. 25.

"The Methodist Missionary Society, with the help of the Government, opened a Women's Teacher Training College in Freetown in 1928, but in 1945 it was amalgamated with Fourah Bay College."¹ From then, the College undertook all the training in the Colony for men and women teachers. Earlier a Government Agricultural Training College had been opened at Njala. Its original aim was geared toward providing staff for the rural schools that were opened in larger villages. Agriculture was a subject of special study, and with it carpentry and other forms of skilled work were taught. Later on the Government realized that the College was expensive and a mere replica of the Bo School. The College was temporarily closed.

Meanwhile, primary schools were steadily growing in number and the need for more teachers was felt. The Methodist Missionary Society established Union College at Bununbu in 1935 and the Roman Catholic opened Catholic Training College in Bo in 1942."² It was only in the later part of the fifties that teacher training began to be improved. In 1953 a new Government Training College was opened at Magburaka. There were thus four teacher training colleges in the Protectorate and "their eventual aim was to produce a total of not less than 170 teachers a year from these colleges."³ In 1954 the number of teachers in these colleges was as follows:

¹D. L. Sumner, op. cit., p. 89.

²C. G. Wise, op. cit., p. 102.

³Sierra Leone Education Commission Report, op. cit., p. 12.

TABLE V

Teacher Training Colleges Showing Number of Students in 1954^a

Year	Name of College	Number of Students
1954	Njala	75
	Roman Catholic Training College, Bo	45
	Union College, Bunumbu	99
	Magburaka College	95
	Total	314

One big mark of the colleges at the time was that the supply and quality of the school teachers they produced was inadequate to the task. The reason for this was that pupils entering the colleges came directly from primary schools which had low standards. The students were trained essentially for primary school teaching. Among the reasons for this situation were the small number of teacher training centres and the low requirements for admission. Further, teaching was not an attractive enough occupation in terms of pecuniary rewards and conditions of service to compete with other professions, private industry, and the civil service for the better educated people.

At this time some categories of teachers were identified. The first group of teachers formed those who had the Teacher's Elementary Certificate (T.E.C.) which was awarded by the Government and two Missionary Teacher Training Colleges in the Protectorate after a two-year course to which students enter direct from primary schools. Next above this rank were those who had Teachers' Certificate (T.C.) which was obtainable only through

^aF. H. Hilliard, op. cit., p. 36.

the Teacher Training Department of Fourah Bay College. Here again the course was two years; entry was at the end of the third year of secondary or central school curriculum. Above these were those who had Teachers' Advanced Certificate (T.A.C.), also awarded only at Fourah Bay, after a three-year course commencing at school certificate level. The next group of teachers were untrained holders of School Certificate or Higher School Certificate, secondary school graduates who were teaching while waiting for opportunities for further education. There were also degree holders who had no teaching certificates. On the whole qualified teachers were those who had the Teachers' Advanced Certificates and the United Kingdom Teachers' Certificates. The numbers of non-graduate teachers who qualified in 1953 through 1957 in the Teachers Elementary Certificate and the Teachers Certificate categories are summarised in the examination results below:

TABLE VI

Examination Results in Teacher Training Institution, 1953-1957^a

Type of Certificate Granted	School Year									
	<u>1953/54</u>		<u>1954/55</u>		<u>1955/56</u>		<u>1956/57</u>		<u>1957/58</u>	
	M	F	M	F	M	F	M	F	M	F
T.E.C.	66	6	63	16	103	4	93	13	77	18
T.C.	23	8	8	35	38	12	33	15	17	18

^aWorld Survey of Education: Secondary Education, op. cit., p. 1273.

It could be envisaged from the above statistics that teachers graduating with Teachers Elementary Certificates and Teachers Certificates were numerically low. Earlier as a result of His Excellency the Governor's effort Mr. A. L. Binns was appointed to examine the conditions of service and salary scales for teachers. The revised conditions of service and salary scales which resulted from this investigation was named "Kinsley Revision" in honour of the Chairman of the Consultative Committee. The Government accepted the revised conditions of service and salary scales and it became operative in 1952.

Secondary school teachers were more difficult to recruit than primary school teachers. The factors that attracted teachers were genuine interest in teaching and the salary structure only in comparison to other professions. Teaching was taken as a stepping stone by unqualified personnel who wished to continue their studies with a view to taking up more lucrative professions.

Only few students presented themselves for teacher preparation. Even with the expansion of teacher training facilities available, places in institutions remained vacant. Unable to obtain trained and qualified local teachers, the Government recruited expatriate teachers from Britain, Canada, Peace Corps volunteers from the U.S.A. including an appreciable number from Sri Lanka and Pakistan.

Government Expressed Aims and Policies

Government activity in the educational system in the

period under review started with the institution of the Education Ordinance of 1953. The main feature in the Ordinance was the clarification of the relationship between the Minister of Education and Welfare, the Board of Education, and the Director of Education. Under the Ordinance the Government delegated authority for policy making to a Minister who then instructed the Education Department through its Director. Another provision declared in the Ordinance was the establishment of Local Education Authorities whose responsibilities were to be the maintenance and development of primary education in their respective areas.

As changes took place in the social, economic and political spheres in 1954 there was need for a close examination of the educational situation in the country. Such changes involved the development of mining and industries, the introduction of cash crops such as cocoa, coffee, etc. On account of this, the Governor of Sierra Leone appointed a commission to survey the educational needs of Sierra Leone in relation to its resources. The commission's* recommendations were as follows:

- I) Development of sixth form in existing schools.
- II) Abolition of Teachers' Elementary Certificate which accepted applicants directly from the primary school.
- III) Establishment of full secondary schools as opposed to junior secondary schools.

*For more details of the recommendations see Sierra Leone Education Commission Report, 1954.

- IV) Development of secondary schools which would offer academic and technical education.
- V) Reduction of wastage in primary schools.
- VI) Improvement of conditions in existing primary schools before establishing new ones.

At the primary level the Government embarked upon the reduction of wastage in schools by introducing structural change in the schools. The eight year course consisting of two classes and six standards were replaced by a seven year course at the end of which the Common Entrance Examination is taken. This strategy was used so that earlier selection for secondary school could be made.

Earlier, a survey of Sierra Leone's educational system was made by Mr. L. Greaves, A Ghanaian who was invited by the Director of Education to conduct the study. The report entitled A Survey of Education in the Protectorate of Sierra Leone was accomplished in 1949. The report stated that "for educational development to become a reality Local Education Boards, Committees, and Authorities must be rearranged."¹ Another section in the report emphasized a joint effort by the Missionary Bodies and Native Administration Schools. Mr. Greaves believed that teaching standards were low in mission schools and therefore called for uniform teaching methods, better qualified teachers and higher salaries for teachers in the Protectorate primary school. Later,

¹L. A. Greaves, A Survey of Education in the Protectorate of Sierra Leone (Freetown, Sierra Leone, 1949), p. 6.

the Government provided for more uniform administrative responsibility in primary education by delegating authority to Local Education Authorities. By 1955 there were 421 primary schools. Although only "four of these schools were directly administered by the Government and thirty-four by the Local Government mainly District Councils, but also Native Authorities, 94% of all primary schools received Government assistance."¹ This assistance included full, and in some cases partial payment of teachers' salaries. An appreciable number of the primary schools were located in the Colony while in the Protectorate primary schools were mainly in the southern part with the north almost empty. One outstanding feature of the concentration of primary schools in the southern part of the Protectorate was that the schools were mainly accessible to the Mende tribe. Conditions for unequal distribution of educational facilities would be considered in the appropriate section of the next chapter.

Toward the end of the decade the Ministry of Education published Government intentions as regards primary education in the White Paper on Educational Development. Government expressed policy was an introduction of free, universal and compulsory primary education. The stated intentions in the view of the Government would eliminate wastage and drop-out problem in the primary schools. This policy did not materialize in the sixties and seventies.

¹H. Kitchen, op. cit., p. 389.

Further, Government policy involved:

The improvement of teaching methods; an active school building programme so that as teachers become available the over-crowded conditions in urban primary schools would be eased; reducing wastage by creating more interest in the school curriculum, and encouraging enthusiasm for technical and agricultural subjects at an early age in the educational system among those pupils who have no particular academic bent.¹

At the secondary level Government activity was geared toward expanding existing facilities and establishing new ones.

Objectives for secondary education were set in the Government White Paper on Education of 1958. The Ministry's intentions are summarised thus: It is the Government's intentions: a) "to set up more secondary schools; b) to develop all existing junior secondary schools to full secondary status; c) to provide secondary modern schools."² So far as Freetown was concerned, Government energy was primarily focussed on physical reconstruction and extension rather than on the founding of new ones. In the Protectorate, seven new secondary schools at Bo, Port Loko, Jaiama, Makeni, Taiama, Kailahun and Magburaka were approved and opened. The Government continued to keep in view, as industrial development progressed, the necessity of providing separate secondary technical schools such as the Freetown Technical Institute. Schools of this type in the view of the Government, would give a

¹World Survey of Education: Educational Policy, Legislation and Administration (New York: International Documents Service, Columbia University Press, 1971, Paris, UNESCO), p. 1026.

²White Paper on Educational Development 1958 (Freetown: Government Printing Department 1958), p. 11.

general education related to one or another of the main branches of industry including agriculture or commerce. Such development in education are directly related to the social and economic changes that were taking place. Apart from their value from industrial point of view, such schools meet the needs of boys and girls with a practical turn of mind, and provide that sense of reality and objective which makes a direct appeal to young people of this kind. Nevertheless, the Grammar/Technical school was designed for children whose abilities were likely to lead them as far as the School Certificate and it remained a disturbing feature of the educational system that, apart from a few senior primary classes, no provision existed for pupils who, at the end of the primary course, failed to gain admission to a secondary school or a technical or vocational course. To cater for these, the Government proposed the establishment of secondary modern schools offering initially a three-year course, with every encouragement to their growing a fourth or even a fifth form as occasion and the calibre of the late developers may warrant. The system is thus akin to that in the United Kingdom from the early twentieth century. In the view of the Government these schools would offer a broad general education closely related to the interest and environment of the pupils.

The Government also proposed to widen the scope of secondary school curriculum by introducing more foreign languages such as German, Italian, Spanish and French. The object of this development, according to the Government, was to enable students

who may be offered travelling scholarships by the Government to take the fullest advantage of them; it also looked forward to the time when it would become necessary to train Sierra Leoneans for diplomatic and consular careers.

The Government also intended to build a boys' secondary school and a girls' secondary school, each with an Islamic background, in recognition of the long-deferred aspirations of the Muslim population.

Throughout this chapter very little has been said about technical education because it developed at a much slower rate as compared to academic-type of education. By 1951 the Director of Education called attention to the absence of technical education as a failure in the Sierra Leone education and "in 1953 the Freetown Technical Institute was opened under Government auspices."¹ The courses in the Institute were designed to lead to the Ordinary Certificate in Building or Mechanical Engineering of the City and Guilds of London Institute. The success of the Freetown Technical Institute prompted the Government to open another Technical Institute in Kenema for the training of Native Administration clerks.

The low quality of teachers produced was referred to earlier in this chapter. In order to improve the quality of the teachers, the Government raised the standard for admission into Teacher Training Colleges in the Colony to a minimum of Junior

¹M. Sasnett and I. Sepmeyer, (eds) Educational System of Africa (University of California Press, Berkeley, 1966), p. 615.

Cambridge. In the Protectorate prospective teachers for teacher training were accepted on the basis of low standards. In 1953 Government reviewed development at Fourah Bay College and maintained that "events had fostered unforeseen progress and that accommodations at the College were limited because of the space and facilities taken up by teacher education courses."¹ The College was removed from Fourah Bay College and re-established as a separate Teacher Training College which became known as the Freetown Teachers College.

Compared to other years, great progress was made in teacher training. As a result of Government expansion of the number and output of Teacher Training Institutions, "the supply of teachers grew between 1955 and 1959 from 1851 to 2521. Whereas, in 1955, 42% of the primary and 32% of the secondary teachers were untrained, these percentages had dropped to 38% for primary and 26% for secondary teachers by 1959."²

Finally the Government recognized the need to provide educational facilities for all according to their abilities and interests. Government approached this goal by encouraging the establishment of schools for the handicapped. One school for the blind and one for the deaf were opened in Freetown in 1957.

¹Sierra Leone. Fourah Bay College Commission: Fourah Bay College Visitation Report (Freetown, Government Printing Department, 1953) p. 11.

²H. Kitchen, op. cit., p. 390.

CHAPTER III

EDUCATION IN THE POST-INDEPENDENCE PERIOD: 1961-1971

Since World War II, there has been an increasing demand throughout Sierra Leone for more and better educational facilities. In the provinces where in the colonial period schools had been few and a small proportion of the children of school age had the privilege of education, a greatly awakened interest became apparent and nearly all the larger schools were filled to the limit of their capacity. The chiefs seemed to be realizing the value of education more fully than had been the case in the past. Thus one of the problems the Government faced immediately after independence was the need to expand the educational system. But the expansion of education available to increasing numbers at all levels is an extremely costly undertaking and there were limited funds available to the Government to carry out this task. The problem of financial restriction had persisted up to this period. The Government also felt the need to establish vocational education, but the traditional pattern of education planted over a long period was that of an academic type leading to higher studies. There was thus much difficulty in attempting to introduce vocational education into this powerful elitist tradition. There was further financial restriction. Technical and vocational education needs expensive equipment and the expertise of teachers

with scarce skills. It is very much cheaper to open a new grammar school than a vocational institution. The Government's political position is that of a "one party" system. But there is very little public support for it apart from the fact that the Government uses any means to stay in power. Further, the Government has not evolved any coherent and clear-cut ideological platform. The elites who form the core of this political system are products of western academic education which invariably affects educational planning.

The demand for education after independence led to the growth of various levels of the educational system some of which were undesirable and essentially dysfunctional. The educational development and expansion immediately following independence are the main concerns of this chapter.

Demand for Education

After independence in 1961 there was great demand for education. The Government depended very much on the educational system for the provision of trained personnel who would replace the colonial expatriates then leaving the country, so that the needs of the mining and factory industries in terms of workers would be met. Parents, too, realized that education was necessary for social mobility and for evading the abject poverty of the subsistence economy.

The resultant effect of the above factors was the tremendous growth of the educational system.

The number of primary school pupils more than doubled, from 81,881 in 1960 to 126,438 in 1965 to 168,107 in 1970; in the secondary schools during the same period the enrollment increased from 6,265 to 16,414 to 33,318.¹

Immediately before independence, Fourah Bay College had about 350 students more than 2/3 of whom were foreign students. From 1961 to 1971 Fourah Bay College and Njala University College founded in 1964 both had over a thousand students most of whom were Sierra Leoneans.

These increases were impressive but had their own flaws for the changes they brought were merely quantitative not qualitative. The forces behind the changes were still those of the metropole. The curriculum was not adapted to the production of agriculturists who are connected with the economic prosperity of the community. The whole of the educational machinery did not take into consideration that more than 80% of the population live in rural areas. The curriculum was academic in nature. The traditional pattern of secondary education, established over a century ago, was that of an academic nature leading to university entrance. There was a tendency for some schools to introduce a form of education corresponding to that of a secondary "modern school" of the British kind. Here as elsewhere, the tendency has been to adopt a simplified non-classical curriculum, generally academic in content; but, since a certain stigma of inferiority has been associated with schools of this type, there was a strong inducement to "improve the standard" in conformity with the grammar

¹Report of the Ministry of Education for the year 1972. (Freetown: Government Printing Department) pp. 28 and 33.

school tradition. The distribution of secondary school places by curriculum highlights the academic nature of schools in the period under review.

TABLE VII

Distribution of Secondary School Places by Curriculum in 1963^a

	%
Academic (Grammar School)	86
Secondary Modern.	8
Technical	1.5
Other Vocational.	4.5
	94%
	6%

There are understandable reasons for the academic nature of curriculum in secondary schools. Parents and their children perceive in the traditional grammar school subjects the best way to the professions and high status jobs in the community; and therefore grammar school courses tend to be oversubscribed. In 1963-64 school year there were 11,131* pupils in the grammar schools and 815* in technical, vocational, secondary modern schools. The pupils who went to grammar schools were selected on the basis of their good performance in examinations. Further in the present climate of opinion and with the salary structures and scales of job preferences, a grammar school will please a student more.

^aThe Development Programme in Education for Sierra Leone 1964-70. (Freetown: Government Printing Department, 1964) p. 25.

*Compiled from the Development Programme in Education for Sierra Leone 1964-70. pp. 61, 62, 63, 64, 65.

Secondary Education

"The development in the field of primary education necessitated the rapid expansion of education at the secondary stage, even to the possible risk of diluting the quality."¹ As stated in the preceeding chapter Sierra Leone's educational system was restructured in 1957. The structure of the secondary system was also changed in order to absorb the different aptitudes among pupils for academic education as against technical education, and to solve the "drop-out" problem. The term "drop-out" as far as secondary schools are concerned refers to any pupil who leaves before completing the secondary school level. The "drop-out" problem was very serious in the secondary school system. As the Sierra Leone Education Review puts it:

Of 8,649 pupils who started Form I in 1967-68, only 481 (i.e., 5.7%) successfully completed the system five years later with four or more "O" level passes, the recognised minimum attainment for entry to higher level studies.²

The structuring of the secondary education system led to the emergence of different categories of secondary education.

The first category was the grammar school which had a five-year course, or in the case of schools with sixth forms, a seven-year course. "By 1960 there were 28 secondary schools 11 of which were of the grammar school type, the only one of the three categories to provide sixth forms."³ The aim of the grammar school

¹Report of the Ministry of Education for the year 1962. (Freetown: Government Printing Department, 1962) p. 5.

²Sierra Leone Education Review. (Freetown: Published by the University of Sierra Leone, 1976) p. 90.

³H. Kitchen, op. cit., p. 389.

was either to prepare students for higher academic or technical studies or to prepare them for middle level man-power positions in the Government or private sectors. Pupils were not prepared directly for particular careers and learning on the job was necessary. The West African School Certificate taken in the fifth year was discontinued in 1965 as stated in the Report of the Ministry of Education for the year 1965:

Previous to June 1965 students took the Joint Examination for the School Certificate and General Certificate of Education of the West African Examinations Council. After June 1965, the West African School Certificate was discontinued in Sierra Leone and renamed General Certificate of Education.¹

The second category of secondary schools, the Technical-Commercial-Domestic school, provided just enough academic content to allow a few students to attain the School Certificate but was primarily instituted to meet the needs of boys and girls with a practical turn of mind and give them general education related to one or another of the main branches of industry including agriculture and commerce.

The third category, the secondary modern school, also provided technical training, but did not offer enough academic education to allow students to seek the School Certificate. The pupils were recruited from those in classes VI and VII who had failed admission to grammar or technical schools.

In spite of the efforts to establish various categories of

¹Report of the Ministry of Education for the year 1965.
(Freetown: Government Printing Department, 1965) p. 8.

secondary schools to cater for different aptitudes, the grammar school with its academic curriculum appealed more to the pupils than the other types. This is shown in the table below.

TABLE VIII

Secondary School Education by Type of School
with Estimated Enrollment in 1970^a

Type of Institution	No. of School Units	Enrollment
Academic Secondary (including Secondary Modern)	48	19,300 70%
Secondary Technical	5	2,250
Trade Schools	12	2,400
Agricultural Schools	12	2,200 30%
Practical Schools	3	750
Technical Institutes	2	450
Total	82	27,350

Dysfunctional Growth of Sixth Forms

Some critical writers like Rene Dumont¹ believe that the elitist system of education is not appropriate for third world countries. But Foster argues that "it helps social change even though it might contribute to stagnation in its country of origin."² While Curle Adams believes that the "formation of an elite is

^aThe Development Programme in Education for Sierra Leone 1964-1970. op. cit., p. 30.

¹R. Dumont, False Start in Africa, Andre Deutsch, 1966.

²P. Foster, "Secondary Education: Objectives and Differentiation" in Educational Problems in Developing Countries. CESO, The Hague Wolters-Noordhoff Groninjen, 1969, p. 82.

necessary to develop the potential of the mass."¹

Sierra Leone's sixth forms are part of a system which trains an elite. The growth of sixth forms was stimulated by the Fulton Commission, which argued that "sixth forms would set the standard for lower forms to emulate."² In 1954 the Prince of Wales Government Secondary School in Freetown and the Bo Government School had sixth forms. A sixth form was established in Annie Walsh Memorial School in 1956 for only four girls studying Arts subjects. In 1951 Sierra Leone Grammar School had a sixth form for two students. In 1960 the Director of Education approved the establishment of a sixth form at St. Edwards school in Freetown but warned that "work in form I to V shall in no way suffer from this extension."³

Between 1960 and 1963 sixth forms classes were established in the following schools: Christ the King College in Bo, Government Boys' School Magburaka, Albert Academy and Methodist Boys' High School in Freetown. In 1964 the Ministry of Education decided that "no more sixth forms were to be established at least until the situation was reviewed in 1967."⁴

¹Adams, Curle. Educational Strategy for Developing Societies, Tavistock Publications, 1963, p. 13.

²Report of the Fulton Commission 1954. (Freetown: Government Printer, 1954) p. 25.

³Report of the Ministry of Education for the year 1960. (Freetown: Government Printing Department, 1960) p. 8.

⁴Report of the Ministry of Education for the year 1964. (Freetown: Government Printing Department, 1964) p. 5.

The growth of sixth form is shown in the table below.

TABLE IX

Total Number of Students in Upper and Lower Sixths^a

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967
Prince of Wales	31	39	19	8	21	46	52	41	46	55	65
Bo Government School	18	11	11	11	28	48	43	38	18	18	13
Annie Walsh	6	5	10	7	9	14	20	19	9	11	13
Grammar School	2	13	31	9	28	66	91	90	66	44	49
St. Edwards					17	48	82	75	44	34	25
Albert Academy						9	29	49	36	26	32
Christ the King, Bo								11	19	20	31
Methodist Boys'								21	22	13	15
Magburaka Boys'								12	23	24	17
TOTALS	57	68	61	35	103	231	317	355	283	245	260

The figures show that the increase in numbers was most rapid between 1960 and 1964, during that period when new sixth forms were opened but before Njala University College's courses had begun. A consideration of sixth form statistics for 1960-1967 does lead to some general conclusions. There appears to have been no justification for the opening of three new sixth forms in 1963. The six in existence in 1962 coped with an intake only ten less than that accepted by the nine in 1963. Much duplication existed, with two or more schools running

^aReport of the Ministry of Education for the year 1968. (Freetown: Government Printing Department, 1968) p. 21.

similar courses for very small classes. The condition of sixth forms was more cogently expressed in the Development Programme in Education for Sierra Leone 1964-1970:

The distribution of sixth form work in secondary schools is not satisfactory, the output is inadequate in numbers and in attainment, many courses are irrelevant alike to the secondary school pupils and the University entrance requirements, most classes are too small to be efficient, staffing is wasteful, resources dissipated over too many schools.¹

As a result of doubts expressed about the quality of education provided in sixth forms, a "committee on sixth forms" comprising representatives from Fourah Bay College staff and sixth form principals was set up in 1964 to examine the situation. The principals were much in favour of the retention of sixth forms but the Fourah Bay College representatives criticized the specialized nature of sixth forms courses as opposed to the broad based courses at Fourah Bay College. The main argument put forward by secondary school principals in favour of sixth form courses was the influence for the good that such forms have on the rest of the schools. Yet, very soon after the "Sixth Form Committee" finished its deliberations, a conference of secondary school principals had to consider sixth form discipline. They reported that, "in a day sixth-form school, school attendance and handing in of work on time are always a problem."² A list of rules was then drawn for sixth form students.

¹The Development Programme in Education for Sierra Leone 1964-1970, op. cit., p. 27.

²Report of the Ministry of Education for the year 1964, op. cit., p. 6.

The Committee made recommendations to the Ministry of Education. The majority view was that sixth form work should be confined to those schools in which it was already done and that each should adhere to minimum standard of efficiency. The recommendations had some influence on the Ministry's decision not to open any more sixth forms. The Ministry was also influenced by the publication of the Development Programme in Education for Sierra Leone 1964-1970 which emphasized that "in Sierra Leone sixth form costs are high and standards alarmingly low."¹

Government policy with regard to secondary education and sixth form retention will be analysed in the last section of this chapter.

Inequality in the Provision of Educational Establishments

Throughout West Africa the provision of educational facilities is limited. Such facilities as do exist are confined to the larger urban centres, where they act as powerful stimulants to the townward movements of Africans. "Sierra Leone is not an exception to this generalization, which has been strengthened since the achievement of independence and the development of a communications network."² In the opinion of the Government many of these young people on leaving school are reluctant to

¹Development Programme in Education for Sierra Leone 1964-1970, op. cit., p. 28.

²J. B. Riddell, "Transport Network evolution in Sierra Leone in Post-Independence Period" in Sierra Leone Geographical Journal No. 14, 1970, p. 22.

return to village life and agricultural occupations. Consequently, the provision of educational facilities is not only a factor in urban migration, but also related to the distribution of skilled manpower and resource development in general.

"Sierra Leone itself was the leader in the early history of African education, but this leadership was confined to Freetown."¹ The reasons for the confinement of educational facilities are not far fetched. Pioneer educators and missionaries landed on the coast and carried out educational activities for a long time along the coast. Penetration into the interior was hampered by thick forest and rugged relief. It was in Freetown that the first 17 secondary schools in the country were located. The first University along West African Coast, Fourah Bay College, was established in Freetown. The former Colony (Freetown and its Western Rural Area) therefore has a long history of educational development, associated with the philanthropy and missionary zeal of the founders of Sierra Leone as a settlement for freed slaves. As Nelson puts it:

The Creoles of Freetown thus have a long, continuing tradition of profound respect for education, manifest in the establishment of the Sierra Leone Grammar School in 1846, the first in West Africa, and the founding of the first University institution South of the Sahara, Fourah Bay College, from origins in 1817.²

After self-government and independence, the political

¹J. B. Riddell, op. cit., p. 23.

²H. D. Nelson, et al, Area Handbook of Sierra Leone. (Washington: The American University Press, 1970) p. 128.

fortunes of the Creoles declined, but they still form an elite occupying many posts in the Civil Service and legal professions, which is largely the function of their educational institutions. The elite pattern was fostered during the colonial period through the educational system and occupational structure with differential rewards. The construction of the rail road from Freetown across the Southern half of the interior beginning in 1895 offered new opportunities for missions as did the more broadly based infrastructure in that area. Besides, the Southern part had a growing cash economy as compared with the much drier North.

A serious setback occurred, however, during the "Hut Tax War" of 1898, when most existing schools were destroyed along with some other facilities. The "Hut Tax" was the tax which the local people in the interior were required to pay in order for the Europeans to meet the running of the Protectorate. War resulted as the Natives were forced to pay the tax. Rebuilding of the demolished schools took place quickly, and "by 1900 there were some thirty schools in the Protectorate having almost 500 students, a total, however, that was extremely meagre in comparison with the relative number in the colony."¹

Christian inroads in the North were very few, and as at that time Muslim schools were few and Koranic, there arose a great disparity in number of schools between the North and South.

¹Ibid., p. 129.

This inequality in educational provision is apparent on the map (Map A). Perhaps the Islamicized nature of the Northerners was responsible for the unevenness in the educational establishments as noted by Nelson:

Most mission schools were in the Southern half of the country where the people practised indigenous religions. The increasingly Islamicized population of the North showed no interest in Christian-operated schools, and that area was served mainly by small number of Koranic schools, intended primarily to give religious instructions. Such schools continued to function in Muslim communities, providing for many children their only formal education.¹

As revealed in the second chapter, Government interest in education was awakened only slowly. The establishment of Bo Government School and Prince of Wales School mentioned earlier were major innovations. Since independence there has been a rapid development at all levels particularly in the Province. Njala University College was established in 1964. In spite of the educational developments the North is still under privileged in the provision of secondary and primary school education. It is at the primary school level that the uneven distribution is more marked as shown in the table below and Map A.

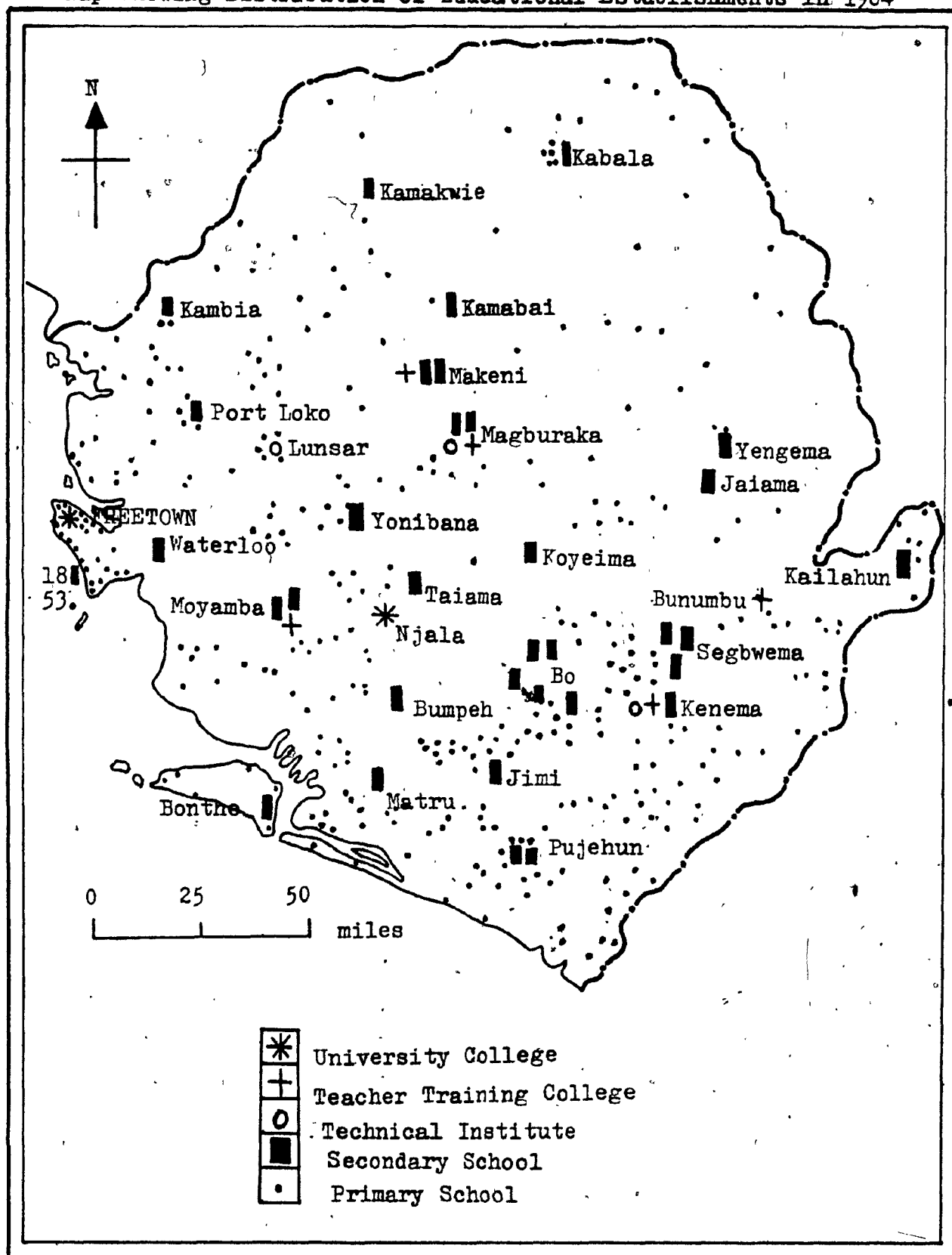
¹Ibid., p. 130.

TABLE X
Distribution of Primary and Secondary School Places
by Province and Districts in 1963^a

	<u>PRIMARY</u>	<u>SCHOOL</u>	<u>SECONDARY</u>	<u>SCHOOL</u>
		Places per		Places per
		1000		1000
	<u>Enrollment</u>	<u>Population</u>	<u>Enrollment</u>	<u>Population</u>
SOUTHERN PROVINCE	26,625	40	3085	6
Bo	12,513	60	1947	9
Bonthe	3,036	38	408	5
Moyamba	7,146	43	508	3
Pujehun	3,930	46	222	3
EASTERN PROVINCE	25,472	47	1150	2
Kailahun	8,338	56	423	3
Kenema	9,224	40	548	2
Kono	7,910	47	179	1
NORTHERN PROVINCE	24,034	27	1314	1
Bombali	6,474	33	466	2
Kambia	3,039	22	134	1
Koinadugu	1,924	15	140	1
Port Loko	5,775	23	120	0.5
Tonkolili	6,822	37	454	2
WESTERN AREA	<u>26,575</u>	<u>136</u>	<u>6397</u>	<u>33</u>
SIERRA LEONE	<u>102,706</u>	<u>259</u>	<u>11946</u>	<u>42</u>

^aCompiled from the Development Programme in Education for Sierra Leone 1964-1970: op. cit., p. 3 and 25.

Map Showing Distribution of Educational Establishments in 1964

Adapted after J.I. Clark - Sierra Leone in Maps.

The most striking feature revealed by the map is the remarkable relationship between education and urbanization, for certain towns like Bo, Kenema, Makeni, Moyamba, Magburaka are important educational centres to which pupils migrate from many parts of the country. Even with little or no success in an urban secondary school the pupils are not willing to return to their rural town or village. This leads to urban unemployment and urban employment opportunities fall far short of rural-urban migration.

A considerable disparity also existed in school attendance between the major administrative divisions. "In the Western Area almost 2/3 of the secondary age-groups was enrolled in the early 1970s, whereas only about one out of every thirty potential student was in attendance in the Northern Province."¹

The great discrepancy appeared to be associated, at least in part, with the fact that a large majority of secondary schools were run by Christian denominations, whose activities through Sierra Leone history were concentrated on the coast and the Southern half of the country. To some extent the situation also reflected attitudes in the predominantly Muslim North toward western secular education, which was associated with Christian proselytizing.

At primary school level too, education facilities are

¹Report of the Ministry of Education for the year 1970.
(Freetown: Government Printing Department, 1970) p. 9.

substantially underutilized. The Port Loko district of the Northern Province exemplified such underutilization as stated in the Sierra Leone Education Review:

Out of 98 or so primary schools in the district, a sample of 40 was selected to determine the degree of utilization of physical space. They furnished a full answer to questions on physical space and enrollment in a Ministry of Education questionnaire sent out in 1973. Bearing in mind the standard for classroom size is set out by law at 12 square feet per pupil, potential capacity was computed, and this was compared with actual enrollment to establish the degree of utilization. The result showed that the degree of utilization was a disturbing 50%¹

The above quotation means that parents deliberately refrain from sending their children to school, or that schools are built without taking into account the size of population to be served. Whatever the reasons may be, 50% utilization is a strong indication of poor planning and ineffective use of scarce resources.

However, in the mid 1970's Muslims began to break from traditional practices in order to take full advantage of educational opportunities. The spread of regular primary and secondary facilities run by Muslim Ahmadiyya adherents evidenced the acceptability of western education when furnished in an Islamic context.

What emerges from the provision of educational facilities is the regional differentiation among the provinces and the Western Area. If one is prepared to agree with Harbison that

¹Sierra Leone Education Review. (Freetown: Published by the University of Sierra Leone, 1976) p. 90.

"the best single indicator of a country's wealth is the proportion of young people enrolled in secondary school",¹ the North of Sierra Leone appears as the least developed area, with the East occupying an intermediate position, and the South relatively well advanced. There is little doubt that the Western Area, especially Freetown, must be judged as a separate and disproportionately advanced region, relative to its population.

Government Educational Policy

According to the White Paper on Educational Policy 1970, the general aim of Sierra Leone educational policy is to provide every child with an education which takes into account:

- a) character development
- b) his interest, ability and aptitude
- c) the manpower needs of the country
- d) the economic resources of the state, so that his education can be of use to the country and at the same time to provide opportunities for him to be successful in life.²

Within the framework of the above general aim, the major policy objectives are:

- I) to accelerate the expansion of primary education
- II) to accelerate the expansion of secondary education and university education
- III) to improve the quality of education in all sub-sectors
- IV) to make the content of education in all sub-sectors more relevant to the economic and social needs of the country
- V) to raise the level of literacy, both through primary and out-of-school education.³

¹F. Harbison, "Education for Development" in Scientific American No. 9, 1963, p. 140.

²White Paper on Educational Policy 1970. (Freetown: Government Printing Department, 1970) p. 2.

³Ibid., p. 3.

The more specific policy objectives in some sub-sectors and the ways of pursuing them can now be examined.

In so far as primary education is concerned, the ultimate aim is to provide free, compulsory primary facilities to every child, for this was the first goal to which the Sierra Leone Government was committed at the 1961 Addis Ababa Conference of African Ministers of Education. The second goal, "That secondary school intake should represent 30% at least of those completing primary school"¹, was achieved several years ago. In order to meet the first goal the Government intends to open new primary schools to ensure that primary education is more easily available in the whole country. The Government also intends to reduce school fees and the cost of books and other school material.

As the number of primary schools increases and school fees are reduced, enrollment will increase. But quantitative expansion should not take place at the cost of quality. On the contrary, as stated in the White Paper on Educational Policy 1970, "Government intends to redouble its efforts to raise standards in primary school."² To this end the Government intends to give highest priority to improving the quality and increasing the quantity of teachers. Moreover, physical conditions in existing schools will be improved and the teaching aid service will be strengthened as will be the primary school inspectorate.

¹Sierra Leone Education Review, op. cit., p. 88.

²White Paper on Educational Policy 1970, op. cit., p. 5.

In the view of the Government, raising the standard is related to another objective which is to reduce "drop-out" rate. The "drop-out" rate should be reduced because those who fall out of the system before completing it will eventually relapse into illiteracy. Reduction in "drop-out" rate may take the form of reducing school fees. But the Government hoped that "drop-out" rate can be reduced by decreasing student/teacher ratio and by increasing the number of qualified teachers. However, Government believed that a significant reduction in "drop-out" can only be achieved in the long run through more fundamental changes such as making primary education more relevant to social and economic environment, especially the rural milieu where most of the students live.

In order to reduce the gap between school, on the one hand, and community life on the other, Government intends to strengthen curriculum development activities under the Institute of Education. The development of vernacular languages as means of instruction in the first years of basic education is an integral part of this effort. Moreover, a new UNDP/UNESCO* project attached to the Union College, Bunumbu, will train teachers for primary schools in rural areas with corresponding revision of the school curriculum.

According to Government policy the "pace toward free primary

¹Sierra Leone Education Review, op. cit., p. 89.

*National Development Plan 1974/75 - 1978/79. (Freetown: Government Printing Department, 1974) p. 232.

education will depend on the total financial and economic resources available and the competing needs of other sectors."¹ Resources being limited, this goal can be reached in a shorter time by spreading the available resources over a larger part of the school age population and over a wider geographical area. Such a reduction in unit costs the Government believes "will be effected by splitting the present seven years primary cycle into two separate programmes a) basic (five years) and b) middle (two years) in combination with an effort to make the former terminal for an increasing proportion of primary school leavers."² To this end the Government intends to conduct a test between basic and middle, and the proposed reduction in school fees should not necessarily apply to the middle. Government intends to attach the middle programme to good primary schools to be identified by the Ministry of Education. The development of a curriculum for the basic education programme will be co-ordinated with the UNDP/UNESCO⁺ project at Bunumbu whose main task "is to generate curriculum changes at Bunumbu particularly in fields of agricultural science, commercial subject related to operating co-operatives successfully, home economics, wood work and handicrafts and community development and adult education."³ During the first six years the programme will be conducted side by side with the existing seven year primary programme which will be phased out in 1980.

¹Sierra Leone Education Review, op. cit., p. 89.

²Ibid., p. 90.

⁺UNDP, United Nations Development Programme; UNESCO, United Nations Educational Scientific and Cultural Organization.

³Ibid., p. 91.

In secondary education the main objectives are to raise standards and to reduce the "drop-out" rate. As stated in the White Paper, the emphasis should be on adequate staffing, equipping and housing of the existing secondary schools rather than opening new ones.¹ Such a policy of consolidation requires that admission to secondary school be more selective than in the past. The system has already been highly selective. Ways and means of controlling admission and student/teacher ratios will, therefore, be considered by the Ministry and eventually enforced by the secondary school inspectorate.

However, as primary school enrollment increases, more primary school leavers will pass the Selective Entrance Examination to secondary schools. Consequently the public demand for secondary education will increase, probably much faster than the enrollment capacity of existing schools. "Under the circumstances, political and local pressures for opening on each school to admit more pupils."² Thus the prospects of Government policy in terms of effectively regulating admission, reducing intake, reducing "drop-out" rate and raising standards seem rather limited unless something can be done to reduce public demand for secondary education.

¹White Paper on Educational Policy 1970, op. cit., p. 1.

²National Development Plan 1974/75 - 1978/79. (Freetown: Government Printing Department, 1974), p. 232.

Under the IDA⁺ Education Project the content of the secondary education is being diversified so as to provide more technical, commercial and agricultural subjects in eleven schools scattered throughout the country. Thus the above reductions refer specifically to academic type of secondary education. At the same time the Curriculum Revision Unit attached to the Institute of Education is revising the secondary school curriculum in four key subjects: English, Science, Mathematics and Social Studies. Government policy is that "once this diversification has been effected in these eleven schools on this limited scale, it should be extended to all secondary schools."¹ This means that the Government is still maintaining the elitist tradition while deliberately establishing vocational and technical education to which very small number of pupils are attracted because of the low prestige attached to it. Further, the Government intends to consider various incentives for increasing the number of Mathematics and Science students in secondary schools, preferably in the framework of a general policy to improve Mathematics and Science teaching in the country.

In the view of the Government, sixth forms merit separate consideration. They may be to produce middle-level manpower such as nongraduate teaching, secretaryship, public librarianship and nursing and/or prepare students for higher academic studies. If the objective is to produce middle-level manpower, the

⁺IDA International Development Agency

¹Report of the Ministry of Education for the year 1970,
op. cit., p. 7.

programme should be broadened and diversified to include vocational and technical subjects. These needs may be better served by specialized institutions in combination with a diversified curriculum in the first five forms. If the objective is to prepare students for higher studies, it duplicates the preliminary year at University. To avoid such duplication the Government has two alternatives, either to consolidate sixth forms into four provincial colleges and abolish the preliminary year at University or eliminate sixth forms and increase enrollment capacity at the preliminary year at University. These are choices which must be made in a long term policy with reference to costing and manpower needs. As stated in the White Paper Government wants sixth forms to prepare students for higher education and middle-level manpower position:

Until Sierra Leone has university courses available locally in all the fields in which the country needs high level manpower--Medicine, Veterinary Medicine, Forestry, Dentistry and all the branches of Engineering, it would be a mistake to abolish the sixth forms. To do so would cut off completely the flow of Sierra Leonean students to Commonwealth and certain other universities to qualify in these fields and to return¹ to man key posts in both Government and private sector.

For economic reasons the Government intends to consolidate sixth forms into larger units, as is being done with teacher training colleges. Further, the Government proposes to provide courses in technical and commercial subjects so as to encourage

¹White Paper on Educational Policy 1970, op. cit., p. 6.

sixth forms to prepare their students for middle-level occupations such as non-graduate teaching, secretaryship, public librarianship and nursing, in addition to preparing them for university entry.

In terms of the provision of educational facilities, the Government is aware of the fact that primary and secondary schools are unevenly distributed in relation to population.

By an amendment in 1966 to the Education Act of 1964, Government was given power to control the opening of new primary and secondary schools. As a result of Government control over educational developments the distribution of primary schools became more equitable in 1970/71.

CHAPTER IV

POST-INDEPENDENCE EDUCATION: SECOND DECADE 1972-1979

The second decade after independence saw an active governmental role in improving the most widely neglected sector of the educational system, that of technical and vocational education. Technical and vocational education has been accorded a low priority that reflected in part the attitude toward such education by students and parents, who looked on it as essentially second class.

Teacher training colleges, numbering six at independence, increased to nine by 1966 under the stimulus of an expanding educational system. At the end of the decade, however, for reasons of economy and more effective use of their training staff, consolidation into six colleges was begun and reorganization was completed in 1972. Five of these prepare teachers for primary schools while the last prepare teachers for lower forms in secondary schools. Government raised entry requirements in these colleges in order to produce good quality teachers.

At university level too, great improvement was made. Fourah Bay College, which originally started with the Humanities, introduced Pure and Applied Science courses. Njala University College has programmes in Agriculture and integrated teacher education.

An in-depth look at these sub-sectors of education and Government policy objectives in them can now be attempted or undertaken.

Technical and Vocational Education

The definition of technical and vocational education is still unclear with different countries formulating their own objectives. In the United States of America:

Vocational education is that education necessary to perform work tasks that require varying levels of skill to perform but that do not require complex-to-highly-complex cognitive understandings. Technical education, on the other hand, refers to that education necessary to perform work tasks of varying levels of skill but that also require complex-to-highly-complex cognitive understandings.¹

Such definitions see technical education as preparing people for jobs in the many fields of modern technology such as agricultural engineering, electronics, data processing, structural engineering and design to name only a few. McMahon has also advanced a definition for technical education. He suggests that:

Preparation for technical education requires an understanding of, and ability to apply, those levels of Mathematics and Science appropriate to the occupation. And in those occupations that can be properly defined as technical, the Mathematics and Science required is more advanced than that required for a middle-type craft or skilled trades occupations.²

This definition tends to view technical education as a level of training as well as an occupational field.

¹C. Calhoun, Vocational and Career Education: Concepts and Operations. (Wadsworth Publishing Company, Inc., Belmont, California, 1976), p. 91.

²C. McMahon, "Technical Education: A Problem of Definition," in American Vocation Journal, Vol. 45, No. 3, March 1970, p. 23.

In this study "technical and vocational education" refers to:

those aspects of education involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills relating to occupations in the industrial, agricultural, and commercial sectors and related services as well as the social services and other sectors of the economy.¹

But "vocational" as used here refers to the process of learning a skill leading to employment in agriculture, commerce or industry. Some pupils in the formal educational system will start specific training for an occupation during their post primary or early secondary years. However, other students may be youths or adults with little or no previous education. In this framework, technical is associated with the broad field of preparation for work but usually implies that the level of training is upper-secondary or lower-tertiary.

Both technical and vocational courses emphasize practical training for particular jobs in the industry or for entry to full professional training in related areas such as engineering. The programmes offered are either part-time "on the job", supplemented by theoretical work, or full time in institutions. Their curricula provide for general education together with general orientation to technical education and a marked emphasis on specific skill-training. The table below shows technical and vocational institutes in Sierra Leone.

¹Sierra Leone Education Review, op. cit.; p. 29.

TABLE XI

Technical and Vocational Institutes in Sierra Leone^a

Institutions	Date Established	Type
1. Freetown Technical Institute	1953	Mixed
2. Kenema Technical Institute	1956	Mixed
3. Kissy Trade Centre	1964	Mixed
4. Margburaka Trade Centre	1962	Mixed
5. Y.W.C.A. Vocational Institute, Freetown	1961	Women and Girls
6. St. Mary's Vocational Institute, Bo	1954	Women and Girls
7. Forestry Training School, Bambo	1965	Boys
8. Moyamba Vocational School	--	Girls
9. Bumpah Farm School	--	Boys

The number of trade centres and technical institutes during this period contrasts sharply with the late colonial period and early independence years. In the latter part of the colonial period there were only two technical institutions at Freetown and Kenema and one vocational institute at Bo. The real problem with these institutions was the dearth of willing and qualified candidates. The unwillingness emanated from uncertainty over employment and earning prospects and preferences for "white collar" rather than manual jobs.

The Government established trade centres and technical

^aReport of the Ministry of Education for the year 1972, op. cit., p. 11.

institutes to train craftsmen and technicians respectively for employment in Government service, commerce and industry. The Y.W.C.A. Vocational Institute and St. Mary's Vocational Institute are Government assisted. Other educational institutions offer some technical and vocational courses and give some attention to the preparation for employment but these institutions are plagued by lack of qualified teachers or the facilities and administrative arrangements necessary for vocational courses. Under the Ministry of Agriculture and Natural Resources, farmer training is going on at Kenema, Makale, Batkanu and Mange. The number of students attending some of these institutions in 1972/73 is shown below.

TABLE XII

Students Attending Technical and Vocational Institutions^a

Institutions	Enrollment		Total
	Male	Female	
Freetown Technical Institute	93	130	223
Kenema Technical Institute	144	-	144
Kissy Trade Centre	415	5	420
Magburaka Trade Centre	62	-	62
Y.W.C.A. Vocational Institute	-	600	600

On the whole, pupils in vocational schools and vocational streams of secondary schools are regarded as "low" achievers. In

^aReport of the Ministry of Education for the year 1973.
(Freetown: Government Printing Department, 1973) p. 11.

the view of staff, parents and pupils, entry into technical and vocational education is almost synonymous with mediocrity. And yet many of these institutions operate along lines which are very similar to general secondary schools. The distinction between vocational schools and general secondary schools is made primarily on the grounds of the curriculum especially the depth to which the work is done.

The upgrading of staff is essential and should be pursued.

It is believed that:

about 60% of the staff in the Government institutions have academic training but possess limited industrial experience and that the situation is even worse in the other institutions where, with the exception of Y.W.C.A. Vocational Institute, only between 10-15% of the total staff are professionally qualified.¹

The present salary scale for technicians and craftsmen are comparatively reasonable, but in status and other conditions of service, parallel positions in other categories are more popular and respected. For instance whereas "qualified and unqualified primary school teachers on an average get Le 940 and Le 435 per annum respectively, a qualified technician gets Le 895 on an average for the same period."² Technicians are not allowed to take advances of salary.

Some improvement have taken place since 1970. A number of Sierra Leoneans who qualified in the ILO* Turin Centre are now

¹Sierra Leone Education Review, op. cit., p. 30.

²Ibid., p. 98.

*ILO International Labour Organization

working with the ILO/UNDP Vocational Training project which has been launched in continuation of the training scheme for personnel in industrial and clerical occupations. The project includes upgrading of Kissy Trade Centre to a model for 3-year vocational training courses in the Building trades, Engineering trades, Electrical trades, Air-conditioning and Refrigeration. The courses are open to both men and women and there are women in some fields traditionally available for men. Another important feature in the project is the Instructor Training Unit which provides special courses in methods. Government has plans for courses to enable foremen and supervisors in public and private sectors to upgrade their training.

There is now in the Ministry of Agriculture a strong emphasis on "training at technician level and a project designed to train agricultural technicians is scheduled to make use of existing facilities and all forms of training are in the process of being rationalized within the Ministry."¹

Despite these developments many urgent problems remain.

The Sierra Leone Education Review isolated two problems which are:

- 1) Little or no relationship between training offerings and labour market requirements or perhaps labour market conditions and realities.
- 2) Inadequate liaison between training institutions and employers.²

In the educational system as a whole there is a complete absence of proper guidance by school counsellors. This lack of counselling

¹Sierra Leone Government, Ministry of Development and Economic Planning, "Annual Plan, 1976/77," Freetown, August 1976, p. 8.

²Sierra Leone Education Review, op. cit., p. 32.

and guidance services for career planning and training as well as insufficient follow-up of students constitute a major problem. From the pre-independence period up to now technical and vocational institutions have difficulty in attracting suitable trainees in sufficient numbers. The main reason for this problem at this point in time is that primary and secondary schools take little account of the pupils' lack of technical education, and their curricula are therefore responsible for this recruitment difficulty. The most important difficulty is that dealing with financial factors. Limited funds are allocated to technical and vocational institutions and "in 1973, 1974, 1975 the Government spent Le 283,000, Le 302,000, and Le 304,000"¹ on technical and vocational institutions. Finally there is still low status attached to technical and vocational education in the community. Most parents want their children to pursue grammar school courses which provide opportunities to high status and "white collar" jobs in the society.

Teacher Education

"There are five colleges which train teachers for primary school."² They are distributed over Sierra Leone as follows:

Northern Province - Makeni Teachers' College, Makeni;
Women Teachers' College, Port Loko.

¹Report on the Development of Education in Sierra Leone 1974/75 - 1975/76. (Freetown: Government Printing Department, 1977) p. 6.

²Report of the Ministry of Education for the year 1972. op. cit., p. 13.

Southern Province - Bo Teachers' College, Bo.
 Eastern Province - Bunumbu College, Bunumbu.
 Western Area - Freetown Teachers' College, Freetown.

The poor quality of teachers produced in training colleges was referred to earlier in chapter two. In order to improve this situation the Government raised the standards in training colleges. Thus the Teachers' Elementary Certificate (T.E.C.) was phased out in 1966 and replaced by the Teachers' Certificate (T.C.). Entry requirements were also raised. The course for T.C. is now three years with the following entry qualifications: a) the G.C.E. "O" level examination in two subjects including English and b) an Entrance Examination approved by the Institute of Education.

All colleges experience very high rate of turnover. Bo Teachers' College, which is an amalgamation (1972) of two colleges founded in 1942 and 1963 respectively, "only one out of 34 staff members has served continuously from 1963, one from 1967 and one from 1968, all the others having been appointed between 1970 and 1973."¹

One of the most serious weaknesses of teachers' college staff is the relatively small number who have any experience at all of teaching in primary schools. This is shown in the table below.

¹Report of An Inservice Course for Teacher Educators on Approaches and Techniques in Teacher Education. (Freetown: Ministry of Education and Institute of Education, 1975) p. 21.

TABLE XIII

Teachers' College Staff with Primary School Teaching Experience^a

College	Total Staff	Number with Primary Experience	% of Total Staff
MaRen1 Teachers' College	14	7	50%
Port Loko Women College	15	6	40%
Bo Teachers' College	34	11	32%
Bunumbu College	17	4	24%
Freetown Teachers' College	21	5	24%

The above table shows that only one of the five colleges has as many as 50% of its staff with experience of primary school teaching; two colleges have fewer than 25% of staff with such experience. The consequences of this situation are made more severe by the practice of relying upon subject tutors without primary experience for the teaching of methods.

Conditions of service are not commensurate with the qualifications which teachers' college staff should have. Experienced members of teachers' college staff or prospective staff members are reported to have resigned or refused offers of posts because they could obtain better conditions of service in secondary schools. Higher salaries and better conditions of service, including housing, are essential to attract experience staff to colleges and to retain them there. Above all, there is no programme within Sierra Leone which aims at preparing teachers to

^aAnnual Statistical Digest 1976. (Freetown: Government Statistical Office, 1976) p. 17.

staff teachers' colleges. The continuing absence of such a course would be a severe constraint upon the future expansion of teacher education.

"Of the approximately 5690 primary school teachers in Sierra Leone, an estimated 3425 or 60% are Unqualified."¹ In-service education which is a vital part of the response to this situation is provided by the Institute of Education. In order to facilitate the execution of this function, Sierra Leone is divided into four provinces all of which correspond geographically to the existing four administrative provinces in Sierra Leone. The most popular subject areas for in-service are: Mathematics, Science, English, Principles of Education. The table below gives the picture of in-service session held in 1973/74.

TABLE XIV

Institute of Education, University of Sierra Leone In-Service Training for Primary School Teachers, July 1973 to February 1974^a

Area	Number of Courses	Teacher Participants		Total
		Trained	Untrained	
Northern Province	3	100	230	330
Southern Province	3	50	150	200
Eastern Province	3	100	200	300
Western Area	7	300	660	960
S.L.T.U.*	1	60	100	160
S.C.D.C.*	1	40	-	40
Total	18	650	1340	1990

¹Report of An In-Service Course for Teacher Educators on Approaches and Techniques in Teacher Education, op. cit., p. 23.

^aIbid., p. 28.

*S.L.T.U., Sierra Leone Teachers' Union; S.C.D.C., Science

For the training of secondary school teachers there is a variety of programmes. It was stated in the second chapter that the continued expansion of Teacher Training Department was prejudicial to the overall balanced growth of Fourah Bay College. It was decided that the Teacher Training Department which provided teacher education at sub-degree level should move out, which it did in 1960. At first it was housed at Tower Hill but later, in 1963 it moved to Goderich where it subsequently became known as Milton Margai Teachers' College, in memory of Sierra Leone's first Prime Minister.

With the mention of this name, however, must be associated the name of Dr. G. F. Sleight, a UNESCO consultant who was commissioned by the Sierra Leone Government to prepare a ten-year plan for the development of teacher education in Sierra Leone. It was he who "formulated the philosophy of the college and convassed the initial funds required to launch the college."¹ Today (in 1979) the college is an Advanced Teachers' College, having phased out the Teachers' Certificate and Teachers' Advanced Certificate (T.A.C.) with which it started, and embarked on the Higher Teachers' Certificate programme.

The Higher Teachers' Certificate carries a markedly higher salary than the Teachers' Certificate. This disparity in future

Curriculum Development Centre.

¹One Hundred Years of University Education in Sierra Leone 1876-1976. (Published by the University of Sierra Leone, 1976) p. 54.

salary apparently causes many able students who are interested in teaching in primary schools to enroll in Milton Margai for secondary teachers' course. But Milton Margai is itself a second choice to the University for most students.

Integrated teacher education, that is, simultaneous academic and professional training, has always been a feature of sub-degree teacher education in the country. But Fourah Bay College has always kept the two separate, at university level. With the establishment in 1963/64, of Njala University College, integrated teacher education was begun, at university level, as a four year programme. The courses offered include:

- I) B.A. in Education
- II) B.Sc. in Education
- III) B.Sc. in Agricultural Education
- IV) B.Sc. in Home Economics Education

Three-year courses are also offered which lead to the Higher Teachers' Certificate in Agricultural Education for which the entry requirements are four "O" Level passes including English.

Influenced by the University of Illinois (U.S.A.) with which it was in special relationship through USAID* programme, the structure of the courses followed the American pattern whose characteristic features are the "Credit System" and "Progressive Evaluation."

*USAID, United States Agency for International Development.

In Fourah Bay College the Department of Education provides a one-year course for graduate students leading to the Diploma in Education. Entry requirement is a degree from a recognized university and students should also have studied two subjects which are taught in secondary school. Much improvement was made at Fourah Bay College. Courses were no more restricted to the Humanities. Courses in Engineering were introduced in early 1960's and the study of Aquatic Biology and Oceanography in 1970. In the Department of Education at Fourah Bay College "there were 54 students in 1972/73, 70 in 1973/74 and 96 in 1974/75."¹

In spite of increased enrollment in teacher education, shortage of qualified teachers continues especially in some science subjects as clearly brought out by the Sierra Leone Education Review which states that:

Of the 1945 secondary school teachers in 1973/74, only 940 (48%) were qualified Sierra Leonean teachers. About 538 (27.5%) were unqualified Sierra Leonean citizens and 470 (24%) were expatriates, 200 of whom were not qualified for secondary school teaching. However, many of the qualified teachers are graduates with no prior course in teaching. Although 1945 teachers for 42,500 students in 1973/74 yields an apparent satisfactory student/teacher ratio of 22:1, this can be misleading since it makes the scarcity of teachers in certain subjects. Very few Sierra Leoneans teach Mathematics and Science especially Physics. Most teachers of these subjects are expatriates.²

This means that incentive pay to qualified teachers of these subjects should be attempted in response to the need for a

¹Annual Statistical Digest, op. cit., p. 16.

²Sierra Leone Educational Review, op. cit., p. 40.

greater number of qualified teachers in these subjects, including commercial, technical and vocational subjects.

However, it must be emphasized that no real progress in teacher education is possible until the problems and difficulties affecting the recruitment and retention of teachers are resolved. The salary, status and conditions of service for teachers should be reviewed and improved. The creation of a unified teaching service with a definite career structure in which grades within the classroom are comparable to administrative grades and carry no differences in status and salary, would be one way to solve some of the problems. This solution would require further educational expansion and the elitist tradition of administrative posts cannot be easily altered. However, the above solution has recently been attempted in Ghana and if it works out well then it can be feasible in Sierra Leone.

Factors and Constraints Influencing Future Educational Development

It is generally borne in mind in Sierra Leone that when preparing an education programme in quantitative terms, the Government does not exercise a strong control over admission. In most educational institutions, whether "assisted" or "unassisted", the Government can only play an indirect role such as making grants-in-aid for running costs or investment, awarding scholarships and by representation on the governing bodies. Indirect role here means that the Government gives enough leeway to school administrators in the execution of decisions affecting the schools in terms of admission, repetition of classes by some children,

expulsion from school to name only a few. Even in the case of its own institutions, the Ministry of Education does not directly regulate the number of students to be admitted in a given year. This is usually left to the discretion of the principals who make the decision in the light of the fulfillment of formal entry requirements and available school capacity rather than Government policy. Presently, the most effective instrument for controlling admission and enrollment is the Government scholarship programme which applies to almost all university and teacher college students.

Since the Government does not directly control admission to primary and secondary schools it cannot, in the face of a strong public demand for education, avoid the tendency toward overcrowding with its deteriorating effects on quality of education. One possible way of controlling the quantitative expansion of, and related decline in quality of education would be to strengthen the inspectorate for primary and secondary schools and to enforce certain norms regarding pupil/teacher ratio, pupil/classroom ratio and qualified teachers/all teachers ratio. The above solution, however, will depend heavily on financial factors. As regards financial resources:

recurrent expenditure of the Ministry of Education increased from Le 3.3 million in 1960/61 to Le 9.7 million in 1970/71. The average annual growth rate was 11.4% per annum for the 10-year period as a whole, 18.8% for the period 1960/66 and 4.5% for the period 1965/71.¹

¹Report of the Ministry of Education for the year 1972, op. cit., p. 11.

Expenditure on education increased at a faster rate than the total recurrent budget. Accordingly the relative "share of education in the total increased from 17.1% in 1961/62 to 22.5% in 1970/71,"¹ as follows:

1961/62 17.1%	1962/63 17.8%	1963/64 17.0%	1964/65 17.6%	1965/66 21.1%
1966/67 22.0%	1967/68 23.1%	1968/69 22.8%	1969/70 21.8%	1970/71 22.5%

The estimates for the period 1971/72 to 1973/74² are as follows:

Provisional Actuals 1971/72 26.5%	Revised Estimates 1972/73 25.0%	Estimates 1973/74 24.9%
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The figures show that the share of education increased from an annual average of 18.1% during 1961/66 to 24% during 1966/71. In 1971/72 it jumped to 26.5% mostly because of the general salary increase for teachers.

Since the share for education is already high, it would be unrealistic for planning purposes to assume continued increase, which could only take place at the cost of other sectors. On the contrary, there are sectors of highest priority such as agriculture which is still neglected and which should have its share increased.

In connection with development expenditure, the ratio of recurrent expenditure in education to that of development expenditure is high. During the "ten-year period, 1961/71 recurrent expenditure averaged 8.4 times that of development

¹Ibid., p. 12.

²National Development Plan 1974/75 - 1978/79. (Freetown: Government Printing Department, 1974) p. 228.

expenditure."¹ The relatively high ratio in education reflects the basic tendency of development expenditure in this sector, to create recurrent expenditure which after a few years amounts, to more than the initial outlay.

A ceiling of Le 10 million domestic plus Le 3.95 million foreign has been fixed for development in education during 1974/75 - 1978/79. The total of Le 13.95 million amounts in real terms to about twice the amount actually spent from 1969 to 1974 yet it will cover only a fraction of the capital needs in education.

The main limitation on future development of education will be financial resources. In addition, there are constraints on human and physical resources which are equally difficult to alleviate in the short and medium term.

As regards human resources, "the pupil/teacher ratio in primary schools is 32."² "In 1973/74 approximately 182,000 children were enrolled in primary schools and this was about 35% of the estimated number of 5 to 11-year olds."³ As an average, including also among the teachers many with administrative duties in addition to teaching, the ratio is too high, with classes often comprising more students.

Even more serious is the lack of qualified teachers. In the Report of the Ministry of Education for the year 1964/65 the percentage of qualified primary school teachers was 32%. The

¹Ibid., p. 229.

²Sierra Leone Education Review, op. cit., p. 37.

³Ibid., p. 6.

Sierra Leone Education Review of 1974 estimates it at 40%.

The "pupil/teacher ratio in secondary schools increased from 16 in 1960/61 to 22 in 1970/71."¹ As a long term policy it should not be allowed to exceed the range of 20-25. Here again, the average is misleading. Many teachers have so many classes that the intensity of teaching in certain subjects may suffer.

In 1970 only "52.3% of secondary teachers had professional teaching qualifications, 33% Sierra Leoneans and 19.3% foreigners."² Among the Sierra Leoneans, the lack of Mathematics and Science teachers is most evident.

Factors relating to physical conditions also play some role. Most primary schools are congested. Increase in total enrollment should, therefore, be accompanied by a preferably higher increase in the number of classrooms. Almost all existing school buildings are in very poor conditions and need either major renovation or replacement. Secondary schools are less crowded with regard to building space, the main constraint being qualified teachers. The supply of text and exercise books and other teaching materials and equipment leaves much to be desired both in primary and secondary schools.

Although it is not Government policy to open new secondary schools but rather to consolidate and improve standards of existing

¹Report of the Ministry of Education for the year 1970, op. cit., p. 28.

²Ibid., p. 38.

schools, several new schools are opened every year. This is due to the great demand for education by the local people.

The apparent trend toward commercialization of secondary education at the expense of quality is unfortunate. The situation is unfortunate in that more number of children pass the Selective Entrance Examination than the existing secondary schools can absorb. Unless this trend can be checked it is likely to lead to further deterioration in standards, increasing drop-out and educated unemployment. Schools which are opened by private individuals are more likely to operate below standards than in public-funded schools thus increasing drop-out rate and unemployment in the bigger towns. Unemployment situation for secondary school leavers which Foster examined in his treatment of Ghanaian secondary schools is fast becoming a problem in Sierra Leone.

It was indicated earlier that financial resources represent the main limitation on educational development. However, even if more resources were available, the Ministry has no permanent office of its own which can effectively plan and execute a building programme. This state of affairs is particularly important with regard to primary education where the Government has no schools of its own, and, therefore, relies heavily on the initiative and follow-up of the employing authorities.

Government Policies: Aims and Means

In the period under review the importance of technical and vocational education has been emphasized in the Government White Paper on Education. The White Paper stated that:

The policy of Government is now to equip and staff every secondary school outside the large towns to teach agricultural subjects up to form V level. In this way a flow of students will be created not only for admission to the degree courses in agriculture and agricultural education at Njala University College, but also for middle-level occupations in the agricultural sector such as farm management and produce examining. It is also hoped that some of these students will go into farming on their own.¹

The Government also intends to establish a Technical Education Advisory Committee to ensure that the views of potential employers of technical students and trade trainees as to the content of technical education are heard, as well as those of teachers from the technical institutions and technologists from the University. As a result of these views, the level of entry into Technical Institute, Kenema and the Trade Centres (Form II) and into Technical Institute, Freetown (Form IV) will be reviewed and the desirability of reintroducing aptitude tests to enable these institutions to select their students more efficiently is already clear.

It is in the view of the Government that a similar committee should be set up for agricultural education so that the views of all concerned in training and employment of students of agriculture at all levels can be expressed around the same table.

¹White Paper on Education 1970, op. cit., p. 6.

The Government proposes to expand physical facilities of existing institutions. This includes the establishment of production units in which the trade centre students would gain work experience in their fields before entering the labour market. Government believes that "in the long run it is desirable to establish in each district and in the Western Area a Vocational Centre for primary school leavers who do not enter secondary school."¹ It would be expected that graduates from Vocational Centres would either enter the labour market as wage earners or as self-employed or be admitted to a trade centre. Accelerated expansion of technical education is justified by the obvious need for skilled technicians and tradesmen in the economy. However, the need for middle-level manpower has not yet led to a corresponding high demand for graduates from the existing institutions. In fact, "a disturbing level of unemployment is reported among certificate holders leaving the trade centre."² It clearly indicates that quantitative expansion must be accompanied by qualitative improvement and increasing relevance to the manpower needs of the economy.

The writer maintains that the slack labour market calls for a double approach. One is supply-oriented, directed at improving the suitability of entrants, through aptitude testing;

¹National Development Plan 1974/75 - 1978/79, op. cit., p. 235.

²Report of the Ministry of Education for the year 1972, op. cit., p. 8.

improving the professional standards of teachers through instructor training; improving the quality and relevance of instruction and the supply of equipment and materials. The other is demand-oriented. Organized co-operation with the employers and their organizations is necessary to assess their needs, to plan the content of courses, to obtain in-plant work experience as a component of vocational and technical education programmes, to secure immediate employment after completion of such programmes and to conduct apprentice and other in-service programmes.

The Government believes that quantitative expansion as well as qualitative improvement will be served by the I.D.A. Education Project and the ILO/UNDP Vocational Training Project.

The main objectives of the projects are to assist the Government in establishing a vocational training programme for training personnel in industrial and clerical occupations by:

- a) establishing the organizational framework of the country's vocational training system for industrial and commercial occupations.
- b) training supervisors, vocational instructors, charge-hand and skilled workers for industrial and commercial occupations.
- c) establishing a model trade centre at Kissy and assisting in the development of other trade training centres in the country.
- d) strengthening the apprenticeship programme through assisting Government in the establishment of an apprenticeship board.
- e) ensuring that the training being given meets the needs of the employment possibilities, and making recommendations for needed modifications.¹

¹ National Development Plan 1974/75 - 1978/79, op. cit., p. 237.

The success of the expanded trade centre programme ultimately depends on factors which are largely outside the control of the Ministry of Education such as the enactment and enforcement of a new apprenticeship system and an employment policy.

An operational apprenticeship system would link vocational qualifications to conditions of employment. The combined effect would be one of integrating the life at school and at work.

In teacher education Government policy objectives are "to increase the quantity and improve the quality of teachers, both through pre-service and in-service training."¹ These are objectives of highest priority with the 1974/79 educational programme.

However, capacity expansion of the teacher colleges will not alone sufficiently improve the standards of primary school teachers. The standard of work in these colleges must also be raised and the right type of personnel attracted. On the basis of this Government intends "to improve tutors' status and terms of service and preference will be given to employment of tutors with substantial, practical experience in teaching in primary schools and who have, in addition, acquired the necessary academic standards in the form of a degree."² Special courses will be planned and conducted for tutors to attend. The objective of this, in the view of the Government, "would be to make them aware of their important role in the educational system and otherwise prepare them for their special tasks."³

¹White Paper on Educational Policy 1970, op. cit., p. 5.

²Ibid., p. 7.

³Ibid.

The Government hopes to financially strengthen the Institute of Education to work out and supervise the implementation of annual national programmes for in-service training for both primary and secondary school teachers. These programmes, the Government emphasized, "will cater for both qualified and unqualified teachers who may wish to obtain higher qualifications or become more conversant with techniques of school administration and new approaches to teaching."¹ Government intends to give incentives to teachers who successfully participate in several in-service training courses.

The Government feels that teachers in practical subjects are needed in connection with the diversification of the secondary school curriculum. The Government therefore proposes to expand Milton Margai Teachers' College to about twice its present size to enable it also to produce technical and commercial teachers for secondary schools, technical institutes and trade centres.

For the teaching profession as a whole the Government has this to say:

Government re-asserts its intention to continue to improve the salaries and conditions of service for the teaching profession. To this end the Joint Committee for Teachers has now completed negotiations for a revision of the whole salary structure of the profession. The Teachers' Pension Act 1966 has already given teachers retirement benefits identical with those of Civil Servants. The last remaining advantage with Civil Servants had over teachers, that of obtaining advances of salary has now been removed by the establishment of a finance company which will extend this facility to teachers as well.²

¹Report of An In-Service Course for Teacher Educators on Approaches and Techniques in Teacher Education, op. cit., p. 10.

²National Development Plan 1974/75 - 1978/79, op. cit., p. 237.

In University education, the Commission on Higher Education in Sierra Leone, set up by the University submitted its report in 1970. The report was commented upon by the University Court and later by the Government. The views of the Government which were stated in the White Paper on Educational Policy, constitute the most recent statement of Government policy on higher education.

The university is autonomous, and the Government is concerned with broad policy issues only. The priority is to maintain internationally-recognized, basic standards. Emphasis is on teaching programmes which are sufficiently relevant to the economy of Sierra Leone to justify a certain size of establishment in terms of teaching staff and enrollment. If the establishment is too small, it will be difficult to maintain international standards, and it will be more economical to train students in such specialities abroad. This is a serious concern for the Government.

In view of the rapid enrollment during the 1960's and early 1970's the large number of Sierra Leonean students abroad and the limited absorption capacity of the modern sector of the economy, both public and private, there is an increasing risk of oversupply of graduates in some fields such as B.A., B.Sc. in Economics, B.Sc. in Agriculture. This is brought out more vividly in the National Development Plan 1974/75 - 1978/79:

Looking beyond 1980, there is a risk of oversupply of secondary school teachers. This conclusion may seem

surprising in view of the present high number of expatriates and unqualified Sierra Leoneans in the schools. --the relative composition of the teaching force is changing and is likely to change much faster later. How fast it may change depends on several assumptions, such as the number of students admitted to the education programmes, the number of foreigners in these programmes etc.¹

A continuation of the present policy of admitting almost everyone who fulfills the formal entry requirements may soon lead to overcrowding at the two university colleges and unemployment among the graduates. It will be necessary to keep a much closer check on the employment market for the graduates than has been the case in the past. The university itself can help do this by follow-up studies of graduates showing what happens to them in employment after graduation. Such studies should be carried out on a continuing basis and the results made available to those who are responsible for university admission and scholarship awards.

In view of the above general considerations, a more pronounced and employment-oriented university admission policy is needed which has not been the case in the past. It should be based on manpower assessment including projections of manpower supply and demand in the various educational categories, as well as the results of the follow-up studies. "During the five-year period, 1969/73, 44 Bachelor of Engineering students graduated from Fourah Bay College including a few foreigners."²

¹Ibid., p. 238.

²Ibid., p. 246.

Although there is undoubtedly need for more engineers in the country, such need does not necessarily materialize into actual demand, that is, into job vacancies. Besides, the modern sector of the economy, especially in manufacturing which normally employs mechanical and electrical engineers, is still very small. It seems doubtful whether the economy of Sierra Leone will continue to demand as many as 20 to 30 new domestic engineers every year. The above Government educational policy pressing so much for technical and vocational education seems somewhat unrealistic because the modern sector of the economy mentioned above which employs this type of personnel is not fully developed. Graduates will therefore face unemployment. Foster arrived at similar conclusions when he argued that "academic type of education for the Ghanaian children is vocational in the sense that it paves the way to well paid and prestigious jobs in the economy."¹ It is necessary to maintain contact with graduates after leaving university, through systematic follow-up studies about the employment careers. Such studies may well lead to more realistic policy on capacity expansion and intake.

¹p. Foster, op. cit., p. 105.

CHAPTER V

JOB ASPIRATIONS OF SECONDARY SCHOOL PUPILS

Introduction and Purpose of the Survey

One of the questions that plague the Sierra Leone Government in its effort to provide manpower needs for the country is "what are the job aspirations of the pupils in schools and what sort of educational facilities exist?" Such question is of vital importance to the guidance counsellor or career master attempting to suggest better ways to help pupils in their choice of vocation. Inherent in the above question is the idea that a nation can identify the vocational aspirations of the students and then call on educators to plan for the manpower needs of the country.

The function of secondary education in Sierra Leone therefore would not be complete without an attempt to discern what aspirations pupils hold with regard to future occupations when they leave school. It must be borne in mind from the on set that entry to the professional occupations is associated with access to higher education, which means that a good number of pupils in this survey will continue full-time schooling upon completion of the basic five-year course.

Foster did a similar survey on Ghanaian secondary schools and found out that the students were more inclined towards "white

collar" and prestigious jobs like medicine and engineering. Olayinka also tried to establish the vocational aspirations of secondary school youths in Lagos and its suburbs. He concluded that "most of the youths chose jobs without relating them to their interests and capacity to cope with them."¹

The purpose of this survey therefore is to find out what type of jobs pupils would like to do when they leave school. In Sierra Leone certain jobs like nursing are labelled as feminine while others like engineering are looked upon as purely male jobs. Also certain jobs are more popular among some people than others. In this survey the largest block of preferences among the boys was for scientific and technical occupations. It is a broad category which ranges from professional accountant and engineer to agriculturist. 18.2% (28) of the 154 boys chose medicine, 17.6% (26) accountants, 10.4% (16) engineering and business; teaching, sales work and managerial work each had 7.1% (11). Girls showed less orientation toward these fields except medicine. 22.6% (26) of the 115 girls chose medicine; 23.5% (27) nursing; 20.9% (24) chose clerical occupations.

It is generally believed that people take up jobs because of the high income associated with them. In this survey the pupils gave reasons that were different from the generally financial reasons. 19% (70) of the boys and 24.2% (62) of the

¹M. S. Olayinka, "Vocational Aspiration of the Youth and the Educational Provisions in Lagos" in West African Journal of Education, Vol. 17-18, 1973, p. 47.

girls said they chose the job because "it involves helping other people." The second popular reason for the boys 17.3% (64) was "prospects of high income." For the girls 20.3% (52), the second popular reason was "I like the job." In terms of the chances of getting the jobs 51.3% (79) of the boys and 63.5% (73) of the girls said they had a "good chance" of getting the jobs. 16.9% (26) of the boys and 10.4% (12) of the girls felt that their chances are high. Details and analysis of the results will be treated in later sections.

Method

The method used here closely follows Olayinka's model where questions are stated and the pupils' responses to the questions are computed and analysed. Using this model, the 269 pupils were asked to complete a questionnaire. The questionnaire included questions designed to establish the job aspirations of the respondents, including the vocations of their fathers and mothers. Their chances of getting the jobs were also investigated. The number of subject available in this sample seemed adequate to provide reliable indications of trends. Some of the trends investigated included:

- 1) Overall popularity of various occupations.
- 2) The specific reasons for choosing some occupations.
- 3) Chances of getting into jobs chosen.
- 4) Least popular job etc.

Subjects

The 269 pupils (154 boys and 115 girls) were chosen from seven secondary schools in Freetown in the Western Area. Secondary schools in the rural areas were not included because of the limitation of time and resources available to carry out the survey. The age of the respondents ranged from 15-19. The pupils are distributed over the schools as indicated below:

Name of School	No. of Boys	No. of Girls
Freetown Secondary School for Girls	--	46
Government Secondary Technical	21	9
Government Model	20	6
St. Joseph's Convent	--	50
St. Edwards	29	3
Albert Academy	33	1
Sierra Leone Muslim Congress	51	--
Total	154	115

Freetown Secondary School is a purely girls' school. It is one of the oldest girls' secondary schools in Freetown and obtains good results in the General Certificate of Education "O" Level Examination almost every year. The school has three streams Vocational, Science and Arts. Respondents in this school were chosen from Form V.

Government Secondary Technical is a co-educational institution. It has three streams Science, Commerical and Arts. Respondents were from Forms IV and V. Government Model is about a decade old. It has three streams, Science, Commerical and General. It is a co-educational institution and its respondents were from Form V. St. Joseph's Convent is a purely girls' school. Respondents were all in Form III. St. Edward's Secondary School

is co-educational but accomodates girls only in its Sixth Form. The school has two streams A and B. The respondents were from Forms V and VI. Like the preceeding school Albert Academy is co-educational but admits girls only in the Sixth Form. It is regarded as one of the leading secondary schools in the country. It has three streams Arts, Science and Commercial. The respondents were from Forms IV, V, and VI. Sierra Leone Muslim Congress is a boys' school and has the same streams as Albert Academy. Respondents here were chosen from Form V. Pupils in Forms III, IV, V, and VI were chosen because they are sufficiently mature to form an opinion about the type of jobs they would like to do in future. Their exposure to at least three years of secondary education can motivate them to think of the possible jobs they can do in future.

Socio-Economic Background of the Subjects

The writer is aware of the fact that the socio-economic background of a child has a great influence on him in school. In Sierra Leone the socio-economic level of the parents determines whether the child will attend school. The number of pupils who drop-out of school before they graduate from secondary school is related to their socio-economic level. Pupils whose parents are wage earners or unemployed are more likely to drop-out of school than are children from parents who earn larger and stable incomes. Children from less-privileged homes are more frequently absent from school, more often sick than are children from

privileged homes. The educational and occupational aspirations of children from lower classes are also generally low.

In order to determine the socio-economic background of the students they were asked to state the occupations of their father and mothers. Sewell, in determining socio-economic status of people used "ecological area of residence, occupation and education."¹ The occupations supplied are shown in Table XV.

¹W. Sewell, "The Construction and Standardization of a Scale for the Measurement of Socio-Economic Status of Oklahoma Farm Families" in Rural Sociology, September 1958, p. 10.

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TABLE XV

Paternal Occupations of the 269 Respondents

Occupational Title	Number	%
<u>Professional, Technical and Kindred Workers</u>		
Accountants	11	4.1
Agriculturists	3	1.1
Architects	1	.4
Clergy	2	.7
Doctors/Veterinarian	3	1.1
Engineers	20	7.5
Jurists	7	2.6
Statistician/Economist	2	.7
Teachers/Lecturers/Principal	11	4.1
<u>Administrative, Executive and Managerial Workers</u>		
Administrators/Executive Officials, Government	6	2.2
Directors/Managers/Working Proprietors	9	3.3
<u>Clerical Workers</u>		
Clerk/Typist/Secretary	16	6.0
<u>Sales Workers</u>		
Salesmen/Shop Assistants	43	16.0
<u>Farmers, Fishermen and Related Workers</u>		
Farmers/Fishermen	40	14.9
<u>Workers in Transport and Communication</u>		
Drivers, road transport/Postmen	10	3.7
<u>Craftsmen, Labourers, Production-Process Workers</u>		
Tailor/Blacksmith/Carpenter/Bricklayer/Baker/Labourers	23	8.6
<u>Service Workers</u>		
Policemen	4	1.5
Waiters/Launderers	3	1.1
Nurse (practical)	6	2.2
Member of the armed forces	2	.7
<u>Workers not Classified by Occupation</u>		
Deceased	26	9.7
No answer	9	3.3
Retired	7	2.6
Unemployed	5	1.9
Total	269	100.0%

Maternal Occupation

Occupation Title	Number	%
Housewives	102	37.9
Nurses	12	4.5
Clerical Work (typist, secretary, receptionist)	25	9.3
Teacher/Principal	22	8.2
Trader (reddler)	56	20.8
Farmer	12	4.5
Hairdresser/Dressmaker/Home Economist	9	3.3
Banker/Director/Accountant	4	1.5
Police	1	.3
Deceased	14	5.2
No answer	12	4.5
Total	269	100.0%

In the first occupation category for the fathers "Professional, Technical and Kindered Workers," there are 20 engineers, 11 accountants, 11 lecturers. Analysis of the data showed that 46.9% of the students' mothers are working while 37.9% are housewives. It seems safe to conclude that most of the students in this sample come from relatively good socio-economic background. In fact pupils whose fathers are in the first occupation category have luxury items such as television set, telephone etc. The fact that their fathers are working and earning good salaries is encouraging because they can hope that their school fees will be met every year. However, the 40% of farmers, craftsmen, labourers and production-process workers work very hard to see that their children go through higher education. As far as literacy goes over 52% of pupils' fathers had some kind of secondary education and above. About 50% of the students' mothers are doing various type of work that

would bring them some income. Excluding housewives among whom there are some literates, 47.9% of the mothers have primary education and above.

Vocational Aspirations of the Students

Most students in the sample expect to continue with their full-time studies after completing Form V work. Thus upon graduation from university they can take their places in the various occupational levels in the society. To be able to determine the jobs to which the students aspire, questions six and seven on the questionnaire asked the students to state the job of their first choice which they would like to do when they leave school giving reasons for their choice. Question eight on the questionnaire asked the students to state a second job which they will take up in case they do not get their first choice. The picture that emerged is shown in Table XVI.

TABLE XVI

Vocational Choices of the Students

First Choice Job

"What kind of job would you like to do when you leave school?"

Occupation Title	Boys		Girls	
	No.	%	No.	%
<u>Professional/Technical and Related Workers</u>				
Accountant/Auditor	27	17.6	2	1.8
Actor/Artist/Journalist/Pilot	5	3.3	3	2.6
Agriculturist	9	5.8	-	-
Architect	4	2.6	1	.9
Demographer/Geologist/Chemist	1	.7	5	4.3
Economist/Statistician	5	3.3	-	-
Engineer	16	10.4	1	.9
Law	6	3.9	5	4.3
Medicine	28	18.2	26	22.6
Nurses/Mid-wife	-	-	27	23.5
Teacher	11	7.1	9	7.8

TABLE XVI Continued

<u>Administrative, Executive and Managerial Workers</u>				
Administrators/Executive Officials/Government	7	4.5	-	-
Manager/Banking	11	7.1	6	5.2
<u>Clerical and Kindered Workers</u>				
Clerk/Secretary/Typist	7	4.5	24	20.9
<u>Sales Workers</u>				
Business/Salesmen/Storekeepers	11	7.1	3	2.6
<u>Service Workers</u>				
Detective/Air Hostess/Broadcasting	4	2.6	3	2.6
Members of the Armed Forces	2	1.3	-	-
TOTAL	154	100.0	115	100.0

Second Choice Job

"Can you think of any other job in case you do not get the one of your first choice? State the job."

Occupation Title	Boys		Girls	
	No.	%	No.	%
<u>Professional/Technical and Related Workers</u>				
Accountant	9	5.9	8	7.0
Agriculturist	3	2.0	-	-
Artist/Journalist/Pilot/Librarian	6	3.9	7	6.1
Demographer/Geologist	3	2.0	1	.9
Economist/Statistician	8	5.2	2	1.7
Engineer	17	11.0	2	1.7
Lawyer	13	8.4	9	7.8
Medicine	12	7.8	4	3.5
Nurse° (professional)	1	.7	15	13.0
Pharmacist/Chemist	-	-	3	2.6
Teacher/Lecturer	24	15.6	18	15.7
<u>Administrative, Executive and Managerial Workers</u>				
Administrators, Executive Officials, Government	6	3.9	2	1.7
Manager/Banker	11	7.0	10	8.7
<u>Clerical and Kindered Workers</u>				
Clerk/Cashier	12	7.8	2	1.7
Secretary/Typist/Receptionist	-	-	14	12.2
<u>Sales Workers</u>				
Business	5	3.2	1	.9
Salesmen/Storekeeper	4	2.6	-	-

TABLE XVI Continued

<u>Craftsmen Production Process Workers and Labourers</u>				
Farmer/Tailor/Technician/Building Contractor	7	4.5	-	-
<u>Service Workers</u>				
Police/Army	7	4.5	-	-
Air Hostess/Broadcasting	-	-	10	8.7
No Answer	6	3.9	7	6.1
TOTAL	154	100.0	115	100.0

A cursory glance at the two tables shows that sex influences choice of vocation. The Sierra Leone society supports certain vocational roles over others for girls. The boys who are future husbands are expected to hold their jobs throughout adult life and their prestige is measured against their occupation. The girls almost ignored professions like engineering, accountancy and administration. They feel that these are jobs for men. Boys completely ignored nursing for which the greatest number of girls 23.5% (27) opted. Also more number of girls 20.9% (24) wanted to enter clerical occupations.

In the other occupations 18.2% (28) boys are competing with 22.6% (26) for medicine. In the "second choice job" table over 47% of the girls want to enter secretarial, teaching and nursing occupations. For the boys medicine, engineering, law and accountancy rank high.

Before proceeding with further analysis it is essential to determine rate of popularity of these occupations as perceived by the students. To do this the percentage of the total number

of students who opted for a particular occupation is computed. The ranks of the occupations are also calculated. The rate of popularity is shown in Table XVII.

TABLE XVII

Popularity of Occupations (First Choice Job Only)

Occupation Title	No. of Boys and Girls	%	Rank
Medicine	54	20.1	1
Clerk/Secretary/Typist	31	11.4	2
Accountant/Auditor	29	10.8	3
Nurse/Midwife	27	10.0	4
Teacher	20	7.4	5
Engineer	17	6.3	6
Manager/Banker	17	6.3	6
Business/Salesmen/Storekeeper	14	5.2	8
Law	11	4.1	9
Agriculturist	9	3.3	10
Actor/Artist/Journalist/Pilot	8	3.0	11
Administrator/Executive Off., Government	7	2.6	12
Detective/Air Hostess/Broadcasting	7	2.6	12
Demographer/Geologist/Chemist	6	2.2	14
Architect	5	2.0	15
Economist/Statistician	5	2.0	15
Members of the Armed Forces	2	.7	17
Total	269	100.0%	

The first thing that emerges from the table is that medicine is the most popular job chosen by the respondents. One might ask why so many people want to enter Medicine. There are reasons for this. Firstly medicine is a prestigious job in Sierra Leone society. Apart from the high respect which the doctors have in society they also have substantial financial gains. They can be employed by the Government or a private company while at the same time running their own private business. The vocation which

emerged next to medicine is that dealing with clerical work. The pupils chose this because it is one of the occupations open to them. But the preference for clerical work is more marked for girls than for boys. The third popular job is accountancy. Very recently almost all large companies in Sierra Leone were advertising positions for accountants with very encouraging salaries, fringe benefits and good conditions of service. Thus 10.8% (29) pupils chose this occupation.

Nursing is fourth. This occupation was ruled out by the boys. 10.0% (27) of the girls chose it. The teaching profession both primary and secondary finished fifth. Students enter this profession probably because of Government appeal to students to enter the teaching field. Teaching is also in demand. On the whole teaching is not a popular job for the students. Engineering, managerial work and business ranked sixth, seventh and eighth in that order. Agriculture is not popular generally and girls completely avoided it. It seems that the pupils are reinforcing the influence of adults around them. The Sierra Leone society does not hold much respect for farmers and this is exactly why agriculture has not expanded in the country.

Reasons for Vocational Choice

It was stated earlier that financial reasons are not the most important reasons for which people choose a job. In this present survey financial reasons ranked second for boys 17.3% (64) and liking the job occupying similar positions for girls

20.3% (52). The job "involves helping others" ranks first among both boys 19.0% (70) and 24.2% (62) girls. Table XVIII shows reasons given by the students for their vocational choices.

TABLE XVIII

Reasons for Vocational Choices (First Choice Job Only)
 "State reasons for the job of your first choice."

Reasons	Boys		Girls	
	No.	%	No.	%
Occupations has high prestige and status	30	8.1	19	7.4
Involves helping others/Patriotic	70	19.0	62	24.2
Has prospects of high income	64	17.3	28	11.0
Suits parents idea of success	24	6.5	13	5.1
Provides stable secure future/Good working conditions	25	6.8	14	5.5
Personal fulfillment	22	6.0	12	4.7
I like the job/Interest	62	16.8	52	20.3
Demand in community	22	6.0	18	7.0
Connection with subjects done in school	37	10.0	21	8.2
Others	13	3.5	17	6.6
Total	154	100.0%	115	100.0%

It is interesting to learn that the majority of the students say that they want the job because it "involves helping others" which agrees with the high popularity accorded to the medical profession. "I like the job" ranks second among the girls. It must be observed that certain jobs demand personal liking. A girl must not just choose nursing or teaching simply because she cannot fit into any other occupational category. She will soon find herself bored with the job.

As far as financial considerations are concerned, more boys 17.3% (64) as against 11.0% (28) girls gave this as a reason

for their choice. This emphasizes the point that the boys who are potential husbands have to provide for the needs of their family. Of all the reasons, "job involves helping others," "prospects of high income," and "I like the job" rank among both boys and girls.

Question nine on the questionnaire asked the students to state their chances of getting the job of their first choice. Here they were provided with the following alternatives from which they were to choose one: 1) High 2) Good 3) Not Good 4) No chance. This is the picture that emerged.

TABLE XIX

Chances of Getting Job of First Choice
"What are the chances of getting the job of your first choice?"

Chances	Boys		Girls	
	No.	%	No.	%
High	26	16.9	12	10.4
Good	79	51.3	73	63.5
Not Good	20	13.0	14	12.2
No Chance	26	16.9	10	8.7
No Answer	3	1.9	6	5.2
Total	154	100.0%	115	100.0%

As the table depicts a large proportion 51.3 (79) of the boys and 63.5% (73) of the girls said that they had a good chance of getting into the job they chose. Admittedly some of their chances of procuring the jobs are not as good as they think because some of the jobs require a long period of training and some students may lack the ability or talent. Some of the jobs the children chose involve studying outside Sierra Leone which can

only be accomplished through scholarship awards. Since the children depend on these awards which are always limited in number, their chances of even completing their studies are remote.

Question ten on the questionnaire asked the students to state whether they would like to study in Sierra Leone or Overseas for their jobs. If Overseas they were required to state the name of the country. Table XX gives the summary of the findings.

TABLE XX

Names of the Countries Where Respondents Would Like to Study
"Would you like to study in Sierra Leone or Overseas for your job?" If Overseas, state the country."

Name of the Country	Boys		Girls	
	No.	%	No.	%
Sierra Leone	17	11.0	2	1.7
Britain	56	36.4	59	51.3
United States of America	27	17.5	25	21.8
Canada	3	2.0	5	4.3
Russia	3	2.0	-	-
Egypt	3	2.0	-	-
China	2	1.3	-	-
Germany	29	18.8	13	11.4
Nigeria	4	2.6	-	-
France	-	-	3	2.6
Others	5	3.2	5	4.3
No answer	5	3.2	3	2.6
Total	154	100.0	115	100.0

As can be seen from the above table different countries have more appeal for either boys or girls. However, the most popular country for both boys and girls is Britain. The most

important reasons for this is the importance Sierra Leoneans attach to British education. Britain is considered to have a high quality education. A further reason is the colonial link between Sierra Leone and Britain. During the colonial era and even now most Sierra Leoneans qualified in their various occupations in Britain. Every year more number of Sierra Leonean students go to Britain to study than any other western country. For the boys Germany is the next country followed by U.S.A. The next leading country for the girls is U.S.A. followed by Germany. The countries popular to Sierra Leoneans for overseas studies are Britain, Germany and U.S.A.

Question eleven asked the students to state whether their parents approved or disapproved of the vocational choices they made. Table XXI epitomises parents' opinions on the vocational choices of their children.

TABLE XXI

Parents' Opinions on Vocational Choices of Their Children
 "Do your parents approve of the vocational choice you have made?"

Parents' Opinions	Boys		Girls	
	No.	%	No.	%
Approved	128	83.1	109	94.8
Disapproved	16	10.4	6	5.2
No answer	10	6.4	--	--
Total	154	100.0	115	100.0

Here it seems that almost all the students have discussed their vocational choices with their parents. This is interesting since there is lack of vocational guidance in the

school system. With discussions on future careers between parents and children, the parents can guide their children into the various occupational categories that best suit their ability and interest. Very few parents have actually disapproved their childrens' choices. Only 6.5% (10) of the boys gave no answer which means that they have probably not discussed it with their parents.

The last question on the questionnaire asked the students to state the job they would least like to do. The answers to this question could be used to determine the least popular job. Table XXII summarises the result.

TABLE XXII

Least Popular Job Among Respondents
"Which job would you least like to do?"

Occupation Title	Boys No.	%
Engineers	3	2.0
Nurses	3	2.0
Teachers	42	27.3
Clergy	1	.7
Jurist	4	2.6
Clerical work/Messenger	21	13.6
Shop assistant/Salesmen	14	9.1
Farmers	5	3.2
Carpenter/Plumber/Electrician	4	2.6
Labourer	19	12.3
Steward	6	3.9
Police	15	9.7
Drivers	6	3.9
No answer	11	7.1
Total	154	100.0

Occupation Title	Girls No.	%
Doctor	1	.9

TABLE XXII Continued

Nurses	12	10.4
Teachers	48	41.7
Clergy	2	1.7
Jurists	4	3.5
Accountant	2	1.7
Typist/Secretary/Messenger	12	10.4
Traders	14	12.2
Housewives	5	4.4
Police/Stewardess	10	8.7
No answer	5	4.4
Total	115	100.0

It was stated earlier that teaching is not a popular occupation for the students. The results here support this statement. Throughout the development of education in Sierra Leone the shortage of qualified teachers was a serious impediment. One important aspect of this problem seems to be making the salaries of teachers attractive. As shown in the table 27.3% (42) of the boys and 41.7% (48) of the girls chose teaching as their least job. Higher salaries and improved conditions of service for teachers are therefore needed. For the boys the work of office orderly and labourer ranked second and third respectively. These two are jobs with very low income and status. For the girls trading and nursing finished second and third respectively. Apart from nursing a trader's income is low.

Discussion and Conclusion

The first thing the writer would like to say is that the students are greatly under the pressure of society and are quite aware of what is happening around them. About 90% of the respondents want "white collar" jobs. They have shown no inclination

to become technicians. The classical professions like medicine, engineering, accountancy ranked high among the vocational choices of the students.

The children have a negative attitude toward occupations like agriculture. Adults and children alike fail to realize that in countries like Ghana a prosperous cocoa farmer is richer than most "white collar" workers. The general attitude of the children is once they have entered school, their hands must never be dirty. It must be emphasized that if the children continue to look down upon agriculture the economic future of Sierra Leone is far from bright. A concerted effort is needed to identify and encourage those pupils who indicate interest in a subject like agriculture. Sierra Leone is an agricultural country but if adequate steps are not taken to direct students interest to agricultural development the country may have to import most of the food needed to keep the population from malnutrition and starvation. Perhaps the preference for "white collar" jobs may largely be due to the prestige such occupations enjoy.

In Foster's Education and Social Change in Ghana students were asked to rank twenty-five occupations according to their prestige and status, medical doctors; lawyers and university lecturers ranked high. The students have been unrealistic in some of their responses. Notwithstanding the unrealistic goal setting of jobs for the girls, it is encouraging to see that they indicate some interests in certain jobs which were formerly

regarded as men's occupations. Thus Table XVI reveals that 22.6% (26) of the girls want to read for medicine. This is a step in the right direction. As pointed out by Blythman "that guidance system should shed some of the traditional notions which means stereotyping of the sexes as far as education and careers are concerned."¹ In other words school counsellors should be prepared to advise girls to do what is otherwise known as men's occupations provided they have the capability to do them. It is the opinion of the writer that they have been unrealistic in assessing their own chances of entering the jobs they have chosen. Among the girls, however, some of those who chose medicine as their first choice may find themselves doing nursing. Girls however were realistic in choosing nursing because this occupation is still in demand throughout the country. Most hospitals in the provinces are under staffed.

The unrealistic vocational choices made by the respondents may be due to lack of vocational guidance schemes in the schools. The absence of career masters and mistresses in the secondary schools is deplorable. A situation in which most of the pupils rely on their parents for information about jobs cannot prevent misfits into job thereby depriving the nation of the manpower needs. The writer feels that vocational guidance should be given full consideration by the schools, Government and society

¹M. Blythman, "A New Look for Guidance from Paris" in The Scottish Educational Journal, October 1972, p. 756.

at large. The Government can do this bearing in mind the type of manpower needed for the development of the economy. This could also help reduce the unemployment rate which is gradually becoming a problem. Vocational guidance personnel will assess the childrens' abilities and interests and advise them to choose the necessary careers that suit them. As Olayinka has pointed out "guidance is essential in a complex society in which people are constantly drifting from rural to urban areas for jobs."¹

Further, the idea that people choose occupations because of the income that accrues from it does not hold water in this survey. It was perhaps more true for the boys than for the girls. This is understandable for it is the man who is the bread winner in the family. Finally the vocational ambition of students from more privileged homes was not very different from that of students in lower income brackets. Farmers' children had equal aspirations of getting into high status jobs, a situation which is characteristic of present day Sierra Leone and many emerging African nations.

¹M. S. Olayinka, "Vocational Aspirations of the Youths and the Education Provisions in Lagos," op. cit., p. 48.

CHAPTER VI

ADULT AND OUT-OF-SCHOOL EDUCATION

The importance of adult education in a nation's life and development cannot be over emphasized. This is true of a developing nation like Sierra Leone, "where no less than 80% of the total adult population is illiterate and where some 70-80% of the population live in rural areas which are generally neglected."¹ Earlier it was indicated that there is a heavy drop-out rate of children in primary schools. It is clear that adult illiteracy will not easily vanish because of expansion of the primary and secondary school system.

At this juncture it is necessary to state a preliminary definition of adult education and what it means specifically in some African countries including Sierra Leone. The most recent definition comes from UNESCO and states that:

The term adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or

¹M. Allen, "Adult Education and National Development" in Sierra Leone Journal of Education, Vol. 7, No. 2, 1972, p. 30.

professional qualifications and bring about changes in their attitude or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development.¹

In some African countries the best way of understanding adult education is through national aims for adult education. In Tanzania the objectives are expressed in a manner indicating the role of adult education in a political context. Thus the stated aims for adult education in Tanzania are:

- I) to keep up with new knowledge
- II) to fill the education gap
- III) to be a basis of social change
- IV) for the mobilization of people for development.²

In Nigeria the national aims for adult education tend to be more functional. Some of the objectives are cited as being:

- I) to provide functional literacy education for adults who have never had the advantage of any formal education
- II) to provide in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills
- III) to provide functional remedial education for those young people who prematurely dropped out of the formal school system.³

The national aims of adult education in Sierra Leone are basically the same as those in Nigeria. The overall significance of adult education on social, economic and political development has been emphasized by almost all African leaders.

¹"Draft Recommendation on the Development of Adult Education," UNESCO, Paris, 1976 quoted in Adult Education in Developing Countries by E. Townsend-Coles, (Pergamon Press, 1977) p. 160.

²B. Hall, Adult Education and the Development of Socialism in Tanzania. (Kampala: East African Literature Bureau, 1975) p. 29.

³"Report of the Seminar on a National Policy on Education in Nigeria" quoted in Adult Education in Developing Countries, op. cit., p. 13.

President Nyerere's call "we cannot afford to wait for the children" is frequently quoted. The Tangayikan (Tanzania) Five-Year Plan for Social and Economic Development 1964-1969 states:

First we must educate the adults. Our children will not have an impact on our economic development for five, ten or even twenty years. The attitude of the adults, on the other hand, have an impact now. The people must understand the plans for the development of this country; they must be able to participate in the changes which are necessary. The expanded expenditure on Agricultural Extension Work, on Community Development, and also the new schemes for Adult Education are all part of these preparations of ourselves for the work we have to do.¹

The late President Kenyatta, who in the inter-war period was for some years associated with the British adult education movement, repeatedly emphasized the importance of adult education in Kenya's development. One of his former cabinet ministers, Tom Mboya writes:

I have written at length about the expansion of schools and university opportunities. The needs for adult education tends to be neglected, but it is quite as important. If we concentrate only on expanding the educational system during the ten years around independence, we would leave out many adults who have passed the school-going age. Adult education institutes have played a worth-while but restricted part. But to create a more enlightened population in the shortest possible time, what is needed is a mass programme of adult education.²

The Director General of UNESCO reiterates this theme:

---it is not the children of today who hold the present destiny of Africa in their hands, it is the adults.

¹Tangavika, Development Plan 1964-1969, Dar-es-Salam, 1964, p. 12.

²T. Mboya, Freedom and After, Deutsch, 1963, p. 65.

So it is only by establishing communication with the adult population, by helping them to adjust to the rapidly changing world, that an immediate impact can be made on the urgent problems of society and essential progress be brought about. Africa cannot wait a generation to mobilize its rich human resources for tasks of national development.¹

Thus it is not simply as a political slogan that this concept has evolved. Mrs. Alva Myrdal, an international administrative expert, said whilst addressing a seminar:

One important line of activity is to set education in motion in such a way that the road to development, to well-being and welfare, can be shortened. --- I am certain that particularly adult education will be a measure apt to accelerate economic and social development. If it could be initiated immediately, it could function as a master key for starting the process of development and ensure that these societies will be drawn into the life stream of the modern world.²

The Need and Provision of Adult Education in Changing Sierra Leone

Technology has a powerful influence on almost all nations of the world and Sierra Leone is not an exception. Technology has replaced primitive modes of production by modern ones. Rice farming in Sierra Leone for instance is becoming more important and successful as a result of the use of modern techniques such as application of fertilizers, mechanical cultivation and threshing. Another change that is being felt is the growth of commerce and industries. A number of light industries have been established

¹ Regional Conference on the Planning and Organization of Literacy Programmes in Africa, Abidjan, March 1964, p. 18.

² A. Myrdal, "On Adult Education" in Development and Adult Education in Africa (Edited by Widstrand C., Scandinavian Institute of African Studies, Uppsala, 1965) p. 25.

in the Western Area including some provincial towns to which adults and young people migrate from rural areas. Under the influence of urbanization and industrialization, traditional culture and local customs disintegrate. The "extended family" system gives way to nuclear family style. "Extended family" here means a family composed of the father, mother, children, aunts, uncles, nieces, nephews etc.

To be able to appreciate and adapt to the above changes and to make their own contribution to national development the adults as well as school drop-outs need education.

Adult education in Sierra Leone is recent and involves a variety of activities by voluntary, Government and non-government agencies. At the moment the following bodies are involved in community, mass education and out-of-school education.

- I) Fourah Bay College Extra-Mural Department
- II) The Provincial Literature Bureau and Bunumbu Press
- III) Government-Operated Agencies--Co-operatives Societies, the Ministry of Health and Social Welfare.
- IV) Voluntary Agencies and Mass Media

Fourah Bay College Extra-Mural Department

The task of Extra-Mural studies is carried by the Extra-Mural Department of Fourah Bay College of the University of Sierra Leone. The phrase "Extra-Mural Studies" as used here refers to those studies organized by the college for people outside its walls who cannot attend the college's full-time courses and

who want to improve their education. This kind of education is intended for those who have already received some schooling. This is formal adult education and according to Prosser:

---the objective seems to be to create opportunities for adults to improve their education and particularly to enable them to obtain certificates, diplomas etc., which they could not get when young. ¹ Here the emphasis is on obtaining paper qualifications.

"There are four Extra-Mural regions in the country each under the supervision of a Resident Tutor who is supposed to live and work within it."² The regions correspond with the administrative divisions. The Resident Tutor is responsible to the Director of Extra-Mural Studies for the organized running of tutorial classes and courses in his region. The Tutor may take a maximum of three tutorial classes per week but the majority of the classes are taken by part-time tutors mainly secondary school teachers, Government officials, trade union leaders. Classes are held during school terms because most of the students are primary school teachers and secondary school drop-outs. The Resident Tutor based in Kénema in the Eastern Province also works with the co-operative societies. Co-operative societies are organizations of farmers working together for common social, educational and economic benefits. The Tutor gives lectures and organizes week-end schools to help train leaders of co-operative societies. In Bo in the Southern Province the tutor makes use

¹R. Prosser, Adult Education for Developing Countries. (East African Publishing House, Nairobi, 1967) p. 21.

²Report of the Extra-Mural Department 1970/71, Freetown, 1970, p. 8.

of the Bo Government School staff and building including the British Council Centre to teach adults. The Resident Tutor of the Northern Province is based at Lunsar and covers the outlying towns.

"The Department of Extra-mural Studies has not emphasized the examination aspects of the courses."¹ But considering the variety of motives with which most adults enroll in classes, the courses are so geared that they could be useful to exam-minded students. But evening classes offered in Freetown and Kenema cater for students wishing to sit the General Certificate of Education and the Royal Society of Arts (R.S.A.) examinations. The subjects studied are those which make up for the short comings at school and include English, Literature, History to name only a few.

"The Department faces a lot of problems which stem primarily from financial difficulties."² Firstly there is lack of suitable reading material for students. A lot of books on the subjects studied are not easily borrowed from the libraries which are poorly equipped. Besides some of the books available are more advanced for the students. It is necessary for the Department to maintain a large Extra-mural Library. Boxes from such library with collection of books and other reading materials should be sent to each Resident Tutor where students could easily borrow them. Another problem is the unsatisfactory nature of

¹Ibid., p. 9.

²Sierra Leone Education Review, op. cit., p. 65.

communication system. Travel is expensive. Thus the supply and carriage of relevant literature even when it is available, becomes a problem in the face of bad roads.

The Provincial Literature Bureau and the Bunumbu Press

"The Bureau was established in 1946 in Bo, Southern Province, to which were transferred the Methodist Mission Literacy Work and a Printing Press which began in Bunumbu in 1937."¹

The Bureau co-operates with the Ministry of Social Welfare through its social development team in organizing literacy campaign throughout the country. It also works with the American Wesleyan Mission. Besides the Bureau performs an important function in translating material into several vernaculars and disseminates news through vernacular monthly newspapers in Mende and Temne. The training of chieftdom police and clerks to enable them to be literate in their vernacular is also carried out by the Bureau with Government financial assistance. Through the assistance of the social development personnel some District Councils have allocated staff for literacy instruction and they too work in co-operation with the Bureau. "Much of the work in adult literacy in vernacular is done in the Southern and Eastern Provinces because of shortage of Temne members of staff. However, the American Wesleyan Mission is doing a good work there."² It

¹D. L. Sumner, op. cit., p. 211.

²Annual Report of the Provincial Literature Bureau 1958-1959, Bo, 1958, p. 11.

is not surprising that religious rather than economic, social and political issues receives more attention. It must be emphasized that on the whole a great deal of work is done on voluntary basis.

The Bureau has prepared and produced substantial material and books necessary to further the cause of literacy campaigns in the country. According to the Bureau's Annual Report 1960-1961:

The first phase of the literacy campaign...the training of voluntary teachers was quite successful. The results of examinations at village level in Kenema District showed that 70% of adults examined were successful. It was also gratifying to note that most of the successful students were awarded Grade 1 certificates. The number of certificates issued so far in Mende only is 17,532.¹

Like all other bodies engaged in literacy programmes the Bureau is beset with difficulties. It was indicated earlier that the Bureau is responsible for the publication and sales of manuscripts and books. But the production of such reading material is becoming a serious problem partly because of the use of vernacular in primary schools has been dropped. The problem therefore limits the number of people who would have had the ability to write in their own vernacular languages. It is therefore necessary that both English and vernacular should not only be taught in primary schools but also in secondary schools. This will provide the Provincial Literature Bureau and other agencies with many talented Sierra Leonean writers literate in their vernacular.

¹Annual Report of the Provincial Literature Bureau 1960-1961, Bo. 1960, p. 4.

Government-Operated Agencies for Adult Education

The work of Government Ministries and Co-operative Department in adult education is important. In the Sierra Leone Legislation 1964 "any organization coming under the appellation of co-operative should foster social and educational development of its members,"¹ as well as economic gains. Co-operatives cover so many aspects of life that the Government looks up to the 700 societies comprising the co-operative movement in 1964 for much of the rural development of Sierra Leone.

"In 1963 over one third of the country's cocoa and half of the swamp rice sold to Government was handled by the co-operatives."² Other co-operatives make smaller sales of coffee, ginger, palm kernel. In these and other activities undertaken by the co-operative societies the basic principle of self-help is the key note. But if the co-operatives are to develop fully along this principle, education at the adult stage becomes crucial.

"The Co-operative Department plans courses for society secretaries at its training school in Kenema."³ In 1963 the United States Organization CARE* provided three audio-visual aid vans now operating in each of the Provinces, to help educate.

¹Legislation of Sierra Leone 1964. (Freetown: Government Printing Department, 1964) p. 179.

²National Development Plan 1974/75 - 1978/79, op. cit, p. 126.

³R. Fyle, "Adult Education Programme for Women in Sierra Leone" in Sierra Leone Journal of Education, Vol. 8, No. 2, 1973, p. 16.

*CARE, Co-operative for American Relief Everywhere.

members of the co-operative movement. The subjects studied at the training school include Arithmetic, English, Co-operative Law and Practice, etc. The standard is elementary.

Another aspect of education which is carried out by the co-operative is called "member education project" which involves broadly anything necessary for the running of the movement. The project is largely carried out by American Peace Corps Volunteers. The most important media used for teaching are a series of lectures accompanied by film shows. Co-operative societies have played an important role in adult education. Much of the effort is devoted to convincing farmers, whether cocoa, coffee, etc. to improve their methods of cultivation which will increase their earning power and help raise living standards. One serious impediment is the lack of staff combined with inadequate funds.

"Two Government Ministries actively engaged in adult education are the Ministries of Health and Social Welfare and their main concern is the prevention of illness and cure."¹ The Ministry organizes "Health Week" as often as necessary during which public lectures are given on child care followed by movie on same and related topics. The Ministry of Social Welfare is concerned with mass literacy campaigns and social development programmes. Activities among women include hand work, knitting, gardening, embroidery, dyeing. Seminars, training and refresher

¹The National Health Plan 1965-1975. (Freetown: Government Printing Department, 1965) p. 29.

courses for welfare workers, community development workers are held throughout the country.

Mass Media and Voluntary Agencies

Mass media plays an important role in the education of adults. "The mass media that affect us most are books, newspapers, magazines, films, radio and television."¹ In Sierra Leone the most important newspaper is the "Daily Mail." Other newspapers include "We Yone," "The Star" but these tend to focus on political issues. There are vernacular newspapers in Mende and Temne. Despite its small range the Press is keeping people informed about national and international news. Good news-reporting can educate, inform and create an understanding of national objectives, social and economic progress.

The radio plays an important role too for "it is the medium that gives both the best coverage of news and makes the most significant impact on the populace."² The 1976 survey of the Sierra Leone Broadcasting Service states that "there are 120,000 radio sets and 8,500 television sets in the country."³ In Sierra Leone radio offers the best possibility in disseminating knowledge on farming, health and community development. "At the moment the Ministry of Information and Broadcasting has provided a large segment of the population with transistor radios at very low

¹R. B. Heath, The Mass Media: Radio and Television. (Hamish Hamilton Ltd., London, 1969) p. 13.

²B. Williams, "Radio for Community Education and Development" in Sierra Leone Journal of Education, Vol. 10, No. 1, 1975, p. 21.

³Ibid.

costs."¹ Broadcast is mainly in English and the four main Sierra Leone languages, Mende, Temne, Limba and Creole. Discussions in the Sierra Leonean languages include political, social, economic and religious topics. Questions are sometimes sent by listeners and these also form subjects for discussion.

"Television service was established in 1963 and operates within twenty miles radius in the Western Area."² There are however, plans to extend television services first to the more populous areas and later to the rest of the country. When fully established it will be a very powerful means of building the nation.

A number of voluntary organizations mainly youth organizations and clubs are engaged in adult education. The most important of these is the South Eastern Youth Association founded in 1960 in Segbwema in the Eastern Province. Among its declared aims and objectives is "the promotion of adult education through the organizations and running of night classes for illiterate adults."³ In these night classes illiterate adults are taught simple English and Arithmetic, Hygiene, Rural Science and Local Government. Thus the underlying aim is not only to make adults literate but also to teach them to become useful citizens and so play an active part in development. Under the current

¹Annual Report of the Sierra Leone Broadcasting Service. (Freetown: Government Printer, 1966) p. 11.

²Ibid., p. 10.

³South Eastern Youth Association Report, 1962/63, p. 4.

night classes regulations, "every new student should pay a registration fee of 20% and thereafter a school fee of 20% per month."¹

Conclusion

The importance of adult education was recognized in the 1970 White Paper as a result of the relatively low enrollment ratios and the high drop-out rate in the formal system, as well as the low literacy rate.

The ministry of Education makes grants to the Provincial Literature Bureau to assist it to produce the literature in vernacular which is so important if persons made literate in Sierra Leone languages are not to relapse into illiteracy.²

The Government also intends to "introduce adult education as a subject in all teacher colleges."³ The Government point of emphasis is that adult education should not be restricted to literacy programmes only. "In an integrated approach it may include various vocational programmes for drop-outs and other youths as well as adults."⁴

But what is really needed in Sierra Leone is a National Council for adult education which should co-ordinate the efforts of all agencies so that there is no overlapping and wastage of funds. Such a council should also demarcate the responsibility

¹Ibid., p. 2.

²White Paper on Educational Policy 1970, op. cit., p. 9.

³National Development Plan 1974/75 - 1978/79, op. cit., p. 238.

⁴Ibid., p. 239.

for various aspects of adult education. The Provincial Literature Bureau may be solely responsible for printing material to carry out a literacy campaign. The Ministry of Social Welfare may do the field work of training people to teach illiterate adults while the Extra-mural Department may continue to carry out remedial activities for those who wish to improve their educational level.

On the whole, considerable advance has been made by voluntary agencies for adult education. Despite this development the field of adult education is still in its infancy as it is in some other African countries like Ghana and the Republic of Gambia. But more has to be done since this depends on the availability of funds. However, with the help of the Government and people there is a bright future for adult education in Sierra Leone.

SUMMARY AND CONCLUSION

This study has attempted to examine education in Sierra Leone immediately before, and in the two decades following, Independence with emphasis on the role of the Government.

Educational development in the last decade of colonial rule and post-independence period has been guided by many comprehensive governmental educational policies and programmes. The most important were the White Paper on Educational Development 1958, the Report of the Education Planning Group of 1961, the Ten-Year Plan of Economic and Social Development 1962/63 - 1971/72, the Development Programme in Education 1964-70 and the White Paper on Educational Policy of 1970.

Although the above national policies and programmes were all based on the actual circumstances of Sierra Leone, their general objectives and specific targets were also markedly inspired by international thinking and recommendations. Most important was the UNESCO Conference of African Ministers of Education in Addis Ababa, 1961, which agreed that:

- a) the target date for achievement of six years of compulsory primary education should be 1980
- b) the secondary school intake should represent at least 30% of those completing primary school.¹

¹Sierra Leone Education Review, op. cit., p. 88.

Sierra Leone was represented at the Conference and therefore committed itself to these recommendations. At the time there was even some hope of reaching compulsory primary education in Sierra Leone by 1975.

In retrospect, it seems that the Addis Ababa target was unrealistically high. As it has actually turned out in Sierra Leone, primary enrollment has lagged considerably behind what that Addis Ababa target had implied, in spite of the fact that the country has done well in comparison with most other African countries such as the Republic of Gambia and Mali.

As regards secondary education, a much higher percentage of primary school leavers entering secondary education has been maintained than the 30% envisaged by the Addis Ababa Conference. But since enrollment in primary schools is lower than recommended, the absolute number of secondary school students is probably not markedly higher than the suggested Addis Ababa target. Nevertheless, it is much higher than the more modest national target set in the Development Programme in Education for Sierra Leone 1964-70.

In some sectors of education such as primary education, teacher education, technical and vocational education, actual growth of enrollment has been slower than anticipated, whereas in secondary and higher education it has been faster. The lack of correspondence between plans and achievement is an indication that educational planners may have over-estimated the role of Government and its powers to control the size and composition of the student population, and perhaps have underestimated the

role of other factors outside Government control such as public demand for education. Whatever has been the exact role of the Government in stimulating or controlling educational development in Sierra Leone, growth in education in relative absolute terms has been impressive.

The growth of education during the first decade of Independence was remarkably fast, as reflected in the number of institutions, students and teachers. "Total enrollment of students at all levels of the educational system expanded at 8.3% per annum during this period."¹ However, the pace of development was rather different in the various sub-sectors. It was fastest in secondary and university education with enrollment "growth rates of 16.7% and 14.3% per annum,"² respectively. In the case of secondary education the number of students was 4.7 times higher in 1970 than in 1960. In primary and teacher education, enrollment "growth was also rapid at 7.3% and 5.9% per annum,"³ respectively. In technical institutions, however, the number of students remained practically constant throughout the period at a very low level. The evolution of the school population, that is students and teachers, from the end of 1960 to the end of 1970 is examined below.

¹National Development Plan 1974/75 - 1978/79, op. cit., p. 228.

²Computed from: Report of the Ministry of Education for the year 1970, op. cit., p. 21.

³National Development Plan 1974/75 - 1978/79, op. cit., p. 229.

"The number of primary school pupils more than doubled from 81,881 in 1960 to 126,438 in 1965 to 166,107 in 1970."¹ In relative terms, the expansion was faster during the first five years (9.1% per annum) than during the second half of the decade (5.6% per annum). It is noteworthy that the rate of growth in primary school entrance dropped considerably. This is shown by the fact that enrollment "in class 1 increased from 23,984 in 1960 to 36,308 in 1965"² that is by 8.3% from 1965 to 1970. the increase was only 1.0% per annum. Only 1,856 pupils were passed to class 1 during those five years. Thus a slowdown followed a rapid entry expansion during the first five years.

In spite of the low annual rate of growth in admission during the second half of the decade total primary enrollment continued to grow gradually. This was partly due to improved holding capacity. "The retention rate from class I to VII increase from 36% during 1960-65 to 57% during 1965-70."³

Despite the rapid growth in enrollment, the pupil/teacher ratio remained fairly stable throughout the ten-year period, within the range of 26 to 36. But as one would naturally expect during a period of rapid enrollment expansion, the percentage

¹Report of the Ministry of Education for the year 1972,
op. cit., p. 28.

²Ibid., p. 18.

³Report of the Ministry of Education for the year 1971,
op. cit., p. 39.

of qualified teachers decreased considerably. It decreased from "54% in 1960 to 32% in 1964."¹ By 1970 it has again increased to almost 40%.

Expansion in secondary enrollment was spectacular, increasing from "7,097 pupils in 1960 to 16,414 in 1965 to 33,318 in 1970."² The growth was smoother and more evenly distributed over the years than in primary education. The retention rate from forms I to V remained very low from "44% during 1960-65 and 45% during 1965-70."³ The pupil/teacher ratio remained more favourable than in primary education ranging from 16-22. In spite of the rapid increase in enrollment, the qualification of teachers was not seriously affected. Admittedly, the number of graduates without professional teaching qualification increased from 37% to 48%, but the percentage of non-graduates without professional qualifications remained unchanged at 24%. "Non-Sierra Leonean teachers declined from 45% in 1960 to 36% in 1970."⁴ About "two-third of the foreign teachers, totally 540 in 1970, were on regular and one-third on temporary contracts."⁵

¹Report of the Ministry of Education for the year 1966. (Freetown: Government Printing Department, 1966) p. 14.

²Report of the Ministry of Education for the year 1970, op. cit., p. 21.

³Ibid., p. 40.

⁴Sierra Leone Education Review, op. cit., p. 39.

⁵Ibid., p. 40.

In teacher colleges enrollment increased from 608 in 1960 to 919 in 1965 to 1,075 in 1970.¹ The quantitative expansion was accompanied by improvement in the level of teaching programmes. Thus the Teachers' Elementary Certificate (T.E.C.) was phased out in 1966/67. Entry requirement for Teachers' Certificate (T.C.) was increased. The Teachers' Advanced Certificate (T.A.C.) was phased out during 1966/67 and replaced by the Higher Teachers' Certificate (H.T.C.) during 1967/68. Thus there are now only two programmes in teacher colleges, Higher Teachers' Certificate which is offered only in Milton Margai* and Teachers' Certificate being offered in the five other colleges.

There are still four specialized technical institutions, Freetown Technical Institute, Kenema Technical Institute, Magburaka Trade Centre and Kissy Trade Centre. Enrollment in such institutions dropped from 950 at the end of 1960 to 924 at the end of 1970.² Although the number of full-time day students increased from 355 in 1960 to 536 in 1970, and, in addition more students in general secondary school received instruction in practical subjects, the overall development in technical and

¹Report of the Ministry of Education for the year 1970, op. cit., p. 15.

*The Programme of H.T.C. in Agricultural Education is conducted in Njala University College.

²Sierra Leone Education Review, op. cit., p. 45.

vocational education was slow and bore no relation to the rapid expansion which took place in general secondary education.

"Enrollment in Fourah Bay College increased from 300 in 1960 to 829 in 1970."¹ Njala University College which started to function in 1964, had 316 students by the end of 1970. The number of Sierra Leonean students in the university increased over the ten-year period from 145 to 895.

In the second decade, the educational system continued to expand and "there is an increasing demand for further expansion since the ultimate and most pressing aim of our educational system is to eliminate illiteracy and to provide primary education to every child of school-age."²

In primary education the proportion of drop-outs and repeaters continued to decline gradually as the retention rate improved from "44.3% in 1973/74 to 46.3% in 1974/75 to 47.5% in 1975/76."³ The proportion of qualified teachers remained low at 40.2%. The Southern Province had the highest proportion of qualified teachers of 47.3%, while that of the Western Area, Eastern and Northern Provinces were 38.9%, 38.1% and 28.0% respectively.

In secondary education all successful candidates in the Selective Entrance Examination were admitted in schools. This

¹Report of The Development of Education in Sierra Leone 1974/75 - 1975/76. (Freetown: Government Printing Department, 1977) p. 1.

²Report on The Development of Education in Sierra Leone, op. cit., p. 5.

³Ibid., p. 4.

was made possible by the introduction of the "double shift system" through the joint effort of the Ministry of Education and the Conference of Principals of secondary school. The number of secondary schools increased from 122 in 1974/75 to 132 in 1975/76. "The percentage of qualified teachers increased from 65.0% in 1974/75 to 67.6% in 1975/76."¹ Great strides were made towards the diversification of the curriculum with increasing attention being put on technical and vocational subjects and the teaching of agriculture. During this decade the Ministry of Education also took great strides in strengthening the professional competence of secondary school ~~Inspectors~~ by organising training programmes for them.

In Technical and Vocational Education the number of institutions remained the same. However, the policy was to ensure relevance of the training to meet the needs of industry, the community and the individual. This policy was pursued in the period under review partly by strengthening the existing technical institutions and vocational schools, and partly by introducing foundations courses--that is vocational subjects in secondary schools.

As regards teacher education, the number of institutions remained the same. "The total enrollment in these colleges increased from 1,337 in 1974/75 to 1,508 in 1975/76 representing and annual growth rate of 12.7%."² The increase in enrollment

¹National Development Plan 1974/75 - 1978/79, op. cit., p. 233.

²Report on The Development of Education in Sierra Leone, op. cit., p. 7.

necessitated the expansion of physical facilities in the colleges especially Bunumbu and Port Loko Women Teachers' Colleges. In 1976 Bunumbu Teachers' College was granted permission to conduct the Higher Teachers' Certificate primary programme. Also a new syllabus for entrance examination to Teachers' Colleges was compiled and made available to intending candidates.

The number of university colleges remained the same. During the period under review, several meetings were held to discuss the second final draft report of the Sierra Leone Education Review which grew out of the University's awareness of its responsibilities to the nation. The Sierra Leone Education Review attempted to evolve a long term pattern of educational development for the country and to define within this pattern an appropriate and meaningful role for the University as a crucial instrument in national development. It embraced not only the formal system of education but also other forms of learning which take place in village and in the home.

The general expansion of the educational system in the period under review left much to be desired. The change the expansion brought was linear, more and more of the same, not qualitative but quantitative. The forces were still those of the metropolitan power. The curriculum was not centred on the Sierra Leone environment and the desire of a free people in a hurry to modernize their country. Schooling did not take into account that about 80% of the people live and work in rural areas. Too much emphasis was put on the training for "white collar"

professions and not enough on agriculture and rural areas. There was thus a lack of fit between the educational system and its purposes. This brought about frustration at the primary level where a large number of pupils dropped out, having received an education that fitted them only for drift among the unemployed in urban areas. At the secondary level too there were frustrations where only a minority could pass exams to enter the next level, at which the secondary education aimed.

The role of non-governmental factors is also important and in this context voluntary agencies feature prominently. Formal system of education in Sierra Leone owes much of its beginnings to church organizations and voluntary agencies. Their contribution to primary and secondary education has been significant, and even now they are still in important partnership with Government in education. But as Government takes greater responsibility for the various aspects of the educational system, so will the roles of these agencies alter in relation to their diminished responsibility. However, there is and, for some time to come, there will be, an important place for voluntary agencies in the educational system. This dual character of the educational system should be kept under review.

Among the specific aspects to be watched are the opening of new schools and any significant variations from the general pattern or direction in education. Only the Government with commitments to all its people everywhere in the country should make decisions about the building of any new school to serve a

particular area, and about the overall purpose and functioning of these schools. For the purposes of national unity and in the interest of equal opportunities in all regions, the opening of new schools should be determined by national and regional development plans. The control of schools and other educational institutions, especially those which receive Government grants-in-aid, should be in the hands of Sierra Leoneans. This is important, if the nation is to rely to a large extent on its educational system for new thrusts and directions. In any event Sierra Leoneans can be expected to have a greater commitment to the educational goals and aspirations of the nation.

There are signs of an increasing number of private schools run as commercial ventures. Many offer excellent educational opportunities and properly supplement the limited provision consequent on restricted Government funds. Others, offer little more than a meeting place for enrolled pupils. Every effort should be made to promote the development of self-supporting, commercially viable schools, but such development must be subject to controls which ensure a quality of educational offering at least as high as that of the public-funded schools.

At the moment there is a variety of educational programmes organized by international agencies such as UNESCO, UNDP, CUSO, VSO, CARE to name only a few. Each of these agencies tends to organize its respective programme independently of the others. Perhaps one improvement to this pattern would be for much more consultation to take place at the inter-agency level, so as to

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establish a common fund of knowledge on the activities and programmes of the various agencies. This would facilitate a much more co-ordinated attack on problems which need united action, such as that of adult literacy.

The traditional educational system established over a century ago was elitist. This system has survived up to this moment. In the secondary schools the curricula are highly academic leading to university entrance. Efforts were made to introduce secondary modern schools with non-classical curricula but since a certain stigma of inferiority is almost inevitably associated with schools of this type, their curricula were gradually changed to those of the grammar school type.

In evaluating Government educational policies in relation to the overall national plans the statements of the Sierra Leone Education Review are worthy of note. The Review states:

Educational policy must address itself to the question of how to enable human beings, through education and practical training, to utilize their own abilities, together with available natural resources and man-made productive power to contribute to attainment of material needs and to reach a level and style of individual achievement consistent with the high aims of society as a whole. Educational policy must be linked with the social and developmental needs of the community, and should be enmeshed with other special policies of health, labour, population to optimize resultant gains.¹

The above quotation means that the educational policy is not a discrete policy area but should be formulated in relation

¹Sierra Leone Education Review, op. cit., p. 85.

to other national plans. The historical and more recent evidence shows that the Government has not been thinking along the lines of the above principles. The relationship between education and employment lends support to the above statement. In terms of numbers of pupils and teachers, in out put of school leavers and graduate, the level and growth of the educational system have been impressive. But inspite of heavy financial outlays and less inequality of opportunity the system failed to respond to national need, that is, the production of agriculturists who can work in the rural areas. There are considerable numbers of school leavers without work, a situation which should be avoided. The Government should therefore take care to match the expansion of the educational system with the capacity of the economy to absorb educated workers.

As regards education and nationalism the "missionary policy since the last century and Government educational policy from 1950 has been to foster education in English."¹ To foster national consciousness Mende has been suggested as the national language but this suggestion is not likely to be acted upon. In addition to feelings of hostility that such move may arouse, it would be almost difficult to find the staff to teach it in schools. English is preferred because it is non-tribal and brings all the tribes together.

¹J. Spencer, Language in Africa. (Cambridge University Press, 1963) p. 24.

Although Sierra Leone's educational system expanded during the period under review the challenge to advance and disseminate knowledge and experience remains.

APPENDIX

A SURVEY OF JOB ASPIRATION OF SECONDARY SCHOOL PUPILS
IN FREETOWN, WESTERN AREA, SIERRA LEONE

The questions below aim at finding out the type of job some secondary school pupils would like to do when they leave school. It is not a test and there are no right and wrong answers. I am therefore appealing to all respondents to give precise and true answers to the questions.

Thanks for your co-operation.

1. Name of School _____
2. Name of Pupil _____
3. Form _____ Sex M
4. Occupation of Father _____
5. Occupation of Mother _____
6. What kind of job would you like to do when you leave school?

7. State reasons for your choice.

8. Can you think of any other job in case you do not get the one of your first choice? State the job? _____
9. What are the chances of getting the job you chose first?
Pick one: (a) High (b) Good (c) Not Good (d) No Chance
10. Would you like to study in Sierra Leone or overseas for your job?
Yes _____ No _____ If overseas state the country

11. Do your parents approve of the occupational choice you have made?
Yes _____ No _____
12. Which job would you least like to do? _____

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