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# Critique of Sierra Leone's Education Policy

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## **Abstract**

Since its inception in 1970, the Sierra Leone education system has undergone several evolutions in order to better suit the needs of the population and gain maximum advantages. This article provides an overview of the Sierra Leone education system, as well as a thorough study of the system and responses to the system's inquiry questions. These evaluations were conducted to meet the deadline of ensuring that most children get a basic education that is both accessible and inexpensive, to raise the number of students enrolled in higher education institutions, and to enhance the quality of instructors and learning data. The review's goal was to look at educational options for Sierra Leoneans, bridge the gap between illiterate and literate persons, and enhance the quality of information provided. This goes hand in hand with improving people's comprehension in order to make better decisions in the future. This study has brought together the opinions of a variety of people who are engaged in critically evaluating Sierra Leone education. It identifies the flaws in the educational system and proposes proposals that, if applied, may make a difference in its development. As the largest stakeholder in the education system, the government has a role to play in implementation, and its efforts will have a significant influence on the system. The administration should assess and resolve the fundamental causes of the difficulties in the education system. In this study, action plans are presented to help people transition from policy belief to policy implementation. This is founded on the premise that the education system can be improved; it can evolve from its inherited colonial legacy to a more tailored and useful system that is suitable to all Sierra Leone residents and increases the quality of knowledge available to them.

**Key Words:** Sierra Leone, education, policy, higher institution, development.

## **Introduction**

Education is an important part of growth. Across numerous nations, several studies have shown a correlation between education and GDP per capita growth (Barro, 1991). At the start of the colonial period in Sierra Leone, education became even more of a priority. Education became the principal goal for the colony's growth at a period when abolitionists executed a plan to free all slaves and assist those who had been freed from slavery (Sumner, 1963). Freetown and its peninsula comprised the majority of the colony. The abolitionists' educational strategy was based on bringing civilization to colonists and freed slaves alike (Sumner, 1963). A systematic education agenda devised by missions and missionary organizations whose goals were religious in nature elaborated on this (Porter, 1953; Sumner, 1963; Skinner, 1976). The colonial government's supervision and execution of a more stringent education system arose from the confluence of economic and religious objectives, and the religious drive finally lost way (Porter, 1953). Sierra Leone's education had mostly focused on propagating Christianity until

the colony's socioeconomic and political life began to expand (Sumner, 1963), and this growth necessitated the need for a more practical education, which led to the industrialization of education.

Although Fyle (1986) pointed out that Sierra Leone's educational system reflected the colonial power's imperialist needs in terms of structure and ethos, Sumner (1963) reveals that learned and prominent Sierra Leoneans, such as Dr. Abayomi Cole in 1904, were in favor of, and petitioned the colonial government to establish educational institutions and practical education as a means of facilitating the development of the country's natural resources and providing great economic value. However, according to Banya (1993), greedy colonial manipulation of Sierra Leone's economy wreaked havoc on the country's educational system, which was created to promote British economic goals. The confluence of these elements emphasizes the importance of the colonial heritage and its influence on Sierra Leone's economy and educational system. Sumner's (1963) rhetoric, as well as Bledsoe's (1992) research on reactions to colonial policies, call attention to the need of considering Sierra Leonean views toward colonialists in terms of development throughout the colonial period.

In 1794, the first educational policy was formed, and in 1816, Edward Bickersteth drafted the first policy that expressly set out parameters to replicate the British educational system. According to Sumner (1963), the colonial administration assumed full control of the school system in 1928, laying the groundwork for what would become Sierra Leone's contemporary education system. With the colonial authority in exclusive charge of the colony's developing school system and educational issues, more stringent educational rules were enacted. The scenario in Freetown was similar to Negro America's socioeconomic and political growth (Berman, 1971). According to Sumner (1963), the Phelps-Stokes Commission, which was led by Dr. Thomas Jesse Jones, was well-versed in American Negro development concerns. Because of its expertise, the Phelps-Stokes Commission was crucial in the rehabilitation of the education system and the drafting of education policy inside colonial Sierra Leone.

Sierra Leone published its first White Paper on Educational Policy in 1970, a decade before the Education Act of 1964. The New Education Policy was published twenty-five years later, in 1995, for the new educational system that was implemented in 1995. The World Conference on Education for All, held in Jomtien, Thailand in 1990, was the catalyst for the development of this system. Since then, a lot has transpired in education, including the World Education Forum in 2000, the Millennium Summit, which created the Millennium Development Goals, and a wave of legislation in 2001 that culminated in a new Education Act in 2004.

The Republic of Sierra Leone's President, Ernest Bai Koroma, has ordered an investigation into pupils' low performance in the Basic Education Certificate Examination and the West African Senior Secondary School Certifying Examination. A White Paper that detailed the government's position on the commission's recommendations informed the National Education Policy 2010. This method attempts to provide the framework for the implementation of the 6-3-4-4. This new strategy is aimed to guarantee that all children and adolescents have access to high-quality educational opportunities.

### **Agenda Formation**

In Sierra Leone, the Education Act of 2004 stipulates that all students aged 5 to 14 finish basic education. This is in keeping with the UN's Millennium Development Goals for educational attainment, as well as government-supported education system reconstruction and rehabilitation initiatives (World Bank Report, 2007). In policy frameworks such as the Sierra Leone Poverty Reduction Strategy Paper, education has been highlighted. As a further demonstration of the government's commitment to the cause, the Northern and Eastern regions of the country have removed school fees for all Junior Secondary School students (JSS). According to a World Bank research (2007), the Free Primary Education Policy 2001 boosted primary school enrollment between 2000/01 and 2004/05. Sierra Leone's educational

system is facing more challenges than ever before as a result of the country's decade-long civil war. The obstacles provide an opportunity to reconsider education policy and gain information that may aid in the execution of initiatives and contribute to development in Sierra Leone's post-war situation. Emergency measures in the education sector for vital service delivery are no longer adequate. A policy on education must be able to support both current and long-term financial sustainability. The World Bank Report (2007, p.5) identifies a number of areas where education policy fails:

### **Everyone Should Have Access to Education**

Despite the progress made, the goal of all children to complete primary school is still a long way off. A substantial proportion of primary-age pupils are now deprived of an education. The following are the consequences of formulating a policy agenda: Despite the government's decision to abolish school fees, many schools continue to charge students different fees for their primary school education, which makes it far from free. All residents will benefit from a nine-year basic education curriculum developed by the government. However, due to the large expense and competence required to enroll and guarantee that all students complete JSS, a feasible and long-term plan has yet to be created. In many locations, encouraging kids to study more effectively in classrooms with lower class numbers and better classroom conditions is still a challenge. The lack of classroom furniture and instructional resources exacerbates the deterioration of the learning environment. Only around 30% of primary school teachers are satisfied with their jobs; the majority of them are unskilled instructors working in government, government-aided, or elementary schools.

### **Increasing Higher Education Access**

The gross enrollment rate for the Senior Secondary School is 14%, whereas the gross enrolment rate for higher education is 4%. These rates have remained steady despite the recent growth of these subsectors. This is below average for a low-income country like Sierra Leone. The following issues are handled in a two-stage method: Sierra Leone's economic growth depends on identifying the country's human resource development goals and labor market needs. To be effective, the education sector needs a framework for reevaluating secondary and postsecondary education objectives. Due to the framework's establishment and implementation, TVET and tertiary programs must be restructured to support key growth sectors, national curriculum reform, increased student enrollment, gender gaps addressed, teaching staff retrained and upgraded, physical conditions and facilities improved, and quality standards established.

### **Quality of Educators**

The school system in Sierra Leone is plagued with lecturers who are unqualified. In the pre-tertiary sector, 40% of teachers are unskilled at the elementary level. At the postsecondary level, teachers are likewise encumbered with outdated knowledge and skills. The following item highlights an area of agenda formulation reform that gives an opportunity: Teacher education must contain a plan based on the current status of teaching and the multiple demands imposed on schools. In-service training is required to support educators' credentials and promotions.

### **Decentralization: How to Manage It**

Decentralization of the education system in Sierra Leone may improve efficiency, effectiveness, and service delivery, especially school performance. In Sierra Leone, a decentralized approach to school administration poses various challenges: A decentralization plan has yet to be executed, with clear delineation of responsibilities, power, and tasks for local governments and MEST. 1. Formulating a plan. The capacity to manage educational resources in terms of people and resources (financial and physical) is lacking in most areas. The Ministry of Education, Science, and Technology (MEST) may not be able to accomplish its intended job due to its current capacity. A shift in public sector remuneration, as well

as an ambitious capacity-building program, are needed to address one of Sierra Leone's most critical issues.

### **Providing Equal Educational Opportunity to All**

Various racial and ethnic groups face disparities in educational opportunity and public support. Girls, children from low-income households, and children from rural regions have less educational possibilities. From elementary through secondary school, these disadvantaged groups get a declining percentage of public money due to a decrease in their representation of the student population. Under-resourcing occurs in the following areas of education policy:

Because the JSS and SSS systems have large gender discrepancies, additional attention should be directed to poor, rural children and females. Outside of the Eastern and Northern parts of the country, MEST has not yet eliminated school fees. Because of the distance, cost, and opportunity cost, attending elementary school is still difficult in many rural areas; junior high school is much more difficult. Postsecondary education is still difficult to come by, making attendance at SSS almost impossible. It is vital to distribute public funds to the areas with the greatest number of underprivileged children in order to improve the allocation of public resources. The allocation of public monies based on need is presently unaddressed in education policy.

### **Improving the Data Quality**

For planning, monitoring, evaluation, effective administration, and policymaking, Sierra Leone's education system requires fast, accurate, and trustworthy data. To improve financial management and accountability, more measures are necessary. The following review focuses on agenda items that have gotten too little attention: Annual school censuses are conducted by education management information systems to gather data for planning and policy-relevant analysis. The school census does not collect data on all aspects of education. To conduct an in-depth survey of a nationally representative sample of schools, a student learning assessment program must be in place. To guarantee that the most important questions are included in household surveys, the education sector must participate actively in the questionnaire design process.

### **Allocation and Use of Resources**

Sierra Leone's schools are in the process of moving from post-conflict reconstruction to long-term development. Increased funding is required to grow and improve the educational system, with an emphasis on quality access, equity, and management competence. Below is a list of areas where resources must be deployed and managed as a starting point: Donor financing to enhance overall education expenditure: the Sierra Leonean government already allocates a large portion of its budget to education. Given the postwar demands of all sectors, the government may not be able to increase its share of education spending.

Sub-sectoral financial allocations must be examined to ensure that they are consistent with the government's stated policies.

1. Expanding the total resource envelope for education via more donor support: the Sierra Leonean government currently devotes a significant amount of its budget to education. Given the government's postwar demands in all sectors, there may be limited room for education to grow as a percentage of total expenditure.
2. Aligning subsector allocations with stated policies: The Sierra Leonean government will need to examine subsector allocations to ensure that they are in line with its policy goals.
3. Fostering public-private partnerships and cost recovery at the tertiary level: In comparison to other low-income African nations, Sierra Leone has a modest number of private elementary and secondary institutions. This, together with the lack of private institutions, creates the possibility of a future increase

in the proportion of private schools and universities. As a result, incentives for public-private cooperation at the postsecondary level are required.

### **Evaluation Criteria**

While formulating new rules, process-oriented policy analysis in education focuses on explicit goals (Sadler, 1985). Rather than comparing and contrasting various policies, policy analysis should be compared to evaluation criteria. Classroom conditions are appalling, and the government's efforts to address the situation have taken longer than expected. Overcrowding and a lack of teaching resources are widespread, as is damage to school infrastructure. Ineffective classroom management and updated teaching methodologies must be taught to teachers and administrators. The overwhelming number of inexperienced educators should be cause for concern. Pre-service and on-the-job training are both essential components of a comprehensive and long-term development strategy. Strategists must also be able to recruit and maintain highly motivated and well-resourced employees. Quality assurance: the system and its many levels of education must be examined on a regular basis, and the ability to provide ideas and suggest growth plans must be shown. To address these demands, an effective and trustworthy education management system is required. Quality assurance in education management systems may ensure that data is gathered and evaluated from planning through performance assessments and reporting. National student learning assessment system: There is no effective national system for assessing student learning. The West African Examinations Council (WAEC) tests are used to choose students for passage to the next level of education, not to assess the educational system. Pass rates do not indicate how much education a student has gotten since they are decided by the number of slots available at the next level of the system.

Sierra Leone's educational system is decentralizing, with local councils controlling government and government-aided primary and junior secondary schools (JSS). The local council will guarantee that instructors and pupils are appropriately monitored in addition to providing educational materials such as textbooks to teachers and students. Local governments must be held accountable for providing educational services and ensuring that schools are properly supervised by the federal government in order to improve the learning environment.

The quality of Technical and Vocation Education and Training (TVET) varies throughout the country, necessitating more stringent national criteria. The majority of the facilities are in poor condition, and the training equipment and other resources are either old or inadequate. The great majority of educators, especially those who teach technology, are unprepared. Each level of institution, their programs, and their teachers must meet a minimal standard.

Commercial firms control the majority of television education and training. Despite the fact that some students get government subsidies and other types of assistance, the expenses of attending these colleges preclude many prospective students from enrolling. The current state of tertiary education is insufficient, and more work is needed to increase efficiency and quality. The learning environment and outcomes are harmed by a lack of resources, and the presence of numerous non-teaching workers exacerbates inefficiency. Colleges and universities should be more proactive in developing programs that meet the country's vital future development needs. There are no special incentives in place to entice individuals to work in underdeveloped areas. There are no incentives for women and girls who want to pursue jobs in science or technology.

### **Policy Alternatives to Think About**

A conceptual framework for an education policy process analysis that includes actions directed by prior agendas must be hypothesized. Alternative policies are governed by national concerns such as: The

Education Act of 2004, the Universities Act of 2005 (2021), and the Local Government Act of 2004 are all examples of legislation.

1. Commitment to the Sustainable Development Goals, Universal Education, and Girls' Education
2. Options' affordability and long-term feasibility in light of the country's situation.
3. Strategic plans for the government and other development aims and objectives
4. The country's and the world's economic and social needs
5. A person's capacity to absorb, apply, and retain information

### **Plan of Action A**

Under this paradigm, private providers are anticipated to have a little role in providing education in Sierra Leone. At the school level, enrollment and transition rates are likely to skyrocket. As a consequence, the country's absorptive capacity, financial gap, and long-term survival when foreign aid is decreased are not taken into account. The cost of small class sizes and low student-to-teacher ratios is substantial. Pre-primary enrolment should attain 100% gross enrollment ratio (GER) by 2015, with 80 percent of pupils attending public or publicly financed schools, according to this goal. The education for all initiative sets ambitious ambitions, given that just 7.9% of pupils were enrolled in government and government-aided schools in 2003/04. Despite the fact that the main JSS transition rate in 2003/04 was just 65%, this model predicts a 95% before the JSS transfer rate by 2015.

Although the goals of this approach are noble, they are unlikely to be realized within the period indicated unless significant contributions are made.

### **Plan of Action B**

This model strives to be as realistic as possible, given the current conditions of events in Sierra Leone. While making estimates about enrollment, transition, and private engagement rates, accurate in-country absorption capacity and sustainability assumptions are developed. Despite being somewhat higher than ideal, Sierra Leone's student-to-teacher ratios and class sizes are considered to be reasonable considering the country's present developmental status. Based on Action Plan A, this model updates preprimary GER, the percentage of students in government-assisted institutions, primary to JSS, JSS-to-SSS transition rates, and pupil-teacher ratios. The education budget deficit in Action Plan B would be much lower than in Action Plan A. By 2015, the total number of primary school pupils enrolled will be the same as under Action Plan A, but the financing gap will be less. Enrolments in Action Plan A are inadequate at other levels, although they are more realistic than Action Plan A's enrolments.

### **Plan of Action C**

Every district would have a government-run or aided pre-primary school, with primary school class sizes and pupil-to-student ratios maintained to a minimum. Furthermore, the primary to JSS transition rate is higher than in Action Plan B, given the goal of universal primary education. Further adjustments to Action Plan B have been made due to optimism about the availability of funds and the government's ability to sustain the conditions required under that plan. The improvements under this sort of compensation would result in much lower pupil-to-teacher ratios in elementary and junior high schools. Enrollment in higher education programs would increase in comparison to Action Plan B, notwithstanding the expense of remote education. While Action Plan A and Plan B both have the same number of primary pupils in 2015, the financial disparity in this scenario is less.

Enrollments are greater at all levels of schooling than in Action Plan B, yet achieving them would be challenging owing to the short amount of time available until 2015. Education financing requirements are predicted to be more than twice as high as domestic resources by 2015. This raises concerns about the country's long-term existence and competence.

### **Plan of Action D**

This paradigm might be seen as a compromise between numerous action plans. A more efficient method, reduced repetition rates, and a more fair allocation of instructors in the classroom are all required. The new model has a far lower student-teacher ratio than Action Plan C and distributes more money to each grade level. When comparing this model to the previous one, the basic premise is that it is more efficient, less expensive, and provides a greater return on investment in postsecondary education. Due to the model's changes, pupil-to-teacher ratios at the elementary and secondary levels would increase, but the overall effect on teachers' remuneration would be decreased. In comparison to Action Plan C, there would be an increase in tertiary enrolment, owing to a predicted increase in remote education enrollment.

### **Policy Implementation**

Changes in governance are often included in education reform proposals (Levin, 1998). Governance reforms are becoming more widely recognized as an essential to boosting school performance. Decentralization of education has been proposed as a result of this theory. The government's drive toward decentralization as a fundamental educational strategy has resulted in a slew of important educational reforms (Karlsen, 2000). No policies were introduced into the legal framework after Sierra Leone's 1964 Education Act until the big postwar revisions started in 2001. (p.135, World Bank Report) The following acts were enacted between 2001 and 2004, all of which had an influence on education:

The NCTVA Act of 2001, which created the NCTVA as an independent bid, established the National Council for Technical, Vocational, and Other Academic Awards (NCTVA) as an independent bid in 2001.

The organization acts as a clearinghouse for technical and vocational education qualifications, as well as teacher training. The MEST is also in charge of technical and vocational school accreditation. The Polytechnics Act of 2001 established polytechnic institutions and polytechnic councils. The NCTVA develops the curriculum, organizes student enrollment, and hires administrative workers, as well as overseeing and controlling polytechnic institutes and awarding degrees and certificates. Polytechnic councils are also responsible for a variety of additional tasks.

The Tertiary Education Commission Act was enacted in 2001, creating the TEC to regulate postsecondary education growth. Its functions include providing higher education advice to the government, raising funds for higher education, analyzing higher education institution budgets, and ensuring that the programs provided are relevant to students. In addition, the commission is responsible for ensuring that workers are treated fairly in terms of admissions, working conditions, and growth possibilities.

The 2004 Institution Act, which merged the Njala and Fourah Bay Colleges into a single university, gave birth to the Njala University and the University of Sierra Leone. The Act allows for the establishment of private universities, and institutions may exercise administrative and academic autonomy at their discretion. The 1964 Act is replaced by a new Education Statute (2004), which lays out how the educational system is structured, administered, and governed, as well as who is accountable for what in the system. The Local Government Act of 2004 marked a return to decentralization in education after more than 30 years of centralized administration. The Act transfers core education responsibilities from the federal government to state and local governments.

### **Methodology**

The school system in Sierra Leone is the topic of this investigation. This article focuses on Sierra Leone and the policies in place in the country's education system. To address questions on how successful the education system is and the impacts of colonialism on the education sector, qualitative data collection and analysis methodologies were employed. The qualitative approaches are used to define the underlying



issue in Sierra Leone's education system, to assess the gravity of the problem by evaluating the words used to express it, and to provide remedies. The primary approach for data extraction was case studies on the education system in Sierra Leone and West Africa as a whole, which were conducted by reputable analysts. The case studies examine the history of educational research in Sierra Leone, including an overview of the studies conducted and their outcomes.

### **The Research Methodology**

The nature of the study and the data needed to answer the research question affected the research design significantly. The main benefit of adopting qualitative approach to conduct a study is that it allows the researcher to have a deeper understanding of the subject at hand. Because they concentrate on first-hand experiences that research participants have had in the subject of study, qualitative designs are seen to be more valuable (Williams & Moser, 2019). Because the method of data collection used in qualitative research is time-consuming, the data is primarily concerned with the quality of the information gathered rather than the quantity. As a result, a qualitative research design is well suited to answering questions such as why and how the phenomenon occurred.

Instead of using numerical data in a qualitative study, a qualitative research strategy collects data and conclusions in a written prose manner. As a result, in order to make sense of the data acquired, the qualitative research design must likewise utilize a qualitative style of analysis. The statistical procedures used in quantitative data cannot be used in this study. This sort of data analysis is often carried out using word coding (Aspers & Corte, 2019). The questions and observations utilized in this research were not organized into distinct topics. Nonetheless, the data analysis methods used aid in highlighting the study's most important themes. This also necessitates that the researcher directs the research in the direction of the study's major goals. The researcher's goal with this study was to expand their overall thinking capacity and overall sense of the research to ensure that all of the study's elements were captured (Roller, 2019). This strategy aids in gaining a better understanding of the research industry's activities. Finally, the qualitative research design takes into account the current circumstances at the time of data collecting. There are some visual and nonverbal clues that the researcher may notice during data collecting and which may have an impact on the final outcome. The tone with which information is delivered might be a major factor in determining the study's ultimate outcome.

### **Data collecting methods**

Data was gathered using a variety of approaches, the most common of which were observations of the education sector's progress over the years, the implementation of concepts in government policy documents, and discussions of the perspectives of education industry owners. The majority of the research focused on examining different authors' works and their perspectives on both private and public education, as well as formal and informal education. Surveys were conducted at educational institutions such as Sierra Leone's Njala University, where the college results were examined and the execution of policies by the institution's management was assessed. The efficiency of the institution was reviewed, and judgments were drawn based on a critical examination of its development through time. Through an institution's internal review, the educational program was also evaluated, and summaries of the findings were created.

The World Bank's reports were reviewed, and they revealed a low living standard for Sierra Leoneans, which was attributed to the education system's structure. The number of students in attendance for the year, the satisfaction instructors have with their teaching environment, the number of educated teachers, and the gross enrollment percentage for higher education centers were some of the techniques used to assess the progress of the education sector. The country's education legislation also included information on the government's policies throughout time, such as the polytechnics act, the Tertiary Education Commission Act, and the Education Statute.

### **Analytical method**

One of the qualitative data analysis methodologies that may be utilized to undertake a theme analysis is textual analysis. In order to analyze the data acquired, textual analysis was used, in which material was classified and extensively reviewed in order to uncover needed themes within the data (Richards & Hemphill, 2018). These topics include educational policies, how successfully they were executed, the obstacles the educational sector has in delivering excellent education, the impact of colonialism on the formation of educational policies, and potential solutions to the issues the educational sector faces. These issues guided the study in generating a thesis and conclusion for the criticism of Sierra Leone's educational system.

### **Methodological justification**

The finest approaches for this study were case studies, which considerably aided in the creation of answers to a variety of important challenges. Apart from observations, secondary data was mostly employed for data collecting. Methods used in the case studies included numerical analysis of persons and organizations, as well as a summary in the form of computed rates of information acquired. The research technique allowed for the incorporation of a variety of parallels (Williams & Moser, 2019). To sum up, it was also suitable since historical data was crucial in developing the present policy. The research methods have limitations in that the cases used may reflect the writer's interpretation of the situation rather than the actual results of population tests. There are more research methods that can be used to generate data for proper analysis.

### **Conclusions and Recommendations**

Words are valued less than actions. Following action plans that are clear and attainable to accomplish is one strategy to fix the difficulties in Sierra Leone's education system. Every person participating in the Sierra Leone education system's decision-making process has a key responsibility to play in ensuring that suitable methods and policies are implemented. According to the findings of this study, government efforts can be bolstered by increasing educational funding, balancing teacher-to-student ratios by hiring more teachers, verifying TVET credentials, reviewing the methods of selecting students for higher education institutions, and improving decentralization in education. The Sierra Leone education sector will transform as a result of the combined efforts of all parties involved, improving literacy levels and the quality of life of individual individuals. Change is only possible when everyone involved is on board.

Sierra Leone's education and development are still a problem 60 years after independence from British colonial rule. This paper examines the educational system's colonial history and historical development in order to better understand these conflicts. Sierra Leone has spent the past decade at the bottom of the Least Developed Countries list. The country's adult literacy rate has remained stagnant, with significant levels of illiteracy.

In Sierra Leone's education system, a host of challenges remain unaddressed. More research of Sierra Leone's colonial legacy and its impact on the education system is needed. Although I feel that equilibrium is required to precisely assess educational and developmental characteristics, it is questionable if education can effect development in Sierra Leone. In Sierra Leone, bookish education is widespread, and there is major worry about the feasibility of education as a development investment, similar to the concerns stated in 1904. In our day, importing an educational system, social standards, and Western values into an African state has become a more pressing problem. The examples demonstrate that frameworks are not uniformly applicable. It is much too easy to fall prey to the illusion that what works in one country may not work in another. This kind of reasoning requires a high level of academic ability.

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