

The Perceptions of Stakeholders on Post-War Reconstruction of Secondary Education in Kailahun District, Sierra Leone

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Abstract— The study investigated the perceptions of stakeholders on the problems and solutions of post war reconstruction of formal secondary education in kailahun district which is located in the eastern province of sierra Leone, and is comprised of fourteen [14] chiefdoms. The target group comprised of Inspectors/ Supervisors of the ministry of Education, Science and Technology in kailahun district, NACSA, UNICEF,IRC,NRA, Principals, teachers, pupils, community teachers associations of secondary schools and missions/ proprietors in partnership management of secondary schools in the kailahun district. The study sample comprised of 97 respondents. The study essentially involved the identification and description of stakeholders perceptions of problems and solutions in the postwar reconstruction of formal secondary education in Kailahun District in Sierra Leone. The major instruments used to collect data for the study were questionnaires, group discussions, observations and interviews. Questioners were developed and administered to all categories of respondents and questions were pretested to ascertain the uniformity of the items. The data collected was analysed in descriptive and qualitative ways and presented in tables. The findings and results of the study were summarized and conclusions drawn.

I. INTRODUCTION/BACKGROUND

The education received by the human resource of any nation determines whether a nation stays poor or pulls itself out of that poverty into which Sierra Leone has fallen as a consequence of the ten year long conflict.

Sierra Leone has a very rich educational tradition and occupies a prestigious place in the history of mankind as having a series of first in the Western educational provision...the first boys' school known as the Sierra Leone Grammer School in 1845, the first girls' school...the Annie Walsh Memorial School in 1849, and the first University ...Fourah Bay College in the sub. Sahara Africa. In addition most of the administrators, doctors and teachers in English speaking West Africa were educated in Freetown, Sierra Leone. At independent, Sierra Leone inherited the western type of education system. The system was biased towards academic gifted students who entered tertiary education and finally found employment in government offices. The aim of the system was to nurture civil servants and government administrators in the colonial and post independent governments. The majority of Sierra Leoneans were excluded from the education system.

The reason was that very few vocational and technical institutions existed in the country to cater for the majority who could not complete formal schooling. Those who failed were unable to re-enter the system and had few alternative

institutions to turn to. It is not surprising that literacy levels remained low due to the country's educational system and that fewer than 15 percent of children aged between 5 .11 attended schools and only 5 percent of children between 12 and 16 years were in secondary schools.

With the advent of the war, substantial portion of the population displaced by the war were either in refugee camps in Guinea or in Freetown and other bigger towns, the impact of the war on schooling and literacy level in Sierra Leone was devastating. Majority of the teachers were forced to flee to the capital or out of the country and a lot of schools were either totally destroyed or damaged. It is true that no country can develop above the literacy of its population and that the only route to literacy is through education. Therefore the government of Sierra

Leone and other local and international organizations tried every effort to move Sierra Leone away from its predicament.

The 23rd of March 1991 marked a crucial turning point in the political struggle in Sierra Leone. The Revolutionary UNITED Front, led by Coporal Foday Saybana Sankoh, launched an armed rebellion at Bamalu in Kailahun District of Sierra Leone. This rebellion engulfed almost the whole country leaving untold wickedness, extreme criminality and cruelty on the economy, the infrastructure, the social life of people, the educational institutions and the very lives of the people of Sierra Leone.

The former secondary education in Kailahun District, which is the case in point, was well established though not devoid of some problems of the war. Secondary education in Kailahun District today suffered most in the hands of the then war more than any other district in the country. The destruction done to the secondary education system in the district is grave and massive. However, the desire of the beneficiaries, the people of the district, International and National Non governmental Organizations, Community Based Organizations to reconstruct and rehabilitate education in Kailahun district was enthusiastic.

It is assumed that Kailahun district is endowed with very rich natural resources but such resources could only be positively exploited through meaningful and quality education.

Research Objectives

1. Identify the number of secondary schools in Kailahun District before the war.
2. Describe the facilities that existed before the war.

3. Explain the disruption of secondary education during the war.
4. State the number of schools that have been reconstructed.
5. Identify the roles and discuss the major perceptions of problems of Stakeholders in the reconstruction of secondary education after the war.

II. METHODOLOGY

The study was carried out in kailahun district which is located in the eastern province of sierra leone, which is comprised of fourteen [14] chiefdoms. The study investigated the perceptions of stakeholders on the problems and solutions of post.war reconstruction of formal secondary school education in kailahun district, Sierra Leone.

The target group comprised of Inspectors/ Supervisors of the ministry of Education, Science and Technology in kailahun district, NACSA, UNICEF, IRC, NRA, principals,

teachers, pupils, community teachers associations of secondary schools and missions/ proprietors in partnership management of secondary schools in the kailahun district. The study sample comprised of 97 respondents and a random sampling was made of 10 secondary schools

The major instruments used to collect data for the study were questionnaires, group discussions, observations and interviews. Questionners were developed and administered to all categories of respondents and questions were pretested to ascertain the uniformity of the items.

The data collected was analysed in a descriptive and qualitative way and presented in tables. The findings and results of the study were summarized and conclusion Result and Discussion

Table I shows some background information on secondary schools in Kailahun District before and after the war.

TABLE I. Shows some background information on secondary schools in Kailahun District before and after the war.

No	Name of School	Chiefdome Location	Location Town	Level of School	Category of School
1.	Methodist Agricultural Secondary School	Peje West	Bunumbu	Forms 1.5	GOSL Assistant Co.educational
2.	St. John’s Vocational Secondary School	Peje West	Bunumbu	Forms 1.5	GOSL Assistance Co. educational
3.	Wesley Secondary School	Njaluahun	Segbewema	Forms 1.5	GOSL Assistant Co. educational
4.	Holy Ghost Secondary School	Njaluahun	Segbewema	Forms 1.5	GOSL Assistant Co. educational
5	Njaluahun Methodist Secondary School	Njaluahun	Bandajuma Kpoiuhun	Forms 1.5	GOSL Assistant Girls School
6.	Pendembu Vocational Secondary School	Upper Bambara	Pendembu	Forms 1.5	GOSL Assistant Co. educational
7.	Muslim Brotherhood Secondary School	Upper Bambara	Pendembu	Forms 1.5	GOSL Assistant Co. educational
8.	Law Memorial Secondary School	Malema	Jojoima	Forms 1.5	GOSL Assistant Co. educational
9.	Methodist Secondary School	Yawie	Bandajuma	Forms 1.5	GOSL Assistant Co. educational
10.	Jawie Ahmadiyya secondary School	Jawie	Daru	Forms 1.5	GOSL Assistant Co. educational
11.	Methodist Secondary School	Luawa	Kailahun	Forms 1.5	GOSL Assistant Co. educational
12.	National Secondary School	Luawa	Kailahun	Forms 1.5	GOSL Assistant Co. education
13.	Islamic Secondary School	Luawa	Kailahun	Forms 1.5	GOSL Assistant Co. education
14.	Tahir Ahmadiyya School	Luawa	Kaikahun	Forms 1.5	GOSL Assistant Co. education
15.	Kissi Bendu Secondary School	Koindu	Kissi Teng	Forms 1.5	GOSL Assistant Co. education
16.	Kissi Tongi High Secondary School	Kissi Tongi	Buedu	Forms 1.5	GOSL Assistant Co. education
17.	St. Michaels Secondary School	Mandu	Baiima	Forms 1.5	GOSL Assistant Co. educational
18.	Mandu Secondary School	Mandu	Mobai	Forms 1.5	GOSL Assistant Community Supported Co .education

There were eighteen (18) secondary schools in Kailahun district before the advent of the civil conflict in March 1991. These schools were all Sierra Leone government assisted and are providing general secondary education for the communities, the children of the district in particular and the country in general. These schools seemed to be strategically located in towns and chiefdoms within the district with every chiefdom having secondary school(s) or being within a reasonable distant to a secondary or schools.

Until the advent of the war, all schools were functional and providing secondary education facilities for children and other social facilities for the different communities in diverse capacities.

With the destructions or damages done to the school systems in general, some of these schools could not start functioning up to the moment of this study. It is in this vein that only ten (10) functional schools were selected for the

purpose of this study. These sample schools were however believed to adequately and appropriately provide for the purpose of the study.

According to the table above there was only one Girls secondary school (Njaluahun Methodist Secondary School at Bandajuma Kpoiuhun in Njaluahun chiefdom. The Mandu secondary school at Baiwala in the Mandu chiefdom was a community sponsored school. All sixteen (16) school were co-educational and Sierra Leone Government assisted and all providing secondary education from Forms I-IV in their various communities.

The sampled secondary schools formed part of the eighteen (18) recognized and Government Assisted schools in Kailahun even before the war. These schools started formal operations at the start of 2002/03 academic year in response to the declaration made by the Sierra Leone Government.

TABLE II. Background information of sampled secondary Schools in Kailahun District.

No	Name Of School	Year Founded	Location-Town & Chiefdom	Type Of School	Category Of School
1	Njaluahun Methodist Secondary School	1951	Segbwema Njaluahun	J.S.S & S.S.S	GOSL Assisted (co-education)
2	Methodist Secondary School	1959	Kailahun Luawa	J.S.S & S.S.S	"
3	Wesley Secondary school	1962	Segbwema Njaluahun	J.S.S. & S.S.S	"
4	Holy Ghost Secondary School	1966	"	Pre vocational/Technical secondary School	"
5	National Secondary School	1968	Kailahun Luawa	J.S.S	"
6	Jawie Ahmadiyya	1969	Daru, Jawie	J.S.S & S.S.S	"
7	Pendembu Vocation Secondary School		Pendembu, Upper Bambara	Per Vocational/Technical Secondary School	"
8	Methodist Agricultural Secondary School	1973	Bunumbu, Peje West	J.S.S & S.S.S	"
9	Tahir Ahmadiyya Secondary School	1986	Kailahun Luawa	J.S.S	"
10	St. Johns Vocational Secondary School	1987	Bunumbu Peje West	Pre vocational/Technical Secondary School	"

With numerous difficulties and problems, the schools are functioning at varying levels in their different towns and chiefdoms. The table (table II) gives the background information to the sample schools.

The data in Table II reveals that only two (2) secondary schools in Kailahun were founded before independence – 1951 and 1959 respectively. All other secondary schools were founded between the 1960s and 1970s. There are three (3) proposed Vocational/Technical Junior Secondary schools and five (5) schools that are at both Junior and Senior School levels. All schools are government assisted and co-educational.

School Facilities Before and After the War

The study did not distinctively investigate or identify school facilities that existed in the secondary schools before. The evidences of facilities that might have existed in the secondary schools could only be traced from the wreckages of the destroyed or badly damaged school structures. Classroom buildings, offices, stores, toilets stand without doors, windows, roof and CI roofing. No trace of any of the furniture, teaching and learning materials that could be mentioned as facilities of any of the schools before the war.

Human resource, mainly the teachers are the only facilities traceable as far back as before the war, even though grossly low in numerical and subject discipline strengths. (See Table to note the disparity between teachers rolls in schools before and after the war).

The main educational facilities worthy of note could be that all schools provided secondary education from Forms I – IV with only one school – the Methodist Secondary School, Kailahun providing education up to sixth form level. Also, the Pendembu Vocational Secondary school at Pendembu and the St. John’s Vocational Secondary School, Bunumbu were providing some Vocational/Technical training of courses in typing, woodwork, tailoring and farm practices (mainly in animal husbandry and crop propagation).

After the war, very little or none of the facilities that existed in these schools could be traced except for wreckages of schools structures in many cases. Comparatively school facilities were far better before the war than after the war. The

school structures were totally destroyed in many instances and badly damaged in all others.

However, the sampled schools and some others alike are barely managing to provide educational services to the needy pupils and communities.

To mention some physical or structural facilities in the schools after the war, some reconstruction/rehabilitation programmes are underway in very few secondary schools

These are:

1. That two (2) four classroom buildings have been reconstructed at Holy Ghost Secondary School at Segbwema in the Njaluahun chiefdom (without furniture).
2. At the Jawie Ahmadiyya Secondary School, Daru in the Jawie chiefdom, two (2) buildings comprising of sixteen (16) classrooms, an office and a library have been reconstructed. Also the construction of a self help staff quarters building (with two apartments) is near completion. The construction of school water well, 5 rooms VIP toilets are well under way and that all classrooms, library, staff room and offices, have been provided with furniture by NGOs.
3. At the Pendembu Vocational Secondary School, Pendembu in the Upper Bambara chiefdom, a seven (7) classrooms building has been rehabilitated by NACSA under HIP (Contingency Poverty Budget)

At the Methodist Secondary School, Kailahun in the Luawa chiefdom, an eight (8) class rooms building has been rehabilitated again by NACSA.

In other schools, some temporal structures are built to provide classrooms and furnished with raffia cane benches for pupils and very few tables and chairs for teachers. All such efforts to let the schools continue are from the communities and School administrations. Two secondary schools; the Methodist Agricultural Secondary School, Bunumbu and the Tahir Ahmadiyya Secondary School are operating at different premises. Methodist Agricultural Secondary School is operating in one of the damaged buildings at the then Bunumbu Teachers College campus while the Tahir Ahmadiyya Secondary School is presently operating at the Roman Catholic primary school campus and in the afternoon hours.

For all other facilities; the schools are grossly understaffed, very inadequate teaching and learning materials/equipments, no facilities for the Vocational/Technical Secondary Schools to kick of the system, very limited sporting and recreational facilities except footballs and rough playing grounds.

In conclusion, the school facilities after the war are not conducive for quality learning or education as anticipated by the government and people of Sierra Leone.

Secondary School Staffing Before and After the War

TABLE III. Teachers Roll in the Sampled Schools.

No	Name of School	Before War			After War		
		Male	Female	Total	Male	Female	Total
1	Methodist Agricultural Secondary School	25	3	28	11	-	11
2	St. John's Vocational Secondary School	18	5	23	6	1	7
3	Wesley Secondary School	20	2	22	22	2	24
4	Holy Ghost Secondary School	26	6	32	19	-	19
5	Njalaahun Methodist Secondary School	15	7	22	14	-	14
6	Jawie Ahmadiyya Secondary School	26	4	30	18	-	18
7	Pendembu Vocational Secondary School	36	3	39	16	1	17
8	Methodist secondary School	34	4	38	16	0	16
9	National Secondary School	40	6	46	21	-	21
10	Tahir Ahmadiyya Secondary School	-	-	-	7	-	7
Total 240		240	40	280	146	4	150

One of the resources that educational institutions lack in Sierra Leone is that of staffing. Secondary schools in Kailahun district were no exception from this carnage well before the war and this problem had worsened as a result of the ten years civil conflict. The variations in the numerical strength of staffing before the war and after the war are very significant which seems to be adversely affecting the very reconstruction of schools/secondary education in Kailahun district.

However the staffing strengths before the war were much more encouraging though not devoid of their constraints.

The table above shows a very significant difference between the district teacher roll before and after the war. The total 248 teachers before war as against 150 teachers after the war may greatly account for a significant problem in post-war reconstruction of secondary education in district.

Table IV shows the total number of pupils before the war as 5852 with the exception of two schools; Jawie Ahmadiyya Secondary and Tahir Ahmadiyya Secondary that could not indicate their rolls. Again the total pupil roll after the war (2916) is far below the total roll before the war.

TABLE IV. Pupils/Students Roll in Sample Schools.

No	Name of School	Before War			After War		
		Male	Female	Total	Male	Female	Total
1	Methodist Agricultural Secondary School	324	232	556	38	24	62
2	St. John's Vocational Secondary School	465	215	680	171	39	210
3	Wesley Secondary School	448	306	754	233	154	387
4	Holy Ghost Secondary School	710	216	926	181	81	262
5	Njalaahun Secondary School	560	100	660	256	93	349
6	Jawie Ahmadiyya Secondary School	-	-	-	508	131	639
7	Pendembu Vocational Secondary School	656	73	729	179	60	239
8	Methodist Secondary School	634	263	897	319	101	420
9	National Secondary School	400	250	650	210	78	288
10	Tahir Ahmadiyya Secondary School	-	-	-	45	15	60
Total		4197	1655	5852	2140	776	2916

TABLE V. Total School Population in the Sampled Schools.

No	Name of School	Before War			After War		
		Male	Female	Total	Male	Female	Total
1	Methodist Agricultural Secondary School	353	236	589	49	24	73
2	St. John's Vocational Secondary School	499	224	723	171	39	210
3	Holy Ghost Secondary School	741	224	965	200	81	281
4	Wesley Secondary School	473	309	782	255	156	411
5	Njalaahun Methodist Secondary school	575	107	682	270	93	363
6	Jawie Ahmadiyya Secondary School	-	-	-	526	131	657
7	Pendembu Vocational Secondary School	708	77	785	196	61	257
8	Methodist Secondary School	672	267	939	335	101	436
9	National Secondary School	447	258	705	233	79	312
10	Tahir Ahmadiyya Secondary School	-	-	-	52	30	82
Total		4468	1702	6170	2287	759	3082

Table V reveals the school population of Kailahun district before and after the war. The table further supplies the

different population strengths of the different secondary schools. It is noted that the school population before the war

was far more encouraging than it is after the war. Interesting to note again is the great difference between the male and the female populations before and after the war.

Generally, as been evident from tables great disparities existed between the female rolls and male rolls before the war and that situation is worsened after the war.

Stake-Holder's Roles in the Post-War Reconstruction of Secondary Schools/Education

Education is so much an extensive diverse, complex and expensive enterprise not only in terms of the achievements it seeks to develop but also in terms of the means by which it seeks to develop these achievements. In this vein, the setting up of an educational enterprise needs the cooperation and contribution of different people. The situation may better sometimes to start than to reconstruct or rehabilitate which is the exact situation in the formal secondary schools reconstruction/rehabilitation in Kailahun district.

The reconstruction of secondary schools, education in Kailahun district like any other part of the country involves the participation, contribution and cooperation of different stake-holders in education. Notable amongst them are the Ministry of Education, Science and Technology Officials, the Principals of schools the teachers, local and international non-governmental organizations, religious missions, community teachers associations and pupils of secondary schools. The roles of these different stake-holders may be unequal to one another but very significant for the success of the post-war reconstruction of schools in the district.

The government through the ministry of education is the major founder of education in the country. Subsequently the ministry of education provides the highest percentage of funds for the reconstruction of schools in the Kailahun district. The ministry negotiates for and seeks funds from both national and international organizations, foreign governments and donors to support post-war secondary school reconstruction programmes through implementing partners. The next role of the ministry is the payment of salaries for teachers and all workers in the ministry of education and other departments. This is the biggest role performed by the government through the education ministry.

The achievement of efficiency and sustainability in post-war reconstruction of schools and their general activities depend on the monitoring, supervision, and evaluation activities by a superior body, which is the ministry of education. Through the ministry's officials post-war reconstruction programmes/projects implemented by contractors, NGOs or partners are monitored, supervised and evaluated in the Kailahun district.

Non-Governmental organizations, agencies ND Commissions are essentially implementing partners of post-war school reconstruction projects and programmes in Kailahun District as the government of Sierra Leone, UN agencies or foreign governments or donors may construct them. In Kailahun district, these organizations are basically involved in the provision of furniture, teaching and learning materials to few schools. The Norwegian Refugee Council and IRC are implementing the community education Investment

Programme (CEIP) in supporting high-risk children in some secondary schools in district which is funded by UNICEF. In addition I.R.C is supporting community-teachers associations in small-scale income generating, projects to enhance them support pupils' education and schools in their communities, supporting school youth development through social clubs (Drama, Debate), and reintegration of ex-combatants and other war affected children in the school system.

The principals are the chief administrators of the secondary schools and are deeply involved in the reconstruction of these schools. Chief among the many roles they perform are: they are public relation officials between the schools and the ministry of education, science and technology. They promote ethical relationship among teachers, pupils and the communities. It is interesting to note that they are auxiliary teachers in most secondary schools in the district. Also, on behalf of their different missions, principals recruit teachers in their schools.

The role of teachers in any educational system is rather obvious. They represent a key input of a highly skilled labour force, which, combined with the educational plan and its allied services, produces "education" or at least "schooled" individuals. Although in difficult situation in the district; poor condition of services low and payment of salaries, little or no availability of teaching materials/equipments, lack of conducive infrastructure facilities, the teachers in the district are performing this all important role in the past-way reconstruction of schools in the district. Also the teachers are sometimes involved in the provision of labour especially in school with no external intervention yet in place. They so coordinate the provision of labour especially in school with no external intervention yet in place. They so coordinate the provision of temporal classroom through pupils and the communities.

The community – teachers association liaisons between school authorities and the large communities, the NGOs and the large communities in school reconstruction programmes/projects. Being parents/guidance or relatives funding and supporting the schooling of their children/wards and relatives, their roles are strategic in the post-war reconstruction programme of secondary schools in their communities. In addition to their financial contribution at either individual or community level, they are mostly involved in the provision of labour (unskilled or skilled). And other major role perform is the provision of local materials (stones, sands, sticks, canes etc.) for post-war reconstruction programmes. Land being a valuable natural resource and very meaningful to the rural people could not easily be relinquished; yet the communities and individual provide these valuable resources for school reconstruction and general school activities in their communities. Also knowing local/rural communities to be generous and hospitable to strangers, they also provide accommodation and play hosts to teachers, and other partners in school reconstruction activities in their various communities.

Being management partners in school management in the Kailahun district, the religious missions are also involved in the post-war reconstruction of their schools although their

involvement in the secondary school reconstruction and management is believed to be at a low degree. However the mission are performing the following roles in the schools reconstruction project/programmes: accessing NGOs, Agencies and donor to support their activities or school reconstruction programmes. Next is accessing or seeking funds, teaching and learning materials for reconstruction their supported schools. Advocacy for the approval and payment of teacher and the implementation of reintegration programmes in schools as partners to agencies like UNICEF and UNHCR.

The pupil/student is an integral component in the school system at all levels. It is the top most aim of any school to develop the pupil/student or learning as a whole and to be best capability of that child. In this vein the child plays significant role(s) in any school activity or programme. The pupils in the Kailahun district secondary schools are the immediate sources of human resource. They are involved in the extraction of sands, stones, gravel, and fetching of sticks, palm thatches for either building construction/rehabilitation or provision of temporal classrooms or benches. In some cases the financially contribute for the purchase of teaching and learning materials.

Stake-Holders' Perceptions of the Problems of Post-war Reconstruction of Secondary Schools/Education

The secondary school system in Kailahun district has been totally destroyed or badly damaged over the years. However with peace in the horizon, the government of Sierra Leone in collaboration with both local and international organizations, and other stake-holders in education such as NGOs, Mission, Principals, Teachers, Local communities and the Pupils are enthusiastic in their strides to rebuild/reconstruct or rehabilitate the secondary schools to effectively meet the challenges of the new 6-3-3-4 education system. It is not an easy task as education itself is a dynamic and extensive venture.

The problem of the reconstruction of secondary schools/formal secondary education has made more extensive demands as the result of the degree of destruction done to the system and the general community by the ten year old civil conflict. Being that the schools could not be reconstructed/rehabilitated as a separate unit or entity distinctive from the community, the whole problem is then compounded. Being also that the ventures or interventions in the post-war reconstruction of schools involve different stakeholders, problems are interrelated or interwoven.

On the part of the ministry of education, science and technology, the problems of secondary schools reconstruction in Kailahun district are perceived as; the total breakdown in the infrastructure-school structures/building, furniture and equipment, inadequate learning and teaching materials for schools, security and teachers welfare, breakdown in discipline among teachers and pupils, mass exodus of teachers from the teaching profession, low enrolment and retention rates, (more especially for the girl child) high use of drugs /drug abuse, high rate of handicapped and traumatizes pupils, high rate of prostitution and increase in violent crimes. Also, the facilities available to the ministry's officials at the district level are grossly inadequate and some essential facilities are

not even available. There is no modern system of communication between the district office and either the provincial or national headquarters. These are serious impediments to the effective and efficient functioning of the ministry in the district.

The question one would then love to ask is, how can the ministry effectively and efficiently coordinate, supervise, monitor and evaluate the schools reconstruction programmes implemented by partners on behalf of the Sierra Leone government through the ministry of education?

The principals and teachers form the teaching force and administration of schools not only in Kailahun district but in the whole country. The problems in the post-war reconstruction of schools as perceived by the principals and teachers in the district are over whelming.

These problems are: lack of relevant physical facilities for the implementation of the vocational/technical programmes, gross inadequacy in teaching materials, general inadequacy in school infrastructures, shortages of teachers in both quality (subject specialties) and quantity, very low proportion of female teachers to represent role models, non availability of small scale development funds in schools, insignificant attention of the government of sierra Leone, NGOs and Agencies to the post-war reconstruction of secondary schools/education, low community participation and cooperation in school reconstruction demands, ineffective reintegration programmes of ex-combatants and other war affected pupils and the inappropriate and ineffective implementation of some school reconstruction programmes by some NGOs/implementing partners.

In summary, the major problem of the teaching force is expressed as, teachers being the hardest hit is the prevailing severe economic climate with the galloping inflating. They can no longer keep themselves and their families on a meager salary that is often not paid on time. As a consequence they have resorted to alternative ways of enhancing their income- petty trading, or the ghost teacher syndrome, hence teaching has become a part – time activity for them. The end result has been low level of professional commitment and absenteeism.

The Religious missions have propagated their religious beliefs through education as early as they ever started spreading in the colony and the protectorates. They built their schools mainly to preach their religious doctrines; gain converts and spread their different religions (Islam and Christianity) in Sierra Leone. After independence, they continued to manage and administer their schools but with developments in education and politics, the Sierra Leone government took over the schools and they became government assisted schools with higher management and administrative powers more than the missions especially in the case of secondary education system.

However, these missions still have some interests in their schools and do render assistance and support to them. With the destruction of their schools by the civil conflict in the Kailahun district, they are involved in the post-war reconstruction/rehabilitation of their schools and faced with problems in their strides to rebuild these totally destroyed or badly damaged schools. Among the many problems they are facing are: Lack of adequate funds to rebuild or reconstruct

their schools, the missions largely depend on their foreign or parent missions to support their activities in the country, the reduction in fund or support received from their mission, had greatly contributed to their problems in rebuilding their schools in not only Kailahun but also the whole country, the missions also lack adequate logistics and manpower to effectively implement their spiritual and educational activities in and around Kailahun district, being non-profitable and non-commercial organizations, they largely depend on other local and international organizations, humanitarian institutions and individual for their support to help reconstruct their schools in the district had not received encouraging attention.

The highly reduced mandate that missions have in decision-making, management and administration of their schools have created much problem in missions supports to secondary education/schools particular at higher quarters in the missions. The growing indiscipline of pupils, teachers most especially toward the different religious activities in secondary schools has created a major prompt cooperation between the schools and the missions viz a viz missions support to secondary schools.

Non-governmental organizations, UN Agencies are highly involved in post-war reconstruction of secondary education/schools in Kailahun district. In their different programmes of interventions of post-war reconstruction of secondary schools, these organizations perceive their problems being the low prioritization of secondary schools reconstruction by their donors and the government of Sierra Leone. That project appraisal, approval and funding by donors for secondary schools reconstruction in Kailahun district had not most times won the attention of the government of Sierra Leone and the international donors. Secondly, the lack of cooperation, participation, and contribution by local communities are serious impediments to their project implementations in secondary schools in most communities of the district. Inadequate funding of projects for secondary school reconstruction and in some cases the late funding of such projects had contributed much to their ineffectiveness in implementations

The poor road network in the district and also from their headquarters to the district have always created difficulties in getting access to schools or targeted beneficiaries. The NGOs are also no exceptions to logistical and human resource problems. The misappropriation of project funds and materials by some unreliable staff members in the NGO sector is on the height and has attracted their donors and the government of Sierra Leone hence the non-confidence in the activities of some of the NGOs and their workers.

The problems of reconstruction of post-war reconstruction are secondary or indirect. Although they should really be in the fore front of post-war reconstruction of schools in their communities, they are most times less participative and cooperative. To them, their contributions in labour and provision of local materials should be fully paid for or financially compensated. Being a war-ravaged district, the communities are faced with problems of shelter and agricultural rehabilitation, which is their main occupation. It is perceived that their passive participation in school

reconstruction projects, their non-financial contributions are as a result of non-rehabilitation and resettlement of these all important aspects of their communities. Employment facilities are not also extended to communities in school reconstruction programmes within their communities. Instead people are employed from other communities or cities while they provide both skilled and unskilled labour freely. Moreover general poverty within the communities and the continual high financial demands in tuition and other schools charges have in some cases resulted in the withdrawal of their children from schools.

For the pupils/students, lack of learning materials, school infrastructures and basic educational facilities like games, sports, libraries, playing grounds are serious impediments to their learning. Secondly, the non-availability of facilities for the implementation of teaching/vocational system of education in schools is denying the pupils their chances of fully exploiting or developing their potentials. In most schools presently operating, there are inadequacy in the teaching of the sciences like, chemistry, Physics, Biology. Teachers are in few number and mostly not science oriented trained. Teachers are with over loaded teaching schedules some with more than three subjects to teach.

Pupils without parents/guidance to support their schooling are involved in labour, petty trading and early marriage (for girls) only to support their own schooling/ education. There are no effective reintegration programmes in many schools for ex-combatants and other war affected children.

Stakeholders Perception of Possible Solutions to Problems of Post-War Reconstruction of Secondary Schools/Education.

It is the anticipation of the government of Sierra Leone through the ministry of education science and technology to provide quality education for its people. This anticipation will only come through if all schools at all levels and all other educational intuitions that were destroyed or badly damaged by the ten years civil conflict are completely reconstructed or rehabilitated and more schools and other institution constructed to effectively and efficiently serve the educational needs of the people of the country. Complete reconstruction or rehabilitation in the sense means the provision of adequate and appropriate physical infrastructure of school and other institutions provision of adequate and appropriate teaching and learning materials, adequate and appropriate seeking of the welfare of teachers and other workers and making possible the effective and efficient implementation of the new education system (6-3-3-4).

Examine the Kailahun district situation, the stakeholder perception of problems post-war reconstruction and mostly interrelated and subsequently their perception of possible solution to post-war reconstruction of schools.

In the first place, post-war reconstruction of schools in the district should have been given the requisite attention it deserves. It is like a higher priority is given to the reconstruction of primary schools in the district than the secondary schools. The government of Sierra Leone through the ministry of education, and all other organizations, government and donors involved in post-war reconstruction of

education in the country should give a higher priority or attention to the reconstruction of secondary schools in the district. Secondary school plays the role of receiving or accepting the products of the base line of education (primary) and it is where the potentials of the learners are better developed.

The reconstruction of secondary primary schools in the district will only be effectively and efficiently implemented with adequate funding. School reconstruction programmes/projects in the district hinges on the unavailability of funds. Non- governmental organizations, Agencies Missions and Individuals, implementing school reconstruction projects in the district should be adequately funded and in time for meaningful and successful reconstruction of the destroyed or badly damaged schools. Without the reconstruction of secondary schools, there will surely exist a damaging gap in the education system or change in the district.

Complete and appropriate reconstruction/rehabilitation of the physical infrastructure of secondary schools is another situation to post-war reconstruction of secondary schools in the district. It is clearly evidenced that almost all secondary schools in the district were totally destroyed, badly damaged or vandalized. In other that these schools be able to provide quality education and educational services for the children and the communities, and also to provide facilities for the implementation of technical / vocational system of education, they should be completely and appropriately rebuilt to meet the demands of the educational goals of the nation. Adequate and appropriate classroom buildings, libraries, laboratories, stores, offices and all other structural requirements, for technical / vocational education. Boarding facilities should be provided in some schools even.

The achievement of sustainability and efficiency in the post-war reconstruction of secondary schools as earlier stated should be well monitored, supervised and evaluated. This strategy will create awareness in whose ever or whatever organization and implementing partner involved in post-war reconstruction of schools. Without proper and effective monitoring, supervision and elevation procedures the whole school reconstruction will only be left at the mercy of projects /programmes implementers and at the detriment of the district in particular and the country at large. The provision of adequate and appropriate teaching and learning materials could go a long way in the post-war reconstruction of schools. All secondary schools should be provided with the basic sciences, vocational and technical teaching and learning materials/equipments.

Despite being unpaid, paid late and working in extremely poor conditions, the principals and teachers in the Kailahun district are anticipating for the general educational reforms and the post-war reconstruction of secondary schools without any significant reward. In order to be able to count on the continuing support from these principals and teachers, the government and all other stake-holders in education must demonstrate ability to secure regular and increased remuneration for these key components of personnel at the cutting of the post-war reconstruction of secondary schools.

This is not to say that other groups of education sectors involved in post-war reconstruction of schools do not also deserve such reward, but merely to emphasized the fact that quality of teaching and learning in the classroom and in the field will be the key factor in determining the success or failure of the whole system of post-war reconstruction of schools. In this vein, remote area allowances, minimal housing facilities and remuneration scheme and conditions of service that would reflect current market conditions should be greatly considered for rural/remote area teachers and principals.

Moreover rationalization of pre-and in-service teacher education should form part of the school reconstruction package. This will bring about teachers being professionally upgraded in their fields of studies and also equipped to meet the demand of the diversified currula of the new system of education (6-3-3-4). The implementation of this system started during the war in 1993 when all schools in Kailahun district were nonfunctional and most of the teachers were in displaced persons camps or in neighboring countries as refugees.

Religious missions, proprietors should fully support the post-war reconstruction of other schools in the district. Parents bodies overseas or within the country must support their missions in the post-war reconstructions of schools in terms of adequate funding, logistics, teaching and learning materials/equipment. Perhaps the most revolutionary solution would be that the management and administration of secondary schools be returned to missions/proprietors in the interests of greater efficiency.

People are just returning to the different communities in the Kailahun district. They are mostly pre-occupied with general resettlement and rehabilitation activities of their communities. They are merely living in the realms of poverty and the bitter memories of the ten-year rebel war. To count on their continue and effective participation, contribution and cooperation in the post-war reconstruction of secondary schools within their communities, effective reconstruction and rehabilitation, resettlement programmes of these communities should be fully supported by the government of Sierra Leone and her partners in development. Being mainly agricultural oriented district, programmes of agricultural rehabilitation and resettlement should be emphasized. Shelter, health and sanitation, good road network, basic medical services/facilities, and building of capacities of community members will enhance their communities; otherwise they will live in the passive of schools reconstruction project/programmes.

Pupils/students attending secondary schools in Kailahun district are learning in extreme denial of what is quality education. To save the situation, schools should be provided with adequate and appropriate leaning materials, schools' physical infrastructures should be completely reconstructed with classrooms, and all other structural facilities, boarding facilities and recreational facilities. Adequate and appropriate teaching and learning materials/ equipments, resources and all facilities for the implementation of the technical/vocational system of education, especially for schools proposed to be technical and vocational secondary schools. Teachers should also be employed in schools to teach all subjects as may be

required by the curricular of the different levels of schools. Students/pupils should be given special financial and material assistances to continue their education in the mist of financial difficulties within their communities. Programmes or facilities to ensure increased access and retention of girls in education at all levels of secondary schools within the district should be implemented.

Guidance/counseling and psychosocial therapy programmes should be broadly provided at all secondary schools particularly at the points of transition so that pupils/students will make proper choices for their learning/education. Psychosocial therapy programmes mainly to deal with the behavior of pupils in and outside schools.

The Non-governmental organizations, Agencies, commissions are the main partners or implementing partners involved in post-war reconstruction of schools in the Kailahun district. For these organization to successfully perform their roles or appropriately and effectively carry out post-war reconstruction of secondary schools in the Kailahun district, their terms of references should be clearly stated, followed and implemented accordingly. There should be effective monitoring, supervision and evaluation of their post-war reconstruction activities in schools. However, the appraisal, approval and adequate funding of post-war schools reconstruction projects should be expedited for effectiveness and efficiency. Furthermore, needs assessment should be the basis for the implementation of post-war reconstruction of schools otherwise such programmes may prove meaningless to the target beneficiaries.

It is hoped that the provision of all stated services and facilities for post-war reconstruction of schools in Kailahun district would hasten, improve and solve the problems of post-war reconstruction of secondary schools in the Kailahun district.

III. CONCLUSIONS

The civil conflict in Sierra Leone greatly disrupted the whole education system in the country. It physically, socially, psychologically and emotionally affected almost all concerned with education and its development.

From illustrations and findings gathered by this study, secondary schools in Kailahun district have been beset by total destruction or serious damages that had accelerated the problems in the post-war reconstruction of these schools. These destructions and damages had made the functioning of the schools clumsy and inefficient.

In conclusion therefore, I would like to reiterate that with serious considerations given to the perceptions of problems and solutions identified by the stakeholders involved in post-war reconstruction of secondary schools in the district, there would be light at the end of the tunnel for quality education.

Further, that only with positive and wholistic approaches to the stakeholders' perceptions of problems and solutions of post-war reconstruction of secondary schools in the district that the chain of formal education system would be complete.

However, much consolation could be traced in the efforts and interventions made so far by various stakeholders in the

post-war reconstruction of secondary schools in the district in spite of extreme difficulties and constraints.

1. Some sampled secondary schools did not have organized community-teachers Associations. The general communities of such schools then represented the community-teachers Associations.
2. Since some secondary schools were not functioning at the time of this study, the study was limited to ten (10) sampled schools
3. Transportation and stationeries are much expensive today. Financial difficulties forced the researcher to limit the study to only ten (10) sampled schools.
4. The researcher was also faced with rigid academic work, assignments and examinations to limit this study to only ten (10) functioning schools in the Kailahun district.

IV. RECOMMENDATIONS

From the reflection of the results obtained from the study, the following recommendations are made to improve the post-war reconstruction of formal secondary schools in Kailahun district and for educational development in Sierra Leone.

1. Even though, the study was typically designed to identify and describe stakeholders' perceptions of problems and solution of post-war reconstruction of formal secondary schools/education in Kailahun district, it should be of interest to all stake-holders in education, teachers educators, students, development workers, international communities/organizations.
2. That the reflection of the results obtained from this study be a representation of the destructions done to secondary schools/education by the rebel war in other parts of sierra Leone.
3. The government of Sierra Leone and all parties involved in educational reconstruction in Kailahun district and the country at large explore all powers within them to completely reconstruct/rehabilitate all destroyed schools in the district and the country for the effective implementation of the new education system (6-3-3-4).
4. That in addition to support the post-war school reconstruction, donors, NGOs and the government of sierra Leone should provide students with school supplies, uniforms and transportation. Without these necessities, young people/pupils may not attend schools. Children/pupils in rural areas in particular need secondary schools in their communities or transportation to nearby schools.
5. As part of increased support for reintegration, donors and UNICEF should extend the Community Education Investment Programmes to all secondary schools in Kailahun district and expand the eligibility for inclusion under the programme.
6. The GOSL, donors and post-war school reconstruction programmes implementers must end the gender gap in education access and ensure that all education efforts emphasize and support the full and equal inclusion of girls especially adolescents, child's mothers, separated girls and married girls.

7. That the employment, approval and payment of teachers be expedited. Minimal housing requirement be provided for rural teachers. Remote area allowances should be paid to rural/remote area teachers and more teachers should be trained and employed in rural schools to meet the demands of the 6-3-3-4 education system.
8. Guidance/counseling programmes broadly provided in rural schools, especially in Kailahun district where ex-combatants and other war affected pupils form a good proportion of schools population.
9. Transportation, loan scheme facilities, funds for small-scale development projects and administrative allowances be provided for rural secondary school principals.
10. Communities should be assisted to form more effective teacher, parent/community and student associations that would quickly act to resolve local education issues when government structures lag behind.
11. The Kailahun district communities be completely rehabilitated, resettled in shelter, agriculture, road network, medical. Health and sanitation as their ill cooperation in school reconstruction programmes in their communities directly links to this fact.

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