



A

DOCTORAL THESIS

ON

“THE MANAGEMENT AND TEACHING OF

POPULATION/FAMILY LIFE EDUCATION IN A POST

CONFLICT SITUATION”

A CASE STUDY OF SIERRA LEONE

BY

BERESFORD MARCUS DAVIES
FREETOWN, SIERRA LEONE
AUGUST 2005

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**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
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THE FREETOWN LEARNING CAMPUS IN SIERRA LEONE.**

AUGUST 2005.

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EDUCATION IN SIERRA LEONE”**

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BY

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CERTIFICATION

I do hereby certify that the study on the "Teaching and Management of Population/family Life Education in a Post Conflict Situation: A Case study of Sierra Leone" Was carried out by Mr. Beresford Marcus Davies to partially fulfil the requirements for A Doctor of Philosophy in Population Education.

Signed_____

DR. PAUL KAMARA
(Chief Executive Officer-)
Sierra Leone Campus in Freetown.

ABSTRACT

MANAGEMENT AND TEACHING OF POPULATION/FAMILY LIFE EDUCATION IN SIERRA LEONE: A CASE STUDY OF A POST CONFLICT SITUATION.

By

Beresford M. Davies

Statement of the Problem

This study seeks to find out the extent to which the aims of population education have been achieved after the programme had been implemented for over a period of thirty years. The aims of the project is to contribute towards the improvement of the quality of life of Sierra Leoneans, the extent to which this aim has been achieved would also be of concern in this research. The general focus of the study is to investigate the extent to which population education has fulfilled its aims of providing a means of promoting educational relevance to the process of education in Sierra Leone, while focusing on teacher educators specifically. Over the past thirty years population education evaluation studies have been carried out in Sierra Leone but except for the studies of Amara (1986) and Davies (1991) found no significant work has been done on the impact of the programme on the target population. The study is interested in bridging the knowledge gap that exists in the area of population education implementation at the tertiary level in Sierra Leone and the secondary level especially as it exists at the Junior Secondary School level. In this study the extent to which new methods are being used and the difficulties encountered by the instructors in the use of the innovative

methods as role play, simulations , futures wheels, values clarification need to be examined.

An important aspect of any population programme is the cultural context within which it operates, the interaction between culture and innovative approaches as well as controversy, is of interest to the researcher. Amongst the issues of concern to this study also is the characteristic of the teacher educators themselves. The study posits that their demographic characteristics would be a factor in the effectiveness of the teaching and learning of population education. The study is also designed to find out how the new approach which focuses on emerging issues as against the general focus on all aspects of population education is impacting on teacher education. The impact of the war in terms of the availability of materials in the teacher colleges and even in the schools is another variable of interest to this study. How lack of materials affects teaching and learning is of import to the process of implementing the curriculum. is of great interest also as well as the experiences of teacher educators themselves, especially their coping strategies and how they can be shared with others.

Of significance also to this study is the extent to which the just concluded rebel war which lasted from 1991 and ended in 2002 has had an impact on the on the implementation of the population education project. Parameters of interest in this light would be the extent to which the war has affected the provision of resources and teaching learning materials. How the structure compares with similar programmes in the West African sub region would also be investigated during the study.

Sources of Data

Data for the study was obtained from both primary and secondary sources. The main source of secondary data were population reports , which are published annually by the UNFPA, the POPLINE CD-ROM produced by Johns Hopkins University's School of Communication Programmes, Evaluation Studies produced by programme evaluators, Internet searches of on-line data bases, other academic journals, such as POPINFORM also published by UNFPA among others.

Two sources of primary data were utilised in the conduct of the survey, the main one being the Knowledge, Attitudes and practices Survey and a focus group discussion with eight stakeholders who answered ten questions on the programme. They focussed largely on the policy and management aspects of the programme. In addition a set of short interviews focusing specific issues were conducted and they also provided data for the survey.

Methodology

Many tools were used to conduct the study the main tools being the above mentioned survey instrument, which was administered to 150, respondents. In addition a focus group instrument formed the basis of a discussion with a select group of teacher trainers, policy makers and experts in the field of reproductive health and population and development two programme component managers and two members of the United nations Population Fund Country office took part in these discussions. The survey instrument yielded a high return rate.

The data was collected analysed and presented in the form of tables and four hypotheses were stated and tested and the responses to ten objectives were discussed.

Major Conclusions

The following conclusions were arrived at that there was a high level of competence amongst those who participated in the POP/FLE Survey of 2005. There was however a low level of availability of teaching learning resources in educational institutions at both the tertiary and junior secondary levels of the educational system in Sierra Leone. These were could be explained largely as a problems caused by the Ten Year rebel war which destroyed the country's infrastructure. The study found out however, that inspite of the negative consequences of the war a high level commitment exists among teachers and mangers of population education programmes in Sierra Leone

Differences in emphasis and execution modalities were also discovered between the in-school and tertiary components of population education programmes in Sierra Leone. Inspite of these negative aspects of programme implementation some positive results had been achieved. Weaknesses were discovered in the managerial structure of the programme although the main sponsor the UNFPA is in the process of improving the capacity of its partners to deliver on programme goals more effectively. The management of the programme needs to e beefed up with more staff appointed and a more effective monitoring and evaluation system needs to be put in place with designated school inspectors for population

education, in addition to improving the capacity of existing school staff in proper execution of formative and summative evaluation processes as well as effective school record keeping , all of which would complement the teaching and management of the population education at all levels of the education system.

DEDICATION

I wish to thank God first of all for sparing my life and for his guidance and direction in carrying out this study. I also acknowledge with thanks and gratitude the sacrifices of my wife Augusta for her patience in bearing with me during this period.

I wish to acknowledge the support and guidance of my course director Dr. Paul Kamara of the Freetown Campus for their direction as well as Dr. David Le Cornu who directed the process.

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Chapter Preview

This chapter provides an introduction to the study. It encompasses the following elements of the study: introductory remarks, purpose of the study, statement of the problem rationale/justification of the study and a background of the case study, in it also the statement of the hypotheses and the assumed theory behind the study are considered. The chapter ends with a summary of the main ideas expressed in the study.

1.1 Introductory Remarks

The title of the study is “Teaching and Managing Population Education in a Post Conflict Situation a Case Study of Sierra Leone”. This title is reflective of the context within which population education is being implemented. The aim of this study is to examine the problems facing the implementers of the population education curriculum then teachers at the in-service level, the teacher educators and teacher trainees, at the pre-service level. In effect the study aims to examine the climate in which this programme is being implemented, the factors which determine its success, both external and internal and the extent to which the ten

year rebel war was an underlying factor may or may not have impacted on the teaching and learning of population family life education in the country.

1.2. Purpose of the Study

The study is designed to discover the extent to which the teaching and management of population/family life education has been successful as one of the vehicles for addressing the problems of reducing rapid population growth, whilst at the same time contributing to the attainment of a better quality of life for all Sierra Leoneans. The study targets in particular teacher educators of the Milton Margai College of Education and Technology, teacher trainees of the Bachelor of Education programmes in the Population /Family Life Education carrier subjects (Guidance and Counselling, Community Development Studies (CDS) Social Studies, and Physical and Health Education programmes) another group participating in the study are the in-service teachers who have received some training in the programme. Amongst other things the study will examine the level of competence of the three sets of respondents in terms of their understanding of the curriculum itself, their characteristics in terms of how the discipline has had an impact on their lives and how effectively the programme is being implemented and their level of training in the discipline and so on.

1.3 Statement of the Problem

This study seeks to find out the extent to which the aims of population education have been achieved after the programme had been implemented for over a period

of thirty years. The aims of the project is to contribute towards the improvement of the quality of life of Sierra Leoneans, the extent to which this aim has been achieved would also be of concern in this research. The general focus of the study is to investigate the extent to which population education has fulfilled its aims of providing a means of promoting educational relevance to the process of education in Sierra Leone, while focusing on teacher educators specifically. Over the past thirty years population education evaluation studies have been carried out in Sierra Leone but except for the studies of Amara (1986) and Davies (1991) found no significant work has been done on the impact of the programme on the target population. The study is interested in bridging the knowledge gap that exists in the area of population education implementation at the tertiary level in Sierra Leone and the secondary level especially as it exists at the Junior Secondary School level. In this study the extent to which new methods are being used and the difficulties encountered by the instructors in the use of the innovative methods as role play, simulations, futures wheels, values clarification need to be examined.

An important aspect of any population programme is the cultural context within which it operates, the interaction between culture and innovative approaches as well as controversy, is of interest to the researcher. Amongst the issues of concern to this study also is the characteristic of the teacher educators themselves. The study posits that their demographic characteristics would be a factor in the effectiveness of the teaching and learning of population education. The study is also designed to find out how the new approach which focuses on emerging issues as against the general focus on all aspects of population education is impacting on teacher education. The impact of the war in terms of the availability of materials

in the teacher colleges and even in the schools is another variable of interest to this study. How lack of materials affects teaching and learning is of import to the process of implementing the curriculum. Of great interest also are the experiences of teacher educators themselves, especially their coping strategies and how they can be shared with others.

Of significance also to this study is the extent to which the just concluded rebel war which lasted from 1991 and ended in 2002 has had an impact on the on the implementation of the population education project. Parameters of interest in this light would be the extent to which the war has affected the provision of resources and teaching learning materials. How the structure compares with similar programmes in the West African sub region would also be investigated during the study.

1.4 Rationale /Justification of the Study

Since independence in 1961, Sierra Leone has conducted three complete counts of its population, although the three counts lack comparability, as they did not take all population parameters into account when they were conducted. In spite of these lapses, the 1963, 1974 and the 1985 censuses provide the main baseline data that have been widely used for planning and other socio-political and economic activities in the country. In the absence of any other sources of reliable data the country and international organizations have been forced to rely on projections for the implementation of their projects and programmes. Outside of these sources the most widely quoted statistics on population has been the Multi Indicator Cluster

Survey conducted by United Nations Children's Educational Fund, which provides data on the status of women and children.

Based on the 1974 Census, the Government of Sierra Leone drew up a National Development Plan covering the period 1974/75 to 1978/79, which was designed to put measures in place to address population and development problems facing the country. This development plan was based on the population data that were collected during the 1974 census, according to this census Sierra Leone had a population of 2,735,159 as compared to 2,188,355 and it was growing at a rate of 1.9 percent during the two periods. During this period the rate of economic growth was about 2 percent per annum, Central Statistics office (1986). Through its sectoral plans the Government of Sierra Leone began to implement institutional reforms and carried out plans to develop its social infrastructure all of which moved the country forward in terms of its development.

Amongst these measures was the setting up of a National Population Commission within the Ministry of Finance, Development and Economic Planning. An integral part of this process was the development of a National Population Policy, which outlined the goals of population education, which was seen as one of the most effective ways of tackling population and reproductive health issues

Thomas (1976) noted that the trend by most demographers to see population problems as largely soluble via the development approach, that is if you put development parameters in place the problem will disappear. In pursuit of this goal, population education programmes were initiated in several countries since

the 1970s. Population education was adopted as a key development strategy for the development of human resources as Population Education had become an educational movement, with a range of intensive activities being undertaken all over the world. The general approach, which had been adopted, was the infusion/integration approach to the development of the curriculum.

The aims and goals of population education are derived from the National Population Policy of 1991 and the National Development Plan of 1974/765-1978/79. The Population Policy states

“The Sierra Leone Government aims by its new National Population Policy to reinforce and enrich national development especially human resource development improve the quality of life, of the people and enhance human welfare and dignity”. The policy went on to state that education was a key strategy in achieving the goal of an improved quality of life of Sierra Leoneans. “Education is the major means to develop the capacity of the human mind, alter individual perceptions, induce change in the value systems and behaviour and transform society” National Population Policy (1991).

In 1974 the National Development Plan had identified the need for Population Education as it would inform on the relationship between socio-economic development and population activities the implications of the changing demographic conditions on population behaviour. The expected role that population education would play in the process was by promoting awareness of population issues as was reflected in the goal of education as articulated in the plan. Government was expected by its education policy to:

Reorient and restructure the education system so as to maximize its contribution to socio-economic progress of the country.

In this vein a number of Population Family Life education Projects have been implemented in Sierra Leone, the first being in 1976. This was a direct response to the imperative for action exemplified in the National Population Policy. This initial project integrated population education concepts into Social Studies curriculum. The project however had limited impact as the carrier subject itself was a relatively new subject that lacked visibility in the curriculum. Furthermore in its early phase social studies was not an examinable subject in any of the public examinations in the country.

A second project was inaugurated in 1985, with a broader mandate of institutionalising population education in Sierra Leone. During this project the number of carrier subjects was increased to four, Home Economics, Social Studies, Integrated Science and Biology. Provision was also made for adult education programme to be brought onboard. There were two formal components the in-school and the tertiary. The tertiary component was managed by the Milton Margai College of Education and the Science Curriculum Department of the Njala University College. Due to problems of funding however the programme was terminated in 1988, without fulfilling its mandate.

In 1991 the UNFPA secured additional funding for the revitalization of the project, through a bridging phase. During this phase support was provided to the traditional partners to complete the tasks outlined for the 1985 project. Funding

was allocated for the resuscitation of the project at the Science Curriculum Centre, at Njala, the Milton Margai Teachers' College.

This bridging phase had as its main output the completion of the activities of the 1985 project. In this regard a series of activities were carried out, the production of materials for the four carrier subjects, in-service teacher training work shops, and an evaluation study of the level of success of the previous project, staff development, and the development of a source book for both in-school and tertiary levels. The development of these materials was premised on the following goals, which the project had articulated for population education in Sierra Leone. These were in large part derived from the policy guidelines mapped out by the Population Policy.

The main theme, which was in step with the Population Policy, was the improvement of the quality of life of all Sierra Leoneans.

The Long Term Goals were:

- To create awareness and understanding of population education related issues and demographic dimension at the dimension of the family, Community, National International levels and their implications both now and in the future
- To enable Sierra Leoneans make rational decisions and develop positive attitudes and values relating to population issues with a view to maintaining a rate of population growth that would be sustainable by the economy thereby enhancing a better quality of life.

A number of specific objectives were also identified for the project, these objectives were:

- 1) To understand the need for population data and develop positive attitudes towards accurate population and socio-economic data collection in Sierra Leone
- 2) Compare and contrast the population/resource situation in Sierra Leone and that of other countries so as to have an insight into the international dimensions of population problems
- 3) To acquire knowledge of human reproductive process, family welfare/management that will lead towards responsible parenthood
- 4) Recognise the inter-relationships between population situation and responsible use of environmental resources and thus avoid problems of mismanagement of resources
- 5) Clarify their socio cultural values as they affect the population situation in the family, and the community
- 6) Identify the implications of HIV/AIDS/STIs on the health of the individual and society
- 7) Appreciate and contribute to the implementation of the provisions of the National Population Policy

Based on the above noted goals and objectives of the Population Education Programme in Sierra Leone a scope and sequence pattern was articulated for the programme. A total of fifteen themes were identified. These thematic areas were:

- Population and Socio Cultural Life in Sierra Leone

- Population and Quality of Life
- Population situation in the World Today
- Population situation in Sierra Leone
- Sources and uses of Population Data
- Determinants of Population Change
- Population Distribution and Migration
- Population and Development
- Population and Environment
- Population and Health
- Population Issues in Agricultural Development
- Human reproduction and sexuality
- Women in Development
- Population Policies and Programmes
- Family Life Education

From the above enumeration of the population education content areas it can be seen that the scope of the population education programme developed for Sierra Leone within the 1991 Project was very comprehensive and covered the four major thematic areas of population education, which were family welfare, environment and development, safe motherhood and Responsible parent hood. This scope is also reiterated in the definition of population education derived for the Programme in Sierra Leone. This states that:

“Population Education is the Study of the population situation and its implications for the family, the nation and the world with a view of develop in the

learner/students responsible attitudes, values and skills through the process of rational decision making for better quality of life of the individual and their society both now and in the future”.

The population education programme was designed to raise awareness and provide learners with information that would lead to significant change in attitudes and behaviour with regard to specifically quality of life issues as well as the overall development of the nation. This was the general direction of the programme in Sierra Leone. During the Bridging Phase a decision was taken that a new Management structure be put in place to manage population programmes in Sierra Leone. This was an important step in the process as it was the first time in the lifecycle of UNFPA funded project that a singular coordinating body was set up to run the national Population Programmes in Sierra Leone. This new management plan was called a Population Consortium; this consortium was based on clusters representing the different stakeholders of population related programmes in Sierra Leone. These were basically the derived from the two major programme areas Reproductive Health and Population and Development Strategies.

The projects were then divided into clusters, which included for example the Census, Advocacy, Formal and non-formal education clusters. Each of the clusters had their own partners and they met regularly to plan and monitor the implementation of project components. A major process, which under girded the consortium approach, was the emphasis on the IEC approach.

A means of coordination was provided from two dimensions there was firstly and biannual meeting, which comprised of all partners and stakeholders that met to discuss policy issues. Permanent Secretaries of the different line ministries represented chaired these meetings on a rotational basis. At the second level was a Secretariat, which comprised of a Director, an Administrative Assistant, and a Secretary, a Finance Administrator, driver and messenger. This office provided overall coordination and oversight to the project.

This component however did not work due to problems of funding and coordination and had to be abandoned. The final nail on the coffin was hammered home by the escalation of the war. Another major factor was that the project was not based on an existing Country Programme Document.

A significant change occurred however, after the 1994 International Conference on Population and development in Cairo, as all the Population Programmes were changed. The Cairo conference set out a new mandate for population programmes all over the world as the 179 leaders who attended the Conference endorsed a Programme of Action, which examined three emerging issues (HIV/AIDS, Gender Women's Equity and Women's Empowerment and Reproductive Health and Rights. World leaders agreed to address these issues within a twenty-year framework beginning in 1994 and ending in 2014 with special monitoring and evaluation being done every five years. They also set up a monitoring and review mechanism at the regional level. As a result of this new direction a new Population project was developed for 2000. In this new project new areas were

emphasised. UNFPA became more visible in its implementation as it now developed a more visible posture as opposed to its past role.

For population education the failure of the IEC consortium approaches led to a new direction in the implementation of the project. The new directions emerged because of the reformulation of population education content in line with new directions charted especially after ICPD 1994. A new framework was developed and this framework was used to infuse these emerging issues into the in-school curriculum. A gap was however, established as no consideration was made for the tertiary/pre-service component of the programme or even the non-formal although these components were identified in the project document as one of the key outputs for Population Education.

Another issue affecting programme management was the absence of a country Programme that would have ensured that a holistic would have been used in the implementation of the programme as a whole. Thus the country had to rely on an ad hoc arrangement for the implementation of programmes. This of course would have had results for programme implementation, which forms one of the areas that this study seeks to address.

1.5 Background of the Case Study

The population growth rate of Sierra Leone has been gradually increasing over the years. In 1963, the census results showed that the total population was 2,297,964. The 1975 census reported a total population count of 3,002,000. Thus in twelve

years the population of Sierra Leone showed a growth rate of 1.9 percent, which was then lower than the average growth of 2.3 percent for the whole of Africa. Ten years later in 1985, the census results revealed an increase in the annual growth rate of the population of 2.76 percent 0.46 % growth from the 1974 growth rate. The population in 1985 was 3,750,000. From 1985 to 1990, considerable effort has been made in the health sector to reduce mortality rate in particular infant mortality. While the mortality rate was declining, the fertility level remained high so the growth rate of the population was on the increase. The projected population size of Sierra Leone in the year 2000 almost six million. The most recent census of 2004 by Statistics Sierra Leone showed a population size of 4.96 million meaning that over the past 19 years the country's population had only grown at the rate of one percent per annum, revealing that population growth rate had declined probably as a result of the war or may be some success had been achieved.

Sierra Leone is rich in mineral resources such as iron, bauxite, gold and diamonds. The climate and soil conditions in Sierra Leone favour the cultivation of most tropical crops e.g. rice which is the staple food in the country. In the eastern region, there are vast forests, which are a good source food wood used for making furniture and are also rich in cash crops like cacao, coffee and ginger. However, the export of cacao, coffee and ginger has gradually declined since 1980's and is now at very low ebb.

Despite the wealth in natural and agricultural resources the economy of Sierra Leone has suffered a serious decline since the 1980s. At the start of the 1990's

there was an acute shortage of most essential commodities due to lack of foreign exchange and the rampant smuggling of even the consumer goods that were imported. As a result of our inability to maintain a stable economy the country had to resort to the International Monetary Fund to enable us maintain the economy. The population was at this time growing at a rate of 2.3% per annum whilst the economy was in decline; an observable imbalance between the population and economic development in Sierra Leone then became evident.

The Sierra Leone Government decided to formulate a population policy that was geared towards redressing the imbalance between economic growth and population growth.

The Sierra Leone government aimed by this national policy to reinforce and enrich national development, especially human resource development improve the quality of life of the people and enhance human welfare and dignity

One of the main strategies adopted for achieving the above goal is through education because as is stated in the policy

“Education is the major means to develop the capacity of the human mind, alter individual perceptions, induce change in the value system and behaviour and transform the society”. It is therefore hoped that the incorporation of population issues in the educational process, mainly the curriculum will in the long run, produce the necessary change in values and norms of the nation.

Earlier in 1974, the development plan for 1974 - 79 identified the need for population education because as is stated in the plan – population education would reform on:

the relationship between socio economic development and population activities
the implications of the changing demographic conditions on population behaviour

The expected role that education should play in promoting the awareness of population issues was then reflected in the goal of education, which was stated in the same plan. Government in 1974-79 period should

“Re –orient and restructures the educational system so as maximize its contribution to the economic and social progress of the country”

In order to achieve the above goal, the first educational intervention into population issues in the form of a project. This was the population education project SIL /76/POI which successfully integrated population education into social studies at the secondary school level. The impact, though yet to be evaluated would be limited as social studies was innovative subject area. In 1985, another population education project SIL/85/POI was launched. The project started the integration of population education into integrated science, biology, home economics, and adult education. Funding for the project ceased in 1988, and that brought project activities to a stand still. In March 1991, a fund for bridging project was approved by UNFPA. The bridging project was intended to complete project SIL/85/POI. However, it was identified that for a successful integration of population education into other subject areas, there should have been in existence a population education curriculum per se for Sierra Leone

At a writing skills training workshop organized by the National Curriculum Development Centre (NCDC), the goals and general objectives for a curriculum in population family life education were defined. The writing skills workshop was a follow up to the presentation of papers for a source book in Population/ Family Life Education. The workshop successfully drafted a national population education curriculum for Sierra Leone. The curriculum developed for integration of POP/FLE into junior and secondary school subjects and adult education literacy programme.

The main theme in keeping with the new population policy is “Improvement of the quality of life in Sierra Leone.”

The long term goals are:

- to create awareness and understanding of population related issues and demographic dimensions at the family, community , national and international levels and their implications now and in the future
- to enable Sierra Leoneans make rational decisions and develop positive attitude and value relating to population issues with a view to maintaining a rate of population a rate of population growth that would be sustainable by the economy thereby enhancing better quality of life.

The general objectives are:

- 1) Understand the need for population data and develop positive attitudes towards accurate population and socio-economic data collection in Sierra Leone

- 2) Compare and contrast the population /resources situation in Sierra Leone with that in other countries so as to have an insight into the international dimensions of the population problems.
- 3) Acquire knowledge of human reproduction processes, family welfare and management that will lead towards responsible parenthood
- 4) Recognize the inter-relationship between population situation and responsible use of resources and thus avoid problems of mismanagement of the environment
- 5) Clarify their socio –cultural values as they affect the population situation in the family and the community
- 6) Identify the implications of the AIDS/STD disease on the health of the individual and society
- 7) Appreciate and contribute to the implementation of the provisions in the National Population policy for development, progress and welfare. Out of the 20 themes identified for the source book, 15 of them feature in the curriculum content.

These themes are:

- Population and socio cultural life in Sierra Leone
- Population and quality of life
- Population situation in the world today
- Population situation in Sierra Leone
- Sources and uses of population data
- Determinants of population change
- Population distribution and migration

- Population and development
- Population and environment
- Population and health
- Population issues in agricultural development
- Human reproduction and sexuality
- Women in development
- Population policies and programmes

Eight (8) themes were developed for integration into integrated science, seven (7) themes for home economics, seven (7) themes for biology, seven (7) themes for social studies and six (6) themes for adult education.

The themes “population and environment” and “determinants for population change” were developed for all the subject areas “population and development” was developed for all except biology, “population and socio cultural life in Sierra Leone was developed for all except integrated science, biology and home economics

“Population and quality of life” was developed for integrated science and social studies.

Population situation in (i) Sierra Leone and (ii) the world were developed for social studies. “Population distribution and migration” was developed for biology and social studies. Other themes reflected in the curriculum are; Population and education; and Population education in non-adult education

A scope and sequence chart is developed for four subjects. A scope and sequence chart was followed by a detailed teaching syllabus, which is in tabular form. For each topic in any of the themes the following were given:

- instructional objectives, concepts/core messages, content, teaching /learning activities, teaching aids and evaluation /follow up these made up the format for the detailed syllabus.

Although the last three mentioned are specific to the particular topic, yet they should be considered as suggestions which can be adapted for use according to the environment in which the topic is being taught. The evaluation however, should always measure the extent to which the instructional objective is achieved.

This population curriculum which is the first of its kind will be integrated into the national teaching syllabus which is being trial tested in secondary schools all over the country. The curriculum for adult education is to form part of an adult literacy package.

The teacher /tutors' guide provide relevant information and methodology for teaching the content in this curriculum and the source book will provide added background materials for teachers.

The final implication is the need to train teachers /tutors to teach effectively this curriculum in integrated form with the national teaching syllabus.

1.6 Hypotheses of the Study

During the study the following hypotheses and objectives would be investigated:

Hypothesis 1

There is a low level of competence in those who teach and manage population family life education programmes in Sierra Leone.

Hypothesis two

There is a low level of availability of teaching /learning and other resource materials for the effective teaching of population education in Sierra Leone.

Hypothesis three

The mode of inclusion of population /family life education into the curriculum does not allow for effective teaching and learning of population/family life education in Sierra Leone.

Hypothesis Four

There is inadequate support for the teaching and learning of population/family life education by appropriate authorities.

1.6.1 Objectives of the Study

- 1) To asses the level of competence of those who manage the programme.
- 2) To examine the factors which have contributed the success of the programme.
- 3) To asses the challenges faced by the programme.
- 4) To review, discover and discuss the attempted solutions to the problems faced by the managers of the programme.

- 5) To assess the general level of commitment amongst those engaged in POP/FLE programme.
- 6) To assess the degree of availability of resource materials and equipment for the implementation and management of the programme.
- 7) To assess the level of support given by relevant authorities to those who teach and manage the programme.
- 8) To identify and discuss the different methods used in teaching the POP/FLE in relation to their effectiveness.
- 9) To assess the level and type of training received by those who teach the programme.
- 10) To discover and discuss the opinions expressed about the programme by those who teach and manage the programme.

1.7 Assumed Theory

The underlying assumptions about population education programmes are that if learners are exposed to the knowledge base which is largely drawn from the field of demography, and health communications, and that if they are taught using skills and methods which enhance their degree of interaction, they can be taught in the long run to make rational decisions concerning the issues relating to population education as they affect their welfare. Thus population education programmes have stressed the inclusion of content on the population situation of a country, factors affecting its growth, size and numbers and how these factors affect development. Courses are drawn up with a demographic content, and methods such as critical thinking, decision making, and values clarification and so on are

used to teach the learners whether they are adults or children to adopt new ways of taking decisions based on the new values and perceptions they have acquired.

1.8 Study Period

The study was conducted between, the period March to April 2005, when the questionnaire was administered to the respondents. This period was chosen as it was now possible to administer the instrument to the respondents when they were in college, in the case of teacher trainees, and teacher educators and whilst the teachers were in school and not on holidays.

1.9 Summary of Chapter

In Chapter One, the study and its background were introduced. The chapter began with a preview, which detailed the content of the chapter and explained its components. A brief introductory remark spelt out the main elements of population education programme, which is the subject of this study. The purpose of this study is largely to discover what impact the war has had on the teaching, learning and management of population education programmes in Sierra Leone. The chapter also sought to explain why such a study is necessary as it can provide a means of improving the quality of the programme, and help to highlight what has worked and needs to be replicated and how what has not can be improved. A back ground to the case study shows how POP/FLE has been implemented in the past what its problems and solutions were examined as well as detailing its aims and goals, along with the structure of the programme. In this chapter also four

hypotheses of the study were stated along with the ten objectives the programme seeks to address. An assumed theory relating to the underlying assumptions which POP/FLE programmers make about the likely effect teaching of the subject would have or make on the learners whether they are young people or adult learners at the university or in Non-formal education centres.

CHAPTER TWO

LITERATURE REVIEW

2.0 Chapter Preview

In this chapter steps will be taken to examine the literature on population education, in terms of the theoretical perspectives, the stipulations about the content of the programme, the methodology used to teach the discipline, as well as the way the programmes has been structured in Sierra Leone. All major stake holders would be identified along with the roles they play in articulating population education. The chapter would also examine studies of population education programmes elsewhere in the world and their impacts on the successes of the programme.

2.1 Introductory Remarks

Population education is an interdisciplinary study, which combines knowledge from a number of related subjects with population studies and demography as the main knowledge base. Population education is one of the most rapidly growing educational innovations in the world. During the past thirty years, it has grown from a situation in which only a few countries had made any type of consolidated effort to include population education in the curriculum of educational institutions to the present situation where over a hundred countries are now at varying phases

of implementing their population education, family life education, sex education, or other related programmes. Only a few educational programmes have matched this pace UNESCO (1985).

An important definition was given by UNESCO-BREDA (1983), by a panel of population education experts describes Population education as, “An educational programme (formal and non-formal) designed to create awareness and understanding of population issues directly related to social economic and cultural development of the individual, family and nation; enable informed decision making on population matters in order to contribute towards the improvement of the cultural and economic welfare of the individual, the family and the nation...”

In studying population education programmes experts have identified four perspectives which guide the choice of content and the mode of inclusion of population education into the curriculum. These four perspectives according to UNESCO (1984) are the Family welfare framework, the Human sexuality and reproductive health framework, Environment and economic development frameworks. The choice of which of these frameworks to adopt is based on the socio-cultural context and stage of development in which societies find themselves. In Africa family welfare is a prime concern for population educators, whilst Latin American countries are more concerned with environment and economic development.

2.2.1 Geographical Background of Sierra Leone

Sierra Leone lies on the west coast of Africa, between longitude 10° and 13° west of Greenwich and latitude 7° and 10° north of the equator. The Country is bounded by Guinea on the North and North East, Liberia on the South East and the Atlantic Ocean on the West. Because of the country's tropical location, Sierra Leone enjoys a hot wet tropical climate, with six months of rainfall and a dry season of six months. The Dry season lasts from November to April and the rainy season is from May to October. An extra dry and cool period known as the Harmattan occurs during the dry season this runs from mid December to around mid February.

The country occupies a total area of 27, 925 square miles or 74,000 square kilometres. According to the census Sierra Leone has a population of 4.97 million persons with over 52% of them being female and 48 percent male. The country's population can be described as youthful, with young people accounting for 50% of the population.

Sierra Leone is made up of four provinces, twelve districts and 149 chiefdoms. The capital city Freetown is a primate city with one seventh of the national population. The level of urbanization which is currently 40% is rising rapidly causing problems of urban congestion, overcrowding and a consequent lowering of the quality of the environment. A major cause is the rapid rate of rural urban migration which was further accelerated by forced migration during the war, with some contribution by natural increase.

The country has consistently been classified as the least developed country, in the world being ranked also at the bottom of the Human Development Index. The

Infant Mortality rate is high at 250/1000 whilst the maternal mortality is considered as the highest in the world at 2000/100,000 deliveries. Literacy level has been, put by the Ministry of Education at 35%. School enrolment has reached 1.2 million children at the primary level.

2.2.2 Historical Background

Sierra Leone was inhabited by a number of indigenous tribes such as the Limbas, who also are considered the earliest inhabitants. Other groups such as the Themnes and Sherbros came later. The country was visited by many Europeans, Portuguese. One of these visitors Pedro da Cintra landed on the coast in 1462, as part of the Portuguese attempt to discover a sea route to India. Startled by the appearance of the coastal mountains, and the experience of thunder claps, he called the place Sierra Lyoa – Lion Mountains.

Portuguese influence was short lived, because at first the Dutch, then the French and finally the English displaced them. They later founded a settlement for freed slaves in 1787. This was administered by the Sierra Leone Company. Because of attacks by the French, the British Government declared the settlement a Crown Colony in 1808 – a protectorate was later declared over the rest of the country in 1896.

British Colonial rule lasted until 1961 when Sierra Leone became independent. The country is a democracy, with two major parties. The Sierra Leone Peoples Party (SLPP) and the All Peoples Congress (APC). The first prime minister was

Sir Milton Margai who led the country to independence. He was succeeded by Sir Albert Margai in 1964. In 1967 after a controversial General Elections, the Military staged a Coup D'etat, their and set up the National Ruling Council led by Brigadier A. T. Juxon-Smith. They were overthrown in another coup and civilian rule was restored in 1968, and the All People's Congress came to power under Siaka Stevens. Under the APC, the country became a republic in 1971, and a one party state was declared in 1978. Sierra Leone has had a turbulent political history since then. This period was characterized by misrule as many state institutions were destroyed. To sum it all a system of political and economic patronage became the common practice. In 1992 another coup led to the overthrow of Joseph Saidu Momoh the successor to Siaka Stevens.

In 1991 a rebel war had erupted in the South East of the country; spearheaded by Foday Sankoh's Revolutionary United Front (RUF) on March 23rd 1991. This war which lasted for ten – 10 years saw the total destruction of most if not all of the country's social, political and economic infrastructure. As a result of the war over 50,000 Sierra Leoneans were killed. This rebel war also led to massive displacement of the populace, with over 1.500,000 displaced and over 500,000 fleeing the country as refugees. In a bid to restore peace the West African Economic Community intervened through its Economic Community Monitoring Group (ECOMOG), a peacekeeping force in Sierra Leone which went a long way towards restoring peace and political stability. This force made up of troops from Nigeria, Ghana, Mali, Guinea and elements from other West African states helped the government in its fight to retain control of the country

Elections were held in 1996 under the National provisional Ruling Council of Julius Maada Bio. Under the NPRC steps were taken to prepare for democratic governance with the setting up of institutions such as the National Commission for Democracy, the holding of National Consultative Talks and the initiation of peace talks with the RUF. As part of this initiative the Lome Peace Accord was signed between the RUF and the Government of Sierra Leone. The Sierra Leone People's Party led by Dr. Ahmed Tejan Kabba emerged victorious and formed a broad based democratically elected government. This government was overthrown in 1997 by the Armed Forces Ruling Council (AFRC) led by Lieutenant Colonel Johnny Paul Koroma, who later collaborated with the RUF to take over power. However; democratic government was reinstated in 1998 with the help from the Nigerian dominated ECOMOG.

A United Nations intervention force was mandated by the UN to restore peace in Sierra Leone, United Nations Mission to Sierra Leone (UNAMSIL), with a peace keeping mandate was set up. This mandate was however not robust enough because the Revolutionary United Front with whom the Government signed the Lome Accord was not operating in good faith. UNAMSIL and had to be beefed up by British Special Forces, initially the Royal Marine Commandos and later special military units. These British interventions helped to finally consolidate peace brought peace. Steps were then taken to reconstruct the country, restructure the army, rebuild civil society and reform the economy and restructure civil service and restore civilian government control over the country. Some of the key institutions that aided this process were the Special Court to try those who had command and control responsibility for the atrocities that were committed by the

fighting forces during the War. To promote peace and reconciliation a Truth and Reconciliation Commission was set up which took evidence from stakeholders and other interested parties concerning the war.

Amongst other steps taken to ensure natural stability – were the following

1. Restructuring and reforming of the Army
2. Restructuring the Police Force
3. Civil Service Reform
4. Governance Reform
5. Decentralization of local government
6. Conduct of local government Election

2.2.3 Economic Environment of Sierra Leone

Sierra Leone is largely an economic economy. Production is based in subsistence. Agriculture with a few cash crops such as coffee, cocoa, oil palm and ginger, and piassava were the major products exported. The country is a leading producer of the following minerals, diamonds; rutile bauxite and also had significant deposits of gold, iron ore a. Before the war, export of minerals provided a major source of foreign exchange for the economy. The loss of these sources of revenue negatively impacted the economy of the country during the war as these mines were closed down and their facilities destroyed or were occupied by rebel forces. This was especially so for the diamond mining fields. The country's diamonds were blacklisted and declared as conflict diamonds as a result, the government lost control over the economy. Another significant source of foreign exchange is the

fishing industry; the country is richly endowed with vast marine resources although it has not been fully able to utilise this resource because of poaching by foreign owned trawlers and their mother vessels.

The informal sector provides employment for most Sierra Leoneans as the government does not have the economic capacity to absorb a large proportion of the workforce. At the formal sector level the government has been able to reduce inflation to 5% per annum. The exchange rate has also stabilized at 2,950 Leones to US\$. 1.00. The country's economy is to an extent largely donor driven as Donor support accounts for 55% of government expenditure as government has not fully established control over the economy. Institutions such as the National Revenue Authority have been set up as a means of collecting revenue. A National Privatisation Commission has also been set up to privatise economically weak parastatals. Government has fulfilled conditions for full implementation of the Highly Indebted Poor Countries or HPIC initiative. The country has also prepared an Interim Poverty Reduction Strategy Paper (IPRSP) which specifies measures the government would take in its bid to reduce poverty to sustainable levels. This has been followed by a full Poverty Reduction Strategy Paper (PRSP). This is a requirement of the International Monetary Fund as well as the International Bank for Reconstruction and Development for any country that requires foreign development assistance. Sierra Leone is now only waiting the scheduling of an International Donor's conference that will commit funds for the various sectoral projects.

As the level of investor confidence is increasing more and more investors are coming in, the Chinese have set up an export processing zone(EPZ), another Chinese company is interested in investing US\$ 260 million in the Tourism Industry (Minister of Tourism and Culture, 2004). At the same time traditional sources of economic stability such as the mining sector are coming on stream again. All these factors would contribute along with POP/FLE to improve the quality of life of the people.

2.2.4 The Educational System of Sierra Leone

Sierra Leone has adopted a 6-3-3-4 system of education, according to the NEW Educational Policy of 1992; this involves six years of primary, three of Junior Secondary and four years of post secondary education. All pupils are guaranteed nine years of basic education that is six years of primary, and three years of secondary education. The country has a primary school enrolment of 1.2 million meaning that almost 80% of school age children are in School. There are over 250,000 pupils in secondary school. The total number of school teachers according to the Teachers' Union is approximately 18,000, most of whom teach in primary schools. Higher institutions of learning include four teacher's colleges and three polytechnics and two universities. Almost all educational institutions are supported by the government, and private schools are regulated by the Ministry of Education Science and Technology (MEST). The ministry has a supervisory arm the Inspectorate Division which monitors compliance with the Education Act and provides the basis of approval of new educational institutions. An institutionalised POP/FLE project is directly under the Guidance and Counselling Unit of the

Ministry of Education, which also controls directly the In-school and Non-formal education components, whilst the Tertiary Education component is run by the Milton Margai College of Education and Technology (MMCET).

2.3.0 Definitions of population education

Depending on what is or is not emphasised different experts have given different definitions of population education. In spite of this seeming confusion there is agreement on a number of components, these points of agreement are that it involves a process, that methodologies that emphasises change in behaviour are indicated, the process of decision making is emphasised.

Viederman (1972; 42) defines population education as , “The process of by which the student investigates and explores the nature and meaning of population processes, population characteristics the causes of population changes and the consequences of these changes and processes, characteristics on the family, and nation and the world”.

Another writer on population education Massialas (1972) stated that Population education is the process of inquiry into the nature of human populations, and human consequences of demographic change. The main purpose of population education is to help the individual make rational decisions about population matters as a member of his family, local community, as well as the world communities; utilising appropriate information sources and inquiry skills”. These two definitions note that the purpose of population education is to enable

individuals make decisions, about population issues when provided with knowledge and inquiry skills that will allow them to investigate these population issues at the level of the family, community, nation and the world. Some definitions focus on the distinction between population education, population studies and demography.

One of the most all-embracing definitions was that of Mary Turner-Lane and Ralph E. Wileman (1978). Population education is the study of human populations and how it affects and is affected by several aspects of life- physical, social, economic, ecological and political. They view the main area of concern of population education as the study of people as they live in families, in villages, in cities, in nations here and now as well as in other places, other times and in the future. It is the study of basic needs and how they are met, jobs and how they are provided, income and how it is provided, natural resources and how they are used, services and how they are financed as well as human sexuality, human reproduction and family responsibilities. It is reporting and interpreting data as well as examining values, attitudes and mores. It is thinking about quality of life and finding out ways of improving it. It is establishing relationships dealing with cause and effect and exploring options. It is the means whereby students can be helped to make responsible decisions as members of a family, country, nation and the world.

In the African region, the Consultative Meeting of National Population Education Directors, meeting in UNESCO-BREDA, Dakar in November 1983, adapted the following definition for population education as;

“An educational programme (formal and non-formal) designed to:

- create awareness and understanding of population issues directly related to social economic and cultural development of the individual, the family and the nations;
- enable informed decision-making on population matters in order to contribute more effectively towards the amelioration of socio-economic and cultural welfare of the individual, the family, and the nation. The individual decisions of every decisions of every citizen on this matter could have implications for the present and the future.

At the national level which is our major concern the National Programme in Social Studies (NPSS) integrated with Population Education adapted the following definition for Population Education in Sierra Leone:

“ A study of the population situation and its implications for the family, community, nation and the world, with a view to develop in the learners/students, responsible attitudes, values and skills through the process of rational and informed decision making for better quality of life of the individual, that of the society both for the present and the future.

In examining definitions of population education it is important that distinctions be made between Population Education, Family Life Education and Sex Education.

We shall begin by looking at Family Life Education; this discipline is defined as “an educational process designed to assist young people in their physical, social, emotional and moral development as they prepare for adulthood, marriage, parenthood, ageing as well as their social relationships within the context of the family and society. The concept family life education is used to denote emphasis

on content dealing with family, individual and community issues. Secondly it may denote more socio-culturally accepted term than population education or sex education.

FLE aims at fostering family solidarity, assisting family members cope with the changing demands at different of family life to ensure wholesome relationships within the family. Some countries in Africa call their population education programmes Family Life Education as in the case of Kenya, and Tanzania.

The other term that is used is Sex Education. This is an educational programme to prepare men and women, so that they might fulfil, their functions as men and women. It is meant to help them understand the functions of sex, and the role it plays in their lives and to assist them to utilize their natural sexual capacities adequately and responsibly.

2.3.1 Conceptualisation of Population Education

Population education is also designated as Population/Family Life Education which is now the most commonly used conceptualisation of Population Education programmes. Using this framework UNESCO identified the characteristics of Population Education/Family Life Education as programmes which; is part of a learning process that is problem centred. It is also seen as multidisciplinary, and is concerned with the improvement of the quality of life of the people.

Any population education programme that is relevant, must be therefore be relevant to the social and economic development goals of the nation, and must be consistent with the educational aims of the country. To be relevant the goals must reflect the speeches of national leaders, National Development Plans, Population Policy documents, Educational Policy Development Plans. In the African context population education is increasingly becoming a source of educational renewal, sand relevance and curriculum improvement.

Ukaegbu, (1986) noted that “populating education programmes began in the 1970s with a dozen Asian, Latin American, and North African countries, launching in and out of school programmes. By the mid 1980s it had taken root in about eighty countries, mainly in the developing regions, UNESCO had introduced 100 population programmes into the education systems of these countries.

In sub Saharan Africa over thirty countries had done the same, of these 24 had secured direct funding from United Nations Population Fund (UNFPA). Within the period also seven had requested technical assistance from United Nations Educational Scientific Cultural Organization has set up their own population education programmes.

“UNESCO (1970), defined population education from the perspectives of its two main components with population education being defined as an activity which:

- Is part of a total learning process
- Is problem - centred;
- Derives its content from population studies, and is concerned mainly with population related interactions of individuals, families, communities and nations: and
- Is aimed especially at improving the present and future quality of life”.

The second perspective was that of the objectives and goals in which the general goals and objectives of population education were identified as:

“to enable learners to acquire knowledge, skills, attitudes and values necessary to: (a) understand and (b) evaluate the prevailing population situation, the dynamic forces which have shaped it and the effects it will have on the present and future welfare on themselves, their families, communities, nations and the world; (c) make conscious and informed decisions , and (d) respond either by an intention to act or by an action itself to population situation and problems in a conscious and informed manner.

Similar formulations of the aims of population education were also being done in Sierra Leone, in 1976 with the setting up of a national Population Commission in 1978.

In the formulation of population education programmes a number of important processes have to be followed. The first step in the process would involve the identification of the population problems and issues affecting the society. This

should take into consideration the population, family formation and family life situation in the country. The major issues and concerns of the government and the society also need to be understood before such a programme is formulated.

Another question to address is the impact these issues and concerns would have on the ultimate goal of attaining sustainable social and economic development. To assess this requires that a baseline be established to set the parameters that would guide programme implementation.

Such a study would need to cover the following areas traditional and other forms of population education and their effectiveness, existing knowledge and attitudes of parents, teachers and students about the major core messages of the major population and family life issues. Another set of variables to be incorporated in the study would be the ideas of key stakeholders about the content of population education, it would also speculate about what the emerging issues would be in the future. Leigh-Olotu (1985) noted that, The perception of population and family life education issues are viewed in the context of the country's cultural, economic, political, space and how they impinge on the problems of sustainable socio economic and political development of the individual, the family, and the nation. Leigh-Olotu S. (1998). The author also went on to state the steps to be taken in developing such a curriculum. The first step is to review the existing body of knowledge in terms of objective, and content of population education and other subject in the curriculum of educational institutions in the country. The next step in the

process is that of formulating of a definition, rationale, aims/goals and objective of population education in the formal education sector.

In the process of preparing a conceptual framework these are the key areas to be covered:

- The meaning of population family life education in the context of the society's population programme
- Rationale
- Aims/goals
- Objectives
- The core population education thematic areas and rationale for selecting them
- Thematic and sub thematic areas.

In an analysis of Population education programmes UNESCO (1985 pp.7-11) noted that overall objectives of population education is derived initially from the developmental needs of a country and its people, at both the micro and macro levels. These needs require individual actions to achieve personal, family community and national goals. The individual actions required are often different from current normative behaviour. The development policies explicitly and implicitly provide direction for population education programmes, as they strive to alter perceptions and behaviours of the learners. They noted further that many characteristics of population education programmes are relatively rare.

In the same review the following characteristics were outlined for population education programmes. A population education programme is a complex mixture of many activities. There is however no particular sequence that these activities must follow as a number of the activities may be going on simultaneously. The elements are as follows

- The start of population education programmes
- Curriculum and materials development
- In-service training of teachers
- Pre-service training of teachers.
- Programme management
- Monitoring Population education programmes progress and improving their quality
- The transition to an integral part of the school programme.

These elements can be considered as common to all population education programmes and all national programmes must take action on them at one stage or the other.

Population education curriculum arrangements

Leigh (1990) found out that different countries have used various approaches in placing Population Education within the appropriate school or teacher education curricula. These approaches include integration with “carrier subject”, a separate unit approach and treating population education as a separate subject. Some countries have adopted one or a combination of these approaches. It may be understood that there is no best or worst approach. The eventual approach depends

upon factors such as existing local conditions, for instance availability of resources, teacher expertise, the need dictated by the state of national curriculum development at the time when Population Education was being introduced into the curriculum, and the priority accorded to Population Education by the Government.

One of the approaches used to is the separate subject approach; this approach is used in many countries in their teacher education programmes. The separate subject approach is aimed at providing knowledge about population processes and the quality of life of the individual, the family, community and the world. It also assists learners to achieve a positive change of attitudes towards population issues and their implications. And also helps learners clarify their values concerning population issues so as to make informed and rational decisions about them.

Population education is a multidisciplinary in nature in nature. Leigh (1990) found the separate subject approach to be most popular in teacher education programmes.

The separate subject approach has a number of advantages and disadvantages. It provides more time for an in-depth and comprehensive treatment of Population Education as a discipline. It is also easier to evaluate course content. The use of the separate subject approach reduces the possibility of overlapping and repetition of content. It provides an opportunity for specialization in the course. It is easier to design a single subject than to combine it with other subjects. It is cost effective in time and requires a smaller number of trained lecturers to teach it and fewer materials.

A major disadvantage of the separate subject approach arises when Population Education is not an examinable subject.

A number of curriculum approaches are used when developing a population education programme the most common approach used to include population education is the integrated approach. This approach has often been justified on the grounds that the curriculum is already overcrowded and as such there is little room for another discipline. Furthermore, it is argued that divorcing population issues from the context in which they exist may lead to limited understanding of their importance. Students it is argued need to see the wider perspective within which knowledge exists and not only from a compartmentalized perspective. Integration refers to the process that involves the infusion from one subject discipline based on the integration threads that already exist in the host discipline. For instance population concepts can easily be infused into a population geography course as both disciplines have strong affinity.

The integrated approach is advantageous as it does not require the recruitment of specialist lecturers as the lecturers in the carrier subjects are used. It is economical in time tabling as no extra space needs to be provided in the time table to teach population education. Longer exposure is provided the students and also ensures that lecturers do not skip topics they are not comfortable with. Lastly students acquire a deeper meaning and greater relevance of population education emerges.

A research study by Lewin (1970) shows that discussions were ten times more effective than lectures or talks in promoting change in behaviour of learners. In a study he found that 32% of the sample attempted the changes suggested by the group as compared to 2% of those who listened to talks.

2. 3.2 Population/Family Life Education in Sierra Leone

Sierra Leone began its first population education project early in the 1970s and was in fact one of the pioneers of population education programmes in Africa. According to Olotu-Leigh (2005) population education added value to the Social Studies programme by creating a new dimension to this budding discipline that was being introduced at about the same time by the Curriculum Centre. The programme was renamed National Programme in Social Studies with Population Education. This project was implemented by the newly established United Nations Population Fund with strong support from UNESCO and the International Labour Organization.

The implementation of the project was done through materials development workshops, in-service workshops and sensitisation seminars for teacher's heads of schools and educational administrators. An expert was appointed to help implement the project. Training was also done out of Sierra Leone with staff of the Curriculum Centre going study tour to Thailand and other countries. By 1986 a programme in Social Studies for secondary teachers was designed by the Centre for Teaching and Learning (CREST) at MMTC. Population education was integrated also into Home Economics another core subject that was offered largely

by girls in the school system. By the second project SIL/PO1/85, population education had been expanded to the Njala University's Science Curriculum Development Centre in a bid to increase the coverage for teacher educators and pre-service teachers in the secondary school. This project faced problems as it was not completed and had to be terminated in 1987.

This project was resuscitated in 1991, with the appointment of a Chief Technical Adviser who set up a Bridging Project. During this phase the project was evaluated and a baseline established for the implementation. Large scale teacher training exercises were conducted at the in-service and pre-service levels and materials were developed for both levels. Project personnel were also trained in Nigeria and in Kenya at the Centre for African Family Studies with UNFPA sponsorship. According to Josie Beckley (1991), the training provided the background for the effective implementation of pre-service teacher training and curriculum materials development. Population education was integrated into carrier subjects such as geography, mathematics, home economics, social psychology and English. Curriculum guides and a sourcebook for Pre-service teacher education were developed. At the end of this project it was recommended that a Population Information, Education and Communication Consortium be set up under the control of the Ministry of Education Youth and Sports (MYES). This consortium approach was based on five thematic clusters, with a project coordinating office at the Curriculum Centre. There were five clusters with POP/FLE under cluster 'A' which was responsible for the formal education component. A series of in-service workshops were held to train teachers and seminars to develop the capacity of project staff.

This project continued till 2000, when a new project came into being. This was as a result of the deliberations held at the International Conference on Population and Development held in Cairo in 1994. A major shift occurred in the project with emphasis now being put on emerging issues of HIV/AIDS, Reproductive Health and Rights and Gender Women's' Equity and Equality. The later concept was further articulated in the Beijing Conference on Women held a year later in 1995. The shift to emerging issues saw a major break from the old mode with these issues now occupying centre stage in the population and development debate.

A number of attempts have been made to evaluate the POP/FLE project the latest was done by Olotu-Leigh.

Leigh-Olotu (2002 pp 12-15) found out that there was an inadequacy in the design, of the Population Family Life Education project for Sierra Leone as there was an absence of a Tertiary/Pre-service and Adult Education components in the existing project. This he noted reflected an undue reliance on the in-service approach to teacher training for the new emerging issues being integrated into selected carrier subjects in the primary and secondary school curricula. He also noted the absence of a linkage between the Population/Family Life Education project and the Reproductive Health programme.

The main outputs of the project were

1. Strengthened institutional and technical capacity of the Ministry of Education Youth, and Sports (MOYES) to provide Family Life education (FLE) to students and teachers in secondary and primary schools.
2. as result of project activities population family life education has been integrated into the following carrier subject syllabuses: Science, social studies, home economics, prevocational studies, agriculture, and physical health education at the Upper Primary level.
3. At he Junior Secondary school level the integration has been into social studies, home economics, agricultural science, and physical health education
4. And at the senior secondary the subjects were health science, home management, Sierra Leone studies, biology, and agricultural science.

Leigh (opus cit.) noted that further, that “Inspite of the above achievements the project had not carried out the integration properly as there was as one of the three emerging issues treated that is the Gender related issues were not fully reflected in the syllabuses. He suggested that this gap should be rectified before the materials were released into the schools. The project had also produced a counselling manual to be used in training of counsellors but this manual had not yet been deployed. The project had also not updated the teaching learning materials for population education, and there was also a significant absence of a teachers’ guide/ methodology book which would have facilitated the teaching of the programme. Furthermore, the training of the 1080 teachers proposed had not been carried out, despite the fact that staff of the National Curriculum Development Centre and the Ministry of Youth and

Sports had been trained for that purpose. He also identified another fundamental flaw, which would also hinder the implementation of the curriculum that is the lack of emphasis on behaviour change communication as a strategy for delivering population education content. The second output of the project was “Increased knowledge and induced change in attitudes and behaviours on Reproductive Health issues through the institutionalisation of the teaching of population education in primary and secondary schools. This he noted had not been done.

One of the main recommendations made by Yissa and Poopola (2000, pp23-25) was that the Guidance and Counselling Unit of the Ministry of Education should be given the task of coordinating the implementation of Population education programmes in Sierra Leone. This had been done by 2002 though the project was faced with the problem of lack of technical capacity within the designated unit. Amongst the constraints facing the implementation of population education in Sierra Leone they noted was the delay in the commencement of the project due to the non-appointment of a project consultant. Due to this delay the project only took off in early 2001 as opposed to the original October 2000 take off date mentioned in the project agreement. Delays in the implementation were also due to the lack of staff which resulted in the withdrawal of funding by one of the key partners United Nations International Children’s Fund.

The inadequacy of the technical guidance provide by the project’s management committee was also a factor which the report highlighted. The terms of reference of this committee were stated as follows:

- review work plans, provide technical guidance and ensure implementation of project activities;
- monitor and evaluate project activities through organized and systematic field visits;
- recommend policies actions for the infusion of POP/FLE at all levels of learning
- supervise the activities of project coordination and staff of each project office at NCRDC and at the technical Vocational Division.

This committee however only met twice during the project lifespan as opposed to the six meetings scheduled for the two year project period.

Leigh (2001) recommended that Population education programme be extended to Milton Margai College of Education and Technology, which had been at the leading edge of teacher training at the pre-service level for population education as well as Njala University. Because the gender component of the emerging issues had not been properly infused the suggestion was that steps be taken to do so. Another recommendation was that the National Curriculum Research and Development Centre needed to be revived in order for it to play the leadership role it was meant to play in promoting development and research into teaching. The need to strengthen the manpower capacity of the Guidance and Counselling Unit at the Ministry of Education, Youth and Sports was also reiterated/.

Ukaegbu (1988) writing from the perspective of the Nigerian experience, noted that Population education has contributed to the success of the general education

programmes. Among the major achievements of population education is the area of the process dimension which he noted has enriched the lives of students and teachers alike by enabling them gain insights into their values, attitudes and behaviour. It has also provided them with opportunities to broaden their imagination, deepen their thoughts and help them become better decision makers.

A major dimension of the programme is its emphasis on an integrated and interdisciplinary approach. The interdisciplinary nature of the discipline has enabled students develop a holistic view of knowledge which is often absent in most in the separate subject or disciplined approach. The main advantage of this approach is that it emphasises the interdependence of the world and local problems which are often multidimensional. It has also contributed to improvement of the quality of life by providing opportunities to shift teaching and learning fro mere content acquisition to development of analytical and synthesizing skills. Population education has provided relevance in the educational system as students and instructors engage in significant conversations regarding problems that are pertinent to their life circumstances.

Sikes (1994, pp2-3)noted that the advent of population education programmes have provided teachers and students with a unique opportunity to learn innovative methodologies that characterize population education, such as role-play, inquiry discovery , simulation and games, futures wheels, and so on which have helped make classroom teaching and learning more lively and interesting.

UNFPA (2000), in a review of population education programmes noted that they have faced a number of problems which hindered their effective implementation. These problems have ranged from those encountered at the implementation stage, to those that affect even mature programmes where government counterpart funding became problematic, or where donor fatigue set in or other priority areas emerged as in the case of the United States government which decided against funding abortion based programmes in the Third World. The decision of the United States Government to withhold funding from organizations such as the United Nations Scientific and Cultural Organization, and United Nations Population Fund seriously affected population programmes across the globe as many programmes had to do with much less resources than had hitherto been pledged. Amongst the problems are the long delays in submitting project requests and in meeting counterpart funding as per project agreement. Delays may also emanate from the bureaucratic processes of the United Nations systems beneficiary. The delays may also stem from the lack of capacity in the developing countries as the donors may have to recruit experts from outside to implement the project or provide technical support as well as in the procurement of equipment. Local opposition may come from stakeholders who feel that the programme may have a negative impact on cultural norms, especially where population education addresses controversial issues. When programmes are being implemented they may face all or some of the following problems. Government officials may not be firmly committed to the project this may affect the time frames for implementation and hence hinder programme effectiveness. Some programmes may lack adequately trained staff or experience high staff turnover such that it affects the effectiveness of programme implementation. Programmes may also fail

or not work effectively where the status of teachers is low or where students lack interests in the programme or where Population education is not examinable.

The use of the in-service modality for training of teachers especially where the training programme is very short may hamper teacher effectiveness in teaching population education. The dilution of population education core messages and the manner and scope of its inclusion in the curriculum can also affect the degree of success the programme attains in any one country. Lack of instructional materials to supplement the curriculum materials such as teacher's guides, curriculum, audio visuals, student's texts and reference materials can also hinder the development of the programme.

The effectiveness of teaching population education also depends on the amount of time allocated for the subject on the timetable can also have an impact on the success or failure of the programme. This can also affect the ability of students to embark on fieldtrips. The reluctance of head teachers and principals to release staff for long periods of training can also be hindrances to programme success. Over dependence on a single source of funding can also be a source of programme failure as is the case of UNFPA or even UNICEF this can leave projects vulnerable to budget deficits.

Nigeria's Population education provides a good example of an effective population education programme and it is instructive to examine this programme.

A major goal of Population Family /Life Education, whether in the formal education curricula or informal public sector is to provide knowledge, information

and awareness concerning population matters. This type of information pertains to the following

- Population characteristics, processes and trends
- Population relationships (interactions) with other factors, environmental, economic social, political, and so on and with the general growth and development processes:
- Population effects/impacts, regarding or arising from the characteristics, processes and relationships and particularly on the growth and development processes.

Aminu (1987), notes further that the purpose of population education is to provide information awareness are provided, options which an individual or nation may decide to use or not use either to inform their decision making or formulate policies. Knowledge about population issues is vital for the individual and society, as it empowers one to make decisions based on informed choices. Writing in the same article the author notes that population information may be derived from different levels, the global, continental, national (Sierra Leone), state, local community and the household or family.

Leigh-Olotu in his evaluation Report on the POP/FLE project had recommended that a Life Skills approach be used to develop materials for the population project in Sierra Leone, this was accepted by the pre-service and later the Non Formal Education component, but was not followed by the in-school who were under pressure to implement the in-service teacher training and use of the curriculum.

What we might ask are these life skills?

According to UNICEF Life skills fall into three categories which complement, and reinforce each other. These skills are social or interpersonal skills, which include, communication, negotiation /refusal skills, assertiveness, cooperation and empathy; cognitive skills, including problem solving, understanding consequences, decision making, critical thinking, self evaluation, emotional/coping skills including managing stress, managing feelings, self management and self monitoring. These skills are best developed when participatory methods are used to teach them.

2.4 Research on the Impact of Population Education Projects

A number of studies have been carried out on the issues of population education and related health communication, gender and reproductive health issues. These studies will be examined in this part of the literature review.

Tulane University in collaboration with the Ministry of Education, and Community Affairs of St. Kitts and Nevis conducted a survey on the need for Sex education and FLE. The aim of the study was to find out the effect of concepts such as: exposure to family life education, including... sex education the study focused on the onset of teenage sexual activity, increasing the use of contraceptives, and decreasing the incidence of teenage pregnancy among sexually active teenagers. Six government high schools in both St. Kitts and Nevis were selected. The six schools were divided into control and experimental groups. The sample was drawn from students aged 12-16 years and they were then given instructions. A special experimental programme was developed for use in the

experimental schools. Four units of study designed to be implemented over a 40-week period were developed. The curriculum was developed on the assumption that at least two 45 minutes periods per week for each of the 38 weeks in the school year would be made available in which to provide instruction in each group level.

Forty-seven out of possible 69 grade levels were exposed to the special education courses. Twelve teachers were assigned to cover the curriculum in the experimental schools. Baseline data were collected prior to the implementation of the teaching activities. Students in the selected forms in all the selected schools completed a self-administered questionnaire. An estimated 1200 students in the experimental and 900 in the control schools completed the baseline questionnaire. A follow-up questionnaire was administered at the end of the school year June 1984. It was found out that a significant increase in contraceptive prevalence occurred at the end of the experimental period. Those in the treatment group had experienced lowered rates of teen pregnancy as against those in the control group Tulane University (1985). Marker's. (1986), study amongst female teacher trainees in Bombay. He found out that a great deal of ignorance existed amongst the trainees regarding information about sex education.. He argued that sex education should not just be limited to merely acquiring information related to human reproduction and sexuality. He noted that personality development and character training in respect to sex education were equally important to achieve behaviour change. In planning for disseminating of sex education, he advocated a two-tier system which would first train the teachers in the schools, university colleges, teachers training colleges; and secondly, introduce sex education to the

students of schools and colleges as also teacher trainees. In the training of teachers and organizational approach is recommended to give them much needed support. Issues related to imparting knowledge include the awareness that the recipients values is limiting, that the amount of knowledge and technical terminology is should be adequate rather than heavy, and the appropriateness and acceptability of teaching aids depends on ¹the groups value systems. Issues related to attitude formation were also discussed include integrating sex education with religious and moral education; with co-curricula activities, namely social work,; and winning parents cooperation. Finally issues related to development of behaviour are addressed. The teacher is viewed as responsible for playing the leadership role in laying the foundation of pupil future behaviour.

In another study;

Moore and Erickson (1965, pp. 35-39) conducted a study on age, gender, and ethnic differences in sexual and contraceptive knowledge, attitudes and practices. Data were collected from male and female volunteers, ages 12-25 in the greater Los Angeles areas.

The four cultural groups targeted for the study were whites, blacks, Hispanics and Asians. Overall, the teenagers and young adults in this sample exhibited rather poor knowledge about sexual physiology, birth control, and sexually transmitted diseases. Females were generally more knowledgeable than men, especially about control, and among teenagers blacks and whites knew more than Asians and Hispanics. Young adults aged 20-25 felt that the optimum age for having children

¹ Journal of Family Welfare, 1983 September; (1): 35-39.
Moore and Erickson

and marriage was significantly older than that given by teenagers aged 15-19. Whites and Asians also gave older ages for this question than did Blacks and Hispanics. Teens were less happy than young adults about becoming pregnant, as were Whites and Asians. Older people thought that the age at which people could handle sexual intercourse was older than did younger respondents; males gave a lower age than did female respondents. Among ethnic groups blacks thought that the age at which people could handle sexual intercourse was significantly younger than other groups and Asians thought that this age was much older. The older groups used birth control more and had sex more often. The females reported having intercourse more often and using birth control more often than males. The older groups talked more often about birth control and STDs than the younger group. The younger group was more likely to have had sex at an earlier age and to have had more sexual partners than the older group. Finally both teenagers and young adults rarely discussed sex or contraception with their parents, preferring to talk with same sex friends. The findings suggest that there is still a need for sex education in schools, clinics, and community settings than was available and understandable to adolescents of different groups.

UN Department of Economic and Social Affairs, Population Division (2003), noted that Governments' views and policies with regard to the use of contraceptives have changed considerably in the second half of the twentieth century. At the same time, many developing countries have experienced a transition from high to low fertility with a speed and magnitude that exceed the earlier fertility transitions that characterized the European countries. Government policies on access to contraceptives have played an important role in the change in

reproductive behaviour. The use of contraceptives is currently widespread around the world. The highest prevalence rates are found in the more developed countries and China.

In its foreword to the POP/FLE in School syllabus the Chief Education Officer noted that “the fundamental principle of the government of Sierra Leone since independence has been a firm commitment to development, social progress, self-reliance and people’s welfare. However, the population situation of the country combined with other serious negative socio-economic conditions in the 1970s and 1980s had worsened the people’s quality of life.” At the time it was believed that the rate of population growth if not checked would have made it difficult for the government to attain its development goals.

The government of Sierra Leone as a result developed and implemented a population policy to harmonize its population and development goals. In 1988 the Government of Sierra Leone had developed a National Population Policy for progress and Development. The ultimate objective of this policy was to improve the people’s quality of life. A priority goal of that plan was ‘Population Family Life Education’, which was to be incorporated into the sectoral plans of various line-ministries such as Education, Youth and Sports, Information, Rural Development He also noted that special efforts should be made to incorporate family Life Education in the Programme of Adult Education..., and also that the Population education incorporated into the Secondary School should be intensified and extended into primary Teacher training , Technical and Vocational Training and Tertiary Institutions. This was the first national curriculum drawn up

to incorporate POP/FLE into a National curriculum for schools, although elements of population Education had been integrated into the Social studies curriculum as far back as 1976.

According to Jayasuriya (1980) the population of Asia in 1977 was approximately 2.3 billion, with an average annual growth rate of 2.0%. The population of these countries was expected to double in about 36 years; about 45% of the population was under age 15. Population education should involve students in a learning process, which expands their knowledge of population related issues, broadens perspectives, and develops appropriate skills in analysing and defining the issues in a way which is personally useful and socially relevant. Population is one cause of poverty; reduction of population growth rates is however, no guarantee of social and economic progress. Population education should stress the interrelationships between population dynamics and social and economic development and deal with determinants of consequences of population change. The curriculum should be global in scope but with regional and national relevance.

In reviewing the goals of population education, it is important to note that the concept of population education had directly been given birth to in 1941. At this time Alva Myrdal in her book "Nation and Family" attempted to convince the American government that a country without a conscious population policy left to chance and mischance an area of social reality of utmost significance. The role of education was viewed as that of influencing children through the schools and adults through other educational agencies to appreciate national population goals.

Nothing of importance pertaining to the inclusion of population content was included in the curricula throughout the next two decades.

Population education was reborn with the publication of an article by Warren S. Thompson, “The Population Explosion”, in March 1962, and another article, “Population- Gap in Curriculum” by Philip M. Hauser. Most of Thompson’s article focused on the nature of the population explosion. Hauser concluded his article noting that it was time for twentieth century demographic findings to be incorporated into the school curricula. Although both Thompson and Hauser were both demographers, they took a broader perspective of the functions to be served by the inclusion of population content in the school curriculum than Irwin Slesnick, who developed a high school unit of study of population and birth control.

A landmark in the history of population education was the Workshop on Population and Family Education sponsored by the UNESCO Regional Education Office for Asia held in the fall of 1970. Educators from thirteen Asian countries took part in the formulation of objectives for population education in Asia. The particular approach in the conceptualisation adopted at the workshop was to consider population education as a problem and to deal with the responses the educational system should make of it. There are some real inadequacies in this approach. A somewhat better approach would be not to begin with the assumption that population education is a problem yet examining the interrelationships between population change and certain quality of life issues such as food and nutrition and health, housing education and employment. The most justifiable

starting point would be an analysis of the factors affecting selected aspects of quality of life. Three of the most important process skills that a course of population education should encourage students to develop are: clarifying values, planning and decision making, as well as problem analysis and problem solving.

Sharma (1981) writing on the Genesis of population education programmes in Asia in presenting a paper at the National Orientation Seminar for Key Administrators, Kathmandu, Nepal, and September 1981 noted that, "Population programmes were formulated in many countries in Asia and the Pacific region as an educational intervention strategy to solve the population problems and to supplement family planning programmes. Sometimes population education is misunderstood as another name for sex education or family planning. The general aim of population education is to involve students in a learning process through which they can extend their understanding of population related issues' broaden perspectives, and develop appropriate skills in analysing and refining issues in a way that is both personally and socially relevant. Population education should leave students in a better position to make informed decisions on population related matters, which concern them directly, and to contribute to the determination and implementation of the most appropriate policies for their country. Population education programmes have been launched in different countries with different emphases depending on the value systems of the society. Some of the ethical issues in population education, which involve conflicting values, are reviewed: human rights, distributive justice, and children as assets or as liabilities; population vis-à-vis development; and majority vis-à-vis minority communities. In the early 1970s UNESCO population education interventions was

instituted as one of the development strategies for development. The programme was initiated with a regional seminar on population and family education in 1970. Most of the programmes developed were based on the recommendations of this seminar. By 1981 14 Asian countries had ongoing national population education programmes. Different modalities were employed in the implementation their population education programmes. The development of out of school population education programmes varies from country to country in terms of their magnitude and scope and their audience. Greater diversity can be found in the approaches adopted by various countries in the development of curricula, teaching and learning materials, and training of personnel, research and evaluation, and dissemination of information related to programme phenomena.

Amongst the approaches used to teach population education is the life skills approach. The life skills approach is an interactive educational methodology that not only focuses on transmitting knowledge but also aims at shaping attitudes and developing interpersonal skills. The main goal of the life skills approach is to enhance young people's ability to take responsibility for making healthier choices, resisting negative pressure, and avoiding risk behaviours. Teaching methods are youth centred gender sensitive, interactive and participatory. The most common teaching methods include working in groups, brainstorming, role-playing, and story-telling, debating and participating in discussions and audio visual activities. Life skills are described as, behaviours that enable individuals to adapt and deal effectively with the demands and challenges of life. There are many such skills but the core life skills include the ability to;

- Make decisions, solve problems and think critically and creatively

- Clarify and analyse values
- Communicate including listen, build empathy, assertive and negotiate
- Cope with emotions and stress
- Feel empathy with others and be self aware
- Behaviour change communication

Centre for Education in Population Activities (1987) conducted a study in India's Better Life Programme in one peri-urban and two rural areas, evaluators surveyed 1,693 married and unmarried young women between the ages 16-25, including 858 non participating controls and 835 BLP alumnae who completed the programme between 1996 and 1999. The study found significant outcomes differences between controls and alumnae in terms of educational attainment, vocational skills, economic empowerment, autonomy and self-confidence. With regard to reproductive health married alumnae were more likely than controls to have married at age 18 or older and to have participated in selecting their husband.

Alumnae showed increased knowledge of contraception and reported increased use of contraceptives and communication with the husband about family planning with the husband, in particular alumnae reported more use of birth control pills and condoms than controls. Child survival and health seeking behaviour were much higher among married alumnae than among married controls. Finally evaluators analysed HIV/AIDS awareness separately for married and unmarried young women. BLP alumnae married and unmarried were significantly more aware than controls of HIV and effective ways of preventing HIV.

2.4.1 Case Study of Nigeria's Population Programme

Yissa (1988) noted that, the development of a Nigerian Population education programme was first conceived in 1980. As a result of this need, a population education programme was developed in collaboration with the United Nations Population Fund.. The main rationale for such a programme according to Yissa was the Nigerian Government's concern with improving the quality of life of her people. The major instrument identified by the government is the education sector which has always received high priority. The need to enable students make rational decisions on population matters is one of the main purposes of population education.

In the same article he goes on to itemize the objectives of population education in Nigeria. These objectives can be placed into three categories namely; long term, medium and short term goals.

1. to assist the government in achieving its main national objectives and policy thrust in population as stated in the fourth National Development Plan (1981-1985) and the National Policy on Population, that is, the formulation and implementation of measures to ensure the effective mobilization of its human resources to promote development and ensure a better quality of life;
2. to assist the Federal Ministry of Education in realizing its educational objectives of reforming the content of general education to make it more responsive to the socio-economic needs of the individual and the society as stated in the country's National Policy on Education (1981).

The second group of objectives as stated in the Population Education Curriculum for Secondary Schools is designed to help students to:

- 1) recognize the implications of the increasing gap between birth and death rates for the provision of social services such as housing, food and educational facilities
- 2) relate growth and size of family with demand for available food ,and other facilities such as health, and productivity of families
- 3) explain how population situation at the household and national levels affect the demand for economic goods and services
- 4) recognize how population growth and the demands it imposes on the economy affects the quality of life of the people,
- 5) make a comparative analysis of population and resource situation in Nigeria and other countries
- 6) highlight the importance of economic self reliance in food production and the dangers of dependence on foreign sources of food supply
- 7) and identify the various uses to which population data are used and consequently, develop an understanding of the importance of and sense of responsibility regarding the need for accurate population statistics obtained through a census

He identified a third level of objectives for Nigerian population education these are peculiar to the implementation of population education programmes in Nigeria. The ultimate objectives are

1. to institutionalise population educational at all levels and sectors of the education system
2. to assist the individual citizens in defining population problems in understanding the determinants and consequences of population processes and changes and in evaluating possible actions which they and their communities can take to improve their quality of life
3. finally to complement other population programmes aimed at improving the quality of life of the individual the family and the nation

Having examined the aims of Nigerian population education in terms of its aims, it is necessary to look at its content. At the same time one must note that population education is not just about family planning or birth control but also examines the impact of socio-cultural and political processes on population variables.

The following major themes were identified in the population education programme of Nigeria:

- 1) Nigerian People and Population Issues
- 2) Human Reproduction (Sex and Biology)
- 3) Population and Family Life
- 4) Population and Urbanization
- 5) Population and socio-cultural life
- 6) Population and Economic Consequences
- 7) Population and Education

- 8) Population and Labour Force
- 9) Population Health and Nutrition
- 10) 10. Population and Environmental Quality
- 11) 11. Population and Infrastructure Services
- 12) 12. Population and Politics National/International
- 13) 13. Population in History National/International
- 14) Demographic Aspects of Population
- 15) Population Data Importance of Census, Sample Survey, and Vital Registration System.

The Second category of objectives focused on the core messages or concepts, which are common to population education programmes in Africa. They can be classified into five types. There are those core messages relating to Family Size and family welfare, which is one of the core perspectives of population education in general. The ideal family size for optimum quality of life is a small one. Quality of life is subsumed in the following categories: availability of basic needs, food, clothing shelter, safe drinking water, social services such as health infrastructure and services, leisure/recreation, savings and parental care.

A key issue that needs to be addressed in order to tackle many of the population problems of developing countries and Sierra Leone is the problem of early marriage. In this context the core message identified is that of delayed marriage, which has many advantages for all levels of society. Women who marry late have a shorter reproductive life, may be better educated, and have fewer children than those who marry early. When women marry late they have, fewer children, can

help improve the life chances of family members, and are more mature and wealthier.

Responsible parenthood is another key population education core message. It connotes planning the family, birth spacing, caring for the elderly, awareness of the reproductive processes and human physiology, health and nutritional needs of mother and child/children. All of these factors contribute to the quality of life of the population, whilst at the same time enhancing the life chances of individual family members now and in the future.

The other two main core messages are population change and resources development which are two parts of the same coin.

Nigeria as Yissa noted started the introduction of population family life education into the school system as far back as the late 1980s. Fundamentally, this was done to enable her citizens to understand the relationship between population growth and resource development, and develop a realistic and comprehensive plan for a fair and equitable distribution of the available resources of the country. In order to achieve this, the Nigerian government through the assistance of United Nations fund for population activities (UNFPA) sponsored a “needs assessment mission” to look into the issues of population and related problems. One of the findings of the mission was that Nigeria needed a well organised and comprehensive population education programme to sensitise individual on the consequences of their actions as pre requisite towards the improvement of their quality of life both now and in the future. Therefore it became necessary to institutionalise

population/family life education as an integral part of the education system of Nigeria.

Realising this felt need, the Nigerian government recognised the role of education as a powerful weapon of social change enlightenment basic education and knowledge in supporting population and development programmes in its attempt to improve the quality of life of the people. To this end, the Federal Ministry of Education (FME) was given the mandate to introduce population family life education into the school system. The FME then charged the Nigerian Education Research and Development Council (NERDC) with the responsibility of formulating and implementing a comprehensive population education programme for Nigeria. The NERDC is implementing this programme in line with the stated objectives of the national policy on education (1977 and revised 1981) that is reform of the content of general education to make it more responsive to the socio – economic needs of the country.

In implementing the population / family life education programme for Nigeria, a number of goals and objectives derived from Nigeria's national objectives, educational goals and the national population policy were identified. These goals and objectives are categorised into the following.

- 1) Long term goals
- 2) Short term /immediate objectives
- 3) Secondary school level objectives, and
- 4) Programme implementation objectives

However, the third category of objectives is quite relevant to this paper because the focus of our discussion is the adolescent most of who are secondary school students. It is believed that students of this age group are mature emotionally and are intellectually able to appreciate the goals of population education /FLE

Specifically, these objectives are meant to help students to:

- 1) Recognise the implications of the increasing gap between birth and death rates for the provision of such basic facilities and services such as schools water housing
- 2) Relate growth and size of family to the demand for available food and other facilities health and productivity of members of the family
- 3) Explain how population situation at the household and national levels affects the patterns of demand for the consumption of goods and services
- 4) Recognise the various ways in which population growth the constrains on resources development and the pattern of consumption at the family level etc. have contributed to the present state of the economy and quality of life situation in Nigeria.
- 5) Compare and contrast the population /resources situation in Nigeria with what in other countries so as to have an insight into the international dimensions of the population and family life problems
- 6) Highlight the importance of self sufficiency in food production and the dangers of dependency on food imports and food aids and

- 7) Identify the various uses to which population data are put and therefore develop an understanding of the importance of and a sense of responsibility towards population census enumeration and the registration of vital statistic

Ukaegbu 1984 noted that population education is one of the most rapidly growing multidisciplinary areas in the World. The revolution began in the early 1970s with about twelve countries in the vanguard, mainly from Asia, Latin America and North Africa, initiating population education programmes into their in-school and out of school education curricula. By the mid 1980s about 80 nations had adopted these programmes. Only a few other educational innovations have matched this pace of growth.

Over 30 countries in Africa south of the Sahara have taken steps to introduce population education into their school curricula. Twenty four of these nations have received technical assistance from United Nations Fund for Population Activities to develop their programmes. Some of these countries include Burkina Faso, Burundi, Ivory Coast, Seychelles, Sierra Leone, and Uganda and so on.

Many factors account for the rapid growth of population education programmes in the Africa region. Among these factors is the recognition by African governments of the impact of rapid population growth on development, and the consequent need to factor these variables into economic planning. As a result, governments became more willing to discuss population policy related issues, such as the role

of women in development, family planning, and population information, education and communication.

Three factors account for this change in official attitude. The first of them is the improvement in the collection of demographic data and its analysis, which has improved their perception of demographic variables and their implications for socio-economic development and improved quality of life. The second factor was the combined effect of regional, sub-regional and national policy recommendations, which have consistently drawn their attention to the need to address demographic variables in their development planning efforts. The third factor is the role of the United Nations agencies working in the field of population.

These agencies have not only raised awareness of population issues but have provided funding, technical assistance, set up regional population institutes e.g. in Ghana, and Cairo as well as focal points such as the Country Support Team offices, in Ethiopia, Senegal, and Zimbabwe which provide technical assistance to country programmes. These types of capacity building efforts are supported by the United Nations Population Fund, whilst the United Nations Scientific and Cultural Organization have a Population Education section. These centres have contributed significantly to the institutionalisation of population programmes in Africa.

Population Education Programmes in Africa set up a number of centres with the following objectives:

- The promotion of better knowledge of population phenomena in the Africa sub-region and of their implication on social, economic, and cultural development at the national, family and individual level;
- The provision of technical advisory support upon request to member States in the region;
- Strengthening of regional, sub-regional, and national self reliance through networks of resource persons, regional seminars, workshops, study tours, and fellowships for key personnel of national programmes

As a result of its areas of emphasis UNESCO has been engaged in providing services in the following areas with the aim of developing the capacity of national programmes to effectively develop their population education activities

- The training of key national programme personnel in population education;
- Research and development of prototype instructional materials for adaptation to country specific needs
- Provision of advisory support to countries from the early stages of needs identification, through project formulation, implementation, monitoring and evaluation;
- Collection and dissemination of instructional materials and innovative ideas; and

- Promotion of exchange of experience and information among country programmes in the sub region

Our examination of the content of population education in Nigeria provides us with an insight into the structure of population education programmes in Africa in terms of their structure, organization and content.

African countries have in general developed population education programmes that have selected socio-culturally relevant to their needs. They have to a large extent included all or part of the following issues:

- Studies of the linkage between , environment, resources and development;
- Action programmes which integrate population and development factors;
- A high rate of urbanization, especially in the capital, cities with consequences of high rates of unemployment, slum residence, shortage of urban utilities and services;
- High rates of infant, child and maternal mortality;
- Social inequalities and obstacles to the underprivileged members of society;
- Rapid population growth, creating a youthful and pendent population;
- Increasing incidence of schoolgirl/teenage pregnancy;
- increasing rates of drug abuse and dependency;

- increasing incidence of sexually transmitted infections including (Acquired Immune Deficiency Syndrome) AIDS;
- Occurrence of natural disasters such as drought and flooding and famine which exacerbates food shortages and famine and mal and under-nutrition;
- Increasing danger of desertification due to the impact of human activities on the landscape such as over cultivation, deforestation, overgrazing and so on;
- Spread of war and conflict;
- increasing number of refugees;
- brain drain;
- Prevailing cultural values and beliefs relating to each of the above mentioned issues and problems.

An examination of the above mentioned issues reveals that African population education programmes are designed to achieve the following broad aims:

- The reduction or elimination of these problems
- The improvement of socio-economic development and the quality of life of their citizens;
- The elimination of wastage in their schools from schoolgirl pregnancies and illegal abortions
- The inculcation of values of responsible parenthood and respect for persons of the opposite sex;
- The raising of the status of women and the under-privileged in society;

- The maintenance of internal stability, international peace and cooperation.

2.4.2 The role of International Non Governmental Organizations in POP/FLE in Sierra Leone

International NGOS including United Nations Organizations and Specialized Agencies such as UNFPA and UNECSO have and continue to play important roles in the implementation of population education programmes in Sierra Leone while UNESCO was the originator of such programmes the UNFPA has increasingly become the main player in matters of population education programme implementation in Sierra Leone. From its early formulation in 1976, after the 1974 International Population Conference held in Bucharest Romania, the UNFPA has been charged with the overall responsibility of providing support to Population Programmes in developing countries in particular and the rest of the world in general. The UNFPA provides technical expertise from an international pool that provides technical expertise in the development of population and development strategies, gender and reproductive health. From its regional and country offices it helps government design and implement as well as monitor population programmes and in the case of developing countries provides both the human resources as well as the resources to design, implement and monitor population programmes. The UNFPA provided the experts through its Country Support Missions to guide countries in the formulation of their country programme documents, Country Programme Action Plans which details the steps strategies, goals, outcomes, outputs and activities which are to be carried out over periods of four years and sources the funds required to carry out these programmes.

In the case of Sierra Leone UNFPA was at the centre of the process and provided the experts, who developed the first programmes as well as resources for the building up of capacity of Sierra Leoneans to carry out population education programmes in the country .The experts provided by the country support teams have helped shape the nature of population education programmes in the country over the past three decades beginning in the 1970s.

According Mamdou Diallo (2005), the UNFPA will continue to work with the government of Sierra Leone to help the country to attain its goal of reducing the problems posed by, high maternal and child mortality, teenage pregnancy, and reproductive health problems in general, and the threats posed by HIV and AIDS to the people of Sierra Leone. Since the inception of UNFPA population programmes in Sierra Leone five programmes have been undertaken. These programmes have focused on advocacy for reproductive health, population census, development of POP/FLE curriculum, training of teachers, empowerment of women and girls, provision of drugs and medical supplies, support to family planning and reproductive health programmes, training of health care providers and media personnel and advocacy for change promoted through policy makers. A key strategy of the UNFPA in Sierra Leone in particular and the developing world in general is capacity building.

The UNFPA, through its strong reliance on national execution of its programmes has steadily built up a core team of national experts to undertake its programmes and projects using a small country office team, and a pool of experts from the Country Support Team at Addis Abba to provide technical backstopping. In the

words of the Mariama Diarra (2004), the Country Representative and his small pool of experts, both local and international relies heavily on the crop of local experts and practitioners to execute its programmes. This is all the more reason why institutional and technical capacity of all partners needs to be built up. The UNFPA has also promoted this strategic mode of thinking to its partners to network effectively in carrying out their programmes at all times.

UNFPA (2000), in a review of population education programmes noted that they have faced a number of problems, which hindered their effective implementation. These problems have ranged from those encountered at the implementation stage, to those that affect even mature programmes where government counterpart funding became problematic, or where donor fatigue set in or other priority areas emerged as in the case of the United States government which decided against funding abortion based programmes in the Third World. The decision of the United States Government to withhold funding from organizations such as the United Nations Scientific and Cultural Organization, and United Nations Population Fund seriously affected population programmes across the globe as many programmes had to do with much less resources than had hitherto been pledged. Amongst the problems are the long delays in submitting project requests and in meeting counterpart funding as per project agreement. Delays may also emanate from the bureaucratic processes of the United Nations systems itself. The delays may also stem from the lack of capacity in the recipient, countries as the donors may have to recruit experts from outside to implement the project or provide technical support as well as help have provided another source of opposition in the procurement of equipment Local opposition from stakeholders

who feel that the programme may have a negative impact on cultural norms, especially where population education addresses controversial issues.

When programmes are being implemented they may face all or some of the following problems. Government officials may not be firmly committed to the project this may affect the time frames for implementation and hence hinder programme effectiveness.

Some programmes may lack adequately trained staff or experience high staff turnover such that it affects the effectiveness of programme implementation. Programmes may also fail or not work effectively where the status of teachers is low or where students lack interests in the programme or where population education is not examinable. The use of the in-service modality for training of teachers especially where the training programme is very short may hamper teacher effectiveness in teaching population education.

The dilution of population education core messages and the manner and scope of its inclusion in the curriculum can also affect the degree of success the programme attains in any one country. Lack of instructional materials to supplement the curriculum materials such as teacher's guides, curriculum, audio visuals, student's texts and reference materials can also hinder the development of the programme.

The effectiveness of teaching population education also depends on the amount of time allocated for the subject on the timetable can also have an impact on or the success or failure of the programme. This can also affect the ability of students to

embark on fieldtrips. The reluctance of head teachers and principals to release staff for long periods of training can also be hindrances to programme success. Over dependence on a single source of funding can also be a source of programme failure as is the case of UNFPA or even UNICEF this can leave projects vulnerable to budget deficits.

Apart from the UNFPA other international organizations have also made significant inputs into the training of teachers in population family life education at both pre-set and in-set levels. UNICEF has however shifted to a life skills approach to HIV/AIDS education, at the in school level focusing on girls in particular.

The Sierra Leone Home Economics Association was another important service provider in the 1970s. This organization was instrumental in conceptualising and actualising the need for educating young girls for effective living. Under Pamela Greene the association developed curricula that infused population education concepts into the curricula of schools especially into the Home Economics course which was then compulsory for all girls in primary and secondary schools.

Two other organizations that play a significant role in providing counselling and reproductive health care delivery services including information to promote behaviour change among adolescents are the Planned Parenthood Federation Sierra Leone Chapter and the Marie Stopes Society. They provide reproductive health care and family planning services and information in a youth friendly environment. The PPASL for example has established a number of youth centres

that cater primarily to the reproductive health needs of adolescents. Youth peer counsellors are also trained to provide the services and counsel their peers. With the rise in AIDS cases and the threat posed by the disease, the Government has set up a the Sierra Leone HIV/AIDS Response Project (SHARP) to combat the spread of AIDS. This organization according to its Executive Director D., A.O. Alghali (2003) is designed to combat the threat of the disease through an inter-sectoral approach to address the problem. This is based on a balanced approach which relies on prevention, and palliation and care giving.

The perception of Population issues was revolutionized at the Cairo Conference on population and development. This was as a result of the consensus that was arrived at by the 180 in countries represented at this conference they charted the way forward for population stabilization. There was a significant departure from the traditional concern about family planning to a programme based on population and development.

The 20 year plan of action set a blue print for population and development programmes based on core values, of- human rights, gender equity and equality, and improved quality of life for all. At this conference the linkage between population and development were clearly articulated. There was a paradigm shift to sustained development, economic growth, and issues meeting the needs of individual men and women instead of demographic targets. This conference was the third conference on population and development since Budapest in 1974. In previous International agreements on population had set demographic targets, or goals, for the world's population a, relying on the provision of contraceptive

services, as a means of achieving these goals. In Cairo, the international community recognized the linkage between consumption and production patterns, economic development, population growth and structure, and environmental degradation, CEDPA 2001.

One of the most significant decisions taken at the Cairo Conference was the recognition that women's empowerment was a sine qua non for development. The Programme of Action affirms the advantages of gender equity and equality as central elements in population stabilization. It noted that women are major players in the development, but are often the poorest of the poor. It recognizes that women live in different situations from the men even when they are in the same region. Differences in the access of women to an control over resources and their inability to have control over their lives affect the extent to which available reproductive health services are used. There was universal consensus that giving women power over their lives not only serves to stabilize the population growth, but also leads to sustainable economic growth. The conference also recognized the need to move the population debate beyond family planning to reproductive health as amore comprehensive strategy that contributes to improving women's health, ICPD 1994.

Gender issues- discrimination, inequalities, and stereotypes- often impede behaviour change and put people's reproductive health at risk. Gender issues need to be systematically considered and addressed in all project activities. For example how the roles and functions of men within the family affect their acceptance of condoms? How do women's roles and functions within the family affect their

ability to discuss of family planning or choose a method? What are the cultural norms regarding sexual behaviour among men and women, and how do they affect the spread of HIV/AIDS and sexually transmitted infections. What are the implications of answers to these questions?

The CEDPA report analyses the role of International conferences on population in shaping population policies in general but also population education programmes and projects in particular. Three international conferences have been held. The first such conference was that of Bucharest Romania held in 1974. This was according to Sai (1995) “an interesting meeting with an attendance of 1,400 delegates. Many of these delegates thought that the meeting provided an important opportunity to address the problems of rapid population growth but they were disappointed as many developing countries were more interested in pursuing the agenda of a “new economic order’ than issues of population growth. States with planned economies and the Vatican were uninterested in family planning, and many argued that “development was the best contraceptive”. At the next conference on population held in Mexico City in 1984, a major step forward was taken with the adoption of the concept that population and development were two sides of the same coin, with both meriting equal attention. But the United States a major player had changed its policy, she no longer considered it right to support family planning and sided with the Vatican in its stance against abortion. She withdrew funding from the International Planned Parenthood Federation and the United Nations Population Fund, the latter which she accused of supporting China’s forced abortion policy.

The International Conference on Population and Development was particularly significant for population and development as it carried forward the relationship between these two issues that had been recognized in Mexico City. At this conference the issues such as poverty alleviation, ensuring equity within and between nations, were highlighted. Women's education, equality and empowerment were recognized as paramount, and the importance of providing family planning within the context of full sexual and reproductive healthcare was stressed.(ibid)

It was noted also that the Cairo conference raised a number of concerns that are pertinent to population education, the conference noted the need to provided young people with proper access to sexual health information education and services, the need to ensure proper access to quality reproductive health care services; the need to eliminate unsafe abortion and its attendant risks to fertility; and the need to satisfy the unmet need for family planning especially for those who have been marginalized in the development process. Over and above all the conference signalled an understanding that here is a need to invest in people, without which none of the development or environmental concerns which are of interest also to the population educator will be achieved.

Another area of significance noted by the Conference was the need for educating the girl child. Educating girls and making women truly equal partners in development, reducing infant and child mortality, promoting safe motherhood, giving access to quality family planning, tackling the problems of sexually transmitted diseases and providing clean water and adequate food and nutrition

are- are all connected with improving reproductive health and reducing family size. Slowing population growth he noted will also provide a feed back its social, and economic benefits.

Studies on HIV AIDS education also provide significant direction to programmes on population education a few such studies will be examined. Jackson, 2002 notes that the Institutional responses to HIV/AIDS has tended to mirror personal responses, including initial denial, blame repression, and eventually a varied degree of acceptance and coping. She noted that for most developing countries the scale of the responses is far below what is required in terms of care and long-term mitigation of the effects – which are the three main pillars of HIV/AIDS.

The key problems are lack of resources to tackle the problem locally and internationally, lack of political will, and inadequate of qualified staff to address the problem. These are further exacerbated by the over definition of HIV/AIDS as a health rather than a development problem; serious underestimation of the long term socio economic implications along with lack of clarity as to how to tackle the problem and finally the high levels of poverty and indebtedness of African governments.

Jackson identifies the socio economic impact of AIDS; it increases poverty, exacerbates labour shortages, thrives on gender inequity, and generates stigma and discrimination. These issues need to be tackled within an HIV/AIDS policy framework. She noted further that In spite of the fact that HIV could kill a third of

the young people in countries which are seriously affected the global response is grossly inadequate.

The Johns Hopkins Population Report (1995) noted that:

“As they mature and become sexually active, more young people face serious health risks, most of them face these risks with too little information, too little guidance about sexual responsibility and have very little access about sexual responsibility, and minimal access to health care. Meeting the diverse needs of adolescents is a serious challenge for parents, communities, health care providers and educators”

The statement was made in the context of the massive needs of addressing adolescent sexual and reproductive health needs. One fifth of the world's population is made up 10 to 19 year olds. Young people today marry later and have their first sexual activity before marriage. As a result they are at risk from sexually transmitted infections, as well as early and unwanted pregnancies. In developing countries 20% to 60% of young women's pregnancies and births are unintended, most coming sooner than planned. Pregnancy puts young women's health at risk, through child bearing or unsafe abortion. Increasingly also early pregnancy means lost educational opportunities as well as life long loss of earnings. Half of those infected by AIDS are below 25 years. McCauley et al (1995).

The following extract from Table 2 Age at First Sexual Intercourse and Age at first birth illustrates this point. In 1988, for Botswana 64% of the 15 to 19 had had their first sexual intercourse these were for persons who had never married.

For Burkina Faso (1992-1993) it was 18%, for Ghana (1993), Namibia (1992) it was 37%, Liberia 72%, and Niger (1992) 6%, Demographic Health Surveys 1(1985-1994).

The article further discusses the help young people need as many of them have not had any sexual experiences. They need life skills that will enable them to postpone sexual activity. Some are victims of sexual abuse. They require protection and care. Some start sex before marriage, whilst some have multiple sex partners.

Sex education and reproductive health programmes for youth and young adults are often opposed by parents and guardians; this contradicts evidence from research which shows that it helps reduce the risks of teenage pregnancy, STIs and HIV/AIDS. Programmes should work with parents and guardians to win their support. Public support must also be won through advocacy for innovative approaches. Current norms glamorise boys and punish girls for having sex, they glamorise irresponsible sexual behaviour in the mass media, but reject young people's natural interest in their sexuality. It would be impossible to effect change without changing the norms.

One of the programmes that are working to address these problems is Family Life Education. Family Life Education (FLE) is the only widespread programme for young adults. These brief interventions, held mostly in schools, may encourage abstinence, teach reproductive health and physiology, build skills in problem solving, decision making, and life planning, and in a few cases discuss contraception. Many now cover HIV/AIDS prevention. Impact has been modest.

Family Life Education programmes can increase knowledge and change behaviour and improve attitudes. The most successful programmes have delayed sexual initiation, reduced frequency of sex, or increase contraceptive use somewhat. Some mass media campaigns, countering the usual depiction of risk free sex have used entertainment to encourage responsible behaviour.

Salter, Cynthia (1995) indicated a number of lessons learned. Young adults she stated need programmes that teach and respond to their needs, earn their trust, go where they are, and speak their language. Experience is limited, but programmes have done best where they:

- Win support from parents and local stakeholders;
- Remove policy barriers and change provider's prejudices;
- Enlist young adults in programme design and delivery;
- Tell young adults especially what they need to know;
- Help them to rehearse the inter-personal skills they need to avoid risks;
- Link information and advice with services;
- Offer role models that make safe behaviour attractive and
- Invest enough -for long enough- to make a difference.

Karungari, Kiragu 1995

Did a case study of in which he study in which he wanted to find out whether adults and adolescents discussed problems of adolescents sexual and reproductive health. This study was done under the auspices of Johns Hopkins Centre for Communications Programmes.

A total of 1,476 youths aged 15-19 and 2,894 adults aged 20-54. The same questions were asked of both groups. The study showed that adults and adolescents had many views in common. For example both groups expected that there would be a long gap between onset of sexual activity and marriage. Asked when it would be the best time to begin sexual activity and adults said on average 20.4 years, while young people said 19.6 years on average. When asked about the best age to marry adults said 25.4 years, while the young people said 25.5 years. Answers about girls were similar. Adults said that the best age for girls to begin having sex is 18, 2 years, while young people said 17.9 years. Yet, when asked at what age she should marry, adults said 20.8 years while young people said 21.4 years. In other words both groups expected boys to begin sexual relationships five years before they get married. And they expect girls to initiate sexual activity two to three years before getting married.

In spite of these responses the majority of both adults and young persons disapproved of premarital sex. Only one fourth of the sample said it was acceptable for both boys to start early sexual activity before marriage. Their opinions about girls was even more conservative, as only 15% of adults and 20% of young people said it would be acceptable for girls to engage in premarital sex. The evidence from the survey express widespread conflicting attitudes about sex and marriage. On the one hand, respondents place sex before marriage, but on the other hand they disapprove of premarital sex. For example the 1993 Demographic and Health Survey found that in reality

sexual activity does occur before marriage. In all five year age groups between 25 and 49, women married on an average one to three years after they had become sexually active. For example the median age before onset of sex for women aged 25 to 29 were 17.0 years, while the median age at first marriage was 19.5 years. Thus the expectation of young people and adults about sex and marriage are fairly accurate but the majority of both groups say they disapprove of what is happening. This Kenyan case study is important as it shows that within the context of that culture significant differences did not exist between young people and adults in terms of their attitudes towards sex and marriage.

The 1994 United Nations Conference on Population and Development held in Cairo in 1994 and the conference on women both urged that young people be given better protection from harm and access to resources including reproductive health care. In Chapter VI Section B the following actions were recommended for all participating and signatory states.

- Protect youth from disease, malnutrition, and other effects of poverty;
- Ensure equal opportunities for both boys and girls;
- Address the abuse and exploitation of young people, including sexual exploitation;
- Enact and ensure laws prohibiting abuse of children
- Enact and enforce laws banning child marriages;
- Eliminate discrimination against pregnant young women;
- Protect young children harmed by armed conflict

- Ensure the future of youths by providing education, training, employment, housing and health;
- Support organizations that assist young people
- Involve youths in activities that affect their lives and
- Protect the reproductive and sexual health of young people by providing access to information and services.

The International Conference on Population and Development urged each nation to enact laws that support young people and to allocate resources needed to implement the legislation. Nations were also urged to enforce laws, which protect young people. The 1995 United Nations Conference on Women held in Beijing, reaffirmed the importance of meeting the health needs of youth, especially the provision of information about reproductive health care, taking into account the responsibilities of parents and legal guardians. Delegates also noted that young girls are especially vulnerable to early marriage and pregnancy genital mutilation, sexual abuse violence, and prostitution, all of which increase their need for reproductive health care.

Sex Education is often seen as controversial as proponents have often argued that sex education encourages promiscuity, Opponents argue that discussions of sex will arouse young people's curiosity, reduces their reticence about sexual matters, and encourage sexual activity.

According to a World Health Organization review there is no support for the contention that sex education encourages sexual experimentation or increased

sexual activity. After analysing more than 1,000 reports on sex education programmes world wide, the authors concluded that sex education courses did not lead to earlier sexual intercourse and in some cases they delayed it.

Much evidence exists that programmes on sex education can cause a positive delay in onset of sexual activity. School programmes can give young people the skills they need to postpone having sex for the first time. Among US secondary – school students the 15 hour course called “Reducing the Risk”, only 29% of the treatment group had initiated intercourse 18 months after completing the course compared with 38% of the comparison group of students who had not taken the course. The course helped students practice saying “no” to unwanted sex.

A second US programme “Postponing Sexual Involvement” delayed intercourse among 13-14 year old boys and girls. After the programme started in 1983, students were questioned about their needs. Some 84%, of the girls wanted to know “how to say no” without hurting the other person’s feelings. The programme was adopted to meet this need and now older teens teach a curriculum that helps young people resist peer pressure and provide information on human sexuality and contraception.

Implementation of Reproductive Health programmes

The reproductive health division of the Ministry of Health and Sanitation was established in Sierra Leone in 1997 as a separate division in the Ministry of Health and Sanitation. The programme has largely been engaged in capacity building, training of skilled personnel in Emergency Obstetric Care, skilled attendance at birth and the provision of Family Planning services, activities which form the pivot of the Safe Motherhood. The major priority of the Reproductive Health Programme is the reduction of maternal mortality, which is the highest in the world 1800 deaths per 100,000 deliveries. RH Annual Report (2002).

The objectives of the programme are to;

- Contribute to the improvement of access to and quality of Reproductive Health and Child Health services in six districts of Sierra Leone
- Provide Reproductive health information and knowledge, bring about behavioural changes regarding safe sexual and reproductive health services
- Contribute to increased utilization of integrated and quality reproductive health services for both men, women, and adolescents

To achieve these objectives the division articulated the following strategies

Establishment of functional district hospitals to enhance Emergency Obstetric Care services

- Strengthening of referral and health information services

- Improvement of knowledge and skills of Reproductive health service providers at Community and Public Health Clinic levels
- Strengthening the training and supervisory capacity of tertiary and referral hospitals
- Conducting Operational Research

As a result of the implementation of these strategies the programme was able to conduct training of personnel in its six districts of responsibility, rehabilitate hospitals, especially the reequipping of labour wards, provision of surgical equipment, drugs, conduct information education and communication campaigns, set-up a data collection and monitoring mechanism during 2003. All of this was done with strong donor financial and other resources channelled through the United Nations Fund for Population Activities Country Office in Sierra Leone.

The main focus of attention of the Reproductive Health Division is in the following districts Moyamba, Princess Christian Maternity Hospital in Freetown, Bo, Kenema, Port Loko, Tonkolili and Bombali. From Statistics released by the programme one can draw conclusions about the state of maternal health in Sierra Leone. In this instance figures from two of the hospitals will be considered Princess Christian Hospital and Tonkolili. Out of a total of 1, 329 deliveries at PCMH in 2003, 682 had obstetric complications, 353 had Caesarean Sections, and 75 resulted in maternal deaths. For Tonkolili Districts, total deliveries for the same period were 615, out of which 538 had

Obstetric complications, 296 resulted in caesarean sections, and there were 24 maternal deaths, Reproductive Health Division (2003).

Sierra Leone, like other members of the Economic Commission for Africa participated in the Dakar /Ngor summit in which the goals of the International Conference for Population and Development were assessed on the basis of the benchmarks laid out in the Programme of Action. The At the tenth anniversary summit held in June 2004, the different countries were assessed on the basis of their level of implementation of the core issues identified and the goals set by the continent and the Conference in Cairo in 1994 . In the area of reproductive health the conclusive evidence was that the member states of the African region have adopted policies and programmes and enacted laws favourable to adolescent reproductive health.

In Sierra Leone for instance the current UNFPA country programme has as one of its outputs “the provision of adolescent and youth friendly sexual and reproductive health information and services”. Country programme Document 2004-2007. The plan is to increase the number of adolescent friendly drop-in counselling services some of which already exist. Some member states have reformed the penal code and abolished the 1920 French Law on abortion. The level of accessibility to reproductive health commodities and services has also increased. There has also been a significant improvement in capacity at both the institutional and human levels.

In spite of its successes the report noted that many constraints still hamper the ability of developing countries of sub-Saharan Africa in particular in implementing the provisions of the declaration fully. Amongst these were the inadequacy of financial and human resources, the impact of the HIV/AIDS pandemic, the difficulty of addressing culturally controversial issues, and inadequate provision of emergency obstetric care. In Sierra Leone for instance, Dao et al (2003), note that the inadequacy of staff and issues of staff turnover in project hospitals has along with the absence of ambulances has been a major factor in the high maternal death rate in Sierra Leone.

Recommendations were also made that hovered around, capacity building, upholding the reproductive rights of women and adolescents, provision of adequate information about HIV/AIDS and STIs. Ensuring proper coordination and promoting health sector reforms. In Sierra Leone the creation of Ministry of Gender Women and Children's Affairs was a major step in the pursuit of women and children's rights. This has been complemented by the development of policies on Youth, Gender and Mainstreaming, signatory and enactment into law of agreements and conventions governing these rights all of which have contributed to enhancing the gender and youth friendly development environment. Sierra Leone is signatory to the Convention on the Elimination of Discrimination Against Women, Convention on the Rights of the Child

2.5 Chapter Summary

Chapter two of the study provided a review of literature that has relevance to the study. In this chapter also a back ground to the implementation of population education was provided by giving an insight into the context within which population family life education is being implemented in Sierra Leone. This chapter has also provided an overview of what has been written on population education in terms of source of content, the nature of population issues that are being addressed and so on. An attempt has also been made to define the concept of population education from different perspectives a well as reviewing the different approaches to the discipline by Nigeria and Sierra Leone as compared to what UNESCO says a population education programme should look like. An attempt has also been made to look at how a population education programme should be carried out and a few cases of such programmes have been examined to provide a model against which the study would be assessed and the findings analysed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Chapter Preview

This study is designed to examine the process of implementation of the Population Family Life Education programme in Sierra Leone with specific emphasis on the tertiary level of the education sector in Sierra Leone. Among the issues examined are the curricula, the teaching and learning of population education, management of population education and the mode of inclusion of population education as well as a Knowledge attitudes and practice survey on the competence of the three sets of respondents in the study. The study will also look at the different approaches used in the past, the successes and limitations and the, methodologies applied in the study will form the main thrust of this chapter. The chapter also examines the research questions of the study, sample selection procedures the sample size, sources of data both primary and secondary and looks at how the data is presented and analysed. Also described are the methods used in the analysis of the study. The final component of the chapter is the summary in which the content of the chapter are summarized.

3.1 Research Sample

The sample for the study was drawn from the population of teacher educators, pre-service teachers in the bachelor of Education programme at the Milton Margai College of Education and Technology, and in-service teachers in selected junior secondary schools in Freetown. The schools were selected on the basis that they offer courses in POP/FLE carrier subject such as social studies, home economics, and biology. At the pre-service level student teachers of the Social Studies, guidance and counselling Physical Health Education and Community Development Studies. In all a total of 150 respondents were selected from the 220 respondents to whom the survey questionnaire was administered. The sample is made up of 50 male and 100 males who were finally selected for the survey.

3.2 Sample Size

The sample size selected for the study was 150, out of 225 respondents to whom the survey was administered. This represented a questionnaire return rate of approximately 70% seventy percent, and an attrition rate of 30%. What this means is that the sample size selected was very good and provides a sample from which generalizations can be made about the current population of teacher educators, teachers, and teacher trainees in population education. Theory has it that the larger the samples size the greater are the chances that the study would reflect the real life situation and the more representative the sample would be. It is based on this assumption that this sample was selected.

3.3 Sampling Method

A sampling frame was selected this frame included teacher educators at MMCET who teach POP/FLE |Carrier Subjects, Community Development Studies, Social Studies, Physical and Health Education and Guidance and Counselling, this frame also included teachers in secondary schools in the Western Area of Sierra Leone as well as students in the POP/FLE Carrier subjects. The sampling frame for the staff of MMCET came from the academic register of lecturers at the college. The students of the Bachelor of Education programmes were selected from the college's Nominal roll of students in the Bachelor of Education programme. For all three categories the average number of female students was approximately one third of the population and a sample size that ensured this distribution was used in the study,

A stratified random sampling method was used to select the sample. The selection was randomly based so as to give each member of the sample the same chance of being selected The sample was elected from three categories that is the teachers in the school system, student teachers who were in the bachelor of education programme, in years one to three at Milton Margai College of Education and Technology who were offering population education carrier subjects. The process of random selection also was effected as suggested by the varying age ranges selected such from 20 to 69 and above. Numbers were assigned to all students in the sample population and 95 were randomly selected from the population. The same procedure was used for the rest of the sample. As a result, a representative stratified random sample reflecting the true characteristics of population educators was selected, and forms the basis of this study.

3.4.0 Tools of the Study

A number of tools were used to conduct his study. These tools include, questionnaire survey instrument, literature from previous studies, methodological frameworks, statistical tools, such as methods of summarizing and analysing data, documentary survey, and interviews to collect opinions of experts on population education and management. Some other tools though useful were not used but reference would be made to them when they can throw light on the study process. Another important tool that was used was the research plan which detailed the list of steps to be taken when doing this research. This also indicated when the different aspects of the plan would be carried out. The process began with the selection of a topic, the selection materials for the study, sourcing of funding , registering the topic , seeking approval of the course administrator, submission of proposal and actual conduct of the research, selection of methods of analysis, and collection of data, analysis and presentation of data, and the preparation of the research report or thesis. In selecting tools for research one must bear in mind the purpose of the research and type of research to be conductive whether it's qualitative or quantitative or a combination of both.

In addition data was collected from primary and secondary sources. Among these sources were report on population education, work plans of different projects, compilation of reports on population studies in electronic form, for example CD-ROM (POPLINE), which contains information on research, project plans , conference reports, discussions with experts and the internet, which provided access to research studies and so on.

3.4.1 Generally Used Tools

The following generally used tools for conducting social science research would be discussed: (a) Documentary searches (b) Databases (C) Social Science Research Journals (d) Statistical Abstracts (e) Research Reports

One of the most widely used research tool is the documentary research process, this may be the only method the research uses. The documents may be part of an archive of records covering a particular period. For instance historians generally use this type of research to discover what has happened during a particular historical period. In doing documentary research the researcher may be called on to discover the different points of view shown by different parties. His/her task would be to discover the common elements, sift out the amount of divergences and elements of convergence in a particular event. Different sources may be consulted to establish validity. A lot of semantic analyses may need to be done to ensure that the evidence is verified but at the end of the day as Carr (1950) states history is considered as an interaction between the historian and his facts. The discipline of population education is very new but still has a lot of documentation developed by planners, of the programmes, curriculum developers, evaluator, and those responsible for implementation of the curriculum.

In using such a tool the researcher has to note the following: the authenticity of the source, the credibility, representative ness and the meaning .It may also form part of a triangulation process in which the researcher uses intersecting portions of

different schemes (Denzin, 1970). Documentary evidence is derived from many sources. They include personal sources such as diaries, letters and pictures and so on. Public documents such as parliamentary debates, census reports, statistical abstracts and Database can provide a good tool for doing research. A database can be put together from research studies, reports, surveys, evaluation and monitoring reports, expert reports and so on . Such reports can be available through in hard copy or in electronic form or can be virtual reports. The main problem with documentary records is that they can be subject to error. For instance even census reports can be subject to undercounts which may necessitate some statistical adjustment to correct them.

The researcher may also utilize Professional journals, such as the Harvard Journal of Education, Journal of Educational Abstracts , among others. These technical publications contain useful information which can guide the research process by providing initial insights into previous studies that may be of interest to the researcher as they provide guidelines on previous work, in terms of sample selection, major findings and methodology. The researcher may choose to replicate studies done elsewhere to see whether the results or findings are validated. An opportunity is also provided to test whether a given theory works in a different context and can provide the basis for a paradigm shift.

Databases provide another tool that the researcher can utilize in doing research. A number of such databases exist that can provide the basis of a research study. In the United States for instance the Educational Resource Information Centre (ERIC) is a good source of data on previous research studies and reports. The

administrators collect information also on current research work that is being done . Research reports that would be typically included in other sources are indexed and abstracted by ERIC. This source collects the most recent publications by educationists thus ensuring the availability of the most current data. The materials are collected by different clearinghouses and are available to all users. In the United States ERIC is available in published form as Resources in Education (RIE) (Gay, 1994). Entries are entered by subject, author and year of publication. Before the advent of the electronic media most journals were in print form and provided a most important source of scientific information on most disciplines. Each year thousands of journal articles are published and provide another useful source of information for the selection of research in many subjects.

Research Journals exist for all disciplines and normally are the purview of renowned publishing houses, with a panel of experts serving as editorial staff. Many professional organizations also publish research studies, for example the American Association of geographers publishes a journal which contains studies done by various scholars who are practitioners of the discipline. These journals provide an insight into how research is done in that particular discipline and may also provide a means of assessing topics that are researchable. In carrying out any research study one needs to discover what has been done, how it has been done, and what the key findings were. The increasing use of online journals is however posing a threat. According to Hoggan(2005, pp.1-12) one problem is that of information overload because of the volume of publications and also as result of the high turnover of articles. In addition the number of web sites a user may have to browse to access the right type of information can be very high. The increase

browsability is however an advantage. Another problem is that sites may close because of loss of funding this renders the journal unavailable for further reference which a researcher may need to do, But may be the most important issue is that of scholarly misconduct, plagiarism, fabrication of results, and manipulation of data (Calvert, 2001). Incorrect referencing is also another problem Online journals according to Calvert may also attract dishonest scholars.

Gay (1995, p. 79) also discusses the use of psychological abstracts as a research tool. Because of the large numbers of articles published by psychologists as well as other scientists not all articles or publications are printed in full. Many articles are printed in abstract form and these are compiled in the form of abstracts which can be consulted. When a researcher intends doing research he has to examine abstracts of dissertations, and other relevant publications which may provide an initial insight into the relevant area of study. Many such abstracts contain articles from peer reviewed journals which ensures that a high quality of information is accessible to researchers. The internet has however changed the face of publications and such abstract can be found on the net, with some restrictions now imposed by fee-paying web sites.

Research reports provide another tool that can be used in doing research. What is a research report? A research report is another name for a dissertation or a thesis that is the subject of a study done by scientists and students doing research. Such reports are kept in universities and in some cases on-line versions may be available on the net either in completed form or as an abstract. In whatever form they exist the research report provides a useful tool that can be used to determine procedure for doing research , subjects or sample to be used and methods of

analysis for a given study. This ensures that the novice does not go into uncharted seas but has access to guidelines that can enable him or her to conduct research scientifically. There are of necessity restrictions governing the use of such materials based on the ethics of research. In most cases only abstracts are available. Permission is often required to ensure that copyright is respected. Dissertation abstracts which are published can give an insight into what has been done to avoid duplication and also to provide a means of validating previous research which may have to be done in a different context. Some replication studies may be required and the examples cited in an abstract may give the budding researcher clarity in doing the new study having analysed a previous study that is of some relevance.

3.4.2 Specifically Used Tools

The specifically used tools for this study were: searches from documentary sources such as United Nations Population Reports, sourcebooks and other journal publications from UNESCO, Country Programme Documents of UNFPA, and Curriculum documents and so on. Other tools that were utilized include the evaluation reports on the Sierra Leone and Nigerian as well as the Indian population education projects. Significant use was also made of CD-ROM searches especially the Johns Hopkins University edited POPLINE CD-ROM, a compendium of abstracts from population programmes around the world. In addition significant searches were made on the Internet to access information from a wide variety of publications and web sites that contain information on issues such as HIV/AIDS, Gender Women empowerment and equity as well as

reproductive health and rights. These research tools provided valuable resource materials that were very useful in the formulation of the research hypotheses, as well as giving a lead to what had been done on population education by different researchers in the field as well as in other fields of relevance to this study. In addition the style manual of writing of a research theses was also utilized in the final design of the study.

In all this process a key tool that was used in processing the data and in producing the work was the computer. The computer and the accessibility it gave in terms of generating and inputting data was the most essential tool used in the process of doing this research. The use of the computer facilitated the process as it enabled the research to store, edit, review, revise and restructure the materials for the study.

3.5.0 Sources of Data

Data for his study is of two main kinds the primary data and the secondary data. The secondary data was collected from a wide variety of sources. Primary data was largely obtained from the survey instrument, which was administered to the subjects who participated in the study as well as those who were interviewed directly by the researcher. Secondary data was obtained from official record locally in Sierra Leone or through searches in the internet or CD-ROM . Although an attempt has been made to draw a distinction between primary and secondary as sources of data, it must be remembered that it depends on what kind of research is being conducted. IN the case of qualitative research what may be considered as

primary data in a quantitative study may differ. In a quantitative data reports from journals, diaries, documents may be seen as primary data.

3.5.1 Primary Sources of Data

Primary sources are original documents of an event or discovery for example results of research, experiments or surveys, interviews, letters, diaries, legal documents and scientific journal articles. They provide unedited words, images, or objects created by persons directly involved in the activity. Primary sources are also records of events as they are first described. They may come from a variety of media, University of Utah (2005). This is information before it has been analysed, interpreted commented upon or repackaged. The main source of data for the study itself was the materials obtained from the primary sources which were from the interviews held with some personnel at decision making levels in the programme. Data for the study was obtained from a questionnaire that was self administered by respondents at MMCET, in selected secondary schools offering \population Education and students at pre-service level who had also done some population education. These questionnaires were administered to 220 respondents 70% of who responded and their responses collected analysed and recorded. The location and collection of primary data is the actual focus of research (Glass 1989). This underscores the important part the primary data play in this study and indeed forms the major focus of the work done so far. There are problems associated with this kind of data especially for social sciences where one has to rely on individual perceptions of an issue. A major weakness is the fact that it is based on the self reports of the subjects. This can however be compensated for by the reports done

in other studies carried out by programme evaluations as well as knowledge, attitudes and practice surveys.

3.5.2 Secondary Sources

Secondary sources offer an analysis or restatement of an event or discovery in primary resources. They interpret, explain, or summarize primary data. Some secondary sources are used to persuade the reader. Secondary sources of data may be considered less objective. Examples of secondary sources include dictionaries, encyclopaedias, textbooks, articles and so on.

A major source of data for this project was the United Nations Fund for Population Activities Country Office documents. These ranged from report on World Population that is an annually published projection of population trends in the world, which also reflect the population situation in specific countries. Each year the UNFPA would select a specific topical population issue which would be addressed on a global scale in their reports for instance the issue addressed in 2004 was the “Missing Mothers”, with stress being put on mothers that suffer from infertility and those who die in childbirth which is a reproductive health issue and hence a population education issue. The organization produces a lot of other documentation some of which were accessed through on-line sources by visiting the web site. Evaluation reports of the Population /Family Life Education done since the programmes began in 1976, with a focus on sex education were also consulted to identify the issues stressed by each report. For instance the evaluation report on the Population education status done by Olotu-Leigh in 2002

provided significant direction to this study .The Country Programme Document (CPD) which details the population programme for Sierra Leone was also consulted as well as the Country Programme Action Plan (CPAP). These two documents chart the way forward for all UNFPA funded programmes in Sierra Leone up for the period 2004-2007. This document details lays out the Goal of the Population Programmes in Sierra Leone and specifically outlines the output related to POP/FLE which is- To provide quality reproductive health information and services to adolescents- .The Country Programme Action Plan also specifies the major activities to achieve this outcome. Amongst which are CD-ROM searches such as POPLINE from Johns Hopkins Centre for Communications Programmes was also done, along with materials obtained from their website. Materials for the Study were also obtained from UNESCO, Population Reference Bureau, Popinform, and other internet based web sites which provide data on HIV and AIDS as well as Reproductive health issues, such as adolescence reproductive health, female genital mutilation and so on.

Data was also obtained from journals and interviews were held with some personnel attached to the programme. An important journal that was consulted was the Population Report which is published by the Johns Hopkins University's Centre for Communication Programmes. Copies of this report provided background reading materials for reproductive health issues, HIV AND AIDS Gender Based Violence and other related issues.

Curriculum materials on the Nigerian Family Life Education Programmes were obtained from the Nigerian Curriculum and Research Centre, which is responsible

for curriculum development in Nigeria. The materials included reports and overviews on the development and implementation as well as curricula with infused POP/FLE core messages, scope and sequence charts, and teachers' guides. This organization also publishes Monographs on all the thematic areas selected for the programme.

Books and notes on research were also part of the secondary materials collected for this study. These research publications such as the APA and MLA Style manuals, books on quantitative research along with qualitative research study guides helped provide guidance and direction as to how to conduct his study.

3.5 Analyses of Data

The data for the study was collected and analysed by tallying scores for the responses given to the items in the survey instrument. The data was then summarized in a tabular form. A total of twenty five tables were developed for the analysis of the data in the study. The data was in three schedules "A", "B", "C", and "D". The first schedule dealt with the demographic characteristics of the population sample. The second Schedule B examined the population education programme in terms of curriculum and methods of teaching. In Schedule C and D the Knowledge, attitudes and practices of the respondents were examined. In the case of the KAP study, the scores of all respondents were computed a standard deviation was found and calculations were computed accordingly and this formed the basis of the analysis. Four hypotheses were tested as part of the study and the results of these tests were discussed along with their implications for population

education in a post conflict situation of Sierra Leone. The objectives of the study were also examined in the light of the data that was collected, through the questionnaire survey

3.6 .1 Chapter Summary

In chapter three we have examined the research methodology that was used to collect and process the data. Data used for the study was obtained from both primary and secondary sources. The primary sources involved the administration of a questionnaire survey, interviews with personnel in population programmes, whether at the UNFPA country office level or curriculum officers both those in active duty and those who have retired. Other sources of data were the secondary sources such as world population reports, published by the UNFPA; Population Reports by Johns Hopkins University, Publications of Population Reference Bureau, all these and more were consulted. The sample was derived from three sources, teachers in school, student teachers and teacher educators of the MMCET. The data was selected using a stratified sampling design. A simple process of analysis was used to process the data.

CHAPTER FOUR

DATA PRESENTATION

Presented below are the answers received from the administration of a survey to 150 interviewees in the B. M. Davies 2005 POP/FLE survey with respect to the above question

Table 4.1(a) Sex distribution of 150 respondents

Sex	Total No.	Percentage
Male	100	66.67
Female	50	33.33

Source: B.M. Davies 2005 POP/FLE Survey

From the above table (4.1 (a), it is evident that about 2/3 (i.e. 66.67%) of the respondents are male, whilst 1/3 (i.e. 33.33%) were female.

Table 4.1(b) Question- What is your age?

Various answers collected from the respondents to the above question are expressed below in Table 4.1(b)

SEX	AGE					RANGE	Total
	20-29	3039	40-49	50-59	60-69	69+	
Male	7	53	27	13	-	-	100
Female	9	20	13	8	-	-	50
Total	16	73	40	21	-	-	150

Source: B.M. Davies 2005 POP/FLE Survey

From the data collected it was discovered that the highest range of ages was the 30-39 (73) representing 37 of the respondents, while the lowest were that for the 60-69 and 69+ (0) . The second highest was the 40-49(40) and the second least was 20-29 (16). This leads to the fact that the majority of the respondents were between ages 30-39 mainly youths.

Table 4.2 what is your current level of education? When asked this question, the respondents gave various answers, which are expressed in Table4.2.

Table 4.2 Level of Education of Respondents

SEX	EDUCATIONAL				LEVEL		TOTAL
	TC	HTC	BACHELORS	MASTERS	PHD	OTHERS	
MALE	1	61	29	8	1	-	100
EMALE	0	36	12	2	0	-	50
TOTAL	1	79	31	10	1	-	150

Source: B.M. Davies 2005 POP/FLE Survey

From the above table (4.2) it can be inferred that the most common educational qualification of the respondents was the Higher Teachers Certificate, with a total of (79) with 64% of the respondents and the least was the Doctorate degree and the Teachers Certificate with a singular response for each level.

Table 4.3 what is your marital status? The answers to this question were classified into five categories such as currently married, Single, Divorced, Widowed or Separated. They are expressed in this table (4.3).

Table 4.3 Marital Status of Respondents

SEX		MARITAL		STATUS		TOTAL
	Currently Married	Single	Divorced	Widowed	Separated	
MALE	65	20	7	5	3	100
FEMALE	28	17	3	-	2	50
TOTAL	93	37	10	5	5	150

Source B. M. Davies POP/FLE Survey 2005

From the data in table (4.3), one can state that 62% of respondents are currently married, 24.67% were single, 6.67% are divorced, while 3.3% were either widowed or separated.

Table 4.4(a) Family Type When asked the type of family they came from the respondents gave the following answers. (As stated in table (4.4))

Table 4.4 (a) Family Type

SEX	TYPE	OF	FAMILY		TOTALS
	Extended	Single parent (Mother)	Single parent Father	Dual Parent	
Male	91	2	2	5	100
Female	32	3	5	10	50
Total	123	5	7	15	150

Source B.M. Davies 2005n POP/FLE Survey

The above data is indicative of the fact that 82% of respondents whether male or female belong to an extended family, with only 10% belonging to 10% belong to the dual parent nuclear family and 4.7% belong to single parent (father only), while 3.3% belong to the single parent (mother only) family.

Table 4.4(b) Family Size the study also wanted to know the family size of the respondents. Their various responses are reported as expressed in table 4.4 (b).

Table 4.4(b) Family Size of Respondents

SEX	FAMILY SIZE					TOTALS
	2-3	4-5	6-7	8-9	9+	
MALE	2	26	13	57	2	100
FEMALE	5	14	12	13	6	50
TOTAL	7	40	25	70	8	150

Source B.M. Davies 2005 POP/FLE survey

From Table 4.4(b), one can infer that the most common family size was the category 8-9members, with 70, the second most is the 4-5 with 40,. And the least was common was 2-3 with 7, while the second lowest was9+ members with 8.

Table 4.5 what is your religion? – The type of religion (or the religious background of the respondents was also requested and the various answers are considered below in table 4.5

Table 4.5 Religious Affiliation of Respondents

SEX	Religious Background				Total
	Islam	Christianity	Traditional	Others	
MALE	50	36	14	0	100
FEMALE	28	15	7	0	50
TOTALS	78	51	21	0	150

Source B. M. Davies 2005 Survey

The results in table 4.5, indicates that close to 52% of the respondents are Muslims, while 34 were Christians. And 14% belonged to the Traditional religions. None of the respondents indicated they belong to other religions that were different from those already discussed.

Table 4.6 Knowledge and understanding of the PO/FLE programme- The question whether each of the respondents has some knowledge of and understanding of POP/FLE programme was put to them and the responses given are expressed below in table 4.6

Table 4.6 Source of Knowledge about POPFLE

SEX	SOURCE	OF	KNOWLEDGE	AND	UNDERSTANDING	
	Workshop	Seminar	Coursework	Media	Course Work	TOTAL
MALE	25	10	50	5	10	100
FEMALE	10	10	20	7	3	50
TOTAL	35	20	70	12	13	150

Source B.M. Davies 2005 POP/FLE Survey

The data in table 4.6 above reveals that 46.7% received their knowledge about POP/FLE from coursework; 23.3% received theirs from workshops; 13.3% from seminars; 8% from the media and 6.7% from self acquired knowledge. This means that the majority of the respondents have a sound knowledge about the concepts under study.

Table 4.7(a) Did you receive any formal training in POP/FLE?

When asked whether they had received any formal training in POP/FLE, the responses of the interviewees are as recorded below in table 4.7(a)

Table 4.7(a) Formal Training

SEX	ANSWERS		TOTAL
	YES	NO	
MALE	65	35	100
FEMALE	35	15	50
TOTAL	100	50	150

Source B.M. Davies 2005 POP/FLE survey

From the data in table 4.7(a), it can be inferred that 66.67% (i.e. 100) did receive some form of formal training in the POP/FLE programme.

Table 4.7(b) what is the length of training you have received?

SEX	Duration	of	The	Formal	Training			Total
	None	<6 months	6-10months	1 year	2 years	3years	3years+	
MALE	35	26	11	5	20	3	0	100
FEMALE	15	7	5	7	8	6	2	50
TOTAL	50	33	16	12	28	9	2	150

Source B.M.Davies 2005 POP/FLE survey

The results for this question are expressed below as table 4.7(b)

From the results in table 4.7(b), it is evident that 50 of the respondents had no formal training, 23 of them had received less than 6 months of training, 16 had

received 6-11 months of training, 12 received 1 year, 28 received 2 years, 7 received 3 years and only two had received three and over three years of training.

Table 4.8 How many times have you participated in POP/FLE workshops?

When asked this question, the responses are expressed below in table 4.8.

Table4.8 Number of participations in Workshops

SEX	No.	Of	Times	Participation		Total
	Once	Twice	Thrice	4 Times	More than 4 times	
MALE	28	20	13	32	7	100
FEMALE	22	15	7	4	2	50
TOTAL	50	35	20	36	9	150

Source B.M. Davies 2005 POP/FLE survey

Table 4.8 shows that 33.33% of the respondents had participated once in POP/FLE workshops; 23.33% twice; 13.33% thrice, 24% four times and 6% more than four times. This indicates that from the responses received the respondents have acquired a sound knowledge about POP/FLE through participation in workshops.

Table 4.9 What is your length of experience in teaching POP/FLE?

The study had also inquired about the length of experience; each respondent had had in teaching POP/FLE in various institutions in Sierra Leone the results are indicated below in table 4.9.

Table 4.9 Length of Experience in teaching POPFLE

SEX	Length	Of	Experience		In	Years	Total
	Never	<1yr	1-2Yrs.	3-4	5-6	>7	
MALE	50	10	10	20	5	5	100
FEMALE	30	3	6	5	6	0	50
TOTAL	80	13	16	25	11	5	150

Source B. M. Davies 2005 POP/FLE survey

The above table shows that 80 (53.66%) have not taught POP/FLE before.

, 13(9%) of respondents had taught for less than one year, 16, 11%) have had 1-2 years and 25, (17%), having taught for 3 to four years, 11(7.33%) with 4-6 years and lastly 5(4%) having taught for more than six years.

Table 4 .10, Was the training you have received adequate for your tasks/responsibilities? When asked whether the training received was adequate for their current responsibilities in teaching POP/FLE, the responded as follows.

Table 4.10 Adequacy of Training

SEX	ADEQUACY OF TRAINING			TOTAL
	YES	NO	NO Answer	
Male	19	46	35	100
Female	23	12	15	50
Total	42	58	50	150

Source B. M. Davies 2005POP/FLE Survey

From table 4.10, above, 33.33% of the respondents gave no answer, 38.6% said their training was inadequate while28% stated that their training was adequate.

Table 4.11 What time is allocated to the teaching of POP/FLE in your institution?

When asked this question the answers are stated in the table 4.11 below.

Table 4.11 Amount of Time allocated to POP/FLE

Sex	TIME	ALLOCATED	IN	A	WEEK	
	Less than 4hrs	4hrs	6hrs	8rs	8+	Total
MALE	36	24	18	17	5	100
FEMALE	19	8	6	9	8	50
TOTAL	55	32	24	26	13	150

Source B. M. Davies 2005 POP/FLE Survey

Fifty-five of them (36.7%) said less than 4 hours,

32(23.7%) said four hours was allocated to POP/FLE POP

26-(eight hours) and 13 said it was eight hours.

Table 4.12 was the programme beneficial to the learners? When asked this question the respondents gave various answers, which are reported below in table 4.12 below.

Table 4.12 How beneficial was the programme?

SEX	RESPONSES			TOTALS
	YES	NO	NO ANSWERS	
MALE	48	30	22	100
FEMALE	25	20	05	50
TOTALS	73	50	27	150

Source B. M. Davies 2005 POP/FLE Survey

Seventy three that is 48 males, and 35 females representing ((48.7%) answered in the affirmative, 50 that is 30 men and 20 women representing (33.3%) said no whilst 27, five females and 22 males making up(18%) of the sample gave no answer.

Table 4.13 Knowledge gained in POP/FLE training programmes. The responses to this question are presented in table 4.13 below.

Table 4.13 Nature of Knowledge gained

SEX	NATURE	OF	KNOWLEDGE	GAINED		
	Concept of POP/FLE	Curriculum Development Skills	Core message Development	Methods of Teaching	No Answer Given	Total
Male	50	13	12	20	05	100
Female	17	13	05	08	07	50
Total	67	26	17	28	12	150

Source B. M. Davies 2005 POP/FLE survey

Table 4.13 shows that 67 (44.7%) said they learnt various POP/FLE concepts in the training programmes they had attended, 26(17.3%) said they learnt curriculum development skills, 17(11.3%) said they learnt how to develop core messages, 28(18.7%) learnt about methods of teaching and 12(8%) gave no response. From the analysis done on the data presented in the table above it can be concluded that the respondents had learnt about quite a lot of POP/FLE concepts and skills through workshops.

Table 4.14; Was the programme beneficial to you? Responses to this question are presented in table 4.14

Table 4.14 Was the programme beneficial?

SEX	RESPONSES			TOTAL
	YES	NO	NO ANSWER	
MALE	20	56	24	100
FEMALE	24	20	06	50
TOTAL	44	76	30	150

Source B.M. Davies 2005 POP/FLE survey

Table 4, 14 indicates that 44(29.3%) of respondents agreed that the training programmes were beneficial, for 76 (50.6%) the programmes were not considered beneficial and 30(20%) did not respond either way. The large number of the respondents who reportedly found the programme not beneficial can be explained from those who received the training because they were available to be trained but population education was either not being taught in their schools or it was not yet integrated into their disciplines.

Table 4.15 Answers the question is enough time allocated for POP/FLE? The different answers to this question are discussed below.

Table 4.15 Is enough time allocated for POP/FLE?

SEX	RESPONSES			TOTAL
	YES	NO	NO ANSWERS	
MALE	06	84	10	100
FEMALE	07	30	13	50
TOTAL	13	114	23	150

Source B.M. Davies 2005 POP/FLE survey

Table 4:15 indicates that 114 (73%) of the respondents reporting that not enough time was allocated to the teaching of population/family life education in educational institutions. Thirteen representing (6.7%) said enough time was allocated to the teaching of the discipline through its carrier subjects. The same percentage and number 13(6.7%) reported they were unaware of how much time was given to the discipline.

Table 4.16 what mode was used to develop POP/FLE in Sierra Leone? The responses are recorded in table 4.16 as follows:

Table 4.16 Mode of curriculum inclusion

SEX	RESPONSES					
	Separate subject	Special arrangement	Infusion	Integration	No Answer	Total
MALE	39	05	16	32	08	100
FEMALE	17	06	13	14	00	50
TOTAL	56	11	29	46	08	150

Source B. M. Davies 2005 POP/FLE survey

56(37.3%) said it was a separate subject approach that was used to develop the programme, 11(7.3%) suggested a special arrangement, 29(19.3) it was the infusion approach and 46(30.7%) it was the integration approach and 8(5.3%) gave no response to the question.

4.17 When questioned about the best mode of POP/FLE development the responses were as follows.

Table 4.17 What is the best mode of including POP/FLE?

SEX					
	Separate Subject	Special Arrangement	Infusion	Integration	Total
MALE	41	27	14	18	100
FEMALE	21	05	06	18	50
TOTAL	62	32	20	36	150

Source B.M. Davies 2005 POP/FLE survey

Sixty-two (41.3%) said it was the Separate subject approach, 32 (21.3%) chose the special arrangement, 20 (13.3%) the infusion and 36(24%) said it is the integration approach. The fact that 50% of the respondents selected the integration/infusion approach as the mode of inclusion for POP/FLE in Sierra Leone is a positive sign that teacher educators and teacher trainees are aware of the curriculum process that leads to the development of a subject discipline.

Content of POP/FLE studied the responses to this question are presented below in table 4.18

Table 4.18 Knowledge gained in training, including workshops

SEX	RESPONSES						TOTAL
	RH	HIV	Change	STIS	Gender		
MALE	30	29	10	10	09	-	100
FEMALE	20	12	06	02	00		50
TOTAL	50	41	16	12	09		150

Source B.M. Davies 2005POP/FLE Survey

Fifty of the respondents (33.3%) said they had studied reproductive health issues, 41(27.3%) had learnt about HIV/AIDS, 22(14.7%) gender, 12(8%) environmental problems, and 9(6%) said population dynamics.

What is the nature of support given by schools and other institutions to POP/FLE?
 Answers provided by the respondents are variously reported in table 4.19 below.

Table 4.19 Nature of support given by schools to POP/FLE

Sex	Responses						Total
	Finance	Teaching Resources	Professional Development	Administrative support	None	Others	
Male	10	15	20	15	17	20	100
Female	6	10	8	11	13	2	50
Total	16	25	28	26	30	22	150

Source B.M. Davies 2005 POP/FLE survey

Table 4.19 it is seen that 16(10.7%) of the respondents stated financial support was given by the institution, 35(16.7%) said teaching resources were provided, for 28(18.7%) professional development was supported, 26(17.3%) some administrative support was given, 30(20%) no support was provided and 22(14.1%) said other forms of assistance was provided. This indicates that there is a strong degree of support for the programme among administrators of educational institutions.

Table 4.20, provided answers to the question; Are your students aware of POP/FLE emerging issues? The responses are described below in table 4.20.

Table 4.20 Are you aware of POP/FLE emerging issues?

SEX	RESPONSES			TOTAL
	YES	NO	NO ANSWER	
MALE	42	40	10	100
FEMALE	20	24	6	50
TOTAL	62	64	16	150

Source B.M.Davies 2005 POP/FLE survey

For 62(42.7%) of the students the answer was affirmative, with 64 (43.7%) reporting they were unaware of these issues whilst 16(10.7%) gave no response.

This indicates that there was a clear distinction between the two groups.

Table 4.21 answered the question are these issues being addressed in the curriculum? The answers are variously reported in table 4.2.

Table 4.21 Are emerging issues addressed in the curriculum?

SEX	RESPONSES		TOTAL
MALE	40	51	100
FEMALE	25	25	50
TOTAL	74	76	150

Source B. M. Davies 2005 POP/FLE survey

From the table, 74(49%) of respondents reported that they were being addressed, whilst a narrow majority 76((50.7%) said they were not being addressed.

A follow – up question was asked, in which carrier subject areas? This is presented in table 4.22

Table 4.22 POP/FLE Carrier subjects

	POP/FLE		Carrier		Subjects	
	PHE	SOST	Home Economics	Biology	Integrated Science	Total
Sex						
Male	8	45	10	5	5	100
Female	2	11	14	3	2	50
Total	10	46	24	7	7	150

B. M. Davies 2005 POP/FLE survey

The respondent stated that emerging issues were being addressed in four main carrier subject areas, namely: social studies, home economics, physical and health education, biology and integrated science, 10(6.7%) said in physical and health education, 46(30.7%) said in social sciences, 14(9.3) home economics, with seven (4.4%) stating biology and integrated science, subjects which have been the traditional hosts of POP/FLE.

Table4.23 Male Respondents selection of the five most commonly used methods of teaching POP/FLE

Table 4.23 Five most commonly used POP/FLE methods

Methods	How Often			Total
	Very Often	Often	Never	
Discussion	50	28	22	100
Lectures	36	35	29	100
Role Play	23	50	27	100
Values Clarification	22	27	51	100
Critical Thinking	16	57	27	100
Total	147	197	156	500

Source B.M. Davies 2005 POP/FLE survey

Table 4.23 What are the five most commonly reported methods used by men to teach POP/FLE? Answers to this question are recoded in table 4.23

According to their responses the five most commonly utilized methods were reported as, discussion, lectures, and role play, values clarification and critical thinking skills. Of these the most frequently used method was discussion, which was, used very often 50% of the time often 28% and never by 22% of respondents. Lectures were used by 36% of the respondents very often, by 35 of them often and never by 29% of them. A method such as role-play was used very often by 23% of respondents, often by 50% and never by 37% of them.

Table 4.24 Female Respondents’ five most commonly used methods of teaching POP/FLE

Table 4.24 Five most commonly used method to teach POP/FLE

Methods	How Often			Total
	Very Often	Often	Never	
Discussion	19	19	12	50
Lectures	13	15	22	50
Role Play	10	15	25	50
Values Clarification	22	09	19	50
Critical Thinking	19	12	19	50
Total	83	70	92	250

Source B.M/Davies 2005 POP/FLE survey

Table 4.24 indicates the responses to the question, how often do you use certain methods of teaching POP/FLE?

The Responses showed that the five most frequently used methods were, for the male respondents were: discussions, lectures, role-play, values clarification, and critical thinking in that order. Discussions were used very frequently by 19 respondents, often by the same number, and never by 12 respondents. The second ranked method was, lectures used very often by 13 times, often 15 times and never 22 times; role-play the third method was used very often 10 times, often 15 times and never 25 times. Values clarification was the fourth most widely used method of teaching POP/FLE, and was used very often by 22 times, often nine times and never 19 times; finally critical thinking was used very often 10 times, often 12 times and never 19 times. This shows a very pattern as was observed for the men. The question; Are POP/FLE emerging issues being addressed in the curriculum?; was posed to the respondents. The responses to this question are shown in Table 4.24

Table 4.24 Are POP/FLE emerging issues being addressed in the curriculum?

Responses				
Sex	Yes	No	NA	Total
Male	63	17	10	100
Female	12	24	14	50
Total	75	41	24	150

B.M. Davies 2005 POP/FLE survey

75 (50%) said such issues were being addressed in the curriculum of the carrier subjects they were teaching, while 41(26.7%) said they were not aware while 24(16%) gave no response.

When asked in what subject carrier subject areas their answers are shown in table 4.26.

4. 26 In what subject areas are these issues being addressed?

	POP/FLE	Carrier	Subjects			
Sex	PHE	SOST	Home Economics	Biology	Integrated Science	Total
Male	8	45	10	5	5	100
Female	2	11	4	2	2	50
Total	10	46	14	7	7	150

B.M. Davies 2005 POP/FLE survey

10 (6.7%) suggested Physical health education, 46(36.7%) said it was in social studies, 14 (8.7%) said home economics, 7(4.3%), biology and 7(4.3%) said it was in integrated science.

Should men and women be given equal rights? Answers to this question are presented in Table 4.27.

Table 4.27 Should men and women be given equal rights?

	Responses			
Sex				

Male	54	27	10	100
Female	41	4	5	50
Total	95	31	15	150

B.M. Davies 2005 POP/FLE survey

95(64%) of the respondents answered in the affirmative, with 31(21.7%) did not agree to the proposition, whilst 15(10%) did not respond to this question. The high percentage response to this question is an indicator of the degree to which women's issues are being mainstreamed in the society. In addition there is the recognition from the census and other publications that women outnumber men in Sierra Leone,

When asked the question is Female Genital Mutilation a good practice? The answers are variously recorded in the table below.

Table 4.28 Is FGM a good practice?

Sex	Responses			Total
	Yes	NO	Not Available	
Male	54	37	09	100
Female	27	15	08	50
Total	81	52	17	150

B.M. Davies 2005 POP/FLE survey

The response to the above question are as follows; 81 (54%) said it was a good practice, 52(34.7%) said it was not a good practice, 17(11%) did not respond. The high positive response indicates that despite the massive sensitisation and even

education many still hold traditional values, or are influenced by the Islam. The cultural traits associated with circumcision rites of passage are so strongly held that a lot needs to be done to break the cycle in Sierra Leone. The problem is even further exacerbated by the Muslims who believe that when women are circumcised their sexual desire is reduced and such women would therefore be more amenable to male control. Another dimension to the problem is the large number of stakeholders who benefit from the programme.

4.3 Chapter Summary

In chapter Four Data Presentation and Analysis a total of 28

Tables containing the data have been presented and analysed. These tables reflect among other things the demographic elements or bio data that was collected that contains the presage characteristics of the respondents and lays the background for the study. The study also critically examined the POP/FLE programme. This chapter also examined performance of students in terms of their level of acquisition of POP//FLE concepts and core messages, as well as the extent to which it has impacted their lives.

CHAPTER FIVE

TESTING OF HYPOTHESIS AND DISCUSSION OF FINDINGS

5.0 Chapter Preview

Chapter five will involve an analysis of the four hypothesis stated earlier in **Chapter 1 Introduction to the Study**. This will be done to find out whether they are valid or invalid, and the extent to which they are valid and an attempt would also be made to bring out why the hypotheses are or are not consistent with the findings made during the study.

5.1 Statement of Hypotheses

Hypothesis 1

- Null Hypothesis – There is a low degree of competence in those who teach and manage the programme.

Alternative: There is a high degree of competence.

Hypothesis 2

Null hypothesis

There is a low level of availability of resources for the teaching and management of the programme.

Alternate Hypothesis

The level of resource availability is high.

Hypothesis 3

Null hypothesis

The mode of inclusion of POP/FLE in the curriculum does not allow for much teaching time for the subject.

Alternative Hypothesis

The mode of inclusion provides adequate teaching time.

Hypothesis 4

Null Hypothesis

There is low level of support for the teaching and learning of POP/FLE in the school

Alternative Hypothesis

There is a high level of support for the teaching and learning of POP/FLE in the schools.

5.2 Testing of Hypotheses –

The testing of Hypotheses begins with Hypothesis one –

The Null Hypothesis shows that there is a low degree of competence in those who teach and manage POP/FLE programmes in Sierra Leone.

This Hypothesis is valid in terms of mastering of and knowledge of the Population Education Concepts, and the organization and structure of the discipline. Beginning with information from tables 4 .6 and 4.7 some respondents admit to having attended various programmes in which 75% have been taught the basic concepts of Population Education. In terms of formal training received – the most prevalent level was the in – service workshop in which 55% of the respondents reported taking part in, 47% received knowledge from course work.

A Significant proportion of the sample population 64% have done the Higher Teacher's Certificate in Social Studies, the rest have done degree programmes Integrated Science, Biology, or Home Economics. During which they have had exposure to POP/FLE. Further evidence is provided in the high level of competence from the score on the KAP survey. Mean performance score of 65%. Thus the Null hypothesis is disproved and the alternative accepted that there is a high level of competence in POP/FLE concepts and some level of competence in the knowledge, attitudes and practices regarding POP/FLE. This is in agreement with Davies (1991), who surveyed Knowledge Attitudes and Practices of College Students on POP/FLE, and found out that even before the inception of the programme student teachers had some significant knowledge of POP/FLE.

Hypotheses 2

Null Hypothesis

There is a low level of availability of resource materials and equipment for the effective teaching and management of the programme.

Alternate Hypothesis there is a high level of availability of resource materials and equipment to teach and manage the programme.

Over fifty percent of the respondents reported that there was not enough teaching learning and other resources provided for Population Education in Sierra Leone. Discussions with population education experts and conclusions of Olotu Leigh revealed that not enough materials have been provided to effectively run the programmes. From the above it is clear that the level of resource material provision is inadequate to provide for the resource needs of the programme. The projects generally provide for materials development, which normally includes development of syllabuses, teacher's guides and in some cases, a sourcebook. Outside of this a project office located in Freetown is allocated funding to set up office from which activities are provided. But the quantum of resources provided at the school level is low. Most schools in the country do not have libraries and where they exist they are poorly supplied with books and other teaching learning materials. Schools and other educational institutions except for a few in the capital lack access to resources such as the Internet, CD-ROMs or even computers. Power is another major issue, which imposes limitations to accessibility so that even when resources are provided at the programme level it does not trickle down at the local level. Jones et al (1998) revealed that the supportive environment for effective teaching and learning of POP/FLE is resource starved. Apart from resources provided by donor agencies the government to Sierra Leone because of the war cannot effectively support such programmes. For Hypothesis 2 the Null Hypothesis, that

“There is a low level of availability of resource materials and equipment for the effective teaching and management of the programme” can be accepted as true and valid based on the proofs given above.

Hypothesis Three

Null Hypothesis

The mode of inclusion of POP/FLE into the curriculum does not allow adequate teaching time for the teaching of the subject.

Alternate Hypothesis

The mode of inclusion permits for effective teaching and learning of POP/FLE.

Data from tables 4.16 indicated that only 23% believed that the best approach for inclusion of POP/FLE is the separate subject approach. This does not truly represent the theoretical and practical reality. What this reveals that 73% of respondents believed other approaches can work best for the inclusion of Population education core messages and concepts. But according to practice it is more cost effective to use a single subject approach, as training more teachers in all curriculum areas requires a lot of resources.

Significantly the time allocation was described by most of the respondents as inadequate for the effective teaching and learning of POP/FLE Table 4.13 established that 114 (76%) of all respondents believed that not enough time is allocated to POP/FLE to ensure that it is effectively taught. Apart from the resource dimension there is also the question of the overloading of the curriculum of the different subjects. In most cases in which subject specialist are encouraged

to include new materials into their courses they may be most unwilling to teach the new programmes especially as some see these new ideas as swamping their domains. This problem of academic jealousy can best be overcome when a separate subject approach is utilized, as it is fraught with less difficulty in implementation.

Davies and Beckley (1991), noted from their visit to Alvan Ikoku that a separate subject approach to teach population education was the preferred mode, since it is a rich discipline that is also interdisciplinary in nature. The amount of resources in terms of time required for training teachers and teacher educators to teach one subject is far less than what would be required when many subject teachers have to be trained. In Sierra Leone Social Studies the original carrier subject for population education is a core subject at all levels of the education system. This subject at least would have been the best carrier subject to be chosen to carry population education core messages.

Without doubt from the above analysis one can safely accept the Null Hypothesis: “The mode of inclusion of POP/FLE into the curriculum does not allow adequate teaching time for the teaching of the subject”, and reject the

Alternate Hypothesis:

The mode of inclusion permits for effective teaching and learning of POP/FLE.

Hypothesis 4

Null Hypothesis

There is low-level of support for the teaching and learning of POP/FLE by appropriate authorities.

Alternate Hypothesis

The level of support is high.

The amount of support given varies from institution to institution and as a result the reports from the respondents showed that not much support was given. In some case the support was simply administrative, and in other cases support came in the form of help with resource persons. Outside of the general resources provided fro schools not much is actually provided for population education. At most some teachers with interest may decide to find alternate sources of materials or financial assistance to support their work in the schools.

Table 4.18 Nature of support given by employers, shows that most of the support given was largely administrative in nature, for instance 18% of the respondents reported that they received some teaching learning resources, possibly materials to make charts and some help with books, 10.6% said they were given financial support., 18.7%, said it was in the form of permission to attend workshops and seminars, a similar number were saying they were permitted to attend seminars related to population education. A third of them indicated total lack of support. A lot of reasons can be adduced for the latter case as some school authorities may not be fully supportive of the content of the POP/FLE curriculum, or most probably they may not have government support for their programmes so

resources cannot be allocated for anything they consider too costly or is provided for elsewhere. There is also the perception that population education programmes are still donor driven and therefore scarce local resources cannot be put into it. It is in the light of the above analysis that it can be concluded that enough evidence exists within this study to accept Hypothesis Four

Null Hypothesis

There is low level of support for the teaching and learning of POP/FLE by appropriate authorities.

By allowing the Null Hypothesis to stand since almost 70% of the respondents reported a significant level of support, and hence the alternative Hypothesis can be rejected, which states that-

Alternate Hypothesis

The level of support is high

This has not been supported by evidence available in the study.

5.3 Discussion of Objectives

A total of ten objectives were identified for the study. These objectives were tested against the data that was collected for the study. The findings are reported below in this analysis.

5.3.1 Objectives of the Study

1) To assess the level of competence of those who manage the programme.

Objective one of the study calls for an assessment of the level of competence of those who teach and manage the population project. In measuring degree of competence one measure that can be used is the level of training of those concerned. In looking at this parameter one can safely conclude that those who teach and manage the project are highly competent. In Chapter Four Data Presentation and Analysis it is shown in table that two thirds of those who teach the programme, who also can be considered as managers have obtained at least a Higher Teacher's Certificate a significant number of whom have done a course in population education as one of their core subjects for about two years, while others even have qualifications above first degree level. Using this as a measure of competence one can say those who teach and manage the project are very competent at all levels.

2) To examine the factors which have contributed the success of the programme.

Success can be assessed by what the project has accomplished; one can ask whether the goals and outputs of a project have been met. For population education some degree of success has been achieved since its inception well over

two decades ago. The Project from The available literature was a model in Africa, as Sierra Leone was one of the pioneering countries for population education programmes.

Population education has also succeeded as it has raised the awareness of Sierra Leoneans about the problems of degradation of the environment. Students and their teachers, pupils of Junior Secondary School and Senior Secondary School have gained awareness of their sexual and reproductive health concerns through population education. Population education has also contributed to improving our quality of life.

3) To asses the challenges faced by the programme.

Objective three requires an analysis of the challenges faced by the project. The Population/Family Life Education Project faces many challenges, which hamper the effective implementation of the project. One key challenge is the fact that the discipline does not stand on its own and as such is integrated into carrier subjects such as Social Studies, which have other concerns to address. In the pos conflict situation in Sierra Leone may teachers would not consider population education issues as very significant issues to address. Teachers who consider the syllabuses as already overburdened do not teach population education effectively. The loss of materials caused by the war has also posed a serious challenge to the teaching and learning of population education. As a result of the war also there is shortage of trained manpower, many lecturers as well as teachers left the country or went into other jobs. All these factors among others have made it very difficult to teach and manage population education programmes.

Another level of challenge lies in the area of the sustainability of the project, this is due to the fact that the government in a cash strapped situation caused by poor financial management and later exacerbated by the war does not commit enough resources to the project per se. This situation may also be as a result of the fact that the country is going through tough economic times and difficult choices may have to be made, in such a situation other priority needs may override the need to support a population programme in general. Consequent on the above is the fact that the country's economy is at the moment 55% donor driven which situation makes it difficult for government to commit more resources to this sector.

At another level the current nature of the mode of inclusion is a challenge to sustainability, as the country opted for the more expensive integration approach to the curriculum, which is not cost effective. This mode of inclusion means more teachers have to be trained, more materials have to be developed, and more money provided for administrative costs to be met.

In addition to the above-mentioned challenges is the problem of how to deal with controversial issues in the curriculum. A case in point is the question of female circumcision, which is practiced by the majority of the population; just even the mention of this topic will attract the ire of traditional authorities, but is incidentally practiced by even some of those who manage and teach population education programmes. Population education cannot run away from addressing such issues the question of how to address them border on issues of gender based violence and how to carve out a culturally appropriate norm that guarantees the

human rights of all. Furthermore, there is the question of how to shift from information education and communication to the newer more all-embracing and effective paradigm of behaviour change communication. This study found out that many of the respondents had scored reasonably well on the KAP test but this was not reflected in the area of family size and so on and even their attitude to female circumcision, which exposes the girl child to reproductive health risks and affect her ability to bear children and contravenes her human rights. These issues addressed above were some of the challenges to the implementation of population education in Sierra Leone.

4) To review, discover and discuss the attempted solutions to the problems faced by the managers of the programme.

The study has to an extent shown that some solutions have been utilised to solve the problems faced by the project. In terms of the problems themselves they can be categorised into those that border on the curriculum, and those that border on the resources that go with the project implementation. The problems of the curriculum are to an extent solvable, as the curriculum has changed in response to the changing needs of education in Sierra Leone. As result of the Jomtein Declaration on Education for All, the Government of Sierra Leone has developed and is implementing a 6-3-3-4 Education System which ahs taken onboard this declaration a process which led to changes in the curriculum and made provisions for the expansion of educational opportunities throughout the country. At the same time there was also the Beijing Conference on Women which was preceded by the International Conference on Population and Development of 1994, as a result of which the government through the Ministry of Education Science and Technology

has facilitated changes in the curriculum to reflect gender and HIVAIDS as well as reproductive health and rights, issues which were highlighted in the Programme of Action outlined by the Conference.

Apart from infusing gender equity and equality issues into the curriculum steps have been taken to redress gender imbalances in the provision of educational opportunities to women and girls for instance there is the “SABABU” Educational initiative which supports girls education up to junior Secondary Three. This addresses the problem of inequality of access thus contributing to the empowerment of girls and women.

The problem of resources can be viewed from the perspective of improving the capacity of human resources through training and the provision of appropriate educational materials and ultimately the resources in terms of finances for obtaining such improvements.

In terms of financing population programmes in general and population education in particular the country has still not been able to develop a sustainable programme as the implementation is still at the project stage as government has still not been able to contribute significantly to the day to day running costs of population education. Notwithstanding this assertion government does give some support in terms of the salaries of personnel who are teaching and managing the programme, it also provides the infrastructure as well as utility cost such as electricity, and water.

5) To assess the general level of commitment amongst those engaged in POP/FLE programme.

Commitment can be seen in terms of the support given by the donors United Nations Population Fund, and that of the Government and the Line Ministry responsible for education and the implementing partners such as the Milton Margai College of Education and Technology as well as the other teachers colleges and polytechnics and at the bottom the students, and teachers in the field. From the survey results the degree of support given by the school authorities were categorised into support for attendance at workshops, provision of curriculum materials, provision of resources for resource persons. At the upper level there is commitment on the part of the Government in providing the facilities for the teaching of population education, this can be crucial for the success of the programme, the Government has continued to demonstrate its interest by institutionalising population education within the Guidance and Counselling unit of the Ministry of Education Science and Technology.

6) To assess the degree of availability of resource materials and equipment for the implementation and management of the programme.

In the area of materials for the teaching and learning of Population Education at the tertiary level only the syllabuses have been developed for the current programme. Before this period a Handbook for Population Education at the Tertiary Level had been developed for the MMCET but this is now outdated as it was in 1992 that it was developed, because of the time lapse and the issues which have emerged there is need for revision of these materials and inclusion of some of these issues to make the handbook more relevant to our current situation in the country. At the secondary and to an extent the primary school levels there was the Sourcebook for Population Education in Sierra Leone this dealt largely with the

content of population education and needs to be reviewed as the content has widened. The project at the time developed some materials for a Methodology Source book but this was never produced. In 1992 also teacher's guides were produced for the various subject areas along with the curriculum, these needs to be reviewed to bring them to parity with the current situation.

7) To assess the level of support given by relevant authorities to those who teach and manage the programme.

Population family life education has received positive support from the key stakeholders; these include the UN|FPA, the Government of Sierra Leone, the partner institutions, the schools and the community. All these stakeholders have a role to play in the implementation of population education. At the level of the government there is a National Population Policy which is the basis of any population education programme although the current policy is out of date the government has put in place a number of sectoral policies that provide support for population education. Among these policies are the Policy on HIV/AIDS, Youth Policy, Gender Mainstreaming, Reproductive Health Policy is being contemplated.

The Government of Sierra Leone has also taken steps to ratify a number of treaties and conventions which support the achievements of some of the goals of a population policy such conventions include the Convention on the Rights of the Child, "Convention Against Discrimination on Women". At the same time the country has also signed declarations such as the Millennium |Development Goals, New Partnership for Africa's Development, have also been signed. All this

indicates a high level of commitment to addressing quality of life and in consequence population education issues.

The donors have always expressed their commitment by the provision of resources both human and technical. From the analysis of the data communities including schools provide indirect assistance in the development of materials, provision of infrastructure and resources for the implementation of population education programmes at the school community and individual levels.

8) To identify and discuss the different methods used in teaching the POP/FLE in relation to their effectiveness.

When methodologies for teaching and learning of population/family life education were considered it was discovered that the most commonly used methods were, in order of ranking discussions, role play, lectures futures critical thinking skills and values clarification. One of the major reasons for the use of these methods can be seen as their proven efficacy in the transmission of knowledge, attitudes and practices. The use of lectures can be justified on the grounds that it provides the teacher or teacher educator with an opportunity to introduce new materials which the learner/pupil may not be familiar with this method is thus useful. The lecture method is largely teacher centred. The other method most frequently used is the discussion method this method is both teacher and also learner centred it is more balanced than the lecture method.

The respondents also used more participatory methods such as values clarification, role-play and critical thinking skills. The latter three methods were considered as very useful in the teaching and learning of population education.

9) To assess the level and type of training received by those who teach the programme.

The responses from the survey questionnaire showed that most of the respondents had received some training in the development and use of population education materials. A significant proportion had been trained whilst they were in pre-service teacher training courses. Many of them were trained while offering population /family life education as part of their Higher Teacher's training courses these courses covered many aspects population education from development of material to methodological approaches, these largely focused on participatory methods . In a programme which stresses the development of rational thinking

10) To discover and discuss the opinions expressed about the programme by those who teach and manage the programme.

Those who teach and manage the programme have in the responses to the survey questionnaire expressed the view that the programme has achieved some successes though they have admitted that there is room for improvement. They have noted the need for an improvement in the quantity of resource materials as well as the provision of more training opportunities. The discussants in the focus group have also noted that successes have been achieved in the implementation of the project. From performance in the knowledge attitude and practices survey, it can also be inferred that success has been achieved in the dissemination of information about population/ family education issues. The level of awareness has not only been significant some success has also been achieved in changing

attitudes about some reproductive issues such as female genital cutting , women's empowerment and equity issues.

5.4 Chapter Summary

Chapter five of the study involved an examination of the h four hypotheses of the study that were stated in chapter one. In the case of two of the hypotheses the null hypotheses was proven whilst in the case of the other two the alternate hypotheses were supported y the investigation. The ten objectives of the study were also examined.

CHAPTER SIX

DISCUSSION OF FINDINGS

6.0 Chapter Preview

Chapter Six deals with the discussion of the findings of the population/family life survey of 1995, this chapter an in depth discussion of the findings from the knowledge attitudes and practices survey as well as the focus group discussion would also be done.

The discussion would involve an examination of what others have done in relation to population education and allied disciplines to find out whether other programmes have produced similar results or not. The contents includes a preview of the chapter, an introduction and follows with discussions centred on the major components of the survey questionnaire, and aspects of the focus group discussion, as well as the chapter summary. The chapter will also present the findings, which will then be discussed in relation to the literature review so as to define a meeting point between the two.

6.1.0 Chapter Introduction

In chapter six a Discussion of the findings of the survey carried out in 2005 would be analysed. The discussions are based on a comparative analysis of this particular

study on “Population Education Management and teaching in a Post Conflict Sierra Leone and other context in which population education projects have been implemented. During the discussions also major findings of this study would be identified and would be the major thrust of the discussions. These results to be discussed are derived from the analysis of data from chapters four and five of the study. In effect chapter Six I will examine the findings as against what was derived from the literature review of this study.

6. I.1 Discussion of Bio data

Though a significant proportion of the sample was made of young persons aged 20-39 years they are highly qualified with 99% having qualifications ranging from Higher Teacher’s Certificate to Doctorate degree in one instance. And the least qualified person having a Teacher’s Certificate, which is the lowest qualification, required for teaching in a Secondary school. The presage characteristic the sample population can be seen as a major factor that can enhance their ability to teach and manage population education programmes in Sierra Leone. Davies (1991) noted that even student teachers already possessed a high level of competency in terms of their knowledge attitudes and practice relating to population education at the pre-service level.

The interesting aspect of the Milton Margai College of Education and Technology component of the sample is the fact that it was made up partly of people who had had opportunities to get exposed to population education before entering college a second time, though they had not yet completed their courses they were now in a

situation in which they are now being prepared for service at the Bachelor of education level. For some it may be pointed out this is still their first exposure to the discipline. In spite of the above comment their level of knowledge compares well even with those who are still within the in-school programme.

The study discovered that the length of training especially for those members of the sample in the teaching field varied from six months to less than one week, with the latter being the normal length of an in-service teacher training workshop for population education in Sierra Leone with even some workshops lasting for only three days.

The interesting anomaly discovered is the fact that though many of these teacher trainees and teachers as the case may be had reportedly been trained 53% were reportedly not using the training.

One factor responsible for such an anomaly may be the lack of an effective monitoring and supervisory framework within the school system and even the Ministry of Education. The loss of motivation of staff due to poor salary and working conditions and the lack of incentives may account for this. According to Ukaegbu (1988) this factor may be responsible for the problem of high levels of staff turnover in the school system. Leigh Olotu (2002) cited the same factor as being responsible.

6. 2 Discussion of hypothesis

Hypothesis one of the study stated that the respondents had a high level of knowledge of population education

This Hypothesis is valid in terms of mastering of and knowledge of the Population Education Concepts, and the organization and structure of the discipline. Beginning with information from table 4 .6 and 4.7 some respondents admit to having attended various programmes in which 75% have been taught the basic concepts of Population Education. In terms of formal training received – the most prevalent level was the in – service workshop in which 55% of the respondents reported taking part in, 47% received knowledge from course work, a significant proportion of the sample population. 64% have done the Higher Teacher’s Certificate in Social Studies, the rest have done degree programmes Integrated Science, Biology, or Home Economics. During which they have had exposure to POP/FLE. Further evidence is provided in the high level of competence from the score on the KAP survey. Mean performance score of 65%.

Thus the Null hypothesis is disproved and the alternative accepted. That there is a high level of competence in POP/FLE concepts and some level of competence in the knowledge, attitudes and practices regarding POP/FLE is proven. This is in agreement with Davies (1991), who surveyed the Knowledge Attitudes Practices of College Students on POP/FLE, and found out that even before the inception of the programme student teachers had some significant knowledge of POP/FLE. This may have been obtained from the prerequisite knowledge they had acquired whilst they were at school or other teachers colleges.

6.3 Availability of teaching learning materials

Over fifty percent of the respondents reported that there was not enough teaching learning and other resources provided for Population Education in Sierra Leone. Discussions with population education experts and conclusions of Olotu Leigh revealed that not enough materials have been provided to effectively run the programmes. From the above it is clear that the level of resource material provision is inadequate to provide for the resource needs of the programme. The projects generally provide funds within their budgets for materials development which normally includes development of syllabuses, teachers, and guides and in some cases a sourcebook. Outside of this a project office located in Freetown is allocated funding to run an office from which activities are provided. But the quantum of resources provided at the school level is low. Most schools in the country do not have libraries and where they exist they are poorly supplied with books and other teaching learning materials. Schools and other educational institutions except for a few in the capital lack access to resources such as the Internet, CD-ROMs or even computers.

Power is another major issue which imposes limitations on accessibility except for the Southern and Eastern Provincial capitals of Bo, and Kenema Towns, so that even when resources are provided at the programme level it does not trickle down at the local level. Jones et al (1998) revealed that the supportive environment for effective teaching and learning of POP/FLE is resource starved. Apart from resources provided by donor agencies the government to Sierra Leone because of

the war cannot effectively support such programmes. For Hypothesis 2 the Null Hypothesis, that

“There is a low level of availability of resource materials and equipment for the effective teaching and management of the programme” can be accepted as true and valid based on the proofs given above.

Data from tables 4.16 indicated that only 23% of respondents believed that the best approach for inclusion of POP/FLE is the separate subject approach. -This does not truly represent the theoretical and practical reality. What this reveals that 73% of respondents believed other approaches can work best for the inclusion of Population education core messages and concepts. But according to practice it is more cost effective to use a single subject approach as training more teachers in all curriculum areas requires a lot of resources.

Significantly the time allocated to Population Education was described by most of the respondents as inadequate. Table 4.13 established that 114 (76%) of all respondents believed that not enough time was allocated to POP/FLE to ensure that it is effectively taught. Apart from the resource dimension there is also the question of the overloading of the curriculum of the different subjects. In most cases in which subject specialist are encouraged to include new materials into their courses they may be most unwilling to teach the new programmes especially as some see these new ideas as swamping their domains. This problem of academic jealousy can best be overcome when a separate subject approach is utilized, as it is fraught with less difficulty in implementation. Davies and Beckley (1991) noted Alvan Ikoku College in Owerri Nigeria, noted that they had used a

separate subject approach to teach population education, which is a rich discipline that is also interdisciplinary in nature. The amount of resources in terms of time required for training teachers and teacher educators to teach one subject is far less than what would be required when many subject teachers have to be trained.

In Sierra Leone Social Studies the original carrier subject for population education is a core subject at all levels of the education system. This subject at least would have been the best carrier subject to be chosen to carry population education core messages.

Without doubt from the above analysis one can safely accept the Null Hypothesis: “The mode of inclusion of POP/FLE into the curriculum does not allow adequate teaching time for the teaching of the subject”, and reject the Alternate Hypothesis: The mode of inclusion permits for effective teaching and learning of POP/FLE.

6. 4 Support to Teaching and Learning of POP/FLE

There is low level of support for the teaching and learning of POP/FLE by appropriate authorities. The study found different degrees of support in the different institutions for the teaching and learning of population education. The amount of support given varies from institution to institution and as a result the reports from the respondents showed that not much support was given. In some cases the support was simply administrative, and in other cases support came in the form of help with resource persons. Outside of the general resources provided fro schools not much is actually provided for population education. At most some

teachers with interest may decide to find alternate sources of materials or financial assistance to support their work in the schools. Table 4.18 Nature of support given by employers, shows that most of the support given was largely administrative in nature, for instance 18% of the respondents reported that they received some teaching learning resources, possibly materials to make charts and some help with books, 10.6% said they were given financial support., 18.7%, said it was in the form of permission to attend workshops and seminars, a similar number were saying they were permitted to attend seminars related to population education. A third of them indicated total lack of support.

A lot of reasons can be adduced for the latter case as some school authorities may not be fully supportive of the content of the POP/FLE curriculum, or most probably they may not have government support for their programmes so resources cannot be allocated for anything they consider too costly or is provided for elsewhere. There is also the perception that population education programmes are still donor driven and therefore scarce local resources cannot be put into it. It is in the light of the above analysis that it can be concluded that enough evidence exists within this study to accept Hypothesis Four

The amount of support given varies from institution to institution and as a result the reports from the respondents showed that not much support was given. In some case the support was simply administrative, and in other cases support came in the form of help with resource persons. Outside of the general resources provided fro schools not much is actually provided for population education. At most some teachers with interest may decide to find alternate sources of materials

or financial assistance to support their work in the schools. Amongst the problems identified by respondents that created difficulties for teachers in the classroom is the lack of appropriate curriculum materials, which could have made the work of the classroom teacher much lighter. Jones et al (1994) expressed the same concerns over the availability of supporting/supplementary teaching learning materials in the school. This they noted determined the success or failure of teaching population education. Of all the population education projects the bridging Phase SIL/85/PO1, was the most well articulated in terms of its structures, as all the schools did not only have the curriculum and detailed syllabuses they also had a sourcebook and teachers guides, even the tertiary component at MMTC had developed a Sourcebook.

There is no teacher's guides prepared by the current project and these are absent even for the general programmes themselves. This is perhaps one of the major reasons why many of the respondents reported that the available materials are inadequate to teach Population Education in Sierra Leone. The absence of such materials is also a function of the destructions caused by the war, which lasted for over ten years from 1991 to 2002, when the Rebel War was declared over by the President of Sierra Leone. Leigh-Olotu (2002), in his assessment noted that the current project especially at the in-school level is handicapped by this lack. This is also due to the fact that the ravages of the war had made it impossible if not difficult to have a full Country Programme for population activities in general and Population Education in particular.

Furthermore the focus group discussions highlighted the lack of up to date materials even when they may be available. For instance the only period when a large number of materials were developed was the period, which covered the bridging phase between 1992-1995; during this period curricula integrating Population Education core messages and concepts were integrated into Social Studies, Home Economics, Biology and Integrated Science, at the same time also a Sourcebook for Population and a Handbook for Teaching Population Education at the MMTC were prepared. At the in-school level teachers' guides were also prepared for each area. No comparable work has been done in Sierra Leone at this level since then.

Jones et al (1996) reported that these materials were in use during this period and as teachers were trained in Population Education workshops they were equipped with a set of materials with infused Population Education content.

The infusion approach was the favoured approach according to the respondents this approach was considered s very likely to effective teaching and learning of Population Education in Sierra Leone. This view is the approach supported by studies made by Leigh (1990) in an analysis of Population Education programmes he suggested this approach as being the favoured approach. Tsvere et al (1999) suggested that it is advantageous as it ensures that here is a wide coverage of the discipline. They also noted that he integrated/infusion approach also ensures that student see knowledge in context and not in isolation. There is also the added advantage of utilizing staff that are knowledgeable in their disciplines to teach aspects of population education that are compatible with their subject area. For

instance while geography teachers may comfortably handle demographic aspects of population education the Biology teacher may be more comfortable with reproductive health issues, the sociologist with gender and women's empowerment and so on.

6.5 Project successes

The project has achieved some amount of success in terms of materials development. The current problem as identified by the study is the lack of other components of the curriculum that is no teachers guides have been prepared to accompany the new curriculum. Furthermore the war has significantly affected the availability and accessibility of even what was there before. During the Consortium Phase a volume two of the Source Book was planned but was never published. This contained the methodology component of the national sourcebook.

The level of coverage has increased to the extent that the project now covers the whole of the educational system, as Upper \Primary 4, 5, and 6 are now offering aspects of population/family life education, at the secondary level the subject has been infused into the curriculum of JSS 1-3, and SSS 1-3, and it is also being taught at the Pre-service and In-service levels to train teachers. A major justification for taking population education to this level according to Georgette deMarke (2005) a reproductive health communication manager is the lowering age for the beginning of menarche in the first instance, the early onset of sexual debut and lastly the increasing threat of HIV/AIDS.

The study also found out that significant knowledge gain has been attained by all categories of the respondents. The analysis of the scores from the knowledge attitudes and practice survey revealed that the respondents had variable scores with the standard deviation for the fifty female and one hundred males showing significant differences. The standard deviation from the mean for the males was 24.1, with a mean of 62.1. For the female respondents the mean score was 72.1 and the standard deviation 9.5 indicating a better average performance.

The general conception is that if knowledge in the form of information about population family life education is passed on to learners at all stages in their lifecycle they will change their behaviour. This theory may not have worked in all cases though authors such as Ukaegbu (1985) accepted this theoretical position initially; it was rejected by Leigh-Olotu (1995) and Yissa 1991.

One of the major areas of lack was the area of materials, though many materials were developed in the 1990s for Population Education but most of them are now outdated and need to be reviewed. One of the most productive phases of the population education project in Sierra Leone was in essence the period of the Bridging Phase, which closed the gap between SIL/85/PO1 and SIL/94/PO1. During this period curriculum materials were developed for Junior Secondary 1-3, Non Formal sector and for the tertiary level. Three source books two content, one for the in-school one for the tertiary and a methodology book for the in-school programme were produced. The programme also produced teachers' guides, a curriculum for four subject areas, as well as visual aids many of which were never

used in the schools The integrated approach suffers also from the disadvantage of requiring large numbers of staff, many resource and curriculum materials that need to be deployed into the schools.

From the analysis of the bio-data a strong correlation was discovered between family size and family type, a significant 81% of the respondents were members of extended families, with only 19% are members of nuclear families, and approximately 97% have between four to nine members. This is not unlike the distribution that can be found in the general population.

The study found out that 80% of the sample were within the age cohort 20-39, this is characteristic of populations in pre-service teacher education programmes and to an extent characterize the youthful age structure of the population of Sierra Leone, Statistics Sierra Leone (2004).

In Sierra Leone the lack of a designated Population Family Life Education Inspectors of Schools within the Ministry of Education Science and Technology can be seen as one of the causative factors, lack of a fully developed materials and the impact of the war have all had their toll on teacher effectiveness. In addition though the enrolment has jumped massively from 600,000 in 1996 to almost 1,200,000 the number of trained and qualified teachers has not kept step with this enrolment. Teacher pupil ratios are as high as 1:100 Ministry Of Education Science and Technology (2002). Even at the project level monitoring and evaluation is weak as at the country programme level also no framework has been put in place. Davies and Beckley (1991) in an examination of the Nigerian

population education programme noted that even at both the regional and state level there is a mechanism for formative evaluation to take place in the population education programme, which assures quality control and the maintenance of standards in the programme, which is lacking in Sierra Leone.

The National Population Education programme in Sierra Leone has a Management Committee made up of stakeholders in population education which is supposed to meet at quarterly intervals, but as Leigh -Olotu (opus cit) only met once or twice. This body can provide technical support and guidance to the national project but this can only happen with regular meetings. Out of the four quarterly meetings scheduled for 1998 only two were conducted, of course the usual factor is the war.

In spite of the desire to institutionalise the project at the Ministry of Education the project still has problems. A key factor is the low number of staff currently in the Guidance and Counselling Unit which was chosen as the host unit in the Ministry of Education Science and Technology for Population Education in Sierra Leone, is currently grossly understaffed and though it is doing a good job more staff needs to be recruited to beef up the project. It was suggested that to solve this problem the unit needs to be raised to the level of a division of the Ministry of Education Science and Technology so that it could get its full complement of staff. This of course is tied to the problem of lack of capacity to do the work due to the unavailability of financial resources to do the work.

According to Frances Kamara (2005) there is a need to recruit more staff, and also to attract the interest of one of the major donors the United Nations Children's Fund which had earlier pulled out of the project.

Jones et al (2000) had looked at the problem of staff retention and also examined the measures administrators employed to cope with the problem. The measures they adopted included conducting in house workshops, recruitment of new teachers, and assigning of teachers already employed to new duties or additional duties. He noted that teacher participation in school-based workshops was very unsatisfactory.

One of the key findings is the inadequacy of training received by staff in the schools. Although some of the staff had received training at the pre-service level there was a significant proportion that had been given training in one week workshops, which is the normal trend for teacher training at the in-service level. One should also note that even at the pre-service level courses in population education are not always taught as a separate but as an integrated subject. The holistic approach that is underpinning the integrated approach to population education has achieved its intended goal of promoting awareness of the interrelatedness of knowledge whilst at the same time failing to deepen the knowledge base of the student teacher. The integrated approach suffers from the disadvantage of requiring large numbers of staff, large number of staff, many resource and curriculum materials to effectively implement it. This is in fact the approach adopted by Sierra Leone both at the in-school and the pre-service level.

This particular problem is highlighted by Fadayomi and Amine (1993) in Tapsoba (1995) they noted that population education programmes have encountered many obstacles. Amongst these problems are; large cumbersome and overburdened educational systems, financial difficulties; inadequate trained personnel and limited supply of materials, shortage of staff as well as resistance to change. To these obstacles could be added the centralized structure of the education system, which does not allow for local community input. This top-down nature of reforms in the education system has generated resistance to innovations introduced by the central government. Finally they mentioned that topics in population education such as sex education and family planning are culturally relative and religion bound. In some countries these topics are considered controversial.

In spite of the problems noted above most of the respondents believed in the efficacy of the programmes. They reported that they had gained significantly from their participation in the workshops and even in the teaching and learning of the subject itself and the new methods they acquired in the teaching of population education. The content learnt included HIV/AIDS, gender and women's empowerment, reproductive health, family planning, population dynamics, socio-cultural factors that may promote population education among others. In terms of methodology they noted that participatory methods were also learnt. Jaysuriya (1980) had noted that population education courses for teacher education should include not only information about the content of the discipline but also knowledge and understandings of how to teach it. He stated that the content of population education should lead to the expansion of the student's knowledge, broaden their perspectives, and develop skills in analysing and defining issues in

ways that are personally useful and socially relevant. UNESCO (1970) writing much earlier had noted that three of the most relevant skills a course in population education should promote are clarifying values, planning and decision making, as well as problem analysis and problem solving.

This was also the basis of the Government of Sierra Leone's stipulation about the content of population education programmes at tertiary and technical vocational levels. This tells us that population education in Sierra Leone at least at the tertiary level and to an extent at the in-school level has not significantly deviated from what obtains elsewhere on the continent or in the rest of the world. Recognition is taken of the fact that no new curriculum however well it is conceived could be implemented without reference to the school in which it is implemented and the teacher who is to implement it. A major advantage noted is the presence of a supportive environment within the schools system for population education to thrive. The study found out that there was some degree of support within the school system for population education to succeed. The support ranged from financial support especially for bringing in resource persons where it was felt desirable to do so, the organization of fieldtrips, and the provision of teaching learning materials,. One type of support that was significant was the administrative support given for the implementation of the programme. Jones et al (1998) noted that schools provided a supportive environment for teaching and learning of population education. The subject was integrated into the curriculum, it was taught within carrier subject disciplines and records of work were kept and examination questions se on the topics that were taught. When lesson notes are checked to see whether the content was reflected in lesson plans, and lessons are

observed by a responsible authority in the school then the cause of the discipline would have been served.

The question of administrative support could also be seen from the perspective of the resources the school provides for the attainment of the goals of education. This may include library facilities and even Internet facilities, which are becoming available in some schools. Special curriculum arrangements such as the discussion of such issues relating to population education in Community teachers Association can also be seen in this light. All of these forms of support could add value to the teaching and learning of population education.

One of the findings relating to the implementation of the curriculum relates to the most commonly used methods. The data for this was disaggregated by sex. In spite of this disaggregation of the data it was discovered that the most commonly used methodologies as reported by the respondents whether male or female were basically the same. These methods were discussion; role-play, values clarification, lectures or teacher talk, and critical thinking were the most commonly reported approaches used in population education approaches. The use of such methods ensures that participation is encouraged, whilst ensuring that content is also provided. The use of methods such as critical thinking can help in developing decision-making skills; values clarification ensures that pupils/learners learn how to acquire their own value systems which are critical elements in promoting change in behaviour. . The use of participatory methods in teaching population education plays an important part in how learners learn.

The teaching of population education cannot be effectively done in a situation where the teachers/teacher educators themselves are not committed to the values and philosophy of the discipline itself. Teachers of population education themselves must be motivated enough to be able to pass on this knowledge to their students before they can transmit this knowledge and skills to their pupils.

The study also investigated the impact of the new paradigm on population education especially the implications of the International Conference on Population and Development and the Programme of Action that emerged out of the deliberations. The findings were that there was a certain level of awareness of the concerns raised about the implications the Programme of Action has for population education programmes. From the responses gained from the focus group discussion, the policy makers noted the deliberations of the conference significantly changed the accent on population education. In fact, it was as a result of the conclusions of this conference that Sierra Leone has developed a policy on gender, is in the process of developing a reproductive health policy and is taking measures to improve the quality of life of its peoples. The problems posed by the threat of HIV/AIDS has also led to the production of an HIV/AIDS policy, a National AIDS Secretariat has been set up and it is setting up a strong preventive education campaign. At the level of population education also these emerging issues have led to a reviewing and a redefining of population education programmes in Sierra Leone. The question of the quality of life of the population has become the focus of the development policies adopted by the Government of Sierra Leone. In fact, the Chief Education Officer in a foreword to the syllabus for Population /Family Life Education noted that the “fundamental principle of the government of Sierra Leone since

independence has been a firm commitment to development, social progress, self reliance and peoples welfare...”

The need to address these emerging issues and attain a better quality of life has been the goal, of population education programmes in Sierra Leone and as a result steps have been taken to address them at all levels of the education system. The respondents in the study were not only aware of these issues they reportedly were teaching them in their schools as the materials developed by the project have adequately addressed them. In spite of the war these issues were within the reach of the local community due to the work of the various non-governmental organizations discussing them and the presence of these issues in the curriculum as well as their importance for the general welfare of these educators and their clientele. There was the understanding that these issues they agreed needed to be addressed because of the consequences they represent for the survival of the nation.

Marker's (1984) study is instructive here he noted that in training the teacher his education should not just be limited to the acquisition of knowledge but that the need to recognize the impact of the knowledge on the trainee should also be recognized. In effect he was saying that the training received should first impact the life of the trainers and then trickle down to the trainee. Leigh-Olotu (1995) noted that the training received must be relevant to the life situation of the trainer as his own very existence is threatened by the problems inherent in the society he finds himself.

Marker (ibid) Notes that in the training of teachers an organizational approach should be taken so as to give them much support. Issues related to imparting of knowledge include the awareness that the values of the recipient is limiting, that the amount of knowledge

and technical terminology should be adequate rather than heavy, and the appropriateness and acceptability of teaching aids depends on the groups and value systems. The question of integrating population education to sports and other co-curricula activities namely social work and winning the support of parents were also considered as pertinent to the success of the programme. Finally he noted that issues of relating to development of behaviour need to be addressed. In essence the teacher/teacher educator is viewed as some one playing a leadership role in laying the foundations of pupil future behaviour.

Sharma's (1981) study perhaps clarifies the issues further, he noted that the general goal of population education is to involve students in a learning process that is socially and personally relevant at the end of the day the population education student would have acquired useful skills in decision making, critical thinking in matters relating to population education.

6.6 Co-curricular Activities and POP/FLE

The study also found out that significant enrichment was also done through co-curricula programmes on the radio in which issues relating to population education were articulated through the print and to a great extent the electronic media. In the early days of the programme sensitisation was done through the media, in the current context some amount of sensitisation is being done through the use of community theatre, especially by Non Governmental Organizations such as Planned Parenthood Association of Sierra Leone, Marie Stopes Society and the Reproductive Health Division of the Ministry of Health and Sanitation. The Ministry of Youth and Sports also conducts training programmes for youth groups in the country. Georgette de Mark points out that school broadcast

programmes targeting youth was common in the 1970s and 1980s. Most advocates of population education have all stresses the need for a multi-faceted approach to population education which should address the in- and out of school youth as well as their teachers, This was in fact one of the key objectives of the Population Information, Education and Communication Consortium that was set up in s Sierra Leone. It is interesting to note that it is only now that a holistic approach to population education is being adopted once again in Sierra Leone, of course the major reason was the ad hoc population programming situation that was created by the war and the weak technical capacity that resulted because of attrition of personnel as people fled to neighbouring countries or left for greener pastures.

In addition to the main thrust of population education was the improvement in the quality of life of the people. At the same time the Catholic Mission in Sierra Leone was interested in family life education. This was introduced according to Maude Peacock by Sister Marie Louse as an alternative to population education, which promoted sexuality education, and family planning which did not necessarily focus on the moral/religious aspects. Family Life education stressed family values, education for marriage, sexual education and education on faith ad religious education.

Some problems that population education faced at the initial period included the lack of visibility of the discipline, due to the fact that it was in a subject social studies that was non-examinable at the Higher Teachers' Certificate level. Social Studies the original carrier subject had at its inception been a Cultural Subject, which was offered by all students in the social sciences such as geography, history, government and economics.

The project has gone through many developmental phases since it was first introduced in Sierra Leone. Some of these changes, which were mentioned earlier, were not as a result of local decisions as the direction of Population education was often decided at UNFPA Headquarters based on the perceived efficacy of the programmes.

According to Mariama Diarra, instructions for a change in approach from an IEC approach based on the perceived ineffectiveness of this approach led to a shift back into the school based approach with an emphasis on the curriculum as a vehicle for addressing population issues and problems. This coincided with another paradigm shift from a broad based accent on population dynamics to an accent on improving the quality of life of the people of Sierra Leone. At the same time also the ICPD Programme of Action was putting emphasis on emerging issues of HIV/AIDS the scourge of the world especially Africa, the problems of Gender and Reproductive Health and Rights which to a great extent were eating up the energies of people in the third world in particular.

This shift into the classroom involved a need to meet with educational officials at all levels of the system. All effective population education programmes have a multifaceted approach combining the formal, non-formal, as well as the service component. The study found out that although provision was made for such a component the exigencies of the war and lack of personnel left a big gap in the population education structure. Between 1995 and 2002 there was no tertiary component to population education in Sierra Leone in terms of funding of innovative programmes. As a result of this gaps population education programmes lacked a post ICPD accent on population education. Which was already being taken care of in the In-School sector the same was also true for the Non-Formal Education Component. This implementation gap created an imbalance which

could not be addressed as Government with its over-dependence on donor funding lacked the capacity to fully implement population programmes through local financing. This was a problem highlighted by Olotu-Leigh (2002) in his Evaluation report on Population Education in Sierra Leone.

Tapsoba (1994) notes that one of the main challenges in population education in Africa is related to the change the mentality of people especially as it relates to harmful traditional practices. In traditional African societies family size is associated with wealth. In addition the high mortality rate which for Sierra Leone is over 200/1000 UNICEF (2004) compels women to have many children with the hope that some will survive. However the current economic crises are making it difficult to raise children and in villages most of the youth tend to leave for the cities where job prospects are better. Also with the increasing availability of better health facilities many children have better life chances. The combination of improving health facilities and an enduring economic crisis are creating demand for population education.

Sierra Leone because of the wartime context in which the country was operating was unable to have a comprehensive population education programme; this was a factor that limited implementation of the population education project. The effects of the war and changes in donor focus have created problems affecting the successes of the project. Furthermore as noted by Frances Kamara the lack of an overall project document such as the Country Programme Document and a Country Programme Action Plan has hindered the effectiveness of the project in the war years in Sierra Leone. It is only when such documents are available that the project can harness donor support which is a key instrument in implementation of the project. These documents state the expectations of all

stakeholders including the donors, the partners of UNFPA as well as the Government of Sierra Leon, it provides a carefully articulated tool for harnessing resources, implementing the projects and monitoring their overall effectiveness.

The key finding is that the lack of an effective framework to channel resources or even advocate for new programmes has been hampered even where the goodwill exists to provide funding.

As noted by Tapsoba (1994) another challenge to population education is related to the capacity to institutionalise population education programmes. The problem is concerned with the need to move population programmes from the programme/project level to one of integrated activities in the school and other educational institutions. This is an important challenge in the context of limited local resources. The sustainability of population education programmes is dependent institutionalisation and ownership of the programmes by the schools and communities. As long as the programmes continue to be seen by the parents, teachers, and the community at large as externally driven and funded, the success will be limited to the project stage.

Ukaegbu (1991) had also commented on the constraints to institutionalisation of population education in Africa. Amongst these constraints were the frequent changes in programme strategy, orientations and activities spearheaded by UNFPA. In Sierra Leone over the past ten years three changes have been recorded in programming strategy, the most recent of which was the introduction of new financial management systems which hindered programme and hence project implementations until the new arrangements were mastered. For instance Mariama Diarra noted that a change in policy by the Executive

Board and the Africa Division of the UNFPA saw a shift from the IEC based consortium approach to a curriculum based approach to the execution of population education programmes in Sierra Leone.

Ukaegbu (Ibid) continued by saying that, each new change introduced in programme content, methods, and techniques had implications on the orientation of programme personnel focus, quality, and timing of instructional material inputs. For instance since ICPD (1994) there has been a shift in focus from general concerns in population education to an emphasis on emerging issues of HIV/AIDS, gender and reproductive health and rights. This led to a re-conceptualisation of population education. This of course led to a change in emphasis for all components of the population education programmes in Sierra Leone.

Leigh (1994) noted that in Southern Africa noted that among the institutional problems were lack of trained manpower, even when trained the training has not been adequate. This is a problem also identified in this study. Their own home grown solutions included on-the job training and intensive in-country training as well as short term post-graduate training of project personnel. The UNFPA in Sierra Leone has recently trained 20 of its project and programme managers in management and leadership.

Chapter Summary

In this chapter we have discussed the major findings of the study. This study has discovered that a significant body of knowledge attitudes and practices exists on population related issues among teachers at the pre and in-service levels. These student

teachers and teacher educators have revealed that gaps do exist in the teaching and learning of population education in Sierra Leone, which needs to be addressed through a variety of measures some directly via the curriculum and some at the policy level. In addressing them new directions need to be taken, old methods discarded and new ones adopted. It has been shown that population education in Sierra Leone has encountered many problems in its implementation; amongst these is the lack of capacity to fully move from the project to the next stage which will ensure sustainability. This is not to gainsay the success attained in keeping the programme going to a much more sustainable phase. Among the problems one may cite the low level of local funding provided, this has meant that the donors dictate the pace of implementation, determine the nature of the process followed and determine the amount they are ready to spend and where they want to spend it. The UNFPA supports population projects in six districts which it has interests this may not significantly affect other programmes but it may have indirect impacts on the implementation of the project. The fact that population education is spread over a wide curriculum net brings in diseconomies of scale.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

7.0 Chapter Preview

In this chapter the Conclusions and Recommendations of the study would be undertaken. During the course of conducting this study a number of findings were discovered from the discussions and some recommendations were identified. In this chapter all the findings of the study will be summarized and a number of recommendations would be made. The chapter would not only be about the conclusions and recommendations but an attempt would also be made to chart a way forward for areas in which further research would be required as not all the possible areas were covered in the study. There would be a summary of what was done at the end of the chapter, which would end the study. In addition to this chapter specific summary, a summary of what was done in the rest of the study would be undertaken as a means of bringing closure to the study.

7.1 Chapter Introduction

In Chapter Seven, the main concern is to attempt to draw conclusions from the discussion of the findings and also examine how an extension of the study can be done. The utilitarian aspects of the study will be examined to see what inferences can be made and how the findings of the study can shape policy on the teaching

and learning as well as improving the management of population family life education in Sierra Leone and in other areas where the findings of this study may prove relevant. The chapter will end with a summary, which will itemize the main ideas discussed in this chapter. The final component of the chapter is an overall summation of what was done during the study.

7.2 Problems of Institutionalising POP/FLE in Sierra Leone

Although Population education has been established as a discipline in Sierra Leone since 1978 through the work of the then newly established United Nations Population Fund the project is still a project and which has still not been fully institutionalised into the Sierra Leone educational curriculum. This is to an extent a result of the piecemeal manner in which the project was carried out initially.

Population projects need to function within the context of the local situation in terms of the population concerns identified by the Government. The government of Sierra Leone had initially embarked on addressing the perceived problems of a rapidly rising national population a rationale that was usual for most developing countries in Africa. When they began their population education programmes this concern was also articulated in terms of the impact of a rising population on African family values. Thus Sierra Leone adopted a population education programme early on as she was one of the pioneering nations for population education activities in Africa.. This programme was initially integrated into social studies, which over the years has been the main carrier subject for population education concepts and core messages. In fact social studies have developed

relevance through population education. It was as a result of the introduction of population education that social studies gained acceptability in Sierra Leone. The original programme in Social Studies was called National Programme in Social Studies with Population Education, or {NPSS}

The programme in population education, inspite of its long period of existence in Sierra Leone has still remained at the project phase. This situation has occurred because the country has still not been able to move to the second phase of population education implementation. This situation exists because to a large extent one of the main structures that support curriculum implementation have collapsed. The National Curriculum Research and Development Centre a key connection in the process of implementation of a curriculum in the country has not been functioning properly due to the fact that it lacks the technical capacity to give effective direction to the process of implementation of a curriculum. The centre has also lost personnel and the replacements have not been made. Plans were made to bring in experts to revive the centre but these fell through as the issue of a fully functioning centre have been clouded in the politics of resource allocation in Sierra Leone, where the wrong players may be involved.

7.3 The Institutional framework for implementing POP/FLE

One major weakness generated by this lack of a Curriculum Centre is the lack of effective monitoring and evaluation of projects as unlike programmes in other countries there is no means of conducting formative evaluation. In the Nigerian context for example there is a structure, which provides a system of inspectors of

schools at all administrative levels. In Lagos State there is a state level Inspectorate Division, with inspectors at divisional level and at the smallest administrative unit. This system is replicated in all the states and there is a federal structure. The system which existed in Sierra Leone provided for the training of school administrators such as principals of secondary schools, head teachers, and school inspectors. The implementation of the curriculum was to an extent monitored at the school level through structures such as the writing of lesson plans which were supervised by senior teachers, the development of schemes of work, keeping of records of work and so on. But at the national level these structures have collapsed as the war has created a high staff turnover as teachers have left the field, or have retired or died and have not been replaced. The teaching of Population Education like other disciplines is hampered by the high attrition rates in the teaching field. Thus one finding of the study is that there is an inadequacy of staff allocated to teaching the subject.

This inadequacy affected the teaching and learning of population education in the country.

7.4 Modes of Training

The study has shown that a significant number of the respondents have gained some training in population education which was obtained from two main sources pre-service and in-service training courses. The pre-service mode of training was the mode reported by student-teachers who participated in the study while teachers in the field were trained in workshops lasting from three days to five

days. Some had gone for training more than once. These teachers still saw their training as still inadequate and requested more training opportunities for more effective teaching of population education. In spite of their apparent inadequacy of training they were aided in their performance by their general high level of education which ranged from Higher Teacher's Certificate to Master's degree and even one, had a Doctorate degree.

The programme has suffered from the lack of resource materials to effectively teach and learn the discipline. In normal school systems a large array of teaching learning materials are available for the teaching and learning of subjects in the curriculum. Population education suffered as a result of the paucity of teaching learning materials in the education system. The war was largely to blame but the large numbers of children in school was also a factor. The large class sizes precluded the use of innovative and participatory methods to enhance teaching and learning of population education in the country in general as well as then teachers colleges in particular.

Schools and colleges in Sierra Leone lacked resources of them do not have adequate library services and for most of the students their main source of many courses was the lecturer's notes. These notes were often supplemented with pamphlets which are often perceived as gospel truth. Also has the war limited the quantum of the country's resources that could be allocated to education. Fighting and winning the war was the main priority for the government and the cause of education and population education in particular was not well served. At the same time even that which had been provided was now destroyed even as school

facilities were destroyed and without infrastructure little effective teaching and learning was possible.

Whilst the climate for teaching population education was not in itself conducive, there were even more fundamental problems to be resolved. A key problem among these was the problem of the mode of inclusion of population education. Sierra Leone with its almost 100% donor driven programmes has not had the option of using the most rational mode of inclusion for its population education programme that is the separate subject approach. This may also be due to lack of foresight on the part of the early curriculum developers, who may not have appreciated the eventual cost to the system of the then prevailing mode of inclusion. At the inception the multi-disciplinary approach was utilized, with population education in a few subjects such as social studies, home economics, integrated science and biology.

The net result is that the curriculum now has population education in many subjects, which will make it very difficult for the government to move to full institutionalisation of the discipline. At the tertiary level where there is still some hope some resistance is emerging at the managerial level, which makes this transition difficult. The problems with the broad based subject approach will far outweigh whatever benefits may be obtained from the danger of compartmentalizing the discipline. In addition many of the teacher educators and teachers fear that their curriculum will be overloaded. This fear is another obstacle to be overcome. There is also the problem of commitment to the subject, by those who teach the subject. The major part of the problem is the fact that as long as the

subject continues to be funded there is the perception that it has resources, and there are those who feel they should be paid a stipend for teaching the subject. They do not seem to be convinced that they should teach the discipline without any financial incentive. As a result of this perception some have proved to be lukewarm to the teaching of the discipline, refusing to accept it as just another subject that needs to be taught in order to even safeguard their lives rather than as a money making subject.

The degree of support for the teaching and learning of population education is considered significant and ranged from the support given to the implementation of the curriculum to the encouragement of co-curricular activities. Some of the aims of teaching population education can be achieved through sports, for example HIVAIDS, gender equity and women's empowerment, and other concepts such as reproductive health can be taught through sporting programmes. There is also the question of using special events such as World Population Day to organize speaking competitions, quizzes and sporting events featuring young people.

In the same vein the project is also engaged in the use of peer counsellors to promote the use of condoms and encourage discussions on adolescent reproductive health problems affecting them.

In the KAP survey an element which stood out was that attitudes in favour of female genital cutting are still strong, inspite of the long period of sensitisation. In African societies where tradition still counts for a whole lot these cultural norms can still be functional even for educated members of the society and may tend to

be perpetrated. These values have proved to be barriers to innovation even when the need for change is so imperative. Strong views are held by Christians as well as Moslems on such issues. On the other hand issues such as the need for women's empowerment are gaining increasing support among all sexes.

At the national level the lack of accurate population data has impaired the implementation of all projects and even the population education programme has been affected. In the same vein the country lacks an up-to-date population policy which should provide guidelines for the implementation of a population education project or all population programmes in the country. The policy was formulated as far back as twenty years ago and is currently out of date. It must be pointed out that other sectoral policies which have implications for population education have been promulgated and conventions signed and ratified by the Government of Sierra Leone. Conventions on the Rights of the Child, African Charter on Human Rights, Convention on the Elimination of Discrimination Against Women, are all in this vein, which aid the process of population education. The government has also enacted laws promoting Affirmative Action in favour of women.

Population education in Sierra Leone like everywhere in the developing world faces many challenges. These challenges stem from the nature of the source of its paradigms, which seem to be changing as these changes are articulated in the corridors of research institutions outside of these situations. In short the problems though characteristic of what obtain locally they are not rooted in the local situation. The socio-cultural context of population education in Sierra Leone may not necessarily be addressed by the curriculum. For instance the local farmer sees

population numbers as an asset for his labour intensive farm economy and may not see the rationale of reducing his family size without an alternative means of reducing farm labour costs. At the same time the need to reduce teenage pregnancy may not dawn on the mother of a poor family who wants to marry her daughter to the rich miner or merchant.

These issues, which affect the majority of the people, need to be addressed at this level at the same time they are being addressed within the formal school sector. The current paradigm puts more emphasis on the formal school sector to the neglect of the vast majority of the population. Shifts in emphasis have also affected the programme in Sierra Leone Of course as the saying goes that, He who pays the piper calls the tune. Population education because its costs and direction is donor driven, conceived and directed inspite of national execution has still not matured beyond the project level.

The programme has gone through five phases in Sierra Leone beginning with SII/PO1/76, to POP/FLE/ SLE/203, has had a different direction and underlying assumption which have shaped its nature. Population education of course has been dynamic but dynamism in education can lead to faddism. We change because we are told to do so, or we do so because it is the current trend. As the debate shifted from population numbers with the concepts of a population explosion in the background, to quality of life issues as resource depletion and environmental degradation took the high ground of international debate so did our emphasis change? We often do what the donors are ready to fund whether it may be good or bad, we do not ask.

This changing nature of population education has resulted in total change in the curriculum in Sierra Leone. It has produced changes in methodologies, of teaching, the programming processes have changed, the curriculum emphasis has changed radically, and time has been lost and there is an apparent lack of continuity.

New materials developed over time have been lost, new missions have had to be conceived, as the new skills involved in the process have to be learnt.

At the level of materials development shortfalls have been developed as the gap between skills acquisition and the development of the new materials becomes so wide that it affects the schools curriculum. Time and again teachers have to be taken out of their regular school settings to learn the new paradigm. They have to acquire new skills and this process may take another two years for it to be completed. The new materials after being developed need to be field tested and fine tuned, even before they get to this level an editorial panel needs to be set to review the materials, which have to be piloted, all these processes take time even before the curriculum gets adopted changes come again.

Because of these constant changes in the nature of the discipline and in the process of programme implementation not much opportunity has been provided to develop understandings necessary for the full institutionalisation of the project. This has created gaps in implantation, as we have tended to move from one phase to another without fully implementing the first. This may have been due to lack of

capacity to fully implement the project. Also materials were developed without being fully utilised and some were not even distributed.

At present there is a dichotomy of approach used in the development of the materials used in the in-school and the tertiary components. In the tertiary, and non-formal education component, which deals with out of school youth a life skills approach, was not utilised in the development of the materials. This was according to what the technical adviser suggested but there was a conflict of interests between this desire on the part of the programme evaluator and that of the Ministry of Education Science and Technology which wanted to deploy the materials as they had been developed for a long time, field tested and had not been deployed. The materials for the tertiary component were not already developed due to the non implementation of the tertiary component of the programme .The lack of a tertiary component then provided an window of opportunity for the use of a more appropriate set of approaches which stress participation of the learner in the learning process and brings home the need of even the tutor to take care of his own survival. This becomes an important consideration in a situation where the teacher educator and the teacher are both at risk from the threat of HIV/AIDS.

But the problem of conflict of interests between technical and administrative, professional and political authorities is an issue which can either promote or hamper the effectiveness of population education programmes in Sierra Leone.

The Guidance and counselling Unit of the Ministry of Education is the arm of government given the task of managing the programme. This unit functions with

the assistance of a Management Committee made up of stakeholders representing educational institutions, Non Governmental Organizations, and other corporate interests, which includes the sponsors the United Nations Population Fund. This committee provides oversight and is supposed to give technical direction to the project. This component has a limitation due to its small capacity in terms of staffing. Manager and director form the core staff but more staff needs to be recruited to make the project more effective.

The population education project also has the tertiary component whose management is directly under the Milton Margai College of Education and Technology, this component caters for the teacher training part of the programme at the pre-service level. This has to be taken down to the rest of the country. This component is training student teachers at two levels Higher Teachers Certificate and Bachelor of Education in four carrier subjects, social studies, community development studies, physical and health education and guidance and counselling. Since these courses carry core messages and involve the use of participatory methodologies there is a strong possibility of the student teachers internalising the knowledge attitudes and practices that will make them effective decision makers who use rational processes when faced with population problems.

7.4 Recommendations

There is a need for the managers and teachers of population education to consider making population education a separate subject at the tertiary level as is the case in

other countries such as Nigeria. This would ensure that resources allocated to population education would be rationalized. Secondly this would also add value to the teaching and learning of population education as more in depth knowledge, attitudes and practices would be inculcated among student teachers and teacher educators. The adoption of this strategy would help in ensuring that the subject would gain the respectability and importance it deserves. The gains of rationalization of population education would also be transferred down to other levels of the educational system. Additional benefits would include the greater amount of time that would be allocated to population education activities and the better quality of instruction that would be provided for the student learners.

At the in-service level teachers discussed the need to improve the training process to ensure that training for instance goes on for much longer and on a more continuous basis. The need to provide continuous training through a process of coaching at the school level becomes paramount as a means of sustaining gains made at the time when population education programmes are introduced. One training approach that can ensure great mastery of population education, methods techniques, and approaches as well as content is the distance learning approach. In Sierra Leone this modality has not been tried for population education at the tertiary level although at the primary level it is now being used as vehicle for the training of teachers who have served for long without any formal training, but who form the bulk of teachers in the primary system of education in Sierra Leone. In such a programme self instructional modules can be developed that will ensure that a larger number of teachers can be targeted, on a more cost effective basis with a greater commitment being developed as well as greater competences in population education. This would also be a more

rational cost and time saving measure with less disruption in the teaching programmes due to the release of teachers at times when their services are most required. For instance teachers going to workshop for one week led to a loss of 40 man hours per week if one teacher is involved if it is two teachers a total of 80 man hours would have been lost to the school.

In the school system it is very important that master trainers be trained in special workshops to train others. These master trainers would help to sustain the training received at workshops and would help to roll down this training at the school level. These master trainers could be used to train administrators such as principals, senior teachers, heads of departments, and head teachers. These training sessions could also be arranged for senior education officers and inspectors of schools so as to ensure that they also not only develop ownership of population education programmes but also become its key defenders because they now see themselves as prime beneficiaries of the programme.

Population education should be given a higher status, as it becomes a separate subject at all levels of the education system because of the above-mentioned benefits as explained earlier. The advantages are obvious. There is also the need to harmonize all aspects of the curriculum. At present there are two main approaches being used to deliver population family life education, with the life skills approach which is putting a lot of emphasis on behaviour change communication as its vehicle to promote the emerging population/family life education issues of HIV/AIDS, Gender and reproductive health and rights.. The same process is followed at the non-formal education sector. But at the in-school level the

approach used is the traditional approach which has a strong emphasis on knowledge and understanding with little emphasis on the teaching of and acquisition of values and attitudes as well thinking skills and life skills. This is the approach used in the past that has not produced significant changes in behaviour. The lack of appropriate approaches that put premium on change in behaviour in both teacher and pupil means that little is being done to change behaviour of both learners and the teachers who teach them.. The teacher educator needs to be convinced about the efficacy of the subject before he can address them with any effect in his classroom.

In addition to the issues of the curriculum itself, the methodologies applied must be familiar to the teacher educator for him to be able to pass it on to his pupils .We must note that the effective method is dependent on who is using it and the context in which it is being used.

The absence of certain aspects of the curriculum documents make it difficult to effectively implement the curriculum, a fully articulated curriculum for population education should be supported by the following documentation: there should be a curriculum and a syllabus, there should be a scope and sequence chart which spells out what comes where and with what emphasis, there is also a detailed teaching and learning syllabus which spells out the thematic areas for population education. There should be teachers’ guides which can provide direction and sourcebooks must also be prepared. At the same time since teachers require further guidance in the articulation of the curriculum the need for the teacher’s guides becomes particularly important.

Teacher education for population education and even for in-service programmes works best where the schools and colleges are fully equipped to effectively carry out their functions as centres of excellence in education. There is therefore need to provide documentation centres at the regional level to fully support population education activities at the sub regional and level in the country documentation centres of this nature can help the teacher/teacher educator access up to the minute materials which would ensure that the teachers can effectively deliver their educational services and even conduct research One of the problems faced in the teaching of population education can be solved through centres, The degree of currency ensured would also provide extrinsic motivation for students offering population education. It would also ensure that the students also see the subject as worthwhile.

The UNFPA has put a lot of premium on capacity building at the national office level as well as at the level; of its partners the. Government of Sierra Leone has to make its own contribution to make the process sustainable, as resources become available due to release of the highly Indebted Poor Countries Initiative funds Sierra Leone should bear more of the cost of financing its educational initiatives.

Through the contributions and support of UNFPA many curriculum developers have received training but the effect of the war has created problems of staff turnover. Moreover projects such as the Science Curriculum Development Centre of Njala University became non-functional as the facilities of this teacher education arm of the University of Sierra Leone were completely vandalized and the college dislocated. The centre needs to become functional again as an

important component of the population education service provision in Sierra Leone. This centre can also contribute significantly to the training of curriculum developers who can provide help in doing research into teaching and learning as well as evaluation and monitoring of the programmes.

The government through the support of donors should undertake the recruitment and training in post graduate work of personnel who can serve in population education inspectors to service the school system.. Such training can be done in neighbouring countries such as Nigeria which has developed capacity in population education up to Doctoral level, in various universities.

Such a move can have serious implications for the process of institutionalising population education in the region as well as in the country as a whole, as a new crop of curriculum specialists as well as population educators are being trained and introduced to the discipline.

7.5 Questions of Content

The content of population education is considered acceptable, as Sierra Leoneans have moved from an era of opposition to discussions on matters relating to sexual and reproductive health to one in which there is a lot more open discussion on issues affecting sexual health.

There is therefore a need to utilize this openness to address these issues in as many forums as possible. The questions of our opinions on sexual matters need to

be answered especially as they are posed by adolescents who require answers, in order to more fully understand these questions, which can mean life or death, success or failure, in life. There is a need to address these issues through a multi-dimensional approach with the provision of quality reproductive health information and services, that is affordable and user friendly.

The need to complement what is being done through the curriculum with co-curricular activities cannot be discounted as such activities can reinforce the successes gained through the curricular approach. This should be done as a means of strengthening the project especially at the tertiary level where a good proportion of the youth are already sexually active and need these services. The provision of radio programmes can address these issues through discussions on the radio, and television. Programmes can include the hosting of discussions through public forums, debates and speakers contests can be organized to keep students actively engaged in examining these problems even out of their classrooms. In addition also administrators of educational institutions need to continue addressing the issues raised, issues concerning the HIV/AIDS pandemic.

7.6.1 Changing Attitudes towards HIV/AIDS

As demonstrated from the KAP survey the level of knowledge regarding the causes, transmission and effect prevention of HIV/AIDS is readily available to all of us but there is still a lot of denial among even student teachers at the teacher education level with many still doubting its existence. There is therefore a great urgency to promote HIV/AIDS awareness and education at all times until we get to a position of complete information and belief and acceptance that the threat is

real and must be addressed. This issue is currently addressed by the tertiary project and all the other components of the population education project in Sierra Leone, the only problem is that the tertiary and all other components have adopted a life skills approach which has been proven to work elsewhere on the continent. Our problem is that we have not yet been able to fully implement this component, since it is only now that training and dissemination of materials is going on. The expectation is that population education using a life skills approach will be disseminated across the curriculum of all teacher training colleges and polytechnics all over the country by the end of 2007.

Adolescents who form the majority of the national population are the key victims of sexual reproductive health problems and are among the most vulnerable groups affected by problems of teen pregnancy, high levels of illegal abortion, women and infants are also among this group of vulnerable people who need quality information and services. In addition to what is happening through the formal school sector the need to address the non-formal context is very urgent as it contains 70% of Sierra Leone's population who are classified as illiterate. Thus while our concern is with the formal sector there is need to increase efforts to address the problem from the perspective of the out of school youth who do not see the issues of reproductive health and rights of women and girls as important. Women are still the sociological minority in Sierra Leone but gradually there is a growing perception among the educated and even the urban illiterates that their rights need to be provided for if the country should be developed. The current country programme makes provision for a limited intervention in this area although the projects are also provided for in other areas.

7.7 Capacity Building

Among the main areas of need is the need to train a pool of experts in curriculum development who can help give the programmes a sense of direction.; his can be done by including a strong curriculum development component in the teacher education programmes at MMCET. The need for training in management is to an extent being taken on board by the UNFPA. Sierra Leone needs to revisit its population education programme and provide skills training to its current crop of managers, in the development of instructional materials and in the preparation and adoption of supplementary materials such as posters, pamphlets, and leaflets on selected topics/issues for population/family life education dramas, script writing for television and radio. Even soap operas depicting issues affecting teenagers can be developed. An experiment is already underway at the MMCET to set up such a programme. This is being done in collaboration with the performing Arts Department who will undertake to develop a series of plays and skits on Gender based violence, HIV/AIDS, Reproductive Health issues such as teen age pregnancy, abortion, infant mortality, and maternal mortality, the risk of early onset of sexual debut, and measures which can be adopted to prevent them.

There is a need to provide a training package for population education. This package could include amongst other things include modules or Monographs on different aspects of population education, planning, development of visual aids, training of trainers, adult literacy materials, and even scripts, drama and other media. A major factor that hinders the effective functioning of the population

education programme is the lack of effective coordination among its partners. This can be enhanced through more joint meetings of partners where different partners would meet and share ideas on what they are doing carry out reviews of their programmes and benefit for the synergy of a group think and group analysis of common problems and arrive thereby at workable solutions of their problems. Other sectors in the population programmes such as the population and development, reproductive health and gender should all be part of such a collaborative mechanism.

In Africa no concerted effort is made to educate parents about the issues their children or wards are discussing or thinking about in school. There is always a sharp discontinuity between home and school. For population education to succeed at achieving its goals of promoting quality reproductive health information and services as a major step towards achieving a good quality of life there is an imperative that parents be directly engaged in the process. For too long Sierra Leoneans parents have no it being part of the debate on population education issues. There has always been a sharp dichotomy between home and school values. This gap needs to be bridged through community teacher associations, and through the effective use of the media to promote the need for a dialogue on the need to assess these issues. Parents need to become major players in this process as their views are important in ensuring that the programmes succeed. In Sierra Leone it s important that we start thinking about education in parenting and parenting education as a task which schools and colleges should undertake in order that the country should progress.

The community also needs to be drawn into the debate that is going on the materials developed for the schools and colleges should be adapted for the parents, and where possible parents guide book should be developed and used to sensitise parents about these sensitive issues. The need to sensitise communities through religious and other community leaders is becoming apparent to the UNFPA. At present it is using the religious organizations to promote reproductive health as a means of reducing maternal mortality. An Islamic network soon to be followed by a Christian network has been formed to address the issues raised by the HIV/AIDS pandemic in Sierra Leone. This is part of the multi-faceted approach to educating people about the threat posed by the disease. At the level of the teachers college reproductive health issues have to be coupled up with co-curricular matters. In sport meetings the problem of HIV and AIDS can be addressed even as the sporting programmes go on. The different departments of the colleges can collaborate to develop posters, skits and songs can be used to send messages about the need to use preventive measures to combat the threat of HIV/AIDS within the institutions. Clubs which promote responsible sexual behaviour and even abstinence need to be introduced and encouraged where they exist already. The use of peer educators has been proved to be very effective in promoting health education programmes and this approach is being recommended while the curricular approach is being used.

7.8 Chapter Summary

In Chapter seven have examined the major conclusions and Recommendations relating to the way forward for population education have been examined. In the

process an examination of what was discussed in chapter five which is a reflection of what was discovered in the study as well as the examination of the hypotheses and objectives were used to derive these conclusions. Chapter Six is also the culminating chapter of this study which has looked at how population education teaching, learning and management in Sierra Leone has been affected by the war. In The first chapter of this study the background for the study was set, this background examined the environment within which population education programmes have been implemented over the past few decades in Sierra Leone. Chapter two of the study examined the literature related to the study, in terms of the substantive literature on the discipline, and included an examination of theoretical and policy issues as well as studies carried out on the discipline area or related studies.

In chapter three the research methodologies used in the study were examined, as well as the instrument, the focus group, and both the specifically and generally used tools were also examined. The fourth chapter presented and analysed the data collected for the study. Chapter Five of the study was largely concerned with the discussions of the hypotheses, in addition the objectives defined for the study were also discussed and conclusions made. Chapter SIX I and SIX II, the two final chapters examined the conclusions and recommendations as well as discussing the findings of the study which were the major aspects of the research.

Appendix A Questionnaire Survey Instrument

British Saint Clements University College

**Questionnaire designed to collect data for a PHD thesis on Policy and
Implementation/Management of POP/FLE Programmes in Sierra Leone**

Schedule A

PLEASE ANSWER THE FOLLOWING QUESTIONS BY SELECTING THE
CORRECT ALTERNATIVE

1. Age ----- Sex (1) (2)
2. Level of Education Male Female
- a) PhD (1)
- b) MA./MSC (2)
- c) BA/BSC (3)
- d) HTC (4)
- e) T.C (5)
3. Marital Status - Currently Married (1)
- Single (2)
- Divorced (3)
- Widowed (4)
- Separated (5)

4. What is the size of your Family Size? -----

5. What type of family do you belong to?

- Extended (1)

- Nuclear (2)

If nuclear, state nature of the family?

(a) Single parent Mother only (1)

(b) Father only (2)

(c) Dual parent (3)

SCHEDULE B Population education

6. How did you learn about POP/FLE programme?

a) Via Workshop (1)

b) Orientation Seminar (2)

c) Was part of my course (3)

d) Self Knowledge (4)

e) Media (5)

7. Have you received any training on POP/FLE? Yes (1) No (2)

If the answer to question 7 is yes go to question eight.

8. How long did your training last?

a) Less than 6 months (1)

- b) 6 months to less than 1 year? (2)
- c) 1 year or less than 3 years? (3)
- d) 2 years to less than 3 years? (4)
- e) More than 3 years? (5)

9. For how long have you been teaching POP/FLE?

- a) Never (1)
- b) Less than 1 year? (2)
- c) 1-2 years (3)
- d) 3-4years (4)
- e) 5-6 (5)
- f) More than 7 (6)

10. What kind of concepts did you learn?

- a) Concept of POP/FLE (1)
- b) Methods of teaching POP/FLE (2)
- c) Materials Development Skills (3)
- d) Writing of Core messages (4)

11. How many times have you participated in POP/FLE workshops?

- a) Once (1)
- b) Twice (2)
- c) Thrice (3)
- d) More than four times (4)

12. Was the Programme beneficial to you? (1) Yes (2) No (3) N.A

If yes, how beneficial was it? (a) very beneficial (1)

(b) beneficial (2)

(c) not beneficial (3)

13. What aspects of POP/FLE did you learn about?

.....

14 . How often have you used the following methods to teach POP/FLE?

	VERY OFTEN	OFTEN	NEVER
ROLE PLAY			
SIMULATION			
DRAMA			
FUTURES WHEEL			
VALLUES CLARIFICATION			
DISCUSSION			
SKIT			
INQUIRY DISCOVERY			
MORAL DILEMA			
CRITICAAL THINKING			
QUESTIONING			
BRAINSTORMING			
DEMONSTRATION			
FIELD TRIPS			
LECTURES			
PEER TEACHING			
GAMES			
FILM SHOWS			
DEBATE			
PANEL DISCUSSION			

15. How many of them have you used in your Classroom?

16. How often do you use them in your Classrooms?

a) Very often (1)

b) Always (2)

c) Once in a while (3)

d) Never (4)

17. How many hours are allocated to Population Education carrier subject in your school?

a) Ten Hours (1)

b) Eight Hours (2)

c) Six Hours (3)

d) Four Hours (4)

18. Do you think enough time is allocated to POP/FLE?

(1) YES (2) NO (3) N.A

19. Which curricular arrangement is best of POP/FLE?

a) Separate Subject (1)

b) Special arrangement (2)

c) Infusion (3)

d) Integration (4)

20. Which of the above mentioned methods was used to develop POP/FLE in Sierra Leone?

21. Are there enough materials at your school for the teaching of POP/FLE?

(1) YES (2) NO

22. Is there enough trained staff to teach the subject effectively

(1) YES (2) NO

23. Is their level of training adequate? (1) YES (2) NO (3) N.A

24. What level of support does your head of school provide to support the teaching and learning of POP/FLE in your school?

25. What resources does your school provide to address POP/FLE issues?

26. Are your students aware of POP/FLE Emergent issues?

27. Are those issues being addressed? YES (1) NO (2)

28. In what subject areas? -----

29. Are there enough supplementary materials available for teaching POP/FLE?

30. Is your Principal/Head Supportive? (1) Yes (2) No

WHAT DO YOU BELIEVE

(a). The AIDS virus, HIV, can be spread by shaking hands

T	F
---	---

(b). The AIDS virus, HIV, can be passed on to another person during sex

T	F
---	---

(c). Pregnant women pass the AIDS virus on to their unborn child

T	F
---	---

- (d). A person can get HIV by donating blood

T	<input type="checkbox"/>	F
---	--------------------------	---
- (e). It is possible to get HIV from a toilet seat

T	<input type="checkbox"/>	F
---	--------------------------	---
- (f). HIV is spread by kissing

T	<input type="checkbox"/>	F
---	--------------------------	---
- (g). The AIDS virus, HIV is carried in the blood

T	<input type="checkbox"/>	F
---	--------------------------	---
- (h). Drug users can pass on HIV to other drug users if they share needles

T	<input type="checkbox"/>	F
---	--------------------------	---
- (i). Only men can become infected by the AIDS virus, HIV.

T	<input type="checkbox"/>	F
---	--------------------------	---
- (j). you should avoid touching a person with AIDS

T	<input type="checkbox"/>	F
---	--------------------------	---
- (l). It is risky to use the same water fountain as a person who has AID

T	<input type="checkbox"/>	F
---	--------------------------	---
- (m). If you are strong and healthy you can's get AIDS

T	<input type="checkbox"/>	F
---	--------------------------	---
- (n). You can tell by looking at some one whether the person has the AIDS virus

T	<input type="checkbox"/>	F
---	--------------------------	---
- (o). You are safe from HIV if you cut your skin with a knife used by someone else who cut themselves

T	<input type="checkbox"/>	F
---	--------------------------	---
- (p). You are safe from HIV if you use the same condom more than once

T	<input type="checkbox"/>	F
---	--------------------------	---
- (q). The risk of getting HIV/AIDS increases if you have many sexual partners
- (R). It is OK to share bedclothes and dishes with someone who has

T	<input type="checkbox"/>	F
---	--------------------------	---
- (s). It is OK to share razors with someone who has AIDS

T	<input type="checkbox"/>	F
---	--------------------------	---
- (t). Young people are not at risk from HIV, the AIDS virus

T	<input type="checkbox"/>	F
---	--------------------------	---
- (u). During menstruation the risk of getting HIV through unprotected sex.

T	<input type="checkbox"/>	F
---	--------------------------	---

Schedule D

Knowledge Attitudes and Practices Survey

Section 1 Reproductive Health

What is reproductive Health?

2. State three issues you would consider as Reproductive health Issues -

(i) -----

(ii) -----

(iii) -----

3. State any three male secondary sexual characteristics

(i) -----

(ii) -----

(iii) -----

4. Name any three secondary female sexual characteristics

(i) -----

(ii) -----

(iii) -----

5. What is the period of menopause?

6. At what age did you have your first sexual intercourse?

7. What age do you think is the best age for first sexual experience?

8. Do you support the practice of many sexual partners? (1) Yes No

9. Why do you think people have multiple sex partners?

10. What do the following abbreviations mean?

i) STI -----

ii) STD -----

Schedule E

Gender Related Issues

11. What is Female Genital Cutting?

12. Do you consider the practice of female genital cutting good?

13. If e you have been involved in FGM, What do you think about it?

14. What is population /family life education?

15. Should Population /Family Life Education be taught in schools? Yes No

16. Should men and women be given equal opportunities B (1) Yes (2) NO

17. State reasons for your answer to item 16.

18. Should men and women have the same access to positions of power in Sierra Leone?

(1) (2)

19. What do you understand by the term Gender?

20. a) Is Gender Equality possible? Yes (1) NO (2)

please explain.

APPENDIX 'B'

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