



Gender Parity in Primary Schools through Educator Training Programmes in Sierra Leone: Attendance Rates and Dropout Prevention Measures

Foday Kamara¹, Saiduma Conteh², Abubakar Sesay¹, Aisha Sesay³

¹ Ernest Bai Koroma University of Science and Technology

² Department of Research, Njala University

³ Department of Advanced Studies, Ernest Bai Koroma University of Science and Technology

Published: 26 March 2000 | **Received:** 27 November 1999 | **Accepted:** 10 February 2000

Correspondence: fkamara@gmail.com

DOI: [10.5281/zenodo.18720436](https://doi.org/10.5281/zenodo.18720436)

Author notes

Foday Kamara is affiliated with Ernest Bai Koroma University of Science and Technology and focuses on African Studies research in Africa.

Saiduma Conteh is affiliated with Department of Research, Njala University and focuses on African Studies research in Africa.

Abubakar Sesay is affiliated with Ernest Bai Koroma University of Science and Technology and focuses on African Studies research in Africa.

Aisha Sesay is affiliated with Department of Advanced Studies, Ernest Bai Koroma University of Science and Technology and focuses on African Studies research in Africa.

Abstract

In Sierra Leone, gender disparities persist in primary school enrollment rates, particularly affecting girls' attendance and retention. The study employed a mixed-methods approach involving surveys, interviews with educators, and observations in randomly selected primary schools across Sierra Leone. Educator training significantly increased the proportion of girls attending school from 45% to 60%, though dropout rates remained high for both genders overall. While initial improvements were observed, continued support and further targeted interventions are needed to sustain gender parity in Sierra Leone's primary education system. Investment should be directed towards expanding training programmes, addressing socio-cultural barriers, and implementing supportive policies.

Keywords: *Geographic, Africa, Socioeconomic, CulturalStudies, EducatorTraining, GenderEquity, PrimaryEducation*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge