

The Role of Teachers, Facilitator's Teacher-Trainees and other Educational Stakeholders in the Participatory and Behavioural Change Programme in Post War Sierra Leone

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Abstract - Over the years to date, there had been many emerging issues in the world. These issues include human right violations, discrimination against women, child abuse, climate change, HIV/ AIDS and bad governance. These issues are very prominent in developing countries in which Sierra Leone coming from a brutal civil conflict which lasted a little over a decade is not exclusion. The war was formally declared ended in the year, 2002. However, the prevailing conditions of the country send a very worrisome signal. This research entitled “The Role of Teachers, Facilitators, Teacher-Trainees and other Education Stakeholders in the Participatory and Behaviour Change programme in Sierra Leone. A case study of the Introduction of Emerging Issues Course in the Teachers Certificate Programme in post War Sierra Leone” has been undertaken to investigate the roles of the following factors: - teachers, facilitators, teacher-trainees and other education stakeholders in the reform of the curriculum and the introduction of the new course of study known as Emerging Issues. The study adopted a descriptive Research Survey design with a focus on two research questions such as “In what extent to which teachers, facilitators, teacher-trainees and other education stakeholders understood their roles in fostering positive constructive behaviour change in students? And what challenges associated with the implementation of the introduction of participatory and behavioural change in the Teacher Certificate Programme?” The study reveals that among the teacher trainees, 60% of them stated they should serve as role models whilst 21.6% of the respondents disclose that they should use participatory teaching techniques in school. Other responses recorded 17 respondents (11%) reveals that teacher trainees should avoid negative practices. The study also shows that; 45% of the respondents said facilitators too must serve as role models, 40.0% opined that the facilitators should use participatory techniques in their lessons so that teachers will be familiar with such techniques. 10% pointed out those facilitators should avoid negative practices and 5.0% stated that they should do the correct things at all times respectively.

Keywords: Sierra Leone, Teachers, Facilitators, Teacher-Trainees, Participatory and Behavioural Change Programme.

I. INTRODUCTION

Over the years, the roles played by teachers, facilitators, Teacher-trainees and other stakeholders in the educational sector cannot be underestimated. It is out rightly clear that there were sincere concerns from the various facets in dispensing such roles to ensure academic excellence and academic integrity in Schools. There had been a clash in the roles played by stakeholders. While the local experts were used to the traditional conventional curriculum, the foreign expert including the major donors have a different approach. The target groups that included facilitators, teachers and teacher- trainees were used to the conventional curriculum design. The questions are; Do they fully understand the pedagogy of this new curriculum? How far will they sustain the new curriculum without reverting to the old conventional lecture method? Behaviour change comes but very slowly. The success of the new curriculum depends to a very large extent on the full understanding of the purpose of the curriculum and the method of teaching the new course. The eleven year civil war in Sierra Leone caused a lot of damage not only to the physical infrastructure but the mentality and behaviour of Sierra Leoneans. In a bid to make lasting reconciliation, the Truth and Reconciliation Commission [TRC] came out with revelations and recommendations. The report observed that youths were excluded from any meaningful participation in the political process from the late 1960 to the outbreak of the war in 1991. It also observed that despite the important strides made by the government since the conclusion of the war, the condition of the youth in Sierra Leone continues to be unbearable. It maintained that a significant number of young people have expressed frustration and concern that the circumstances that resulted in the war have not been meaningfully addressed. It expressed the fear that a failure to address these shortcomings would have serious repercussions in the country.

The UNESCO Report [2004] gave a graphic account of the vast differences in the level of education of the sexes. They disclosed that girls and women account for the majority of the uneducated. Achieving Gender Equality and Women Empowerment in Africa progress Report [2008] observed that despite the increasing dialogue and political recognition of gender concern in education, male school enrolment, performance and retention rates are still higher than females. Turritin and Mackinnon [1998] concluded that the difference in educational achievement between male and females is as a result of the differences in teaching and the content of education received by both sexes. The Sierra Leone National Report on Fourth World Conference on women [1995] portrayed a dismal picture which pointed to poor educational status of women.

The prevailing conditions in the country have warranted addressing these emerging issues more actively. However, this is not a suggestion that government has done anything to address these issues. At the international conference of education held in Jomtien, Thailand in 1990, there was the unanimous recommendation for the improvement of the quality of education for girls. Sierra Leone being a signatory to that recommendation adopted the Education for All [EFA]. Similarly, one hundred and forty-seven [147] world leaders agreed to a global compact which became known as the Millennium Development Goals [MDGS]. Two of the goals referred to education – Universal primary Education and equality and improvement of women. In order to address the issue of the children of Sierra Leone, the government passed into law the Child Right Act in 2007. This Law seeks to protect the children from all forms of abuse. In addition, the government has ratified the convention for the Elimination of all forms of Discrimination against women [CEDAW] and adopted various acts which include the following. The inheritance Act 2007. All of these are geared towards protecting the rights of women from discrimination and abuse. Corruption and good governance have also been high on the agenda of succeeding governments. The Anti-Corruption Commission [ACC] was established to investigate all cases of corruption in the country.

However, it was observed that there were certain destructive behaviors and negative attitudes in Sierra Leoneans responsible for the retardation of the development potentials which has left the country always at the very bottom of the Human Development Index. There is the general ignorance a large percentage of the population of the basic principles of Human Rights. Majority of the people do not know their civic rights and responsibilities. People are generally not aware of gender issues, health and environment concerns. The report of the Truth and Reconciliation Commission [TRC] [2004] called for urgent introduction of Emerging Issues and Citizenship Education into the school curriculum as a means of educating young people to be able to contribute to a peaceful, democratic Sierra Leone. Their recommendation was linked to their analysis of the cause of the war and the role of young people in it.

The Emerging Issues course that was introduced in the Teacher Certificate Curriculum is one of the core subjects, with four credits hours. As a subject, it addresses four main themes: Human Rights, Civics and Democracy, Gender and Health and Environment, in addition to principles and pedagogy. As the name implies the subject deals with issues that are very significant for the development of any nation. Issues like human rights, child right, women's rights, gender issues and health and environmental issues like basic hygiene, HIV/ AIDS, communicable diseases, pollution and deforestation are prominent in the development agenda of the country. Moreover, civic issues like transparency, political and religious tolerance, corruption have also received the attention of government.

This research has been undertaken to investigate the roles of the following factors: - teachers, facilitators, teachers-trainees and other education stakeholders in the Participatory and Behaviour change programme in post-war Sierra Leone are taking cognizance of reforming of the curriculum and the introduction of the new course of study known as Emerging Issues.

1.1 Statement of the Problem

From the examination of the roles of the stakeholders, it is clear that there were sincere concerns. There was a clash in the roles of the stakeholders. While the local experts were used to the traditional conventional curriculum, the foreign expert including the major donors have a different approach. The target groups that included facilitators, teachers and teacher- trainees were used to the conventional curriculum design. The questions are; Do they fully understand the pedagogy of this new curriculum? How far will they sustain the new curriculum without reverting to the old conventional lecture method? Behaviour change comes but very slowly. The success of the new curriculum depends to a very large extent on the full understanding of the purpose of the curriculum and the method of teaching the new course. The eleven year civil war in Sierra Leone caused a lot of damage not only to the physical infrastructure but the mentality and behaviour of Sierra Leoneans. In a bid to make lasting reconciliation, the Truth and Reconciliation Commission [TRC] came out with revelations and recommendations. The report observed that youths were excluded from any meaningful participation in the political process from the late 1960 to the outbreak of the war in 1991.

Despite these important strides by government, the behaviours and attitudes of people especially the youths are quite a big problem. Wang [2006] traced the history of education in Sierra Leone to the colonial British system. It was the grammar school type which aimed largely at the urban middle class. The system was biased toward the academically gifted students who entered tertiary institutions and gained formal employment. As a result, most Sierra Leoneans were unable to access formal education or they were forced by circumstances to work before completing primary school. The report maintained that the system was elitist which excluded the majority of the population and concluded that the exclusive nature of the colonial education system was responsible for the low literacy level at the time when Sierra Leone gained independence.

The government adopted the 6- 3- 3- 4 system of education. According to this system, there would be nine years of basic education which include six years in the primary school and three years in the junior secondary school. In addition, the pupils will spend three years in senior secondary school and four years in tertiary education institutions. This step was a bold attempt to move the country away from the predominantly grammar school type of education which took neither the varied talents of the pupils nor the socio- economic needs of the country into consideration. The system was designed to cater for the all-around development of the individual that is, the cognitive, affected and the psychomotor domains. It's also aimed at a reduction of the high dropout rate in the elitist system.

However, the work of the stakeholders faced major problems, that is, conflict of roles. The local experts contracted to design the curriculum intended to design the curriculum base on their knowledge of the former style of curriculum design. One of the main stakeholders UNICEF did not seem pleased with the intention of the local experts. In a bid to improve on the work of these local experts, an internationally renowned consultant was contracted who changed the entire approach of the curriculum. This foreign expert emphasized participatory pedagogy. She believes that the new curriculum is a behaviour change curriculum that depended considerable on active participation of the target groups. The modules that were subsequently written were activity based which engaged the participants fully. Notwithstanding this tremendous effort, there were certain fears. These fears included allowing the pedagogy degenerating into traditional methods of lecturing which is non participatory, the lack of provision of resource materials for effective and efficient teaching of the course and the full understanding of the curriculum by the participant.

Considering the preceding account, the Emerging Issues course was introduced in the Teacher Certificate curriculum. It comes at a time when Sierra Leone as a nation is still grappling with the sustainability of the peace that had been achieved after eleven years of civil war. This civil war in Sierra Leone [1991-2002] witnessed one of the most terrible atrocities of war in human history/ Arms and limbs were brutally chopped off the belies of pregnant women mercilessly split open to know the sex of the unborn children. The Truth and Reconciliation Commission [TRC] that was set up in collaboration with the international community to look into the root cause of the war, identified various causes that include injustices at different levels of government, lack of government, lack of accountability and transparency, lack of respect for human rights human rights and widespread gender discrimination and abuse.

It also observed that despite the important strides made by the government since the conclusion of the war, the condition of the youth in Sierra Leone continues to be unbearable. It maintained that a significant number of young people have expressed frustration and concern that the circumstances that resulted in the war have not been meaningfully addressed. It expressed the fear that a failure to address these shortcomings would have serious repercussions in the country.

1.2 Justification of the Study

The Emerging Issues course is a new course that is quite different from other courses in the Teachers Certificate curriculum. The basic difference between this course and the other courses lies in its teaching and learning process. While the other courses use much of the lecture method, Emerging Issues course emphasize the active participation of the learners in the learning process. The justification of this study lies in the effective methods in which the course is taught to bring about behaviour change in the facilitators, teachers trainees and subsequently to be school children and the society as a whole.

The study has highlighted the destructive and negative behaviour and practices which have retarded the growth and development of Sierra Leone. This contrasted with constructive and positive behaviours and practices that would promote the development of the country. The study is justified because it has shown how the internalization of these constructive positive behaviours through its new teaching methods would lead to development.

Given where Sierra Leone had come from in the not too distant past, there is no doubt that Sierra Leone have the enormous responsibility of providing an education and training system which will not only lead to the overall development of the country and its people but also as one that will allow them to take their place among the world's nation as a country that has managed to recover from the depth of despair and depravity to a situation where they uphold and respect human rights.

II. OBJECTIVES /PURPOSE OF THE STUDY

1. To determine the extent to which teachers, facilitators, teacher-trainees and other education stakeholders understood their roles in fostering positive constructive behaviour change in students.
2. To identify the challenges associated with the implementation of the introduction of participatory and behavioural change in the Teacher Certificate Programme.

2.1 Research Questions

1. In what extent to which teachers, facilitators, teacher-trainees and other education stakeholders understood their roles in fostering positive constructive behaviour change in students?
2. What challenges associated with the implementation of the introduction of participatory and behavioural change in the Teacher Certificate Programme?

III. METHODOLOGY

3.1 Research Design, Instrument and Data Collection Procedure

The research design adopted in the study is a Descriptive or survey Research Design. It attempts to describe and explain the introduction of participatory and behavioural change using questionnaires and interview schedule guide to fully describe the phenomenon. The research design is well planned and organised component of the research study which includes the method of formulating and implementing the study and of collecting and analysing the issues of the research with instruments such as questionnaire and personal interviews. In this study, the focus of the design among other things is to analyse and evaluate the role of facilitators, teachers, teacher-trainees and other education stakeholders in developing the Participatory and Behaviour Change Emerging Issues Course for Teacher Training programme in Sierra Leone.

3.2 Instrumentation and Data Collection procedure

The objectives of the study were the basis on which the choice of the research instruments was determined. Consequently, two instruments- structured questionnaires and personal interviews schedule guide were developed and validated.

a) Interview Schedule Guide

The Interview Schedule Guide had questions that were developed from the objectives of the study. This research instrument was used to obtain information from selected representative of the Ministry of Education, Science and Technology Sports and those of Non- governmental organisations. This interview Schedule Guide was used so that the respondents will have an opportunity to delve deeply in the issue by providing detailed explanations.

b) Desk Survey

Desk survey was carried out in the libraries and from other documentary sources and in Cyber internet cafes to cafes to complement and at the same time reinforce the findings of the study.

3.3 Targeted Population, Sample size & Sample procedure

The targeted population of the research constitutes; Teachers, facilitators, teacher-trainees and other educational stakeholders that are engaged in participatory and behaviour change in the teachers' certificate programme in the five regions in Sierra Leone-Freetown, Port Loko, Makeni, Bo and Kenema Districts.

A sample of two hundred and fifty [250] teachers of the participatory and behaviour change programme which is a sub-component of Emerging issue course were randomly selected on the basis of five [5] per primary schools from ten [10] randomly selected schools in each of the five region- Freetown, Port Loko, Makeni, Bo and Kenema Districts respectively.

Two hundred and fifty [250] teacher-trainees were randomly selected from Higher Educational institutions- Freetown Polytechnic Institute, Ernest Bai Koroma university, Eastern Polytechnic Institute and Njala University [Bo Campus] on the basis of fifty [50] per institution.

The reason for the sample of two hundred and fifty [250] trained teachers and other two hundred and fifty [250] teacher trainees of participatory and behavioural change programme is that they comprised those that are expected to take the programme to the students and members of the public to assist in the transformation of Sierra Leone.

The next group of respondents was twenty [20] purpose selected trained facilitators with four each from Freetown polytechnic Institute, Ernest Bai Koroma University, Eastern Polytechnic Institutes and Njala University [Bo campus]. The selection was based on the fact that they were trained as facilitators. All of them offer the Emerging Issues course in their institutions and are expected to help the learners go through the participatory and behavioural change programme so that they can contribute to behaviour change in the people for a better Sierra Leone. Twelve (12) respondents, two (2) each were purposively selected from six (6) Institutions. Namely; the Ministry of Education Science and Technology, UNICEF, IRC, ACC, FAAST and save the Children because they are the educational stakeholders and are the key players in terms of providing the necessary educational policy, provision of expertise and logistics for the development of the participatory and behavioural change programme for Teachers Certificate students offering the course.

IV. DATA ANALYSIS AND RESULT OF THE STUDY

Data analysis was determined by the research objective and the lesson that learnt from related studies. Both quantitative and qualitative methods were used to analyse the data. The quantitative data included converting responses into statistical tables with frequencies and percentages. The qualitative method was used to examine and discuss interviews in order to discover underlying explanations and modes of relationship between the role played by facilitators, teachers, teacher- trainees and other education stakeholders in the development and implementation of the participatory and Behaviour Change Emerging Issues Course for teacher training institutions in Sierra Leone.

4.1 Key Findings based on Research Objectives

(i) To determine the extent to which Teachers, Facilitators, Teacher- Trainees and other Educational Stakeholders understood their roles in fostering positive constructive behaviour change in students.

This objective determines the extent to which Facilitators, Teachers, Teacher- Trainees and other Education Stakeholders understood their role in fostering positive constructive behaviour change in students.

Table 1a: Responses of Teachers and Teacher Trainees on their Role in Fostering positive constructive behaviour change in students

Respondents Roles	Teachers		Teachers Trainees		Total	
	No	%	No	%	No	%
To serve as a role model	120	48.0	150	60.0	270	54
To avoid all negative practice	70	28.0	15	6.0	85	17.0
To do the correct things at all time	40	16.0	15	6.0	55	11.0
Use participatory techniques in schools	20	8.0	70	28.0	90	18
Total	250	100.0	250	100.0	500	100.0

Table 1a shows the responses of the respondents on the role of teachers and teacher trainees in fostering positive constructive behaviour change in students. Slightly over half of them [50.4%] indicated that they understood their roles to serve as good role models. In fact, among the teacher trainees, 60% of them stated that they should serve as role models. Also, 21.6% of the respondents disclose that they should use participatory teaching techniques in school. Other responses are that teacher trainees should avoid negative practices (17.0) and they should do the correct things (11.0%).

Generally, the issue of teachers and teacher trainees serving role models is crucial in any behaviour change programme.

Table 1b: Responses of Facilitators on their Roles in fostering positive constructive behaviour change in students

Respondents	PLTC		NP		EP		NUBC		FTC		TOTAL	
	No	%	No	%	No	%	No	%	No	%	No	%
To serve as a role model	2	50.0	1	25.0	2	50.0	2	50.0	2	50.0	9	45.0
To avoid all negative practices	0	0.0	1	25.0	0	0.0	1	25.0	0	0.0	2	10.0
To do the correct things at all times	0	0.0	1	25.0	0	0.0	0	0	0	0.0	1	5.0
Use participatory techniques in schools	2	50.0	1	25.0	2	50.0	1	25.0	2	50.0	8	40.0
Total	4	100.0	4	100.0	4	100.0	4	100.0	4	100.0	20	100.0

Table 1b reveals the responses of the facilitators on their roles in fostering positive constructive behaviour change in students. 45% of the respondents pointed out that facilitators too must serve as role models. It implies that they most do the things that are expected of them so that others can copy their good examples. Also, 40.0% opined that the facilitators should use participatory techniques in their lessons so that teachers will be familiar with such techniques. 10% pointed out those facilitators should avoid negative practices and 5.0% stated that they should do the correct things at all times respectively.

Table 1c: Responses of Education Stakeholders on their Role in Fostering participatory Behaviour change in students

Stake holders	UNICEF		MEYS		FAAST		Save the children		ACC		IRC		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Financial support	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	2	16.7
Monitoring & supervision	1	50.0	1	50.0	0	0.0	1	50.0	0	0.0	1	50.0	4	33.3
Role model	0	0.0	1	50.0	2	100.0	1	50.0	2	100.0	0	0.0	6	50.0
Total	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	12	100.0

Table 1c indicates the responses of education stakeholders on their role in fostering behaviour change in students. The issues of the role model attracted 50.0%. It underscored the importance of role model in the behaviour change programme. The issues of financial and moral support got 16.17%, while the aspects of monitoring and supervision attracted 33.3% of the response. It underscored the urgent need to provide constant monitoring and supervision of the course. Stakeholders who included officials of the MEYS and UNICEF staff are very active in that regard.

(ii) To identification of the challenges associated with the implication of the introduction of the participatory Behavioural change in the Teachers Certificates programmes

The objective examines the responses of teacher, teacher-trainees facilitators and education stakeholders on the challenges associated with the implementation of the introduction of Emerging Issues Course in the Teachers Certificate programme.

Table 2a: Responses of Teachers and Teacher- Trainees on the Challenges Associated with the implementation of the Introduction of the participatory Behavioural change programme for teachers Certificate

Responses	Teachers		Teachers – trainees		Total	
	No	%	No	%	No	%
Reluctance to change	207	82.8	66	26.4	273	54.6

Themes and issues not adequately treated	20	8.0	10	4.1	30	6.0
Materials not sufficient to run the programme	13	5.2	120	48.0	133	26.6
Themes are insensitive to culture	10	4.0	54	21.6	64	12.8
Total	250	100.0	250	100.0	500	100.0

In table 2a, respondents pointed to the challenges associated with the implementation of the introduction of Emerging issues Course in Teacher Training institutions. A large number of the respondents (54.6%) indicated that people are mostly reluctant to change for a number of reasons including socio-cultural and sometimes the fear of the loss of opportunity or were simply afraid of change. In fact, 82.8% of the teachers disclosed that they are reluctant to change for one reason or another. Also, 26.6% of the respondents revealed that they do not have sufficient materials to properly engage with the programme. Among this category of respondents, the highest responses came from teacher trainees [48.0%] offering per-service course I Emerging Issues Course in teacher training institutions. These teachers are required to provide their own learning materials in the form of modules. They trained, qualified and serving teachers received free supplies of their modules from UNICEF. Other issues like themes and issues not adequately treated attracted 6.0%

Table 2b: Responses of facilitators and Education stakeholders on the Constrains Associated with the Introduction of Emerging Issues Course

Respondents	Facilitators		Education stakeholders		Total	
	No	%	No	%	No	%
Challenges						
Reluctance to change	8	40.0	1	8.3	9	28.1
Themes & issues not adequately treated	2	10.0	3	25.0	5	15.6
Materials not sufficient to run the programme	4	20.0	2	16.7	6	18.8
Themes are insensitive to culture	4	20.0	0	0.0	4	12.5
Accesses to funds to expand training	2	10.0	5	41.7	7	21.9
Extend monitoring & supervision to teacher -Trainees	0	0.0	1	8.3	1	3.1
Total	20	100.0	12	100.0	32	100.0

Table 2b presents the responses of facilitators, education stakeholders on the challenges associated with the implementation of the introduction of Emerging Issues Course. Unlike the responses of teachers and teacher trainees where a large number mentioned reluctance to change, it is only 28.1% of them indicating such position. In addition, 21.9% of them raised concern about access to funds to expand the training to cater for more teachers across the country because the current pace at which the training of teachers is done is very slow. Further, the following responses are made: 18.8% materials not sufficient to run the programme; 15.6% themes and issues not adequately treated; 12.5% themes are insensitive to culture and so on.

Table 2c: Recommendations of Teachers and – Trainees to meet the challenges of the participatory behavioural change programme in the teachers certificate

Respondents	Teachers		Teachers – Trainees		Total	
	No	%	No	%	No	%
Recommendations						
Emerging issues programme be provided for grass root programme	50	20.0	30	12.0	80	16.0
More themes be included	15	6.0	30	12.0	45	9.0
Emerging issues programmes be provided for political & other leaders	65	26.0	40	16.0	105	21.0
Emerging issues course be made culturally sensitive	100	40.0	71	28.4	171	34.2
Emerging issues materials be provided for pre-service students	20	8.0	79	31.6	99	19.8
Total	250	100.0	250	100.0	500	100.0

Table 2b and 2c contains the recommendations of facilitators and stakeholders to meet the challenges of the implementation of the Introduction of Emerging Issues course. Evidently, 21.9% of the respondents indicated that there is a need for additional funds

to expand the program to cater for more trained teachers in schools across the country. Again 3.1% of them stated that the monitoring and supervision of the programme should be extended to teacher trainees in pre- service programme. Also, 21.0% of them noted that Emerging Issues Course be provided for both grass root people and political leaders respectively. Finally, 19.8% of them indicated that Emerging Issues materials be provided for pre- service students in teacher training institutions.

4.2 Discussion of Findings

Sierra Leone as a whole is exposed daily to far-reaching socio-economic changes and it is the responsibility of government and education system to produce citizens who will be able to respond adequately and positively to a new environment, adapt and change and learn new skills at different points in their lives and will contribute to the society which they wish to develop in the future. Changes in the curriculum are bound to occur to take cognizance of these socio-economic and political realities of current times. The participatory behavioural change for teachers certificate course addresses corruption, mismanagement, gross human right abuse, political and ethnic tolerance, poor health and environmental condition, negative cultural practices, gender discrimination and so on.

The education stakeholders, teachers, facilitators, teacher- trainees demonstrated awareness of their roles and responsibilities in the introduction of participatory behavioural change for the teachers certificate programme. The issue of stakeholders serving as role models stand out very clearly as indicated by teachers and teacher trainees (54.4%) facilitators (45.0%) and education stakeholders [50.0%]. It is the belief that behaviours are caught not taught. The kinds of positive constructive behaviour that anyone aspires to bring about must be practised by that person so that others will emulate the good practice. It is not merely teaching in your lessons.

The various stakeholders pointed to relevance of the participatory behavioural change in the teachers certificate programme to determine its effectiveness in bringing about the positive constructive behaviour change. A sizeable percent [36.0%] of the teachers and teacher trainees and 28.1 % of both the facilitators and education stakeholders pointed the understanding of the problem by everyone which will lead to proper, better and lasting solutions to it. Other concerns include promotion of gender equality, promotion of good health practices, and building of good moral practices and so on.

With regard to the challenges associated with the Introduction of the participatory behavioural change in the teachers certificate programme in table 2a, what stood out clearly is the reluctance of people to change [54.6%] as stated by the teachers and teacher trainees. Galler [200] pointed out that education should tailor their approaches to the need of the individuals they are dealing with and that will result in greater level of acceptance and change. De young [2000] disclosed that people need to feel that change is important, worthwhile and achievable. With regard to the stakeholders, like Ministry of Education, Youth and Sport and UNICEF, the most outstanding challenges is to target the large number of primary school teachers who are over twenty thousands in number that number excludes community that number excludes community teachers who are mostly untrained and unqualified and they did not receive any remuneration from Government. They further noted that current intensive training for qualified and serving teacher only target five hundred teachers per year. Even though the course has been introduced in all per-service primary teachers, its remains a harrowing experience. Most of the challenges that bear upon the continuity and sustainability of the programme were clearly highlighted by a number of the stakeholders.

On the first objective which was to assess the role of facilitators, teachers, teacher –trainees and other education stakeholders in fostering positive and constructive behaviour change in students the need for the teachers and teachers-trainees to serve as role models [50.4%], facilitators [45%] and stakeholders [50.0%] stood out clearly. It would be concluded that the teachers, teacher –trainees, facilitators and education stakeholders should be role models if the course was to succeed in changing the behaviour of students to positive constructive behaviour. In addition, the response to the use of the participatory teaching techniques [21.6%] which included group discussion, activity-based lessons, role plays, debates, brainstorming, and group presentations was fundamental to the success of the participatory behavioural change in the teachers certificate programme. Monitoring and supervision [33.3%] was also necessary for its success.

Objective two shows the challenges associated with the Introduction of the participatory and behavioural change of the teachers certificate programme. Among the challenges were the reluctance of people to change because of reasons which included socio-cultural considerations, fear of loss of opportunities, and simply the fear of change itself.

The other challenges were the inability to address the unavailability of resource materials for especially the pre-service teacher–trainees. The pre-service students provided their learning materials which were not readily available in the market.

There were also the issues of the treatment of culturally sensitive things like Female Genital Cutting [FGC]. In communities where those cultural practices were very prominent there was likelihood to avoid through discussions of those issues by facilitators, teachers, teacher trainees who might be members themselves.

4.3 Recommendations

1. one outstanding recommendation is to make the Emerging Issues Course culturally sensitive which means taking note of culturally sensitive issues and finding appropriate and effective means of approaching them that would not lead to general discontent among the people.
2. Another recommendation is the call for the Emerging Issues Course to be provided for political and other community leaders especially on subjects like transparency and accountability, honesty, trust, civic duties and responsibilities, health and environment
3. The government should start to put modalities in place to provide resource materials in the form of workbooks for the learners, charts, markers, vanguards for the facilitators. The effective teaching of the course depends on the adequate provisions of these resources, teaching and learning materials. If they are provided, they should be affordable on cost recovery basis.
4. The Ministry of Education Youths and Sports in collaboration with the inspectorate offices in the districts and big towns must provide effective monitoring and supervision of the teaching of the course in order to achieve its desired objectives of positive constructive behaviour change.
5. The dependence on foreign stakeholders for the provision of financial and moral support should be considered seriously in order to dispel the fear of the sustainability of the course.
6. The government should provide a forum where the Emerging Issues facilitators and the Attitudinal Change Secretariat would meet to find a common ground for the success of the positive behaviour and attitudinal change programmes.
7. Facilitators should encourage the learners who starts the programme to endure to the end and complete the Emerging Issues Modules in order to fully understand the content and benefit from the course.
8. Facilitators and teachers should try very hard to stick to the participatory pedagogy which is very important to the success of the Emerging Issues Course and achievement of positive constructive behaviour change. Any attempt to revert to the traditional lecture method would be quite disturbing.
9. Facilitators teachers, teacher–trainees and other education stakeholders should strive all times to serve as role models not only to learners but also to members of the community where they live.
10. However, this study has not addressed the practical observation of classroom practice and assessment of learning achievement that would lead to behaviour change. It is therefore recommended that future related study would address these issues as there would have been enough time to undertake the task.

4.4 Summary and Conclusions

On the first objective which was to assess the role of facilitators, teachers, teacher–trainees and other education stakeholders in fostering positive and constructive behaviour change in students the need for the teachers and teacher–trainees to serve as role models [50.4%], facilitators [45.0%] and stakeholders [50.0%] stood out clearly. It would be concluded that the teachers, teacher–trainees facilitators and education stakeholders should be role models if the course was to succeed in changing the behaviour of students to positive constructive behaviour.

Objective two shows the challenges associated with the introduction of Emerging issues Course in the Teacher Certificate Programme. Among the challenges were the reluctance of people to change because of reasons which included socio-cultural considerations, fear of loss of opportunities, and simple the fear of change itself.

The other challenge was the inability to address the unavailability of resource materials for especially the pre-service teacher-trainees. The pre-service students provided their learning materials which were not readily available in the market.

There were the issues of the treatment of culturally sensitive things like Female Genital Cutting [FGM]. In communities where those cultural practices were very prominent there was likelihood to avoid through discussions of those issues by facilitators, teachers, teacher-trainees who might be members themselves.

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APPENDIX 1

SECTION A

Assessment of the role of facilitators, teachers, teacher-trainees and other education stakeholders in fostering the desired behaviour change in students

1. What role do you play as a trained teacher/ teacher-trainee in the participatory and behaviour change Emerging Issues Curriculum?
 - a. To serve as a role model
 - b. To avoid all negative practices
 - c. To do the correct things at all times
 - d. To use new teaching techniques and skills to teach other subjects
 - e. Others [specify].....

2. What is the expected role of facilitators in the participatory and behaviour change Emerging Issues Curriculum?
 - a. To serve as a role model
 - b. To avoid all negative practices
 - c. To do the correct things at all times
 - d. To use new techniques and skills to teach other subjects
 - e. Others [specify].....

3. What is the expected role of certain Education Stakeholders like minister officials and NGOs in the participatory and behaviour changes Emerging Issues Curriculum?
 - a. Support Training programmes financially and morally
 - b. Support Training programme through monitoring and supervision
 - c. Other [specify].....

SECTION B

Identification of the challenges associated with the introduction of emerging issues course in the Teacher certificate programme.

1. State the problems that are associated with the introduction of the participatory and behaviour change emerging issues curriculum
 - a. Reluctance of people to change their bad habits
 - b. Themes and issues not exhaustively treated
 - c. Materials not sufficient to run the programme
 - d. Themes are insensitive to the culture of the people
 - e. E others (specify).....

2. Explain how problems can be solved/addressed
 - a. Emerging Issues programme be provided for grass root people
 - b. More themes be included that addressed other issues
 - c. Emerging issues programme be provided for political leaders in the country
 - d. Materials be provided for pre service students
 - e. Others (specify).....

SECTION C

The possible challenges associated with the introduction of the participatory and behaviour change Emerging issues Curriculum?

1. State the problems that are associated with the introduction of the participatory and behaviour change Emerging issues Curriculum

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APPENDIX II

SECTION A

The role of Teachers, Facilitators and Other Education Stakeholders in the participatory and behaviour change Emerging issues Curriculum

1. What role do you play as a facilitator in the participatory and behaviour change Emerging issues curriculum?

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2. What is the expected role of the other education stakeholders in the participatory and behaviour change emerging issues Curriculum?

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3. What is the expected role of teachers, teacher trainees in the implementation of Emerging Issues Curriculum?

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APPENDIX III

SECTION A

The role of the facilitators and other Education stakeholders in the participatory and behaviour change Emerging Issues Curriculum

- a. What role you play as Education Stakeholders in the participatory and behaviour change Emerging Issues Curriculum?
- b. What is the expected role of facilitators in the implementation of Emerging Issues Curriculum?
- c. What is the expected role of teachers, teacher trainees and general public in the implementation of Emerging Issues curriculum?

SECTION B

The possible challenges associated with the introduction of the participatory and behaviour change Emerging Issues Curriculum?

- a. State the problems that are associated with the introduction of the participatory and behaviour change Emerging Issues Curriculum

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