

## Chapter 8

# Gender Disparities in Educational Enrollment and Attainment in Sierra Leone

**Augustine J. Kposowa**  
*University of California, Riverside, USA*

**Karin A. C. Johnson**  
*Texas A&M University, USA*

### ABSTRACT

*Sierra Leone endured social, economic, and political changes that impacted its educational system. Stymied development contributed to a persistent gender gap in schooling. Given changes over the decades, the chapter explores gender differences in educational enrollment and attainment at all levels—primary, secondary, and tertiary—using a 2017 Sierra Leone census cluster sample. The authors found that although educational disparities exist between girls and boys across the districts, there was no statistical difference in schooling between the groups in this sample. This suggests that Sierra Leone closed the educational parity gender gap. With political advancements, the authors situate findings within the context of a modernizing country that aims to reach primary and secondary education for all.*

### INTRODUCTION

An important indicator of national development is gender equality in education. Reaching educational goals, such as gender parity in literacy rates, enrollment, and educational attainment remains a challenge for United Nations-identified Least

DOI: 10.4018/978-1-7998-3814-2.ch008

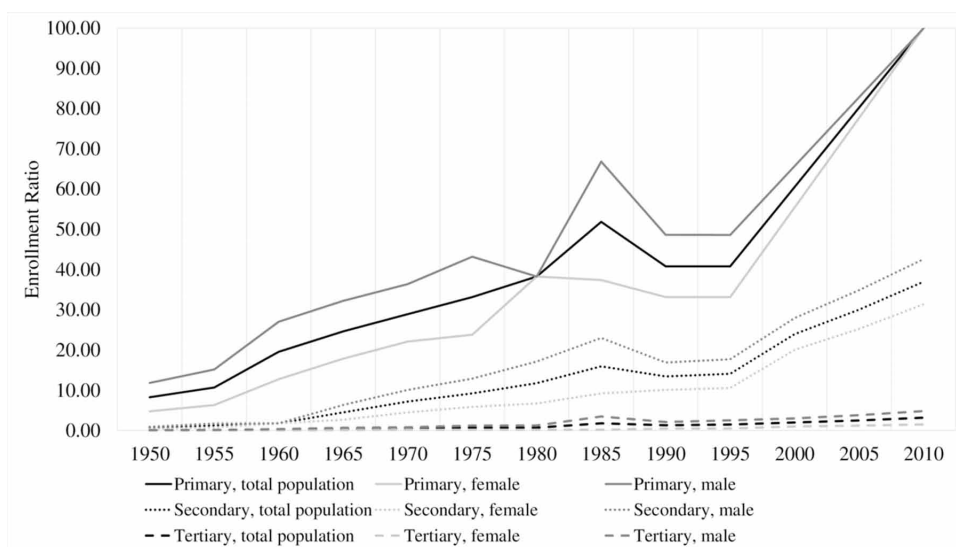
## Gender Disparities in Educational Enrollment and Attainment in Sierra Leone

Developed Countries (LDCs), especially those in Sub-Saharan Africa. In 2015, the UN launched the 2030 Sustainable Development Goals (SDGs), and Goal 4 “Quality Education” aims to reach inclusive and equitable education—including eliminating gender disparities and ensuring equal access to all levels of education—so that all young people have free, equitable, and effective primary and secondary schooling (United Nations, 2020b).

Located on the West African Guinean Coast, Sierra Leone is one of forty-six LDCs, and it has made progress in terms of overall educational achievements. As Figure 1 and Figure 2 show, by 2010 Sierra Leone’s populace’s enrollment in primary schooling for both girls and boys had converged; yet females had lower enrollment in secondary and tertiary school as well as educational attainment as compared to their male counterparts (Barro & Lee, 2013, 2015). Sierra Leone has confronted impediments to sustained development in its education sector such that gender differences persist.

*Figure 1. Sierra Leone’s educational enrollment ratio by sex, 1950 to 2010*

*Source: Barro & Lee, 2015 (version 1.0 from January 2016).*



16 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/gender-disparities-in-educational-enrollment-and-attainment-in-sierra-leone/280599](http://www.igi-global.com/chapter/gender-disparities-in-educational-enrollment-and-attainment-in-sierra-leone/280599)

## Related Content

---

### Inferring Personality From Social Media User Behaviors Using Dense Net Convolutional Neural Networks

Emilyn J. Jeba, M. Murali and N. Prabakaran (2024). *Impact of AI on Advancing Women's Safety* (pp. 173-184).

[www.irma-international.org/chapter/inferring-personality-from-social-media-user-behaviors-using-dense-net-convolutional-neural-networks/339657](http://www.irma-international.org/chapter/inferring-personality-from-social-media-user-behaviors-using-dense-net-convolutional-neural-networks/339657)

### We Know More Than We Can Zoom: Challenges for Young Professionals During the COVID-19 Pandemic

Anouk Mols, Yosha Wijngaarden, Imke Grevenand Marloes van Wijnen (2022). *Whole Person Promotion, Women, and the Post-Pandemic Era: Impact and Future Outlooks* (pp. 115-141).

[www.irma-international.org/chapter/we-know-more-than-we-can-zoom/308883](http://www.irma-international.org/chapter/we-know-more-than-we-can-zoom/308883)

### Plurilingualism and STEAM: Unfolding the Paper Crane of Peace at an Elementary School in Japan

Daniel Roy Pearce, Mayo Oyama, Danièle Moore and Kana Irisawa (2020). *International Journal of Bias, Identity and Diversities in Education* (pp. 1-23).

[www.irma-international.org/article/plurilingualism-and-steam/270943](http://www.irma-international.org/article/plurilingualism-and-steam/270943)

### Diversities in Teacher Education: Self-Identity and Self-Efficacy Among Preservice Teachers from Marginalized Groups

Yuko Iwai (2022). *International Journal of Bias, Identity and Diversities in Education* (pp. 1-16).

[www.irma-international.org/article/diversities-in-teacher-education/301216](http://www.irma-international.org/article/diversities-in-teacher-education/301216)

### Coming Out, Going Home: Spatial Mobility Among the Gay College Students With Their Supportive Parents in Taiwan

Hong-Chi Shiao (2020). *International Journal of Bias, Identity and Diversities in Education* (pp. 1-17).

[www.irma-international.org/article/coming-out-going-home/258994](http://www.irma-international.org/article/coming-out-going-home/258994)